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Differences In Psychosocial Development of Children of Working Women In Gaza

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

﴿وَلَقَدْ خَلَقْنَا الْإِنْسَانَ مِنْ سُلَالَةٍ مِنْ طِينٍ (12) ثُمَّ جَعَلْنَاهُ نُطْفَةً فِي قَرَارٍ مَكِينٍ (13) ثُمَّ خَلَقْنَا النُّطْفَةَ عَلَقَةً فَخَلَقْنَا الْعَلَقَةَ مُضْغَةً فَخَلَقْنَا الْمُضْغَةَ عِظَامًا فَكَسَوْنَا الْعِظَامَ لَحْمًا ثُمَّ أَنْشَأْنَاهُ خَلْقًا آخَرَ فَبَارِكْ اللَّهُ أَحْسَنُ الْخَالِقِينَ (14)﴾

صَلَّى اللهُ

عَلَيْهِ

[المؤمنون: 12-14]

Abstract

Differences In Psychosocial Development of Children of Working Women in Gaza

This study aimed to investigate the difference in psychological and social development of children of working mothers in comparison of children of non-working mothers in Gaza.

Study design

The researcher adopted the comparative analytical approach to compare between the psychological and social development of children of working mothers and non-working mothers in Gaza.

Methodology:

The researcher used a stratified random sampling by divided population into two subgroup: the first subgroup consisted of 175 employed women working in primary health care center of Gaza who had children aged 10 to 12 years and another subgroup consisted of nonworking (house wives)mothers .

The researcher used the following instrument , socioeconomic scale and psychosocial development scale. It were constructed by the researcher based on the literature review related to the present study. It aimed to measure the psychosocial development of children.

Results

The major finding there were no statistically significant difference of social development of children of working mothers in primary health care center of Gaza and children of non- working mothers .There were no statistically significant differences at psychological development as a whole between children of working and non working women at significant level $\alpha = 0.05$. However, the results found that there were significant differences at significant level ($\alpha = 0.05$) on the level of emotional, spiritual and moral development separately between children of working and non working women. The result also showed the level of psychological and social development among children of working women in primary health care center and non working women in Gaza was high. Also showed there were a statistically significant differences on psychological and social development attributed to (gender of child in favor of female, level of mother educations in favor of university).

There were no statistically differences on the psychological and social development attributed to (age of child, size of family, kind of mother job, monthly income).

Recommendations

Media campaigns should be launched to raise the awareness of working women towards reconciling between outwork and family responsibilities demands. Media campaigns should be worked to raise the awareness of society about the importance of women's work in a progress of society. The necessary of working women to take care in psychological development of her children by give her child amount of time for mothering and loving..

ملخص الرسالة

الاختلافات في التطور النفسي الاجتماعي لدي اطفال النساء العاملات في مدينة غزة

هدفت هذه الدراسة للكشف عن التطور النفسي الاجتماعي لأبناء الأمهات العاملات ومقارنتها عند غير العاملات في مدينة غزة .

وللإجابة عن أسئلة الدراسة واختبار فروضها استخدمت الباحثة المنهج الوصفي المقارن ، كما تكونت عينة الدراسة من (350) من أبناء وبنات الأمهات العاملات وغيرا لعاملات ،(175) (أبناء عاملات و (175) أبناء غير العاملات من 10-12 سنة ، ولجمع المعلومات تم استخدام استبانة التطور النفسي الاجتماعي من إعداد الباحثة. ، ومن ثم قامت الباحثة بإجراء المعالجات الإحصائية بعد جمع البيانات والقيام بعمل تحليل إحصائي وذلك باستخدام الأساليب الإحصائية المختلفة مثل معامل ارتباط بيرسون، T- test ، والفاكرونباخ.

وقد توصلت هذه الدراسة إلي النتائج التالية:

لا توجد فروق ذات دلالة إحصائية في التطور الاجتماعي بين أبناء العاملات في مراكز الرعاية الأولية وغير العاملات في مدينة غزة. وتوصلت الدراسة إلي أنه لا توجد فروق ذات دلالة إحصائية في التطور النفسي بين أبناء العاملات في مراكز الرعاية الأولية وغير العاملات في مدينة غزة، وعلي الرغم من ذلك هناك فروق جوهرية في التطور العاطفي والديني أو الروحي بين أبناء العاملات في مراكز الرعاية الأولية وغير العاملات في مدينة غزة عند مستوي دلالة $\alpha = 0.05$. كما توصلت إلي أن مستوي النمو النفسي والاجتماعي لأبناء العاملات في مراكز الرعاية الأولية وغير العاملات في مدينة غزة عالي . و توجد فروق ذات دلالة إحصائية في التطور النفسي و الاجتماعي بين أبناء العاملات في مراكز الرعاية الأولية وغير العاملات في مدينة غزة تعزي لمتغير (مستوي تعليم الأم لصالح التعليم الجامعي، وجنس الطفل لصالح الإناث). لا توجد فروق ذات دلالة إحصائية في التطور النفسي و الاجتماعي بين أبناء العاملات في مراكز الرعاية الأولية وغير العاملات في مدينة غزة تعزي لمتغير (عمر الطفل ،حجم الأسرة ،نوع عمل الأم، مستوي الدخل).

التوصيات:

علي وسائل الإعلام القيام علي توعية النساء العاملات نحو التوفيق بين العمل خارج المنزل وبين مسؤوليات البيت .و علي وسائل الإعلام العمل علي توعية المجتمع علي أهمية عمل المرأة ومشاركتها في تقدم المجتمع. وعلي الأمهات الاهتمام في التنمية النفسية لأطفالهن عن طريق إعطاء المزيد من الحب والحنان والوقت الكافي لرعاية أطفالهن.

Dedication

I dedicate this modest work to.....

My parents

“As a symbol of sacrifice and giving”

My kids and husband

“Who gave me a limitless support and encouragement?”

"To the spirit of my brother martyr"

Mohammed Younis abu libda

Everyone

“Who helped me to complete this work?”

All researchers & health practitioners

“Who work for promotion of mental health?”

Declaration

I certify this thesis submitted for the degree of master is the result of my own research, except where otherwise acknowledge this thesis for(any part of the same) ,has not been submitted for a higher degree to any other university or institution

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List of abbreviation

APA	American Psychiatric Association
WHO	World Health Organization
CCDP	Comprehensive Child Development Program
ECD	Early Childhood Development
SPSS	Statistical Package for the Social Sciences
SECC	Study on Early Child Care
NLSCY	National Longitudinal Survey of Children and Youth
NICHD	National Institute of Child Health and Human Development
UNRWA	The United Nation for RELIEF & Work Agency

Chapter One

Introduction

1.1 Background:

Childhood stage is recognized as an important and interesting period of human life. Additionally, children are known as a valuable thing for everybody in the life. Since, they are characterized as a beautiful world, and bright dreams. Most importantly, nobody could live or feel with happiness without them. So we have to care of them. The earliest years of children's life constitute a sensitive phase of their life, when the rapid development stage is taking place in several parts as – physically, mentally, psychologically and cognitively. The first three years of children development are known as tremendous during their life. Since multiple phases of development can be progressed until the infant becomes a 3-year old. In these phases of development, the children usually may acquire some remarkable habits and skills such as: vocational skills, the ability of sharing and playing with others, expressing themselves clearly and critical thinking etc (Blasko, 2008).

"Mental Health is defined by WHO as" a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity." (WHO 2010) Mental health is as " The presence of good mental health in home and in all aspects of human life is important for development and gives a feeling of well-being and strength for children. So, parent must be able to realize and secure a suitable environment for good child growth and consequently good mental health.

The increasing number of employed mothers has raised an interesting and significant question regarding its impact on children development in all life aspects in terms of; emotional, social and cognitive development. A study was conducted in the UK on the participation of women who had very young children in labor market in UK, in which it was demonstrated that there was a high increase in recent decades. The proportion of women who had (8-11 months) paid-work following childbirth rose from 24% in 1979 to 67% in 1996 (Denchetal, 2002).

It is usually believed that employment of a mother has certain effect on the over all growth and development of children. The first five years are very crucial for the cognitive, affective and psychomotor development of children. The teenage period of children is better of those who get an early and proper attention of their mothers. They are free and feel easy to share every thing with their parents (Almani,2012).

Working women among pre-school children has raised an important question regarding its effect on children's development. The separation of mother away from their child for long period of time especially during early childhood, will affect the child development.

Development is defined as “the process of human growth during the life span, initiated from conception to death” Cherry (2011), and is also defined as “growth process of structural fake at the same time”(Abu Nageala, 2008).

Emotional development is known as the feeling that individual possess about their selves and others as well as their capabilities to function well. As socially and emotionally, healthy children, will be able to start their schools, participating in learning experience, and also to make a good relationship with their caregivers. Actually, the early development of cognitive skills, emotional well-being, social

competence, and good physical and mental health will help children to build a strong foundation for success in future specially during adult stage (Bernal,2008).

The children of unemployed mothers have significantly higher knowledge in various fields of self-concept such as intellectual and school status, anxiety, happiness and satisfaction, as well as in overall self-concept compared to those children of employed mothers, however, Children of employed mothers have significantly higher self-concepts in the area of physical appearance in comparison with their counterparts. Children of employed mothers have significantly high emotional maturity compared to their counterparts. Children of homemakers have significantly higher emotional instability, emotional regression and personality disorganization compared to children of employed mothers (Hangal and Aminabhavi, 2007).

Maternal employment causes separation of mothers away from their children that may affect on children development. For instances, the child may become isolated and alone, aggressive, anxious and other negative feeling toward others (Berk, 2012).

In our Palestinian community, there are several underlying reasons leading to anxiety especially among working women such as: working pressures, presence of siege, political and internal conflicts that we live with right now. All of these reasons may cause a huge burden on the responsibilities and roles of women at one time because the nature, the physical and psychological structure of women makes them more exposure to injury than men. Moreover, woman has an important social role as a wife and mother in the same time particularly during reproductive period, which raised a number of questions regarding the impact of mother work and their leaving of children for some hours a day, since the children depend on themselves in having their foods and drinks and practicing their daily activities during absence of their mothers, which may affect on their social and psychological conditions negatively. Besides that, women comes back home carrying the burdens and pressures of work which also affect their behaviors, emotional and health, growth and personality as a whole. In addition, social and emotional development of children is depended mainly on the nutritional, medical, emotional, and intellectual support receiving from their parents, extended family, and community generally. This support is provided for them especially during the early period of childhood. It will also affect their ability to understand language, solve problems, and developing a relationship with other. The experiences that children gained during their childhood certainly affect their feeling either negatively or positively specifically when they grow up and become adult. Where, bad experiences they gained during childhood may lead to produce a negative feeling such as fear, deprivation and loneliness. Hence, the significant of this study was to investigate the difference in psychological and social children status by comparing between the two groups, children of working women and children of non-working women

1.2 Problem statement:

Women's labor force participation rates have been on the rise in recent years. included in this group are working mothers with young children at home. the annual rate of women's participation in the labor force reached approximately 12.1% compared to 68.1% for men during the period 1995-2006 (Palestinian Central Bureau of Statistics, 2008). In a recent news article (U.S.Census Bureau News, 2004), the Census Bureau reported that a record number of women with children under the age of one are returning to the work force. In addition, 36 percent of these women are working in full-time positions. The first year of a child's life is one of the most critical in psychological and intellectual development. The absence of a mother for a significant part of the day may contribute to problems in children's development. The focus of the present study is the differences in psychosocial development of children of working women . It has been speculated that children of employed mothers will be negatively affected by being away from their mother for a significant portion of the day. However, there may also be a neutral effect appear later in middle childhood, in that the child will develop equally as well whether their mother is employed or not Al-Banna (2000).

1.3 Significance of study:

The researcher selected this topic of research because in Gaza strip, the labor force participation rates of women are dramatically increased and reached about 13.7% in the latest several years according to(the Palestinian census center in 2012). Also, between 1975 and 2001, the labor force participation rates of mothers with non-adult children increased 54%, from 47.4% to 73.1% (U.S. Department of Labor, Bureau of Labor Statistics, 1988; U.S. Bureau of the Census, 2002). This sharp increase might affect our children life either positively or negatively.

The researcher interviewed number of headmasters, teachers, working and non-working women to collect data about the impact of employed and non-employed mothers on their children. There were opposite opinions, some of them were negative, while others were positive. Therefore, the researcher decided to shed a light and to investigate these significant issues in Palestinian community.

1.4 Objectives:

1.4.1 Overall aim of study

The aim of the study is to investigate the differences in psychosocial development between children of working and non working women in Gaza .

1.4.2 Specific objectives

- 1- To investigate the level of social and psychological development of children of working and non-working women
- 2- To compare social development of children of working and non-working women.

- 3- To compare psychological development of children of working and non-working women.
- 4- To identify the differences in social and psychological development attributed to sociodemographic variables (Age of child, gender, size of Family, level of mother education)
- 5- To take recommendation for policy makers to importance planning for children services.

1.5 Study questions:

- 1- What are the level of psychological and social development among children of working and non working women in Gaza?
- 2- Are there statistically significant differences at social development between children of working and none working women in Gaza?
- 3- Are there statistically significant differences at psychological development between children of working and non working women in Gaza?
- 4- Are there statistically significant difference at social and Psychological development attributed to sociodemographic variables (Ag of Child)?
- 5- Are there statistically significant difference on social and Psychological development attributed to sociodemographic variables (gender)?
- 6- Are there statistically significant difference on social and psychological development attributed to sociodemographic variables (size of family)?
- 7- Are there statistically significant difference on social and psychological development attributed to sociodemographic variables (level of mother education)?
- 8- Are there statistically significant difference on social and Psychological development attributed to sociodemographic variables (kind of mother work)?

1.6 Gaza Strip

The total area of Palestine is 6,020 sq. Km with total population of about 3,762,005 individuals in 2005 with capita 625 per sq Km. Gaza strip is a narrow piece of land lying on the coast of the Mediterranean sea. Its position on the crossroads from Africa to Asia made it a target for occupiers and conquerors over the centuries.. The last of these was Israel who occupied the Gaza strip from Egyptians in 1967. Gaza Strip is very crowded place with area 365sq. Km and constitute 6.1% of total area of Palestinian territory land. In mid year of 2005 the population number is to be 1,389,789 mainly concentrated in the cities, small village, and eight refugee camps that contain two thirds of the population of Gaza Strip.

In Gaza Strip, the population density is 3,808 inhabitants/km² that comprises the following main five governorates:

north of Gaza constituted of 17% of the total area of Gaza strip and 1.0% of total area of Palestinian territory area with area 61 sq. Km. The total number of population living in North Gaza is to be 265,932 individuals in 2005 with capita per sq Km 4,360.

Gaza City constituted of 20.3% of the total areas of Gaza strip and 1.2% of total area of Palestinian territory area with area 74 sq. Km. The total number of population living in Gaza City is 487,904 individuals in 2005 with capita per sq Km 6,593.

Mid-Zone constituted of about 15% of the total area of Gaza Strip and 1.0% of total area of Palestinian territory area with area 58 sq. Km The total number of population living in Mid-Zone is 201,112 individuals in 2005 with capita per sq Km 3,467.

Khan younis constituted of 30.5% of the total area of Gaza strip and 1.8% of total area of Palestinian territory area with area 108 sq. Km. The total number of

population in Khanyounis is 269,601 individuals in 2005 with capita per sq Km 2,496.

Rafah constituted of 16.2% of the total area of Gaza strip and 1.1% of total area of Palestinian territory area with area 64 sq. Km. The total number of population in Rafah is 165,240 individuals in 2005 with capita per sq Km 2,582 (MOH, 2006).

Economic Status

Economic activity is the field or area of work of an establishment employing individuals regardless of their occupation. Statistics show that nearly 48.9% of working women in the last quarter of 2007 work in the services sector and 33.7% of them in the agricultural sector. Moreover, manufacturing industries accommodated 8.8% of working women while the remaining 8.6% were distributed between other economic activities including trade, hotels, restaurants, transportation, storage, telecommunications and construction. As for comparing women's concentration to that of men's according to every economic sector in terms of number of workers, the labor force statistics for the reference year 2007 indicate that 43.5% of total workers in the agricultural sector and 26.5% of total workers in the services sector are women. Additionally women accounted for 14.2% of total workers in manufacturing industries compared to 2.2% of workers in the transportation, telecommunications and storage sectors.

Social and Cultural Status

- Working women is a need and not a right. The Palestinian community is still male dominated and women's decision of participating in a job opportunity is mainly decided by family's males.
- No economic revenues generated from working women, and the widespread belief that their work is economically useless (low wages) and that it is the man's responsibility to manage home expenses, confines women to the home. In addition, women's benefit from their wage is very low and very limited which make them reluctant to join the labor market.
- working women is unappreciated by the community due to its traditions, customs, beliefs and outlook which considers women's work as unnecessary. Therefore, it is normal that their participation is less than that of men due to their obligations, responsibilities and looking after their children.
- Political and social conditions. The family and/or husband, and sometimes women themselves have concerns and fears to participate beyond domestic duties because of the community's negative perspective of women working outside their place of living. In addition to the imposed security obstacles (working in another locality or governorate) especially under the political conditions in the Palestinian Territory which oblige women to pass through barriers and checkpoints and be late, so the family's response will be the refusal of working women due to the lack of security and comfort.
- Females' lack of knowledge about university fields of study required by the labor market.
- The early marriage in some areas causes women to leave the labor market.
- Women's work is addressed as a conflict between men and women (Shabaneh, 2009).

1.7 Researcher operational Definition:

The researcher adopted the following definitions:

-Working women

It refers to working women who have children aged from one 10 to 12 years. They have separated from their child through long working hours, either full time or part time work, day or night in the health field.

-Social development:

It refers to the changes that happen to the child relation with surrounding society and which accompany other developmental changes such as (emotional, physical, cognitive)

- Psychological development:

It refers to the comprehensive development of human being throughout his life at cognitive, emotional and intellectual levels, developing social capabilities also concluded.

1.8 General view of the study chapters:

This study consists of six chapters. The first chapter presents a background for study subject. Problem statement, objectives, and study questions. The second chapter present a conceptual framework related to study subject. The third chapter views the literature that is related to the study subject, which was collected from scientific researchers, published magazine, and other scientific ways. The forth chapter views the study methodology; the important operations are distribution of the sample, population, study design and instrument that used in data collection. In the chapter five the researcher views the results and its table. These the results will be discussed in details in the sixth chapter followed by a conclusion about the study as well as a recommendation.

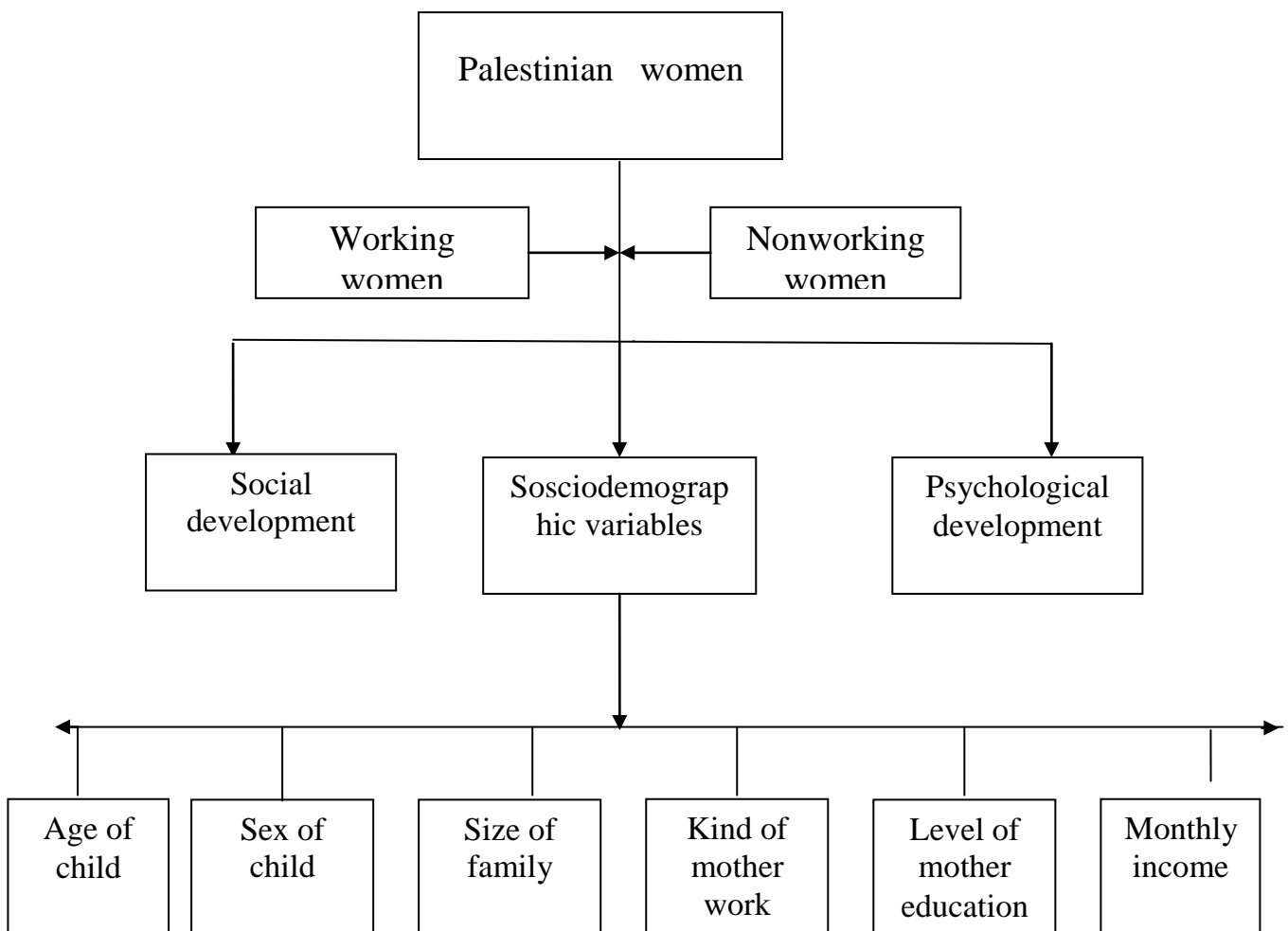
Chapter Two

Conceptual Framework

2.1 Introduction:

In this part, the researcher highlighted the definition of developmental theory and the basic feature of psychosocial growth in middle childhood. In addition, the researcher described working women and the relationship between working women and psychosocial development of children.

Figure 1: Conceptual Framework Diagram



The model was done by the researcher to clarify the relationship between working women and psychosocial development of children

2.2 Definition of development:

Development is defined as “the process of human growth during the life span, initiated from conception to death” Cherry (2011), and is also defined as “growth process of structural fake at the same time”(Abu Nageala, 2008, p: 12).

Growth is a set of successive changes led by the style and the system of interconnected and nested which may appear in each formative and functional aspect of the organism. This includes the growth of both human and non-human being (Abu Nageala, 2008).

Other definition of development was known as “a pattern of changes occur over a period of time which begins at conception and continues during the life span”. Development occurs in different domains, such as biological (change in physical well being), social (change in social relationship), emotional (changes in emotional understanding and experience) and cognitive (changes in thought process). Or refers to only changes which lead to quantitative reorganization in behavioral, skills or ability structure (Crain, 2000).

Child development is defined as “ the biological ,psychological and emotional changes which occur in human beings between birth and the end of adolescence, as the individual progresses from dependency to increase autonomy(Ataiwab,1995).

2.2.1 The researcher definition

According to the last definitions:

Child development refers to “a process of successive changes and interaction between him and different factors surrounding environment, whether physical or psychosocial.

2.2.2 Characteristics of children development

Phases of children development; children development process includes multiple components as physical, social, emotional, and cognitive which are closely interrelated. Development in one phase can affect or can be influenced by development in later phase.

- Development occurs in a relatively orderly sequence as; abilities, skills, and then building of knowledge.
- Development progresses at different rates and may vary from child to child as well as differs in functioning.
- Early experiences may produce cumulative and delayed effects on child’s development; optimal periods are available for certain kinds of development and learning.
- Development and learning occur in and are influenced by several social and cultural factors.

- Children are active learners, depending on direct physical and social experience as well as culture which produce knowledge to build their own understandings of the world around them.
- Development and learning are formed as a result of interaction between biological maturation and environment, which includes both physical and social worlds that children live in.
- Play is known as an important tool for social, emotional, and cognitive development of children, as well as a reflection of their development.
- Development is advanced and progressed when children become able to practice newly acquired skills, and when they experience a challenge exceeding their capacity.
- Children demonstrate different modes of knowing, learning and different ways of representing what they know (Elshypany, 2003).

2.3 Theory of human development:

Erik Erikson's theory concentrated on child development and has great similarities with other known theories, with some specific differences. Like Freud, he believed that development happens in specific stages of life cycle. He focused on the social aspects of evolvment. As indicated by Piaget, Erikson emphasized that advancements occur in a predetermined order, but the socialization aspect was stressed rather than cognitive development.

2.3.1 Psychosocial development theories

Psychological development introduced some crucial theories which explained the important stages of psychosocial development process. One of these known theories is called Erikson's stages of psychosocial development.

2.3.2 Freud's stages of psychosexual development

Freud's stages of psychosexual development described child development as a series of 'psychosexual stages. In "Three Essays on ssexuality", Freud outlined these stages as oral, anal, phallic, latency and genital. Each stage involves the satisfaction of a libidinal desire and can later play a role in adult personality. If a child is unable to complete a stage successfully or a healthy personality or can result in failure. Freud suggested that he or she would develop a fixation that would later influence adult personality and behavior (Kail, 2008).

Freud's stated the stages of development as:

The Oral Stage (Birth to 18 Months)

During this stage, the child is concentrated on oral pleasures or sucking. Too little or too much repletion can happen in an oral fixation or oral personality which is showed by a preoccupation with oral activities. Anyone familiar with very young babies and children knows that they are focused on their mouths. The first nourishment of the baby's is received through suckling, and the sucking instinct is usually strong, even in newborns. Freud theories are not concentrated only on child nourishment, but also on pleasure.

The Anal Stage (18 Months to Three Years)

During this time period, Freud believed that children derive much pleasure from the process of either retaining or eliminating feces, and are quite focused on the process. This is often the time frame in which many parents choose to potty train their children.

Phallic Stage (3 Years to 6 Years)

Freud believed that children's pleasure centers focused on their genitals. He also believed that during this stage young boys develop unconscious sexual feelings for their mothers, complicating their relationships with both parents. Struggling with a feeling that they are in competition with their fathers for the attention of their mothers, Freud added that during this stage, boys also develop a fear that their fathers will punish them for these sexual feelings.

Latency Stage (6 Years to Puberty)

Freud explained that during this stage, sexual feelings remain depressed and children try to communicate and mix mostly with same sex. He viewed that this time is known as the least complicated in childhood. Furthermore, He believed that during this period, children focus mostly on their schooling as well as making friendship with other children from the same sex peers.

The Genital Stage (Puberty On)

In this final stage of psychosexual development, Freud theories emphasized that the onset of puberty represented the reawakening of sexual urges. During this mature age, however, adolescents focus not only on their genitals, but also on developing sexual relationships with members of the opposite sex and seeking sexual satisfaction.

2.3.3 Erikson's stages of psychosocial development

Psychosocial development stages:

Erik Erikson explained eight stages of psychosocial development in which a healthily developing man should pass through from birth to late adulthood. In each stage the person confronts, and hopefully masters new challenges. Each stage is developed based on the successful completion of earlier stages. The challenges of stages which are not successfully completed may be expected to reappear as problems in the future.

Hope: Trust versus Mistrust (Infants, Birth to 12-18 Months)

The first stage of Erik Erikson's theory focuses on the infant's basic needs being met by the parents. The infant depends on the parents, especially mothers, for food, sustenance, and comfort. The child's relative understanding of world and society come from the parents and their interaction with the child. If the parents expose the child to warmth, regularity, and dependable affection. The infant's view of the world will be one of trust. If the parents fail to provide a safe environment to meet the child's basic needs, a sense of mistrust will be happened. According to Erik Erikson, the major developmental task during infancy is to know whether or not other people, especially, primary caregivers will able to satisfy basic needs regularly. If caregivers are consistent sources of food, comfort, and affection, an infant learns trust- that others are dependable and reliable. If they are neglectful, or perhaps even abusive, the infant learns mistrust and that the world is an undependable, unpredictable, and possibly a dangerous place.

Autonomy versus. Shame & Doubt (Toddlers, 18 mo. to 3 years)

In this age, children will be able to gain an increased muscular coordination and mobility. Toddlers become capable of satisfying some of their own needs. They begin to feed themselves, wash and dress themselves, and also able to use the bathroom. So, they begin to explore their surroundings but they still need help from their parents to provide a strong base of security. The parents' patience and encouragement help to foster autonomy among children . Moreover, during this age, children can develop their first interests like enjoying music , going outdoors or may showing an interest in animals and plants. Highly restrictive parents, however, are more likely to instill the child with a sense of doubt and reluctance to attempt new challenges.

Initiative versus. Guilt (Preschool, 3 to 6 years)

During this stage, the child wants to begin and complete their own actions for a purpose. Guilt is a confusing new emotion. They may feel guilty over things that logically should not cause guilt. They may feel guilty when this initiative does not produce desired results. The development of courage and independence happens in preschools, from three to six years of age. Young children in this category face the challenge of initiative versus guilt. Additionally, during this stage, children learn how

to take initiative and prepare themselves for leadership and goal achievement roles. They are increasingly able to accomplish tasks on their own, and can start new things. Children's activities in this stage may include risk-taking behaviors. A child may also develop negative behaviors. These behaviors are a result of child developing a sense of frustration for not being able to achieve a goal as planned and may engage in behaviors that seem aggressive, ruthless, and assertive to parents. Aggressive behaviors may include throwing objects, hitting, or yelling.

If parents and preschool teachers encourage and support children's efforts and also help them make realistic and appropriate choices, children can develop initiative-independence in planning and performing activities. But if, instead, adults discourage the pursuit of independent activities or dismiss them as silly and bothersome, children may develop guilt about their needs and desires.

Industry versus. Inferiority (Childhood, 6 to 12 years)

Children at this age become more aware of themselves as individuals." They work hard at "being responsible, being good and doing it right." They are now more reasonable to share and cooperate with others. Erikson viewed the elementary school years as critical period for the development of self-confidence. Ideally, elementary school provides many opportunities for children to achieve the recognition of teachers, parents and peers by producing things- drawing pictures, solving addition problems, writing sentences, and so on.

If children are encouraged to make or do things and are then praised for their accomplishments, they begin to demonstrate industry by being diligent, persevering at tasks until completed and putting work before pleasure. If children are instead ridiculed or punished for their efforts or if they find themselves unable of meeting their teachers' and parents' expectations, they develop feelings of inferiority about their capabilities.

During this age, children start recognizing their special talents and continue to discover interests as their education is improved. They may begin to choose doing more activities to pursue that interest, such as practicing sport or music. If they are not allowed to discover own talents in their own time, they will develop a sense of lack of motivation, low self esteem, and lethargy to develop interests.

Identity versus. Role Confusion (Adolescence, 12 to 18 years)

During this stage, children may experience a transition from childhood to adulthood; adolescents are concerned with how they appear to others. They speculate the roles they expect to play in the adulthood. Initially, they are expecting to experience some role confusion- mixed ideas and feelings about the specific ways in which they will fit into society- and may experiment with a variety of behaviors and activities . Eventually, Erikson proposed, most adolescents achieve a sense of identity regarding who they are and where their lives are headed.

Intimacy versus. Isolation (Young Adults, 19 to 40 years)

Once people have established their identities, they are ready to make long-term commitments to others. They became capable of forming intimate, reciprocal relationships (e.g. close friendships or marriage) and willingly make the sacrifices and compromises that such relationships are required. If they are unable to make such relationships, this may be returned to their own needs which may lead to a sense of isolation.

Generatively versus. Stagnation (Middle Adulthood, 40 to 65 years)

Generativity is defined as “the process of establishing and guiding the next generation”. Socially-valued work and disciplines are expressions of generativity. However, having or wanting children may not lead to or achieve generativity.

During the middle age, the primary developmental task is the one which contributing to society and helping to guide future generations. A person can make many contributions during this period, such as raising a family or working toward improvement of society. This may support the sense of generativity, a sense of productivity and resulting in accomplishment. In contrast, a person who is known as a self-centered, unable or unwilling to help society, this may lead to or develop a feeling of stagnation, dissatisfaction and lack of productivity.

Ego Integrity vs. Despair (65 years onwards)

As we grow up and become senior citizens we tend to slow down our productivity and explore life as a retired person. During this time, we contemplate our accomplishments and are able to develop integrity if we see ourselves as leading a successful life. If we see our life as unproductive or feel that we did not accomplish our life goals, we become dissatisfied with life and develop despair which mostly leads to depression and hopelessness. (Weiland, 1994).

2.3.4 Piaget’s theory of cognitive development

Piaget theory indicated that intelligence is a result of a natural sequence of stages and it develops as a result of changing interaction of child and its environment. Child may develop ‘schemas’ to help them solve problems in surrounding environment.

Summary of Piaget's stages of cognitive development

Ojose (2008) stated that as children develop, they progress through stages characterized by unique ways of understanding the world. Piaget also classified them as follows:

- **Sensor motor stage**

Young children are developed eye-hand coordination schemes and object permanence. The children learn about themselves and their environment through motor and reflex action,. They Begin to making of imitation, memory, and thought.

- **The preoperational stage**

It includes growth of symbolic thought, as evidenced by the increased using of language. Able to think operations logically. He is now better able to think about things and events that are not immediately present.

- **The concrete operational stage**

Children can perform basic operations such as classification and serial ordering of concrete objects. The child develops an ability to think abstractly and to make rational judgments about concrete or observable phenomena. Finally, during the formal operations stage, students develop the ability to think abstractly and met cognitively, as well as hypothetically. This person no longer requires concrete objects to make rational judgments'. During this stage, he is capable of producing hypothetical and deductive reasoning.

The researcher concluded in accordance to the previous theory, Freud theory of a human development is controlled by psychological power called libido. Development is initiated since birth until adolescence as a result of interaction conflict. The children make it for libido satisfaction .And concentrate on the early and behavioral experience with strong role in human personality formation. He also added that parenting in each stage may influence on the process of development in a later life stages. While Erikson illustrated that the development process continues through the life cycle and the society has a strong role in personality development. He also concentrated on the environment and the relationship between people and their environment.

He emphasized that humane environment can improve or affect development. Freud focused on the first six years in personal life and its effect on development in a later life. The researcher agrees with Erikson theory that the environment, the social problem and changes have a direct impact on personality development of human beings.

2.3.5 Social learning theory

According to this theory of children development, children learn new behaviors from observing other people. Bandura's (1977) proposed what is known by a social theory and described it as, "a social learning theory is based on the idea that we learn from our interactions with others in a social context". Additionally, Bandura believed that external reinforcement was not the only way that people learn new things. Instead, intrinsic reinforcements such as a sense of pride, satisfaction and accomplishment could also lead to learning. By observing the actions of others, including parents and peers, children develop new skills and acquire new information. Gozlin (1969) stated that" It is evident from normal observation that the complex

repertoires of behavior displayed by members of society are to a large extent with little or no direct tuition through observation of response patterns exemplified by various social agents.”

Sociocultural theory by Lev Vygotsky

Lev Vygotsky (Cherry, 2011) proposed a seminal learning theory that has gone on to become very influential, especially in the field of education. Like Piaget, Vygotsky believed that children learn actively and through hands-on experiences. His theory also suggested that parents, caregivers, peers and the culture at large were responsible for the development of higher order functions. Cherry, K (2011) explained that, according to Vygotsky, every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals.

2.3.6 Behaviorist's theory

Behaviorists such as Watson, Pavlov and Skinner. Considered development as a reaction to rewards, punishments, stimuli and reinforcement. They highlight the importance of environmental interaction which influences behavior. However this theory gives no consideration to internal thoughts or feelings. Instead, it focuses purely on how experience shapes who we are

Attachment theory

(Cassidy, 1999) describe the attachment theory, originally focuses on open, intimate, emotionally meaningful relationships. Attachment is described as a biological system or powerful survival impulse that evolved to ensure the survival of the infant. A child who is threatened or stressed will move toward caregivers who create a sense of physical, emotional and psychological safety for the individual. Attachment feeds on body contact and familiarity.

Judith, R. et al. (2007) cited in (Cassidy, 1999) defined the modern attachment theory as "Attachment theory is simple on surface". It posits that the real relationship of earliest stages of life shape our survival functions in basic ways and that functions in basic ways and that for the rest of life span attachment process lie at the center of human experience". Unfortunately, there are situations that inhibit a child from forming attachments. Some babies are raised without the stimulation and attention of a regular caregiver, or locked away under conditions of abuse or extreme neglect. The possible short-term effects of this deprivation are anger, despair, detachment, and temporary delay in intellectual development. Long-term effects include increased aggression, clinging behavior, detachment, psychosomatic disorders, and an increased risk of depression as an adult

2.3.7 Moral development theory

Moral development is defined as “the process through which children develop suitable attitudes and behaviors toward other people in society, based on social and cultural norms, rules, and laws. Moral development is a concern for every parent. Teaching a child to distinguish right from wrong and to behave accordingly is a goal of parenting. (Lawrence, 2009).

Kohlberg's six stages of moral development

Punishment and obedience.
Personal Reward.
Reputation.
Law & Order.
Social Contract.
Universal Ethic Principle.

At stage 1 children think of what is right as that which authority says is right. Doing the right thing is obeying authority and avoiding punishment.

At stage 2, children are no longer impressed by any single authority; they see that there are different sides to any issue. Since everything is relative, one is free to pursue one's own interests, although it is often useful to make deals and exchange favors with others.

At stages 3 and 4, young people think as members of the conventional society with its values, norms, and expectations. At stage 3, they emphasize to be a good person, which basically means having helpful motives toward people close to one.

At stage 4, the concern shifts toward obeying laws to maintain society as a whole.

At stages 5 and 6 people are less concerned with maintaining society for its own sake, and more concerned with the principles and values that make for a good society. At stage 5 they emphasize the basic rights and the democratic processes that give everyone a say, and at stage 6 they define the principles by which agreement will be most just. (Crain, 1985).

According to the previous theory. The researcher demonstrated that the theory of Kohlberg depends on moral judgment in the growth of moral reasoning and cognitive development. According to Piaget theory, cognitive development represents a change in moral development and qualitatively in the cognitive structure and thus the pattern of thinking as a result of successive operations of the lack of balance and equilibrium.

2.4 Development in middle childhood

Middle childhood is the stage of development between the ages of 6 and 12 years of age. The overall development of children includes their physical, cognitive, social and emotional growth, which occur simultaneously and have affects on each other. Middle childhood brings many changes in a child's life. By this time, children can dress themselves, catch a ball more easily using only their hands, and tie their shoes. Having independence from family becomes more important now. Events such as starting school bring children this age into regular contact with the larger world. Friendships become more and more important. Physical, social, and mental skills develop quickly at this time. This is a critical time for children to develop confidence in all areas of life, such as through friends, schoolwork, and sports.

Middle childhood is marked by several types of advances in learning and understanding. During this period, in school and wherever they spend time, children acquire the fundamental skills considered to be important by their culture, such as reading and arithmetic. Skills of self-awareness also develop dramatically in middle childhood. For instance, children develop a notion of how one goes about learning, and they discover that strategies such as studying and practicing can improve learning and performance. They become more able to retrieve information and use it to solve new problems or cope with new situations. Both of these skills require the ability to reflect on what one is doing and what one wants to accomplish, and that ability increases dramatically during middle childhood. (Eccles, 1999, p: 32).

2.4.1 Basic features of development in middle childhood

Features of physical development in middle Childhood

Newman,(2008) stated that each period is marked by basic biological and cognitive changes, as well as changes in the social surroundings where children's daily lives unfold. Exercising their growing autonomy in school and organized programs, children learn about the world outside the family, match themselves against the expectations of others, compare their performance with that of their peers, and develop customary ways of responding to challenges and learning opportunities. Through these years, they forge personal identity, a self-concept, and an orientation toward achievement that will play a significant role in shaping their success in school,

It is important to remember that genetic background, as well as nutrition and exercise, may affect a child's growth. There can also cause a big difference in the age at which children begin to develop secondary sexual characteristics. For girls, secondary sex characteristics include breast development, underarm and pubic hair growth

While, for boys, it includes: Growth of underarm, chest, and pubic hair, growth of testicles and penis, approaches. Body image and eating problems sometimes start around this age

2.4.2 Psychological development

Zidam (1973) stated that psychological development refers to “the successive chain of changes which has only one goal. It is a full maturity; those changes are related to mental and emotional aspect of human beings. It is a process that moves forward not back and it is continuous as long as man is alive. (Translated by the researcher).

Dorland's medical dictionary for health Consumers also (2007) defined psychosocial development as “the development of the personality, and the acquisition of social attitudes and skills, from infancy through maturity. It is concluded that psychological development involves the continuous process of emotional and mental changes through long human life.

2.4.2.1 Domains of psychological development

Wolke (1998) defined the domains of psychological development as “systematic changes, involves emotional changes, and perception changes that occur in human beings over the course of their life span. including motor skills and other psycho-physiological processes, cognitive development involving areas such as problem solving, moral understanding, conceptual understanding; language acquisition; social, personality, emotional development; self-concept and identity formation.

Cognitive or intellectual development

Cognitive or intellectual development is concerned with how children learn, think and develop their ideas. This is one of the areas of development that is strongly influenced by the experiences of child. Research also indicated that parents typically do accommodate their level of reasoning to their children when reasoning about actual moral dilemmas in their children's lives Walker & Taylor (1991).

Children who are interested in reading fictional stories, magazines, and how-to project books may develop special interest in collections or hobbies and may be very interested in discussing a future career, fantasizes and daydreams about the future.

- With an increased ability to remember and pay attention, their ability to speak and express ideas can grow rapidly.
- Things tend to be black or white, right or wrong, great or disgusting, fun or boring to them. There is very little middle ground.
- They are learning to plan ahead and evaluate what they do.
- With an increased ability to think and reason, they enjoy different types of activities, such as clubs, games with rules, and collecting things.
- When you suggest something, they may say, "That's dumb," or, "I don't want to do it."
- They are still very self-centered although they are beginning to think of other.

Emotional development

Children develop in the direction of greater self-awareness and they become increasingly able to discern and interpret the emotions of other people as well. This contributes to the ability to appreciate the feelings and perceptions of others and understand their point of view.

In the middle childhood, children grow more independent from parents and family and pay more attention to friendships and teamwork. They grow desire to be liked and accepted by the society. Likewise, they develop stronger sense of right and wrong. During this stage, children might:

- Start to build stronger, more advanced friendships and peer relationships. It becomes more emotionally crucial to have friends, particularly of the same sex
- Experience more peer pressure.
- Become more aware of his or her body as puberty approaches.

Changes in Self-Concept

Children develop a much more refined self-concept, organizing their observations of behaviors. Children describe themselves in terms of psychological traits, emphasizing competencies instead of specific behaviors. The changing content of self-concept is a product of both cognitive capacities and feedback from others. School children begin to make social comparisons with others, in that they judge and compare their appearance, abilities, and behavior in relation to others.

As children grow older and their relation with the society gets wider. They are not limited to their own families. Other than parents who remain influential in the middle childhood between 6-12, peers become more important. They become better at "reading" messages they receive from others and incorporating them into their self-definitions (Helen, D, et al, 2011).

Moral development

Moral development was defined by encyclopedia of children's health (2012) as "the process through which children develop proper attitudes and behaviors toward other people in society, based on social and cultural norms, rules, and laws. Moral development is a concern for every parent".

Teaching children how to distinguish between right things or behavior from wrong things or behavior and how to behave toward them is identified as a goal of parenting. Kohlberg has defined six stages of moral development. During stage 1. Children think of what is right as authority says what is right. Doing the right thing is obeying authority and avoiding punishment. In stage 2, children are no longer so impressed by any single authority; they clarified that there are different sides of any issue. Since, everything is relative, one is free to pursue one's own interests, although it is often useful to make deals and exchange favors with others. In stages 3 and 4, young people think as members of the conventional society with its values, norms, and expectations. During stage 3, they emphasize that, "being a good person", basically means having helpful motives toward people. In stage 4, the concern shifts

toward obeying laws to maintain society as a whole. In stages 5 and 6 people are less concerned in maintaining society for its own sake, and more people concerned with the principles and values that make for a good society. In stage 5 they emphasize that, basic rights and the democratic processes give everyone freedom to say his opinion or views, and finally, in stage 6 they defined the principles by which agreement will be most just.

Walker and Taylor (1991) stated “research also indicates that parents typically accommodate their level of reasoning toward their children when reasoning about actual moral dilemmas in their children's lives”.

Language development

(Feigelman, et al 2007) stated that early school-age children must be able to use simple, but complete sentences which averaged from five to seven words. As the child goes throughout the elementary school years, grammar and pronunciation become normal. Children use more complex sentences as they grow. Language disturbances may be seemed due to hearing or intelligence problems. In addition, children who are unable to express themselves properly may be more likely to have aggressive behavior or temper tantrums. Six-years-old children can normally follow a series of three commands in a row. By age ten, most children can follow five commands in a row. Children who face a problem in this area may try to cover it up with backtalk or clowning around. They will rarely ask for help because they are afraid of being teased.

Behavior

Frequent physical complaints such as (sore throats, tummy aches, and arm or leg pain) may be simply due to increased body awareness of children. Although there is often no physical evidence for such complaints, the complaints should be investigated to rule out possible health conditions, and to assure that the parent is concerned about his or her child well-being. Peer acceptance becomes more important during the school-age years. Children may take part in certain behaviors to be part of "the group." Talking about these behaviors with your child will allow the child to feel accepted in the group, without crossing the boundaries of the family's behavior standards. Friendships in this age tend to be mainly with members of the same sex. In fact, younger school-age children often talk about members of the opposite sex as being "strange" or "awful." Children become less negative about the opposite sex as they get closer to adolescence. Lying, cheating, and stealing are all examples of behaviors that school-age children may "try on", as they learn how to negotiate the expectations and rules placed on them by family, friends, school, and society. Parents should deal with these behaviors privately. Parents should show forgiveness, and punish in a way that is related to the behavior. An ability to pay attention is important for success both at school and at home. Six-years-old should be able to focus on a task for at least 15 minutes. By age nine, children should be able to focus attention for about an hour. It is important for the child to learn how to deal with failure or frustration without losing self-esteem (Jennifer and Mannheim, 2010).

2.5 Social development

It is well known that relation of man with the society begins when he is inside mother's uterus. He is affected with his mother's status; either stressed or pleased. A newborn baby starts his first social relationships with his/her mother and care givers contact. This circle continues wider when children join nurseries and kindergartens or schools. Oden (1987) stated "breakthroughs in methodology for, during physical and social interaction". However, in laws respect, attitudes toward society members, its association and organization and participation in social activities. Nevertheless, these social behaviors are influenced by the context or the environment in which children live.

Gouniss (1980) described the social development in terms of qualitative changes in children's ability to understand the others. In conventional theories of social development, parents and other adults serve as the link that helps children to become socialized and their personalities take on characteristics which are socially adaptive. The roles of adults serve the dual purposes of promoting children's adjustment and preserving society.

Social text with which man makes contact include family, school, colleagues, worship houses, means of information. This social association either enhances children development positively or negatively. The focus of this study is the role of working mother and its impact on children psychological and social development in the middle and late childhood. It's concluded from previous research that children start to be independent in the middle childhood when they join the primary school. As they are separated from their mother for five hours in governmental or UNRWA schools in Gaza Strip or seven hours in private school. It might be longer than that when parents work in other society associations. Children grow and change in many ways during their childhood which lasts from one day old to 18 years. They develop physically, socially, emotionally and cognitively this development happens as a result of learning which is passed on to children directly by those who care for and teach them, as well as indirectly through social relationships within the family or with friends, and through children's participation in the culture around them. Through their relationships with others Children grow awareness of social values and expectations, children build a sense of who they and what social roles they should have. As they develop socially children both respond to the influences around them and play an active part in shaping their relationships. Parents, careers and school staff on children's are the most influential factors on children social emotional or thinking and learning (cognitive) development

The researcher outlined that the development is a group of changes occur throughout the human life, it include physical, psychological, and social status. Children grow and change in many ways during their childhood which lasts from one day old to 18 years when the child interact with their environment. In middle childhood Social text with man makes contact include family, school, colleagues, worship houses, means of information. This social association either enhances children development positively or negatively.

2.5.1 Development course of peer interaction

Infancy (birth to 1 year)

During this 1st year of life, behavior of an infant's changes from reflexive to purposeful. At the end of first year of infancy child begins to become independent from mother. By nine month ,infant show clear interest in peers .At the end of first year ,infants have consolidated several important behaviors :they intestinally smile ,frowns and other gestures to their interactions.

Early childhood (2 to 5 years)

By the second year of life, it includes new forms of social interactions and using words to communicate with an interactions .Social interactions become complex ,more reciprocal .Toddlers show an understanding of true –taking and tend to coordinate their play with partner. During the third years , the first sign of prosaically behavior such as sharing and helping emerge. By the end of early childhood ,children have learned skills that comprise the ability to coordinate their play with other.

Middle to late childhood (6 to 12 years)

Rubin et al (1998) . The development trend is towards increasing contact with peers as children age. Rogoff & Cromer (1998) stated that children's peer groups become larger and more divers as children are brought into contact with new groups of peers.

Adolescence (12 to 18 years)

During this stage ,Peer relations continue the trend towards increasing time spent with peers. As the adolescents relationship with family are restructured, peer relationships multiply and become more intense as new demands and social expectation are made apparent as the adolescent by the peer group. While the overall number of friends decrease in adolescent, peer reaction often surpass parents as the adolescents primary sources of social support (Alder & furman,1988).

2.5.2 Friendship

Friendship can be defined as relationship between two (more or less) equals which involves commitment to one another and reciprocity (hartup(1989)& Shantz(1983). Parker and Gottman (1989), Gottman & Mettetal (1986) argued that the focus of friendship changes with age .In early childhood, around 3 to 7 years of age ,the goal of peer interaction is to achieve successful ,coordinated play. Around 8 to 12 years of age, the goal of children's friendship changes with gaining of acceptance from ones peers taking precedence. Finally, around adolescence, the goal of friendships changes to developing a better understanding of self, with a corresponding increase in a focus on self-disclosure.

2.5.2.1 Social status with peer

As children move into the school years at about six years old, they develop traits of independence from their parents and wider relationships with the peer society. Cassidy (1999).stated" Attachment behaviors such as clinging and following decline and self-reliance increases. By middle childhood (ages 7–11), there may be a transition towards mutual regulation of secure-base contact in which caregiver and child negotiate methods of maintaining communication and supervision as the child moves towards a greater degree of independence.

The nature of the child's ties. Thus, the social status with peer in this age fall in five different categories of social acceptance:

- Popular children are those who get many positive votes. Popular children communicate with peers in sensitive, friendly, and cooperative ways
- Rejected children are actively disliked. Rejected children are unhappy, alienated. They suffer a low sense of self esteem. Rejection is also strongly associated with poor school performance. Some of them are aggressive children and engage in high rates of conflict, hostility, and hyperactive, inattentive, and impulsive behavior. They are also deficient in social understanding.
- Controversial children get a large number of positive and negative votes.
- Neglected children are seldom chosen, either positively or negatively. they are usually well adjusted. They are considered shy by their classmates, but are not less socially skilled than average children.
- The remaining children are average in peer acceptance and do not receive extreme scores.

2.6 Social and emotional development

Rayan,(2008) said that during middle childhood, children begin to note their internal qualities, and begin to identify that while they are good at some things, they struggle with others. Erik Erikson proposed that people move through stages of emotional development, and children in middle childhood struggle between industry and inferiority. The stage is characterized by efforts to attain competence. Middle childhood is also the time when children begin to develop self-concepts and self-esteem.

2.6.1 Family

During middle childhood, children spend less time with their families and more time at school, with peers, and in extracurricular activities. Middle childhood is a stage of co-regulation, a period in which caregivers and children jointly control children's behavior. Within co-regulation, parents set broader standards and guidelines while children make choices about their specific behavior. The child experiencing middle childhood has increased independence and the ability to make choices about their actions, and thus many children become self-care children. These are children who let themselves into their homes after school and wait until their caregivers return from work. 12 to 14 percent of children in the U.S. between the ages of 5 and 12 spend some time alone after school. Having siblings has an influence on a child's emotional development. Siblings can provide support, companionship, and

security. Siblings can also be a source of rivalry and jealousy (Lerner and Daymon 2008).

2.6.2 Friends

During middle childhood, children receive emotional support, learn different points of view, and share their thoughts and feelings with new found friends. Children begin to test out communication and social interaction skills with their friends. Children learn how to manage their emotions and get along with others through friendships. Developmental psychologist William Damon proposed that children's friendships go through three stages.

Stage one is basing friendships on other's behavior, which is common up to about age 7. Children like each other and are friends if they play nicely together. During middle childhood, children begin to base friendships on mutual trust (second stage). Children are considered friends if they can be trusted with secrets and are supportive of one another. Toward the end of middle childhood, around age 11, friendships enter the third stage and are beginning to be based on psychological closeness. In this stage friends are able to share personal feelings and ideas.

Friendships in middle childhood tend to fall along same-sex groupings. Boys tend to have a large group of friends characterized by competition, where the members challenge one another. Girls tend to have smaller groups of friends that all share the same popularity status. Girls' interactions are less confrontational, and they view the group more collectively. Status and popularity begin to weigh more in importance in middle childhood when making friends and peer groups. Status is the evaluation of a person by other members of a group. Children measure status through likeability among peers, how many friendships they have, and their social competence level. Low status children tend to have lower numbers of friends and a lower social competence. To improve social competence, teachers and caregivers can encourage social interaction, teach conversation and listening skills, teach about nonverbal communication, and work on conflict resolution situations.

Bullying is aggressive behavior that is intentional, repeated over time, and involves an imbalance of power. It can be physical, verbal, and emotional (through intimidation, threatening gestures, and social exclusion). Children who are bullied are more likely to be depressed, anxious, lonely, and have lower self-esteem. Schools can implement strategies to prevent and address bullying (Newman, P,B,2008).

The researcher illustrated that responsible parents, especially, mother makes an effort to foster her child's social abilities and to push forward a child's social development. So, they spend uninterrupted time together - giving full attention to child. They act as models of appropriate behavior in that, they set and provide appropriate limits, guidelines, and expectations and consistently enforce using appropriate consequences. They offer compliments for children for any personal achievements, help children to choose activities that are appropriate for their abilities, encourage children to express their feelings. They encourage children to get involved with hobbies and other activities. Increase self-discipline, teach children to respect and listen to authority figures, help children to talk about peer pressure and help setting guidelines to deal with that pressure.

2.7 Some common problem of children development

When children go to school, they begin to be separated from their mother, some of developmental problem appears as a result of disturbances on child –parent interaction. Children don't have a chance to express their feeling or engage in social activities ,also they are not prepared to playing with peers.

Some of these problems can be outlined as the following

- lack of support system in early childhood .Also when mother become away of his child a long or short time .Social ,languages' and behavioral problem might be happen. As children begin to understand the realities of the wider world, the possibility of personal often trouble them.
- Fears decline steadily with age, especially for girls, who express more fears than do boys through out childhood and adolescence.
- About 20 percent of school-age youngsters develop an intense, unmanageable anxiety of some kind.
- School phobia is a severe apprehension about attending school, often accompanied by physical complaints that disappear once the child is allowed to remain home.
- Most cases of school phobia appear around 1to 13 and result when children find a particular aspect of the school experience frightening.
- Several childhood anxieties may also arise from harsh living conditions. (Rayan, 2008)

Fostering Resilience in Middle Childhood.

1_ many studies indicated that only a modest relationship exists between stressful life experiences and psychological disturbances in childhood.

2_ Three broad factors that consistently protect against maladjustment:

- Personal characteristics of children-an easy temperament, high self-esteem, and a mastery oriented approach to new situations.
- family environment that provides warmth, closeness, and order and organization to the child's life.
- person outside the immediate family who develops a special relationship with the child, offering a support system and a positive coping model.

3_ when negative conditions pile up, the rate of maladjustment is multiplied.

4_ Children are more vulnerable during periods of developmental transition because they are faced with many new tasks; social supports are especially important during these times.(Blume,L,and Zember,M.2009).

2.8 Maternal employment and dual earner families

Nowadays, most mothers join the labor market and having children in school age. How children are influenced positively or negatively depend on mother's personality traits and work circumstances. Mothers who enjoy their work and remain committed to parenting show especially positive adjustment. Employed mothers who

value their parenting role are more likely to use authoritative child rearing. Daughters of working mothers show more favorable outcomes than do sons. Working long hours and spending little time with school-age children are associated with less favorable outcomes. Part-time employment and time off when children are ill help employed mothers juggle the demands of work and child rearing.

2.8.1 Social influences on psychological development in middle childhood

During middle childhood, friendships and peer relations become very important, as children begin to spend a significant amount of time with their peers. It is important that they find a place within their social group. This requires an increased attention to social rules and an increased ability to consider other peoples point of view. Social status becomes important and children must compete for this. How children are treated by their peers places them into a certain category social status. Popular children are those who receive positive attention from their peers. Rejected children receive little positive attention from their peers and lots of negative. They are actively disliked. Neglected children are generally ignored by peers rather than disliked. Controversial children receive both positive and negative attention. Victimized children are selectively and actively harmed, psychologically and physically by a few in their peer group. There are reasons why some children are treated differently than others. Popular children seem to be physically attractive and skilled at interacting and maintaining positive relationships, being socially competent. Rejected children are often treated negatively because they are highly aggressive. They overestimate their competence and social skills, and underestimate how much others dislike them. Neglected children are less sociable, but not aggressive or shy. Their social status often improves over time. Often they perform academically, are cooperative and liked by their teachers. Controversial children are aggressive, but they compensate for it by joking and using social skills so that they don't break relationships with others. Victimized children loose their temper easily and are immature and dependent. Bullies are often aggressive without provocation and it is beneficial for them to behave that way to get something they want.

2.9 Mental or cognitive development

As addressed by Karen (2008), children in middle childhood develop mental capacities that enable them to understand concept of numbers, fractions ,time (past present and future) space, directions ; right and left. They can read age-appropriate books and write word, sentences and paragraphs. they can enjoy reading alone, can think abstractly and can plan ahead for several weeks. children regard reading, art, and music as more for girls and mathematics, athletics, and mechanical skills as masculine They can evaluate behavior with insight. Their attention span and ability to concentrate increases to several hours. This age group needs to feel independent and free to express themselves. These children have a need to know and understand "why." They develop a sense of morals based on what they have learned from adults.

Allen and Marotz (2003) also described some perceptual cognitive developmental traits specific for middle cognitive childhood development. He reported “Children grasp the concepts of space and time in more logical, practical ways. They gain a better understanding of cause and effect, and of calendar time. At this stage, children are eager to learn and accomplish more complex skills: reading, writing, telling time. They also get to form moral values, recognize cultural and individual differences and are able to manage most of their personal affairs.”

2.10 Self-esteem:

2.10.1 What is Self-Esteem?

In order to develop self-esteem one has to have a self to esteem. Self-esteem is built on respect for ourselves as real and unique individuals, rather than on a compilation of the agendas of others. By respect we don't mean arrogance, conceit or the demand for recognition. Respect is basically earned. Therefore, in order to truly respect ourselves we have to have faced and overcome some challenges that help us to see our own accomplishments and special characteristics (Mathews, 2009).

Moreover, self esteem was defined by others as a description of attributes and self-esteem is the evaluation of those attributes. Children have a physical, emotional, academic, social, and global self-concept. Global self-esteem is an overall positive or negative evaluation of their self worth, and it is partially determined by the specific self-esteem in areas that are most important to them. In the classroom, teachers can create an atmosphere that promotes positive development by providing students with experiences that lead to true success (Lerner and damon, 2008).

Self-esteem is a conceptual term in psychology, which refers to someone's personal assessment of self worth. Someone with high self-esteem tends to be very confident, and he or she feels good and has a lot of personal pride. Individuals with low self-esteem, on the other hand, think that they are worthless, and they struggle with confidence and pride. From a very early age, people are establishing their self-esteem, and there are a number of factors which can influence someone's sense of self-worth. Social and cultural factors play a huge role. For example, a child who is routinely praised by parents and teachers is more likely to feel confident and valuable, while a child who is frequently criticized or who lives in an unstable home may feel worthless. Approval of one's peers can also be an important factor in self-esteem; people who are popular tend to feel better about themselves, while people who are marginalized and ignored by their peers feel less confident and proud of themselves. Low self-esteem can contribute to the development of depression and antisocial behavior. It is also usually unmerited, because it is a reflection of personal opinion, not someone's actual worth and skills. Everyone has unique talents and abilities, including people with low self-worth, and people are sometimes surprised to learn that people who are lacking in self confidence may have hidden facets to their personalities, such as an astonishing talent for music, or excellent writing skills. Middle childhood is a time when most children begin to judge themselves and are judged by others. If a child sees themselves as competent and smart and likes who they are they will have good self esteem. If a child fails to demonstrate some skill that they feel makes them worthy they will have poor self esteem. All people, children included, judge their worth on two factors - their degree of competence and their acceptance. Those who feel they are lacking certain skills or are not accepted by others may have lower levels of self esteem than those who perceive themselves to be high in these areas (Blume, and Zember, 2009).

A- Foundations for self-esteem

The self-esteem of a child is connected with parenting. Three factors are important to ensure that a child feels good about themselves. In particular, there are three parental characteristics that combine to produce high self-esteem in children.. The child appreciates their mother's approval and views them as supportive. They interpret their mother's interest as an indication of their personal importance. Parents set clearly defined limits: Parents who impose and enforce strict limits on children's activities appear to give their children a sense that norms are real and significant and this contributes to the child's self definition. Parents respect individuality: Children with higher self-esteem are allowed a great deal of self-expression. As well, parents show respect for children's ideas by reasoning with them and considering their points of view (Berk, 2012).

B- Development of self-esteem

- Classrooms, playgrounds, and peer groups are key contexts in which children learn to evaluate their own competence.
- By age 7 to 8, children have formed three separate self-esteems-academic, physical, and social-that become more refined with age.
- School-age children's ability to view themselves in terms of stable dispositions permits appraise their characteristics and competencies realistically .
- Children with high social self-esteem are consistently better liked by their peers, and academic self-esteem predicts school achievement.

A strong emphasis on social comparisons in school may underlie the finding that children score lower in self-esteem, despite their higher academic achievement. Children whose parents use an authoritative child-rearing style feel especially good about themselves. Warm, positive parenting lets children know that they are accepted as competent individuals. Firm but appropriate expectations, along with explanations, help children make sensible choices. In contrast, highly coercive parenting communicates a sense of inadequacy to children. It tells them that their behavior needs to be managed by adults because they cannot manage it themselves. Indulgent parenting that promotes a "feel good" attitude no matter how children behave creates a false sense of self-esteem (Katz, 1996).

C- Self-conscious emotions

- In middle childhood, the self-conscious emotions of pride and guilt become clearly integrated by personal responsibility; these feelings are now experienced in the absence of adult monitoring.
- Shame is often felt when violating a standard is not under one's control. Shame may also be experienced after a controllable breach of standards if the self-as-a-whole is blamed for it.
- Pride motivates children to take on further challenges, and guilt prompts them to make amends and strive for self-improvement as well.

D- Emotional understanding

- School-age children's understanding of psychological dispositions means that they are more likely to explain emotion by making reference to internal states rather than physical events.
- These children are also more aware of the diversity of emotional experiences.
- Similarly, school-age children appreciate that emotional reactions need not reflect a person's true feelings, and they can use information about a person's past experiences to predict how he or she will feel in a new situation.
- Cognitive and social experience also contribute to an increase in empathy (Collein, 1984).

E- Emotional self-regulation

Children come up with more ways to handle emotionally arousing situations as they make rapid gains in emotional self-regulation during middle childhood. When the development of emotional self-regulation has gone along well, school-age children acquire a sense of emotional self-efficacy—a feeling of being in control of their emotional experience. Emotionally well-regulated children are generally in good mood, more sociable, and better liked by their peers.

F- Understanding others

Perspective taking is the capacity to imagine what other people may be thinking and feeling. They are also better at social problem solving, or thinking of effective ways to handle difficult social situations. Children with very poor social skills have great difficulty imagining the thoughts and feelings of others. Interventions that provide coaching and practice in perspective taking are helpful in reducing antisocial behavior and increasing empathy and prosocially responding.

2.10.2 Social and moral relations with peer

- The society of peers becomes an increasingly important context for development.
- A peer group is composed of peers who form a social unit by generating shared values and standards of behavior and a social structure of leaders and followers. 2. The "peer culture" of a peer group typically consists of a specialized vocabulary, dress code, and place to meet in during leisure hours. Aggression declines in middle childhood, but the drop is greatest for physical attacks.
- Verbal insults among boys and social ostracism among girls occur often as school-age children form peer groups and start to make distinctions between "insiders" and "outsiders." The group provides a context in which children practice cooperation, leadership and follower ship, and develop a sense of loyalty to collective goals. In middle childhood, friendship becomes mutual and essential. children agreed on relationship in which the like each other's personal qualities and respond to one another's needs and desires. Trust becomes the defining feature of friendship relation. Mittal (1997) ,cited in (Hangal and Aminabhavi, 2007), compared the self-concept and scholastic achievement of the daughters of employed and non-employed mothers and observed that there was no significant difference in any of the areas of self-concept and scholastic achievement.

2.10.3 Child relationships with parent and family in middle childhood

A- Relationships with parents

Reasoning works more effectively with school-age children because of their greater capacity for logical thinking and increased respect for parents' knowledge and skill. Although school-age children often press for greater independence, they know how much they need their parents' continuing support. It is worth mentioning that parents' behavior influence their life adjustment. Cathryn, Krasnor, and Rubin (1994) stated "parental behavior, and these adaptive or maladaptive behavior patterns affect children development and quality of peer relationships." Cathryn, Krasnor, and Rubin (1994) predicting social adjustment in middle childhood: the role of preschool attachment security and maternal style.

B- Siblings

Siblings provide one another with companionship, help with difficult tasks, and comfort during times of emotional stress. In middle childhood, children participate in a wider range of activities, and parents often compare siblings' traits, abilities, and accomplishments which may lead to an increase in sibling rivalry. When siblings are close in age and of the same sex, parental comparisons take place more frequently, and more quarreling and antagonism results. This effect is particularly strong when fathers prefer one child. It is important to highlight the role of parents in moral development. In this domain Walker and Taylor (1991) stated "Research also indicates that parents typically do accommodate their level of reasoning to their children when reasoning about actual moral dilemmas in their children's lives. To conclude during middle childhood, parents, teachers and caregivers can foster self-esteem by presenting opportunities for growth and success.

2.11 Introduction

This section explains the status of working women in relation to their children development, in particular, the Palestinian woman. It also describes kinds of women's work, working woman in Islam. Working woman in Palestine, Advantages of working mother, disadvantages of working mother and most common problems face working woman in Palestine.

2.11.1 Definition of working women

Lerner (2001) has defined working woman in terms of maternal employment. He stated that, maternal employment refers to "the labor force affiliation of mothers with children 0-18 years". The term, "maternal employment" includes a wide variety of labor force participation patterns, from full-time work to part-time work, and including contract work as well as working out of the home." Radin (1993) also stated that maternal employment, suggests a focus on the mothers and their labor force affiliation. The experience of maternal employment is embedded in family system. Therefore, when considering child outcomes, it is often critical to examine other issues that pertain to the family system such as paternal work because these factors may influence the development of children.

Likewise, (Adam, 1982) has defined the working woman as” the woman who works outside her house and she is paid for that work. In addition , she practices her domestic roles as a mother and a house wife in the same time.

Operational definition

The researcher has defined the working woman as “the mother who works outside her house and she is paid for what she does”. She may work full or part time and she is separated from her children through long the work hours. This definition excludes women who lead voluntary work or who work at home either paid or not.

2.12 Types of work

- Women’s work can be internal, external or both.
- Internal work is that, which is in consistence with female nature as a mother and a house-wife. These two words mother and house wife imply tens of responsibilities such as giving birth , bringing up children, giving love and care to the whole family members and acting as an intimate partner to husband to provide safe family life
- External woman Work means that a woman works outside her house in any of the society associations to earn money. It is worth mentioning that not all working women are mothers or responsible for families .
- The third type is a combination between external and internal work which means that a mother Or a woman has both the load of her domestic duties as a mother and house wife and her duties as an employee in one of the society associations.

2.13 Working woman in Islam

Islam considers a woman to be equal to a man as a human being and as his partner in this life. Allah equalized male and female in all rights and duties. The Holly Quran expresses two main views on the role of women. The first view addresses the equity of women and men in terms of their religious duties such as belief in Allah and his prophet Muhammad (peace be upon him), praying , fasting, and making hajj “pilgrimage to Mecca” (zakat and charity) .On the second view ,He places women "under" the care of men . For instances, men are financially responsible for their wives, men are the maintainers and protectors of women and they spend of their properties for supporting. The Holly Quran explains that men and women are equal in creation and in the afterlife (the end of life). Surah Al-Nisa' stated that men and women are created from a single soul (nafs wahidah). One person is not superior to the other, and one is not the derivative of the other. A woman is not created for man’s purposes but they are both created for the mutual benefit of each other "O mankind! Be dutiful to your Lord, Who created you from a single person (Adam), and from him (Adam) He created his wife (Eve), and from them both He created many men and women and fear Allah through Who you demand your mutual rights, and do not cut the relations of the wombs kinship. Surely, Allah is Ever and All-Watcher over you." (Al-Nisa 4:1) . Even when He distinguished man as having higher grade over women , it was because of Allah’s great wisdom .To illustrate, Allah wants

family to live in balance and to have someone to be responsible for managing its affairs. In addition, having a specific family head assigned from Allah avoids families the conflict on who to be the leader. However, family responsibilities are fairly divided between both man and woman according to his physical and emotional nature. As man is responsible for working hard to provide life expense for his family, woman is responsible for giving birth, giving care and affection to children. Moreover, both of them are responsible for bringing up children and providing them with principles of good and virtue to be good citizens who participate in constructing our world and serving the humanity. Holy Quran that deprives woman her right to work in jobs that suits her physical nature and does not contradict with the Islamic laws. In field of business, Khadija Bent Khowayled is the best example for business woman who hired Mohammed Ibn Abdullah (peace be upon him) to manage her trade and financial matters. It is well known from Sunna and Quran that, a Moslem woman was a nurse who attended Moslem injured soldiers. Moreover she carried her sword to defend Islam religion. Khawla bent Alazwar was as brave as men in battle land, and Nusaiba bent Ka'b who was injured thirteen injuriers while she was fighting with the prophet Mohammed (peace be upon him) in Ohod Battle. Aish bent Abee Bakr was a teacher and she used to teach Moslem women the instructions guides of islam, specifically, the instructions related to woman's life. Other examples of women who found that it was necessary to work outside the home are the two daughters of Shu'ayb who used to water the sheep as their father was an old man and the story of Asma' bint Abee Bakr worked as a shepherd to provide her father and the prophet Mohammed (peace be upon him) food and news during their secret journey to Almadina. hadeeth which describes Muslem women at the beginning of Islam practicing a profession was narrated by Hafsa concerning a woman who used to treat the wounded. To conclude Moslem women worked as teachers, nurses, business women and soldiers. Which means that any honest job does not lead women to vice, does not contradict with her domestic duties is allowed by Islam religion. It is worth mentioning that, both men and women are ordered by Islamic instructions to fulfill their duties. Consequently; If they do they are equally rewarded and if they do not, they are equally punished.

2.13.1 The conditions of working woman in Islam religion.

Although women are permitted to work, that should be under 'Islamic conditions' which do not violate woman as a human being nor they violate the Islamic laws.

Nasief (1992) reported the following items as general conditions of working woman in Islamic Religion

- Outside employment should not come before, or seriously interfere with her responsibilities as wife and mother
- Her work should not be a source of friction within the family, and the husband's consent is required in order to eliminate later disagreements. If she is not married, she must have her guardian's consent.

- Her appearance, manner and tone of speech and overall behavior should follow Islamic guidelines. These include: restraining her glances in relation to any men in the work place, wearing correct Islamic dress, avoiding men, not walking in a provocative manner, and not using make-up or perfume in public.
- Her job should not be the one which causes moral corruption in society, or involve any prohibited trade or activity, affects her own religion, morals, dignity, good behavior, or subjects her to temptations
- Her job should not be one which is mixing and associating with men.
- A woman should try to seek employment in positions which require a woman's special skills, or which relate to the needs of women and children, such as teaching, nursing other women, midwifery, medicine with specialization's like pediatric or obstetrics-gynecology. However the researcher believed that separation between women and men in work place should be applied in terms that it protects Moslem women and Moslem society from any violation or corruption .Our example of that is the women who accompanied Moslem armies in war under the sight of the prophet Muhammad (peace and blessings of Allah be upon him).

2.14 Working woman in Palestine

Palestinian working women work under extreme circumstances which may vary from other women worldwide. More explanation, many Palestinian men - the traditional breadwinners have been imprisoned, killed or injured by the Israel Defense Forces (IDF). In addition, the high rates of unemployment and poverty have increasingly forced many women to become the breadwinners. Furthermore, Many women have also been widowed with large families to raise. Earning money can mean the difference between starvation and survival for these women and their families. Palestinian women have resorted to a multitude of survival strategies which include searching for jobs in the public sector and the services industry, home industry, including food production and other goods, selling or bartering food .Coupons from volunteering charitable organizations has also grown. Many women - in particular middle-aged and those with little education - have also turned to a range of informal activities. These comprised grocery shop-keeping sewing, agriculture, and livestock production. The difficulties which faced women include unequal pay in low-status and unprotected jobs. The inability to get loans from banks, limited education, lack of business experience and the restrictions placed on women in a patriarchal society are all raising Palestinian working women suffering. However, according to the Palestinian census centre Palestinian , working women represent 23,200 % of all women in Palestine (Palestinian. Bureau of the Census, 2012).

From the work-force. the majority of women work under the umbrella of the ministry of education or ministry of health .The third part of them work in other private, governmental or nongovernmental associations .Others work in manual work in field of agriculture and house work. In regard to the length of work time, it ranges from seven to nine hours as full-time work and around five hours for teachers in public schools. Women working in the field of health or as police women may, they work at day or night .Wage workers ,generally ,work per hour. As to salaries, women working in the governmental sector are paid according to the government salary system. On the other hand, in non-governmental sector, there is

no fixed range of salaries, since it depends on the type of association, length and the type of work. (Kuttab.1994) stated that, when we examine the current position of Palestinian women, we must take into account not only the political difficulties which they have encountered, but also the various political and social oppressions they have endured. In order to confront such these problems, we notice that Palestinian women suffered greatly from laws enforced against them and also from the economic and political situation. Despite all this, the Palestinian woman nowadays is generally strong, enjoys a high level of political consciousness, and is steadfast in her beliefs. This resilience was noticeable during the Intifada ,especially, by the resistance of Palestinian women to the Israeli occupation, when they had to take responsibility for the home as a result of death or imprisonment of the breadwinner. During all this period, Palestinian women whether poor or rich, placed the education of their children as a top priority. It is true that the ratio of education among males is higher than that among females. Society favors education for males primarily as a result of the economic situation. Since in many cases families are unable to educate both girls and boys, they give priority to the son because it is expected that he would help his parents, whereas the daughters might get married. Naturally, this is not always the case, and many women have accomplished high levels of education and professionalism despite all these obstacles.

2.14.1 Problems that face the Palestinian working woman

After collecting the answers from about a hundred working mothers in the middle camps, the problems that women encounter related to their work as mothers are concluded as: lack of specialized care giver or nursery associations to look after their children in work time. Full time work exhausts most of their physical and mental efforts. Transportation problems is a source of their trouble as most of them work far away from their houses and lack of facilities in work place. Working in mixed association may cause for them social and psychological troubles. Those who live in extended families suffer from double pressure due to family laws and regulations. Arrogant or authoritative husbands who consider working wife as a challenge to their manhood may cause wives psychological and social troubles and lead to family conflict. All the upper mentioned problems throw heavy dark shadows and cause working mothers physical, psychological and social anxiety. Consequently, the relation with their children may be affected negatively (Chaban, 2009).

Advantages of working woman

Working woman have advantages and disadvantages which include economic, social and psychological aspects of children's husband's and mother's life. However, not all of these advantages and disadvantages are equally available to all working women. They may differ from one to another according to work circumstances. The following items stated a general advantages for working woman . More family income ; The money that working mothers can earn is an advantageous to both their children and their families . Work is better for a woman's personal growth. Since, it may develops her ability to overcome life troubles and to solve problems which reflects positively on her family and children's life. Having an outside of home life widens the range of social relationships. That may helps mother and her family to be more actively involved in a variety of social life. There is a feeling of self confidence

and satisfaction which makes them happier as human beings, and therefore, better mothers. Feeling of satisfaction as a participant in social development. Children who have working mothers are more likely to be independent and mature than children with full-time mothers

Disadvantages of working woman

Devoting a high portion of her time and effort to work, definitely, reduces her physical ability to care for their children. Working mother may suffer from tension and anxiety under the work pressure which may lead to problems with husband and other family members. Mothers feel guilty of being separated from their children throughout working hours or leaving a crying child. Working mothers miss out important events in the child's life and share the role of motherhood with strangers. They suffer anxiety and worry of whether their children are adequately cared for. They do not spend quality time nor intense interaction with their children when being at home and less time for domestic duties. They may neglect the child's emotional needs. They may encounter problems in finding good child care and/or they are obliged to spend a lot of their income on child care. Working mothers regularly send children to school sick - because they are unable to take time-off looking after them.

2.15 Role of mother towards children development

The tasks of motherhood are the most honorable occupation that needs skills in this world. Mother's role is not only to giving birth and providing physical care in early childhood but they also play a lively role even after their babies are grown up regardless of their age. Mothers are the creator and destroyer of society. They can make a family, thus they can make the society a heaven by removing the wrongs. The mother-child relationship and the mother's parenting behaviors are complex phenomena that can be studied from a variety of aspects. Mother-child attachment relationship provides security and stability for their children. (Booth et al, 1991), suggested that a history of insecure attachment to the mother in infancy is predictive of social maladaptation with peers in the school years. Turner (1991) also demonstrated that insecurity of attachment during the preschool period is concurrently and predicatively associated with lack of social competence and maladaptive peer relationships.

Mothers should show affection, recognize their children accomplishments, help their children to develop a sense of responsibility encourage them to respect others and to help people in need. A good mother helps her children to set their own achievable goals, and to be clear about what behavior is okay and what is not okay. Moreover a good mother helps her children to learn patience and to think of possible consequences of any action before acting. She does fun things together as a family, such as playing games, reading, and going to events in the community. She gets involved with her child's school; meets the teachers and staff to understand the learning goals and how she and the school can work together to help her child to do well.

adding to that she supports her child in taking on new challenges. She encourages him/ her to solve problems on his own. The result of balanced mother attachment and

care help children to build balance self esteem In this context Catherin L.B (1994). stated” the connection between the quality of the mother-child attachment relationship and the child's social competence has been conceptualized in terms of the child developing, through the primary attachment relationship, an internal working model of the self in relation to others Booth (1994). Predicting social adjustment in middle childhood: the role of preschool attachment security and maternal style social development. To conclude, mother has a crucial role in safe psychological and social development of her children. be juggling two jobs at once. It is not one hundred percent correct a full time mothers at home would bring up her kids with good manners ,well educated responsible or honest. The quality of time spent with children and the quality of instructions related to nurturing children is the most important in building children of good quality.

2.15.1 Maternal employment and child development

An important question to be addressed is whether maternal employment has positive or negative costs for children. To answer this question , the researcher investigated the literature in the field and found that opinion in concern are contradicted; Somebody thinks that mothers should provide fulltime care for children, otherwise negative result may affect children’s current and future life. Others think that part-time work is the best to support children economical and social life Cooksey (2011) commented “ The overall effect includes not only how the child is being treated outside his mother’s care, but also what emotions and feelings is he constantly surrounded by when in the presence of his mother.”

The third opinion represent those who think that mother employment either to be positive or negative for children’s life. This depends on the length of work time, ,work status and the type of care , love advice and affection that mother provide when she is present with children .For instances, Joank (2011) reported in that good mothering does not require mothers to focus so intensely on their children and they give up crucial parts of their own identities. Indeed, such sacrifice is not even in their children's interest. If women who are reared to participate economically, socially, and politically stop doing so, they risk their sense of self, their contentment, and, therefore, their effectiveness as mothers. The evidence showed that depression is much more common among full-time mothers than employed mothers. He also added that, a recent British reported, by comparing 100,000 children of employed mothers with the general population and demonstrated that children with mothers in offices and factories have higher reading scores than children with mothers at home. A fourteen-university American study found that children in high-quality day care from one month old on have better language and cognitive ability than children at home. He argued that if children have good day care, they have greater confidence and social skills than children of mothers-at-home. These and other similar studies suggested that mother-at-home is not the most beneficial arrangement for children (Joank 2011).

Cooksey (2011) summarized the following results from prior studies that had examined the relationship between maternal employment and later child wellbeing in either the United States or the United Kingdom suggest mixed but modest findings. Some studies showed positive effects (for example, Moore and Driscoll (1997). Results from other studies implied that the association between maternal employment in early childhood and subsequent child development differs, depending on when work takes place, the nature of maternal employment and the

specific child/adolescent outcomes considered (Parcel and Menaghan, 1994; Greenstein, 1995; Barglow, et al, 1998). More recent analyses suggested some negative outcomes of maternal employment, especially, when mothers are in the labor force during the child's infancy (Han et al, 2001; Brooks-Gunn et al (2002) Baum, (2003) Burdumy (2005), or are employed full-time. (Ermisch and Francesconi, (2002). Gregg et al, 2005). However, most results are again modest, and many appeared to depend additionally on other family characteristics.

2.15.2 The effect of working woman on her children

The researcher believed that in most cases, children whose mothers work full or part-time outside the home may grow better, and they are distinguished at school than other women. That generally occurs because working mothers are satisfied with their lives, they are more nurturing with their children and provide love and care their children need. (Harvey (1999); Hoffman (1989) expressed this point in regard to families with two working parents saying "Children whose parents are loving, sensitive to their children's need, and provide appropriate substitute care develop no differently from children in families in which one of the parents does not work "Addend to that work may provide a high level of satisfaction, then, mothers who work outside the home may be more psychologically supportive to their children.

So, it is unreasonable to say that house wife mother can help children to grow normally on physical, psychological, and social levels more than the working mothers. The underlying base of children normal development is the type of care and love a mother provides. (Barnett and Rivers, 1992; Gilbert, 1994; Scarr, Phillips, and McCarteny, 1989) stated that it is not so much a question of whether a mother chooses to work full-time, to stay at home, or to arrange some combination of the two. What matters is how satisfied she is with the choices she has made.

In regard to the time spent with children at home, it is not always that a house wife mother spends longer time with her children than the time the working mother does; a house wife mother may find means to spend some time far away from house and children. In that concern (Galambos and Dixon, 1984; Richards and Duckett, 1991, 1994). Although we might expect that children whose parents both work would spend comparatively less time with their parents than children with one parent at home full-time, research suggests that children with mothers and fathers who work full-time spend essentially the same amount of time with family, in class, with friends, and alone as children in families where one parent stays at home." working mother's children may return after school to empty houses and to take care of themselves. It is argued that those children suffer loneliness and inadequate care. However research has not identified many differences between self care children and children who .(Belle, 199; Long & Long) (1983; dman & Cole, 1987; Steinberg, 1986) commented "if they stay at home by themselves rather than unsupervised with friends, they may avoid involvement in activities that can lead to difficulties". Besides, they may develop a sense of independence and responsibility. Hoffman (1989) reported "the consequences of being a self-care child are not necessarily harmful. In fact, children may develop an enhanced sense of independence and competence. Furthermore, the time spent alone provides an opportunity to work uninterrupted on homework or school projects. Some findings even suggested that employed parents

can have high self-esteem because they feel they are contributing to the household in significant way."

2.16 Summary

After previewing the development theories, the researcher can conclude the characteristics of middle childhood development aspects: Middle childhood brings many changes to child's life. For example, developing independence from family becomes important and starting school bring children of this age into regular contact with the larger world. Friendships become more and more important. Physical, social, and mental skills develop rapidly during this time. This is a critical time for children to develop confidence in all areas of life, such as through friends, schoolwork, and sports. It is the stage in which children achieve rapid emotional, social, mental, cognitive changes and vast development of mental skills. Moreover, they develop greater ability to describe experiences and talk about thoughts and feelings. They have less focus on one's self and more concern for others. According to Erikson, middle childhood is the stage represented in what he called industry versus inferiority. Children's experiences lead to develop a sense of competence at useful skills and tasks. On the other hand, inferiority is reflected in the sad pessimism of children who have little confidence in their ability to do things well.

In addition, the researcher highlighted the working women, type of work, advantages and disadvantages of working women, the effect of mother work on her children, and how this thing will affect on children in a later life. If the mother doesn't compensate their children in a good way, by spending sufficient time with their children, let them to express their feeling, sharing in different activities to promote normal development. The researcher also shows that mother employment can be either positive or negative for children's life. This depends on the length of work time, work status and the type of care, love, advice and affection that mother provide for their children.

Chapter three
Literature review

3.1 Introduction

Increases in the female labor force participation rate over the last several decades have substantially affected the family environment and consequently might have affected children's health and development outcomes. Literatures in psychology and health sciences have found a mixed effect of the mother working on children's outcomes, from an adverse effect to no effect, and even a positive effect, during childhood. The researcher in this chapter will list the previous studies ,talk about psychosocial development of children and maternal employment, a lot of studies focused in the impact of maternal employment on child development , and how the nature of child parent interaction ,amount of time ,mother become away of his child and also the quality of care that the child was received affect the cognitive ,social and mental development of children .The researcher listed some studies to show the differences in psychosocial development of children of working women.

3.2 children psychosocial development

Demography (2002) investigated the effects of early maternal employment on children's cognitive outcomes using data from the National Longitudinal Survey of Youth on 1,872 children who can be followed from birth to age 7 or 8. It was found some persistent adverse effects of first-year maternal employment and some positive effects of second- and third-year maternal employment on cognitive outcomes for non-Hispanic white children, but not for African American or Hispanic children. These effects are present even after the control for a range of individual and family characteristics that affect child development, including those that are likely to be correlated with maternal employment, such as breast-feeding and the use of non maternal child care. Controlling for family fixed effects reduces the negative effects of early maternal employment on some cognitive outcomes but not on others.

Another study of Ruhm, (2005) investigated how maternal employment affect Adolescent Development. Data are from the National Longitudinal Survey of Youth (NLSY),in a sample of U.S.residents born between January 1, 1957 and December 31, 1964, and surveyed since 1979.Children born to and living with female NLSY respondents have been interviewed at two year intervals beginning in 1986, with information used here through 2000. The NLSY provides a unique source of longitudinal information on a large sample of children, including great detail on maternal, child and household characteristics. The researcher collected data from the National Longitudinal Survey of Youth (NLSY). The NLSYthrough (2000) includes children whose mothers were 35 to 42 years old at the end of 1999. It covers approximately 90 percent of childbearing for this cohort but does not represent all fertility, since it excludes some births to older women (who tend to have high incomes and education). The results suggested that limited amounts of work by mothers benefit youths who are relatively" disadvantaged" and even long hours, which occur relatively rarely, are unlikely to leave them. The negative cognitive effects occur partly because maternal labor supply reduces the time these children spend in enriching home environments. Some of the growth in obesity may be related to determinants of excess weight that are common to the child and mother. Work hours are also associated with relatively large (in percentage terms) increases in early substance use and small decreases in behavior problems; however, neither are statistically significant.

Cawley, and Liu (2007) claimed that recent research has found that maternal employment is associated with worse child performance on tests of cognitive ability. In this paper, he explores mechanisms for that correlation. They estimate models of instrumental variables using a unique dataset, the American Time Use Survey, that measures the effect of maternal employment on the mother's allocation of time to activities related to child cognitive development. It is found that employed women spend significantly less time reading to their children, helping with homework, and in educational activities in general.. These findings offer plausible mechanisms for the association of maternal employment with child cognitive development.

Also Hangal,et al (2007) in there study assessed the impact of maternal employment on the selfconcept,emotional maturity and achievement motivation of adolescents. The sample consisted of 75 adolescents of employed mothers and 75 adolescents of homemakers, studying in 8th and 9th standards in Hubli-Dharwar cities of North Karnataka. Children's Self-concept Scale by Ahluwalia, Emotional Maturity Scaleby Singh and Bhargava and Deo-Mohan Achievement Motivation Scales were usedto collect the data. The data were analyzed by 't' test and anova. The results revealed that the adolescent children of homemakers have significantly higher self concept.It was also noticed that children of employed mothers have high emotional maturity and female children of employed mothers are highly achievement oriented.

While Elghusn (2008) in her study aimed to know the level of psychosocial development and social problem solving skills in the Prep. Schools in Gaza. 150 male and female students at 9 class of some governmental schools at the middle zone. The statistical method were used data analysis measurement, T test, Pearson Correlation The tools were the personality types inventory according to Eerikson theory , The social problem solving inventory .The study result showed that the relationship between the low and high degree among the students in social problem solving skills and their psychosocial development are equal . the social problem solving skills degree among male and female students are medium . the psychosocial development degree among male and female students are high.

However Huertal, et al (2011). Investigated the possible negative effects of maternal employment on child development. For the first time, this paper presents an initial comparative analysis of longitudinal data on maternal employment patterns after birth on child cognitive and behavioral development. The paper examines data of five OECD countries with different types and intensity of support provided to families to reconcile work and family life. The evidence suggests that a return to paid work by mothers within six months after childbirth may have negative effects on child outcomes, particularly on cognitive development, but the effects are small and not universally observed. Other factors such as family income, parental education and quality of interaction with children have greater influences on child development than early maternal employment

In study of Almamory (2011) aimed to explore Psychological and Social Development and Its Relation With Psychological Compatibility of adolescence. The participant were (100) students from middle school were randomly selected. The

psychological adjustment and , psychosocial development measurement was used by the researcher, the results reached by the research show that there is a correlation between the psychological development social and psychological adjustment as between the correlation coefficient reached them (63%), a statistically significant difference at the current level of significance (0.05).

In another study, of Elkahlout (2011) aimed to unveil the degree of psychological and social adjustment) that the children of workers mothers have in comparison to those children of non – working mothers. A sample consisted of (330) child of working and non-working mothers was collated, 165 children of working mothers and 165 of non-working mothers. For the purpose of collecting data, the psychological and social adjustment measurement was used by the researcher. Then the researcher used T test , persons' correlation , the percentages and arithmetical averages. The study result concluded that the absence of discrepancies with statistical references in the physiological and social adjustment between children of working mothers have in non-governmental institutions in Gaza city in comparison to those whose mothers are not working due to variables like (male/female, family type, family size).Also, presence of differences with statistical references between children of working mothers and those of non-working mothers in Gaza city in respect of health aspect for the working m others and in the social aspect of the non-working mothers.

In a study of Mother (2012) investigated the Effect Maternal Employment on Intellectual Ability Of Children , an article that uses the 1986 Children of the National Longitudinal Survey of Youth data set to investigate the impact of maternal employment on children's intellectual ability, as measured at the age of 4 by using the Peabody Picture Vocabulary Test (PPVT). Results from multivariate regression analysis show a statistically significant adverse effect of mother's employment on children's intellectual ability, but only for boys in higher income families. Furthermore, the negative impact was related to the timing of maternal employment: employment during the boys' infancy had a statistically significant negative effect on PPVT scores at the age of 4. This pattern was not found for girls, for children in low-income families, or for families in which mothers resumed their employment after the child's first year of life.

3.3 Working women

In study of Albanawi (2000) assessed the effect of working mother on the relation with her children. The participant are 1500 working mother, and 1500 non-working ones. For the purpose of collecting questioner was used by the researcher. The results of the study supported the hypothesis which refers to that there are no significant differences between the working and the non working mother on the level of her relation to her children In that ,mothers employment doesn't affect the relation between mothers and their children negatively .Moreover the relation between house workers and there children is also positive.

Nomaguchi (2001) in his study examined the relationships between maternal employment, nonparental care, mother-child interactions, and preschoolers' outcomes.. In a sample of 13,439 households . For collecting data The NLSCY is a longitudinal survey of Canadian children aged 0 – 11 in 1994 – 1995 was used by the

researcher. The findings indicated that, as expected, young children's daily lives vary markedly by their mothers' employment status and its intensity. Maternal employment status appears to be related to the timing when young children begin to interact with no relatives and peers and when they begin to attend early education and other organized activities such as sports and music lessons. Compared to children with homemaker mothers, environment in day care centers and school settings may be beneficial for children's cognitive development, but it may be less beneficial for their socioemotional adjustments.

In study of Aughinbaugh and Gittleman(2002) examined the impact of maternal employment during a child's first three years and during adolescence. In a sample of children aged 3-15 years. For the purpose of collecting data the e National Longitudinal Survey of Youth, 1979 (NLSY79) was used by the researcher .The result found little levidence that mother's employment early in the child's life has lasting consequences on participation in risky behaviors. Similarly, with the possible exception of drinking alcohol—our results do not indicated that maternal employment during adolescence is correlated with increased involvement in risky activities.

While Khalifa (2002) in his study aimed to established the relationship between working Quatrain women role conflict and psychological adjustment of mothers and children .The participant were 402 women ,215 of them were working women and 187 were house workers ,their children ,male and female and the teachers of the children .The number of the teachers were 215 working ,85 public and private school. scale of working mother role conflict problems ,scale of house working women role conflict problems and mother adjustment were used by the researcher. The result showed negative relationship between the grades obtained by the working women, on role conflict scale .There's a Significant statistical differences between the average degrees of the children of working women and non working women on psychological adjustment scale and role conflict scale. There Significant statistical differences between the average degrees of the children of working women the most conflict between average degrees of the children of working women at least a struggle for every parent estimation of measurement determination of teacher.there are significant differences on averages grades children of the woman working and most struggle between the averages of their counterparts degrees children of the woman is non working.

Ropert (2002) in his study aimed to investigate how maternal employment, employment transitions, and spells of unemployment ,are related to children's behavioral development from 1994 to 1998. In a sample of 1333 cohort of middle childhood children ranging in age from 6 to 7 years in 1994 and following them until 1998, aged 10 to 11 years.. For the purpose of collecting data from the National Longitudinal Survey of Children and Youth (NLSCY) was used by the researcher. The result of the study found higher levels of behavior problems in children, particularly for indirect aggression behavior. As well, stable family composition is associated with relatively better behavior scores. Family composition which changes over time tends to be associated with relatively worse behavior scores for children. More research and analysis of this area is necessary to uncover the complex interplay of the variables.

In study of Mistry (2003) examined the processes by which maternal employment, in the context of low-income work, influences young children's development using longitudinal data collected as part of an experimental evaluation of the Comprehensive Child Development Program (CCDP) during the early 1990s. In a sample of 4,410 families were recruited. 2,213 were assigned to the intervention group, 2,197 to the control group. Of these, 3,961 families were interviewed or tested at least once. Child outcome data were collected on 3,890 children. Results indicated a modest but positive impact of work for children's cognitive and linguistic outcomes, but no association with problematic behavioral adjustment. Mediation analyses suggested parenting practices, but not family resources, as one potential pathway through which employment dynamics influenced children's cognitive development. Working mothers were rated by interviewers as displaying more positive, sensitive, and stimulating parenting behaviors, and in turn their and in turn their children displayed higher levels of cognitive functioning at age three as compared to children of mothers who worked fewer hours or less frequently during the study period.

In study of Hill et al (2005) aimed to explore the relationship between maternal employment and child development. In a sample of 6,114 children of the NLSY born from 1982 to 1993. For collecting data the National Longitudinal Survey of Youth (NLSY) was used by the researcher. The result indicated negative effects of maternal employment on children's cognitive outcomes were found in our analyses primarily for children whose mothers were employed full time in the first year post birth as compared with children whose mothers postponed work until after their child's first year of life and also as compared with mothers who worked part time in the first year. Negative effects in terms of increased externalizing behavioral problems were evident a longer tradition of families with mothers who worked outside the home and so have developed better coping mechanisms and support systems. Thus, transitions into work might have been less traumatic for the children.

In study of Rhum (2005) aimed to investigate how maternal employment affect adolescent development. The participant were the children born between 1979 and 1988 and who were 10 or 11 years old. For collecting data National Longitudinal Survey of Youth (NLSY) was used by the researcher. The result showed that maternal employment during the child's first years has negative effects on cognitive and socioemotional development measured around the time of school entry. This analysis shows that few of the deleterious consequences persist through the beginning of adolescence for the average youth.

Another study of Hashmi, et al (2006) aimed at exploring the relationship between marital adjustment, stress and depression. Sample of the study consisted of 150 working and non-working married women (working married women = 75, non-working married women = 75). Their age ranged between 18 to 50 years. Their education was at least graduation and above. They belong to middle and high socio-economic status. Urdu Translation of Dyadic Adjustment Scale (2000), Beck Depression Inventory (1996) and Stress Scale (1991) were used. Results indicated highly significant relationship between marital adjustment, depression and stress. The findings of the results also show that working married women have to face more problems in their married life as compared to non-working married women. The

results further show that highly educated working and non-working married women can perform well in their married life and they are free from depression.

Another study of Zarrabil (2009) explored Short and medium term effects of maternity leave on child outcomes. In a sample of Children aged 0-5 years , For the purpose of collecting data from the National Longitudinal Survey of Children and Youth (NLSCY and its Early Childhood Development (ECD) cohorts from 1996 to 2005) was used by the researcher .The result revealed maternity leave longer than six months does not have any contemporaneous effect, but some positive and a few negative effects appeared in later lives of children when aged 2 to 5 years old, in which cognitive development, breastfeeding and children's temperament improve while aggressive behaviors, family functioning and hostile parenting worsen with the longer leave . Moreover, I found the negative effects disappear in later lives of children.

Asthana and Ojha, (2009). The present study has found that "despite public opinion to the contrary" there is little evidence that having a working mother during infancy harms a child's mental development or adversely affects its behavior. Researchers looked at the lives of 17,000 Britons and their children, who were born mainly in the 1990s. Using tests and questionnaires to track development and behaviour, they found that those whose mothers had returned to work in the months before their first birthday did not appear to be disadvantaged. The results show that the public debate about motherhood is too skewed towards the issue of whether women worked or not, according to academics. Heather Joshi, co-author of the study and a professor at the Institute of Education in London, said that other factors, such as a stable ,She argued that improvements in childcare arrangements, changing attitudes in society, more flexibility at work and the increased involvement of fathers in their children's lives had all contributed to the positive result.

Chatterji, et al (2011) in his study aimed to examine the effects of maternal employment on family well-being, measured by maternal mental and overall health, parenting stress, and parenting quality. The sample consisted of 1,364 healthy infants . For the purpose of collecting data longitudinal data from the NICHD Study on Early Child Care (SECC) was used by the researcher. The result found only weak evidence that maternal work hours are associated with maternal health, and no evidence that maternal employment is associated with parenting stress and quality. We find that unobserved heterogeneity is an important factor in modeling family outcomes.

Cable et al, (2011) there study investigated the relation between parental employment and child socio-emotional behaviour at age 5 years independent of maternal education, maternal depression or household income. The cumulative effect of maternal employment across the early years was investigated. The impact of maternal employment in the first year of life was separately examined as a potentially 'sensitive period'. Results There was no evidence of detrimental effects of maternal employment in the early years on subsequent child socio-emotional behaviour. There were significant gender differences in the effects of parental employment on behavioural outcomes. There were important gender differences in relationships between parental working arrangements and child socio-emotional outcomes.

3.4 Comment on literature review

Commentary on the previous:

All previous study listed in this chapter aimed at examining the effect of working women on child development; the cognitive ,social and psychological development throughout child's life . They studied the effect of working women on child development when mothers work both long hours (full time or a part time).

Design of studies:

Some of previous studies used comparative analysis between children of working and nonworking women like Hashmi et al, (2005), Khalifa (2002), Albanawi (2000), .Other studies used descriptive analytical approach like (Nomaguchi, (2001), Gittleman (2002), Zarrabil (2009) and Chatterji et al 2011.

Samples of the studies:

The samples of previous studies were children of working mothers whose ages ranged from infants to adolescents.

The tools of the previous study:

Most of them used descriptive longitudinal survey. (Roper, 2002) used data of the National Longitudinal Survey of Children and Youth (NLSCY) 1996-2005. Hill et al. (2005) and Rhum.(2005) use the National Longitudinal Survey of Youth (NLSY). (Nomaguchi, (2001) used the (NLSCY) longitudinal survey of Canadian children aged 0 – 11 in 1994 – 1995. Gittleman (2002), also used National Longitudinal Survey of Youth, 1979 (NLSY79). Albanawi (2000) used questionnaires. Kalifa (2002) use scale of working mother role conflict problems and scale of house working women role conflict problems and mother adjustment. Almamory (2011), measure used the psychological adjustment and , psychosocial development measurement. Hangal et al (2007). In his study used Children's Self-concept Scale. Al bhluwalia used Emotional Maturity Scale. Singh, Bhargava and Deo-Mohan used achievement Motivation Scales.

Statistical method:

In study of Elghusin (2008), the statistical method were data analysis measurement, .T test, Pearson Correlation, pearsons correlation , the percentages and arithmetical averages were usedby resarchers such as Suneetha Hangal, Vijayalaxmi and Aminabhavi. Hashmi, et al (2006) used Means, Standard deviations and t-value. Elzaharany (2005) used T test and Pearson Correlation.

Result

Some investigations found positive effect like Albanawi,(2000), and Mistry (2003), Jane Waldfogel. Hoffman, Asthana and Sakshi 2009 .The outcomes of their research emphasized the positive results of working woman on her children development. Others found negative impact like, Hill et al (2005), Gregg,et al(2003), Christopher,(2005) especially in the first five years, and many obtained results that differ depending on the timing of work or the specific group like Chatterji et al. (2011).To illustrate, Hashmi et al 2006), the findings of the study showed that working married women face more problems in their married life as compared to non-working married women.

Paul(2002) suggested that the family composition changes over time and tends to be associated with relatively worse behavior scores for children. Mistry (2003), indicated a modest but positive impact of working woman on children's cognitive and linguistic outcomes, but no association with problematic behavioral. Rhum (2005), claimed that maternal employment during the child's first years has negative effects on cognitive and socioemotional development measured around the time of school entry. In addition , his analysis showed that few of the deleterious consequences persist through the beginning of adolescence. Elkahaiout (2011). Emphasized the absence of discrepancies with statistical references in the physiological and social adjustment between children of working mothers and nonworking mother. Have in non-governmental institutions in Gaza city in comparison mother not working.

Nomaguchi (2001) the study results showed that maternal employment status appears to be related to the timing of mother's work. That is, settings may be beneficial for children's cognitive development, but it may be less beneficial for their socioemotional adjustments when young children begin to interact with relatives and peers and when they begin to attend early education and other organized activities such as sports and music lessons. Elghusn (2008) Compared to children with homemaker mothers and working mothers. The study result showed that the relationship between the low and high degree among the students in social problem solving skills and their psychosocial development are equal .

(Hangal,et al, 2007). The results revealed that the adolescent children of homemakers have significantly higher self-concept. It was also noticed that children of employed mothers have high emotional Gittleman (2002). The finding of study showed little evidence that mother's employment early in the child's life has lasting consequences on participation in risky behaviors.

Chapter Four

Methodology

Chapter four Methodology

4.1 Introduction

This section represented the core of this study. It aimed to describe the methodology (methods and subjects) which was used in this study and therefore, was adopted in a way to achieve the study aims. This part comprised of the basic methodological structure utilized in the study including: study design, study population, study sample, period of the study, place of the study, instrument of the study, data collection method, statistical analysis and ethical considerations.

4.2 Study design

The researcher used comparative study design, since the researcher compared between two groups; children of working mother compared with those of non-working mother based on their psychological and social development.

4.3 Study population

The study population comprised both groups; the working and non working women(house wives) women who had children aged from 10 to 12 years in Gaza.

4.4 Study sample

The researcher used the cluster stratified random sampling by dividing population into two subgroups: the 1st subgroup consisted of the working women who had children aged from 10 to 12 years and the 2nd subgroup consisted of the house wives women who had children aged from 10 to 12 years. A random sample was selected with a sample size of about 175 employed women and 175non working(house wives)women in order to represent the target study population.

4.5 Period of the Study

The study was undertaken in the second semester of the scholastic year 2011/2012. The duration of the study took nearly three months, lasted from 1st March 2012 until 1st June 2012.

4.6 Place of study

The study was taken place at randomly selected primary health care centers of the Palestinian ministry of health in Gaza strip. Those centers are distributed across Gaza city governorates Sabha,Elrahma, Aslourany, Alzaytoon, Alsheakh Radwan,Elrymal clinic,

4.7 Instruments of study

The researcher has constructed and used a structured questionnaire which was specially designed for this study purposes. It aimed to measure the psychosocial development of children. It consisted of about 83 items, has been adjusted and prepared by the researcher based on the light of previous studies. The questions including in the questionnaire should be answered by the target populations (both working and non-working women) of the middle childhood children.

The participant responds were based on likert scale as a psychometric scale which widely and commonly involved in research that uses questionnaire. The items of the scale were based on the previous literature studies in relevance to the psychological and social development of the middle childhood. e.g Erikson describe the development of the middle childhood (6-12) years. The format of this scale presenting in this study was ordered in five levels respectively as the following: never = 1, rarely = 2, sometimes = 3, often = 4 and finally very much= 5.

4.7.1 Description of an instrument

The instrument used in this study included three main parts and comprising 83 items. The first part consisted of sociodemographical data about study subjects which included: age of child and mother, sex of child, number of family members, social status of mother, level of mother education and family income. 2nd part included 26 questions about social development e.g. he/she tends to play with his/her friends, the ability to be initiative, he/she able to take responsibility, he/she is confident and he/she tends to be independent and participating in social activities and events..ects. 3rd part: the questions included 55 questions about psychological development and this part covered four dimensions concerning psychological development which included.

4.7.2 Questionnaire content

The questionnaire was conducted by a covering letter explaining the purpose of the study, and the security of information in order to encourage a high response. The questionnaire included multiple choice questions according to likert scale which used widely in the questionnaire, The variety in these questions aims first to meet the research objectives, and to collect all the necessary data that can support the result, the discussion the suggestion and the recommendation of the study. The questionnaire included The following main domains, social development of children who belong. The mothers of target sample .It consisted of 27 items.

(1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,27) describe the social characteristic of middle childhood ,the child goes to a new environment ,make new social relations with peers, shares in social activities, and tends to competitions, buys new things without assistance .And the psychological development domains. Under psychological development of sub domains were illustrated.

A- Intellectual growth subscale

This subscale consisted of 16 items (28,29,30,31,32,38,39,40,41,42,43) described the characteristic of intellectual growth during the middle childhood stage like: the ability of child to read, ability to use simple words, the ability to concentrate and paying attention, the ability to communicate and imagine and the ability to distinguish between right and wrong things.

B- Emotional development subscale

Consisted of third subscales :

(44,45,46,47,48,49,50,51,52,53,54,55,56,57,58,59,60,61,62,63) described the characteristics of emotional growth in the middle childhood stage as: investigating the emotional changes like feels jealously from his/her brothers and sisters, the child hates criticism from parents or teachers and the child tends to have fun, happiness, laugh and tasting jokes .

C- Language development subscale

This part consisted of 10 items (64,65,66,67,68,69,70,71,72,73,74) described the characteristics of language growth during this age e.g. children should be able to use simple, but complete sentences, she/he can write according to his/her age , form sentences that average from five to seven words, He / She can express himself/herself and he/she can recognize written words and understood it in some way.

D- Spiritual and moral development subscale

This part consisted of about 9 items (75,76,77,78,79,80,81,82,83) described the common characteristics of spiritual and moral development during middle childhood like: memorizing parts of the holy Quran, the child can mention five of prophet's names, willingness to accept religious concepts such as Halal and Haram, paradise and hell, the child has a knowledge of god and waits a religious events.

4.7.3 Validity of the instrument

1) Internal consistency

Internal consistency of the questionnaire is measured by a scouting sample, which consisted of 44 questionnaires, by measuring the correlation coefficients between each items in one domain and as a whole. Tables (1, 2) below shows the correlation coefficient and p-value for each field items. As shown in the table the p-values were less than 0.05 or 0.01, so the correlation coefficients of this field were significant at $\alpha = 0.01$ or $\alpha = 0.05$, so it can be said that the paragraphs of this domain were consistent and valid to measure what was supposed to measure.

Table (4.1)
The correlation coefficient between each items in the domain and the whole items
(Social Development)

No.	Statement	Pearson coefficient	p-value
1	He / She tends to play with his/her friends	0.48	0.001
2	He/ She tends to be independent and to works by his/her self	0.45	0.002
3	He / She has the ability to be initiative	0.35	0.02
4	He / She is Obedient and interact with what adults ask him/her to do.	0.44	0.003
5	He / She has many friends	0.52	0.00
6	He / She is Interested in individuals and those surrounding him/her	0.62	0.00
7	He / She tends to participate/share in social activities	0.52	0.00
8	He / She is friendly and delighted most of the time	0.40	0.007
9	He / She is optimistic and confident	0.63	0.00
10	He/she is able to have a responsibility	0.42	0.005
11	He / She respects the property/rights of others	0.46	0.002
12	He / She tends to the same gender	0.47	0.001
13	He / She can take a responsibility/behave outside home	0.36	0.01
14	He / She accepts the challenges	0.54	0.00
15	He / She tends to competition	0.65	0.00
16	He / She plays a leading role with his /her friends	0.66	0.00
17	He / She is Interested in friends	0.50	0.001
18	He / She plays an active collaborator with children without frequent observation.	0.60	0.00
19	He / She imitates the role of adults	0.53	0.00
20	He / She is used to sharing in dialogue with others at a dinner table	0.51	0.00
21	He / She sets up his/her aims and performs activity	0.41	0.005
22	He / She prefers to be away from home and family in many situations	0.36	0.016
23	He / She buys useful things without assistance .	0.48	0.001
24	He / She explains the rules of games or activities to others	0.49	0.001
25	He / She has a real task which is performed once a week at least	0.49	0.001
26	He / She tends to other gender	0.37	0.01
27	He / She tends to isolation	0.32	0.03

Table(4.2)
The correlation coefficient between each paragraph in the item and the whole
item
(B- Psychological Development)

No.	Statement	p-value	Pearson coefficient
	1- Intellectual Growth		
1	He / She reads properly that fits his / her age	0.43	0.003
2	He / She likes reading	0.58	0.00
3	He / She has the ability to concentrate and pay attention	0.48	0.001
4	He / She has the ability to distinguish between right and wrong	0.48	0.001
5	He / She tries to fix the complicated problems that face him/her	0.56	0.00
6	He / She has enthusiasm to learn the new	0.51	0.00
7	He / She understands the negative and positive criticism	0.44	0.002
8	He /She has the ability to imagine	0.5	0.001
9	He /She understands the relationship between causes and outcomes	0.56	0.00
10	Concepts of place and time are clear for him/her	0.52	0.00
11	He /She communicates conversation with interest	0.49	0.001
12	He /She has the ability for imagination and creativity	0.53	0.00
13	He /She can classify things	0.39	0.008
14	He/ She writes with a Patch font but doesn't use cursive font	0.32	0.03
15	He / She can say the multiplication table with a few mistakes	0.33	0.02
16	He / She can memorize three phone numbers or even three addresses to be used	0.52	0.00
	2- Emotional Development		
1	He/she forms emotions and habits	0.66	0.00
2	The intensity of anger and crying is decreased /reduced	0.32	0.035
3	He / She controls his/her emotion in general	0.39	0.007
4	He / She feels responsible towards his behavior	0.52	0.00
5	He / She hates criticism from parents or teachers	0.48	0.001
6	He / She Shows love and trying to have it using all means, and his /her social and emotional relations are improved with others.	0.37	0.01
7	He / She is liable to emotional arousing because he/she has had remnants of jealous, challenge and fears which He / She suffered from them previously.	0.31	0.03
8	He / She becomes worried when the exam date is near	0.55	0.00
9	He / She feels jealous from his/her brothers and sisters.	0.45	0.002
10	He / She feels jealous from his peers at school.	0.37	0.01
11	He / She is afraid from unperceived abstract things	0.5	0.00
12	He / She tends to merry,happiness, have fun, happiness, laughter and tasting jokes.	0.63	0.00
13	He / She is dependent and likes to rely on others	0.58	0.00

No.	Statement	p-value	Pearson coefficient
14	He / She tends to be isolated	0.51	0.00
15	He / She always feels guilty	0.5	0.00
16	He / She doubts everything	0.42	0.004
17	He / She believes that others are always better than him/her	0.47	0.001
18	He / She feels that he/she is compelled	0.468	0.001
19	The intensity of fear is increases of him/her	0.451	0.002
20	He / She gets disturbed/upset for any simple reason or scolding	0.44	0.003
	3- Language Development	0.5	0.00
1	He / She can read according to his /her age	0.48	0.001
2	He / She can write according to his/her age	0.45	0.002
3	He / She can express himself/herself freely	0.54	0.00
4	He / She can recognize written words and pronounce them clearly	0.36	0.015
5	He / She can read the prayer, Athan or a poem which is composed of words mostly unrepeatable.	0.53	0.00
6	He / She writes clearly and beautifully	0.53	0.00
7	He / She forms correct sentences	0.65	0.00
8	He / She understands what he/she reads	0.58	0.00
9	He / She can list at least two words on the same rhyme e.g "head, duck, who "	0.41	0.005
10	The child sings songs or says famous section of popular song	0.58	0.00
11	The child writes and sends a message without assistance	0.4	0.007
	4- Spiritual and Moral Development		
1	He / She has a willingness to accept religious concepts such as allowed, prohibited, paradise and hell	0.41	0.005
2	He / She tries to perform religious works such as fasting and praying	0.47	0.001
3	He / She asks about the different religious groups, Islam, Christianity, Jewish	0.47	0.001
4	He / She can mention five of prophet's names	0.57	0.00
5	He / She has knowledge of the God	0.59	0.00
6	He / She can make ablution correctly	0.45	0.002
7	He / She has the willingness to memorize parts of the Holy Quran	0.5	0.00
8	He / She waits religious events	0.5	0.00
9	He / She is curious in relation to religious issues	0.33	0.03

4.7.4 Structure validity of the questionnaire

Structure validity is the second statistical approach which used to test the validity of the instrument structure by testing the validity of each domain and the validity of the whole instrument. It measured the correlation coefficient between one filed and all the fields of the instrument that include the same level of likert scale. As shown in table 2, the significance values were less than 0.05 or 0.01, so the correlation coefficients of all the domains were significant at $\alpha = 0.01$ or $\alpha = 0.05$, therefore, it can be said that the fields were valid to measure what they were supposed to measure.

Table (4.3)
Structure Validity of the Questionnaire

Number	Section	Pearson correlation coefficient	p-value	
1	A- Social Development	0.87	0.00	
2	B- Psychological Development	Intellectual Growth	0.80	0.00
		Emotional Development	0.34	0.02
		Language Development	0.76	0.00
		Spiritual and Moral Development	0.57	0.00

4.8 Reliability of the instrument

Reliability of the instrument is the degree of consistency of the result when the same instrument is reapplied.. It is most common that, for the most purposes, the reliability coefficient above 0.7 is considered as a satisfactory. The statistician's explained that, overcoming the distribution of the questionnaire twice to measure the reliability can be achieved by using Kronpakh Alph coefficient and Half Split Method using the SPSS software.

4.8.1 Split half method and coefficient alpha

This method depends on computing pearson correlation coefficient between the means of odd rank questions and even rank questions of each field of the questionnaire. Then, correcting the Pearson correlation coefficients can be done by using Spearman Brown correlation coefficient of correction. The corrected correlation coefficient (consistency coefficient) is computed according to the following equation : Consistency coefficient = $2r/(r+1)$, where r is the Pearson correlation coefficient. The normal range of corrected correlation coefficient $2r/(r+1)$ is falling between 0.0 and + 1.0. As shown in Table (4), all the corrected correlation coefficients values are between 0.884 and 0.921 and the general reliability for all items equal 0.8976, and the significant (α) is less than 0.05, so all the corrected correlation coefficients are

significance at $\alpha = 0.05$. It can be said that according to the Half Split method, the dispute causes group are reliable.

4.8.2 Coefficient Alpha

This method is commonly used to measure the reliability of the instrument between each field and the mean of the whole fields of the instrument. The normal range of Cronbach's coefficient alpha value between 0.0 and + 1.0, and the higher values reflects a higher degree of internal consistency. As shown in table (4.4) the Cronbach's coefficient alpha was calculated for the first item of the causes of claims, the second field of common procedures and the third field of the Particular claims. The results were in the range from 0.857 and 0.939, and the general reliability for all items equal 0.925. This range is considered high; therefore the result ensures the reliability of the instrument.

Table (4.4)
Split-Half Coefficient method and for Reliability Cronbach's Alpha

Number	Split-Half Coefficient method				Cronbach's Alpha	
	Section	person-correlation	Spearman-Brown Coefficient	p-value		
1	A- Social Development	0.85	0.92	0.00	0.94	
2	B- Psychological Development	Intellectual Growth	0.82	0.90	0.00	0.94
		Emotional Development	0.79	0.88	0.00	0.89
		Language Development	0.83	0.91	0.00	0.93
		Spiritual and Moral Development	0.76\	0.87	0.00	0.86
	all domains		0.81	0.89	0.00	0.92

4.9 Data collection methods

In order to collect the required data for this study, the researcher used both preliminary in gathering data for achieving the purposes of this study. The preliminary resources were based on a constructed questionnaire which specially designed for this study and were distributed on study populations in order to explore and describe their opinions about the relationship between social and psychosocial development among children and mother work in Gaza.

4.9.1 Statistical analysis

Data were entered, processed and analyzed by using Statistical Package for Social Sciences (SPSS) software in order to achieve study objectives. Pearson correlation coefficients test at significant level (p -value < 0.05 or 0.01) was used in this study. One way ANOVA t-test was also used to compare the means of groups in this study. In addition, one sample test, independent sample t-test, and spearman-Brown Coefficient were utilized. Alpha-cornbach test was also computed to measure the reliability of the items of the instrument while Person correlation coefficients were calculated to measure the validity of the instrument items.

4.10 Eligibility criteria

4.10.1 Inclusion criteria

The inclusion criteria of the study were male and female student aged 10-12 years who live in Gaza city of working and non working women study in governmental primary school ((4th class, 5th class, and 6th class). Also women who worked in governmental primary health care center in Gaza.

4.10.2 Exclusion criteria

Children younger than (10 years) and older than (12 years) of age are excluded from the study. In addition to women who worked on hospitals and private health care centers.

4.11 Ethical consideration

Approval and clearance was obtained from the concerned parties in Gaza strip and the permission was also taken from each child family to conduct the study. Every mother in the study was given an explanatory form about the study. This form included the purposes and benefits of the study, confidentiality of information, the right to refuse or withdrawal from the survey and other important information.

4.12 Limitation of the study

There are a number of limitations are predicted to apply the study

- Difficulties in obtaining the possible sample from working women who had children aged 10-12 years..
- difficulty finding a literature review talking on the same topic in local and Arap country.
- Stratified random sample was difficult during the gathering of data.
- Little journals and books available about working women in Gaza.
- Not availability of suitable places in primary health care center to apply the questioner among working women.

Chapter Five

Results

5.1 Introduction

This chapter represents a significant part of this study, in which the researcher presented the main findings drawn from this study. The study populations consisted of about 350 subjects, since it included working and non working mothers who had children aged 10-12 years. The researcher used SPSS software for data entry, processing and analysis. The researcher used a multiple statistical tests such as comparative statistics, frequencies, percentages, mean and standard deviations. In addition, the researcher utilized t-test and one-way ANOVA to measure the differences between study groups.

5.2 socioeconomic data

5.2.1 Mother's age/ years

Table No.(5.1) show that 9.4% from the sample ages " 20-30 year " , and 63.7% from the sample ages "31-40 year " , and 26.9% from the sample ages " up 40 year " . and the chi square test show that the value of chi square test = 3.174 and the p- value equal 0.204 which is greater than 0.05, that means there is no correlation between Mother's age and work of mother.

Table No.(5.1)
Mother's age

Chi-Square=3.174		Work of mother		Total
		Working	Non working	
Age	20-30 year	20	13	33
	31-40 year	104	119	223
	up 40 year	51	43	94
Total		175	175	350

5.2.2 Child's age/ years

Table No.(5.2) show that 42.0% from the sample ages "10 year or less " , and 58.0% from the sample ages "11 year or more " . and the chi square test show that the value of chi square test = 8.550 and the p- value equal 0.003 which is less than 0.05, that means there is a correlation between child's age and work of mother.

Table No.(5.2)
Child's age

Chi-Square= 8.55		Work of mother		Total
		Working	Non working	
Child's age	10 year or less	60	87	147
	11 year or more	115	88	203
Total		175	175	350

5.2.3 Order of the Child

Table No.(5.3) show that 60.0 % from the sample the Order of the Child from " 1-3 order " , and 23.1% from the sample ages "4-5 order " , and 16.9% from the sample ages "6 order or more " . and the chi square test show that the value of chi square test = 13.081 and the p- value equal 0.001 which is less than 0.05, that means there is a correlation between Order of the child and work of mother.

**Table No.(5.3)
Order of the Child**

Chi-Square=13.081 P-value = 0.001		Work of mother		Total
		Working	Non working	
Order of the Child	1-3 order	89	121	210
	4-5 order	47	34	81
	6 order or more	39	20	59
Total		175	175	350

5.2.4 Sex of child targeted in this study

Table No.(5.4) show that 53.1% from the Sex of child targeted in this study are " male " , and 46.9% from the Sex of child targeted in this study are " female " . and the chi square test show that the value of chi square test = 4.590 and the p- value equal 0.032 which is less than 0.05, that means there is a correlation between Sex of child targeted in this study and Work of mother.

**Table (5.4)
Sex of child targeted in this study**

Chi-Square= 4.95 P-value = 0.032		Work of mother		Total
		Working	Non working	
Sex of child targeted	male	83	103	186
	female	92	72	164
Total		175	175	350

5.2.5 Number of family members

Table No.(5.5) show that 15.4% from the sample the Number of family members " Less than 5" , and 53.1% from the sample the Number of family members "5-7 members " , and 31.4% from the sample the Number of family members " more than 7 members " . and the chi square test show that the value of chi square test = 24.710 and the p- value equal 0.000 which is less than 0.05, that means there is no correlation between number of family members and work of mother.

Table (5.5)
Number of family members

Chi-Square=24.710		Work of mother		Total
P-value = 0.000		Working	Non working	
Number of family members	Less than 5	26	28	54
	5-7 members	73	113	186
	more than 7 members	76	34	110
Total		175	175	350

5.2.6 Mother's marital status

Table No.(5.6) show that 98.0 % from the sample of Mother's marital status are " Married " , and 1.1% from the sample of Mother's marital status are " Divorce " , and 0.9% from the sample of Mother's marital status are " Widow " . and the chi square test show that the value of chi square test = 4.073 and the p- value equal 0.130 which is greater than 0.05, that means there is no correlation between Mother's marital status and Work of mother.

Table (5.6)
Mother's marital status

Chi-Square= 4.073		Work of mother		Total
P-value = 0.130		Working	Non working	
Mother's marital status	Married	169	174	343
	Divorce	3	1	4
	Widow	3	0	3
Total		175	175	350

5.2.7 Level of mother education

Table No.(5.7) show that 12.0% from the sample the Level of mother education " Elementary " , and 4.3% from the sample the Level of mother education " Preparatory " , and 25.7% from the sample the Level of mother education " Secondary" , and 58.0% from the sample the Level of mother education " University " . and the chi square test show that the value of chi square test = 141.108 and the p- value equal 0.000 which is less than 0.05, that means there is a correlation between Level of mother education and Work of mother.

Table (5.7)
Level of mother education

Chi-Square= 141.108		Work of mother		Total
P-value = 0.000		Working	Non working	
Level of	Elementary	33	9	42
	Preparatory	14	1	15

mother educati on	Secondary	81	9	90
	University	47	156	203
Total		175	175	350

5.2.8 Economical data for mother and father

A-Work of mother

Table No.(5.8) show that 50.0% from the sample's mother are Work , but 50.0% from the sample's mother are not Work.

Table (5.8)
Work of mother

Work of mother	Frequency	Percentages
Works	175	50
Non working / Hous keeper	175	50
Total	350	100

B-Kind of mother work/job

Table No.(5.9) show that 6.3% from the sample's mother work are " Doctor " , and 33.1% from the sample's mother work are " Nurse " , and60.65% from the sample's mother work are " Other work/ job " .

Table No.(5.9)
Kind of mother work/job

Kind of mother work/job	Frequency	Percentages
Doctor	11	6.3
Nurse	58	33.1
Other work/ job	106	60.6
Total	175	100

C- Work of father

Table No.(5.10) show that 81.4% from the sample's father are Work but 18.6 % from the sample's father are not Work, and the chi square test show that the value of chi square test = 3.193 and the p- value equal 0.074 which is greater than 0.05, that means there is no correlation between Work of father and Work of mother.

Table No.(5.10)
Work of father

Chi-Square= 3.193		Work of mother		Total
P-value = 0.074		Working	Non working	
Work of father	Works	136	149	285
	Doesn't work	39	26	65
Total		175	175	350

D- Monthly income

Table No.(5.11) show that 8.0% from the sample the Monthly income " Less than 500 NIS " , and 12.6% from the sample the Monthly income " 500-1000 NIS " , and 12.0% from the sample the Monthly income "1000-1500 NIS " , and 14.6% from the sample the Monthly income " 1500-2000 NIS " , and 16.6% from the sample the Monthly income " 2000-25000 NIS " , and 36.3% from the sample the Monthly income " more than 2500 NIS " . and the chi square test show that the value of chi square test = and the p- value equal 0.000 which is less than 0.05, that means there is a correlation between Monthly of income and Work mother

Table No.(5.11)
Monthly income

Chi-Square= 101.99		Work of mother		Total
		Work	Doesn't work	
P-value = 0.000				
Monthly income	Less than 500 NIS	26	2	28
	500-1000 NIS	39	5	44
	1000-1500 NIS	33	9	42
	1500-2000 NIS	25	26	51
	2000-25000 NIS	24	34	58
	more than 2500 NIS	28	99	127
Total		175	175	350

5.3 First question: Are there statistically significant differences regarding the level of social development between children of women's work and non women's work?

Table (5.12) showed the opinion of working women regarding social development, since the highest three weight means of statements were noticed in items number (1, 5 and 12 respectively). Since, in item number 1 regarding the statement (He/she tends to play with his/her friends), the weight mean was about " 93.00%", in item number 5 regarding the statement (He/She has many friends), the weight mean was nearly " 90.43%" and finally, in item number 12 regarding the statement (He / She tends to the same gender), the weight mean was about " 85.71%. In contrast , the lowest three weight means of statements were noticed in items number (22, 26 and 27 respectively) and were described as: in item number 22 regarding the statement (He / She prefers to be away from home and family in many situations), the weight mean was about " 60.00%", while in item number 26 regarding the statement (He / She tends to other gender), the weight mean was about " 55.43%", and finally in item number (27) regarding the statement (He / She tends to be isolated), the weight mean was about " 44.36%".

On the other hand, table 18 showed the opinion of non-working women regarding social development, since the highest three weight means of statements were noticed in items number (1, 7 and 20 respectively). Since, in item number 1 regarding the statement (He / She tends to play with his/her friends), the weight mean was about " 90.43%". In item number 7 regarding the statement (He / She tends to participate/share in social activities), the weight mean was about "87.29%". and finally, in item number (20) regarding the statement (He / She is used to share in dialogue with others at a dinner table), the weight mean was nearly " 86.86%". In contrast , the lowest three weight means of statements were noticed in items number (22, 26 and 27

respectively) and were described as: in item number 22 regarding the statement (He / She prefers to be away from home and family in many situations), the weight mean was about " 56.00%", while in item number 26 regarding the statement (He / She tends to other gender). the weight mean was about" 49.00%", and finally, in item number 27 regarding the statement (He /She tends to be isolated), the weight mean was about " 37.21%".

Table (5.12) showed the opinions of working and non-working women regarding social development, In regard to the opinion of working women, the findings illustrated that the average mean was 3.08 and the weight mean was 77.07 %, while the average mean regarding the opinion of non-women's work was 3.06 and the weight mean was 76.44 %, and the value of t test was 0.721 which was less than the critical value, and the p- value for the whole filed was 0.472 which was greater than 0.05. This demonstrated that there were no statistically significant differences regarding the level of social development between children of women's work and non women's work as a whole.. See table (5.12)

Table (5.12)
Mean and Weight mean regarding social development

No.	Statement	Working women		Non Working women		T-value	P-value
		Mean	Weight mean	Mean	Weight mean		
1	He / She tends to play with his/her friends	3.72	93.00	3.62	90.43	1.78	0.07
2	He/ She tends to be independent and doing works by his/her self	3.19	79.71	3.03	75.71	1.90	0.06
3	He / She has the ability to be initiative	3.19	79.86	3.22	80.57	-0.42	0.69
4	He / She is obedient and interacts with what adults ask him/her to do.	3.03	75.71	3.11	77.86	-1.08	0.28
5	He / She has many friends	3.62	90.43	3.25	81.29	5.77	0.00
6	He / She is Interested in individuals and those surrounding him/her	3.26	81.40	3.24	81.00	0.20	0.84
7	He / She tends to participate/share in social activities	3.40	85.00	3.49	87.29	-1.30	0.19
8	He / She is friendly and delighted most of the time	3.39	84.71	3.25	81.14	1.84	0.07
9	He / She is optimistic and confident	3.22	80.57	3.39	84.86	-2.35	0.01
10	He/she is able to have a responsibility	2.86	71.43	3.07	76.71	-2.50	0.013
11	He / She respects the property/rights of others	2.94	73.57	2.96	74.00	-0.19	0.85
12	He / She tends to the same gender	3.43	85.71	3.41	85.29	0.23	0.82

No.	Statement	Working women		Non Working women		T-value	P-value
		Mean	Weight mean	Mean	Weight mean		
13	He / She can take a responsibility/behave outside home	3.16	79.05	3.22	80.57	-0.88	0.38
14	He / She accepts the challenges	2.97	74.29	3.21	80.29	-2.93	0.004
15	He / She tends to experience competition	3.08	77.01	3.21	80.35	-1.55	0.12
16	He / She plays a leading role with his /her friends	2.94	73.55	3.11	77.71	-1.89	0.06
17	He / She is Interested of friends	3.39	84.85	3.39	84.68	0.08	0.93
18	He / She plays an active collaborator with children without frequent observation.	3.31	82.71	3.30	82.57	0.07	0.94
19	He / She imitates the role of adults	3.27	81.86	3.31	82.71	-0.425	0.67
20	He / She is used to share in dialogue with others at a dinner table	3.42	85.57	3.47	86.86	-0.75	0.44
21	He / She sets up his/her aims and performing activity	2.91	72.86	2.95	73.71	-0.39	0.69
22	He / She prefers to be away from home and family in many situations	2.40	60.00	2.24	56.00	1.61	0.107
23	He / She buys useful things . without assistance	2.98	74.43	2.76	69.00	2.84	0.005
24	He / She explains the rules of games or activities to others	3.30	82.57	3.05	76.29	3.06	0.002
25	He / She has a real task which is performed once a week at least	2.85	71.29	2.81	70.29	0.43	0.66
26	He / She tends to other gender	2.22	55.43	1.96	49.00	3.09	0.002
27	He / She tends to be isolated	1.77	44.36	1.49	37.21	3.52	0.00
	Total	3.08	77.07	3.06	76.44	0.72	0.47

Critical value of t at df "348" and significance level 0.05 equal 1.96

5.4 Second question: Are there statistically significant differences on the level of psychological development between children of women's work and non women's work at significant level $\alpha = 0.05$?

This part included sub-questions related to psychological development

5.4.1 Are there statistically significant differences on the level of intellectual growth between children of women's work and non women's work?

The researcher used the independent samples t-test to test if there were statistically significant differences at the level of (Intellectual Growth) between children of women's work and non-women's work, The findings in table (5.13) showed the opinion of women's work regarding intellectual growth, since the table below showed that the highest three weight mean of the statements were items number (1, 6, and 16 respectively). In item number 1 regarding the statement (He / She reads properly that fits his / her age), the weight mean was about " 87.29%", while, in item number 6 regarding the statement (He / She has enthusiasm to learn the new), the weight mean was about " 86.06%" and finally, in item number 16 regarding the statement (He /She can memorize three phone numbers or even three addresses to be used), the weight mean was about " 85.43%". In contrast, the lowest three weight means of statements were noticed in items number (5, 9 and 14 respectively) and were described as: In item number 5 regarding the statement (He / She tries to fix the complicated problems that face him/her), in which the weight mean was about " 71.71%", while in item number 9 regarding the statement (He /She understands the relationship between causes and outcomes), in which the weight mean was about " 74.14%", and finally, in item number 14 regarding the statement (He/ She writes with a Patch font but doesn't use cursive font), the weight mean was about " 72.14%".

On the other hand, the findings in table (5.13) showed the opinion of non-working women regarding intellectual growth, since the highest three weight means of statements were noticed in items number (11, 13 and 3 respectively). Since, in item number 11 regarding the statement (He /She communicates conversation with interest), since the weight mean was about " 90.29%", while in item number 13 regarding the statement He /She can classify things), in which the weight mean was about " 90.17%", and finally in item number 3 regarding the statement (He / She has the ability to concentrate and pay attention), the weight meant was about " 87.28%". In contrast, the lowest three weight means of statements were noticed in items number (14, 9 and 5 respectively) and were described as: In item number 14 regarding the statement (He/ She writes with a Patch font but doesn't use cursive font), since the weight mean was about " 76.31%", while in item number 9 regarding the statement (He /She understands the relationship between causes and outcomes), in which the weight mean was about " 75.43%", and finally in item number 5 regarding the statement number 5 regarding the statement (He / She tries to fix the complicated problems that face him/her), the weight mean was nearly " 69.29%".

Table (5.13) showed the opinions of working and non-working women regarding intellectual growth. In regard to the opinion of working women, the findings illustrated that the average mean was 3.23 and the weight mean was 80.86%, while the average mean regarding the opinion of non-women's work was 3.28 and the weight mean was 82.04 %, and the value of t test was 1.07 which was less than the critical value, and the p- value for the whole filed was 0.285 which was greater than 0.05. This indicated that means there statistically significant difference at the level of psychological development related to intellectual growth between children of working women and non working women at significant level $\alpha=0.05$ in favor of non working women. See table (5.13).

Table (5.13)
Mean and Weight mean of working and non-working women regarding intellectual growth

No.	Statement	Working women		Non working women		T-value	P-value
		Mean	Weight mean	Mean	Weight mean		
1	He / She reads properly that fits his / her age	3.49	87.29	3.46	86.43	0.45	0.64
2	He / She likes reading	3.21	80.14	3.17	79.14	0.44	0.66
3	He / She has the ability to concentrate and pay attention	3.36	84.01	3.49	87.28	-1.83	0.06
4	He / She has the ability to distinguish between right and wrong	3.39	84.86	3.26	81.57	1.79	0.07
5	He / She tries to fix the complicated problems that face him/her	2.87	71.71	2.77	69.29	1.32	0.18
6	He / She has enthusiasm to learn the new	3.44	86.06	3.30	82.57	1.71	0.08
7	He / She understands the negative and positive criticism	3.23	80.71	3.13	78.29	1.13	0.25
8	He /She has the ability to imagine	3.10	77.57	3.29	82.29	-2.29	0.02
9	He /She understands the relationship between causes and outcomes	2.97	74.14	3.02	75.43	-0.67	0.50
10	Concepts of place and time is clear for him/her	3.33	83.14	3.30	82.57	0.29	0.76
11	He /She communicates conversation with interest	3.27	81.71	3.61	90.29	-4.64	0.00
12	He /She has the ability for imagination and creativity	3.27	81.86	3.30	82.43	-0.31	0.75
13	He /She can classify things	3.40	85.06	3.61	90.17	-2.88	0.004
14	He/ She writes with a Patch font but doesn't use cursive font	2.89	72.14	3.05	76.31	-1.67	0.09
15	He / She can say the multiplication table with a few mistakes	3.11	77.86	3.34	83.57	-2.758	0.006
16	He / She can memorize three phone numbers or even three addresses to be used	3.42	85.43	3.40	85.00	0.225	0.82
	Total	3.23	80.86	3.28	82.04	-1.07	0.28

Critical value of t at df "348" and significance level 0.05 equal 1.96

5.4.2 Are there statistically significant differences on the level of emotional development between children of women's work and non women's work at significant level $\alpha = 0.05$?

The researcher used the independent sample t-test to measure if there were statistically significant differences at $\alpha = 0.05$ regarding the level of emotional development between children of women's work and non women's work.

The findings in table (5.14) showed the opinion of women's work regarding emotional development, where the highest three weight means were devoted to items number (6, 12 and 1 respectively). In item number 6 which was regarding the statement (He / She shows love and trying to have it using all means, and his /her social and emotional relations are improved with others), in which the weight mean was about " 86.06%", while in item number 12 regarding the statement (He / She tends to have fun, happiness, laugh and tasting jokes), the weight mean was " 83.71%", and finally, in item number 1 regarding the statement (Various emotions and habits are formed among children), the weight mean was about " 81.32%".

In contrast, the lowest three weight means were devoted to items number (18, 17 and 14 respectively). In item number 18 which was regarding the statement (He / She feels that he/she is not compelled), the weight mean was " 53.74%", while in item number 17 which was regarding the statement (He / She believes that others are not always better than him/her), the weight mean was " 50.44%", and finally, in item number 14 which was regarding the statement (He / She tends to be isolated), its weight mean was about " 48.69%".

On the other hand, table (5.14) showed the opinion of non-women's work regarding emotional development, where the highest three weight means were devoted to items number (6, 12 and 1 respectively). In item number 6 which was regarding the statement (He / She shows love and trying to have it using all means, and his /her social and emotional relations are improved with others), in which the weight mean was about " 84.97%", while in item number 12 which was regarding the statement (He / She tends to have fun, happiness, laugh and tasting jokes), the weight mean was " 84.71%", and finally, in item number 1 regarding the statement (Various emotions and habits are formed among children), the weight mean was about " 82.08%".

In contrast, the lowest three weight means were devoted to items number (15, 16 and 14 respectively). In item number 15 which was regarding the statement (He / She always feels not guilty), the weight mean was " 45.14%", while in item number 16 which was regarding the statement (He / She doubts of everything), the weight mean was " 42.84%", and finally, in item number 14 which was regarding the statement (He / She tends to be isolated), its weight mean was about " 39.57%".

Table (5.14) showed the opinions of working and non-working women regarding emotional development. In regard to the opinion of working women, the findings indicated that the average mean was 2.67 and the weight mean was 66.79%, while the average mean regarding the opinion of non-women's work was 2.56 and the weight mean was 63.88 %, and the value of t test was 3.203 which was greater than the critical value which equal 1.97, and the p- value for the whole filed was 0.001 which was less than 0.05. This demonstrated that there were statistically significant differences at the level of emotional development between children of working women and non working women at significant level $\alpha \leq 0.05$ in favor of working women.. See table (5.14) .

Table (5.14)
Mean and Weight mean of working and non-working women regarding emotional development

No.	Statement	Working women		Non Working women		T-value	P-value
		Mean	Weight mean	Mean	Weight mean		
1	Various emotions and habits are formed among children	3.25	81.32	3.28	82.08	-0.41	0.68
2	The intensity of anger and crying is decreased /reduced	2.77	69.26	2.58	64.62	2.14	0.03
3	He / She controls his/her emotion in general	2.66	66.57	2.47	61.71	2.53	0.01
4	He / She feels responsible towards his behavior	2.75	68.75	2.97	74.29	-3.15	0.002
5	He / She hates criticism from parents or teachers	3.06	76.58	3.06	76.45	0.06	0.94
6	He / She Shows love and trying to have it using all means, and his /her social and emotional relations are improved with others.	3.44	86.06	3.40	84.97	0.65	0.51
7	He / She is liable to emotional arousing because he/she has had remnants of jealous, challenge and fears which suffered from them previously.	2.90	72.43	2.79	69.86	1.09	0.27
8	He / She becomes worry when the exam date is near	2.70	67.43	2.68	67.00	0.19	0.84
9	He / She feels jealousy from his/her brothers and sisters.	2.79	69.83	2.70	67.49	0.97	0.33
10	He / She feels jealousy from his peers at school.	2.52	62.93	2.82	70.52	-3.44	0.001
11	He / She is afraid from unperceived things	2.71	67.86	2.63	65.71	1.11	0.26
12	He / She tends to have fun, happiness, laugh and tasting jokes.	3.35	83.71	3.39	84.71	-0.52	0.60
13	He / She is dependent and likes to rely on others	2.75	68.86	2.30	57.57	4.80	0.00
14	He / She tends to isolated	1.95	48.69	1.58	39.57	4.61	0.00
15	He / She always feels guilty	2.28	57.00	1.81	45.14	5.44	0.00
16	He / She doubts of everything	2.16	54.09	1.71	42.84	5.103	0.00
17	He / She believes that others are always better than him/her	2.02	50.44	1.86	46.57	1.98	0.05

No.	Statement	Working women		Non Working women		T-value	P-value
		Mean	Weight mean	Mean	Weight mean		
18	He / She feels that he/she is compelled	2.15	53.74	2.00	50.00	1.60	0.11
19	The intensity of fear is increased with him/her	2.23	55.81	2.21	55.14	0.29	0.76
20	He / She gets disturbing/upset for any simple reason or scolding	2.92	73.11	2.87	71.6	0.61	0.54
	Total	2.67	66.79	2.56	63.88	3.203	0.001

Critical value of t at df "348" and significance level 0.05 equal 1.96

5.4.3 Are there statistically significant differences regarding the level of language development between children of women's work and those of non- women's work at significant level $\alpha = 0.05$?

The researcher used independent samples t-test to test if there were statistically significant differences on the level of language development between children of women's work and those of non-women's work.

Table (5.15) showed the opinion of working women, where the highest three weight means were noticed in items number (2, 1 and 3 respectively), in item number 2 regarding the statement (He / She can write according to his/her age), in which the weight mean was about " 88.86%" and p-value equal " 0.00" which is less than 0.05, while in item number 1 regarding the statement (He / She can read according to his /her age), in which the weight mean was " 88.29%" and p-value equal " 0.00" which is less than 0.05, and finally, in item number 3)regarding the statement (He / She can express himself/herself), the weight mean was about " 88.29%" and p-value equal " 0.000" which is less than 0.05. In contrast, the lowest three weight means were noticed in items number (6, 9 and 11 respectively), where, in item number 6 regarding the statement (He / She writes clearly and beautifully), in which the weight mean was " 82.86%", while in item number 9 regarding statement (He / She can list at least two words on the same scale of the following words " head, duck, who ") in which the weight mean was about "76.71%", and finally, in item number 11 regarding statement (The child can write and send a message without assistance), the weight mean was " 72.57%".

On the other hand, table 21 the opinion of non-working women's, where the highest three weight means were noticed in items number 2, 1 and 5 respectively. In item number 2 regarding statement (He / She can write according to his/her age) in which the weight mean was "88.57%", while, in item number 1 regarding statement (He / She can read according to his /her age), in which, the weight mean was about " 88.29%", and finally, in item number 5 regarding statement (He / She can read the prayer, athan or a poem which is composed of words mostly unrepeatable.), the weight mean was" 87.14%". In contrast, the lowest three weight means were noticed in items number (9, 6 and 11 respectively), where, in item number 9 regarding statement (He / She can list at least two words on the same scale of the following words " head, duck, who), in which the weight mean was about " 82.86%", while, in item number 6 regarding statement (He / She writes clearly and beautifully), in which the weight mean was" 78.86%", and finally, in item number 11regarding statement

(The child writes and send a message without assistance) , the weight mean was about " 77.14%".

Table (5.15) showed the opinions of working and non-working women on the level of psychological development related to language development. In regard to the opinion of working women, the findings indicated that the average mean was 3.36 and the weight mean was 84.09%, while the average mean regarding the opinion of non-women's work was 3.38 and the weight mean was 84.48 %, and the value of t test was 0.313 which was less than the critical value which equal 1.97, and the p- value for the whole filed was 0.754 which was less than 0.05. This demonstrated that there were not statistically significant differences at the level of psychological development related to language development between children of women's work and non women's work at significant level $\alpha = 0.05$.. See table (5.15).

Table (5.15)
Mean, Weight mean of working and non-working women regarding language development

No.	Statement	Working women		Non Working women		T-value	P-value
		Mean	Weight mean	Mean	Weight mean		
1	He / She can read according to his /her age	3.53	88.29	3.53	88.29	0.00	1.00
2	He / She can write according to his/her age	3.55	88.86	3.54	88.57	0.17	0.86
3	He / She can express himself/herself	3.53	88.29	3.46	86.55	1.08	0.27
4	He / She can recognize written words and understood it in some way	3.50	87.57	3.41	85.14	1.52	0.12
5	He / She can read the prayer, Athan or a poem which is composed of words mostly unrepeatable.	3.45	86.14	3.49	87.14	-0.54	0.58
6	He / She writes clearly and beautifully	3.31	82.86	3.15	78.86	1.88	0.06
7	He / She forms correct sentences	3.45	86.14	3.32	83.00	1.68	0.09
8	He / She understands what does he/she read	3.35	83.76	3.41	85.14	-0.83\	0.40
9	He / She can list at least two words on the same scale of the following words " head, duck, who "	3.07	76.71	3.31	82.86	-3.22	0.001
10	The child sings songs or says a famous section of popular song	3.35	83.86	3.46	86.57	-1.43	0.15
11	The child writes and send a message without assistance	2.90	72.57	3.09	77.14	-1.85	0.06
	Total	3.36	84.09	3.38	84.48	-0.31	0.75

Critical value of t at df "348" and significance level 0.05 equal 1.96

5.4.4 Are there statistically significant differences regarding the level of spiritual and moral development between children of working women and those of non-working women at significant level $\alpha = 0.05$?

The researcher used independent samples t-test to test if there were statistically significant differences on the level of spiritual and moral development between children of women's work and those of non-women's work at significant level = 0.05?

Table (5.16) showed the opinion of working women regarding spiritual and moral development, where the highest three weight means were noticed in items number (4, 5 and 1 respectively). In item number 4 regarding statement (He / She can mention five of prophets names), in which the weight mean was about "94.71%", while, in item number (5 regarding statement (He / She has a knowledge of the God), in which the weight mean was about "94.71%", and finally, in item number 1 regarding statement (He / She has a willingness to accept religious concepts such as Halal, Haram, paradise and hell), the weight mean was "92.43%". In contrast, the lowest three weight means were found in items number (9, 7 and 3 respectively). In item number 9 regarding statement (He / She has the curious in religious issues), the weight mean was "84.57%", while, in item number 7 regarding statement (He / She has the willingness to memorize parts of the Holy Quran), in which, the weight mean was " 84.29%", and finally, in item number 3 regarding statement (He / She asks about the different religious groups, Islam, Christianity, Jewish) the weight mean was about " 82.43%". On the other hand, table (5.16) the opinion of non-working women's, where the highest three weight means were found in items number (5, 1 and 6 respectively). In item number 5 regarding statement (He / She has a knowledge of the God), in which, the weight mean was " 93.57%", while, in item number 1 regarding statement (He / She has a willingness to accept religious concepts such as Halal, Haram, paradise and hell), the weight mean was " 91.00%", and finally, in item number 6 regarding statement (He / She can make ablution correctly), the weight mean was about " 90.86%". In contrast, the lowest three weight means were found in items number (7,9 and 3 respectively). In item number 7 regarding statement (He / She has the willingness to memorize parts of the Holy Quran), in which the weight mean was "82.14%" and p-value equal " 0.000", while, in item number 9 regarding statement (He / She has the curious in religious issues), in which, the weight mean was " 81.00%" and p-value equal " 0.000". And finally, in item number 3 regarding statement (He / She asks about the different religious groups, Islam, Christianity, Jewish), the weight mean was "71.86%" and p-value equal "0.000".

Table (5.16) showed the opinions of working and non-working women on the level of psychological development related to spiritual and moral development. In regard to the opinion of working women, the findings indicated that the average mean was 3.56 and the weight mean was 89.02%, while the average mean regarding the opinion of non-women's work was 3.41 and the weight mean was 85.35 %, and the value of t test was 3.332 which was greater than the critical value which equal 1.97, and the p-value for the whole filed was 0.001 which was less than 0.05. This demonstrated that there were statistically significant differences at the level of psychological development related to spiritual and moral development between children of women's work and non women's work in a favor of working women at significant level ($\alpha = 0.05$). See table (5.16).

Table (5.16)
Mean, Weight mean of working and non-working women regarding spiritual and moral development

No.	Statement	Working women		Non Working women		T-value	P-value
		Mean	Weight mean	Mean	Weight mean		
1	He / She has a willingness to accept religious concepts such as Halal, Haram, paradise and hell	3.70	92.43	3.64	91.00	1.032	0.30
2	He / She tries to perform religious works such as fasting and praying	3.59	89.71	3.38	84.57	3.037	0.003
3	He / She distinguish the different religious groups, Islam, Christianity, Jewish	3.30	82.43	2.87	71.86	5.38	0.00
4	He / She can mention five of prophets names	3.79	94.71	3.61	90.14	3.63	0.00
5	He / She has a knowledge of the God	3.79	94.71	3.74	93.57	0.96	0.33
6	He / She can make ablution correctly	3.65	91.14	3.63	90.86	0.18	0.85
7	He / She has the willingness to memorize parts of the Holy Quran	3.37	84.29	3.29	82.14	1.09	0.27
8	He / She waits religious events	3.49	87.14	3.32	83.00	2.33	0.02
9	He / She has the curious in religious issues	3.38	84.57	3.24	81.00	1.89	0.05
	Total	3.56	89.02	3.41	85.35	3.33	0.001

Critical value of t at df "348" and significance level 0.05 equal 1.96

5.5 Are there statistically significant difference at the level of psychological development between children of working women's and non women working women at significant level $\alpha = 0.05$?

The researcher used the independent samples t-test to test if there were statistically significant differences at the level of psychological development between children of women's work and non women's work. In regard to the opinion of women's work, table (5.17) showed that, the average mean was 3.36, while, the weight mean was estimated 84.09%. In regard to the opinion of non-women's work, the average mean was 3.38, while, the weight mean was estimated 84.48%. The value of t-test was about 1.66, which was less than the critical value 1.97 and p-value was estimated 0.09 which was greater than 0.05. This indicated that there were no statistically significant differences at the level of psychological development as a whole between children of women's work and non women's work at significant level $\alpha = 0.05$. However, the results found that there were significant differences at

significant level ($\alpha = 0.05$) on the level of emotional, spiritual and moral development separately between children of women work and non-women work. See table (5.17)

Table (5.17)
Mean, Weight mean of psychological development

No.	Statement	Working women		Non Working women		T-value	P-value
		Mean	Weight mean	Mean	Weight mean		
1	Intellectual growth	3.23	80.86	3.28	82.04	-1.07	0.28
2	Emotional development	2.67	66.79	2.56	63.88	3.20	0.001
3	Language development	3.23	80.86	3.28	82.04	-0.31	0.75
4	Spiritual and moral development	2.67	66.79	2.56	63.88	3.33	0.001
	Total	3.36	84.09	3.38	84.48	1.66	0.09

Critical value of t at df "348" and significance level 0.05 equal 1.96

5.5.1 What is the level of psychological and social development among children of women's work and non-women's work in Gaza at significant level $\alpha = 0.05$?

The researcher used one sample t-test to measure the opinion of respondents regarding social and psychological development among children of women's work and non-women's work in Gaza. See table (5.18)

A - Social Development

Table (5.18) showed that the average mean was about 3.07 while the weight mean was about 76.76% which was greater than " 62.5%" and the value of t-test was about 32.96 which was greater than the critical value 1.97 and the p- value was 0.00 (< 0.05), this indicated that the level of social development among children of working and non-working women was high in Gaza at significant level $\alpha = 0.05$.

B- Psychological Development

Table (5.18) showed that the average mean was about 3.09 while the weight mean was about 77.20% which was greater than "62.5%" and the value of t-test was about 39.630 which was greater than the critical value 1.97 and the p- value equaled 0.00 (< 0.05), this indicated that the level of psychological development among children of women's work and non-women's work was high in Gaza at significant level $\alpha = 0.05$. In general, the results for all items regarding psychological and social development of the field showed that the average mean equaled 3.08 while the weight mean equaled 77.06% which was greater than " 60%" and the value of t-test equaled 40.868 which was greater than the critical value 1.96 and the p- value equaled 0.00 (< 0.05), this demonstrated that the level of both psychological and social development was high among children of women's work and non women's work in Gaza at significant level $\alpha = 0.05$.

Table (5.18)
Means , standard deviation and Weight mean of level of psychological and social development

No.	Items	Mean	standard deviation	Weight mean	t-value	P-value	
1	A- Social development	3.07	0.32	76.76	32.96	0.00	
2.1	B- Psychological development	Intellectual growth	3.26	0.41	81.45	34.60	0.00
2.2		Emotional development	2.61	0.34	65.34	6.15	0.00
2.3		Language development	3.37	0.45	84.29	35.68	0.00
2.4		Spiritual and moral development	3.49	0.41	87.18	44.22	0.00
2.(1-4)	Total of (psychological development)		3.09	0.27	77.20	39.63	0.00
	Total of (psychological and social development)		3.08	0.26	77.06	40.86	0.00

Critical value of t at df "64" and significance level 0.05 equal 2.0

5.6 Fourth question: Are there statistically significant differences regarding the level of social and psychological development attributed to sociodemographic variables (gender, age of child size of family, Kind of mother work/job, Level of mother education) at significant level $\alpha = 0.5$?

This hypothesis was divided into sub-hypotheses as the following:

5.6.1 Are there statistically significant differences on the level of social and psychological development attributed to gender at significant level $\alpha = 0.05$?

To test the hypothesis, the researcher used the independent samples test. Where, the figures in table (5.19) illustrated that the p-value equaled 0.022 ($p < 0.05$) and the absolute value of t-test equaled 2.305 which was greater than the value of critical value 1.96. This indicated that there were statistically significant differences on the level of social and psychological development by gender of child at significant level $\alpha = 0.05$. The difference was demonstrated in favor of "Female".

Table (5.19)
Independent samples test for difference on the level of psychological and social development attributed to gender

Field	Gender	N	Mean	Std. Deviation	T	P-value
Social development	Male	186	3.05	0.32	-1.24	0.21
	Female	164	3.09	0.32		
Psychological development	Male	186	3.05	0.27	-2.58	0.01
	Female	164	3.12	0.28		
Social psychological development together	Male	186	3.05	0.26	-2.30	0.02
	Female	164	3.11	0.2		

Critical value of t at df "348" and significance level 0.05 equal 1.96

5.6.2 Are there statistically significant differences on the level of social and psychological development attributed to age of child at significant level $\alpha = 0.05$?

To test the hypothesis, the researcher used the independent samples test. Where, the figures in table (5.20) indicated that the p-value equaled 0.465 ($p > 0.05$) and the absolute value of t-test equaled 0.732 which was less than the critical value 1.96. This illustrated that there were no statistically significant differences on the level of social and psychological development by age of child at significant level $\alpha = 0.05$.

Table (5.20)
Independent samples test of differences on the level of social and psychological development attributed to age of child

Field		N	Mean	Std. Deviation	T	P-value
Social development	10 year or less	147	3.05	0.28	-0.58	0.56
	11 year or more	203	3.07	0.34		
Psychological development	10 year or less	147	3.07	0.24	-0.72	0.47
	11 year or more	203	3.09	0.29		
Social psychological development together	10 year or less	147	3.07	0.23	-0.73	0.46
	11 year or more	203	3.09	0.29		

Critical value of t at df "348" and significance level 0.05 equal 1.96

5.6.3 Are there statistically significant differences on the level of social and psychological development attributed to size of family at significant level $\alpha = 0.05$?

To test the hypothesis, the researcher used one way ANOVA test. Where, the figures in table (5.21) indicated that the p-value equaled 0.67 ($p > 0.05$) and the absolute value of t-test equaled 0.399 which was less than the critical value 3.02. This illustrated that there were no statistically significant differences on the level of social and psychological development attributed to size of family.

Table (5.21)
One way ANOVA test of differences on the level of social and psychological development attributed to size of family

Field	Source	Sum of Squares	df	Mean Square	F value	Sig.(P-Value)
Social development	Between groups	0.50	2	0.25	2.41	0.09
	Within groups	36.03	347	0.104		
	Total	36.54	349			
Psychological development	Between groups	0.13	2	0.06	0.8	0.41
	Within groups	26.76	347	0.07		
	Total	26.90	349			
Social psychological development together	Between groups	0.05	2	0.02	0.39	0.67
	Within groups	24.74	347	0.07		
	Total	24.79	349			

Critical value of F at df "2,349" and significance level 0.05 equal 3.02

5.6.4 Are there statistically significant differences on the level of social and psychological development attributed to Kind of mother work at significant level $\alpha = 0.05$?

To test the hypothesis, the researcher used one way ANOVA test. Where, the figures in table (5.22) indicated that the p-value equaled 0.97 ($p > 0.05$) and the value of F test equaled 0.02 which was less than the critical value 3.02. This illustrated that there were no statistically significant differences on the level of social and psychological development attributed to Kind of mother work.

Table (5.22)
One way ANOVA test of differences regarding the level of social and psychological development attributed to kind of mother work

Field	Source	Sum of Squares	df	Mean Square	F value	Sig.(P-Value)
Social development	Between groups	0.09	2	0.04	0.55	0.57
	Within groups	14.69	172	0.08		
	Total	14.78	174			
Psychological development	Between groups	0.006	2	0.003	0.05	0.95
	Within groups	10.60	172	0.06		
	Total	10.61	174			
Social and psychological development together	Between groups	0.003	2	0.002	0.02	0.97
	Within groups	9.70	172	0.05		
	Total	9.71	174			

Critical value of F at df "2,349" and significance level 0.05 equal 3.02

5.6.5 Are there statistically significant differences on the level of social and psychological development attributed to Level of mother education at significant level $\alpha = 0.5$?

To test the hypothesis, the researcher used one way ANOVA test. Where, the figures in table (5.23) demonstrated that the p-value equaled 0.00 ($p < 0.05$) and the value of F test equaled 8.76 which was greater than the critical value 2.63. This indicated that there were statistically significant differences regarding the level of social and psychological development attributed to Level of mother education. Besides that, the researcher used Scheffe test to test the differences related to educational levels. Where, table 30 showed that there was a difference between "preparatory" and "elementary" level, that difference was demonstrated in favor of "preparatory" level. In addition, the figures indicated that there was a difference between "preparatory", and "university" level, that difference was demonstrated in favor of "university".

Table (5.23)
One way ANOVA test of differences regarding the level of social and psychological development attributed to Level of mother education

Field	Source	Sum of Squares	df	Mean Square	F value	Sig.(P-Value)
Social development	Between groups	2.15	3	0.72	7.24	0.00
	within groups	34.38	346	0.09		
	Total	36.54	349			
Psychological development	Between groups	1.66	3	0.55	7.61	0.00
	within groups	25.23	346	0.07		
	Total	26.90	349			
Social and psychological development together Social	Between groups	1.75	3	0.58	8.76	0.00
	within groups	23.04	346	0.06		
	Total	24.79	349			

Critical value of F at df "2,37" and significance level 0.05 equal 3.35

Table (5.24)
Scheffe test for multiple comparisons of the means of level of the mother education

Mean difference	Elementary	Preparatory	Secondary	University
Elementary		-0.37*	-0.11	-0.05
Preparatory	0.37		0.26	-0.31*
Secondary	0.11	-0.26		0.05
University	0.05	0.31 ^{7*}	-0.05	

*The difference is significant at 0.05 levels

Chapter six
Discussions
&
Recommendations

6.1 Introduction

This chapter discusses the main results that have been achieved in the present study. And its relation with other studies that may be helpful in supporting the current study. In addition, the researcher will put on the hand some of the implications and recommendations regarding to the state of working mothers in Gaza which may affect the social and psychological development of children. That recommendation should be taken in consideration in the future planning. Also, recommendation for further research will be provided on the basis of the results of the current study.

6.2 Discussion

To discuss the first question which is concerned with the social development the result came as follows: The average mean achieved by the working woman in relevance to social development equals 3.08 and the weight mean equal 77.07 % the average mean the average mean achieved by the nonworking woman equals 3.06 and the weight mean equal 76.44 %, and the value of t test equal 0.721 which is less than the critical value which is equal 1.97 and the p- value equal 0.472 which is greater than 0.05. This result is an indicator that there is no statistically significant difference at the level of social development between children of working woman and nonworking woman

The result indicates that the social development of children of working women and nonworking women is relatively the same. This means that mother's work doesn't impact her children's social development negatively. On the contrary, on paragraphs one and five which refer to playing with others and having friend, their scores outperform the score of children of nonworking mother. At the level of the items which achieved the lowest scores, the rate of negativity is low as it came to (60%-56%), at the level of performing to be away from home, came to (55.43-49%), at the level of tending to other gender; (44.3-37.2%). To conclude, social development of working mother's children is not negatively affected by mother's work. The researcher ascribes that to the idea that a working mother is generally educated, as it is clear in the demographic characteristics of the target sample of the present study. An educated women are expected to be light minded women who can plan and manage their time properly to provide care for her children. In addition, the social life and relationships of working mother are wide which reflect positively on her children. That is, the experience of meeting and talking to people, attending assemblies and parties break the social barriers in their lives. They imitate their mothers and they feel that they have an effective role in the society; consequently, their morals a higher and their performance is better. Moreover, The presence of extended family, to some extent, may provide children the needed care, during the working hours of mother. In that, children can stay with grandparents or other family members., They also may play with relative children in the same house or building. It should also mentioned that because of political event, some father stays at home and take care of their children which reduces the negative effect of mother's absence.

This result agrees with Elkahout (2011) result, to illustrate, Elkahout's result shows showed the absence of statistical references at the level of physiological and social adjustment between children of working mothers and non-working ones. The result of the present study is in consistency with Hoffman(1998) Who stated the mother's employment status does have effects on families and children, but few of these effects are negative ones. Indeed, most seem positive and the higher academic outcomes for children, benefits in their behavioral conduct and social adjustment, and the higher sense of competence and effectiveness in daughters."

Rhum , Hill et al (2005) and others contradict with current study .To explain, their result showed that maternal employment during the child's first years has negative effects on cognitive and socioemotional development measured around the time of school entry. In addition, they emphasize the negative effects of maternal employment on children's cognitive development, especially, when compared with children whose mothers postpone work until after their child's first year of life and mothers who work part time in the first year.

Regarding to the second question related to the psychological development of the target children, it is branched in the following domains:

Intellectual growth. The study found that the average mean achieved by the working woman in relevance to intellectual growth equal 3.23 and the weight mean equals 80.86% , and the average mean achieved by the nonworking woman equals 3.28 and the weight mean equals 82.04%, and the value of t test equals 1.071 which is less than the critical value which is 1.97 and the p- value equals 0.285 which is greater than 0.05. this result means that there are statistically significant difference at the level of psychological development related to intellectual growth between children of working woman and nonworking at significant level $\alpha=0.05$ in favor of nonworking woman. However the difference is very low between 82.04 and 80.86. This result means that the working woman is capable of providing intellectual support for her children not far from that support provided by the nonworking woman. Nevertheless, the difference between the two samples may be attributed to the lack of time that a working mother can allocate to help her children in revising their lessons and doing their home work.

Demography (2002) agree with current study ,to conclude this result Controlling for family fixed effects reduces the negative effects of early maternal employment on some cognitive outcomes but not on others.

While Cowley, and Liu (2007) and others contradict With present study ,to explain ,the result found that maternal employment is associated with worse child performance on tests of cognitive ability. These findings offer plausible mechanisms for the association of maternal employment with child cognitive development.

Mistry, (2003) agree with current study , the result emphasize Results indicated a modest but positive impact of work for children's cognitive and linguistic outcomes, but no association with problematic behavioral adjustment. Mediation analyses

suggested parenting practices, but not family resources, as one potential pathway through which employment dynamics influenced children's cognitive development.

On the level of emotional development the study showed that average mean achieved by the working woman in relevance emotional development equals 2.67 and the weight mean equal 66.79% and average mean achieved by the nonworking woman equal 2.56 and the weight mean equal 63.88%, , the value of t test equals 3.203 which is greater than the critical value which is 1.97 , the p- value equal 0.001 which is less than 0.05. This result means that there are statistically significant differences at the level of Emotional Development between children of working woman and nonworking women at significant level $\alpha=0.05$.The difference is in favor of working woman.

On comparing the emotional development of children of working and non – working women in Gaza, the result of present study found that the level of emotional development of working mother's children was higher than emotional development of non- working mother's children.

This means that the working mothers are capable of providing her children sufficient demands of development and that time is not an obstacle for mothering and caring. When a mother returns home ,she does her best compensate her children very well by kissing, expressing feelings and compassion, money , so a child doesn't feel difference from other children whose mothers are house wives . In addition, he doesn't feel the emotional hunger as he is compensated for the time he is separated from his mother that leads to positive effect on development.

It seems reasonable to assume that children of Gaza working woman receive a high quality day-care as a result of being in extended family. Relatives and sibling. a “high quality day-care has more positive effects on development than a disadvantaged home would, and that children do not often suffer long-term consequences for being separated from their mother for extended periods of time. It is however, important to note that there can be negative effects on the development of children if they are in a low quality day-care. Hangal and Aminabhavi, (2007).

Zarrabil (2009), contradicted with current study ,to explain result The result revealed maternity leave longer than six months does not have any contemporaneous effect, but some positive and a few negative effects appeared in later lives of children when aged 2 to 5 years old, in which cognitive development, breastfeeding and children's temperament improve while aggressive behaviors, family functioning and hostile parenting worsen with the longer leave . Moreover, I found the negative effects disappear in later lives of children.

Albanawi (2000) contradicted with present study ,to explain result mothers employment doesn't affect the relation between mothers and their children negatively .Moreover the relation between house workers and there children is also positive.

In regard to language development average mean achieved by the working woman equals 3.36 and the weight mean equals 84.09% and average mean achieved by the nonworking woman equals 3.38 and the weight mean equals 84.48%, and the value of t test equals 0.313 . that is less than the critical value which is equal 1.97 and the p- value equals 0.754 which is greater than 0.05, It is clear that there is no statistically significant difference at the level of psychological development related to language development between children of working and nonworking woman at significant level $\alpha=0.05$

To elaborate, in Gaza society children of working and nonworking women have a good language, big amount of word and good spelling ,this result is attributed to language development depend essentially on the society in which a child grows; individuals, institutions and mass media. In Gaza ,children of both working and non-working women have similar circumstance .In that ,a child working mother stays at home with his mother and other family member .Similarity a child of a working mother stays with relatives, sibling or others, they may be sent to nurseries where they communicate with caregivers and other children, and after that early stage ,all children join kindergartens where they experience similar language practice. The same thing happens when children join primary school. So, the result of the statistical analysis shows that children of working mother are equal in their language development to children of non-working mother.

Almani,et.al, (2012) agree with this study ,result showed There is no significant difference between children of employed and non-employed mothers at language development.

Ruhm (2000) contradicted with current study ,the result found that maternal employment during the first year of the child's life had a detrimental effect on language development in 3 and 4 year olds and on the mathematical abilities of 5 and 6 year olds.

In relevance to spiritual and moral average mean achieved by the working woman equals 3.56 and the weight mean equals 89.02% and average mean achieved by the nonworking woman equals 3.41 and the weight mean equal 85.35%, and the value of t test equals 3.332 that is greater than the critical value which is 1.97 and the p- value equal 0.001 which is less than 0.05.Similarly to the language development, the result shows that there is statistically significant difference at the level of Psychological Development related to Spiritual and Moral Development between children of working woman and nonworking woman at significant level $\alpha=0.05$ in favor of working woman.

To discuss. in Gaza, spiritual and moral development of working women's children are higher than those of nonworking women's children. This may be attributed to the cultural gap between working and nonworking women .To illustrate, Working women have wider experience than the nonworking woman as she is in daily contact with public life; give and take, learn and teach which develops her own personality, her thoughts ,beliefs and manners. On the other hand, most of the nonworking women although educated , their world knowledge and life experience is limited. They spend most of their time among the walls of the house to the extent that some of them forget what they learnt at schools and universities. Consequently, educated working women have deeper understanding of social concepts, beliefs and

ethical principles and morals. As a result, a working woman is more capable of cultivating those morals in her children. However, the researcher thinks that this is not a definite rule or a sharp cut to base a judgment on. In that, in spite of the significant difference previously announced between the two target groups, the difference is very small.

To compare with the previous studies, results of the present study match Hoffman's (1999), who claimed that the mother's numerous studies have compared employed mothers to full-time homemakers on various indices of mental health and life satisfaction. Most of this research has found a higher level of satisfaction and morals among the children of working women and lower scores at the level of stress indicators and measures of depressive mood.

The third question tested the level of social and psychological development among children of working and nonworking woman in the Middle Area in Gaza. The result pointed out that level of social and psychological development of Gazan children in the Middle Area is at the average mean equal 3.08 and the weight mean equal 77.06% which is greater than "60%", and the value of t test equals 40.868, it is greater than the critical value which is 1.96. In addition, the p-value equal 0.000 which is less than 0.05. Consequently, it can be concluded that psychological and social development among children of working and nonworking woman in Gaza (Middle Area) is high at significant level $\alpha=0.05$.

Hill et al (2005), contradicted with current study, to explain the result negative effects in terms of increased externalizing behavioral problems were evident a longer tradition of families with mothers who worked outside the home and so have developed better coping mechanisms and support systems. Thus, transitions into work might have been less traumatic for the children.

While Aughinbaugh and Gittleman (2002), agree with recent study, the result showed found little evidence that mother's employment early in the child's life has lasting consequences on participation in risky behaviors. Similarly, with the possible exception of drinking alcohol—our results do not indicate that maternal employment during adolescence is correlated with increased involvement in risky activities.

Nomaguchi (2001), agree with current study, to explain result Maternal employment status appears to be related to the timing when young children begin to interact with no relatives and peers and when they begin to attend early education and other organized activities such as sports and music lessons. Compared to children with homemaker mothers, environment in day care centers and school settings may be beneficial for children's cognitive development, but it may be less beneficial for their socioemotional adjustments.

And Elghusin (2008) agree with current study, to explain the result the social problem solving inventory. The study result showed that the relationship between the low and high degree among the students in social problem solving skills and their psychosocial development are equal. The psychosocial development degree among male and female students are high

The result of the fourth question tested the influence of the sociodemographic variables on the socio-psychological development of children of working and nonworking women in Gaza in the (Middle area) . It was illustrated in five domains; sex of child , age of child, size of family kind of mother's job and level of mother's education.

To demonstrate, at the level of sex, the study found that the p-value equal 0.022 which is less than 0.05 and the absolute value of T test equal 2.305 which is greater than the value of critical represented in 1.96. This result means that there statistically significant differences on the level of psychological and social development attributed to sex of child at significant level $\alpha = 0.05$. in favor of Female The result may be ascribed to the prevailing social culture that girls spend most of their times at. As a result , they spend more time with their mothers and they accompany them in social occasions for relatives and neighbors. This type of life helps girls to develop more stable socio-psychological level of development than boys who spend most of their time outside the home; far away from their

On testing the impact of age of child on social and psychological development , the result indicated that the p-value equal 0.465 which is greater than 0.05 and the absolute value of T test equal 0.732 which is less than the value of critical value which is equal 1.96. the mentioned result means that there is no statistically significant difference on the level of psychological and social development attributed to age of child at significant level $\alpha = 0.05$.

Wendy,et.al(2008), agree with current study ,the result showed Analyses of child gender indicated more positive effects for girls. Children's age was a significant moderator for the outcome of intellectual functioning. The identification of sample-level moderators of the relationship between maternal employment and children's achievement highlights the importance of social context in understanding work-family linkages.

Cable, et al. (2011),in his study the result agree with recent study, There were significant gender differences in the effects of parental employment on behavioural outcomes. There were important gender differences in relationships between parental working arrangements and child socio-emotional outcomes.

Regarding to size of family that p-value equal 0.671 which is greater than 0.05 and the value of T test equal 0.399. That is less than critical value which is 3.02, that's means There are no statistical differences on the level of psychological and social development attributed to size of family. This can be explained on the base that a big family has a rich social life and a bigger number of sibling who may provide help to the mother and to the younger ones. On the other hand, in a small family, a mother has more chance to give good care to the few number of children

Concerning the kind of mother's job , the study identified that the p-value equal 0.974 which is greater than 0.05 and the value of T test is 0.027, that is less than the critical value which is 3.02. The results indicate that there are no statistical differences on the level of psychosocial development ascribed to the kind of mother's Job. This means that children in this age are not aware of the importance of the

quality of mother's job. They may be more concerned with the economic support she provides.

Harvey (1999) contradicted with current study, the result stated that maternal employment is beneficial to low-income families, but not families in high economic standing. In the eighth grade (male) regressions, however, minority rates were the only variable that proved to be significant for males.

Gregg (2003) contradicted with current study, to explain result negative employment effects are concentrated in those families where mothers work full time and also rely on unpaid care by a friend or relative. The use of paid childcare protects children from these negative effects and attendance at a centre-based provider may actually lead to better cognitive outcomes than if the child were at home with a non-working mother.

In accordance to mother's education, the p-value equal 0.000 which is less than 0.05 and the value of T test equal 8.767. It is greater than the critical value which is 2.63. Here is the only demographic variable which points out that there is statistical differences on the level of psychological and social development attributed to Level of mother's education. Scheffe test table no.(31) shows that there are differences between the " Preparatory level of education and the Elementary level in favor of Preparatory level. In addition, there is a difference between the secondary and university level in favor of University. This means that the higher the woman's level of education the more effective she is in her children psychosocial development.

Talib (2005) agree with study the result parental work conditions, parental authoritarianism, parental authoritativeness, parental involvement, socioeconomic status (parental job status, salary, parental education) had strong effects on children's task engagement behavior and school achievement. Children's task engagement behavior also found to have strong effect on children's school achievement

6.3 General discussion

The Palestinian woman has been present as a role of mother, sister or daughter, age is one responsible for falling the roles of missing individuals, who are victims of arrest, murder, injury, or unemployment. Those circumstances are due to Israeli measures of movement restrictions and the construction of the Separation Wall, which has raised the rates of poverty and unemployment and has deprived women and girls of education, work and being able to meet with their families and relatives. Meanwhile in countries hosting refugees, the Palestinian women also suffer from the poor socio-economic conditions of the refugee camps, where there are high rates of rearing, In addition to her housework and child the woman has to work and provide money to increase family's income to cover their living expenses, in addition to her patriotic role of preserving the national and cultural identity and passing it to her children. And The Palestinian woman work under ethical and religious' believes and culture.

6.4 Recommendations

For policy makers

- Government should construct institutions to provide high quality day care for children of working mothers.
- After school associations should be found to provide social activities that support balanced social and psychological development of children.
- It is recommended that policy maker provide convenient for working mother and their children such as : allowing feeding hours for mothers, building a nursing schools and kinder gardens provided with facilities that provide distinguished care to infant and children.

For working women

- The important of breeding the children very well at Islamic believes, and ethical domains .
- The important of create a house environment and marital compatibility for good development of children.
- The parent muse leave a part of time to sit with there children by learn him all ethical and Islamic believes

6.5 Suggestions

Other studies related to relationship between psychosocial development of other phases of children age and working women should be conducted.

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Annexes

QUESTIONNAIRE FOR Psychosocial Development Measurement

Dear Madam/

This questionnaire, as the tool for data collection of this study, aims to measure the level of psychosocial development among children between ages 10-12 years old. It consists a set of questions concerning the psychosocial development among those children in Gaza. Please, note that the information drawn from this study will be utilized for the purposes of scientific research only and your answers will be confidential and secret.

Please make sure that your child age is between 10-12 years only as the inclusion criteria for this survey and other ages will be excluded.

Please read each question/sentence carefully and answer each question explicitly and honestly without any effect from others.

Please tick (✓) in front of each sentence according to alternative answers you choose as: (Very much, often, rarely, never).

Hopefully to answer all questions, and never leave any of them unanswered

Thank you in advance

Researcher
Khetam younis abu libda

Socio-economical data:

1 - Mother's age/ years.....

2 - Child's age/ years

3 - Order of the Child

4- Sex of child targeted in this study

Male Female

5-Number of family members

Less than 5 5-7 members more than 7

6-Mother's marital status

Married Divorce Widow

7-Level of mother education

Elementary Preparatory Secondary University

8- Economical data for mother and father

A-Work of mother

Works Doesn't work/ House keeper

B-Kind of mother work/job

Doctor Nurse Other work/ job

C. Work of father

Works Doesn't work

D-Monthly income:

Less than 500 NIS 500-1000 NIS 1000-1500 NIS
1500-2000 NIS 2000-25000 NIS more than 2500 NIS

A- Social Development					
No.	Questions/sentences	Very much	Often	Rarely	Never
1	He / She tends to play with his/her friends				
2	He/ She tends to be independent and doing works by his/her self				
3	He / She has the ability to be initiative				
4	He / She is Obedient and interacts with what adults ask him/her to do.				
5	He / She has many friends				
6	He / She is Interested in individuals and those surrounding him/her				
7	He / She tends to participate/share in social activities				
8	He / She is friendly and delighted most of the time				
9	He / She is optimistic and confident				
10	He/she is able to have a responsibility				
11	He / She respects the property/rights of others				
12	He / She tends to the same gender				
13	He / She can take a responsibility/behave outside home				
14	He / She accepts the challenges				
15	He / She tends to competition				
16	He / She plays a leading role with his /her friends				
17	He / She is Interested of friends				
18	He / She plays an active collaborator with children without frequent observation.				
19	He / She imitates the role of adults				
20	He / She is used to share in dialogue with others at a dinner table				
21	He / She sets up his/her aims and performing activity				
22	He / She prefers to be away from home and family in many situations				
23	He / She buys useful things without assistance				
24	He / She explains the rules of games or activities to others				
25	He / She has a real task which is performed once a week at least				
26	He / She tends to other gender				
27	He / She tends to isolation				
B- Psychological Development					
1- Intellectual Growth					
28	He / She reads properly that fits his / her age				
29	He / She likes reading				2
30	He / She has the ability to concentrate and pay attention				
31	He / She has the ability to distinguish between right and wrong				
32	He / She tries to fix the complicated problems that face him/her				

33	He / She has enthusiasm to learn the new				
34	He / She understands the negative and positive criticism				
35	He /She has the ability to imagine				
36	He /She understands the relationship between causes and outcomes				
37	Concepts of place and time is clear for him/her				
38	He /She communicates conversation with interest				
39	He /She has the ability for imagination and creativity				
40	He /She can classify things				
41	He/ She writes with a Patch font but doesn't use cursive font				
42	He / She can say the multiplication table with a few mistakes				
43	He / She can memorize three phone numbers or even three addresses to be used				
	2- Emotional Development				
44	Various emotions and habits are formed among children				
45	The intensity of anger and crying is decreased /reduced				
46	He / She controls his/her emotion in general				
47	He / She feels responsible towards his behavior				
48	He / She hates criticism from parents or teachers				
49	He / She Shows love and trying to have it using all means, and his /her social and emotional relations are improved with others.				
50	He / She is liable to emotional arousing because he/she has had remnants of jealous, challenge and fears which suffered from them previously.				
51	He / She becomes worry when the exam date is near				
52	He / She feels jealousy from his/her brothers and sisters.				
53	He / She feels jealousy from his peers at school.				
54	He / She is afraid from unperceived things				
55	He / She tends to have fun, happiness, laugh and tasting jokes.				
56	He / She is dependent and likes to rely on others				
57	He / She tends to isolated				
58	He / She always feels guilty				
59	He / She doubts of everything				
60	He / She believes that others are always better than him/her				

61	He / She feels that he/she is compelled				
62	The intensity of fear is increased with him/her				
63	He / She gets disturbing/upset for any simple reason or scolding				
	3- Language Development				
64	He / She can read according to his /her age				
65	He / She can write according to his/her age				
66	He / She can express himself/herself				
67	He / She can recognize written words and understood it in some way				
68	He / She can read the prayer, Athan or a poem which is composed of words mostly unrepeatable.				
69	He / She writes clearly and beautifully				
70	He / She forms correct sentences				
71	He / She understands what does he/she read				
72	He / She can list at least two words on the same scale of the following words " head, duck, who "				
73	The child sings songs or says a famous section of popular song				
74	The child writes and send a message without assistance				
	4- Spiritual and Moral Development				
75	He / She has a willingness to accept religious concepts such as Halal, Haram, paradise and hell				
76	He / She tries to perform religious works such as fasting and praying				
77	He / She asks about the different religious groups, Islam, Christianity, Jewish				
78	He / She can mention five of prophets names				
79	He / She has a knowledge of the God				
80	He / She can make ablution correctly				
81	He / She has the willingness to memorize parts of the Holy Quran				
82	He / She waits religious events				
83	He / She has the curious in religious issues				

بسم الله الرحمن الرحيم
الاستبانة بالغة العربية
مقياس التطور النفسي الاجتماعي

تعليمات المقياس

يعرض عليك هذا المقياس مجموعة من العبارات التي تقوم بقياس مستوى التطور النفسي والاجتماعي لطفلك، والتي نود أن تجيب عليها بصراحة، مع ملاحظة أن هذه المعلومات لن تستخدم إلا لغرض البحث العلمي فقط، وستكون إجاباتك سرية. ويجب أن يكون عمر الطفل من 10-12 سنة.

لذا نرجو منك أن تقرئي كل فقرة بدقة وأن تكوني صادقة مع نفسك، ومع طفلك، ضعي علامة (...) أمام كل عبارة في الصفحة التالية:

- | | |
|-------------|-----------------|
| 1- كثير جدا | 2- غالبا |
| 3- نادرا | 4- لا يوجد أبدا |
- ملاحظة :

أرجو الإجابة علي جميع بنود المقياس، وعدم ترك أي منها.

ولكن جزيل الشكر.

الباحثة
ختام يونس أبو لبدة

البيانات الشخصية :

1- عمر الأم.....سنة

2- عمر الطفل سنة

3- ترتيب الطفل

4- جنس الطفل المقصود بالاستبانة :

ذكر أنثي

5. عدد أفراد الأسرة :

أقل من 5 5-7 أفراد أكثر من 8

6- الحالة الاجتماعية للأم

متزوجة أرملة مطلقة

7- المستوى التعليمي :

ابتدائي إعدادي ثانوي جامعي.

8-المستوى الاقتصادي

أ. عمل الأم

ربة بيت

عاملة

نوع العمل

طبيبة ممرضة غير ذلك

ب-الأب

يعمل لا يعمل

ج.قيمة الدخل الشهري:

أقل من 500 شيقل من 500-1000 شيقل من 1000-1500 شيقل

من 1500-2000 من 2000-2500 أكثر من 2500 شيقل

الرقم	التطور الاجتماعي	كثيرا جدا	غالبا	نادرا	لا يوجد أبدا
1	يميل إلى اللعب مع رفاقه				
2	يميل إلى الاستقلال والقيام بالأعمال التي تخصه بنفسه				
3	لديه روح المبادرة				
4	مطيع ويتفاعل مع ما يطلبه الكبار				
5	لديه العديد من الأصدقاء				
6	يهتم بالأفراد والمحيطين به				
7	يميل إلى المشاركة في النشاطات الاجتماعية				
8	ودود ومبتهج معظم الوقت				
9	متفائل وواثق من نفسه				
10	يتحمل المسؤولية				
11	يحترم ملكية الآخرين				
12	يميل لنفس الجنس				
13	يستطيع التصرف خارج البيت				
14	يقبل التحديات				
15	يميل إلى المنافسة				
16	يلعب دورا قياديا مع فريق الرفاق				
17	يهتم بالأصدقاء				
18	يلعب مع أطفال بنشاط متعاون بدون مراقبة دائمة				
19	يقلد دور الكبار				
20	يشترك بالحديث على مائدة الطعام				
21	يضع أهدافه بنفسه وينفذ النشاط				
22	يفضل الطفل في أحوال كثيرة أن يكون بعيدا عن البيت والعائلة				
23	يشترى الطفل الأشياء المفيدة بدون مساعدة				

				يشرح قوانين الألعاب أو النشاطات للآخرين	24
				لدي الطفل مهمة حقيقية واحدة ينجزها مرة في الأسبوع على الأقل	25
				يميل للجنس الآخر	26
				يميل إلى العزلة	27
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				التطور العقلي المعرفي	أ
				يقرا بصورة صحيحة تتناسب وعمره	28
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				لديه مقدرة علي التمييز بين الصواب والخطأ	31
				يحاول حل المشكلات المعقدة التي تواجهه	32
				لديه الحماس لمعرفة الجديد	33
				يدرك نوع النقد السلبي والايجابي	34
				لديه المقدرة علي التخيل	35
				يدرك العلاقة بين الأسباب والنتائج	36
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(Figure 1): Ericson table of psychosocial development stages:

Stage	Basic Conflict	Important Events	Outcome
Infancy (birth to 18 months)	Trust vs. distrust	Feeding	Children develop a sense of trust when caregivers provide reliability, care, and affection. A lack of this will lead to mistrust.
Early Childhood (2 to 3 years)	Autonomy vs. Shame and Doubt	Toilet Training	Children need to develop a sense of personal control over physical skills and a sense of independence. Success leads to feelings of autonomy, failure results in feelings of shame and doubt.
Preschool (3 to 5 years)	Initiative vs. Guilt	Exploration	Children need to begin asserting control and power over the environment. Success in this stage leads to a sense of purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt.
School Age (6 to 11 years)	Industry vs. Inferiority	School	Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feelings of inferiority.
Adolescence (12 to 18 years)	Identity vs. Role Confusion	Social Relationships	Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself, while failure leads to role confusion and a weak sense of self.

Young Adulthood (19 to 40 years)	Intimacy vs. Isolation	Relationships	Young adults need to form intimate, loving relationships with other people. Success leads to strong relationships, while failure results in loneliness and isolation.
Middle Adulthood (40 to 65 years)	Generativity vs. Stagnation	Work and Parenthood	Adults need to create or nurture things that will outlast them, often by having children or creating a positive change that benefits other people. Success leads to feelings of usefulness and accomplishment, while failure results in shallow involvement in the world.
Maturity (65 to death)	Ego Integrity vs. Despair	Reflection on Life	Older adults need to look back on life and feel a sense of fulfillment. Success at this stage leads to feelings of wisdom, while failure results in regret, bitterness, and despair.

(Figure 2): Piaget’s stages of Cognitive Development

Stage	Approximate Age	Characteristics
Sensor motor	0-2 years	<ul style="list-style-type: none">• Begins to make use of imitation, memory, and thought.• Begins to recognize that objects do not cease to exist when they are hidden.• Moves from reflex actions to goal-directed activity.
Preoperational	2-7 years	<ul style="list-style-type: none">• Gradually develops use of language and ability to think in symbolic form.• Able to think operations through logically in one direction.• Has difficulties seeing another person's point of view.
Concrete operational	7-11 years	<ul style="list-style-type: none">• Able to solve concrete (hands-on) problems in logical fashion.• Understands laws of conservation and is able to classify and seriate.• Understands reversibility.
Formal operational	11-15 years	<ul style="list-style-type: none">• Able to solve abstract problems in logical fashion.• Becomes more scientific in thinking.• Develops concerns about social issues, identity



التاريخ: 2012/03/18م

الرقم:

المحترم،،،

الأخ / د. فؤاد العيسوي

مدير عام الرعاية الأولية

السلام عليكم ورحمة الله وبركاته،،،

الموضوع/ تسهيل مهمة باحث

بخصوص الموضوع أعلاه، يرجى تسهيل مهمة الباحثة / ختام يونس ابو
ليدة الملتحقة ببرنامج ماجستير صحة نفسية مجتمعية - كلية التربية - الجامعة
الإسلامية بغزة في إجراء بحث بعنوان :-

"The Relationship between Psychosocial development for

Children and Women's Work in Gaza "

حيث الباحثة بحاجة لتعبئة استبانته من الأخوات العاملات في الإدارة العامة للرعاية الأولية - المنطقة
الوسطى- ممن لديهن أطفال في الفترة العمرية من 9-12 عام ، و بما لا يتعارض مع مصلحة العمل
وضمن أخلاقيات البحث العلمي، و دون تحمل الوزارة أي أعباء.

وتفضلوا بقبول التحية والتقدير،،،

د. ناصر رأفت أبو شعبان

مدير عام تنمية القوى البشرية

وزارة الصحة	وزارة الصحة
	الإدارة العامة للرعاية الأولية
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التاريخ:	2012/3/19

صورة/
صاحبة العلاقة



علم ونبيل جبر
مركز تنمية القوى البشرية
مدير عام تنمية القوى البشرية

الإدارة العامة
للرعاية الأولية

الأخوة مشرفون
بالتأطفة
للتسهيل
اجراء البحث
بإذن
مدير عام

List of abbreviatores

- 1-Mr Dr Aysh Sammour Psychiatric hospital
- 2-Mr Dr hekmy Elromy Psychiatric hospital
- 3-Mr Dr Omer Elbouhesy Psychiatric clinic
- 4-Mr Dr Atef El agha Islamic university
- 5-Mr Dr Gameel Eltahrawy Islamic university
- 6-Mr yahya Abu Mashaykh ... Elazher university
- Mr Dr Mohammed abu nad... Elrancy hospital7