

التوافق الأسري لدى المرشدين الطلابيين بالمدارس الحكومية بمحافظة الطائف وعلاقته بأدائهم المهني.

Family Compatibility Among Student Counselors in Government Schools in Taif Governorate and Its Relationship with Their Professional Performance

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المستخلص:

هدفت الدراسة إلى الكشف عن العلاقة بين التوافق الأسري والأداء المهني لدى المرشدات والمرشدين في مدارس التعليم العام الحكومية بمحافظة الطائف وكذلك التعرف على الفروق في كل من التوافق الأسري والأداء المهني بين المرشدات والمرشدين في مدارس التعليم العام الحكومية بمحافظة الطائف. واستخدم الباحث المنهج الوصفي الارتباطي، ولتحقيق أهداف الدراسة تم استخدام مقياس علياء العنزي (2012) للتوافق الأسري الخاص بالمشرف التربوي وكذلك مقياس شلح (2015) للأداء المهني. وتم تطبيق مقياس التوافق الأسري على (179) من المرشدات والمرشدين بمحافظة الطائف، ومن ثم تم تقييمهم من قبل المشرفين القائمين عليهم وبعد استخدام الأساليب الإحصائية كمعامل ارتباط بيرسون للفرض الأول، واختبار t -test " بين مجموعتين مستقلتين تم استخراج النتائج حيث كانت كما يلي: يوجد علاقة ارتباطية موجبة دالة إحصائية بين التوافق الأسري والأداء المهني لدى المرشدات والمرشدين الطلابيين في مدارس التعليم العام الحكومية بمحافظة الطائف، وأيضاً لا توجد فروق دالة إحصائية بين المرشدات والمرشدين الطلابيين في كل من التوافق الأسري والأداء المهني. في ضوء نتائج الدراسة أوصى الباحث بأهمية حصر المرشدات والمرشدين ذوي التوافق الأسري المنخفض وتقديم الدورات التدريبية لهم والتي تعمل على زيادة التوافق الأسري لديهم.

الكلمات المفتاحية: التوافق الأسري - المرشدات الطلابيين - الأداء المهني - المملكة العربية السعودية.

Abstract:

The study aimed to explore the relationship between family compatibility and professional performance among counselors in public schools in Taif Governorate, as well as to identify the differences in both family compatibility and professional performance between male and female counselors in these schools. The researcher used the correlational descriptive approach. To achieve the study's objectives, the family compatibility scale for educational supervisors by Aliaa Al-Anzi (2012) and the professional performance scale by Shalah (2015) were used. The family compatibility scale was applied to 179 counselors in Taif Governorate, and they were then evaluated by their respective supervisors. Statistical methods, such as Pearson correlation coefficient for the first hypothesis and independent samples t-test, were applied to analyze the data. The results revealed the following: there is a statistically significant positive correlation between family compatibility and professional performance among student counselors in public schools in Taif Governorate. Additionally, there are no statistically significant differences between male and female counselors in either family compatibility or professional performance. In light of these findings, the researcher recommended the importance of identifying counselors with low family compatibility and providing them with training courses aimed at improving their family compatibility.

Keywords: Family Compatibility – Student Counselors – Professional Performance – Kingdom of Saudi Arabia

Methodological Framework of the Study:

Introduction:

The family is the fundamental nucleus that plays a significant role in shaping the individuals within it, building their personalities, instilling values and attitudes, and meeting their physiological and psychological needs to help them become capable of achieving success and facing life's challenges.

To form a harmonious family, efforts must be made to build good relationships between family members, providing opportunities for everyone to express their feelings and selecting appropriate forms of communication between parents and children. This is essential for overcoming the difficulties that hinder the formation of effective relationships within the family, enabling them to be family-compatible (Mohammed et al., 2022, p. 127).

Family compatibility refers to the ability of an individual to establish family relationships based on love, respect, affection, cooperation, and support with family members in a way that ensures a healthy family life (Alam, 2017, p. 191).

Mohammed et al. (2022, p. 133) believe that family compatibility means the ability of family members to achieve cohesion, stability, and overcome the challenges they face, while establishing social relationships characterized by love and giving between spouses, between parents and children, and between siblings.

Singh, Nizamie, and Singh (2017) argue that family compatibility is the ability of family members to interact with one another, address the demands of family formation, face family difficulties, express their emotions and feelings, and fulfill their various needs. Thus, it encompasses voluntary, purposeful behaviors from all parties within the family.

Al-Kashif (2023) points out that achieving family compatibility is a crucial element in both family and public life, as it represents a dynamic blend between family compatibility and the family unit. This term is based on the social relationship that exists between family members (father, mother, children) in a way that achieves balance within the family. Therefore, family compatibility seeks to ensure family stability, cohesion, and the ability of all its members to face problems, perform their duties, and engage in positive interactions to achieve satisfaction and happiness while avoiding conflict.

Awad (2016, p. 88) mentions that family compatibility enhances family members' ability to deal with various changes both inside and outside the family system by understanding the rules and boundaries of the family with flexibility and efficiency. The more democratic and tolerant the family environment is, characterized by freedom and cohesion, the better family members can discuss, review, and solve problems.

Al-Rashidi (2018) emphasizes that family compatibility involves the guidance and follow-up provided by parents in a balanced and acceptable manner, which reflects in their emotional fulfillment. This, in turn, influences the personality of the family members by instilling self-confidence and the ability to express their opinions flexibly. This strengthens their social relationships with the surrounding community, allowing them to participate in various social activities and improving their academic and professional performance.

Professional performance is closely linked to family factors and is influenced by the prevailing family atmosphere. Morsi (2008, p. 108) states that individual compatibility within the family contributes to their work compatibility. A large proportion of individuals living in stable families, or what could be called good family compatibility, are organized in their work, diligent in production, and have good relationships with their colleagues,

which leads to better professional compatibility. On the other hand, individuals living in broken families or experiencing poor family compatibility tend to be disorganized in their work, less productive, face many problems at work, have frequent accidents, and often take leave, which negatively affects their professional performance.

From the above, it is clear that family compatibility in student counselors is demonstrated through their participation in family life, sharing various life experiences with their family members, providing enough time for family discussions, and being well-informed about their children's academic, psychological, and social issues. This positively impacts their professional performance and effectiveness.

Problem of the Study:

The student counselor is one of the key components in improving students' performance, as educational guidance plays a significant role in the learning process by helping students achieve self-actualization and improving the educational process. This is accomplished through the guidance and counseling services provided by counselors.

The counselor is responsible for practicing the profession of guidance and counseling in various fields, serving as an effective tool to achieve the goals of the guidance process, based on clear commitment to the principles and methods of counseling. Therefore, the success of the psychological counseling process depends on the professional performance of the counselor. It has become essential to provide support for counselors, offer them opportunities, and focus on their professional and administrative development to keep up with societal changes and advancements, ultimately offering the best guidance and counseling services. This can be achieved by studying the variables that affect their professional performance, with a particular focus on family-related aspects (Al-Quraisha, 2020, p. 65).

An examination of the circumstances faced by student counselors reveals that they often encounter difficulties that may lead to feelings of imbalance, frustration, and stress at times. Since these counselors are the backbone of the counseling process, through which the counseling goals can be achieved, it is necessary to highlight the factors affecting their performance and understand the degree of family compatibility and its relationship with their professional performance. Based on this, the main research question can be defined as: What is the relationship between family compatibility and professional performance among student counselors in public schools in Taif Governorate?

The following sub-questions arise from the main research question:

1. What is the relationship between family compatibility and professional performance among student counselors in public schools in Taif Governorate, from their perspective?
2. Does family compatibility and professional performance differ by gender among male and female student counselors in public schools in Taif Governorate?

Objectives of the Study:

The study aims to achieve the following:

1. To identify the relationship between family compatibility and professional performance among student counselors in public schools in Taif Governorate.
2. To explore the differences in both family compatibility and professional performance between male and female student counselors in public schools in Taif Governorate.

Importance of the Study:

The importance of this study is derived from the following:

Theoretical Importance:

- This study is one of the few studies that explores the relationship between family compatibility and professional performance among student counselors, according to the researcher's knowledge.
- The importance of this study lies in the significance of the topic it addresses, which is family compatibility. Previous studies have emphasized its importance in influencing an individual's professional performance and enhancing it, as it is one of the drivers of human behavior. It determines, based on it, an individual's work activities and the amount of effort exerted to succeed in these activities despite the obstacles that may stand in the way.
- The study's importance also stems from its examination of two important variables: family compatibility and professional performance. These variables reflect the success of the student counselor in achieving successful performance and in providing effective services to students. Family compatibility serves as a motivation for achievement, increases an individual's flexibility in facing work-related frustration, and makes them more aware of challenges and obstacles, thus enabling them to confront them effectively.

Practical Importance:

- The results of this study can be used in the process of psychological and educational guidance for student counselors with low professional performance, by identifying the problems they face and providing them with rehabilitation and training programs that help raise their professional performance.
- This study's importance also lies in the potential for its results to contribute to future field research on psychological and social aspects among student counselors, which can help in searching for ways to

improve their professional and functional performance, thereby enhancing the overall quality of the counseling process and supporting the educational process from all its dimensions.

Community and Boundaries of the Study:

This study is confined to the following boundaries:

- **Subject Boundaries (Academic):** The study is focused on the relationship between family compatibility and professional performance among student counselors in public schools in Taif Governorate.
- **Geographical Boundaries:** Public schools in the Taif Governorate, under the supervision of the Ministry of Education in Saudi Arabia.
- **Human Boundaries:** The study applies to student counselors in public schools in the Taif Governorate.
- **Temporal Boundaries:** The study was conducted during the second semester of the 1437–1438 AH academic year.

Terminology of the Study:

- **Family Compatibility:** Family compatibility is defined as the ability and efforts of a family to meet its needs, based on a sense of responsibility and the ability to achieve a proper balance between commitments and obligations, while fostering the growth of the personalities of both parents and children in an environment of respect, understanding, responsibility, and interaction with life roles (Al-Anzi, 2012, p. 23). The researcher defines family compatibility procedurally as: "The ability of the student counselor to harmonize with family members, live with them in happiness and comfort, establish mutual social relationships with others, and be capable of giving."
- **Professional Performance:** Professional performance is defined as the professional approach that the counselor follows when dealing with individual cases, in accordance with their professional and job

responsibilities, relying on the knowledge they acquire and their ability to apply this knowledge, adhering to the values and principles that guide their behavior to achieve the desired goals (Ahmed, 2018, p. 77). The researcher defines professional performance procedurally as: "The ability of student counselors in Taif Governorate to carry out their duties and responsibilities by interacting with individual cases and providing services with high efficiency, in line with the nature of their work in the educational field and in a way that meets the goals of professional practice, relying on the knowledge and skills they possess to increase the effectiveness and efficiency of this performance, as expected from their role".

Theoretical Framework and Previous Studies:

Psychology has borrowed the biological concept of adjustment, which biologists refer to as "accommodation," and has used it in the psychological field under the term "adaptation" or "adjustment." Just as humans adapt to the natural environment, they are also capable of adjusting to the social and psychological circumstances surrounding them. These circumstances constantly require individuals to make adjustments between themselves and their environment, with life's conditions pushing them toward this adaptation. This process is facilitated by an individual's ability to socialize and their intelligence.

Family Adjustment:

In psychology, adjustment is defined as the continuous dynamic process in which a person aims to change their behavior to establish a more harmonious relationship with the environment. Based on this understanding, this phenomenon can be defined as the ability to form healthy relationships between the individual and their environment (Al-Fakhrani, 2014, p. 296).

Adjustment is considered one of the fundamental concepts in psychology, and its meaning depends on the context in which the term is

used. It can refer to accepting things we cannot control, or to agreeing with the majority on actions or ideas. Many researchers have agreed that adjustment is the individual's ability to endure recurring stress with a low level of normal anxiety, while attempting to satisfy their psychological and physical needs and harmonize with their environment. It is a complex process consisting of two main elements: the individual, with their motives, needs, and aspirations, and the environment surrounding them. The relationship between these two elements should be harmonious and continuously dynamic (Al-Anzi, 2012).

Family Adjustment:

Family adjustment is defined as the social relationship between family members (father, mother, children) characterized by affection, respect, love, and adaptation. It aims to achieve a certain level of balance within the family, along with emotional responses, tendencies, and desires, thus forming a solid foundation for a stable life and a natural environment for family interaction. The family life should be free from tensions, conflicts, and disputes that threaten its success (Mustafa, 2018).

It is defined by Morsi (2008, p. 99) as: "The ability of family members to adapt and harmonize with one another and with the demands of family life. This can be inferred from their behaviors, actions, and methods of fulfilling their family duties, achieving their goals within the family, satisfying their needs, and expressing their emotions and feelings toward other family members. It can also be inferred from the efforts of family members, either collectively or individually, in facing normal or emergency events that affect the family".

Family adjustment is also defined as the ability of family members to harmonize through their behaviors and actions in fulfilling their family duties, achieving their goals within the family, satisfying their needs, expressing

emotions, and responding to both ordinary and extraordinary family events (Al-Kafouri, 2021, p. 335).

In light of the above, the researcher believes that family adjustment includes family happiness, which is reflected in stability and family cohesion, the ability to meet the family's demands, the integrity of relationships between both parents and between them and the children, and the harmony among siblings. This harmonious relationship fosters love, trust, and mutual respect among all, and extends to include healthy relationships with relatives and the resolution of family problems.

Morsi (2008, p. 99) points out that psychologists have interpreted the concept of family adjustment in two meanings, summarized as follows:

- The first meaning views adjustment as a "state" that reflects the harmony, closeness, unity, and connection of family members through affection, love, and compassion. The opposite of adjustment, in this case, is characterized by disharmony, differences, discord, and disagreement on family matters.
- The second meaning views adjustment as a "process" that involves accomplishing tasks, achieving goals, satisfying needs, facing problems, enduring stress, and managing crises within the family. This can be divided into positive family well-adjustment, where the behaviors and goals of family members are psychologically satisfying and socially acceptable when facing daily or unexpected events. On the other hand, negative family mal-adjustment occurs when behaviors and goals are psychologically unsatisfactory and socially unacceptable.

Theoretical Framework and Previous Studies:

Psychology has borrowed the biological concept of adaptation, which biologists referred to as "adjustment" and used in psychology under the term adaptation or adjustment. Just as humans adapt to the natural environment, they are also capable of adapting to the social and psychological conditions

around them. These conditions continuously require them to make adjustments between themselves and their environment. Life circumstances themselves push individuals toward this adaptation, and their ability to adjust socially and intellectually aids in this process.

Family Adjustment:

In psychology, adaptation is defined as a dynamic process through which an individual changes their behavior to establish more harmonious relationships with their environment. Based on this understanding, this phenomenon can be defined as the ability to form healthy relationships between an individual and their environment (Fakhrani, 2014, p. 296).

Adaptation is also considered one of the key concepts in psychology, and its meaning depends on the context in which it is used. It can refer to accepting things we cannot control or to agreeing with the majority on actions or thoughts. Many researchers agree that adaptation is the ability of an individual to endure recurring pressures while maintaining a low level of normal anxiety, attempting to satisfy their psychological and physical needs and harmonizing with their environment. It is a process made up of two main elements: the individual with their motives, needs, and aspirations, and the environment surrounding them. The relationship between these two elements should be harmonious and dynamic (Al-Anzi, 2012).

Family adaptation is defined as the social relationship that exists among family members (father, mother, children), characterized by affection, respect, love, and adjustment. This relationship aims to achieve a balance within the family and create responsiveness, emotions, tendencies, and desires, which form the foundation for a stable life and a natural environment for family interaction, free from tensions, conflicts, and disputes that threaten its success (Mustafa, 2018).

Murci (2008, p. 99) defines it as: "The ability of family members to adjust and harmonize with one another and with the demands of family life.

This is reflected in their behaviors, their methods of fulfilling family duties, achieving their goals within the family, satisfying their needs, and expressing their emotions and feelings toward family members. It can also be observed from the collective or individual efforts of family members in addressing ordinary or emergency events affecting the family."

According to Al-Kofouri et al. (2021, p. 335), family adaptation is the ability of family members to harmonize through their behaviors and actions in fulfilling family duties, achieving their goals within the family, satisfying their needs, and expressing their emotions toward one another, as well as their collective efforts in facing ordinary or emergency events.

Based on the above, the researcher believes that family adaptation includes family happiness, which manifests in family stability and cohesion, the ability to meet the family's demands, the integrity of relationships between both parents, their relationship with the children, and the relationship among siblings. The mutual love, trust, and respect between all members are essential, extending to family relations with relatives and solving family problems.

Murci (2008, p. 99) notes that psychologists have adopted two interpretations of family adaptation, which can be summarized as follows:

1. The first interpretation views adaptation as a "state" characterized by the harmony and closeness of family members, their unity, and their connection through affection, love, and mercy. This contrasts with non-adaptation, which manifests as disharmony, conflict, division, and dissatisfaction with family matters.
2. The second interpretation views adaptation as a "process" involving the achievement of tasks, fulfilling needs, addressing problems, enduring pressures, and managing family crises. This can be divided into good family adjustment (family well-adjustment), where family members' behaviors and goals are psychologically satisfying and socially

acceptable in addressing daily or emergency events, and poor family adjustment (family mal-adjustment), where behaviors and goals are not psychologically satisfying or socially acceptable.

Professional Performance:

The professional performance of a student counselor has gained special importance in the context of societal changes, which have introduced a new concept on all local and global levels, namely the concept of quality. Performance alone is no longer sufficient to meet professional responsibilities; the competitive process now revolves around the quality of performance. In this context, the topic of professional performance is of significant interest to all specialists in social work, aiming to keep pace with these changes and their consequences. The societal status of social work and educational counseling correlates directly with the knowledge, skills, and commitment to professional values and ethics possessed by the social worker (Ali, 2007, p. 705).

Mohammad (2008, p. 1029) notes that the concept of professional performance refers to several meanings and phrases. It expresses the employee's commitment to the job requirements assigned to them, including adherence to working hours, fulfilling job responsibilities, maintaining proper ethics within the organization, and bearing the burdens and responsibilities of the job.

Professional performance is defined as the process through which the performance of a counselor is evaluated through continuous and regular observation of their actions and results according to the duties and responsibilities of their job. This includes assessing their readiness to improve and develop their performance, helping to identify weaknesses and strengths in their approach, and providing opportunities for fair evaluations and rewards (Al-Muhtasib et al., 2014).

Abu Zaid (2016) defines professional performance as: "The degree of accomplishment and completion of tasks that make up an individual's job. It reflects how well the individual fulfills their professional requirements, often causing confusion between performance and effort. Effort refers to the energy exerted, while performance is measured by the results achieved" (p. 302).

From the above, it is clear that professional performance is the final outcome of all activities carried out by an individual in their job. It reflects the effort expended, the quality of this effort, and the degree of excellence and mastery demonstrated in achieving the goals of the administration, ultimately leading to the achievement of the main objectives of the school.

Previous Studies:

The study by Fikri et al. (2023) aimed to analyze and interpret the impact of the work–family conflict (family–to–work conflict and work–to–family conflict) on job performance (professional/research performance) through the design and testing of a proposed model that explains these relationships. The study was applied to a sample of faculty members at Beni Suef University, consisting of 324 individuals, with a response rate of 78.70%. The study found a direct negative impact of work–to–family conflict on job performance related to both teaching and professional tasks, reaching a percentage of –44%. Similarly, it found a direct negative impact of family–to–work conflict on job performance related to both teaching and professional tasks, with a percentage of –46%.

The study by Al-Zawahra and Al-Takhineh (2022) aimed to identify the level of family compatibility and its relationship to perceived self–efficacy among delinquent juveniles in the Hashemite Kingdom of Jordan. To achieve the study's objectives, it was applied to a sample of 218 delinquent juveniles in the care facilities of the Ministry of Social Development. The study developed two tools: the Family Compatibility Scale and the Perceived

Self-Efficacy Scale. The psychometric properties of both scales were verified. The results showed a statistically significant positive relationship between family compatibility and perceived self-efficacy among delinquent juveniles in Jordan.

Vashisht and Tanwar (2018) conducted a study to examine the relationship between family compatibility, life satisfaction, and psychological resilience among a sample of juveniles in India. The sample consisted of 80 juveniles, half of whom lived in care homes, while the other half lived with their families. The study revealed a relationship between family compatibility and life satisfaction: the higher the family compatibility, the higher the life satisfaction and psychological resilience.

Analytical Study:

Research Method:

The researcher followed the descriptive correlational method, which is considered the most appropriate for the study's objectives. This method aims to understand the relationship between family compatibility and professional performance among student counselors in public schools in Taif. The method studies the phenomenon as it exists in reality by collecting information and then organizing and expressing it quantitatively and qualitatively, which facilitates the understanding of the relationships between the phenomenon under study and other studies (Al-Assaf, 2014).

Study Population:

The study population consisted of all student counselors specialized in public schools in Taif, with a total number of 179 male and female counselors, according to the latest statistical report from the Department of Education in Taif for the academic year 1437–1438H.

Sample of the Study:

The researcher selected a random sample of 89 student counselors, chosen using simple random sampling.

Research Tools:

1. **Family Compatibility Scale:** The aim of the Family Compatibility Scale is to provide a harmonious relationship between the individual and their family, allowing the individual to satisfy their biological, physical, emotional, and psychological needs while accepting the demands imposed by the family environment. It also includes the individual's feeling of family happiness, the ability to meet the family's demands, and the health of relationships within the family. The scale used was developed by Lamia Al-Anzi (2012).

Validity and Reliability of the Family Compatibility Scale:

The validity of the scale was verified through the following methods:

- **Face Validity:** The initial version of the scale was presented to 10 faculty members specialized in the field at King Abdulaziz University. They were asked to clearly express their opinions regarding the scale's ability to measure its intended goal, its appropriateness for the target group, as well as the clarity of the phrases and language. Any suggestions for improving the scale were adopted, and their judgment was used to determine the validity of the scale items.
- **Construct Validity:** To extract the construct validity of the scale, correlation coefficients for each item with the total score and with the dimension it belongs to were calculated. The correlation coefficients for the items with the overall scale ranged between 0.37 and 0.67, and with the dimensions between 0.56 and 0.89, based on a pilot sample of 30 student counselors from outside the study sample.

- **Reliability of the Family Compatibility Scale:** The reliability of the scale was calculated using Cronbach's alpha coefficient and the split-half reliability coefficient (with Spearman-Brown correction for length) using the SPSS statistical package, based on the pilot sample (309), with the reliability coefficients as follows:

Table (1) Reliability Coefficients of the Family Compatibility Scale.

No	Scale	Reliability Coefficients		
1	Family Compatibility	The midterm retail		Cronbach's Alpha
		jatma	Spearman	
		0.822	0.846	0.929

From the table above, which shows the different reliability coefficients with high values, reliability means that the results shown by the tool remain consistent, indicating that they refer to the same things or results if re-applied to the same sample under the same conditions after an appropriate period. When the results do not change upon reapplying the tool and the responses do not differ, this indicates that the tool is reliable (Atiya, 2013, p. 111).

It is evident from Table (1) that the overall reliability coefficient is high, reaching 0.929 for the Family Compatibility Scale. This indicates that the scale has a high level of reliability that can be relied upon in the field application of the study.

Professional Performance Scale:

The researcher applied the professional performance scale for student counselors to calculate validity and reliability using statistical methods. The scale by Wafa Suleiman Shalah (2015) was used.

Validity and Reliability of the Professional Performance Scale:

- **Face Validity:** The preliminary version of the scale was presented to 10 faculty members with expertise at King Abdulaziz University and other Saudi universities. They were asked to clearly express their opinions on the scale's ability to measure its intended purpose, its appropriateness for the target group, the clarity of the items, and the correctness of the language. They were also asked to suggest any items they thought should be modified or improved, and it was decided to retain the items as they were.
- **Construct Validity:** To determine the construct validity of the scale, correlation coefficients between each item and the total score, between each item and its related dimension, and between the fields and the total score were calculated. This was done using a pilot sample outside the study sample consisting of 30 student counselors. The correlation coefficients for the items with the overall scale ranged from 0.251 to 0.68, and for the dimension, they ranged from 0.66 to 0.87.
- **Reliability of the Professional Performance Scale:** The reliability of the professional performance scale was calculated using Cronbach's alpha coefficient and the split-half reliability coefficient (with length correction using the Spearman-Brown formula) within the SPSS statistical software package, on the pilot sample of 30 participants. The reliability coefficients were as follows:

Table (2) Reliability Coefficients of the Professional Performance Scale.

No	Scale	Reliability Coefficients		
1	Professional Performance	Spearman-Brown		Cronbach's Alpha
		Guttman	Split-Half	
		0.996	0.998	0.956

From the table above, which shows the different reliability coefficients with high values, reliability means that the results produced by the tool remain consistent, indicating that they refer to the same things or results if re-applied to the same sample under the same conditions after an appropriate period. When the results do not change upon reapplying the tool and the responses do not differ, this indicates that the tool is reliable (Atiya, 2013, p. 111).

It is evident from Table (2) that the overall reliability coefficient is high, reaching 0.929 for the Professional Performance Scale. This indicates that the scale has a high level of reliability that can be relied upon in the field application of the study.

Study Procedures:

The study procedures and steps were carried out as follows:

- Reviewing previous studies, scientific research, and primary sources related to the variables of the current study, and formulating the study problem and its questions.
- Preparing the study tools in their preliminary and final forms, after ensuring their validity and reliability indicators by presenting them to a group of specialized reviewers and applying them to a pilot sample outside of the study sample.
- Obtaining a facilitation letter from the General Directorate of Education in Taif Governorate to obtain the number of individuals in the study population and to apply the study tool.
- Collecting the questionnaires after they were answered (89 questionnaires), verifying the responses of the study sample participants, checking them, and preparing them for statistical analysis.
- Using the necessary statistical treatments to answer the study questions, derive results, and present the appropriate recommendations.

Study Results:

Descriptive Statistics for the Two Scales:

Table (3) Descriptive Statistics for the Two Scales

Descriptive Statistics	Family Compatibility	Professional Performance
Mean	68.9775	96.8045
Standard Deviation	5.46582	27.51038
Range	28.00	74.00
Skewness	0.656	-0.241

The table above shows the descriptive statistics, including the mean, standard deviation, range, and skewness of the study variables.

Results of Hypothesis One:

Which states: "There is a statistically significant correlation between family compatibility and professional performance among displaced women and school counselors in public schools in Taif Governorate."

Table (4) The Relationship Between the Two Scales

Scale	Correlation Coefficient	Statistical Significance Level
Family Compatibility	0.657**	0.000
Professional Performance		

It is evident from Tables (3) and (4) that the mean family compatibility score was (68.9755) with a standard deviation of (5.47), while the mean professional performance score was (96.80) with a standard deviation of (27.51). The correlation coefficient between the two variables was (0.657) with a statistical significance level of (0.000), which is less than (0.01), indicating a significant relationship between the two variables. This means that an increase in family compatibility leads to an increase in professional performance in the same direction.

These results are consistent with the study conducted by Al-Anzi (2012), which indicated that the level of family compatibility, in general, among married female teachers was moderate. The field of children's compatibility was the highest, followed by the compatibility between husband and wife, the family–environment compatibility, and finally the compatibility between husband–wife and children. The results showed a positive correlation between the level of family compatibility and the firm approach in both parents (father and mother).

This also supports the statement by Morsi (2008), who said that good and bad family compatibility can be defined as follows: a person's compatibility in the family is considered good if they get along with their family members, their behaviors within the family are appropriate for their age, gender, and social roles, and align with societal customs and traditions. In contrast, their compatibility is poor if there is discord with one or all family members, or if their behaviors within the family do not meet their needs and expose them to harm or deprivation.

A family is usually considered to be well–adjusted if all or most of its members are compatible, perform their duties, receive their rights, support each other in good times and bad, forgive each other for disagreements, collaborate in achieving what they agree upon, and maintain affection, mercy, and cohesion.

The researcher believes that stability is one of the results of family compatibility, which in turn leads to professional performance, as the mind remains free from family problems that negatively affect work performance. This means that when a person is comfortable in their family, has good relationships, and enjoys family harmony, this harmony reflects on their work performance. Conversely, if the individual experiences family problems and poor compatibility, this negatively impacts their work and professional performance.

Results of the Second Hypothesis:

"There are statistically significant differences among student counselors in both family compatibility and professional performance attributable to initial variables".

To address this hypothesis, a T-test was used to analyze differences between genders (male/female), as shown in Table (5):

Table (5): T-test for Gender Differences

Scale	Gender	Mean	Standard Deviation	T-value	Significance Level
Family Compatibility	Male	2.10	0.16	0.237	0.813
	Female	2.09	0.16		
Professional Performance	Male	3.38	0.93	-0.125	0.901
	Female	3.37	0.84		

From the table above, it is clear that the differences between genders in the two study instruments are not statistically significant. The T-value for differences in family compatibility was 0.237 with a significance level of 0.813, which is greater than 0.05. This indicates that the differences in family compatibility between the two groups are not significant. Similarly, the T-value for differences between the genders in professional performance was -0.125, with a significance level of 0.901, which is also greater than 0.05. This shows that the differences in professional performance between the genders are not statistically significant at a 0.05 significance level.

It is observed that the means for males and females in both scales are close, with an apparent advantage in family compatibility for males and in professional performance for females. Since the sample members perceive a positive and statistically significant correlation between the two scales,

this reflects the extent to which family compatibility positively impacts the sample members.

The researcher explains this by noting that the work environment in public schools in Taif Governorate, and most public schools in the Kingdom, is generally unified and similar, as they operate under a single ministry. This makes professional performance similar among male and female counselors.

Research Recommendations:

Based on the findings, the following recommendations can be made:

- Identify counselors with low family compatibility and provide training courses to improve their compatibility levels.
- Emphasize offering workshops, seminars, and programs aimed at developing the professional performance of student counselors in Saudi Arabia.

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