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Impact of Mother's Teaching Profession on Children's Growth: A Study on Teaching Mothers in Metropolis City of Pakistan

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ABSTRACT

After the birth of children, due to health issues, household chores, and lack of time and management, most of the mothers leave their professional jobs. Some of the ladies usually prefer coaching jobs for grossing and continuing professional life because nurturing of children is prime accountability for mothers in Eastern Culture. However, it is still disputable that teaching-mothers can give better attention to by providing quality time to develop their kids' personalities as teaching these days has proven to be a highly demanding profession. This study attempts to find out the after-effects of mothers' professional workload on the early growth of their children, training, and performance. For serving the purpose, the analysis of the variables to test the hypothesis, samples of children of working and non-working mothers was selected from the city of Karachi to make it a comparative one. The Mixed Quantitative approach was used, employing a collection of data through an online survey questionnaire form and structured interviews. It is evident from this research's statistical analysis that previous trends about mothers' employment are changing, and nowadays mothers specially engaged with teaching profession are not only contributing to the country's economy but also playing an important role as a mother by managing children's development as proficiently as household mothers.

JEL Classification: *I31, D10, J13*

Keywords: *Mother's Employment; Cognitive Development; Physical and Social Development; Teaching Profession*

INTRODUCTION

Continue a professional job after the birth of children is a difficult task for mothers all over the world. Most of the mothers leave their careers after the birth of their child due to many reasons such as health issues, overburdening of house chores, lack of time management, etc. Female primary attachment to family and less likely to maintain a high level of knowledge (Acker, 1983) lead towards the adoption of part-time jobs such as coaching and teaching profession. Chung and Vander Horst (2018) state that flexible working helps women remain in the labor market post-childbirth. They consequently prefer part-time work or reduce working hours to balance work with family demands. Some of the females usually prefer teaching jobs as an attractive profession for earning and continuing professional career because of the fewer working hours and out of home responsibilities (Cinamon & Rich, 2005). However, the teaching profession has now become the most demanding job in terms of time and extra home assignments.

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This study is designed to find the answer to the question that either teaching mothers are able to give proper time to their children or otherwise. There are justifications for and against this phenomenon and some stereotypes as well. The supporters of the idea suggest that working-mothers create self-confidence (Quaye, 2011), social-awareness, sense of commitment and struggle with their children. Furthermore, it is believed that among these inceptions, they support home economics financially in terms of return on investment and that investment in their actual working hours as teachers. The opponents of this idea, argue that working-mothers deprive their children of early development and training (Almani, Abro & Mugheri, 2012; Brooks-Gunn, Han & Waldfogel, 2002; Gold & Andres, 1978),

hence against-this-phenomenon are of the view that it is not immoral for a mother to have a job, but it is probably not the encouraging activity for children. This study attempts to find out the effects of mothers' work on the early growth, training, and performance of children as this area of research has not been discovered extensively (Frone, Quick & Tetrick, 2003), Goodson, 1997), and further investigation is needed.

Thus, the prime objective of the present study is to analyze whether or not mothers associated with the teaching profession are capable and organized to find out enough time for the development of their children and are capable enough to manage their maternal responsibilities in terms of children physical, mental and social growth Furthermore, researchers have tried to explore the status of children of teaching mothers' in terms of health, social interaction and cognitive well-being.

Previous studies in the country have discovered that professional mothers face it rarely possible to provide sufficient time to their children causing weaknesses in children's individualities. The current study has analyzed that teaching mother, despite their out-of-house responsibilities, can balance their time in office and at home, and they are rationally producing physically and mentally fit children in the society. This study aims to highlight that the teaching profession of mothers has no adverse effect on children's growth, preferably in some instances, they have shown better development of their children. The study is unique in the sense of being novel in Pakistan. Most of the studies throughout the world have been conducted on employed mothers but, in particular, the teaching profession was unfocussed so far. This study thus revealed some new patterns of maternal employment in the region. The Researchers of the present study used a quantitative (survey) method with a small sample size; however longitudinal studies with larger samples can bring more generalized information. Further investigations with large samples can also be indiscriminate using more inferential statistics tools.

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

The research study is designed to identify the consequences of the mother's teaching profession on the development of children's growth. Previous researches have adopted a general comparison between children of professional mothers and household mothers (Almani, Abro & Mugheri, 2012, Brown, Broom, Nicholson, & Bittman 2010, Hsin & Felfe, 2014, Lightbody & Williamson, 2017 but the teaching profession has been neglected though this is one of the most common professions among females.

So far as the mothers are concerned, their children and careers often have a collision given the overlap of child-behavior and professionalism setting years; often have a different concept of ideal motherhood-dedication to children and personally satisfying career ambition. Working mothers are usually criticized for having neglected their children (Budig, Misra & Boeckmann, 2012, Corrigall & Konrad, 2007, Kanji, 2011, Morgan, 2018, Sigle-Rushton & Waldfogel, 2007), however many studies neglected this stereotype belief (Goldberg, Himsel, 2008, Lucas-Thompson Prause, Lucas-Thompson, & Prause, 2010). At the same time, the study suggested that women who do both works and accomplish personal aspirations are psychologically fit for taking care of their children (Dillaway & Paré, 2008).

Literature Review from the previous researches has suggested mixed results in terms of child development influenced by maternal employment. These results vary from region to region and type of employment mother engaged in. Hsin and Felfe (2014) investigated the impact of maternal employment on children's development but found ambiguous results and declared that mother engagement in the job does not necessarily reduce children's time with parents, and it is not necessary that mothers at home parental time always benefits child development. Similarly, Cunningham, Ruel, Ferguson, and Uauy (2015) reviewed the impact of women's empowerment on the nutritional status of children in South Asia and found differences, but the findings are mixed and couldn't lead towards the final deduction statement. Researchers have suggested more research is required in this field.

In 2013, a study conducted by Pew Research Center found that 78% of working mothers rate themselves higher in their role as mothers as compared to 66% of non-working mothers (D'Vera Cohn, Livingston & Wang, 2014). Studies conducted at Australia addressing obesity issues among children revealed that children of part-time working mothers have average weights, however domestic mothers or full time employed mothers' children were found obese (Brown et al., 2010). Aeri and Jain (2010) conducted a research in India and evaluated, "Most of those children who are successful and well-adjusted come from homes where parental attitudes are favorable, and a wholesome relationship existed between children and parents." Children of both kinds of mothers, either working or non-working exhibited similar patterns in terms of their health, routine work, self-awareness, cognitive ability, self-development, and integrity. However, significant differences were found in the Self-motivation of the children at a p-value of 0.05 levels (Singh & Kiran, 2014). Quaye (2011) researched in Ghana, Africa concluded that societal changes have made mothers career-oriented; still, they can teach their children the socialization techniques and have a significant contribution to the upbringing of their children. Similarly, secondary analysis done by Lightbody and Williamson (2017) focused on maternal employment outcomes in Canadian Children. Multiple regression analysis showed that maternal employment resulted in enhanced motor and social development of children as compared to mothers who did not work. However, on the contrary, mothers who worked for long job hours, children had lower receptive language scores. Similarly, other researchers encouraged employment and believe that engagement with professional activities resulted in a positive impact on a family. It equips parents with the skills and resources required to enrich family life and help to enhance the home environment (Carlson, Hunter, Ferguson, & Whitten, 2014; Huston & Rosenkrantz Aronson, 2005). A research survey conducted by a lady working at wall-street found that the children of working mothers' happiness, attendance at college, employment rate were similar to those children's rates whose mothers did not go out of home for work. Moreover, children said they were proud

of their working mothers, taken their mothers as role models, and believed that their mother's engagement helped them to surface their problem-solving ability (Lenehan, 2016).
On the contrary, Brooks-Gunn, Han and Waldfogel (2002) in their longitudinal study found that children having their mothers taking care of them in their early years of childhood were found better cognitively developed than those whose mothers started working at their child's early years of childhood.

Almani, Abro and Mugheri (2012) conducted research in Pakistan and found that children of working mothers academically scored lower than the children of household mothers. A study conducted in Vancouver Canada says that there is a negative effect on a child's skill and personality development if a mother is part of the labor force. Furthermore, in a similar study, middle-class boys of employed mothers had fewer scores in language and mathematics as compared to household mother's boys. Some adverse effects on behavior were also observed (Gold & Andres, 1978). In support of maternal employment, Sultana and Noor (2012) suggested that though professional engagement of mothers has some negative impact on children's growth, the improvement in living standards by working mothers counterbalance any adverse outcomes.

Carolyn Heinrich, a researcher in the USA, revealed that maternal employment is not always beneficial for children. It is the fact that working parents improve the lifestyles of children through their earning and can be positive role models, but on the contrary, work stress and long job hours can have a negative impact on the relationship between parents and children (Heinrich, 2014).

Lombardi and Coley (2017) conducted a Longitudinal Studies in Australia and the United Kingdom to assess links between mother's employment impact on academics and behavior of their broods. OLS regression analysis on 5093 Australian and 18,497 UK children presented different results in both countries. In Australia, mother employment negatively impacted children's cognitive development; however maternal employment in the UK has a positive influence on the cognitive development of children.
Gottfried, Gottfried and Bathurst (2002) analyzed that maternal employment detracts a mother from fulfilling responsibilities of a child's growth and development and hence proven to be negatively associated.

Based on the above theoretical discussion and existing literature, the researchers have formulated the following hypothesis:

- There are no significant differences between children of Teaching Mothers and children of Household mothers in terms of physical, intellectual, and social development.
- Mothers associated with the teaching profession are organized in terms of giving quality time to their children that ultimately helps children to develop their skills, abilities, and aptitudes.

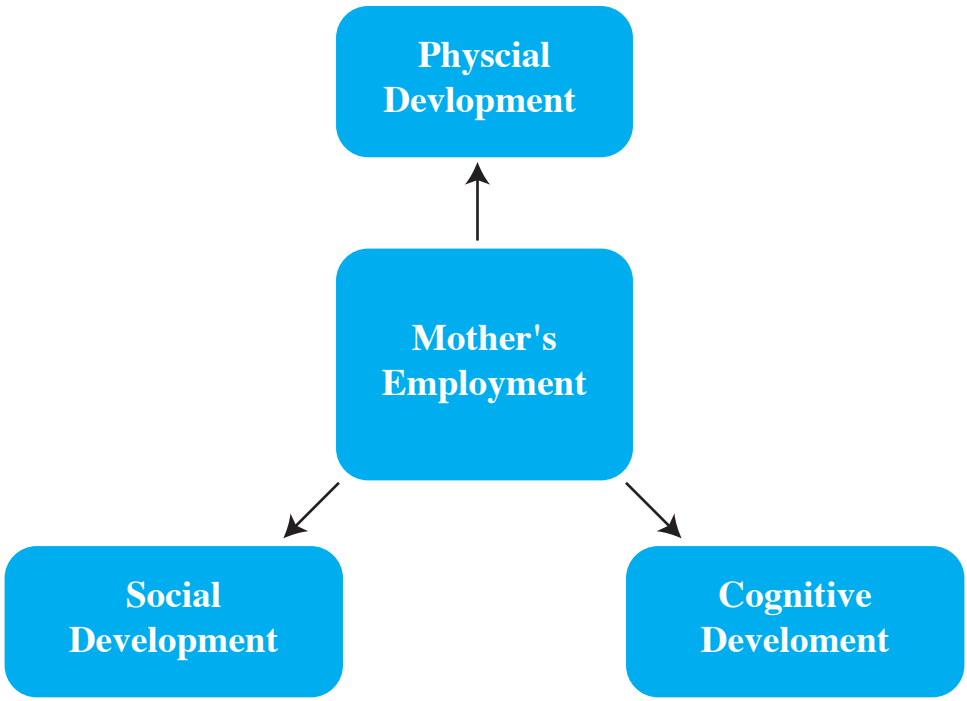

Figure 1.
Development Model of Mother's Employment and Children's Growth.
Source: Constructed by the Author

RESEARCH DESIGN

In this study, researchers have applied the correlational research design to conduct an empirical study for quantitative analysis and hypotheses testing. A model with the deterministic approach is used to identify the impact of maternal employment on the growth of children. Researchers have studied the impact of Mothers' Employment (Independent variable) on Physical Development, Cognitive Development, Social Development of Children (Dependent Variable), refer to Figure 1. For this purposive comparison, household mothers and teaching mothers of Karachi City were selected from two towns of Karachi, Karachi South, and Gulshan Town.

Cohen, Manion and Morrison (2002), in their famous book "Research Methods in Education," have suggested that minimum or at least sample size if researchers plan to use some statistical analysis should be 30; however, they further proposed that larger the sample size considers better for generalizations. A convenient sampling of 35 children aged between 3 and 8 years of teaching mothers and 35 children of the same age of household mothers were selected for collection of data. Hypothesis testing achieved through the Chi-Square Test of Independence and independent-sample t-test using SPSS version 20.

RESEARCH TOOL

Survey method with close-ended online questionnaires and structured interviews is used to collect primary data for analysis. A survey research questionnaire of 11 items for parents has been used to collect the data from the participants. A questionnaire was developed by researchers for this purposive comparison. Online survey questionnaires were sent to mothers associated with the teaching profession and household mothers. Some of the questionnaires were filled during a structured interview taken by the researcher to collect data. Mothers of children (age between 3-8 years) responded to the questions. The questionnaire comprised of four sections.

- Demographics
- Physical Development (4 indicators)
- Cognitive Development (3 indicators)
- Social Development (4 indicators)

The questionnaire reliability and validity are checked through Cronbach's Alpha (SPSS version 20) and Convergent Validity (PLS-version 3).

ANALYSIS OF DATA

Reliability and Validity analysis

Cronbach's alpha reliability analysis was used for measuring the tool's reliability using SPSS version 20 and composite reliability using PLS version 3. It is suggested to ensure the reliability of the instrument; the value of Cronbach's alpha should be greater than 0.5 (Cronbach, 1951). In this case, the tool is reliable as Cronbach's value of all indicators is 0.956. Composite reliability measures internal consistency, and its importance, according to Forner and Larcker (1981) criteria, should be more than a benchmark of 0.7 (Henseler, Ringle & Sarstedt, 2015). Tseng, Dörnyei and Schmitt (2006) suggested that the value of composite reliability greater than 0.6 confirms the convergent validity of the instrument. Results of reliability and concurrent validity are shown in Table 1.

Table 1:
Reliability Statistics and Convergent Validity

Variable	No. Of Items	Cronbach's Value	Composite Reliability
Overall Development	11	0.956	0.990
Physical Development	4	0.711	0.862
Cognitive Development	3	0.821	0.805
Social Development	4	0.963	0.962

Physical development

For purposive comparison of physical health of children, weights, and heights of 35 children of teachers and 35 children of household mothers selected and their weight-age ratio and height-age ratio calculated using charts from the Centers for Disease Control and Prevention (Centers for Disease Control and Prevention [CDC], 2000). With the help of age-weight ratio charts, they were classified as underweight, overweight and average weight. Similarly, with the help of age-height ratio charts, heights were subdivided into below average, above

average, and average heights. To ensure proper physical development, some weightage was given to the children's participation in sports activities (Athletics/Swimming, Football/Throw Ball/Volleyball, Cricket/Badminton/Tennis, Boating/Diving) and achievements through these participations. Figure 2 and Figure 3 represent that most of the children from both categories have average weight and average height. Thus, the percentage comparison has not revealed many differences among children.

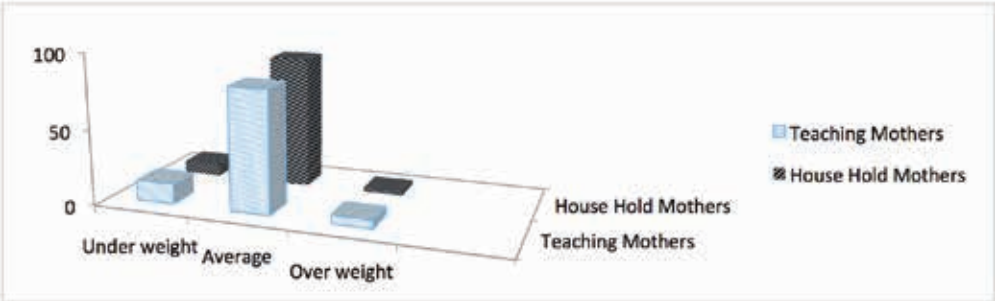

Figure 2.
Comparison of Physical Growth Chart (age-weight)
Source: Constructed by the Author

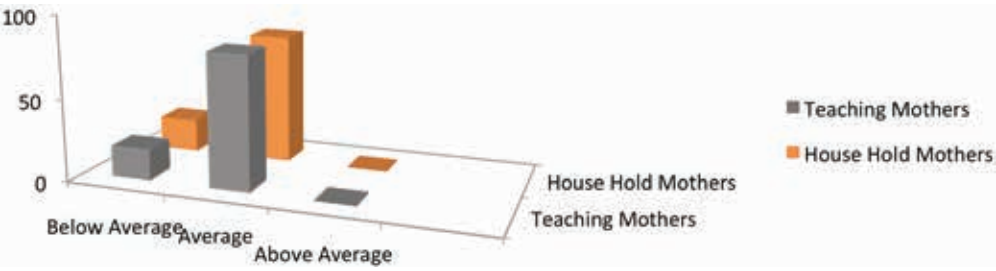

Figure 3.
Comparison of Physical Growth chart (age –height)
Source: Constructed by the Author

Table 2:
Chi-Square

Item	Critical Value X^2	Chi-square Value X^2
Weight	5.99	3.01
Height	3.84	1.554
Participation in Sports	3.84	1.554
Achievement in Sports	9.48	7.405

Probability <5%

Table 3:
Group Statistics of Independent Sample t-test

Independent Variable: Mothers Employment

Dependent Variable: Physical Development

	Profession	N	Mean	Std. Deviation	Std. Error Mean	t-value	probability
Physical Development	Teacher Mother	35	1.9786	.54019	.09131	1.364	0.177
	House Hold Mother	35	1.8071	.51122	.08641		

Probability <5%

In contrast to the studies conducted by Brown et al., (2010) Chi-square test (Table 2) and independent sample t-test (Table 3) have shown no significant differences among children of teaching mothers and household mothers. It shows teaching mothers, are still able to manage and fulfill children's health requirements, even after spending several hours at work. Information collected revealed that teaching mothers' children are more participative in different sports and hence can achieve certificates and medals out of these activities. However, household mother's children showed a higher level of achievement in different sports than children of teachers. But statistical inferential analysis has produced no significant differences between children of teachers and of household mothers. Similarly, an independent sample t-test has also revealed no significant differences in the physical development of children. That comparison is proof that being engaged with the teaching profession is comparatively manageable for mothers as compared to other jobs, and children are not ignored when the mother is associated with tutoring.

Cognitive Development of Children

Cognitive or intellectual development calculated in terms of academic and co-curricular performances. Data collected through questions related to academic performance, engagement in different co-curricular activities. Furthermore, to maintain uniformity, some information about the practices of mothers and their qualification was unveiled. Researchers ensured that only educated mothers were brought into studies, and both household and teaching mothers were responsible for completion of children's homework, and assignments and none of them were taking help from tuitions. For purposive comparison, children's overall academic performances collected and compared (Figure 4). Similarly, information related to children's participation in different cognitive-enhancing co-curricular activities (Singing/Dancing/ Drama/Arts, Debates/Speeches/MUNs, Essay Writings/Quiz Competitions, Qirat/Naat) and their achievements were compared.

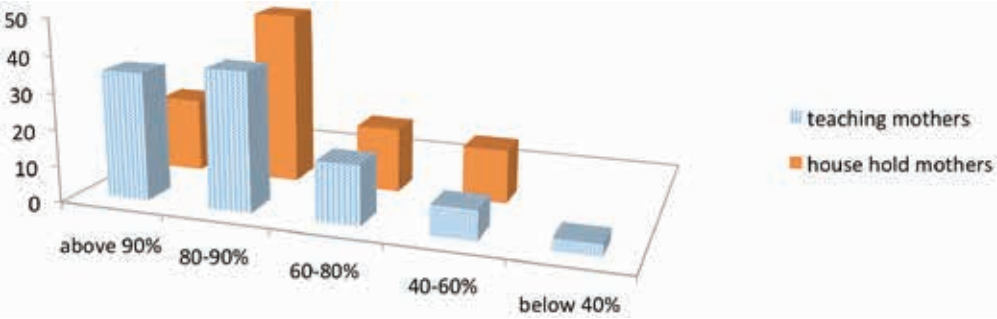

Figure 4.
Comparison of Academics of Children
Source: Constructed by the Author

Table 4:
Chi-Square Values (Cognitive Development)

Item	Critical Value X^2	Chi-square Value X^2
Academics Results	9.48	3.33
Participation in Co-curricular Activities	3.84	0.299
Achievements in Co-curricular Activity	9.48	9.36

Probability <5%

Table 5:
Group Statistics (Mothers' Profession impact on Cognitive Development)

Independent Variable: Mothers Employment

Dependent Variable: Cognitive Development

	Profession	N	Mean	Std. Deviation	Std. Error Mean	t-value	probability
Cognitive Development	Teacher Mother	35	0.26762	0.85362	014429	0.619	0.538
	House Hold Mother	35	0.2552	0.82026	0.13865		

Probability <5%

Accordant with the results of Singh and Kiran (2014); Dustmann and Schönberg (2012); Rasmussen (2010) and contrast to the findings of Bettinger, Hægeland and Rege (2014); Carneiro, Løken and Salvanes (2015) no significant differences are evident in the intellectual performances of the children of teachers and household mothers. It has indicated that despite the demands of the teaching profession, teaching mothers were able to manage their children's academics and, in some cases, teaching mothers' children performed better than children of household mothers. For example, 90% and above academic results are more profound with the

children of teaching mothers (Figure 4). However, on the other side, less than 40% of average academics has opened a new dimension for research to inspect reasons for that low average. Researchers on closer inspection of low scoring children found that there were many reasons behind that weak cognitive development such as short lactation period, absence of family adult supervision in the absence of the mother, child's disturbed routine in a daycare center. Similarly, Social Development has seen negatively influenced by the time spent in a childcare center and rated by teachers that these children have more externalizing behavior problems (Huston, Bobbitt & Bentley, 2015). This study is similar to the conclusions made by Baker and Milligan (2015), who reported no significant differences in cognitive and behavioral development among children of mothers who took maternity leaves or continued professional assignments after birth.

Social Development of Children

Social development involves teaching the values, knowledge, and skills to the children to relate to others effectively for enabling them to contribute to the family, school, and the community in positive ways. To calculate the social development of the children, some questions were designed for the parents to find out children's interaction and integration in their social spheres. For purposive comparison, only middle-class families with monthly expenditure around 50,000 PKR to 150,000 PKR were brought into the studies for ensuring the same lifestyle of all children, as social-economic status also influences developmental factors (Lombardi & Coley, 2017). Four (4) Questions with 5-point Likert Scale (Not at all, Sometimes, Quite Often, Every Time Confidently, Confidently with the level of excitement) were used for comparison.

1. Confidence: Do you think your child is confident enough to share his/her thoughts?
2. Emotional Stability: Expressive in Worst Emotional Condition
3. Readiness: Ready to face/ meet new people warmly
4. Engagement in Challenging Tasks: Ready to take new challenges

Table 6:
Chi Square values (Social Development)

Item	Critical Value X^2	Chi-square Value X^2
Confidence	9.48	1.72
Emotional Stability	9.48	7.328
Readiness	9.48	3.094
Engagement in Challenging Tasks	9.48	6.922

Probability <5%

Table 7:
Group Statistics (Mothers' Profession impact on Social Development)

Independent Variable: Mothers Employment

Dependent Variable: Social Development

	Profession	N	Mean	Std. Deviation	Std. Error Mean	t-value	probability
Social Development	Teacher Mother	35	3.40471	0.951	0.16078	0.684	0.496
	House Hold Mother	35	3.2429	1.05455	0.17825		

Probability <5%

Hypothesis testing (Table 6 and 7) comparison has revealed no significant differences among the social development of all the children. In all cases, the probability is less than the critical value in chi-square testing. However, slight variations, such as emotional stability and the ability to face challenges, were found better in children of teaching mothers. It has already been analyzed by Lightbody and Williamson (2017) that employed mother's children are more socially developed. This inferential analysis demonstrated the same pattern among the social development of children.

Overall Development

Overall development focused on the averages of physical, social, and cognitive development of children and their relationship with maternal employment. Independent Sample t-test has shown no significant differences in the overall development of children (see table 8).

Table 8:
Group Statistics (Mother's Employment impact on overall growth)

Independent Variable: Mothers Employment

Dependent Variable: Overall Development

	Profession	N	Mean	Std. Deviation	Std. Error Mean	t-value	probability
Overall Development	Teacher Mother	35	2.6873	.77196	.13048	0.822	0.414
	House Hold Mother	35	2.5341	.78677	.13299		

Probability <5%

DISCUSSION

This study was designed to compare the progress of children of teaching mothers and household mothers. A survey method with a close-ended questionnaire was adopted to collect the data. Every question response was then tested through the chi-square test of independence and independent sample t-test. The study analyzed that there are no significant differences in

the development of children; hence, the teaching profession of mothers has no negative or adverse effect on the physical, intellectual and social development of children.

Independent sample t-test has revealed that there are no significant differences between children of teaching and domestic mothers as a considerable value in each case is higher than 0.05. Thus, research has disclosed that in the metropolis city of Karachi, mothers associated with the teaching profession are managing their in-house responsibilities well and giving a healthy environment to children to nourish and nurture.

The purpose of the present study was to find that mothers associated with the teaching profession can manage their prime responsibility for the development of their children in a similar way to household mothers. In this connection, the stereotype beliefs are of the view that when mothers get engaged with professional job careers, it results in lesser children's growth in terms of physical, cognitive and social development (Brooks-Gunn, Han & Waldfogel, 2002; Almani, Abro & Mugheri, 2012; Heinrich, 2014). On the contrary, this study has proven otherwise. Furthermore, it is found that most of the teaching mothers were well organized and managing well their professional demands and household chores. This is a fact that these mothers are hardworking and spend their whole day in managing affairs with excellent time management skills. The said management skills are also transferred to their children and have proven that children of such mothers are usually successful in management jobs and are generally employed in top positions. McGinn, Ruiz Castro and Lingo (2019) reported that daughters of employed mothers were earning higher than daughters of unemployed mothers, and higher employment was found at the more supervisory position. Thus, social learning from mothers helps them to build their management skills.

It is evident from this statistical research analysis that previous trends about mother's employment are changing, and nowadays mothers specially engaged with the tutoring profession is helping not only the country's economy but also playing an essential role as a mother to manage children's development as proficiently as household mothers.

Though the modern education system has increased not only the load on children but also the teachers, the author of this paper recommends that teaching jobs for females has the leverage to manage all the responsibilities but requires excellent time management skills to manage the professional as well as personal family life balance. Being in the teaching profession, researchers of this study recommends females to choose to teach as profession because of the fewer job hours or favorable work schedule (Marso & Pigge, 1994), as longer working hours have a negative influence on life other than professional work (Schieman, Glavin & Milkie, 2009), resulting in the rise between work and family conflict (Byron, 2005; Michel, Kotrba, Mitchelson, Clark & Baltes,2011). Furthermore, Claesson and Brice (1989) reported that dual role as a mother and teacher transfer positive outcomes of learnings and experiences between the professional and family lives of these women. Mothers engaged with the teaching profession remain updated with the changes in the education system and uses their self-learning in terms of children's psychology while dealing with children from diversified backgrounds in the classroom and the school setup. While engaging with a professional career, teaching mothers remain updated with the changes in the society, moral development factors, and challenges associated with it. Similarly, teaching mothers prove to be well aware of the

hi-tech, its pros and cons, and are up to date about the resources they can utilize for teaching their children.

Thus, coaching jobs are attractive for women as concerning this occupation, females can perform vocational and family roles with a minimum of conflict (Cinamon & Rich, 2005).

FUTURE RESEARCH DIRECTIONS

One of the significant limitations of the research is a small sample size and convenience sampling technique that is considered weak to generalize findings for the whole population. Furthermore, the study has adopted a cross-sectional research design, and it is recommended to replicate the study with longitudinal research to come up with better conclusions.

As this study was conducted encompassing few areas of a metropolitan city with smaller sample size due to time and financial constraints, but the same technique is suggested to be study-conducted with larger sample size covering remaining areas of the City and possibly at country level, as per the need of the time.

The focus of this research paper was the females belonging to the middle-class families, who are usually motivated towards maintaining a white-collar lifestyle to be intact with their social class and status. But further studies are open to the researchers to conduct a comparative analysis between educated and less educated with diversified backgrounds.

Future research can also be carried out on the subjects having a specific teaching level with a similar level of experience. A comparable lactation period of the child should also be considered. By doing so, researchers will be able to analyze if all the mothers with the same position, experience the same stress with possibly similar family lifestyles have similar findings or otherwise.

The authors of this paper used a quantitative (survey) method, which, as a future course of studies, can be changed to a mixed approach. Longitudinal Studies with Experimental Research technique for comparison of intellectual; growth can produce more generalized results. The authors tested their hypothesis using the chi-square formula and independent sample t-test. Further, investigations with larger sample sizes can be generalized by using more inferential statistics tools with advanced soft wares like SEM, AMOS.

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