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A Study on the Role of Universities in Saudi Arabia in Empowering Women Educationally

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ABSTRACT

Saudi Arabia is a fantastic example of the blending of culture and religion. This study will look at the ideological underpinnings, historical background, and current status of Saudi Arabia's government policies on women's education. In addition, the paper will discuss how these policies have changed over time. This research looks at how religious and cultural norms in Saudi Arabia have influenced women's access to university education. It emphasizes the golden age of higher education for women. It exemplifies the significance of education, and more specifically higher education, in fulfilling a variety of roles in the career development of Saudi women while maintaining gender norms, social norms, and moral values. In order to better understand how Saudi Arabian women and society interact with their level of education, this paper will conduct a literature review. A range of aspects, such as Islamic thought in Saudi society, education and the status of women in Saudi society, and a contrast between the Qur'an and Saudi society, will be taken into consideration during this investigation. This paper will also go over Saudi women's educational accomplishments and the role of universities in Saudi Arabia in maintaining their decorum in all sphere of life and empowering them.

Keywords: Female education, Higher Education, Saudi Arabia, Sharia regulation, Saudi Vision 2030, Women empowerment

1. INTRODUCTION

The year 1932 is significant in the history of the Kingdom of Saudi Arabia, as it was the year in which the Kingdom was founded. The Holy Quran was immediately declared the supreme law that all people must obey. Therefore, Islam was regarded as the predominant religion in Saudi Arabia. As a result, Sharia law became the statutory law in Saudi Arab. The Sharia was introduced in the Kingdom with the hope that it will lead Muslims to paradise if they are obedient to Allah's commands.

Saudi Arabia is highly religious country, which practices Islamic religion. Ideological, social, and government policies including education gives advantages to the students in Saudi Arabia to keep themselves in track morally and culturally. According to Jamjoom (2010) and Kumar (2020), Islamic education perpetuates a moral tradition that is founded on well-established guidance for both religious and cultural practises.

In Saudi Arabia, education is based on Islamic precepts and principles. Students in Saudi Arabia are taught to uphold Islamic principles in every aspect of their lives. Start from the primary level to university level, every effort is ensured to adhere teaching and learning process (Ali et al., 2022). Saudi Arabia is known for its prestigious higher education institutions and is a popular study destination. In the Kingdom, students spend for six years in primary school, then three years in intermediate school, and finally three years in high school. Students have the option of continuing their education at a vocational school or attending a high school that offers courses in the arts, sciences, and commerce once they have completed elementary and intermediate school. As time has progressed, basic education opportunities for both boys and girls have improved greatly. Literacy and numeracy are among the most commonly acquired skills among Saudi Arabia's female population thanks to the country's emphasis on female education (Kumar, 2021).

To achieve its mission, the Ministry of Education is committed to providing women with equal access to education and leadership roles to those available to men. The Ministry of Education strives to ensure that all women, regardless of socioeconomic status, have access to a high-quality education in order to produce citizens who will contribute to the country's future progress and prosperity. This is being done to aid in the progress of the country as a whole and to bring about the outcomes envisioned by the Kingdom's Vision 2030.

2. LITERATURE REVIEW

In the Kingdom of Saudi Arabia, there is a lack of studies examining how the education of women affects their social roles. This literature review draws from educational, sociological, and women's studies texts to place the current study's research within the broader context of educational perspectives. This was done in order to contextualize the research carried out in the current study.

2.1 Understanding Women Empowerment

According to Hoque and Itohara (2009), women are considered empowered when they have the same access to resources like education as men do, when institutional discrimination based on gender is eliminated, when women are able to organise and negotiate with their husbands, and when they receive higher levels of social assistance. Empowerment can also mean that women can talk to their husbands about what they want. According to Garikipati (2012), giving women the ability to financially support themselves through self-employment is one definition of empowering women. According to Kabeer (2001), The empowerment of women has been attributed to a wide range of outcomes, both positive and negative, including an improvement in their living standards, a reduction in the amount of violence perpetrated against them, the ability to acquire independent assets, and the inability to do so. Haile, Bock, and Folmer (2012) define empowerment from an institutional perspective as spending, borrowing, using social networks, and having domestic conflicts. According to Pitt, Khandker, and Cartwright (2003), empowerment is defined as the acquisition of economic power. Women who have achieved economic empowerment are more likely to take decisions in their education, job and other future plans. It is said that empowerment refers to gaining solely economic power as said by Goetz and Sen Gupta (1994) too.

2.2 Women Empowerment through Education in Saudi Arabia

The government of Saudi Arabia has made a concerted effort to advance women's equality. A wide range of women's rights, such as the right to an education and the ability to work in social and health care, are at stake in this debate. To add to this, the Kingdom of Saudi Arabia has opened doors for women to advance their status in the realms of education, the workplace, society, government, and politics.

According to Al-Mizar (2015), one of the earliest domains in which Saudi women attained empowerment was education. Al-Zahrani (2012) suggested that the most powerful tool for advancing women's roles and empowering them as individuals is education. It increases the awareness of social, political, and cultural issues among women. Joint efforts on the part of society and government are required if we are to succeed in our goal of women's explicit empowerment. Saudi Arabia has worked to give women higher education opportunities in order to advance Islamic-based community service, development, and politics (Al-Zahr, 2003).

Ministry of Higher Education (2010) emphasised that as a part of the Kingdom's development plans, women in Saudi Arabia are being urged to continue their education and enter the workforce. It has been established through the Kingdom Vision 2030 that Saudi Arabia is training capable women to take leadership roles in key economic sectors in preparation for the Kingdom Vision 2030. According to Aman, (2018), the Saudi economy would benefit from empowering Saudi women because it would result in the emergence of national models and trailblazing role models in a range of fields, both of which would be of service to Saudi women.

3. DISCUSSION

3.1 Education in Saudi Arabia: Toward Universal Education

Education is a basic requirement for all people in all nations, regardless of their social class, race, gender, or religious affiliation. This is the case for both children and adults, men and women. The Kingdom of Saudi Arabia places a high value on education, and since the introduction of Saudi Vision 2030 in 2016, this aspect of the country's plan has received an increased amount of attention. Since that time, the nation has experienced a great deal of change on both the economic and social fronts. The government of the Kingdom has enacted a plan to increase employment and diversify its economy by increasing investment in human capital through educational opportunities. Reforms in elementary and secondary education geared toward preparing students for success in higher education and the workforce are included here.

Education is a top priority for the Saudi Arabian government, and the government makes no distinctions between male and female citizens when it comes to providing free education. Children between the ages of 6 and 15 have a legal obligation to attend school, and all children have the right to equal and free educational opportunities, as guaranteed by the basic provisions of the Basic Law of Governance and all laws pertaining to education and training.

Government efforts over the past four decades to establish a strong educational infrastructure have increased enrollment in schools and universities, while simultaneously decreasing the proportion of the population that is illiterate. By getting admitted all children of school age, both boys and girls, in primary schools and establishing adult literacy programmes for both sexes, it has become possible for children to receive a basic education. In order to realize the goal of universal primary education, it is required to have both full enrollment and a high-

quality education. This means that all children who go to school on a consistent basis should be able to master the essentials of literacy and numeracy and should also be able to complete primary school on time. The estimates from UNESCO for the year 2008 indicate that Saudi Arabia is making significant progress toward its goal of establishing universal primary education, but the country still has a long way to go (UNESCO, 2008).

According to the findings, the percentage of children who were enrolled in primary school on a net basis increased by a sizeable amount (for both boys and girls), climbing from 84.5 percent in the year 1990 to 93.0 percent in the year 2007. In 2007, there were 2.44 million children who were enrolled in primary education, and these children were dispersed among 13,454 schools located all over the country. In addition, the percentage of students who started first grade and finished fifth grade increased from 74.5 percent in 1990 to 98.2 percent in 2007. This represents a significant increase (UNDP, 2008). When compared to the previous school year, 2004–2005, there was an increase of 808 schools, or 2.6%, bringing the total number of schools in the kingdom up to 31,399. A total of 4,746,579 students, including both boys and girls, were enrolled in schools across the country during the 2005–2006 academic year. This represents a year-over-year increase of 103,410 students, or 2.2%. (Ministry of Education, Statistical Report, 1426-27).

In addition to this, the Saudi government has been making significant investments in the educational system. Since 2002, when it was SR47 billion (\$12.5 billion), the amount of money put aside for education and the development of human resources has steadily increased, reaching SR96.7 billion (\$25.7 billion) in 2007, SR105 billion (\$28 billion) in 2008, and SR122 billion (\$32.5 billion) in 2009. This is as a result of the Saudi government placing a heightened priority on the successful completion of its objectives regarding universal education. According to these numbers, education and the development of human resources are receiving a larger proportion of the overall budget of the general government. In 2009, they received 25.7% of the total spending of the government, which is an increase from the 20.13 % they received in 2002.

Primary and secondary education are required under the Seventh Five-Year Development Plan for both boys and girls (2001-2005). Up from 3.99 million in 1999, it aims to enrol 5.1 million male and female students in schools by 2005. In addition to enhancing teachers' skills, the plan seeks to develop and modernize teaching methodologies and school curriculum. It also encourages private sector participation in the execution of higher education. By boosting enrollment in the 74 technical colleges and vocational schools in the Kingdom, the importance of technical education is also being emphasised. Averaging 100% primary enrollment is what the eighth five-year development plan (2005–2009) seeks to accomplish. It encourages the development and execution of creative educational initiatives with the goal of satisfying the requirements of the local labor force. The Saudi Arabian government decided to improve the standard of education across the country and did so by establishing the Supreme Council of Education. The council's goals include expanding vocational education to better prepare students for the workforce and providing girls with access to technical education.

3.2 Women's Education in Saudi Arab

In recent decades, Saudi Arabia has seen a dramatic rise in the number of educated women. The Saudi government has made considerable efforts to reduce the gender gap in education by promoting female education at all levels. The education of women has brought about numerous socioeconomic improvements in the country, including an increase in female labor force participation, a decline in mortality rates, and improved health and nutrition. Women's advancement toward equal opportunities in society and full participation in the labour market, on the other hand, has been hampered by entrenched societal norms, regional traditions, and the design of the public school system. The Saudi government has made it a key priority and a daunting challenge to modernize the educational system so that it is more inclusive of women and girls.

As a result of the implementation of Vision 2030, a more comprehensive understanding of women's participation in the workforce is developing. As a result, there were more options for Saudi women to find jobs, a boost to national income, and a reduction in the country's reliance on labour from other countries. To build a society that is dedicated to mobilising its human resources for a competitive market, new reforms and improvements should centre on elevating the educational opportunities available to women and highlighting the contributions they make to the growth of their communities. This will allow for the establishment of a society that is committed to creating a society that is competitive. Indeed, Saudi society is characterised by a number of unique social qualities. In an effort to strike a balance between the demands of tradition and those for women's active participation in productive aspects of society, The Saudi Arabian government has raised the amount of money it invests on various specialized knowledge and abilities.

The Saudi government has demonstrated a genuine commitment to promoting equal opportunity for men and women. The government has put forth significant efforts to advance gender parity and guarantee girls' access to elementary and secondary education. These efforts are in agreement with the government's predetermined objective. On September 7, 2000, Saudi Arabia signed the convention on the elimination of all forms of discrimination against women, however it did so with a few exceptions. The Ministry of Education is in responsible for making sure that both young men and women receive a high-quality education, however, in accordance with Sharia law, the education of girls is kept separate from that of boys.

It is evident that the government places a high priority on the education of women because they provide financial aid to female students regardless of subject or educational level. In 1999–2000, the budget allocations for the education of boys and girls were nearly equivalent; however, a few years later, the budget allocations for the education of girls were greater than those for the education of boys.

Additionally, Saudi Arabian women are given the chance to enroll in all levels of higher education as well as financial assistance in the form of allowances to support them as they pursue academic careers. In addition to eight universities that are exclusively for women, this country has over 38 educational institutions designed for women. The Ministry of Education directly sponsors each and every one of these organizations. The percentage of female students at Saudi Arabian universities is higher than 58%. Government statistics show that from 93,486 in the academic year 1995–1996 to 340,857 in the academic year 2005–2006, the number of female students enrolled in university programmes with the goal of earning a bachelor's degree has more than tripled (UNDP-POGAR, 2008). Additionally, the government is placing a greater emphasis on the professional development of women. More than 3,408 women attended one of the 27 vocational institutes for women across the country during the 2004–2005. Over 2,218 students were enrolled in sewing programmes at other institutions in 2004–2005, when the total number of institutions offering training in sewing reached 51. (Al Hamed et al. 2007). Simultaneously, several private institutions and universities that catered particularly to women and girls opened their doors under the guidance of the Ministry of Education. The Ministry of Education was in charge of these institutions to guarantee quality. Many private institutes of higher learning for women are located in the major cities of Saudi Arabia.

An increasing number of Saudis have been eager to further their education since the oil was first discovered in the country in 1935. In Saudi Arabia, the first girls' school didn't open until the late 1950s and early 1960s, but the country made significant progress toward that goal in those decades. By the middle of the 1970s, approximately half of all Saudi girls were attending some form of formal education. At the beginning of the 1980s, every Saudi girl had the opportunity to receive an education, and admitting in university programs. The government of Saudi Arabia financially backs the country's public education system for female students (Al Munajjed, 1997).

The advancement of Saudi Arabia's civilization and culture has been substantially aided by several programs designed to advance the education of Saudi women. Education for women has a direct effect on key indicators of human resource development, including lower population growth and mortality rates, improved health and nutrition, and a higher literacy rate. This is due to the fact that education enables women to make well-informed decisions regarding their own lives. In an effort to boost the standard of education for Saudi Arabia's young women, the government has launched a number of new initiatives and revised its overall plan for reform. King Abdullah bin Abdul Aziz Al Saud Project for General School Development, also known as Tatwir, designed to make learning more inclusive of both boys and girls by transforming the current educational system. The goal was to change the educational system in order to make it simpler for students to acquire knowledge and skills. In addition to incorporating cutting-edge technology into the classroom, the initiative seeks to educate teachers and educators in areas like school administration, educational supervision, curriculum development, computer programming training, and self-improvement.

3.3 Initiation by Saudi Government for Stretching Women's Education

A conference titled "Education: Current Situation and Means of Development" was held in the Jouf area back in November 2006. During the course of the event, a number of important decisions concerning the improvement of the educational system were made. It was determined that a comprehensive approach must be used in order to enhance general, higher, and technical education in all of its facets. This strategy needs to include a review of educational policy, and it should be based on recent economic, social, and political developments, in addition to local and international factors. The professional status of educators is something that should be enhanced, and it is imperative that the quality of both the teaching personnel and the course materials be regularly evaluated and updated. It is necessary for the private sector to take over the operation of certain university, technical, and vocational education programmes in order to boost the overall level of quality of academic research. In addition to this, there is need to draw from exceptional international experience in this field, and we also need to make sure that the appropriate technical equipment and buildings are available. In addition, procedures for evaluation and accreditation need to be established, particularly with regard to the evaluation of the efficacy of educational institutions and the products that these institutions produce (King Abdul Aziz Center for National Dialogue, n. d.).

The Tatwir Project is an additional important step towards the progression of women's educational opportunities. It is also known as the King Abdullah bin Abdul Aziz Al Saud Project for General Education Development. More than 400,000 teachers, both men and women, participated in professional development opportunities to strengthen their skills in areas such as computer science, curriculum development, school administration, training, and self-improvement. The fifty secondary schools that are taking part come from all different parts of the country. The efficiency of the teaching staff in each school will be improved by the

principal or by the local supervisor. The programme has been adopted after undergoing successful trials in schools located in other countries with the intention of incorporating contemporary technology into the instructional process. Tatwir is currently being implemented in two secondary schools across all 13 provinces, one secondary school for boys and one secondary school for girls, each of which is equipped with contemporary technological resources. The purpose of Tatwir is to provide students with assistance in acquiring knowledge and skills (Arab News, 2008).

One more step has been taken to improve the educational opportunities available to women with the opening of Princess Noura bint Abdul Rahman University for Women. The university's long-term goal is to establish as the largest higher education institutions in the world catering to Saudi women. This will enable the country's female workforce to take advantage of newly available educational opportunities. The university comprises more than 15 colleges run under its patronage. In addition, there is a housing complex on the campus that would be available for both faculty and students, and it would feature public conveniences like mosques, schools, and recreation centres. This part of the landscape is going to be a part of the development. The university can accommodate more than 40,000 women students at once. The total cost will be greater than SR 20 billion, which is equivalent to around US\$5.3 billion, while the Saudi government budget for 2009 allotted SR1.43 billion, which is equivalent to approximately US\$381 million, specifically for the institution (Al Riyadh Newspaper, 2008).

The government has implemented changes to diversify its income streams away from oil and gas over the past ten years. The government has clearly placed a high value on education as evidenced by its massive expenditures in this area. For instance, it was predicted that a 2014 education plan would cost the education sector a total of 80 billion riyals (\$21.33 billion) over its five-year implementation period (Reuters 2014). The majority of these funds were mostly allocated to higher education. The King Abdullah Sponsorship Programme, also known as KASP, was established in the year 2005 (Taylor and Albasri 2014). Students from Saudi Arabia have access to a wide range of opportunities thanks to this programme, including the possibility to pursue their education in western countries such as the United Kingdom and the United States. According to the statistical yearbook for Saudi Arabia for the years 2012–2013, there were approximately 150,109 males and 49,176 females who were studying outside of the country (Manail, 2015). The Ministry of Education Statistics Center (2017) reports that as of this year, there are 5,165 female students enrolled in PhD programmes in western countries. This number accounts for 41.91 percent of Saudi students who are currently pursuing their PhDs in western countries (Bacha et al., 2021; Islam 2014; Khan and Varshney 2013). The meteoric rise in the number of Saudi women who have earned graduate and postgraduate degrees from institutions of higher education is evidence that a great number of Saudi women have made extraordinary strides in their educational pursuits, as stated by Parveen (2014), the Ministry of Higher Education (2010), and Hamdan (2005). This is demonstrated by the number of Saudi women who have earned graduate and postgraduate degrees.

3.4 Role of University in the Development of Women in Saudi Arab

A key factor towards the emancipation of Saudi Arabia's female population has been access to higher education. There has been a recent trend toward more women earning postgraduate degrees and working as lecturers and professors in educational institutions across the nation. Due to initiatives to remove barriers women working and studying, as well as to close academic achievement gaps, every sector of the modern Saudi economy has been opened up to increased female empowerment. One example of the advancement of educational reforms over the past few decades is the establishment of government scholarships and programmes overseen by the Ministry of Education to encourage female students to major in a wide range of in-demand and specialised disciplines. These initiatives are designed to persuade female students to major in in-demand fields.

The first Saudi woman to be awarded a scholarship by the Saudi government was Thoraya Obaid. She studied in Oakland, California's Mills College, where she earned her degree in 1966. By funding the education of three Saudi students in the United Kingdom in 1935, King Abdul Aziz established the first scholarship program in the history of the Saudi Arabian Kingdom. Many others started to move in her direction quickly after her. The number of scholarships provided to young Saudis so they might pursue higher education in the US increased significantly in 1980. Over the course of that time, scholarships were given to 11,000 students and some of them are women students.

Saudi Arabian universities provide a program known as the Preparatory Year for University Entrance. In an effort to improve the level of quality of female students who wish to pursue university-level specializations in fields such as medicine, business administration, computer science, and others, the Ministry of Education has implemented this innovative educational strategy at all of the major universities in the Kingdom. The students will be forced to take rigorous courses in communication, English, mathematics, and computer science for one academic year. In addition, students will participate in lessons that promote independent learning, health consciousness, and civic education. In order to stay enrolled in the program, the girls must maintain an adequate grade point average.

When more women got degrees, more of them were able to compete with men for top jobs and make the same amount of money as their male counterparts. The Custodian of the Two Holy Mosques Scholarship was a new initiative that was created in 2005 by King Abdullah with the intention of promoting Saudi academic institutions and expanding the research and course offerings of those institutions.

After King Salman ascended to the throne, additional changes were made to the government's scholarship program to reflect the Kingdom's Vision 2030 reform strategy. Because of the implementation of this strategy, Saudi Arabia's economy will no longer be dependent on the production of oil, which aims to diversify the country's economy into high-tech, creative, and other specialized industries.

In order to achieve the long-term development objectives that have been set for the Kingdom, Saudi Arabia is making significant investments to expand the opportunities available to women in terms of education and employment (Ministry of Higher Education, 2010). Several measures have been taken by the Saudi government to advance women's rights and encourage them to participate more actively in society; nonetheless, these efforts have been mostly focused on the political realm. (Varshney, 2019; Jarbou, 2018).

According to Ant3nio et al. (2013), higher education institutions have a pivotal role in promoting gender equality in society. Women in Saudi Arabia have a strong interest in participating in several aspects of the country's educational system. The majority of Saudi Arabia's teachers are women (Elliott & DeFrank-Cole, 2018). In the education sector, Saudi women hold a significant number of posts. Princess Nora bint Abdul Rahman University is the world's first university for women only (Al-Sudairy, 2017). Since education is a gender-segregated subject and women make up a sizable part of education faculty, women have a decent chance of attaining a position of leadership in higher education (Varshney, 2019; Ajmal & Kumar, 2020).

3.5 Impact of Religion in Education in Saudi Arabia

The first Saudi primary schools opened in the 1930s, and by 1951, the country had 226 state-run institutions with an estimated male enrollment of 29,000 (About Saudi Arabia Education, 2018). Girls' primary education became optional in the educational system in 1961 (Duhaysh, 1998; Benyo et al., 2022).

The Saudi government mandated that the teaching of religion take precedence over other subjects, even though the Saudi educational system also included Math, Social Sciences, and English. The Saudi Arabian Educational Policy details this overarching goal for the educational system in the Kingdom of Saudi Arabia (Lacroix, 2011). It mentions that "religious sciences will occupy a central place at every level of primary, intermediate, and secondary education . . . and the Islamic culture will be a central subject at all levels of higher education" (Lacroix, 2011; 12).

According to estimates provided by academics, Islamic studies took up approximately one third of the weekly classroom hours in Saudi Arabia's primary and secondary schools in the year 2006. This was the case in both public and private schools. This was the case in 2006. Prior to the year 2011, the field of religious studies was broken up into six distinct units: "Quran; tawhid (declaration of the oneness of God); tajwid (intonation); tafsir (interpretation of and commentary on the Quran); hadith (the record of the sayings and doings of the Prophet Muhammad and his companions); and fiqh (Islamic jurisprudence)".

Saudi Arabia's women can count themselves fortunate that the country has adhered to Sharia law. They have earned a place of honour in the family and in the community as a result of this. As long as they are in accordance with Sharia law, which serves as the basis for Saudi laws, the Saudi Universities Law, the Civil Service Law, and the Labour and Workers Law. Regarding grade, salary, curriculum, and opportunities for education, employment, and training, Saudi Arabian law accords women the same status as men under all circumstances (Yang et al., 2022). This is the case even though Sharia law serves as the foundation for Saudi law. Despite the fact that Sharia law serves as the foundation for legal systems in Saudi Arabia, this is the case.

Education is one of the most important determinants of development because it increases the proportion of women in the labour force. Education is one of the primary determinants of development for this reason. Although there is a significant correlation between education and employment (Glass, 1992), the effect of education on employment depends on other variables, such as a person's country of residence (Temple, 1999; akmak et al., 2021). Despite the fact that there is a strong correlation between education and employment, this is the case. The percentage of illiterate adults and children in Saudi Arabia has decreased thanks to significant strides that the country has made to raise its educational standards.

Education is one of the primary factors that determines development because it leads to an increase in the number of women who participate in the labour force. Although there is a substantial relationship between education and employment (Glass, 1992), the impact of education on employment is contingent on other factors, such as the country in which one resides (Temple, 1999; akmak et al., 2021). Higher education is regarded as an essential step in the process of transitional preparation, so Saudi Arabia has made an effort to increase student enrollment in a variety of institutions and universities.

4. CONCLUSION

This research examines the progress that the Saudi Arabian government and its most influential institutions, such as universities, have made in providing equal access to higher education for women. A number of policy changes and reforms are proposed that, if implemented, would lead to an improved education system for women, a more progressive and knowledge-based society, increased participation by Saudi women in public life, and a new perspective on women in Saudi Arabia. More Saudi women would become politically active, cultural norms would change, and quality education would be made available to all Saudi girls. The study's analysis of the effects of female education in Saudi Arabia was thorough and accurate. First the universities provide equal opportunities to women in the selection of subjects and courses, providing scholarship, and others. Secondly, the curriculum and system have been backed by Sharia law, which assist in maintaining decorum in all sphere of life and empowering them. Religion based education not only helps in maintain great culture and morality but it also helps to foster the growth of a more robust sense of well-being, as well as higher ethical standards and individual happiness. It is beneficial to people on an individual level, as well as to families, states, and the nation as a whole. It improves one's ability to exercise self-control, empathize with others, have high self-esteem, learn new things, and prosper financially.

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