THE EFFECTS OF WORKING WOMEN ON CHILD DEVELOPMENT: A CASE STUDY OF UNIVERSITY OF SINDH, JAMSHORO

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Abstract

Women's outside work has now become emerging trend and due to their employment participation this new trend impacts the overall national development. Several new employment opportunities also encouraged by women participation in workforce and made positive effects on national development but instead of this broad national benefit women's work is again being criticized due to which they found difficulty to make decision to either go for work or not. The opponents argued that women' work effect their child care and development. The working women's roles invisibility reflecting the widespread worldview in Europe, United Kingdom and United States that considered women's work complementary to the family. The study of 60 respondents was attempt to find out the effects of women on their child development, in which 3 types of questionnaires were used to focus 3 different age group of Child and their developments in relation to their mothers work it was found that most of the University employed working mothers are not willing to give up their jobs, the child development of early age group is not having any relation to their mothers work because child of this age are not that much mature to understand their mothers less time

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devotion while the child of growing age including 4-10 reflects that they are inversely effected due to mothers work as the child of this age group are quiet sharp, they are in learning process of events that surrounds and similarly the next age class reflects that having positive effects of their mothers work because this child of this group needs freedom and less interruptions by their birth relations and mothers' work made it possible for them.

Key words: *Working Women, University of Sindh, Impact on Child, Child development, National Development, Developing Countries, Positive Impact, Attachment Level between Employed Mothers & Children, and Schooling out comes.*

Introduction

As the ratio of females in every working sector increased, their employment affects both the economy and society at large. The political, social, economic and environmental (PSEE) of gender reflection in theory of development was chased by working women in both developing and developed countries. Various authors have documented the work done by working women and concluded that most of the development programs were having an adverse impact on working women. Many arguments on children's development and mother's employment are found therefore it is difficult for a woman to choose between staying at home for their children to look after or to go outside for work. Studies found that work load of woman lead to several factors that impact children development including children's health, schooling outcomes, emotional, cognitive and behavioral factors along with children social awareness and attachment with their working mothers.

According to Researchers the trend for female work throughout the world is increasing day by day. In America 71% women with 18 years child are engaged in workforce, in Italy women participation in work force is less than other European countries but in Northern European countries and France the female workforce productivity ratio are at high rates in fact the developing countries also follows the same trend researchers found that Pakistan as one of the developing countries the trend of women employment is increasing day by day this argument is supported by 90% of women , 85% of students and 95% of teachers in that study. The reason behind this change is increasing poverty and inflation rates but women's work in not immoral and not an encouraging practice for children

therefore the opponents claim that women's work at early stage of a child development is harmful because most of the children development takes place at early stage below three years and it is proved by many researchers that mothers absenteeism or less time devotion at child early age of children impacts negatively. Women at workforces are bound to give less time to children's early age which may results in negative cognitive and behavioral effects in childhood later

Literature Review
There are several arguments available to support and criticize women's work in relation to children development. Dr. Abdul Sattar.et.al in 2012 supports in their study that working women creates self confidence among children. The idea was supported in findings by 52% of women, 67% of students and 90% of children even mothers argued that working mothers positively encourage their children now than ever before due to their self-empowerment. Amanda Dejong in 2010 found that Women's work provides monetary benefit, social appreciation and increasing financial opportunities through which children's better healthcare, nutrition and bright educational career becomes possible. Amanda found that the children of working mother with daycare are more active in participating extracurricular activities. Likewise working women had positive impact i-e they provide financial access to their children. Women in that study reported her selves as a role models for their children. Now Sociologists, social psychologists and educationists are also interested in the study of working and non-working mothers' child in order to find the problems faced by working mothers, likewise Hoffman (1963) found that the children of working mothers' child seems to be less assertive and less affective in their peer interaction. The child of working mother found to be less helpful in domestic tasks than the children of non-working mothers. Moore in (1975) indicates that the children who had been left by their mothers from early infancy showed more dependent attachment to their parents than any other children. They may adopt other symptoms of insecurity such as nail biting and bad dreams. Hill and others (2001) found that when a child mothers' works in the first year of life can have a negative effect on the child later development.

A group of researchers at South Bank University examined what women felt about the effects on their family that arose because of their employment. Working mothers in the study shares that they were able to help their families by providing financial support to them, but on the other hand their family relationships also suffer as a result of their employment. Many working mothers also felt that they

were being good role models for their children But Giele in 2008 found that working mothers felt that their careers were their main life role.

One more study identifies that Women play multiple roles in the family that affect the health and wellbeing of all family members. In societies around the world, they are assigned by custom to be the primary caregivers to infants and children. Because of the time constraints women face, however, their roles as care-givers and as providers of family income may conflict with one another, with potentially important implications for the welfare of children. For developing countries, the implications for child nutrition, in particular, have been the subject of much empirical investigation and debate during the past two decades.

 The study by Daniela Del Boca, Silvia Pasqua, and Simona Suardi argued that for Northern Europe and the US they analyze a large literature on the impact of childcare and mothers' work and found child cognitive and non-cognitive outcomes, Italy has been neglected this issue infect in Italy there was less concern on the decline of mothers' time with their children however in the other European countries the participation of women to the labor market is much lower. In Northern European countries and France female employment and fertility rates are now both high. Their Empirical results indicate that mothers' work results in less time devotion to children and creates negative effects on child academic results. One of the longitudinal study in 2001 found that woman employment in 1st year of a child negatively impacts on its cognitive and behavioral outcomes these effects were also found in 7-8 years old child. Another researcher found that behavioral problems are faced by working women's child the ratios are about 42% and none of non-working women's child faced behavioral problems. Gennetian, Lopoo in 2008 state that the working woman child found less active in school performances than non-working woman's child and school skipping ratio of working mother's child is greater than mother at home. Whereas Dr. Abdul Sattar.et.al in 2012   focuses on attachment between working Women and children and found that it is decreasing and this argument is supported by 95% teachers, 80% students and 98% of mothers. Furthermore children emotional development was also area of focus in which mother's less attachment results in negative impact over children's emotional development.

Several researchers found many factors of child development that may or may not effected by women's work like, Amanda Dejong in her study found schooling outcomes, cognitive and behavioral factors, then Dr. Abdul Sattar Almani, Allahdino Abro, Roshan Ali Mugheri identify Attachment between child and working women as one important factor then ,Cognitive factors ,Social factors ,

Self-confidence, Emotional and Language after that Shumaila Khurshid, Qaisara Parveen, M. Imran Yousuf, Kelly L. McIntosh, William Bauer Ph. D., Peter Glick found in different studies that some factors of child development were effected including child emotional development, Health and Schooling outcomes therefore this study focuses on some of these predetermined factors of children development that are effected by working women.

Research Objectives

1. To know the respondent's view about their work.

2. To know that child development is effected by working hours of their mothers or not.

3. To find out attachment level between employed mothers of university and their children.

4. To know how much cognitive and social/emotional abilities are developed within working mother's child.

5. To find out the schooling outcomes of child.

6. To measure the health development of working mother's child.

7. To know the significance relationship between working hours and child development.

8. To know the significance relationship of child development with three factors i-e cognitive, schooling and social development.

9. To find out significant relationship between working hours and child attachment with mothers

Hypotheses

H1: Most of the respondent's view about their work is in favor of their work

H2: Child development is effected by working hours of their mothers

H3: There is strong attachment level between employed mothers of university and their children.

H4: The cognitive and social/emotional abilities are less developed within working mother's child.

H5: Most of the children are having positive schooling outcomes.

H6: The health development of working mother's child is less than expected physical development.

H7: There is no supported relationship between working hours and child development in 0-3 group but less in 4-10 and 11-18 group.

H8: The correlation between child development and working hours is equal to zero in 0-3 group, 4-10 it is inversely related and 11-18 it is positively weak related.

H9: There is significance relationship of child development with three factors i-e cognitive, schooling and social development.

Research Methodology
This research is based on mixed approach, having the combination of quantitative and qualitative approaches .For data collection survey method of Waris Qidwali et al, 2008 was adopted in the form of questionnaire. Statistical methods were used for analyzing data and collected data results were tested through frequency distribution, mean, regression and SEM which shows collected data relationships with constructed factors. The sample size is 60 and different types of questions are used in questionnaire in which 20 sample is for 0 – 3 years age child' mothers, rest 20 for 4 – 10 and finally last 20 for   11 – 18 years age child' mothers. Sample data is collected from two categories of university (1) Administration (2) Faculty. Furthermore, 15 samples are collected from administration side whereas 45 samples are collected from faculty side.

Sampling Method

Work type of women	*Working women having child age between 1st year to 3 years old*	*Working women having child age between 4 year to 10 years old*	*Working women having child age between 11 to 18*	*Total*
Administration side	5	5	5	15
Faculty side	15	15	15	45
Total	20	20	20	60

Research Instrument

The data collection questionnaire was adopted of Waris Qidwali et al, 2008 and with slight modification disseminate to different age group of child's mother different types of questions including open end questions, Likert scale, and multiple choice questions.

Analysis Methodology

1. Frequency distribution is used on following categorical variables. The research instrument is designed according to these variables.

    a. Respondents view about work

    b. Working hours

    c. Child development

    d. Attachment of child with mothers

    e. Cognitive development of child

    f. Social and emotional development of child

    g. Schooling outcomes of child

2. Mean average from descriptive statistics is used to compare actual average height and weight of child with expected average height and weight in relation to their respective age.

3. Regression is used to know the dependence of child development over working hours of mothers and Correlation is used to know relationship between working hours and child development and then to know relationship between working hours and attachment of child with mothers.

4. Structure Equation Model (SEM) is used to know the significance relationship between working hours and child development and to know the significance relationship of child development with three factors i-e cognitive, schooling and social development and then to find out significant relationship between working hours and child attachment with mothers.

Analysis of all Categorical Variables through Frequency Distribution and Finding

(a) Respondents View about Their Work

To know the respondent's view about their work 4 questions are used to analyze their opinion in all 3 categories.

It was found that most of the respondent's i-e 55% 0f respondents in 0-3 and 4-10 group work out for their own choice and second major part, work for both i-e , need as well as own choice where as in 11-18 group 45% , work for need and then second major part work for own choices.

Most of the respondents are unknown from that either financial benefit outweigh other disadvantages to them in 0-3 and 4-10 GROUP 65%   respond to don't know while in 11-18 group 50% respond to same don't know. All 3 categories' major part respond that they don't know about difficulties to look after their child because of their work. but the second major part respond to" no" which means that they don't find difficulties in looking after of their child and finally most of the respondents in all 3 groups respond to don't know about their give up choice from work. i-e 55% in 0-3, 45% in 4 – 10 and   11 – 18 but after this the second major part responds to" no" for give-up from work if they found choice.

Mean Responses Of All 3 Groups Are: Mothers of 0 – 3 years and 4 – 10 years child respond in same way for their work but mothers of 11-18 years child found to have different opinion about their work. But by concluded is was found that respondents are in favor of their job as mean response is that they work for their own choice, they don't feel difficulty in looking after of their child and the never give up their work if they find any choice.

(b) Working Hours

The maximum number of respondents said that they work for about 5 hours in all 3 Groups. As there mean is also calculated so all 3 categories found to work out for same time period because their average answers are very close to each other. Thus the average working hours of women within university is 5.

(c) Attachment Level between Mothers and Child

The attachment level is described by different manifest variables for all 3groups. The variable is tested through frequency distribution and found that there is moderate level of attachment between mothers of 0-3 years child age group and child because 2/4 manifest variables showed that most of child follow mothers suggestions and becomes upset when mother leaving whereas rest 2 variables

output showed that most of child doesn't share knowledge with mothers and they become comforted other that mothers when they are upset. Whereas results found in 4-10 group category is little bit different from previous one in this category most of the respondent's child shares with mother, follow their suggestions but most of the respondents in this class also respond that they are neither agree nor disagree with their child's comfort level to others instead of them and finally most of child doesn't provide affection support to mothers in front of family, Thus it was found that attachment level of mothers and child to each other is moderate in this class because out of 5 variables 2 are in favor, 1 is in against whereas 2 found average results and finally the results of last age group is totally different from previous two classes in this most of the respondents' child shares readily with them, they don't feel themselves to be comforted other than their mothers, they become upset when mother leaving and they follow mothers suggestions. Only in child affection variable most response in neither agree nor disagree. Thus the hypothesis for this category is proved that there is strong attachment between mothers and children of 11-18 age group because out of 5 variables 4 are in favor.

Analysis of Attachment Level in all 3 Categories
It was found through frequency distribution that hypothesis is proved for only 11-18 group category while the rest two categories is having moderate attachment level between mothers and their children.

(d) Child Development Assessment
Child development is tested through frequency distribution for each class separately in which. In child development it was found that 0-3 and 11-18 years both classes responds in same way i-e mothers support the statement by agreeing child development is effected by their working hours and hypothesis is proved in these both classes but it is failed to prove in 4-10 class because in this most of respondents' disagree the statement.

(e) Cognitive Development
To know how much cognitive abilities are developed within working mother's child different cognitive abilities were given as option to respondents in which those abilities were selected which are available within child. Each ability is given no 1 and thus by adding all respondents selected abilities researchers' summarizes the cognitive development of all 3 categories and found that children of all 3 classes are having only 2 out of total abilities within them this is low ratio of abilities according to their respective ages. Thus researchers' hypothesis proved that cognitive abilities are less developed within working women's child

(f) Social/Emotional Development

To know how much social/emotional abilities are developed within working mother's child different social abilities were given as option to respondents and had to select those abilities which are available within the child.

In order to find child social development all 3 classes were analyzed in different way.

0-3 years are not so much active in other social activities as they have little interactions with society and therefore children of this class is only assessed by their social abilities in which most of the respondents' share that about 3 social abilities out of total are available within their child. This ratio is low for social development.

For 4-10 age group is assessed by different variables according to their age group. In which most of the respondents said that their child often play with friends and many friends, they like to be independent and doing works by themselves very much, the participation of social activities are equal for all responses, whereas most of child rarely play an active collaboration with other children and social/emotional abilities within child are about 3 out of total which is low ratio. Thus results shows that child of this group are less developed. In 11-18 age group researchers found that most of the respondents' child never sacrifices their own interest for others, rarely play with friends in active collaboration and having 3 social abilities out of total abilities which is gain low ratio for social development. Hence according to results all 3 classes is having less child social development and hypothesis is proved in this section.

(g) Schooling Outcomes

It was found that in 0-3 year's class only 5% of child is admitted in schools whose academic result is about "A" grade and participating sometimes in extra activities whereas their willingness to go to school is high. But in 4-10 class 40% of Childs are achieving "C" grades in their annual academic results, 35 % Childs are not participating in extra activities, 65% Childs school going ratio is high and 50% follows school rules and regulations which means that hypothesis prove in 2 variables but as academics results and participation in extra activities is concerned hypothesis failed to prove in this class finally 11-18 years group prove hypothesis because results declare that Childs of major part of this class achieving "A" grades , there school going ratio is high and they also participates in activities along with following school rules and regulations.

Health Assessment
Health is assessed through two different factors i-e height and weight of children in all 3 classes in which average of actual height and weight of Childs are compared with expected height and weight and according to biologically expected height and weight, the average height should be 30.505, 49.93, 60.598 and weight should be 25.995, 56.17, 97.525 for 0-3 ,4-10 and 11-18 age child respectively but the actual average height was found about 28.95, 48.81, 52.07 and weight was 25.055, 54.23, 92.875that is comparatively low then biologically expected height and weight thus hypothesis proved for all three classes that working women's child is lacking in health development.

Regression, Correlation Tests and Findings
In 0-3 class the regression stands 0.000 which reflects that no relationship between child development and working hours and correlation is 0.000 reflects weak or about no relationship. As their sig (p value) is concerned it is 1.000 which is greater that alpha value of 0.05 so null hypothesis for both regression and correlation is therefore accepted which states that there is no supported relationship between working hours and child development and the correlation between child development and working hours is equal to zero. In 4-10 class the regression stands 0.318 which reflects that only 31.8 % relationship between child development and working hours which is very low dependence of child development on working hours and correlation is -0.090 reflects negatively weak relationship and as their sig(p value) is 0.705 greater that 0.05 alpha value so researchers' null hypothesis is also accepted for both regression and correlation which states that there is no supported relationship between working hours and child development and the correlation between child development and working hours is equal to zero. In 11-18 years the regression stands 2.867% reflects some relation between child development and working hours, their correlation is 0.278 reflects weak relationship and as for as their sig (p value) is concerned, it is about 0.235 greater than 0.05 alpha value so researchers null hypothesis is accepted states that there is no supported relationship between working hours and child development and the correlation between child development and working hours is equal to zero.

Analyzing the Intensity of Relationship between Attachment and Working Hours through Correlation
It found that attachment level categorized in sub variables is having weak, in some cases negative weak relation with working hours in all 3 categories only in o-3 child sharing correlation is 0.543 which reflect moderate positive relation to working hours and its p value is 0.013 which is less then o.o5 alpha value. So for

this there is no inverse relationship with working hours and having moderate relations. Whereas for all rest variables in all 3 classes reflect inverse or positive relation with working hours

General SEM MODEL

As child development includes several factors that together makeup the whole development within child which is dependent variable in the study but along this other dependent variable is also there like attachment and then sub factors of child development is also there that contains more than one dependent variable which leads to general SEM Model to know the significance relationship between latent variables and relation of its indicators with latent variables, to test overall model with individual coefficient. Following Conceptual framework is drawn for all 3 classes:
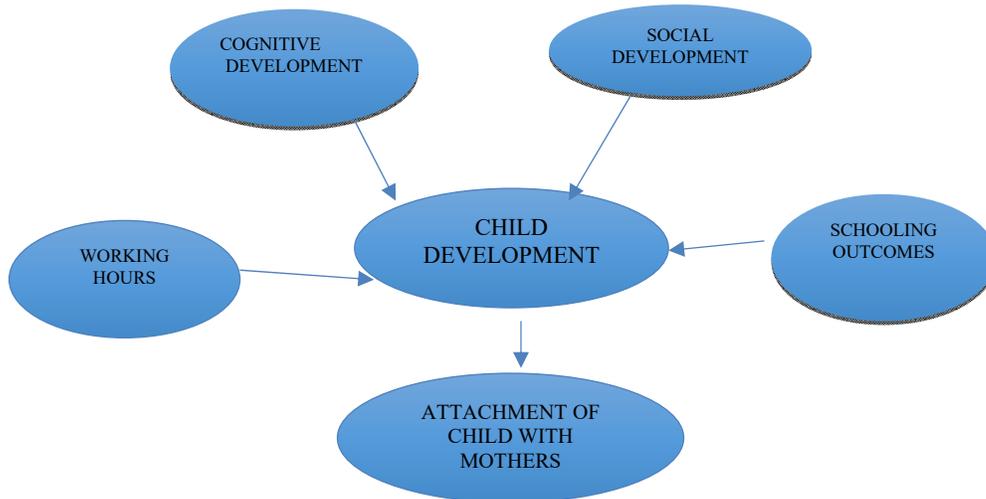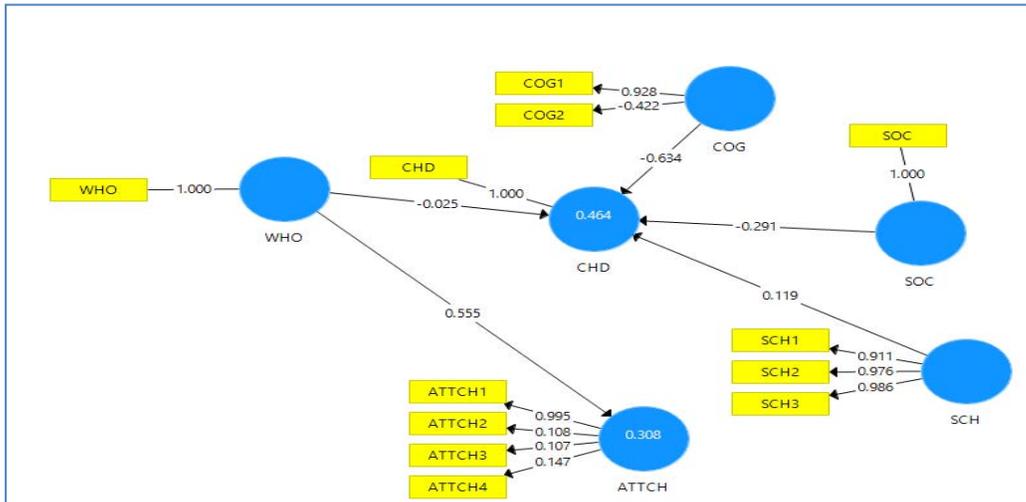
Fig #1: Conceptual Framework

PLS-General SEM for 0-3 year's age group
After constructing model PLS-Algorithm is applied which results in

Analysis of Targeted Endogenous Variables Variance
The coefficient of determination, R^2, is 0.464 for child development which is endogenous latent variable meaning that 4 latent variables (working hour, cognitive, social development and schooling outcomes) explains 46.4 % of the variance in child development whereas working hours explain 30.8% of the variance of working Attachment.

Inner Model Path Coefficient Sizes and Significance
The inner model suggests that working hours has the strongest positive effect on attachment (0.555), the hypothesized path relationship between working hours and attachment is statistically significant. However, the hypothesized path relationship between working hours and child development is statistically significant but it's standardized path coefficient (-0.025) shows the inverse relationship between child development and working hours of mothers. Similarly the path relationship of child development shows negative/ inverse effect on cognitive development is -0.634, on social development is -0.291and but positive on schooling outcomes is 0.119 meaning that there inverse relationship of child development with its 2 categorical variables but positive with 1, thus researchers conclude that working hours predicts attachment positively but working hours predict child development negatively and its other sub factors.

## Outer Loadings (Correlation between Latent Variables and Its Manifest Variables)

Manifest variables including ATTCH2 (comforting with others), ATTCH3 (upset when mother leave) and ATTCH4 (following mothers suggestions) are weakly correlated to ATTCHMENT and cognitive vocal abilities (COG2) is having negatively weak correlation with cognitive development however rest of manifest variables including ATTCH1 (child sharing), CHD (child development is effected), SCH1(annual results) , SCH2 (child participation), SCH3 (willingness to go school), SOC (social abilities) and WHO (working hours) are strongly correlated to their latent variables.

Latent Variables Correlations

Results declare that child development is having negatively weak correlation with its sub

Sub factors like cognitive, social and schooling outcomes. Whereas working hours is having positively average correlation to attachment and no relation with child development.
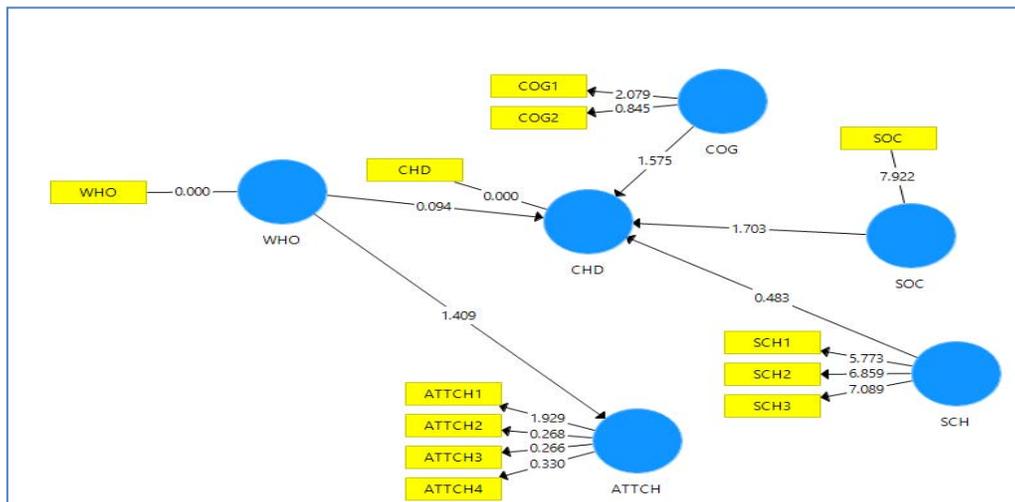
## Checking Structural Path Significance in Bootstrapping

Outer Loadings

The results shows the t-statistics for outer loadings which reflects that ATTCH1, COG1, COG2, COG2, SCH1, SCH2, SCH3 are greater than 1.96 (at 95% confidence interval) reflects that they are highly significant to their latent

variables. However rest manifest variables are not significant to their latent variables.

Path Coefficients and Total Effects
The results for path coefficients reflects that child development is highly significant to cognitive development and social development only however working hours are only significant to attachment and not significant to child development.

PLS-General SEM for 4-10 Years' Age Group
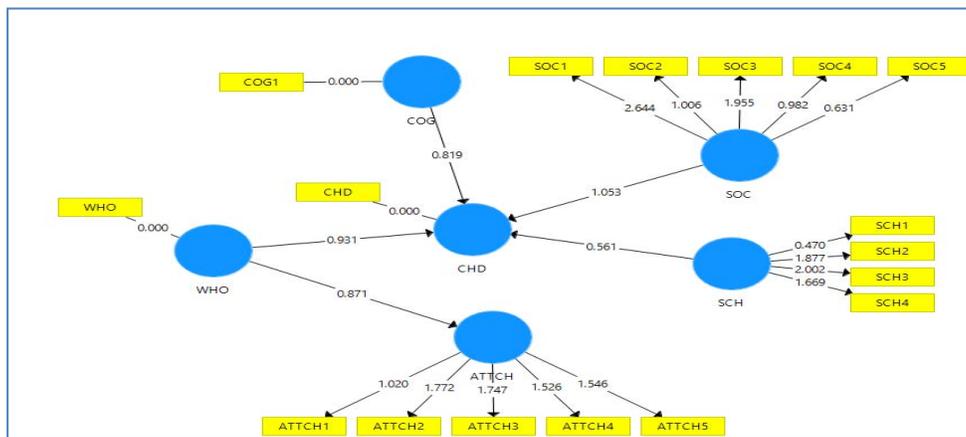
Analysis of Targeted Endogenous Variables Variance
The coefficient of determination, R2, is 0.278 for child development which is endogenous latent variable. This means that the child development 4 latent variables (working hours, cognitive, social and schooling) explain 27.8% variance in working hours. Whereas working hours explain 17.1% of the variance in attachment.

Inner Model Path Coefficient Sizes and Significance
The inner model suggests that working hours has inverse strongest effect on attachment (-0.413), the hypothesized path relationship between working hours and attachment is statistically significant. Similarly, the hypothesized path relationship between working hours and child development is also statistically significant but inversely related because it's standardized path coefficient (-0.186). Similarly the path relationship of child development with cognitive development is 0.218, social development is -0.325 and schooling outcomes is -0.325 thus researchers concluded that both child development as well as

attachment is having inverse relation to working hours and child development is having only positive relation to cognitive variable.

Outer Loadings (Correlation between Latent Variables and Its Manifest Variables)

Manifest variables including ATTCH2 and ATTCH3, ATTCH4, ATTCH5 are strongly correlated to ATTCHMENT.SCH2, SCH3, SCH4, SOC1, SOC2, SOC3 is positively average related, whereas SCH1 is having negatively weak correlation with schooling outcomes and similarly ATTCH1 is also negatively average correlated to their latent variable.

Latent Variables Correlations

Results declare that child development is having positively correlation with its social and schooling outcomes and working hours whereas working hours is having negatively correlation to attachment and child development.

**Checking Structural Path Significance in Bootstrapping**
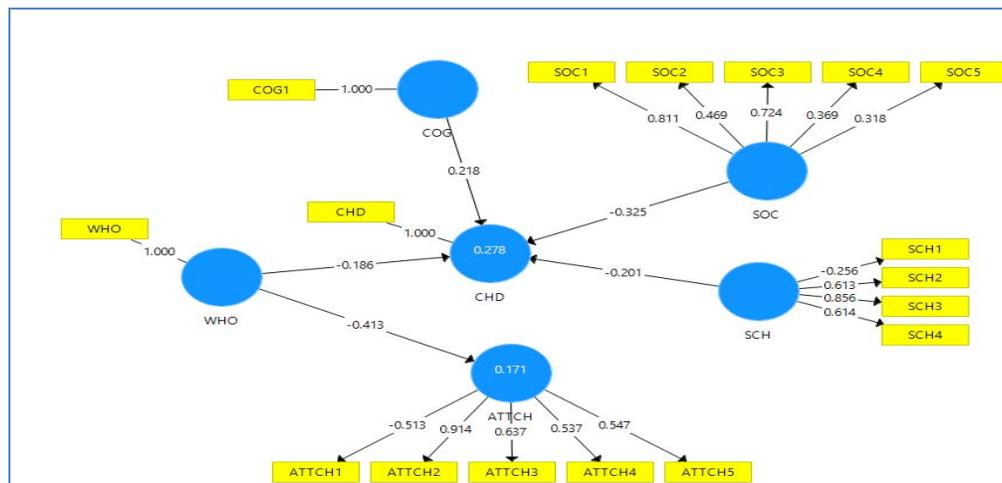
Outer Loadings

The results shows the t-statistics for outer loadings which reflects that ATTCH1, ATTCH2, ATTCH3, ATTCH4, SCH1, SCH2, SCH4, SOC2, SOC3 are less than 1.96 (at 95% confidence interval) reflects that they are highly significant to their latent variables. However rest manifest variables CHD, COG, SOC4, SOC5 and WHO are not significant to their latent variables.

Path Coefficients and Total Effects

The results for path coefficients reflects that child development is not significant to cognitive development, schooling outcomes and social development only and working hours are also not significant to attachment and child development

PLS-General SEM for 11-18 Years' Age Group
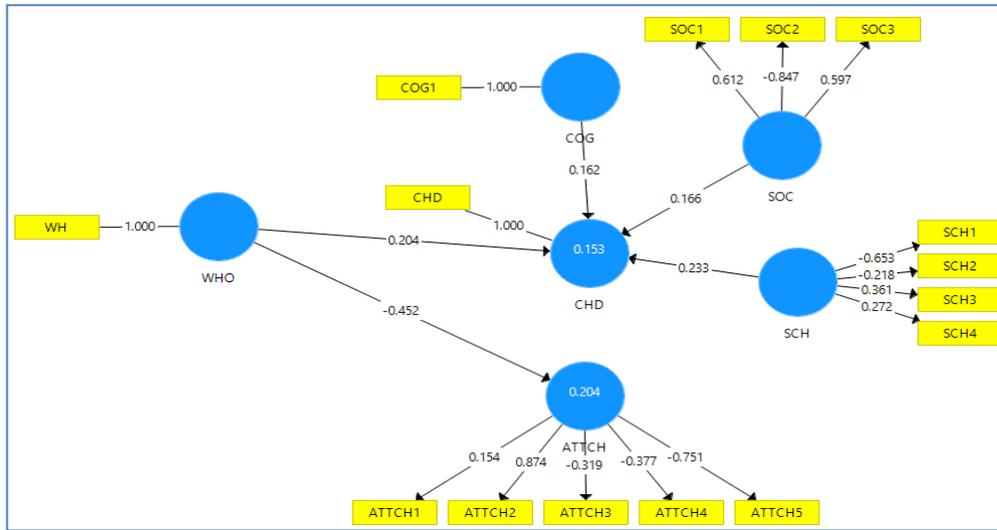
Analysis of Targeted Endogenous Variables Variance

The coefficient of determination, R2, is 0.153 for child development which is endogenous latent variable meaning that 4 latent variables (working hour, cognitive, social development and schooling outcomes) explains 15.3 % of the variance in child development whereas working hours explain 20.4% of the variance of working Attachment.

Inner Model Path Coefficient Sizes and Significance

The inner model suggests that working hours has negatively strongest effect on attachment (-0.452), the hypothesized path relationship between working hours and attachment is statistically inverse significant. However, the hypothesized path relationship between working hours and child development is statistically significant because it's standardized path coefficient (0.204) which is greater than 0.1. Similarly the path relationship of child
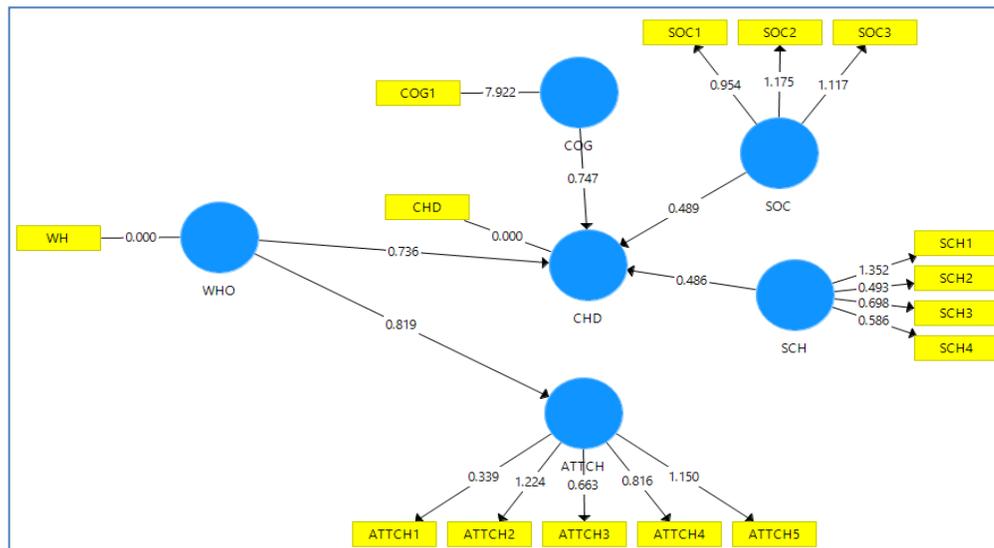
Outer Loadings
Manifest variables including, ATTCH3 (upset when mother leave) and ATTCH4 (following mothers suggestions), ATTCH5 (affectionate with mothers) are negatively correlated to ATTCHMENT.SCH1, SCH2, SOC1, SOC2, is also negatively correlated whereas SCH3, SCH4 is having positively relation with schooling outcomes and ATTCH1, ATTCH2 is also positively average correlated to their latent variable.

Latent Variables Correlations
Results declare that child development is having positively weak correlation with All latent variables whereas working hours is having negative correlation with attachment but positive with all rest latent variables.

Checking structural Path Significance in Bootstrapping

Outer Loadings
The results showed the t-statistics for outer loadings that all manifest variables are less than 1.96 which reflects that no any observed variables is significant to its latent variable.

Path Coefficients and Total Effects
The results for path coefficients reflects that child development is significant to working hours, only however rest variables are not significant to each other.

Conclusion

The increasing trend for women's work results in the favored perception for working women therefore more than half of all 3 group's participants work outside desirably with their own choice , respondents are in favor of the job and don't feel difficulty in looking after of their child and the never give up their work if they find any choice. Because social aspect have great influence on their spouse & family setup Therefore families cooperate with their ladies to work outside so the 55% of the working mother had no clear reasoning for giving up the job .An important factor concluded from the data analysis that working mother having child in between 11-18 years the major ratio of that group have no clear idea to either continue or to leave the job because of a wide job related services and have an option of retirement. On the other side the child care is co related with the mother working hours factor , the proper timing to the child care attention is essential for the child education , mental and social growth.

Therefore, the maximum number of participant choose 5 hour is enough for working outside this is interrelated to the mother love & attachment with the child .

The data ratio shows the participated working mother have a greater effects on their child specially on child of beginning years from 1st year to 10 with respect to comforting, in the situation of upset-ness when mother working outside, she doesn't gives proper time, therefore child divert from parent to other person closed with them and decreases level of attachment by their parents specially from mothers and due to less time devotion mothers are having moderate level of attachment with a Childs but it is found on high level between Childs above 10 years and their mothers because this is the age where child wants to become more independent and require less time devotion by mothers.

As social development is also one important factor while considering child over all development, that describes the social interaction of child but as Childs of early age having less interaction to rest of the world so less development is found in this class.

Results found that social development is also low in 4-18 years child, they often play with friends and many friends, they like to be independent and doing works by themselves very much, the participation of social activities are equal for all responses, whereas most of child rarely play an active collaboration with other children' child never sacrifices their own interest for others. Education aspect have also same result as cognitive development. The early age Childs having a

little bit sense to understand and react with the condition this age level has less performance in cognitive and academic field. Up to 3 years only 5% Of Childs are admitted into schools and their school going willingness is also low but the Childs accompanied 11 to 17 years has good performance in education they got good position in their classes.

As Height and weight are two main important factors of children health. Both factors are suffering due to less time devotion and attention by working mothers on cooking and balanced diets of children. The health is also found less within their Childs because the average height, weight are comparatively low then the biologically expected height and weight.

Then the effect of working women's work is calculated and measured by using correlations, regressions and SEM model that describes the different results for all 3 groups. The overall child development is not related to mothers work for 0-3 year's child group. Childs of this age group is not so much effected by their mothers work but it inversely effects the child mental/intellectual abilities i-e increase in working hours would result in decrease in child cognitive abilities.

Mothers work positively impacts their schooling and social outcomes which reflects the idea that mothers engagement in their work creates more chances for child to become socially interacted and having positive attachment between mothers and Childs of this age group but overall child development is inversely effected by work of mothers of 4-10 year's Childs and having low dependence. As this age of child is growing age in which child becomes more interacted with several factors that may impact their overall development and in that case mothers less time devotion to them results inversely to their development and thus attachment, schooling outcomes is therefore negatively impacted by their work and Childs social interactions increases in parallel to their work load.

For 11-18 years child development is not that much dependent on their work and results in less positive effects on their child over all development where child mental/ intellectual abilities are growing and strong enough but low growth is found as compare to expected and not negatively affected by their mothers work. However, attachment is found inversely effected by mothers work load because this is the age where child wants to be independent in many sense and wants to live free with less interruptions and in that case mothers less attention results in less attachment of child with mother and thus increases child social relations that divert their child in many development factors

The overall cumulative results which leads to this opinion that working time and mothers less devotion to Child is not so much effective as other factors are that may impact so much to the child in which social, emotional, mental, physical, cognitive needs in different age of child is more important factor that is found. It is actually the child corresponding age needs like the fraction of mothers time devotion and attention is quiet change in all age groups therefore mothers work may impact according to their respective age needs either that would be social, Emotional, intellectual, academic and physical.

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