

Professional competencies of family mediators in Jordanian family reform offices and their impact on job engagement



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ARTICLE INFO

Article history:

Received 28 August 2024

Received in revised form

20 December 2024

Accepted 22 January 2025

Keywords:

Family mediators
 Professional competencies
 Job engagement
 Mediation offices
 Correlational study

ABSTRACT

This study aimed to identify the professional competencies of family mediators and examine the relationship between these competencies and job engagement. A descriptive, correlational approach was used, employing two scales: the Professional Competencies Scale and the Job Engagement Scale. The sample included 237 individuals working in mediation and family conciliation offices within Jordanian courts in 2023. The findings showed that family mediators had moderate levels of professional competencies, while their job engagement was rated as high. No significant differences in professional competencies or job engagement were found based on gender, experience, or educational level. Additionally, the study revealed positive correlations between job engagement and the sub-dimensions of professional competencies. Based on these findings, the study offers several recommendations.

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1. Introduction

Healthy communities are marked by robust social cohesion and strong family ties. It is apparent when assessing the magnitude of challenges that pose a risk to their stability. The relationship between spouses and children has drawn a lot of attention from sociologists due to the introduction of multiple changes and the development of various social and household crises (Peleg and Peleg, 2024). This is primarily due to the interconnected impact these relationships have on both the well-being of family members and the broader society. Experts in family studies are displaying heightened concern, particularly considering the tumultuous conditions that families are currently experiencing (Peláez-Fernández et al., 2024).

Family support workforce skills are learned ability to work collaboratively while supporting different aspects of family functioning, and the ability to use knowledge effectively and readily while serving families using holistic, strengths, rights, and relationship-based approach Hereinafter follows the presentation of definitions, explanations, and examples of behavior for a set of core and field-

specific family support skills, necessary knowledge, theoretical approaches, personal traits, and a combination of family support workers' qualities across professions and settings (i.e., social welfare, education, mental health, medicine, law), which all to gather are essential for good-quality, effective and efficient family support (Sztányi-Szekér et al., 2024).

Jordan is widely regarded as a model for its commitment to addressing family-related issues. It has established a dedicated department specializing in family reform and reconciliation to provide specialized family counseling services, encompassing preventative and therapeutic approaches to all, including residents, refugees, and visitors.

Family reform professionals' effective preparation and qualifications play a pivotal role in ensuring the success of the reform process. Beyond their formal training, it is equally essential for them to possess personal qualities and practical experience in reconciliation work because these competencies enable them to offer superior services to both individuals seeking assistance and those working within their organization. Undeniably, they play a vital role in fostering psychological, social, and professional harmony, ultimately assisting individuals in achieving a healthy personality that enhances their self-awareness and problem-solving capabilities (Antonis, 2021).

Given this context, individuals employed in family reform offices must have the requisite skills for their correctional responsibilities. They should employ effective guidance methods and techniques to

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accomplish their work objectives excellently and proficiently. The ultimate measure of their work's quality hinges on meticulous planning and thorough preparation. These practices are aimed at generating a positive impact, helping clients of family reform offices attain psychological, marital, and social compatibility (Al-Habib, 2020).

Many research investigations have delved into the professional competence of family mediators employed in family reform offices. For instance, studies conducted by Saifullah (2023) and Al-Oqaili (2021) have illuminated that family mediators working within the Jordanian court's family reform offices exhibit moderate professional competence. This could be attributed to their limited specialized qualifications and a deficiency in their understanding of the essential skills they should possess. As highlighted in the findings of Lambie et al. (2023) and Abikenova et al. (2023), it was observed that family reform centers play multifaceted roles encompassing religious, social, economic, moral, and psychological aspects. In contrast, Thompson et al. (2019) pointed out that family mediators in family reform offices exhibit a high level of proficiency in resolving family issues that contribute to marital disputes among quarreling spouses.

Thus, the family counseling process within family reform offices can be perceived as an interconnected system that integrates the family mediator's level of professional competence and enthusiasm, which becomes evident through the reformer's active job engagement. It also hinges on the extent to which the mediator possesses the required skills and employs scientific counseling methods to execute the reform process effectively, ensuring the achievement of reconciliation between spouses. All of this occurs while the family mediator is experiencing true happiness and contentment because of their active role in bringing about beneficial changes that benefit and enhance the stability of the families attending the reform offices and society (Lambie et al., 2023).

Professional competencies hold significant importance as they serve as guiding principles and drivers of an individual's behavior within their professional sphere, directly influencing the effectiveness of their performance. Moreover, these competencies play a pivotal role in comprehending and elucidating not only the behavior of the individual but also that of their peers. By consistently demonstrating these competencies, individuals can experience a profound sense of accomplishment and successfully attain their work-related objectives. Consequently, this self-fulfillment empowers him to offer their services with heightened efficiency.

The concept of professional competencies has gained widespread recognition across diverse sectors, emerging as a fundamental yardstick for evaluating an employee's aptitude in their respective fields. This recognition has led to establishing and refining competency standards, encompassing quantitative metrics associated with an employee's

performance and qualitative assessments of their daily practices. These competencies are identified globally as critical thinking skills, reflective capacities, and an ongoing developmental process (Abikenova et al., 2023).

Identifying the cognitive aptitude and professional competencies of family counselors and mediators will hold paramount importance in alleviating the burdens faced by courts and streamlining the reconciliation process between spouses.

One of the constructive behaviors expected from professionals committed to family reform is their connection with their occupation. This concept is referred to as job engagement. Job engagement mainly elevates employee performance and encourages their ability to adapt to evolving circumstances and developments in their work settings. It also highlights the responsibilities and conduct of individuals and employees within the organizational structure, all directed toward achieving the overarching goals of the institution. Consequently, job engagement becomes the pivotal factor for achieving success, leading to improvements in organizational performance and the generation of value within the workplace. Modern organizations, therefore, require a committed workforce, employees who exhibit energy and self-confidence and who demonstrate genuine enthusiasm and passion for their work. They engage actively in their job roles, harnessing their full potential and expressing themselves physically, cognitively, and emotionally while performing their duties.

Job engagement is defined as an approach that focuses on the positive aspects of individuals' work who are mentally present, attentive, emotionally connected, and fully engaged in their tasks, which plays a pivotal role as a driver of organizational performance and productivity, ultimately reflecting on the overall output and success (Singh, 2019; Lisbona Bañuelos et al., 2018; Gülbahar, 2020; Schaufeli et al., 2022). Therefore, it can be asserted that job engagement refers to the sensation of joy and psychological ease experienced by employees as they carry out their responsibilities and immerse themselves in their work, recognizing its significance in their lives to the extent that they willingly invest additional effort, even without additional compensation, to fulfill their entrusted tasks and duties. Job engagement can be characterized as a condition where the employee becomes fully integrated into their work, leveraging their capabilities to attain the highest standard of work quality.

Considering job engagement is one of the concepts concerned with human resources management, it is related to several variables related to the behavior of employees, and thus, the employee becomes motivated to create his own goals and look at work-related problems as a challenge that requires creative and imaginative thinking. The importance of job engagement lies in the fact that it

is involved in job relations. It deals with what individuals do during their roles to achieve the organization and personal goals. It is important to increase motivation, job satisfaction, and commitment and attract the most qualified employees. Several job engagement concepts are represented by basic interest in life and participation. In addition to performance, effectiveness at work represents the basis for self-realization, and performance is linked to self-concept and the importance of self-monitoring in raising the level of performance (Kaushik and Tiwari, 2023).

Numerous studies have addressed job engagement, including those by Kaushik and Tiwari (2023) and Schaufeli et al. (2022). The findings of these investigations demonstrated a direct relationship between job engagement and job performance. The significance of personal factors, such as gender and social responsibility, as well as personal factors, like age, length of service, and marital status, in explaining the difference in job engagement is also demonstrated by the results. The results also supported the notion that job experience and age are significant predictors of job engagement.

The preparation and qualification of family reform professionals stand as a top priority for the Chief Justice Department. The family unit holds a paramount position within the societal framework, prompting those with responsibilities and interests in family matters to actively seek solutions to families' challenges and safeguard the integrity of this foundational social unit. A key facet of this endeavor involves cultivating individuals contributing to family reform, specifically those in family reform and reconciliation offices. These individuals are expected to possess specialized expertise, practical experience, and the requisite knowledge and competencies essential for the effective execution of their responsibilities. Moreover, their emotional, mental, and vocational dedication to this profession is crucial.

Numerous studies, including those by Thompson et al. (2019) and Choba (2017), have underscored the challenges and difficulties faced by personnel in family reform offices within the judicial system. These challenges encompass a notable dearth of motivation and a deficiency in the competencies essential for achieving success in their roles. A survey conducted by the researcher also revealed that some of these professionals encounter additional difficulties in their daily work. Consequently, the research problem at hand centers on assessing the professional competencies possessed by personnel in these family reform offices and their correlation with job engagement in carrying out their responsibilities. The study seeks to address the following inquiries.

1. What professional competencies do family mediators in family reform centers hold from their perspective?
2. How do family mediators perceive their level of job engagement?

3. Are there statistically significant differences in professional competencies among the family mediators attributable to gender, academic qualification, and experience?
4. Are there statistically significant differences in job engagement among family mediators attributable to gender, academic qualification, and experience?
5. Is there a correlation between professional competencies and job engagement among family mediators working in family reform centers?

The significance of this study emanates from the importance of reformative work undertaken by the judiciary. Within the study's purview are the professional competencies required for individuals to carry out their duties with competence and success while maintaining an appropriate level of job engagement. This endeavor involves preparing and equipping family mediators to elevate their proficiency in this humanitarian work, which targets families regarded as the fundamental building blocks of social structure. Moreover, this study will furnish pertinent data and information that can benefit those responsible for this sector, aiding in their guidance and support to enhance the outcomes of this service.

The study aims to identify the professional competencies possessed by individuals working in family reform offices within the courts, assess their level of job engagement, and explore the relationship between these factors. The study limitations are as follows:

- Human Limits: Employees in family reform and reconciliation offices who engage in reformative work within the Jordanian courts.
- Temporal and Spatial Limits: Family reform and reconciliation offices within the Hashemite Kingdom of Jordan in 2023.
- Subject Limits: Responses from the study's sample on the two scales prepared for its purposes

Operational and terminological definitions can be summarized as follows:

- Professional competencies: A set of principles and skills that a practitioner must acquire, which includes mastering the working code of behaviors and adhering to the laws of the profession to contribute to providing the best service. Operationally, it is defined as the act of providing the best services by workers in family reform offices. It will be measured by the score obtained by the study sample members on the items of the professional competencies scale prepared for this study.
- Job engagement: a psychological state that includes two components: dedication, which refers to cognitive compatibility, and the amount of time the individual spends thinking about his role at work. Engagement refers to the strength of the individual's focus on his role (Kaushik and Tiwari, 2023). Operationally, it is the family mediators'

attitudes towards their work in reform offices. It will be measured by the score obtained by the study sample members on the items of the job absorption scale prepared for this study.

- **Family Mediators in Family Reform Offices:** These professionals are responsible for offering counseling services within reform centers. Their role encompasses preventive and therapeutic services for families seeking assistance at the Department of Family Reform, Mediation, and Conciliation, affiliated with the Jordanian Chief Justice Department. To qualify for this position, candidates must possess a minimum of a bachelor's degree in fields such as Sharia or law, psychology, or sociology.

2. Methods

Approach: In this research, the descriptive correlational approach was utilized to identify the level of professional competencies and their relationship to job engagement among family mediators working in reform and reconciliation offices in Jordan, as this approach best suits the nature and objectives of this study. The study population comprises all family mediators working in family reform and reconciliation offices in Jordan, counting 350 individuals, according to the Chief Justice's Department statistics for 2023. A total of 237 individuals, who were selected using the convenience method, participated in this research. [Table 1](#) illustrates the data about the study sample and the study variables.

Table 1: The distribution of the study subjects by the study variables

Variable	Category	Frequency	%
Gender	Female	176	74.30
	Male	61	25.70
	< 3 yrs.	72	30.40
Experience	4-6 yrs.	103	43.50
	> 7 yrs.	62	26.20
	Bachelor's	80	33.80
Academic qualifications	Postgraduate	157	66.20
Total		237	100

The researcher built the instrument to reveal the level of professional competencies among family mediators in family reform and reconciliation offices in Jordan. The researcher benefited from relevant studies and references ([Abikenova et al., 2023](#)). In its initial form, the scale consisted of 33 items within two domains: Cognitive and performance.

The face validity (inter-rater): the professional competencies scale was verified by presenting it in its initial form to a panel of eight specialists in psychological and family counseling, educational psychology, measurement, evaluation, and administration who work in Jordanian universities. They assessed the linguistic accuracy and Validity of the content of the scale, their suitability for measuring what they were designed for, and recommended any necessary modifications. All the panel recommendations were considered. The final version of the scale resides in two domains: the cognitive domain, measured by statements (1-17), and the performance domain, measured by statements (1-18).

Construct validity was checked by applying the instrument to a pilot sample (n=30) of individuals from the study population and from outside the sample. The construct validity was calculated using the Pearson correlation coefficient to find the values of the item's correlation with the field and the total score on the scale, as shown in [Table 2](#).

In [Table 2](#), it is evident that the correlation coefficients for the scale items ranged between 0.47 and 0.79 concerning their respective domains and between 0.41 and 0.69 concerning the overall scale score. These correlation values are all statistically significant at a significance level of $\alpha=0.05$. Notably, all items' correlation with their respective dimensions and the total scale score exceeded 0.20, meeting the acceptability criteria set forth by [Odeh \(2010\)](#), which suggests retaining items with correlations exceeding 0.20. Accordingly, the final version of the scale comprises 33 items distributed across two domains.

Table 2: Results of the correlation values of the professional competency scale

N	Correlation		N	Correlation		N	Correlation	
	Field	Total		Field	total		Field	Total
1	0.66*	0.51*	12	0.62*	0.54*	23	0.58*	0.47*
2	0.57*	0.46*	13	0.59*	0.45*	24	0.72*	0.64*
3	0.67*	0.58*	14	0.62*	0.63*	25	0.66*	0.47*
4	0.76*	0.66*	15	0.78*	0.67*	26	0.63*	0.54*
5	0.62*	0.52*	16	0.79*	0.48*	27	0.76*	0.66*
6	0.75*	0.65*	17	0.60*	0.57*	28	0.59*	0.52*
7	0.77*	0.67*	18	0.63*	0.43*	29	0.72*	0.62*
8	0.71*	0.54*	19	0.61*	0.42*	30	0.65*	0.58*
9	0.69*	0.56*	20	0.64*	0.69*	31	0.63*	0.49*
10	0.55*	0.46*	21	0.73*	0.61*	32	0.77*	0.69*
11	0.70*	0.61*	22	0.47*	0.40*	33	0.67*	0.58*

*: Statistically significant at ($\alpha= 0.05$)

To assess the internal consistency reliability of the professional competencies scale and its domains, we applied Cronbach's Alpha to the data collected from the initial pilot sample, which consisted of 30 individuals. To ascertain the scale's test-retest reliability, we re-administered the scale to the same sample with a two-week interval between the first

and second applications. [Table 3](#) presents the Pearson correlation coefficient computed between the initial and subsequent application responses. Data in [Table 3](#) reveals that the overall internal consistency reliability of the scale was 0.87, and the internal consistency reliability values of its domains ranged between 0.80 and 0.82. The result of the

overall score of the T-retest was 0.82, and its dimensions ranged between 0.76 and 0.79. These values are acceptable for the current study.

Table 3: Test-retest and internal consistency reliability of the professional competency scale

Domains	Internal consistency	Test-retest	Items
Cognitive domain	0.82	0.79	17
Performance domain	0.80	0.76	16
Total	0.87	0.82	28

The final form of the professional competencies scale consists of 33 items distributed across two domains. Respondents provide their answers using a five-point Likert scale, including the following options: "Very High" (scored as 5), "High" (scored as 4), "Moderate" (scored as 3), "Low" (scored as 2), and "Very Low" (scored as 1). All items in the scale were positively oriented, resulting in a total scale score ranging from 33 to 165. A higher score indicates higher professional competencies among individuals working in Jordan's family reform and conciliation offices. To establish an objective assessment of the mean responses from the study sample, the following classification was adopted: "Very High" (4.21-5.00), "High" (3.41-4.20), "Moderate" (2.61-3.40), "Low" (1.81-2.60), and "Very Low" (1.00-1.80). To determine the level of job engagement among family mediators in family

reform and reconciliation offices in Jordan, the researcher built a measure after reviewing the relevant studies (Kaushik and Tiwari, 2023). The initial version of the measure consists of 20 statements. The face validity of the measure was tested by presenting its initial form to a panel of eight experts in psychological and family counseling, educational psychology, measurement and evaluation, and human resource management in Jordanian universities to provide their opinions on the content accuracy and suitability of the scale. Specifically, they were asked to assess the item relevance, linguistic clarity, and appropriateness for the intended measurement and suggest any additions, modifications, or deletions to improve the scale's content. Based on the feedback from the experts, the suggested revisions were made to some of the scale items, primarily focusing on linguistic refinement. As a result, the scale was reduced to 20 items. Construct validity indicators were assessed by administering the scale to a pilot sample (n=30) of individuals from the study population and those outside the study sample. Construct validity indicators were computed using the Pearson correlation coefficient to establish the relationship between individual item scores and the total scale score, as presented in Table 4.

Table 4: Results of correlation coefficients between the items of the job engagement scale and their total score

N	Correlation with total score	N	Correlation with skill
1	0.41*	11	0.61*
2	0.49*	12	0.72*
3	0.57*	13	0.60*
4	0.57*	14	0.64*
5	0.56*	15	0.70*
6	0.60*	16	0.60*
7	0.49*	17	0.47*
8	0.72*	18	0.72*
9	0.73*	19	0.57*
10	0.63*	20	0.69*

*: Statistically significant at ($\alpha = 0.05$)

Table 4 shows that the values of the correlation coefficients of the scale's items with the total score were 0.41 to 0.73. All these values were statistically significant at the significance level ($\alpha = 0.05$) and higher than 0.20. These values are considered acceptable for retention of the items according to Odeh's (2010) criterion, which indicates retaining the item whose correlation coefficient with the total score exceeds 0.20. Thus, all scale items were accepted, and the scale in its final form consisted of 20 items.

To assess the internal consistency reliability of the Job Engagement Scale, Cronbach's Alpha equation was employed using data from the initial application of the pilot sample (n=30). Additionally, the scale's test-retest reliability was verified by re-administering it to the same pilot sample with a two-week interval between the first and second administrations. Subsequently, the Pearson correlation coefficient between the scores from the first and second applications was calculated. The internal consistency reliability of the scale was found to be 0.83, while the test-retest reliability was

determined to be 0.85. These values are considered acceptable for this study.

The final version of the Job Engagement Scale comprises 20 items. Respondents provide their answers using a five-point Likert scale, including the following options: "Very High" (scored as 5), "High" (scored as 4), "Moderate" (scored as 3), "Low" (scored as 2), and "Very Low" (scored as 1). All items on the scale were positively oriented, resulting in a total scale score ranging from 20 to 100. A higher score indicates a higher level of functional engagement among individuals working in Jordan's family reform and conciliation offices. To provide an objective assessment of the mean responses from the study sample, the following classification was adopted: "Very High" (4.21-5.00), "High" (3.41-4.20), "Moderate" (2.61-3.40), "Low" (1.81-2.60), and "Very Low" (1.00-1.80).

The researcher followed the following procedure to achieve the objectives of the study:

1. Reviewing related theoretical literature and previous studies.

2. Verifying the face validity of the study measures.
3. Identify the study population and sample, which are workers in family reform and reconciliation offices in Jordan.
4. Verifying the validity and reliability of the final version of the study measure.
5. Administrating the study measure to the sample electronically.
6. Data will be entered into the computer using an appropriate statistical analysis (SPSS) program to answer the study's questions and extract and interpret the results.

2.1. Study variables

The study includes both independent and dependent variables. The independent variables consist of gender (male and female), years of experience categorized into three groups (less than three years, four to six years, and more than seven years), and academic qualifications, which include a bachelor's degree and postgraduate studies. The dependent variables focus on professional competencies and job engagement among family mediators working in family reform and reconciliation offices in Jordan.

2.2. Statistical analysis

The data were analyzed using the Statistical Package for the Social Sciences (SPSS). To address the first and second research questions, means and standard deviations were calculated to assess professional competencies and job engagement among the study participants.

For the third research question, arithmetic means and standard deviations were computed for professional competencies based on gender, years of experience, and academic qualifications. A three-way analysis of variance (3-way ANOVA) was applied to examine the overall impact of these variables on professional competencies, while a three-way multiple analysis of variance (MANOVA) was used to assess their influence on the sub-dimensions of professional competencies.

To address the fourth research question, means and standard deviations were calculated to measure job engagement across gender, academic qualifications, and years of experience. A three-way ANOVA was conducted to determine the effect of these variables on job engagement.

For the fifth research question, the Pearson correlation coefficient was used to examine the relationship between professional competencies and job engagement among participants.

3. Results and discussions

This section presents the results corresponding to the research questions.

3.1. Professional competencies of family mediators in family reform centers

Arithmetic means, and standard deviations were calculated to determine the professional competencies of family mediators in Jordan's family reform and reconciliation offices, as shown in [Table 5](#).

Table 5: Results of the descriptive analysis for the professional competencies level in subjects

Rank	Field	Mean	Standard deviation	Level
1	Performance domain	3.390	0.75	Moderate
2	Cognitive domain	3.246	0.78	Moderate
	Total	3.315	0.61	Moderate

[Table 5](#) reveals moderate professional competencies among family mediators in family reform and reconciliation offices (mean = 3.315). The performance domain obtained a higher mean (3.390) than the cognitive domain (3.246); however,

both have a moderate degree. The arithmetic means, and standard deviations of the scale items for each field were also calculated. Results are shown below in [Tables 6](#) and [7](#).

Table 6: Means and standard deviations for the performance domain items

Rank	Items	Mean	Standard deviation	Level
1	I master active skill listening during family reform sessions	3.637	1.047	High
2	I encourage cases to describe their thoughts during family reform sessions	3.599	1.083	High
3	I can offer information to improve communication with family members	3.561	1.165	High
4	I can persuade cases to attend family reform sessions	3.527	1.103	High
5	I utilize the technique of content reflection during family reform sessions	3.519	1.023	High
6	I successfully handle resistant cases during dialogues	3.511	1.088	High
7	I can identify the problem-solving methods used by families	3.460	1.087	High
8	I have the ability to manage family reform sessions	3.456	1.099	High
9	I use effective questioning skills during family reform sessions	3.447	1.129	High
10	I provide appropriate feedback to cases	3.443	1.128	High
11	I am skilled at bridging perspectives during family reform sessions	3.325	1.238	Moderate
12	I master the intake skills when cases visit the family reform office	3.308	1.222	Moderate
13	I employ negotiation techniques with cases during family reform sessions	3.287	1.176	Moderate
14	I use summarization skills during family reform sessions	3.283	1.292	Moderate
15	I employ family reconciliation methods to serve each case	3.257	1.367	Moderate
16	I apply various approaches in dealing with cases	2.620	1.340	Moderate
	Performance	3.390	0.75	Moderate

Statements 1 to 16 reflect participants' responses regarding domain performance. The arithmetic mean scores range from 3.637 to 2.620, with an overall average of 3.390, indicating a moderate level. The results suggest that the most well-developed skills among family mediators are active listening during family reform sessions, encouraging participants to express their thoughts, and providing information that enhances communication among family members, with mean scores of 3.637, 3.599, and 3.561, respectively. Conversely, the least developed skill, though still at a moderate level, is the ability to apply different approaches when handling cases, with a mean score of 2.620. Notably, participants rated 10 items at a high level and six items at a moderate level.

Statements 1 to 17 represent respondents' cognitive abilities. The overall mean score for the cognitive scale is 3.246, indicating a moderate level. According to [Table 7](#), the three highest-rated skills are gathering information (mean = 3.764), applying persuasion techniques (mean = 3.684), and recognizing individuals' personal qualities (mean = 3.654). Notably, statements 1 to 7 received high scores, while statements 8 to 17 were rated at a moderate level. The lowest-rated skill was handling cases objectively without favoring either party, with a mean score of 2.632.

The researcher attributes these findings to several key factors governing the recruitment and training of professionals in family reform offices. These factors contribute to the competence and effectiveness of counselors working in this field, many of whom hold positions as university professors. Success can be further attributed to the proactive role of universities in producing well-prepared counselors. Universities offer rigorous coursework and robust training programs considering individuals' psychological and emotional

needs. Moreover, mentors and counselors in this field willingly embrace technology, equipping themselves with scientific and proficient methods that enhance their knowledge and professional capabilities. They benefit from resources such as brochures, meetings, seminars, and specialized courses that explain the intricacies of family reform work and guide them in preparing counseling sessions in line with the highest standards and specifications.

These professionals must possess a diverse skill set, including assessing family issues and potential solutions, mediating family conflicts, and navigating conflicting ideas presented by disputing spouses during problem-solving sessions. Skills related to influence, persuasion, communication, and active listening are vital for understanding and analyzing the root causes of issues between couples. Furthermore, one of the prerequisites for becoming a mentor in this field is a strong background in areas like Sharia, law, sociology, psychology, or education, coupled with demonstrated competence and reformative abilities. This qualification, combined with specialized training programs coordinated between judicial authorities, ensures that personnel in family reform offices possess reasonable competency.

Additionally, these professionals receive ongoing supervision and performance evaluations post-appointment, with contract renewals contingent on their work activity and performance. Consistently weak evaluations can lead to job termination. The findings of this study align with previous research, including the studies conducted by [Thompson et al. \(2019\)](#), [Al-Oqaili \(2021\)](#), and [Al-Masarwah \(2020\)](#). These studies emphasize the importance of specific competencies for individuals working in family reform offices, corroborating the current research results.

Table 7: Means and standard deviations for the cognitive domain items

Rank	Items	Mean	Standard deviation	Level
1	I mastered collecting information	3.764	1.406	High
2	I have knowledge of persuasion methods	3.684	1.291	High
3	I have knowledge of the personal qualities of individuals.	3.654	1.383	High
4	I know the nature of the problems between families by pre-assessing the situation	3.646	1.338	High
5	Master the use of metrics to collect information about cases	3.591	1.258	High
6	I have knowledge of negotiation styles	3.498	1.268	High
7	I have knowledge of the causes of family problems	3.452	1.300	High
8	I have sufficient knowledge of ways to solve family problems	3.363	1.316	Moderate
9	I know the stages of development of conflicts that occur within families and the intervention methods at each stage	3.321	1.308	Moderate
10	I can identify patterns of interactions within families during a repair session	3.131	1.358	Moderate
11	Based on the information you collected about the case, I can recognize what the reconciliation session will lead to	3.068	1.379	Moderate
12	I provide case information that will improve communication between family members	3.063	1.347	Moderate
13	I know the stages of development of individuals' feelings towards the problem (crisis)	2.916	1.353	Moderate
14	I know the nature of the relationship between family members for cases that are referred to the family reform office	2.907	1.356	Moderate
15	I can identify sources of support to help make the reform process successful	2.823	1.303	Moderate
16	I can read the body language of cases during a family reconciliation session	2.772	1.330	Moderate
17	I deal objectively with cases without favoring one party over the other	2.632	1.514	Moderate
	Total	3.246	0.78	Moderate

3.2. Perceptions of job engagement among family mediators

Descriptive analysis (mean and standard deviation) was conducted to determine subjects' job engagement levels (Table 8). Table 8 demonstrates that family mediators in Jordan's family reform and reconciliation offices have high job engagement (mean = 3.416). Statements 1 to 20 show high to moderate responses (mean = 3.579 to 3.211). The statement reads, "I consistently feel proud of my work." topped the measure with a mean of 3.579 and to a high degree. While the statement "Prioritizing my job and maintaining a keen interest in it are fundamental aspects of my life" occupied the last rank with a mean of 3.211 and a moderate degree.

Markedly, eleven statements obtained a high level, while nine were moderate.

This outcome can be attributed to employees' prolonged working hours and dedication in family reform offices. They often remain in their offices beyond official working hours, offering correctional counseling services outside the workplace. Their commitment to the welfare of families supersedes personal interests. Furthermore, their work's inherently challenging, rewarding, and resilient nature fosters a high level of effort and performance. Employees in correctional offices demonstrate a strong inclination towards innovation, using it to achieve personal goals through their professional contributions.

Table 8: Means and standard deviations for the cognitive domain items in descending

Rank	Items	Mean	Standard deviation	Level
1	I consistently feel proud of my work	3.579	1.186	High
2	I dedicate my full effort to my job	3.578	1.179	High
3	I intend to remain committed to and consistently perform my job	3.570	1.074	High
4	I believe I channel most of my scientific skills and professional experience into my work	3.565	1.165	High
5	I am willing to work overtime without compensation if required	3.527	1.099	High
6	I always strive for precision and meticulousness in my tasks	3.506	1.134	High
7	I exhibit great attention to detail in my work	3.477	1.114	High
8	Even after work hours, I continue to contemplate my job	3.451	1.083	High
9	I derive genuine pleasure from performing my duties	3.447	1.094	High
10	I experience heightened energy and enthusiasm while working	3.418	1.123	High
11	My job provides me with the utmost satisfaction in my life	3.414	1.045	High
12	My work is the primary source of satisfaction in my life	3.359	1.140	Moderate
13	Time seems to pass swiftly when engaged in my work	3.359	1.136	Moderate
14	Most significant events in my life are intertwined with my current job	3.354	1.054	Moderate
15	Most of my personal life goals are connected to and oriented towards my job	3.346	1.142	Moderate
16	My mind remains focused on my job while I am at work	3.345	1.251	Moderate
17	I have deeply rooted attachments to my job, making disconnecting challenging	3.287	1.215	Moderate
18	I prefer for my job to occupy a significant portion of my time	3.274	1.181	Moderate
19	I feel emotionally stable when interacting with my supervisor	3.253	1.230	Moderate
20	Prioritizing my job and maintaining a keen interest in it are fundamental aspects of my life	3.211	1.163	Moderate
	Total	3.416	0.791	High

These results also indicate that family reform offices operate with transparent and stable work systems. They uphold principles of credibility and trustworthiness by disseminating information through official communication channels, underscoring their genuine commitment to success and their dedication to enhancing community well-being by preserving families.

Furthermore, this study's findings align with previous research, such as the studies conducted by Kaushik and Tiwari (2023) and Schaufeli et al. (2022). These studies emphasize the significance of employees' job engagement and awareness of its profound impact on their job performance.

3.3. Differences in professional competencies based on gender, academic qualification, and experience

Descriptive analysis (mean and standard deviation) was computed to determine whether gender, academic qualification, and experience impacted mediators' professional competencies. Results are demonstrated in Table 9. Results of the arithmetic mean of the professional competencies in Table 9 reveal significant differences among

mediators in family reform and reconciliation offices. The differences attributed to the impact of the study variable; therefore, a three-way analysis of variance (3-way ANOVA) was conducted to determine which variable has the actual impact (Table 10).

Results of the three-way ANOVA yielded no statistically significant differences at the significance level ($\alpha = 0.05$) between the arithmetic means of professional competencies and their overall significance among mediators in family reform and conciliation offices in Jordan attributable to the variables (gender, years of experience, educational level). The same analysis was conducted for the sub-domains of professional competencies, as shown in Table 11.

The findings presented in Table 11 indicate that, at a significance level of $\alpha = 0.05$, there are no statistically significant differences in the mean scores of sub-domains of professional competencies among mediators in reform and conciliation offices in Jordan based on various variables, including gender, years of experience, and educational level. This result can be attributed to the inherent nature of the family counseling profession, which is deeply rooted in human values and the desire to provide support. It is uncommon to observe gender-based

distinctions in this profession, as human values are universal and not inherently gender-specific. This outcome is consistent with the broader societal context in Jordan, where there is a prevailing

inclination towards humanitarian vocations. Societal values and norms place equal emphasis on both males and females pursuing careers in such fields.

Table 9: Descriptive analysis of professional competencies by the study variables

Variables	Categories	Analysis	Professional competencies		Overall
			Cognitive	Performance	
Gender	Female	Mean	3.272	3.436	3.352
		Standard deviation	0.821	0.705	0.620
	Male	Mean	3.170	3.256	3.212
		Standard deviation	0.655	0.850	0.566
Experience	< 3 yrs.	Mean	3.271	3.433	3.350
		Standard deviation	0.752	0.692	0.575
	4-6 yrs.	Mean	3.250	3.358	3.302
		Standard deviation	0.798	0.793	0.638
	> 7 yrs.	Mean	3.211	3.393	3.299
		Standard deviation	0.799	0.739	0.605
Academic qualification	Bachelor's	Mean	3.398	3.368	3.383
		Standard deviation	0.685	0.777	0.578
	Postgraduate	Mean	3.169	3.401	3.281
		Standard deviation	0.818	0.734	0.623

Table 10: Results of the 3-way ANOVA for the professional competencies domain

Source of variance	Sum of square	Degree of freedom	Mean square	F-value	P-value
Gender	0.883	1	0.883	2.385	0.124
experience	0.148	2	0.074	0.200	0.819
Qualifications	0.499	1	0.499	1.347	0.247
Error	85.930	232	0.370		
Total	87.476	236			

*: Statistical significance at 0.05

Table 11: Results of the 3-way ANOVA for the professional competencies sub-domain

Source of variance	Dependent variable	Sum square	Degree of freedom	Mean square	F-value	P-value	
Gender	Hotelling's trace =0.031	Cognitive	0.418	1	0.418	0.688	0.408
	Sig=0.232	Performance	1.567	1	1.567	2.800	0.096
Experience	Hotelling's trace =0.997	Cognitive	0.100	2	0.050	0.082	0.921
	Sig=0.954	Performance	0.313	2	0.156	0.279	0.756
Academic qualification	Hotelling's trace =0.023	Cognitive	2.675	1	2.675	4.406	0.037
	Sig=0.072	Performance	0.079	1	0.079	0.141	0.708
Error		Cognitive	140.853	232	0.607		
		Performance	129.828	232	0.560		
Total		Cognitive	144.143	236			
		Performance	131.693	236			

*Statistical significance at 0.05

The absence of significant differences in years of experience can be attributed to several factors. Firstly, family reform offices are relatively new within the Jordanian judicial system. Additionally, the field of counseling and family reform is considered an emerging specialization within Jordanian universities, resulting in a limited number of graduates. Furthermore, many workers in this domain hold academic degrees in law, Sharia, education, and sociology. As a result, the educational level of counselors or mediators did not play a decisive role in determining their professional competencies. Family reform offices prioritize appointing highly competent members, irrespective of their academic qualifications. This approach has allowed counselors to develop cognitive experience and valuable personal skills. Moreover, the existence of specialized courses tailored to members of the Family Reform Office, both prior to and during their service, has contributed significantly to enhancing their professional competencies. These courses include reform methodologies, problem-solving techniques, session management, and time management. These courses have proven effective in elevating the professional competencies of workers, regardless of their years of experience, educational

background, or gender. These findings are in alignment with previous research conducted by [Abikenova et al. \(2023\)](#), which also underscore the absence of significant differences in professional competencies based on similar variables.

3.4. Differences in job engagement based on gender, academic qualification, and experience

A descriptive analysis was conducted to address this question, as shown in [Table 12](#). The results indicate significant differences in the arithmetic means of job engagement among mediators in family reform and reconciliation offices in Jordan based on various factors, including gender, years of experience, and educational level. Consequently, a three-way analysis of variance (3-way ANOVA) was performed to examine these differences, as presented in [Table 13](#).

[Table 13](#) provides strong evidence that, at a significance level of $\alpha = 0.05$, there are no statistically significant differences in job engagement mean scores among mediators when analyzed by gender, years of experience, or educational level. This finding can be explained through the concept of job engagement, in which individuals become deeply

involved in their work, exert maximum effort, and fully commit to mastering their responsibilities. This is especially evident in professions that are closely connected to humanitarian work and play a critical role in family stability and social well-being, such as family mediation and counseling. For these professionals, their dedication extends beyond financial incentives, as they derive intrinsic value from their contributions. Regardless of gender, experience, or educational background, their commitment to their work remains consistent.

The researcher asserts that family reform offices actively promote and support an environment that fosters creativity and high performance. These offices encourage innovative ideas and facilitate their implementation in resolving family disputes through structured procedures and practical steps. Consequently, they create a supportive and stimulating environment that enhances employee creativity.

3.5. Correlation between professional competencies and job engagement among family mediators

Pearson Correlation was used to determine whether there is a correlation between professional competence and job engagement (Table 14). Table 14 demonstrates positive and statistically significant correlations, at the significance level ($\alpha = 0.05$), between job engagement and the sub-dimensions of professional competencies in family mediators. The correlation values ranged between 0.641 and 0.678. Furthermore, a statistically significant positive correlation, with a value of 0.653, was observed between job engagement and professional competencies. These correlations exhibited

considerable strength, aligning with the criteria for correlation strength as defined by Napitupulu et al. (2018). This result can be attributed to the substantial impact of enhancing the professional competencies of mediators in family reform offices on their cognitive and skill development. This, in turn, has a pronounced effect on their motivation levels, fostering increased enthusiasm for counseling work, bolstering their self-confidence, and enhancing their awareness of the critical requirements of their roles. Additionally, they understand the competencies and skills essential for proficient performance in their counseling duties. As counselors within family reform offices, their commitment to their work is driven by a conscious desire and a profound recognition of its significance in serving the community. Their dedication represents an integration of cognitive, skill-based, and emotional facets, all of which are vividly reflected in their job engagement.

4. Conclusions

Enhancing the training and professional development of family mediators and counselors is essential to improving their skills and ability to address evolving family challenges. It is also important to strengthen their role while reducing excessive workloads to ensure they can perform their duties effectively. Collaboration between family reform offices and community institutions should be encouraged to support shared responsibilities in addressing family issues. Additionally, further research should explore professional competencies and their relationships with factors such as personal characteristics and self-esteem to deepen understanding in this field.

Table 12: Descriptive analysis of job engagement among family mediators

Variables	Categories	Job engagement	
		Mean	Standard deviation
Gender	Female	3.449	0.746
	Male	3.320	0.908
	< 3 yrs.	3.409	0.745
Experience	4-6 yrs.	3.432	0.818
	> 7 yrs.	3.398	0.809
	Bachelor's	3.391	0.838
Academic qualification	Postgraduate	3.429	0.768

Table 13: Results of a three-way analysis of variance (3-way ANOVA) for job engagement among the study subjects

Source of variance	Sum square	Degree of freedom	Mean square	F-value	P-value
Gender	0.767	1	0.767	1.214	0.272
Experience	0.039	2	0.020	0.031	0.969
Academic qualification	0.099	1	0.099	0.156	0.693
Error	146.662	232	0.632		
Total	147.559	236			

Table 14: Results of Pearson correlation between professional competence and job engagement

Variables		professional competencies		Overall
		Cognitive	Performance	
Job engagement	Correlation	0.641*	0.678*	0.653*
	Correlation level	Strong	Strong	Strong

*: Statistically significant at 0.05

Compliance with ethical standards

Ethical considerations

This study was conducted in accordance with ethical research guidelines. Participants provided informed consent before participation, and their responses were anonymized to ensure confidentiality. No personal or sensitive data were collected that could identify individuals.

Conflict of interest

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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