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Maternal Psychological Well-being of School Students in Relation to Education, Family Type, Income, and Working Status

Research Article

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ABSTRACT

The present study attempted an empirical investigation to explore the maternal psychological well-being of school students in relation to education, family types, income, and working status. An adapted General Health Questionnaire (GHQ-28), and a Personal Information Form (PIF) were administered on the participants to collect data from 400 participants following multistage random sampling technique. Obtained data were analyzed by applying regression analysis, and four-way ANOVA respectively. The study reported that mothers' education, family types, income, and working status significantly predict their psychological well-being. Results revealed that there were significant differences in mothers' psychological well-being in terms of education, family types, income, and working status. Furthermore, this study's findings revealed at several interaction effects. As an instance, results indicated that, the interaction effects between family type and working status of mothers were statistically significant in terms of psychological well-being. Results showed that there are significant differences between working mother with nuclear families where working mothers expressed better levels of psychological well-being than the housewife mothers. The findings also showed a substantial difference in psychological well-being between working mothers and housewife mothers with joint families, where working mothers expressing higher levels of psychological well-being than housewife mothers. In light of theory and empirical evidence from previous studies, the findings' implications have been discussed.

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1. Introduction

Nowadays, modern life has become challenging for people, especially for mothers as they have to involve with so many tasks in life including family and other activities. To meet several challenges in life they have to face several psychological pressures that influences their psychological well-being. Psychological well-being is defined as a subjective sense of happiness, enjoyment, and satisfaction with life events and one's function in the workplace, a sense of accomplishment, utility, belongingness, and a lack of anxiety, dissatisfaction, or worry, among other things. According to Ryff (1991), the basic aspects of psychological well-being are the convergence of similar features of positive psychological functioning. A person's general mental state could be considered psychological well-being, which is typically characterized by depression and anxiety (Krol et al., 1993). Numerous researches have been undertaken on psychological well-being (PWB), which refers to how well a person's life is in broad categories like physical health, economic security, interpersonal relations, emotional contentment, and fulfillment in family, community, and society (OECD, 2013). In turn, family related factors influence mothers' psychological well-being. Psychological well-being or mental health is an important area of our daily life and i t affects our behavioral, social, and physical aspects of our lives. The foundation of both an individual's and a community's well-being and efficient functioning is good mental health. A healthy individual is in a state of well-being where they are able to manage everyday stressors, work consistently and effectively, see their own potential, and contribute to society.

Murray et al. (2003) implemented a study for measuring the impact of unemployment on PWB of women within two areas of Newfoundland and Canada where 224 (112 unemployed, 112 employed) women participated. The study explored that among unemployed women significantly lower PWB was observed in the year preceding the data collection. But women within both groups were experiencing higher levels of stress. Besides, among the employed women, PWB was significantly correlated with two factors (i.e., prior experience with unemployment and educational qualification). To determine the most important components influencing women's psychological well-being (PWB), a study was done on 2,746 women. In the study, included factors were age, educational qualification, family income, marital condition, social support, ethnicity/ race, mental disturbances, and PWB. The study outcomes showed that PWB scores were significantly varied in terms of educational qualification, pay, and social support with positive direction (Moe, 2012). Tran et al. (2021) runs another investigation to identify the relationship between women's educational qualification and their level of wellbeing. The outcomes showed that advanced education levels were related with more elevated levels of eudaimonia and/or hedonic well-being, positive affect, and diminished mental health disturbances, highlighting a non- financial advantage of education.

Lodhi et al. (2021) found that joint and nuclear family patterns had a major influence on quality of life. Thompson and Ensminger (1989) tracked down whether the psychological well-being of mothers was significantly predicted by their age, educational and employment status. Women who were highly educated reported less sadness and a tense mood like younger and employed women. At the same time, low education has continuous and long-term effects on women's psychological distress due to having not many adapting resources

or limited life choices. Depressive symptoms of mothers having young children were strongly connected with unemployment status and low income while life events were less strongly related (Hall et al., 1985).

Belle (1982) explored how women who persevered through the most troublesome life conditions experienced the greatest risk in case of depressive symptoms whereas Diener and Ryan (2009) found that well-being and mental health issues were influenced by their age, gender, and socio-economic status. Furthermore, unemployed parents experienced higher levels of stress, anxiety, and depression (McKee-Ryan et al., 2005; Paul & Moser, 2009). Additionally, Talala et al. (2008) explored the correlation between social and economic inequalities and variations in psychological well-being. This relationship was shown by the fact that those with lower incomes, unemployment, and levels of education exhibited severe signs of poor psychological well-being.

In our country, large number of mothers are playing various important roles (e.g., doing jobs, leading various parties or organizations etc.) related to our country's progress like increased GDP. But if they have poor psychological well-being, the country's progress will be hampered. In other words, if mothers have good mental health, they have better productivity and at the same time they give us healthy, normal children who will take the country ahead economically and socially. So, a country's development also depends on maternal psychological well-being. However, an enormous number of research has been conducted regarding the maternal psychological well-being in relation to education, family types, and working status outside of our country (Moe, 2012; Murray et al. 2003; Thompson & Ensminger, 1989) and only a few studies conducted on maternal psychological well-being and additional relevant factors in Bangladesh (Begum et al. 1999, Roy et al., 2014). But there is a remarkable gap in research specifically on the maternal psychological well-being of school students in relation to education, family types, income, and working status have been found in Bangladesh. Considering the above issues, the goal of the current study was to fill this gap in the literature. The outcomes of this research will assist policymakers, psychologists, researchers, and other mental health professionals in taking the appropriate steps to enhance the psychological well-being of mothers. Therefore, the current study has practical implications for both our everyday lives and the advancement of our country. Additionally, it would have contribution to the literature that already exists.

Objectives of the Study

The main objective of the present study was to investigate the psychological well-being of mothers in relation to education, family types, income, and working status.

Specific objectives of the study were to investigate-

1) the differences in psychological well-being of mothers according to their education, family types, income, and working status.
2) the interaction effect of education, family types, income, and working status on psychological well-being of mothers.

2. Materials and Methods

2.1 Sample and Sampling Technique

The sample for this study consisted of 400 mothers in total. At first 400 school children (200 boys, 200 girls) were selected from ten secondary schools of Dhaka City and their mothers were considered as participants. The multistage random sampling technique was used to select the schools and children. The age ranges of the mothers were from 35 to 50 years. The demographics characteristics of participants are presented in Table 1.

Table 1. Participants' Distribution Based on Demographic Variables [N = 400 mothers]

Variables	*Levels*	*N*	*Percent*	*Total Percent*
Education	Primary	51	12.8%	100%
	Secondary	107	26.8%	
	Higher Secondary	116	29.0%	
	Graduate and Above	126	31.5%	
Working Status	Housewife	112	28.0%	100%
	Working Women	288	72.0%	
Family Types	Nuclear	310	77.5%	100%
	Joint	90	22.5%	
Family Income	Below BDT 20,000	101	25.3%	100%
	BDT 20,000-80000	225	56.3%	
	Above BDT 80,000	74	18.5%	

2.2 Measuring Instruments

The data for this study was collected using the following instruments:

1. The Psychological Well-Being Questionnaire

The General Health Questionnaire (GHQ-28), originally developed by Goldberg and Hiller (1979) and adapted into Bangla by Roy and Muhammad (2021), was used to measure the psychological well-being of mothers. As a measure of psychological well-being, GHQ-28 is widely used (EURIDISS, 1990; Goldber & Williams, 1988; Krol et al., 1994; Sanderman & Stewart, 1990). The GHQ-28 include four sub-scale through factor analysis, each contains 7 items, reflecting (i) somatic symptoms, (ii) social dysfunction, (iii) anxiety and insomnia, and (iv) severe depression. It employs a Likert scale with four points, with 0 indicating "less than usual" and 3 indicating "much more than usual." While each subscale's maximum score is 21, the GHQ-28's maximum individual total score is 84. A higher score denotes a poorer state of respondents' psychological well-being. The GHQ-28 scale's internal consistency reliability was.97, and each of its subscales had very high reliability coefficients (α coefficients): .94 for severe depression, .95 for anxiety and insomnia, .93 for social dysfunction, and .92 for somatic symptoms. At a 15-day interval, the GHQ-28's test-retest reliability coefficient was .87 (Roy & Muhammad, 2021). GHQ-28 had face, content, convergent, and structural validity respectively.

2. Personal Information Form (PIF)

Demographic and personal information, including age, family types, family income, occupation, and mothers' educational background, were collected using a specially designed questionnaire.

2.3 Study Design

This study used a cross-sectional survey research design.

2.4 Procedure

After receiving approval from the authorities at each school, a day was selected for the purpose of collecting data. On a scheduled day, the researcher went a specific school. The students were selected through a randomization procedure, and the researchers then collected their residential addresses in order to collect data from their mothers about their psychological well-being. All respondents were asked to read the instructions on

the scale's items before the questionnaire was given out. The researchers also provided the relevant instructions orally and in written format. The participants provided information to the researchers, who also assured them that they may leave the study at any time if they so wished. The questionnaire was collected from the participants after they had finished their task as instructed. Lastly, gratitude for participating in the study was expressed to the individuals.

2.5 Ethical Considerations

The study's researchers were completely conscious of any potential ethical issues. This study, which was carried out in accordance with the Declaration of Helsinki guidelines, was approved by the psychology department's ethical committee at Jagannath University in Bangladesh. Participating mothers were not at risk for any physical, psychological, social, or legal harm during the study, and participant confidentiality was rigorously maintained. Additionally, we told the participants that while they would not get financial compensation for their involvement, they would receive modest tokens of gratitude and appreciation.

3. Results

The main objective of the current study was to investigate the psychological well-being of mothers in relation to education, family types, income, and working status. Obtained data were analyzed by applying regression analysis, and four-way ANOVA respectively.

Few assumptions were verified before computing the predictors of psychological well-being of mothers. The normality test analysis on psychological well-being of mothers indicated that the data are approximately normally distributed and the value of skewness and kurtosis under the general accepted values (i.e., skewness <± 2, and kurtosis <± 4) (Kline, 1998). The variance is nearly one and the mean values are remarkably close to zero. Both Kurtosis and Skewness have shown that the data of psychological well-being of mothers are almost normally distributed.

Visual Graphs of Normality Test of the Psychological Well-being of Mothers for Employing Inferential Statistics

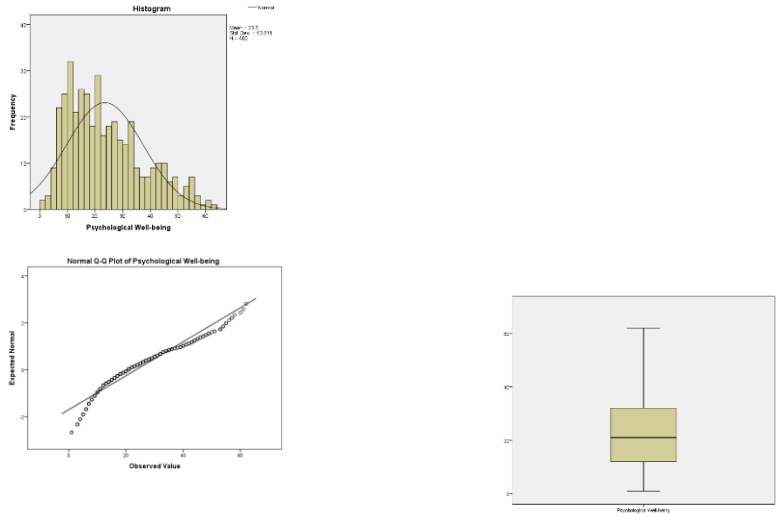


Figure 1. *Visual Graphs of Mothers Psychological Well-being Scores as Assumption Test*

The data were approximately normally distributed, according to the visual inspection of the histograms, box plots, and normal Q-Q plots.

In order to analyze **demographical categorical variables** on the basis of mothers' psychological well-being scores regression analysis was used. In this case the categorical variables were transformed into dummy coding.

Here, we have a predictor called "Education level" that has 4 ordered categories, where 1 = primary, 2 = secondary, 3 = higher secondary or undergraduate, and 4 = graduate and above. To include "Education level" as a predictor in a regression model predicting "psychological well-being of mothers' we recoded the original "Education level" variable into 3 dummy coded variables. Education level 1 ("primary") is coded 1, 0, 0 across the three dummy variables. Education level 2 ("secondary") is coded 0, 1, 0. Education level 3 ("undergraduate") is coded 0, 0, 1. Education level 4 ("graduate and above") is being treated as the reference group and as coded 0 across all the three dummy variables.

Education level	Primary	Secondary	Undergraduate
1	1	0	0
2	0	1	0
3	0	0	1
4	0	0	0

Now, we can run a simple regression with educational level, working status, family types, and family income as predictors of psychological well-being of mothers with the following results:

Table 2. Regression Analysis of Psychological Well-being of Mothers on Educational level, Working Status, Family Types, and Family Income

	Parameter	*Un Standard Beta*	*β*	*t*	*p*	R^2	*Adjusted* R^2	*F*	*p*
1.Educational Level	Constant	15.310		14.039	.001	.220	.214	37.315	.001
	1. Primary	18.141	.439	8.930	.001				
	2. Secondary	13.690	.439	8.508	.001				
	3.Hihger Secondary	7.647	.252	4.855	.001				
2.Working Status	Constant	15.875		12.943	.001	.119	.117	53.712	.001
	Working Status	10.594	.345	7.329	.001				
3.Family Types	Constant	21.045		28.392	.001	.109	.107	48.846	.001
	Family Types	10.922	.331	6.989	.001				
4.Family Income	Constant	23.418		30.333	.001	.300	.297	85.274	.001
	Below 20,000	9.978	.314	7.194	.001				
	Above 80,000	-13.161	-370	-8.481	.001				

Dependent Variable: *Mothers' Psychological Well-being.*

Predictors: *1. Educational Level: (Constant: Graduate and Above), Higher Secondary, Primary, Secondary*

2. *Working Status: (Constant: Working Mother), Working Status*
3. *Family Types: (Constant: Nuclear Family), Family Structure*
4. *Family Income: (Constant: 20,000-80,000), Above 80000, Below 20000.*

Table 2 indicates that mothers' educational levels significantly predict their psychological well-being and explain 22.0% of variance. The ANOVA [F (3, 396) = 37.315, p < .001] indicates that the model is significantly better at predicting the change in educational level of the mothers and there are significant differences in mother's psychological well-being among the different levels of mothers' education. The constant is the intercept in the model. The intercept for the regression model can be interpreted as the conditional mean of the graduate and above group. The mean for any dummy coded predictor variable is simply computed as the sum of the intercept and the slope. The slope for the primary dummy variable is significant (b = 18.141, p < .001), showing a significant distinction between the changes in psychological well-being of mothers scores for graduate and above and primary education groups. The slope for the secondary dummy variable is significant (b = 13.690, p < .001), demonstrating a significant distinction between the changes in mothers' psychological well-being scores for those with secondary education and those with graduate degrees and above. Finally, the slope for the higher secondary dummy variable is significant (b = 7.647, p < .001), suggesting a significant distinction between the changes in psychological well-being of mothers scores for graduate and above and higher secondary education groups.

Table 2 (for the second model) also indicates that mothers' working status significantly predicts their psychological well-being and explains 11.9% of variance. The ANOVA [F (1, 398) = 53.712, p < .001] indicates that the model is significantly better at predicting the change in mothers' working status. The slope for the housewife is significant (b = 10.594, p < .001), showing a significant distinction between the changes in psychological well-being of mothers scores for housewife and working mothers' groups.

For the third model, it can be said from Table 2 that mothers' family types significantly predict their psychological well-being and explains 10.9% of variance. The ANOVA [F (1, 398) = 48.846, p <.001] tell us that the model is significantly better at predicting the change in family types. The slope for the joint family dummy variable is significant (b = 10.922, p < .001), suggesting that the changes in mothers' psychological well-being scores for joint and nuclear family groups differ significantly.

For explaining the fourth model it can be said that family income significantly predicts their psychological well-being and explains 30.0% of variance (Table 2). The ANOVA [F (2, 397) = 85.274, p <.001] tell us that the model is significantly better at predicting the change in family income, and there are significant differences in mothers' psychological well-being among the different amounts of family income. The slope for the lower income group dummy variable is significant (b = 9.978, p < .001), showing a significant distinction between the changes in psychological well-being of mothers scores for middle income and lower income family groups. The slope for the higher income group dummy variable is significant (b = -13.161, p < .001), showing that the changes in mothers' psychological well-being scores for middle-income and higher-income family groups differ significantly.

To investigate the second objective, a four-way ANOVA was calculated. The following tables show the results:

Table 3. Summary of ANOVA including Main and Interaction Effects among Educational level, Working Status, Family Types, and Family Income in terms of Maternal Psychological Well-being

Source of Variation	**Sum of Squares**	***df***	**Mean Square**	***F***
Education (A)	452.61	3	150.87	1.282
Working Status (B)	829.83	1	829.83	7.053*
Family Types (C)	45.32	1	45.32	.385
Family Income (D)	1150.39	2	575.20	4.889*
A × B	230.44	3	76.81	.653
A × C	245.79	3	81.93	.696
A × D	611.34	5	122.27	1.039
B × C	999.66	1	999.66	8.497**
B × D	232.59	2	116.30	.989
C × D	61.28	2	30.64	.260
A × B × C	611.42	2	305.71	2.598
A × B × D	477.27	3	159.09	1.352
A × C × D	558.63	3	186.21	1.583
B × C × D	—	—	—	—
A × B × C × D	—	—	—	—
Within cells (Error)	43295.18	368	117.650	
Total	297057.00	400		

Dependent Variable: *Mothers' Psychological Well-being.*

Note. (—) = indicates that there is no available data.

**p < .05. **p < .01.*

The results indicates that the main effect of mothers' working status and family income are statistically significant in terms of maternal psychological well-being. The interaction effects of mothers' working status and family types are statistically significant in terms of their psychological well-being.

Interaction Effects

Working Status × Family Types (B × C)

The interaction effects between mothers' working status and family types (presented in Table 3) are statistically significant (p <.05). There are also comparisons between various cell means.

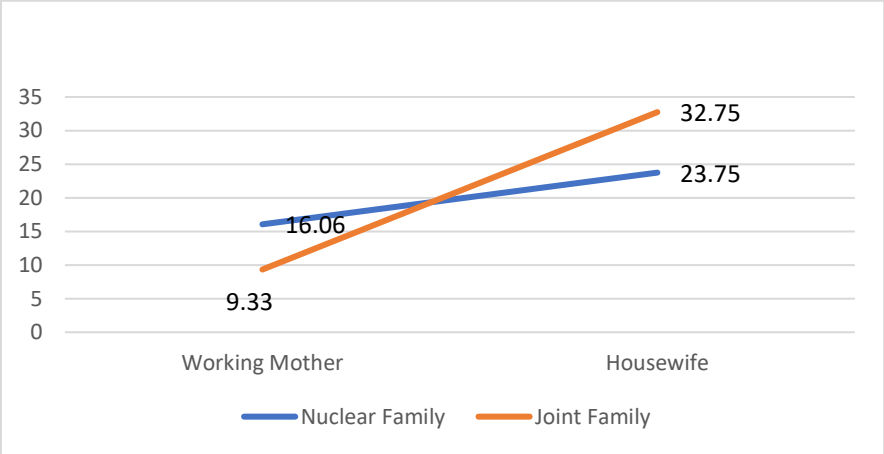
Table 4. Results of t-test among Different Cell Means in terms of Maternal Psychological Well-being Scores

Family Types	Working Status	*N*	Mean	*SD*	*t*
Nuclear	Working Mother	109	16.06	11.07	-5.62***
	Housewife	201	23.75	11.75	
Joint	Working Mother	3	9.33	1.53	-2.57*
	Housewife	87	32.75	15.69	

Note. ***$p < .001$. * $p < .05$.

Table 4 shows the differences between various levels of working status of mothers with nuclear and joint family. Here, significant difference is found between working mother with nuclear family and housewife mother with nuclear family where working mothers expressed better levels of psychological well-being than the housewife mothers. Table 4 also reveals that there are significant differences between working mother with joint family and housewife mother with joint family where working mothers expressed better levels of psychological well-being than the housewife mothers.

Figure 2. Demonstrating Two-way Interaction Effect between Family Types and Working Status on Maternal Psychological Well-being Scores



4. Discussion

The main objective of the current study was to investigate the psychological well-being of mothers in relation to education, family types, income, and working status. This study further investigated the effects of mothers' education, family types, income, and working status on their psychological well-being. Thus, two research objectives were explored in the design of this study. An adapted General Health Questionnaire (GHQ-28) and a Personal Information Form (PIF) were administered to 400 participants in order to assess the study's variables. The obtained data were analyzed by applying regression analysis, and four-way ANOVA, respectively. The discussion of the findings is given below.

The first objective was to investigating the differences in psychological well-being of mothers

according to education, family types, income, and working status. Results reported in Table 2 indicates that mothers' educational levels significantly predict their psychological well-being and explain 22.0% of variance in PWB. Results also reveal that there are significant differences in mothers' psychological well-being among different levels of mothers' education. In other words, Table 2 indicated that highly educated mothers have better psychological well-being than those who have lower levels of education. Several earlier research have confirmed these findings (Khumalo et al., 2012; Mahamuda, 1998). Ross and Wu (1996) found that psychological well-being increases with educational attainment. In general, higher educated people tend to be in better mental health than those with lower levels of education. Thompson and Ensminger (1989) found that the psychological well-being of mothers was significantly predicted by their age, educational and employment status. Mothers who were highly educated reported less sadness and a tense mood like younger and working mothers. At the same time, low education has continuous and long-term effects on mothers' psychological well-being due to having not many adapting resources or limited life choices. Education makes it easier to obtain better, more stable occupations and enables families to build up resources that can be utilized to enhance psychological well-being or mental health (Mirowsky & Ross, 2008). Additionally, this outcome aligns with context theories. According to context theories, meeting basic and universal needs leads to better psychological well-being (Veenhoven, 1991). Thus, we stated that one of our essential basic needs is education. The psychological well-being of those who have had or have access to higher education may be better than that of those who have only had entry-level education.

Table 2 also indicates that mothers' working status significantly predicts their psychological well-being and explains 11.9% of variance. The results also show significant differences in the psychological well-being of working and housewife mothers. Here, working mothers' psychological well-being is better than housewives. These outcomes are supported by several earlier research (Fergusson et al., 2014; Fryer & Fagan, 2003; Pelzer et al., 2014; Lucas et al., 2004; Winkelmann & Winkelmann, 1998). Mental health is better for working woman than housewives because working mothers have economic independence. They can spend their money freely and have less mental stress than housewives. Working mothers can contribute to household spendings, can take children to outings, can keep nannies for children, can meet children's demand in their own way; moreover, working mothers can create a zone of independence for themselves as they do not have to account for their money spending always. On the other hand, housewife mothers cannot do so many things even though they might have enough money but in terms of liberty, they lag behind.

Table 2 further reveals that, mothers' family type significantly predicts their psychological well-being and explains 10.9% of variance. Result also reveals that there is significant difference between nuclear family and joint family in terms of mothers' psychological well-being. Here, family type is an influencing factor in mothers' psychological well-being. The findings of the research align with those of other studies (Lodhi et al., 2021; Roy et al., 2014). Mothers of nuclear family have less stress than joint family. In joint family, mothers have to pay attention to too many suggestions in children raising that make her confused. Apart from this, mothers have to take care of the elderly members in the family, who are more likely to be disabled or ill. The increased caregiving burden may lead to additional stress in daily life, which could affect behavioral adjustment and psychological health. On the other hand, in nuclear family the mother plays the most important role in the home. She can take many decisions independently which is absent in joint family. In nuclear family mothers have look after few people which enables her to spend quality time with her children. That is why mothers of

nuclear family have better mental health than mothers of joint family.

Results reported in Table 2 also indicates that, family income significantly predicts their psychological well-being and explains 30.0% of variance. Results also reveal that there are significant differences in mothers' psychological well-being among different income group. Higher income groups expressed good psychological well-being than middle and lower-income groups mothers. Prior research also supports these findings (Lincoln et al., 2010; Khumalo et al., 2012). Lower family income is related with various additional co-factors that may play a role in the association between lower family income and mental health issues, like inferior living environments and higher family conflict (Evans, 2003; Thomson et al., 1994). Muhammad and Latif (2010) revealed that psychological well-being was predicted by factors such as employment status, education, and income. Economic theory is additionally related to these findings. better levels of psychological well-being or mental health are associated with higher incomes, according to economic theory. On the other hand, this implies that poorer mental health is also associated with lower income levels. In addition, according to economic theory Easterlin (1974) recommended using standards to determine the effects of income on mental health. Because a person's social comparisons and expectations change throughout time, this standard will vary as well. So, it is essential to realize that a person's mental health or psychological well-being is strongly correlated with their past and current economic status (Meadow, 1992).

The second objective of the current study was to examine the interaction effect of educational level, working status, family types, and family income on psychological well-being of mothers. Results reported in Table 3 indicates that the interaction effects between family types and working status of mothers are statistically significant in terms of their psychological well-being. Results reported in Table 4 indicates that, there are significant differences between working mother with nuclear family and housewife mother with nuclear family where working mothers express better levels of psychological well-being than the housewife mothers. Table 4 also reveals that there is significant difference between working mother with joint family and housewife mother with joint family where working mothers express better levels of psychological well-being than the housewife mothers. The results are in accordance with previous studies (Murray et al., 2003; Talala et al., 2008). Working mothers have economic independence and their opinions also get priority in terms of decision making in joint family. Apart from this, working mothers get the support of her family members to look after their children in their absence. They can also have trustworthy persons to take care of their children while they are out of home. On the other hand, non-working mothers of joint family have to take care of many people under a roof, they have less chances to spend time alone with their children, have to concentrate on many other issues along with children, have less independence and less economic liberty. Their lack of economic independence makes them being considered less important at home and their opinions do not get accepted easily. So, for these reasons, working mothers of joint family have better psychological conditions than the housewife mothers.

Despite its importance, the study has some limitations. The reliance on a very small sample size that was collected just from Dhaka City is one drawback. A large and more comprehensive sample drawn from various representative regions of the nation that would provide more trustworthy results. Furthermore, the current study did not cover all of the additional factors that affect mothers' psychological well-being. Therefore, future research should include factors, such as age, number of children, hormonal changes, and hereditary influences to acquire an extensive understanding of psychological well-being of Bangladeshi mothers.

5. Conclusion and Implications

The current study investigated the psychological well-being of mothers in relation to education, family types, income, and working status. Levels of education, family types, income, and working status of mothers of school going students play essential roles in maintaining their sound mental health. The findings of this study could be significant in a number of ways. It makes substantial progress in several fields of study like psychology, counseling psychology, and sociology. The study will advance our understanding of mothers' mental health by introducing some new psychological facts. The results of this study may help researchers, family members, and mental health professionals better understand how women' psychological well-being may be impacted by their educational attainment, family types, income, and work status. This knowledge will enable them to take the necessary steps to effectively address mental health concerns. Nonetheless, the study's conclusions have important implications for maternal mental health theory, research, policy, and education.

The following recommendations might be taken into consideration in light of the current study's findings. i) Supportive family environment should be provided to mothers for enhancing their good mental health. ii) Proper initiative should be taken to increase women's education and to provide them suitable jobs, so that in future they become self-dependent mothers and can contribute to their family economy and decision making. iii) Psychotherapy, training, and maternal counseling can help mothers in overcoming psychological difficulties.

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