

## Effects of Maternal Employment on the Quality of Life of Their Children

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### Abstract

*The study sought to explore the influence of maternal employment on the educational achievement, psychological well-being, emotional stability, and family relations of children in Lahore. It entailed the identification of socio-cultural and economic aspects related to the working life of mothers that could contribute to the psychological, physical, and social development of their children. Qualitative research methodology was used in the study to enable a more profound knowledge acquisition. In this respect, data were gathered using the snowball sampling method. The semi-structured interview method was the key research method for gathering information about the phenomenon under investigation. Children aged twelve to eighteen years were involved as the subjects of the study, since their views concerning their mothers' working life needed to be examined. Respondents were recruited from different parts of Lahore to diversify the sample. After data collection and analysis, it became clear that there were some influential aspects on children when mothers work. These include family communication, academic success, recreation, and socialization practices.*



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### Introduction

The low levels of Female Labor Force Participation (FLFP) found among many Asian countries are heavily influenced by deeply ingrained cultural beliefs, which require that women stay within their homes because of the association of such behavior with the prestige of the families they represent (Mukhopadhyay, 2023). This phenomenon can be seen in gender-separated societies like Pakistan, where the traditional views shape the choices made by females when selecting

jobs, making home and caring tasks more important than job prospects (Sharif & Khan, 2023). These social restrictions prevent many women from getting involved in the formal workforce. These cultural beliefs can also affect employers' hiring practices and limit employment options for females. (Schultz, 1990).

While the traditional roles assigned to genders still hold a lot of weight, there has been a steady change in the social and economic roles of Pakistani women, especially those living in urban centers, because of the growing number of women entering the workforce. The reason for this shift lies in the way society views women as valuable assets not only in the domestic sector but also in the outside world (Weiss, 1986). Education, vocational training, and work experience serve as strong motivators in helping women seek employment opportunities. However, this process happens out of necessity rather than choice. (Khan & Khan, 2009).

It should be noted that the combination of strict cultural norms together with increased economic pressures poses a dilemma for women, especially for those who need to look after the children, as well as earn money. Traditionally, women were considered to be individuals who needed to take care of their families at home, provide physical care, comfort, and supervision of their children (Tzannatos, 1999). Nowadays, due to inflation and increased instability, changes in the structure of families are observed in Pakistan. As a result, women who are mothers also become working mothers and perform multiple roles simultaneously (Imran, 2023; Muhammad et al., 2023).

In general, women usually suffer from work-family conflicts because of performing different roles. In other words, the conflict between motherhood and professional roles occurs when there is too much to do in both places (Lahaie et al., 2013). Working mothers face increased stress since there is a need to balance multiple roles. Moreover, career progress usually leads to the emergence of extra stress, which makes working mothers feel more pressure, tiredness, and lack of well-being (Greenberger & O'Neil, 1990).

Employment of mothers may be associated with both favorable and unfavorable consequences in relation to their children. First, working mothers themselves may become good examples of independence, perseverance, and devotion, which helps children build positive attitudes towards work and independence (Hoffman, 1980). Moreover, working mothers can provide more opportunities to educate their children by exposing them to better schooling, extracurricular

activities, and even a better standard of living (Buehler & O'Brien, 2011). Children in such families can become more responsible and adaptable at the same time. However, on the other hand, long periods of occupational strain and lack of time can result in lower levels of interaction and emotional bonds between mothers and their children (Thompson et al., 2005).

The relationship between maternal work and child development is complex in nature and requires a comprehensive view. On one side, maternal employment helps instill perseverance and responsibility in women, attributes that can benefit their children by encouraging values of hard work and self-reliance. However, on the other hand, the strain from balancing work life and home life can result in pressure that affects the relationship between parents and their children. It would help in overcoming these difficulties to promote practices within organizations that recognize the dual roles played by women in their lives, thus making a positive contribution to mothers' happiness as well as child development (Goldberg et al., 2008).

It becomes important to explore the impact of maternal employment on the lives of children, especially in the context of urban Pakistan, where traditional role models in families are coupled with new roles created by society. Some children could have a lot of positive effects resulting from the employment of their mothers, such as better access to educational facilities and wider life prospects. On the other hand, employment of mothers might lead to a lack of emotional bonding between mothers and child, and poor supervision over academic performance. The current research focuses on investigating the impact of maternal employment on the quality of children's lives by concentrating on academics, psychosocial factors, family relations, and leisure activities.

### **Research Objectives**

- To explore the effects of maternal employment on the academic success of children
- To determine its effect on the psychological and emotional state of children
- To study its effect on familial relations and dynamics
- To determine the effects of maternal employment on the recreational activities of children

### **Research Questions**

1. What effects does maternal employment have on the academic success of children?
2. What psychological and emotional effects do children of working mothers face?
3. What effects does maternal employment have on familial relationships?
4. What effects does maternal employment have on the recreational activities of children?

## **Literature Review**

Whether mothers should work professionally or focus solely on household duties is a frequently debated topic throughout the world. Current literature has presented arguments on either side showing that working mothers can have both good and bad impacts on children's education, cognitive development, and psychological health (Huhtala et al., 2014; Baydar et al., 1993).

It has been found that women who work in professional settings are usually more confident and independent (Hersch et al., 2013; Rudman & Glick, 2001). Working allows women to gain confidence and become socially aware, making them role models for their children through an ambitious attitude and determination to meet goals (Eagly et al., 2007). The extra income earned by mothers also increases opportunities for children to receive good education and other activities and live in better conditions, thus increasing life satisfaction (Milligan & Stabile, 2009). Children can learn to take responsibility and solve problems as they grow up in a home where their parents combine jobs and household tasks (Hsin & Felfe, 2014).

On the other hand, the presence of mothers in the labor market may pose some difficulties when work pressure is brought into the family setting. The work-related dissatisfaction and exhaustion on the part of parents can affect the emotional state and mental development of the children (Repetti & Wood, 1997). This may lead to poor emotional interaction and alienation within the mother-child relationships (Belsky & Eggebeen, 1991). However, the possible negative impacts of working women on children are not preordained but rather can be alleviated through appropriate actions taken by the mother. Women who keep a clear schedule, spend quality time with their children, and have responsive parenting styles are able to ensure proper behavior and emotional development of their offspring (Powell & Greenhaus, 2006; Riley et al., 2020).

## **Methodology**

The present research employed a qualitative methodology that was informed by an interpretivist paradigm. Qualitative research aims to study people's lived experiences and interpretations. Hence, it is important for such research to adopt an emic approach. This approach requires researchers to study social phenomena from the point of view of those who experience them (Verstehen). To have in-depth understanding about how maternal employment affects various aspects of children's quality of life, in-depth interviews were conducted (Taylor, 2014). It was believed that conducting qualitative research on this topic would be the most appropriate because such research allows one to investigate adolescents' personal perceptions, attitudes, and interpretations regarding maternal employment and its impact on them (Mohajan, 2018).

**Table 1**

*Demography of IDI's participants*

<b>Sr.</b>	<b>Participant's Code</b>	<b>Age of the participants</b>	<b>Reason of the working</b>	<b>Mother's occupation</b>
1	E	12	Family support+ Dedication	Lawyer
2	O	12	Family support	Teacher
3	N	13	Dedication	Professor
4	Z	13	Family support	Cook
5	B	14	Dedication	Lawyer
6	D	15	Dedication	Professor
7	Q	15	Family support	Cook
8	Y	16	Dedication	Principal
9	L	17	Family support+ Dedication	Teacher
10	M	18	Family support	Tailor
11	S	18	Family support	Cloth dealer
12	V	18	Family support+ Dedication	Teacher

The study was conducted to some specific areas of Lahore. The selection of respondents was done based on certain pre-defined criteria, like adolescent boys

whose mothers were employed at the time of conducting interviews and had been continuously employed for a period of at least eight years. To improve the quality and validity of the research tool, the researcher conducted three pilot tests before beginning the actual data gathering process. This was done to assess the validity of the questions asked in the interviews.

It was important to design the interview protocol after a thorough review of the literature and discussion with academic scholars in the field. Additionally, the tool was pilot tested on three adolescents to enhance its clarity. It should be emphasized that the protocol design focused on the emic method, meaning that it would reflect the experience of participants and capture their perception of how mothers' employment impacts various areas of their lives.

### **Data Collection**

Semi-structured interviews were selected as the main instrument for data collection in order to gain insight into participants' experiences and viewpoints.

### **Sampling Strategy**

The research relied on snowball sampling as a means of identifying participants who were between 12 and 18 years old and whose mothers worked continuously for eight years. As many as fifteen adolescents were identified; nonetheless, only twelve of them were included in the analysis due to data saturation. Snowball sampling is a non-probability type of sampling where participants are recruited through referrals from current respondents within their network (Kubiciel-Lodzińska, 2021). In this sampling strategy, one participant identifies another participant who can take part in the research as they meet inclusion criteria. The variety of the respondents was completed through snowball sampling (Browne, 2005). The choice of methodology was made considering that it is not easy to find adolescents meeting the required criteria. This type of data collection helped in accessing highly knowledgeable individuals via referral, created better interaction between researchers and participants, and provided the necessary motivation to disclose one's experience freely.

In total, there were fifteen adolescents aged 12-18 years who participated in the research project. Among these respondents, only twelve were considered for the final analysis due to the quality of their answers. Such a number is consistent with standard qualitative analysis procedures, where depth is prioritized over breadth. Data saturation occurred at the end of the twelfth interview, meaning

that all major patterns were already discussed. The other three interviews served as the means for confirming results.

### **Ethical Considerations**

High ethical standards were observed throughout the entire research process. Before taking part in the study, consent was gained from the children's guardians, while assent was gained from the teenagers themselves. Ethical issues such as confidentiality, anonymity, and safety were considered during every stage of the research process. The participants were informed that they had an unrestricted right to leave the study anytime they wished without suffering any penalty. Firstly, an introductory meeting was organized for all participants who were chosen. However, to respect the privacy of each individual and ensure open communication, participants were interviewed individually once data collection started (Sevom, 2020). Ethical research in which teenagers participate calls for a lot of consideration since teenagers belong to the category of a vulnerable population (Morrow, 2012). Therefore, parental consent and teen assent must be sought. It is necessary that teenagers completely comprehend the nature of the research and their rights in the research. For the current study, the following ethical measures were taken:

- Verbal permission was given by adolescents, whereas written permission was granted by their parents. The audio was recorded as well for evidence.
- Participants, along with their parents/guardians, were thoroughly informed regarding the research's purpose.
- Confidentiality and privacy of participants were ensured during each stage of the research process.
- Participation of participants was made voluntary and could be discontinued anytime they wished to do so.
- Anonymity was maintained as pseudonyms were used instead of real names.

### **Data Analysis Approach**

As far as the interview guide is concerned, it was based on five key themes in order to explore the impact of mothers working. Introduction was followed by four main topics, which include adolescents' views about maternal employment, family relations, school performance, leisure time activities, and psycho-social aspects.

## **Findings and Discussion**

### **Family Relations**

The findings indicate that there is quite an observable effect of maternal employment on the relationships and dynamics in families. Where the roles in a family include sharing responsibilities and mutual support, stress is minimized, and better relationships are formed. On the other hand, where there is little to no support available, the pressure put on mothers leads to strained family relationships.

**Interpretation:** The results can be attributed to the existing cultural and social norms regarding gender roles in Pakistan.

### **Academic Performance**

From the data presented, it follows that the employment of a mother could lead to better academic performance for her child because better educational opportunities would become available. On the contrary, reduced parental monitoring could have a negative impact on academic performance due to a lack of time.

**Interpretation:** The differences above are affected primarily by parental involvement, educational background, and general socioeconomic circumstances, which affect the ability of a mother to monitor her child.

### **Leisure Opportunities**

Many respondents mentioned limited chances to have high-quality communication with their mothers because of time restrictions associated with work duties.

**Interpretation:** Time constraints due to work are likely to hinder parents' ability to bond with their children, which can potentially affect the latter's psychosocial development and emotional connection within the family.

### **Psycho-Emotional Health**

The results obtained during the research show that the children interviewed demonstrated various psychological responses. Some of them felt lonely and anxious; however, there were also those who became more independent and emotionally stable.

### **Theoretical Framework**

Three theoretical approaches will be applied in the course of analysis:

#### **Work-Family Conflict Theory**

This theoretical approach considers the tension and incongruence that take place because of the intersection of one's work roles and family-related activities. The working mother may suffer from role stress, which negatively affects her ability to communicate and care about her child's needs.

#### **Child Development Theory**

This theoretical approach stresses the significance of parental participation in children's cognitive, emotional, and social development.

#### **Psycho-Emotional Health Perspective**

The emotional stability of children depends on many factors related to their parents' presence, attachment, and communicative behavior. Stress experienced by mothers can have an impact on the child's psychological and emotional response.

#### **Data Analysis**

Thematic analysis was applied for analysis of the gathered information. Statements received during the interview were analyzed based on common themes such as academic achievements, family life, free time, and psycho-emotional well-being.

#### **Working Mothers and Family Relationships**

Despite the growing number of women taking part in professional activities, society tends to view women as primarily responsible for running the house and performing caring activities. One of the most efficient ways to provide support

to one's family is equal division of housework among family members. Nonetheless, this is hardly feasible, and conflicts often arise in families in this regard.

Participant Y shared her observations by saying:

*“Support from my family is limited. If there are problems, everyone immediately starts criticizing my mother's love for her job. She finishes work at about 2 p.m., comes home, cooks food, and performs all household chores. In case of delay, my grandmother is always upset and raises conflict due to delayed mealtimes. There are other people in my family who think that women should be at home and take care of the house.”*

Women bear an unequal burden of unpaid labor in the house in most societies, such as in Pakistan, including childcare activities and other household chores.

Participant L reported:

*“My father usually expresses anger at my mother because she does not concentrate enough on our studies. She tells us, ‘You are a teacher, yet you can't teach your children.’ Though he does not criticize her occupation, he always holds her responsible in case of poor results of my brother.”*

Another finding from the current research states that while the majority of families verbally approve of women working, their real level of assistance greatly depends on economic circumstances. So, Participant Z reported:

*“My family accepts my mother's employment; however, they do not really support her much. My father is sick and cannot work; therefore, we have a shop which we run. Despite living close by, my uncle and aunt do not support us financially.”*

Participant S mentioned a similar problem, stating:

*“The employment of my mother leads to conflicts at home because my father usually persuades her to stop working and stay at home. She cannot resign because of the family's financial problems.”*

Though it is difficult to balance work and family obligations without additional troubles, working mothers manage to cope with multiple tasks. Nevertheless, the

maintenance of equilibrium becomes easier in the case of having a supportive and cooperative family environment.

D said:

*“My mother got her MPhil degree and started working. In that case, my grandpa, aunt, and uncle all supported my mother. In our childhood days, my grandmother used to take care of us when my mother went to work.”*

### **Working Mothers and Academic Performance of Children**

Mothers who are educated and employed can juggle both education and professional life quite effectively. The financial stability, along with knowledge of the importance of education, can positively affect their child’s academic and social skills. Children in such households can be quite adaptable and confident.

Participant D revealed:

*“Few months back, I had been worried for my studies. My mother helped me make a timetable and would keep checking how things were going. She even asked whether I wanted to go to an academy or private tutor.”*

Working mothers can either negatively or positively affect their children’s academics in many ways. While having additional money means more money to pay for quality education, a lack of time might may lead to reduced academic support. Participant O said:

*“My mother is uneducated. So, she cannot help me out in my studies. But she does ensure that we go to academies and do well in our studies.”*

Nevertheless, the lack of time spent by mothers with children may negatively affect children's academic performance in some cases, as explained by participant L:

*“At first, I studied together with my mother and showed her all my tests, but once she started working hard, I started having problems, and switched to group studying with other students. She now asks me about my progress but does not provide assistance anymore.”*

Some earlier studies suggested that there is also the possibility of negative relationships between mothers' participation in employment and academic performance of children (Hoffman, 1963; Blau & Grossberg, 1992). When asked if an increase in the involvement of mothers can improve the situation regarding academic performance, the majority of participants answered in positive terms, while emphasizing their own personal responsibility.

Participant Y argued:

*"If my mother devoted more of her time to me, my marks would surely have become better. I have problems in mathematics, and both my father and I think she should be more active towards helping me. She just sees my marks once a year and does not talk with teachers."*

### **Working Mothers and Opportunities for Leisure**

Work-life balance is one of the most difficult issues for working mothers. In many cases, the number of activities that people share together is quite limited. Participant D noted:

*"Even when she is at home, she is busy with work—either with students or exam papers."*

To enhance the time of leisure among working mothers, some solutions include having flexible working hours, providing affordable childcare options, and enhancing cooperation within the family and society.

Participant Z also remarked:

*"She is always busy, usually comes back late in the evening, and her days off fall on Sundays. Hence, we don't find time to talk because of her tight schedule, even though I like spending time with her."*

Another participant, Participant S, noted:

*"During summers and Eid, my mother is even more busy. So, during those times, we prefer staying home, which often frustrates me."*

Although recreation plays an important role in children's psychological development, many working families do not give proper attention to structured leisure time. Participant D highlighted:

*“Although my mother never really helped in developing any skills, she used to make sure we join some yoga classes, where she thought we could relax.”*

### **Working Mothers and the Psycho-Emotional Well-being of Children**

There is extensive literature concerning the effects of working on mothers and their children. Various studies point to potential adverse implications, like emotional detachment or positive development, associated with the style of parenting and assistance from support structures. For example, one negative aspect of working includes the risk of decreased emotional attachments caused by the lack of availability of mothers. As noted by participant Y,

*“When I was a child, I used to cry a lot because I didn't want my mother to leave me with anyone. When I was six or seven years old, it really troubled me emotionally. I think that mothers must at least pause their careers until their children grow up.”*

Strong emotional connections during the early years of life play a critical role in ensuring psychological well-being. Insufficient parental attention may cause children to feel lonely and insecure. They may also experience various emotional problems and become vulnerable to depression or anxiety disorders. As mentioned by participant D,

*“My mother is always busy the entire day. My siblings attend tuition, and I am left alone at home. Because of her tiredness, we discuss issues briefly in the evening. Sometimes I feel emotionally detached. I hated my mom for this. I was only attached to my grandma. And after she passed away, I had no one. I started to think I'm a bad person. My mother has depression, and soon, I will be joining her in sessions.”*

Moreover, work-related stress might influence how the mother behaves in the household setting. Emotional exhaustion might cause irritability and emotional coldness, perceived by children as emotional detachment. Participant Z shared her experience with work-related stress:

*“Anyone can get frustrated and angry when “Bare Log” (upper class) scolds them at work. When it happens, she becomes stressed, and she shows her frustration at home. It makes me sad whenever it happens, and I cry when she is absent for many hours.”*

However, it should be mentioned that many children recognize positive aspects of work-related stress associated with both emotional and financial advantages gained through maternal employment. Participant L highlighted the following about his mother's work:

*"She enjoys being at work, especially in terms of dealing with her pupils. Despite the stress that she must go through at work, her joy of teaching compensates for it, and it would be unreasonable to leave her job."*

### **Views About Working Mothers**

The views of the participants regarding working mothers were also sought. The participants showed great admiration for the success of their mothers; however, they wished to be with them emotionally for a greater amount of time. Participant N said:

*"What I do not like most about my mother's behavior is that she cannot give me sufficient time because she is always at work, and when she comes back, I am busy with my tuition."*

Social differences were also found to affect people's perspectives. Some participants wanted their mothers to focus on the upbringing of their children during early childhood, whereas some participants wanted their mothers to continue their careers. Participant M said:

*"If the women wish to have careers in the early stage of life, then it's all right. But after getting married and especially when they get babies, they need to look after their children first."*

For any parent, leaving a child alone is a hard decision. Safety of the child, the neighborhood, and others, and the child's age and maturity also contribute to the hesitation. Parents can decide to leave a child alone when they feel ready. Leaving a child alone is said to help build the child's self-confidence and sense of independence. Some study participants felt better knowing that another family member was home to care for the child. When this was not possible, the support of a maid was considered. One male participant, "O," said,

*"Mothers with babies should not work. At least until they are 5 years old. When I was young, around 3 or 4 years of age, my mother did not work. Then she*

*managed to hire a maid for me so that she could work carefree. So I suppose, if one can manage to hire a maid, she can do her job."*

The researcher noticed that there was an observable variance in the participants' behavior. Most participants' ideologies and perceptions were vastly influenced by their socioeconomic status. Generally, participants from higher socioeconomic status said that the mother's work is a source of personal gratification. On the other hand, participants from the middle and lower socioeconomic classes said that the mother's work is a source of income for the family and, therefore, they do not want their mother to work. For the same reasons, participant "D," from an affluent family, said,

*"I love seeing mothers achieve their dream jobs. I see that mothers have something to enjoy outside of their children. I take pride in telling people about my mother's job. Now, I also want to chase my dream job. I feel this motivates me more because I see her, and I believe that she can do it, and so can I."*

S, whose mother was a cloth trader, said,

*"Mothers should be allowed to do anything they love, and there shouldn't be any limits imposed. But there isn't anything specific that I, or my mother, would be happy about. At least her job is a means for us to survive."*

While carrying out an interview with Z, whose mother was a cook. The researcher saw that this 12-year-old girl was very anxious about her mother's job. While talking, Z was shocked and was shivering. Z's mother was looked down upon and mistreated in her job. This Lemma was very anxious. With tears in her eyes, Z said:

*"It hurts to see my mother having to do this sort of job where she is insulted by poor people who are socially higher than her, and then she has to follow their commands. She does this so that we can be educated. Mothers should not have to work because they get sick, and it tires them out. I hate that there are men outside who look at my mother."*

Social class affected how people viewed maternal employment. Those from wealthier households held a more positive attitude towards this aspect, while others considered it solely based on economic factors.

## **Interpretation**

According to the findings of this research, it can be concluded that there are differences in the effect of maternal employment depending on certain factors such as parenting strategies, emotional engagement, and family structure. Besides, when mothers encounter work-related issues, these issues might be brought into the family setting. In such circumstances, the overall well-being of children could suffer.

## **Conclusion**

In general, the study reveals that there are both positive and negative consequences of maternal employment for children's development. On the one hand, the economic situation within the family gets better, and children gain positive examples of people who are self-reliant and responsible. On the other hand, the negative effects may appear because of the lack of time and emotional engagement. Therefore, it is necessary to emphasize that balancing professional and domestic responsibilities requires proper family support systems, flexibility at the workplace, as well as sound parenting techniques that focus on the emotional aspect and overall growth of the children.

The main objective of this study was to investigate whether the employment of women as mothers has an impact on their children emotionally and academically. This issue has been studied using qualitative methods by focusing on the experiences of the participants. Earlier research focused on comparing the emotional and educational status of children whose mothers were either working or not working. It has been revealed from the present research that increased demands at the workplace and longer working hours greatly limit the time available for mothers to interact with their children, creating a typical time conflict for the mothers. It has been found that in the absence of an appropriate support system from the institutions as well as society, the working mothers find it hard to be good parents as well as be productive at the workplace. Thus, there is a clear need to make certain changes in both workplaces and households of Pakistan.

It should be noted, however, that these results may not be generalized to all societies. Family type, economic circumstances, and social environment influence the process and the results greatly. Thus, for example, women in poor families have no choice but to work because of economic necessities, while being raised in nuclear families without any backup from other family members.

By contrast, middle-class families or extended ones may allow other family members, such as grandparents, to help raise the child, thus positively affecting the results and lessening the burden of employed mothers.

### **Recommendations**

- Establish flexible employment conditions for working moms
- Promote joint responsibility in the home and during caring for children
- Develop parenting awareness programs
- Strengthen family support systems for childcare

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## **Interview Guide**

### **Section 1: Rapport-Building & Background**

- Can you tell me a little about yourself?
- What grade are you in? What are your interests or hobbies?
- Do you live in a nuclear or extended family?
- Can you describe your family and your relationship with your mother?
- What kind of job does your mother have?

### **Section 2: Views about Maternal Employment**

- How do you see an unmarried woman, a married woman, and a woman with kids as a working woman?
- How do you feel about your mother as a career-oriented woman?
- What are the factors that make you think that your mother should be/should not be working?
- Do you feel your mother acts authoritative or domineering because of her job?
- Do you think that being a working mother only makes your mother's life difficult?

### **Section 3: Family Relations**

- How does your mother balance work and home responsibilities?
- Do you think your relationship with your mother has changed because of her job?
- How does your father or other family members feel about her working?
- Were there any circumstances that made your mother's job a reason for a conflict in your home?

### **Section 4: Academic Performance**

- Being a teenager, you might need help in your academics. How does your mother help you in this regard?
- Does your mother get angry over bad grades?
- Do you feel that your mother is also responsible for your grades?
- Do you think that your mother is not paying attention to your studies because of working outside, which is causing you problems?

- Is your mother able to have a check-in with your school activities? Is she having contact with your professors (e.g., Parent-teacher meeting)?
- Have your study habits or routine changed because of her job?

**Section 5: Leisure Opportunities**

- Is your mother available for you whenever you need her?
- How much do you and your mother spend quality time with each other on regular basis?
- Does your mother provide opportunities for new skills acquisition that you find entertaining?
- Do you find that most of the time when you are free, your mother has a lot of work on her and could not provide you, with your desired attention?
- Do you think her work affects your holidays, weekends, or free time?

**Section 6: Psycho-Emotional Well-being**

- When your mother is at her job, how do you feel?
  - Is your mother emotionally available for you?
  - Does your mother take the job's frustration to home?
  - Does your mother's attitude make the home environment different?
  - Do you think that your mother is tired and anxious all the time because of work?
  - Have you ever felt lonely, stressed, or sad because your mother was busy?
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