

The Effectiveness Of The Role (Family And Work) Among Working Mothersin Educational Institutions In Bordj Bou Arreridj (Field Study)

Assia Bouras*¹, Malika Ben Bordi ², Abdelkarim Maamoun³, Hamza Lazazga ⁴

¹University of 20 August 1955, Skikda, Algeria.

²LERDR Laboratory, University Mohammed El Bachir El Ibrahimi of Bordj Bou Arreridj, 3034, El Annasser, Algeria.

³ University center of aflou.Algeria.

⁴University of Mohamed lamine debaghine setif 2 Algeria.

Corresponding author*: as.bouras@univ-skikda.dz

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Abstract

The aim of the current study was to determine the effectiveness of both the familial and occupational roles among a sample of working mothers in educational institutions at different levels (elementary, middle, and high school) in Bordj Bou Arréridj during the academic year (2023-2024). Using a descriptive approach and the researcher's questionnaire, administered to a sample of 129 employees, after statistically processing the field study data, the results revealed the following:

- The effectiveness of the familial role is high among a sample of working mothers in some educational institutions in Bordj Bou Arréridj.
- The effectiveness of the occupational role is high among a sample of working mothers in some educational institutions in Bordj Bou Arréridj.
- There are statistically significant differences in the familial role based on the variable of children's age among a sample of working mothers in some educational institutions in Bordj Bou Arréridj.
- There are no statistically significant differences in the effectiveness of the occupational role based on the variable of years of experience in the study sample.
- There are no statistically significant differences in the effectiveness of the occupational role in the study sample based on the educational level to which the working mothers belong. The results were interpreted in accordance with the theoretical heritage, explanatory theories, and previous studies on the subject. Finally, this study concluded with a set of recommendations and proposals.

Keywords: familial role, occupational role, working mothers.

I. Introduction

Women today constitute a significant portion of the human resources of a nation, highlighting the importance of women's roles in advancing

economic development and social welfare. The optimal utilization of these resources entails creating employment opportunities for both genders and contributing to the national development process.

Traditionally, women have been primarily engaged in nurturing and managing household affairs, playing a crucial role in maintaining family cohesion and, consequently, societal harmony as a whole. Work, on the other hand, can be defined as the effort exerted by individuals, whether mental or physical, to serve both themselves and society, aiming to earn compensation that assists in meeting personal needs. It is widely acknowledged that the primary and fundamental contribution made by women to society, primarily through their roles within the family, is an undisputed issue (Aoufi, 2003, p.142). However, the current scenario highlights the problematic nature of the conflict between the roles experienced by working women, especially when familial responsibilities intersect with professional duties simultaneously, involving various factors such as the age of children and their needs, or the educational level at which women work.

Through this study, we seek to uncover the effectiveness of both the familial and occupational roles among a sample of working mothers in educational institutions.

1.1. Problem Statement:

The discussion regarding women entering the workforce is no longer a matter of contemporary trend or urbanization boasting but a necessity imposed by the economic, social, and even political circumstances prevalent in both developed and developing countries alike. The important and fundamental role played by women in daily life has demonstrated their high capabilities and potentials that cannot be ignored or denied by other members of society. Working women have proven their positive impact in various fields, especially in economic realms (Nouri, 2015, p.74), including healthcare and educational institutions.

The nature of work for working women, particularly educators in educational institutions, "its value and determinants, is essential and poses one of the main challenges

for development. Evaluating the work of female teachers to enhance their effectiveness in the future, economically and socially, involves developing capabilities, language learning, and adopting new approaches and methods in lifelong teaching and learning without conflict" (Al-Zuhairi, 2012, p.6). However, whether a woman is single, married, or a mother, she is committed to multiple roles and social obligations that present challenges and generate pressures. Often, women find themselves facing multiple demands and difficult, sometimes impossible, choices, such as those between children, spouses, and household affairs. Balancing all these responsibilities becomes challenging due to the demands of their work outside the home, time constraints, and the scarcity of effort. Consequently, women may experience conflicting situations between their modern and traditional roles, particularly concerning the family and children, resulting in fewer family gatherings and consequently, family instability (Belbioud and Herqass, 2020, p.115).

Furthermore, the feeling of time constraints due to spending long hours outside the home for work and its associated responsibilities leads to inadequate time and effort for household chores and childcare. Balancing between the workplace and home becomes challenging, as the prolonged time spent at work, along with the expended effort and energy, impacts the wife and mother's ability to provide affection and care to her children and attend to her spouse. Additionally, work conditions affect a woman's personal life. It is natural for all these pressures, resulting from the difficulty of reconciling work, home, spouse, and children, to contribute significantly to the emergence of conflicts in her various roles (Ghayat, 2013, p.99).

In the same context, it cannot be conclusively stated that women's employment leads to family instability. Some argue that women's employment has saved many Arab families from disintegration and poverty, ensuring their social stability. Even if women's work has

negative aspects, it also has positive ones. However, most Arab societies struggle with ambivalent attitudes towards women (Tajani, 2012, p.100).

Facing the multitude of roles demanded of women makes some female workers feel burdened by the pressure of these roles and incapable of fulfilling them all. This incapacity to fulfill all roles contributes to the emergence of conflicts in their various roles. The negative impact of this extends beyond the suffering of working women to affect their productivity, resulting in decreased performance, job dissatisfaction, delays, and absences, thereby posing further challenges to their aspirations in the future (Al-Faifi, 2020, p.6).

Research addressing the reality of women holds significant importance in psychological and social studies due to the increasing numbers of working women, despite their familial responsibilities. Women have attempted to enter the workforce while fulfilling their roles as wives, mothers, and homemakers. Nevertheless, balancing these roles proves challenging. Whatever the reason for a woman's entry into the workforce, whether it's by choice or necessity, it's undeniable that she cannot abandon her natural role as a family caretaker. Family represents the primary social unit in an individual's life and is one of the fundamental systems for building social structures. Therefore, the greatest burden falls on women's shoulders, regardless of the nature of their work and its characteristics (Nouri, 2015, p.75).

The simultaneous juggling of work inside and outside the home by working women is a reality and a responsibility entrusted to them. Any conflict between these roles negatively affects the psychological and physical balance of these women (working wives), as well as their social and familial adaptation. The Algerian societal norm dictates that a woman must attend to her environmental roles before her role as a worker or employee. Domestic tasks, including cooking, cleaning, laundry, and organizing, as well as caring for children's physical, mental,

and health needs, and fulfilling family duties and obligations, all fall solely upon the working woman, regardless of the nature and specifics of her work (Boubaker, 2012, p.12).

From this perspective, this field study aims to determine the effectiveness of both the familial and occupational roles among a sample of working mothers in educational institutions at different levels (elementary, middle, and high school) in Bordj Bou Arréridj during the academic year (2023-2024). This is done through raising the following questions:

- What is the effectiveness level of the familial role among a sample of working mothers in some educational institutions in Bordj Bou Arréridj?
- What is the effectiveness level of the occupational role among a sample of working mothers in some educational institutions in Bordj Bou Arréridj?
- Are there statistically significant differences in the familial role based on the variable of children's ages among a sample of working mothers in some educational institutions in Bordj Bou Arréridj?
- Are there statistically significant differences in the effectiveness level of the occupational role based on the variable of years of experience among the study sample?
- Are there statistically significant differences in the effectiveness level of the occupational role based on the variable of the educational level to which the female teachers belong in the study sample?

1.2. Hypotheses: Referring to the nature of the subject (effectiveness level of both familial and occupational roles among a sample of working mothers in educational institutions), the aim (empowerment of the familial and occupational roles among working mothers in educational

institutions), and the characteristics of the study sample, represented by mothers holding positions in educational institutions within the study field, the following hypotheses have been formulated to answer the previous questions:

- The effectiveness level of the familial role is high among a sample of working mothers in some educational institutions in Bordj Bou Arréridj.
- The effectiveness level of the occupational role is high among a sample of working mothers in some educational institutions in Bordj Bou Arréridj.
- There are no statistically significant differences in the familial role based on the variable of children's ages among a sample of working mothers in some educational institutions in Bordj Bou Arréridj.
- There are no statistically significant differences in the effectiveness level of the occupational role based on the variable of years of experience among the study sample.
- There are no statistically significant differences in the effectiveness level of the occupational role among the study sample based on the variable of the educational level to which the female teachers belong.

1.3. Importance of the Study: The importance of the study lies in its focus on the reality of working mothers in educational institutions, and the extent of their commitment to various roles such as the familial role, which manifests in familial and relational obligations such as upbringing, nurturing, cooking, and many other requirements that demand effort, attention, time, and exhaustion. Similarly, the occupational role requires a high degree of discipline, effort, precision, and attendance, based on various interactive job requirements across different levels, ranks, and fields.

Working women, like men, perform tasks, but socially, working mothers, in particular, adhere to natural familial tasks, placing themselves in a constant challenge with their own selves, aspirations, and ambitions.

- Highlighting the reality of working mothers in educational institutions in terms of different levels (primary, middle, high school).
- The importance of the study stems from the importance of familial and occupational life for an important segment of society, which is mothers, and their circumstances.
- Highlighting the importance of differences in the effectiveness level of the familial and occupational roles based on variables such as children's ages, years of experience, and the educational level to which teachers belong. Additionally, this study may pave the way for further research and studies based on the results obtained.

1.4. Study Objectives: The current study aims to: answer the posed questions and validate the assumptions, identify the reality of the effectiveness level of the familial and occupational roles among working mothers in educational institutions while performing their tasks by assessing the extent to which working mothers in educational institutions can achieve effectiveness in their familial and occupational roles satisfactorily in the face of life pressures, role requirements, and social and job commitments, based on standard differences in their familial and occupational situations.

1.5. Definition of Basic Concepts for the Study:

- Familial role
- Occupational role
- Working mothers

1.5.1. Familial Role:

Familial role: The family is defined as the primary unit from which society is formed, and it is one of the most general and widespread social phenomena. No society is devoid of a family system, and it forms the basis of stability in social life. The family is the first unit of socialization institutions, helping to preserve the human race, providing individuals with the conditions for continuing life, and granting them moral continuity. The familial role is manifested through tasks and responsibilities undertaken by married women in terms of household chores, child upbringing according to the cultural and religious identity of the society, and fostering family relationships with the spouse and extended family members.

Daily household tasks such as washing, cleaning, cooking, organizing, and ironing are usually interconnected, sequential, and intertwined tasks that require effort and time. These household duties have been passed down through generations as women's responsibilities, rooted in traditional perceptions and patriarchal values, especially in the case of working wives.

One of the intrinsic maternal duties is satisfying the biological, social, and psychological needs of the child, especially in the early stages of upbringing, including feeding, hygiene, and affectionate care, creating the first warm social embrace that provides all the requirements for emotional and balanced emotional growth, achieving proper child development within the family, which represents the community and enables the child to harmonize, loyalty, and acceptance of social norms and human identity.

In the same context, women within the family represent a crucial pillar in achieving stability and satisfaction for the rest of the family members. The wife creates a conducive family atmosphere for her husband, who is responsible for providing for the family and spending on its members, serving as his support in all family matters.

Operational definition in the current study: It is the estimation of the commitment of working mothers to the requirements of the familial role, including household obligations, upbringing and familial responsibilities, as well as familial relational commitments, embodying the effectiveness of the familial role entrusted to married women in society. These women also work in the education sector permanently and are employed at one of the educational levels (primary, middle, high school) in Bordj Bou Arréridj during the academic year (2023-2024).

1.5.2. Occupational Role:

Occupational role (Concept of Work): Work refers to any productive social and physical activity performed by individuals, whether men or women, in any form of profession, job, or craft, with or without pay. This enables the provision of services needed by society and helps individuals connect with a certain type of relationships with their family members and the society they live in. The massive numbers of individuals joining modern occupations and jobs associated with urban areas on the one hand, and with the state and public sector on the other, indicate a preferential trend indicating a significant appreciation of work, surpassing mere enrollment and work execution among employees.

Work is defined as the effort exerted by individuals, whether mental or physical, to participate in serving individuals and society with the aim of obtaining remuneration to help individuals meet their needs. We know very well that the primary and fundamental role offered to society is a matter considered essential and unquestionable. However, this does not prevent the preparation for life and education to achieve what can be obtained from cultural, artistic, scientific, and professional education, akin to men, without restriction or condition. This has been influenced by human rights reports (Aoufi, 2003, p.142).

In the same vein, we find that the individual's choice of occupation, whether male or female,

depends on the services, characteristics, and job responsibilities and work requirements that they can provide and achieve the highest degree of effectiveness and job satisfaction. The woman selects what suits her femininity and identity according to the age stages and social situations.

It is worth noting that the primary and first role of women is to form a family, bear children, and raise them in accordance with the ethics of the society to which the family belongs. This role remains valid and undisputed. However, with technological and industrial development, women have acquired a new secondary role, which is external work, added to their traditional roles as wives and mothers.

In the current study, maternal commitment to the requirements of the occupational role is operationally defined as encompassing job performance, organizational performance, and job continuity among those employed in the education sector, specifically in primary, middle, and secondary levels, in the province of Bordj Bou Arreridj during the academic year (2023-2024).

1.5.3. Working Mothers: In this study, working mothers refer to female teachers who have children and are employed in educational institutions in the province of Bordj Bou Arreridj during the academic year (2023-2024). They undertake numerous demanding tasks, including lesson planning, preparation for educational situations, implementation of the curriculum, monitoring students' educational progress, facilitating knowledge acquisition, fostering targeted competencies, identifying and addressing students' failures, evaluating students' academic progress, as well as adhering to their pedagogical and administrative roles, such as training and invigilation during examinations, as stipulated by official regulations, among other responsibilities that necessitate their presence within the institution.

2. Methodology and Tools:

2.1. Study Areas: The research was conducted on a sample of working mothers in educational institutions at various levels (primary, middle, and secondary) in the province of Bordj Bou Arreridj during the academic year (2023-2024).

2.2. Study Approach: The nature and objective of the study determine the methodology. The current study aims to assess the effectiveness of both the familial and occupational roles among a sample of working mothers in educational institutions. Therefore, the appropriate methodology for this research is descriptive (analytical descriptive study), which involves precise monitoring and observation of a specific phenomenon or event quantitatively or qualitatively over a period or several periods to comprehend and develop insights into the reality.

2.3 Study Population and Sample:

2.3.1. Study Population: The study population consists of a sample of working mothers employed in educational institutions at different levels (primary, middle, and secondary) including Saadi Omar School, Boukhelifa School, Ahmed Lakhder High School, and Mahammedi High School in Bordj Bou Arreridj province, totaling (129 individuals) during the academic year (2023-2024).

2.3.2. Study Sample: Given the nature of the subject and the human dimension of the study, a non-probability sampling technique and purposive sampling were utilized as they serve the research objectives. The working mothers selected were those permanently employed in educational institutions in the El Anasser municipality, representing four primary schools, two middle schools, and two high schools in Bordj Bou Arreridj, totaling (150) male and female employees. Subsequently, (21) female employees were randomly excluded to ensure validity and reliability, resulting in a core sample size of (129) employees representing the primary study sample.

Sample Characteristics:

Sample characteristics based on years of experience :

Table (1): Distribution of the Sample by Years of Experience

Percentage (%)	Number	Years of experience
14,0	18	Less than or equal to 5 years
86,0	111	More than 5 years
100,0	129	Total

From the SPSS outputs prepared by the researcher

The researcher's findings are summarized as follows:

From Table (1), it is evident that the study sample comprised 18 male teachers whose

experience ranged from 0 to 5 years, constituting 14% of the sample, and 115 female teachers with more than 5 years of experience, accounting for the remaining percentage.

- **Sample Characteristics Based on the Number of Children.**

Table (2): Distribution of the Sample by Number of Children.

Percentage (%)	Number	Number of children
52,7	68	Less than or equal to 03 children
47,3	61	More than 03 children
100,0	129	Total

From the SPSS outputs prepared by the researcher

The researcher's findings are outlined as follows:

According to Table (2), it is apparent that the study sample consisted of 68 female teachers

who have between 0 to 3 children, constituting 52.7% of the total sample, and 61 female teachers with more than 3 children, accounting for 47.3%.

- **Sample Characteristics Based on the Age of Children**

Table (3): Distribution of the Sample by the Age of Children.

Percentage (%)	Number	Children's ages
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42,6	55	Less than or equal to 6 years
57,4	74	Greater than 6 years
100,0	129	Total

From the SPSS outputs prepared by the researcher

The researcher's findings are outlined as follows:

According to Table (2), it is apparent that the study sample consisted of 68 female teachers

who have between 0 to 3 children, constituting 52.7% of the total sample, and 61 female teachers with more than 3 children, accounting for 47.3%.

- **Sample Characteristics Based on the Age of Children**

Table (4): Distribution of the Sample by the Age of Children.

Percentage (%)	Number	Grade
55,0	71	Elementary
21,7	28	Intermediate
23,3	30	Secondary
100,0	129	Total

From the SPSS outputs prepared by the researcher

Table (4) indicates that the study sample comprised 71 female teachers working in the primary level, accounting for 55% of the total sample, 28 female teachers in the middle level, representing 21.7%, and 30 female teachers in the secondary level, constituting 23.3%.

2.4. Data Collection Tools: To collect data for the study, a questionnaire assessing the effectiveness of both the familial and occupational roles among working mothers in educational institutions was utilized. The questionnaire consisted of 30 items. The researcher developed this tool following methodological procedures for questionnaire construction. This involved conceptual analysis of the study's hypotheses, identification of the

desired information, review of theoretical literature on familial and occupational roles, exploration of the relationship between work roles, the psychological well-being of working women, especially in child-rearing stages, the associated pressures, and the significance of professional experience in the educational sector.

After determining the questionnaire's structure, the intended analysis type, and the characteristics of the target group, as well as reviewing various questionnaire models such as those by Nouri (2015) on the conflict of roles among working women, a descriptive study on the impact of women's employment on their social roles, Hajjaj (2021) for detecting the conflict between familial and occupational roles - a field study on a sample of employees in the Youth and Sports Institution in Tamanrasset,

and Ghayat's questionnaire (2013) related to studying role conflicts among women in leadership positions, as well as Belbeyoud and Harraq's questionnaire (2020) on role conflict among working women and its impact on family relationships - a field study in hospitals in Guelma province.

The initial draft of the current study's questionnaire was formulated and subjected to review by 8 referees, including 5 professors from the Department of Psychology at the University of Bordj Bou Arreridj and three education sector employees who are university graduates. This process led to the deletion, modification, and reformulation of certain items. Subsequently, the revised questionnaire was administered to a sample of university graduates currently holding positions in the mentioned institutions within the community and the study sample, consisting of 30 working mothers, to calculate psychometric properties. Finally, the questionnaire was finalized, consisting of two parts: the first part containing general data about the workplace, number and

age of children, years of experience, and educational level, while the second part focused on revealing the effectiveness of both familial and occupational roles among working mothers in educational institutions in Bordj Bou Arreridj. The first part comprised 15 items addressing familial roles, and the second part contained 15 items addressing occupational roles, with three response alternatives: strongly agree, agree, and sometimes.

2.4.1. Psychometric Properties of the Scale:

Reassessment of the Reliability and Validity of the Familial Role Axis for Working Mothers:

Calculation of Internal Consistency Reliability:

The internal consistency reliability of the structural dimensions of the familial role axis in the current study was calculated by extracting the correlation coefficient as a measure of the total degree, as shown in the following tables:

Table (5): Relationship of Each Dimension of the Familial Role Axis for Working Women and the Total Degree of the Axis.

Significance	Significance level	Correlation coefficient	Dimensions
Significant	0.01	0.837	Home responsibilities
Significant	0.01	0.889	Parenting and family upbringing obligations
Significant	0.01	0.850	Family relational commitments
-	-	1	Total score

From the SPSS outputs prepared by the researcher

Based on the table, it is evident that all dimensions have a significant relationship with the total degree of the familial role axis. The

correlation coefficients were respectively (0.837, 0.889, 0.850), all statistically significant at the 0.01 level. This confirms the validity of the structural content consistency of the familial role conflict axis and its applicability to the current study.

The stability of the familial role axis was computed using Cronbach's Alpha coefficient.

Table (6): Stability Coefficient of the Familial Role Axis for Working Women Using Internal Consistency.

Number of items	Cronbach's alpha reliability coefficient	
15	0.856	Family Role Axis

From the SPSS outputs prepared by the researcher

From the table, we observe that the stability coefficient of the familial role axis is very high,

with a value of (0.856). This indicates that the scale exhibits a very high level of stability.

• **Stability using the Split-Half Method:**

Table (7): Stability of the Familial Role Axis for Women using the Split-Half Method.

0.672	Correlation coefficient between halves
0.799	Total Guttman split-half reliability coefficient

From the SPSS outputs prepared by the researcher

The correlation coefficient between the two halves was calculated to be (0.672), and with Spearman-Brown formula compensation, the total stability value reached (0.799). This indicates that the axis exhibits a very high level of stability.

Calculation of Internal Consistency Reliability:

The internal consistency reliability of the structural dimensions of the functional role axis for working women in the current study was computed by extracting the correlation coefficient for each dimension from the total degree, as shown in the following tables:

2.4.2.Reassessment of the Reliability and Validity of the Working Woman's Functional Role Axis:

Table (8): Relationship of Each Dimension of the Functional Role Conflict Axis for Working Women and the Total Degree of the Axis.

Significance	Significance level	Correlation coefficient	Dimensions
Significant	0.01	0.856	Job performance
Significant	0.01	0.836	Organizational performance
Significant	0.01	0.843	Job tenure

-	-	1	Total score
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From the SPSS outputs prepared by the researcher

From the table, it is evident that all dimensions have a significant relationship with the total degree of the functional role axis. The correlation coefficients were respectively (0.856, 0.836, 0.843), all statistically significant

at the 0.01 level. This confirms the validity of the structural content consistency of the functional role axis and its applicability to the current study.

The stability of the functional role axis was computed using Cronbach's Alpha coefficient.

Table (9): Stability Coefficient of the Functional Role Axis for Working Women Using Internal Consistency.

Number of items	Cronbach's alpha reliability coefficient	
15	0.883	Functional Role Axis

From the SPSS outputs prepared by the researcher

From the table, it is noticeable that the stability coefficient of the functional role axis is very

high, with a value of (0.883). This indicates that the scale exhibits a very high level of stability.

Stability using the Split-Half Method:

Table (10): Stability of the Functional Role Axis for Women using the Split-Half Method.

0.620	Correlation coefficient between halves
0.765	Total Guttman split-half reliability coefficient

From the SPSS outputs prepared by the researcher

The correlation coefficient between the halves was calculated, reaching a value of (0.620), and with compensation in the correction equation, the value of the total stability reached (0.765), indicating that the functional role axis enjoys very high stability.

2.5. The methods used in the study by utilizing the statistical package SPSS22:

- Descriptive statistics (frequencies, percentages, means, and standard deviations).
- Pearson correlation coefficient to assess internal consistency reliability and test the general partial hypothesis.
- Cronbach's alpha coefficient to assess reliability.
- One-sample t-test to test the first and sixth partial hypotheses.

- Independent samples t-test to assess discriminant validity and test differences according to variables (years of experience, age of children).
- Analysis of variance to test differences according to the phase variable in which working mothers operate.

3. Study results:

3.1. Presentation, analysis, and discussion of study results and interpretation in light of hypotheses:

Table No. (11): The effectiveness of the family role among a sample of working mothers in some educational institutions in Boudjima.

Level	Decision	Significance level	T Value	Difference between means	Degree of freedom	Standard deviation	Arithmetic mean	Theoretical average	Sample size	Dimensions of the Family Role Conflict Axis
مرتفع [3-2.32]	Significant	0.01	23,754	,685 27	128	,3276 6	2,68 53	2	129	Home responsibilities
High [3-2.32]	Significant	0.01	30,221	,818 60		,3076 5	2,81 86			Parenting and family upbringing obligations
High [3-2.32]	Significant	0.01	25,376	,722 48		,3233 7	2,72 25			Family relational commitments
High [3-2.32]	Significant	0.01	30,930	,742 12		,2725 1	2,74 21			Total score

From the SPSS outputs prepared by the researcher

After extracting the means and standard deviations for the dimensions of the axis and the total score and comparing them with the theoretical mean, it was found that the means of the study community individuals in the

3.1.1. Presentation, analysis, and discussion of the results of the first hypothesis and its interpretation:

The first hypothesis stated that the effectiveness of the family role is high among a sample of working mothers in some educational institutions in Boudjima. To test the first partial hypothesis, a one-sample t-test was used to compare the sample mean with each dimension of the family role axis and the total score with the theoretical mean of the axis. The result is as shown in the following table:

dimensions of the family performance conflict axis and the total score are as indicated in the table, with the respective mean values for the dimensions being (2.685, 2.818, 2.722) with standard deviations of (0.327, 0.307, 0.323) and the mean value for the total score being (2.742) with a standard deviation of (0.272). Upon comparison between the achieved (computed)

mean and the theoretical mean of (2), all the computed means for the dimensions and the total score fall within the range [2.32-3], indicating high levels within the range.

Using the one-sample t-test as a statistical tool in the analysis, it was revealed that all dimensions and the total score are statistically significant between both the computed and theoretical means, as evidenced by the respective t-values (23.754, 30.221, 25.376, 30.930), which are statistically significant at a significance level of $(0.01=\alpha)$, with a 99% confidence level and a 1% margin of error. Consequently, it can be inferred that the effectiveness of the family role is high among a sample of working mothers in some educational institutions in Boudjima. This suggests that working mothers in education shoulder all household responsibilities, fulfilling their roles with a very high level of commitment, maintaining their identities as wives and mothers with responsibilities, persevering in raising and protecting their children emotionally, psychologically, and socially, as

well as upholding their marital and familial duties such as respecting their spouses, and fulfilling all household responsibilities including cleanliness, laundry, cooking, ironing, etc. They also demonstrate loyalty to social and family systems by respecting relationships with family members and representing them in various social events, as evidenced by their responses, thus validating the first hypothesis.

3.1.2. Presentation, analysis, and discussion of the results of the second hypothesis and its interpretation:

The second hypothesis posited that the effectiveness of the functional role is high among a sample of working mothers in some educational institutions in Boudjima. To test the first partial hypothesis, a one-sample t-test was used to compare the sample mean with each dimension of the functional role axis and the total score with the theoretical mean of the axis. The result is as shown in the following table:

Table No. (12): Effectiveness of the functional role.

Level	Decision	Significance level	T-value	Difference between means	Degree of freedom	Standard deviation	Arithmetic mean	Theoretical average	Sample size	Dimensions of the Family Role Conflict Axis
High [3-2.32]	دال	0.01	17,934	,75969	128	,48113	2,7597	2	129	Job performance
High [3-2.32]	دال	0.01	27,805	,80930		,33059	2,8093			Organizational performance
High [3-2.32]	دال	0.01	14,526	,58760		,45945	2,5876			Job tenure

High [3-2.32]	دال	0.01	24, 358	,71886		,33520	2,7189			Total score
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From the SPSS outputs prepared by the researcher

After computing the means and standard deviations for the dimensions of the axis and the total score and comparing them with the theoretical mean, it was found that the means of the study community individuals in the dimensions of family performance conflict axis and the total score, as illustrated in the table, were as follows: the respective mean values for the dimensions were (2.759, 2.809, 2.587) with standard deviations of (0.481, 0.330, 0.459), while the mean value for the total score was (2.718) with a standard deviation of (0.335). Upon comparison between the achieved (computed) mean and the theoretical mean of (2), all the computed means for the dimensions and the total score fall within the range [2.32-3], indicating a high level within the range.

Using the one-sample t-test as a statistical tool in the analysis, it was revealed that all dimensions and the total score are statistically significant between both the computed and theoretical means, as evidenced by the respective t-values (17.934, 27.805, 14.526, 24.358), which are statistically significant at a significance level of (0.01= α), with a 99% confidence level and a 1% margin of error. Consequently, it can be inferred that the effectiveness of the functional role is high among the study sample, attributable to various reasons. Working mothers in education, who consider teaching as an extension of child rearing, adhere to the rules and regulations of

their profession, which represent their identity as educators. They work to empower students with knowledge and competencies that foster growth, good morals, and development in all areas. Teachers at the elementary level, for instance, teach various subjects such as Islamic education or civics, which are fundamental to social, religious, and cultural identity, or enable students to master the Arabic language as a cornerstone of Arab-Islamic identity, facilitating dialogue and communication. Moreover, teachers at the secondary level devote their efforts to honing the targeted scientific competencies of students, educating and nurturing them to become responsible individuals, contributing to the formation of a righteous individual. Therefore, the second hypothesis is validated.

3.1.3. Presentation, analysis, and discussion of the results of the third hypothesis and its interpretation:

The third hypothesis posited that there are statistically significant differences in the effectiveness of the family role based on the variable of children's age among a sample of working mothers in some educational institutions in Boudjima. To verify the hypothesis, relying on the mean scores and standard deviations in the age of children (less than or equal to 06 years - more than 06 years), the t-test for the significance of differences in the total score for the axis yielded the following results:

Table No. (13): Significance of differences in mean scores of study sample individuals on the total score for the family role axis based on the variable of children's age.

Decision	Significance level	T-value	Standard deviation	Arithmetic mean	Sample size	Years of Experience	The variable
Significant	0.01	2.877-	4,40103	39,9636	55	Less than or equal to 6 years	Total score
			3,63016	42,0000	74	Greater than 6 years	

From the SPSS outputs prepared by the researcher

From Table No. (13), it is observed that the value of (T) for the total score was (-2.877), which is statistically significant at a significance level of $(0.01=\alpha)$, indicating the presence of statistically significant differences in the family role based on the variable of children's age among the study sample. Comparing the mean scores between the two groups as illustrated in the table, it is noticeable that the mean score for the group whose children are over 06 years old, which was (42.00), is the highest, thus indicating differences in their favor.

This suggests that working mothers in education, whether in elementary, middle, or high school, face challenges. They are mothers, wives, and responsible homemakers who shoulder the burdens of their families, fulfilling their familial roles to the best of their abilities, meeting their needs, and ensuring their well-being. Moreover, they are obliged to perform their professional duties effectively. Teaching profession requires meticulous preparation, planning, and other specific tasks. Especially in the case of mothers with young children (less than 6 or equal to 6 years old), the responsibilities increase, especially if they have

two or more children. They require more care and preparation in addition to the demands and expectations placed on them, which consume their effort and time.

However, after the children reach 6 years of age, working mothers begin to see a gradual decrease in the responsibilities associated with their care, as they gradually gain independence in dressing, eating, cleanliness, etc. This is evident from their responses, hence validating the third hypothesis.

3.1.4. Presentation, analysis, and discussion of the results of the fourth hypothesis and its interpretation:

- The fourth hypothesis posited that there are no statistically significant differences in the effectiveness of the functional role based on the variable of years of experience among working mothers.

To verify the hypothesis, relying on the mean scores and standard deviations in years of experience (less than or equal to 5 years - more than or equal to 5 years), the t-test for the significance of differences in the total score for the axis yielded the following results:

Table No. (14): Significance of differences in mean scores of the study sample individuals on the total score for the functional role axis based on the variable of years of experience.

Decision	Significance level	T-value	Standard deviation	Arithmetic mean	Sample size	Years of Experience	The variable
not significant	0.615	0.651	6,78450	41,5000	18	Less than or equal to 5 years	Total score
			4,71233	40,6667	111	Greater than 5 years	

From the SPSS outputs prepared by the researcher

From Table No. (14), it is observed that the value of (T) for the total score was (0.651), which is not statistically significant at a significance level of ($0.05=\alpha$). This indicates the absence of statistically significant differences in the effectiveness of the functional role based on the variable of years of experience among working mothers. This can be attributed to several reasons, including the fact that employees in educational institutions are not affected by differences in professional experience. Through direct communication, it has been found that years of work do not significantly impact them because over the years of work, they achieve job satisfaction through various professional indicators that characterize the teaching profession, especially in elementary, middle, and high school.

Firstly, the team working in the same institution is considered as one family filled with love and understanding. An individual can learn and refine their professional experiences and perform their job effectively. They find support when facing problems or discussing

Table No. (15): Significance of differences among individuals of the study sample on the total score for the functional role axis based on the educational level of the teachers.

Decision	Statistical	F-value	Mean Square	Degrees of	Sum of Squares	Sources of Variation
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pedagogical issues with students through colleagues, principals, pedagogical inspectors, or administrators, and during training days. Secondly, promotion in educational institutions is fair for those who deserve it. Furthermore, family commitments do not contradict work requirements and conditions, as with years passing by, their maturity, experience, and seniority at work enable them to manage their lives optimally. Hence, the fourth hypothesis is validated.

3.1.5. Presentation, analysis, and discussion of the results of the fifth hypothesis and its interpretation:

- The fifth hypothesis posited that there are no statistically significant differences in the effectiveness of the functional role among working mothers based on the educational level they belong to.

To verify the hypothesis, the F-test for the significance of differences in the effectiveness of the functional role based on the educational level of working mothers (elementary - middle - high school) yielded the following results:

	Significance			Freedom			
not significant	,134	2,043	50,812	2	101,624	Between groups	Total score for the axis
			24,875	126	3134,298	Within groups	
				128	3235,922	Total	

From the SPSS outputs prepared by the researcher

Through the above table, it is observed that the value of the difference test (F) amounted to (2.043) for the individuals of the study sample on the functional role axis of the phase variable to which working mothers belong. This value is not statistically significant at the alpha significance level ($0.05=\alpha$). Therefore, it can be said that there are no statistically significant differences in the effectiveness of the functional role among a sample of working mothers according to the phase variable to which they belong. This explains that employees in educational institutions perform their duties with competence and carry out their tasks equally, whether in the elementary, middle, or high school phases. They adhere to all the requirements of the functional role through (post-job performance, post-organizational performance, job continuity). They are committed to fulfilling all job requirements regardless of the phase they belong to, thereby confirming the fifth hypothesis.

Conclusion and Study Recommendations:

Undoubtedly, this research aimed to determine the effectiveness of the familial and occupational roles among working women in educational institutions. It holds significant importance in individuals' lives, especially in society at large, as it is linked to the family, which is the cornerstone in shaping individuals' personalities and the fundamental nucleus in

shaping society. The failure of women to fulfill their roles negatively impacts both the family and society. Therefore, we recommend the following:

1. Conduct in-depth studies on role conflicts, identifying their causes, sources, and resulting effects.
2. Conduct a study to understand the relationship between role conflicts and other variables such as psychosomatic disorders and occupational diseases.
3. Conduct a comparative study between role conflicts in women and role conflicts in men.
4. Find real and effective solutions to achieve balance and harmony, even to a limited extent, between the conflict of familial and occupational roles.
5. Work on raising awareness among families about new roles and their conflicts, and encourage spouses to understand the situation of working women and their roles at different stages of life.

The effectiveness of familial and occupational roles among working women realizes their aspirations and identities within their families and their roles as mothers and wives. Failure to achieve these roles traps them in a vicious cycle that is difficult to escape from, which reflects on their duties and responsibilities towards their families, eventually leading to family

disintegration. On the other hand, they may encounter several problems in their work, manifested in tardiness or absences that may lead to dismissal, hindering them from achieving their goals and aspirations.

Therefore, institutions should strengthen employment by providing clinical psychologists who can assist employees in emotional release and seeking help.

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