

# Guidance for Delivering Research for Masters and PhD Theses

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# بيت الحكيم

## Introduction

Praise be to God, Lord of the worlds, and prayers and peace be upon our master Muhammad, may God's prayers and peace be upon him, and may God be happy with all of his companions and his family. Muhammad was sent as a kindness to the worlds.

The University of Hafr Al-Batin is pleased to present the Guide to Preparing Scientific Theses, which aims to assist postgraduate students with the preparation of research and scientific theses in all of their stages and to standardize the controls, requirements, methodology, and documentation required for their completion.

We expect graduate students, mentors, and supervisors to follow the instructions in this manual. The goal is to graduate research and scientific theses in a distinctive and cohesive framework that is distinguished by originality and scientific technique, and that its output is in accordance with what is acknowledged academically and in line with the university's goals.

This manual was created for its first edition using academic publications from some Saudi and Arab universities, keeping in mind that it is not a replacement for consulting books that are specifically focused on scientific research methods or the instructions of the scientific advisor or supervisor.

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## **The First Section: Basics in Scientific Research**

### **First: Definition of Scientific Research**

The word "research" in the English language means "asking for something, provoking it, and examining it," and according to specialized scholars, research is "a set of scientific processes, through which facts and data are collected to study a particular topic in a different scientific field; with the intention of examining them, according to specific scientific methods, the researcher was able to adopt a specific trend or position with a view to achieving new results."

These findings are regarded as the study's output; they represent the aim of the researcher's intellectual scientific process, regardless of whether it is theoretical or experimental, and they are what are communicated – scientifically – in the new addition necessary in scientific research.

### **Second: Bases of Scientific Research**

Three fundamental pillars support scientific research, each of which is crucial to its success. Without these bases and under the right circumstances, scientific research is impossible to envision. These pillars are:

#### **1. Topic**

(The subject of educational research) is the researcher's objective and the center of his investigation. The topic should be novel or include some novel elements, and it should address one of the scientific issues in the various fields of education. Whenever these qualities are present in educational scientific research, it is more well-liked by researchers and more likely to catch the interest of education teachers.

Novelty, innovation, and addition to the subject do not indicate that it is limited to unveiling the novel or that it has never been examined before; rather, it deals with both of these things as well as others. They added: "The sane person does not compose except for one of the following matters: a non-existent invention, a sporadic plural, an incomplete complement, a general elaboration, a lengthy refinement, a mixed arrangement, a vague designation, or an error clarification."

#### **2. Methodology**

The (curriculum) is described as a collection of guidelines and practices acknowledged by experts in the research approach used in education; The approach taken should be suitable to the issue in order to arrive at or uncover the truth, or to provide reliable research findings.

### 3. Structure

Structure (research form) refers to the way the research is organized and its components are coordinated in form and writing, which is what is known as the research report. This method is one that the general scientific tradition agrees to follow because it gives the report an organizational character and a certain level of attractiveness.

What matters is that the three foundations of educational research are distinct: Its worth improved and readers, researchers, and arbitrators appreciated it more. The issue benefits from its significance and the amount to which it helps to either filling up the gaps in the current literature or providing rationales for practical judgments in delicate development matters.

The degree to which the research methodology is credible in achieving the research's goal determines how valid the methodology is, and this necessitates a deliberate design of the research in which the most appropriate method of data collection, or a combination of several methods, is selected, and then mature methods of data analysis and interpretation are applied.

#### **Third: The Researcher**

(Researcher) is defined as "a person who, in addition to having acquired scientific competence, has the innate and psychological preparation that qualifies him to carry out scientific research." A skilled researcher should have the following characteristics:

- To be distinguished by intellectual flexibility.
- To have scientific integrity.
- To be understanding of the challenges of research.
- The spirit of science and creative thinking depend on sincerity in inquiry.
- tenacity to complete his studies with the available resources (money, time, effort, or thinking).
- To be able to organize the information rationally and with a clear understanding of its relevance and significance for the reader.

#### **Fourth: Defining Research Topic**

The logical beginning of conducting distinguished scientific research is thought to be the student's persistent belief that a subject is worthwhile of study or his awareness of a problem that needs to be solved. From this point on, selecting a topic is seen as the first step in the lengthy process of planning and producing the research, and the successful scientific start of the research is thought to be the topic's selection or problem definition. Therefore, he must deal with the financial, intellectual, and psychological costs of maintaining his research effort.

The following things should be avoided by master's and PhD students in order to select a research topic that will be effective and appropriate:

- High-tech scientific fields with complex themes.
- Boring subjects that don't sound interesting.
- Topics for which there is little available scientific literature. -
- Themes that are both too wide and too narrow, as well as ambiguous themes, where it is impossible to ascertain the truth.
- Subjects on which there is a great deal of dispute and little purpose in talking about them.

## **The Second Section: The Research Plan and its Components**

Research without a previously thought-out strategy may lead to failure, and the researcher should avoid creating a thesis plan with a lot of confusing divisions. The research plan is regarded as the thesis' organizational framework and the engineering project on which the solution to the research topic is based. and throw him off guard. The chapters will be easier to grasp and more thorough for the reader if the research methodology is sound and clear and the problem statement is accurate and unambiguous. It is acknowledged in research that each research has its own characteristics, necessitating the creation of an appropriate plan. This plan should be as succinct as possible, consisting of no more than 15 pages, and regardless of how diverse the research and its fields may be.

### **First: Thesis Title**

The thesis' title is the term from which its substance is exposed, and it is described as the most concise summation of the material, as the saying goes, the thesis appears from its address. One that considers the following factors would make an excellent research title:

- To state the topic of it.
- To identify the limitations and dimensions of the topic.
- Nothing outside the scope of the subject matter should be included.
- Being as succinct as feasible while cleverly putting out the important points.
- It ought to be adaptable, allowing for the possibility of changing it if necessary.

The simplicity of the title is helpful in another area involving the ranking of the thesis within library lists, and from here it is necessary to ensure that its words are distinct so that they are a key to their content, indicative of their subject, and helping to classify and index them properly.

### **Second: Introduction**

- A comprehensive introduction to the research field, presented in a cohesive and sequential fashion, with the goal of preparing the reader's mind that there is a topic or issue worthy of study and researchable. Results of earlier studies that were relevant to the study's factors.
- Arguments in favor of investigating the topic, such as the anticipated theoretical and practical significance of this study.
- It concludes with a sentence that sums up the issue in general terms.
- The presentation of the research concept and preparation for the presentation of the study problem involves a shift from the broad to the particular.

### **Third: The Problem Statement**

The study states the issue plainly and without explanation, and it does it in two different ways:

The first method is to state the issue clearly (declarative), while the second method is to define it in terms of questions. The issue under study is deduced from prior research that has shown it to exist, from local or global reports, or from a survey study that is then used to present the issue's questions and hypotheses.

### **Fourth: Research Methodology and Procedures**

The researcher demonstrates the scientific method he plans to employ as well as how to apply it to carry out the phases of his investigation. The researcher also displays the sample, the procedures for gathering and analyzing the data, and the equipment he will employ.

### **Fifth: Research Objectives**

The objectives are included, and their formulation takes into account the precision and clarity the researcher wants to accomplish throughout the study process.

### **Sixth: The Significance of the Research Objectives**

If the researcher fails to emphasize the significance of his study topic in the introduction, he must do so below this paragraph, highlighting both its theoretical and applied (practical) worth. This element can be emphasized by highlighting any or all of the following points:

- Highlighting, outlining, or elaborating on specific areas of the study and emphasizing their significance to experts.
- Confirming the accuracy of certain theories, concepts, and assumptions.
- Addressing certain informational gaps and enhancing academic libraries.
- Correcting some of the misunderstandings that have been perpetuated. -
- Modifications to a few current curriculum. -
- Fix a few practical and scientific problems.
- A new scientific advancement or anticipated advancement as soon as his work is put to use and put into practice.

### **Seventh: Research Limitations**

The limits of research are significant for demonstrating the level of internal and external honesty, but they are not always required to be in a separate title because the title of the problem may represent a particular framework and specific phrases and may not completely address the researcher's objectives. The researcher must then establish the research's parameters, which we must do so now. Boundaries should ideally encompass the following: objective, temporal, geographical, and human boundaries. This will ensure that the subject's direction is established from the start and there is no gap for which the discussants will be held accountable.

### **Eighth: Research Terms**

The researcher should designate a specific area in his research for it, root the concepts and terminology of the study in Arabic dictionaries and foreign dictionaries, present and analyze the term as mentioned in the educational literature to reach a procedural definition, or the researcher should adopt one of the definitions he mentioned with a justification.

### **Ninth: Previous Studies**

If the researcher does not use the technique of combining prior studies in the introduction, he or she must keep track of it here by outlining the objectives, methodology, key results, and suggestions, as well as their applicability to the subject. Two significant issues are the manifestation of the research's findings at this stage:

- In educational research, avoid repetition.
- Finding strong arguments and justifications for studying the selected subject.

In order to separate the present study from other studies, the researcher must discuss earlier studies in order to note any parallels, differences, benefits, and points of contrast.

### **Tenth: Chapter Thesis**

The essential stages of the investigation and the major headings for each chapter are determined by the researcher in this plan, which is also referred to as the steps of the course of the study.

- No exact number of chapters has been decided upon; nevertheless, this depends on the research's topic, axis, and goals.
- Each chapter of the study must have a title, just as each research has one; it is not acceptable to leave a chapter's title blank.
- The dissertation is frequently divided into chapters: the first chapter is devoted to the general framework of the study, the second chapter is concerned with presenting the theoretical framework and previous studies, the third chapter is concerned with the field study procedures, and the last chapter is concerned with the results, proposals, and recommendations of the field study.
- The topic title and its chapters must be connected until the search is represented as a single, interconnected structure. These titles should be as brief as possible, be objective, seeking just the truth, and not be pompous in their phrases. They should also be inclusive of what they represent, prohibiting others from entering them.
- Coherence and logical progression from study chapter chapters up until the desired findings.

### **Eleventh: References**

The researcher is provided with the most significant references in this section that he gathered while developing the plan.

It is crucial to state at the conclusion of the discussion of the research plan that neither the plan nor its completion are anticipated to be perfect on the first try or be final because they frequently alter in educational research.

### **The Third Section: Drafting and Writing the Thesis**

As the researcher advances from the stage of collecting, codification, organization, and selection to writing, which is one of the most challenging phases, this is one of the most crucial stages of educational research. Because it implies that the researcher gives readers a complete picture of his subject at all points of the investigation, from the moment a problem first arose until the conclusions he made. Expression is brilliant.

#### **First - Things to Consider When Formulating a Thesis**

When planning and producing the research, the researcher should consider a number of factors, the most significant of which are listed below.

Drafting and writing are an embodiment of the research trip, step by step, via the outline of the thesis. The thesis is developed and written in accordance with the research technique used in performing the study, taking into account the logical sequence of the topic.

- Each chapter starts with a preamble that explains its goal and summarizes its important points.

Strong opening and closing sentences should be used by the researcher while writing chapters.

It is advisable for the researcher to progressively communicate his thoughts by beginning with the weaker evidence and concluding with the stronger evidence when presenting the evidence and arguments.

The researcher does not have to provide evidence for accepted theories or postulates.

- Disputing opposing viewpoints need to be done politely, without fear or deference, and with perfect impartiality and without prejudice.

- Emphasis on the concepts that the researcher wants to emphasize.

- The researcher should be cautious when selecting terms that meet the denominator and avoid overusing equivocal phrases like (limitless, non-existence), as they are in no way associated with scientific writing.

- It is best to use the third person pronoun or the passive verb: found, deduced, decided rather than the first person pronoun (I, we, I saw, we see, I arrived to).

- Avoid using insulting or caustic language because this is not a scientific dissertation at all and is not even written in a scientific style.

- The researcher should steer clear of anything that invites criticism, and here is where talent in language comes into play.

The logical progression of the topic may become unbalanced as a result of excessive digression, such as adding a phrase or paragraph that is not necessary in the context or a chapter that has nothing to do with the issue.

Avoid being proud or haughty; they have a negative impact on the recipient.

The finest approaches to express ideas without ambiguity or confusion are through simplicity and conciseness.

Punctuation marks should be used with care and in the proper places, since this contributes significantly to word clarity and prevents misunderstandings.

- paying close attention to grammar and spelling; this is necessary in order to write words accurately, lest he write one word and then read another.

It is crucial to uphold the religious and patriotic tenets of Saudi society as well as its culture, traditions, and customs.

### **Second: Style**

If the meanings and ideas of the research are clear in the author's mind, it can be expressed in a clear manner. The style is an expressive template that contains other elements, and it is evidence of the extent to which the research elements are understood and their depth in the soul of the researcher.

The scientific method is the quietest, most devoid of poetic imagination, and most necessary method for recording scientific facts because it addresses the mind, stimulates thought, and clarifies scientific facts that might not be free of ambiguity and invisibility. Scientific facts must be recorded in this method because it has its own characteristics of expression, thinking, and discussion. The following is necessary for the scientific method:

- Simplicity and easy, so that it is clear at first glance.
- Avoiding jargon and unnecessary flourishes (such as Al-Muhsin Al-Badi'iyyah).
- Apply sound reasoning.
- Put emphasis on the concepts the researcher wishes to draw attention to.
- The topic's logical progression and implications.
- Free of grammatical and spelling mistakes.
- The word serves as the foundation for the writing style, from which the sentence is organized, from which the paragraph is formed, from which the total number of paragraphs the points of the topic are formed, and from which the topic is completed, and when writing the word, sentence, and paragraph several criteria must be taken into consideration, as follows:

#### **1. Vocabulary**

- Choosing a term that precisely and clearly reflects the desired meaning, which means taking into account the word's linguistic importance because each word has a distinct meaning in each field of expertise.
- Expanding his linguistic vocabulary so that he can use words that precisely convey the meaning he wants to convey while also giving him synonyms that keep the reader from getting bored while reading.

Use simple, modern language.

- Unless absolutely required for the purposes of the study, avoid employing unusual terminology or out-of-fashion phrases.

- Refrain from using newly coined words or phrases until they are established.

- Refrain from employing foreign words unless they are obscure technical or scientific jargon or if there is a clear scientific purpose for doing so.

Do not use terms from the street.

- If the thesis is in Arabic, make sure the right translation of the phrase is used, as approved by the Arabic language academies, or in the academies of other languages; If the thesis is in another language.

## 2. Sentence

- The sentence needs to be written in the fewest possible terms. A sentence should not be written in 10 words if the researcher can write it in eight. Sentences should be kept to a minimum.

- In Arabic, phrasal verbs are more effective and powerful than nominal phrases.

- Considering the consistency between the phrase and the sentences that came before it, the verb is introduced and delayed from the subject and predicate according to significance. The constructed for the passive is preferable to the structured for the known, with the exception of the researcher talking about themselves.

- Avoid using lengthy, objectionable phrases that split the subject from the verb or the subject from the predicate; if this is required, insert the sentence between two dashes like follows: - -.

- The sentences should be connected to one another logically, such that the second sentence comes after the first, the third sentence comes after the second, and so on.

- One of the most crucial elements in conveying ideas to their receivers is simplicity of presentation.

## 3. Paragraph

A paragraph is made up of many connected sentences that together convey a significant portion of the topic matter.

- The paragraph is a stand-alone unit that does not require a title, however some of them might.

- Neither the paragraph's length nor its length should be disruptive.

- To communicate the issue, you are addressing, arrange the paragraphs in a logical order.

- If there is another paragraph following it, the paragraph should connect to both the one before it and the one after it.

- Moving from one paragraph to another should be done with caution and gradually. Five spaces are left at the start of each new line that begins a paragraph.

- Paragraphs should be separated by spaces bigger than the distance between lines.

- If an individual paragraph offers an expression, it may have a subtitle; if it does not, a collection of separate paragraphs may have a subtitle.

### **Third: Research Proofreading**

One thing that should be attended to is the study review, and in it, the researcher considers the following: the absence of grammatical and linguistic faults in sentences and phrases, and it is acceptable to seek assistance from some experts in this area; to amend and revamp the study.

- Clarity of concepts and meanings, while also taking into consideration their interconnectedness and cohesiveness, necessitates moving away from ambiguity and misunderstanding, whether due to style, the inappropriate use of punctuation, or any other reason.
  - The effectiveness of the research's overall structure, the topic's solid and clear presentation, the goal statement, and the approach used to handle the research's chapters and axes.
- creating the key headers and positioning them where they belong. The names must be brief while still conveying the desired idea.
- one chapter to the next, from one axis to the next, and from one point to another, ideas are graduated and developed in order to provide the search result.
  - When writing down a specific thought or an essential point, start at the top of the line. This makes the search appear more streamlined.
  - Ensure that the sources cited in the footnote are numbered correctly.
  - Spelling and punctuation used correctly.
  - Transferring the Qur'anic verses with adequate care, sketching them in the Ottoman artistic style, and computer-generating electronic reproductions of them. The magnificent hadiths of the Prophet should be transferred and extracted with care in accordance with the tenets of this expertise.
  - Repetition is a flaw in writing and a cause of the reader losing interest. Avoid repetition, whether it be in words or thoughts.
  - Make sure that every sentence in the thesis is significant and directly relevant to the study.
  - Check that the references in the list match the material cited in the text.

## **The Fourth Section: Technical Aspects of the Thesis**

### **First - The Research Introduction**

The research's overall image will be crystal clear, and its scientific framework will be finished, after the research's final formulation, a thorough examination of the subject's studies, and completion of the writing in its sections and faculties.

The thesis must begin with a strong, bright, chain of ideas, clear style, and coherent meanings in order to draw the reader in and capture his or her attention. The introduction is the beginning of the research and the first thing that the reader encounters. With it, he or she begins to read the research and through it, makes the initial judgment about their level of scientific knowledge.

#### **The following should be prioritized:**

- The pertinent key to the subject.
- Announcing and introducing the subject in light of the issues that will be brought up.
- The topic's applicability to the larger field of study being pursued in that science.
- The topic's applicability to the particular area of study.

#### **To the introduction, the following might be added:**

- Highlighting the significance and worth of the study.
- Several earlier scientific investigations and publications that helped shape the subject and the features of each study. to see the contrast between it and the fresh addition the search added through it.
- Describe what prompted your interest in this specific subject or one of its facets.
- Determining the definitions of the words that were used in the study (and that are in the thesiss that do not have a separate section), when the terms are not included in the explanation in the main body of the research.
- The research problem is introduced.

## Second: Research Body (Text)

The introduction and conclusion are followed by chapters that make up the body of the thesis.

As an example of how the text is divided into chapters (in accordance with the study's scientific methodology), consider the following:

a- Survey, descriptive, or experimental research studies

Because field methodologies are used in these research, it is possible to disperse the text's contents as is evident in the following table:

Chapter One (General Framework)	It begins with an explanation of the research's problem, aims, and significance before moving on to its terminology and restrictions, divisions, and chapters.
Chapter Two (research literature)	It frequently has two sections. The theoretical framework (together with associated ideas and theories) is presented in the first section, while earlier research is presented in the second. The two sections can be consolidated into a single chapter with the heading (Research Literature) if desired. Research hypotheses that come from a thorough critical analysis of the literature may be provided at the chapter's conclusion.
Chapter Three (Research Methodology and Procedures)	It includes a presentation of the research methodology, tools, community, and sample used in the study, as well as the processes and statistical approaches that were employed.
Chapter Four (Research Results and Discussion)	The research results are given and discussed in this section, which may be separated into two sections. Depending on the volume of information offered, the first section will be titled "Research Results," and the second section will be titled "Discussion of Research Results."
Chapter Five (The Conclusion)	It includes a description of the research's findings as well as suggestions and recommendations made in light of them

b- The approach taken in research that employs the documentary or historical technique

There will be no field methods used in this sort of document-only study; In light of this, the text's contents can be dispersed as is seen in the following table:

Chapter One (General Framework)	Introduction, research topic and questions, aims, significance, terminology, and research constraints are all included.
Chapter Two (research literature)	It often has two sections. The theoretical framework (together with associated ideas and theories) is presented in the first section, while earlier research is presented in the second. It is possible to merge the two sections into a single chapter with the heading "Research Literature"
Chapter Three (Research Methodology)	The researcher must objectively evaluate the findings, declare if there is agreement or disagreement between the findings of his study and those of earlier studies, and then explain this disagreement or agreement.
Chapter Four (Research Results, Conclusion, Recommendations and Suggestions)	summarizes the findings of the study and makes suggestions and recommendations based on them.

### Third - Documentation in the Research Body

In the sake of scientific integrity, acknowledging the work of others and their rights as scientists, and returning knowledge to its rightful owners, documentation entails demonstrating the information's origins. The American Psychological Association's (APA) system, adopted by the College of Education, was developed by this organization.

The reference can provide numerous things that the researcher needs:

- 1. Textual citations** are made when a researcher quotes directly from a reference while using exactly the same words and terminology, and they are denoted by double quotation marks ("...").
- 2. Using quotation marks and paraphrasing:** The researcher uses this to rephrase what is said in the reference and to formulate it in his own language and words while maintaining the same meaning suggested by the scientific reference.
- 3. Transfer:** The act of a researcher transferring graphics, figures, or specialized pictures from a source to his own research or scientific study; often, this word is not included in quotation marks.
- 4. Summary:** It is an overview of a concept, viewpoint, or other elements that influence a variable or another object.

The text's documentation in the following two situations is crucial:

A- When using direct quotes from texts

The replication of information directly quoted from numerous scientific references and sources is referred to as "direct citation from texts.

" The author, year, and particular text pages are used to identify references within the text, as follows:

Title, Year, Page + Number of Page))

**An example of one page documentation is \***

(Faraj, 1999, p. 24)

(Jason, 1994, p. 23).

**This is an example of consecutive pages to be documented: \***

(Faraj, 1999, pp. 24-28)

pp. 18-23, Jason), 1994)

**An illustration of non-consecutive pages to be documented is \***

(Faraj, 1999, pp. 22, 24, 38)

(Jason, 1994, pp. 23, 28)

**In the event of direct quote from texts, the following presentation of documentary copies is made:**

**1. The cited content is enclosed in quotation marks "....." when it is fewer than (40) words in length.** If the citation is in the middle of the statement, enclose it in quotation marks, follow that with the reference's documentation, and then finish the phrase. For example:

**Example:**

Since emotional stability is a condition of mental health, Al-Zoghbi (2006) refers to it as "a state of balance and integration between internal and external forces" (p. 22) ....

Interpreting these results, Robbins et al. (2003) suggested that the "therapists in dropout cases may have inadvertently validated parental negativity about the adolescent without adequately responding to the adolescent's needs or concerns" (p.541), contributing to an overall climate of negativity...

**2.** If the citation is at the conclusion of the paragraph, use quotation marks to enclose the section that is being cited, parentheses to indicate the source, and the appropriate punctuation mark to signify the end of the paragraph.

As such, psychological adjustment is "a continuous dynamic process that deals with behavior and the natural and social environment with change and modification until a balance occurs between the individual and his environment" (Zahran, 1987, p. 27).

Confusing this issue is the overlapping nature of roles in palliative care, whereby "medical needs are met by those in the medical disciplines; non-medical needs may be addressed by anyone on the team " (Csikai & Chaitin, 2006, p. 112).

Text quotations of (40) words or more must be displayed in a free-standing text template of the printed lines without quotation marks. They must also begin on a new line with a space of (1/2 inch) or (1.3 cm) or (5 spaces), and at the end, the quoted source and the page or paragraph number must be included in brackets after the final punctuation mark.

**Example:**

The development of the ranking as a tool to aid educators and teachers rejects the planning of goals, school educational experiences, and test items in a hierarchical manner of gradually increasing difficulty (Bloom's taxonomy of educational goals, p. 66).

Others have contradicted this view:

Co-presence does not ensure intimate interaction among all group members. Consider large-scale social gatherings in which hundreds or thousands of people gather in a location to perform a ritual or celebrate an event.

In these instances, participants are able to see the visible manifestation of the group, the physical gathering, yet their ability to make direct, intimate connections with those around them is limited by the sheer magnitude of the assembly. (Purcell, 1997, pp. 111 -112)

**3. In the case of direct citation from scientific content on Internet sites without pages, APA made it possible** to quote from a reference online, but there are typically no page numbers for the reference in it, and here the searcher may replace the page number with the paragraph number by abbreviating the word paragraph to para

**Example:**

According to Al-Murshidi (2014), "predicting human behavior is very challenging due to the variety of factors and motives that activate, direct, and modify it." (5th Paragraph)

Basu and Jones (2007) went so far as to suggest the need for a new " intellectual framework in which to consider the nature and form of regulation in cyberspace " (para. 4).

**B- When using a quote when rephrasing**

When quoting while paraphrasing, there are numerous types of documentation that may be used, including:

### 1. Listing a Citation for a Single Author:

When a name is mentioned in the text narrative, the surname is written in parenthesis at the beginning of - the paragraph, followed by the year.

For instance, according to Abu Hatab (1992), social intelligence abilities enable a person to be sensitive to the sentiments of others.

That was discovered by Kessler (2003) in epidemiology samples.

#### **Documentation:**

Place the name and the year between brackets at the end of the sentence (...).

#### **Example:**

According to Saleh (1992), social contact in various situations produces a number of characteristics that are socially related to social intelligence.

Early onset results in a more persistent and severe course (Kessler, 2003).

- A different approach to documenting If the year and name are mentioned in the text's narrative, they are separated by a comma like in the example below:

#### **Example:**

Kessler's investigation of epidemiological samples in 2003 revealed that...

An individual's ability to be sensitive to others is aided by having social intelligence abilities, according to a 1981 research by Abu Hatab.

- When referencing the same source, you do not need to repeat the year of publication if the author's name and the year are already included in the text (as in First).

#### **Example:**

According to Abu Hatab (1992), social intelligence abilities enable a person to be sensitive to the sentiments of others. Abu Hatab also stressed the significance of social intelligence in being....

Among epidemiological samples, Kessler (2003) found that early onset social anxiety disorder results in a more potent and severe course Kessler also found . . .

- If you cite a source at the end of a paragraph, as in "Second," you must cite it again in a subsequent paragraph using the same reference and mention the year of publication.

From a social perspective, social intelligence is connected to a few things that come from social contact in various settings (Saleh, 1992). Salih (1992) said it was...

Early onset results in a more persistent and severe course (Kessler, 2003). Kessler (2003) also found

## 2. Listing references for writers with more than one but fewer than six authors

When a book has two authors, you should always provide both of their names whenever a reference is made in the text. When there are three, four, or five writers on a piece of writing, list all of them when the reference is first made. If it is the first documentation inside the paragraph, simply the last name of the first author should be used, followed by the phrase "et al." (et al.), a period, and the year:

### Example:

\*\* In the reference's initial documentation:

Abu Hatab, Sadiq, and Zahran's 2003 investigation provided conclusive evidence that.

Kisangau, Lyaruu, Hosea, and Joseph (2007) found .....

The first author and others note the following instances after the initial occurrence in the text: \*\*

The research by Abu Hatab et al. (2004) supported what Kisangau et al. (2007) discovered.

In the event that the same reference appears more than once, the year after the initial documentation is \*\* eliminated from the same paragraph (text):

Kisangau et al., as well as Abu Hatab and others

3. The co-authors must be listed first, followed by the name of the distinct author (according to their order in the research), and then others if there are two references, each with more than three authors, in the same year and two or more authors sharing the two references:

### Example:

Abu Hatab, Sadiq, Zahran, and others (2001), Abu Hatab, Sadiq, Mansour, and others (2001) .....

Ireys, Chernoff, Stein, et al. (2001), as well as Ireys, Chernoff, DeVet, et al.

They must follow the same guidelines for listing several authors, regardless of whether there are six or more.

While listing the names throughout the text, a thesis) and (or (AND) must be placed before the end of the last author; in the event of placing the reference in brackets at the conclusion of the paragraph, the sign (&) must be placed:

### Example:

This was supported by investigations and research, such as the study by Abu Hatab, Sadiq, and Zahran (2001), which made reference to...

As Kurtines and Szapocznik's (2003) demonstration and further evidence (Jreskog & Sorbom, 2007) have proven.

4. When there are six or more authors, just the first author's name should be mentioned in the text documentation, followed by the phrase "et al." (et al.):

**Example:**

Abu Hatab and others (1999) indicated that...

Kosslyn et al. (1996) .....

If two or more writers share two references with six or more authors in the same year, the co-authors .5 must come first, followed by the name of the distinct author (in the order they appeared in the research), and then the others:

**Example:**

Kosslyn, Koenig, Barrett, Cave, Tang, and Gabrieli (1996).

Kosslyn, Koenig, Gabrieli, Tang, Marsolek, and Daly (1996).

The following is a list of prior references that is recorded (in text):

For instance, research by Abu Hatab, Sadiq, Zahran, Mansour, and others from 2000 and Abu Hatab, Sadiq, Zahran, El-Sherbiny, and others from 2000 demonstrated that.

Kosslyn, Koenig, Barrett, et al. (1996) and Kosslyn, Koenig, Gabrieli, et al. (1996) .....

If the authorship group (university-institution-publishing-house-company) is known and has an abbreviation, the full first name is mentioned the first time with the abbreviation of name in parentheses and the year of publication, and the abbreviation is written only the second time (if it is simple to abbreviate or if the institution, company, or university is known).

Composition group (which is simple to shorten), or for the following instance and instances:\*\*

**Example:**

According to the Egyptian Association of Psychologists (Ranim, 2009), one of the most significant intelligence tests is the Binet exam.

Binet test is one of the most significant intelligence tests, according to Tranem (2009)

In National Institute of Mental Health (NIMH, 2003) despite electroconvulsive therapy's (ECT) strong efficacy and safety...

In NIMH (2003) despite electroconvulsive therapy's (ECT) strong efficacy ...

\*\*At the conclusion of the chapter, the composition group (which is convenient to shorten) will be as follows the first time and going forward:

Alcohol and drugs can affect brain health (National Institute of Mental Health [NIMH], 2003).

Alcohol and drugs can affect brain health (NIMH, 2003).

According to Egyptian Psychologists Link [Ranim], 2009, the Binet exam is regarded as one of the most significant intelligence tests among them.

As a result, the Binet test is regarded as one of the most significant assessments of intelligence (Ranim, 2009).

\*\*The first and subsequent occurrences of the opus group (which has no abbreviations) at the beginning of the stanza are as follows:

Cairo University, for instance, in 2006. Pittsburgh University of Technology (2005)

The opus group (which has no acronyms) is at the blade's tip the first time and every time after that:

**Example:**

The idea of oneself and the mental representation of oneself (Cairo University, 2005).

Specific phobia is associated with a specific object or situation (University of Pittsburgh, 2005).

Even though the year of publishing changes, if there are two (or more) writers with the same surname .7 and two or more references, the first thesiss are written first, followed by the primary author's surname and the surnames of the other authors:

**Examples**

Abdullah and Musab Al-Qahtani from the year 1430. Intelligence social. Jarir Bookstore in Riyadh.

Nayef Al-Qahtani (1432). emotional awareness. Al-Rushd Library in Riyadh.

The text has the following documentation:

Naif Al-Qahtani (1432) and Abdullah Al-Qahtani (1430) both agreed that.

Light, I. (2006). Deflecting immigration: Networks, markets, and regulation in Los Angeles. New York, NY: Russell Sage Foundation.

Light, M. A., & Light, I. H. (2008). The geographic expansion of Mexican immigration in the United States and its implications for local law enforcement. Law Enforcement Executive Forum Journal, 8, 73-82.

The text has the following documentation:

Documentation in cases when the author is missing or unidentified:

With double quotes surrounding the title of the article, chapter, or webpage and the title italicized in the case of periodicals, books, publications, or reports, the accusative is referenced whenever the reference is reduced (often from the title) first and then the year of publication:

If there is no author: \*\*

**Example:**

The findings of investigations and research supported this ("*Understanding the Subject*", 1945).

The 1945 book *Understanding the Subject* makes note of...

On free care ("*Study Finds*", 2007).

The book *College Bound Seniors* (2008) .....

If the text's creator is not known, it is noted by putting "Anonymous," a comma, and the year. .9  
posting at the conclusion of the sentence.

**Example:**

According to Unknown (1968), one of the crucial projective examinations is the topic comprehension test.  
If youngsters have one or more anxiety disorders (Anonymous, 1998). %25

If the same author is mentioned more than once in various years, they should all be placed in the same brackets (in that order, the year).

**As an illustration, consider the findings of earlier research (Zahran, 1998, 2001).**

Research from the past (Gogel, 1990; 2006, in press).

References are organized according to Title (article-chapter-completed work) in the case that there are several references to the same author (or more) in the same year of publication.

**Example:**

Abu Hatab, 1997a, 1997b; Al-Bahi, 1991a, 1991b).

Several studies (Rothbart, 2003a, 2003b; Derryberry & Reed, 2005a, 2005b, in press-a).

If there are many references to the same author or to distinct writers, they are organized by title and separated by a semicolon.

**Example:**

According to research and studies (Abu Hatab, 2000; Zahran, 1998), this was proven.

(Miller, 1999; Shafranske & Mahoney, 1998) Several studies.

When referencing a fundamental reference, which is written first and followed by subsequent references that are listed in order of their titles, there may be a sentence break (see also see Adams).

**Example:**

Serry, 2004; see also Zahran, 1982.) ...

Minor, 2001; see also Adams, 1999; Storandt, 2007.) .....

Secondary references must be recorded if the primary reference is unavailable (the primary reference is cited in the text, and the secondary reference is cited in the text as follows and in the list of references).

Which illustrates the level of intellect, according to Abu Hatab (2000).

The journal of All Port, as reported in Nicholson (2003).

Exceptionally ancient (classical) works (the author is written, followed by the year of revision, Transition, and a brief (trans) or (references); alternatively, the author may write the year of the original publication, which is then followed by the current year of publishing (if the original year of publication is known).

Review of Ibn Khaldun, 1965))

Ibn Khaldun 1965/1569

James (1890/1983)

(Aristotle, trans. 1931)

References to renowned and well-known historical works, religious texts, and other sources are made .15 solely in the text and not in the list of references.

The Holy Qur'an, Ghafir: 11–12, as an illustration

Mentioning a particular section of a reference, such as a figure, table, graphic, etc.

(Frag, 1996, table 3, p. 22) as an example.

page 10 of the Centers for Disease Control and Prevention ,2005

s Shimamura, Chapter 3'1989

Personal e-mail communications Personal interviews, telephone conversations, and discussions that are not documented but are crucial to the study's findings are all excluded from the list of references and are only mentioned in the text by mentioning the first few thesis of the person who was contacted (personal contacts; if possible, include the precise date of communication).

Safwat Farag (personal communication, April 15, 2000) stated that V.-G. Nguyen (personal communication, September 28, 1998) and T. K. Lutes (personal communication, April 18, 2001) were examples of these

people.

The quotes (explanatory texts) within the brackets utilize commas and write the Sunna.

For further details, see Table 3 of the Egyptian Ministry of Interior's 2003 publication. Another example is the variety of criminal punishments.

For detailed information, see Table 3 of the U.S. Department of Labor, 2007))

**Table of Primary Sources for in-Text Citations**

The End of a Paragraph/Text		The Opening Paragraph/Text		Documentation Type
The Following Instances Textual Documentation (between brackets)	The First Textual Documentation (between brackets)	The Following Instances Textual Documentation (inside brackets)	The First Textual Documentation (inside brackets)	
Zahran (2013) (Walker, 2007)	Zahran (2013) (Walker, 2007)	Zahran (2013) Walker (2007)	Zahran (2013) Walker (2007)	One Author Reference
Megawer and Abdel Moneim (2012) (Walker & Allen, 2004)	Megawer and Abdel Moneim (2012) (Walker & Allen, 2004)	Megawer and Abdel Moneim (2012) Walker and Allen (2004)	Megawer and Abdel Moneim (2012) Walker and Allen (2004)	Two Authors Reference
Megawer et al (2008) (Bradley et al., 1999)	Megawer, Abdel Moneim and Hefny (2008) (Bradley, Ramirez, & Soo, 1999)	Megawer et al (2008) Bradley et al. (1999)	Megawer, Abdel Moneim and Hefny (2008) Bradley, Ramirez, and Soo (1999)	Three Authors Reference
Farag et al. (2001) (Bradley et al. ,2006)	Faraj, Zahran, Hefny, Sri (2000) (Bradley, Ramirez, Walsh, & Soo ,2006)	Farag et al. (2001) Bradley et al. (2006)	Faraj, Zahran, Hefny, Sri (2000) Bradley, Ramirez, Walsh, and Soo (2006)	Four Authors Reference
Cavafy et al. (1999) (Walker and Allen Bradley et al.,2008)	كفافي، زهران، حفني، فؤاد، ومنصور، (1999) (Walker and Allen Bradley, Ramirez, & Soo, 2008)	Cavafy et al. (1999) Walker and Allen Bradley et al. (2008)	كفافي، زهران، حفني، فؤاد، ومنصور (1999) Walker and Allen Bradley, Ramirez, and Soo (2008)	Five Authors Reference
Farag et al. (2001) Bradley et al. (2006)	Farag et al. (2001) Bradley et al. (2006)	Farag et al. (2001) Bradley et al. (2006)	Farag et al. (2001) Bradley et al. (2006)	Six/ more Authors Reference
Ranm, 2000) ) (NIMH, 2003)	Association of Psychologists Ranm, 2000) ) (National Institute of Mental Health, NIMH, 2003)	Ranm, 2000) ) (NIMH, 2003)	Association of Psychologists Ranm, 2000)) National Institute of Mental Health (NIMH, 2003)	The total to-do list may be shortened easily
(University of Hafr Albatin, 1442)	(University of Hafr Albatin, 1442)	University of Hafr Albatin (1442)	University of Hafr Albatin (1442)	There is no shorthand for all to-do
The documentation is done inside the text (Unknown, 1442) (Anonymous, 2020) if the author's reference is unidentified or unidentified (unknown).				

### Abbreviations Table

Foreign References		Arabic References	
Edition	ed.	ط	نسخة
Revised edition	Rev.ed.	--	تعديل نص / نسخة منقحة
Second edition	2 <sup>nd</sup> . Ed.	2ط	الطبعة الثانية
Editor (Editors)	Ed. (eds)	--	محرر "تحرير" (محررون)
Translation	Trans.	--	مترجم (مترجمون) "ترجمة"
No Date	n.d.	د.ت.	بدون تاريخ
Page (Pages)	P.(PP.)	ص (ص ص)	صفحة (صفحات)
Volume (as in Vol.4)	Vol.	مج	مجلد
Volumes (as in Vols.4)	Vols.	مج	مجلدات
Number	No.	ع	عدد (رقم)
Part	Pt.	ج	جزء
Technical Report	Tech. Rep	--	تقرير فني
Supplement	Suppl.	--	ملحق

#### Forth: Document References

The researcher rearranges the list of references he used in the research's main body and places them in a list at the conclusion of the study, with the following information to be noted:

- Arabic names shouldn't contain abbreviations.
- When there are several references to the same author, they are organized chronologically (from oldest to newest) by the date of publication.
- There is a single space between references in lines.
- The first line should not be indented, however the second line should have a hanging indentation of 1 cm.
- The list of references is not numbered.
- The order of the references is determined by their titles.

**(Book title, magazine or periodical name)** should be listed in the references section of the paper. Title of research paper or study presented at conferences or symposiums (**in italics rather than bold or highlighted terms**).

**Disclaimer:** In order to make Arabic references in the reference list clear and visible, certain Arab colleges and periodicals continue to use the heavy line system (B).

### Examples of Documentation in the bibliography:

-Supporting evidence from scientific publications (article in periodicals, newspapers, magazines, and news);

Author, A. A., Author, B. B., & Author, C. C. (year). Title of article. Title of Periodical, xx, pp-pp.

Doi: xxxxxxxxxx

DOI: Digital Object Identifier

### In the absence of a reference's digital identifier, the documentation happens as follows:

Author, A. A., Author, B. B., & Author, C. C. (year). Title of article. Title of Periodical, xx, pp-pp.

Retrieved from <http://www.xxxxxxx>

<http://www.xxxxx.com>

### 1- A piece of writing by one or more authors in a scientific publication with a DOI

Dawis, R. & Kulik, J. (1987). Scale construction. Journal of Counseling Psychology, 34 , 184-481.

doi: 10.1037/3278-7133.24.2.525

(Note that if there are more than seven writers, each name is printed exactly as it appears.)

**The names of the first six writers are written, followed by three dots (...), and the name of the last author is written when an article has more than seven authors.**

Gilbert, D. G ., McClernon, J . F., Rabinovich, N. E. , Sugai, C ., Plath, L. C ., Asgaard, G . , . . .  
Botros, N. (2004) . Effects of quitting smoking on EEG activation and

attention last for more than 31 days and are more severe with stress, dependence, DRD2 A1 allele, and depressive traits. Nicotine and Tobacco Research, 6, 249-267.

doi: 10.1OSO/1 4622200410001676305

### 2- Scientific journal article that isn't available or doesn't have a DOI

Dawis, R. (1987). Scale construction. Journal of Counseling Psychology, 34 (2), 184-481. Retrieved from [htt://www.xxxxxxxxx](http://www.xxxxxxxxx)

Dawis, R. (1987). Scale construction. Journal of Counseling Psychology, 34 (2), 184-481.

### 3. Documenting a piece of writing in a journal without a DOI) and printing the title in English or another language

Guimard, P., & Florin, A. (2007). Les évaluations des enseignants en grande section de maternelle sont-elles prédictives des difficultés de lecture au cours préparatoire? [Are teacher ratings in kindergarten predictive of reading difficulties in first grade?]. *Approche Neuropsychologique des Apprentissages chez l'Enfant*, 19, 5–17.

If the original article was written in a language other than English, it should first be written in that language before being translated into English.

The article is written in English only if it was first written in a language other than English and then translated into English.

### 4- Reference to an article in a journal that has a DOI and was published online prior to printing (the journal's volume and issue number were not mentioned).

Von Ledebur, S. C. (2007). Optimizing knowledge transfer by new employees in companies. *Knowledge Management Research & Practice*. Advance online publication. doi:10.1057/palgrave.kmrp.8500141

The URL of the journal's website is provided in the absence of a DOI.

### 5- Publishing in the pre-print archive while an article is still under review:

Briscoe, R. (in press). Egocentric spatial representation in action and perception. *Philosophy and Phenomenological Research*. Retrieved from <http://cogprints.org/5780/1/ECSRAP.F07.pdf>

### 6- Documenting an article in a cultural magazine (monthly)

Chamberlin, J., Novotney, A., Packard, E., & Price, M. (2008, May). Enhancing worker well-being: Occupational health psychologists convene to share their research on work, stress, and health. *Monitor on Psychology*, 39(5), 26–29.

### 7- Documenting an article in a monthly cultural magazine (Online).

Clay, R. (2008, June). Science vs. ideology: Psychologists fight back about the misuse of research. *Monitor on Psychology*, 39(6). Retrieved from <http://www.apa.org/monitor/>

### 8- Documenting an article in the daily Newstheis (without an author)

Six sites meet for comprehensive anti-gang initiative conference. (2006, November/December). *OJJDP News @ a Glance*. Retrieved from [http://www.ncjrs.gov/html/ojjdp/news\\_at\\_glance/216684/topstory.html](http://www.ncjrs.gov/html/ojjdp/news_at_glance/216684/topstory.html)

Multiple Intelligences (January, 2001) Al-Ahram Egyptian Newspaper. Retrieved from the site <http://www.ahram.org.eg>

**9- Documentation of an article in Newstheis daily newspaper (with the presence of an author and the pages are consecutive or intermittent).**

Schwartz, J. (1993, September 30). Obesity affects economic, social status. The Washington Post, pp. A1- A4.

Mahmoud, Mostafa (February 1999, 6). Read in the palm of history. Al-Ahram Egyptian newspaper, pp. 1-4.

Note: In case the pages are not consecutive, all pages are mentioned (pp. 2, 6, 9).

PP. B4, B4, B7))

**10- Documentation of an article in Newstheis (Online) daily newspaper.**

Title, name (year, month, day). Title of the article. Name of the newspaper. Retrieved from the website <http://www.xxxx.com>

Gharib, Youssef (2009, November 11), the media and educational system in the United States. Knowledge Journal. Retrieved from the site

<http://almarefh.net>

Brody, J. E. (2007, December 11). Mental reserves keep brain agile. *The New York Times*. Retrieved from <http://www.nytimes.com>

**11- Documenting a topic, a special part, a section, or a section in a journal:**

In the case of quoting an entire issue (a special part attached to a magazine or a specific special issue), the pages are not written:

surname, name; surname, name; Surname, first name (eds.). (Year). Title of the subject [special issue]. Name of the journal, volume number (issue).

Haney, C., & Wiener, R. L. (Eds.). (2004). Capital punishment in the United States [Special issue]. *Psychology, Public Policy, and Law*, 10(4).

In the case of quoting a special topic (a special part attached to a journal), it is documented as follows:

surname, name; surname, name; surname, name (Editors). (the year). Title of topic [part or special topic]. Journal name, volume number (issue), pages.

Greenfield, P., & Yan, Z. (Eds.). (2006). Children, adolescents, and the Internet [Special section]. *Developmental Psychology*, 42, 391–394. doi:10.1037/0012-1649.42.3.391

**12- Documenting a specialized study on a specific topic (such as reviewing research results or a research book). Scientific periodical:**

Ganster, D. C., Schaubroeck, J., Sime, W. E., & Mayes, B. T. (1991). The nomological validity of the Type A personality among employed adults [Monograph]. *Journal of Applied Psychology, 76*, 143–168. doi:10.1037/0021-9010.76.1.143

surname, name; title, name) (2002). Title of the study [Study of a specialist]. Name of the journal, volume number (issue), pages.

13- Documenting the editorial of a periodical or magazine without signing a name:

Editorial: "What is a disaster" and why does this question matter? [Editorial]. (2006). *Journal of Contingencies and Crisis Management, 14*, 1–2.

Editorial: Title of the editorial] Editorial [(year) Journal name, issue, pages.

14- Documentation of material attached to a scientific journal (Editor's thesis - film or documentary material - map) (Online)

Marshall-Pescini, S., & Whiten, A. (2008). Social learning of nut-cracking behavior in East African sanctuary-living chimpanzees (*Pan troglodytes schweinfurthii*) [Supplemental material]. *Journal of Comparative Psychology, 122*, 186–194. doi:10.1037/0735-7036.122.2.186.sup

Title, name (year). Title of the article [supplementary material]. Name of the journal, issue, pages. (if any).

15- Documenting a summary as a primary source) a summary of a study, research, or article

Woolf, N. J., Young, S. L., Fanselow, M. S., & Butcher, L. L. (1991). MAP-2 expression in cholinceptive pyramidal cells of rodent cortex and hippocampus is altered by Pavlovian conditioning [Abstract]. *Society for Neuroscience Abstracts, 17*, 480.

Lassen, S. R., Steele, M. M., & Sailor, W. (2006). The relationship of school-wide positive behavior support to academic achievement in an urban middle school. *Psychology in the Schools, 43*, 701–712. Abstract retrieved from <http://www.interscience.wiley.com>

Title, name (year). Title of the article [summary]. Name of the journal, volume number (issue), pages.

Title, name (year). Article title [abstract]. Journal name, issue, pages. Abstract retrieved from

<http://www.xxxxxx.co>

### 16- Summary documentation as a secondary source

Hare, L. R., & O'Neill, K. (2000). Effectiveness and efficiency in small academic peer groups. *Small Group Research*, 31, 24–53. Abstract retrieved from Sociological Abstracts database. (Accession No. 200010185)

Title, name (year). Article title. Journal name, issue, pages. Abstract retrieved from Cairo University database. (Article registration number XXXXXXXX)

### 17- Documenting a subject from a secondary source

While the original source is cited in the center, the name of the secondary source is written in the list of references.) For instance, if you did not study the primary source for the intellectuals of Ahmed Mujawar and Hamid Zahran, but I did, the documentation is as follows:

References in the text According to Zahran (in Megawer, 2011), the self-concept...

References in the list of sources Ahmed Mujawar (2011). Childhood and adolescence in developmental psychology. Dar Al-Rushd in Riyadh.

**Book references (actual books), dictionaries, encyclopedias, and book chapters should all be documented.**

#### 1. Complete book documentation (title in italics):

Title, name (year). Title of the book. City, country: publisher.

In the event that the publishing city is located outside of the nation, the name of the nation is written.

Shotton, M. A. (1989). *Computer addiction? A study of computer dependency*. London, England: Taylor & Francis.

#### 2- Documenting an electronic copy of a printed book (retrieved from the website address):

Title, name (year). Book title [readable electronic edition].

Retrieved from <http://www.xxxxxxx>

Title, name (year). Title of the book [digital edition]. Doi: xxxxxxx

Shotton, M. A. (1989). *Computer addiction? A study of computer dependency* [DX Reader version]. Retrieved from <http://www.ebookstore.tandf.co.uk/html/index.asp>

Schiraldi, G. R. (2001). *The post-traumatic stress disorder sourcebook: A guide to healing, recovery, and growth* [Adobe Digital Editions version]. doi:10.1036/0071393722

#### 3- Documenting an electronic book only without a date:

Title, name (dt.). Book title. Retrieved from <http://www.xxxxxxx>

Keefe, E. (n.d.) Egoism & the Crisis in Western Valurn. Retrived form

<http://www.xxxxxxx>

**4- An electronic copy of a book that has been republished or printed by another author:**

The title of the main author, the name (the year of the edited book). The title of the main book. In the name of the editor / translator and the title (editing, revision), the title of the edited / translated book (MGxx, p. xx-xx), the translator. Retrieved from <http://www.xxxxxxx>.

Inside the text: (Title of the original author, year of publication of the original / current year of publication)

Freud, S. (1953). The method of interpreting dreams: An analysis of a specimen dream. In J. Strachey (Ed. & Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 4, pp. 96–121). Retrieved from <http://books.google.com/books> (Original work published 1900)

**5- Documenting a book on a specific topic (or a specialized study) and publishing it in electronic databases:**

Surname, first name (year). Title of the book [A Specialized Study]. Retrieved from <http://www.xxxxxxx>

Thomas, N. (Ed.). (2002). *Perspectives on the community college: A journey of discovery* [Monograph]. Retrieved from <http://eric.ed.gov/>

**6- Documentation of a book published in multiple volumes:**

Title, Name (edited) (1959-1963). Title of the book (vv. 1-6). City, State: Publisher.

Koch, S. (Ed.). (1959–1963). *Psychology: A study of science* (Vols. 1–6). New York, NY: McGraw-Hill.

**7- Documenting an electronic copy of a chapter of a book in a volume in a group or series of books:**

Title, name (year). Title of the chapter. In the name of the editor. Title (edited series), Title of the series: Volume 1. Name of the book (pp. xx-xx) doi: xxxxx

Strong, E. K., Jr., & Uhrbrock, R. S. (1923). Bibliography on job analysis. In L. Outhwaite (Series Ed.), *Personnel Research Series: Vol. 1. Job analysis and the curriculum* (pp. 140–146). doi:10.1037/10762-000

**8- Documenting a chapter in a book, and a printed copy:**

Title of chapter author, name (year). Title of chapter. In the name and title of editor/reviewer of the main book (editing/revision), title of the main book (pp. xxx-xxx). City: Publisher.

Haybron, D. M. (2008). Philosophy and the science of subjective well-being. In M. Eid & R. J. Larsen (Eds.), *The science of subjective well-being* (pp. 17–43). New York, NY: Guilford Press.

**9- Documenting a chapter from a book translated into English and reprinted from another source:**

Title of the original author, name (year). Title of the chapter (translation: name and title of the chapter editor).

Piaget, J. (1988). Extracts from Piaget's theory (G. Gellerier & J. Langer, Trans.). In K. Richardson & S. Sheldon (Eds.), *Cognitive development to adolescence: A reader* (pp. 3–18). Hillsdale, NJ: Erlbaum. (Reprinted from *Manual of child psychology*, pp. 703–732, by P. H. Mussen, Ed., 1970, New York, NY: Wiley)

**10- Documentation (Dictionary-Encyclopedia):**

Surname, first name (edited) (year). The title of a dictionary or encyclopedia. City: Publisher.

VandenBos, G. R. (Ed.). (2007). *APA dictionary of psychology*. Washington, DC: American Psychological Association.

**11- Documenting a dictionary in a language other than English, translating the title into English:**

Surname, name (year). Title of the original dictionary or encyclopedia [title of the dictionary translated] (22nd edition). City, country: the publisher.

Real Academia Española. (2001). *Diccionario de la lengua española* [Dictionary of the Spanish language] (22nd ed.). Madrid, Spain: Author.

**12- Documenting an introduction or (part) of a reference book (example: encyclopedia) (online)**

Graham, G. (2005). Behaviorism. In E. N. Zalta (Ed.), *The Stanford encyclopedia of philosophy* (Fall 2007 ed.). Retrieved from <http://plato.stanford.edu/entries/behaviorism/>

Title of the primary author, name (year). Title of the part or introduction. In the name and surname of the editor of the reference book (ed.).

Reference Book Title (Year Edited Edition). Retrieved from website

<http://www.xxxxxxx.com>

**13- Documenting an introduction or (part) of a reference book (example: online encyclopedia) without author/editor or without date:**

The title of the work or the part (P.T.) in the name of the reference book (Tariq al-Tab').

Retrieved from the site <http://www.xxxxxxx.com>

Heuristic. (n.d.). In *Merriam-Webster's online dictionary* (11th ed.). Retrieved from <http://www.m-w.com/dictionary/heuristic>

### C- Documenting research reports or technical reports:

#### 1- Documenting a government report, a partnership for more than one party:

Entities preparing the report (year). Title of work or report (Institution Name Publications with Number XXX) Retrieved from [www.xxxxxx.com/xxxxx](http://www.xxxxxx.com/xxxxx) <http://>

U.S. Department of Health and Human Services, National Institutes of Health, National Heart, Lung, and Blood Institute. (2003). *Managing asthma: A guide for schools* (NIH Publication No. 02-2650). Retrieved from [http://www.nhlbi.nih.gov/health/prof/lung/asthma/asth\\_sch.pdf](http://www.nhlbi.nih.gov/health/prof/lung/asthma/asth_sch.pdf)

#### 2- Documenting a work team report, with a partnership for a specific party (in the absence of a report number):

Institution name (year). Report Title. Retrieved from <http://www.xxxxxxxx>

American Psychological Association, Task Force on the Sexualization of Girls. (2007). *Report of the APA Task Force on the Sexualization of Girls*. Retrieved from <http://www.apa.org/pi/wpo/sexualization.html>

#### 3- Documenting a report composed by a non-governmental body or organization:

Kessy, S. S. A., & Urio, F. M. (2006). *The contribution of microfinance institutions to poverty reduction in Tanzania* (Research Report No. 06.3). Retrieved from Research on Poverty Alleviation website: [http://www.repoa.or.tz/documents\\_storage/Publications/Reports/06.3\\_Kessy\\_and\\_Urio.pdf](http://www.repoa.or.tz/documents_storage/Publications/Reports/06.3_Kessy_and_Urio.pdf)

#### 4- Documenting a report from the archives of an institution:

McDaniel, J. E., & Miskel, C. G. (2002). *The effect of groups and individuals on national decisionmaking: Influence and domination in the reading policymaking environment* (CIERA Report 3-025). Retrieved from University of Michigan, Center for Improvement of Early Reading Achievement website: <http://www.ciera.org/library/reports/inquiry-3/3-025/3-025.pdf>

#### 5- Documenting a brief subject (of working papers and documents) for an institution:

Organization name (year, month). Abstract Title (abstract No. XXXX) City: Publisher.

Employee Benefit Research Institute. (1992, February). *Sources of health insurance and characteristics of the uninsured* (Issue Brief No. 123). Washington, DC: Author.

### D- Documenting meetings, panel discussions and conferences:

1- Documenting a word for a speaker/participant in a periodical booklet on meetings and panel discussions) Documentation is done in the name of (Participants, or Contributor):

Title of the first participant, name; title of the second participant, name (year, month). Title of participation or discussion session. In his name, title of the seminar director, title of the seminar. Name of the organization organizing the seminar, city, country.

Contributor, A. A., Contributor, B. B., Contributor, C. C., & Contributor, D. D. (Year, Month). Title of contribution. In E. E. Chairperson (Chair), *Title of symposium*. Symposium conducted at the meeting of Organization Name, Location.

**2- Documenting a working paper / study at the meeting or conference (documenting the name of the person who presented the working paper / research):**

Title, name (year, month). Title of the paper. Paper submitted to a meeting/meeting Name of the organization, city.

Farag, Safwat (2000, January). The monogamous personality. A paper presented to the Fifth Scientific Symposium of Psychology, Faculty of Arts, Cairo University, Cairo, Egypt.

Presenter, A. A. (Year, Month). *Title of paper or poster*. Paper or poster session presented at the meeting of Organization Name, Location.

**3- Documenting a panel discussion or scientific meeting:**

Participant's surname, name (year, month). Title of participation. In the name and surname of the meeting director, title of the meeting or panel discussion. Name of the organization organizing the symposium, city, country.

Muellbauer, J. (2007, September). Housing, credit, and consumer expenditure. In S. C. Ludvigson (Chair), *Housing and consumer behavior*. Symposium conducted at the meeting of the Federal Reserve Bank of Kansas City, Jackson Hole, WY.

**4- Documenting the summary of a scientific paper published in a conference (online):**

Title of the speaker, name (year, month). Title of the working paper. Paper submitted to the conference name, city, abstract. Retrieved from the website

<http://www.xxxxxxxx>

Liu, S. (2005, May). *Defending against business crises with the help of intelligent agent based early warning solutions*. Paper presented at the Seventh International Conference on Enterprise Information Systems, Miami, FL. Abstract retrieved from [http://www.iceis.org/iceis2005/abstracts\\_2005.htm](http://www.iceis.org/iceis2005/abstracts_2005.htm)

**5- Documenting facts/events/meetings Proceedings published periodically:**

first title, first name; Title of the second, name (year). Title of the event or meeting. Name of the institution or organization, country, report number, pages

Herculano-Houzel, S., Collins, C. E., Wong, P., Kaas, J. H., & Lent, R. (2008). The basic nonuniformity of the cerebral cortex. *Proceedings of the National Academy of Sciences, USA, 105*, 12593–12598. doi:10.1073/pnas.0805417105

**6- Documenting Proceedings published in the form of a book:**

The title of the first, the name; the title of the second, the name (the year). The title of the event or meeting. In the names and titles of the book's editors (Editors / Editors), the title of the book: XX, the name of the volume (pp. XX-XX).

Katz, I., Gabayan, K., & Aghajan, H. (2007). A multi-touch surface using multiple cameras. In J. Blanc-Talon, W. Philips, D. Popescu, & P. Scheunders (Eds.), *Lecture Notes in Computer Science: Vol. 4678. Advanced Concepts for Intelligent Vision Systems* (pp. 97–108). doi:10.1007/978-3-540-74607-2\_9

**E - Documenting theses (theses) for master's and PhD degrees:**

1- With regard to the abstracts of the thesiss available in the global and university database service:

Title, name (year). Title of master's or PhD thesis (master's or PhD dissertation). Retrieved from database name (thesis documentation number xxxxxxxxxx)

Author, A. A. (2003). *Title of doctoral dissertation or master's thesis* (Doctoral dissertation or master's thesis). Retrieved from Name of database. (Accession or Order No.)

**2- For thesiss that have not yet been published:**

Title, name (year). Title of master's or PhD thesis (unpublished master's or PhD thesis). Name of organization, place.

Author, A. A. (1978). *Title of doctoral dissertation or master's thesis* (Unpublished doctoral dissertation or master's thesis). Name of Institution, Location.

**Note:**

- The title of the thesiss is written in Italics.

The quality of the work (Master's thesis or PhD thesis) is placed in brackets after the title.

**3- Documenting a Master's/PhD thesis from a commercial database:**

Title, name (year). Thesis title (Master's thesis). Available on the database of Dar Al-Mandumah. (Extract number xxxxx).

McNiel, D. S. (2006). *Meaning through narrative: A personal narrative discussing growing up with an alcoholic mother* (Master's thesis). Available from ProQuest Dissertations and Theses database. (UMI No. 1434728)

**4- Documenting a master's or PhD dissertation from the institution's database (institute-university) (online):**

Surname, name (year). Thesis title (Master's or Ph.D. thesis). Retrieved from

<http://www.xxxxx.edu/xxx/>

Bruckman, A. (1997). *MOOSE Crossing: Construction, community, and learning in a networked virtual world for kids* (Doctoral dissertation, Massachusetts Institute of Technology). Retrieved from <http://www-static.cc.gatech.edu/~asb/thesis/>

**5- Documenting a master's or PhD dissertation from a website:**

Title, name (year), title of the thesis (Master's or Ph.D. thesis, name of the college and university, and country). Retrieved from the site

<http://www.xxxxx.edu/xxx/>

Bruckman, A. (1997). *MOOSE Crossing: Construction, community, and learning in a networked virtual world for kids* (Doctoral dissertation, Massachusetts Institute of Technology). Retrieved from <http://www-static.cc.gatech.edu/~asb/thesis/>

**6- Documenting a master's or PhD thesis abstract in the Dissertation Abstract (DAI) International**

**Note:** (DAI) is a database of master's and PhD dissertations submitted to American and European universities in English.

**5- Documenting a master's or PhD thesis from a university outside the country:**

Surname, name (year). Dissertation title (PhD thesis, university name, country). Retrieved from the website <http://www.xxxxx.edu/xxx/>

Carlbon, P. (2000). *Carbody and passengers in rail vehicle dynamics* (Doctoral thesis, Royal Institute of Technology, Stockholm, Sweden). Retrieved from <http://urn.kb.se/resolve?urn=urn:nbn:se:kth:diva-3029>

**Fifth: Tables**

- The table is a means of illustration with numbers, and sometimes with texts, that works to clarify or explain a point of the research points, or highlights an important idea that makes it focused, strong and supported by numbers.
- Tables are numbered sequentially at the body or chapter level.
- The number of each table is written in the middle of the line at the top of the table, and the table title is written on the same line.

- Column headings are written above the relevant column.
- The numbers in the columns are arranged in descending order.
  - Tables are placed in their correct place in the text, before talking about them, or as close as possible to them if the page does not fit.

Small tables are positioned where they belong in the text or on the following page, not on separate pages.

Tables that have more columns than the line width are printed using the whole width of the page, with the table's heading appearing to the right in Arabic and to the left in English texts while the page numbers are located in the same location as on the other pages.

After the contents index, a list of the tables is created if there are several tables. -

If the schedules are lengthy—three pages or more—they should be included in the thesis' - appendices.

If the table is based on a source, the researcher must acknowledge that fact at the bottom of the figure, followed by the sentence from the source and a colon. Only then may the documentation be completed as instructed.

Source (Ministry of Education, 1442 AH), for instance.

(Ministry of Education, 1442 AH) Source adapted

Source (Ministry of Education 1442)

## **Sixth: Figures**

Forms provide rapid elucidation without the researcher having to execute their ideas in terms of their desired opinion, outcome, or explanation.

There are three categories of shapes: rectilinear, photographic, and color picture.

### **a. Line Drawing**

It is a technique that states up front the conclusion the researcher intends to make public.

Typically, the tables or data that come before a graph clarify the same concept that the drawing was created to emphasize.

- The graph sits on a separate page until its goal—the visual comparison—is met since this cannot be done unless the entire graph is seen at once.

- The ratio between the lines and the numerical facts to which they relate is seen to be entirely accurate.

Software is used to set fees based on the requested size.

### **b. Halftones**

- It is a natural form of explanation that at first glance supports the text's explanation.
- They are either holograms, or silhouetted representations of objects like buildings or machinery, etc.
- Or microscopic visuals like instructional tissues, instructional maps, etc. This ought to decide the magnification factor.

A scanner is used to scan the image and download it to the computer.

### **C. Colored photographs**

These are used as illustrations, and the contrast between the colors has an influence on how well the researcher's objective is conveyed. Frequently, the color also has scientific importance.

Using a scanner, a computer downloads the image.

All figures and graphics are serially numbered either at the chapter level or at the body level.

- Unlike the tables, the figure's number and caption are located in the centre of the page underneath the figure.
- If a figure is derived from a source, the source must be acknowledged at the bottom of the figure, and documentation is completed in the same way as tables are documented.
- Large figures are attached to the width of the page and have headers that are to the right in Arabic writings, like tables, and to the left in English texts.
- Two-page-long large figures, such as maps and drawings, are inserted from the text during binding, applied, and included in the overall numbering.

### **Conclusion**

The conclusion is the section that leaves the last impression because it is the logical conclusion of everything that has been presented and discussed, as well as the original contribution and new scientific addition that is attributed to the researcher without competition or competition. As a result, you must take care when organizing ideas, using quality formulation, and choosing sentences and phrases so that the reader feels as though he has reached the conclusion of the research in a natural, gradual.

**The following should be included in the conclusion in order to fulfill its purpose:**

#### **Research Summary**

The researcher creates a summary of the study because he is aware that the research's conclusions are its most significant findings. He then presents this summary as though it were an introduction leading to the research's outcomes, which are its most significant findings.

#### **The most significant findings from the study**

The researcher sketches a quick picture of what he was able to accomplish with this production in the service of science. In this picture, he displays the research's points of innovation and discovery, his opinions and points of view, whether in relation to the subject's essence or to its constituent parts, as well as the findings of the research and the merits or shortcomings of these findings.

### **Recommendations and suggestions:**

The researcher makes recommendations about issues that are worth focusing on and emphasizing. It is necessary for these recommendations to be strongly tied to the conclusions obtained and to be clearly stated. It gives academics new avenues for investigation and presents them with issues for potential future research.

### **Eight: Bibliography**

Lists are created

- Arabic References
- Foreign References
- Software or electronic resources with documentation.
- The first author's name appears first in the alphabetical list of references.
- In the case of articles acquired from agencies, organizations, or institutes, as well as other articles in the absence of the author, references are organized alphabetically by title (article title).
- If there are two references to the same author (or name), look at the date and list both.
- The one-author reference is written first, followed by the two-author reference, even if the one-author reference is the most recent, in the case that there are two references, the first of which has the same author while the second reference has two (2) authors.
- At the start of the line is put the name of the first author.
- Five spaces are used at the start of each line that refers to the same reference so that the names stand out and are simple to locate in the list.
- Foreign references are printed on the left, and Arabic references are written on the right.

As indicated in writing references in the body of the text for Arabic references or the word (et al.) as stated in writing references in the body of the text for foreign references, the names of all the authors of the reference who have subscribed to it are included, and the word (and others) is not used.

While the word (al.) and similar words in the English language are included in the order, the Arabic references do not contain the terms (Abu), (Ibn), or (Al-Tarif) stated at the beginning of the names of some writers.

- In Arabic references, the first author's title is followed by a comma (,), the first name is written in the second, and finally an inverted semicolon (;) is put between the names of the writers. This conjunction thesis is called "Waw." Regarding foreign references, a comma (,) is put after the title of the first author, followed by the abbreviation of the first name, the second name, the third name, if any, followed by a period, and then a modified semicolon (;) is put between the names of the authors.
- In international references, the initial thesis of the article's title is written in capital thesis (Capital), and all other words are written in lowercase characters, with the exception of nouns, and proper names are written in italics, as in the example above with *Aspergillus niger*.

### **Ninth: Abbreviation:**

Some researchers use the abbreviations listed in the table, but they are uncommon, don't apply to everyone, or some of them don't apply to many researchers. As a result, the researcher should always explain any terminology or symbols that he anticipates to be unusual. Some of these symbols are shown below:

Term	Abbreviation	الاختصار	الكلمة
Chapter	Chap.	ف.	الفصل
Edition	Ed.	ط.	الطبعة
Revised edition	Rev. ed.	ط.م.	الطبعة المعادة
Second edition	2 <sup>nd</sup> ed.	2.ط.	الطبعة الثانية
Editor(Editor(s))	Ed. (Eds.)	م.	المؤلف
Translator(s)	Trans.	مت.	المترجم
No date	n.d.	د.ت.	دون تاريخ النشر
Sine Loco	S.L.	د.م.	دون مكان النشر
Page (pages)	p. (pp.)	ص(ص ص.)	الصفحة (الصفحات)
Volume(as in vol. 4)	Vol.	ع	العدد
Volumes (as in 4 vol.)	vols.	مج	المجلد
Number	No.	ر	الرقم
Part	Pt.	ج	الجزء
Technical Report	Tech. Rep.	ت.ف.	تقرير فني
Supplement	Suppl.	مل	الملاحق

### **Tenth: Appendix**

It is preferable for the researcher to avoid adding an appendix to the research whenever possible; however, if it is necessary to do so, such as when something is helpful but its inclusion in the research's core topics disrupts the order and arrangement of ideas, the researcher should place it in its own section.

Appendices should be referenced in the footnote by listing the authorized sources either before or after the quotation.

See Appendix No. (1) for an example of how appendices are identified by serial numbers and cited on the same line in parentheses. and then carry on.

A title or phrase describing what is included in the appendix is put under the appendix number, which is located at the top of the document.

The list of references occurs before the appendix, and the following items may be included there:

## **The Fifth Section: Executive Rules for the Thesis**

The thesis is organized in this part, together with guidelines for printing, packaging, and presenting the thesis.

### **First: The Thesis' Organization**

Structure the thesis from beginning to end is the practical approach. It is organized as follows:

#### **Title Page**

The title should be concise and describe what the thesis includes. It should be written with one space between the lines.

- The title is written like an inverted pyramid if it is a large title.
- Write the Kingdom of Saudi Arabia, the Ministry of Education, the University of Hafr Al-Batin, the college, and the department at the top of the page on the right side. The university logo should be placed at the top of the page on the left side.

The thesis's title should be written in the page's center.

- In a thesis presented in order to fulfill the requirements for receiving a degree (Master's or PhD), he states both the broad specialty and the specific specialization.
- The supervisor's name, academic title, the college where he works, the university, and, if applicable, the assistant supervisor.
- The student's name and university number (as formally registered at the university).
- The Gregorian and Hijri calendars, as well as the academic year.

#### **2- The Basmala Page or the Quranic Verses**

It is printed in a large, unique typeface that was copied from the digitized Quran, along with the name of the verse, the number of the verse, and the name of the surah.

#### **3- The report page, the discussion committee's findings, and the members' signatures.**

#### **4- A Page of Gratitude and Acknowledgement**

If it doesn't go over one page, the researcher acknowledges the oversight board, the institution where the study was carried out, as well as everyone who helped and gave him resources, including institutions and private persons.

## **(5) Table of Contents**

It is written on one or more pages depending on the subject (chapters of the dissertation - main headings - sub-headings, noting that there is no standard number of chapters, but rather it varies depending on specialization or subject of thesis and research methodology), provided that the main headings are written in bold, and there must be a match between the contents of the index and the topics in the body of the thesis and the pages in which it was mentioned

## **6- A list of the tables' indexes**

## **7-List of figures and charts.**

## **8- Fihrist (verses and hadiths)**

Each index should be placed on a new page if they are discovered in great numbers.

## **9- Abstract in Arabic**

Write the phrase "extract" in the center of the page. The abstract should be no more than one page and no more than 350 words, with the title of the thesis and the researcher's name written at the top. The research's significance, aims, study population and sample, research instruments and data processing techniques, as well as a description of the key discoveries, suggestions, and recommendations, are all included in the abstract.

Accuracy and impartiality in conveying and structuring ideas should define the abstract.

## **10- Abstract in English Abstract**

Similar to how the Arabic abstract is written.

## **11- The Research Body (search chapters)**

## **12-References**

## **13- Appendices.**

## **14- Research Summary in Arabic**

It includes all of the study chapters and is an expanded version of the Arabic abstract.

## 15- Research Summary in English Language

The chapters of the research are all included in this updated version of the English abstract.

## 16- English Cover Page

Additionally, it appears on the first page from the left because it is written on the thesis' last page. The title is identical to the title in Arabic, as is the layout of the page.

### **Second: The Thesis's Printing Instructions**

It is the researcher's obligation to write, arrange, and edit the thesis. Following these guidelines is required when writing the thesis:

#### **a. Writing Methods and Paper Quality:**

The thesis is printed on one side after being typed on a computer using a Word processor.

- It's printed on white A4 paper.
- When writing an Arabic thesis, allow a margin of 4 cm on the right side and 2 cm on the left.
- When writing an English-language thesis, leave a margin of 2 cm at the top and bottom of the page and vice versa.
- The introductory pages are numbered in alphabetical sequence (in the case of the Arabic thesis, a, b, c, and d...), given that the numbering begins with the research's introduction page.
- At the bottom of the page, either in the center or a corner, is where the number or symbol is located.

The thesis' title page, pages with headlines in the center, and pages that start a new chapter or chapter are the only pages where numbers are included, though they are tallied in order in all other instances.

#### **B- Arabic writing spaces: The following Arabic writing spaces are in accordance with the thesis format:**

- One regular space is used in writing the body of research and margins in general, and the abstract is written with one space between lines as well.
- There should be a gap after each citation and one between them and the margins.

- References and the reference that comes before them are separated by a single regular space.

Every header and subtitle uses a black font.

- The chapter title should be put in a big, black font with a 6- to 12-point gap between it and the start of the material.

There are six points (6 points) separating the text from the subtitle.

- It is important to consider the gradation in title size and coordination so that the investigations and chapter titles are on the same level.

### **C. Spaces are used while Writing in English.**

The body of the study is written with a half-space between each line.

- One space should separate each line as you write the abstract.

- A gap and a half between the lines and four spaces from the margin are used for quotation marks.

- When copying references, maintain the same distance and leave an inch and a half between each reference and the next.

- Black font is used for all headings and subheadings. The chapter title should be written in huge black type or in naskh script, as long as there is a 3 cm space between it and the beginning of the text.

### **d. The Font sSize and Type of the Text**

- The Arabic research's text consists of eighteen lines in traditional Arabic.

- Margin text is in (14), and headings are (20–25) black.

- While headlines are in font (16-20) in black, the body content is written in Times New Roman font (14) in English.

- Research must conform to language arts and writing conventions, and paragraphs must be prepared with consideration for their sources and punctuation.

### **Third - Binding the Thesis**

The thesis is well bound, and a robust typeface is used on the cover. Regarding the color of the container, the university's emblem was utilized. For master's theses, the hue is pale beige, whereas doctoral theses are

in vivid red (recursive).

- As stated on the title page, the data are printed on the cover in beige for doctoral theses and brilliant red (recursive) color for master's theses.
- The researcher's name, the type of thesis (Master's or PhD), the year in both Hijri and Gregorian dates, the institution's logo, and the name of the university must all be printed on the heels.

#### **Fourth - Presentation of the Thesis**

The researcher presents five paper copies bound in distinctive artistic binding and three copies on a CD after debating, approving, and making any necessary changes to the dissertation.

#### **Bound Paper Copies**

A copy for the Deanship of Postgraduate Studies.

- Two copies for the Central Library of the university (Deanship of Library Affairs).
- A copy for the Department.

#### **CD copies**

- Two copies for the Deanship of Postgraduate Studies.

A copy for the Central Library of the university (Deanship of Library Affairs).

#### **According to what follows:**

- There are two files on the drive, the first of which is a PDF file and contains the entire thesis.
- The second file is a summary in Word format that is both Arabic and English.
- It is required that the first page of two files be the cover thesis.
- The surface of the CD should be printed with the researcher's name, college, and department.
- The name of the researcher is on the thesis file.
- Before saving it in (PDF) format, make sure the thesis is clear of spelling and grammar mistakes.
- Make sure the formatting of the pages is flawless before converting the file to (PDF) format. This might happen if the file is transferred from one device to another.

### The Most Significant Resources

- Mujawar, Ahmed (no date). Scientific documentation of educational studies and research according to the American Psychological Association APA Guide (Sixth Edition), College of Education, Qassim University.
- Scientific Theses Writing Guide (2017). College of Social Sciences, Imam Muhammad bin Saud Islamic University, third edition.
- The working framework for writing theses for master's and PhD degrees (1430). Deanship of Graduate Studies, King Saud University.
- Scientific Theses Writing Guide (2017). Deanship of Graduate Studies, Princess Noura Bint Abdul Rahman University
- American Psychological Association (2010). Publication manual of the American Psychological Association. (6th Ed.). Washington, DC.
- Bernard, Beins (2012). APA Style Simplified: Writing in Psychology, Education, Nursing, and Sociology. Malden: Wiley-Blackwell