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LATE MARRIAGE AND MARITAL OBSTACLES FOR MOSTAGANEM UNIVERSITY TEACHERS

A dissertation submitted in partial fulfilment of the requirements for the
Master Degree in “**Science of Language**”

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Dedication

I dedicate this humble work to my dearly loved parents, my sons Cherif and Islam, who have always been my pillars of strength and support, your unwavering love and encouragement, have been the driving force behind my success. To my brothers and sisters and loved ones, who have stood by my side throughout this demanding endeavour, I extend my deepest appreciation. Thank you all for instilling in me the values of hard work, perseverance, and determination. I dedicate this work to you with all my heart. Your boundless love, encouragement, and understanding have provided the foundation upon which I built my aspirations.

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Abstract

Gender studies is an academic field that focuses on the social, cultural, and historical constructions of gender and how these constructions shape our experiences and identities. Historically, marriage was seen as a union between a man and a woman, with the man serving as the breadwinner and the woman taking care of the home and children. Thus, in recent years, there has been a shift towards more egalitarian relationships within marriages. Women are no longer expected to solely take care of the home and children, but are instead encouraged to pursue their own careers and ambitions. Men are also encouraged to take on more domestic responsibilities within the household. Besides, both genders are likely to feel afraid of getting married at an early age. Nevertheless, in the Algerian context, little attention has been given to the field of gender and marriage in relation to university teachers. Hence, this study aims to investigate the reasons behind having numerous single Mostaganem University teachers. The sample consists of twenty one University teachers, nine males and twelve females. We opt for a mixed method approach through using a questionnaire as a research tool. Our findings show that many barriers hinder Mostaganem University teachers when choosing to get married later in life, among them, education and career; the financial stability; finding the right partner; fear of responsibility, housing problems, educational level. Preventing late marriage is a personal decision that depends on individual circumstances and goals. By focusing on personal growth, building a strong support network, pursuing education and career opportunities, and taking care of your physical and mental health, one can set himself up for success and make informed decisions about his marital life.

Keywords: gender studies, gender and marriage, late marriage, marital obstacles, university teachers

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Gender studies are an interdisciplinary field that explores the social, cultural, and political constructions of gender. It is a relatively new field that emerged in the late 20th century as a response to the feminist movement and the need to understand how gender shapes our experiences and identities. Gender studies are an important area of study because it helps us to understand how gender affects our lives, relationships, and society as a whole. One of the key concepts in gender studies is the idea that gender is not a fixed or natural category but rather a social construct.

This means that our ideas about what it means to be male or female are shaped by cultural norms and expectations rather than biology. For example, the idea that women are naturally nurturing or emotional is not based on any scientific evidence but rather on cultural stereotypes. Gender studies also explore how gender intersects with other forms of identity such as race, class, sexuality, and ability. This intersectionality approach recognizes that people experience multiple forms of oppression and discrimination based on their identities.

Gender and marriage have been two intertwined concepts since the beginning of human civilization. Marriage is a social institution that has been used to regulate sexual behaviour, establish family units, and provide a framework for the upbringing of children. Gender, on the other hand, refers to the social and cultural expectations associated with being male or female. In this study, we will explore how gender roles have influenced marriage throughout history and how modern society is challenging traditional gender norms in marriage. Today, many couples are rejecting traditional gender roles in their marriages. Both partners are expected to contribute equally to household chores and childcare responsibilities. This shift towards more egalitarian marriages has been driven by several factors such as increased education levels among women, greater economic opportunities for women, and changing societal attitudes towards gender roles.

When working as a part-time teacher, I noticed a great number of aged celibate university teachers, in various departments, what truly motivated me to conduct a research, so as to identify what really prevents this intellectual category from fusing. In this dissertation, we aim at discovering the real barriers that obstruct university teachers to get hitched. Before engaging in our research, this study seeks to answer the following research questions:

1. What prevents university teachers from getting married?

General Introduction

2. Are there gender differences with regard to late marriage and marital obstacles for university teachers?

In an attempt to answer the research questions, the following hypotheses are tested:

1. Many reasons prevent university teachers from getting married, such as housing, financial problems and finding the right partner.
2. Women have more obstacles with regard to late marriage compared to men.

To achieve the objectives of the study and provide valid results, data is gathered and analysed in order to obtain reliable findings. Therefore, a sample of twenty one Abdlhamid Ibn Badis Mostaganem University teachers is chosen and from three different departments; Biology, Arabic Literature, and English. The nature of the topic guides us to adopt both qualitative and quantitative approaches through using a questionnaire as a research tool which is composed of thirteen close-ended and open-ended questions.

This research is divided into three chapters; the first chapter consists of the theoretical background; a literature review, an overall understanding about gender studies, approaches to gender studies, and gender in relation to marriage. The second chapter is devoted to the practical part. It introduces the research tools and the procedures used to provide the description of the research methodology and to investigate also the research questions and the hypotheses. Finally, the third chapter provides the discussion of the findings, recommendations, and limitations of the present study.

Chapter One

1.1 Introduction

Gender studies are an interdisciplinary field that explores the social, cultural, and political constructions of gender. Thus, one of the debatable topics in gender studies is gender in relation to marriage. This chapter, then, encompasses the literature review, an overall understanding about gender studies, approaches to gender studies, and gender- marriage relationships.

1.2 Defining Gender

Gender studies are an interdisciplinary field that studies constructions of gender in society with regard to race, sexuality and other sociological characteristics. Before defining gender, it is important to differentiate between gender and sex. According to the Oxford English dictionary, gender is “the state of being male or female in relation to the social and cultural roles that are considered appropriate for men and women

The term gender refers to the social and cultural construction of masculinity and femininity and not the fact of being male or female. Many people often mix between the two terms “sex” and “gender” thinking that they reveal the same. Sex is, in fact, the biological form we have at birth; however, gender is the way a person chooses to identify whether as a man or a woman or another gender.

Simone de Beauvoir stated that “One is not born, but rather becomes, a woman” (Cited in Irene Gammel, 1999, p.267). Therefore, Society has fixed standards to identify us as masculine or feminine. The difference is obvious on the clothes we wear, space we occupy and also the language we speak, everything is gendered.

In our culture, there is a dichotomy of gender, meaning that we are born male or female according to our sex. However, gender is the social characteristics, attitudes and behaviours related to either a man or a woman and which may change from a generation to another and from a situation to another. There are many reasons that clarify the importance of gender dichotomy. Men and women are different; the usage of language is different in terms of sex, education and power status.

Society has created a gender binary; that is why since an early age, children act correctly according to their correct gender norms. We have to mention that these norms might be oppressive for people who do not fit the gender binary (sometimes one’s sex and gender do not fit), such as transgender. These individuals who are identified neither males nor females for whatever reasons, have been accepted by numerous cultures.

For the last decades, a lot of work has been done to destruct the social binary system, but it is still deep-rooted and still prevalent in many societies. It is obvious that men and women have linguistic preferences to speak in their own ways. This depends on each sex’s tendencies in different conversations, styles, various lexical and grammar patterns, and also

differences at the phonetic and phonological levels. Hence, there are two and only two socially and legally recognized gender roles.

1.3 Approaches in Gender Studies

1.4 The Deficit Approach

Different scholarly approaches have been investigating to provide possible explanations for women's linguistic behaviour in language and gender research. Among which is "The Deficit Model".

The deficit Approach is the earliest within the field of language and gender. Otto Jespersen is among the first linguists to write about male and female language. In his book "It's Nature, Development and Origin" (1922) particularly in a chapter entitled "The Woman", he explored a set of differences between the language used by men and women. According to Jespersen (1922), women talk a lot, speak before they think, and use very simple limited vocabulary. Moreover, women's speech is emotional, indirect and thus less effective than men's. However, men's language contains more difficult words with larger vocabulary, capable of bringing new words to the language, and therefore, being more impressive and significant.

Robin Lakoff is also one of the supporters of the Deficit Approach. Lakoff (1975) argues that women's language weakness is not only reflected in how they speak or how they perceive the language usage, but also in how they are portrayed through the language itself. Both Jespersen and Lakoff agreed that women's language is inferior and deficient in comparison to men's. This approach received a set of critics since it focused only on the deficits' in women's language, while considering that men's language is the norm. It negatively represents women's talk as deviating from the norm.

1.5 Dominance Approach

Over time, language and Gender Studies have moved through several stages. The Dominance Approach has its origins in Jespersen's linguistic research. This theory argues that women have an inferior social position in society which is reflected in male and female's language use. After the publication of "Language and Woman's Place" by Robin Lakoff (1975), Lakoff claimed that men dominate women linguistically; male's dominance is enacted through linguistic practices. Men tend to use language to exert power and maintain their superiority in society. The use of language is about power rather than gender.

Zimmerman and West (1975) found that in mixed-sex conversations, 99% interruptions are man-made. Fishman (1977) described women as being dominated because of

both societal pressure and patriarchy. Dale Spender (1980) as well believed in the Dominance Approach. She stated that the features of women's language are not their making because of the men's dominance and thus language is imminently patriarchal, made by men for men. Spender (1980) claims that "it is the men, not the women who control knowledge, and I believe that this is an understanding we should never lose sight of." (Man Made Language) 1980. (1980, p.9)

As a matter of fact, Lakoff (1975) did not conduct any research with regard to that approach; her ideas were based only on observations with generalizations about both genders. The theory is still supported by many scholars; however, it is considered as outdated, since then, many recent theories have emerged. Lakoff herself admitted to having done no research. She wrote "it is my impression, though I do not have precise statistical evidence" (Lakoff, 1975, p. 48.).

The question to be asked here, do men always possess power? Do not some women have power too? It is probably due to the fact that women are stereotypically viewed as being weak; whereas, men are stereotypically meant to be powerful.

1.6 The Difference Approach

The Difference Approach is an approach of equality, differentiating men and women on the basis of belonging to different subcultures as they-since childhood- have been socialized, which leads to a variety of communicative styles. Men and women speech are different but neither is superior.

In the 1980's, women started revolting against being treated as a subordinate group, asserting that they have different voices and different experiences from that of men. The Difference Approach does not emphasize on who has power and who has not, but rather on gender as two sub-cultures. Both boys and girls learn to be different. Boys learn to be competitive, aggressive while girls come to know how to be polite and cooperative.

The main proponent of this theory is Deborah Tannen, influenced by Maltz and Borker and originally a student of Robin Lakoff. Tannen through her book "You Just Don't Understand" (1990), described mixed-sex talk as "cross-cultural communication" (p.7). She represented the difference between male and female language in a series of six contrasts, namely, Status VS Support- Advices VS Understanding- Information VS Feelings- Orders VS Proposals- Conflict VS Compromise- Independence VS Intimacy.

Daniel Maltz and Ruth Borker (1982) in a study developed a list of men's and women's features of language. According to both linguists, these norms of interaction were acquired in same-sex group rather than mixed-sex group; they saw the Difference Approach from a cultural point of view.

Like previous theories, The Difference Model has been subject to a number of critics. This approach is viewed from an essentialist perspective. Moreover, Tannen's observations

are largely based on personal perceptions rather than research and cannot be said for all conjugal conversations.

1.7 The Social Constructionist Approach

The fourth model, the Social Constructionist Approach, also called The Dynamic Approach, which came to challenge the previous approaches. The research question altered from studying men's and women's speech to when and how language use construct gender differences.

This approach views gender as "a social construct", fulfilled when someone speaks whoever the speaker is, a male or a female. Both speech and gender identity vary according to the context which may be fluid and unstable. Researchers who adopt this theory take a social constructionist perspective. The term "Discourse" is always used instead of "language".

According to Jennifer Coates (1990), both men and women participate in a range of contexts in a lifetime and change their performances accordingly. They can perform multiple identities during a conversation. They may simultaneously belong to multiple communities of practice, connecting or associating gender with a set of variables such as age, class, race and sexuality. Coates demonstrated various language characteristics such as "hedges", which are not definitely a sign of inferiority, they may signify power and intelligence. In further studies, she also pointed out similarities in both boys and girls talk topics in single gender groups.

Judith Butler (1990), who is a feminist pioneer, proposed her theory of "Gender Performativity" in her book "Gender Trouble" (1990) which has deeply influenced the field of Gender Studies. She stated that an individual can constitute himself or herself in a social context. Butler said: "there is no gender identity behind the expression of gender; that identity is performatively constituted by the very expressions that are said to be its results" (Butler, 1990, p.25). Many linguists adopt this model since it is the most current approach.

1.8 Gender and society

Gender and society are two interconnected concepts that have a significant impact on the lives of individuals. Gender refers to the socially constructed roles, behaviours, and expectations associated with being male or female, while society refers to the collective group of people who share common values, beliefs, and practices. The relationship between gender and society is complex and multifaceted, as societal norms and expectations shape gender roles and behaviours, while gender also influences societal structures and power dynamics.

Gender roles are social expectations that dictate how individuals should behave based on their sex. These roles are often reinforced through socialization processes such as family upbringing, education, media representation, and peer pressure. For instance, boys are often encouraged to be assertive, competitive, and dominant while girls are expected to be

nurturing, emotional, and submissive. These gender roles can limit individual potential by restricting their choices in life.

Society also plays a crucial role in shaping gender identity by creating norms that define what is considered masculine or feminine behaviour. These norms can lead to discrimination against individuals who do not conform to traditional gender expectations. For example, women who pursue careers in male-dominated fields may face discrimination due to societal beliefs that women should prioritize family over work.

Gender also influences societal structures such as politics, economics, and education. Women have historically been underrepresented in positions of power due to systemic barriers such as sexism and patriarchy. This has led to a lack of diversity in decision-making processes which can result in policies that do not adequately address the needs of marginalized groups.

Gender socialization is a process through which we learn gender awareness, mainly at an early age. In simple words, it is learning how to do gender. In her book *Gender Troubles* (1990), Judith Butler proposed her idea of gender performativity by theorizing that “people construct gender by performing it” (p.25). Society is the central factor in defining gender traits and behaviours which are almost dictated to be assigned for male or female. Children pay high attention to their own gender; they know they are a boy or a girl.

Multiple agents of socialization are responsible for the construction of the gender identity, such as a child’s closest contact with parents, the educational setting and the media which plays key roles in enhancing how to learn gender.

Each society depends on a set of variables of what is meant by feminine and masculine norms because gender is socially constructed, we culturally construct masculinity and femininity, how to become a social agent depending on the context and the set of experiences we went through. To sum up, gender is a social inheritance going from a generation to another since through time; the socially dominant norms of any people become the internal truth of them.

1.9 Gender and marriage

Gender and marriage have been intertwined for centuries, with societal norms dictating the roles and expectations of each gender within the institution of marriage. However, as society has evolved and progressed, so too have our understandings of gender and its relationship to marriage.

Historically, marriage was seen as a union between a man and a woman, with the man serving as the breadwinner and the woman taking care of the home and children. This traditional gender role division was reinforced by societal expectations and cultural norms,

with women being expected to be submissive to their husbands and prioritize their family over their own ambitions.

However, in recent years, there has been a shift towards more egalitarian relationships within marriages. Women are no longer expected to solely take care of the home and children, but are instead encouraged to pursue their own careers and ambitions. Men are also encouraged to take on more domestic responsibilities within the household.

This shift towards more equal partnerships within marriages has been driven by a number of factors. One major factor is the increasing number of women in the workforce. As women have become more financially independent, they have gained greater bargaining power within relationships and are less likely to accept traditional gender roles.

Another factor is changing attitudes towards gender roles in general. As society becomes more accepting of non-traditional gender identities and expressions, there is greater acceptance of non-traditional gender roles within relationships as well.

Despite these shifts towards more egalitarian relationships within marriages, there are still many challenges that couples face when it comes to navigating gender dynamics. For example, even when both partners work outside the home, women still tend to do more domestic labour than men. This can create tension within relationships if one partner feels like they are doing an unfair share of the work.

Additionally, there are still many societal expectations around what it means to be a “good” wife or husband that can be difficult for couples to navigate. For example, men may feel pressure to be the primary breadwinner, even if their partner earns more money. Women may feel pressure to prioritize their family over their own career ambitions.

Overall, gender and marriage are deeply intertwined, with societal expectations and cultural norms shaping our understandings of what it means to be a husband or wife. However, as society continues to evolve and progress, we are seeing a shift towards more egalitarian relationships within marriages. While there are still many challenges that couples face when it comes to navigating gender dynamics, this shift towards greater equality is a positive step towards creating more fulfilling and equitable partnerships.

1.10 Conclusion

Gender studies are a field that examines how gender is socially, culturally, and politically constructed. One of the topics that is debated in this field is the relationship between gender and marriage. This chapter provides a literature review, an overview of gender studies, different approaches to studying gender, and explores the connection between gender and marriage.

Chapter Two

2.1. Introduction

The aim of this study is to collect information that will help us answer our research questions and validate our hypotheses. In this chapter, we will analyse the responses gathered from teachers' questionnaires conducted at the departments of Biology, Arabic Literature and English, University of Abd Alhamid Ibn Badis Mostaganem. Our focus will be on the data obtained from the population under study. We will begin by describing the characteristics of the samples, then discussing the research methods, followed by an analysis of the questionnaire data.

2.2. The Sample

The sample of the present study consists of twenty one Mostaganem University teachers, nine males and twenty one females from different departments, namely, Biology, Arabic Literature and English. In the department of Biology, two females and three males are selected; for the Arabic Literature department, four males and six females take part; whereas, for the English department, two males and six females participate in the study. Their ages range from thirty five to sixty four years old. Four Professors and one Assistant Professor are questioned in the department of Biology; three Professors, four Assistant Professors and one Associate professor in the department of Arabic Literature. For the English department, three Associate lecturers, two Associate professors and one Associate Professor contribute in the survey.

2.3. Methods

The science of analysing how research is conducted in a systematic way is known as research methodology. This involves investigating the various stages of a scholar's research problem and the reasons behind them. Research methods refer to the tools and techniques used to conduct research, which can uncover new or interesting facts. The methodological approach of this study is exploratory mixed methods, which involves both quantitative and qualitative data gathering. Quantitative methods are used to test hypotheses by systematically collecting and analysing data, while qualitative methods are used to explore ideas and experiences in depth, gaining information about participants' attitudes, impressions, and opinions.

2.4. Analysis of the Questionnaire

The questionnaire consists of thirteen questions submitted to twenty one University teachers in three different departments: Biology, Arabic Literature and English.

Question 1: do you think post-graduate studies hinder university teachers from getting married?

This question aims to know whether post-graduation is obstructing university teachers from marriage.

Table2.1. Post-graduate Studies' Obstacle

	Biology		Arabic Literature		English	
	Yes	No	Yes	No	Yes	No
Male	0%	100%	25%	75%	50%	50%
Female	50%	50%	60%	40%	0%	100%

This table shows that 100% of male teachers in the department of biology, 75% in the department of Arabic Literature perceive that post-graduate studies impede university teachers from getting married, while male's answers in the department of English vary equally by 50%. However, 50% of female teachers at the department of Biology, 60% at the department of Arabic think of post-graduation as an obstacle, conversely to female' answers in the department of English by 100% which are against considering higher studies as a hindrance.

Question 2: university education is considered a factor associated with later and fewer marriages for women.

This question aims to find out if University education is a factor to late marriage for women.

Table2.2. University Education Causing Late Marriage

	Biology		Arabic Literature		English	
	Agree	Disagree	Agree	Disagree	Agree	Disagree
Male	33,33%	66,66%	75%	25%	50%	50%
Female	50%	50%	60%	40%	50%	50%

According to this table, 66,66% of male teachers in the department of Biology disagree with the fact that university education is a boundary to later or fewer marriages for women; while 75% in the department of Arabic Literature and 50% in the department of English agree with. 60% of female teachers in the department of Arabic Literature approve for higher education's difficulty to getting married; while, in both departments of Biology and English, female teachers' answers vary by 50% between assenting and disagreeing.

Question 3: higher achievements in higher education intimidate men.

This question is to identify if higher accomplishments in higher education really frighten men.

Table2.3. Higher Achievements Intimidating Men

	Biology		Arabic Literature		English	
	Agree	Disagree	Agree	Disagree	Agree	Disagree
Male	0%	100%	50%	50%	50%	50%
Female	0%	100%	50%	50%	100%	0%

This table shows that both 100% of male and female teachers' answers in the department of Biology do not discern higher achievements as an intimidation for men; whereas, both male teachers in the departments of Arabic Literature and English range equivalently with 50% by agreeing and disagreeing. Conversely to 100% of female teachers in the department of English and 50% for Arabic Literature teachers who agreed for recognizing higher achievements as daunting for men.

Question 4: does age affect having more requirements in your partner?

This question is to find out whether age affects for more requirements in the future partner.

Table 2.4. Age's Effect on the Partner's Requirements

	Biology		Arabic Literature		English	
	Yes	No	Yes	No	Yes	No
Male	100%	0%	50%	50%	50%	50%
Female	50%	50%	16,66%	83,33%	100%	0%

From this table, we notice that in the department of Biology, all male teachers approve for age's effect on having more requirements in the partner. Similar results (50%) are found between male teachers in both departments of Arabic Literature and English. However, 83,33% of female teachers in the department of Arabic literature answered by no, contrarily to the Department of English teachers with 100%, and the department of Biology by 50%, who state that age has an effect on having more requirements in the partner.

Question 5: do you consider university teacher salary as enough for living?

This question is to know if university teacher salary is enough for living.

Table2.5. Sufficiency of the University Teacher Salary

	Biology		Arabic Literature		English	
	Yes	No	Yes	No	Yes	No
Male	100%	0%	75%	25%	50%	50%
Female	100%	0%	40%	60%	75%	25%

From this table, we notice that 100% male and female teachers in the department of Biology consider the university teacher salary as sufficient for living; 75% in the department of Arabic Literature are for the same answer and 50% responded equally in the department of English. In contrast, 60% of the female teachers in the department of Arabic Literature, and 75% in the department of English believe that the university teacher salary is inadequate for living.

Question 6: are financial issues a barrier to get married?

This question is to detect if financial issues are a handicap to marriage

Table2.6. Financial Issues as a Deterrent to marriage

	Biology		Arabic Literature		English	
	Yes	No	Yes	No	Yes	No
Male	0%	100%	75%	25%	50%	50%
Female	50%	50%	40%	60%	75%	25%

The table above reveals that 100% of male teachers in the department of Biology and 50% in the department of English think that financial issues are not an impediment to getting married. Despite that, 75% of male answers in the department of Arabic Literature perceive the budgetary status as an obstruction to marriage. With regard to female teachers' answers, 75% in the department of English, 60% in the department of Arabic Literature and 50% answer equally in the department of English, that financial difficulties are a barrier to marriage.

Question 7: is housing an obstacle for late marriage?

This question is an attempt to determine if housing is a reason for late marriage.

Table2.7. Housing’s Obstacle for Late Marriage

	Biology		Arabic Literature		English	
	Yes	No	Yes	No	Yes	No
Male	66,66%	33,33%	75%	25%	50%	50%
Female	50%	50%	50%	50%	50%	50%

This table shows that 66,66% of male teachers in the department of biology, 75% in the department of Arabic Literature and 50% in the department of English recognize housing as a real obstacle for late marriage. Female teachers in the three departments; Biology, Arabic Literature and English, state equally (50%) that housing is a barrier to late marriage.

Question 8: are you for living with in-law parents?

This question seeks to know if university teachers are for or against living with the family in-law.

Table2.8. Being For or Against Living with In-law Parents

	Biology		Arabic Literature		English	
	Yes	No	Yes	No	Yes	No
Male	100%	0%	50%	50%	50%	50%
Female	100%	0%	40%	60%	0%	100%

The table above reveals that 100% of male and female teachers in the department of Biology are for living with in-law parents; while, all male answers in both Arabic Literature and English departments diverge between acceptance and refusal. However, 60% and 100% of female teachers in the departments of Arabic Literature and English, respectively, are against living with in-law family.

Question 9: are you for living alone?

This question aims to know if university teachers are for living alone or not.

Table2.9. Livelihood Preference

	Biology		Arabic Literature		English	
	Yes	No	Yes	No	Yes	No
Male	0%	100%	100%	0%	50%	50%
Female	100%	0%	60%	40%	75%	25%

The results in the table above indicates that 100% of male teachers' answers in both Biology and Arabic Literature departments vary respectively between their likelihood and

dissent for living alone, male teachers in the department of English range equally with 50%; whereas, for female teachers, 100% of answers in the department of Biology, 60% in the department of Arabic Literature and 75% in the department of English are for living unaccompanied with in-laws.

Question 10: fear of responsibility is one of the factors of my late marriage.

This question is designed to check out if fear of responsibility can be a boundary to late marriage.

Table2.10. Fear of Responsibility as a Factor of Late Marriage

	Biology		Arabic Literature		English	
	Agree	Disagree	Agree	Disagree	Agree	Disagree
Male	66,66%	33,33%	50%	50%	50%	50%
Female	100%	0%	40%	60%	0%	100%

As shown in the table, 66,66% of male teachers in the department of Biology identify that fear of responsibility is one of the barriers to getting married; while, all males' answers in both departments of Arabic Literature and English show an equal result (50%) between yes and no, in contrast to 100% of female teachers' answers in the department of Biology. As opposed, 60% of female answers in the department of Arabic Literature, and 100% in the department of English totally disagreed with considering fear of responsibility as a cause for late marriage.

Question 11: I could not meet suitable personality qualities in my partner.

This question is to observe suitable personality qualities found in the partner.

Table2.11. Searching for Suitable Personality qualities

	Biology		Arabic Literature		English	
	Agree	Disagree	Agree	Disagree	Agree	Disagree
Male	66,66 %	33,33%	25%	75%	0%	100%
Female	100%	0%	50%	50%	100%	0%

This table demonstrates that 66,66% of male teachers in the department of Biology confirm not meeting the qualities they search for in the partner; while, 75% of answers in the department of Arabic Literature, and 100% in the department of English do not care about finding out adequate qualities. Concerning female teachers' answers, 100% in both departments of Biology and English, and 50% in the department of Arabic Literature disagree with meeting some suitable personality qualities in the future partner.

Question 12: having the same level of education is one of the most important criteria in my partner.

This question attempts to see if having the same educational level is an important criterion in the future partner.

Table2.12. Same Educational Level as a Crucial Condition

	Biology		Arabic Literature		English	
	Agree	Disagree	Agree	Disagree	Agree	Disagree
Male	100%	0%	75%	25%	0%	100%
Female	100%	0%	60%	40%	25%	75%

From this table, it seems that 100% of male teachers in the department of Biology, 75% in the department of Arabic Literature require having the same educational level in the partner; while, 100% in the department of English disagree with this fact. With regard to female teachers' answers, 100% in the department of Biology, 60% in the department of Arabic Literature agree with having identical levels, contrarily to 75% female teachers in the department of English who disagree with having the same degree of knowledge.

2.5. Gender Differences

In this part, we attempt to expound on gender differences in relation to late marriage and the reasons behind that for all university teachers who have already participated in this study.

Question 1:

Table2.13. Post-graduate Studies' Obstacle

	Males	Females
Yes	22,22%	41,66%
No	77,77%	58,33%

This table shows that both male and female Mostaganem University teachers do not consider post-graduate studies as a hindrance from getting married.

Question 2:

Table2.14. University Education Causing Late Marriage

	Males	Females
Agree	55,55%	58,33%
Disagree	44,44%	41,66%

According to this table, male and female university teachers consider university education as a factor associated with fewer and later marriages for women.

Question 3;

Table2.15. Higher Achievements Intimidating Men

	Males	Females
Agree	33,33%	58,33%
Disagree	66,66%	41,66%

As the results show, male teachers disagree with the fact that higher education intimidates men. However, female teachers perceive higher education as a real intimidation to men.

Question 4:

Table2.16. Age's Effect on the Partner's Requirements

	Males	Females
Yes	66,66%	50%
No	33,33 %	50%

The table above demonstrates the agreement of male teachers about the effect of age on having more requirements in the partner; while, female teachers are not biased towards any answer as they have equal percentage for yes and no.

Question 5;

Table2.17. Sufficiency of the University Teacher Salary

	Males	Females
Yes	77,77%	58,33%
No	22,22%	41,66%

From this table, we deduce that both male and female university teachers are satisfied with their salary.

Question 6:

Table2.18. Financial Issues as a Deterrent to Marriage

	Males	Females
Yes	44,44%	50%
No	55,53%	50%

As shown in this table, financial issues are not an obstacle to male teachers while female teachers are divided equivalently in their answers.

Question 7:

Table2.19. Housing Obstacle for Late Marriage

	Males	Females
Yes	66,66%	50%
No	33,33%	50%

The findings in this table show that housing is one of the obstacles to male teachers. In contrast, female teachers have the same percentage for each answer.

Question 8:**Table2.20. Being For or Against Living with In-law Parents**

	Males	Females
Yes	66,66%	16,66%
No	33,33%	83,33%

The table above shows that male teachers are for living with the in-law parents contrarily to female teachers who disagree with 83,33%.

Question 9;**Table2.21. Livelihood Preference**

	Males	Females
Yes	55,55%	83,33%
No	44,44%	16,66%

The results in this table demonstrate the approval of both male and female teachers to living alone.

Question 10:**Table2.22. Fear of Responsibility as a Factor of Late Marriage**

	Males	Females
Agree	55,55%	33,33%
Disagree	44,44%	66,66%

The findings in this table illustrate that male teachers consider the fear of responsibility as a reason to late marriage while female teachers do not.

Question 11:**Table2.23. Searching for Suitable Personality Qualities**

	Males	Females
Yes	33,33%	75%
No	66,66%	25%

This table shows that female teachers could not really meet suitable personality qualities in the partner while male teachers do

Question 12:

Table2.24. Same Educational Level as a Crucial Condition

	Males	Females
Agree	66,66%	58,33%
Disagree	33,33%	41,66%

The results demonstrate that all male and female teachers together agree for having the same educational level as a crucial criterion in the partner.

2.6 Conclusion

To conclude, the purpose of this research is to gather data that assist us in addressing our research inquiries and confirming our assumptions. In this section, we examine the feedback obtained from the teachers' questionnaire conducted at the Biology, Arabic Literature, and English departments of Abd Alhamid Ibn Badis University in Mostaganem. Our attention is on the information obtained from the group being studied. We start by outlining the features of the samples, then discussing the research techniques used, followed by an analysis of the questionnaire responses. The information gathered from various methods and sources is to be subject of interpretation in the following chapter.

Chapter

Three

3.1. Introduction

After analyzing the data of the questionnaire, this chapter discusses the findings and expounds on them in depth. We endeavour to tackle each reason that hinders university teachers from getting married apart and explain it plainly. Then, we end the chapter with some limitations of the research followed by recommendations for further studies.

3.2. Discussion

Gender studies is an academic field that focuses on the social, cultural, and historical constructions of gender and how these constructions shape our experiences and identities. It encompasses a range of disciplines, including sociology, psychology, anthropology, literature, and history. Gender studies scholars examine the ways in which gender connects with other aspects of identity, such as race, class, and sexuality, and how these connections influence power dynamics, social norms, and cultural practices. They also analyse how gender is represented in various media, including film, literature, and popular culture. Gender studies aims to promote a greater understanding of the complex ways in which gender shapes our lives and to work towards a more equitable and just society.

One of the recent hot topics in gender studies which is not much tackled in the Algerian context is gender in relation to marriage. Historically, there have been societal expectations and pressures on women to marry at a younger age than men. This has often been tied to traditional gender roles that position women as caregivers and homemakers, while men are seen as providers and protectors. As a result, women may face greater social and familial pressure to marry and have children earlier in life, which can limit their options .and opportunities for education, career development, and personal growth.

However, in recent years, there has been a shift towards more egalitarian .gender roles and greater gender equality in many societies. As a result, women are more likely to pursue education and careers and delay marriage and childbirth until they feel ready. This has led to an increase in the average age of marriage for both men and women in many parts of the world. Late marriage can be influenced by a variety of factors, including cultural norms, economic conditions, and personal preferences. Gender can also play a role in this phenomenon.

In this research, we attempt to examine gender in relation to late marriage for Mostaganem university teachers, and therefore, we try to confirm or disconfirm the hypotheses stated before. According to the results found in our study, there are many reasons why university teachers may choose to get married later in life which are all stated as follows.

a. Education and Career:

Mostaganem university teachers prioritize their education and career before settling down and starting a family. Though it was not stated in the answer of the questionnaire, it was plainly argued for some of them. Pursuing higher education and building a successful career can take time and effort, which can delay the decision to get married. This goes in line with a study conducted by Professor Raphael Nyarkotey Obu (2022) who discovered that individuals who end up receiving more education are less likely to have married early in their lives when compared to those who are less educated.

b. Financial Stability:

Marriage is a significant financial commitment, and thus, though university teachers are satisfied with their salary, they prefer to wait until they have achieved financial stability before tying the knot. Conversely to Berna M.Torr's study (2011), there is a debate regarding how women's economic status affects marriage and family formation. Some experts believe that if women have higher economic status, they are less likely to get married, which leads to a decrease in overall marriage rates. However, others argue that since men and women have similar roles in the labour market, they should have a similar positive relationship between economic status and marriage. In another study "The Biggest Reason Women Aren't Getting Married", conducted by Kerry Close, Na'ama Shenhav (March 23rd, 2016), a Ph.D. Candidate at the University of California, asserts that women's rising earnings relative to men's is responsible for about 20% of the diminution in the marriage rate. She also affirmed that over the past 30 years, women's wages have grown more than men's, making them increasingly crucial to the financial stability of households. This has led many women, including those from lower socioeconomic backgrounds, to delay or avoid marriage. As women become less dependent on men for financial support, their decision to marry is influenced more by factors such as love, social norms, and the desire to start a family.

c. *Finding the Right Partner:*

University teachers want to find the right partner before getting married. It can take time to find someone with whom they share similar values, interests, and goals. In Professor Nyarkotey's research (2022) he similarly discussed how the scarcity of suitable partners for highly educated women can affect their behaviour and decision-making in relationships. Both men and women may feel they have to compromise their standards and expectations in order to find a partner, which could lead them staying in unsatisfying relationships or altering their values and beliefs.

A female teacher from the department of English supposed that it is hard to find a partner: "because they are either irresponsible, playful, lying losers or irresolute men". A second female added: "**they are rare the men who can satisfy and meet our expectations, needs and prospects**". While a male teacher still from the same department argued: "*With age, the criteria of selection change. It is true that as one grows, he becomes more difficult to satisfy, but in general one has to accept that no one is perfect*".

From the Department of Biology, a female teacher announced: "*Personally, I do not expect material support from a man. We have a tiring and frustrating job in some aspects, so what I expect is more moral and emotional support, and understanding. I would like my husband to truly be interested in me, respect me (my person and my opinions), and accept me with my flaws, in addition to loyalty. I haven't found that yet*". In fact, there is no such thing as "a perfect partner", simply because no one is perfect.

d. *Fear of Responsibility:*

One of the main reasons why Mostaganem university male teachers may choose to delay marriage is the fear of responsibility. As academics, they may prioritize their careers and feel hesitant to take on additional responsibilities that come with marriage, such as starting a family. University teachers may also feel anxious about balancing their work commitments with their personal lives, leading them to delay marriage until they feel more confident about managing these responsibilities. Accordingly, Chellai Fatih (January 3rd, 2021) from Ferhat Abbas University, Sétif, Algeria, carried out a study where he examined the conflict of responsibilities between academic work and family building, which is a concern for many teachers, particularly men. This dilemma can cause occupational stress and job burnout. Moreover, many university teachers are deeply committed to their work and may

feel that getting married would distract them from their academic pursuits. They may worry that they will not be able to balance the demands of marriage.

A male teacher from the department of English could not escape his fear of responsibility. He revealed: *“I am in charge of my family, and though it must be the same as being married, the fact of being responsible for your own family especially with kids and their education, it can sometimes put much pressure on one”*. While a female teacher explained: *“we are fully grown and mature to assume all responsibilities”*.

e. Housing Problems

Another obstacle that Mostaganem university teachers face when it comes to getting married is housing problems. Many universities do not provide adequate housing for their faculty members, which can make it difficult for them to find suitable living arrangements for themselves and their families. This can be particularly challenging for those who are looking to get married or start a family, as they may need more space than a single person would require. This is in accordance to the study conducted by Shellai Fatih cited above who pointed out that when considering the overall economic situation of the housing market in Algeria, it was discovered that university teachers would need to work for 10 years without spending any money in order to afford an apartment across all 48 states. This information was found by Zitoun in 2012. In Algeria, the average cost of renting a bedroom is 23,000 DZ per month, which accounts for 50% of an assistant teacher's monthly salary.

A female teacher from the department of English mentioned that she is against living in law-family while she prefers living alone. She commented: *“late marriage means we are old enough to be free”*. Another female teacher added: *“Because I find it as a more comfortable, manageable, and stress-free environment”*. A male teacher in his own words said: *“Couples have their own privacy to be respected, and many in-laws interfere in the couples’ personal lives to the point of creating problems. To avoid getting into trouble, I prefer to avoid living with my in-laws. Yet, depending on who is accommodating who can make a difference. If I had to live in my in-laws house/apartment, then I would not accept it to avoid any interference in my private life. However, if one of us is in charge of their parents who really need the assistance of the couple, then I don’t have any problems having them with us”*.

A female teacher from the Department of Biology claimed: *“It is embarrassing in relation to the in law-family, who may not understand or accept the dynamics between spouses, the university with changing and unconventional schedules, a female teacher may not always be available to contribute and participate in family life, disorderly eating out, coming home late, there is also work brought home, calls from male colleagues...etc. Not to mention that the in law-family has difficulty accepting that a woman earns more than her husband and has an independent mindset”*.

f. Level of Education

University teachers are highly educated individuals who value intellectual stimulation and compatibility in their partners. They seek partners who share their interests and passions, which can be difficult to find in the general population. This makes it harder for them to find suitable partners who meet their high standards. Both male and female Mostaganem university teachers agree for closeness in the educational level. Niambi Carter, (cited in Professor Raphael Nyarkotey Obu, 2022), who is a 31-year-old assistant professor of political science at Purdue University with a Ph.D., has had difficulty finding a partner who has a similar level of education. A study conducted in Ghana by Muntari-Sumara in 2015 also found that most educated women prefer marriage over being single or cohabiting. The study identified companionship and societal expectations as major factors influencing women's decisions to get married, and education was found to have some impact on women's marriage preferences. The study also found that there was a direct relationship between higher educational levels and the desire for marriage.

Another case of study carried out In the United States, revealed that highly educated men and women are more likely to get married than those with less education (Yue Quian, 2018). However, in China, highly educated women may struggle to find a spouse while highly educated men do not. This is because Chinese women have surpassed men in college enrollment, but as their education level increases, their chances of finding a spouse decrease. This is linked to traditional gender roles in Chinese families. The term "leftover ladies" is used to describe these urban, highly educated single women in China (Yue Quian, 2018).

After being asked whether higher achievements in higher education intimidate men, a female teacher admitted: *“intimidates only men who have got inferiority complex and also socio-paths”*. Another female teacher explained: *“Generally men are intimidated by women*

who are more educated than they are. This, however, is dependent on their social backgrounds and financials". A female teacher as well replied: "unfortunately, in our society it is as such. Men consider university as a disreputable place where girls learn all types of evil". Another male teacher also agreed about men's intimidation. He said: "They believe that the strongest, the smartest is the man. Plus, their pride would be negatively affected if their wives would earn more than them, have better jobs or have better social statuses".

In addition to all factors mentioned above, Mostaganem University teachers claimed other factors contributing to their late marriage. A female teacher from the Department of English said: "I believe that a man and a woman should be friends before getting emotionally or romantically involved, because friendship exposes one and no barriers are built between them. If obstacles emerge, their relationship is tested. Rushing marriage is also a mistake, because marriage is for life and is not a game. Children after wedlock and separation are the only victims". Likewise another female teacher from the same department added: "while higher education and career opportunities appear to be the main reason for delay in marriage, the real motive remains difficulty to meet a suitable match & this leads to another great problem that is getting used to single life. There are still some men & women whose reason could be the absence of conviction that marriage is a good thing to experience psychological factors are also significant (background- personality & stability)".

A male teacher from the same department also claimed that: "There are other reasons that might lead to late marriages. Some people think that their freedom could be jeopardized with marriage. They prefer to keep their freedom and not lose it. Some others have gone through a bad love experience which ended up by one of the partners being married to someone else, and the other partner still stuck to the past. In some cases, some people are surrounded by many friends who split up after a few years of marriage, or worse after a longer period of marriage. This might lead one to believe that marriage can never survive all the hardships of life. One other reason is that some people cannot get married because of the family tradition of marrying the eldest first. Many girls have gone through this unfair policy because their eldest sister is still unmarried. Some women also chose to remain single because of the terrible anxiety they have developed out of the idea that men are after their salary. This is based on the true fact that many working women find themselves sharing their pay with their husbands. In some rare cases, it is the husband who takes his entire wife's pay, and in some very rare cases the husband does not work." Another female mentioned only titles "...materialist people, distance, different fields of interest, different objectives".

A female teacher from the department of Biology added: *“Some colleagues are married and happy (most of them) because they got married early enough and their husbands have actively contributed to their careers. But for us single women, after long studies, we find ourselves classified (as women) in the category of "too old" or "too free" or "big mouths"!!! We are expected to accept whatever comes our way, and the only men who dare to approach us are attracted by our salary and have a mentality that is too different. I am against this... Male colleagues are almost all married, only the youngest or oldest ones are divorced, and the single ones our age or a little younger want a woman who does not work much and is especially young... Furthermore, I come from a conservative family (I am myself), I spend my time at work or at home, I do not go out, and I am against arranged marriages”.*

3.3. Recommendations

The decision to get married is a personal one and can be influenced by a range of factors. While some people choose to get married at a younger age, others may prefer to wait until they have achieved certain goals or found the right partner. However, late marriage can provide more opportunities for personal and professional development, it can also present challenges. For example, fertility declines with age, which can make it more difficult for women to conceive and carry a child to term. Additionally, older couples may face more social and cultural stigma around their decision to delay marriage and may experience pressure from family and friends to conform to traditional expectations.

Preventing late marriage is a personal decision that can be influenced by a range of factors, including cultural norms, personal preferences, and societal expectations. Here are some recommendations to help prevent university teachers from getting married late:

- Clarify your values and goals: it is important to take time to clarify what you want in life, both personally and professionally. This can help you prioritize your goals and make decisions that align with your values.
- Focus on personal growth and development: prioritizing personal growth and development can help you build self-confidence, improve your self-awareness, and develop the skills needed to navigate relationships.

- Build a strong support network: surrounding yourself with positive and supportive people can help you stay focused on your goals and make informed decisions about your future.
- Pursue education and career opportunities: pursuing higher education and building a successful career can provide financial stability and help you achieve your goals and aspirations.
- Be open to new experiences: being open to new experiences can help you broaden your perspective and develop new skills and interests. This can also help you meet new people and expand your social network.
- Take care of your physical and mental health: taking care of your physical and mental health can help you feel more confident and better prepared to navigate relationships. This can include eating a healthy diet, getting regular exercise, and seeking support from a mental health professional if needed.

To sum up, preventing late marriage is a personal decision that depends on individual circumstances and goals. By focusing on personal growth, building a strong support network, pursuing education and career opportunities, and taking care of your physical and mental health, one can set himself up for success and make informed decisions about his marital life.

3.4. Limitations

Conducting research on obstacles that prevent university teachers from getting married can be a challenging task due to several limitations. The first limitation is the lack of a comprehensive understanding of the factors that influence marriage decisions among university teachers. While some factors such as age, career goals, and personal preferences may play a role, there may be other factors that are unique to this population. These factors may include the culture of the university or department, the impact of work-related stress and workload on personal relationships. Without a clear understanding of these factors, it may be difficult to identify the specific obstacles that prevent university teachers from getting married.

Another limitation is the potential bias in the sample of participants. It may be difficult to obtain a representative sample of university teachers, particularly because the research was conducted at a specific institution, within three different departments, among only 21 male

and female teachers. This could lead to biased results that do not accurately reflect the experiences of university teachers as a whole. Additionally, there may be differences in the experiences of male and female university teachers that could impact their marriage decisions. This could lead to the need for separate analyses for each gender group.

The third limitation is that the participants responded in a way that they believe is socially acceptable, rather than providing truthful answers. In this case, university teachers may feel pressure to present them in a positive light, particularly if they feel that their marriage status could impact their career prospects or social standing within their department or institution. Finally, there may be ethical considerations to take into account when conducting research on this topic. Participants may feel uncomfortable discussing personal topics such as their marriage decisions.

3.5. Conclusion

In conclusion, there are several reasons why university teachers get married late in life or remain single. Their demanding schedules, high standards for intellectual compatibility, prioritization of careers over personal relationships, and personal preferences all contribute to this phenomenon. However, it is important to note that getting married is a personal choice that should not be judged based on societal norms or expectations. In this chapter, we interpreted findings, suggested some recommendations and highlighted limitations of research.

General Conclusion

Gender and marriage are deeply intertwined concepts that have evolved over time in response to changing social norms and cultural values. While traditional gender roles within marriage have been challenged by feminist movements and progressive attitudes towards gender equality, there are still many challenges facing couples who seek to create truly equal partnerships within their marriages. By recognizing the importance of mutual respect, communication, and shared decision-making, couples can work towards creating healthy and fulfilling relationships that transcend traditional gender roles.

In our present study, we discuss gender in relation to marriage with regard to Mostaganem University teachers in an attempt to confirm or disconfirm the hypotheses stated before. Our findings show that many barriers encounter Mostaganem University teachers when choosing to get married later in life. Among the factors stated 'education and career'. Mostaganem university teachers prioritize their education and career before settling down and starting a family. The second reason is 'the financial stability' which is a significant financial commitment to marriage. The third reason is 'finding the right partner' who shares similar values, interests, and goals, which has an effect on their behaviour and decision-making in relationships. Fear of responsibility is one of the main reasons why Mostaganem university male teachers may choose to delay marriage.

Another obstacle that Mostaganem university teachers face when it comes to getting married is housing problems, which can be particularly challenging for those who are looking to get married or start a family. With regard to the educational level, University teachers are highly educated individuals who value intellectual stimulation and compatibility in their partners; this makes it harder for them to find suitable partners who meet their high standards. These results confirm the first hypothesis which indicates that many reasons prevent university teachers from getting married, such as housing, financial problems and finding the right partner.

Furthermore, our findings show that female teachers are more likely to have difficulties that push them to stay single at late age. These differences are shown in: university education causing late marriage, single livelihood out of the in-law family, searching for suitable personality qualities, and having the same educational level. Again, these results confirm the second hypothesis which points out that women have more obstacles with regard to late marriage compared to men.

General Conclusion

Preventing late marriage is a personal decision that can be influenced by a range of factors, including cultural norms, personal preferences, and societal expectations. Some recommendations are needed to help prevent university teachers from getting married late which are as follows: clarifying one's values and goals, focusing on personal growth and development, building a strong support network, pursuing education and career opportunities, being open to new experiences, taking care of one's physical and mental health. Thus, one can set himself up for success and make informed decisions about his marital life.

Conducting research on obstacles that prevent university teachers from getting married can be a challenging task due to several limitations. The first limitation is the lack of a comprehensive understanding of the factors that influence marriage decisions among university teachers. While some factors such as age, career goals, and personal preferences may play a role, there may be other factors that are unique to this population.

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Dear teachers,

We are conducting this research on late marriage and marital obstacles for women and men in Algeria: the case of Mostaganem University teachers. We appreciate you taking the time to complete this questionnaire.

I. Personal Information:

1. **Gender :** Female Male

2. **Age:**

3. **Specialty:**

4. **University Grade:**

II. Factors of late marriage

5. Do you think post-graduate studies hinder university teachers from getting married?

Yes

No

6. University education is considered a factor associated with later and fewer marriages for women.

Agree

disagree

7. Higher achievements in higher education intimidate men.

Agree

disagree

8. Does age affect having more requirements in your partner?

Yes

No

9. Do you consider university teacher salary as enough for living?

Yes

No

10. Are financial issues a barrier to get married?

Yes

No

11. Is housing an obstacle for late marriage?

Yes

No

12. Are you for living with in-law/parents?

Yes

No

نحن بصدد إجراء بحث عن الزواج المتأخر لدى أساتذة الجامعة (إناث و ذكور) من حيث الأسباب و المعوقات, وعلى سبيل التخصص جامعة مستغانم. لذا يرجى منكم ملء هذا الاستبيان

I. معلومات شخصية

1.الجنس: أنثى ذكر

2.العمر:

3.التخصص:

4.الرتبة:

II.أسباب تأخر الزواج

5.هل تظن أن الدراسات العليا تعيق الأستاذ الجامعي عن الزواج؟

أوافق لا أوافق

لماذا.....

6.التوظيف في التعليم العالي سببا مرتبطا بالزواج المتأخر عند صنف الإناث

أوافق لا أوافق

لماذا.....

7.النجاحات المستمرة في إطار التعليم العالي تسبب الإحراج للرجال

أوافق لا أوافق

لماذا.....

8.هل السن عامل مؤثر في اختيار الشريك؟

نعم لا

9.هل يعتبر الراتب الشهري للأستاذ الجامعي كاف للعيش الكريم؟

نعم لا

10.هل المشاكل المالية عائق للزواج؟ (الوسط الجامعي)

نعم لا

11.هل السكن عائق لتأخر للزواج؟ (الوسط الجامعي)

نعم لا

