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Challenges of Working Mothers and its Effect on the Academic Performance of their Children

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Abstract

In Pakistan, women's employment has increased due to inflation. Now it is the requirement for both parents to work to meet both ends subsequently they have limited family time. Traditionally women are considered as homemakers, this transition from housewives to professional women has put dual responsibilities on working mothers. This study is an effort to investigate the challenges working mothers encounter in harmonizing their responsibilities both as professionals and in motherhood. A quantitative approach was used, and a survey questionnaire was designed for mothers employed at schools in the district of East Karachi. The data was collected from 150 working mothers. The recorded data was analyzed by SPSS. With percentage frequency, descriptive statistics were used for data analysis. The data analysis of this study revealed emotional and time-management stress and financial pressures, despite hectic work routines working mothers manage time to assist their children in their academic assignments and keep themselves updated and informed about their children's academic progress. The findings of this study recommended that policymakers should provide mental and well-being awareness facilities and improve their organizational skills by facilitating the execution of time management workshops and training programs, encouraging the development of budgeting skills, and supporting financial planners and support networks such as government programs or community resources to overcome financial constraints.

Keywords: Academic Performance, Balancing Work, Emotional Stress, Time Management Skills, Working Mothers

Introduction

Over recent years, there has been a significant rise in the number of mothers' employment driven by economic factors and the challenges of confronting gender discrimination in both professional environments and domestic settings (Kadale, 2018). Traditional gender norms in Eastern countries place a heavy burden on working mothers and impose that household tasks are women's obligations. The mental and physical well-being of working mothers has a profound impact because of juggling multiple roles and experiencing emotional disorders, such as frustration, aggression, feelings of guilt for being unresponsive and neglectful toward their children and family, stress with time management, and work-family conflicts and

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getting depressed of thinking that they are not doing justice with both their work and motherhood (Ahmad & Omar, 2008; Ravnbol & Grover, 2011; Greer & Morgan, 2016). As a result of these issues, many working mothers quit their jobs to focus on domestic responsibilities. Women in the workforce can positively contribute to the productivity of organizations and recognize themselves on a global canvas (Brown, 2022). Therefore, if working mothers continue to with conflicts between work and home, their performance and commitment to their organizations may decline significantly, leading to reduced productivity and efficiency for these organizations. To support and promote women in the workforce, practical policies should enable working mothers to manage their work and family responsibilities better (Chen et al., 2022).

According to Ara (2012) it is universally recognized that mothers' education and employment have a significant role in the advancement of individuals, communities, and nations. The mother is the one who inculcates a positive attitude and transfers knowledge and skills to her children through her education and professional activities. Therefore, it is crucial to research to identify the specific causes of working mothers' challenges in Pakistani society and propose more practical and satisfying solutions. The goal of this study was to investigate the obstacles encountered by working mothers with their families and suggest potential solutions to address these issues.

Who are Working Mothers?

The term "working mother" highlights the art of balancing professional and family roles. The interchangeable role of working mothers requires effective management. Subsequently, they encounter various challenges, including mental and physical stress, time constraints, financial limitations, and societal expectations, as they engage in both the workforce and familial roles. Abouelenin & Yang Hu (2023); Ceka & Murati (2016) emphasized the challenges faced by working mothers in accessing paid employment outside their homes on a full-time or part-time basis in their study. Mother employment is influenced by Economic conditions, cultural and social norms, and individual preferences and values (Langner, 2018). However, mothers' employment significantly impacts child development and family dynamics (Sultana & Noor, 2012). Working mothers contribute to both their families and the nation's economy (Bishnoi, Malik & Yadav, 2020).

Challenges Faced by Working Mothers in Balancing Work and Their Family Responsibilities

As noted by Ravindranath et al. (2021) working mothers face numerous obstacles such as time management, sleep deprivation (Kumari et al., 2016) household chores, child care, parenting responsibilities, workplace support, gender bias, self-care, and

financial stress in managing their professional and personal obligations (Craig & 2012). Creating a work-life balance can be tough for working mothers due to hectic work schedules and inadequate support in the workplace, which can negatively impact their career growth and personal life (Chung & Van der Lippe, 2020). Some mothers may prioritize career advancement over child-rearing while others wait until their children are older. According to several researches, parental attention is crucial to avoid potential harm to cognitive, emotional, and physical development. Due to the constant juggling of dual responsibilities working mothers often neglect their physical and mental health making it a challenge to prioritize self-care.

Challenges Faced by Working Mothers and Their Effect on Their Children's Academic Performance

Mother employment is a widely studied topic and several researches have been conducted to investigate the positive and negative effect it has on their child's academic performance. A working mother has inadequate time to offer to her children due to her demanding work hours, which reduces her involvement in their Academic activities, including homework and school events. Additionally, they may experience stress, negative mood, and feelings of guilt which can further impact their involvement, and affect their parenting style leading to reduced responsiveness and sensitivity towards their children's needs. As a consequence, children feel a lack of emotional support and become more prone to behavioural and academic problems. This can result in children feeling less emotionally supported and more prone to behavioural and academic issues (Farooq, Feroze & Kai, 2017). This study aimed to examine the potential effects of working women on the academic performance of their children.

Objectives of the Study

- To identify the challenges of working mothers in balancing work and family responsibilities.
- To determine the effect of challenges of working mothers on their children's academic performance.

Research Questions

- What are the challenges of working mothers in balancing work and family responsibilities?
- Do these challenges affect their children's academic performance?

Hypothesis

- There is a significant effect on the academic performance of working mothers' children

Statement of the Problem

In contemporary society, women's roles in the workforce have evolved significantly, with a growing number of mothers as both professionals and homemakers balancing their responsibilities. While this shift has shed light on beneficial aspects, a complex set of challenges is also raised that working mothers experience in doing justice with professional life and motherhood. The main issues addressed in this study are time management, mental well-being, parental involvement, and financial strain. This study aims to investigate the challenges encountered by working mothers and explore how these challenges may influence the academic performance of their children.

Purpose of the Study

The purpose of this study was to determine the challenges working mothers face and their effect on their children's academic performance and to understand the relationship between working mothers' and children's educational outcomes. This study aims to investigate whether having a working mother has a positive or negative impact on children's academic performance and to identify the challenges that may influence this relationship.

Significance of the Study

This study explores the challenges working mothers face and their effects on their children's academic performance. This research will help create more supportive and equitable workplaces and provide suggestions for policymakers to develop effective policies and programs to support working mothers and their children.

Review of the Literature

A working mother finds fulfillment in career and motherhood, harmonizing professional and personal lives (Poduval & Poduval, 2009). Mothers spend a great amount of time with their children which affects their attitudes, abilities, and behaviour (Almani et al., 2012). Gardazi et al. (2016) refers to women who manage work alongside being caregivers and homemakers, having full-time or part-time jobs, pursuing careers, or running businesses as working mothers. In Pakistan, working mothers usually prioritize their families' needs over their well-being, causing immense pressure. Regardless, they play a crucial part in society by financially supporting and being role models for their children. Poduval, & Poduval, (2009); Mordi, et al. (2023) used the term "working mother" to recognize and honor the contributions and obstacles faced by these women. Working mothers face significant

obstacles in balancing their employment and parenting duties, leading to conflicts and undermining harmony in the family (Anafarta, 2011). Brooks-Gunn et al. (2010) explored that a mother's employment has potentially negative effects on children's behaviour between ages three and seven. DeJong (2010) related maternal employment to later behavioural issues in children, mentioning factors like role strain, role overload, and inter-role conflict affecting student performance. Weiss et al. (2009) and other studies revealed a negative association between children's education and mother employment, with working mothers being less involved in their children's education when compared to housewives.

Nevertheless, some studies also presented that working mothers developed strategies for educational involvement to resolve the dilemma of balance between work and education involvement, this necessitates policies to be revised and recommends further research (Tripathi, Shukla & Randev, 2016). Physical and mental stress and time management are factors affecting working women's work-life balance identified (Anand, 2020; Gambles et al., 2006). Grady & McCarthy (2008) highlighted working women's efforts to balance their career and household responsibilities. Children's academic performance was their priority, along with career goals.

A person's potential and capabilities are often reflected in academic performance. Education for economic development and an individual's social status and career prospects are crucial factors (Ahsan & Kumar, 2013). Children's academic performance is directly impacted by the educational background of their mothers irrespective of socioeconomic status, gender, and other factors. Education influences not only academic performance but also societal perception. Affects how individuals are perceived in society. Furthermore, education is necessary to eradicate social issues like poverty and other problems (Azizah et al., 2022).

However, this study indicates that children of working mothers generally perform better academically than those of non-working mothers. Şengönül's (2022) study demonstrates that children of working mothers achieve more promising educational outcomes, further signifying previous research about the role of maternal employment on family life. The study highlights the significant role of maternal employment in the academic development of their children and presents practical strategies to address this. Academic performance differed greatly between children of working and non-working mothers. Working mothers' daughters exhibited greater academic achievement, successful and innovative career paths, and professional devotion (Torres, 2024). However, children of lower socio-economic backgrounds, single parents, or working mothers had superior cognitive abilities. Even though initial research showed sons of working mothers had poor academic performance, further studies revealed no noteworthy gender differences (Salahuddin, 2021).

Research Methodology

Materials and Methods

The design for this research study was quantitative as well as descriptive in nature. The researcher has adopted a non-experimental research approach following a survey design to carry out the research.

Research Design

In this study, a survey design was used to find answers to the research questions. The survey design was used because this study aims to investigate the challenges of working mothers in balancing work and family responsibilities.

Population and Sample

The targeted population was comprised of mothers working at schools in the district of East Karachi. The population had diversity in demographic characteristics such as age, marital status, family structure, and educational background. The sample was selected using Simple random sampling methods. The sample size consists of 150 mothers working at schools in Karachi. The survey questionnaire was filled out by the mothers working at schools whose children were attending school for data collection purposes.

Data Collection Tool

A detailed questionnaire was prepared with demographic information and designed with an expert research supervisor and a review of related literature. The questionnaire was used to collect quantitative primary data from working mothers in Karachi. A three-degree Likert scale was used to ensure the effectiveness of the questionnaire. The validity and reliability of the tool were checked through a pilot study. The survey instrument collected information on the backgrounds of working mothers, including age, marital status, family structure, and education level.

Data Analysis and Interpretation

The information obtained from the data was systematically gathered and documented, and later, it was analyzed by the percentage frequency method using SPSS.

Demographic Information

The first section of the questionnaire consisted of demographic details, and frequency tabulation was used for the analysis.

Table 1: Demographic Details of Working Mothers

Variables		Frequency	Percentage
Age	21 - 30	21	14.0
	31 - 40	85	56.7
	41 - 50	44	29.3
Qualification	Graduate	85	56.7
	Post-Graduate	65	43.3
Socio-Economic Status	Lower Middle Class	8	5.3
	Middle Class	111	74.0
	Upper Middle Class	31	20.7
Marital Status	Married	134	89.3
	Divorced	10	6.7
	Widowed	6	4.0
Type of Family	Nuclear	81	54.0
	Joint	69	46.0
	Total	150	100.0
Number of Children	1	36	24.0
	2	61	40.7
	3	35	23.3
	4	18	12.0

Table 1 provides the demographic details of working mothers. The study involved 150 working mothers. The results showed the distribution of these mothers across different age groups. The majority of the participants, 85 mothers (56.7%), were in the 31-40 age group, followed by 44 mothers (29.3%) in the 41-50 age group, and 21 mothers (14%) in the 21-30 age group. Additionally, the study revealed the distribution of educational qualifications among the participants, with 85 mothers (56.7%) being graduates and 65 mothers (43.3%) having postgraduate qualifications. These findings categorized the working mothers into three socioeconomic classes: middle-class, upper-middle-class, and lower-middle-class. Among the 111 participants (74%), the largest group belonged to the middle class, followed by 31 participants (20.7%) in the upper-middle class, and 8 participants (5.3%) in the lower-middle class. The majority of working mothers, 134 out of 150 (89.3%), were found to be married, while only 10 (6.7%) were divorced and 6 (4%) were widowed. This suggests that the largest proportion of working mothers were married, while those

who had experienced divorce or widowhood were in a smaller proportion. Furthermore, the results revealed that 81 participants (54%) had a nuclear family, compared to 69 (46%) who had a joint family structure. Notably, the majority of working mothers had a nuclear family rather than a joint family. Lastly, the distribution of the number of children showed that 36 (24%) had one child, 61 (40.7%) had two children, 35 (23.3%) had three children, and 18 (12%) had four children. These findings indicate that the majority of working mothers had two children, while those with one, three, or four children were in a smaller percentage.

The second section is comprised of two questions to get a better analysis of what made women join the workforce and do they have any assistance in managing home chores.

Table 2: Reason for the job and helping hand in managing the home chores

Statements	Option	Number of Respondents	Percentage
Are you working to financially support your family?	Yes	112	74.7
	No	38	25.3
	Total	150	100.0
Do you have assistance in managing the home chores such as maid or housekeeper?	Yes	83	55.3
	No	67	44.7
	Total	**150**	**100.0**

Table 2 illustrates the responses of the study participants regarding their financial support for their families. Among the 150 participants, 112 working mothers (74.7%) expressed a willingness to provide financial support, while 38 (25.3%) did not. The majority of participants expressed a desire to work for financial support, while a significant number of working mothers did not share this sentiment. Furthermore, 83 (55.3%) participants reported having a maid to assist with household chores, while 67 (44.7%) did not. These results indicate that many participants had a helping hand, in the form of a maid, to support them in their domestic responsibilities.

Research Question and Item-wise Analysis

The development of items of tools stemmed from two Research questions. An analysis of these research questions is presented below.

Research Question No.1: What are the challenges of working mothers in balancing work and family responsibilities?

Items No.1, 2, 3, 4, and 5 were designed to address Research Question 1.

Table 3: Item 1. Do you feel depressed or frustrated due to your busy routine?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	92	61.3	61.3	61.3
	No	34	22.7	22.7	84.0
	Sometimes	24	16.0	16.0	100.0
	Total	**150**	**100.0**	**100.0**	

Table 3 above reveals that 92 working mothers i.e. (61.3%) responded "Yes" when asked if they experience frustration or depression due to their busy routines, indicating that they felt frustrated and depressed, 34 working mothers i.e. (22.7%) responded "No" indicating they did not experience frustration or depression, while 24 working mothers i.e. (16%) responded Sometimes, suggesting that they occasionally felt frustrated or depressed due to their hectic schedules. These results suggest that most participants experience frustration or depression because of their busy routines.

Table 4: Item 2. Do you experience stress with time management?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	91	60.7	60.7	60.7
	No	40	26.7	26.7	87.3
	Sometimes	19	12.7	12.7	100.0
	Total	**150**	**100.0**	**100.0**	

Table 4 shows that 91 participants i.e. (60.7%) responded "Yes" that they experienced stress due to time management, while 40 participants i.e. (26.7%) responded "No", and 19 participants i.e. (12.7%) responded "Sometimes" they experienced stress out in time management. These results suggest that the majority of working mothers felt burnt out when managing time.

Table 5: Item 3. Do you believe that you have better time management skills compared with housewives?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	96	64.0	64.0	64.0
	No	32	21.3	21.3	85.3
	Sometimes	22	14.7	14.7	100.0
	Total	**150**	**100.0**	**100.0**	

Table 5 reveals that 96 participants i.e. (64%) responded "Yes" which means that they perceived themselves as better time managers than housewives, 32 participants i.e. (21.3%) responded "No", while 22 participants i.e. (14.7%) responded "Sometimes". From the findings of the result, it is revealed that in comparison with housewives, the majority of working mothers hold a positive self-perception as a time manager.

Table 6: Item 4. Do you get exhausted in balancing both work and family responsibilities?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	103	68.7	68.7	68.7
	No	29	19.3	19.3	88.0
	Sometimes	18	12.0	12.0	100.0
	Total	**150**	**100.0**	**100.0**	

Table 6 indicates the distribution of responses to the item on feelings of exhaustion while balancing work and family responsibilities. A majority of 103 working mothers i.e. (68.7%) responded "Yes" which indicates that juggling their responsibilities they felt exhausted, while 29 working mothers i.e. (19.3%) responded "No" revealing that they did not feel exhausted. Additionally, 18 working mothers i.e. (12%) responded "Sometimes", which indicates occasional feelings of exhaustion. These results suggest that many respondents felt exhausted in balancing their work and family responsibilities.

Table 7: Item 5. Are you burdened with fulfilling the financial requirements and demands of your family/spouse?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	67	44.7	44.7	44.7
	No	60	40.0	40.0	84.7
	Sometimes	23	15.3	15.3	100.0
	Total	**150**	**100.0**	**100.0**	

Table 7 shows the distribution of responses to the item about working mothers' feelings of burden related to their family/spouse's financial needs and demands. 67 working mothers i.e., (44.7%) responded "Yes", indicating that they felt burdened by their family/spouse's financial needs and demands, while 60 participants i.e. (40%) responded "No", indicating that they did not feel burdened in this regard, 23 participants (15.3%) responded "Sometimes" indicating that they felt burdened occasionally.

Research Question No.2: Do these challenges affect their children's academic performance?

Items No.6, 7, 8, 9, 10, and 11 were designed to address Research Question 2.

Table 8: Item 6. Do you think you manage to help your children with their homework whenever they need you?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	106	70.7	70.7	70.7
	No	32	21.3	21.3	92.0
	Sometimes	12	8.0	8.0	100.0
	Total	**150**	**100.0**	**100.0**	

Table 8 shows the distribution of responses to the item working mother managing to help their children with their homework whenever they need her. The majority 106 working mothers i.e. (70.7%) responded “Yes”, indicating they felt capable of assisting, while 32 working mothers i.e. (21.3%) responded “No” indicating they were unable to help their children when required and 12 working mothers i.e. (8%) of participants responded “Sometimes”, indicating that they were capable of assisting their children with homework occasionally.

Table 9: Item 7. Do you regularly attend parent-teacher meetings at your children’s school?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	106	70.7	70.7	70.7
	No	40	26.7	26.7	97.3
	Sometimes	4	2.7	2.7	100.0
	Total	**150**	**100.0**	**100.0**	

Table 9 shows that 106 participants i.e. (70.7%) responded “Yes”, indicating they attend parent-teacher meetings regularly at their children’s school, 40 participants i.e. (26.7%) responded “No” indicating that they do not attend regularly, and 4 participants only, a small percentage, (2.7%) responded "Sometimes", indicating that they occasionally miss attending parent-teacher meetings. These results suggest that a majority of the participants in the survey were actively involved in their children's education by attending the meetings regularly.

Table 10: Item 8. Do you keep yourself updated about your children’s academic progress and performance?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	131	87.3	87.3	87.3
	No	14	9.3	9.3	96.7
	Sometimes	5	3.3	3.3	100.0
	Total	**150**	**100.0**	**100.0**	

Table 10 shows the distribution of responses to the item Keeping yourself updated about your children's academic progress and performance, 131 a large proportion of working mothers i.e. (87.3%) responded "Yes", indicating that they stay informed about their children's academic progress and performance, while 14 participants i.e. (9.3%) responded "No", indicating that they were not kept updated or informed with their children's academic performance, and only 5 participants i.e. (3.3%) responded "Sometimes", indicating that they kept themselves informed and updated about their children academic progress. These results suggest that the majority of the participants stayed informed and monitored their children's academic progress.

Table 11: Item 9. Are you showing an unresponsive and neglectful attitude towards your children after returning from your work?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	46	30.7	30.7	30.7
	No	88	58.7	58.7	89.3
	Sometimes	16	10.7	10.7	100.0
	Total	**150**	**100.0**	**100.0**	

Table 11 indicates responses to the item working mother being unresponsive and neglectful towards their children upon returning from work. A minority of 46 working mothers i.e. (30.7%) responded "Yes", indicating that they were being unresponsive and neglectful towards their children upon returning from work, while 88 participants i.e. (58.7%) responded "No" indicating that they did not show unresponsive and neglectful attitude, and 16 participants i.e. (10.7%) still considerable responded "Sometimes", indicating that they showed this type of attitude. These findings indicate that the majority of working mothers did not tend to be unresponsive or neglectful behaviour towards their children after work. However, it is important to consider that a minority of the respondents occasionally had unresponsiveness and neglectful behaviour.

Table 12: Item 10. Do you think that your children's academic performance has declined due to your work routine?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	37	24.7	24.7	24.7
	No	98	65.3	65.3	90.0
	Sometimes	15	10.0	10.0	100.0
	Total	**150**	**100.0**	**100.0**	

Table 12 shows responses to the item Working mother thinks that their children's academic performance has declined due to their work routine. 37 working mothers i.e. (24.7%) responded "Yes" which indicates a negative impact on their children's academic performance due to their work routine, while 98 working mothers i.e. (65.3%) responded "No", indicating that there was no impact on their children's academic performance due to their work schedule, and 15 working mothers i.e. (10%) responded "Sometimes" indicated that their work routine negatively affected their children's academic performance occasionally. These findings suggest that most of the working mothers did not believe their work schedule impacted their children's academic progress negatively.

Table 13: Item 11. Do you believe you are doing justice to your both professional and family responsibilities?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	82	54.7	54.7	54.7
	No	49	32.7	32.7	87.3
	Sometimes	19	12.7	12.7	100.0
	Total	**150**	**100.0**	**100.0**	

Table 13 shows responses to the item as a working mother you are doing justice to both your work and your motherhood. A majority of the participants, which is 82 working mothers i.e. (54.7%) responded "Yes" indicating that they effectively fulfilled their responsibilities towards both their work and motherhood, while 49 mothers i.e. (32.7%) responded "No", indicating that they faced difficulty in balancing both roles simultaneously, and 19 participants i.e. (12.7%), responded "Sometimes" which indicated that they were capable of harmonizing both roles occasionally. These findings revealed that working mothers were confident in balancing work and motherhood responsibilities.

Discussion

The current study emphasized the challenges faced by working mothers in balancing their professional and caregiving responsibilities. A majority of mothers started their jobs due to financial constraints and many have hired assistance for the domestic chores. The results revealed that working mothers encounter challenges due to insufficient support from their workplace and family in managing household tasks. Working mothers faced emotional distress due to lack of time for personal activities, concern for their children's welfare, and employment-related stress. The study highlighted the importance of flexible work hours, and family and financial support to help working mothers overcome these challenges. Additionally, the study examines

the influence of mother employment on their children's academic performance, while many were able to provide consistent academic support, some were unable to offer such assistance, hurting their children's academic progress. While many regularly attend, others do so occasionally due to work obligations. However, working mothers were able to create strategies to overcome this imbalance of work and academic progress.

Overall, the study highlights challenges working mothers face, such as physical and psychological stress, time restraints, and financial burdens, this necessitates organizations and policymakers to design comprehensive plans to empower working mothers in effectively balancing their multiple roles and promote their well-being.

Conclusion

The analysis of this study reveals the multifaceted challenges that working mothers encounter while balancing their work life with motherhood. The findings indicate that these mothers endure emotional strain, time management stress, exhaustion from juggling between duties, and financial pressure (Fuller & Hirsh, 2018). These issues lead to emotional stress as a result of their demanding schedules, underscoring the need for support mechanisms to promote their mental well-being. Their ability to fulfill work and family obligations is affected due to time restraints and financial stress, emphasizing the need for supportive workplace policies, flexible work hours, and effective time management.

To enhance the overall well-being of working mothers, it's essential to find practical solutions and resources to address the obstacles they face. It is particularly important to address financial stress, as working mothers often struggle to meet their family's financial demands. Open and supportive communication among families is necessary to resolve financial matters. Furthermore, the results indicate that working mothers remain committed to their children's education and make active efforts to attend parent-teacher meetings and assist with homework, despite their busy schedules. Policymakers, employers, and society should consider these findings and implement supportive policies, create environments that promote the well-being of working mothers, and contribute to improved outcomes for their children's academic performance.

Recommendations

There are few recommendations that policymakers can consider to develop strategies and better planning to overcome the challenges faced by working mothers.

1. By promoting mental health awareness sessions and seeking professional help. This includes mental health services and counseling for working mothers accessible and affordable.
2. Providing time-management training and the use of technology to enhance time-management skills.
3. By encouraging on-site childcare facilities and family-friendly policies.
4. By implementing policies that support workplace gender equity and equal pay, as well as financial literacy programs to manage their finances effectively for working women.
5. By promoting flexible working hours or remote work options working mothers can assist their children with their homework and easily attend parent-teacher meetings.

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