

Impact of Mother's Profession on Academic Performance of Children: A Sociological Investigation in Gopalganj Sadar Upazila, Bangladesh

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ABSTRACT

Each family has a mother, who serves as the cornerstone of the home. She must take on various roles, both at home and in the wider society. Mothers worldwide, whether employed or not, dedicate themselves wholeheartedly to their children. A mother's unconditional love for her child is so profound that she would willingly sacrifice her own life. It is regrettable that working women often have to manage several obligations both at home and in the workplace. The main objective of this inquiry is to analyze the correlation between a mother's profession and her children's academic achievement. This research used a combination of qualitative and quantitative methods. Quantitative data was obtained via an interview schedule, while qualitative data was acquired through an in-depth interview. A total of 150 participants were selected for quantitative research, while the qualitative data included a small number of sample (10 respondents). The study investigated the correlation between a mother's profession and her children's academic performance, using role theory and Urie Bronfenbrenner's ecological system theory. This research categorizes mothers' jobs in the study region into eight distinct categories. Given the central emphasis on the correlation between a mother's profession and her child's academic achievement, the distribution of the mother's time was also taken into account. The study finds that, there are statistically significant correlation between a mother's profession and her child's academic achievement. Parenting approaches indirectly impact children's academic achievement by influencing their self-perception and drive.

Keywords: women, employment, professionalism, academic performance, children, Bangladesh.

INTRODUCTION

The mother's function is crucial in the context of family dynamics, particularly in the context of infant upbringing and nurturing. The capacity to shape the next generation is a divine privilege (Ali et al., 2009). According to Ara (2012) and Ahmmed et al. (2022), a mother's level of involvement in the household affects her children's academic success. As an increasing number mothers have entered the workforce, traditional family relationships have undergone a transformation. Consequently, children are now under the supervision of professional attendants, rather than their mothers. The potential consequences of this transition are substantial, as the new caregivers may possess inferior credentials and education than their predecessors, which could lead to children receiving inadequate attention, education, and care.

This is a critical factor to consider, as Hossain et al. (2022) identified a variety of factors that affect the academic performance of children. The development of proficient individuals who can drive a country's economic and social advancement is contingent upon the attainment of high levels of educational achievement.

According to Ahsan and Kumar (2013), the emphasis on academic achievement has a significant impact on the education system, students, and teachers. A child's academic achievement, family income, the number of siblings, and the parents' level of education are all influenced by a mother's career (Hoque, 2017). Al-Mamun et al. (2022) assert that mothers have a substantial impact on their children's academic trajectories due to the numerous ways in which women contribute to their families, thereby enhancing overall satisfaction.

In all civilizations, mothers have historically been accountable for the care of infants and children. This underscores the historical significance of mothers in this capacity (UNDP, 1995). There is a prevalent belief that children whose mothers are employed have inferior academic performance, which has led to concerns about the impact of maternal employment on their children's educational outcomes (Awan, 2015). Banducci (1967) introduced the concept of familial academic socialization, which denotes the manner in which parents influence their children's academic performance. The socioeconomic circumstances of the child and the parent's confidence in their academic abilities are among the determinants. Alam et al. (2022) assert that parental involvement has a significant impact on a child's future, particularly in the areas of education and employment guidance. The outcomes of their children, the well-being of the family, and the techniques of parenting are all directly influenced by the employment levels of mothers (Ahsan & Kumar, 2013). The quantity and quality of time that women spend with their children have been the subject of discussion regarding the potential impact of a mother's decision to remain at home on her child's success in life (Shepherd-Banigan et al., 2019). The employment of mothers has a significant impact on the perceptions and accomplishments of their children across generations, which complicates discussions about their responsibilities in the family and the workplace.

The consequences of mothers' labor on their offspring have been the subject of numerous studies that have examined a variety of aspects of this complex interaction. Havnes and Mogstad (2011) conducted a study on the correlation between maternal employment rates and childcare accessibility, emphasizing the importance of readily accessible childcare in motivating women to enter the workforce. In the same vein, Bernal (2008) discovered that children whose mothers worked full-time and utilized childcare facilities had lower ability test scores. This finding provides a critical understanding of the potential academic repercussions of these employment arrangements for mothers. Additionally, Morrissey and Kalil (2011) showed that children whose mothers worked outside the home displayed a higher B.M.I., indicating that working mothers have an impact on their children's happiness and well-being in addition to their academic success.

Hsin and Felfe (2014) examine the intricate relationship between the developmental outcomes of children and the work of mothers, illustrating that mothers with varying levels of education encounter challenges in balancing both responsibilities. Chiao et al. (2013) emphasize the complex relationship between cognitive development, childcare environments, and maternal employment. It underscores the necessity for working women to give consideration to the welfare of their children when making childcare decisions. Additionally, Pilkauskas and Brooks-Gunn (2018) conducted research on the impact of mothers' employment stability on the cognitive abilities and behavior of their children. This investigation provides a comprehensive understanding of the long-term consequences of mothers' employment schedules on the health of their offspring. The objective of this paper is to address two specific inquiries. The initial inquiry pertains to the potential impact of a domestic mother on the long-term academic performance of children. The second pertains to the potential impact of a working mother on their child's academic performance.

Rationale of the Study

This issue has been the subject of numerous investigations in the contemporary world. Nevertheless, additional research is required to investigate the relationship between maternal employment and the academic performance of children in Bangladesh. The time that a child spends with their mother is considered one of the most valuable inputs for child development (David, 2011). Bangladesh is a developing nation in which women have historically held a dominant position. Nevertheless, there has been a substantial increase in the number of women who are employed in recent years. The labor force survey (L.F.S.) shows that the female

labor force participation rate increased from 2003 to 2006 and significantly increased from 2006 to 2010, reaching 36.1%. Nevertheless, there are numerous misconceptions regarding the occupation of a mother. Diverse research indicates that the academic performance of children is either positively or negatively correlated with the profession of their mother. Therefore, this investigation will investigate the influence of maternal employment on the academic development of children and the attachment of employed mothers to their children. The participation of women is indispensable for the survival of a family in developing countries such as Bangladesh. However, the duties of caregivers and providers of family income may conflict due to the time constraints that women encounter, which could have significant implications for the welfare of children. A working mother may rely on other family members to take care of her children, but the standard of care they offer, particularly for older children, may need improvement.

Conversely, the inclusion of family income from a mother's employment should be advantageous for the purchase of academic accessories and tuition fees for children. This will be more probable if women have strong preferences for allocating their income to educational activities that are beneficial to their children, particularly if they have a strong preference for educating their children. However, the outcome may be either advantageous or detrimental. Therefore, it is crucial to determine whether a mother's profession has a significant impact on her child's academic development.

Objectives of the Study

General objective

The purpose of this study is to gather and assess information concerning mothers' role in children's academic achievement, especially working mothers' role in early educational development.

Specific Objectives

1. To know about the forms of mother's profession of school-going children;
2. To find out the academic performance of children according to their mother's profession,

LITERATURE REVIEW

The work status of a woman may have a significant impact on the academic performance of her offspring. According to an empirical study by Magnuson (2007), the mother's educational background has a significant impact on her children's academic success. In particular, children born to mothers with lower levels of education tend to perform better academically when their mothers return to school. He also posits that children whose mothers are older and more educated may only occasionally outperform their counterparts academically. This supports the idea that a child's mother's educational background may have a significant impact on their academic performance (Magnuson, 2007).

The work of a woman may have a significant impact on the cognitive development of her offspring, particularly in the context of education. Despite the challenges faced by the teaching profession, a study conducted in a Pakistani city demonstrated that mothers were proficient in observing their children's academic development. The offspring of instructors outperformed those of non-teachers in numerous instances (Siddiqui et al., 2019). This implies that mothers' careers, particularly if they are educators, may have a positive impact on their children's academic performance. Emotional factors in the mother-child relationship may have an impact on a child's academic success. Research indicates that parents may respond differently to their children's academic accomplishments, with some offering more assignment assistance than others (Šilinskas et al., 2012). When their children encounter academic challenges, parents frequently become more involved in their children's education. This, in turn, may affect the academic performance of their offspring.

In instances of parental melancholy, there is a correlation between the academic performance of children and the mental well-being of their mothers. Research indicates that parental depression is a significant predictor

of children's academic underachievement. Interventions intended to improve the mental health of mothers will have a positive impact on the academic success of children. This discovery underscores the significance of mothers' emotional well-being in relation to their children's academic performance.

The level of parental involvement in their children's education significantly predicts academic achievement. According to research, a woman's educational background significantly affects the cognitive and behavioral development of her offspring because it creates a learning environment (Adesokan & Makura, 2020). According to research, parental involvement in their education may improve the academic performance of children.

The parenting strategies and attitudes of their mothers may have an impact on the academic achievements of their offspring. Numerous studies have investigated the impact of authoritarian parental strategies on the psychological, emotional, and social well-being of academically successful adolescents. This is yet another illustration of the significant impact that women's parenting styles, particularly those that are directed toward academically gifted children, can have on their children in a variety of ways.

Hoque, Khanam, and Nobi (2017) conducted a study to compare the academic performance of children with working mothers and non-working mothers. The parents' highest level of education and employment, family income, family size, and the number of siblings who attended school were all explanatory variables for educational achievement. According to Hoque, Khanam, and Nobi (2017), the mother's educational background and family's wealth had a positive impact on her children's academic performance. The job status of mothers, with the exception of female instructors, has a negative impact. Data was collected from 51 randomly selected students using a questionnaire. Despite the fact that the majority of pupils' mothers possess a master's degree or higher, only 41% are employed full-time. Alam et al. (2022) discovered that 57% of mothers are employed as educators. When the number of family members does not increase in proportion to the family income, it becomes more difficult to provide sufficient financial assistance to school-age children. This research determined that, on average, a child whose mother has a high school diploma or higher may achieve a test score 20 points higher out of a total of 650 than a child whose mother has no formal education. A home tutor may not be as effective as a woman with a college degree in teaching her children and enhancing social culture (Ahsan and Kumar, 2013). Hossain et al. (2023) looked at the impact of a mother's profession and upbringing in a single-parent household when examining the academic success of children. The results suggested that educational attainment may be adversely affected by residing in a single-parent household with a working mother, as age, ethnicity, and family structure were all factors that influenced the study. The results also underscored the importance of mediating factors, such as time and money allocation. Milne et al. (1986) found that primary school children from two-parent households experienced statistically significant adverse outcomes as a result of their mother's occupation.

Conversely, primary school students from single-parent households experienced statistically significant and advantageous outcomes. The remaining groups exhibited a diverse range of effects, with the majority being non-significant. For instance, a child whose mother worked full-time (40 hours per week) had a literacy score that was 0.15 standard deviations lower than that of a child whose mother did not work. Additionally, the extent of this effect was contingent upon the duration of the mother's employment.

Greenberger and Nagel (2016) assert that this investigation examined mothers' behaviors, their participation in the labor market, and their children's accomplishments and associated behaviors from a variety of perspectives. The study validated the efficacy of numerous employment engagement metrics and behaviors associated with children's success. Greenberger and Nagel (2016) investigated the correlation between the academic performance of children and the number of hours that mothers worked per week. It is reasonable to expect that unemployed mothers will allocate more time to caregiving responsibilities and facilitate more exceptional social connections for their children when they achieve success, given the limited time available to working women in comparison to those who are unemployed. A total of 105 adolescents from middle-class families participated in this investigation. The average age of the children was six years, and there were 73

working mothers and 32 unemployed mothers. Data was collected through laboratory observations, teacher evaluations, and parent questionnaires. The data indicates that the group's average weekly labor hours were more substantial. Out of the 32 mothers, 30% were unemployed, 22 worked part-time for 3–32 hours, and 48% worked full-time for 33–55 hours. It is important to note that the majority of employees held administrative, professional, or management positions. Al-Mamun et al. (2023) identified numerous variables that influence the academic development of children. These characteristics encompassed instructors' less favorable evaluations of academic performance (which ranged from outstanding to mediocre), work practices demonstrated during school, and personality traits that facilitate achievement.

Numerous studies have shown that mothers' working hours and the performance of their daughters in the workforce are directly related. Additionally, there was a robust correlation between the aspirations of their daughters for success and the motivation of their mothers to work across the entire sample. Additionally, there was no obvious connection between the length of a child's labor and the level of support their mothers gave them while they were physically present during the child's work. Conversely, the psychological measure of employment involvement demonstrated the strongest correlation with the supportive actions of mothers. Bogenschneider and Steinberg (2017) conducted a study on 2,571 white adolescents from two-parent households. The parents' employment, education grades, and family characteristics of these adolescents were subjected to questionnaires. The following results were obtained from the research: (1) The academic performance of upper- and middle-class males was adversely affected when their mothers worked full-time. (2) Boys from the upper middle class performed worse when their mothers were employed during their primary years and currently. (3) Despite receiving lower grades, middle- and upper-class girls' grades were unaffected by the fact that their mothers worked full-time during their preschool years. (4) Boys from the upper middle class achieved lower grades when their mothers were employed full-time. There was no correlation between the employment status of the mothers of working-class males, whether early or later in life, and the rate of high school completion. Higher academic performance was observed in working-class females whose mothers worked part-time during their elementary and secondary education. Ara (2012) posits that the education and employment of mothers equip their children with the requisite aptitude, mentality, and information to achieve academic success. The primary objective of the investigation was to ascertain the extent to which an educated working mother influences the educational advancement of her children in comparison to an educated non-working mother. Managing family and work obligations well ensures that official hours do not interfere with children's education. Ultimately, the investigation demonstrated a strong correlation between the academic success of their children and the socioeconomic status of working mothers who possess degrees.

THEORETICAL FRAMEWORK

There are a number of theories attempting to address a mother's profession or activities that need to be associated with the discipline of social science. More generally, the theory attempts to address the relationship between a mother's profession and children's academic achievement. Two significant theories informed this research: ecological systems theory and role theory.

Ecological system theory

Ecological systems theory, which is also known as human ecology theory or development in context, identifies five environmental systems with which an individual interacts. The theory provides a framework through which community psychologists evaluate the relationships of individuals within communities and in broader society. The theory is also frequently referred to as the ecological/systems framework. Urie Bronfenbrenner, an American psychologist, created the Ecological Systems Theory to explain how a child's environment and innate qualities interact to influence their growth and development. Bronfenbrenner underscored the significance of examining a child within the context of multiple environments, which are also referred to as ecological systems, in order to comprehend their development through the Bronfenbrenner Ecological Theory.

Individuals develop within the context of multiple environmental systems, such as the microsystem,

mesosystem, ecosystem, macrosystem, and chronosystem, according to Bronfenbrenner's (1986) ecological systems theory. This theory examines the development of a child in the context of the system of relationships that constitute their environment. Bronfenbrenner's theory delineates intricate "layers" of the environment, each of which influences a child's development. This theory has been renamed "bio-ecological systems theory" to underscore the fact that a child's biology is the primary environment that drives their development. The development of the child is fostered and directed by the interaction between factors in the child's maturing biology, the immediate family and community environment, and the societal landscape. The cascading effect of changes or conflicts in any one layer will extend to other layers. In order to investigate a child's development, it is necessary to examine the child and her immediate environment, as well as the interaction with the broader environment. In the context of the work-family interface, the family and the work environments of parents are both components of systems that influence the development of children. This viewpoint posits that the labor of parents, which functions as an ecosystem, influences infant development by influencing family processes (Bronfenbrenner, 1986). In other words, the experiences parents have at work are likely to have an impact on the interactions they have with their children at home, which in turn has an impact on the kids themselves. This viewpoint also implies that familial involvement in school establishes a mesosystem that influences child development by connecting home and school life (Bronfenbrenner, 1986).

Role theory

The work-family interface is the subject of two competing perspectives in role theory. On the one hand, role strain implies that individuals encounter tension and conflict as they endeavor to fulfill the demands and obligations of multiple roles (Goode, 1960). Ultimately, the time spent fulfilling the responsibilities of one role detracts from the time available for another, and the stressors associated with one role have a negative impact on the performance of the other (Greenhaus & Beutell, 1985). In the case of working parents, the time spent on paid work is time away from family and domestic responsibilities, and the reverse is also true. Additionally, the tension generated at work influences interactions at home, and the same is true.

Conversely, role enhancement posits that an individual's involvement in one role results in rewards and privileges that improve their performance in another role (Erin, 2013; Mittal & Sharma, 2012). For instance, the provision of praise at work may enhance psychological well-being, which in turn enhances the interactions between parents and their children at home. In a similar vein, positive interactions at home may boost self-efficacy, which may increase productivity at work. Significant quantities of time and energy are required to balance the responsibilities of being a parent and an employee. It is crucial to comprehend the relationship between these competing roles, whether of conflict or enhancement, and the impact it has on children in the home, similar to CATSAMBIS (1986).

METHODOLOGY OF THE STUDY

The inclusion of methodology is crucial in a research article. Method refers to a systematic approach used for inquiry, whereas methodology is the scholarly examination of methods in a scientific context. In this study, I have used an integrated technique, including both qualitative and quantitative approaches, to comprehensively analyze the objectives. Initially, we have used the structured interview approach to collect quantitative data. The reason for this is that we intentionally need information on the mother's occupation, the amount of time she spends with her children, and ultimately, the influence of her employment on her child's academic achievement. To gather qualitative data, we conducted interviews with moms from various vocations in order to get insight into their personal experiences. The sensations differ significantly from individual to individual.

Area of the Study

Fieldwork is carried out in the natural habitats of our daily surroundings, as opposed to the somewhat regulated settings of a laboratory or classroom. This enables researchers to gather data on the ever-changing locations, individuals, and species in their vicinity. Given this information, I have chosen Sadar Upazila, Gopalganj,

Dhaka, Bangladesh, as the specific location for my research. I want to investigate the influence of a mother's occupation on the academic achievement of school-aged children between the ages of 8 and 18. Therefore, Sadar Upazila was the ideal location to meet those participants. In addition, this location was chosen due to the fact that the researcher, Kaniz Fatema, is an alumna of Bangabandhu Sheikh Mujibur Rahman Science and Technology University in Gopalganj, and her hometown is also in Gopalganj. The included diagram provides a favorable location for me to gather the data for the investigation.

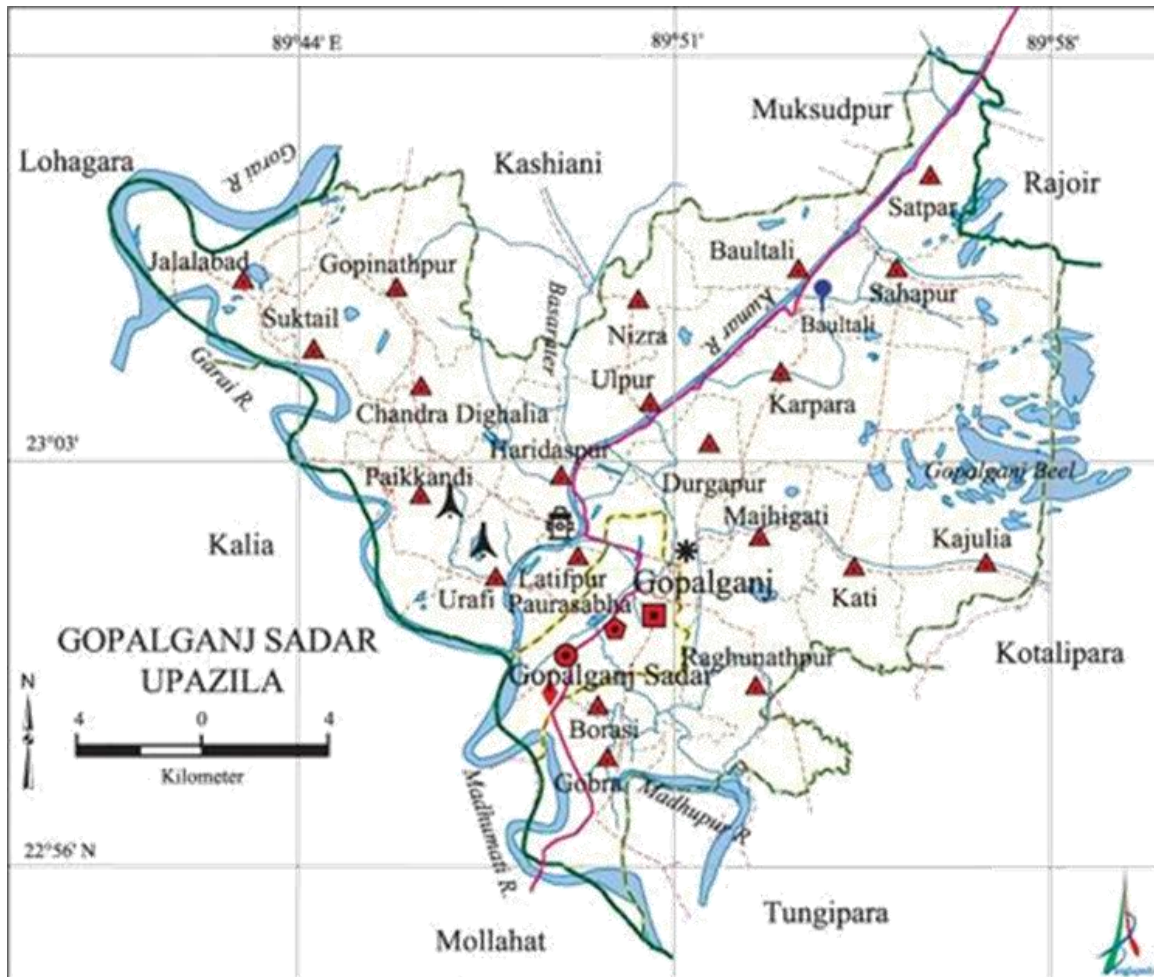


Figure: Sadar Upazila, Gopalganj, Bangladesh

Source: Banglapedia (2014), National Encyclopedia of Bangladesh

In the field: Application of the methods

Upon choosing Gopalganj Sadar Upazila as the designated research unit, my first objective was to ascertain the methodology for data collection. Collecting data from every person in a particular community is a challenging task for researchers. In research, a subset of the whole population is chosen as a sample, and conclusions about the entire population are made based on the analysis of the sample. Sampling involves the identification of appropriate sample units and the selection of respondents. In order to estimate or predict the general characteristics of the population, Kumar (2012) defined sampling as the act of selecting a small subset (a sample) from a larger population.

Sampling strategy and sample size

Given that my research focused on the Sadar Upazila of Gopalganj, the participants of the study were moms who had children between the ages of 8 and 18 and were engaged in various occupations. Due to the inability to accurately determine the exact total population, a deliberate random sampling method was used to pick a

sample size. This method included selecting moms from various occupations. A total of 150 moms were included in the quantitative data analysis, while a subset of 10 respondents were chosen through purposive sampling for in-depth interviews. It was deliberately selected. To collect quantitative data, I used a questionnaire in which an interviewer verbally presents and intermittently documents questions to the respondents. I, along with other young students from various sessions in my department, completed the questionnaire. For interviews, I have used in-person interviews.

Data processing and analysis

The data processing procedure is sequential. Once all the data from the research region has been gathered, several activities will be implemented. The data is methodically structured in a systematic manner to provide an authentic outcome. Thorough data analysis is crucial to getting a relevant outcome that aligns with the aims of the research. The data obtained from the field is encoded to improve the computation system. The study would have been given in written format, accompanied by the requisite photographs, figures, and other visual aids. Data coding has been digitized and processed utilizing software such as Statistical Package for Social Science (SPSS), Microsoft Excel, Microsoft Word, and other tools to enhance ease in analysis and interpretation. We have examined chi-square test and descriptive statistics to address the objectives.

ANALYSIS AND RESULTS

Socio-demographic characteristics of the respondents

The socio-demographic features of respondents play a crucial role in expressing and providing replies on the topic in social sciences research. In this study, the researchers have studied and provided a set of socio-demographic information about the 150 respondents, including their age, religion, marital status, educational degree, and employment.

Age of the Respondents

The age of the respondent is a crucial determinant in comprehending diverse social phenomena across different societal contexts. Participants of varying ages were chosen for this research. This study focuses on moms who have children attending school, namely between the ages of 10 and 18, and who work in occupations other than education. The mother's age varied between 25 and 45. The age of the mother varies depending on her career.

Religion of the Respondents

Religion and beliefs are significant issues in understanding various social phenomena. In the study, the researcher has seen people of Muslim and Hindu religions. This study found that 109 (72.7%) mothers were Muslim, and 41 (27.3%) were Hindu. Among the total respondents, the number of Hindu respondents was small, but it was observed that the maximum number of mothers belonging to the Hindu religion were in service.

Educational Qualification of the Mother

This figure represents the mother's educational qualification, where the mother's education is regarded as very important for a child's academic development. Educational qualifications also determine the profession of a mother. It was observed during the data collection that the employed mother was also well-educated. The housewife's mother needs to have higher educational qualifications. These factors influence the academic achievement of children. This figure represents that about 4% of the respondents have no education at all, 28% were under the S.S.C. level, 10.7% had completed the S.S.C. educational level, 22.7% had completed the H.S.C. level, whereas 22.7% had completed honors or a degree, and 16.7% had completed post-graduation. Here, a highly educated mother was also employed, was very conscious of their child's education, and gave

quality time to their child. Only a small number of respondents were highly educated and were not involved in any jobs. As a housewife's mother provides more time to their child, there are better ways than this.

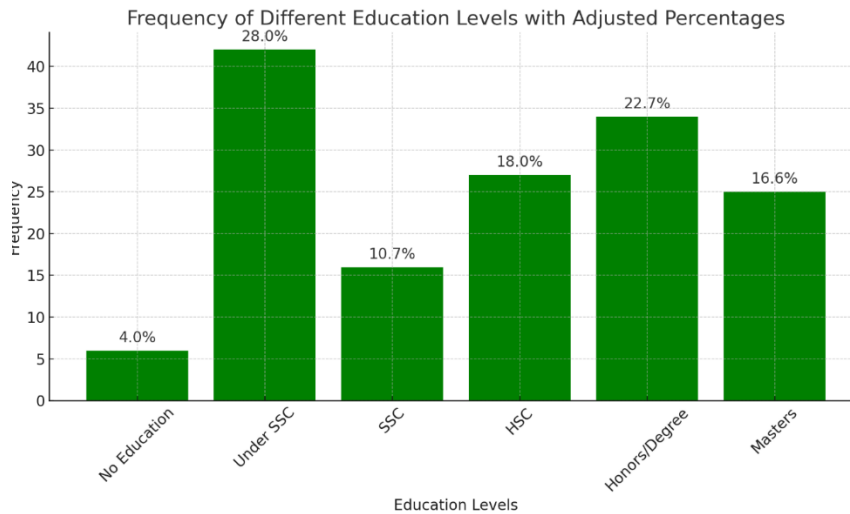


Figure 1: Educational Qualification of Mother

Source: Authors estimation, 2022

Family income of the respondents

Family income is generally considered a primary measure of a nation's financial prosperity. All income that a family receives is considered to be family income. In many developing countries, like Bangladesh, the father is regarded as the main and, most of the time, only income source of the family, and he is the family's decision-maker. Here, family income is related to the academic performance of the children. Family income determines the social and economic status of children. Somehow, family income influences the educational performance of the children. It was also observed that the mother is not involved in any paid work when the father's income is enough for the family and children. So, family income is regarded as the most influential factor in the academic performance of children's and mothers's professions. Here, 5% of the total respondents represent their family income less than 10,000 takas, 13% are between 1000 and 15000 takas, and 13% are between 1500 and 25000 takas. 16% of the respondents had a family income between 25000 and 35000, 16% between 35000 and 50000 taka, 15% between 50000 and 70000, and 13% between 70000 and 100000. Finally, 9% represented their family income above 100,000 takas.

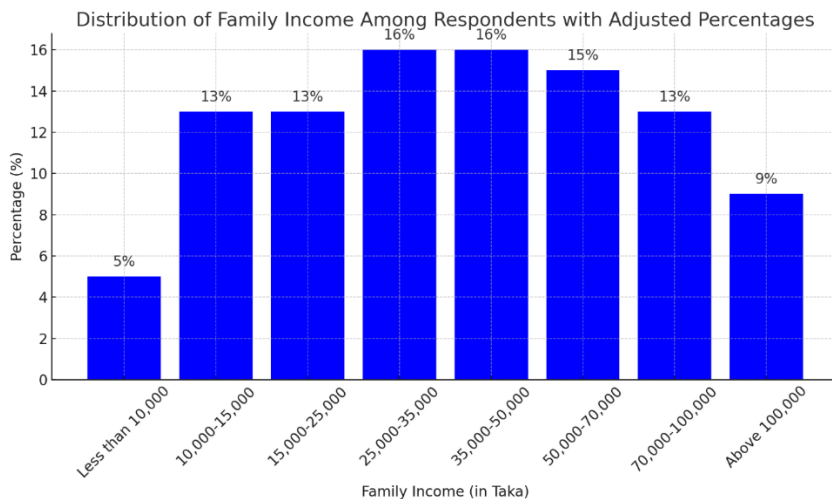


Figure 2: Family Income of the Respondents

Source: Authors estimation, 2022

Number of Children of the Respondents

The number of children sometimes influences their academic performance. It also reflects the quality, choice, standard, and types of families. Some other facilities of the time were also related to the number of children. 62.7 % of the respondents have only one child, 32% have two children, and 5.35 respondents have three.

Table 1 Percentage and Frequency Distribution of Number of Children of the Respondents

No. of Child	Frequency	Percent
1	94	62.7
2	48	32.0
3	8	5.3
Total	150	100.0

Source: Authors estimation, 2022

Mother’s Profession

A profession is an occupation, practice, or vocation requiring mastery of a complex set of knowledge and skills through formal education and practical experience. A profession may be paid or unpaid because every task is regarded as a profession when it is done with helpful knowledge. Our society does not regard homemaking as paid work. In this research, homemakers are also considered a profession. Here, 59% (n = 89) of respondents are service holders regarded as formally paid workers, and 41% (n = 59) of the respondents are homemakers. The main objective of this research is to investigate children's academic performance according to their mother's profession. As there are many debates about mothers' professions, in this research, researchers try to reach different types and categories of mothers' professions, which are regarded as very important. As researchers reach different types of occupations, some subcategories are also represented in another figure.

■ Service Holder ■ Home maker

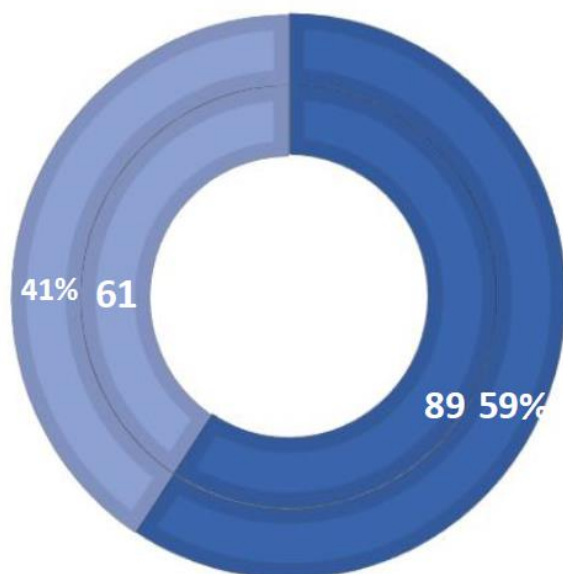


Figure 3: Percentage Distribution of Mother’s Profession

Source: Authors estimation, 2022

Job Type and Institution

Job type depends on the educational and other qualifications of the person. Moreover, job type and institution reflect one's social position and status. To represent the job categories of employed mothers of school-going children, researchers need to know about the job type. This research also helps investigate the association between a mother's profession and a child's educational attainment. According to the mother's opinion, eight categories of jobs were found here. 17.3% of the respondents belong to the teaching profession, and 7.3% are nurses. 7.3% are government officers, and 10 % are clerks (government). 6% are non-government officers, and 7% are clerks. At the same time, 6% represent an informal job, and 41% are homemakers. The purpose of this category is to determine the children's specific results according to their mother's profession.

Table 2 Frequency and Percentage Distribution of Job Types

Mother's Profession	Frequency	Percent
Teacher	26	17
Nurse	11	7
Officer (Govt.)	11	7
Office Assistant (Govt.)	15	10
Officer (Non-govt.)	9	6
Clerk (Non-govt)	11	7
Informal	9	6
Home maker	61	41
Total	150	100.0

Source: Authors estimation, 2022

Spending Time in the Workplace

When a mother is engaged in paid work and the maintenance of the family, it is tough for her to give proper and quality time to her children's academic development. However, mothers working time sometimes affects their children's educational performance. However, it depends mainly on the family status and home atmosphere. When a mother gets the proper cooperation of her husband and other family members, she can maintain all the activities along with her job. In this research, 41% of mothers are homemakers, and 59% are service holders. Among these 59%, we try to find out the subcategories of their job type that may help this research evaluate the impact of a mother's profession on the children's academic performance—and also differing the working hours according to their job. Here, 5.3% of respondents are working 4/5 hours a day, 9.3% are working 6/7 hours a day, 13.3% are working 8-10 hours a day, 8.7% are working 10-12 hours a day, and 2.7% are working 12-15 hours a day. 40.7% of respondents are homemakers here. Finding out the work hours is important because academic performance varies according to the mother's work hours. Dunifon, Hansen, and Nicholson (2015) identified that mothers who work overtime more than the general, i.e., 33–49 per week, performed lower marks than others. One of the respondents to the interview said that,

"I spent 12–15 hours in my workplace in a day. As a businesswoman, I have to give more time than in other formal jobs. Here, my main focus is to give financial support to my family and children, so I try to do my best in my business. My family members, including my husband, children, and parents, are very cooperative with me in household chores. They are all satisfied with my job."

Another respondent said,

"I give 7-8 hours in my workplace per day and give proper time to my child. It may be difficult to balance both sectors, but it is not impossible. I am aware of my child and can balance both sides equally".

Distribution of Working Hours per Day and Homemakers

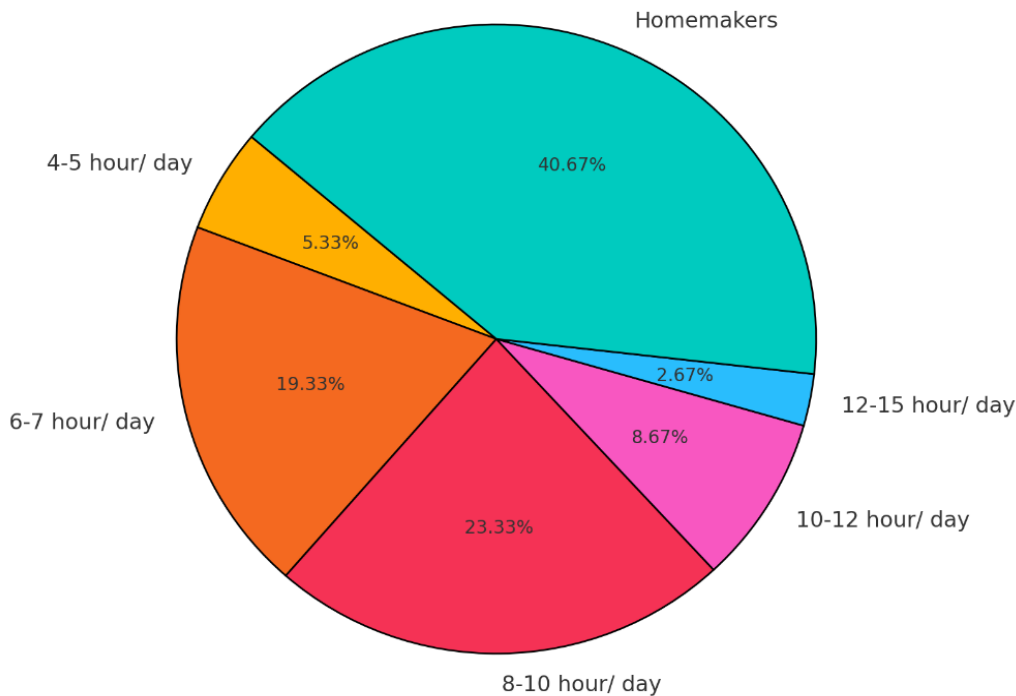


Figure 4: Spending Hour in Workplace of the Respondents

Source: Authors estimation, 2022

Spending Time with Children

The main objectives of this research are to explore the association between a mother's profession and a child's academic performance. For this reason, here is a cross-tabulation chart and the chi-square value. This table shows the amount of time a mother spends with their children. Here, one respondent (a service holder) gives their children less than 1 hour per day, whereas three (homemakers) do the same activities. 1-2 hours daily: 7 service holder mothers and eight homemakers. 3–4 hours a day: 18 service holder mothers and 14 homemaker mothers give this time. Whereas 30 mothers (service holders) give 5–6 hours to their child daily, only 11 respondents (homemakers) provide that time. In the last one, only one service holder gave more than 10 hours in a day to their child.

On the other hand, ten homemakers give that time to their children. Nine employed mothers do not provide any time for their children, whereas only one homemaker does not give any time. In this case, it was noticed that the homemaker, who did not provide any time for her child, not necessarily for any other reason, was unconscious. Here, Pearson Chi-square =.001 indicates a positive association between a mother's profession and a child's academic performance.

Table-3 Spending time of mother with children/ day according to their profession

Mother's Profession	Spending time of mother with children/ day								Total
	Less than 1 hour in a day	1- 2 hours in a day	3- 4 hours in a day	5- 6 hours in a day	6-7 hours in a day	8- 10 hours in a day	Above 10 hours in a day	No time	
Service Holder	1	7	18	30	16	7	1	9	89

Home maker	3	8	14	11	5	9	10	1	61
Total	4	15	32	41	21	16	11	10	150

Pearson Chi-square = .001

1. Not assuming the null hypothesis.
2. Using the asymptotic standard error, assume the null hypothesis.
3. Based on a normal approximation,

Spending Time with Children for Academic Development

Children's development at different stages of life, i.e., academic development and performance, is based on taking adequate care of their mother and other family members. Mainly, it depends on how a mother makes arrangements for all the work of households and workplaces, along with the quality maintenance of the children. Although all other family members may regulate children's performance in all stages, it mostly depends on mothers' care. More specifically, if a mother gives proper and quality time to her children, then it is more effective than giving the whole day. To explore the relationship between a mother's profession and children's academic performance. Academic performance depends on the care of parents and family members. When a mother gives her child enough time, they can do well in academics. This cross-tabulation presents the relationship between the time schedules according to the mother's profession.

Table-4 Spending time with children/ day in academic development

Mother's Profession	Spending time with children/ day in academic development								Total
	Less than 1 hour in a day	1-2 hours in a day	3-4 hours in a day	5-6 hours in a day	More than 6 hours in a day	Several times in a week	Several times in a month	No time	
Service Holder	9	30	34	4	1	1	0	10	89
Home maker	11	16	16	5	8	1	1	3	61
Total	20	46	50	9	9	2	1	13	150

Pearson Chi-square = .020

1. Not assuming the null hypothesis.
2. Using the asymptotic standard error, assume the null hypothesis.
3. Based on a normal approximation,

Impact of a Mother's Profession on the Academic Performance of Children

Behavioral Pattern of the Children by Teacher's Ratings

This figure represents the children's behavioral pattern according to their teachers' ratings. As the main focus was to investigate the children's academic performance according to their mother's profession, it is also essential to find other attitudes of the children that are relevant to their academic performance. Here, behavioral patterns also represent their educational quality. In this figure, 40% of the respondent's children represent a "perfect" behavioral pattern, while 46% represent a "good" attitude, 10% are neither good nor bad, and 4% belong to a "bad" attitude.

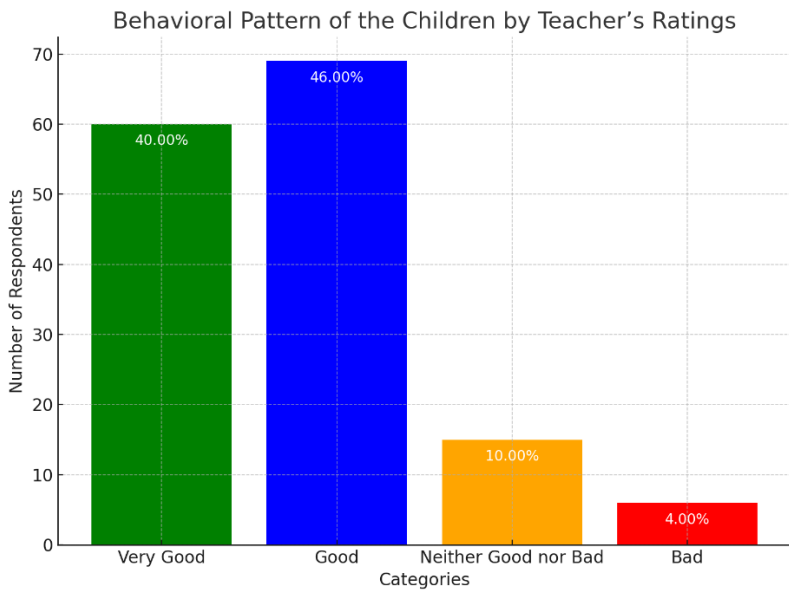


Figure 5: Behavioral Pattern of the Children by Teacher's Ratings

Source: Authors estimation, 2022

Language Skill of the Children by Teacher's Ratings

Language skills also vary according to family types, the mother's educational qualifications, family status, family consciousness, and, more specifically, the mother's profession. The main focus was to examine the development of language skills in children. This research observed that language development varied according to a mother's educational qualifications and profession. Here, 34.7% of the respondents represent "very good" language skills, 47.3% belong to "good" language skills, and 13.3% represent "neither good nor bad" language development. On the other hand, 4.7% represented "bad" educational qualities. In most cases, the children of an educated, employed mother represent "very good" or "good" language skills. Whereas an educated and employed mother is very conscious of their child's development and career, an uneducated mother is less careful about the outside world.

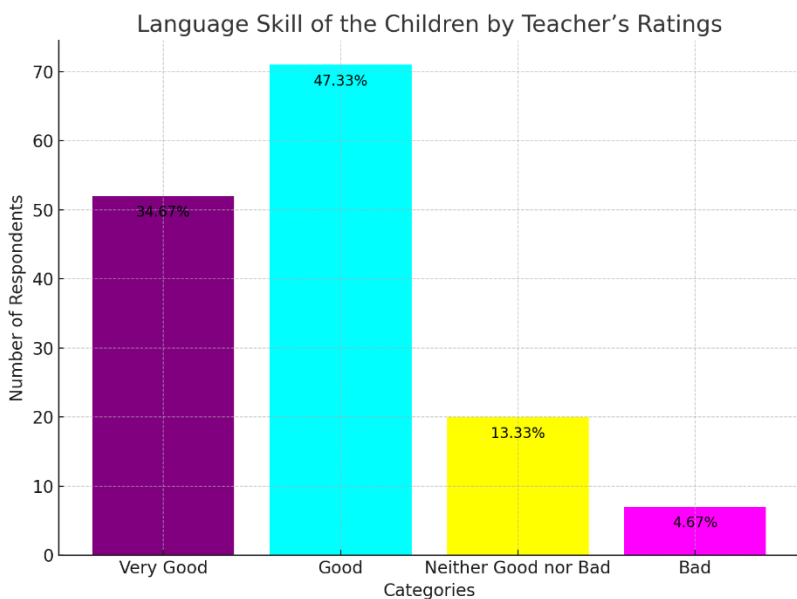


Figure 6: Language Skill of the Children by Teacher's Ratings

Source: Authors estimation, 2022

Study Habits of the Children

Successful students have good study habits. They apply these habits to all of their classes. It can be completing assigned reading, working on a paper or project, or studying for a test. Schedule specific times throughout the week for your study time. This figure represents the study habits of the respondents' children. 40% of the respondents' children represent "very good" study habits; 33% of respondents show "good" behavior; and 16% of the respondents show "neither good nor bad behavior." On the other hand, 10% of the respondents have "bad" study habits, and 1% have "nasty" study habits.

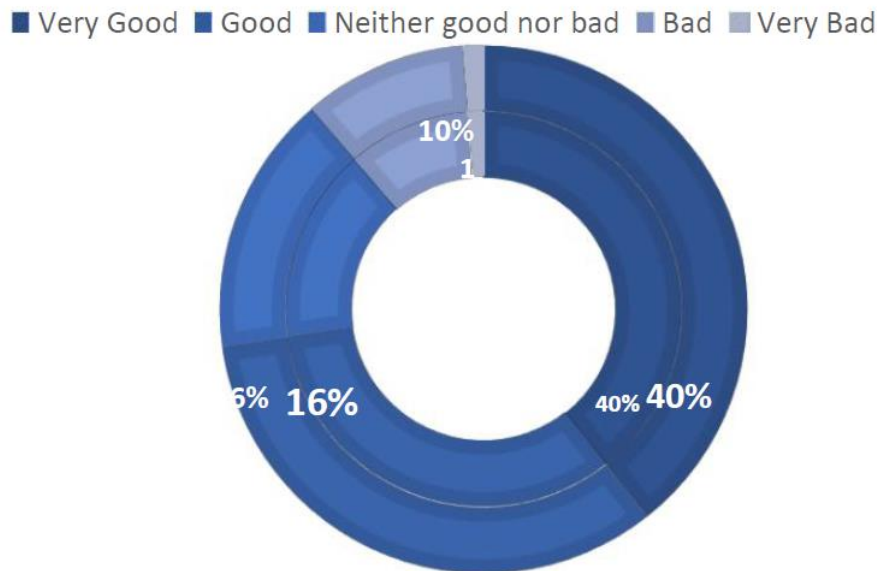


Figure 7: Percentage Distribution of the Study Habit of the Children

Source: Authors estimation, 2022

Attachment of Children to Their Mother

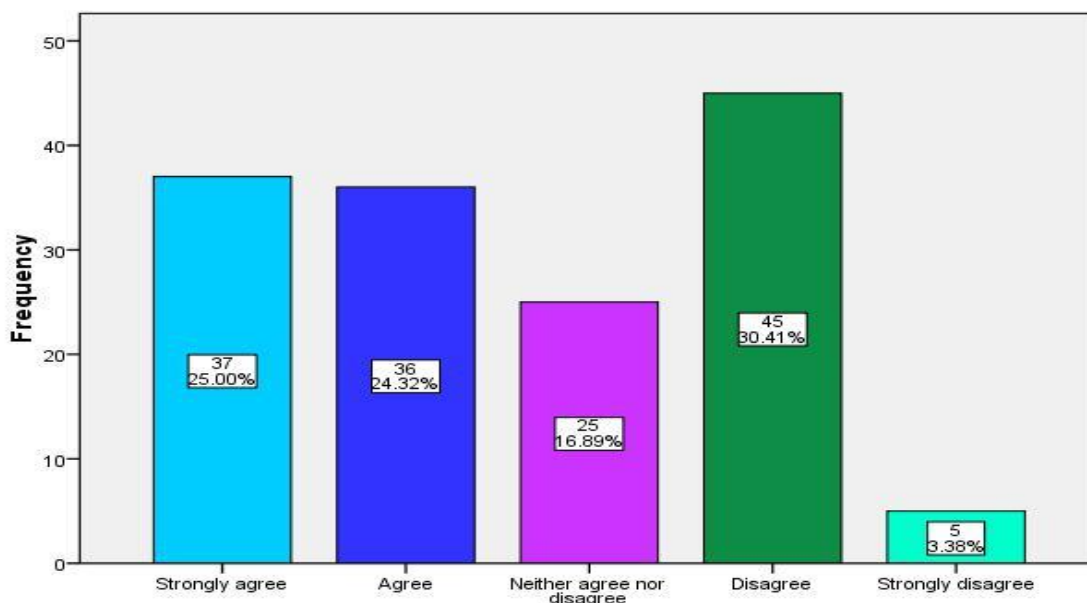


Figure 8: Percentage Distribution of the respondents in opinion on "Attachment may vary according to mother's profession".

Source: Authors estimation, 2022

When mothers do not give their children enough time due to their jobs, their attachment to their children may decrease. The respondents were asked if the attachment varied according to the mother's profession. Then, 25% of respondents strongly agree, 24.32% agree, and 16.89% neither agree nor disagree. 30.41% of the respondents disagree, and 3.38% strongly disagree.

DISCUSSIONS

The study's findings provide significant insights that are in accordance with prior empirical research on the impact of women's work on family dynamics and the academic prospects of children. A diverse array of occupations, including nurses, teachers, government professionals, and laborers, are examined in the study of mothers aged 25 to 45. The majority of these mothers identify as Muslim or Hindu in terms of their religious affiliations. This range of professions offers essential information regarding the influence of parents' time commitments on their academic performance, family relationships, and parental practices.

Maternal Employment and Family Dynamics:

The educational backgrounds, income levels, and job positions of the mothers in the study all have an impact on the employment rate of 59%. The variety of women's work schedules directly affects the amount of time they can devote to their families, which in turn has an impact on childrearing and family dynamics. Østbye et al. (2013) discovered that the quality of the home environment is significantly influenced by the job status and work hours of mothers, which in turn affect the healthy lifestyle choices and food intake of their children. The current study confirms that there is a complex relationship between the support that mothers provide for their children's development and the responsibilities they have in their workplace, which is consistent with the findings of Buehler et al. (2014), who discovered that full-time employment may offer more opportunities for young children to learn.

Parenting Styles and Children's Educational Outcomes:

Children who are raised with authoritative parenting, which integrates discipline and tenderness, exhibit superior academic performance and greater self-control, according to the findings of the study on parenting styles. This serves as confirmation of the results of Hossain et al. (2023), who found that authoritative parental practices significantly enhance children's self-regulation abilities, which are essential for academic advancement. Conversely, authoritarian, permissive, or neglectful parenting styles are linked to inadequate academic performance and a lack of self-control. Rosenthal (1986) and other researchers have previously shown that children who experience academic difficulties as a result of their parents' inability to maintain a harmonious equilibrium between their own requirements and those of the family. Their conclusions are either corroborated or substantiated by our data.

Maternal Employment and Child Cognitive Development:

There was a statistically significant correlation between the academic performance of children, the type of profession, and the number of hours worked by their mothers. Brill (2022) and Andrade et al. (2005) reported comparable results, indicating that the cognitive development of a child may be influenced by the mother's employment, particularly in terms of the quantity and quality of stimulation provided at home. In this instance, the mother's level of education is crucial, as a more supportive and stimulating home environment is frequently associated with improved educational performance.

Work-Family Balance and Child Well-Being:

This investigation examined the effects of work-family conflict on interparental relationships, children's mental health, and parenting strategies, much like the study by Vahedi et al. (2019). Nevertheless, this investigation found that achieving a work-family balance improves the dynamics of the family and the well-being of the children. When mothers have significant job responsibilities, family connections may be

compromised, as fathers frequently spend less time with their children (48% of fathers have negligible contact with their children). Prior research conducted by Stuckey et al. (1982) and Liu et al. (2021) has demonstrated that parent-child interactions are essential for the optimal development of children.

Policy Implications:

The research found that family-friendly policies, such as parental leave and flexible work schedules, are essential for assisting mothers in balancing their work and family responsibilities. According to earlier research (Bünning & Hipp, 2021; Duvander et al., 2010), this study emphasizes the significance of workplace policies that aid families in promoting gender equality, increasing parental participation, and improving the academic performance of children. The research's results indicate that these policies are essential for enhancing the academic performance of children and fostering positive family dynamics, as they demonstrate that mothers with a variety of professional obligations require adaptable support systems.

The study's findings regarding the impact of women's employment on family dynamics and children's education are commensurate with and supplement previous empirical research. The literature underscores the significance of work-life balance, parental strategies, and women's employment in influencing the academic success and development of their children. The research emphasizes the need for policies that help working mothers balance their professional and familial obligations, which is advantageous to both the families of the mothers and society as a whole. These results will be highly beneficial to policymakers and practitioners who deal with families in a variety of contemporary situations. The findings contribute to our understanding of the intricate interplay between the dynamics of work and family that mothers experience.

RECOMMENDATIONS AND CONCLUSION

The financial support and increased social interaction provided by educated, working mothers enable the academic achievement and robust activities of school-age children. Compared to the economically autonomous employed woman, the domestic is subject to a greater number of social constraints. A confident, empowered mother is financially independent as a result of increased earnings, additional training, and higher education. Simultaneously, it is also accurate to say that a mother who is aware and well-informed is essential for the advancement of our society. Scholars, philosophers, and social economists should emphasize the importance of education and employment in the technological world and the global village. The pervasive negative effects of maternal employment outside the home do not significantly affect the behavior and development of school-age children. Quality daycare is not detrimental to infants and toddlers, despite the fact that there is a lack of information regarding substitute care for very young children. Our society will require a greater number of alternative child care methods in the future than we currently have.

It is evident from the research that a mother who is well-informed is a source of courage and fortitude for her child. A mother who is educated is better equipped to provide her infant with the necessary guidance and preparation for the future. She is able to establish more hygienic conditions in her household as a result of her comprehensive understanding of health and nutrition. She has the option of instructing her child at home after school, which will allow her to avoid the expense of enrolling her child in a tuition center. She is capable of providing her infant with a more comprehensive comprehension of concepts than any other individual. She can assist her infant in participating in extracurricular activities by providing encouragement. She is capable of offering her child more effective career guidance as a result of her current understanding of the global landscape. The following recommendations are recommended in accordance with the results of our study:

1. Parents should be aware of the changing social setup, the problems of their children, and various procedures for their proper development.
2. Opportunities should be given to the children to realize that they, too, have an independent existence, which can build self-confidence. This, in turn, will reduce their behavioral problems and enhance their ability to adjust.

3. Due attention should be paid to the period of adolescence since the students at this stage are more likely to encounter various psychological problems that are likely to affect their physical, mental, emotional, health, home, social, and educational adjustment.
4. Some comfortable sectors should have been preserved for women. As men and women are equal in present society, there are many deficiencies among women. In this sense, they should pay some special attention.
5. Working hours for women would be at most 7-8 hours a day. It may make her work more effective.

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CONFLICT OF INTERESTS

The author states that no conflict of interest exists in connection with the publication of this article.

DATA AVAILABILITY

The article contains all of the data necessary to support the results. Thus, no additional data sources are required.

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