



Work-Life Balance Strategies for Mothers in Education: A Study of University Lecturers and High School Teachers in Ho Chi Minh City, Vietnam

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Abstract

The integration of professional and family responsibilities remains a persistent challenge for women in academia and secondary education, particularly in developing countries. In Vietnam, female university lecturers and high school teachers who are also mothers must navigate institutional constraints, demanding workloads, and deeply rooted cultural expectations. This study examines the **work-life balance (WLB) strategies** employed by these women in **Ho Chi Minh City**, identifying key challenges and effective coping mechanisms that offer hope for a more balanced future. A **quantitative survey** was conducted among female educators across public, private, and international institutions to assess their workload, time management strategies, family support structures, and the effectiveness of institutional policies in facilitating WLB. Additionally, secondary data from **government reports, policy documents, and academic literature** were analysed to provide a broader contextual understanding. Findings reveal that while **flexible scheduling, family support, and strategic task prioritisation** contribute to improved work-life integration, institutional gaps in workplace policies and gendered expectations continue to hinder professional advancement. This study contributes to the discourse on **gender equity in education** and offers policy recommendations to create a more supportive environment for working mothers in the education sector.

Keywords: education policy; gender equity; institutional support; professional advancement; work environment