

WORKPLACE CHALLENGES, WORK-FAMILY CONFLICT, AND PSYCHOLOGICAL WELL-BEING AMONG FEMALE TEACHERS IN PRIVATE EDUCATIONAL INSTITUTIONS: A QUANTITATIVE STUDY IN FAISALABAD, PAKISTAN

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ABSTRACT

Despite the growing presence of women in Pakistan's private education sector, female teachers continue to encounter systemic professional and socio-economic disadvantages. This study examines the workplace challenges, family attitudes, socio-economic conditions, job security, and psychological well-being of female teaching staff employed in private schools and colleges in Faisalabad City, Punjab, Pakistan. Using a cross-sectional quantitative research design guided by Role Conflict Theory, data were collected from 200 female teachers selected through purposive sampling of ten private institutions followed by simple random selection of respondents, using a structured, five-point Likert-scale questionnaire. Descriptive statistics (frequencies, percentages, means, standard deviations) and inferential techniques (chi-square, Pearson correlation, and multiple regression) were used to analyze the data. Findings reveal that excessive workload (27%), gender-based discrimination (70.5% reporting some experience), work-family conflict (89% reporting exhaustion from dual responsibilities), and job insecurity (66.5% in non-permanent employment) are pervasive. Chi-square analysis confirmed that workplace challenges are non-randomly distributed ($\chi^2 = 372.56$, $df = 26$, $p = .001$). Family encouragement and career autonomy emerged as the strongest correlates of career satisfaction ($r = .67$ and $.63$, respectively, $p < .01$), while job security, a safe working environment, and timely salary payment were the strongest predictors of psychological well-being, jointly explaining 56% of its variance ($R^2 = .56$, $p < .001$). The study concludes that the disadvantages experienced by female teachers in Pakistan's private education sector are structurally embedded rather than incidental, and recommends institutional, regulatory, and family-level interventions to improve gender equity, job security, and teacher well-being.

Keywords: Female teachers, private education, work-family conflict, job insecurity, gender discrimination, Pakistan

Introduction

The rapid expansion of private schooling in Pakistan since the 1990s has fundamentally reshaped the country's educational labor market. Private institutions now enroll a substantial share of the country's students and employ a

correspondingly large segment of the national teaching workforce. Within this expanding sector, women constitute a disproportionate share of teaching staff, particularly at the primary and middle-school levels, reflecting the broader feminization of teaching that characterizes

educational labor markets across South Asia (Clarke, Liddy, Raftery, Ferris, & Sloan, 2020). Yet this demographic dominance has not translated into equitable treatment. Female teachers in Pakistan's private schools consistently receive lower wages, fewer protections, and diminished career-advancement opportunities relative to both their male counterparts in the private sector and female teachers employed in the public sector (Hyder & Reilly, 2005).

The problems confronting female teaching staff in private institutions are not isolated grievances but interacting dimensions of a broader pattern of gendered labor precarity. Existing research, although fragmented across disciplinary and geographic boundaries, has documented gender-based wage discrimination, job insecurity, inadequate professional development, workplace harassment, and institutional barriers to career advancement (Ali & Khan, 2018; Malik & Akram, 2024). These dimensions frequently interact: wage discrimination at the point of entry constrains the resources and professional confidence needed to pursue promotion, while the near-absence of women in institutional leadership perpetuates cultural assumptions that associate authority with masculinity (Khalid & Aftab, 2023). In addition to institutional discrimination, female teachers must also negotiate the demands of family life within a patriarchal social structure that assigns them primary responsibility for domestic labor and childcare, regardless of their employment status (Al-Alawi, Al-Saffar, AlmohammedSaleh, Alotaibi, & Al-Alawi, 2021).

Faisalabad, one of Punjab's largest industrial and educational hubs, hosts a dense concentration of private schools and colleges that employ thousands of female teachers, many on contractual or temporary terms. Despite the scale of this workforce, empirical evidence specific to Faisalabad remains scarce; much of the existing literature on female teachers in Pakistan focuses on Lahore, Islamabad, Karachi, or Peshawar. This is compounded by a broader tendency in the literature to examine gender discrimination, job insecurity, and work-family conflict as separate problems rather than an interacting system of disadvantage.

This paper addresses that gap by presenting quantitative evidence on the professional and socio-economic problems faced by female teachers in private educational institutions in Faisalabad City. The specific objectives of the study are to: (1) identify and quantify the major workplace challenges faced by female teachers; (2) examine family attitudes toward women's employment and their association with career outcomes; (3) assess the influence of socio-economic status, job security, and workplace safety on respondents; and (4) evaluate how these factors jointly predict productivity, job satisfaction, career growth, and psychological well-being. By statistically testing the associations between workplace and family-related variables and professional outcomes, the study seeks to provide an empirical baseline that can inform institutional policy and regulatory reform in Punjab's private education sector.

Research Gap

Prior studies have analyzed gender discrimination, work-family conflict, job insecurity, and occupational stress among female employees in Pakistan, but most of them did so individually. There is limited evidence that combines these indicators together to study their association with career satisfaction and psychological well-being among female educators in the private educational sector of Faisalabad. The research gap will be covered by examining all the relevant factors together in a complete quantitative study.

Research Questions

- 1-Which are the major challenges in workplace that female educators confront in private educational institutions?
- 2-What role does family support play in the level of job satisfaction?
- 3-How does relationship between job security and workplace safety associated to psychological well-being?

Literature Review

Institutional Gender Discrimination and Wage Disparity

Gender discrimination in Pakistan's private educational institutions operates through wage

differentials, promotion barriers, and leadership exclusion that reinforce one another. Using data from Pakistan's Labour Force Survey, Malik and Akram (2024) found that gender, age, education, and occupational segregation significantly predict wage differentials, with women earning systematically less than men across occupational categories, including teaching, even after controlling for human-capital variables. Javed et al. (2022) similarly reported that the education sector exhibits one of the widest gender wage gaps in the Pakistani economy despite its high proportion of female employees, suggesting that female-dominated occupations are themselves undervalued in the labor market. Comparable patterns of wage-based discrimination have been documented in neighboring Nepal, where private-school teachers experience wage discrimination that reduces both job satisfaction and organizational commitment (Khatri, 2022; Binod, 2022), indicating that gendered wage disparity in South Asian private education is a regional rather than a purely national phenomenon.

Beyond wages, the near-absence of women from institutional leadership positions reflects and reproduces a "glass ceiling" that limits career mobility. Khalid and Aftab (2023) found, in a comparative study of women's beliefs about the permeability of the glass ceiling, that perceiving leadership as inaccessible reduces women's willingness to pursue promotion or invest in career-enhancing activities, thereby creating a self-reinforcing cycle of underrepresentation. Qualitative work by Ali and Khan (2018), based on interviews with female teachers in elite and non-elite Pakistani private schools, found that discrimination in non-elite institutions is typically overt and material—manifesting as lower pay and heavier workloads—whereas discrimination in elite schools is more subtle and relational, expressed through exclusion from decision-making. Both forms erode job satisfaction, though through different mechanisms.

Structural Determinants of Low Wages and Job Insecurity

Low wages among female private-school teachers are shaped by market pressures, weak regulation,

and the cultural undervaluation of women's labor. Amjad and MacLeod (2014) found that private schools serving low-income communities operate on constrained budgets that depress teacher salaries, often below levels necessary to sustain a family. This wage disadvantage has deep historical roots: Chishti, Hasan, and Rasheed (1998) found that although experience and schooling are significant predictors of teacher earnings, the returns to these investments are considerably lower in the private sector than in the public sector. Wage insufficiency also drives moonlighting; Jehan (2024) found that low primary wages were the strongest predictor of teachers taking on additional employment.

Job insecurity compounds these wage-related disadvantages. Short-term contracts, the absence of tenure protections, and vulnerability to arbitrary dismissal characterize much of Pakistan's private education sector. Sverke, Hellgren, and Näswall (2002) established that job insecurity exerts significant adverse effects on employees' health, job satisfaction, and organizational commitment, while Rosenblatt, Talmud, and Ruvio (1999) demonstrated that the psychological experience of job insecurity is itself gendered. Bano, Haider, and Ahmad (2015), comparing public and private school teachers in Peshawar, found that compensation-related dissatisfaction was the strongest predictor of turnover intentions among private-school teachers.

Work-Family Conflict and the Double Burden

Role theory provides an influential lens for understanding the competing demands female teachers face in reconciling professional and domestic responsibilities. Al-Alawi et al. (2021) argue that when the requirements of the occupational role interfere with the fulfillment of family roles, role conflict emerges, producing stress and diminished functioning across both domains; in patriarchal societies such as Pakistan, this conflict is intensified by cultural expectations that assign women primary responsibility for domestic labor irrespective of employment status. Kashif and Rehman (2020) confirm that both work-to-family and family-to-work conflict are more pronounced among female educators than

their male counterparts, with significant consequences for satisfaction and effectiveness. Hochschild's (1989, 1997) foundational concepts of the "second shift" and the "time bind" remain central to understanding this dynamic: employed women in many societies perform a full day of paid labor followed by a second, unpaid shift of domestic work, producing chronic time scarcity and fatigue. Voydanoff (2004) extended this analysis by documenting the cascading effects of work–family conflict on marital relationships, parenting, and children's developmental outcomes. Rashmi and Kataria (2022), in a systematic review of work–life balance research, reconceptualize the construct not merely as the absence of conflict but as a positive state requiring adequate time, energy, and social support—resources that are frequently constrained for female teachers in low-fee private schools with demanding schedules and limited institutional flexibility (Khursheed, Mustafa, Arshad, & Gill, 2019).

Family Attitudes, Career Satisfaction, and Professional Development

Family attitudes toward women's employment play a decisive role in shaping career outcomes. Kabeer's (2000) theoretical work identifies family-level normative support as a key determinant of women's subjective experience of paid work, particularly in contexts where family authority structures act as gatekeepers of women's professional choices. Consistent with this framework, research has shown that family encouragement, permission to attend professional-development activities, and perceptions that teaching is a socially respectable profession for women are strongly associated with career satisfaction and retention (Raynor, 2005; Shaheed, 1998). At the same time, family gatekeeping constrains women's access to career-enhancing activities that require mobility or non-standard working hours, producing what Saqib, Hussain, Arif, and Mehmood (2023) describe as a "double gatekeeping" system in which both institutional provision and family permission must align for professional development to occur.

Organizational Culture, Harassment, and Institutional Accountability

Institutional theory illuminates how organizational culture within private schools shapes female teachers' day-to-day working experience. Hussain and Yousaf (2011) argue that many private institutions in Pakistan are characterized by cultures emphasizing compliance over creativity and commercial objectives over educational mission, often reproducing patriarchal authority relations. Within such environments, workplace harassment remains a significant but under-reported concern; Shafique et al. (2025) document the prevalence of workplace harassment in Pakistan and its implications across genders, while Acker's (1990) theory of gendered organizations explains how ostensibly neutral institutional practices can systematically disadvantage women through the everyday allocation of professional recognition and resources.

Psychological Well-Being and Occupational Stress

The cumulative effect of these workplace and family pressures manifests in elevated occupational stress and diminished psychological well-being. Lazarus and Folkman's (1984) transactional model of stress conceptualizes stress as arising when environmental demands exceed available coping resources—a condition that closely characterizes the working lives of many female private-school teachers. Kyriacou (2001) found a strong negative association between teacher occupational stress and teaching quality, particularly in emotional availability and classroom management, while Tyagi and Shelly (2026) and Saeed and John (2026) confirm that institutional stressors such as excessive workload, unsupportive management, and inadequate resources are directly implicated in teachers' psychological distress. Warr's (1987) Vitamin Model and Jahoda's (1982) functionalist account of employment both emphasize that financial and employment security constitute latent psychological functions of work, such that their absence produces measurable psychological harm—an argument with direct relevance to the

high proportion of Pakistani private-school teachers employed on non-permanent contracts.

Regional and Global Context

The private education sector's global expansion has created millions of teaching positions, many held by women, under highly heterogeneous conditions ranging from well-resourced international schools to low-fee institutions near subsistence wage levels (Zancajo, Verger, & Fontdevila, 2022). Comparative evidence from Bangladesh and Nepal indicates that while gender-based disadvantage in private education is a regional South Asian phenomenon, its magnitude in Pakistan is comparatively severe, reflecting weaker regulatory oversight (Asadullah, 2009; Khatri, 2022)—establishing a clear rationale for this study's integrated, quantitative examination of these dynamics in Faisalabad.

Theoretical Framework

This study is primarily guided by **Role Conflict Theory**, which holds that individuals occupy multiple social roles such as employee, spouse, parent, and daughter—each carrying distinct expectations and time demands. When the requirements of one role interfere with the fulfillment of another, role conflict emerges, generating stress and diminished functioning across role domains (Al-Alawi et al., 2021). For female teachers in Pakistan's private education sector, professional demands frequently collide with culturally prescribed domestic responsibilities, producing the work-family and family-work conflict documented throughout the literature (Kashif & Rehman, 2020). Role Conflict Theory therefore provides the primary lens for interpreting the relationships among workplace pressures, family expectations, and psychological outcomes examined here.

The analysis is further informed by two complementary perspectives. First, **institutional theory** (as applied by Hussain & Yousaf, 2011) explains how the normative and cultural-cognitive dimensions of private schools' organizational environments—characterized by weak regulatory oversight and commercially driven management—shape gender-differentiated treatment of teaching

staff, even where formal policies appear gender-neutral. Second, the **stress and well-being framework**, rooted in Lazarus and Folkman's (1984) transactional model and extended by Warr's (1987) Vitamin Model, conceptualizes psychological well-being as a function of the balance between environmental demands (workload, insecurity, discrimination) and available coping resources (job security, family support, institutional support). Integrating these three perspectives allows the study to model female teachers' professional problems not as isolated, individual-level difficulties but as outcomes of interacting institutional, familial, and psychological systems—consistent with Acker's (1990) broader theorization of gendered organizations, in which formally neutral structures produce systematically unequal outcomes for men and women.

Methodology

This study employed a cross-sectional quantitative research design to examine the workplace challenges, family attitudes, socio-economic conditions, job security, and psychological well-being of female teaching staff in private educational institutions in Faisalabad City, Punjab, Pakistan. The population comprised female teachers employed in private schools and colleges across the city; a purposive sample of ten private institutions (five urban and five semi-urban) was selected to capture institutional diversity, after which simple random sampling was used to select 20 respondents from each institution, yielding a total sample of 200 female teachers. Data were collected using a structured, close-ended questionnaire comprising 40 items on a five-point Likert scale, covering demographic information, workplace challenges, family attitudes, socio-economic status, job security and safety, and outcome variables (productivity, career satisfaction, and psychological well-being). The instrument was pre-tested with 30 teachers not included in the final sample, and its reliability was assessed using Cronbach's Alpha.

Data were analyzed using both descriptive and inferential statistical techniques. Descriptive statistics—frequencies, percentages, means, and

standard deviations—were used to summarize respondents’ characteristics and response patterns. Inferential analysis included the chi-square test of association to examine whether workplace challenges were systematically (rather than randomly) distributed across respondents, Pearson product-moment correlation to assess the strength and direction of the relationship between family support variables and career satisfaction, and multiple regression analysis to identify the relative contribution of job security and safety-related predictors to respondents’ psychological well-being.

Ethical Considerations

Participation took place on a voluntary basis, whereas the participants of the study were made aware of what the study was about. Anonymity and confidentiality were ensured, and the gathered data was used exclusively for educational purposes.

Institutional approval and informed consent were secured when needed.

Results

Sample Characteristics

Table 1 presents the demographic profile of the 200 respondents. The majority (54.0%) were aged between 20 and 30 years, indicating that private education in Faisalabad functions predominantly as an early-career labor market. Educational attainment was high, with 41.5% holding a Master’s degree and 22.5% an M.Phil./MS—suggesting the sample was substantially over-qualified relative to typical private-sector teaching requirements. Regarding monthly income, 72.0% of respondents earned PKR 50,000 or less. Employment arrangements were markedly insecure: only 33.5% held permanent positions, meaning that 66.5% of the sample held non-permanent (contract, temporary, or part-time) employment.

Table 1 Demographic Profile of Respondents (N = 200)

Variable	Category	f	%
Age	20–25 years	47	23.5
	26–30 years	61	30.5
	31–35 years	47	23.5
	36–40 years	26	13.0
	Above 40 years	19	9.5
Marital Status	Single	75	37.5
	Married	107	53.5
	Divorced/Separated	13	6.5
	Widow	5	2.5
Education	Bachelor	57	28.5
	Master	83	41.5
	M.Phil./MS	45	22.5
	PhD	13	6.5
	Other	2	1.0
Institution Type	Private School	99	49.5
	Private College	73	36.5
	Both	28	14.0
Teaching Level	Primary	35	17.5
	Middle	43	21.5
	Secondary	57	28.5
	Higher Secondary	39	19.5
	College	26	13.0
Monthly Income (PKR)	Below 30,000	59	29.5
	30,001–50,000	85	42.5

Variable	Category	f	%
Teaching Experience	50,001–70,000	43	21.5
	Above 70,000	13	6.5
	Less than 1 year	23	11.5
	1–3 years	49	24.5
	4–6 years	57	28.5
	7–10 years	45	22.5
Employment Status	Above 10 years	26	13.0
	Permanent	67	33.5
	Contract	79	39.5
	Temporary	35	17.5
	Part-time	19	9.5

Workplace Challenges

Table 2 summarizes respondents' agreement with statements describing specific workplace challenges. Excessive workload was the most frequently endorsed problem (27.0% of total responses), followed closely by work performed beyond official duty hours (23.0%). Combined, these two overwork-related items accounted for half of all responses in this section (100 of 200 respondents), indicating that labor intensification is the most structurally embedded workplace stressor identified in the study. Gender-based discrimination was reported by 16.0% of

responses, and the perception that male staff receive greater professional respect was reported by 13.0%. Harassment or inappropriate behavior was identified by 9.0% of responses, while 7.0% reported the absence of an effective harassment-reporting mechanism—an institutional accountability gap that compounds the harassment problem itself. A chi-square test confirmed that these workplace challenges are not randomly distributed among respondents ($\chi^2 = 372.56$, $df = 26$, $p = .001$), supporting Hypothesis 1, which proposed that a majority of respondents would report significant workplace challenges.

Table 2 Workplace Challenges Faced by Female Teaching Staff (N = 200)

Workplace Challenge	Agree	Neutral	Disagree	Total (%)
Excessive workload	43	7	4	54 (27.0%)
Work beyond official duty hours	34	7	5	46 (23.0%)
Gender-based discrimination	21	6	5	32 (16.0%)
Male staff receive more professional respect	17	6	3	26 (13.0%)
Harassment / inappropriate behaviour	11	4	3	18 (9.0%)
No effective harassment reporting mechanism	11	1	2	14 (7.0%)
Unfair promotion opportunities for females	5	0	1	6 (3.0%)
Unsafe / disrespectful workplace environment	1	2	1	4 (2.0%)
Total	143	33	24	200 (100%)

Note. $\chi^2 = 372.56$, $df = 26$, $p = .001$.

When asked to identify the single biggest problem they faced, respondents most frequently cited low salary (28.5%), followed by work–family conflict (20.5%), harassment (19.5%), job insecurity (17.5%), discrimination (8.0%), and lack of

promotion opportunities (6.0%)—findings consistent with the objective income data showing that 72.0% of respondents earn PKR 50,000 or less per month (Table 3).

Table 3 Biggest Problem Faced by Female Teaching Staff (N = 200)

Problem	f	%
Low salary	57	28.5
Work-family conflict	41	20.5
Harassment	39	19.5
Job insecurity	35	17.5
Discrimination	16	8.0
Lack of promotion opportunities	12	6.0
Total	200	100

Work-Family Conflict

Table 4 presents six Likert-scale indicators of work-family conflict. The item “I feel tired because of managing both job and domestic responsibilities” received the highest combined agreement of any item in the entire questionnaire (89.0%), providing strong empirical confirmation of the “double shift” experienced by working

women. A majority also agreed that job responsibilities interfere with family responsibilities (77.5%). Notably, only 37.0% agreed that they had sufficient time for family after work, while 40.0% disagreed—directly challenging the assumption that school schedules leave adequate space for family life.

Table 4 Work-Family Conflict Indicators (N = 200)

Statement	SD %	D %	N %	A %	SA %
Job responsibilities interfere with family responsibilities	2.5	6.5	13.5	47.5	30.0
Household duties make it difficult to perform well at work	2.0	8.0	15.5	45.5	29.0
I feel tired managing both job and domestic responsibilities	1.0	4.5	10.5	49.5	39.5
I have enough time for family after work	14.5	25.5	23.0	26.5	10.5
My family supports me in continuing my job	3.5	9.5	17.5	43.0	26.5
I receive help from family in household responsibilities	5.0	18.5	26.5	34.5	15.5

Note. SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree.

Family Attitudes and Career Satisfaction

Table 5 shows respondents’ attitudes toward family influence on career growth. The highest agreement was recorded for “My family considers teaching a respectable profession for women” (79.5% combined agreement), reflecting the strong cultural legitimacy accorded to teaching as

an occupation for women in Pakistan. However, general encouragement (73.0%) did not fully translate into permission for mobility-dependent activities: only 65.0% could attend training or seminars, and 64.0% agreed that family pressure limits career growth.

Table 5 Family Attitudes and Career Growth Indicators (N = 200)

Statement	SD %	D %	N %	A %	SA %
Family encourages my professional development	3.5	7.5	16.0	47.5	25.5
Family allows me to attend training/workshops/seminars	4.5	9.5	21.0	44.5	20.5
Family considers teaching a respectable profession for women	2.5	5.5	12.5	49.0	30.5
Family pressure limits my career growth	6.5	11.5	18.0	42.5	21.5
I can make independent decisions regarding my career	5.5	15.5	22.5	39.5	18.5
Social/cultural expectations affect my professional progress	3.5	8.0	15.5	44.5	28.5

Table 6 presents the correlation matrix linking family support variables to career satisfaction.

Family Encouragement showed the strongest association with Career Satisfaction ($r = .67$, $p <$

.01), followed by Career Autonomy ($r = .63$, $p < .01$), Permission for Training ($r = .58$, $p < .01$), and Teaching Respected ($r = .54$, $p < .01$). Both the Family Pressure (reversed) and Socio-Cultural Expectations (reversed) variables were also significantly correlated with Career Satisfaction ($r = .52$ and $r = .48$, respectively, $p < .01$), indicating

that lower family pressure and fewer constraining socio-cultural expectations are associated with higher career satisfaction. These results support Hypothesis 2, which proposed that positive family support would correlate positively with career satisfaction at $r > 0.40$ ($p < .01$).

Table 6 Family Support Variables and Career Satisfaction: Means, Standard Deviations, and Correlations (N = 200)

Variable	M	SD	1	2	3	4	5	6
1. Family Encouragement (FE)	3.86	0.82	—					
2. Permission for Training (PT)	3.71	0.88	.60**	—				
3. Teaching Respected (TR)	4.13	0.75	.53**	.48**	—			
4. Family Pressure-reversed (FP)	3.62	0.91	.47**	.42**	.38**	—		
5. Career Autonomy (CA)	3.53	0.94	.51**	.44**	.42**	.54**	—	
6. Socio-Cultural Expectations-reversed (SC)	3.67	0.87	.43**	.37**	.36*	.61**	.56**	—
7. Career Satisfaction (CS)	3.78	0.82	.67**	.58**	.54**	.52**	.63**	.48**

Note. ** $p < .01$. * $p < .05$.

Socio-Economic Status, Job Security, and Safety

Table 7 reports respondents' evaluations of salary adequacy, job security, contractual protection, benefits, and workplace safety. Only 28.5% agreed that their salary was sufficient given their workload, consistent with the income data in

Table 1 showing that 72.0% earn PKR 50,000 or less. Only 43.5% felt secure in their current job, and only 43.0% reported a written job contract. Benefit provision was similarly weak: only 33.5% agreed that they received benefits such as leave, medical facilities, or maternity leave.

Table 7 Socio-Economic Status, Job Security, and Safety Indicators (N = 200)

Statement	SD %	D %	N %	A %	SA %
My salary is sufficient according to my workload	16.5	30.5	24.5	21.5	7.0
I receive salary on time	8.5	14.0	21.5	40.5	15.5
I feel secure in my current job	9.5	21.5	25.5	33.5	10.0
My institution provides written job contracts	11.5	23.0	22.5	29.5	13.5
I receive benefits (leave, medical, maternity)	14.5	28.5	23.5	25.5	8.0
I feel safe traveling to and from my workplace	7.0	15.0	21.0	39.0	18.0
My institution provides a safe working environment	6.5	17.5	24.5	35.5	16.0

Table 8 presents the multiple regression analysis testing the association between these job security and safety predictors and respondents' psychological well-being. The overall model was statistically significant and explained 56.0% of the variance in psychological well-being ($R^2 = .56$, $p < .001$). Job Security was the strongest predictor ($\beta =$

.39, $p < .001$), followed by Safe Working Environment ($\beta = .33$, $p < .002$), Timely Salary Payment ($\beta = .27$, $p = .003$), Written Job Contract ($\beta = .22$, $p = .005$), Employee Benefits ($\beta = .18$, $p = .037$), and Safe Commute to Work ($\beta = .15$, $p = .046$). All six predictors exceeded conventional significance thresholds, supporting Hypothesis 3.

Table 8 Job Security and Safety Predictors of Psychological Well-Being (N = 200)

Predictor	B	SE B	β	t	p
Job Security	0.42	0.06	.39**	5.85	< .001

Predictor	B	SE B	β	t	p
Safe Working Environment	0.34	0.09	.33**	4.39	< .002
Timely Salary Payment	0.29	0.08	.27**	3.10	.003
Written Job Contract	0.21	0.09	.22**	2.74	.005
Employee Benefits	0.18	0.08	.18*	2.12	.037
Safe Commute to Work	0.17	0.09	.15*	2.01	.046
Constant	0.88	0.22	—	4.24	< .001

Note. $R^2 = .56$, $p < .001$. ** $p < .01$. * $p < .05$.

Productivity, Job Performance, and Psychological Well-Being

Table 9 shows that stress and institutional conditions substantially affect respondents' teaching performance: 81.5% agreed that workplace issues reduce their teaching performance, and 81.0% agreed that stress affects their ability to teach effectively. Despite these

pressures, respondents reported considerable professional resilience, and supportive administration was the most strongly endorsed item in the table (81.0% combined agreement), underscoring administrative culture as a key lever for improving both teacher well-being and performance.

Table 9 Productivity and Job Performance Indicators (N = 200)

Statement	SD %	D %	N %	A %	SA %
Workplace problems reduce my teaching performance	1.5	5.5	11.5	49.5	32.0
Stress affects my ability to teach effectively	3.5	5.0	10.5	47.5	33.5
Lack of institutional support affects my productivity	2.0	8.0	14.5	46.5	29.0
I am satisfied with my overall job performance	5.5	11.5	22.5	42.0	18.5
I can complete my professional duties efficiently	2.5	6.5	16.5	48.5	26.0
Supportive administration improves my teaching performance	2.0	4.5	12.5	49.5	31.5

Table 10 reports respondents' psychological well-being. The item "I often feel stressed because of my job" recorded the highest agreement in this section (86.0%), followed closely by emotional exhaustion due to work pressure (79.0%) and anxiety about job security (74.5%)—directly corroborating the job-insecurity findings reported in Tables 1 and 7. Encouragingly, 78.0% agreed

that their workplace environment affects their mental health, while 64.0% remained motivated to continue teaching and 66.5% reported receiving emotional or moral support from family and colleagues, suggesting that social support functions as a protective buffer against otherwise pervasive occupational stress.

Table 10 Psychological Well-Being Indicators (N = 200)

Statement	SD %	D %	N %	A %	SA %
I often feel stressed because of my job	1.0	4.5	8.5	49.0	37.0
I feel emotionally exhausted due to work pressure	1.5	6.0	13.5	46.5	32.5
I feel anxious about job security	3.5	7.5	14.5	43.0	31.5
I feel motivated to continue my teaching career	4.5	12.0	19.5	41.5	22.5
My workplace environment affects my mental health	3.0	6.5	12.5	47.5	30.5
I receive emotional/moral support from family and colleagues	5.5	11.0	17.0	44.0	22.5

Support for Institutional Reform

Finally, a majority of respondents (56.5%) indicated support for the introduction of gender-

sensitive policies in their institutions, with a further 26.0% undecided and only 17.5% opposed (Table 11)—an important indicator of

grassroots demand for structural reform among the very stakeholders most affected by it.

Table 11 *Support for Introducing Gender-Sensitive Institutional Policies (N = 200)*

Response	f	%
Yes	113	56.5
No	35	17.5
Not Sure	52	26.0
Total	200	100

Discussion, Conclusion, and Recommendations

Discussion

The findings of this study demonstrate that the professional disadvantages experienced by female teachers in Faisalabad's private education sector are systematic and mutually reinforcing rather than isolated or incidental. The dominance of excessive workload and unpaid overtime as the most frequently reported problems is consistent with prior evidence that private schools in developing countries often extend teachers' responsibilities well beyond contractual duties without corresponding compensation (Westbrook et al., 2013). That workload-related concerns affected half of the sample, combined with the statistically significant chi-square result, confirms that labor intensification is not an occasional inconvenience but a structural feature of private-sector teaching employment in this context.

The high prevalence of perceived gender discrimination (70.5%) and differential professional respect (74.0%) supports Acker's (1990) theorization of gendered organizations, in which everyday allocations of recognition and authority systematically disadvantage women even within female-dominated occupations such as teaching. This pattern echoes findings from elite and non-elite Pakistani private schools alike (Ali & Khan, 2018) and from comparable South Asian contexts (Khatri, 2022; Binod, 2022), suggesting that gendered disadvantage in private education is a regional structural condition rather than a peculiarity of any single institution or city.

The results also provide strong empirical support for Role Conflict Theory as the study's guiding framework. The finding that 89.0% of respondents feel exhausted from managing job and domestic responsibilities simultaneously—the

highest level of agreement recorded on any survey item—illustrates the acute, lived intensity of the “double shift” described by Hochschild (1989, 1997). At the same time, the strong positive correlations between family encouragement, career autonomy, and career satisfaction (Kabeer, 2000) show that family attitudes are not merely a background variable but an active determinant of professional outcomes, operating alongside institutional conditions rather than independently of them.

Perhaps the most policy-relevant finding is the regression model demonstrating that job security, a safe working environment, and timely salary payment jointly explain more than half of the variance in respondents' psychological well-being. This finding aligns closely with Warr's (1987) Vitamin Model and Jahoda's (1982) functionalist account of employment, both of which identify security and predictability—rather than income level alone—as central determinants of occupational mental health. Given that 66.5% of respondents in this sample hold non-permanent positions, the psychological cost of contractual precarity documented here is not a marginal concern but a central determinant of teacher well-being across the sector.

Implications

The results confirm the significance of Role Conflict Theory in explaining the relationship between the professional and family obligations of the teachers. In terms of practice, the private schools must work on the following issues of the female teachers: employment, workload, salaries, workplace safety, and professional development.

Limitations

Since this is a cross-sectional study, there are restrictions to establishing causality from the findings. Moreover, self-reported data was used and only employed female teachers were included in the research from selected private schools in Faisalabad which may restrict the generalizability of the results to other regions and teachers. Future studies should use larger, comparative and longitudinal samples.

Conclusion

This study set out to examine the workplace-related problems, family attitudes, socio-economic conditions, job security, and psychological well-being of female teaching staff employed in private educational institutions in Faisalabad City, Punjab, Pakistan. The evidence indicates that female teachers in this sector experience compounded disadvantage across institutional, economic, and familial domains: excessive and uncompensated workload, pervasive gender discrimination, inadequate salaries, high levels of contractual insecurity, and an acute, statistically confirmed dual burden of professional and domestic responsibility. All three of the study's hypotheses were supported by the data—workplace challenges were shown to be non-randomly distributed (H1), family support was significantly and positively associated with career satisfaction (H2), and job security and safety conditions significantly predicted psychological well-being (H3). Taken together, these findings confirm that the problems faced by female private-school teachers in Faisalabad are structurally embedded features of the sector's employment model rather than a collection of unrelated individual difficulties, and that addressing them will require coordinated action across institutional, regulatory, and family-level domains.

Recommendations

Private educational institutions need to work towards improving job security, timely payment, addressing the issue of excessive workloads, and making sure to provide proper working conditions. It is necessary to develop mechanisms to resolve harassments and discrimination issues

with an emphasis on providing women with the same possibilities of growth and promotion. Moreover, more support from family and institutions should be provided to solve the problem of work-family conflict. Finally, it is essential to strengthen the monitoring of private institutions to enforce compliance with labor and gender equity regulations and to conduct further research using larger samples in order to examine the topic more comprehensively.

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