

“Motives of Productive Families and Their Contribution to the Professional Development of Their Children”

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Abstract:

Vision 2030 of the Kingdom of Saudi Arabia emphasizes supporting small and medium-sized enterprises, particularly productive families, as contributors to economic and social development. The present study aimed to identify the motives for establishing Productive Family Projects (PFPs) and measure their contribution to the professional development of their children. A descriptive-analytical approach was adopted, and data were collected from 118 productive families in the Qassim Region using a pre-evaluated questionnaire. The questionnaire consisted of two sections: the first included 25 statements addressing the motives for establishing PFPs, while the second assessed PFP stages through seven dimensions. The validity and reliability of the instrument were examined using Pearson's correlation coefficient and Cronbach's alpha coefficient. Data were analyzed using the Eta coefficient, contingency coefficient, and Kruskal–Wallis test. Findings revealed that the strongest motive for establishing PFPs was the desire for financial independence from others (34.75%). The overall degree of productive families' contribution to their children's professional development was high across dimensions including product idea and design, project operation, technical aspects, packaging, and product marketing. No statistically significant relationships were found between the motives for establishing PFPs and family members, children, workers, working hours per day, working days per week, or project duration. In contrast, motives varied significantly according to parents' educational level. The study highlights the role of productive families in developing children's skills, attitudes, and professional competencies. It recommends targeted training and support programs to strengthen family-based projects and enhance their contribution to sustainable economic and social development.

Keywords: Quality of family life, productive families project, home management, family resources management, professional development

Introduction

The productive capacity of nations is considered an important indicator of their economic and social progress, as it contributes to creating employment opportunities and attracting and utilizing human resources effectively (Saleh, 1997). Within this context, supporting small and medium-sized enterprises and productive family establishments has become an important development priority in the Kingdom of Saudi Arabia, particularly in light of Saudi Vision 2030, which emphasizes entrepreneurship, employment generation, economic diversification, and the empowerment of individuals and families to utilize their available resources productively. The Vision specifically recognizes productive families as an important component of the national economy and emphasizes facilitating their access to marketing channels, financing, training, and capability-building opportunities.

The concept of productive families has emerged from the recognition of the family not only as a social unit but also as a potential productive and economic unit (Maaboud, 1998). Productive Family Projects (PFPs) seek to improve the economic conditions of families by transforming available human and material resources into productive activities that generate income and strengthen self-reliance (Al-Subaie, 1431 AH). Such projects can provide economic, social, and psychological returns by investing the abilities, skills, time, and energies of family members in productive activities. They can also contribute to addressing poverty and unemployment by transforming potentially inactive members of society into productive individuals without requiring substantial capital investment (Al-Aiban, 2016; Qa'oud, 2015).

In addition to their economic role, productive family projects may have an important social and developmental function. Participation in family-based productive activities can provide family members with opportunities to acquire practical experience, assume responsibility, develop work-related attitudes, and enhance their ability to utilize available resources. From the perspective of Home Management and Family Resources, productive families represent an applied model of resource management in which

human, financial, material, and time resources are organized and utilized to achieve both family and economic goals. Thus, the productive family project extends beyond income generation to become an environment in which family members, particularly children, may acquire knowledge, skills, and professional values through direct participation in productive activities.

The success and continuity of productive family projects are closely associated with the motives that encourage individuals and families to establish such projects. Motivation is considered an important factor affecting individual behavior and performance, together with ability and working conditions. Therefore, identifying the motives of individuals and determining the importance of these motives are essential for understanding their productive behavior (Al-Shibli & Al-Nosour, 2009). In the context of productive families, these motives may include the desire for financial independence, improving the family's economic situation, obtaining additional income, overcoming limited employment opportunities, utilizing leisure time, benefiting from previous experience, or utilizing available financial resources.

Previous studies have highlighted the contribution of employment and productive projects to improving the economic and social conditions of individuals and families. Qaraosh (2008) concluded that employment projects contributed to reducing poverty and unemployment, with 92.6% of the study participants and their families reporting improvements in their standard of living. Such projects also provided employment opportunities and strengthened the principle of self-reliance, particularly among young people. Similarly, Falah (2013) found that productive projects contributed to improving participants' living standards by providing a stable source of income, satisfying basic needs, and developing their capabilities. These findings demonstrate that family-based productive activities can contribute not only to income generation but also to the development of human capabilities and self-reliance.

Another important factor associated with productive families is the professional orientation of their children and their cultural attitudes toward work and professional activities. Abdeen (2004) emphasized the importance of professional inclination and culture in encouraging individuals to participate in productive work. This perspective is consistent with Abdullah (2010), who emphasized the role of occupation in the life of individuals and society and the importance of individuals' belief in their abilities and their capacity to achieve their planned goals. Cultural factors may also influence motivation and behavior through the intentional or unintentional transmission of cultural heritage among family members (Abdel Rahman, 2013).

The quality of human resources, together with the levels of education, culture, and awareness within society, also affects the degree of individuals' participation in development and social progress (Hanna et al., 2011). Accordingly, the family plays a fundamental role in developing the knowledge, skills, attitudes, and values of its members. As the primary social and economic unit through which human and material resources are managed, the family provides an important environment for learning and practicing responsibility. When children participate in productive family projects, they may gain practical experience in areas such as product development, production, financial management, marketing, decision-making, time management, and responsibility. Such experiences may contribute to their professional development and prepare them for future participation in the labor market.

The philosophy underlying this perspective is that development is a comprehensive process that encompasses different forms of activity within society (Abdul Rahman, 2002). Accordingly, productive family projects can be viewed as one of the mechanisms through which family resources are transformed into productive capacities. Their contribution is therefore not limited to improving family income but may extend to developing individuals' productive competencies and strengthening their participation in community development.

families contribute to the professional development of their children. The approach was also used to examine the relationships between the study variables and selected family and project characteristics.

2.2 Study Sample and Research Limits

The study sample consisted of 118 Saudi productive families in the Qassim Region, Kingdom of Saudi Arabia. The participating families varied in terms of the number of family members, parents' educational levels, and the activities and characteristics of their productive projects.

The study was conducted according to the following limits:

Spatial limit: Qassim Region, Kingdom of Saudi Arabia.

Human limit: Saudi productive families.

Time limit: 2019–2021.

2.3 Data Collection Instrument

Data were collected using a questionnaire and field visits conducted to obtain information about productive families, their motives for establishing productive projects, and their contribution to the professional development of their children.

The questionnaire was developed in accordance with the objectives of the study. It was designed to obtain information about the characteristics of productive families, including the number of family members, number of children, and parents' educational levels. It also collected information about the productive project, including project ownership, main activity, project owner's age, number of workers, working hours, and full-time status. In addition, the questionnaire addressed the motives for establishing the productive family project and the different stages of the project in relation to the professional development of the children.

2.4 Structure of the Questionnaire

The questionnaire consisted of two main sections:

First section: Motives for establishing the Productive Family Project

This section consisted of 25 statements, with a maximum score of 75 points, addressing the main motives that encouraged families to establish their productive projects.

Second section: Stages of the Productive Family Project

This section consisted of seven dimensions containing 55 statements, with a maximum score of 165 points. These dimensions addressed the different stages and activities of the productive family project and their contribution to the professional development of the children.

The questionnaire employed a three-point Likert-type scale:

Agree = 3

Agree to some extent = 2

Disagree = 1

The questionnaire was accompanied by a set of demographic and project-related questions to collect the characteristics of the participating families and their productive projects.

2.5 Validity of the Questionnaire

To establish the content and face validity of the questionnaire, the researcher presented the instrument to a group of specialized faculty members for evaluation. The experts reviewed the questionnaire statements with respect to their clarity, wording, relevance, and suitability for the objectives of the study. Based on the experts' comments and recommendations, some statements were deleted, others were modified or reformulated, and the titles of the two main sections were revised. The questionnaire was subsequently modified in accordance with the experts' recommendations before being administered to the study sample.

2.6 Reliability of the Questionnaire

The reliability of the questionnaire was assessed using Cronbach's alpha coefficient. The coefficients obtained for the different dimensions ranged from 0.874 to 0.967, while the coefficient for the questionnaire as a whole reached 0.989, indicating a high level of internal consistency and supporting the reliability of the instrument for the purposes of the present study.

Expert Evaluation of the Questionnaire

The opinions and recommendations of the expert arbitrators were addressed in the following ways:

A. Deletion of some statements: Some statements were completely deleted because they were ambiguous, unclear, or did not adequately correspond to the intended meaning.

B. Modification of some statements: The wording of some statements was modified by deleting, adding, or reformulating certain words to improve their clarity and appropriateness.

C. Modification of the titles: The titles of the two main sections of the questionnaire were modified in accordance with the experts' recommendations.

The researcher revised the questionnaire accordingly. The collected data were then classified and coded to facilitate their statistical analysis and to examine the relationship between productive families, their motives for establishing productive family projects, and the professional development of their children.

2.7 Descriptive Analysis of the Study Data

The collected data were organized into two main tables. Table 1 presents the demographic and family-related characteristics of the productive families participating in the study, whereas Table 2 presents the characteristics of the productive projects established by these families.

As shown in Table 1, the data related to the participating productive families included the number of family members. The number of family members ranged from 2 or more members to more than 8 members, among the 118 participating productive families.

Table (1) Data of the productive families, the research sample

Number of family members participated			Number of children participated		
	Numbers	%		Numbers	%
2	12	10.2	1-3	55	46.6
3 to 5	43	36.4	4-6	46	39.0
6 to 8	43	36.4	>6	17	14.4
> 8	20	16.9	Total	118	100
Total	118	100			
The research sample according to the educational level of the parents					
Illiterate	7	5.9	Secondary	26	22.0
Literate	8	6.8	Diploma	7	5.9
Primary	7	5.9	College	42	35.6
Average	14	11.9	Post-college	7	5.9
Total				118	100

Such collected data shown that both families with either 2 members and/or families with 8 members or more got the lowest participated families (10.2 and 16.9% in total respectively). Additionally, the number of family members participated with members from 3 to 5 and from 6 to 8 were the same that presented by 36.4% with the numbers of 43 families. Again, the same table (table 1) presented the number of children within the total 118 participated families under three sub-categories, families with

1-3 children, 4-6 children and with more than 6 children. It has been noticed that families with 1-3 children were the highest participated levels at about 47% with 55 of the total 118 participated families while the families with more than 6 children were the lowest levels; about 14% (table1). Furthermore, table (1) again shows the collected data of the research sample according to the educational level of the parents that have been divided to Illiterate, Literate, Primary, Average, Secondary, Diploma, College and Post-college levels. All the illiterate, primary, diploma and post-college were presented the lowest levels by 5.9% followed by 6.8% of literate levels, then the average educated parents levels then secondary and finally the biggest college levels that was about 36%. Regarding the data collected from the projects research sample of productive families, it can be seen from table (2) that mothers were the biggest participated within the productive families and that reached about 68% while the fathers were the lowest levels; 8.5%. Additionally, the main activates of the projects were mainly by 61.0% that were with food while the lowest activates were seen within projects of ceramics, electrical appliances, make-up and bags that all were at less than 1%.

Also, the projects aged in the market were varying from 1 to 5 and more years. The one year projects were the biggest numbers (30% nearly). While the lowest percentage for the ages projects were for the four years projects (Table 2). Moreover, the self- financial projects were 93 out of the 118 projects while 54 of them in total were with 2-3 employees only. More than 5 hours/day were the most of 49 projects of the 118 in total while 6-7 days' work/week were shown with 45 projects (table 2).

Table (2) General data on the projects research sample of productive families

General information about the project												
Entrepreneur		Father		Mother		One of the children		Other				
Number		10		80		20		8				
%		8.5		67.8		16.9		6.8				
1- The main activity of the project:												
Activity	N	%	Activity	N	%	Activity	N	%				
Food	72	61.0	Utensils	2	1.7	Make-up	1	0.8				
Electronics	2	1.7	Masterpiece & Gifts	3	2.5	Bags	1	0.8				
Ceramics	1	0.8	Electrical appliances	1	0.8	Toys	2	1.7				
Clothes	11	9.3	Accessories	7	5.9	Other	15	12.7				
2- The age of the project in the market by years:												
Years	1		2		3		4		5 and more			
Number	35		26		17		8		32			
%	29.7		22.0		14.4		6.8		27.1			
3- The quality of financing				4- Number of employees								
	Loan		Self		One		2-3		4-5		More than 5	
Number	25		93		45		54		8		11	
%	21.2		78.8		38.1		45.8		6.8		9.3	
5- Number of working hours/day												
Hours		1		2-3		4-5		More than 5				
Number		10		30		29		49				
%		8.5		25.4		24.6		41.5				
6- Number of working days/week												
Days		1		2-3		4-5		6-7				

Number	11	36	26	45
%	9.3	30.5	22.0	38.1

Statistical validity: The internal consistency of the questionnaire to measure the validity of the questionnaire that was carried out to identify the extent of the internal consistency of the study tool, the Pearson correlation coefficient was used, where the correlation coefficient was calculated between the degrees of each of the questionnaire terms on its key point, as shown in the following table (**table 3**). Table (3) shows that the values of the correlation coefficient of each statement with its key point are positive, and statistically significant at the significance level (0.01) or less.

Table (3) internal consistency between the degree of each key point and the total degree of the questionnaire measuring the validity of the questionnaire

Key point	phras e	correlatio n coefficient	phr ase	correlatio n coefficient	phr ase	correlatio n coefficient	phr ase	correlation coefficient
Product idea	1	0.847**	2	0.796**	3	0.920**	4	0.894**
Product design	1	0.855**	2	0.945**	3	0.718**	4	0.875**
Financing the PFP	1	0.725**	2	0.868**	3	0.829**	4	0.854**
	5	0.813**						
Operating the PFP	1	0.758**	2	0.886**	3	0.770**	4	0.801**
	5	0.856**	6	0.914**	7	0.834**	8	0.947**
	9	0.886**	10	0.829**	11	0.725**	12	0.865**
	13	0.871**	14	0.816**				
Technical aspects	1	0.838**	2	0.883**	3	0.820**	4	0.907**
	5	0.913**						
PFP packaging	1	0.746**	2	0.850**	3	0.828**	4	0.877**
	5	0.891**	6	0.878**	7	0.904**	8	0.905**
	9	0.908**						
Marketing the Product of the PFP	1	0.872**	2	0.859**	3	0.846**	4	0.790**
	5	0.850**	6	0.884**	7	0.911**	8	0.837**
	9	0.831**	10	0.856**	11	0.824**	12	0.718**
	13	0.779**	14	0.797**				

****significant at 0.01 and below, PFP means the Productive Family Project**

This indicates that all the questionnaire statements have a high degree of internal consistency, and confirms the strength of the internal correlation between all the statements of the study tool. Therefore, this result shows the consistency of the statements of the study tool in an integrated manner, and its validity for field application.

Questionnaire reliability:

To check the reliability of the tool which used coefficient of Cronbach's alpha, Table (4) shows Cronbach's alpha coefficient for the key points of the study tool and for the tool as a whole.

It is evident from Table (4) that the reliability of the study tool was calculated using Cronbach's alpha coefficient for the tool's key points, which amounted between (0.874) and (0.967). The tool as a whole had (0.989), which is a high and educationally acceptable reliability coefficient. It indicates the validity of the tool to achieve the objectives of the current study.

Table (4) Cronbach's alpha coefficient for the key points of the study tool and for the tool as a whole

Key point	Number of statements	Cronbach's Alpha coefficient
Product Idea	4	0.885
Product Design	4	0.874
Financing the productive family project	5	0.875
Operation of the productive family project	14	0.967
Technical aspects	5	0.922
Productive families product packaging	9	0.956
Product Marketing the Productive Family Project	14	0.965
The tool as a whole	55	0.989

Research variables:

- Productive families with a number of variables (number of families - number of children - education level of the parents).
- The Productive Family Project. It contains a number of variables (owner - his activity - his age - type of financing - number of employees - number of working hours - number of working days).
- The main motives for establishing a Productive Families Project (the number of motives is 25).
- The stages of the productive family project.

Research terminology:

Motive:

An internal condition in the organism—biological, physiological, or psychosocial—that upsets its balance and raises its tension, thereby directing its behavior and motivating it to continue its activity in a certain direction to satisfy a need, fulfill a desire, and restore balance (Thams, 2001). It is also defined as an urgent stimulation that drives an individual to adopt a certain behavior or change its course (Shawish, 2000; Al-Sayed, 1990). In the context of this research, motives refer to the internal and external stimuli that drive family members to establish and sustain a productive project.

Family:

It is the basic cell in society and its most important primary group, representing the organizational unit through which resources are managed to achieve the well-being of its members (Ministry of Labor and Social Development, 2017).

Productive families:

These are families that rely on the effective management of their home and human resources to establish productive projects. They market their production to achieve a permanent or additional income to face life's requirements, which in turn contributes to raising their economic and social level (Al-Ghamdi, 2012).

Professional development:

It is the continuous process of developing an individual's abilities, skills, and knowledge voluntarily and by personal choice, ensuring the continuity of their competence and development in their professional field (Al-Ghassaniya, 2012; Al-Hur, 2003).

Procedural definition of professional development for children of productive families: It is the process through which children acquire knowledge, administrative and productive skills, and professional values through their active participation in managing and operating the productive family project within the home environment.

3. Results and Analysis

3.1 Motives for Establishing Productive Family Projects

The first part of the questionnaire was designed to identify the main motives that encouraged productive families to establish their projects. It consisted of 25 statements, and the participating families were asked to identify the motive that best represented the reason for establishing their productive family project. Frequencies and percentages were calculated for the reported motives, and the motives were ranked according to their frequency among the study participants.

As presented in Table 5, the desire for financial independence from others was the most frequently reported motive for establishing a productive family project. This motive was identified by 41 participants (34.75%), ranking first among the reported motives. The second most frequently reported motive was the lack of suitable job opportunities, which was identified by 20 participants (16.95%).

The motive of improving the family's financial situation ranked third, as reported by 13 participants (11.02%). This was followed by earning additional income, which was identified by 11 participants (9.32%) and ranked fourth.

Making use of leisure time ranked fifth, with 6 participants (5.08%) reporting it as their main motive. The motives of previous experience in the field and availability of capital that encouraged the establishment of the project were each reported by 5 participants (4.24%), ranking sixth.

The motives of love of work in this activity, providing a new product or service, investing savings, desire to benefit from financial support and loans for such projects, and desire for the practical application of previous studies were each reported by 2 participants (1.69%).

The least frequently reported motives, each identified by one participant (0.85%), were desire for creativity, self-realization, death of the paterfamilias, similarity to existing successful projects, separation from the husband, inheritance of the project, and saving time to care for the family.

Overall, the findings indicate that financial independence was the predominant motive for establishing productive family projects, followed by the lack of suitable employment opportunities and the desire to improve the family's financial situation. The remaining motives were reported by considerably smaller proportions of the study sample.

Table (5) Ranking the motives for establishing productive families for their projects

Frequency	Motivation	%	Arrangement
Desire for financial independence from others	41	34.75	1
Lack of suitable job opportunities for me which made me establish my family project	20	16.95	2
In order to improve the financial situation of my family	13	11.02	3
Generate additional income	11	9.32	4
Making use of leisure time	6	5.08	5
Previous experience in this field	5	4.24	6
Availability of capital that encouraged me to establish my family business	5	4.24	
Love working in this activity	2	1.69	7
Introducing a new product or service	2	1.69	

Savings investment	2	1.69	
Desire to benefit from financial support and loans for such projects	2	1.69	
Desire for the practical application of my studies	2	1.69	
Desire for creativity	1	0.85	8
Self-realization	1	0.85	
Death of the paterfamilias	1	0.85	
Similar to existing successful projects	1	0.85	
Separation from husband	1	0.85	
Because it is an inherited project	1	0.85	
Saving time for family care	1	0.85	

3.2 Degree of Productive Families' Contribution to the Professional Development of Their Children

The second hypothesis: Productive families contribute positively to the professional development of their children.

To examine this hypothesis, the **arithmetic means and standard deviations** were calculated for the statements included in the second main section of the questionnaire, entitled “**Stages of the Productive Family Project,**” as well as for its individual dimensions and the questionnaire as a whole. These analyses were used to determine the degree to which productive families contribute to the professional development of their children.

The responses were measured using a **three-point Likert-type scale**, in which **3 points** were assigned to *Agree*, **2 points** to *Agree to some extent*, and **1 point** to *Disagree*.

To interpret the arithmetic means and determine the level of agreement, the category length was calculated using the following equation:

Category length = (Highest scale score – Lowest scale score) ÷ Number of scale categories

Thus:

Category length = (3 – 1) ÷ 3 = 0.67

Table (6) The categories of the sample response are listed on the items of the questionnaire

Degree of contribution to professional development	Term
Large	from 2.34 - 3.0
Average	1.67 - less than 2.34
Little	1 - less than 1.67

Additionally, table (7) shows that the general estimate of the degree of productive families' contribution to the professional development of their children was at a high degree, as the SMA of the productive families' estimate of the degree of contribution was (2.42) with a standard deviation of (0.586). The SMA of the tool's items ranged between (2.53) and (2.15), where the degree of productive families' contribution to the professional development of their children was significant in the following items: (product idea, product design, operating the productive family project, technical aspects, producing and packaging of the productive family's product, marketing the product of the productive family project).

Table (7) Estimation of the study sample to the degree of contribution of productive families to the professional development of their children

Items and statements	SMA	SD	Ranking between items
First Item/ Product Idea:			
1- Help the children to read the market and identify its needs before defining the project idea	2.55	0.699	1
2- The children participated in determining the type of product that will be manufactured by the family	2.53	0.736	2
3- The children participated in determining the materials that are used in the composition of the product	2.45	0.791	3
4- The children contributed to determining the technical specifications of the product (determining the amount of materials needed for weekly production, for example - production stages - determining the time needed for each stage, etc.)	2.39	0.796	4
For the item as a whole	2.48	0.645	
Item Two / Product Design:			
1- The children participated in determining the drawings, colors, sizes and components of the product	2.47	0.759	2
2- The children participated in determining the external shape of the product	2.42	0.810	3
3- The children made suggestions related to implementation needs	2.58	0.697	1
4- The children contributed in determining the number of units that will be completed from the product during a certain period of time	2.35	0.810	4
For the item as a whole	2.45	0.669	
The third item / financing the productive family project:			
1- The children know the details of the project's capital	2.38	0.836	1
2- The children contributed with a part of the capital of the project	1.91	0.915	5
3- The children suggested funding bodies that helped the project in its beginning	1.97	0.886	4
4- The children know the difficulties encountered in financing the project	2.33	0.858	2
5- The children know about the monthly installments that the family commits to the concerned parties in return for financing its project	2.19	0.889	3
For the item as a whole	2.15	0.709	
Fourth item/operating the productive family project:			
1- The children participated in the production of the initial sample to ensure the success of the product	2.34	0.829	8
2- The children participated in evaluating the initial product sample and the degree of consumer demand for it	2.49	0.748	3

3- The children calculate the costs of the final product and determine its selling price by collecting the cost of materials, time, electricity ... etc.	2.22	0.849	11
4- The children work to rationalize the use of materials and the need to reduce waste	2.29	0.838	10
5- The children participate in providing the necessary supplies before the start of production	2.47	0.781	4
6- The children work to test the quality of the final product	2.50	0.737	2
7- The children participate in improving quality of operations	2.41	0.819	6
8- The children follow the production stages to ensure that the product is available on the specified dates	2.36	0.813	7
9- The children realize the importance of testing the quality of materials and the quality of their preservation, storage and handling	2.41	0.808	6
10- The children suggest methods that facilitate the production process	2.53	0.747	1
11- The children make the product themselves	2.17	0.909	12
12- The children treat production problems as soon as they occur	2.33	0.827	9
13- The children monitor the implementation stages	2.42	0.799	5
14- The children follow the development of the variables ruling the market	2.36	0.832	7
For the item as a whole	2.37	0.669	
<u>Fifth Item / Technical Aspects:</u>			
1- The children make sure that the product performs the required function	2.41	0.798	4
2- The children know the need to moderate the price of the product in order to ensure its popularity among consumers	2.57	0.745	1
3- The children verify that the product meets the requirements of consumers and satisfies their motives to buy	2.53	0.724	2
4- The children try to help obtaining the best materials at the lowest prices	2.53	0.770	2
5- The children make sure of the quality of the materials	2.48	0.771	3
For the item as a whole	2.50	0.691	
<u>Sixth item/Producing & packaging families' product:</u>			
1- The children contribute to the packaging of the product	2.48	0.792	6
2- The children realize the need for the product to reach the consumer and it is in the best form without damage	2.61	0.704	2
3- The children add aesthetic additions to the final product packaging	2.47	0.781	7
4- The children work on packaging the product in a way that distinguishes it from other competing products	2.49	0.748	5

5- The children realize that packaging the product in an attractive way is a promotion and advertisement for the product	2.59	0.731	3
6- The children realize that product packaging protects it from damage	2.67	0.667	1
7- The children are interested in the necessity of having indicative information on our family's product (expiration date – ingredients, etc.)	2.51	0.748	4
8- The children, during packaging, take into account the target group of the product (children - women ... etc.)	2.44	0.779	8
9- The children compare competing packages for the same type of product in the market	2.51	0.748	4
For the item as a whole	2.53	0.653	
Seventh Item / Marketing the Product of the Productive Family Project:			
1- The children take into account the quality of packaging	2.57	0.698	1
2- The children distribute the product to sales outlets	2.44	0.790	8
3- The children search for new and diverse ideas to develop the existing product	2.52	0.737	3
4- The children stay away from the idea of imitating others' product	2.50	0.713	5
5- The children design new products	2.46	0.747	7
6- The children see and follow what is new and related to the product	2.54	0.724	2
7- The children try to renew the product's external appearance	2.51	0.701	4
8- The children try to renew the materials that are used in the formation of the product	2.46	0.735	7
9- The children calculate the price of the product (cost - profit)	2.47	0.725	6
10- The children participate in selling the product	2.54	0.724	2
11- The children suggest sales outlets for such as (exhibitions - Instagram - a famous store)	2.52	0.759	3
12- The children help prepare promotional, advertising campaigns and publications for the product	2.42	0.799	9
13- The children try to get customers' perspectives to work on product development	2.52	0.759	3
14- The children use various methods in promoting the product such as (sales with gifts - samples - participation in exhibitions and markets)	2.47	0.770	6
For the item as a whole	2.49	0.636	
For all items	2.42	0.586	

With SMA it reached (2.48), (2.45), (2.37), (2.50), (2.53), (2.49), while the degree of productive families' contribution to the professional development of their children in (financing the productive family project) was medium, with an arithmetic average (2.15). This indicates the positive degrees of

productive families' contribution to the professional development of their children, and thus the acceptance of the research hypothesis.

3.3 Relationship Between the Motives for Establishing Productive Family Projects and Their Contribution to the Professional Development of Their Children

The third hypothesis:

There is no statistically significant relationship between the motives for establishing productive families for their project and the degree of their contribution to the professional development of their children. To verify the hypothesis, the results were analyzed using the Eta (coefficient of contingency), in order to study the relationship between the independent variable (the motives for establishing productive families for their project), and the dependent variable (the degree of families' contribution to the professional development of their children). Note that the comparison was made with the motives obtained the repetition of five individuals and more while the motives whose repetition was two or one were excluded because it is very weak, and it is difficult to compare it with the motives that repeat highly. Table (8) shows the results of the analysis:

Table (8) Results of the coefficient of contingency (Eta) to test the relationship between the motives for establishing productive families for their projects and the degree of contribution to the professional development of her children

Variables	Eta coefficient of contingency
Independent Variable (Motives)	0.062
The dependent variable (the degree to which productive families contribute to the professional development of their children)	

Table (8) shows that the value of the Eta is (0.062); which indicates a very weak direct relationship between the independent variable motives for establishing productive families for their project and the dependent variable the degree of productive families' contribution to the professional development of their children. This means that there is no relationship between the motives for establishing productive families for their project and the degree of productive families' contribution to the professional development of their children. That is, no matter how different the motives may be, they will not lead to a different degree of productive families' contribution to the professional development of their children, and therefore the hypothesis of the research is not accepted.

3.4 Relationship Between the Motives for Establishing Productive Family Projects and Selected Study Variables

The fourth hypothesis:

There is no statistically significant relationship between the motives for establishing productive families for their project and some variables under study: (number of family members, number of children, parents' educational level, project owner, project period, number of project workers, number of working hours per day, number of working days per week).

To verify the hypothesis, the results were analyzed using the Contingency Coefficient, in order to study the relationship between the motives for establishing productive families for their project and the variables: (number of family members, number of children, parents' educational level, project owner, project period, number of project workers, number of working hours per day, number of working days per week) as follows:

1- Number of family members:

Table (9) shows that the value of the Contingency Coefficient is (0.411), indicating that there is a weak direct relationship between the motives for establishing productive families for their project and the number of family members. It is also a non-statistically significant value given its significance level (0.304), which is greater than the level of statistical significance (0.05). This result means that the two variables (motives establishing productive families for their project (the number of family members) has no statistically significant relationship between them, namely they are independent.

Table (9): Results of the Contingency Coefficient to study the relationship between the motives for establishing productive families for their project and the number of family members

Motivation	Number of family members (person)				Contingency coefficient	
	2	3-5	6-8	>8	Coefficients	Sig.
Desire for financial independence from others	4	18	14	5	0.411	0.304
In order to improve the financial situation of my family	1	4	3	5		
Earning additional income	0	3	7	1		
The lack of suitable job opportunities for me made me establish my family business	4	5	7	4		
Occupying leisure time	0	2	3	1		
Previous experience in this field	1	1	3	0		
Availability of capital that encouraged me to establish my family business	2	2	0	1		

Therefore, the motives for establishing productive families for their project do not differ according to the number of family members, and thus families with two members are not fundamentally different from families that have from 3 to 5 children or families with 6 to 8 children or families with more than 8 children in relation to the motives for establishing the project.

2- Number of children:

Table (10) shows that the value of the Contingency Coefficient is (0.379); which indicates that there is a weak direct relationship between the motives for establishing productive families for their project and the number of children. It is also a non-statistically significant value in view of its probability of significance level (0.153), which is greater than the level of statistical significance (0.05).

Table (10): Results of the Contingency Coefficient to study the relationship between the motives for establishing productive families for their project and the number of children

Motives	Number of children			Contingency coefficient	
	1-3	4-6	>6	Coefficients	Sign.
Desire for financial independence from others	21	15	5	0.379	0.153
In order to improve the financial situation of my family	4	7	2		
Earning additional income	4	5	2		
The lack of suitable job opportunities for me made me establish my family project	11	5	4		
Occupying leisure time	0	5	1		
Previous experience in this field	2	3	0		
Availability of capital that encouraged me to establish my family business	5	0	0		

This result means that the two variables: (Motivations of establishing productive families for their project, number of children) have no statistically significant relationship between them, namely they are independent. Therefore, the motives for establishing productive families for their project do not differ according to the number of children, and thus families whose children are from one to three children are not fundamentally different from families whose number of children is from four to six children, or families with more than six children in relation to the motives for establishing the project.

3- The educational level of the parents:

Table (11) shows that the value of the Contingency Coefficient is (0.606); there is a strong direct relationship between the motives for establishing families producing their project and the educational level of the parents. It is a statistically significant value given the probability level of its significance (0.047), which is less than the level of statistical significance (0.05). This result means that the two variables (the motives for establishing the families producing their project, the educational level of the parents) there is a statistically significant relationship between them.

Table (11): Results of the Contingency Coefficient to study the relationship between the motives for establishing productive families for their project and the educational level of the parents

Motives	Parents' educational level								Contingency coefficient	
	Illiterate	literate	primary	Average	secondary	diploma	College	Post-college	Coefficient	Sign.
Desire for financial independence from others	2	3	1	5	9	1	16	4	0.606	0.047
In order to improve	2	0	1	1	5	0	3	1		

e the financia l situatio n of my family										
Earning additio nal income	0	2	2	0	0	0	6	1		
The lack of suitable job opportu nities for me made me establis h my family busines s	0	1	2	7	3	4	3	0		
Occupy ing leisure time	1	0	0	0	1	0	4	0		
Previou s experie nce in this field	0	1	0	0	1	1	2	0		
Availab ility of capital that encoura ged me to set up my family busines s	1	0	0	0	3	1	0	0		

Therefore, the motives for establishing the productive families for their project vary according to the educational level of the parents. It also proved that the wife's education was the most influential factor in self-actualization with 80.9%.

4- The owner of the project:

Table (12) shows that the value of the Contingency Coefficient is (0.304); there is a weak direct relationship between the motives for establishing productive families for their project and the owner of the project. It is a value that is not statistically significant in view of its probability of significance level (0.922), which is greater than the level of statistical significance (0.05). This result means that the two variables: (Motivations of Establishing productive families for their project, the project owner) have no statistically significant relationship between them, that is, they are independent.

Table (12): Results of the Contingency Coefficient to study the relationship between the motives for establishing productive families for their project and the owner of the project

Motives	Entrepreneur			Compatibility Coefficient	
	father	mother	one of the children	Coefficient	Sign.
Desire for financial independence from others	5	23	9	0.304	0.922
In order to improve the financial situation of my family	1	10	2		
Earning additional income	1	6	3		
The lack of suitable job opportunities for me made me establish my family project	1	15	3		
Occupying leisure time	0	5	1		
Previous experience in this field	0	3	1		
Availability of capital that encouraged me to establish my family business	0	5	0		

Therefore, the motives for establishing productive families for their project do not differ according to the project owner, and thus the families whose project is the father does not differ fundamentally from the families whose project owner is the mother or one of the children as for the motives for setting up the project.

5- Project age:

Table (13) shows that the value of the Contingency Coefficient is (0.446); there is a weak direct relationship between the motives for establishing productive families for their project and the age of the project. It is also a non-statistically significant value in view of its probability level (0.405), which is greater than the level of statistical significance (0.05).

Table (13): Results of the Contingency Coefficient to study the relationship between the motives for establishing productive families for their project and the life of the project

Motives	Project age (years)					Contingency Coefficient	
	1	2	3	4	5	Coefficient	Sign.
Desire for financial independence from others	11	9	6	4	11	0.446	0.405
In order to improve the financial situation of my family	1	4	3	0	5		
Earning additional income	7	0	1	1	2		
The lack of suitable job opportunities for me made me establish my family business	5	4	3	1	7		
Occupying leisure time	3	0	2	0	1		
Previous experience in this field	2	2	0	0	1		
Availability of capital that encouraged me to set up my family business	1	3	1	0	0		

This result means that the two variables: (Motivations of Establishing productive families for their project, project age) have no statistically significant relationship, that is, they are independent. Therefore, the motives for establishing productive families for their project does not differ according to the project's age, and thus families whose project life is one year is not fundamentally different from families whose project life is two, three years, four years or five years or more in relation to the motives for establishing the project.

6- Type of Financing:

Table (14) shows that the value of the Contingency Coefficient is (0.206); there is a weak direct relationship between the motives for the establishment of productive families for their project and the type of financing. It is also a non-statistically significant value in view of the probability level of its significance (0.612), which is greater than the level of statistical significance (0.05). This result means that the two variables: (Motivations of Establishing productive families for their project, type of financing) have no statistically significant relationship, that is, they are independent. Therefore, the motives for establishing productive families for their project do not differ according to the type of project financing, and thus the families that are self-financed do not fundamentally differ from the families that are financed by a loan in relation to the motives for establishing the project.

Table (14): Results of the Contingency Coefficient to study the relationship between the motives for establishing productive families for their project and the type of financing

Motives	Type of Finance		Contingency Compatibility	
	Self	loan	Coefficient	Sign.
Desire for financial independence from others	33	8	0.206	0.612
In order to improve the financial situation of my family	9	4		
Earning additional income	9	2		
The lack of suitable job opportunities for me made me establish my family project	16	4		
Occupying Leisure time	6	0		
Previous experience in this field	3	2		
Availability of capital that encouraged me to establish my family business	3	2		

7- Number of workers in the project:

Table (15) shows that the value of the Contingency Coefficient is (0.319); there is a weak direct relationship between the motives for establishing productive families for their project and the number of workers in the project. It is also a non-statistically significant value in view of its probability level (0.875), which is greater than the level of statistical significance (0.05).

Table (15): Results of the Contingency Coefficient to study the relationship between the motives for establishing productive families for their project and the number of workers in the project

Motives	Number of workers in the project (children)				Contingency coefficient	
	1 person	2-3	4-5	>5	Coefficient	Sign.
Desire for financial independence from others	12	22	3	4	0.319	0.875
In order to improve the financial situation of my family	5	4	2	2		
Earning additional income	3	6	1	1		
The lack of suitable job opportunities for me made me establish my family project	9	10	1	0		
Occupying leisure time	3	2	0	1		
Previous experience in this field	1	4	0	0		
Availability of capital that encouraged me to	2	2	1	0		

set up my family business						
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This result means that the two variables: (Motives for establishing productive families for their project, number of workers in the project) have no statistically significant relationship, that is, they are independent. Therefore, the motives for establishing productive families for their project do not differ according to the number of workers in the project, and thus families whose number of workers in their project is one person does not fundamentally differ from families whose number of workers in their project is from 2-3 children, or families whose number of workers in their project is from 4 to 5 children or more than 5 children in relation to the motives for establishing the project.

8- Number of working hours per day:

Table (16) shows that the value of the Contingency Coefficient is (0.452); there is a weak direct relationship between the motives for establishing productive families for their project and the number of working hours per day.

Table (16) Results of the Contingency Coefficient to study the relationship between the motives for establishing productive families for their project and the number of working hours per day

Motives	Number of worked hours per day (h/d)				Contingency coefficient	
	1	2-3	4-5	>5	Coefficient	Sign.
Desire for financial independence from others	5	12	10	14	0.452	0.103
In order to improve the financial situation of my family	1	1	2	9		
Earning additional income	0	5	2	4		
The lack of suitable job opportunities for me made me establish my family project	3	1	4	12		
Occupying leisure time	0	3	2	1		
Previous experience in this field	0	1	0	4		
Availability of capital that encouraged me to establish my family business	0	3	2	0		

It is also a non-statistically significant value given its significance level (0.103), which is greater than the level of statistical significance (0.05). This result means that the two variables: (The motives for establishing productive families for their project, the number of working hours per day) have no statistically significant relationship, that is, they are independent. Therefore, the motives for establishing productive families for their project does not differ according to the number of working hours per day

in the project, and thus the families whose number of working hours in their project is one hour per day. It is not fundamentally different from families whose project work hours range from 2-3 hours per day, or families whose project work hours range from 4-5 hours per day, or more than five hours in terms of project motives.

9- Number of working days per week:

Table (17) shows that the value of the Contingency Coefficient is (0.351); there is a weak direct relationship between the motives for establishing productive families for their project and the number of working days per week. It is also a non-statistically significant value in view of its probability level (0.716), which is greater than the level of statistical significance (0.05). This result means that the two variables: (The motives for establishing productive families for their project, the number of working days per week) have no statistically significant relationship, that is, they are independent. Therefore, the motives for establishing productive families for their project do not differ according to the number of working days per week in the project, and thus families whose number of working days in their project is one day weekly, it is not fundamentally different from families whose number of working days in their project is 2-3 days per week, or families whose number of working days in their project is 4-5 days per week, or 6-7 days for the motives for setting up the project.

Table (17) Results of the Contingency Coefficient to study the relationship between the motives for establishing productive families for their project and the number of working days per week

Motives	Number of working days per week (D/W)				Contingency coefficient	
	1	2-3	4-5	6-7	Factor	Sign.
Desire for financial independence from others	5	12	9	15	0.351	0.716
In order to improve the financial situation of my family	1	2	1	9		
Earning additional income	1	5	2	3		
The lack of suitable job opportunities for me made me establish my family business	2	7	3	8		
Occupying leisure time	1	2	2	1		
Previous experience in this field	0	2	1	2		
Availability of capital that encouraged me to establish my family business	0	1	3	1		

The fifth hypothesis:

There are no statistically significant differences between the degree of productive families' contribution to the professional development of their children and variables under study: to verify the hypothesis, a non-parametric test, Kruskal-Wallis, was used because there is a difference in the number of the sample, and to identify the extent of differences in the degree of productive families' contribution to the professional development of their children due to the following variables: (number of family members, number of children, educational level, project owner, project life, number of project workers, number of

hours work daily, number of working days per week). The results of the analysis are as follows in Table (18):

Table (18): Average ranks and Kruskal-Wallis value for the different degree of contribution of productive families to professional development according to the study variables

Variables		N	Average Rank	Chi-Square	Degree of Freedom	Sig.
Number of family members (children)	2	12	67.38	5.346	3	0.148
	3 to 5	43	50.21			
	6 to 8	43	62.84			
	>8	20	67.58			
Number of children	1-3	55	51.69	5.620	2	0.060
	4-6	46	65.04			
	>6 children	17	69.76			
Education level of parents	Illiterate	7	75.79	6.465	7	0.487
	Literate	8	61.94			
	Primary	7	63.14			
	intermediate	14	65.57			
	Secondary	26	63.83			
	Diploma	7	67.14			
	University	42	49.58			
Project owner	Post-university	7	60.43	6.249	2	0.044
	Father	10	60.10			
	Mother	80	51.13			
	One of the children	20	70.68			
Project life (year)	1	35	55.17	3.710	4	0.447
	2	26	52.44			
	3	17	61.29			
	4	8	67.94			
	>5	32	66.91			
Number of workers in the project	one person	45	51.20	5.165	3	0.160
	2-3 children	54	62.94			
	3-4 children	8	63.81			
	5 children or more	11	73.45			
Number of working hours per day	1 hour	10	56.80	4.092	3	0.252
	2-3 hours	30	49.17			
	4-5 hours	29	64.79			
	>five hours	49	64.24			
Number of working days/week	1	11	62.73	0.313	3	0.958
	2 - 3	36	58.33			
	4 – 5	26	61.81			
	6 - 7	45	58.31			

Table (18) shows the degree of productive families' contribution to the professional development of their children in relation to the variables under study as follows:

- **Number of family members:**

Table (18) shows that the Chi-Square value related to the differences between the degrees of productive families' contribution to the professional development of their children according to the number of family members reached (5.346), a value that is not statistically significant. The significance value was (0.148), which is a value greater than the significance level (0.05). This indicates that the difference in the number of members of productive families does not affect the degree of families' contribution to the professional development of their children.

- **Number of children:**

Table (18) shows that the Chi-Square value related to the differences between the degrees of productive families' contribution to the professional development of their children according to the number of children reached (5.620), a value that is not statistically significant; because the significance value amounted to (0.060), which is a value greater than the significance level (0.05). Therefore, the degree of families' contribution to the professional development of their children does not differ according to the number of children, that is, the degree of families' contribution to the professional development of their children whose number of children is one to three do not fundamentally differ from the degree of families' contribution to the professional development of their children, whose children number from four to six or more than six.

- **The educational level of the parents:**

Table (18) shows that the value of Chi-Square related to the differences between the degrees of productive families' contribution to the professional development of their children, according to the educational level of the parents (6.465), a value that is not statistically significant; because the significance value reached (0.487), which is a value greater than the significance level (0.05). Therefore, the degree of families' contribution to the professional development of their children does not differ according to the educational level of the parents, that is, the degree of families' contribution to the professional development of their children, the educational level of the parents. Illiterate is not fundamentally different from the degree to which families contribute to the professional development of their children whose educational level of the parents was literate, primary, intermediate, secondary, diploma, university, or post-university.

- **Project owner:**

Table (18) shows that the value of Chi-Square related to the differences between the degrees of productive families' contribution to the professional development of their children, according to the difference of the project owner, reached (6.249), which is a statistically significant value. The significance value amounted to (0.044), which is less than the significance level (0.05). Therefore, the degree of families' contribution to the professional development of their children varies according to the project owner. The average ranks indicate that the contribution is at its highest when the project owner is one of the children (Average Rank = 70.68), compared to when the owner is the father (60.10) or the mother (51.13). From a home management and family resources perspective, this can be attributed to the fact that when children take the lead in the project, it enhances their direct involvement and assumption of administrative and operational responsibilities, which positively impacts their professional development far more than merely assisting their parents

Interpretation of non-significant variables:

As shown in Table (18), there are no statistically significant differences in the degree of productive families' contribution to the professional development of their children attributed to variables such as the number of family members, number of children, educational level of the parents, project age, number

of workers, or working hours and days. This finding can be interpreted through the lens of Home Management and Family Economics theories. The environment of a family project is characterized by an organic integration between daily life and productive work. Children acquire professional skills (such as packaging, marketing, and production) through observational learning and informal participation within the home setting, regardless of family size or the formal educational level of the parents. Furthermore, the nature of family projects relies on flexibility in time management and task distribution according to available resources, making the impact of quantitative variables (like working hours or number of workers) limited compared to the profound impact of a supportive and motivating family work environment itself

- **Project age:**

Table (18) shows that the Chi-Square value related to the differences between the degrees of productive families' contribution to the professional development of their children, according to the project's age (3.710), a value that is not statistically significant; because the significance value reached (0.447), which is a value greater than the significance level (0.05). Therefore, the degree of families' contribution to the professional development of their children does not differ according to the project's life, that is, the degree of families' contribution to the professional development of their children whose project is one year old. It does not differ fundamentally from the degree of families' contribution to the professional development of their children whose projects are two, three, four, five years old or more.

- **Number of workers in the project:**

Table (18) shows that the value of Chi-Square related to the differences between the degrees of productive families' contribution to the professional development of their children, according to the number of workers in the project (5.165), a value that is not statistically significant; because the significance value amounted to (0.160), which is a value greater than the significance level (0.05). Therefore, the degree of families' contribution to the professional development of their children does not differ according to the number of workers in the project, that is, the degree of families' contribution to the professional development of their children and whose project works one person does not fundamentally differ from the degree of families' contribution to the professional development of their children whose project works (from 2-3 children) or (from 3-4 children), or 5 or more children.

- **Number of working hours per day:**

Table (18) shows that the value of Chi-Square related to the differences between the degrees of productive families' contribution to the professional development of their children according to the number of daily working hours in the project (4.092), which is not statistically significant, given that the significance value amounted to (0.252), which is greater than the significance level (0.05). Therefore, the degree of families' contribution to the professional development of their children does not differ according to the number of daily working hours in the project, that is, the degree of families' contribution to the professional development of their children in which the number of working hours is one hour is not fundamentally different from the degree of families' contribution in the professional development of children whose project work hours are 2-3 hours, 4-5 hours, or more than five hours.

- **Number of working days:**

Table (18) shows that the value of Chi-Square related to the differences between the degrees of productive families' contribution to the professional development of their children according to the number of working days per week (0.313), a value that is not statistically significant; because the significance value reached (0.958), a value greater than the significance level (0.05). Therefore, the degree of families' contribution to the professional development of their children does not differ according to the number of working days per week, that is, the degree of families' contribution to the professional development of their children, which is the number of days they work in their project for

one day, is not fundamentally different from the degree of families' contribution to the professional development of their children, whose working days in her project range from 2-3 days, or from 4-5 days, or from 6-7 days.

Suggestions and Recommendations:

Based on the current study findings, it has been recommended to pay attention to the projects of productive families and sponsoring them as one of the pillars of building the economy in the Kingdom, raising work rates and reducing unemployment. Also, another important point is to belief in the role of the family in developing the skills and attitudes of its members, and working on their professional development to raise its income and raise its community. Additionally, increasing the base of NGOs that provide services to productive families and craft industries is an effective tool to help the productive process in total all over the kingdom that in turn could support, develop and preserve traditional industries. Finally, and from the university's contribution, it is an important to train some families on some small projects, as a kind of services provided by the university to the community.

Declaration of interests

The author declare that she has no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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- ## Motives of Productive Families and Their Contribution to the Professional Development of Their Children