

EMOTIONAL DIVORCE OF SECONDARY SCHOOL TEACHERS MARRIED

Lect. Dr. Hussein Mousa Abed AL_juboori

College of Education for Pure Sciences, Karbala University

Email: hussien.m@uokerbala.edu.iq

Abstract

The aim of the current research is to measure the emotional divorce of middle school teachers in Karbala who are married to them, and to know the significance of the statistical differences in emotional divorce according to the gender variable (male / female). Psychometric for the two scales, the researcher chose a stratified random sample consisting of (226) teachers and (263) schools, from the preparatory schools of the Directorate of Education of Karbala, and after using statistical methods, the research concluded that the teachers of Karbala governorate suffer from emotional divorce, and the results also showed that there are no differences Statistically significant in emotional divorce according to the gender variable, and in these results, the researchers presented a set of recommendations and proposals.

Keywords: Emotional divorce, school, teacher.

Introduction

Emotional divorce is a social and psychological problem in all societies and it seems that it is becoming more and more prevalent in our societies in modern times due to its many social and psychological effects (Al-Maliki et al., 2009: 5) The marital relationship is an emotional relationship that binds the spouses in a legitimate and legal manner, and the marital passion is the main pillar in marriage. In marital life, it leads to a weakening of his psychological stability, as studies indicate in this regard that individuals who have encountered difficulties in marital emotional relationships are less psychologically stable than others (Al-Fatlawi and Kazem, 2012: 2). The emotional atmosphere is cold and devoid of affection, compassion and participation, which reflects negatively on them in particular and on the family in general, and its impact is strongly reflected on children, whether in their behavior or thinking (Hadi, 2012, 3), and the problem of emotional divorce increases among middle school teachers as they are an influential behavioral model On the students, the apathy of the emotional relationship greatly affects his performance in front of his students, which leaves a clear imprint on the behavior of the students. The researcher sensed the problem of their research in society, which prompted them to study this problem, which is represented by answering the following questions: Do middle school teachers in Karbala suffer from emotional divorce? Does emotional divorce differ according to the gender variable (male/female).

Research Importance

The importance of studying emotional divorce comes because it works to dismantle the family and its collapse in the future. The family is the first human group from which the social structure is formed. The family represents the general framework that defines the behavior of its members, His rituals and commandments, which are generally credited with carrying out the process of socialization (Al-Sayed, 1995: 23). Marriage is the starting point for establishing a family and it is of great importance and hope for most young people of both sexes because of the psychological and social compatibility it achieves for them. Marriage is considered a protection that protects the individual from many psychological disorders and organic diseases. In a study conducted by Abd al-Rahman in (1998) on a group of married and unmarried couples, the study found that the level of health, social and emotional adjustment among married males is higher than among unmarried males, and emotional adjustment among married males. It is higher than that of married females (Fouad, 2008: 59). On the other hand, the marital disorder and the consequent emotional dissatisfaction along with marital conflicts and negative feelings. In such cases, feelings of insecurity, anxiety, depression, nervous exhaustion, psychological and emotional imbalance, fear of the future and feelings of Be lost (Hadi, 2012: 6), and due to the importance of the role of middle school teachers in the educational process, the importance of studying emotional stability comes Psycho they have, because thinking The teacher and his psychological state reflected on his performance in the class whether With his students, his material, or everyone who interacts with him, which leads to me its reflection on me Students (Al-Madani, 2013: 2), so the teacher is Substrate the basic in the system educational attic adoption all hopes future that Aims to me to improve the operation educational And as much interest and evolution Which Catch level teacher, as much what Lead to me growth students and their development The teacher as a leader impact effect big in you asked (Al-Zubaidi, 2015: 8) Because it is the element effective President in proces bringing up Students, it is not possible to reconcile the development of the quality of education in schools unless the level of teachers develops Whose Working in That schools, no is being Planning curricula or Materials educational or to provide halls the lesson luxury or Administrators Competent enough To face cons education lousy, and on though from Importance Some factors Except that ha No compare with effect teacher And his turn in The educational process (Al-Mofarrej et al., 2007: 18), as it is the cornerstone of the educational process, affecting the student with his words, actions, appearance, and other behaviors that students convey from him in a conscious way sometimes or subconsciously at other times. A good teacher can take advantage of the capabilities that are within his reach and He innovates in order to succeed in performing his mission through continuous access to books, references, and everything new in the world of knowledge (Massad, 2005: 113).

From here, the importance of the current research is evident in providing a sound psychological basis for the teacher to work on raising the level of his academic performance, which will benefit the school and society.

Research Aims:

The current research aims to identify:

- 1- Emotional divorce among middle school teachers who are married to them.
- 2- Statistically significant differences in emotional divorce among middle school teachers according to the gender variable (male/female).

Research Limits:

The current research is limited to married male and female teachers in governmental preparatory schools in Karbala Governorate, for morning studies and for the academic year (2022-2023).

Definition Terms:

First: Divorce

- (Shukri et al., 2009) defines it as: "It is the formal and legal termination of the legal marriage relationship" (Shukri et al., 2009: 380).

Second: Emotion: Emotional

- He defined it (Rageh, 1973) as: "a relatively constant readiness, composed of several emotions, revolving around a specific topic" (Rajih, 1973: 123).

Third: Emotional Divorce

- He was known by:
 1. (James, 1910) "It is a permanent conflict with the other spouse and the absence of any factors that can deepen the relationship between them, so it is a voluntary separation from the husband or wife or both" (James, 1910: 97).
 2. Linda. et.al, 2004) that: "the spouses live in one house, but they are alone and isolated from each other, and they do not reach the stage of legal divorce." Linda.et.al, 2004: 3).
 3. The theoretical definition of emotional divorce is based on the theory of (Stephen, 1987): "A state of coldness and emotional withdrawal that occurs for a long time and may continue for several years between the spouses, and which represents the most important stressful event that casts a mislead on the feelings of the spouses and their lives in general, which can be predicted in causing marital disappointment and dissatisfaction" (Stephen, 1987:125).

Fourth: Preparatory stage: "It is the stage that comes after the end of the intermediate stage and precedes university education and includes grades (fourth,

fifth, and sixth) for the scientific and literary branches” (Iraqi Ministry of Education, 1977: 16).

Fifth: The teacher Arafeh (Al-Mawla, 2001): “He is a person who has a bachelor’s degree or its equivalent and teaches according to his specialization” (Al-Mawla, 2001: 15).

Literature Review

First: emotional divorce in Islamic law

Marriage is one of the signs of God, may He be glorified and exalted, He legislated it for sublime purposes, and He, may He be glorified and exalted, laid foundations for it and a methodology for it, as in every field of human life, to make man happy with what God, the Majestic and Most High, has endowed him with. Almighty God in His Noble Book: “It is He who created you from a single soul and made from it its mate so that he may dwell To her, when he covered her, she carried a light load, so she passed by it, and when it was burdened They called upon God, their Lord, if you give us righteousness, we will be among the grateful. ” (Surah Al-A’raf, verse 189) So the one soul and dwelling in this verse: “It is one soul in the nature of its formation, even if its function differs between the male and the female. God Almighty says in the Holy Quran: “O people, fear your Lord, who created you from a single soul and created from it its mate and dispersed from both of them many men and women And fear God by whom you inquire of Him, and the wombs. Indeed, God is ever Watcher over you.” (Surat An-Nisa, verse 1) One woman was created from her and her husband was A family of two spouses, “many men and women have broadcast from them.” From this first family, many men and women have broadcast, all of whom refer initially to the bond of divinity, and then return to the family bond on which the system of human society is based after its establishment on the basis of belief (Al-Masry, 2007: 14-15).).

Second: Emotional divorce in the school of psychoanalysis

Freud is considered a pioneer of the school of psychoanalysis, and he divided the psychological system into three sections: the id, which is the repository of instincts and innate motives, and the superego is the repository of ideals, ethics, conscience, social standards, and religious values. Between the demands of the id and the demands of the superego and reality, and that the compatible person is the one who satisfies the requirements of the id by acceptable means, that is, he can reconcile the requirements of the id and the controls of the superego. The basis for the occurrence of various disorders (Fouad, 2008: 88). It is noted that Freud cared about (the unconscious), which according to him constitutes most of the psychological system. Therefore, many of the subconscious fears and conflicts that exist in the marital relationship are derived from early childhood relationships. The past is very important and has a strong influence on the present relationships and human feelings and thoughts. In the history and experiences of the individual, the past is part of the present (Hadi, 2012: 19).

Third: Emotional divorce in the behavioral school

Behavioral theory emphasizes the stimulus and the response, and that every behavior (response) has a stimulus. If the relationship between the stimulus and the response is sound, the behavior is normal, but if the relationship between them is disturbed, the behavior is abnormal. Behavioral disorders are learned behaviors, just like normal learned behavior, and they are a product of learning. Wrong in education, and that the individual needs to explain his behavior and plans logically. If this logical explanation causes him to feel anxiety and guilt, he will tend to find interpretations that are contrary to the truth, which leads to neurosis. The individual (Hadi, 2012: 20).

The behaviorists consider the marital interaction an important requirement for the occurrence of marital compatibility through reward and punishment, as rewarding the individual for a behavior often supports and strengthens it to appear again. Conversely, if one of them punishes the other or deprives him of the reward, then it makes him feel uncomfortable and the compatibility between them worsens. Therefore, marital compatibility occurs if the spouses interact positively and satisfy each other (Ali, 2008: 89).

Fourth: Stephen's (1987) theory of emotional divorce

Stephen (1987) points out that this theory is concerned with marital disorders and their repercussions, and the theory is based on the following assumptions:

- That when couples slip into the path of emotional divorce, each spouse is closer to stability than the other.
- There is a painful chaos between the spouses and sadness prevails, and this is difficult for the emotionally abandoned husband who wants the marriage to remain intact and coherent, so he runs out of patience and suffers from psychological pressure.
- When an emotional divorce occurs, the spouses' relationship gets out of control because the spouses behave in strange behaviors that lack emotions.
- Behaves in strange and irresponsible ways, or his style is illogical. However, this does not mean that the spouses have become aggressive, but they found themselves hating each other.

The emotionally divorced husband goes through stages of complaint, grief, and emotional pain, and these stages do not cancel one another, and in most cases of emotional divorce there is a husband who leaves and a husband who is abandoned (Al-Fatlawi and Kazem, 2012: 223)

According to the theory of (Stephen, 1987), the leaving husband is the husband who wants to separate. The emotional divorce for the leaving husband extends for months or even years. He is working to end the current marriage, predicting the occurrence of final divorce in the near or distant future, while (Stephen) believes that The abandoned husband is impatient with the delay in conciliation and wants to know the decision of the abandoned husband, as he quickly gets angry over small and unnecessary things.

He is the victim of the behavior of his wife who left (127: Stephen, 1987). As a result of this anxiety and severe psychological pressure, one of the spouses is physically present and his thinking is in another place, not completely present, and this makes him feel shattered and pressured on his feelings. In other cases, we find the husband fully present during marital contact, but he finds it very difficult to give or receive emotional participation between them (Herman, 1992:52). The researchers adopted the theory of (Stephen, 1987) in their study because it is one of the most comprehensive theories that dealt with emotional divorce by interpretation.

Characteristics of Emotional Divorce

1. There is no clear physical separation between the spouses.
2. Lack of desire to practice intimacy between spouses and withdrawal from marital cohabitation.
3. Ignoring the joint property between the spouses.
4. Each spouse changes roles with the other partner.
5. Stagnation and extinction of emotions
6. Frequent escape from home or spouses sitting in separate areas of the house.
7. Mutual blame and detraction from the achievements and aspirations of the other.
8. Throwing responsibilities on the other spouse and evading his responsibilities.
9. Feeling remorse for the link with the other husband.
10. Positive trends between spouses conflict and take on an aggressive or superficial nature.
11. He fails to realize the emotions that were envisioned before marriage, and this leads to apathy or complete absence of love.
12. The disappearance of common goals between spouses (Al-Fatlawi and Kazem, 2012: 219).

Influencing factors or causes leading to emotional divorce

Emotional divorce between spouses takes on a gradual nature in its occurrence, governed by overlapping causes and factors that are sometimes difficult to separate from each other (Ghaith, 1965: 158), as follows:

Childhood of the spouses: Childhood experiences affect the marital relationship of both spouses negatively or positively. Children who were happy in their childhood and were not repressed will have good marital relations (Al-Azza, 2000: 17).

The dependence of the spouses on the parents: The inability to psychologically separate from the parents leads to the consent of the children to the interference of their parents in their marital life, and then to the occurrence of problems in the relations between the spouses. Their marital life is often scattered and miserable (Edward, 1998: 208).

Intense jealousy: Jealousy is an emotion whose roots revolve around suspicion and mistrust between the spouses.

Marriage of Convenience: The husband may choose his wife, and each of them may know the other's shortcomings, but they prevail over this interest over others, which ultimately leads to the failure of the marriage.

The age difference between the spouses: the suitability of the spouses in the age of marriage is one of the factors contributing to the stability of the marriage, because the spouses' closeness in age leads to understanding of each other's interests, attitudes, and behavior in the situations they face in their marital life, and on the contrary, it leads to the existence of a fertile ground for ongoing problems Gottman (1994: 34)

The time spent by spouses together: The researchers referred to the comparison between the behavior of happy couples and spouses who suffer from emotional divorce. One of the problems of marital compatibility is the lack of time that the spouses spend together (Falata, 2008: 111).

Means of achieving emotional gratification between spouses

Undoubtedly, the first period of marriage - for most - is the most emotionally satisfying. Feelings are still soft and tender, and the passion for discovering a new life is at its height and the eagerness to meet and longing for the lover is at its highest level, and the emotional communication is great between the spouses, starting from tender looks, warm touches, and flirtatious words. Boredom seeps into this relationship and verbal communication is disrupted in the majority. There is preoccupation with children and the many responsibilities resulting from this connection. There is also a clash between the spouses as a result of differences in natures and expectations. The following are some of the means that help achieve emotional satisfaction between the spouses, and continuity is the guarantor condition - after God Almighty To maintain the warmth of love and desire between the spouses:

1. Cohabitation
2. Advising the truth and in a good manner
3. Meeting on obedience such as fasting, praying and reciting the Noble Qur'an
4. Mercy, forgiveness and tolerance
5. Not assigning the other party what he cannot bear
6. Remember that there are duties, not just rights
7. Get away from the daily routine and try to renew
8. gifts, even if the gifts are symbolic
9. Permanent communication from work to reassure and broadcast words of love
10. Remembering and celebrating shared special occasions
11. Differentiate between the responsibility of the children and the rights of the partner
12. Differentiate between friends and the rights of the partner
13. Paying attention to clothes, hygiene and good smell
14. Bringing back special and beautiful memories
15. Opening the way for fun, banter and foreplay during communication
16. Take a short vacation to ignite the passion

17. Honoring each party to the people of the other party and not criticizing and cursing them in their absence
18. Introducing pleasure in the available legal ways
19. Praise in absence and flattery in presence
20. Thank you for every favor or service that one does for the other
21. Consideration when angry, especially during the menstruation period in women
22. Calling the most beloved names or nickname
23. Adornment, perfume and beautification when meeting
24. Warm reception and farewell at the door
25. Adjusting the nerves and not being agitated when the sharp discussion
26. Responding to an intimate encounter and not making excuses for being busy or unwilling
27. Notifying the partner of appreciation for him and his efforts in arranging family matters
28. Psychological support when needed (Al-Masry, 2007: 20-22)

Methodology

This chapter includes research methodology and statistical tools and means to achieve its objectives.

First: research methodology

The research approach is determined according to its problem and objectives that it seeks to achieve, and since the current research aims to identify emotional divorce, the appropriate approach is the descriptive approach that aims at a deeper understanding of the phenomenon. 1990:163)

Second: the research community

The statistical community for research means all the individuals whom the researcher studies the phenomenon with (Melhem, 2000: 219). The current research community is determined by teachers of the preparatory stage of both types and for the morning study in government schools affiliated to the General Directorate of Karbala Governorate Center for the academic year (2022-2023), whose number is (2022-2023). 989 * with (458) teachers and (531) female teachers, distributed among (31) preparatory schools, including (16) schools for boys and (15) schools for girls, as the two researchers excluded evening schools and distinguished students, and Table (1) shows this.

Table (1) The research community is distributed according to the type variable

number of schools	The number of teachers	The number of female teachers	the total
31	458	531	989

Third: the research sample

The sample is defined as a part of the community on which the phenomenon is studied through information about this sample in order to generalize the results to the community (Al-Najjar, 2010: 149) and table (2) shows the research samples used to achieve its objectives.

Table (2)Research samples

T	sample type	purpose of use	number of them
2	Sample statistical analysis	To extract the psychometric properties of the scale	400
3	persistence sample	To measure the stability of the scale	60
4	Final application sample	to apply the scale in its final form	489
	The hungry	949	

*The researcher obtained the data from the Holy Karbala Education Directorate

Fourth: the search tool

To achieve the objectives of the current research, the researcher adopted the scale of Al-Fatlawi and Kazem Al-Maadad in (2012), which consists of (45) items. It rarely applies to me, and it never applies to me), and the scores for the alternatives for the positive items were (1,2,3,4,5), respectively, and these values are reflected when answering the negative items. There are two types of validity: virtual validity and constructive validity achieved by finding indicators (distinguishing the paragraphs and the relationship of the paragraph degree with the total score of the scale). As for the stability, the scale preparers calculated the stability by the two retest methods and the Cronbach alpha method, as the stability of the scale ranged by the retest method with (0, 83) while its value in Cronbach's alpha method was (0.78.)

Psychometric properties of the emotional divorce scale

The researchers extracted the psychometric characteristics such as the validity and stability of the scale in order to increase the strength and sobriety of the scale as follows:

- Honesty: It is defined as the scale's ability to measure what it is intended to measure (Al-Sayed, 2008: 400).
- First: Apparent honesty: This is done by presenting the scale paragraphs (45) paragraphs and according to the alternatives to answering a group of arbitrators (Appendix 1) to indicate their validity, and to analyze the opinions of the arbitrators, the researchers adopted an agreement rate of (80%) or higher, and according to that a paragraph was not rejected, Thus, the number of paragraphs of the scale is (45), and Table (3) illustrates this.

Table (3) The percentages of the opinions of the arbitrators on the validity of the emotional divorce scale

T	paragraphs	approvers	Non-approvers	acceptance rate	Rate rejection	The result
1	,16 ,15 ,14 ,13 ,12 ,11 ,10 ,9 ,8 ,7 ,6 ,5 ,4 ,3 ,2 ,1 35,45 ,33 ,31 ,29 ,27 ,19 ,18 ,17	8	-	%100	-	Valid
2	,39 ,38 ,37 ,36 ,34 ,32 ,30 ,28 ,25 ,24 ,22 ,21 ,42 ,40	7	1	%90	%10	Valid
3	44 ,43 ,41 ,26 ,23 ,20	6	2	%80	%20	Valid

Second: Constructive Validity: This type of validity is concerned with searching whether the scale measures or relates to a hypothetical psychological structure that refers to psychological features and characteristics that cannot be observed directly, but are inferred through a set of observed behaviors (Ababneh, 2009: 101) This type of validity was verified through the following indicators:

First: Calculating the discriminatory power

The discriminatory power of the items aims to reveal the ability of the scale to show the individual differences between the subjects. The item that is distinctive and effective is the item that distinguishes between two individuals who actually differ in the degree of possessing the trait, a difference that appears through their behavior. It is also a paragraph that measures a specific trait and not others (Ebel, 1972: 399), and in order to find the discriminatory power, the researchers applied the emotional divorce measure to the statistical analysis sample of (400) male and female teachers, as shown in Table (4).

Table (4) The sample of the statistical analysis is distributed according to schools and gender

T	School name	teachers	
		female	males
1	Jumana bint Abi Talib for girls	36	-
2	culture for girls	46	-
3	A few messengers for girls	38	-
4	Karbala for girls	50	-
5	Gaza for girls	41	-
6	Freedom for girls	7	-
7	Jaber Al-Ansari for boys	-	41
8	Sheikh Ahmed Al-Waeli for boys	-	35
9	Imam Sadiq for boys	-	6
10	Al-Rafidain for boys	-	32
11	Abu Al-Aswad Al-Du'ali for Boys	-	3
12	A better tomorrow for boys	-	29
13	Al-Farahidi for boys	-	27
14	Communication for boys	-	9
	Total	218	182

For the purpose of conducting the statistical analysis, the researchers followed the following:

A- The two extreme groups method: In this method, two extreme groups of individuals are selected based on the total scores they obtained in the scales, and each paragraph of the scale is analyzed using the t-test for two independent samples to test the difference between the upper and lower groups (Edwards,., 1957, p.152) To achieve this, the researchers adopted the following steps:

1. Determine the total score for each questionnaire.
2. The order of the questionnaires is in descending order from the highest degree to the lowest degree.

The designation of (27%) of the questionnaires obtaining high scores in the test, and (27%) of the questionnaires obtaining lower scores, represent two groups with the largest size and maximum possible differentiation (Anastasi, 1976: 208), and since the total sample for the analysis amounted to (400) questionnaire, the percentage of (27%) is (108) questionnaires for each group, and accordingly, the number of questionnaires that were subjected to analysis is (216) questionnaires, and the T-test was used for two independent samples to find out the significance of the statistical differences, and the t-value was considered an indicator of the power of discrimination each paragraph by comparing it with the tabular value of (1.96) degrees at the level of significance (0.05) and with a degree of freedom (214), and the results showed that all differences are statistically significant for all paragraphs, as shown in Table (5),

Table (5) The discriminatory power of the emotional divorce scale

T	senior group		lower group		t calculated
	Arithmetic mean	standard deviation	Arithmetic mean	standard deviation	
1	3,38	1,47	2,14	1,26	7,75
2	4,63	0,66	3,15	1,23	11,38
3	4,29	1,18	2,90	1,28	9,27
4	4,56	0,86	3,41	1,33	8,21
5	4,29	1,03	2,60	1,05	12,07
6	4,76	0,53	3,53	1,17	9,46
7	4,38	1,08	3,16	1,16	8,13
8	4,77	0,59	3,55	0,88	10,17
9	4,90	0,33	4,14	0,89	6,91
10	4,59	0,90	3,03	1,23	11,14
11	4,81	0,56	4,03	0,98	6,5
12	4,81	0,53	3,64	1,07	9,75

13	4,69	0,71	3,66	1,12	7,92
14	4,82	0,56	3,41	1,09	11,75
15	4,88	0,49	3,64	1,14	10,33
16	4,73	0,62	2,92	1,20	13,92
17	4,63	0,69	2,71	1,15	12
18	4,61	0,86	3,24	0,92	10,54
19	4,72	0,67	3,19	1,13	11,77
20	4,82	0,47	3,43	0,90	12,65
21	4,91	0,35	3,51	0,95	12,73
22	4,77	0,54	2,97	1,19	13,85
23	4,69	0,57	2,87	1,15	14
24	4,89	0,37	3,52	1,04	11,42
25	4,76	0,64	3,25	1,05	11,62
26	4,78	0,60	3,47	0,91	10,92
27	4,72	0,58	2,98	1,03	14,5
28	4,87	0,43	3,40	0,97	13,36
29	4,55	0,75	2,89	1,00	12,77
30	4,76	0,59	3,10	1,08	13,83
31	4,87	0,43	2,72	1,09	17,92
32	4,75	0,67	3,33	1,13	10,92
33	4,77	0,62	3,03	1,09	13,39
34	4,14	0,77	2,91	1,20	8,79
35	4,83	0,50	3,07	1,41	13,54
36	4,03	1,42	2,57	1,31	9,13
37	4,96	0,19	4,04	0,75	10,22
38	4,44	1,16	3,97	0,87	3,36
39	4,89	0,46	4,11	0,68	7,8
40	4,87	0,55	3,95	0,79	8,36
41	4,88	0,43	3,88	0,75	10
42	4,97	0,17	4,14	0,74	9,22
43	4,76	0,75	3,97	0,82	6,58
44	4,95	0,21	4,19	0,64	8,44
45	4,54	1,04	3,77	0,82	5,92

In light of the foregoing, no paragraphs of the emotional divorce scale were omitted, as the final scale consisted of (45). Paragraph, as shown in Appendix (2)..

2- The relationship of the degree of each of the paragraphs with the final degree of the scale

The total score of the scale is considered the best internal test, as this method is adopted as a basis for knowing whether each paragraph of the scale is going in the

same path as the whole scale or not, as it is characterized by providing us with a homogeneous scale (Anastasi, 1976:206). The researchers used Pearson's correlation coefficient to extract the correlation between the degree of each paragraph of the scale and the total score of (400) teachers for a sample of the statistical analysis sample. 96) at a level of (0.05) and a degree of freedom (399), which means that all items of the emotional divorce scale are true in measuring what they were set to measure and are consistent with each other, and Table (6) shows that.

Table (6) Paragraph correlation coefficient with the total score of the emotional divorce scale

Paragraph number	The relationship of the paragraph with the total score of the scale	t calculated	Paragraph number	The relationship of the paragraph with the total score of the scale	t calculated	Paragraph number	The relationship of the paragraph to the total degree for scale	t calculated
1	0,39	7,8	13	0,45	9	25	0,61	15,25
2	0,53	13,25	14	0,57	14,25	26	0,59	14,75
3	0,42	8,4	15	0,50	12,5	27	0,62	15,5
4	0,44	8,8	16	0,56	14	28	0,64	16
5	0,55	13,75	17	0,61	15,25	29	0,58	14,5
6	0,49	12,25	18	0,54	13,5	30	0,59	14,75
7	0,47	11,75	19	0,59	14,75	31	0,48	12
8	0,51	12,75	20	0,61	15,25	32	0,54	13,5
9	0,39	7,8	21	0,60	15	33	0,62	15,5
10	0,52	13	22	0,58	14,5	34	0,56	14
11	0,42	8,4	23	0,60	15	35	0,52	13
12	0,52	13	24	0,58	14,5	36	0,40	8
37	0,48	12	38	0,44	8,8	39	0,48	12
40	0,59	14,75	41	0,54	13,5	42	0,41	8,2
43	0,67	16,75	44	0,50	12,5	45	0,54	13,5

B- Reliability: It means that the test gives the same results if it is re-applied to the same individuals in the same circumstances (Al-Azzawi, 2008: 97). The scale was applied to the stability sample of (60) male and female teachers, as shown in Table (7). Table (7)The stability sample is distributed according to schools and gender

School name	Type	the total
Al-Alqami River for boys	males	30
Immortals for girls	females	30
the total		60

1- Retest method

It is one of the methods of calculating stability. It is meant to estimate the percentage of stability in an individual's score despite changes within an appropriate time range, provided that it is not less than a week and not more than six months (Faraj, 1980: 312). For the purpose of extracting stability in this way, the scale has been re-applied to Resilience sample two weeks after the first application, then calculate the Pearson correlation coefficient between the degrees of the first and second application. The value of the resilience coefficient in this way was (0.85), which is a high indicator of resilience. 0 - 90, 0) is a good indicator for the static test, (Esawy, 1985: 58(.

2- Cronbach's alpha method

The alpha coefficient method is an example of variance analysis methods in calculating the stability coefficient, and this procedure gives different stability coefficients for groups of items arising from dividing the test into two halves (Omar et al., 2010: 227), and this equation reflects the consistency of the scale items internally, as it measures internal consistency and homogeneity Between the test items (Anstasi and Urbina, 1997:95), the value of the stability coefficient in this way was (0.80), which is a high stability indicator of the statistical indicators of the emotional divorce scale.

The researcher used the statistical bag for social sciences (spss) to extract the statistical properties of the emotional divorce scale, and table (9) shows that.

Table (9) Statistical indicators of the emotional divorce scale

1	the sample	400
2	Arithmetic mean	141,22
3	Mediator	140,00
4	vein	126
5	hypothetical mean	108
6	standard deviation	20,938
7	variance	438,416
8	flattening	0,615-
9	skewness	0,018
10	Term	97

Final Application:

After achieving the validity and reliability of the scale, the researcher applied it to the research sample of (489) teachers, who were chosen in a stratified random manner, as shown in Table (10), and the application period lasted from (2/5/2015 AD) to (31/5/2015 AD).

Table (10). The final application sample is distributed according to schools and gender

T	School name	teachers	Female teachers
1	gains for boys	39	-
2	Osama bin Zaid for boys	32	-
3	Abdullah bin Abbas for boys	39	-
4	Othman bin Said for boys	40	-
5	Karbala for boys	46	-
6	ability	30	-
7	Al-Yarmouk for girls	-	33
8	Success for girls	-	48
9	Imamate for girls	-	49
10	Rabaa Al-Adawiya for girls	-	53
11	Al-Rawdatain for girls	-	40
12	Maria Coptic for girls	-	28
13	Girls get up	-	12
the total		226	263
		489	

Fifth: Statistical Methods:

The research data was processed using the Statistical Bag for Social Sciences (SPSS) as follows:

1. Chi-square for one sample: to find out the significance of the statistical differences of the opinions of the arbitrators about the validity of the items of the scale.
2. The t - test for two independent samples: extracting the discriminatory power (by the two extreme groups method) for the items of the scale.

Pearson correlation coefficient to extract the following:

- A- The correlation coefficient of each paragraph with the total score of the scale.
 - B- The value of the stability coefficient (by the re-test method) of the scale
3. Using Cronbach's alpha equation for the purpose of extracting the stability of the scale.
 4. The t-test for one sample: for the purpose of knowing the statistical significance of the arithmetic mean of the scale.

5. Unilateral analysis of variance: to identify the statistical differences between the variables of gender and duration of marriage for the scale.
6. The t-test to extract the statistical significance of the correlation coefficients of the scale.

Results

In this chapter, the findings of the research will be dealt with according to what was presented in the first chapter, as follows:

1. The first objective: identifying emotional divorce among married middle school teachers.

To identify the teachers' emotional divorce, the researcher extracted the mean scores of the sample on the scale, and it reached (137, 31) with a standard deviation of (18.96). The theoretical mean and the arithmetic mean The researchers used the t-test for one sample, and the results shown in Table (11) appeared.

Table (11) Results of the t-test of individuals' scores on the emotional divorce scale

the sample	SMA	standard deviation	theoretical mean	The calculated t value	tabular t-value	degrees of freedom	significance level	The result
489	137,31	18,96	112,5	28,85	1,96	488	0,05	function

It is clear from Table (11) that there is a statistically significant difference between the arithmetic mean and the theoretical mean, as the calculated t-value (28.85) was greater than the tabular t-value (1.96) with a degree of freedom (488) and at a level of significance (0.05). And that this difference is in favor of the arithmetic mean, as it was greater than the theoretical mean, which means that middle school teachers who are married to them suffer from the existence of marital problems and disputes, an inevitable issue, and the reason for that according to Stephen's theory (Stephen, 1987) is the lack of psychological stability in the family that led to coldness And the emotional apathy that appeared clearly among the teachers, as the researchers believe that the conditions that Iraq went through in the last two decades helped to have this problem among many segments of society, including the teachers segment, and the loss of security inside the country and the forced displacement that occurred in recent years is to Inside the country or abroad, it had negative effects on the marital relationship in particular and the family in general, as many families were forced to leave their homes and live with relatives, and this caused many social problems between spouses on the one hand, and between spouses and relatives on the other. Achieve the first goal.

The second objective: to identify the statistically significant differences in emotional divorce according to the gender variable (male / female).

To achieve this goal, the researcher used the t-test for two independent samples, and the results shown in Table (12) appeared.

Table (12) The arithmetic mean and standard deviation of the research sample categories in the emotional divorce scale

variable	sex	the number	Arithmetic mean	standard deviation	*t value		indication 0.05
					calculated	Tabular	
Emotional divorce	males	226	88 .54	13 .65	10.1	1 .96	non function
	females	263	90 .3	14 .19			

It is clear from Table (12) that the calculated t-value of (10.1) is smaller than the tabular t-value of (96.1) at the level of (0.05) and with a degree of freedom (487). The other, and affects him, and they are affected by the circumstances surrounding them, so it is natural for both parties to have an emotional divorce, and with this the second goal is achieved.

Conclusions:

The current research concluded that middle school teachers in Karbala governorate:

1. They suffer from the effects of emotional divorce.
2. There is no difference between male and female teachers in their suffering from the problem of emotional divorce.
3. Recommendations: The current research recommends the following:
4. Adding the subject of marital counseling in the final stage in all colleges and institutes to educate young people about to get married and qualify them for this responsibility.
5. The necessity of adopting the idea of organizing counseling courses or programs related to marital life that are offered to those intending to get married, and making them compulsory, and success in them is a condition of completing the marriage contract.

Opening offices for marital counseling in various regions to work on studying marital problems and psychological states before and after the occurrence of divorce and the extent of their desire to reconcile and return to a healthy marital life.

Suggestions

In order to complete the requirements of scientific research, the researcher proposes the following:

6. Conducting a study on emotional divorce and its relationship to the variables (mental health, academic performance, self-confidence).
7. Conducting a study of emotional divorce according to two variables (economic level, duration of marriage).

References

The Holy Quran

1. Ababneh, Emad Ghadhab (2009) Verbal Tests Reference, 1st Edition, Dar Al Masirah, Amman - Jordan.
2. Al-Azza, Saeed (2000) Family Counseling Theories, Anglo Bookshop, Cairo.
3. Al-Azzawi, Rahim Younis (2008) Al-Manhal in Educational Sciences, 1st Edition, Dar Degla, Amman - Jordan.
4. Al-Fatlawi and Kazem, Ali Shaker and Wafa Kazem (2012) Emotional divorce and its relationship to the lifestyles of married employees in state departments, Al-Qadisiyah Journal of Human Sciences, Volume 15, P. 1.
5. Al-Madani, Fatima Ramzi (2013) Thinking Styles of Students of the College of Education for Girls at Taibah University, Specialized Educational Journal, Vol. 2, p. 5.
6. Al-Maliki and others (2009) Divorce, King Saud University, College of Arts, Social Studies.
7. Al-Masry, Sahar (2007) The importance of emotional gratification, Al-Farha Media Foundation.
8. Al-Mawla, Azhar Yahya Qassem (2001) The educational behavior of secondary teachers and its relationship to personality traits, educational qualification and length of service, an unpublished master's thesis, College of Education, University of Mosul.
9. Al-Mufarrej et al., Badriya, Afaf, and Muhammad (2007) Contemporary trends in teacher preparation and professional development, Renewal and Educational Research Sector in the Kuwaiti Ministry of Education.
10. Al-Najjar, Juma Nabil (2010) Measurement and Evaluation, 1st edition, Dar Al-Hamid, Amman - Jordan
11. Al-Sayed, Ali El-Din (1995) Family and Childhood in the Context of Social Work, 13th Edition, Fouad, Mohamed Hassan (2008) The Marital Relationship between Pleasure and Harmony, 1st Edition, Ajyal Group for Marketing, Publishing and Cultural Production Services, Giza, Egypt. Cairo.
12. Al-Sayed, Fouad Al-Bahi (2008) Statistical Psychology and the Measurement of the Human Mind, 1st edition, Dar Al-Fikr Al-Arabi, Cairo - Egypt.
13. Al-Zubaidi, Sarah Abdel-Zahra Obaid (2015) Habits of mind and their relationship to the liberal thinking style of middle school teachers, Karbala University - College of Education, unpublished master's thesis.
14. Anastasi, A & Urban, S. (1976): Psychological Testing, (Seventh Edition), Upper Saddle, River. NJ: Hall
15. Bozoky Linda, (2004). Separation and Divorce information, Fairfax County Family Court, Emily Brown, key Bridge, Nancy Nimmich, Life Transitions: Michelle Rydell, Reichhandt and Rydell, PC.

16. Dawood, Aziz Hanna, and Abdul Rahman Anwar Hussein (1990) Educational Research Methods, Baghdad. Ministry of Higher Education and Scientific Research, University of Baghdad.
17. Ebel, RL (1972) Essentials of Educational Measurement, anglewood, Cliffs N.,J., perentice Hall.
18. Edward. A.Dreyfus.(1998) ph.d. Emotional Divorce: Anger Edward is a clinical psychologist.
19. Edwards, Al (1957): Techniques of Attitude scale construction, New York.
20. Essawy, Abdel-Rahman Mohamed (1985) Measurement and Experimentation in Psychology and Education, 1st Edition, University Knowledge House, Alexandria - Egypt.
21. Fallatah, Mahmoud Ibrahim Qamar (2009) Marital compatibility between parents and its relationship to the self-concept of adolescent children, Taibah University - Department of Psychology, unpublished doctoral dissertation.
22. Faraj, Safwat (1980) Psychometrics, Dar Al-Fikr Al-Arabi, Cairo - Egypt.
23. Ghaith, Muhammad Atef (1965), Introduction to Sociology, Dar Al-Ma'arif for Publishing and Distribution, Cairo.
24. Gottman, I, (1993) ATheoey of marital dissolution and stability Journal of Family Psychology 57-55.
25. Hadi, Anwar Majeed (2012) Reasons for Emotional Divorce among Iraqi Families According to Some Variables, Al-Ustad Magazine, p. 201.
26. Herman Judith lewis (1992) Books Emotional divorce New York.
27. Iraqi Ministry of Education (1977) Secondary School System, No. 2, Baghdad-Iraq
28. James, Willam (1910), nation wide. Te. mediation san Diego. Everside counties toufree.
29. Massad, Omar Hassan (2005) School Administration, 1st Edition, Dar Safaa for Publishing and Distribution, Amman - Jordan.
30. Melhem, Sami Mahmoud (2000) Measurement and Evaluation in Education and Psychology, Dar Al Masirah, Amman - Jordan.
31. Omar and others, Mahmoud Ahmed, Hessa Abdel-Rahman and Turki Al-Subaie, Amna Abdullah (2010) Psychological and Educational Measurement, 1st Edition, Dar Al-Masirah, Amman - Jordan.
32. Rajeh, Ahmed Ezzat (1973) The Origins of Psychology, 9th Edition, The Egyptian Office, Al-Hadith for Printing and Publishing, Cairo, Egypt.
33. Shukri, Alia - Ahmed Zayed - Talaat Ibrahim Lutfi - Amal Abdel Hamid - Alia Habib - Muhammad Al Gohary - Fatima Youssef Al Qalini - Mona Al Farnawani - Faten Al Hanawy Aida Fouad Abdel Fattah (2009) Family Sociology, 1st Edition, Dar Al Masirah, for publication, distribution and printing, Oman Jourdan.
34. Stephen Johnson (1987): (Narcissistic persnnality disorder) Humanizing the Narcissistic Style.

Accessory (1)

The names of the gentlemen of the arbitrators who were presented with the emotional divorce scale

Arranged by scientific title and alphabets

T	The name of the arbitrator	Jurisdiction	Workplace
1	Prof. Dr. Abdul Amir Al Shamsi	Educational psychology	University of Baghdad - College of Education Ibn Rushd
2	Prof. Dr. Abdul Sattar Al Janabi	psychological guidance	Karbala University - College of Education
3	Prof. Dr. Fahem Al-Turaihi	Measurement and evaluation	University of Babylon - College of Education Safieddin Al-Hilli
4	a. Hana Al-Aqili	Educational statistics	University of Kufa - College of Education
5	Prof. Dr. Hassan Ali Sayed Al-Daradji	psychological guidance	University of Baghdad - College of Education Ibn Rushd
6	Prof. Dr. Adnan Mared Jabr	Educational psychology	Karbala University - College of Education
7	Prof. Dr. Ali Hussein Al-Mamouri	Educational psychology	University of Babylon - College of Education Safieddin Al-Hilli
8	Prof. Dr. Nabil Abdel Ghaffar	Measurement and evaluation	Al-Mustansiriya University - College of Education

Accessory (2)

Emotional Divorce Scale

My teacher brother... my school sister...

The researchers put in your hands a number of paragraphs that measure a group of situations that you face in your work. It is required to read each of the paragraphs and answer them by placing a mark (√) under one of the alternatives in front of each paragraph. The researchers also note that no paragraph should be left unanswered. Note that there are no right or wrong answers, so please cooperate with us in completing this research by answering these paragraphs honestly and objectively, and the information will be confidential and limited for the purposes of scientific research, and there is no need to mention the name.

Here is the following example:

paragraphs	It always applies to me	It often applies to me	It applies to me sometimes	It rarely applies to me	It never applies to me
My husband/wife trusts me		√			

Thank you very much...

Gender Male Female

T	paragraphs	It always applies to me	It often applies to me	It applies to me sometimes	It rarely applies to me	It never applies to me
1	I find it difficult to enjoy family events					
2	My husband/wife objects to the way I take care of the children					
3	I feel that our marital life is based on grumbling and complaining					
4	My husband/wife trusts me					
5	My husband/wife shows signs of sadness and depression for no convincing reason					
6	I enjoy a sense of fun and humor with my family					
7	My husband / wife gives me tasks that are not consistent with my living reality					
8	I guess I didn't get the minimum marital rights					
9	It became clear to me that marriage is a responsibility that I cannot bear					
10	I think my husband/wife is falling behind in doing his homework					
11	I feel good about our sex life together					
12	My husband/wife did not give me anything to give as a gift					

13	Our marital life lacks dialogue and quiet discussion					
14	My husband/wife quickly fulfills my wishes					
15	My husband/wife does things that cause me distress					
16	My husband/wife is late in fulfilling my requests for no convincing reason					
17	/ When my husband makes a mistake, he clings to his mistake					
18	I find myself unhappy in the marital room					
19	My husband / wife does not care about his appearance					
20	I tolerate my husband/wife if he/she does not fulfill my desires					
21	The feeling of remorse and dissatisfaction with my marriage is something that always haunts me					
22	Time with my husband/wife is hard					
23	My husband/wife is emotionally insatiable					
24	I have a feeling that my husband / wife does not love me					
25	We take a little walk together					

26	I feel uncomfortable shopping with my husband/wife					
27	I exchange expressions of love and tenderness with my husband/wife					
28	I have a desire to have sexual relations, but I am faced with the lack of desire from my husband wife /					
29	I check messages and calls on my husband/wife phone					
30	I have a feeling that my husband / wife is attached to me and can't do without me					
31	I feel that the relationship between us is a relationship of interest					
32	My wife/husband refuses to help me in times of trouble					
33	I prefer that my husband's family take care of him when he has a health problem					
34	Whenever he gets close to my husband, he turns away from me					
35	I find help and support from my husband/wife when I am in crisis					
36	I feel disharmony in my marriage					
37	/ I feel that my husband wife is not happy in our marriage					

38	Revealing my feelings and emotions to my husband/wife is weakness and humiliation					
39	We exchange gifts among ourselves					
40	I feel an emotional gap between us					
41	I express my feelings of love and attraction to my husband/wife					
42	I feel constantly stressed at home					
43	I sleep in a separate room away from my husband/wife					
44	I apologize to my husband when he wronged him					
45	My husband is always traveling for no good reason					