

Children's academic achievement of working and non-working women: -A field study

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Abstract:

Woman's work has become a necessity to overcome the hardships of life and to provide the well-being that any family aspires to. This has affected the mother's relationship with her children and their academic achievement. Mothers usually play the role of the second teacher after school to raise their children's academic achievement. However, as they go out to work, this mission became almost impossible, especially under the pressures women are going through with their work and their family obligations. Hence, this study aims to highlight some key points in the impact of woman's work on school child and an attempt to identify the impact caused by the mother's absence on the proper child's education and upbringing as well as its consequences on his level and success at school.

Keywords:

Woman's work/ academic achievement/ working / non-working women

INTRODUCTION

An orientalist (Diab, 1981) says :if you want to destroy a nation's civilisation you have to destroy the family, destroy the education, reverse the models and the references, and to destroy the family : make the mother's role look invisible and make her feel ashamed to be described as a housewife. And to destroy the education you have to deal with the (teacher) by making him look worthless in the society and undermine his status so that his students disdain him. And to reverse models you have to contest the (scholars), question them and make them look ridiculous so that no one listens to them or follows their example. So when there are no conscious mother, no dedicated teacher and the models and the references are reversed, who will raise the future generations and the pillars of the nations ?

When we reflect on our modern societies and the changes that occurred which were imposed by the economic and social circumstances, as well as the media and technological revolution and the values families acquired because of these conditions, many will definitely notice what the orientalist has talked about, at least when women left home to work, sometimes for financial and pressing living reasons and they often go to work to prove themselves, that they are not less than men or ashamed of being housewives.

Working outside home has always been regarded as exclusive to men, which earned them financial and moral authority within their families, and under social change, and accelerated developments in societies which have come to impose conditions other than the previous ones. Women went to work to satisfy either a need or prove themselves. Then, it was gamechanging for lots of families after women left home to work and their participation in the development of society (Diab, 1981, page 94). Leaving home could be to escape their role as housewives or to

seek the same power which has always been the monopoly of men. However, despite the results women have achieved at work outside home, they were not exempted from their traditional responsibilities especially the mission of educating and raising the child and they remained the responsible of the family structure. Although some families have its members help one another in this operation, the bulk of it rests on women's shoulders.

Woman is considered as being the main pillar of the family and the role of the mother as a housewife is one of the most important occupations at all. A woman plays a radical role in raising future generations and each family member is influenced by how she organizes and runs the household which is reflected on the psychological and health state of individuals and affects their works and productivity (Awad, 1995, page 43). As the mother left to work, her life revolves around three circles full of hardships because of being a housewife and mother of children in need of her care and a wife with duties, as well as her work. Hence, she leaves the house to work and returns from work to complete her major role as a housewife.

It is the mother who is in charge of educating, raising and influencing the child, especially in the early years of his life. She also cares for training and prearing him for entering school. She is preoccupied by his studies and follows it up. But as soon as she goes to work, the whole educational process is affected. For instance she is constrained to leave him to a nanny or in nurseries, which can affect the mother's relationship with her children and eventually controlling their education. Moreover, under family and professional pressure it is difficult to monitor and follow up children's lessons especially in the early school years when the child needs daily follow up from his family until he takes hold of information on the one hand, and adapts to

school and its requirements on the other hand. With this involvement, the child's achievement at school would be affected. As Grolnic and Ryan's study has indicated family care for children and following up their studies contribute to increasing their school achievement and enhance the child's competence and his scolarization (Grolnik, 1989). Therefore, the academic achievement is considered as one of the parametres on which we can assess students at various cycles of education. In addition, the academic achievement represents one of the most important aspects of the brain activity which demonstrates a student excellence or educational retardation (Abu Maraqq, 1988, page 33). And the situation may also vary between an educated working mother aware of the impact of her absence from her family and an uneducated mother, and from this perspective, the present study came to find out the link between the working mother and the academic achievement of her children, especially in front of the great challenge facing her in the light of the actual circumstances and the spread of the Coronavirus, which led schools to close almost entirely and to opt for distance learning, which increased family responsibility in general and the mother in particular to monitor and guide her children and help them with revision, in order to improve their level or at least to maintain their previous level. **So how does woman's work affect her children's academic achievement ? And is there any difference between the results of children whose mothers are working and those whose mothers are housewives? And how did they deal with the situation during the Corona pandemic ?**

We will outline factors that play an important role in the effect of work of women on the academic achievement of their children:

1. Woman and social change:

In his introduction, Ibn Khaldoun believes that any change occurring within society indicates progress and human advancement, and that social changes rely directly on a range of persistent phenomena, which include all the aspects of human life. Throughout history and its successive events women have influenced and contributed to bringing about a lot of social changes either through their journey to prove themselves and claim their rights by supporting and standing with men to achieve humanitarian objectives and serving the general interest of societies. Social change occurs through fundamental changes in the social structure and the special tasks of social organs such as the family, the education, the houses of worship, the political and economic institutions in terms of morphology or physiology within a specified period of time. So change in the social phenomenon will lead to a series of sub-transformations that affect life to different degrees such as the patterns of interaction between individuals and social relations and which are governed by social and economic criteria (Rocher, 1968, p. 17)

What woman has reached in modern times was not a coincidence, but came after the accumulation of several events and attitudes against and with woman in a society that shaped the actual model for women, which is characterized as an independent and a self-sufficient worker. But this did not exempt her from being a mother, a wife and a housewife, in other words, woman in the present era and in modern changes has a double responsibility, the responsibility pertaining to work and its needs, and a responsibility related to the family. Here, she is facing a great challenge, to prove that she is able of reconciling the two responsibilities, or rather that she is capable of doing her job without neglecting or breaching her family duties, otherwise she is considered socially unsuccessful.

The most important indicator of her success may be her children, whether their upbringing and morals, or their academic achievement as she is the first educator and teacher, especially in the early years. A child's good educational achievement is one of the most important indicators of women's success in their social tasks, regardless of whether they are employed or not. Because women are still perceived as the first and last responsible for the success of the educational process in society. In the light of changes in society, women's responsibilities have evolved within society, while men often still retain their traditional responsibilities, which is to be contented with working outside home and provide financial requirements for the family and continue to exercise their financial and moral authority as always. A man rarely takes part in his wife's household chores and considers them insulting to him, and that doing them is one of his wife's primary duties.

2. The family and the working woman and her motives to go to work :

The family is the basic cell of society. It consists of individuals who have relationship with the father, the mother and the children. It contributes significantly to social activity in all its material, ideological, political, economic and cultural aspects. Perhaps the most important component of this family is the mother, who is the educator and the main transmitter of the cultural heritage of language, customs, traditions and faith.

In general, The concept of women has gone through several stages, according to political, economic and religious influences. Hence, dealing with the woman as a notion and as a being varies from one culture to another and from a civilization to another. For example, women in primitive Indian societies, especially older women, had power based on the belief in the wisdom they acquired from life experience. And in other societies, no destined patience, wind, death, hell, poison, snakes and fire were

considered worse than a woman. And in the laws of Manu, woman had no right to be independent of her father, her husband or son and if they all die, she must belong to a male-relative who is her husband's relative, and even worse she had no right to life after her husband's death. She had to die the same day of his death, so she was burned alive with him in the same day on the same pyre. This custom continued until the seventeenth century, until it was abolished by the Indian clergymen, as she was given as offerings to the gods (Al-Sibai, 1999, p.17), among other wonders of ancient India which still exist up-until-now in some of its societies despite the progress taking place in the world.

On the other side, we find the Greek heritage, which in its first era of civilization, the married woman was a chaste woman who did not leave home, did all the needed care. She was deprived of culture and did not contribute to public life, and was despised until she was called an abomination of Satan's handiwork, but legally she was considered as a cheap product that was sold and bought in markets and deprived of freedom. (Al-Sibai, 1999, p. 13) She was treated unfairly, although in the Greek culture thought and philosophy stem from a human standpoint and his relationship with the metaphysical other and the other within the social system, in certain events.

Back to the Arab heritage, before Islam, Arab women were deprived of rights, had no say or right in anything, rather men were ashamed when they were announced the birth of a female child (Al-Sibai, 1999, p.20), and despite what Islam brought to the fairness and protection of women from male-dominated societies and gave them rights such as inheritance and the freedom to choose their husbands, but this did not prevent the society to place them within certain frameworks under the name of customs, traditions and manners using religion to document them socially. Nevertheless, under the world development and its

accelerated events, this society found itself compelled to accept women's work outside home, while not exempting them from working inside it. The woman we shall focus on in this study is the working mother in the various sectors and the vacant job positions, which force her to leave home and be absent from her family and children for some time as well as the housewife, so that we can compare the educating results between them through the academic achievement of both children.

2.1 Motives for women going to work :

Despite the social change and development that has taken place within society, woman's work remains unacceptable to many societies that consider that earning livelihood is man's responsibility. This makes some people see her going out to work not to earn a living, but to rebel against social custom and to prove it at his expense. And perhaps one of the most important factors that drove women into the labour market we can mention the economic, social and psychological ones. (Belhaj, 1997, p. 60). So she went outside home to do various jobs. Her work outside home had many repercussions on her and her family (Belhaj, 1997, p. 60). One of the most important factors that drove women to go out of home and into the labour market we mention :

- **The economic and financial factor :**

Studies conducted by Bidgeon in 1952 through a survey of 3800 women indicated that 75% of this number work to sustain the family. What is meant by the financial factor is the urgent need for women to earn their living or their need to rely on an income. (Bidgeon, 1952). And in 1953 another report confirmed by a survey of 5000 married working women that they worked to contribute with their husbands to the household expenses (Seige, 1963, p. 523)

In 1958, "Heer" studies on the role of independent women demonstrated that lower-class women work more for money than

the middle-class women, who are often reported that enjoying work was their primary motivation (Heer, 1958, p. 341).

The socio-economic conditions that most families live contribute significantly in driving women to work and the increasing women's educational opportunities and the achievement of the highest important grades has opened the door for them in the field of employment and holding positions that increased their gain and promoted them in society. Through these studies, which were conducted in the first half of the twentieth century, we realized that the economic need for women's work and the improvement of their social level are mainly linked to their social affiliation. Thus, lower-class women work because of material need, whereas the situation is different when the financial level or social class they belong to is higher work becomes more of a pleasure tool than an economic situation or a financial need.

- **Enjoying work and self-affirmation :**

What is meant by this motive is that woman works to achieve herself and prove her existence and gets rid of depending on man as she rejects those restrictions and customs that limit her role solely to home and children responsibility especially in Arab and Islamic countries. Modern Arab women cry out for the right to have the opportunity to work outside home simply because they feel they are in an isolated hollow shell. Even if this is how they feel, they should prefer working outside to that shell (Jawhar, 1982, p.59).

In a study by the researcher Yarrow, 48% of middle-class working mothers work to provide a service to the community and satisfy their need to remain in the company of others, and work gives them an opportunity to achieve themselves(Yarrow, 1961, p. 224). Work for this type of women is an outlet which makes them feel well, psychologically stable and enjoy their

work because through it they create a social status that makes women respected in society. They also demonstrate their existence, entity and importance and that they are not less than men in anything. As men can work, they can also do it and participate in the household expenses, in addition to that, work is a kind of entertainment and amusement that relieves them of pressures as being housewives confined between four walls or an isolated hollow shell as Salahuddin Jawhar called it.

- **Achievement and realization :**

It is the keen desire to work to achieve satisfactory results, her needs for diversity and creativity as well as to achieve her goals. She also makes intellectual and muscular efforts to achieve and fulfill satisfactory aspirations about performing her duty. This makes her continue to work and always rise to the best., it appeared that university students with a keen desire to work were found to believe in intellectual values as they emphasize the need for diversity. The strong motivation for work was linked to a university degree, which in turn appears to be an evidence of motivations for achievement (Seige, 1963, p. 524), in addition to realizing financial and social needs through work. Women also work for excellence and to leave their footprint for work to which they belong to by performing their professional tasks in an innovative manner. They always try to be creative in their mission in order to realize their ambition for excellence and to demonstrate their professional competence, which they see as no less than that of men, and they may even exceed them and provide for their works better than them.

- **Mental Health:**

Some studies have shown that women go out to work under the urgency of emotional pressure as they feel lonely rather than go to work under the pressure of financial need. In a study conducted by "Fisher" about the depression of mothers in 100 families who graduated from universities in New York, some

replied that they were bored while they stayed at home and that serving children and doing chores had become tiring and a routine. And work for many of them is a kind of compensation and self-entertaining which allowed them to go out of home and to get rid of at least some of the children's problems, domestic burdens and endless pressures. (Seige, 1963, p. 526). The psychological and routine conditon lived by women in general and the mother at home in particular in running home and looking after children, has become psychologically stressful for them, which has led them to seek another outlet to entertain themselves. They have found this outlet at work, as it allowed them to go out daily to meet different individuals with either colleagues or or work clients according to the nature of their work, in addition to the the financial income they receive from their work makes them feel how important and independent they are and give them psychological wellness and peace about their lives in general.

2.2 The working mother and socialization :

Socialization is the process by and though which earning and acquiring every available in the society. It is also the process by which human behaviour is shaped and developed, and one of the learning processes through which children acquire customs, traditions, attitudes and values prevailing in their social environment. And socialization process takes place through different environments, and the family is the most important of these environments and its role stands out in directing and guiding children through several methods of raising children. These methods may be sound or otherwise, both of which are reflected in the children's personality and behaviour either positively or negatively. And socialsocialization in its simplest sense is how a social human being is shaped or in another way

how a man acquires characteristics or the culture of the society to which he belongs to (Abrash, 1998, p. 200)

The importance of socialization lies in its being a continuous process that accompanies the individual from birth, and throughout his life. In this way, Parsons defines the socialization as being: "a process based on indoctrination, simulation, uniformity with the mental, emotional, moral patterns of the child and the adult. And it is the process of integrating culture into the personality pattern and it is ongoing" (Abu Maghli, 2020, p. 10)

It is therefore the process of adapting the individual to his or her social environment, shaping the image of his or her society and formulating it in the shape he or she is satisfied with. It is also process of raising and educating the child in order to comply with the demands of society, integrating into his or her culture, submitting to his or her obligations and keeping up with others in general" (Diab, 1981, p. 91)

As is known, the family has an essential function which is the responsibility of the child's psychological and socialization through which he or she acquires the experience to socialize with others. Therefore, the family is responsible of taking care of the child, the extent of love and psychological peace and qualifying the child to catch up with his or her peers. (Belhaj, 1997, p. 20). Moreover, with the consensus of scholars on the importance of the family and its profound impact on the child's socialization, we see them so keen to show the mother as being the main role in his early upbringing process and highly emphasize her essential status for the child, especially in the early years of his life (Diab, 1981, p. 94)

Only a mother is biologically, socially and psychologically competent to care for children. The care that is mentioned here is not the one that includes the household consisting of preparing food and washing clothes to other family tasks, which, while

important, take an automatic form that any non-mother can perform. But what is meant here is the psychological and the emotional care by which the appropriate environment is provided for children and the mother is considered its main source. The proponents of this opinion regard the working mother as not finding the space available to provide this kind of care for her children in a way that guarantees psychological as well as emotional security to them (Belhaj, 1997, p. 94)

There are a lot of psychosocial studies that considered the mother as the first teacher of human relations and the first intermediary between the child and the outside world. If he is well presented, she has increased his confidence in it and if she does not present him properly to this world, he will feel alienated his entire life because the mother is the source of tenderness and security. The mother's absence and frequent separation from the child are key factors that shake his security, because this for him means losing security, support and feeling lost, suffering and worry. If she is constantly satisfying his security, she will have instilled in himself his confidence in her and improved the beginning of his healthy social relationship. On the contrary, if the mother fails to satisfy her child by neglecting him and increasing childhood conflicts. Hence, she presents him to society he enters without confidence in his mother and himself as well and will feel disturbed, scared, anxious and unstable (Belhaj, 1997, p. 20), because of the work promoted by our modern society to support the family financially, resulting in the absence of the mother from her family and children where children are in psychological and emotional needs that only the mother can provide adequately. Therefore, most working women have resorted to reducing childbearing so that they can keep their jobs on the one hand and be able to take care of their children on the other, "To provide love for children, it is recognized that they

need it". (Belhaj, 1997, p. 67), and a working mother often has to put her child in a home or in a kindergarten, but his presence in a kindergarten will not last if the nanny is strict and tough.

3. School achievement between family, school and social affiliation :

The individual is subject to a range of trainings and expertise with or without his desire to acquire a set of knowledge and techniques. And school is one of the institutions of socialization that train individuals to acquire a range of scientific, religious and educational knowledge. Depending on the degree of cooperation between the family and the school and their possibilities, the student's level of educational achievement is determined, which will enable his assessment and rank him later. The academic achievement is an important indicator that enables us to learn about the problems of pupils' failures in schools who cannot be at the same level as their peers in the ability to learn and acquire different knowledge. This provokes a multitude of complaints about them among their teachers and parents, who are in fact unaware of the real reasons for these pupils' failure and their continued low educational achievement. They often end up failing and staying at the same level. Moreover, in order to address this matter, the essence and causes of the problem have to be understood, both at the school level and at the family level, which was playing and continues to play an important role in reaching a good academic achievement for children by revising and clarifying what the child could not understand or the explanation he missed from the teacher at school. The latter is the primary institution in the educational process, and the family supports it in this regard.

School is a social institution founded by society with a view to fully develop individuals' personalities to become good members in it. Moreover, the social institution means deliberate

and formal social organization in the sense that it has its aims to achieve. This organization or system determines the future relationships between the individuals belonging to it to achieve its objectives. And in this regard, school has its intended social entity unlike other institutions. The primary objective of school is that it is a place of education and learning and those who manage it know this fact and also know that the educational activity is also its goal and all it does to improve education is based on intentional foundation that has its responsibility. Therefore, school is a social organization that is intentionally formed to carry out the educational process which distinguishes it from other institutions that inadvertently engage in education (Ismat, 1979, p. 83).

Academic achievement is an important indicator of whether or not the educational process is successful. The term academic achievement has given rise to several definitions as a result of the interest received by psychologists, educators, and sociologists. Academic achievement is "every done by a student in various school subjects that can be measured by test scores, teachers' remarks or both. (Tahar, 2004, p. 47), estimating the individual's knowledge he or she acquired as a result of training and going through past experience (Al-Issawi, 1974, p. 129). It is the extent to which pupils absorb what they learned in terms of specific experiences in a course of study in the curriculum and this is measured by the grades the pupil's scores in the examinations in the achievement tests. Academic achievement is the sum of knowledge, skills and acquisitions a pupil receives at school during a certain period of education. They are also levels which vary from good, medium and weak achievement, where these levels are influenced by a combination of factors that can be classified into two groups :

Subjective factors related to the pupil himself like the mental abilities which vary as it is known from pupil to pupil. There is the intelligent pupil, the average pupil and the one with weak intelligence. And intelligence is defined as a general innate mental ability or as the common factor that enters in all the mental operations performed by the human being. (Zidane, 2005, p. 25). It has a positive or negative impact on a pupil's educational achievement according to the degrees of intelligence because smart and average pupils have an acceptable achievement. Whereas pupils with weak intelligence have poor and unacceptable achievement and are therefore among the left behind. In addition, they have psychological conditions such as anxiety, lack of self-confidence and hate for a particular subject. They also have physical conditions such as illness, lack of vitality and poor eyesight.

And other environmental factors that are surrounding him such as the family and school ones, so the changing environmental factors are among the ones that affect the pupil's school achievement and affects the financial and moral aspect which include cultural and educational level within the family, the nature of relationships within and the extent of its stability. Whereas the school environment is often associated with the teacher's culture and teaching style and the extent to which he is able to deal with the pupil, especially at the primary educational levels. Hence, the nature of the relationship the teacher has with his pupils is paramount for a good school achievement. Through this relationship, the pupil is in harmony with his classmates and he loves the subject he learns.

Between the family and the school, and in the face of the pupil's underachievement or failure, each one appears to accuse the other. In the school's view, the family has the greatest responsibility for educating, raising children's awareness and its activity is limited within the school. And the family considers

that the school to be responsible for this failure as it has not respected so much of the necessary matters within the school, such as overcrowded classrooms which increase chaos which does not give enough opportunity for the pupil to receive the information. As well as employing teachers without the required competencies and who have no experience in dealing with children family, leading them to eliminate their burden by imposing a lot of homeworks, which ultimately fall on the family's shoulders.

Let alone the social background and cultural class from which the pupil comes, it also has a profound impact on the success of the educational process and the realization of good educational achievement, where the academic achievement of children of different social groups is directly related to the amount of cultural capital they possess, in which the higher classes achieve higher grades than the other classes owing to an abundant capital of knowledge, experience, standards and values pertaining to this culture, which is backed by the educational system. Hence, the higher classes come to schools with an abundant cultural capital that exceeds that of the other classes (Ahmed, 1997, p. 213).

Social studies often refer to the cultural and social background from which the individual descends to explain his behaviour. Sociologists such as Pierre Bourdieu consider that a child is socially inclined to imitate and adhere to the customs of his community or class. He sees that the primary role of the educational system existed for the reproduction and the social inequality, which is an inevitable consequence of the legitimacy of the system itself, as well as the higher status of the dominant classes. They are obtained through academic and study success and unequal status with lower classes, the legitimacy of their learning and educational failure (Ahmad, 1997, p. 164). The pupil's underachievement in school can be explained by the

conflict between the social classes. Therefore, families with a limited living conditions are less likely to encourage good school achievement. So the child finds it difficult to adapt to the school which has established a basis for a certain social level. According to Bourdieu, the educational system involves cultural oppression exercised by the dominant class by presenting its own culture and considering it a general culture for all classes of society and on the basis of which the content of education is determined and transmitted to all other social groups through educational institutions and imposed on them (Abdulrahman, 1998, p. 232)

However, these remain mere theories and analyses that may or may not be true. Often, pupils from poor families have proven successful, superior and achieved well at school, while some pupils from higher social classes have failed.

4. The Algerian working mother between the pressures of work and the good academic achievement of her children:

After the theoretical and conceptual presentation of women's particularity in general and working women in particular. We decided to provide it with a field aspect, to confirm the previous ideas and whether what scholars and intellectuals tackled in other countries and societies was consistent with Algerian society's specificity. That is why we conducted a series of interviews with a sample of working mothers and another sample with housewives so that we could compare them. This was done in some Algerian cities in the state of Tipaza, which consisted of the city of Bouismail, Kolea, and the city of Tipaza. The city was chosen in particular because it is where women's work is prevalent and all the inconsistencies that accompany it. The equivalent of ten women were taken from each city. (Five working women and five housewives) in a random manner and applying in return the purposive sample. The first sample had to have a set of features. They are mainly : married, working

outside the education sector, with school-age children, and their children are in the primary school as they need intensive follow-up in order to integrate the child into his new environment, especially with the spread of the coronavirus, thus striving for a good educational achievement that leads to success. The second sample was : married women, staying at home or housewives with children at the primary level. The appropriate technique for this study was the interview technique, for the two samples. Interviews took place in the second half of the year 2020, and due to the quarantine measures at the time, social media websites were used to conduct these interviews and, after meeting 30 working mothers and other housewives, from the cities in question, we reached some conclusions that were similar to other studies sometimes and differed at other times.

The first thing we noticed when we started research was that even children in primary school were offered tutoring. In the past, it was the mother who taught her child the alphabet and numbers, the colours and other basics that the child has to learn to prepare him for the next stage of acquiring science and knowledge from mathematics, physics and biology. This applies to working mothers and even the housewives. The working mother justified this by her work and lack of time. While the housewife justified it by her family obligations and endless household burdens, as well as the difficulty of educational programmes that do not resemble the knowledge acquired during their educational stages. Housewives consider modern educational programmes as complex compared to school of the past and coronavirus pandemic and remote education have encouraged this intensively.

The sample is characterized by being mothers between the ages of 30 and 50, working in jobs other than the education sector and housewives, in normal nuclear families made up of a father, a mother and children. As for their educational level,

most of them hold university degrees through which they obtained appropriate and proper work, according to them, with the exception of three of them who have a secondary level, which obliged them to take an additional training to obtain job in line with their aspirations. Whereas the housewives, they are from ordinary nuclear families made up of a father, a mother and children and their educational level varies from secondary to university. As for female workers, 60% went out to work after marriage with a desire to help their husbands and achieve sufficiency and well-being. Whereas those who worked before marriage they wanted to prove themselves and get rid of boredom after getting used to going out daily during the university training stage, and to achieve financial stability on the one hand and prove their financial presence in their family by participating in the household expenses. In addition, they kept the same thought after marriage. The majority of female workers refuse to be under the control of their husbands in any way whatsoever and work and financial stability achieve this goal. In addition, some preferred to continue working because the husband was unemployed or his work was unstable that his income was not sufficient to meet the family's needs. Thus, in these circumstances woman's work is encouraged by the husband. However, when they were asked whether the husband felt responsible in terms of the educational achievement of his children and helped with that, the majority of them replied that the husband was looking for the results only and did not participate in their teaching or monitoring during the school year. He merely reviewed the grades at the end of each semester and he rewarded this child or punished that one. After a request from her, he may contribute to the expenses of private lessons to improve the academic achievement and sometimes refuse to pay on the pretext that in high school they did not take private lessons, let alone in the primary stage. In other situations, he asks

her, at a moment of anger, to stop working and look after her children and their studies, but he quickly has a second thought himself and reverses his decision. So he chooses the financial interest, preferring it to the educational achievement of his children, which makes the woman double her efforts to bring their children to the desired level. Perhaps the most important factor that helps her is her financial potential that allow her to pay tutoring fees. Hence, women's work is not always a negative factor in the academic achievement.

55% of women work in the public sector and 45% work in the private sector. It was found that female workers in the public sector are more comfortable in terms of their children's educational achievement because it is smooth and flexible. In addition, the public sector employment law often takes into account the conditions of the working mothers, allowing them to take care of their children, better than those who belong to the private sector, which is characterized by strictness, discipline and constant monitoring. This puts the working mother under constant pressure to communicate with their children and provide them with general care and special supervision at school, especially in the light of the father's lack of consent to perform these tasks which has led the working mothers to prefer to work in the public sector if they have the possibility, mainly because in the private sector the number of work hours may exceed 8 hours at the expense of their family and children's time, but there is no solution for them, particularly those who have no other solution due to parents' failure to perform their financial duties in the family, as stated by some of them.

80% of the female workers believe that they have succeeded greatly in obtaining a good academic achievement for their children, due to the constant monitoring and frequent visits to children's school, especially before the Coronavirus. And

during the Coronavirus period, the situation helped them to monitor their children well. And what helped them in that was their work, as well as their income from which they allocated the largest amount. They provide their children with a good teacher, and equipments such as books and modern techniques in order to develop their mental abilities, and thus a good academic achievement and some of them even thought about private schools for an excellent academic achievement, but their income did not allow them, as they often repeat, "We are already working for our children, in order to provide them with all the possibilities to make them the best. We see our success in them." As for the remaining 20%, they failed to accomplish a good academic achievement for their children, due to the pressures of work and their preoccupation with it, the long working hours and the lack of holidays that may allow them to look after of their children's studies. They also return exhausted in the evening, which makes it difficult for them to monitor the academic achievement of their children. Moreover, they content themselves with the preparation of dinner and for the next day with the same routine. In front of the difficulty and pressures of work, the mother is forced to bring her work home to finish it in the allotted time. This complicates matters further, especially working women in the private sector, which often makes them think about stopping work, but the financial need compels them to be patient. Therefore, stopping work may push their children to drastically falter scholastically and socially.

Most of the results of the working mothers' children are acceptable, ranging in order from average, good, then excellent, and finally the poor achievement that we recorded for two interviewees. The higher the educational level of the working mother, the better the academic achievement. In addition, these results remain contingent upon the constant and continuous familiarization of the working mothers with to the lessons of

their children, and their own effort to persevere in the study, as well as the effort that their mothers make to help revise and understand the lessons well. This is what makes them achieve good results. As for the private lessons, they are important in obtaining a good academic achievement, especially because of their opinion of teachers' negligence in presenting the subject in a good way, which leaves them with no choice other than private lessons. In addition, the working mother teaches her children and monitors their lessons, whenever the opportunity allows her, and the mother's visit to the school raises the morale of her children and motivates them to do their best in order to satisfy their families and to avoid reprimands at the end of all semester. Moreover, the little time that the mother spends with her children after work, increases their enthusiasm and encourages them immensely to study.

This is what we recorded as good results of the of female workers' children who follow these methods, let alone the rewards that mothers promise their children in case of good academic achievement, and obtaining the best ranks compared to their classmates. Thus, the fact that women go out to work affects positively the academic achievement as it contributes to facilitating life and ensuring financial stability for a quiet and happy life. This does not exclude the existence of some other factors that may hinder the good process of academic achievement, but it remains a rate which concerns a particular class of mothers, or a particular class of jobs and their laws.

As for the housewives, we expected that their children have a good academic achievement by virtue of their permanent presence at home and the possibility of continuous monitoring. Especially since the sample had an educational level between secondary and university. It means they have the ability to

monitor children and help them revise, especially at the primary stage. We noticed that more than 60% of their children suffer from academic problems between poor academic achievement and failure in school. This increased at the outbreak of the Coronavirus, where schools were almost completely closed and they were contented with distance education, which doubled the responsibility on them, and the educational process became highly dependent on them. As for private lessons, they depended entirely on the father who sometimes payed the fees and sometimes could not, especially under the economic situation and the low standard of living of these families.

When we asked them about the reason for the poor academic achievement of their children, they justified this by their endless household obligations and which burn them out as they do not find enough time to teach and monitor their children, in addition to the difficulty of programs and courses that are not similar to their previous acquired studies, which oblige them to seek private lessons, which are not always affordable. On the other hand, some succeeded in educating their children and bringing them to the required level. This category told us that it put the interests of its children in the first place before the household tasks, which they may neglect in order to educate their children, help them revise and clarify their lessons for them. Whether there are private lessons or not, the housewife sees her success as a housewife lies in the success of her children and their good achievement, and not what the traditional society agreed upon, which linked the success of the mother to the cleanliness of her home and the mastery of running it and the different cooking methods. She sees that her children are her true legacy which she must invest in well in order to avoid in the future they would live the social life that she had lived and which she is not satisfied with.

Conclusion:

Through children's contact with the school and their family environment, social interactions and relationships are generated. They interfere with their personal and behavioral composition and determine their achievement capacity, which might be good or average. In addition, one of the main factors directly related to this are the cognitive, financial and temporal factors provided by the mother to her children. In this regard, our study was about the impact of woman's work outside home on the academic achievement of children, which demonstrated, according to the requirements of the era and its accelerated developments, and the constant desire to achieve financial and social status. This led many families to prefer that women be a source of financial livelihood instead of being a source of affection and family care. This doubled women's responsibility by trying to reconcile their new functions and the traditional ones. This does not mean that women's motivation for work is the financial need. Often the motivation is self-entertainment by which the woman evades the routine of the house and her traditional functions, which makes her always financially dependent on man. For that reason, she strives to provide the appropriate care for her children. It usually appears in their educational achievement. Most of the time, her work and financial income is what provides them with the possibility of achieving this goal. Woman's work is not always negative on children's academic achievement; it has also a positive aspect. Her financial income may help him to provide her child with the school supplies he needs, provide a special budget for tutoring. Hence, it is not always a housewife who can succeed in the quality of her children's educational achievement. A housewife might be preoccupied with other things that might distract her from her children, which results in a poor school achievement and sometimes lead to failure at school.

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