

Life Skills and their Relationship to Multiple Intelligences among Female Students of the College of Science and Humanities in Huraymila

المهارات الحياتية وعلاقتها بالذكاءات المتعددة لدى طالبات
كلية العلوم والدراسات الانسانية بحريملاء

Dr. Afaf Abbas Ahmed Gadheldam¹

¹ Assistant Professor of Educational Psychology and Mental Health, Al-Imam Muhammed Ibn
Saud Islamic University, Kingdom of Saudi Arabia

Abstract

This study aimed to investigate the life skills and their relations to multiple intelligences among female students in the College of Science and Humanities in Huraymila, Shaqra University. The descriptive method was employed, along with a questionnaire to measure life skills and the McKenzie scale to measure multiple intelligences among a sample of 172 female students from the College of Science and Humanities in Huraymila. The study revealed several findings, including the following: life skills among female students in the College of Science and Humanities in Huraymila were at a moderate level, with no statistically significant differences found in the average responses of the study sample regarding the level of life skills among female students based on variables such as specialization (scientific - humanitarian) and academic level (beginning levels - advanced levels). Additionally, female students in the College of Science and Humanities in Huraymila possessed all types of intelligences at a high level, with no statistically significant differences found in the level of multiple intelligences among college students attributed to specialization and academic level variables. The results confirmed a significant positive relationship between the level of life skills and the level of multiple intelligences among female students in the College of Science and Humanities in Huraymila.

Keywords: Life skills, multiple intelligences, female university students.

المستخلص:

هدفت هذه الدراسة الى التعرف على المهارات الحياتية وعلاقتها بالذكاءات المتعددة لدى طالبات كلية العلوم والدراسات الانسانية بحريملاء بجامعة شقراء, تم استخدام المنهج الوصفي , كما تم تطبيق استبانة لقياس المهارات الحياتية ومقياس ماكينزي لقياس الذكاءات المتعددة على عينة من طالبات كلية العلوم والدراسات الانسانية بحريملاء البالغ عددهن (172) طالبة , توصلت الدراسة الى عدد من النتائج منها ما يلي: ان المهارات الحياتية لدى طالبات كلية العلوم والدراسات الانسانية بحريملاء كان بمستوى متوسط, ولا توجد فروق ذات دلالة احصائية بين متوسط استجابات افراد عينة الدراسة في مستوى المهارات الحياتية لدى طالبات كلية العلوم والدراسات الانسانية بحريملاء تبعا لمتغيري (التخصص والمستوى الدراسي), وان طالبات كلية العلوم والدراسات الانسانية بحريملاء يمتلكن جميع انواع الذكاءات بمستوى مرتفع, ولا توجد فروق ذات دلالة احصائية في مستوى الذكاءات المتعددة لدى طالبات الكلية تعزى لمتغيري (التخصص والمستوى الدراسي), اكدت النتائج وجود علاقة طردية ذات دلالة احصائية بين مستوى المهارات الحياتية ومستوى الذكاءات المتعددة لدى طالبات كلية العلوم والدراسات الانسانية بحريملاء.

الكلمات المفتاحية: المهارات الحياتية, الذكاءات المتعددة, الطالبات الجامعيات.

Introduction

In today's rapidly changing world, life skills have become essential for individual success across personal, academic, and professional domains. There is noticeable variation in the level of these skills among individuals, possibly linked to differences in their multiple intelligences. Understanding the relationship between these skills and multiple intelligences presents a significant challenge requiring research and analysis.

Educational institutions play a crucial role in developing and enhancing students' life skills, preparing them to effectively deal with life's challenges. To meet contemporary demands and achieve positive alignment, these institutions must adopt innovative and effective teaching methods that promote students' life skills development. According to Bouzid Neima (2021), the aim of the educational process is to build competencies enabling individuals to address current and emerging problems both within and beyond the academic realm, in addition to achieving fundamental problem-solving skills. Gardner also emphasizes the primary role of education in preparing and equipping students for success beyond school by imparting skills relevant to their capabilities.

Adapting to the challenges of the era and achieving positive harmony with it require organized and concerted efforts. This places an increased burden on educational institutions aspiring to keep pace with and lead change, urging them to equip their students with skills enabling them to lead healthy, constructive lives in society and actively participate in its development (Abdul Salam Omar Al-Naji, 2009).

The importance of life skills in the current context, along with the need to integrate them with students' multiple intelligences, is crucial for achieving balance between academic achievement and personal success. These skills facilitate adaptation to others and success in life, serving as a bridge for effective communication with society and fostering sustainable development. Many psychologists

and educators advocate for a reconsideration of educational strategies that seriously consider individual differences, supporting practices that equally accommodate diverse types of minds by assessing each student's level of multiple intelligences (Gardner, Sternberg, 1999, 2001).

Mahmoud Aldrery and Khalid Alhayik's study (2011) confirms that skill-based learning enhances learners' capacities, enabling them to adapt to real-life situations and develop critical thinking skills to ensure a healthy life and achieve positive long-term behaviors. Moreover, Gardner asserts that each individual has the ability to contribute to advancing society by leveraging their unique strengths during the learning process, thus enabling them to acquire and successfully employ knowledge, leading to cognitive or scientific progress, with life skills being crucial in this regard (Wafi, 2010).

The theory of multiple intelligences represents a modern theory that has revolutionized the educational process, emphasizing the need to tailor educational programs to students' intelligences. Alawad (2011) explains that many scientific theories and researches view intelligence from a biological perspective, considering it as an entity that encompasses certain brain capacities measurable. In contrast, the theory of multiple intelligences emphasizes the importance of considering the individual's living context, prevailing social values, and cultural interactions, which influence one's intelligence. This perspective is further supported by Minukh and Wessen (2012), who argue that multiple intelligences are biologically possible expressions resulting from the interaction between formative and environmental factors, with individuals varying in their innate intelligence and how it develops.

Gardner identifies specific criteria that constitute intelligence skills, including creativity, producing impactful creations, inventing new problem-solving methods, and facing different situations with quality over quantity, indicating an individual's ability to scrutinize and examine problem-solving methods and solutions (Armstrong, 2006).

Aborn suggests that educational programs based on the theory of multiple intelligences stimulate and enhance students' personal and social values, allowing them to discover their strengths and weaknesses and harness them. This theory can be used as a means to achieve equality among students at all educational stages (Aborn, 2006). Biligin also suggests that the theory of multiple intelligences can be easily adapted to teach any educational subject, providing an important educational framework centered on the student, alongside offering a unique method for utilizing cooperative and collaborative learning (Biligin, 2006).

Based on these premises, the main objectives of this research are to assess the level of life skills and multiple intelligences among female students at the College of Arts and Humanities at Huraymila - Shaqra University and analyze the relationship between them. This analysis aims to guide educational policies and develop educational programs to maximize the potential of students, empowering them to excel in various academic and professional aspects of life.

Problem Statement

The ongoing evolution in the education system in the Kingdom of Saudi Arabia has sparked interest in developing educational practices to meet the needs of students and help them adapt to modern challenges. Among the challenges that stand out is the lack of life skills that students face during their academic journey, which play a crucial role in their personal and professional success. This was observed by the researcher during her tenure as head of the psychological and social counseling committee, as well as her supervision of the student behavior committee in the college for several consecutive years. It was observed that the majority of students' life skills do not match to the university stage and are characterized by poor learning, despite the presence of diverse intellectual capacities at a high level.

Consequently, the development of these skills becomes an urgent necessity to equip individuals to intelligently interact with their

society and confront daily challenges. The results of a study by Alharthi (2010) highlighted weaknesses in educational institutions' outputs, leading many to fail in their personal and professional lives. Wafi also emphasized that the scarcity of studying and researching life skills negatively impacts societal progress (Wafi, 2010). Therefore, the current study aims to understand the level of life skills among female students at the College of Arts and Humanities in Huraymila - Shaqra University, and link them to their multiple intelligences, with the goal of guiding educational development efforts towards enhancing the psychological and social compatibility of students in their educational environment and future paths.

The study focuses on answering the following questions:

1. What is the level of life skills among female students at the College of Arts and Humanities in Huraymila?
2. Are there statistically significant differences in the level of life skills among female students based on their specialization and academic level?
3. What is the level of multiple intelligences among female students at the College of Arts and Humanities in Huraymila?
4. Are there statistically significant differences in the level of multiple intelligences among female students based on their specialization and academic level?
5. Is there a statistically significant relationship between the level of multiple intelligences and life skills among female students?

By analyzing the results derived from these questions, better recommendations and educational guidelines can be provided to enhance the development of students and motivate them to achieve their full potential inside and outside university life.

Significance of the Study

Studying life skills and their relationship with multiple intelligences among female students at the College of Arts and Humanities in Huraymila - Shaqra University provides

indicators that guide students towards academic paths aligned with their common skills and intelligences.

This study reflects interest in university female students during the transition from adolescence to maturity, where they represent the other half of the nation's foundation and its future cornerstone, constituting a driving force for social, cultural, and economic changes in society.

From a theoretical perspective, this study adds significant knowledge to the educational field, shedding light on identifying life skills among university female students, revealing the types of multiple intelligences they possess, and clarifying the reciprocal relationship between life skills and multiple intelligences in the context of higher education to select teaching strategies that align with these patterns.

Moreover, this research provides information and data demonstrating the extent to which these elements affect students' psychological and social adaptation in the educational and professional environments, thus enhancing the provision of educational environments that suit students' skills and mental abilities.

This study gains special significance due to the rarity of research that has addressed these concepts in the Arab arena and contributes to raising awareness among educational, counseling, and guidance professionals about the importance of their role and the challenges they face in an era characterized by increasing extremist trends and behavioral problems and the lack of mental health support.

Study Objectives

This study aims to:

1. Identify the level of life skills among university female students.
2. Identify the most common patterns of multiple intelligences among university female students.
3. Examine the significance of differences by gender and academic specialization in the concepts of life skills and multiple intelligences among university female students.

4. Provide information about the nature of the relationship between life skills and multiple intelligences among university female students.

Research Limitations

The study's limitations include:

- **Subject Limitation:** The study is limited to identifying life skills among female students at the College of Arts and Humanities in Huraymila and their relationship with multiple intelligences.
- **Spatial Limitation:** The study was applied to the College of Arts and Humanities in Huraymila - Shaqra University.
- **Time Limitation:** The study was applied in the field during the second semester of the academic year 1443 AH.
- **Human Limitation:** The study was applied to female students at the College of Arts and Humanities in Huraymila across different levels and in the offered specializations (scientific and humanistic).

Study Terminology

Life Skills

Life skills refer to the abilities to perform adaptive and positive behaviors that enable individuals to effectively deal with the demands and challenges of daily life. These skills encompass the following: decision-making skills, problem-solving skills, creative thinking skills, critical thinking skills, effective communication skills, self-awareness skills, emotional management skills, and stress management skills (WHO, 1993). UNICEF (1998) defines life skills as the skills that promote positive adaptation of individuals in their environment and help them cope with the demands of daily life (Khadra, 2015). The researcher views life skills as a set of abilities acquired by individuals through their interaction with the environment in which they live (such as family, educational institutions, peers, and the professional environment). These skills enable individuals to perform behaviors and tasks to overcome difficulties, challenges, and problems encountered in life paths.

Operational Definition: The degree obtained by the students through their responses to the items of the life skills scale used in the study.

Multiple Intelligences

Gardner (1993) defined intelligence as a set of abilities that help individuals solve essential life problems, create effective outcomes, or provide valuable services in a culture, with a capacity for discrimination. He sees intelligence as a complex structure composed of a large number of relatively independent abilities, each forming a type of intelligence (Kirsi, Tirri & Petri, Nokelainen, 2011). Gardner (1997) also mentioned that intelligence is a biological potential that finds expression after interaction between formative factors and environmental factors. Individuals differ in the degree and level of intelligence they are born with, as well as in its nature and the way intelligence develops. Most individuals adapt their behavior according to a blend of intelligences to solve most of the problems they face in life (Gardner, 1997), as also noted by (Afana & Al-Khazendar, 2004), stating that intelligence is a latent psychological capacity for processing information that can be activated in a cultural environment to solve problems or innovate outcomes that are valued in that culture.

Operational Definition: The overall score obtained by the student on the multiple intelligences scale prepared for this study, including linguistic, logical, spatial, bodily, musical, personal, social, naturalistic, and existential intelligences.

Theoretical Framework

The theoretical framework comprised two axes. The first axis addressed life skills in terms of defining the skill, the concept of life skills, their classification, importance for university students, components, factors of acquiring these skills, and finally, the life skills covered in the study. The second axis, titled Multiple Intelligences, focused on the concept of multiple intelligences, models of intelligence, and the definition of multiple intelligences addressed in the current study.

First: Life Skills

Definition of Skill

Moaath (2019) defined skill as the simplest and most accurate performance based on understanding what the individual learns physically and mentally, with the availability of time, effort, and costs (Moaath, 2019).

Concept of Life Skills

Mersi and Mashhoor defined life skills as behaviors associated with an individual's life that should be acquired to successfully face the demands of daily life and to be a positive element and qualified to build their community (Mersi & Mashhoor, 2012: 359). Aga (2012) described them as essential mental and performance tasks related to the general sciences necessary for students to interact positively and proficiently, citing some such as decision-making skills, problem-solving skills, time management skills, communication skills, and teamwork skills (Salem, 2014). Al-Sayyid stated that life skills are the foundation of personal and social development, including social communication, resource utilization, time management skills, respect for work, and interaction with others (Al-Sayyid, 2001, 21). Salem mentioned that Abdul Muta' (2008) clarified that life skills are skills related to the individual's living environment, knowledge, and activities aimed at building a comprehensive personality capable of assuming responsibility and interacting with the requirements of life (Salem, 2014).

Importance of Life Skills

Life skills are distinguished by their significant importance in enhancing individuals' personal and professional growth. By possessing a wide range of life skills, individuals become capable of effectively communicating with others, achieving emotional and mental balance, creatively solving problems, managing time effectively, and achieving success in both professional and personal life. Additionally, life skills help boost self-confidence and build healthy and productive relationships with others, contributing to improving the overall quality of life. Kauther Kojak emphasizes the

necessity of focusing on life skills and providing each learner with them so they can confront contemporary changes and challenges and perform tasks required of them to the fullest. These skills achieve coexistence, compatibility, adaptability, and flexibility in addition to success in personal and professional life.

The importance of life skills for university students can be understood through several points:

- Life skills help individuals face life situations and solve problems wisely.
- Practicing life skills in various life situations boosts individuals' self-esteem, confidence, and pride, especially when they excel in tasks required of them.
- Individuals need a variety of life skills in different aspects of their lives. Possessing these skills is crucial for personal happiness, acceptance of others, love, and appreciation.
- Individual success in life largely depends on the acquisition of life skills and life experiences, making them essential for achieving personal success.
- The significance of life skills extends beyond material aspects of life to emotional matters, enabling individuals to establish positive relationships and interact with others.
- Life skills help students connect theoretical study with practical application, allowing them to understand real-life situations better.
- Including life skills in the curriculum enhances students' motivation and engagement in the learning process.
- Acquiring life skills from childhood helps individuals understand themselves and discover relationships with others.

Classification of Life Skills

There is not a uniform classification for life skills, but they are identified based on learners' needs and requirements, as well as the problems that arise when learners fail to demonstrate expected behaviors. The World

Health Organization (WHO) classified life skills into three groups:

- Emotional skills: regulating emotions, coping with stress, flexibility, empathy, tolerance, and open-mindedness.
- Social skills: taking responsibility, decision-making, building relationships, participating in social activities, cooperation, and negotiation.
- Mental skills: critical thinking, innovation, research, experimentation, time management, planning, perception of relationships, communication, and problem-solving.

Additionally, Kovalik (2000) categorized life skills into: organization and problem-solving skills, reflection, initiative, flexibility, perseverance, responsibility, cooperation, self-awareness, and knowledge acquisition. Furthermore, Al-Qahtani (2001) classified life skills into cognitive skills (thinking, innovation, exploration, and problem-solving), manual skills (computer and technology usage), and social skills (interpersonal interaction, dialogue, decision-making, time management, responsibility, negotiation, and acceptance of others).

Components of Life Skills

1. Emotional components: Motivation and incentive for choosing a specific behavioral pattern.
2. Cognitive components: Knowledge for selecting the behavioral performance method.
3. Skill components: Execution of the skill itself.

Reasons to Learn Life Skills

- Supported relationships: providing support for skill acquisition.
- Models: having models that execute the skill and observing them.
- Reinforcement: receiving encouragement, rewards, and praise while executing the skill.
- Good opportunity: having the chance to practice the skill.

- Good instructions: providing clear and accurate information for skill acquisition, often available in the individual's environment such as home, school, or workplace.

Skills Covered in the Study

- Communication and Interpersonal Skills

Effective communication and interpersonal skills are among the most important skills individuals learn in life. A significant portion of an individual's effectiveness, impact, and success in life depends on them. Communication can be verbal or non-verbal. Al-Hammiri and Haj Amin (2020) defined communication and interpersonal skills as the ability to interact well with others, learn more about them, convey their feelings to others, communicate well with them, and desire to establish friendly relationships with them. Masuomeh & Rasol (2015) emphasized that effective social behavior and success cannot be achieved without close friendly relationships. The ability to establish and maintain human relationships has a significant impact on individuals' social behavior and mental health. Prasanna (2016) mentioned that communication can be verbal or non-verbal depending on the situation.

- Decision-Making and Problem-Solving Skills

It is the ability to choose the appropriate alternative from several options to solve problems and face difficulties encountered by individuals in their lives. Abu Odeh (2014) defined decision-making as the individual's ability to reach a solution that enables them to address the problem they face by choosing from existing or innovative solution alternatives. Ghubari and Abu Sha'ira stated that Frank Harson defined decision-making as issuing a judgment on what should be done or done in a specific situation after considering the various alternatives that can be followed. Wafi clarified that decision-making skills are not acquired only through education but also through practice and experience.

- Academic/Study Skills

Academic or study skills are specific methods and approaches followed by students to comprehend the subjects they are studying. Shabeib and Al-Nabhani (2014) defined them as the learner's ability to adopt purposeful educational strategies to memorize and understand the subjects of the academic curriculum, absorb them, increase their diligence in them, focus on them during memorization, be more receptive to them, with the aim of effectively recalling them when needed to achieve high grades and improve the learning process. From an educational perspective, Al-Sayyid (2007) defined memorization skills as a behavioral pattern acquired by the student through repeated practice to acquire knowledge, master experiences, and skills, which varies from one individual to another and manifests itself in the variation of specializations.

Second: Multiple Intelligences

Concept of Multiple Intelligences

In the early 1980s, Gardner introduced his modern theory of intelligence, stating that success in life requires various types of intelligence. He argued that success in life necessitates diverse types of intelligence, and that individual education contributes to guiding individuals towards fields that align with their areas of excellence, enabling them to achieve satisfaction, competence, fulfillment, and confidence. It is the responsibility of researchers to discover individuals' natural efficiency and talent to work on their development, and to reach different abilities, methods, and means that help achieve success. This is what Gardner referred to as the theory of multiple intelligences (Gardner, 1993). Gardner (2004) proposed that intelligence is not a single gauge but rather a set of talents and skills that can be developed. This model focuses on different abilities such as linguistic, bodily, logical, and spatial, providing a comprehensive understanding of human abilities.

Jaber (2003) explains that the theory of multiple intelligences is considered one of the modern theories of intelligence, emerging as a

result of the development of numerous research studies that followed methods and approaches different from those prevalent at the time regarding the subject of intelligence and its traditional tests. It also met the educational needs of that time, helping individuals to discover themselves, express their inner thoughts, future aspirations, and draw plans for success not only at the academic level but also at different levels.

Models of Intelligence

Hussein (2003) pointed out that the concept of intelligence is characterized by multiple definitions and diversity due to the lack of clarity about what is specifically meant by it, leading psychologists to differ in their perspectives on defining it scientifically and clearly. Additionally, there has been no agreement on a unified scale for intelligence, yet scientists and specialists have not stopped attempting to define intelligence and construct reliable and stable measures that allow predicting individuals' intelligence levels.

Gardner defined intelligence as a latent psychological ability to process information activated in a cultural environment to solve problems or create products that have value in a culture (Afana & Al-Khuzam, 2004). Gardner affirmed in his book "Frames of Mind" (1983) that human intelligence encompasses more comprehensive competencies than those commonly assumed through traditional models of intelligence. Gardner's model includes the following types of intelligences: linguistic intelligence, logical-mathematical intelligence, personal intelligence, social intelligence, musical intelligence, spatial intelligence, bodily-kinesthetic intelligence, and naturalist intelligence (Gardner, 1999).

Description of Intelligence Types Covered by the Study According to Gardner's Theory:

1. Verbal-Linguistic Intelligence: It is the ability to use language and words effectively in expressing ideas and concepts. Hussein defines linguistic intelligence as "the ability to use words efficiently verbally, which includes the

ability to address linguistic structure and process, phonetics, semantics, and verbal language use" (Hussein, 2005, p. 138).

2. Logical-Mathematical Intelligence: It relates to the ability to solve mathematical and logical problems and understand mathematical relationships. It is "the ability to process sequences of arguments and evidence to recognize their patterns and meanings, requiring the use of abstract relationships and estimation" (Armstrong, 2000; Gardner, 1999).

3. Spatial-visual Intelligence: It involves the ability to perceive the visual-spatial world accurately and perceive details. Armstrong defines it as "the ability to perceive the visual-spatial world accurately, work on converting aspects of this world and renewing it, perceive visual and spatial information, think about the movement of objects in space and their positions, the ability to perceive internal visual images or imaginations, including sensitivity to colors, lines, shapes, space, and relationships between these elements" (Armstrong, 2006, p. 2).

4. Bodily-Kinesthetic Intelligence: involves the ability to use the body skillfully, process topics manually, and express ideas and feelings. Hussein defines it as "the ability to use the body skillfully, manipulate topics manually, and express ideas and emotions skillfully, associated with natural body movements and body knowledge" (Hussein, 2005, p. 142).

5. Interpersonal Intelligence: relates to the ability to understand others' feelings, engage in effective social communication and interaction, discern their attitudes and motivations, and act wisely in response. It is "the ability to understand the feelings of others and distinguish between them, the ability to understand their attitudes and motivations, act wisely about them, the ability to deal effectively with others, perceive their mixtures, purposes, and feelings, and distinguish between them, including sensitivity to facial expressions, voice, and gestures" (Thahe, 2003, p. 370).

6. **Intrapersonal Intelligence:** relates to the ability to understand oneself, manage emotions, and set personal goals. Hussein defines it as "the ability to understand oneself and manage emotions, set personal goals, understand and manage the self, understand and manage the emotional state, intentions, desires, self-regulation, self-understanding, and self-respect" (Hussein, 2005, p. 143).
7. **Musical - Rhythmical intelligence:** pertains to the ability to comprehend music and express emotions through it. It involves skills such as performance and composition, as well as the appreciation of musical patterns, pitch discrimination, composing melodies, rhythms, and lyrics. Additionally, it includes the capacity to produce melodies, appreciate rhythms and layers of sound, including timbre, bells, and music (Smith, 2002).
8. **Naturalist intelligence:** involves understanding nature, including animals and plants, classification, and sensitivity to natural features such as clouds and rocks. This ability holds historical significance and continues to play pivotal roles in various aspects of life (Campbell, 2001).
9. **Existential intelligence:** refers to an individual's relationship with the universe, the destiny of living beings, contemplation of mortality, and the ability to delve into deep philosophical matters. Teaching philosophy is among the suitable professions for individuals with this intelligence.

The theory of multiple intelligences is a scientific theory. Gardner considers it a robust theory with substantial scientific evidence since its emergence more than a quarter-century ago (Gardner, 1999). This theory has initiated the first steps toward educational reform, supported by various philosophies, technologies, and learning assessment methods (Gannon, 2000). It focuses on enhancing and enriching learners' capacities in all areas of excellence and creativity. Gardner observed that individuals usually excel in one of these eight intelligences, yet they do not acquire distinction in the remaining seven (Al-

Sharbini & Sadek, 2002). Gardner's theory aids in recognizing individual capabilities and differences, guiding individuals toward suitable careers that align with their abilities and are expected to succeed in. It significantly assists in problem-solving when the appropriate type of intelligence is used effectively (Shearer, 2002).

Previous Studies

Here is a presentation of the most prominent local, Arab, and foreign studies related to the study's topic, categorized based on studies focusing on the relationship between life skills and multiple intelligences, followed by studies focusing on life skills, and finally, studies on multiple intelligences, arranged from the most recent to the oldest as follows:

Several studies have investigated the relationship between life skills and multiple intelligences:

- In a comprehensive study by Wafi (2010), the aim was to assess the level of life skills and their relationship with multiple intelligences among high school students in Gaza. The study, conducted on a sample of 262 students, utilized the Teele Multiple Intelligences Inventory and a scale for life skills. Results indicated no statistically significant correlation between the level of life skills in various dimensions and the level of multiple intelligences among the study sample. However, high school students in Gaza demonstrated a good level of life skills, with communication skills ranking first, followed by academic skills, and problem-solving skills and decision-making skills ranking third. There were no statistically significant differences in life skills attributed to gender or parental education, while differences attributed to housing were present. The dominant intelligences among students were interpersonal intelligence ranking first, followed by verbal-linguistic intelligence, then bodily-kinesthetic intelligence, with logical-mathematical intelligence ranking fourth. Statistically significant differences

in multiple intelligences were found based on gender, parental education, or housing, except for social intelligence in one area of the sample's residence. This study stands as the only one to address the relationship between life skills and multiple intelligences to the best of the researcher's knowledge.

Some studies focusing on life skills include:

- Mersal and Wane Said's study (2022) aimed to examine life skills among university students at the Faculty of Humanities and Social Sciences, University of Djellali Liabes, Sidi Bel Abbes Province. The study aimed to determine the level of decision-making skills among students and to identify differences in decision-making skills based on gender and specialization. The study sample consisted of 90 students, and a descriptive approach was adopted. Results showed that the level of decision-making skills among students at the Faculty of Humanities and Social Sciences was high, with no statistically significant differences in decision-making skills attributed to gender or specialization.
- Abdou, Al-Humairi, and Abdulhameed's study (2020) aimed to assess the level of life skills among students at the College of Science and Arts in Sharurah, focusing on communication, problem-solving and decision-making, active learning, personal resilience, and information technology culture, and their relationship with academic achievement. The study, conducted on a random sample of 350 students, showed that the majority of the sample (61.1%) acquired life skills to a high degree, with the rest acquiring them to a moderate degree. Communication skills ranked first, followed by problem-solving and decision-making skills, active learning skills, personal responsibility resilience, and information technology culture skills, respectively. There were no statistically significant differences between life skills and academic achievement, except for problem-solving and decision-making skills, favoring males. Significant differences were also found in information technology skills, favoring male students with a scientific specialization. There were no statistically significant differences in communication skills, active learning, or personal responsibility resilience.
- Al-Maamari's Study (2018): This study aimed to assess the acquisition of life skills among fourth-level students at the College of Education, Taiz University, and its relationship with their practice of these skills during field training. Results indicated that the acquisition of life skills among the sample was moderate, while their practice during field training was low. Additionally, there were no statistically significant differences in the level of skill acquisition or practice attributed to gender or specialization. Moreover, there was no correlation between the level of skill acquisition and the degree of practice among the sample.
- Masoumeh & Rasool's Study (2015): This study aimed to uncover the relationship between life skills and academic achievement among female high school students in Zanjan. Results showed that the overall level of academic achievement and the three skills assessed (problem-solving, decision-making, and effective communication) were high. There was a positive correlation between increased levels of life skills and academic achievement.
- Shabib & Al-Nabhani's Study (2014): The aim of this study was to identify different study skills among students at Sultan Qaboos University in light of some variables. Results showed no statistically significant differences attributed to gender or specialization in study skills, including academic competence, study concentration, academic perseverance, and exam preparation. However, statistically significant differences were found in academic perseverance between high and low cumulative grade achievers.
- Al-Omari's Study (2013): This study aimed to assess the awareness of university

students about life skills in light of various life variables. Results indicated that teamwork skill ranked first, followed by responsibility-taking skill, communication and interpersonal skills, decision-making skill, and finally problem-solving skill.

- Al-Sayyid's Study (2007): The objective was to identify the needs of students at Al-Isra University for life skills and whether they differ based on gender, college, academic level, or place of residence. Results showed that university students needed life skills, with no differences based on gender or college. Additionally, there were no differences based on academic level or place of residence.
- Al-Lulu & Qashta's Study (2006): This study aimed to determine the level of life skills among graduates of the Faculty of Education at the Islamic University of Gaza. Results showed that the overall level of life skills among students did not reach 80% proficiency. There was clear inadequacy in economic and scientific-technological skills.
- Sabahi's Study (2006): The objective was to develop some life skills and attitudes toward science among preparatory stage students using community learning resources. Results showed statistically significant differences between the experimental and control groups in life skills test results, favoring the experimental group. Additionally, statistically significant differences were found between the average scores of the two groups in favor of the experimental group.
- Palestinian Ministry of Education Study (2003): The study aimed to understand the impact of training on guiding trainees in life skills. Results indicated a positive impact of training on the guidance of trainees in most of the studied areas.

Multiple Intelligences' Studies

- Bouzad & Naïma's Study (2021): The study aimed to investigate the correlation between multiple intelligences and psychological compatibility among university students, and to reveal the

relationship between types of mental abilities or intelligences according to Gardner's theory and their psychological compatibility. The descriptive method was used, and the McKenzie (2007) scale for multiple intelligences and the Zeinab Shaqeer (2003) scale for psychological compatibility were applied to a sample of 116 students from Blida University. The results indicated a significant correlation between linguistic, musical, personal, and social intelligences and psychological compatibility among students. However, there was no correlation between logical, spatial, bodily-kinesthetic, naturalistic, and existential intelligences and student compatibility.

- About, Yousri's Study (2018): The study aimed to investigate multiple intelligences among a sample of King Faisal University students considering specialization and gender variables. The MIDAS scale was used, and the results showed differences in mean scores between males and females in mathematical, spatial, bodily-kinesthetic, social, and overall intelligence, favoring males. However, females showed advancement in linguistic and musical intelligence. There were also differences between scientific and literary specializations in intelligences.
- Blaawi's Study (2011): The study aimed to identify multiple intelligences among Qassim University students and their relationship with student type, cumulative GPA, specialization, academic level, and place of residence. The researcher used a translated scale for multiple intelligences and found that the most common intelligence among Qassim University students was social intelligence, followed by personal, linguistic, existential, bodily-kinesthetic, naturalistic, logical, and finally musical intelligence. The study also found differences in intelligences based on all five studied variables, as well as male students outperforming female students in logical, existential, social, and bodily-kinesthetic intelligences, while females excelled in linguistic and spatial intelligences.

- Al-Abdulaziz's Study (2010): The study aimed to identify multiple intelligences among male and female students of King Saud University from the first and final levels of humanities and scientific colleges. The researcher used the MIDAS list to measure multiple intelligences and found statistically significant differences between multiple intelligences in favor of first-year students. The order of intelligences was as follows: intrapersonal, interpersonal, linguistic, spatial, bodily-kinesthetic, logical, naturalistic, and finally musical intelligence.
- Najm's Study (2007): The study aimed to determine the level of mathematical thinking and its relationship with some intelligences among eleventh-grade students in Gaza City. The researcher used a descriptive analytical method and applied tests for mathematical thinking (visual, inferential, critical, and creative) and the Tilly list for multiple intelligences on the study sample. The results showed that the highest level of thinking among the sample was visual thinking, followed by inferential thinking. Various intelligences were found with varying proportions, with interpersonal intelligence being the highest and logical-mathematical intelligence showing non-significant differences.
- Al-Shwaiki's Study (2003): The study aimed to identify the general structure of multiple intelligences through Gardner's theory using evidence from learning styles, specialization, and academic achievement among a random sample of female university students at the College of Education. The researcher applied a list of multiple intelligences and a scale for learning and thinking styles. The results showed no statistically significant differences in students' grades on the multiple intelligences list attributed to specialization type (literary vs. scientific), except for logical-mathematical intelligence, where there were non-substantial differences. Additionally, there were no statistically significant differences between students' grades on the multiple intelligences list and their grades in various subjects such as engineering, transfers, general biology, and history of biography.
- Study by Afana and Al-Khuzundar (2004) aimed to determine the level of multiple intelligences among basic level students in Gaza and its relationship with achievement in mathematics and attitudes towards it. The researchers used a descriptive analytical approach and administered the Teile Inventory of Multiple Intelligences, a mathematics achievement test, and an attitude scale. Results indicated that students possess varying degrees of multiple intelligences, with logical-mathematical intelligence ranking first. Additionally, males outperformed females in interpersonal intelligence, and there was a positive relationship between logical-mathematical intelligence and achievement in mathematics and attitudes towards it.
- Study by Qosha (2003) aimed to elucidate differences in multiple intelligences among students in scientific and theoretical majors, based on major, academic year, and gender. The researchers employed the MIDAS scale and found that the order of multiple intelligences for most independent variables was as follows: interpersonal intelligence, intrapersonal intelligence, linguistic intelligence, logical-mathematical intelligence, spatial intelligence, naturalistic intelligence, kinesthetic intelligence, and musical intelligence. The significant differences for the three independent variables were ranked as follows: gender, major, and academic year. Significant gender differences favored males, significant major differences favored practical branches, and significant academic year differences favored freshmen.
- Study by Al-Baghdadi (1995) aimed to identify the level of enlightenment among graduates of general secondary schools and technical schools. The researcher utilized a descriptive approach and applied a scale for forms of vital awareness to a sample of secondary school and technical school graduates. The study found low levels of

enlightenment among both groups and the inability of schools to accommodate their demands to meet vital enlightenment needs.

Comments on Previous Studies

Reviewing the previous studies, we find that some studies addressed the topic of life skills among university students, some focused on the topic of multiple intelligences among university students, and few studies examined the relationship between both topics among university students. Among the studies that align with the current study's research topic is the study by Wafi (2010), which aimed to explore the relationship between life skills and multiple intelligences, albeit applied to high school students.

Several studies have investigated the topic of examining life skills and assessing their availability among students at different educational stages, including those that specifically assessed the level of life skills among university students, such as the studies by Lulu and Qashta (2006), Al-Omari (2013), Shayib and Al-Nabhani (2014), and Al-Sayed (2007). These studies generally indicated that university students' life skills did not reach a proficient level, and the availability and ranking of skills among target groups varied across studies. Additionally, some variables such as gender, major, academic level, and place of residence did not show statistically significant differences in life skills.

Regarding studies that addressed the topic of multiple intelligences among students, such as the study by Afana and Al-Khuzundar (2003) and the study by Al-Shuqaiqi (2003) on a sample of university students, which focused on understanding the relationship between multiple intelligences and variables such as major and academic achievement. The results indicated differences in the ranking of multiple intelligences among target groups in the

studies, and there were no statistically significant differences in multiple intelligences attributed to the major variable, except in logical-mathematical intelligence, although it was not substantial. There was a positive relationship between logical-mathematical intelligence and achievement in mathematics, while other intelligences did not show statistically significant differences with the academic achievement variable.

Research Methodology

This chapter elucidates the methodology and procedures of the study, including the study design, description of the study population, and determination of the study sample, study instruments, and statistical methods used for data analysis.

Study Design

The study adopted a descriptive approach to investigate the correlation between life skills and multiple intelligences, aligning with the nature of the research.

Study Population

The study population comprised all female students of the College of Science and Humanities in Huraymila, Shaqra University, totaling 1168 students. They were distributed across the college's departments covering both scientific and humanities specialization, and across all academic levels. This information was obtained from the college's admission and registration office during the second semester of the academic year 1442 - 1443 AH.

Study Sample

The study sample was calculated based on the total population size using the Richard Jigger formula. The sample was determined using a random sampling method, resulting in a total of 172 female students from the College of Science and Humanities in Huraymila, including both scientific and humanities departments and all academic levels, as illustrated in Table 1.

Table 1: Distribution of Study Sample According to Major Variable

		Specialization			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Scientific	58	33.7	33.7	33.7
	Humanities	114	66.3	66.3	100.0
	Total	172	100.0	100.0	

The distribution of the study sample according to the major variable is illustrated in Table 1. The total sample size for the study was 172 students. It was found that 58 students from the total sample represented the scientific major, accounting for 33.7%. Meanwhile, 114 students from the study sample represented the humanities major, accounting for 66.3%. This distribution is also depicted in the following pie chart.

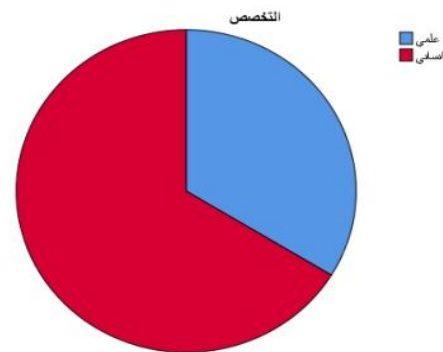


Figure 1: Specialization (scientific - humanities)

Table 2: The Distribution of the Study Sample According to the Variable of Academic Level

		Academic Level			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lower Level (First/ Second/ Third/ Fourth)	79	45.9	45.9	45.9
	Advanced Levels (Fifth/ Sixth/ Seventh/ Eighth)	93	54.1	54.1	100.0
	Total	172	100.0	100.0	

Table 2: Illustrates the distribution of the study sample according to the variable of academic level (First Year - Advanced Levels). Where 79 individuals from the sample represent the first-year levels, accounting for 45.9%, while 93 individuals from the sample represent the advanced levels, accounting for 54.1%. As depicted in the following pie chart:

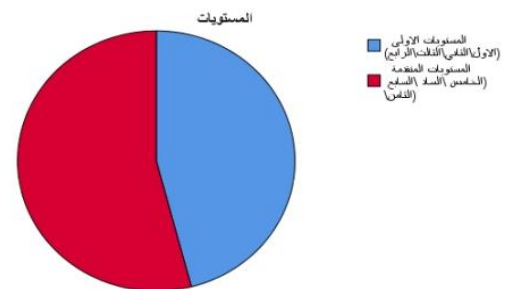


Figure 2: Academic Level (lower - advanced)

Study Instrument

The researcher utilized the following tools:

First: Life Skills Measurement Questionnaire

To achieve the objectives of the study, and after reviewing the literature and previous studies on the subject, a questionnaire was designed to measure life skills in line with the study's goals and questions. It consisted of two parts: the first part related to some variables relevant to the study's objectives (such as specialization and academic level), while the second part comprised 33 items assessing the life skills needed by university students in the twenty-first century. These skills included communication and interpersonal skills, decision-making and problem-solving skills, and academic and study skills. Response options on the questionnaire were distributed on a 3-point Likert scale (ranging from 1 to 3) for participants to answer the items. To

interpret the results, the following method was employed to determine the level of response to the items of the life skills measurement tool, where weights were assigned to the alternatives as indicated in the following table for statistical processing as follows:

Table No. (3): Correction of Response Options on the Study Instrument for Measuring Life Skills

Rarely	Sometimes	Always	Agreement Degree
1	2	3	Degree

Then, those responses were classified into three equally ranged levels using the following equation: Category length = (Maximum value - Minimum value) ÷ Number of tool options = $(3 - 1) \div 3 = 0.66$ to obtain a distribution of categories according to the scale used to answer the life skills measurement tool as follows:

Table (4): The Response Options for the Life Skills Measurement Scale According to the Likert Scale and the Weighted Average of the Response

Weighted Average	Opinion
1 to 1.66	Rarely
1.67 to 2.33	Sometimes
2.34 to 3	Always

Validity and Reliability of the Instrument: The validity and reliability of the life skills measurement tool were ensured through the following:

1. **Face Validity of the Instrument (Expert Validity):** The questionnaire was initially drafted and then presented to a number of experts with expertise and specialization to provide their opinions on the questionnaire items and the relevance of the items to the study topic. The number of experts was (8) professors from Saudi universities. Based on the experts' feedback, proposed modifications were made, and the instrument comprised (33)

items distributed among three skills: communication and interpersonal skills, decision-making and problem-solving skills, and academic study skills, with (11) items for each skill.

2. **Internal Consistency Reliability:** The stability and validity of the life skills measurement instrument were verified by calculating the internal consistency reliability coefficient for the entire instrument and for each skill separately using Cronbach's alpha coefficient. Table (5) illustrates this.

Table (5): Cronbach's Alpha Coefficient for the Life Skills Scale

Validity Coefficient	Reliability Coefficient	Number of Items	Domains	Number
0.76	0.572	11	Communication and Interaction Skills	1
0.77	0.596	11	Decision-Making and Problem-Solving Skills	2
0.86	0.748	11	Academic Skills	3
0.88	0.774	33	Level of Life Skills	

Table (5) refers to the reliability and validity coefficients of the study items in the Life Skills Scale. The results above indicate high reliability of the study dimensions, where the Cronbach's alpha coefficient ranged between (0.572) and (0.748) for the three dimensions of the study, with a total reliability coefficient value of 0.77, which is a high percentage reflecting the scale's reliability.

Additionally, the validity coefficients indicate the consistency of the items with the intended purpose, which was (0.88), a high percentage. The validity coefficient ranged between (0.76) and (0.86) for the three dimensions of the study, reflecting the consistency and validity of the items. This indicates that the questionnaire enjoys a high degree of reliability and a high degree of validity, making it suitable for application on the study sample.

Secondly: Multiple Intelligences Scale

After reviewing some psychological literature and previous studies related to multiple

intelligences, and after defining the procedural definition and the targeted intelligences, the scale was selected according to McKenzie's model of multiple intelligences (McKenzie, 1999), which was adapted and standardized for the Saudi environment by Abdulkader Abu Hashim (2007). The tool consists of 90 items distributed over nine types of intelligence: linguistic intelligence, logical intelligence, spatial intelligence, bodily-kinaesthetic intelligence, musical intelligence, personal intelligence, social intelligence, naturalist intelligence, and existential intelligence, with 10 items each to measure each type of intelligence. The response scale on the tool ranged from (1-5) degrees, according to Likert's five-point scale (strongly disagree, disagree, neutral, agree, strongly agree). All items are positive and are given scores to determine the level of response to the items of the Multiple Intelligences Scale. Weights were also assigned to the alternatives to be statistically processed as follows:

Table number (6): Correction of response options on the study tool for measuring multiple intelligences.

Always applies	Often applies	Sometimes applies	Applies a little	Does not apply to me at all	Agreement Level
5	4	3	2	1	Score

Then, these responses were classified into five equally ranged levels using the following equation: Category length = (Maximum value - Minimum value) ÷ Number of alternatives in the tool = $(5 - 1) \div 5 = 0.80$
To obtain a distribution of categories

according to the gradient used to answer the Multiple Intelligences Scale tool, the following table (Table 7) illustrates the response options for the Multiple Intelligences Scale according to the Likert five-point scale, as well as the weighted average for each response.

Table 7: The response options for the Multiple Intelligences Scale according to the Likert five-point scale, as well as the weighted average for each response.

Weighted Average	Opinion
1 to 1.79	Does not apply to me at all
1.80 to 2.59	Applies a little
2.60 to 3.39	Sometimes applies
3.40 to 4.19	Often applies
4.20 to 5	Always applies

Tool Validity and Reliability

The validity of the Multiple Intelligences Measurement Tool was confirmed through:

1. Face Validity of the Tool (Expert Validity): Abdulkader Abu Hashim (2007) ensured the validity of the scale by determining the correlation coefficient between the items and the total score of the sub-component to which they belong. The correlation coefficient values ranged between (0.692 - 0.211), all statistically significant at a level of significance of (0.01).
In this study, to ensure the validity of the scale, it was presented to 8 experienced and specialized experts to assess the scale in terms of the suitability of the items to

measure multiple intelligences among female students of the College of Science and Humanities in Huraymila. Most of the feedback was positive, and the experts reached a high level of agreement on the suitability of the scale's items for the purpose and objectives of the study and their suitability for the target sample. The experts also reached a consensus on the validity of using the scale.

2. Internal Consistency Reliability: The scale's reliability and validity were verified by calculating the internal consistency reliability coefficient using Cronbach's Alpha coefficient for each intelligence separately. Table (8) illustrates this.

Table (8): Cronbach's Alpha Coefficient for the Multiple Intelligences Scale

Validity Coefficient	Reliability Coefficient	Number of Items	Domains	Number
0.78	0.613	10	Verbal-linguistic intelligence	1
0.78	0.615	10	Logical-mathematical intelligence	2
0.85	0.728	10	Spatial-visual intelligence	3
0.85	0.721	10	Bodily-kinesthetic intelligence	4
0.88	0.780	10	Musical intelligence	5
0.85	0.722	10	Interpersonal intelligence	6
0.83	0.697	10	Intrapersonal intelligence	7
0.84	0.702	10	Naturalistic intelligence	8
0.90	0.806	10	Existential intelligence	9
0.97	0.940	90	Level of multiple intelligences	

Table (8) indicates the reliability and validity coefficients for the study items in the Multiple Intelligences Scale. The total reliability coefficient reached 0.94, which is a very high percentage reflecting the extent of the scale's stability. Similarly, the total validity coefficients in the scale reached 0.97, which is also a very high percentage reflecting the consistency of the statements in the Multiple Intelligences Scale, demonstrating the validity of the study tool for field application.

Results and Discussion

- **Results of the first question: What is the level of life skills among female students of the College of Science and Humanities in Harimla?**

The arithmetic mean and standard deviation were calculated to determine the tendencies of respondents towards the Life Skills Scale as a whole and for each dimension represented by communication and interpersonal skills, decision-making and problem-solving skills, and academic skills, in order to answer the first question. The results are presented in the following table:

Table (9): What is the Level of Life Skills among Female Students of the College of Science and Humanities in Huraymila?

Respondents' Tendencies	Mean	Standard Deviation	Domains	
Always	2.3335	0.27600	Communication and Interaction Skills	1
Sometimes	2.2812	0.29597	Decision-Making and Problem-Solving Skills	2
Sometimes	2.2474	0.39281	Academic Skills	3
Sometimes	2.2874	0.23717	Life Skills Scale	

The arithmetic mean and standard deviation were calculated in a similar manner to the Likert scale to determine the respondents' attitudes towards the Life Skills Scale, as illustrated in Table (9). The table indicates that the average score for the overall Life Skills Scale was 2.29, with a standard deviation of 0.24, indicating that respondents leaned towards the scale with occasional responses. This suggests that female students at the College of Science and Humanities in Harimla possess life skills at a moderate level, which aligns with observations made by the third author through her interaction with students regarding their lack of life skills, prompting this study. This result is also consistent with a study by Al-Mamari (2018), which aimed to determine the level of life skills acquisition among fourth-year students at the Faculty of Education at Taiz University and its relationship with their practice of the same skills during field training, showing that the acquisition of life skills among the sample individuals was at a moderate level. Additionally, the results of Al-Wafi's study (2010), which aimed to determine the level of life skills among secondary school students, showed that students possessed life skills at a good level, above average.

The current study's results indicate that the university stage plays a significant role in individuals' acquisition of life skills, as knowledge acquired during previous educational stages, along with experiences that students have undergone, have helped shape their personalities and reveal their hidden potentials and abilities. Furthermore, the environment in which students grow up contributes to the availability of life skills, even though most of the students belong to one area (Harimla Governorate), which is a simple and closed environment.

Regarding communication and interpersonal skills among the study sample, the mean score was 2.33, with a standard deviation of 0.28, indicating a high level of communication and interpersonal skills among female students at the College of Science and Humanities. This result is consistent with a study by Abdou and

El-Hamiri (2020), which aimed to determine the level of life skills acquisition among students at the College of Science and Arts in Sharurah and its relationship with academic achievement, and the differences between students based on gender and specialization, showing that communication skills ranked first, followed by decision-making skills and then effective learning skills. This result also aligns with Al-Wafi's study (2010), which indicated that communication and interpersonal skills among students ranked first and were at a high level.

Respondents' inclinations towards decision-making and problem-solving skills were sometimes, with the average score for individuals in the study sample being 2.28 and a standard deviation of 0.30, indicating that female students at the College of Science and Humanities in Harimla possess decision-making and problem-solving skills at a moderate level. This result is consistent with the findings of Mersali and Ben Said (2022), which aimed to determine the level of decision-making skills among university students and to identify differences in skill acquisition according to gender and specialization, showing that students' acquisition of decision-making skills is high. This result also agrees with Al-Wafi's study (2010), where decision-making and problem-solving skills among students ranked third at a moderate level. This indicates that the educational stage and the age at which students are raised play a significant role in acquiring decision-making and problem-solving skills, as students' desires and inclinations towards self-development and determining their future are evident. The students' possession of decision-making and problem-solving skills at a moderate level, rather than high, may be attributed to gender differences and the influence of family constraints in these areas.

As for academic/study skills, the mean score for respondents' opinions was 2.25, indicating a tendency towards occasional responses, with a standard deviation of 0.39. This indicates that academic skills are available at a moderate level among female students at the College of

Science and Humanities in Harimla. Al-Wafi's study (2010) confirms this result, which indicates the possession of academic skills by students. In this study, we find that female students, especially at the university level, possess academic and study skills due to the presence of exemplary teachers within the university environment, which instills a desire in students to reach those levels and higher positions. This motivates and increases students' enthusiasm for developing academic skills and passion for studying. Additionally, the desire of the student to prove her abilities

and build herself plays a major role in developing academic skills, along with the expansion of students' thinking and culture at the university level.

- **Results of the second question: Are there statistically significant differences in the level of life skills among female students of the College of Science and Humanities in Harimla according to the variables of specialization and academic level?**

Table (10): The significance Level in the Level of Life Skills According to the Variables of Specialization and Academic Level

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Specialization	Between Groups	7.382	34	.217	.958	.541
	Within Groups	31.060	137	.227		
	Total	38.442	171			
Academic level	Between Groups	8.150	34	.240	.950	.553
	Within Groups	34.565	137	.252		
	Total	42.715	171			

Table (10) indicates that the significance value (sig) is 0.54 among the study sample in scientific and humanitarian specializations, which is greater than 0.05. This suggests that there are no statistically significant differences in the level of life skills attributed to the scientific and humanitarian specialization among the students. This result is consistent with the findings of Mersli and Bensaeed (2022), which showed no statistically significant differences in the level of decision-making skills among students attributed to specialization. Additionally, it confirms the results of Abdou Al-Hamiri and Abdul Hamid (2020), which showed no statistically significant differences in sensory skills attributed to specialization among the study sample. This also aligns with the study by Al-Mamari (2018), which showed no statistically significant differences in the level of skill acquisition or practice among the sample individuals attributed to specialization. These results are also consistent with the study by Maryam Al-Waini (2018), which aimed to

identify the level of availability of life skills among students at Qassim University, and the impact of gender and specialization on the level of possession of those skills. The results showed that the specialization variable does not show statistically significant differences in the possession of life skills.

Additionally, the table shows that the significance value (sig) equals 0.55, which is greater than 0.05, indicating no statistically significant differences attributed to the academic level variable. This result is consistent with the findings of Al-Sayyid (2007), which aimed to identify the needs of students at Al-Isra University for life skills and their differences according to gender, college, academic level, and place of residence. The study's results showed that life skills do not differ among the study sample based on academic level. This indicates that the learning methods in the College of Science and Humanities in Harimla are similar across all levels despite differences in the curriculum

content. Thus, the academic level variable within the college (lower grades and advanced classes) does not create statistically significant differences in the possession of life skills.

Presentation of the third inquiry's results: What is the level of multiple intelligences among female students at the College of Science and Humanities in Harimla?

Table (11) illustrates the level of multiple intelligences among female students at the College of Science and Humanities in Harimla - Shaqra University.

Respondents' Tendencies	Mean	Standard Deviation	Domains	Number
Applies to me alot	3.7471	0.54046	Verbal-linguistic intelligence	1
Applies to me alot	3.6267	0.58688	Logical-mathematical intelligence	2
Applies to me alot	3.8250	0.64274	Spatial-visual intelligence	3
Applies to me alot	3.5355	0.70193	Bodily-kinesthetic intelligence	4
Applies to me alot	3.8145	0.74557	Musical intelligence	5
Applies to me alot	3.6913	0.67190	Interpersonal intelligence	6
Applies to me alot	3.5145	0.69000	Intrapersonal intelligence	7
Applies to me alot	3.6238	0.66153	Naturalistic intelligence	8
Applies to me alot	3.7070	0.76262	Existential intelligence	9
Applies to me alot	3.6762	0.49951	Level of multiple intelligences	

The calculation of the mean and standard deviation was conducted in a similar manner to the Likert scale to determine the respondents' opinions regarding the level of multiple intelligences, as elucidated in Table (11). The results indicated that the respondents' inclination towards the Multiple Intelligences Scale overall tended towards 'often', with a mean of 3.67 and a standard deviation of 0.49.

Furthermore, the study's findings revealed that the respondents' responses across all types of intelligences leaned towards 'often', indicating the availability of all types of intelligences among the sample to a high degree. This is also corroborated by the mean and standard deviation values presented in the table above. Moreover, the arrangement of multiple intelligences according to their prevalence among the female students at the College of Science and Humanities in Harimla is as follows: Spatial Intelligence ranked first with a mean score of (3.83) and a standard deviation

of (0.64), followed by Musical Intelligence in second place with a mean score of (3.81) and a standard deviation of (0.75). Linguistic/Verbal Intelligence ranked third with a mean score of (3.75) and a standard deviation of (0.54), and so forth, as detailed in the table.

The results of the third inquiry illustrated that all types of multiple intelligences are available among the students at the College of Science and Humanities at a high level. This finding aligns with the study conducted by [researcher's name], which may be attributed to the inherent intelligence and wit characteristic of individuals in the Arabian Peninsula, particularly in the Najd region. Additionally, genetic factors play a significant role in determining the high level of multiple intelligences exhibited by the study sample. These findings are consistent with the researcher's observations regarding the high capabilities of female students at the College of

Science and Humanities in Harimla in multiple intelligences.

The results of studies regarding the prevalence ranking of multiple intelligences have varied. The findings of Abdulaziz's study (2010) indicated that the order of multiple intelligences among students at King Saud University and its female students was as follows: Intrapersonal intelligence, social intelligence, linguistic intelligence, spatial intelligence, kinesthetic intelligence, logical-mathematical intelligence, naturalistic intelligence, and lastly, musical intelligence. However, the results differed in Goushha's study (2003), which aimed to demonstrate differences in multiple intelligences among students based on various variables. The results showed that the order of multiple intelligences for most independent variables in the study was as follows: Social intelligence, personal intelligence, linguistic intelligence, logical-mathematical intelligence, spatial intelligence, naturalistic intelligence, kinesthetic intelligence, and finally, musical intelligence. These differences may be attributed to the study location and the type and background of the targeted population.

These findings align with the results of Balawi's study (2011), which aimed to identify multiple intelligences among students at Qassim University and their relationship with some variables. The results showed that female students outperformed male students in spatial and linguistic intelligences. Additionally, they are consistent with the findings of Aboud and Yousri (2018), which illustrated that female students at King Faisal University excel in linguistic and musical intelligence compared to male students. This could be attributed to females' general interest in aesthetic values and music more than males.

The current study's results revealed that spatial intelligence is the most prevalent among the study samples, occupying the first rank with a high degree. This is not surprising among female students at the College of Science and Humanities in Harimla, where this ability is evident in all activities and tasks they engage in. Additionally, they demonstrate exceptional

coordination in spatial imagery, artistic creativity, and aesthetic appreciation in color, line, shape, place, and their relationships. Furthermore, female students at the college often receive top prizes and rankings in artistic creativity competitions involving drawing, photography, and spatial coordination. This is attributed to the environment and the quiet, non-crowded nature of the region they live in, which naturally fosters and supports their spatial visualization abilities.

Musical intelligence ranked second among the study sample with a high degree, which can be attributed to the dominance of religious culture, religious inclinations, and adherence to the Quran memorization and recitation in the Kingdom of Saudi Arabia in general, and in Harimla specifically. Most female students at the College of Science and Humanities in Harimla have memorized, recited, and mastered the Quran since an early age, which has equipped them with the ability to distinguish between different tones, melodies, and rhythms, in addition to musical appreciation, similar to Quran reciters.

The linguistic intelligence ranked third with a high degree among the female students. This result can be interpreted in light of the previous finding that musical intelligence is prevalent among female students at a high degree, occupying the second rank among other intelligences. Linguistic/verbal intelligence is physically linked to musical intelligence, as there is an inclination towards appreciating written and spoken language through reading and Quran recitation, as well as through Quranic recitation with Tajweed, which enhances the ability to learn and use language orally or in writing. This connection confirms and supports the validity of the current study's results.

Kinesthetic bodily intelligence ranked eighth among the study sample, which supports the previously mentioned dominance of religious culture and religious inclinations that restrict the movement of women in this small community. Female students are not allowed to roam the streets without a male guardian, and the lack of sports clubs in the area deprives

them of opportunities to exercise and develop sensory-motor skills. Additionally, the absence of curricula supporting physical education for female students and the scarcity of teachers interested in physical activity hinder the development of kinesthetic bodily intelligence among the sample population.

Social intelligence ranked ninth, being the least prevalent among the study sample but with a high degree. This result can be attributed to the nature of the customs and traditions of the community where most female students at the College of Science and Humanities in Harimla grew up, characterized by a common deep-rooted background. Moreover, the limited interaction of the local community with other

communities and the difficulty of openness and integration hinder the ability of female students to understand others, discern their inclinations and goals, and distinguish between their blends and tendencies. Understanding and acquiring body language, represented in gestures, tone of voice, and facial expressions, to interact with others in a good and proper manner help improve social intelligence among individuals and groups.

- **Results of the Fourth Question: Are there statistically significant differences in the level of multiple intelligences among female students at the College of Science and Humanities in Harimla according to the variables of specialization and academic level?**

Table No. (12): The significance Value in the Level of Multiple Intelligences According to the Variables of Specialization and Academic Level

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Specialization	Between Groups	23.275	111	.210	.830	.803
	Within Groups	15.167	60	.253		
	Total	38.442	171			
Academic level	Between Groups	30.965	111	.279	1.425	.066
	Within Groups	11.750	60	.196		
	Total	42.715	171			

The study results, as illustrated in Table No. (12), indicate that there are no statistically significant differences in the level of multiple intelligences among female students attributed to the specialization variable (scientific departments - humanities departments), where the significance value (sig) is 0.80, which is greater than 0.05.

Furthermore, the results regarding the academic level variable (elementary levels - advanced levels) show that the significance value (sig) equals 0.66, which is also higher than 0.05, indicating the absence of statistically significant differences in the level of multiple

intelligences among female students attributed to the academic level variable.

These findings align with the results of Al-Shuwaiki's study (2003), which aimed to identify the global structure of multiple intelligences among a random sample of university students at the College of Education. The results showed no statistically significant differences in the students' scores on the multiple intelligences list attributed to the type of specialization (literary - scientific).

However, these results contrast with the findings of Qoshha's study (2003), which showed statistically significant differences in multiple intelligences based on three variables:

gender, specialization, and academic year. Significant differences in specialization were in favor of scientific branches, and significant differences in academic year were in favor of the first year. Additionally, the current study's results are consistent with the findings of Abdulaziz's study (2010), which found statistically significant differences in multiple intelligences among first-year students at King Saud University.

- **Results of the Fifth Question: Is there a statistically significant relationship at**

the level of ($0.05 = \alpha$) between the level of life skills among female students at the College of Science and Humanities in Harimla and the level of multiple intelligences?

To verify this question, the Pearson correlation coefficient was calculated between the total score of the life skills scale and the total score of the multiple intelligences scale to find the relationship between the two variables.

Table No. (13): Correlation Coefficients between the Total Score of the Life Skills Scale and the Total Score of the Multiple Intelligences Scale

Correlations			
		Life Skills Scale	Multiple Intelligences
Life Skills Scale	Pearson Correlation	1	.182*
	Sig. (2-tailed)		.017
	N	172	172
Multiple Intelligence	Pearson Correlation	.182*	1
	Sig. (2-tailed)	.017	
	N	172	172

Table (13) shows that the probability value for the relationship between the level of multiple intelligences and the level of life skills is (0.017), which is less than 0.05, indicating a statistically significant negative relationship between the level of multiple intelligences and the level of life skills according to the response of female students at the College of Science and Humanities in Huraymila.

This correlation may be attributed to the knowledge acquired during educational stages and experiences gained throughout life, which contribute to the growth of life skills and the development of multiple intelligences. The reciprocal relationship between the variables is evident, as each contributes to the development of the other. For instance, individuals with communication skills must possess a level of social intelligence, and

likewise, one cannot possess a specific skill without the associated intelligence.

Studies also suggest that skills and intelligences can be cultivated through training. For example, a study by the Palestinian Ministry of Education for the year 2003 demonstrated the positive impact of training on trainees in most areas. Similarly, other applied studies have affirmed the possibility of students acquiring life skills through specific programs and strategies.

Furthermore, different types of intelligences lead to an individual's ability to adapt to new and unfamiliar situations, thereby enhancing their life skills. Intelligence reflects an individual's capacity for learning, acquiring knowledge, understanding relationships, thinking, and predicting performance.

To summarize, the mutual acquisition and development of intelligences and life skills indicate an individual's effective adaptation to life's requirements and various challenges.

The genetic aspect can also affect all intelligences and skills equally. Furthermore, family upbringing, parental treatment, and family dynamics all play a role in the development and enhancement of both life skills and multiple intelligences, especially during early stages of life. In this simple society, we observe that upbringing is a result of parental and ancestral practices passed down through generations. Additionally, the environment and surrounding community also contribute to the adaptation of students within their society, leading to higher levels of mental well-being and the formation of students' personalities. Thus, all circumstances and factors influencing skill growth or intelligence development have collectively shaped the experiences of the students.

These findings differ from the results of studies conducted by Al-Wafi (2010) and Sabahi (2006), which found no statistically significant relationship between the level of life skills and the level of multiple intelligences among students.

This outcome underscores the necessity of devising comprehensive and integrated plans and strategies for the development of life skills and catering to all students based on their dominant intelligences, both in curricular and extracurricular programs, according to the Vision 2030.

Recommendations

- It is essential to focus on developing life skills and multiple intelligences in children from a young age by enhancing the educational system at all stages through educational curricula and extracurricular activities aimed at acquiring and developing these skills.
- Encourage university faculty members to develop teaching methods and approaches

and implement programs to impart life skills and develop multiple intelligences among students.

- Raise awareness among students that they possess various types of skills and intelligences at different levels, ensuring that education caters to all.
- Encourage research centers to focus on conducting more research and studies on topics related to life skills and multiple intelligences in higher education and work on developing systems to keep pace with the latest graduate skills.

مراجع الدراسة العربية

1. السيد، مريم (2007): حاجات طلبة جامعة الإسراء إلى المهارات الحياتية - مجلة إتحاد الجامعات العربية - العدد التاسع والأربعون، ديسمبر 2007.
2. عفانة، عزو والخزندار، نائلة (2004): مستويات الذكاء المتعدد لدى طلبة مرحلة التعليم الأساسي بغزة وعلاقتها بالتحصيل في الرياضيات والميول نحوها، مجلة الجامعة الإسلامية
3. (سلسلة الدراسات الإنسانية) المجلد الثاني - العدد الثاني، ص332-366، يونيو 2004م.
4. نجم، هاني فتحي(2007): مستوى التفكير الرياضي وعلاقته ببعض الذكاءات لدى طلبة الصف الحادي عشر بغزة، رسالة ماجستير غير منشورة- الجامعة الإسلامية-غزة.
5. المعمري، سليمان عبده (2018) . مستوى اكتساب طلبة المستوى الرابع بكلية التربية بالتربية للمهارات الحياتية وعلاقتها بدرجة ماستهم لها اثناء التدريب الميداني. مجلة العلوم التربوية والنفسية، 19 (3)، 399 - 428
6. العمري جمال (2023). مدى وعي طلبة الجامعات الاردنية الرسمية للمهارات الحياتية في ضوء الاقتصاد المعرفي. دراسات نفسية وتربوية. مخبر تطوير الممارسات النفسية والتربوية (10)، 103-128
7. محمد شبيب وهلال زاهر النبهاني (2014)، الفروق في المهارات الدراسية لدى عينة مختارة من طلاب جامعة السلطان قابوس، مجلة الاداب والعلوم الاجتماعية، جامعة السلطان قابوس، كلية الاداب والعلوم الاجتماعية، 2 (5)، 51 - 65
8. وافي، عبد الرحمن (2010)، المهارات الحياتية وعلاقتها بالذكاءات المتعددة لدى طلبة المرحلة الثانوية
9. اللولو، فتحية صبحي وقسطه عوض سليمان (2006): مستوى المهارات الحياتية لدى الطلبة خريجي كلية التربية بالجامعة الاسلامية بغزة، كلية التربية، الجامعة الاسلامية - غزة.
10. الحميري، عبده فرحان وحاج امين، عبد الحميد (2020)و مستوى اكتساب المهارات الحياتية وعلاقته بالتحصيل الدراسي لدى طلبة كلية العلوم والاداب بشرورة، الاداب للدراسات النفسية والتربوية، 7 (9)، 7-42 .
11. غراب، امال (2018)، دينامية العلاقة بين المهارات الحياتية لدى الشباب الجامعي وقدرتهم على ادارة الازمات الاقتصادية، المجلة التربوية، (52)، 42-102.
12. عالية، محمد (2008)، عادات تنظيم الوقت الدراسي لدى طلبة الصف الحادي عشر وعلاقتها بجنسهم وتخصصهم الاكاديمي في محافظة مادبا، مجلة اربد للبحوث والدراسات، جامعة اربد الاهلية، 11(2)، 1-32.
13. خضرة.ب.(2015). النشاطات الصفية وعلاقتها بالمهارات الحياتية من وجهة نظر معلمي المرحلة الابتدائية. ماجستير (غير منشور). كلية العلوم الاجتماعية والانسانية، جامعة محمد بوضياف، المسيلة، الجزائر.
14. سالم. م. (2013). مدى احتواء كتب العلوم للصفوف الاساسية الدنيا على المهارات الحياتية. رسالة ماجستير (غير منشورة). كلية العلوم التربوي، جامعة ال البيت، الاردن.
15. معاذ، ش. (2019). الرضا الوظيفي وعلاقته ببعض المهارات الحياتية لدى اساتذة معهد علوم وتقنيات

24. عوض, امل (2011), اثر استخدام استراتيجيات تدريس مبنية على نظرية الذكاءات المتعددة في نحصيل المفاهيم الفيزيائية لدى طلبة الصف العاشر الاساسي, دراسات العلوم التربوية, الجامعة الاردنية, عدد (1), مجلد (38).
25. العمران, جيهان ابو راشد (2006), الذكاءات المتعددة لطلبة البحرينيين في المرحلة الجامعية وفقا للنوع والتخصص الاكاديمي, مجلة العلوم التربوية والنفسية, جامعة البحرين, عدد (3), مجلد (7), 13 - 43.
26. قوشحة, عبد الرحمن رنا (2003), دراسة الفرق في الذكاءات المتعددة بين طلاب بعض الكليات النظرية والعلمية, رسالة دكتوراة غير منشورة, معهد الدراسات والبحوث التربوية, جامعة القاهرة.
27. كنانة, رهام كمال (2011), التعرف على الذكاءات المتعددة وعلاقتها بالنمط المعرفي لدى طلبة جامعة اليرموك, رسالة ماجستير غير منشورة, جامعة اليرموك.
28. منوخ, صلاح وسلمان وسن (2012), الذكاء المتعدد وعلاقته بحل المشكلات لدى طلبة الجامعة, مجلة جامعة تكوين العلمية, عدد (8), مجلد (19).
29. النور, حمد يعقوب (2013), الذكاءات المتعددة لدى طلبة جامعة جيزان وعلاقتها بالسلمات الخمسة الكبرى وتخصصاتهم الدراسية, مجلة العلوم التربوية والنفسية, جامعة البحرين, عدد (2), مجلد (14).
30. ابو مصطفى, م. (2015) الضغوط النفسية وعلاقتها بالانتران الانفعالي والقدرة على اتخاذ القرار لدى مرضي الطوارئ بالمستشفيات, رسالة ماجستير (غير منشورة), كلية التربية, الجامعة الاسلامية غزة, فلسطين.
31. معاذ, ش. (2019) الرضا الوظيفي وعلاقته ببعض المهارات الحياتية لدى اساتذة معهد علوم وتقنيات النشاطات البدنية والرياضية, كلية العلوم التربوية والنفسية, جامعة عمان العربية, الاردن.
16. مرسلي, ع & بن سعيد, ع (2022), المهارات الحياتية لدى الطلبة الجامعيين دراسة ميدانية على عينة من الطلبة الجامعيين بكلية العلوم الانسانية والاجتماعية بجامعة جيلالي ليايس بسيدي بلعباس, الحوار المتوسطي 13 (2), 202-217.
17. اميرة, ع (2015), دور منهاج التربية البدنية والرياضية في تنمية بعض المهارات الحياتية في مرحلة التعليم المتوسطة, اطروحة دكتوراه, معهد التربية البدنية والرياضية, جامعة عبد الحميد ابن باديس مستغانم, الجزائر.
18. اللقاني, احمد حسين وآخرون (2001), مناهج التعليم بين الواقع والمستقبل, القاهرة, عالم الكتب.
19. عبد القادر, فتحي عبد الحميد, ابو هاشمالسيد (2007). البناء العاملي للذكاء في ضوء تصنيف جاردينر وعلاقته بكل من فعالية الذات وحل المشكلات والتحصيل الدراسي لدى طلاب الجامعة, مجلة كلية التربية - جامعة الزقازيق, عدد (55).
20. العبد العزيز, اروى (2010), دراسة انواع الذكاءات المتعددة لدى طلاب جامعة الملك سعود وطالباتها بمدينة الرياض, بحث مقدم للقاء السنوي الخامس عشر للجمعية السعودية للعلوم التربوية و النفسية (جستن), 252 - 276.
21. ارمسترونج, توماس (2006), الذكاءات المتعددة في غرفة الصف الرياضي, دار النشر والتوزيع.
22. جابر, عبد الحميد (2003), الذكاءات المتعددة والفهم, تنمية وتعميق, القاهرة, دار الفكر العربي.
23. حسين, محمد عبد الهادي (2003), قاس وتقييم قدرات الذكاءات المتعددة. عمان, دار الفكر للطباعة والنشر والتوزيع.

- النشاطات البدنية والرياضية , كلية العلوم التربوية
والنفسية , جامعة عمان العربية, الاردن.
32. ابو عودة, ح (2014) الذكاء الانفعالي ومستوى
الطموح واتخاذ القرار لدى طلبة الصف العاشر اساسي
في قطاع غزة , رسالة ماجستير , كلية التربية, الجامعة
الاسلامية, غزة, فلسطين.
33. قوشحة, رنا. (2003), دراسة الفروق في الذكاءات
المتعددة بين طلاب بعض الكليات النظرية والعملية,
رسالة دكتوراه غير منشورة, معهد الدراسات والبحوث
التربوية, جامعة القاهرة, مصر.
34. بلعوي, منذر, (2011) الذكاءات المتعددة السائدة
لدى طلبة جامعة القصيم, المجلة التربوية, الكويت,
المجلد 25, العدد 100, الجزء 2, 177 - 212.
35. عبود, يسري. (2018) الذكاءات المتعددة لدى عينة
من طلبة جامعة الملك فيصل في ضوء متغيري
التخصص والجنس, المجلة العلمية لجامعة الملك
فيصل (العلوم الانسانية والادارية), المجلد 19, العدد
2, 161 - 185.
36. صباح, م. وسن, س. (2012) الذكاء المتعدد وعلاقته
بحل المشكلات لدى طلبة الجامعة, مجلة جامعة
تكريت للعلوم التربوية والنفسية, مجلد 19, العدد 8.
37. وزارة التربية والتعليم الفلسطينية (2003) اثر التدريب
في توجيهات المتدربين على المهارات الحياتية, الادارة
العامة للتخطيط التربوي, الادارة العامة للتدريب
والاشراف التربوي.
38. اسكلوس, فيليب واخرون (2005) تنمية المهارات
الحياتية لدى طلاب التعليم الثانوي في اطار مناهج
المستقبل, القاهرة, المركز القومي للبحوث التربوية
والتنمية.

References

1. Aborn, M. (2006). An intelligent use for belief, *Education*, 127 (1), 83-85.
2. Baharti, D, A, (2007). Online discussion group for Pre service Teachers. An ODL tool for life skills based education skills development, skills development for national development, India.
3. Bilgin, Elmas Koken (2006), The Effect of Multiple Intelligences Based Instruction on Ninth Grades Chemistry Achievement and Attitudes towards Chemistry. Unpublished master thesis, Middle East Technical University.
4. Gardner, H, (1997). Multiple intelligences as a partner in school improvement *Educational Leadership* 55 (1), New York, Basic Book.
5. Kirsi, Tirri. & Petri, Nokelainen (2012) Measuring multiple intelligences and moral sensitivities in education. New York, Sense publisher.
6. Loori, A. (2005), Multiple Intelligences: A comparative study between the preferences of male and female, *society for personality research, social behavior and personality*, 33 (1), p 77-89.
7. Masumoeh, A. & Rasoel, D. (2015), Investigating the Relationship between Life Skills and Academic Achievement of high School Students, *Journal of Applied Environmental*, 5, (3), 47 – 51
8. Motah, M. (2006), The influence of intelligence and personality on the use of soft skills in research projects among final year university students, A case study, Retrieved October22, 2009 from: <http://www.utm.ac.mu/index.php?option=com>.
9. Sakineh, M. (2013), Life skills development among freshmen students. *International, Review of Social Sciences and Humanities*, 5 (1), 232-238).
10. Prasanna, K. (2016) Opinion of Teachers for Infusion of Life Skills Education in Secondary School of Visakhapatnam District, *Imperial Gornal of Interdisciplinary Research (IJIR)b2* (9) 1760-1767.
11. UNICEF, u. c. (2012) Global Evaluation of life skills Education Programmes, United Nations Children's Fund, New York