

The Relationship between cognitive Flexibility and Role Conflict among Married Female University Students

Naima Bouzad ^{1,*}

¹ university center Cherif Bouchoucha - Aflou (Algeria)

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Abstract:

The present study aims to investigate the relationship between cognitive flexibility and role conflict among married female university students, as well as to examine the levels of mental flexibility and role conflict within this group. The descriptive-analytical approach was adopted, and the cognitive Flexibility Scale by Abdelwahab (2011), standardized by Outhmania (2024), along with the Role Conflict Scale by Asfour and Kazem (2016), standardized by Ziar (2024) for the Algerian context, were utilized. The study sample consisted of (55) married female students from Abdelhamid Ibn Badis University in Mostaganem and the University Center of Cherif Bouchoucha Aflou.

The findings revealed the following:

- 1-A high level of cognitive flexibility among married female university students.
- 2- There are differences in the ranking of the type of flexibility among married female university students
- 3- A low level of role conflict among married female university students.
- 4- An inverse relationship between cognitive flexibility and role conflict in this population.

In light of these results, several recommendations

Keywords: cognitive flexibility; Role Conflict; Married Female University Students.

1- Introduction

Universities are considered the cradle of knowledge production and the formation of competent individuals capable of facing difficulties and finding solutions that contribute to the development of both society and individuals. Universities focus on the quality of students and their preparation, both broadly and in specialized fields needed by society, equipping them with technical expertise to integrate into life (Saeed & Al-Asadi, 2014, p. 23). This requires students to possess specific abilities that enable them to cope with pressures and manage the shocks they encounter. Mental flexibility is one of the most important abilities that allow individuals to face situations and events, interact with their

* Corresponding author: e-mail: psyco1982@hotmail.com .

outcomes, and move from one state to another. It refers to adaptability and smoothness in finding solutions and shifting from one idea to another to achieve a goal. According to McNulty et al. (2010), cognitive flexibility involves strategies that enable individuals to deal with unexpected surprises in the environment and help in behavioral change and development (Cañas et al., 2005, p. 296). It is of great importance in modifying social behavior, that is, in consistent interaction with social relations, appropriate planning for such social interaction, and adaptation to the external environment in its diversity and differences (Clément, 2022, p. x). Cognitive flexibility is also considered one of the dimensions of human personality, as it is based on adapting to changes in concepts and ideas. It also involves perseverance in acquiring new behavioral patterns and abandoning old and fixed ones. It includes two levels of mental activity performed by the individual: overcoming old beliefs and ideas.

Adapting to new situations (Badawia& Radwan, 2021, p. 2).

From this perspective, cognitive flexibility enables university students to cope with the demands of academic life and achieve academic competence. This was confirmed by the study of Mohamed Atef (2020) on outstanding university students, which concluded that there is a relationship between academic competence and cognitive flexibility. That is, outstanding students demonstrate greater adaptability in planning, perseverance, persistence, acceptance of others' viewpoints, and adjustment to situations. This requires cognitive flexibility and the ability to adopt strategies that allow them to face various situations. While this may be limited to outstanding students, the study of Badawia& Radwan (2021) found that cognitive flexibility among university students is positively related to mastery motivation and research self-efficacy. It concluded that students with high academic efficacy also exhibit higher levels of cognitive flexibility, meaning that university students in general possess efficacy and motivation for mastery.

Married female students represent a special category due to their academic, familial, and social characteristics. They face different and complex challenges in light of multiple roles and commitments, where they often find themselves confronted with difficulties that may indirectly threaten psychological balance or contribute to the emergence of psychological and possibly social problems. Therefore, they need to possess specific psychological and cognitive abilities of high quality.

They are at risk of disturbances in psychological structure and personality dynamics, as indicated by Qasim's study (2008), which concluded that married female university students suffer from role conflict due to the diversity of their roles. Abu Ghali (2012) also found that, in order for a married student to reconcile her academic life as a university student with her marital life as a wife and mother, she may experience undeniable pressures. In the same context, Khuloud Asfour pointed out that married female students

are aware that they face multiple and diverse tasks, and the degree of conflict depends on the student's circumstances and abilities.

In the Algerian context, the study of Iman Noui (2020) revealed a high level of role conflict among married female students at Biskra University, using a scale she developed for the purpose of the study. By contrast, the study of Ziar Mohamed and Kerkouch Fatiha (2022) concluded that there was no role conflict among married female students at Blida 2 University, as they adopted Abdelwahab's scale (2026).

In this context, role conflict can be considered a condition that may cause psychological stress among married female students, weaken self-control, impair concentration, and lead to continuous anxiety, which may negatively affect both family and academic aspects. Conversely, cognitive flexibility is one of the abilities that enable married female students to cope with life situations of different types and degrees. Given the differences in study findings regarding the degree of role conflict among our sample, and the scarcity of studies according to our work exploring the level of flexibility and its relationship to role conflict, our study aims to investigate this relationship. Accordingly, we pose the following research question:

Research Question:

Is there a relationship between cognitive flexibility and role conflict among married female university students?

The Hypotheses:

The main Hypothesis:

-There is a statistically significant relationship between cognitive flexibility and role conflict among married female university students

sub hypotheses:

-hypothesis 1 :Married female university students exhibit a low level of cognitive flexibility.

-hypothesis 2:There are differences in the ranking of cognitive flexibility dimensions among married female university students.

-hypothesis 3: Married female university students exhibit a high level of role conflict.

Significance of the Study:

-This study addresses important psychological concepts, particularly the notion of cognitive flexibility, which plays an active role in promoting mental health and the ability to cope with various situations encountered by individuals.

- Cognitive flexibility allows for finding solutions and smoothly shifting from one task to another, reflecting a high level of adaptability.

-It also highlights the concept of role conflict, its dimensions, and its importance in influencing mental health, as well as the emergence of anxiety and rigidity.

–The study clarifies the role of cognitive flexibility in the context of role conflict among married female university students. Furthermore, it facilitates pathways for intervention and support for this category, enabling them to achieve both short-term and long-term goals—especially psychological ones and to attain quality of life.

Research Objectives :

- To examine the level of cognitive flexibility among married female university students.
- Identifying the ranking of cognitive flexibility dimensions between adaptive flexibility and spontaneous flexibility.
- To examine the level of role conflict among married female university students.
- To explore the relationship between cognitive flexibility and role conflict among married female university students.

Literature Review :

1– Wissam Ezzat Salam Salam (2025)

– **the study:** Cognitive Flexibility as a Predictor of Family Stress Management among Married Women

– **Sample:** 158 married women

– **Methodology:** Comparative descriptive–correlational method

– **Research Instruments:**

–Cognitive Flexibility Scale by Dennis & Vander Wal (2010)

– Family Stress Scale developed by Riham Kamel Said (2022)

–**Relevance of the Findings to the Current Study:**

The research examined the predictive ability of cognitive flexibility on the level of family stress among married women. It concluded that women with higher cognitive flexibility were more capable of managing stress effectively. However, the study did not address married women who are also university students; thus, despite similarities in the sample, there are differences in the characteristics of the population under study.

2– Mohammed Ali Mohammed bin Hassan (2017)

– **the Study:** Cognitive Flexibility and Its Relationship with Metacognitive Thinking among a Sample of Umm Al-Qura University Students

–**Sample:** 309 university students

–**Methodology:** Descriptive–correlational method

–**Instruments:**

Cognitive Flexibility Scale by Abdel Wahab (2011)

Metacognitive Thinking Scale by Schraw & Dennison (1994)

Relevance of the Study to the Current Research:

This study provides insights into the level of cognitive flexibility among university students, the ranking of its dimensions, and its relationship with metacognitive thinking. While it shares similarities with the current research in terms of focusing on university students, it differs in the specific population studied, as the present research emphasizes married female university students.

3– Akpotor, Julie(2015)

Title of study Role Conflict of Married Female Students and Academic performance

Subject : The study was conducted to investigate the effect of role conflict on the academic performance of married female students. It was carried out at Delta State University.

Instrument: Close-ended questionnaire with 18 items (socio-demographic section + question section)

Relevance of the Study to the Current Research:

The study revealed that married female students experienced role conflict, which negatively affected their academic performance. However, the environment in which the research was conducted represents a different context, with distinct cultural and social conditions.

4– Noui Iman (2020), published in the Journal of Human Sciences

The study: A Struggle for Roles for A Married University Student

Methodology: Descriptive method

Sample: 48 married female students from the university pole at Biskra University

Instrument: Researcher-designed scale

Relevance of the Study to the Current Research:

The study highlighted the level of role conflict among married female students and found a high degree of role conflict. However, it did not examine the relationship of this conflict with psychological or social abilities and characteristics

5– Mohammed Ziar and Fatiha Kerkouch (2022)

the Study: Role Conflict and Its Relationship with Coping Strategies for Psychological Stress and Socio-Psychological Adjustment among Married Female University Students

Methodology: Descriptive method

Sample: 300 married female students

instruments:

Role Conflict Scale by Holman & Gilbert, adapted and standardized by Kazem & Asfour (2016)

Socio-Psychological Adjustment Scale by Zeinab AlShaqaer (2003)

Coping Strategies Scale by Folkman & Lazarus (1988)

Relevance of the Study to the Current Research:

This study examined the level of role conflict among married female university students in Algeria and found that the level of role conflict was relatively low.

6- **Anwarbint Hamad bin Mohsen Al-Rashidi**(2025)

Study Relationship between Academic Adjustment among Married Female Students and Levels of Marital Stability, in the Light of the Role Theory article in Al-Jami' Journal for Psychological and Educational Studies

Sample: 60 married female students from Prince Sattam bin Abdulaziz University

Methodology: Descriptive correlation approach

Instruments: Academic adjustment scale and marital stability scale

Relevance of the Study to the Current Research:

The study concluded that role conflict plays a significant role in both academic adjustment and marital stability among married female students.

Relevance of the Previous Studies to the Current Research:

From the studies reviewed, we have reached the following conclusions:

- There are indicators regarding cognitive flexibility among university students and married women, but no study has specifically examined cognitive flexibility among married female students.
- There is a noticeable difference in the level of role conflict among married female students in Algerian and international contexts.
- No study has been found that investigates the same relationship or one closely related to it.

1.1- Concepts of the Study**1.1.1 -Definitions of Cognitive Flexibility :**

cognitive flexibility is the ability to shift cognitive contexts in order to adapt to changing environmental stimuli, Other scholars have conceptualized cognitive flexibility as the extent to which individuals evaluate the controllability of circumstances, a perception that varies across different situations (Jamshidi et al, 2020, p169)

1.1.2-operational definition:

- A specific cognitive ability that reflects speed in generating diverse ideas and shifting from one mental state to another according to situational demands. It represents the capacity to confront changes and new problems, thereby enabling adaptation and psychological balance. In this study, cognitive flexibility is operationalized as the score obtained from the Cognitive Flexibility Scale applied to the sample.

1.2.3-roles conflict definition : according to Giridhar (2022) Role conflict: Role conflict is defined as a struggle between different roles performed by a single individual.

As an individual is placed in different statuses and asked to perform the associated duties there arises incompatibility between duties. It leads to a situation of role conflict.(p330)

1.2.4–operational definition:

An internal state experienced by married female university students, characterized by conflicting desires and obligations. On the one hand, they are responsible for family and children, while on the other, they have academic commitments and aspirations for success. These simultaneous and competing demands create tension. In this study, role conflict is operationalized as the score obtained by married female university students enrolled in university from the Role Conflict Scale applied to the sample.

1.2.5–A married female university student definition :refers to a woman who is enrolled in higher education and consistently attends her academic program, while concurrently managing the responsibilities associated with marriage and motherhood

1.2– Dimensions of Cognitive flexibility :

1.2.1– Adaptive Flexibility

Adaptive flexibility is defined as an individual's ability to reorganize and reframe past experiences into new patterns, by generating as many alternatives as possible to reinterpret situations in different ways that suit the challenges faced. The newly formed model resulting from this process is characterized by several features:

It provides the individual with new cognitive abilities that enhance personal growth.

It contributes positively to the society in which the individual lives, through creativity and adaptability in dealing with diverse situations.

This ability can be trained and developed through practice and experience, making it a skill that is continuously improvable(Othmania & Saihi, 2024.p52)

1.2.2–Spontaneous Flexibility

Spontaneous flexibility is considered the second component of mental flexibility. It is defined as the ability to generate the largest possible number of diverse ideas about a given situation, such as producing unconventional uses for objects commonly employed by the individual. It is also defined as the capacity to shift from one idea to another when addressing a problem, reflecting the extent of variety in the ideas and solutions produced without being restricted to a specific framework regarding the situation or problem faced (Abdel Wahab, 2011, p. 27).

1.3The Effects of Role Conflict on Married Female Students

According to Anwar Al-Rashidi(2025), role conflict has both positive and negative effects:

1.3.1–Positive Effects:

–Demonstrating the ability to accomplish various tasks that were traditionally considered exclusive to men.

- Striving to work and engage in a profession or occupation beyond the scope of academic study.
- Achieving ambitions and goals that female students have long aspired toContributing to the development process across different fields.
- Realizing self-actualization and effectiveness, rather than being confined solely to domestic roles.
- Enhancing competence in marital and familial interactions, particularly in caring for and raising children.
- Developing strategies, skills, and competencies that enable the pursuit of aspirations and overcoming life's challenges and difficulties.

1.3.2–Negative Effects:

- Facing pressures and multiple problems related to balancing academic responsibilities and family obligations simultaneously.
- Adverse impact on marital stability and commitment toward the husband and children, which may exceed the student's capacity and negatively affect psychological and physical health, potentially leading to illnesses or psychological disorders such as anxiety and depression.
- Role conflict may also result in neglecting children's care and failing to provide a supportive environment for their upbringing, which could expose them to psychological disturbances and behavioral deviations.(pp636–637)

2– Method and Tools:

2.1–Research Methodology: The study employed the descriptive–correlational method, which is appropriate to the nature of the research.

2.2.Temporal Boundaries of the Study: The study was conducted during the months of November–December 2025.

2.3–Spatial Boundaries of the Study: The study was carried out at both the University Center of Cherif Bouchoucha in Aflou and Abdelhamid Ibn Badis University in Mostaganem.

2.4– Study Sample The study sample consisted of married female university students specializing in Social Sciences, distributed as follows:

Table (01) the sample of study :

Institution	Number of Students
University Center “Cherif Bouchoucha” – Aflou	33
Abdelhamid Ibn Badis University – Mostaganem	28
Total	61

Six responses were excluded due to non-compliance with the instructions (answering only some items while leaving others blank). Accordingly, the final sample comprised 55 married female university students.

2.5– tools of study

2.5.1–Cognitive Flexibility Scale designed by Abdelwahab 2011

–Purpose: Designed to measure adaptive flexibility and spontaneous flexibility in an Arab cultural context.

–Structure: The scale consists of 26 items divided into two dimensions:

Adaptive flexibility: items (1–15)

Spontaneous flexibility: items (16–26)

Response format: A 5–point Likert scale:

Strongly agree (5 points)

Agree (4 points)

Not sure (3 points)

Disagree (2 points)

Strongly disagree (1 point)

2.5.2–Psychometric Properties (based on Fatih Othmania's PhD dissertation, 2023/2024, supervised by Salima Saihi, Algeria)

–**Discriminant validity:**

–The study reported a t–value = 7.97, significant at the 0.01 level.

–This indicates that the scale possesses strong discriminant validity.

–**Reliability:**

–Internal consistency was assessed using Cronbach's alpha.

–result: $\alpha = 0.73$, which demonstrates acceptable reliability, allowing the scale to be applied to research samples

2.5.3 Role Conflict Scale

The Role Conflict Scale developed by Holman and Gilbert, translated by Asfour and Kazem (2016), is designed to measure role conflict among married female university students. The scale consists of 18 items distributed as follows:

Academic work / self-actualization: Items 1, 7, 13

Academic work / childcare: Items 2, 8, 14

Academic work / caring for the husband: Items 3, 9, 15

Caring for the husband / childcare: Items 4, 10, 16

Caring for the husband / self-actualization: Items 5, 11, 17

Childcare / self-actualization: Items 6, 12, 18

The scale includes five response alternatives:

1 = No conflict occurs,

- 2 = Low level of conflict,
- 3 = Moderate level of conflict,
- 4 = High level of conflict,
- 5 = Very high level of conflict.

2.5.4– Psychometric Properties in the Algerian Context :

We adopted the psychometric properties established in a previous study, which reported the following:

–Validity:

Internal consistency validity: Correlation coefficients ranged between:

- Academic work / self-actualization (0.80–0.86)
- Academic work / childcare (0.84–0.88)
- Academic work / caring for the husband (0.68–0.86)
- Caring for the husband / childcare (0.74–0.86)
- Caring for the husband / self-actualization (0.77–0.84)
- Childcare / self-actualization (0.82–0.88)

All correlations were statistically significant at the 0.01 level.

The correlation between each dimension and the overall scale ranged between (0.71–0.79), also statistically significant at the 0.01 level.

Discriminant validity: The study reported a t -value of -15.76 , significant at the 0.01 level.

–Reliability:

Split-half reliability ranged between 0.57–0.69.

Cronbach's alpha ranged between 0.70–0.82

These values reflect high reliability and provide strong evidence for the effectiveness of the Role Conflict Scale, confirming its suitability for use in the current study.

2.6–.statistical Methods Applied

- Pearson Correlation Coefficient
- One-Sample t -Test
- Arithmetic Means
- Freidman test

3– Results and Discussion

. **First Sub-Hypothesis:** There is a low level of cognitive flexibility among married female university students. To verify this hypothesis, we applied the t -test to examine the differences between the hypothetical mean and the sample mean, and we obtained the results presented in the following table:

Table (2): Result of the t-test measuring the level of cognitive (or mental) flexibility among married female university students

Variable	Sample Size	Sample Mean	Hypothetical Mean	Mean Difference	t-test Value	Significance Level
Cognitive Flexibility	55	96.98	78	18.98	23.86	0.001

It is evident from the table above that the sample mean is greater than the hypothetical mean. By calculating the t-test to measure the differences, we obtained a value of T (23.86), which is significant at the 0.001 level. This indicates a high level of cognitive flexibility among married female university students.

in the first sub-hypothesis, we found a high level of cognitive flexibility among married female university students. This result is largely consistent with the findings of Ziar and Saihi (2024), who reported elevated levels of cognitive flexibility among vocational training instructors. It also aligns with the study of Mohamed Bin Hassan (2017), which revealed high cognitive flexibility among university students, with adaptive flexibility scoring higher than spontaneous flexibility. Similarly, our findings agree with Abdel Karim (2015), who identified high levels of flexibility among female student-teachers. However, they differ from the results of Bani Younes et al. (2016) and Al-Hazil (2016), whose samples consisted of secondary school students. This discrepancy may be attributed to differences in the sample population: university students come from diverse regions and experiences, and their social interactions foster the development of new strategies that enable them to engage with novel situations and generate innovative solutions. Moreover, university students, particularly married female students, belong to an age group characterized by maturity and are more exposed to varied life experiences. Considering the daily responsibilities of married female students such as childcare, household management, and fulfilling multiple family needs it becomes evident that they are continually challenged to adapt. This supports the assertion of Cañas et al. (2007), who emphasized that cognitive flexibility is acquired through experience and practice, relying on the modification of cognitive strategies when processing new situations in the surrounding environment, thus, the high level of cognitive flexibility observed can be explained by the frequent exposure of married female students to diverse situations that allow them to acquire strategies and experiences enabling effective interaction with new demands.

second Sub-Hypothesis: There are differences in the ranking of the type of flexibility among married female university students. To verify this hypothesis, we used arithmetic

means and the Friedman test to examine the differences between the dimensions of cognitive flexibility, and we obtained the following results:

Table (3): Friedman test results for differences between dimensions of cognitive flexibility

Variable	Means	Rank	Sample	Chi ²	df	Sig.
Adaptive Flexibility	54.83	1.98	55	51.07	1	0.001
Spontaneous Flexibility	41.47	1.02				

From the table above, it is evident that there are statistically significant differences between adaptive flexibility and spontaneous flexibility.

To determine the direction of the differences, we note that the mean ranking of dimensions placed adaptive flexibility in the first position with a rank value of 1.89 and a mean of 54.83, while spontaneous flexibility came in second place with a rank value of 1.02 and a mean of 41.47. Thus, we accept the hypothesis that there are statistically significant differences in the ranking of cognitive flexibility dimensions.

in the second sub-hypothesis, we identified differences in the ranking of flexibility types, with adaptive flexibility being the highest, followed by spontaneous flexibility. This finding corresponds with the results of Mohamed Bin Hassan (2017), who reported high levels of adaptive flexibility among students at Umm Al-Qura University. This may be explained by the fact that married female students are more frequently exposed to varied experiences, which encourages them to adopt adaptive cognitive strategies. Such strategies allow for deeper processing and adjustment before transitioning to spontaneity and rapid response.

Third Sub-Hypothesis: There is a high level of role conflict among married female university students. To verify this hypothesis, we applied the one-sample t-test to examine the differences between the hypothetical mean (54) and the study mean, and we obtained the following results:

Table (4): One-sample t-test results for the level of role conflict among married female university students

Variable	Sample	Sample Mean	Hypothetical Mean	Mean Difference	t-test Value	Sig.
Role Conflict	55	41.86	54	13.14	32.21	0.001

From the table above, it is clear that there is a low level of role conflict among married female university students. This is reflected in the sample mean (41.86) and the t-test

value (32.21), which is significant at the 0.001 level. Therefore, the hypothesis was not confirmed.

We found a low level of role conflict among married female students, which is consistent with the findings of Othamnia and Kerkouch (2022) on the same population. However, this result differs from the studies of Akpotor, Julie (2015) and Noui Imane (2020), who examined role conflict among university students more broadly. The divergence in results may be attributed to differences in the time periods and contexts of these studies: Noui Imane's research was conducted during the COVID-19 pandemic, while Akpotor's study took place in a different environment with conditions unlike those in Algeria.

The result we obtained can be explained by the fact that married female students are more motivated and driven to achieve both academic success and marital adjustment. This motivation enables them to seek strategies that reduce role conflict, foster psychological balance, and enhance their ability to cope with pressures positively. This interpretation is reinforced by the study of Anwar Al-Rashidi (2025), which found high levels of marital stability and academic adjustment among married female university students. Al-Rashidi noted that these students actively pursue personal ambitions and goals that contribute to their development across various domains and sectors (Al-Rashidi, 2025, p. 635).

Accordingly, they exhibited a lower level of role conflict. Moreover, modern approaches in higher education, such as distance learning, may contribute to reducing the burdens and tensions they face. Therefore, the third hypothesis was not confirmed.

Main Hypothesis: There is a relationship between cognitive flexibility and role conflict among married female university students. To verify this hypothesis, we used Pearson's correlation coefficient and obtained the following results:

Table (5): Pearson correlation results between cognitive flexibility and role conflict

Variables	Sample	Pearson's r	Sig.
Cognitive Flexibility	55	-0.27	0.05
Role Conflict			

From the table above, it is evident that there is a statistically significant inverse relationship with a value of -0.27, significant at the 0.05 level. This means that as cognitive flexibility increases, the level of role conflict decreases among married female university students. Hence, the general hypothesis of the study is confirmed.

Regarding the main hypothesis, through the interpretation of the sub-hypotheses, the outlines of our findings become clear. The results revealed an inverse relationship: the

higher the level of cognitive flexibility, the lower the level of role conflict among married female university students. It is noteworthy that no similar studies were found in either the local or international context.

The explanation of this result may be attributed to the fact that married female students possess a high level of cognitive flexibility, which contributes to their ability to manage family pressures they encounter. This was confirmed by the study of Salam (2025), which found that as cognitive flexibility increases, the ability to manage family stress also improves. In the same vein, Badawia Radwan (2011) concluded that cognitive flexibility is related to research self-efficacy and mastery motivation.

Conversely, Anwar Al-Rashidi (2025) found that married female students enjoy marital stability and academic adjustment. This may be due to the experiences they face in university life—such as academic commitments and interactions with students from diverse regions—which necessitate the development of more effective strategies. Similarly, cognitive flexibility reflects the extent to which married female students respond to various unexpected situations, motivating them to act effectively and to develop cognitive strategies suited to new circumstances. Consequently, cognitive flexibility contributes to adaptation, the acquisition of problem-solving alternatives, and the fostering of creativity

.4– Conclusion

In our study, we investigated the nature of the relationship between mental flexibility and role conflict among married female university students. Several research questions were posed regarding the relationship between cognitive flexibility and role conflict, the level of cognitive flexibility among married students, the ranking of its dimensions, and the level of role conflict they experience.

The findings revealed a high level of cognitive flexibility among married female students, with a mean score of 23.86. The ranking of dimensions favored adaptive flexibility (mean rank = 1.98) over spontaneous flexibility (mean rank = 1.02). In contrast, the level of role conflict was found to be low, with a *t*-value of 32.21. The relationship between the two variables was inverse, with a Pearson correlation coefficient of -0.27 .

In light of these results, it can be concluded that married female students demonstrate a high level of cognitive flexibility and a low level of role conflict. This reflects the challenges they face and their ongoing efforts to achieve self-actualization academically, scientifically, and within their family roles

Recommendations

=Expand research on cognitive flexibility in relation to psychological variables such as stress and coping strategies.

=Broaden the study of the impact of role conflict among working female students and married working women.

=Extend investigations into role conflict among working university students and its influence on personality and cognitive characteristics.

=Develop specialized programs for married female students aimed at enhancing their skills and fostering family adjustment.

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