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Mothers' Level of Education and its Association with Interest in Monitoring School Performance of School-Aged Children- Based on the Final Report of the Clustered Multiple Indicator Cluster Survey (MICS6) -

# Mothers' Level of Education and its Association with Interest in Monitoring School Performance of School-Aged Children- Based on the Final Report of the Clustered Multiple Indicator Cluster Survey (MICS6) -

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## Abstract:

This research paper targeted Algerian mothers in an attempt to understand the relationship between their level of education and their involvement in monitoring their children's academic progress at home. The study adopted a descriptive approach and used statistical data analysis techniques based on the final results of the 2019 Multiple Indicator Cluster Survey (MICS6), the most recent survey conducted by Algeria under the supervision of the United Nations. The study found a positive correlation between mothers' level of education and their involvement in monitoring their children's academic performance. The results showed that mothers with higher levels of education tended to devote more time to helping their children study, providing the necessary conditions and supporting their success. These findings highlight the importance of maternal education in children's academic success.

**Keywords:** Maternal education level, academic achievement, preparatory sector, school attendance, clustered survey.

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## 1. Research problem:

The education of individuals and their improved academic performance has become one of the most important goals of all countries. However, the education of children and the improvement of their educational level is also related to the circumstances, characteristics and components of the family.

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The family is the basic unit of society and the population. It is the first school where individuals live and are educated in various aspects of life. It used to be a group made up of one or more individuals who lived in the same household and prepared their main meals together.

In Algeria, after independence, Algerian families have undergone changes in their structure and in the objectives of their members. There has been a quantitative change in the level of education of mothers, which has increased and continues to increase thanks to the efforts of the Algerian State to focus on female education and its universalisation, in line with the objectives set by the United Nations for the new millennium, which emphasise the need to promote education for both sexes.

It is well known that an increase in the level of education of any individual has only positive consequences, unlike illiteracy, which is nothing but a disease in the body of its bearer. It is said that ignorance causes more deaths than poverty. Learning and culture have become two important factors that modern life requires of every individual, let alone a mother who manages the affairs of her family, her husband and her children.

Since the family is the first school for a child, understanding the reality and educational characteristics of the mother is an important factor in understanding and interpreting her role in family education and in guiding children towards success in school and a sound direction for future success.

The purpose of this thesis is to explore the Algerian mother and her level of involvement or neglect in the preparation and encouragement of her children's academic achievement and success, taking into account her educational and cultural background. This will be achieved by attempting to answer the following main question:

Does the mother's level of education influence her interest in her children's academic performance at home?

Based on this main question, we can ask a number of sub-questions which revolve around the following:

- 1- Does the mother's level of education influence her monitoring of her children's homework at home?
- 2- Is there a correlation between the mother's educational level and her children's reliance on private tutoring?
- 3- Does the mother's level of education affect her children's enrolment in preparatory classes?
- 4- Does the mother's level of education influence her children's interest in reading at home?

## **2. Hypotheses of the study:**

**2.1 General hypothesis:** Mother's level of education contributes to her interest in her children's academic performance at home.

## **2.2 Specific hypotheses:**

- 1- The mother's level of education influences her monitoring of her children's homework at home.
- 2- The mother's level of education is related to her children's reliance on private tutoring.
- 3- The mother's level of education influences her decision to enrol her children in preparatory classes.
- 4- The mother's educational level contributes to her children's interest in reading at home.

## **3. Aims of the study:**

As mentioned by the researcher in methodology, Nadia Ashour, "a well-designed research is one in which its objectives are linked to its questions and hypotheses. It is a common mistake to set objectives that are not related to the questions and hypotheses" (Ashour, 2017, p. 155)

Therefore, the current study aims to achieve the following objectives:

- The general objective of the study is to determine the impact of the educational level of the mother on her approach and preparation of favourable conditions for the academic achievement of her children.
- To examine the extent to which the mother's level of education influences her educational support for her children at home.
- To explore the relationship between the mother's level of education and her children's reliance on private tuition.
- To investigate the influence of the mother's educational level on the children's enrolment in preparatory classes.
- To investigate the influence of the mother's level of education on the children's interest in reading.

## **4. Study concepts:**

### **4.1 Educational level of women:**

"Educational level generally refers to the level of academic achievement as well as cultural interests in different subjects" (Maison, p. 212).

Regarding the specific term "educational level of women", it is defined as "a combination of variables, the most important of which is educational attainment. However, this concept goes beyond the level of education achieved by women, as it influences the acquisition of perceptions and concepts that affect their interactions with other family members, the parenting methods used within the family, and the resources and strategies they provide to regulate their children's behaviour" (mechraoui l. , 2023, p. 113).

Highly educated families provide their children with opportunities to increase their general knowledge and create an environment that allows them to strive for excellence. They encourage them to focus on their studies and complete their academic assignments, and provide moral and material support. All this strengthens their academic performance (Brou, 2010, p. 233).

#### **Operational definition:**

The researcher defines the mother's level of education as her successful completion of a particular level of education. The purpose is not only the certificates she has obtained, but goes beyond that to the extent of her familiarity with the main educational principles for caring for her children and meeting the needs required by the nature of the individual she is caring for. Based on her life experiences and the educational foundation she has received, she is able to understand the components of her children's success.

In this research paper, the educational level of the mother, excluding the father, is related to the importance of monitoring the child, as highlighted in the final report of the cluster survey (MICS, 2019), focusing on this variable without considering the educational level of the father.

#### **4.2 Scientific achievement:**

**Linguistically**, the term "achievement" means obtaining something and distinguishing it from others. It also means acquiring, collecting and establishing something (Meknassi, 2017, p. 242).

Conceptually, there are different definitions of scientific achievement. Some focus on the method of obtaining it, while others emphasise the purpose and benefit of it. One definition refers to it as "the amount of information, knowledge or skills that a student acquires" (Meknassi, 2017, p. 243).. Azouz Ismail defines it as "the extent to which a student understands information about a particular subject through study, as measured by the grades determined by tests prepared for this purpose" (Sadqaoui, 2017, p. 107).

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In another definition, Al-Am sees scientific achievement as "the degree of acquisition achieved by an individual or the level of success achieved in a specific subject or field of training" (Chaib, 2022, p. 1056).

Thus, researchers and thinkers here shed light on the ultimate purpose of scientific achievement, which is to enable individuals to understand the world around them in a deeper and broader way by equipping them with knowledge, skills and information through learning and study. The aim is personal development and active participation in society.

#### **Procedural definition:**

In this research paper, the researcher focuses on a set of indicators that lead to high academic achievement. Since the Multiple Indicator Cluster Survey (MICS6) did not focus on an indicator that measures academic achievement, such as the child's GPA or grade in school, the focus is on indicators that, if given attention, can lead to high academic achievement. These include children's completion of household chores, their reliance on private tuition, their enrolment in preparatory classes, and their interest in reading at home. These are the four indicators related to the study's hypotheses.

#### **4.3 Enrolled students:**

"The term 'enrolled students' refers to those students who are still pursuing their studies in school" (mechraoui, Family economic demographic variables and their relationship with students' academic achievement., 2022, p. 03).

#### **Procedural definition:**

By 'enrolled students', the researcher means children who are still pursuing their education. Since this study focuses on the impact of the mother's educational level on the academic progress of enrolled children, the target population refers to children who have the status of being enrolled students.

#### **4.4 Cluster survey:**

Since 1995, the United Nations Children's Fund (UNICEF) has developed an international programme based on Multi-Indicator Cluster Surveys (MICS). These surveys focus on monitoring the living conditions of households in general and of children and women in particular.

The 6th Multi-Indicator Cluster Survey (6MICS) was conducted in Algeria between 25 December 2018 and 22 April 2019. This survey was designed to complement the previous surveys: MICS1 in 1995, MICS2 in 2000, MICS3 in 2006 and MICS4 in 2012. The surveys

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aimed to provide updated and current data on the economic, social and demographic situation of households. They also aimed to provide data and information on the characteristics of households in which children and women live (unicef, 2019).

Several entities contributed to the implementation of the 6th Multi-Indicator Cluster Survey (MICS6), including the Ministry of Health, Population and Hospital Reform, the National Office of Statistics (ONS), and funding provided by the United Nations Population Fund (UNFPA) and the United Nations Children's Fund (UNICEF) (Mustafa, 2022, p. 1040). This was done in an attempt to achieve a common goal of monitoring the well-being of children, adolescents and women.

Therefore, the final report on the results of the Multi-Indicator Cluster Survey (MICS 2019) was used, as it is the most recent survey conducted in Algeria. It serves as a fertile ground for understanding the relationship between mothers' level of education and the provision of an appropriate educational environment that contributes to children's academic performance.

## **5. Methodology and tools:**

### **5.1 Scope of the study: The study was carried out in the following areas:**

**5.1.1 Geographical scope:** The study was carried out in Algeria, where the sample was selected after dividing the national territory into 7 geographical regions: North-Central, North-East, North-West, Central Highlands, Eastern Highlands, Western Highlands and South.

**5.1.2 Period covered:** This survey was conducted during the period from 25 December 2018 to 22 April 2019.

### **5.2 Methodology Used:**

Methodology, as defined by the Philosophical Dictionary, is "a particular means of achieving a particular end" (Dictionary, p. 195).

More generally, methodology is defined as "the correct arrangement of mental processes that we use to discover and prove the truth" (Bittle, p. 270). Methodology differs from study to study depending on the nature of the phenomenon being studied and the objective of the study.

In this research, which aims to study a demographic phenomenon, specifically the phenomenon of family planning, it is primarily a demographic study with economic and social dimensions and implications. For this reason, we have considered that the most appropriate scientific methodology for this study is the descriptive methodology, through which we analyse the data obtained and draw conclusions.

### **5.3 Survey instrument:**

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Since the results of the Multi-Indicator Cluster Survey (MICS6) are reliable, since it was carried out under the supervision of the official authorities with a rigorous methodology and planning (see the study concepts, especially the definition of the Multi-Indicator Cluster Survey), we relied on the technique of analysing the available data from its results, which were obtained by reviewing the final report of the survey (MICS6).

### 5.4 Survey sample:

Based on the regular and collective households from the 2008 general population and housing census, the sample for the MICS Algeria 2019 survey was designed in two stages. In the first stage, which was carried out by the national statistical offices, primary sampling units representing the areas identified in the 2008 census were selected. In the second stage, after updating the units selected in the first stage, a list of 25 households was drawn as a sample for each primary unit. 179 primary units were identified in each EPT. They were distributed according to the type of area (urban and rural), taking into account the distribution of households in each EPT studied. In each type of area (urban and rural), the survey units were selected systematically with a random starting point, using equal probability sampling, resulting in a total of 1,253 primary units, which were used to sample a total of 31,325 households. All primary units were interviewed, with a household completion rate of around 95.5%.

In this context, the MICS6 2019 Multi-indicator Cluster Survey sample was distributed across 7 geographical regions, on the basis of which the household sample was selected as shown in the table below:

**Table No. (01): Illustration of sample size by selected geographical regions.**

The regions	The sample percentage
North Central (NC)	32.7
Northeast (NE)	14.3%
Northwest (NO)	16.5%
Central Highlands (HPC)	7.5%
Eastern Highlands (HPE)	14.0%
Western Highlands (HPO)	5.1%
South (SUD)	9.9%
<b>Total</b>	<b>100%</b>

For the variables relevant to the current study (school-aged children (5-17 years) and their caregiving mothers), the number of school-aged children was 17,219. The caregiving mothers of 17,019 of these children were interviewed, with a response rate of 98.9%.

## 6. Results and discussion:

The data analysis stage is considered one of the most important stages in social research in general, as it represents the laboratory through which research hypotheses are accepted or rejected. The essence of the research and its results are related to the applied aspect, which is considered to be the researcher's real contribution to scientific knowledge.

In the following pages and tables, we try to approach the reality of the relationship between the educational level of mothers in Algerian families and various variables related to supporting children's educational attainment, such as help with homework, reliance on private tuition, enrolment in preparatory classes and encouraging children to read through the purchase of books. This is based on the final report of the Multiple Indicator Cluster Survey (MICS 2019), given the seriousness of the data available in it. Specifically, these variables related to supporting children's educational attainment were linked to the educational level of mothers due to their importance. The final report of the MICS 2019 focused on this variable, excluding the father (as discussed in the procedural definition of the educational level of the mother), highlighting the educational role of mothers.

**Table (02): Distribution of school-age children (7-14 years) by whether they receive help with their homework and by the educational level of their mothers.**

The educational level of mothers	Getting help with homework		Total %
	%		
	Yes	No	
Pre-school or illiterate	62.9	37.1	100%

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Primary education	68.3	31.7	100%
Middle school	77.6	22.4	100%
Secondary education	84.2	15.8	100%
Higher education	91.0	9.0	100%
Total	75.7	24.3	100%

Source: Multiple Indicator Cluster Survey (MICS 2019).

#### Statistical analysis:

The data in table (02) show that 75.7% of school-age children (7-14 years) receive help with their homework at home. If we relate this variable (homework help) to the educational level of the mother, we find that 91% of mothers with a higher educational level provide homework help to their school-age children. On the other hand, the highest percentage of mothers who do not help their children is associated with mothers who cannot read or who have received traditional (pre-school) education.

#### Sociological analysis:

These data suggest that as the level of education of the mother decreases, the percentage of children receiving help with their homework at home also decreases, indicating a negative correlation between the two variables.

The following points can shed light on this inferred relationship:

- **Access to resources:** Mothers with higher levels of education tend to have better skills in searching for educational resources and information, making it easier for them to support their children in their studies.
- **Maternal readiness:** Mothers with higher levels of education may be more prepared to support their children, based on a deeper understanding of school curricula and teaching methods. Higher levels of education are associated with the ability to understand what their children are studying and to provide support and guidance as a result.
- **Awareness of the importance of education:** Educated mothers may have a greater awareness of the importance of education, motivating them to be more involved in their children's education.

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- **Guidance and motivation:** Mothers with higher levels of education may be better able to provide guidance and motivation to their children, which has a positive impact on the development of their academic skills.
- **Communication with school:** Mothers with higher levels of education may play a greater role in interacting with their children's teachers, which keeps them informed about their children's weaknesses and allows them to provide support at home.
- **Intergenerational communication:** Mothers with higher levels of education can help to improve effective communication between themselves and their children, which can strengthen children's understanding of the importance of education.
- **Understanding the psychological and physical nature of children:** Another factor that cannot be overlooked is that higher levels of maternal education are associated with a perception of the importance of sitting with school-age children while they do their homework. This is particularly important for younger children in primary school, who often need guidance.

This is explored further in the following table:

Table No. (03): Distribution of school-age children (7-14 years) by age who receive help with their homework.

The age of the child	Getting help with homework %		Total %
	Yes	No	
6 years old	89.7	10.3	100%
7 years old	81.7	18.3	100%
8 years old	82.2	17.8	100%
9 years old	80.6	19.4	100%
10 years old	87.2	21.8	100%
11 years old	75.5	24.5	100%
12 years old	69.9	30.1	100%
13 years old	61.3	38.7	100%
14 years old	68.1	31.9	100%

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Total %	75.7	24.3	100%
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Source: Multiple Indicator Cluster Survey (MICS 2019).

### Statistical reading:

The data in table (03) show that the highest percentage of children receiving assistance with their homework is among 6-year-old students, with 89.7% of them receiving assistance. The lowest percentage is found among 13 year olds, with 61.3% receiving help, followed by 14 year olds with a rate of 68.1%.

### Sociological analysis:

The results show an inverse relationship between the variables under consideration, i.e. as the age of the child increases, the percentage of help received at home decreases.

Factors that contribute to the relationship between the age of the child and the receipt of help with schoolwork include:

- **Supervision and guidance:** The age of the child may influence the way parents provide assistance. Younger children may need more supervision and help from parents with their schoolwork. In terms of the young age factor, a child at this age is often surprised by new information as it is still new to them and they have not developed the self-learning skills of a first or second grader.
- **Academic pressure:** As the child progresses through the school years, the challenges of schoolwork may increase. Older children may feel more pressure and stress about their academic performance, especially when they reach the years when students take exams such as the Baccalaureate or Intermediate Education Certificate.
- **The impact of cognitive and psychological development:** As children grow older, their thinking and analytical skills develop, and this development can lead to better and more efficient homework completion. As children get older, their ability to learn on their own also increases.
- **The role of teaching and curriculum:** The content and difficulty of school tasks change as children progress through the grades. It is therefore important to consider how these tasks evolve to become more challenging over time.

For example, a child may be in middle school or at most early high school (if no years have been repeated), which reduces the ability of parents to help their children at home due to the difficulty of the subjects. The helper should have a high level of education to understand what is being taught.

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- **Academic underachievement:** There may be pressures related to the student's performance at school and these pressures may increase as the student progresses to higher grades. If a student is underachieving and needs support, even at a young age, the opposite is true for students who are high achievers.

Students with excellent academic performance do not need constant monitoring, even if they are young. Sometimes constant support can have a negative effect, as it is important to get the child to take some responsibility. Indirect guidance may be more effective than direct assistance in some cases.

- **Culture and guidance:** Cultural factors can influence how society and parents perceive the role they should play in completing school tasks and providing support, especially in terms of motivation and follow-up. The child may forget or neglect daily tasks.

**Table no. (04): Distribution of school-age children (7-14 years) according to their use of remedial classes and their mothers' level of education.**

The educational level of mothers	The use of remedial teaching %		Total %
	Yes	No	
Pre-school or illiterate	12.3	87.7	100%
Primary education	19.5	80.5	100%
Middle school	25.8	74.2	100%
Secondary education	33.5	66.5	100%
Higher education	31.1	68.9	100%
Total	23.7	76.3	100%

Source: Multiple Indicator Cluster Survey (MICS 2019).

## Statistical analysis:

The data in Table No. (04) show that 76.3% of Algerian households surveyed in the 2019 Multiple Indicator Cluster Survey do not provide support lessons to their children. The highest percentage of households that do not provide support lessons is among mothers with no education or pre-primary education, at 87.7%.

Conversely, in the category of those receiving support lessons, we find that 33.5% of mothers with secondary education and 31.1% of mothers with tertiary education (the highest percentage in the category of those receiving support lessons) reported that their children benefited from these support lessons.

### **Sociological analysis:**

Based on these data, we can conclude that there is an inverse relationship between the educational level of the mother and the provision of private tutoring to her children.

Overall, the data in the previous table reflect the high percentage of households that rely on home support rather than external private tuition.

The reasons why families choose to send their children to private schools are varied and not necessarily related to the mother's level of education. Some of these reasons are:

- **Income and economy:** The financial aspect is one of the factors that can influence the decision to have recourse to private tuition.

However, it remains a weak influence, given that the fees for private tuition do not usually exceed 2,000 Algerian dinars per month (about \$10 per month), making them affordable for families with average or even low incomes.

- **Mother's employment:** Working mothers may find it difficult to juggle their work and household responsibilities, and may use these classes to compensate for their absence as educational support for their children. Thus, the barrier to children benefiting from private tutoring can be attributed to reasons other than economic ones. In order to uncover other reasons, the receipt of external supplementary tuition by enrolled children was linked to the variable of the mother's level of education. It turned out that mothers with a secondary or higher level of education were the most likely to have their children benefit from remedial tuition, due to a number of factors:

- **Educational awareness:** Mothers with higher levels of education tend to be more aware of the importance of education and encourage their children to succeed at school. They also recognise the importance of support, especially in difficult subjects that require specialised teachers.

- **Quality and type:** Educated mothers understand that tutoring can have a positive impact if it is of high quality. Sometimes mothers, even with a high level of education, may lack effective teaching methods, as teaching methods and approaches are related to the teacher's expertise in the subject.

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- **Educational goals:** The use of private tuition also depends on the educational goals of the mother and the family as a whole. Some mothers may aim to improve their children's educational attainment, while others may prioritise personal development and out-of-school learning.
- **Social differentiation:** There may be an element of social differentiation in this relationship. Mothers with higher levels of education often have the perception that directing their children to private tuition is associated with the upper class and is only available to wealthy families in society. This reliance on private tuition may therefore have a social rather than an educational purpose.
- **Occupational status of the mother:** Mothers with higher levels of education are usually able to obtain jobs that provide a better income, leading to a comfortable economic situation for the family. This enables them to afford private schools alongside state schools without financial difficulty. Conversely, mothers with lower levels of education may not be able to support their children with these private tuitions due to their economic circumstances.
- **Support and participation:** All of the above factors suggest a correlation between the decision to take private tuition and the mother's high level of education. However, it should be noted that the opposite may also be true. Mothers with higher levels of education may be better able to support and guide their children in their studies, reducing the need for private tuition.

It is also worth noting that one of the factors that mothers recognise as contributing to their children's academic success is early enrolment in the preparatory department, which has been introduced in Algerian primary schools since the 2003-2004<sup>1</sup> academic year. The use of this department has increased in recent years, as the results in the following table show.

**Table 05: Distribution of children enrolled in the first year of primary school who had previously attended the preparatory section, by mother's level of education.**

The educational level of mothers	Enrollment in the preparatory year %		Total %
	Yes	No	
Pre-school or illiterate	53.6	46.4	100%

<sup>1</sup> Preparatory year: It is an optional year before the first year of primary school, introduced with the aim of preparing children for primary school.

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Primary education	65.2	34.8	100%
Middle school	74.1	25.9	100%
Secondary education	83.3	16.7	100%
Higher education	85.8	14.2	100%
Total	72.3	27.7	100%

Source: Multiple Indicator Cluster Survey (MICS 2019).

#### Statistical analysis:

The data in Table 05 show that 72.3% of enrolled students in the first grade of primary school had previously attended the preparatory section, which is generally a high percentage.

If we consider the influence of the mother's educational level on this decision, we find that 85.8% of women with higher education had their children enrolled in the preparatory section (before the first grade). The influence of the mother's level of education decreases as we move downwards, reaching a minimum level where only 53.6% of the children of mothers with no education or pre-school education attended the preparatory section.

#### Sociological analysis:

From these data we can conclude that there is a positive relationship between the mother's level of education and her children's enrolment in the preparatory department. The mother's level of education indicates her awareness of the importance of enrolling her children in the preparatory department and its impact on their later academic performance. This stage serves as a scientific and behavioural preparation for children, where they learn the basics of science, interaction with others and organisational matters related to school. The importance of this stage for children can be summarised as follows:

- **Equal opportunities:** Pre-primary education can contribute to the promotion of equal educational opportunities. If provided equally to all, it can help to reduce the educational gap between children from different social backgrounds.
- **Social development:** Pre-primary programmes can enhance the social development of children. They learn how to interact with others and develop communication and cooperation skills.
- **Development of social identity:** The preparatory section helps to build the children's social identity and develop their awareness of values, traditions and social norms in society.

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- **Adaptation to the educational system:** The preparatory section helps children to adapt to the learning environment and school, allowing them to become familiar with the classroom, teachers and peers before officially entering primary school.

- **Developing thinking skills and independence:** The preparatory department can develop children's thinking skills and independence through educational activities that encourage independence and critical thinking.

- **Family support:** The Preparatory Department can have a positive impact on families by providing early educational support and acting as a resource for parents in guiding them on how to support their children's education.

**Table 05: Distribution of enrolled children (7-14 years) according to having 3 or more books and their mothers' level of education.**

The educational level of mothers	Having 3 or more books at home		Total %
	Yes	No	
Pre-school or illiterate	14.7	85.3	100%
Primary education	23.4	76.6	100%
Middle school	34.0	66.0	100%
Secondary education	44.4	55.6	100%
Higher education	64.7	35.3	100%
Total	32.6	67.4	100%

Source: Multiple Indicator Cluster Survey (MICS 2019).

#### Statistical analysis:

Based on the data in Table 05, it is clear that 67.4% of Algerian households do not have three or more books at home, according to the 2019 Multiple Indicator Cluster Survey. This high percentage indicates a low level of literacy in Algerian society.

A correlation was found between the educational level of mothers and the ownership of books by households. It was found that 64.7% of mothers with a higher level of education have households with three or more books at home. This percentage decreases as the educational level

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of the mothers decreases. Only 14.7% of mothers who reported that they could not read or write or had not received any education in traditional schools<sup>2</sup> (i.e. never attended school) have three or more books at home (excluding textbooks).

### Sociological analysis:

The above data indicate a positive correlation between the educational level of mothers and book ownership, i.e. higher educational levels of mothers lead to a greater emphasis on book ownership.

This positive relationship can be analysed from a number of perspectives:

- **Academic excellence:** The higher the mother's level of education, the more she realises the importance of books as a tool for culture, academic achievement and knowledge for herself, her children and the whole family. It is a well-known fact that "the more students read, the faster they improve their level". This academic advantage is evident in the classroom, where academically advanced students significantly outperform their peers.
- **Social influence:** The educational level of the mother can play a significant role in the development of children's reading habits. If the mother is educated and reads books regularly, she is likely to have a positive influence on her children's motivation to read.
- **Financial capability:** A mother's level of education can affect her ability to afford to buy books and stories for her children. Mothers with higher levels of education tend to have more financially stable jobs, which increases their ability to purchase reading materials for their children, thus fostering a love of reading.
- **Social development:** Social and cultural factors can influence this relationship, as values and practices change with societal and technological advances. Educated mothers are more likely to shield their children from the risks and negative aspects of technology and encourage them to engage in traditional reading methods (books and stories).
- **Psychological and emotional effects:** Mothers with higher levels of education can have a positive psychological impact on their children by guiding and supporting them in their reading experiences, thereby increasing their sense of security, self-confidence and desire to engage in such experiences.

## 7. Analysis and discussion of the results:

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<sup>2</sup> In past centuries, traditional schools for learning the Arabic language were widespread in Algeria and other Arab countries. This often included the study of the Holy Qur'an, using traditional methods and limited logistical resources.

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- **General hypothesis:** The hypothesis regarding the educational level of mothers and its effect on children's educational performance was confirmed. The study showed that the educational level of the mother has an influence on the educational progress of the children. The methods and tools that parents, especially mothers, use to improve their children's education, whether material or moral, are controlled by the mother's level of education.

- **First specific hypothesis:** The hypothesis that a lower level of education of the mother leads to a lower percentage of help given to the children in doing homework was confirmed. The study also found an inverse relationship between the age of the child and the need for help with schoolwork, suggesting that younger children need more help from others.

- **Second specific hypothesis:** The hypothesis that there is a positive relationship between the educational level of the mother and the enrolment of children in remedial classes was confirmed. The decision to enrol children in these private schools is influenced by the educational and cultural background of the mother.

- **Third specific hypothesis:** The hypothesis that there is an inverse relationship between the educational level of the mother and the enrolment of children in preparatory classes was confirmed. This is related to educated women's awareness and understanding of the importance of preparatory classes in preparing children academically, behaviourally, organisationally and socially for primary school.

- **Fourth specific hypothesis:** The hypothesis that there is an inverse relationship between the mother's level of education and the ownership of books by families and children, other than textbooks, was confirmed. The higher the mother's level of education, the more she realises the importance of books as a tool for improving literacy and language skills, which has a positive impact on the academic and intellectual performance of her children.

## 8. Conclusion:

In conclusion, the results of this study show a strong and significant positive relationship between mothers' level of education and their involvement in monitoring their children's education at home. The findings suggest that mothers with higher levels of education generally have a better understanding of their children's educational and developmental needs.

Considering the role of mothers' level of education in recognising the importance of guiding and supporting their children in completing their schoolwork at home, as well as providing the necessary support and guidance to enhance their children's love of reading and books and to acquire new reading skills, higher levels of education facilitate their ability to support their children, especially in advanced academic stages. It also makes them aware of the importance of providing their children with extra tuition in subjects that require additional support, and of the

Finally, we hope that this research will contribute to raising awareness of the role of maternal education in developing children's skills and preparing them for a better future. It is therefore advisable to improve the education and support of mothers to ensure maximum benefit for their children, as their educational level can have a positive impact on their children's school performance and educational development.

This will undoubtedly have a long-term effect on improving children's thinking and enriching their knowledge, ensuring the development of an educated, inspired and motivated generation for future success.

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