

The Mediating Role of Economic Security in the Conflict between Family Requirements and Professional Duties among Teachers in Yemen: Suggested Model

Dr. Mabrook Saleh AL-SOUDI 

* Faculty of Education Amran University - Yemen

alsodizm@gmail.com



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ABSTRACT

This research aims to explore the mediating role of economic security in the conflict between family demands and professional duties among teachers in Yemen. A qualitative research methodology is followed in the collection and analysis of data through the use of semi-structured interviews with a cross-sectional sample of (133) male and female, teachers who are randomly selected, not systematically, from different regions of Yemen, and the study shows that the difficult economic conditions in Yemen caused an increase in teachers' feelings of economic insecurity, and that irregular salaries greatly affected their ability to meet the needs and demands of their families. The psychological pressure results from their feeling of economic insecurity that negatively affects their ability to fulfill their professional duties. It is also shown that economic insecurity plays a mediating role in exacerbating the conflict between family requirements and professional obligations among these teachers. Finally, the research recommends the implementation of institutional and community support mechanisms to enhance the economic security of teachers in Yemen and contribute to reduce the severity of the impact of work-family conflict on them.

KEYWORDS:

Intellectual Capital; Economy of Knowledge; Participatory Banks; Competitive Advantage; Economy of Nature.

الدور الوسيط للأمن الاقتصادي في الصراع بين المتطلبات الأسرية والواجبات المهنية لدى المعلمين في اليمن



الدكتور مبروك صالح السوداني

* كلية التربية، جامعة عمران - اليمن

alsodizm@gmail.com

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الملخص:

تهدف هذه الدراسة إلى استكشاف الدور الوسيط للأمن الاقتصادي في الصراع بين المتطلبات الأسرية والواجبات المهنية لدى المعلمين في اليمن، وتم اتباع منهجية البحث النوعي في جمع وتحليل البيانات باستخدام المقابلات شبه المنتظمة مع عينة عرضية بلغت (133) معلماً ومعلمة تم اختيارهم بشكل عشوائي غير منهجي من عدة مناطق يمنية، وأظهرت الدراسة أن الأوضاع الاقتصادية الصعبة في اليمن تسببت في ارتفاع شعور المعلمين بعدم الأمن الاقتصادي، وأن عدم انتظام المرتبات أثرت بشكل كبير على قدرتهم على تلبية احتياجات ومتطلبات أسرهم، وأن الضغط النفسي الناجم عن شعورهم بعدم الأمان الاقتصادي أثر سلباً على قدرتهم على الإيفاء بواجبات الوظيفة. كما تبين أن انعدام الأمن الاقتصادي يؤدي دوراً وسيطاً في تفاقم الصراع بين المتطلبات الأسرية والواجبات المهنية لدى هؤلاء المعلمين. وخلص البحث باقتراح آليات دعم مؤسسي ومجتمعي لتعزيز شعور المعلمين في اليمن بالأمن الاقتصادي بما يساهم في التخفيف من حدة تأثير صراع العمل والأسرة لديهم.

الكلمات المفتاحية:

الأمن الاقتصادي؛ صراع العمل والأسرة؛ المتطلبات الأسرية؛ الواجبات المهنية؛ المعلمون في اليمن.

RESEARCH BACKGROUND AND PROBLEM

1. Introduction¹

Yemen is witnessing difficult economic conditions, which have been greatly exacerbated by the ongoing war since 2014. The current situation has impact on all segments of society, including teachers in government schools, as these teachers feel economically insecure as a result of many factors, most notably the irregularity of their monthly salaries. In light of the general weakness of the government budget, in addition to the salary not meeting the basic needs of teachers as a result of the high cost of living and high prices, which resulted in severe psychological pressure on their ability to meet the needs of their families, as well as their ability to fulfill their professional duties to the fullest extent.

The world today faces unstable and rapidly fluctuating situations, with crises and conflicts within institutions exacerbated, and the severity of these crises and conflicts increases for workers in facilities and service sectors (Khattab & Barhouma, 2017). The education sector is considered one of the most important service sectors, and constitutes a conflict of roles between family responsibilities, the professional duties of those working in this vital and important sector are a dangerous phenomenon whose negative repercussions on individuals, the institution and society must be limited, as “the impact of this conflict is not limited to those in charge of this sector only, but also extends to the students receiving the service, which negatively affects the spirit of learning as a team, and the level of students’ satisfaction with the educational services provided to them” (Al-Haddad, 2017).

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The education sector in Yemen faces various challenges that have imposed themselves in light of the unstable conditions and successive crises taking place in Yemeni. These challenges include the feeling of economic insecurity among workers in the education sector - whether higher or public, and the detrimental impact on their psychological well-being information and level of productivity (Al-Soudi & Al-Khatib, 2021). The issue of economic security among workers in the education sector has received the attention of researchers. This due to the gravity of the situation faced the faculty members, and its impact extends to the learners (Nasr, 2020), which has been confirmed by the study (Dev, et al., 2023) that the financial constraints of faculty members have various effects on the motivation for academic performance among students.

On the other hand, the economic crisis is considered the most severe and intricate in the modern history of Yemen. International reports indicate that more than (50%) of government institutions are out of service after their infrastructure was exposed to direct damage, and their employees stopped working due to the cessation of their salaries (Al-Abdi & Al-Soudi, 2024), and in this regard, the UNICEF report states “UNICEF, 2018” that one and a quarter million government teachers lost their salaries and were left with little to no income (Al-Bhairi, 2018).

The current research seeks to highlight a common phenomenon that the majority of teachers in Yemen suffer from is their feeling of economic insecurity in light of the economic conditions they are experiencing, with an emphasis on the role that this feeling plays in exacerbating the conflict between their family needs and familial responsibilities.

2. Research Problem

The conflict between family and work requirements among teachers constitutes a real problem that affects their personal, family, and professional lives in general. On the one hand, teachers have a great responsibility towards their families; they must provide their families' basic needs and needs, including: food, clothing, shelter, and education. On the other hand, teachers face significant obligations to their work. They have to attend schools, prepare lessons, implement them, evaluate students' progress, and other tasks assigned to them.

Observing the lived reality, the researcher found quite a few indicators among a large segment of teachers working in Yemeni government schools, most notably: constant anxiety

and tension over the unstable financial situation, selling personal property, accumulating debts, pushing children to work, inability to pay: (rents, Bills, medicine, children's school fees, and other family responsibilities), frequent absences from work due to lack of transportation fees, dropping out of other jobs with a segment of them doing work that is not appropriate for a teacher in order to secure basic needs, and reaching a state of frustration and job burnout.

These indicators, in their entirety, suggest an increasing feeling of teachers in Yemen of economic insecurity, and their psychological, familial and professional instability, which requires examining this phenomenon through study and analysis, and addressing it with practical solutions that are compatible with the current situation of the Yemeni environment. Accordingly, the research problem can be defined in the phrase as in the following: "The conflict between family requirements and job duties among Yemeni public school teachers constitutes a real problem that affects their performance and their lives in general, and the feeling of economic insecurity contributes to increasing the intensity of this conflict."

3. Research Objectives

This research seeks to achieve the following objectives:

- Monitor how the lack of financial stability is making it harder for teachers in Yemen to balance between their family and their work responsibility.
- Proposing a cognitive model to understand and explain the mediating role of economic security in the conflict between family requirements and job duties among teachers in Yemen.
- Establishing institutional and community support mechanisms to enhance teachers' sense of economic security in Yemen in a way that mitigates the severity of the conflict between their family requirements and their professional duties.

4. Research Questions

This research attempts to answer the following questions:

- What indicators can be used to monitor how economic instability worsens the tension between family needs and work responsibility for teachers in Yemen?
- What model can help explain and shed light mediating the role of economic insecurity in the conflict between family demands and job duties among teachers in Yemen?

- What institutional and community support mechanisms are essential to enhance teachers' economic security in Yemen, in a way that helps reduce the intensity of the conflict between family demands and their responsibility?

5. The Importance of Research

The importance of research is highlighted shedding light on the issue of economic security and its role in increasing or decreasing conflict between family requirements and job duties among one of the most important segments of society, namely teachers. This research also gains its importance from the following considerations:

- The research makes an important contribution to understanding the factors affecting the quality of family and professional life among teachers in Yemen; with provide a deeper understanding of the role of economic insecurity in increased conflict between family demands and job duties.
- The research provides valuable information to researchers, politicians, and decision-makers on how to improve the economic situation of teachers in Yemen.
- The research offers practical mechanisms and recommendations they can contribute to improving the lives of teachers in Yemen by providing policies and measures to improve their economic situation, which contributes to achieving teacher well-being, improving the quality of education, and promoting stability and sustainable development in Yemeni society.

6. Research Limitations

- **Objectivity Border:** Studying and analyzing the role of economic insecurity in the conflict between family requirements and job duties among teachers.
- **Human Limits Spatial:** Male and female teachers in government schools in Yemen.
- **Time Limits:** The study was applied in the second semester of the academic year 2023/2024.

THEORETICAL FRAMEWORK AND PREVIOUS STUDIES

First: The Theoretical Framework

1. The Concept of Work and Family Life Conflict

Conflict is a state of tension or disagreement that arises when a person has conflicting demands. Conflict between work and family life is defined as: “a state of tension or anxiety arising from the difficulty of reconciling the demands of work and family responsibilities” (Kemp & Lewis, 2021).

Work-family conflict is one of the forms of conflict between roles. The role pressures of work and family life are incompatible with each other in some respects. This conflict arises from a lot of pressure, the individual’s inability to manage time well, and failure to fulfill the behavior expected by the individual, in addition to the lack of a clear vision of the hierarchy of priorities that the individual should achieve (Ibrahim, 2022).

Work-life conflict includes two sub-concepts:

- **Family Requirements:** These are the duties and responsibilities that an individual bears towards his family members, and include the basic needs of family members, and covering mandatory expenses in a sustainable manner, such as: food, water, shelter, clothing, personal hygiene tools, in addition to the ability to cover health care expenses, and education (Al-Awlaki, 2014).
- **Job Duties:** These are the responsibilities that an individual bears regarding his work, such as: performing the tasks assigned to him, adhering to the rules and regulations, and showing up at the specified work hours (ILO, 2021).

2. Types of Work-Family Conflict

There are three forms of conflict between work and family:

Time-based conflict: It is a form of resource depletion, as the employee’s time is limited and the time he allocates to perform work in one area affects the time available for the other area (Ahmed, 2019).

Pressure-Based Conflict: Stress resulting from work can result in symptoms such as: stress, tension, anxiety, fatigue, depression, and apathy. Role conflict, role ambiguity, and low levels

of leader support are among the main reasons for the outbreak of pressure-based conflict. Stress-based conflict occurs when pressure from one role on the role of the other (Al-Aqraa, 2021).

Behavior-Based Conflict: This conflict occurs when the specific behaviors required to perform one role are not compatible with behavioral expectations in another role, and this conflict also occurs when the appropriate behavior in one role is applied in an inappropriate way for the other role, such as: situations in which the individual's role in the workplace requires that objective, confidential and firm while family members need to be open with each other (Vowels, et al, 2022).

3. Effects of Work-Family Conflict:

Organizations pay great attention to the conflict resulting from the intersection between work and family life, wary of its negative consequences. This conflict leads the individual who suffers from it to take steps that harm himself, his performance, and the surrounding environment. This was confirmed by a study (Van & Mortelmans, 2022). The conflict between family life and work has several negative consequences, the most important of which are:

- **Decreased Physical Health:** Resulting constant stress from the conflict of work and family life results in physical health problems such as: insomnia and headaches.
- **Decreased Mental Health:** Work-life conflict is linked to increased rates of depression, psychological exhaustion, and increased emotional stress as a result of high levels of anxiety and stress.
- **Decreased Job Satisfaction:** The stress of trying to balance work and family reduces job satisfaction.
- **Deterioration of Family Relationships:** Constant stress negatively affects the quality of relationships with family members.
- **Decreased attendance rates:** The exacerbation of the conflict leads to an increase in sick leave days and absence from work.
- **Reducing Productivity at Work:** Due to family tension, individuals have difficulty concentrating and completing job tasks.

4. Theories and Models of Work-Life and Family Conflict

Work-family conflict is a form of role conflict; the role and tasks of the individual at work overlap with his role and tasks in the family. Below is a brief presentation of some theories and models that explain them in this field.

Theories of Work and Family Life Conflict:

- **Boundary Theory:** This theory focuses on the boundaries between different areas of life, such as work and family, and assumes that conflict arises when these boundaries overlap and the requirements and responsibilities between the two areas conflict, Thus individuals try to manage these boundaries in a way that enables them to alleviate the intensity of the conflict (Clark, 2020).
- **Conservation of Resources Theory:** It assumes that individuals attempt to preserve their limited resources such as energy and time, and conflict arises when these resources decrease as a result of the conflicting requirements of work and family, thus individuals try to maintain a balance of resources so that they can reduce the intensity of the conflict (Halbesleben, et al., 2021).
- **Role Theory:** It focuses on the conflict resulting from the contradictory expectations and requirements of the individual's different roles, and assumes that the individual faces conflict when the requirements of his role at work conflict with the requirements of his role in the family, Therefore individuals try to reconcile these roles in a way that enables them to reduce the intensity of the conflict (Greenhaus & Beutell , 2022).
- **Models Explaining the Conflict between Work and Family Life**
- **Integration model:** This model explains the factors influencing work-family conflict at the individual, organizational, and cultural levels, and focuses on the interaction between these factors and their impact on the conflict (Frone, 2022).
- **Interaction Model:** This model focuses on the interaction between factors at work and family and their impact on conflict between them, and assumes that the interaction between these factors leads to an increase or decrease in conflict (Carlson & Perrewé, 2021).

- **Demand-Resource Model:** Explains how work and family demands and available resources affect conflict between these two domains. High demands and low resources in either domain lead to increased conflict (Bakker & Demerouti, 2021).

5. Economic Security

The word security in the Holy Qur'an is associated with fear and lack of resources, as in the Almighty's saying: "And We will certainly test you with something of fear and hunger and a loss of wealth and lives and fruits" (Al-Baqarah verse: Q.2:115).

The availability of security means: creating appropriate conditions that guarantee a stable life through the political and economic dimensions that aim to provide the means for a satisfactory quality of life (Zain Al-Din, 2014), so it is known as economic security: "It is a person's ability to obtain the material means that enable him to live a stable and fulfilling life, or it is the individual's possession of enough money to satisfy his basic needs such as: food, adequate housing, basic health care, and education (United Nations, 2020).

The economic security in this research means: the teacher's feeling of financial security and stability, his ability to meet his basic needs, and provide a stable future for himself and his family.

6. The Importance of Economic Security for Employees:

Economic security is linked to work, the possibility of receiving adequate wages, and stable work that ensures a feeling of economic security. In this regard, the report of the International Labor Office in Geneva devotes a prominent place to the aspect of securing individual income, that is, ensuring a stable monthly income, in addition to securing the labor market and its stability in providing job opportunities in accordance with the requirements of the economy on the one hand, and according to the labor force joining this market on the other hand (Bryman & Bell, 2021). The importance lies availability of economic security at the workers in his universe (Vieira, et al., 2018):

- Reducing stress: When employees feel economically secure, they are less concerned about meeting their family's needs, which reduces stress and allows them to focus on their work.
- Improves job satisfaction: When employees feel economically secure, they are more satisfied with their jobs as they feel able to meet their basic needs.

- Improving commitment to work: When employees feel economically secure, they are more committed to their work because they feel they are getting fair compensation for their efforts.

Second: Previous Studies

1. Study of (Nugroho et al, 2024) aims to analyze the effect of work-family conflict and job stress on performance through work satisfaction as an intermediary variable using the quantitative approach, and the questionnaire form as a tool for collecting data from a purposive sample of (89) individuals. The study shows that work-family conflict has a negative impact. It is not indicative of performance, as it has a negative effect on work satisfaction, and work satisfaction has a positive effect on performance, and work satisfaction also plays a mediating role between performance and work-family conflict.
2. Study of (Tutan & Kökalan, 2024) aims to reveal the role of work-family conflict as a mediating variable in the effect of violence in the workplace on job satisfaction and the intention to leave the profession among workers in the health sector in Turkey. The study adopted a cross-sectional sample method consisting of (595) workers. The results showed a positive relationship between workplace violence and work-family conflict, also a negative relationship between workplace violence and job satisfaction. A positive relationship between workplace violence and intention to leave. There is also a negative relationship between work-family conflict and job satisfaction. A positive relationship between work-family conflict and intention to leave.
3. Study of (Ribeiro et al, 2023) aims to measure the mediating role of work engagement in the relationship between intention to leave work and work-family conflict. The study followed the descriptive quantitative correlational approach, and used the questionnaire as a tool to collect data from a sample of (167) employees, and concluded that teachers who feel greater work-family conflict, they have lower levels of work attachment and a greater intention to leave the organization, while work-family conflict did not show any relationship to performance. It has been shown that work-relatedness plays a mediating role in the relationship of intention to leave work with work-family conflict.

4. Study of (Saputri, & Sutianingsih, 2023) aimed to measure the impact of work-family conflict and job satisfaction on institutional performance. The study relied on a multivariate methodology. The study used primary and secondary data in addition to descriptive and inferential statistical analysis techniques. The results of the study showed a positive value for the regression coefficient for the variables: conflict. Work and family, job satisfaction, and organizational commitment. The results of the analysis also indicated that these three variables affect the job productivity of employees.
5. Study of (2022(A Rahim et al., aimed to analyze the relationship between work and family culture and teachers' job performance in selected industrial sectors in Malaysia. The study used the descriptive, analytical and inferential approach, and adopted the questionnaire as a tool for collecting data from a sample of (336) employees. The study showed that organizational demands Time and administrative support have a significant positive relationship with teachers' work performance, and that there is no significant effect of the variable related to the repercussions of the career path on work performance.
6. Study of (Hassanin et al., 2018) aims to determine the impact of conflict between family and work on the job outcomes of an employee in the Egyptian Tax Authority in the North Delta region. A survey list was designed to measure the degree of conflict between the family over work and the employee's job outcomes, and it was applied to a sample of (306) employees. The results showed that there is a direct negative significant effect of conflict between family and work on both job satisfaction and job commitment, and a statistically significant positive effect on the intention to leave work, while there is no significant effect of conflict between family and work on the level of job performance.
7. Study of (Kalliath, 2015) aims to reveal the impact of the role of work-family conflict on job satisfaction among social workers in Australia, by examining the effect of three forms of work-family conflict (time, behavior, pressure) on job satisfaction, and data was collected via an electronic survey of (439) individuals, and hierarchical multiple regression analyzes showed that in the direction of work-family conflict related to the effects of behavior, time and stress had a significant effect on decreased job satisfaction.

It turns out from the above presentation "Existence"; there is a scarcity of studies and research that have addressed the issue of economic security in the context of conflict between work and family life, as most previous studies have linked family and work conflict to other variables, and despite the importance of the results reached by these studies; However, these results may not be consistent with the current reality in the context of the Yemeni environment and circumstances. This shows the importance of exploring the mediating role of economic insecurity in the conflict between work and family requirements as perceived by teachers in Yemen, which reflects the feasibility of studying this role from an applied perspective in an attempt to fill the current research gap.

METHOD AND PROCEDURES

Research Methodology

A qualitative research approach was followed, its compatibility with current research trends and helping to answer the research questions raised in it. where's this approach allows for a deep and detailed understanding of teachers' experiences and experiences, and to reveal the meanings and connotations they give to the experiences they go through. The reason for using this approach is for the following reasons:

- **Focus on Understanding the Phenomenon from the Perspective of the Participants:** The qualitative approach focuses on understanding the phenomenon from the perspective of the research participants, which means that teachers will be given the opportunity to express their experiences and vision of the conflict between requirements such as Family-Job duties, and the mediating role of economic insecurity in this conflict.
- **Integrating Theory and Practice:** The qualitative approach combines theory and practice, which means that scientific theories will be used to understand and explain the phenomenon under study, and also use data derived from practical reality to build a cognitive model, and develop practical mechanisms for institutional and societal support in addressing this phenomenon.

Data Collection Method

Data for this research have been collected through semi-structured interviews, allowing for rich and detailed data on the subject of the study that may not be available through quantitative methods. Relevant documents and records were also consulted to gain a more comprehensive understanding of the context and circumstances surrounding the subject of the study.

Search Procedures

1. Sample Selection Procedures:

To obtain rich and detailed data from participants who have direct experience on the main issues around which this research revolves, the following procedures were followed:

- Using the cross-sectional sampling method to select research participants randomly and unsystematically from different locations to cover the expected degree of diversity in teachers' experiences.
- Selection of (133) male and female teachers from government schools in several Yemeni regions. The sample is (80 males, 53 females), (71 from basic education schools, 62 from secondary education schools).

2. Data Collection Procedures:

To ensure obtaining rich and reliable data, the following procedures are as follows:

- Using semi-structured interviews as a main tool for collecting detailed qualitative data that helps to deeply understand the various dimensions and aspects of the phenomenon under study from the perspective of the research participants.
- Preparing an interview guide that included a set of directed topics and main questions to reveal teachers' experiences and perceptions about the topic under study. These topics focused on:
 - Teachers' experiences with conflict between family and professional demands.
 - Teachers' experiences with feelings of economic security in light of the conditions they are experiencing.
 - Teachers' views on factors that contributed to their increased feelings of economic insecurity.

- Teachers' views on the mediation of economic insecurity in the conflict between family demands and job duties.

The researcher uses four postgraduate male and female researchers to conduct field interviews after training them on that. These researchers conducted 72% of the interviews, recording them audio-recorded with the consent of the participants, and the researcher conducted 28% of the interviews.

Interviews had been conducted over a period of approximately two months for the period (2/1-28/2/2024), until “information saturation” was reached, meaning no new information emerged.

3. Data Analysis Procedures:

For a systematic and objective analysis of the study data, enabling the researcher to develop a comprehensive model to understand and explain the mediating role of economic security in the conflict between family requirements and job duties among teachers in Yemen, the following procedures were followed:

- After completing data collection through semi-structured interviews, the textual data was coded “interview writing” through using qualitative data analysis software (ATLAS.ti).
- Developing a progressive coding system that includes “open coding” to reveal initial categories and concepts, then “axial coding” to link these categories and concepts to each other, and finally “selective coding” to develop a comprehensive theoretical model.
- Using objective analysis methods to identify key themes and patterns emerging from the data.
- Conducting continuous comparisons between data and emerging categories to reach coherent theoretical conclusions and models.

4. Procedures for Verifying the Reliability of Data:

To ensure the reliability and validity of the results, and that the data analysis was systematic and objective in this research, the following procedures were followed:

- Involving another researcher during the data analysis process (Peer debriefing) to enrich discussion and agreement on emerging categories and themes, which contributes to increasing the reliability of the results.

- Using the triangulation strategy by combining different data sources: interviews, document analysis, and “thematic” analysis methods, and coding to ensure the consistency and validity of the results.
- Recording the study procedures in a systematic and detailed manner (audit trail); this allows reviewing the steps and decisions taken during the analysis process.
- Presenting the preliminary results to three specialists in the field to obtain their observations and comments, and to seek guidance from their opinions to conduct further analyses and revisions in light of this.
- Presenting the results to five of the research participants (Member checking) to obtain their confirmation of how accurately it represents practical reality.

RESULTS AND DISCUSSION

Answering the first research question of the study

What are the indicators for monitoring the current situation of the impact of economic insecurity in exacerbating the conflict between family requirements and job duties from the point of view of teachers in Yemen? The results of the analysis of interviews with teachers resulted in several indicators through describing the current situation in the following aspects:

1. Analyzing teachers’ experiences and opinions

The results of the analysis of teachers’ experiences and opinions regarding the topics raised in the interviews resulted in the following results:

Interviewer	Indicators
Teachers' experiences with conflict between family demands and job duties	<ul style="list-style-type: none"> - Teachers reported that they face great challenges in balancing work responsibilities and family duties, which causes them a state of tension and stress. - Many teachers reported that they are forced to work from home after official work hours to meet work requirements, which negatively affects their personal and family lives. Some teachers indicated that they were sometimes forced to be absent from work or request leave to deal with family crises, which affected their job performance.
Teachers' experiences with feelings of economic insecurity in light of the living conditions they are experiencing	<ul style="list-style-type: none"> - Many teachers expressed increasing concern about their financial future and their ability to meet the needs of their families, especially in light of the rising costs of living. - Some teachers reported that they felt job instability as a result of frequent changes in educational policies and the need for retraining and rehabilitation.

	<ul style="list-style-type: none"> - Some teachers indicated that low salaries and the lack of sustainable financial incentives increase their feelings of economic insecurity.
Teachers' views on factors that contributed to their feelings of economic insecurity	<ul style="list-style-type: none"> - Teachers attributed their feeling of economic insecurity to factors such as: the high cost of living, insufficient salaries and financial incentives that are given to them from time to time. - Some teachers indicated that the political and economic instability in the country contributed to exacerbating their feelings of job and financial insecurity. - Many teachers mentioned that the lack of an adequate social support system for workers in the education sector increases their feelings of anxiety about their financial future.
Teachers' views on the mediation of economic insecurity in the conflict between family demands and job duties	<ul style="list-style-type: none"> - Many teachers felt that the feeling of economic insecurity complicates the conflict between work responsibilities and personal and family life. - Some teachers reported that they were forced to look for other jobs outside of educational work to improve their financial situation and meet the necessary needs and requirements of their families. - Some teachers reported that they feel anxious and stressed due to their inability to fulfill their financial and family duties, which affects their job performance.

Source: Prepared by the researcher in light of the results of the analysis of the interviews

2. Analysis of the challenges of economic insecurity among teachers in Yemen

The challenges of economic insecurity among teachers are summarized in the following challenges:

Challenges	Indicators
Income	<ul style="list-style-type: none"> - Irregular disbursement of salaries: Teachers in Yemen suffer from a significant delay in the disbursement of their salaries, which increases their feeling of economic insecurity. - Low salaries for teachers: Teachers' salaries in Yemen are among the lowest in the world, making them have difficulty meeting their basic needs.
Jobs Chances	<ul style="list-style-type: none"> - Lack of additional job opportunities: Teachers in Yemen face difficulty in finding additional job opportunities to increase their income, which increases their feelings of financial instability. - Lack of alternative job opportunities: Some teachers are forced to leave their profession due to low salaries or lack of job opportunities, which increases their feelings of economic insecurity.
living conditions	<ul style="list-style-type: none"> - High costs of living: Yemen suffers from a significant rise in the costs of living, making it difficult for teachers to provide for their basic needs. - Lack of suitable housing: Some teachers face difficulty in finding suitable housing at affordable prices, which increases their feeling of instability.
Financial Duties	<ul style="list-style-type: none"> - Financial debt: Teachers are forced to borrow to meet their basic needs, which increases their feeling of financial pressure. - Significant financial burdens: Some teachers bear significant financial burdens, such as supporting large families or paying for education or health care, which increases their feelings of economic insecurity.
Psychological health	<ul style="list-style-type: none"> - Feeling anxious: Many teachers in Yemen suffer from anxiety and stress due to their feeling of economic insecurity.

	- Feeling frustrated and hopeless: Some teachers feel frustrated and hopeless about their ability to improve their financial situation, which may lead to other psychological problems.
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Source: Prepared by the researcher in light of the results of the analysis of the interviews

PROPOSED MODEL

Answering the second research question of the study

What is the proposed cognitive model to understand and explain the mediating role of economic insecurity in the conflict between family demands and job duties among teachers in Yemen? A cognitive model has been developed that explains how economic insecurity plays a mediating role in the conflict between family requirements and job duties. The following is a comprehensive visualization of this model:

1. Variables:

- Independent Variables include:

- **Family Requirements:** Such as family needs, family duties, household responsibilities.
- **Job Duties such as:** fulfilling the requirements of the profession, job pressures, and high performance requirements.
- **The Mediating Variable:** is represented by a feeling of economic insecurity: concerns about current and future sources of income, job stability, and the ability to meet basic needs.
- **The Dependent Variable:** is represented by the conflict between family requirements and job duties: a conflict between home responsibilities and job requirements.

2. Cognitive Model

The mediating role of economic insecurity in the conflict between family demands and job duties is summarized as follows:

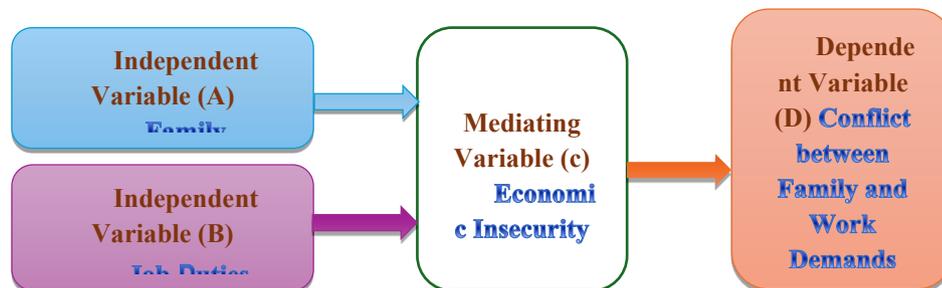


Figure (1) The cognitive model of the study

3. Model Assumptions

This model assumes that the feeling of economic insecurity plays a mediating role in the conflict between family demands and job duties among teachers in Yemen. The following assumptions are included:

- Teachers in Yemen suffer from conflict between family demands and job duties.
- Teachers in Yemen are increasingly feeling economically insecure.
- Feelings of economic insecurity increase teachers' stress and anxiety.
- Feelings of economic insecurity negatively impact teachers' ability to meet the needs of their families.
- Feelings of economic insecurity negatively affect teachers' ability to perform their professional duties.
- Feelings of economic insecurity increase conflict between family and professional demands.

4. Expected-Effects:

The feeling of economic insecurity is expected to increase the conflict between family demands and job duties among teachers, through increased stress and anxiety, difficulty in work-life balance, and decreased productivity and job satisfaction. These effects have negative consequences for teachers and their families, and also for the quality of education in Yemen.

Details of these effects are as follows:

Aspects of Influence	Indicators
Increased psychological stress	<ul style="list-style-type: none"> - Feeling anxious and afraid about the future: Teachers who suffer from economic insecurity face anxiety and fear about the future, which may lead to increased psychological pressure on them. - Feeling stressed and depressed: Teachers who suffer from economic insecurity feel stressed and depressed, which may negatively affect their ability to perform their family and professional duties.
Influencing Spending Behavior	<ul style="list-style-type: none"> - Allocating priority to basic needs: Teachers who suffer from economic insecurity are forced to allocate priority to basic needs such as: food and housing, which may lead to reduced spending on recreational and social activities. - Feeling guilty towards their families: Teachers who suffer from economic insecurity feel guilty towards their families for not being able to provide for all their needs.
Impact on their Family Relationships	<ul style="list-style-type: none"> - Increased stress and quarrels: Feelings of economic insecurity lead to increased tension and quarrels between teachers and their family members.

	- Feeling distant from family: Teachers who suffer from economic insecurity feel distant from their families because they are busy with work or because they feel hopeless.
Impact on their Professional Performance	<ul style="list-style-type: none"> - Loss of concentration: The feeling of economic insecurity leads to teachers losing focus while working. - Low level of productivity: The feeling of economic insecurity affects the level of teachers' productivity at work.

5. Interpreting the Relationships in the Model

Some theories were based on understanding and interpreting the relationships between the variables affecting the conflict between family requirements and job duties through economic insecurity as a mediating variable in this conflict. Linking the cognitive basis of these theories to the current situation that teachers in Yemen live in, is associated with the following theories:

- **Needs Theory:** This theory will be used to understand the growing feeling of economic insecurity in light of teachers' inability to meet basic and social needs.
- **Work-Life Balance Theory:** This theory will be used to understand how economic insecurity impacts teachers' ability to balance the demands of their personal and work lives.
- **Stress Theory:** This theory is used to understand the impact of economic insecurity on teachers' mental health.
- **Social Capital Theory:** This theory will be used to understand the role of social support in helping teachers overcome the challenges of economic insecurity.

Based on these theories, the relationships between variables were explained and discussed, as follows:

- The relationship and influence between the two independent variables (B/A)

Family Requirements / Job Duties	
Relationship	The Influence
<p>A complex inverse relationship is affected by multiple factors such as:</p> <ul style="list-style-type: none"> • Work flexibility: Flexibility in working hours affects a teacher's ability to balance his family and professional responsibilities. • Family support: Family members supporting the teacher in his home 	<ul style="list-style-type: none"> ❖ Family demands affect job duties, in terms of: <ul style="list-style-type: none"> * Spending time with the family: A teacher spending time with his family may reduce his time available for work, which may affect his performance and professional duties. * Child care: The teacher is forced to be absent from work to look for another job, to care for his sick children, or to take them to school or to medical appointments. * Housework: A teacher doing housework reduces his time available for work, which may affect his productivity. ❖ Job duties affect family requirements, in terms of:

<p>responsibilities allows him more time to focus on his work.</p> <ul style="list-style-type: none"> • Professional Expectations: A principal's expectations of a teacher regarding work hours and responsibilities may impact his or her ability to meet the needs of his or her family. 	<ul style="list-style-type: none"> * Lack of time available for the family: Excessive working hours reduce the teacher's time available to spend with his family, which may affect his family relationships and psychological health. * Burnout: The teacher's feeling tired and exhausted due to the long hours of work may reduce his ability to carry out his family responsibilities. * Stress and anxiety: The teacher's feeling of stress and anxiety due to work pressures may affect his behavior and interaction with his family members, which may lead to family problems.
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As has been shown previously, it is clear that Increased family requirements, such as: securing basic needs and services, educating children, health requirements, and caring for children or elderly parents, lead to difficulties for employees in fulfilling their duties at work; Teachers need to take leave from work or work fewer hours, which may affect their productivity and performance.

- The relationship and effect between the independent variable (A) and the mediating variable (C):

Family Demands / Economic Insecurity	
Relationship	The Influence
<p>A complex reciprocal relationship is affected by factors such as:</p> <ul style="list-style-type: none"> • Family Size: The larger the family, the greater their needs, which affects the teacher's budget and exposes him to economic insecurity. • Income Level: A teacher's income level determines his ability to meet the needs of his family, which affects his sense of economic security. • Living Costs: The high cost of living affects the teacher's budget, which affects his feeling of economic security. • Family Expectations: Family members' expectations of the standard of living affect their needs, which affects the teacher's budget and sense of economic security. 	<ul style="list-style-type: none"> ❖ Family demands influence economic insecurity, in terms of: <ul style="list-style-type: none"> * Increase spending on: basic needs: (food, drink, shelter, & clothing). Education: (school fees, books, stationery). Health services: (medical care, medications, health insurance). Entertainment: (entertainment activities, trips, and gifts). * Lack of savings opportunities: reduces the teacher's ability to secure his future and the future of his family. * Resorting to loans: This burdens the teacher with debt and increases his feeling of economic insecurity. ❖ Economic insecurity affects family requirements, in terms of: <ul style="list-style-type: none"> * Inability to meet basic needs: which affects the health and well-being of family members. * Stress and anxiety: The teacher's feeling of economic insecurity affects his behavior and interaction with his family members, which may lead to family problems. * Neglecting the needs of children: The teacher may be forced to neglect his children's education or health due to his inability to provide for their needs.

As has been shown previously, it is clear that family demands lead to increased feelings of economic insecurity. Teachers worry about how to meet their families' needs if they do not

receive their salaries, lose their jobs or are unable to obtain alternative sources of income to the interrupted salary.

- The relationship between the independent variable (B) and the mediating variable (C)

Job Duties / Economic Insecurity	
Relationship	The Influence
<p>A complex inverse relationship is affected by multiple factors such as:</p> <ul style="list-style-type: none"> • Job Type: Some jobs require longer working hours than others, which reduces the teacher's time available to look for additional job opportunities or side projects. • Job Burdens: The large number of tasks and responsibilities at work may hinder the teacher's ability to focus on his side projects. • Labor Laws: Labor laws may limit permissible working hours, reducing a teacher's ability to work overtime. 	<ul style="list-style-type: none"> ❖ Job duties impact economic insecurity, in terms of: <ul style="list-style-type: none"> * Lack of time available to search for additional job opportunities: which reduces the teacher's ability to increase his income. * Fatigue and exhaustion: Excessive working hours lead to the teacher feeling tired and exhausted, which may reduce his productivity at work and affect his ability to search for additional job opportunities. ❖ Economic insecurity affects job duties, in terms of: <ul style="list-style-type: none"> * Searching for additional jobs: The teacher is forced to search for additional jobs to provide for his needs, which may affect his performance in his primary job. * Absence from work: The teacher may be forced to be absent from work due to the need to work an additional job or due to financial problems.

From the above, it is clear that the feeling of economic insecurity affects the ability of teachers to fulfill their duties at work; Teachers feel stressed and anxious about how to pay their bills and provide for their basic needs, which affects their focus and productivity.

- The relationship and effect between the mediating variable (C)/ the dependent variable (D)

Economic Insecurity / Conflict between Family Demands and Professional Duties	
Relationship	The Influence
<p>A complex, complementary relationship is affected by multiple factors such as:</p> <ul style="list-style-type: none"> • Feeling of Injustice: The teacher's feeling of not being appreciated or not receiving a fair salary exacerbates his feeling of injustice and exacerbates the conflict between his family and professional requirements. • Feeling of Responsibility: The teacher's feeling of responsibility towards his family prompts him to exert more effort in his work, which may increase his feeling of pressure and tension. 	<ul style="list-style-type: none"> ❖ Economic insecurity exacerbates the conflict between family and professional demands, in terms of: <ul style="list-style-type: none"> * Feeling anxious about meeting the family's needs: This causes the teacher to feel stressed and anxious, which may affect his concentration at work and make it difficult for him to balance his family and professional responsibilities. * Searching for additional job opportunities: The teacher is forced to search for additional job opportunities to provide for his family's needs, which may increase his feeling of pressure and exhaustion. ❖ Conflict between family and professional requirements leads to economic insecurity, in terms of: <ul style="list-style-type: none"> * Low productivity: The teacher's feeling of pressure and tension leads to a decrease in his productivity at work, which may affect his salary and his professional future.

<ul style="list-style-type: none"> • Social Support: Social support networks provide the teacher with help and guidance, which may help him reconcile his family and professional responsibilities. 	<p>* Absence from work: The teacher is forced to be absent from work due to family problems, which may affect his salary and professional future.</p>
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As has been shown previously, it is clear that the feeling of economic insecurity plays an important role in increasing the conflict between family requirements and job duties among teachers in Yemen. This feeling leads to increased psychological pressure, affecting their spending behaviors, family relationships, and professional performance.

each other, and the intensity of these relationships and influences varies from one teacher to another according to his or her individual circumstances. Therefore, more studies are needed to better understand these relationships and develop effective solutions that help teachers in Yemen overcome. On the challenges they face in this field.

6. Suggestions for Testing the Model

The cognitive model can be tested in this research by:

- **Future Studies:** Conducting multiple and iterative studies to test the model; Using the results of these studies to modify the model or develop a new theory.
- **Search Methods:** Using different research methods to test the model, such as: survey studies, experimental studies, and case studies.
- **The Sample:** Selecting multiple samples of teachers from different parts of Yemen to test the model.

In general, the above cognitive model indicates that feelings of economic insecurity are positively related to conflict between family demands and job duties among teachers in Yemen. Therefore, practical and serious approaches to address aspects of teachers' economic insecurity contribute to reducing the conflict between family demands and their professional duties.

PROPOSED VISIONS FOR DEVELOPMENT AND RECOMMENDATIONS

Answering the third research question of the study

Which reads: What institutional and community support mechanisms are necessary to enhance teachers' sense of economic security in Yemen in a way that reduces the severity of the conflict between their family and professional requirements and practical mechanisms which have been

proposed to focus on the role of official bodies, civil society, and the private sector in supporting teachers in Yemen, based on the following:

Support aspects	Institutional and Community Support Mechanisms		
	Official Agencies	Civil Society	Private Sector
Supporting teachers financially and morally	<ul style="list-style-type: none"> - Increasing teachers' salaries periodically and continuously to keep pace with the high cost of living and improve their economic conditions. - Giving teachers a cost of living allowance to alleviate the economic crisis. Providing financial incentives to distinguished teachers to encourage them to exert more effort and improve their performance. 	<ul style="list-style-type: none"> - Establishing a fund to support teachers by collecting donations from individuals and charitable organizations. - Providing financial assistance to teachers affected by wars and disasters. - Show appreciation and respect for teachers for their role in society. 	<ul style="list-style-type: none"> - Providing offers and discounts to teachers on goods and services. - Employing retired teachers in suitable jobs. - Donate or volunteer to support educational initiatives that help teachers.
Providing opportunities to improve sources of income for teachers	<ul style="list-style-type: none"> - Creating intensive educational programs to qualify teachers in new skills. - Providing job opportunities for teachers in other fields such as psychological counseling or translation. - Supporting the establishment of small business projects for teachers. 	<ul style="list-style-type: none"> - Organizing workshops and training courses for teachers to develop their skills. - Connecting teachers with suitable job opportunities through social media networks. 	<ul style="list-style-type: none"> - Employing teachers in part-time or remote positions. - Cooperating with educational institutions to provide training opportunities for teachers.
Reducing the workload on teachers	<ul style="list-style-type: none"> - Distributing tasks fairly among teachers. - Providing technical services to schools to facilitate the work of teachers. 	<ul style="list-style-type: none"> - Providing community assistance to teachers in schools. - Create a supportive environment by reducing the workload on the teacher and encouraging him to focus on his work. 	<ul style="list-style-type: none"> - Providing electronic educational programs for students to reduce the workload on teachers.
Providing training programs for teachers	<ul style="list-style-type: none"> - Organizing regular training programs for teachers to develop their skills and techniques. - Providing training courses for teachers on technology use skills. - Providing electronic platforms for teachers to learn new skills. 	<ul style="list-style-type: none"> - Organizing workshops and training courses for teachers on various topics. - Spreading awareness about the importance of professional development for teachers. 	<ul style="list-style-type: none"> - Cooperating with official authorities and civil society to provide training programs for teachers.

Providing psychological support services for teachers	<ul style="list-style-type: none"> - Establishing psychological clinics in schools to provide psychological support services to teachers. - Providing rehabilitation programs for teachers to deal with students with special needs. - Providing psychological support programs to relieve teachers' work stress. 	<ul style="list-style-type: none"> - Spreading awareness about the importance of teacher mental health. - Organizing campaigns focusing on providing psychological support to teachers. 	<ul style="list-style-type: none"> - Providing psychological support services to teachers for free or at reduced prices.
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- Potential Effects for Mechanisms to enhance economic security:

- **Improving the Quality of Education:** Mechanisms to enhance teachers' sense of economic security help them manage family demands and job duties more effectively, improving their concentration at work and improving the quality of education they provide to students.
- **Promoting Teachers' Well-being:** Mechanisms to enhance teachers' sense of economic security help reduce stress and anxiety, and improve their mental and psychological health.
- **Improving Social Cohesion:** Mechanisms to enhance teachers' sense of economic security help them build better relationships with their families and colleagues, leading to improved social cohesion in Yemeni society.

In general, the above support mechanisms are considered initial steps on the path to improving the conditions of teachers in Yemen, and require continuous efforts from all concerned parties to ensure their effective implementation. Supporting teachers in Yemen is a shared responsibility that falls on all members of society, starting with official bodies, civil society and the private sector. It is by working together to address the problem of economic insecurity, It is possible to provide an appropriate work environment for teachers that helps them perform their duties effectively and reconcile their family and professional responsibilities, which contributes to improving the well-being of teachers and enhancing their professional and personal lives, which in turn is reflected in raising an educated and cultured generation. And improve the

quality of education they provide to students and achieving stability and sustainable development in society.

RESEARCH CONCLUSIONS

1. This research has showed that teachers in Yemen suffer from economic insecurity, which negatively affects their personal, family, and professional lives.
2. The research has revealed that there is a reciprocal relationship between family demands and economic insecurity among teachers in Yemen.
3. The research has indicated that the economic insecurity of teachers in Yemen affects their ability to commit to performing the tasks and duties of teaching profession to the fullest extent.
4. The research has showed that economic insecurity exacerbates the conflict between family demands and professional duties among teachers in Yemen.
5. The research has emphasized that the need to find solution that help teachers in Yemen to reconcile their family responsibilities with their professional duties, and then contribute to improving their personal, family and professional lives.

RESEARCH RECOMMENDATIONS

In light of the conclusions have been reached by this research, the researcher recommends the need to take effective measures that will enhance the economic security of teachers in Yemen, This is via:

- General improvement of living conditions in the country to reduce unemployment and poverty rates, and improving basic services.
- Supporting teachers financially through sustaining the disbursement of their salaries to teachers, increasing them in proportion to the cost of living, and providing financial incentives and better benefits such as health insurance and soft loans.
- Providing psychological support services for teachers to help them deal with psychological and work pressures.
- Reducing the workload on teachers through distributing tasks fairly.

- Providing a safe and supportive work environment for teachers to protect schools during wars and natural disasters.
- Providing family support programs for teachers to provide affordable educational services, care programs, and psychological support for children.
- Providing regular training programs for teachers to develop their skills on how to balance the demands of work and family life.
- Support research and study programs to better understand teachers' needs and develop effective solutions to the challenges they face.

CONCLUSION

Teachers in Yemen are confronted challenges, including a feeling of economic insecurity in light of the severe economic conditions that Yemen is currently witnessing. This feeling leads to an increase in psychological pressure among these teachers, which negatively affect their ability to meet the needs and requirements of their families, and perform their professional duties to the fullest extent. Enhancing teachers' sense of economic security in Yemen requires a concerted effort via the government, civil society, and the private sector. This approach will facilitate improvements in the work environment for teachers and enhance the quality of education in Yemen.

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