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A Comparative Study of Family Education practices as perceived by students: A sample of secondary school students with working and non-working mothers - A field study at El-Hadj Allal Ben Bitour High School in Metlili, Ghardaia Province.

Une étude comparative des pratiques d'éducation familiale telles qu'elles sont perçues par les élèves : un échantillon d'élèves du secondaire ayant des mères actives et des mères au foyer - Une étude de terrain au lycée El-Hadj Allal Ben Bitour à Metlili, wilaya de Ghardaïa.

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Abstract:

The current study aimed to investigate the differences in family upbringing methods as perceived by secondary school students with working and non-working mothers. The study used a descriptive approach, in line with the nature of the research topic. In order to collect the relevant data, a questionnaire developed by Mohamed Noureddine Youssef Bakry in 2019 was used. The study was conducted on a sample of 180 mothers (working and non-working). After collecting and tabulating the data, the hypotheses were tested using the SPSS statistical package. The results showed the following:

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The predominant approach among working mothers is the authoritarian approach, while the predominant approach among non-working mothers is the authoritative approach.
There are significant differences in the authoritative approach between working and non-working mothers, with the advantage going to non-working mothers.
There are no significant differences in the permissive approach between working and non-working mothers.
The study also found significant differences in the authoritarian approach, with the advantage going to working mothers.

*** zohra boumehras**

Résumé:

L'étude actuelle visait à examiner les différences dans les méthodes d'éducation familiale telles qu'elles sont perçues par les élèves du secondaire ayant des mères actives et des mères au foyer. L'étude a utilisé une approche descriptive, en accord avec la nature du sujet de recherche. Afin de collecter les données pertinentes, un questionnaire développé par Mohamed Noureddine Youssef Bakry en 2019 a été utilisé. L'étude a été menée sur un échantillon de 180 mères (actives et non actives). Après avoir collecté et tabulé les données, les hypothèses ont été testées à l'aide du logiciel statistique SPSS. Les résultats ont montré ce qui suit :

L'approche prédominante parmi les mères actives est l'approche autoritaire, tandis que l'approche prédominante parmi les mères au foyer est l'approche autoritaire (démocratique).

Des différences significatives ont été observées dans l'approche autoritaire entre les mères actives et non actives, avec un avantage pour les mères au foyer.

Aucune différence significative n'a été trouvée dans l'approche permissive entre les mères actives et non actives.

L'étude a également révélé des différences significatives dans l'approche autoritaire, avec un avantage pour les mères actives.

Mots-clés : Perceptions des élèves sur l'éducation familiale, mères actives et mères au foyer, élèves du secondaire

Outline of the article:

Introduction :

The responsibility of bringing up children lies primarily with the parents. By “upbringing” we mean in a broad sense, not only the provision of food, drink, clothing and treatment, but also that which benefits the individual and makes him happy, such as the inculcation of noble values, virtues, manners, ethics and social customs which support the individual’s life and motivate him to fulfill his role in life. Consequently, the family largely determines whether the child will grow up psychologically and socially healthy or unhealthy; it is largely responsible for determining the characteristics of his personality and future behavior. (Hamza.1982,p252).

These patterns or methods vary between negative parenting styles, such as excessive spoiling, excessive harshness, fluctuating treatment, imposing excessive protection and many constraints on children, or inequality and injustice in dealing with children and discrimination between them based on gender or birth order. Positive patterns and methods are presented in identifying children’s abilities and guiding them ideally based on their mental, physical and emotional capabilities, providing them with opportunities for growth, social interaction and

adaptation to the external environment, moderation and avoiding excessive harshness or excessive pampering. (Al-Issaoui.1993.p.283-288)

The scientific heritage is replete with numerous studies that have dealt with the impact of parental treatment on the psychology of children, including the studies of "Combaz" in 1989, "Baker" in 1979, and "Wolpe" in 1979, which showed that parental treatment affects physical and emotional growth, and that authoritarian treatment leads to isolation, abnormal calm, and inability to deal with others, and that stressful childhood events are among the factors associated with the increase in emotional problems. (Taher Maissara kaid 1989.p.152)

In this context, several studies suggest that a child's development in various aspects is closely related to how he or she is treated. For example, Mahmoud Abdel Kader's 1966 study examined the impact of emotional warmth and family harmony on a child's personality. The study found a significant correlation between parents' acceptance of their children and family harmony. Children living in families characterized by emotional warmth and family cohesion were found to be more self-accepting, psychologically well-adjusted and content (Fayoumi Ahmad El-Sayed, 1999, p. 77).

Although child rearing is primarily the responsibility of both parents, the mother's role is more important because of her psychological, physical and social characteristics, which make her more capable of nurturing children, meeting their psychological and social needs, and bringing them up in a way that is consistent with societal values.

Despite the benefits that employment brings to women and their families, it has implications for child rearing. Women's employment poses challenges, particularly in relation to their primary role as mothers. The need to leave the home daily for work forces women to leave their children in the care of others, leading to problems and difficulties for the child due to the mother's prolonged absence, and potentially creating an environment of emotional deprivation.

Studies by Bouthaina Qandil (1964), Souhair Kamel Ahmad (1999), Samira Mohammad Shand (2000) and Mostafa Fahmy (1977) suggest that women's employment affects the psychological and social adjustment of their children.

The primary foundation for a child's psychological health comes from a warm, close and continuous relationship with the mother. Any situation that deprives the child of this relationship is termed 'maternal deprivation', and almost all research agrees that maternal deprivation has a negative impact on a child's

psychological and social development .However, other studies take a different view.

For example, studies by Lowell and Burchinal and others show that children of working mothers are better adjusted and more self-confident. Working mothers tend to be systematic and decisive, and encourage independence and self-reliance in their children.

This has led us to investigate the existing differences in family upbringing as perceived by children in a sample of secondary school students with working and non-working mothers. Consequently, the research problem can be formulated in terms of the following questions:

- **What are the prevailing parenting practices among working and non-working mothers?**
- **Are there statistically significant differences in parenting practices between working and non-working mothers?**

Research hypotheses:

We hypothesize that the permissive approach is the dominant method among both working and non-working mothers.

There will be no differences in authoritative parenting between working and non-working mothers.

There are no differences in permissive parenting between working and non-working mothers.

There are no differences in the authoritarian style of parenting between working and non-working mothers.

2. Significance of the study:

Women, especially mothers, have increasingly taken up employment outside the home, earning an income and spending considerable time away from their children. This inevitably has many effects, both positive and negative, on both mothers and their children.

In addition to the importance of the target group, the study sample will include adolescents between the ages of 13 and 18.

This period is widely recognized as one of the most critical in human life, as it marks the transition from childhood to adulthood, with the responsibilities and physical and psychological changes that this entails. This stage often exposes

individuals to various internal and psychological conflicts. Parents, especially working and non-working mothers, can benefit from increased attention to the psychological aspects, especially during this crucial stage in the child's life, and to the emotional and psychological needs of the children to compensate for the mother's absence from the home.

3. Importance of the study:

Women, especially mothers, are increasingly involved in work outside the home in addition to their roles as wives and mothers. This employment generates income and occupies a significant amount of their time, which inevitably leads to various positive and negative consequences for both the mothers and their children.

In addition to the importance of the target group, the study sample will consist of adolescents aged between 13 and 18 years. It is well known that this is one of the most critical periods in a person's life, as it is a transitional phase from childhood to adulthood, accompanied by various physical and psychological changes. Adolescents can face many internal and psychological conflicts during this period. It could be beneficial for parents, especially working mothers, to pay more attention to the psychological aspects, especially during this crucial period in the child's life, and to consider the emotional and psychological needs of their children by compensating for the mother's absence from the home.

4. Aims of the study:

The current study aims to:

1. Identify the parenting style prevalent among working and non-working mothers.
2. To identify differences in authoritative parenting style between working and non-working mothers.
3. To identify differences in permissive parenting style between working and non-working mothers.
4. To identify the differences in authoritarian parenting style between working and non-working mothers.

5. Operational definition of study variables:

Parenting styles:

"Alaa El-Din El-Kafi" (1989) defines it as "any behaviour emanating from the father or the mother or both that affects the son and the growth of his personality,

whether this behaviour is intended for guidance and upbringing or otherwise". (Alaa El-Din Kafi, 1989, p. 56)

Youcef Abdel Fattah defines parenting styles as the means by which parents transmit to their children the various values, ideals and behavioural formulas that will enable them to be successful in their lives and work and to be happy in their social relationships with others. (Youcef Abdel Fattah, 1990, p. 29)

Tala'mat Mohammad Abu Awf defines parental treatment as the method used by parents to instil in their children different types of behaviour, values, habits and traditions that vary according to culture and social class.

(Talaat Mohammad Abu Awf, 2008, p. 127)

Operational Definition:

Parenting styles are the methods, ways and procedures by which the mother deals with her children in various situations, which lead to the consolidation of values, principles and high ideals in the children, making them able to deal with their environment in a positive and natural way, with the aim of socializing and educating them. These methods may be characterized by indulgence, moderation or severity, and are measured in this research by the degree the enrolled adolescent will obtain on the family upbringing scale.

6. Scope of the study:

Human boundaries: They are secondary school students.

Spatial boundaries: Hadj Allal Ben Bitour Secondary School in Metlili, Ghardaia Province.

Temporal boundaries: 2 April 2024.

7. The methodology adopted:

Any study or research in any field, whether natural, human or social, requires following a specific methodology, as research is not limited to information and data alone, but goes beyond this to classify, analyse and interpret this information and data for further clarification. Any scientific study necessarily includes a methodological aspect, which is used to explain the approach adopted in presenting the results obtained, and which is judged on the basis of the appropriateness of the methodology and the means of its application to the subject of the study. (Maurice Angells, 2005, p. 07)

The methodology is a set of general rules justified to reach a scientific truth, the path leading to the truth in the sciences, through a set of rules until a result is reached, and the methodology is also defined as the path taken by the researcher to answer the questions of the research problem.

(Fawzi Ghraibiya, 2002, p. 30)

According to the nature of the subject of this study, the descriptive methodology was adopted, which aims to know the differences in family upbringing methods as perceived by the children in a sample of secondary school students with working and non-working mothers

8. The sample:

The study was conducted on a pilot sample of 180 students (males and females) of secondary education level in various scientific and literary specializations at Hajj Allal Ben Beitour Secondary School in Metlili on 04/02/2024. The sample was randomly selected to ensure representation of the original population, as shown in the table below:

Table 1: Distribution of the sample by gender and specialization:

The sample	Number	Specializations	
		Science classes	Literary classes
Males	82	49	33
Females	98	53	45

As can be seen from Table 1, the number of male students is 82, of which 49 are from the scientific specialization and 33 are from the literary specialization. Meanwhile, the number of female students is 98, of which 53 are from the scientific specialization and 45 from the literary specialization.

This is further illustrated in the following figure

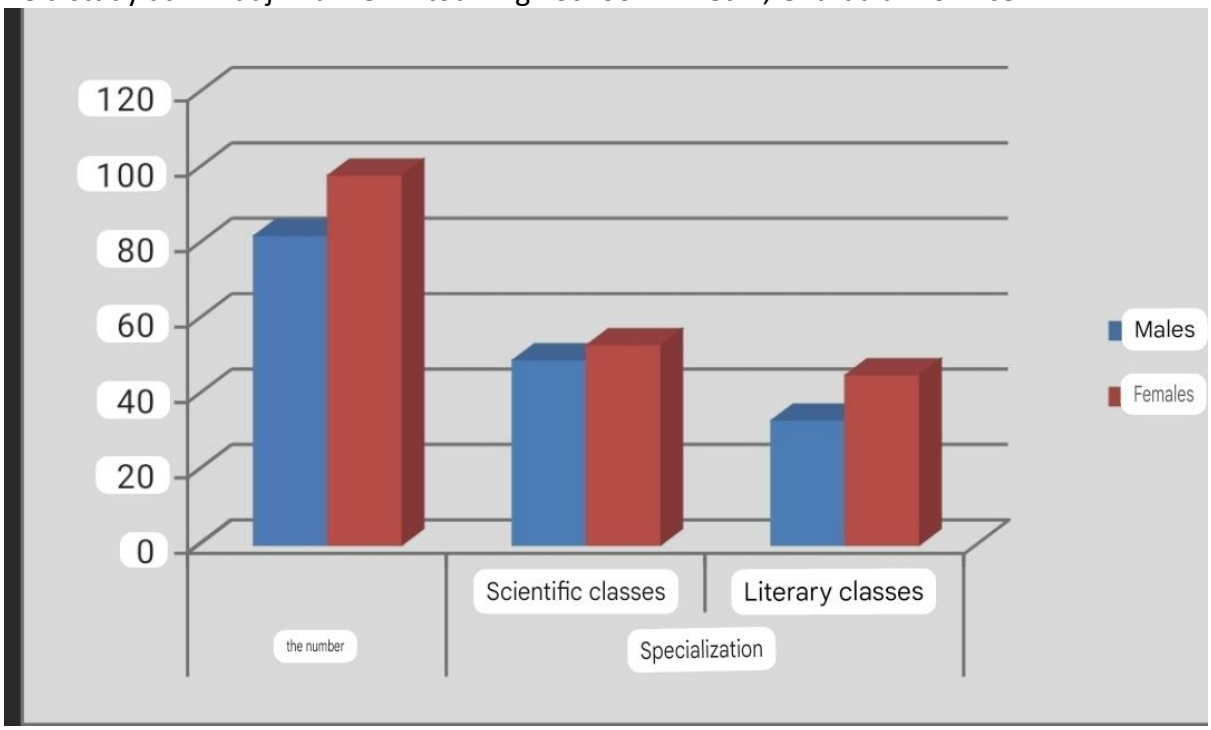


Figure 1: shows the distribution of the sample by gender and specialisation.

Description of the sample according to the variable of mothers' employment status:

Table 2: Distribution of the sample by mothers in employment and mothers not in employment**:**

Sample	Frequency	Percentage
Students whose mothers are employed	**90**	**50%**
Students whose mothers are not employed	**90**	**50%**
Total	**180**	**100%**

From table no. (02) we can see that the number of employed mothers is (90), which is (50%), and the number of unemployed mothers is also (90), which is (50%). This is illustrated in the following figure.

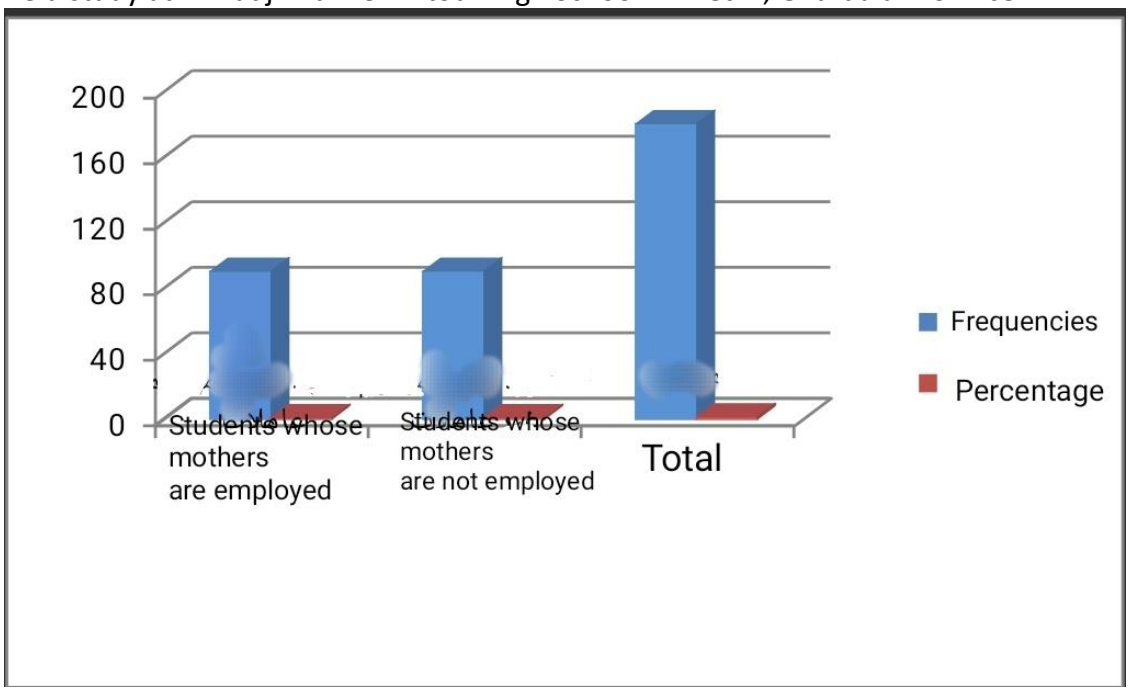


Figure No. (02) shows the distribution of the sample according to the variable of mothers' employment.

Data collection tools:

If we want to study a certain phenomenon or process it statistically, we have to collect the necessary numerical data or information about this phenomenon.

In this study, the researcher relied on the questionnaire prepared by Mohamed Nour El-Din Youssef Bakri in 2019 in his study entitled "Parental Treatment Methods and their Relationship to Academic Achievement Motivation among Secondary School Students in Jerusalem". In this study, the researcher reviewed a number of measures related to parental treatment methods and adopted the selection of Al-Sharifain's (2008) measure from Al-Jawarneh and Hamdan's (2015) study, which consists of 30 items covering three dimensions of parental treatment methods, as follows:

Table No. (03) shows the distribution of the items of the parental treatment methods questionnaire according to its dimensions.

N°	Dimension	Number of paragraphs
01	**Authoritarian dimension**	**1-3-6-9-12**
02	**Permissive dimension**	**4-8-11-13-15**
03	**Firm dimension**	**2-5-7-10-14**

The scale has two identical versions, one measuring maternal parenting styles and the other measuring paternal parenting styles from the students' perspective. The response to the questionnaire was designed using a five-point Likert scale as follows: strongly agree, agree, neutral, disagree, strongly disagree. (Bakri, 2019, p.54).

However, only the version measuring maternal parenting styles was administered due to the nature of the study, which aims to measure parenting styles as perceived by children of working and non-working mothers.

10- Psychometric properties:

- Parenting Styles Questionnaire

Validity:

Validity refers to the ability of the test or instrument to measure what it was designed to measure. Achieving validity of the measurement tool is more important than achieving reliability, as the measurement tool or test may be reliable but not valid. (Awad & Khafaja, 2002, p.167)

The following methods were used to test the validity of the study instrument: extreme group comparison validity and construct validity

A- Extreme Group Comparison Validity

Table 4 shows the extreme group comparison validity of the Parenting Styles Scale.

	Sample	Mean	Standard Deviation	t-value	Degrees of Freedom	Significance Level
Upper Category	**14**	**58.47**	**15.23**	**15.23**	**26**	**Significant at 0.01 level**
Lower Category	**14**	**32.85**	**5.74**			

Table 4 shows that there are statistically significant differences between the upper and lower groups, and the calculated "t" value is statistically significant at the 0.01 level of significance. This indicates the validity of the instrument and its suitability for use.

B- Internal consistency validity:

Correlation coefficient between the dimensions and the total score of the questionnaire:

Table 5 shows the correlation coefficient between each dimension of the questionnaire and its total score.

Dimension	Correlation Coefficient	Statistical Significance
Authoritarian Parenting Style	**0.645****	**0.000**
Authoritative Parenting Style	**0.674****	**0.025**
Permissive Parenting Style	**0.715****	**0.000**

The results presented in Table 5 indicate that the correlation coefficients between each dimension and the total score are statistically significant at the 0.05 or 0.01 level of significance, with correlation coefficients ranging from 0.645 to 0.715.

Reliability:

Reliability was estimated using the following methods:

Split-half method: The results of the reliability of the Parental Treatment Styles Scale using the split-half method were as follows:

Table 6 shows the reliability of the Psychological Adjustment Scale**.**

Correlation coefficient	Before adjustment	After adjustment	Level of significance
Parenting Styles	**0.681**	**0.752**	**Significant at 0.01 level**

From Table 6 we can see that the correlation coefficient between the two halves of the questionnaire is 0.681, and after adjustment using the Spearman-Brown formula it reaches 0.752, which is significant at the 0.01 level. This indicates that the Parenting Styles Questionnaire is reliable.

Calculation of reliability using Cronbach's alpha formula: Reliability was also calculated using Cronbach's alpha formula as follows:

Table 7 shows the reliability of the Psychological Adjustment Questionnaire.

Questionnaire	Cronbach's Alpha Reliability Coefficient
Parenting Styles	**0.871**

As shown in Table 7, the Cronbach's alpha value is 0.871, which is a high value, indicating that the Parental Treatment Styles Questionnaire is reliable.

11. Statistical Methods:

After collecting the data through the questionnaire, the next step is to prepare the data and make it ready for statistical analysis in order to reach the research findings. We used the mean and standard deviation to calculate the first research question, then applied the t-test coefficient to calculate the sub-questions under the two variables (working mothers and non-working mothers), in addition to using the SPSS statistical software package, version 22.

12. Presentation, analysis, discussion and interpretation of the results of the hypotheses:

The first hypothesis states: "We assume that the indulgent style is the predominant parenting style among working and non-working mothers".

Table 8 shows the means and standard deviations of the parenting styles.

Parenting Style	Working Mothers			Non-Working Mothers		
	Mean	Standard Deviation	Rank	Mean	Standard Deviation	Rank
Permissive Parenting Style	52.314	7.423	02	51.746	7.156	02
Authoritative Parenting Style	46.756	5.147	03	56.478	8.147	01
Authoritarian Parenting Style	54.123	7.891	01	48.123	6.435	03

The table shows that the most common parenting style among working mothers is the authoritarian parenting style, with a mean of 54.123 and a standard deviation of 7.891. This is followed by the permissive style with a mean of 52.314 and a standard deviation of 7.423. The authoritative style is the least common, with a mean of 46.756 and a standard deviation of 5.147.

There is therefore a difference between the parenting styles of working and non-working mothers. Working mothers tend to use the authoritarian parenting style, which can be attributed to the pressures they face in managing responsibilities at home and at work. These pressures are transferred to the home environment, creating stress in their role as mothers. The nature of the mother's work and her job satisfaction are also reflected in her behaviour and interactions with her children.

The findings of this study are consistent with Hoffman's 1992 study which found that the working mother's psychological state, ranging from satisfaction to anger and guilt towards her children, affects the way she interacts with them and consequently the nature of the relationship with the child. The working mother's frequent absence from the home leads to less supervision and understanding of her children's daily academic, social and economic needs. This repeated absence of the mother results in emotional deprivation for the child.Similarly, "Wafaa Qais Karim et al. (2023, p. 145) indicate that the absence of proper moral education, which guides individuals towards noble values and virtues, and the lack of faith-based education grounded in strong foundations from the scriptures, coupled with

a focus on the public interest and prevention of emerging harms, as well as the scarcity of sincere and beneficial role models who bring benefit and goodness to society and seek the pleasure of God Almighty, along with love for religion and country—this good upbringing, for which the primary responsibility lies with the mother.

the 1999 study by "El-Naouii" entitled "The Impact of Women's Work on their Relationship with their Children: A Comparative Field Study between Working and Non-Working Mothers in Jordan" concluded several key findings: There are statistically significant differences between working and non-working women in terms of parenting practices. These findings differ from the 2001 study by "Roland and Edward" entitled "Mother's Employment and its Effect on Family Relationships", which found that the challenges faced by women during the working day affect family relationships, and that the more hours worked, the greater this effect. It also found that a woman's employment has a positive effect on the nature of family relationships, as her entry into the workforce broadens her intellectual horizons and increases her everyday skills, which has a positive effect on her interaction with her children. This was also affirmed by Jamal Fattam (2024, p. 348), who stated that professional quality of life impacts overall quality of life.

The second hypothesis states that "there are no differences in the distinctive authoritative parenting style between working and non-working mothers".

Table 09 shows the results of the t-test on the difference in authoritative parenting style between working and non-working mothers.

Sample	Sample Size	Mean	Standard Deviation	Mean Difference	Degrees of Freedom	t-Value	Significance Level	Statistical Significance
Students whose mothers are employed	**90**	**58.23**	**25.17**					
Students whose mothers are not employed	**90**	**63.14**	**29.25**	**4.91**	**178**	**15.23**	**0.05**	**Significant for non-working mothers**

Table 09 shows that the number of students whose mothers work is 90 students, and the mean score on the distinct authoritative parenting style is 58.23 with a standard deviation of 25.17. As for the students whose mothers do not

work, there are 90 students, with a mean score of 63.14 and a standard deviation of 29.25. The difference between the means is 4.91 and the calculated t-value is 15.23 with 178 degrees of freedom and a significance level of 0.05, which is significant at the 0.05 level in favour of non-working mothers. Therefore, the second hypothesis that there are no differences in the distinct authoritative parenting style attributed to working and non-working mothers is not supported and we accept the alternative hypothesis that there are differences in the distinct authoritative parenting style attributed to working and non-working mothers. This is due to the fact that working mothers are more likely to be submissive to their children, seeking calm and peace and allowing their children to act freely. The results of this study are in line with the study conducted by "Sundus Yasser Baghdad" in 2010, which found that there are differences in democratic parenting style between working and non-working mothers.

The third hypothesis states that "there are no differences in the permissive parenting style attributed to working and non-working mothers".

Table 10 shows the results of the t-test on the permissive parenting style attributed to working and non-working mothers.

Sample	Sample Size	Mean	Standard Deviation	Mean Difference	Degrees of Freedom	t-Value	Significance Level	Statistical Significance
Students whose mothers are employed	**90**	**47.12**	**18.45**	**6.12**	**170**	**24.03**	**0.05**	**Not significant**
Students whose mothers are not employed	**90**	**53.24**	**21.41**					

Table 10 shows that the number of students whose mothers are employed is 90 students, and the mean of the parenting style characterized by indulgence is 47.12, with a standard deviation of 18.45. The number of students whose mothers do not work is also 90, and the mean is 53.24, with a standard deviation of 21.41. The difference between the means is 6.12 and the calculated t-value is 24.03 with 178 degrees of freedom and a significance level of 0.05, which is not significant at 0.05. Therefore, the hypothesis is accepted and there are no differences in the parenting style characterized by indulgence attributed to employed and non-

employed mothers. This is due to the fact that the nature of indulgence and tolerance towards children is inherent in the mother as a source of affection, and she also has an exaggerated sense of fear for her children, encouraging the child to fulfill most of their urgent and non-urgent desires immediately without delay or postponement. This can lead to an inability to take responsibility, to depend on others, to cope with situations of frustration and failure in life, and to the growth of selfish tendencies and a desire for possessions. One of the most dangerous perceptions of the mother is that she considers her excessive anxiety and its manifestation in her children to be the right thing to do, and she even accuses every other mother - if she is not at the level of her anxiety - of neglect and carelessness towards her children, and she considers her mere attempt to control her feelings of anxiety for her children as a kind of negligence in education and fulfillment of trust. This is also due to the upbringing she received in her father's house regarding the role she should play as a future mother.

4. Fourth hypothesis: The hypothesis states: "There are no differences in the authoritarian parenting style attributed to employed and unemployed mothers".

Table (11) shows the results of the "t-test" for the authoritarian parenting style attributed to employed and unemployed mothers.

Sample	Sample Size	Mean	Standard Deviation	Mean Difference	Degrees of Freedom	t-Value	Significance Level	Statistical Significance
Students whose mothers are employed	**90**	**36.48**	**13.35**	**6.05**	**178**	**21.16**	**0.05**	**Significant for working mothers**
Students whose mothers are not employed	**90**	**42.53**	**16.42**					

Table number (11) shows that the number of students whose mothers work is (90) students, and the mean in the distinctive family upbringing style characterised by authoritarianism is (36.48), and the standard deviation is estimated to be (13.35). As for the number of students whose mothers do not work, it is (90) students and their mean is (42.53) and the standard deviation is estimated at (16.42), where the difference between the means is (6.05) and the calculated "t" is (21.16) with degrees of freedom (178) at the significance level (0.05).

Therefore, the difference is significant in favor of working mothers. Thus, the hypothesis that there are no differences in the distinctive family upbringing style characterized by authoritarianism attributed to working and non-working mothers was not fulfilled, and therefore we accept the alternative hypothesis that there are differences in the distinctive family upbringing style characterized by authoritarianism attributed to working and non-working mothers. This is due to the fact that the non-working mother spends a lot of time with her child, which makes her know how to deal with him and has flexibility in dealing with him. The results of this study differ from the 1972 study by "Camelia Abdel Fattah", which showed that some non-working mothers use methods of reprimand, violence and sibling comparison with their children. The researcher also found that working mothers are more likely to provide the child with opportunities for independence and self-expression. In addition, Hoffman argues that the working mother's tendency to discipline depends on her attitude to work, as working mothers who enjoy their work are less strict in following rules and use less controlling and authoritative means with their children than non-working mothers.

However, some argue that the impact of mothers' work on children is not limited to authoritarianism, but rather that mothers' employment has become one of the factors that makes children more responsible for keeping the house, preparing food and even caring for younger siblings.

13. Recommendations and Suggestions:

- It is necessary to raise awareness among working and non-working mothers about proper family education methods to help them guide their children in the right direction.
- Care for working mothers and continue to provide them with support from their families, which will help prepare the proper mental health of their children.
- Providing working mothers with a suitable working environment, away from the pressures of the workplace, which will have a positive impact on the home and family.
- Encouraging fathers to devote some of their time to their sons and daughters and not to be totally preoccupied with the demands of daily life, in order to combat the emotional void among adolescents through constructive communication with their fathers.
- Carry out similar studies on a sample of university students.

- Focusing, through media and religious awareness-raising programs, on the use of guidance, counseling and dialogue methods by mothers in dealing with (adolescent) children, and encouraging them to engage in meaningful discussions with them about their daily lives, in order to establish an intellectual and moral link between them and their mothers, making them open-minded.

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