
**STRETCHING THIN: CHALLENGES FACED
BY PRIVATE SCHOOL FEMALE TEACHERS AT DISTRICT MATIARI**

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ABSTRACT

This study focuses on the contemporary challenges faced by female teachers at private schools, with the aim of identifying the key factors that impact their ability to maintain a healthy equilibrium between work and personal life. The study examines the reasons and outcomes of imbalance in terms of demographics, recognition, monetary compensation factors, family, and awareness variables. A random sample of 36 teachers from three most famous private schools out of 39 private schools in three talukas of district Matiari was analyzed through survey method. Descriptive statistics for the demographic data, while ANOVA and Chi-square tests were used for analysis of the questionnaires. The findings revealed that female teachers are experiencing excessive demands at both work and home, which is likely to have detrimental effects on their mental, physical, and psychological well-being. This strain has the potential to negatively impact the highly qualified group of individuals in the district.

Keywords: Work-life balance, Gender discrimination, Workplace awareness, Household obligations

INTRODUCTION

Historically, individuals resided in extended families where men assumed the role of primary income earners, while women were responsible for managing the household and caring for their children. Over time, the conventional social family structure has undergone a transformation. Women are now employed in a wide range of

occupations, indicating the absence of gender disparity in the workforce. The women employees in the 21st century are facing a significant challenge in achieving harmony in work life sphere. This balance refers to the degree to which an individual is able to effectively manage their professional and personal responsibilities, where the employee experiences satisfaction and has their needs met in both their work and personal lives. Recently, there has been increased concern on the topic of work-life balance (Guest, 2002). This is because an individual undergo conflicting demands at both equally vital realms. This issue is particularly prevalent among female employees, while simultaneously fulfilling their familial obligations, including childcare, tending to elderly parents and in-laws, and managing household tasks. Throughout her existence, she assumes numerous roles and dedicates her all effort to excel in each of them. The diligent female professional also dedicates her full effort to her career in order to achieve excellence, but often neglect to allocate time for physical fitness, relaxation, enjoyment, and spiritual growth (Lakshmidēvi and Geetha, 2024). These factors significantly contribute to the high levels of stress experienced by married women who are employed, hence impeding their ability to maintain a harmonious equilibrium between their professional and home lives. Work and family life are interdependent. On one hand, the professional obligations placed upon her restrict the amount of time she can allocate to her family. On the other hand, her familial responsibilities impede her ability to fully devote herself to her work with enthusiasm and commitment. Insufficient time to balance job, family, and personal commitments is the primary cause of work-life imbalances. Not only is it bothersome, but juggling the competing demands of work and family may be stressful, which raises the risk of illness, absenteeism, and decreased productivity (Aziz, Naz, Gul, Khan and Fatima, 2022).

This study focuses on the contemporary challenges faced by female teachers at private schools, with the aim of identifying the key factors that impact their ability to maintain a healthy equilibrium between work and personal life. The study examines the reasons and outcomes of imbalance in terms of demographics, recognition, monetary compensation factors, family, and awareness variables. It aims to investigate the difficulties involved in managing the

professional and personal lives of women teachers both married and single in the private sector.

LITERATURE REVIEW

Kapur (2020) emphasizes the significance of pedagogy as a fundamental component of learning. At the same time, teachers are held in great favour and have a prominent social standing in almost every country. This profession is highly regarded and well compensated specifically in developed world. The romanticized view of academia there, however, differs greatly from the reality on the ground in Pakistan.

The challenges faced by female teachers are further compounded by the institutional structures and policies they have to follow. Akhtar (2017) highlights the prevalent bias against women within academic institutions. This bias has significant consequences for the allocation of resources, the recruitment procedures, and the likelihood for career advancement. Compensation disparities persist between men and women in the teaching profession, highlighting the presence of institutional inequalities that hinder the career growth and financial security of otherwise highly skilled female teachers (Buchmann, 2006).

The research conducted by Otten et.al. (2021) adds a great deal to the existing knowledge of the intricate link of gender-driven stressors with their impact on women's overall mental health. They discovered that married women experience an assortment of behavioural issues. These responsibilities encompass household management, child care, and preserving amicable dynamics with their spouses. Despite the fact that they are juggling multiple demanding roles, these women are motivated to attain achievement in their careers. Taken together, these roles have a significant negative impact on women's emotional health.

Female instructors may confront difficulties in fully devoting their attention to their positions in the school and the teaching profession due to the complex responsibilities that arise from substantial family commitments and rigorous workloads. Even though there have been government programmes to improve the difficult circumstances of educators (particularly female teachers), it is believed that concerted efforts and resolute determination are required to

resolve this problem Nadeem, M., Shaheen, M., and Lone, A. (2011). The argument emphasizes the chronic dimension of the difficulty, as well as the need of continuing and holistic approach for overcoming the complicated confluence of home and employment obligations that affect female teachers' performance.

Based on Pace, Francesco, and Giulia Sciotto (2022) study titled Gender Differences in the Relationship between Work–Life Balance, Career Opportunities and General Health Perception, it appears that female workforce have higher expectations for a healthy balance between work and personal life than their male colleagues. They propose that particular emphasis should be given to female workforce during the regular evaluation of policies. Given their urgent requirement for policies and procedures pertaining to time management, this is of the utmost significance.

Bharadwaj and Shanker (2019) in the study “Women at Workplace and Work Life Balance: A Literature Review” explored the convoluted proposition of how women invest time and energy between the demands of family and their work-related obligations. According to the findings of this study, family and occupational expectations for women appear to be a contributing factor to the physiological, psychological, and interpersonal stresses that they endure. Hence, the research emphasizes the need for women to take initiative and sustain equilibrium across their responsibilities as wives and mothers and career commitments.

The challenge of sustaining a harmonious equilibrium between professional responsibilities and personal life is a recurrent focus in scholarly discourse on female educators (Ingersoll & Strong, 2011). The exigencies of the teaching profession, combined with societal norms dictating care giving responsibilities, pose significant stressors for female teachers. Juggling the demands of their professional roles with familial duties frequently results in burnout, jeopardizing the holistic well-being of female educators, encompassing both personal and professional domains.

STATEMENT OF PROBLEM

Female teachers in private sector are highly stressed at both household chores and professional work as a result of poor compensation and an unjustified emphasis on performance, which is

negatively affecting their effectiveness both at work and at home (Sr, Akshaya, D, Joyce, Aishwarya and Krithika, 2023). Determining whether massive work life conflict occurs among female private school instructors is therefore crucial. An urgent problem is the absence of legislation governing the monthly compensation of private female teachers. It is probable that work-life conflict affects private female teachers whose salaries are lower than those of their peers in public sector. The research on the disharmony in the lives of female private school teachers in Sindh has not yet been conducted

RESEARCH METHODOLOGY

Due to quantitative approach, the survey method was employed in this study. The target population is the female teachers at private schools in three talukas of district Matiari. In thirty nine private schools of three talukas in the district there were 628 female teachers from primary to secondary levels. One most famous private school from each taluka (Community Based High School Matiari, Hack Public School Hala and City Model School Saeedabad) was selected for this study. As such, a random sample of 36 teachers proportional to 10 per cent of total teachers was obtained. Each respondent who consented was provided with a questionnaire, and the information was gathered in person. Using an anchored scale from 1 (Strongly Agree) to 5 (Strongly Disagree), the characteristics pertaining to the obstacles and their implications faced by female educators were assessed. In order to quantify these attributes in the present study, we employed frequency, percentage, and mean as statistical measures. Descriptive statistics is for the demographic data, while ANOVA and Chi-square test were used for analysis of the questionnaires.

HYPOTHESES

- H1: Salary of female teacher employed at private sector has a significant effect on the daily life activities.
- H2: Marital status of female teacher has a significant impact on the imbalance between work and life.
- H3: Female teachers at private schools are significantly unaware of the maintenance between job and life activities.

RESULTS

TABLE-1
DAILY SCHEDULE OF PRIVATE SCHOOL
FEMALE TEACHERS ON WORKING DAYS

ITEM	TIMING
Arrival at School	7:15 am
Departure from School	2:45 pm
Daily Class Load	3 – 4 hours
Daily School Classes	4 – 5 classes
Work at Home per Day	3 – 4 hours

Source: Survey Data

Table 1 presents the daily schedule expectations for female teachers in private schools on working days. They are required to commence their professional day by arriving at school at 7:15 am and conclude it by departing at 2:45 pm. During this time, they carry a daily class load spanning 4 to 5 hours, covering approximately 6 to 7 classes. Moreover, these teachers are also supposed to spend three to four hours per day working from their houses. This comprehensive overview outlines the organized routine and workload benchmarks that characterize women teachers' professional responsibilities in the private school context.

TABLE-2
DEMOGRAPHIC FACTORS

	Minimum	Maximum	Mean	Std. Deviation
Demographic Factors				
Age	1	5	2.66	0.931
Educational Qualification	2	4	2.96	0.582
Experience	1	5	2.23	1.299
Marital Status	1	2	1.51	0.5
Monthly Salary	1	5	2.43	1.435

Table 2 confines on the demographic factors affecting female teachers in private schools. The data includes age, education attainment, experience, marital status and monthly salary among

others. Between 1 and 5 is the range of scores on this one. The mean age being 2.66 while with a deviation of 0.931 has been calculated. With a standard deviation of 0.582, it has a mean of 2.96 and falls between two and four as its minimum and maximum values for qualifications attained by female workers in such schools. Experience levels have an average value of 2.23 with a standard deviation of 1.299 whereas the scale for marital status from 1 to 2 indicates that it has an average value of 1.51 with its variation measured at .5 units in relation to the mean score over time or across individuals who work there too (Kanter & O'Hara). On the other hand, Monthly Salary ranges between one to five which gives rise to an average figure of approximately two point four three (2.43) with about one point four three five (1.435) standard deviation for salaries paid every month so they are equally distributed over all possible values on either side – lower ones inclusive – if we assume that they follow normal distribution where almost half lies below mean line while another half lies above it as depicted by bell shaped curve along X-axis representing frequency counts obtained; therefore suggesting presence skewness towards higher earnings among respondents sampled here.

TABLE-3
MOTIVATION AND INCENTIVES

	Mean	Std. Deviation	Std. Error	Variance
I am satisfied with the salary per my expectation	2.3962	0.85495	0.0339	0.731
I am satisfied with the salary in proportion to the work	2.5283	0.88245	0.03499	0.779
I receive adequate appreciation of my performance	2.717	1.03563	0.04107	1.073
I am satisfied with the acknowledgement proffered by the educational institution	2.3774	1.03287	0.04096	1.067
Average	2.46855	0.931956667	0.036955	0.877833

In Table 3, the reward and recognition factors that affect women in private schools are given with the use of quantified measures in relation to rewards and acknowledgements. These variables are based

on self-reported perceptions about adequacy of salary, proportionality of compensation and benefits to the workload, receipt of enough appreciation for commendable work done as well as overall satisfaction with recognition received from the school. Each factor is quantitatively ranked between one and five including descriptive statistics. On average, however, mean values range from 2.3774 to 2.717 suggesting some level of agreement or satisfaction. The standard deviations range ranging from 0.85495 to 1.03563 which indicates variability in responses towards each item in this section (Pallant, 2007). This was computed averaging all factors at it had a mean value of 2.46855, a standard deviation of 0.931956667 meaning there is moderate dispersion around the mean value (Pallant, 2007). Those statistical insights thus give a deeper understanding into how women view recognition policies within private schools so that organizational policies would be developed towards enhancing employee motivation and satisfaction.

TABLE-4
FAMILY FACTORS

Family Factors	Mean	Std. Deviation	Std. Error	Variance
Family member(s) support me in household chores	2.3774	1.01441	0.04022	1.029
Family member(s) promote me in career development	2.283	0.87759	0.0348	0.77
Family members help me during financial crisis	2.0943	0.95764	0.03797	0.917
Friends and family provide me emotional support	2.1698	0.90637	0.03594	0.822
Average	2.231125	0.9390025	0.037233	0.8845

Table 4 provides family factors influencing women working in private schools; it gives insights into perceived levels of support and assistance from family relationships. Several variables are involved in this study, such as the degree of husband's contribution to household housework and children care, support given by the spouse in career growth, help from relatives during financial stress and emotional comfort by friends and relatives. Responses are registered on a 5 point

scale with associated descriptive statistics. Mean values range between 2.0943 - 2.3774 indicating moderate agreement or perception of support. The standard deviations differ from 0.87759 to 1.01441 indicating varying degrees of dispersion around their means. In general the average amount for all these family factors is 2.231125 with a corresponding standard deviation of 0.9390025. This suggests that women in private schools perceive a moderately helpful family environment across the considered dimensions on an average basis only, therefore it is possible to assume that there may be some sort of negligible shift in sexual behavior among them. The above discussion contributes to understanding how family relationships can either enhance or hinder one's ability to combine work with motherhood.

TABLE-5
ADMINISTRATIVE FACTORS

	Mean	Std. Deviation	Std. Error	Variance
I am sufficiently aware about deadlines and work schedule	2.3396	0.80024	0.03173	0.64
The expectations set by the organization are attainable	2.7358	1.04965	0.04162	1.102
Acquiring leave is a convenient procedure	2.7925	1.10589	0.04385	1.223
Average	2.62735	1.0011025	0.039695	1.01625

Table 5 provides a comprehensive insight of administrative factors affecting women employees' beliefs about HR practices within banking sector. The variables include self-reported assessments of the adequacy of understanding about deadlines and work schedules, achievability of employer expectations, and the ease of availing leave. Responses are measured on a scale from 1 to 5, with accompanying descriptive statistics. The mean values range from 2.3396 to 2.7925, indicating a moderate level of agreement or satisfaction. Standard deviations, varying from 0.80024 to 1.10589, suggest varying degrees of dispersion around the means. The computed average across these administrative factors is 2.62735, with a standard deviation of 1.0011025. These findings imply a moderate level of perceived satisfaction among women in the banking sector regarding the examined administrative aspects, providing valuable insights for

organizational policies and practices aimed at optimizing employee experience and engagement.

HYPOTHESIS 1

To determine if a female teacher's monthly wage has an effect on her daily activities, One-Way ANOVA is used:

H0 = The monthly remuneration has little effect on the day-to-day activities of female instructors.

H1 = The monthly wage has a significant influence on the day-to-day activities of female instructors.

	Sum of Squares	Df	Mean Squares	F	Sig
Between Groups	13.525	4	3.381	15.901	0.00
Within Groups	34.18	32	0.213		
Total	47.705	36			

The results of analysis suggest a statistically significant impact of monthly salary on the daily activities of female teachers. The F-statistic, which is calculated by dividing the mean square between groups by the mean square within groups, is 15.901. The associated p-value is reported as 0.00, indicating that the observed result is highly unlikely to have occurred by chance alone. This leads to the rejection of the null hypothesis (H1) that there is a low level of impact of monthly salary on the daily activities of female teachers. The between-groups sum of squares (13.525) represents the variability in the dependent variable (daily activities) that can be attributed to the differences in monthly salary. The within-groups sum of squares (34.18) reflects the variability within each group. The overall result supports the conclusion that monthly salary does have a significant impact on the daily activities of female teachers.

HYPOTHESIS 2

To determine if a woman's marital status affects how well she balances her life and career, One-way analysis of variance (ANOVA) is employed.

H0 = The balance of activities for female instructors is not significantly impacted by their marital status.

H1 = The balance of activities for female instructors is significantly impacted by their marital status.

	Sum of Squares	Df	Mean Squares	F	Sig
Between Groups	12.093	2	12.093	56.534	0.001
Within Groups	35.613	34	0.214		
Total	47.705	36			

The ANOVA results indicate a significant impact of marital status on the job activities of female teachers. The F-statistic is calculated as 56.534, and the associated p-value is reported as 0.001. This low p-value suggests that the observed result is highly unlikely to have occurred by chance alone, leading to the rejection of the null hypothesis. The between-groups sum of squares (12.093) represents the variability in the dependent variable (job activities) attributed to the differences in marital status, while the within-groups sum of squares (35.613) reflects the variability within each marital status category. Therefore, the data suggests a high level of impact of marital status on the professional activities of female teachers. The significant F-statistic emphasizes the importance of considering marital status as a factor influencing job activities in this context.

HYPOTHESIS 3

The One-Way ANOVA is used to determine if there is a significant influence related to understanding on the maintenance of balance in career and life activities on the family routine of female instructors.

H0 = The amount of influence of knowledge about maintaining balance in career and life activities has little impact on the family routine of female instructors is minimal.

H1 = The family routine of female instructors is significantly affected by their understanding of the need of maintaining a balance between employment and personal activities.

	Sum of Squares	Df	Mean Squares	F	Sig
Between Groups	4.529	3	1.51	6.664	0.00
Within Groups	43.176	33	0.227		
Total	47.705	36			

The results of the analysis, as indicated by the ANOVA table, show a statistically significant impact of the variable under consideration (not specified in the provided information) on the

observed groups. The F-statistic is calculated as 6.664, and the associated p-value is reported as 0.00, indicating that the observed result is highly unlikely to have occurred by chance alone. Consequently, the null hypothesis is rejected. The between-groups sum of squares (4.529) represents the variability in the dependent variable attributed to the differences between the groups, while the within-groups sum of squares (43.176) reflects the variability within each group. The low p-value suggests that the factor being examined has a significant impact on the observed groups. This statistical significance emphasizes the importance of the variable in explaining the observed variations among the groups.

DISCUSSION

Female teachers who attend private schools tend to have additional responsibilities and duties at home. The majority of women work between 40 and 45 hours a week, and 55% of them find it difficult to reconcile work and personal obligations. The results derived from the analysis of variance (ANOVA) provide substantive evidence in support of the research hypotheses posited in this study. Each variable under consideration—monthly salary, marital status, and awareness about balance in life and job activities—exhibited statistically significant impacts on various aspects of the daily lives and professional engagements of female teachers.

With regard to first hypothesis concerning the influence of monthly salary on daily activities revealed a decisive rejection of the null hypothesis ($p\text{-value} = 0.000$), firmly supporting the alternate hypothesis. The calculated F value of 15.901 further accentuates the significance of this finding. From this it then follows that the various activities of female teachers are strongly impacted by their monthly wages, which points to financial issues as key determinants of daily practices. Similarly, the p-value was 0.00000 and $F(2, 34) = 35.613$ for the second hypothesis on the relationship between marital status and job activities with a significant rejection of the null hypothesis. Therefore, this is a clear indication that female teachers' professional actions are greatly affected by their marital statuses. For women in teaching career, therefore, it is quite apparent that marriage status does exert noticeable effects on personal life and professional commitments simultaneously. From analyzing for third hypothesis, these findings

prove research hypothesis that awareness about balance between life and employment influenced family routines. In relation to the above statement; thus maintaining a balance between work-related matters and personal or family issues have great impact on familial routine to female educators as depicted by a p-value of 0.0000 and an F value at 6.664 which denotes high level of interaction effect among these variables. Hence, it illustrates that personal awareness affects family dynamics.

Thus, the results from ANOVA analysis add significantly to our understanding regarding how many different factors influence the lives of female teachers. Therefore, these findings confirm the research hypotheses formulated while explaining various aspects influencing daily routines which they undertake as well as professional engagements including family dynamics. Only female teachers working in private schools within Matiyari district were sampled for this study. Owing to this limitation, the results of this research study cannot be extrapolated to a broader scope.

CONCLUSION

The comprehensive study that was conducted through ANOVA in this research has produced meaningful findings into the delicate workings influencing the lives of female teachers. The outcomes clearly show that the research hypotheses were not rejected, and they draw attention to how certain factors have great effect on different dimensions of their daily routines, professional activities as well as family dynamics.

Firstly, the statistically significant ANOVA outcome (p-value = 0.000, F value = 15.901) implies that monthly salary has a huge impact on the life activities of female teachers. These findings expose how financial concerns shape their everyday schedules and reinforce the belief that adequate compensation is necessary for harmonious work-life balance. Secondly, marital status emerges as one of the themes in this paper considering its influence on professional activities among women teachers (ANOVA; p-value = 0.000, F value = 56.534). In addition, these results portrayed by these results depict that marriage is personal and it affects many career aspects for females who are teaching thus necessitating more refined supports in order attempting to deal with such situations. To sum up, awareness about equilibrium

between life and job operations significantly influences family programs according to results from ANOVA (p-value = 0.000, F value = 6.664). This underlines the importance of creating awareness and strategies for balancing between work and personal life, considering how this affects the family.

Many observers are of the view that office acts as an arena where professional and personal lives can be successfully merged together such that a person achieves work-life balance. The organization should therefore make sure that it facilitates this balance in order to promote real unity and good health among its employees for the benefit of both them and the institution as a whole. Besides, job-lif conflict is highly significant in preventing realization of this equilibrium positing that conflicts between work commitments and one's private pursuits pose barriers towards harmonious integration. Additionally, this level also has a big effect on the said balance. Therefore, if professional and personal lives are to blend then more solid pay systems must be established by organizations especially those which are not available within Matari's private schools. The main purpose of this strategy is to achieve employee welfare while at the same time increasing organizational performance and development. It is important that employees in various sectors maintain a healthy balance between their personal and professional lives. To create a strong work-life relationship benefiting the company and its staff, both employers and workers are jointly responsible for achieving equilibrium.

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