

The Mother's Role and Its Relationship to Students' Academic Achievement A Field Study on Fifth -Grade Students in Educational District 16 in the Province of Laghouat-

عمل الأم وعلاقته بالتحصيل الدراسي للمتمدرسين
- دراسة ميدانية على تلاميذ السنة الخامسة للمقاطعة البيداغوجية 16 لولاية الأغواط -

-Mechraoui Laid *, University of Laghouat,(Algeria).

laidmechraoui04@gmail.com

-Yousfi Kamel, University of Laghouat,(Algeria).

kameldrph@gmail.com

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Abstract:

This study targeted a wide population segment, represented by a group of fifth-grade students, in an attempt to understand the impact of dimensions related to maternal employment and the academic achievement of enrolled children in primary schools in the municipality of Al-Assafia, located in the province of Laghouat. Al_Assafia is a semi-urban area that brings together both urban and rural students. The questionnaire and interview techniques were used as tools to collect data for the study. The study found that the dimensions related to mother's work(type of work, duration, and proximity to the residence) have an impact on the academic achievement of children. Because The absence of the mother from the household affects the children's academic performance, especially if there is no substitute for her role.

Keywords: Mother's work, monitoring family, academic achievement, enrolled students.

ملخص:

استهدفت هذه الدراسة شريحة سكانية واسعة تمثلت في دفعة تلاميذ السنة الخامسة، لمحاولة معرفة مدى تأثير الأبعاد المتعلقة بعمل الأم والتحصيل الدراسي للأبناء المتمدرسين بالمدارس الابتدائية ببلدية العسافية التابعة لولاية الأغواط، وهي (العسافية) منطقة شبه حضرية تجمع بين تلاميذ الحضر وتلاميذ الأرياف، وقد تم استخدام تقنية الاستبيان والمقابلة كوسيلتين لجمع المعطيات حول الدراسة، وتوصلت الدراسة إلى أن الأبعاد المتعلقة بعمل الأم(نوع

* Mechraoui laid

العمل ومدته وبعده عن المسكن) لها تأثير على مستوى تحصيل الأبناء الدراسي، كما إن وجود الأم خارج المسكن يؤثر على تحصيل الأبناء إذا لم يكن هناك بديل لها.

الكلمات المفتاحية: عمل الأم، المتابعة، الأسرة، التحصيل الدراسي، الممتدرس.

1. Introduction:

The focus on the formation and preparation of individuals, and the enhancement of their academic achievements, has become a necessity for the existence of nations. Consequently, it ranks high among the priorities that nations strive to address. However, this goal related to educating children and improving their academic performance is intertwined with another aspect that is linked to family conditions, characteristics, and components.

The family is considered the fundamental nucleus of society. It serves as the primary school where individuals live and receive the foundation for what they need in life before becoming merely a group of individuals residing in the same dwelling.

Just as the family is the basic component of society and its inhabitants, the mother is the first nucleus and pillar upon which the construction and success of the family, as well as the success of its children, depend.

However, after gaining independence and adapting to global changes, Algerian families witnessed functional changes for their members. The son, who used to be a productive contributing member providing income to the family, became the focal point of attention for parents, aiming to shape, nurture, and prepare him for the future. Conversely, a significant transformation occurred for women, particularly mothers, who increasingly became involved in productive work and providing financial support to the family. This led them to enter the workforce and participate in the job market.

This transformation led mothers to a multiplicity of roles, where they became dual-purpose as responsible for household affairs and the upbringing of their children. This is in addition to their attempt to succeed in their jobs to meet the material needs of the family. Previous research and studies indicate the impact of dual roles on children's outcomes and their supervision, as Sami Satfan (1995) found in his study that there are differences between students who drop out and those who continue their studies when compared based on the mother's work, and a study conducted by the United Nations (2003) showed that the work of both parents is closely related to the development of education within the family and society.

This duality has occupied our thoughts and sparked confusion within us. Hence, we will attempt to assess the extent of a woman's ability to balance between her work and her home, or more precisely, her ability to oversee and prepare her children if she is employed. This will be explored by addressing the following question:

What are the main variables related to a mother's work that impact the academic achievement of students?

This main question encompasses the following subsidiary questions:

Does a mother's work, in general, affect the academic achievement of her children?

Does the type of work the mother engages in impact a student's performance in school?

Does the distance of the mother's workplace affect the academic achievement of her children?

Does the duration of the mother's work hours impact the academic achievement of students?

2. Hypotheses:

The mother's work, in general, negatively affects the academic achievement of her children.

The appropriate type of maternal employment positively reflects on the academic achievement of her children.

The distance of the mother's workplace negatively influences the academic reception of her children.

As the duration of a mother's work hours increases, it negatively affects the academic achievement of students.

3. Significance and Objectives:

3.1. Significance and Reasons for Choosing the Topic:

Our curiosity to uncover the truths about the topic and study the reasons behind variations in the academic achievement of children motivated us to undertake this study. Additionally, we aimed to fill the scientific gap in research

that addresses the impact of family variables on the academic achievement of children. This is approached from two perspectives:

The first aspect relates to the spatial gap, as this topic has been explored in different academic societies. In this study, it will be addressed in a region where schools bring together students residing in urban and rural areas.

The second aspect concerns the temporal gap. The newer the topic, the closer it is to real-life experiences.

3.2. Objectives of the Study:

For any study, regardless of its research goals, Egyptian curriculum specialist Muhammad Shafik sees the study's objective as **"the reason for which the researcher prepared this study, and scientific research seeks to achieve general, non-personal goals with scientific value and significance"**. (Buhoton, 2008, p. 24)

The overarching goal of the current study is to identify the determinants related to maternal employment and its correlation with the academic achievement of children. Working mothers often find themselves in dual roles. In addition to their primary responsibility of nurturing and educating their children, they also allocate a portion of their time to fulfill tasks in their workplace.

Finally, the study aims to formulate recommendations and suggestions to assist Algerian families in creating positive conditions for their children's learning and enhancing their academic achievements and scholarly accomplishments.

4. Conceptual Definitions:

4.1. Maternal Employment:

Employment is generally defined as the energy expended or effort exerted by an individual within an organization to perform a specific task or activity under known conditions. (Laalawi, 2011-2012, p. 07)

Maternal employment, as referred to by the researcher, entails a woman's engagement in daily work, either in the public or private sector, on a permanent basis. The entry of a mother into the workforce implies a multiplication of her roles as a nurturing mother and a worker. Therefore, she must strike a balance

between her work, raising her children, managing household affairs, and caring for her family.

4.2. Educational Attainment:

Operational Definition:

Educational attainment refers to the annual average obtained by fifth-grade students in primary education during the academic year 2022/2023. The choice of the annual average over the semester average is deliberate. Observing a student's academic achievement over an entire academic year provides insights into the overall impact of family background, especially the role of the mother.

Distinctions between students' levels of achievement range from weak to excellent based on their results. The categorization includes:

Less than 5/10 (Poor academic achievement)

Between 5 and 7/10 (Acceptable academic achievement)

Between 7 and 8/10 (Good academic achievement)

Between 8 and 9/10 (Very good academic achievement)

More than 9/10 (Excellent academic achievement)

4.3 Students:

The term "students" refers to primary school students, specifically those in the fifth grade at the educational district schools number 16 in the Wilaya of El Oued. This specific grade level was chosen due to the unique age range of 9 to 11 years, with rare exceptions where students may be older due to academic or life circumstances.

5. Previous Studies:

5.1. Study by Researcher Samer Sataf (1995)

Titled "The Impact of Family Background on Academic Underachievement and School Dropout" in Jordan, the researcher aimed to link some family variables, including maternal employment, with students' academic performance. The study used a questionnaire with 76 questions directed at 335 randomly selected students. Statistical analyses were applied, revealing

significant differences between regular and dropout students concerning maternal employment and parental education level.

5.2. Study by Researcher Zghina Nawal (2008, Batna)

Entitled "The Role of Family Social Conditions on Children's Academic Achievement," this study aimed to uncover the relationship between family social conditions and children's academic achievement. The study found that the integration of social and economic conditions within the family leads to satisfactory academic results for children. Additionally, it highlighted the importance of parental awareness for the success of families and their children, irrespective of their social circumstances.

5.3. UN Study (2003):

The UN study, titled "Population, Education, and Development," conducted by the Population and Development Committee in response to the Economic and Social Council's resolution, aimed to provide a framework for evaluating progress in the program proposed by the Population and Development Committee in July 1995. The study, supervised by the United Nations, focused on recent information related to selected aspects of population, education, and development.

The study concluded that education is a factor in development, influencing society through demographic, economic, and social factors. It emphasized the crucial relationship between education, population, and its impact on development. Additionally, education was recognized as a vital element for individual well-being, influencing parental employment, place of residence, family size, health, lifestyle, and personal growth.

5.4. Learnings from Previous Studies:

Generally, the reviewed studies either considered maternal employment as one of the study hypotheses or indicators. None of them, however, emphasized maternal employment as a primary independent variable in terms of its impact on children's academic achievement. Given the contemporary workforce division between men and women, it is imperative to link the influence of children's academic achievement not just to their mothers' educational levels but also to their engagement in the workforce.

Despite this, we gleaned valuable methodological and analytical insights from these studies related to our research. Emphasis should be on the quality of information rather than the quantity of references and avoiding unnecessary verbosity. The use of questionnaires for data collection was deemed practical due to ease of distribution, time constraints, and minimal effort required.

Considering the targeted age of the students (mostly under 11 years old), contacting parents for questionnaire responses was found to be more feasible and beneficial than relying solely on students. Clarity in the question presentation and providing comprehensive answers were considered crucial for reader understanding, ensuring that the research goals are easily accessible and maintaining the reader's focus on our intended research objectives.

6. Field Study Procedures:

6.1. Research Approach:

The research approach involves a systematic set of operations and techniques that guide research preparation, aiming to achieve specific goals (Morris, 2004, p. 98). In the current study (The Mother's Role and Its Relationship to Students' Academic Achievement A Field Study on Fifth), a descriptive-analytical methodology was adopted. This approach stems from identifying the characteristics of the phenomenon and the problem to describe its nature and determine the qualitative relationship between its variables and trends. This was done using the Statistical Package for the Social Sciences (SPSS) to interpret its causes and other hidden aspects.

6.2. Study Community:

The study community is defined as **"the total elements and components of the problem or phenomenon under study."** (Hadar, 2023, p. 242). As for the current study community, it pertains to fifth-grade students in elementary education for the academic year 2022-2023. These students were enrolled in seven elementary schools located in the areas of Borg El-Sennousi neighborhood and El-Asafiya municipality. These areas constitute semi-urban regions surrounded by populated residential and agricultural areas.

6.3. Study Sample:

6.3.1. Method of Selecting the Study Sample:

Given the availability of the necessary database and the ability to obtain a list of all fifth-grade students for the observation year in the district, the random sampling method was chosen. This method, according to Jean Pirard, provides **"all individuals in the studied community with an equal chance of being selected in the study sample."** (Bérard, 2010, p. 121) Specifically, the stratified sampling method was adopted, **" a technique distinguished by Maurice Engers for allowing the researcher to rely on small groups or strata. This enables the researcher to achieve the highest possible representativeness"** (Morris, 2004, p. 304).

6.3.2. Sample Size Calculation:

The sample size was calculated based on the law of determining the minimum representative size for continuous data, according to the following formula:

$$(J.P.VERMA, 2020 , p. 32) n = t \frac{\alpha_2}{2} \left(\frac{S}{d} \right)^2$$

And from this, we conclude:

$$n = 1.96^2 (0.515)^2$$

$$n \leq 102$$

And 120 questionnaires were distributed to families, anticipating the possibility of loss or non-response from some families.

Step 1:

Calculate the percentage of each school in the total community based on its number of students, according to the following formula:

School's number of students × 100
Total community size

Step 2:

Following this step, calculate the number of students for each school from the sample size, corresponding to their percentage of the total community as follows:

total sample size * percentage of the total community from each school
100

The following table illustrates the results of the preceding steps:

Table 05.01: Distribution of Students According to Schools in the Community and the Sample:

4.3.5 Sampling Method:

The systematic sampling method was adopted after arranging students

Primary School numbers	Number of students in each school in the total community (Students)	Their percentage of the total community (%)	Number of students in each school in the total sample (Students)
01	51	14.17	17
02	63	17.5	21
03	61	16.94	20
04	58	16.11	19
05	78	21.67	26
06	17	4.72	06
07	32	8.89	11
Total	360	%100	120

according to their averages. Names of students were then systematically drawn based on the obtained sampling period (3).

Note:

After distributing the questionnaires, 107 forms out of 120 were retrieved, with thirteen of them being lost.

6.4. Data Collection Tools:

6.4.1. Questionnaire:

The questionnaire is one of the easiest tools that allows the researcher to connect with the study sample. It is the most suitable means to establish contact with the participants' families. In general, our research questionnaire consisted of 20 questions, including open-ended questions, which were used in the analysis and enriched the research in terms of reasons and discussions. Before field deployment, the questionnaire was presented to some professors in the Faculty of Social Sciences in the state of El Oued to benefit from their expertise. After finalizing its design, it was then presented to the parents of the targeted students, who represented the sample. Some working teachers in the education sector, teaching at the targeted schools in the study, and residing in the same areas as the targeted students, helped in this process.

6.4.2. Interview: The interview embodies the idea of face-to-face interaction, allowing the researcher to intervene during questioning and

define the meaning of each word or idea that serves the research. Therefore, it enables obtaining precise and comprehensive information about a specific issue at the same time". (Bouhiyawwi, 2014, p. 28).

Our research necessitated the use of two types of interviews; **the first type** is related to the structured or restricted interview, in which the previously mentioned questionnaire was utilized during communication with the parents of the students.

As for **the second type of interview**, it represents the free interview, which was conducted with a number of experienced teachers in the field of primary education. We benefited from their experiences as they have worked for a long time in the primary stage.

7. Results and Discussion:

7.1. The relationship between the mother's occupation and the follow-up of her children and their academic achievement.

Table No. (07.01): Distribution of the surveyed families according to the mother's occupation and the academic achievement of her children.

Mother's Occupation	The Annual Average					
	(5 -)	(7-5)	(8-7)	(9-8)	(9+)	Total
Works	5,9%	-	47,1%	23,5%	23,5%	100%
Stays at home	3,3%	22,2%	23,3%	40,0%	11,1%	100%
Total	3,7%	18,7%	27,1%	37,4%	13,1%	100%

Through observing the academic achievement level of children based on the mother's occupation, it becomes evident that only 5.9% of working mothers have their children achieve a grade of 7/10 or less. None of them achieve an acceptable result (between 5-7). On the other hand, stay-at-home mothers have 25.5% of their children scoring 7/10 or less.

To statistically assess this relationship, we utilized **the chi-square test for independence** *.And we obtained the following:

Chi-square test value for independence	significance level (sig)	the judgment on the relationship
9.719	0.045	There is a relationship between the variables

***A chi-square test for independence:** deals with two categorical variables and a nominal measurement level when the researcher wants to determine the independence of the variables, i.e., whether there is a relationship between them or not, without delving into the strength and direction of the relationship. Therefore, we will rely on Cramer's V coefficient to measure the strength of the relationship if proven.

The computed test value is 9.719, which is greater than the tabulated value of 9.49. Additionally, its significance level of 0.045 is smaller than the significance level of 0.05. This indicates a relationship between the aforementioned variables. To measure the strength of this relationship, **Cramer's correlation coefficient** will be relied upon: ^{**}.

Cramer's correlation coefficient value	Range	Judgment on the strength of the relationship
0.301	(0.4) > (0.2)	Weak relationship

The result of Cramer's correlation coefficient, 0.301, and its significance level of 0.045 indicate a weak relationship between maternal employment and the academic achievement of their children.

Generally, the overall impact of maternal employment on the academic achievement of their children is related to the shifting roles of the mother. In addition to her domestic role, she also takes on new economic, social, and even political roles when she enters the workforce. The economic role involves contributing to the family income, the social role entails seeking personal and professional growth, while the political role involves participating in decision-making at the local, state, or national level. This dual role makes it challenging for mothers, especially those with young children, to successfully balance work and home responsibilities.

In general, when we look at the sample households and the limited impact of maternal employment, it may be related to the success of mothers and families in finding alternatives that alleviate or fulfill the role that the mother typically plays with her children.

^{**}**Cramer's V coefficient:** is considered a modified form of the Phi coefficient and is used when the data is nominal and organized in a cross-tabulation with one or both variables having more than two categories. It is important to note that its value cannot be negative, thus aiding in studying only the strength of the relationship without its direction. Therefore, tables that utilized this coefficient had the direction of relationships determined through column readings.

To determine the strength levels of the coefficient, the following levels were adopted:

0:No association between the dependent and independent variables.

0.2 >:Very weak association between the dependent and independent variables.

(0.2) > (0.4):Weak association between the dependent and independent variables.

(0.4) > (0.6):Moderate association between the dependent and independent variables.

(0.6) > (0.8):Strong association between the dependent and independent variables.

(0.8) > (0.99):Very strong association between the dependent and independent variables.

(1):Complete association between the dependent and independent variables.

However, despite the weak relationship between maternal employment overall and academic achievement, focusing on the nature of the work in terms of its type, duration, and proximity to the mother's residence may provide a better understanding of the impact of maternal employment on children's academic achievement. Therefore, we will shift our focus to the characteristics of maternal employment (type of work, duration of work, proximity to residence) and its relationship with children's academic achievement.

07.02. Relationship between the type of maternal employment and monitoring of their children's academic achievement

Table No. (07.02): Distribution of working mothers according to their type of work and their children's academic achievement level:

Mother's occupation (Sector of work *)	The Annual Average					
	(5 -)	(7-5)	(8-7)	(9-8)	(9+)	Total
Public sector employee	-	-	50,0%	25,0%	25,0%	100%
Other	100%	-	-	-	-	100%
Total	5,9%	-	47,1%	23,5%	23,5%	100%

Table No. (07.02) shows that all students, children of mothers working in the public sector, achieved a yearly average of 7 out of 10. Additionally, all children of mothers working in non-governmental and private sectors had poor performance (below 5). Conversely, there were no mothers working in the private sector among the sample households.

Thus, the relationship between the type of maternal employment and children's academic achievement is evident. We will try to confirm this conclusion through the following results:

Chi-square test value for independence	significance level (sig)	the judgment on the relationship
17.000	0.001	There is a relationship between the variables

The significance level of the chi-square test indicates 0.01, which is smaller than the significance level of 0.05. Additionally, the computed value of 17.00 exceeds the tabulated value of 7.82, confirming the statistical significance of the relationship between the aforementioned indicators.

Cramer's correlation coefficient value	Range	Judgment on the strength of the relationship
1.000	(1)	Full commitment

*No percentage was recorded in the private sector category; therefore, the corresponding row has been omitted.

The value of the Cramer's V coefficient (1) indicates a perfect relationship between the sector in which the mother works and the academic achievement level of the children.

The type of occupation usually reflects both economic and educational statuses. For instance, working in the public sector sometimes signifies a comfortable economic status and a good educational level. It often entails more comfort and regularity compared to other sectors. Additionally, various family and practical circumstances facilitate the academic achievement of children. Conversely, working in other occupations, such as domestic work, generally implies negative aspects. These jobs tend to be exhausting, irregular in terms of workplace, and often provide low income. If it weren't for the family's pressures, mothers might not seek these jobs. These circumstances are certainly not conducive to caring for children and consequently affect their academic performance negatively.

The transformation in family roles from productive units in agrarian societies, requiring extensive manual labor, to consumer units unable to bear the costs and burdens of raising numerous children for life, has forced women to work outside the home to contribute to the family income. Sydney Coontz, a researcher in population phenomena in light of economic factors, points out that **"after the family changes and after the economic value of children was lost, it led women to enter the workforce, where they began to participate in production outside the home."** (Guida, 2014, p. 116).

Continuing from the complete relationship inferred between the mother's employment sector and the academic achievement of the children, we will now attempt to ascertain the impact of the type of maternal employment on certain indicators related to the educational roles of parents towards their children. This pertains specifically to monitoring their completion of assignments and organizing their schedules.

Table 07.03: Distribution of working mothers according to their type of employment and their children's monitoring of completing their school assignments.

Mother's occupation (Sector of work [*])	Monitoring homework completion at home			Total
	Yes	No	Sometimes	
Public sector employee	93,8%	-	6,3%	100%
Other	-	100%	-	100%

^{*}No percentage was recorded in the private sector category; therefore, the corresponding row has been omitted.

Total	88,2%	5,9%	5,9%	100%
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The table number **(07.03)** shows that all working mothers in non-governmental and private sector jobs do not accompany their children while completing their household assignments. Additionally, 93.8% of mothers employed in the public sector allocate time to monitor their children's studies. This may indicate a strong relationship between the mother's type of employment and monitoring the completion of assignments.

To statistically demonstrate this relationship, we utilized the Chi-square test for independence, and the results are illustrated in the following table:

Chi-square test value for independence	significance level (sig)	the judgment on the relationship
17.00	0.00	There is a relationship between the variables

The significance level of 0.000, which is smaller than the significance level of 0.05, confirms the aforementioned relationship.

Cramer's correlation coefficient value	Range	Judgment on the strength of the relationship
1.000	(1)	Full commitment

The value of the Kramer's correlation coefficient (1) indicates that the relationship between the mother's type of work and monitoring homework completion is perfect.

This perfect relationship extends from the previous association between the mother's type of work and the academic achievement of her children. The favorable conditions associated with employment in the public sector, as mentioned in the previous table, facilitate the mother's fulfillment of her household responsibilities, including teaching and guiding her children. Conversely, the negative conditions associated with other professions act as obstacles to the mother's fulfillment of her duties towards her children.

Table 07.04: Distribution of working mothers according to their type of work and scheduling study and play times for their children.

Mother's occupation (Sector of work [*])	Setting study and play times			Total
	Yes	No	Sometimes	
Public sector employee	68,8%	-	31,3%	100%
Other	-	100%	-	100%
Total	64,7%	5,9%	29,4%	100%

^{*} No percentage was recorded in the private sector category; therefore, the corresponding row has been omitted

The table number **(07.04)** reveals that all working mothers in non-governmental and non-private sector jobs do not regulate their children's schedules between study and playtime. Conversely, no mothers working in the public sector stated that they do not organize their children's schedules. This suggests a strong relationship between the mother's sector of employment and her ability to organize her children's schedules.

To statistically prove this relationship, we used the chi-square test for independence, and the results are illustrated in the following table.

Chi-square test value for independence	significance level (sig)	the judgment on the relationship
17.00	0.00	There is a relationship between the variables

The significance level of 0.000, which is smaller than the significance level of 0.05, indicates the aforementioned relationship. Additionally, the computed test value of 17.000, which exceeds the tabulated value of 5.99, confirms this.

Cramer's correlation coefficient value	Range	Judgment on the strength of the relationship
1.000	(1)	Full commitment

The result of the Kramer's correlation coefficient (1) indicates a perfect and complete relationship between the type of maternal employment and the organization of children's time between studying and playing...

Thus, it's not the nature of the job itself that impedes or aids in organizing the children's schedules, but rather the favorable or unfavorable circumstances accompanying the type of employment that influence the monitoring and guidance of children towards either academic success or otherwise.

07.03:Relationship between the distance of the mother's workplace and the duration of her work with monitoring her children and their academic achievement:

Table (07.05): Distribution of working mothers according to the distance of their workplace from their homes and the academic achievement level of their children:

Mother's workplace	The Annual Average					Total
	(5 -)	(7-5)	(8-7)	(9-8)	(9+)	
Near the residence	-	-	-	50,0%	50,0%	100%
Far	11,1%	-	88,9%	-	-	100%
Total	5,9%	-	47,1%	23,5%	23,5%	100%

The data from Table **(07.05)** clearly indicates that all mothers who work close to home have children who achieve a grade of 8 or above. Conversely, all mothers who work far from home have children whose grades do not exceed 8

out of 10. This suggests a relationship between the distance of the mother's workplace from the family home and the academic achievement level of the children.

Chi-square test value for independence	significance level (sig)	the judgment on the relationship
17.00	0.001	There is a relationship between the variables.

The significance level for the chi-square test is 0.001, which is smaller than the significance level of 0.05. Additionally, the calculated chi-square value of 17.000 exceeds the tabulated value of 7.82, indicating a relationship between the aforementioned indicators.

Cramer's correlation coefficient value	Range	Judgment on the strength of the relationship
1.000	(1)	Full commitment

The pivotal factor associated with the location of the mother's workplace, which in turn affects the academic performance of the children, is the hardship and time spent by the mother daily commuting to work. Living far from the workplace often leads to delays in returning home, usually accompanied by fatigue from the commute, hindering the supervision of the children, unless an alternative is available. For instance, the mother may need to take her children to study near her workplace, even though this can be exhausting for the children as well. For example, **household number 12**, where the mother is a working woman, stated that work does not affect the academic achievement of the children as long as it is close to home. However, if it is far away, it can have an impact due to the resulting fatigue, which hinders the child's supervision. It's worth noting that by "distance from the workplace" in our study, we mean a location that is not the focus of our research (typically a distant city center approximately 14 km from the municipality of Assafiya and about 7 km from the neighborhood of Borg El Sanousi.)

Table No. (07.06): Distribution of working mothers based on the duration of their work and the academic achievement of their children

Corrélations de Spearman			
		The annual average	What is the duration of her working hours?
The annual average	Coefficient de correlation	1,000	,226
	Sig.(bilatérale)	.	,384
	N	107	17
What is the duration of her working hours?	Coefficient de correlation	,226	1,000
	Sig.(bilatérale)	,384	.
	N	17	17

Student's achievement based on the outputs of the SPSS program

It can be observed from the output No **(07.06)** regarding the **Spearman correlation results**^{*}, that the significance level of 0.384 is greater than the predetermined significance level in the research, which is 0.05. This confirms that there is no correlation between the duration of the mother's work and the academic achievement of her children.

The lack of impact of the duration of work is attributed to the mothers finding alternatives that compensate for the time spent at work, such as having their child study alongside their workplace, as previously mentioned, or even at the

^{*}Using "**Spearman's rank correlation coefficient**" is suitable as an alternative to Pearson's correlation coefficient if the phenomenon under study involves ordinal categorical variables or even quantitative variables if their data does not follow a normal distribution, as in our case. We utilized both Kolmogorov-Smirnov and Shapiro-Wilk tests where we found that the quantitative variable of the mother's working hours does not follow a normal distribution (see the appendix regarding the distribution nature).

To determine the strength levels of the coefficient, the following levels were adopted:

0:No association between the dependent and independent variables.

0.2 >:Very weak positive association between the dependent and independent variables.

(0.2) > (0.4):Weak positive association between the dependent and independent variables.

(0.4) > (0.6):Moderate positive association between the dependent and independent variables.

(0.6) > (0.8):Strong positive association between the dependent and independent variables.

(0.8) > (0.99)Very strong positive association between the dependent and independent variables.

(1):Complete positive association between the dependent and independent variables.

The coefficient's degrees in case of negative correlation follow the same scale as mentioned above, with the values being stronger as they approach (0) and (1) if the value signal is negative.

same place where they work, as some of the researched families include teachers.

8. Analysis of Results and Conclusion:

8.1 Analysis of Results in Light of Hypotheses:

1. The First Partial Hypothesis: This hypothesis was rejected, as the mother's work does not generally affect the academic achievement of children. However, reality shows that a mother's entry into the labor market creates additional pressure on her due to increased responsibilities. A working mother often carries two roles: her job responsibilities and her family duties, which may lead to a lack of time and energy for daily monitoring of her children. However, this impact largely depends on the mother's ability to organize her time and the support she receives from her family, such as her husband or relatives. If a supportive environment is available, the negative impact may diminish and, in some cases, the mother's work can serve as a positive inspiration for children by seeing their mother successfully balancing work and family life.

2. The Second Partial Hypothesis: This hypothesis was confirmed, as the type of work the mother does directly affects the academic achievement of her children. Employment in the public sector is usually more stable in terms of time and finances, allowing the mother to dedicate sufficient time to her children. In contrast, work in home-based or less structured professions may lead to a stressful and unstable environment that negatively affects her ability to monitor her children's academic progress.

It is worth noting that the absence of mothers working in the private sector in the targeted sample reflects a reality indicating the rarity of working mothers in this sector in the areas covered by the study as a whole, not just in the sample. It is an uncommon practice in these communities.

3. The Third Partial Hypothesis: This hypothesis was confirmed, as the distance of the mother's workplace from her residence significantly affects the academic achievement of her children. Long distances and travel time increase the mother's physical and psychological exhaustion, reducing her time and ability to follow up on her children's studies or interact with them regularly. However, this negative effect can be mitigated if appropriate conditions are provided, such as having children study near the mother's workplace or arranging special measures to facilitate her commute. For instance, in the case of a mother who is a teacher, working in the same school where her children study

can be an advantage, reducing this impact and providing a more comfortable and supportive environment.

4. The Fourth Partial Hypothesis: This hypothesis was rejected, as no correlation was found between the duration of the mother's work and the academic achievement of her children. From a realistic perspective, this may be due to the fact that the quality of time spent with children is more important than its quantity. A mother who works long hours but dedicates quality, focused time to monitor her children's studies can compensate for the lack of time. Additionally, children who benefit from a supportive home environment or rely on supplementary educational tools, such as private tutoring or assistance from relatives, may not be negatively affected by the mother's working hours.

8.2 Conclusion:

In conclusion, discussing the familial variables that affect academic achievement must include addressing the variable of the mother's employment. As a partner in the education and supervision of both educated and uneducated children, her role may sometimes surpass that of the father in certain respects. Her presence outside the home, alongside the father, who is often also outside the residence for work, means that there are fewer supervisors for the children if the conditions are not prepared for their temporary absence and the provision of alternatives.

Undoubtedly, women are the backbone and essence of the family, upon whom its construction and formation depend. We do not need anyone to teach us or indicate to us their importance in the cohesion of the family as Muslims. Throughout history, many examples have been made by mothers who have produced men and scholars, carving their names through the ages.

Therefore, women must adapt to the surrounding circumstances to minimize the impact of diseases that may affect their families, which are their core.

It is acceptable for a mother to financially assist her husband and family, but she must find the appropriate mechanism to organize her time to ensure adequate time for her children's supervision and monitoring. She should also find effective alternatives for her absence to ensure that they remain close to her most of the time, either by herself or both parents, because the greatest service she can offer to herself and her family is undoubtedly when she cares about raising and educating her children.

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10. Appendix on the Normal of Distribution Test:

Tests of normalité

	Kolmogorov-Smirnov ^a
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-Mechraoui Laid, yousfi kamel The Mother's Role and Its Relationship to Students' Academic Achievement A Field Study on Fifth

	Statistique	Ddl	Signification
What is her working hours?	286,	17	001,
Student's average.	1.272		0.79

a. Correction of Lilliefors significance.