

**FEMINIZED PROFESSIONS AND THE PINK  
GHETTO- A CASE OF SCHOOL TEACHING  
IN ISLAMABAD**



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**CERTIFICATE**

This is to certify that this thesis entitled "**Feminized Professions and the Pink Ghetto- a case of School teaching in Islamabad.**" submitted by **Saman Tariq** is accepted in its present form by the PIDE School of Social Sciences, Pakistan Institute of Development Economics (PIDE), Islamabad as satisfying the requirements for partial fulfillment of the degree in Master of Philosophy in Development Studies.

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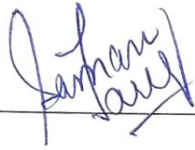
## AUTHOR'S DECLARATION

I Saman Tariq, hereby state that my MPhil thesis titled FEMINIZED PROFESSIONS AND THE PINK GHETTO- A CASE OF SCHOOL TEACHING IN ISLAMABAD has not been submitted previously by me for taking any degree from the Pakistan Institute of Development Economics or anywhere else in the country/world.

If my statement is incorrect even after my Graduation, the university has the right to withdraw my MPhil degree.

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Date: 20<sup>th</sup> March 2024

## DEDICATION

*"Papa and Mama, your unwavering support, wisdom, and encouragement have been my guiding force since the beginning.*

*Your faith in my abilities has driven my ambition to pursue my MPhil Degree.*

*To my beloved hubby, this accomplishment would not have been achieved without your constant support.*

*I dedicate this thesis to you as a gesture of my heartfelt appreciation for your unending love, advice, and faith in me.*

*Thank you for always being a source of support for me."*

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## **ABSTRACT**

Feminized professions are defined as a workforce primarily comprised of women and have been the focus of both social and academic research. (Drudy, 2013; Kelleher, 2011). These kinds of jobs are frequently linked to narrow career paths, pay gaps, and institutionalised prejudice, all of which combine to create what has been called the "pink ghetto" (Allen, 2018). The complexity of feminized professions and how they become the pink ghetto are explored in this study, with a focus on a specific cluster of private schools proliferating throughout Islamabad, Pakistan.

The research methodology used for the thesis "Feminized Professions and the Pink Ghetto - A Case Study of School Teaching in Islamabad" is qualitative. Data was collected from several private schools in Islamabad using semi-structured interviews and purposive sampling to investigate the femininity of this profession, experiences, problems, and perceptions of female teachers in the context of private school teaching- the pink ghetto phenomena. The data was analysed using thematic analysis, which allowed the researcher to explore the objectives of her research.

This study examines the dynamics of the pink ghetto and feminized professions in the special context of teaching in private schools in Islamabad, Pakistan. It emphasises how crucial it is to advance equal opportunities for women in the workforce and offers suggestions for creating a society in which professions are determined by skills and interests rather than gender. Moreover, the research's conclusions draw attention to the pervasive pay disparity, constrained career advancement opportunities, and discriminatory practices that impede women's advancement as private school teachers. Furthermore, it emphasises how institutional practices, policy frameworks, and cultural norms contribute to the persistence of gender gaps in the education sector. This study intends to add to the continuing debate on advancing gender equality across feminized professions by giving policy implications, and suggestions and highlighting the need for inclusive policies. Key Terms: Pink Ghetto, Feminized Professions, gender pay parity, gender discrimination

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## **LIST OF ABBREVIATIONS**

EOBI Employees' Old-Age Benefits Institution

WW-II World War II

UDCs Units of Data Collection

ICT Islamabad Capital Territory

MPhil Master of Philosophy

PWD Pakistan Public Works Department

GT Grand Tunnel

# 1 CHAPTER NO. 1

## INTRODUCTION

Throughout history, women have been marginalized, whether in unpaid care jobs or paid professional labour (Beneria, 1999; Armstrong, 2001; Agarwal, 2023). Developments in the global socioeconomic environment, have resulted in considerable alterations in labour market dynamics, and to meet the requirement of these developments and globalization- despite the persistence of gender inequality- women's labour force participation has increased significantly. However, this spike in participation has resulted in the perpetuation of gender inequalities (Chopra, 2015) and salary discrepancies, resulting in the feminization of a few occupations. As a result, the quantitative development of gender equality is called into question.

Gender-specific labour divisions have historically been controlled by cultural conventions, with certain occupations assigned to men and others to women. Organizations seldom operate in a gender-neutral manner (Acker, 1990). Men have always held positions of economic power and control as a result of this separation, while women were restricted to devalued, underpaid, and unappreciated occupations (Rhode, 1988; Lewenhak, 2013; Rubery, 2017). Women's access to Male Bastions was an outcome of males shifting to the more profitable professions, and leaving the previous ones for women (Boni-Le, 2017).

In the patriarchal societies of South Asia, the brunt of globalization has been borne by women. Women have been disproportionately affected by globalisation in the form of pink-collar ghettoization, double burden, and wage discrimination (Dasgupta, 2005; Zaidi, 2012; Strachan, 2023). To meet the requirements of globalization and to adapt to paid employment, women have faced several challenges (Iqbal, 2022), particularly in developing countries, such as travelling out of home, working with male peers, and staying out of homes. Jobs other than teaching, nursing, domestic care, and medicine are non-



traditional in the context of Pakistan. Pink-collar organizations are skewed toward female employees (Acker, 1990; Sargent, 2005), as the traits required are stereotypical of women.

The term "pink collar worker" was notably used by Howe (1977), but it is thought to have been coined even earlier during World War II (Bernhage, 2017). The concept of "feminized professions" and the "pink ghetto" (Kamp, 2012) has received significant attention (Durako, 2000). This phrase refers to industries or occupations in which women make up the majority of the workforce yet endure systematic discrimination, restricted opportunities for promotion, and considerable salary discrepancies (Allen, 2018; Smith, 2014; Taylor, 1986). This research dives into the complexity of feminized employment, with a particular focus on teaching roles in private schools in Pakistan.

While feminized occupations such as nursing, teaching, and care work provide women with stable employment and economic inclusion, they come at the expense of fewer career options, poor incomes, lower self-esteem, and a harder burden to put it all together (Demirkasmolu, 2019). A cyclical pattern emerges from the interaction of vocational feminization and gender inequality. Feminization of occupations, and gender inequalities are interrelated and mutually reinforcing (Kelleher, 2011). The interaction of occupational feminization and gender inequality generates a vicious cycle in which cultural attitudes, preconceptions, and structural biases contribute to the concentration of women in specific professions while sustaining gender gaps in the workforce (Drudy, 2013). Gender inequality still exists despite these developments in several ways, with feminized professions being one of the more prominent examples. Although women comprise the majority of workers in these fields, they confront structural and socioeconomic obstacles (Raftery, 2008) that jeopardise their ability to advance professionally and maintain financial stability (Infante, 2018).

All over the world (Kelleher, 2011), including in Pakistan, it is a phenomenon that most women are school teachers (Khattak, 2014; Saigol, 2016). The school teaching profession has a lower status (Ahmed, 2018) and is low-paid because of the male breadwinner's

biasedness, and the feminized nature of this profession. This is increasing the gender wage gap, and gender inequality, and also preventing the young generation from opting for school teaching as a profession; resulting in the non-availability of capable and efficient teachers (Dickman, 1993).

Pakistan has diverse schooling landscape catering to the needs of the different segments of the population, which comprises public, private, community schools, and religious institutions. Public schools are run by the government, often cater to the needs of low-income families and rural communities. Whereas Private schools serve a sizeable fraction of Pakistan's student body and are integral to the country's educational landscape (Alderman, 2001). They provide an alternative to the public education system, which is beset by several issues including poor facilities, subpar instruction, and scarce funding. The number and impact of private schools in Pakistan have increased, offering a wider range of educational choices (Alderman, 2001). Private schools, although more expensive, are favoured by those who are seeking quality education and better facilities. Within this context, the research zeroes in proliferation of private schools, which are mushrooming across Pakistan without adequate infrastructures and facilities. These private schools often lack suitable facilities, basic amenities, and competent teachers, yet they draw a sizable section of the student population for reasons such as perceived higher quality of education, lower class numbers, and English-medium instruction.

This research focuses on gender dynamics of private schools' sector since private schools play an important role in defining Pakistan's educational environment, particularly in metropolitan regions. However, the fast proliferation of these schools raises frets about the quality of teaching, working conditions and the remuneration packages for teachers, particularly women.

This mushrooming of Private schools offers a compelling case study for examining the dynamics of the pink ghetto and feminized professions. It also gives insightful information on the intersection of gender, education, and employment, with implications for policy

interventions and advocacy efforts aimed at promoting standardises remuneration policies, gender equity and improving working conditions for private school teachers, particularly women.

## **1.1 Statement of the Problem**

Gender is not biologically associated but socially constructed (Ashraf, 2022). When women enter any field in greater numbers, pay declines - for the very same jobs that more men were doing before (Bernhagen, 2017). Simply being a woman is the major factor causing the gender wage gap (Cameron, 2013).

The ongoing presence of female teachers in educational environments may unwittingly alter young learners' perspectives, thus creating gender biases. Taking the teaching profession into consideration, also being a feminized occupation (Mim, 2020, Boni-Le, 2017), the researcher would like to explore the reasons for the feminization of school teaching – a Pink-Collar ghetto- in the private sector of Islamabad, Pakistan. This is to determine the gender composition, and causes of feminization of school teaching of private schools in Islamabad, to identify the intricate mechanisms that sustain the pink ghetto phenomenon, and to pinpoint the structural obstacles that prevent women from advancing professionally and receiving fair treatment in this field. Also, what impact does it have on women? Is the gendered nature of occupations limiting women from entering other professions (Boni-Le, 2017), or is it beneficial for women?

Additionally, the research intends to make suggestions that help promote gender equality and build a more welcoming and encouraging work environment for female teachers in the private schools of Islamabad.

## 1.2 Research Problem

Based on the narrative of the Statement of the Problem as stated in the preceding text, I am narrowing my research problem into “FEMINIZED PROFESSIONS AND THE PINK GHETTO - A CASE OF SCHOOL TEACHING IN ISLAMABAD”

This research problem will investigate gender parity within the private school teaching profession in Islamabad, Pakistan, and its implications, particularly in terms of the profession's feminization and the concept of the "pink ghetto". The phrase "pink ghetto" refers to jobs or industries that are mostly female-dominated and frequently underestimated in terms of status, prestige, and pay.

This research problem focuses on the following essential aspects:

**Feminization of Professions:** It investigates the notion of feminization and its reasons. Feminization of professions refers to the tendency where specific professions or sectors are increasingly dominated by women (Drudy, 2013). In this scenario, private school teaching is considered a feminized job. The problem intends to investigate the gender discrepancy in Islamabad's private school teaching profession, implying that it is heavily feminized, with a disproportionate number of women compared to males.

**Pink Ghetto Phenomenon:** The research problem delves into the concept of the "pink ghetto," which suggests that the feminization of private school teaching may lead to the profession's marginalization and devaluation, resulting in lower status, limited career advancement opportunities, and lower salaries when compared to male-dominated professions (Howe,1977).

By restricting the research topic to private school teaching in Islamabad, the study expects to give a more nuanced understanding of gender dynamics in this setting. It aims to explore the fundamental causes of the profession's feminization, the experiences of female

teachers, and the larger socioeconomic and cultural issues that contribute to the maintenance of the "pink ghetto" phenomenon.

The research examines the feminization/genderization of Islamabad's private school teaching profession, highlighting the inequities and issues that come with the overrepresentation of women in this industry. By delving into the idea of the "pink ghetto" and investigating the factors that contribute to the profession's gendered persona, the research seeks to shed light on the systemic inequities and prejudices that perpetuate gender differences in the workplace. Finally, the purpose is to contribute to efforts towards developing a more equitable and recognised educational workforce in Islamabad, where all educators, regardless of gender, are appreciated, respected, and given equal chances for professional development and promotion.

I have operationalized my topic into the following research questions and objectives.

### **1.3 Research Questions**

1. Is private school teaching in Pakistan largely a female profession? What are the reasons for its genderization?
2. What aspects of private school teaching encourage women to pursue careers in this profession?
3. Why is school teaching a low-paid profession?

## **1.4 Objectives of the Research:**

To identify the grounds for the feminization of school teaching in Islamabad, the capital city of Pakistan.

1. To explore the gender composition of teaching staff and determine underlying factors contributing to the genderization of private school teaching in Pakistan.
2. To examine women's preferences regarding employment in the private school teaching sector of Islamabad.
3. To investigate and identify the factors contributing to the low salaries in private school teaching..

## **1.5 Explanation of the Key Terms/Concepts**

The following are the Key Terms referred to in the current study:

Pink Collar Job: The term “Pink Collar Job” refers to a class of employees in an occupation that is held by women. In the 1970s, social analyst Louise Kapp Howe coined the phrase "pink collar" to characterise society's connection with women in a few professions, as pink colour is associated with women too but reinforces gender stereotypes (Howe,1977). The researcher has used this terminology to develop a better understanding of pink-collar ghettoization, and how pink-collar jobs cause ghettoization.

Pink-Collar Ghetto: Marginalized feminized occupation. The term 'pink-collar ghetto' was coined in 1983 during a study of women, children, and poverty in America to characterise the barriers to women's professional development in these traditional, typically low-paying sectors (Blum, 1991; Brown, 1995). The researcher has focused her research on the private school teaching profession as a pink-collar ghetto.

Feminized Occupations: Such occupations are accepted for women, so they are less paid, and associated with lower self-esteem or lower professional status of any occupation. (Drudy, 2008)

Gendered Profession: Gendered professions are those professions that are typically associated with one gender or the other (Acker,1990). For example, a profession that is typically associated with men might be working on a car, while a profession that is typically associated with women might be cooking dinner, school teaching, caretaking etc.

Patriarchal Society: Patriarchy is a system of social structures (Walby, 1990), and practices in which men rule, oppress, and exploit women, with its foundation in six interconnected systems. Household production, culture, sexuality, violence against women, paid employment, and the state are among the six frameworks. (Sanauddin, 2016)

Gender Discrimination: Gender discrimination is deeply rooted in patriarchal societies. Gender discrimination is the act of treating someone differently because of their gender. This can be done in several ways, including but not limited to refusing to hire or promote someone because they are of a different gender, making assumptions about someone's gender, and treating someone differently in their workplace because of their gender (Acker, 1990). For example, there is a lack of diversity in the field of science, with a majority of researchers being white and male. This lack of diversity can lead to a lack of understanding and appreciation of different perspectives, which can lead to discrimination. Likewise, studies have shown that when scientists from underrepresented groups are not included in the research, their results are often discounted. This can lead to a lack of recognition and funding for these researchers, which can further limit their ability to contribute to the field.

Double Burden: A double burden is the workload of people who work to earn money, but who are also responsible for significant amounts of unpaid domestic labour (Hochschild, 1996). For example, a person who has to work full-time and to take care of a family may be said to have a double burden.

## OPERATIONALIZATION OF THE KEY CONCEPTS:

In this research, the researcher looks at the wider notion of pink-collar ghettoization, focusing on specific elements of pink-collar jobs and their associated connotations. It focuses on the phenomena in the context of school teaching in Islamabad, Pakistan, recognising it as a feminized career.

The patriarchal character of society contributes to the feminization of particular occupations and their link with gender. This social structure adds to pay disparities, gender discrimination, and a double burden on women in these jobs.

## **1.6 Units of Data Collection**

### **1.6.1 Unit of Data Collection for Objective No. 1**

Women working as school teachers in private schools in Islamabad were interviewed to explore the gender composition of teaching staff and determine why private school teaching is predominantly female.

As in the first objective, the researcher will be focusing on knowing the gender composition of the private school system, to know whether it is a feminine profession or not. Purposive sampling was used to approach UDCs (Units of Data Collection) by the research objectives of this thesis. Data was collected from the seventeen private school teachers of different private schools in Islamabad.



### **1.6.2 Unit of Data Collection for Objective No. 2**

To examine women's preferences regarding employment in Islamabad's private school teaching sector, private school teachers of Islamabad were interviewed.

The researcher is interested in knowing the preferences, and the reasons (if) for giving preference to school teaching, and also to get information about what encourages women's inclusion in the school teaching profession and the difficulties women face in this profession.

So, female teachers from private schools were contacted for this purpose. The researcher has only focused on the private sector because, in public schools, men opt for this profession due to job security.

### **1.6.3 Unit of Data Collection for Objective No. 3**

To investigate and identify the factors contributing to the low salaries in private school teaching, teachers in the private schools of Islamabad were contacted.

The study challenge seeks to investigate the connection that exists between the feminization of school instruction and the "pink ghetto" phenomena. A critical component of this investigation involves examining salaries and comparing them to the minimum statutory pay. This comparative investigation is necessary for creating a well-founded case concerning the existence and significance of the pink ghetto phenomena inside the private school teaching profession.

Private school teachers were interviewed using semi-structured interviews, to investigate salaries and to identify the factors -as per the teachers- that contribute to the low salaries in private school teaching.

## **2 CHAPTER NO. 2**

### **REVIEW OF THE LITERATURE**

This literature review focuses on thoroughly studying and analysing literature related to the Pink-Ghetto, and feminization of school teaching. This review seeks to give a detailed understanding of the "pink ghetto" phenomena within the framework of school teaching.

#### **2.1 Professions from a Gendered Perspective**

Women's access to those professions which were once 'Male Bastions' was a result of rapid industrialization, which caused men to shift to the more profitable professions, leaving the previous ones for women ( Boni-Le, 2017; Celikten, 2005). The attributes of care, motherhood, and nurturing are associated with feminine characteristics, and the acceptance of these feminine traits by women is a result of several discourses created over time -the discourse of domesticity, the discourse of femininity, the discourse of care, and discourse of performativity- due to which women are bound to behave in a certain way and are being associated with certain professions (Drudy, 2008).

There are many feminized professions, having teaching and nursing (Rizvi, 2015) at the top. The feminization of occupations causes gender inequalities (Boni-Le, 2017). Moreover, the "glass ceiling" hampers women's progression in professions in all sectors.

## **2.2 The Pink-Collar Ghettoization**

The shaping of the female labour market is mainly determined by structural factors (social, cultural, and economic). It is the gendered wage difference for a similar job, and the unpaid care work association with women, which determines labour market outcomes for women (Cameron, 2013). This is also, known as Pink-Collar Ghetto or Pink-Collar Velvet.

Women are socially associated and accepted as care workers and emotional labourers. The more women enter into any profession, the status of that profession declines. Howe (1977) popularised the phrase "pink collar worker" in *Pink Collar Workers: Inside the World of Women's Work*, although it is thought to have been used much earlier, during World War II (Bernhagen, 2017).

“When women enter fields in greater numbers, pay declines – for the very same jobs that more men were doing before” (Bernhagen, 2017). Simply being a woman is the major factor causing the gender wage gap. Although there are stereotypic threats in pink-collar jobs for men, still they are better paid (Budig, 2002; Hegewisch, Williams, 2012) and have greater chances of promotion (Williams, 1995; Maume, 1999). Wage discrimination results in differences even in the superannuation of men and women. Women are the ones who take breaks from their careers for maternity leave and also to take care of old parents. Further, the gender pay gap is explained by several factors, such as women's representations in pink-collar ghettos, simply being a woman, and the undervaluation of women's skills (Cameron, 2013).

### **2.2.1 Women as Nurses**

Nursing is a highly gendered profession, based on primary data, it is suggested that the gendered nature of the nursing profession is beneficial for women. The gendered nature of the nursing profession increases demands for female nurses as the attribute of care is associated with women. Moreover, resilience in difficult times, safety in a patriarchal

society, and socio-cultural requirements would cause female nurses to demand long-term in Pakistan.

Although, the gendered nature of nursing is theorized beneficial, on the other side feminization of any occupation causes that profession to suffer negatively: low salaries, lesser employee benefits, and a high violence rate.

Female nurses can take advantage of having a monopoly on the gendered nature of the nursing profession, and union mobilization can be useful in bringing improvement in the status of the nursing profession. (Rizvi, 2015).

### **2.2.2 Women in Educational Development**

Educational development is a pink-collar ghetto and provides a counterexample of men in higher education. Men are historically seen to be attached to more prestigious professions, whereas women are usually associated with underpaid, undervalued professions. Undervaluing this profession has caused the feminization of this occupation too. Women hardly get acknowledged and have time to work on research, which further reduces the chance of getting promotions (Bernhagen, 2017). Not only do the chances of educational development lessen due to women being stuck in household chores but gender also influences the participation, experiences, and outcomes of professional development initiatives (Sales, 1999).

### **2.2.3 Women as Teachers**

Gendering is politically associated with the teaching profession; it is a socially constructed reality (Mim, 2020). The social environment shapes societal beliefs about gender roles and forms gender ideologies. Individuals' career choice decisions (Gadassi, 2009) are influenced by gender stereotypes (Davis, 2009; Leung, 2008; Leuze, 2015; Vleuten, 2016) and have a strong impact. Not only in Asia but also in the majority of Western countries literature and research have proven that female teachers, particularly in the early and

primary years of teaching, are a significant global phenomenon (Drudy, 2008). The teaching profession became a pink-collar ghetto during the Industrial Revolution when men had better-salaried opportunities available, so this profession was left for women (Mim, 2020).

Less remuneration, a feminized environment, and attraction towards other professions as primary teaching are boring the cause men not to pursue their careers in the teaching profession (Drudy, 2008). Men are less likely to opt for teaching as a career choice, as the over-representation of women has feminized it. Improved salaries can encourage men, can alter the gender ratio of the teaching profession, and will improve the teachers' supply. Also, policymakers should encourage such policies which promote the inclusion of males in the teaching profession. Similarly, women should be encouraged to be a part of STEM, as role modelling influences young learners to develop an interest in the professions their parents opted for. (Han, 2020).

In a few countries induction of women as teachers was to encourage female labour into the workforce and to increase female literacy rates in developing countries with low female literacy rates (Pravat, 2016) to meet MDGs and EFA.

Policymakers and parents have stressed hiring male teachers to re-masculinise schools, discourage feminization of the teaching profession to promote gender equality, and tackle boys' underachievement. (Mills, 2004; Carrington, 2008). Boys' occupation preferences are based on cultures' gender ideology. (Davis, 2009; Vleuten, 2016), and discusses how social, educational, and economic factors cause gender biases in students' career choices. The feminization of the teaching profession has caused boys to have fewer or no male teachers to get inspired from and to opt for the teaching profession. (Mos, 2016). Males prefer extrinsic factors for entering any profession (Konrad, 2000). Male teachers are reluctant to enter into the teaching profession because of low salaries (OECD, 2017a), lower self-esteem, and not being well-respected by parents. Furthermore, male teachers fear allegations of child abuse or harassment. (Cushman, 2005; Sargent, 2000).

A very interesting case study of a Turkish first preschooler teacher shared his details about several barriers as a male he faced in opting to be a preschool teacher, and also the advantage of considering him for the administrative post he received as a male preschool teacher (Demirkasımoğlu, 2019).

### **2.3 The Feminization of School Teaching in Pakistan**

Pakistan has seen a dramatic transformation in the gender composition of its teaching staff. Teaching was traditionally seen to be a male-dominated profession. However, the number of women joining the teaching profession has increased significantly over the years (Saigol, 2016; Ullah, 2016). This feminization of education has transformed the educational landscape and reflects changing gender dynamics in Pakistani society.

Historically, Pakistan had strict gender norms (Afshar, 1989) that limited women's involvement in public and societal affairs. Women's traditional roles were restricted to the home sector (Shaheed, 2009; Ali, 2022). Women began to pursue employment outside the home as the need for female educators in girls' schools, combined with educational changes, encouraged women's entry into the teaching profession.

In Pakistan, religious, and socio-cultural factors also played a fundamental role in the feminization of school teaching in Pakistan (Khattak, 2014). Cultural norms and societal beliefs portray teaching as largely a feminine occupation. These cultural norms and historical variables influence the position and respect of instructors, particularly women, and also cause gender disparities in teacher recruitment, retention, and professional progress (Ullah, 2016).

The feminization of school teaching refers to female teachers' rising domination in the educational field, notably at the primary and secondary levels (Rizvi, 2015). This transformation has had a wide range of socio-cultural, economic, and educational repercussions, providing both possibilities and difficulties for the school system and society as a whole.

Colonization has caused a trend in English education (Abbas, 1993; Khattak, 2014; Mahboob, 2002), which promoted the establishment of private schools with a focus on English education. This is also an important factor that causes the feminization of the school teaching profession as, English education was frequently viewed as a desirable profession for women (Haque 1993; Zubair, 2006) due to its compatibility with cultural ideals around femininity, such as caring and communication abilities. This promoted the inclusion of more women in private schools in Pakistan.

School teaching is a respected and accepted profession among women but fewer salary packages, lack of professional training, unfair recruitment, and lesser promotion chances have made it less acceptable to men in Pakistan (Shamaas, 2014). The majority of women believed that teaching is perfect for females since, according to Pakistani culture, women feel more protection and safety in teaching than in any other job (Ali, 2022; Kamran, 2019).

The performance of teachers has a direct impact on how effectively pupils learn and understand teachings in the classroom. Female teachers are more comfortable teaching female students, and factors such as more financing, incentives, training opportunities, senior officers' actions, and the gender of the students all have a big impact on their success in school. Female teachers should be given the preference for teaching in female schools (Anwar, 2023).

Qualified teachers are important as they are responsible for raising children, particularly those with a positive attitude and those who are satisfied with their profession and have satisfaction in their lives. Such teachers could effectively carry out the assigned and expected demands of the teaching profession (Şahin, 2010). Female instructors in both elite and non-elite institutions faced severe obstacles. The teachers' top concerns included poor compensation, a lack of administrative assistance, disrespectful student attitude, and work dissatisfaction. The majority saw teaching as an interim opportunity while they looked for better job possibilities in other fields (Ali, 2018; Afridi, 2017).



## 2.4 Research Gap

Despite the recognition of women's underpaid and devalued status in feminized professions (Specht, 2016), including teaching, and the potential for improved work conditions, status, and salaries through increased male representation in traditionally feminine jobs (Boni-Le, 2017; Gelmez, 2020), there is still a significant research gap regarding men's inclusion in the teaching profession in Pakistan. While it has previously been recognised that the teaching profession lacked formalized professional development routes (Celikten, 2005), there is little study on the impact of including males in teaching jobs to compensate for the problems experienced by female teachers being stuck in pink ghettos.

In particular, research is required to investigate the potential benefits of male teachers in addressing issues such as the lack of male role models in female-headed households, optimizing support for male students in high school settings (Rohrmann, 2016; Mukuna, 2012), and mitigating the risk of gender discrimination perpetuated by the absence of male educators in early childhood education (Mukuna, 2012). Furthermore, in the case of the junior school teaching profession, children hardly see male teachers in their early childhood development, they are going to learn that the caring and nurturing attribute belongs to women only, hence will learn gender discrimination (Mukuna, 2012). On the other side, it also raises concerns of the parents, as the increasing number of child abuse cases has made parents worry about their child/ren's safety and interaction with males, in their absence (Christensen, 2022; Moosa, 2020; Allen, 2020).

While previous research has focused on female teachers' job satisfaction, sense of purpose, and fulfilment (Yin, 2019; Tropova, 2021; Sahito, 2020; Baluyos, 2019), there has been little research into the impact of time pressure and workload on turnover rates in the teaching profession. Research has also proven, that it is not always job satisfaction (Ingersoll, 2003), salary (Ingersoll, 2012; Strunk, 2006), commitment (McInerney, 2015), or social, and administrative support which causes teachers' turnover, but it is also time pressure and workload (Doering, 1989; Toropova, 2021).

Also, Identity is an important factor, if pre-service teachers think of themselves strongly as teachers, they intend to stay in the profession for the long term and have sustaining

commitment. People work by their idiosyncratic identities or make the environment accordingly. (Ashforth, 1989; Oyserman, 2001; Stryker, 2000).

Furthermore, larger-scale research activities are required to reinforce generalisations and improve knowledge of these difficulties in the Pakistani context (REHMAN, 2021). Also, there is a need to emphasise the need for focused preventative measures as well as expanded welfare and job possibilities for women to improve their human capacities, while also lobbying for more inclusive policies and practices that eliminate barriers to women's progress (REHMAN, 2021).

Problematizing Pink-collar ghettoization, highlighting its impact on women, and stressing the importance of including males would be a theoretical addition to academia in Pakistan. Also, it can be helpful to bring in changes at the policy level. It will help design policies that provide and encourage gender-neutral employment opportunities, hence a step to reduce the gender gap.

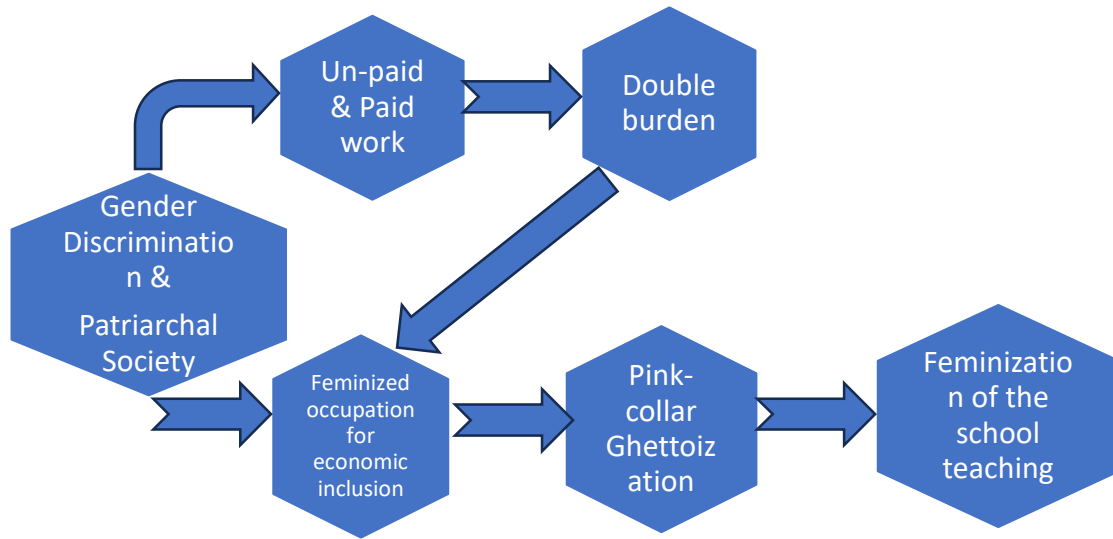
Mandating professional degrees for educationist-as we have for medical, law, engineers-Self-development programs, psychological guidance services, and identity development (Horvath, 2018; Ashforth, 1989; Oyserman, 2001; Stryker, 2000) should be used to increase the quality of teachers, and for increasing level of satisfaction in teachers for opting this profession(Şahin, 2010). Also, non-traditional occupation is a better way to get out of the pink-collar ghetto. For that policy changes should be made and women should be given the training to navigate from pink-collar jobs to non-traditional jobs (Stiehl, 2009).

Attempts are required to increase options - of inclusion in other professions- for women to achieve more fair social ordering. Furthermore, larger-scale research may be done to get stronger generalisations and a better knowledge of the topic (REHMAN, 2021).

Further, this study will highlight the need for more targeted prevention approaches with increased welfare and employment opportunities for women, to increase their human capabilities. In other words, this study will highlight the need for inclusive policies and

practices for women by eliminating the obstacles in the way of achieving their human capabilities.

## 2.5 Conceptual Framework:



Conceptual Framework: Figure No. 2.1

## 2.6 Textual Explanation of the Conceptual Framework:

Gender as a concept, according to feminist theory, is socially produced and serves as an ideology for sex roles (Mikkola, 2008). Feminist theory focuses primarily on the societal oppression of women as a result of the fragility of the female body in comparison to the male body, while presenting the binary idea of gender as natural (Hooks, 2000).

The research employs a feminist critical lens to provide a profound framework for understanding the complex dynamics at work within the education sector, particularly the feminization of certain professions and the emergence of "pink ghetto." Using this lens, the researcher investigates the confluence of gender, power dynamics, and cultural norms that

shape the experiences of educators, particularly women, in the teaching profession. The feminist approach investigates how societal expectations and prejudices impact the value of caregiving and nurturing tasks usually associated with women, resulting in an overrepresentation of women in teaching positions.

The patriarchal society establishes the parameters for women's structurally unequal position in families and at workplaces by condoning gender-differential terms in inheritance rights, domestic and sexual violence, and sanctioning differential wages for equal or comparable work (Salaam, 2003; Shastri, 2014). For ages, tradition, society, and religion have dictated men's and women's interactions and established male control (Lerner, 1986; Sultana, 2012) in the framework of social organization and institutions at all levels of leadership (Becker, 1999; Shastri, 2014).

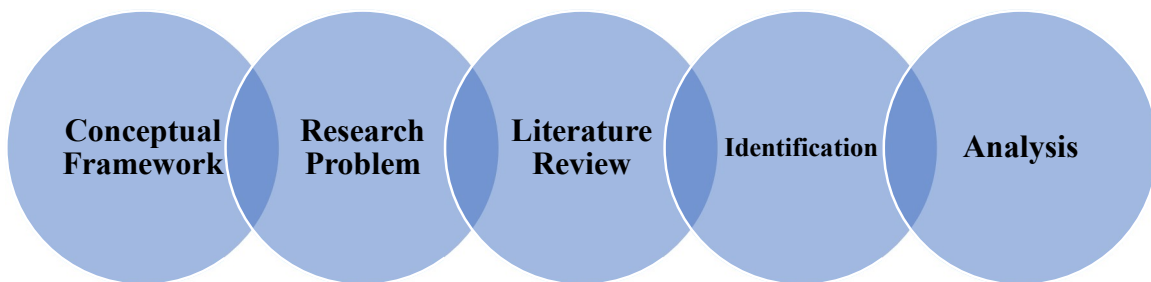
Women are marginalized in education, the economy, the labour market, politics, business, family, home concerns, and inheritance because of patriarchy (Salaam, 2003).

Societal norms and the patriarchal setups in Asian societies demand women to take care of their households (Salaam, 2003; Makama, 2013) and the global need for economic inclusion, and the way society has shaped them to accept womanly responsibilities (Johnson, 2005) has caused women to bear the double burden (Hochschild, 1996). To shoulder this double burden women, opt for professions that are compatible with their responsibilities, —managing unpaid domestic duties while pursuing economic inclusion— acceptable and chosen for them by society; pink-collar jobs.

To explore, whether the school teaching profession is one of the pink-collar ghettos, the researcher would like to explore the gender composition, preferences of women, its impacts and the ways to make this profession free from gender inequalities and reduce the gender wage gap.

This research study will use a theoretical review because the researcher is interested in understanding and exploring the lived experiences of gender discrimination faced by women by integrating various theories that have been developed in this regard. This review will integrate and evaluate various theories and highlight the issues of women in pink-collar jobs, in dealing with the context of the wage gap, and feminization of school teaching.

## 2.7 Research Framework:



**Research Framework: Figure No. 2.2**

The research journey began with a thorough study of literature from many sources, with a special focus on the rising engagement of women in the teaching area. The considerable increase in female instructors spurred debate over the feminization of education, emphasising an important research issue. Respondents provided a diverse range of viewpoints throughout data collection via semi-structured interviews. The breadth and diversity of these perspectives need a thorough examination to fully represent the numerous

concepts expressed. Various problems were met and handled throughout this analytical phase, resulting in the discovery of critical gaps and repeating theme patterns. These patterns aided in the methodical organization and synthesis of data, which aided in the analysis within the study framework.

### **3 CHAPTER NO. 3**

## **RESEARCH METHODOLOGY**

### **3.1 Research Strategy**

The research strategy allows the researcher to answer the research questions and directs ways to implement the methodology.

Qualitative research is a "form of systematic empirical inquiry into meaning," (Shank, 2002). By mentioning "systematic" he refers to "planned, ordered, and public" as "systematic." By "empirical," he indicates that this kind of knowledge or research is based on actual experiences in the natural world.

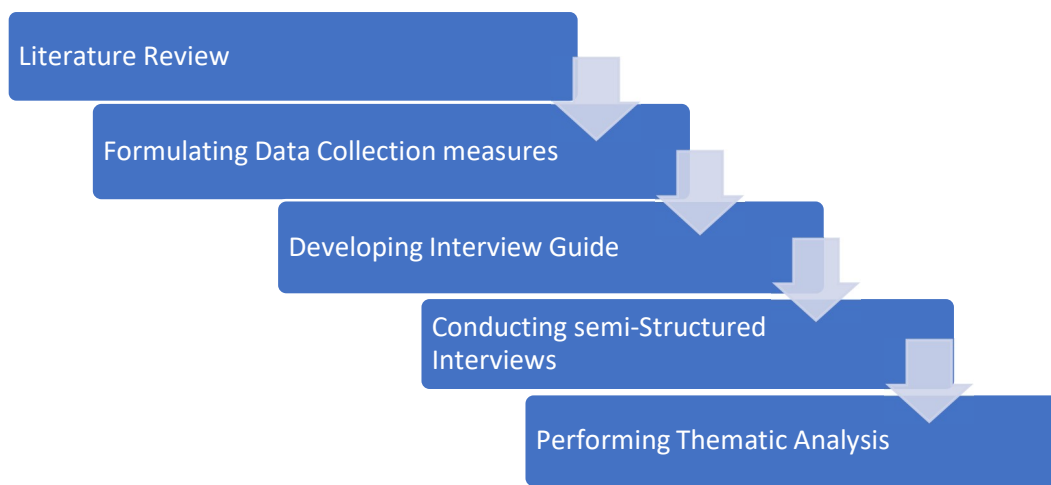
The researcher chose the qualitative strategy (Bryman, 2016) since it best fits the goals and research questions of the current study and is consistent with the methodologies used in the vast majority of prior studies in the pertinent literature. It also aided the researcher in gathering comprehensive data related to the field of inquiry.

Moreover, the qualitative study allowed the researcher to thoroughly listen to female teachers' experiences, concerns and suggestions in detail. Also, the qualitative research strategy helped and allowed the researcher to access rich information and to comprehend how feminization of the private school teaching in Islamabad - a pink ghetto phenomenon- creates complications for female teachers by promoting gender pay parity and indirectly supporting patriarchy.

In the following section, the researcher has explained and discussed the research design, different research methods for various UDCs, and sampling techniques.

### 3.2 Research Design

The research design refers to the practical choice of how the researcher will implement the research strategy into practice, the doing bit of the research. The researcher's design is based on hermeneutic Phenomenology. The researcher collected primary data through semi-structured interviews by using interview protocol, to get useful points of view of female teachers and their experiences of the school teaching profession for this research study.



**Research Design: Figure No. 3.1**

### 3.3 Methods of Data Collection

Bryman says research methods are methods for data collection along with analysis. Unstructured qualitative interviews have enhanced research and are associated with the



philosophical evolution of research paradigms. An interview is an assortment of consultations in which a researcher seeks an individual's ideas and insights. It is an interactive procedure in which a person asks questions to obtain precise information. Interviews are crucial to data gathering in qualitative research because they aim to grasp the subject's point of view.

The researcher used Semi-Structured interviews for collecting qualitative data using purposive sampling, and an interview guide as an instrument

### **3.3.1 Semi-Structure Interviews**

Considering the objectives of this research study, the researcher opted for semi-structured interviews as a research method for data collection (Bryman, 2016).

The topic of feminized professions is complex and multifaceted, particularly when considering Islamabad's private school teaching system. Semi-structured interviews allowed open-ended inquiries that enabled participants to express their experiences, viewpoints, and ideas, they are especially well-suited for examining this complex topic. They helped the researcher in probing and prompting interviewees to get in-depth information by keeping the aims of the study in mind.

Semi-structured interviews allowed the researcher to be more flexible and the researcher kept more of an open mind about the outlines of what was needed to know as per the requirement of the research objectives of the researcher. Semi-structured interviews were used to obtain information regarding the socio-economic status, conveniences, and problems of women in school teaching in the private sector of Islamabad. It included information such as experience details, current employment status, information about the reason for preferring school teaching and the different circumstances they come across.

Semi-structured interviews further helped the researcher in analysis- thematic analysis- to identify themes and patterns in the data, and to investigate similarities and contrasts in the

experiences of female educators, revealing elements that lead to the feminization of the field and the difficulties encountered in the pink ghetto.

Semi-structured interviews were critical in improving the researcher's analysis through thematic analysis, allowing the discovery of themes and patterns in the data collected. By conducting interviews with female teachers, the researcher obtained a better understanding of their experiences, viewpoints, and issues in the field of education. Semi-structured interviews were an effective approach for data collection and analysis while investigating the experiences of female educators in Islamabad's school teaching sector. The thematic analysis enabled the researcher to find significant insights, expose patterns and themes in the data, and give a complete picture of the field's feminization and the obstacles experienced within the "pink ghetto."

### **3.4 Instrument for Data Collection**

#### **3.4.1 Interview Guide**

Several topics are established and aligned with the study's aims. The tool included a variety of questions related to years of experience in the teaching sector, preferences and difficulties women face in the teaching profession. It included flexible steps for selecting and eliminating questions. During the interviews, the questions were open-ended and sometimes were altered and reconstructed to maintain the flow of the interview and to get useful information.

### **3.5 Sampling:**

There are two broad categories of sampling techniques i.e., Probability sampling and non-probability sampling. In the former type, sampling error can be avoided because of the availability of a complete sampling frame of all individuals from which selections of the sample can be made. However, this sampling technique is both expensive and time-consuming. The latter type of sampling, non-probability sampling is suitable for this qualitative research study.

The researcher opted for purposive sampling for all the Units of Data Collection as the Units of data collection were the private school teachers. Purposive sampling is a purposeful and targeted method that allowed the researcher to target those individuals who provided the information needed to effectively answer the research questions and objectives. This strategy improves the relevance, depth, and specificity of the data obtained, resulting in a more complete grasp of this research's aims. The researcher was only able to collect data from seventeen individuals due to a lack of availability and willingness among possible responders.

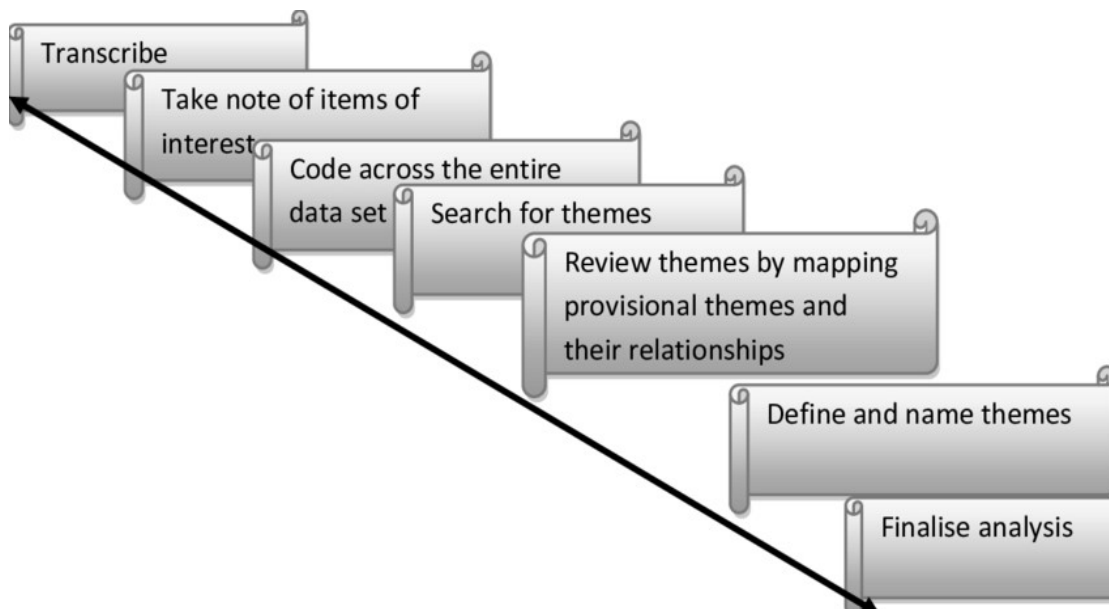
**Table 3.1:** Demographics of the respondents

S.No	Age	Occupation	Years of experience	Gender	Marital Status	No of Children	Qualification	Approximate Salary Range
1	35	Teaching	7 years	Female	married	2	Graduate	40- 45,000
2	48	Teaching	23 years	Female	married	3	Masters	40- 55,000
3	34	Teaching	8 years	Female	unmarried	0	Masters	30- 35,000
4	40	Teaching	15 years	Female	married	2	Masters	50000
5	36	Teaching	13 years	Female	married	2	Masters	32-42000
6	39	Teaching	11 years	Female	married	3	Masters	25000
7	30	Teaching	8 years	Female	unmarried	0	MPhil	45-50,000
8	38	Teaching	7 years	Female	married	4	Masters	23000
9	50	Teaching	25 years	Female	married	3	Masters	30000
10	43	Teaching	10 years	Female	married	1	Masters	35-45000
11	28	Teaching	6 years	Female	unmarried	0	Graduate	30- 35000
12	38	Teaching	13 years	Female	married	2	Masters	40000
13	37	Teaching	12 years	Female	unmarried	0	Graduate	35- 40,000
14	46	Teaching	23 years	Female	married	3	Masters	50- 55,000
15	38	Teaching	12 years	Female	married	2	Masters	50-60,000
16	46	Teaching	17 years	Female	married	3	Masters	45- 50,000
17	34	Teaching	6 years	Female	married	2	Graduate	30-35,000

## 3.6 Analysis

### 3.6.1 Thematic Analysis

The data analysis stage is about reducing a bulk amount of information into a piece of the required information per the research objectives. As per the objectives of this research, the qualitative data collected from seventeen respondents via semi-structured interviews was thematically analysed (Braun, 2006). Thematic analysis, in the context of the topic "Feminized Professions and the Pink Ghetto - A Case of School Teaching in Islamabad," gave useful insights into the experiences and perspectives of private school teachers, particularly about gender discrepancies. Semi-structured interview recordings were converted into verbatims and then transcribed. Transcriptions were examined iteratively and then themes and sub-themes were highlighted. Similar themes were then coded and any sub-themes within major themes and further categorized and organized (Braun, 2006).



**Steps in Thematic analysis: Figure No. 3.2**

*(Adapted from Braun and Clarke, 2013; 2006)*

The thematic analysis began with converting interview recordings into verbatims and then into transcription. Transcriptions are the raw data for analysis. Maintaining the integrity of the participants' words, including tone, pauses, and nonverbal clues, is critical since these might be instructive.

Familiarization with the data is very important. The researcher studied and reread the interview transcripts to ensure complete comprehension of the material. This procedure aided in the identification of patterns, repeating themes, and remarkable comments.

The first step in coding was to split down the data into smaller parts known as "codes." Each code reflected a distinct thought or notion offered by the participants.

The researcher put relevant codes together to develop preliminary themes after the first coding. These themes represented bigger ideas and concepts found in the data. The main themes found are related to gender composition, the difficulties that female teachers encounter in the pink ghetto, cultural standards, women's motivation to join private schools and personal experiences.

Each topic is defined properly and given a meaningful name that captures its essence. These names are relevant to capture the spirit of the theme.

The final stage was to write a report outlining the results of the thematic analysis. It included the themes as well as pertinent interview data excerpts to support each topic. It also included interpretations, consequences, and insights obtained from the themes, linking them to the study aims as well as the larger context of feminized professions and the pink ghetto.

Bilingual verbatims are referred to as the exact words spoken by participants in both languages. When the participants responded bilingually, their verbatim responses were recorded precisely as uttered, with the original language preserved. Following that, an English transcription is included alongside the bilingual verbatim to enable comprehension and accessibility during the analysis process.

Interviews in which participants responded directly in English are transcribed in English without translation. This technique keeps the subtlety.

This method ensured the intricate details of the participants' language and allowed the researcher to investigate themes and trends while remaining true to the original data.

Thematic analysis of the data collected via semi-structured interviews remained a systematic and rigorous procedure that assisted the researcher in making sense of the data collected. It allowed a fuller understanding of the difficulties and possibilities faced by female teachers in private schools in Islamabad, with an emphasis on gender discrepancies and the pink ghetto phenomena. The findings are answers to the research questions and add to the body of knowledge on the subject. Furthermore, the findings of this analysis can be used to guide policy, lobbying initiatives, and future studies on feminized professions.

### **3.7 Ethical Consideration:**

From constructing interview guidelines to study analysis, ethics are observed at every stage of this research. Before the interviews, the informed consent form was taken for audio recording as well. The responders' privacy was likewise protected. Respondents felt convinced that the information gathered would be utilised solely for academic reasons.

### **3.8 Locale:**

Islamabad, Pakistan's capital city, is located in the country's northern Punjab region. It is located in the Potohar Plateau, in the foothills of the magnificent Margalla Hills, and covers an area of around 906 square kilometres (350 square miles).

Islamabad provides a unique context with its organised urban planning, educational variety, government institutions, socio-cultural mix, and economic dynamics, making it an ideal location for researching feminized professions, particularly in private school teaching. The framework in which gender differences and the "pink ghetto" issue in private school

instruction should be examined and comprehended is shaped by these elements taken together.

A significant portion of Islamabad's educational system is made up of private schools having female teachers. There are numerous private educational establishments in the city, such as colleges, universities, and schools. This industry is renowned for its variety, meeting the educational requirements of learners from a range of socioeconomic situations. Additionally, Islamabad is home to a significant number of international schools, many of which hire both local and foreign instructors. In addition to providing distinct working environments from public schools, these institutions influence the overall dynamics of private school instruction in the city.

The researcher chose a mix of respondents, a few from elite private schools and a few from mediocre private schools catering to various socioeconomic strata. Elite private schools typically feature contemporary, visually beautiful buildings with cutting-edge facilities. They had bigger campuses, well-kept gardens, sports facilities, and cutting-edge infrastructure. These premium institutions frequently charge higher tuition rates and cater to rich families. In comparison to elite schools, mediocre or ordinary private schools featured simpler structures, smaller campuses, and fewer resources. They may provide a high-quality education, but they lack the resources and amenities seen at elite private schools.

#### Locale Description:

The study done in Islamabad's PWD (Pakistan Public Works Department) and DHA (Defence Housing Authority) neighbourhoods showed distinct characteristics of these bustling regions, notably in terms of buildings, schools, classrooms, and teacher-student relationships.

PWD (Pakistan Public Works Department) develops as a heavily inhabited residential neighbourhood with a large number of schools. The design ranges from conventional residences to a few purpose-built campuses, reflecting the diverse nature of the population. This area has a large number of schools, some of which are purpose-built and others that run out of converted residential structures. This diversity demonstrates the area's devotion to education, despite space restrictions. These schools' classrooms have a variety of surroundings. While purpose-built campuses provide organised learning environments, schools operating from houses alter rooms to suit pupils, frequently resulting in innovative use of existing space.

The area around DHA (Defence Housing Authority) is a bustling and dynamic landscape, with schools running alongside the busy highway. Schools in this area provide a broad student population, reflecting the socioeconomic variety of the neighbouring areas. Operating on purpose-built campuses.

Moreover, as per World Population Review, Islamabad is the highest literate city in Pakistan with an 88% literacy rate. I want to explore the impacts of pink-collar ghettoization in the highest literate city in Pakistan. The reason for selecting private schools in Islamabad is that; despite having a high literacy rate Islamabad still lacks good teachers and school teaching is a feminized occupation in Islamabad.



## 4 CHAPTER NO. 4

### FINDINGS AND ANALYSIS

#### 4.1 Introduction

In this chapter, the collected raw material information from seventeen respondents via semi-structured interviews is processed, dissected and refined to reveal the hidden meanings and findings.

The primary objective is to put the research efforts into a comprehensive account of the outcomes, build a bridge between the research questions and find the answers to fulfil the objectives of the research via examining and interpreting the data. This chapter would help the reader to smoothly navigate through the contextualized interpretations to grasp the significance and implications of the findings.

Generation of the themes by delving deep into the data, dissecting it, and interpreting and analysing it helped transform data into valuable insights of knowledge and facts. These facts and knowledge then can be used for informed decision-making and policy development.

The following themes in relevance with the Research questions emerged from the raw data, after converting the semi-structured interviews into verbatim, transcribing the data then coding, encoding, themes and sub-themes so on and so forth.

**Table No. 4.1:** Themes and Sub-Themes

Themes	Sub-Themes	
<b>1. The Factors Shaping Gender Composition:</b>	a. Gender Composition b. Cultural Norms and societal Expectations	Womanly roles- Double Burden b.2) Social Narratives
<b>2. The Pink Ghetto Phenomenon</b>	a. Occupational Segregation b. Preference to hire women as teachers c. Male breadwinner bias	b.1) Less Remuneration b.2) School Teaching- A Feminine Job b.3) Children's safety/ parent satisfaction c.1) Underpaid Jobs c.2) Wage Gap between male and female teachers. c.3) Career advancement limitations.
<b>3. Women's Preferences for Private School Teaching:</b>	a. Shorter working hours b. Safe Environment. c. Opportunities for professional growth. d. Child Benefit e. Location of your choice	
<b>4. Remuneration Policy and Empowerment</b>	a. Government policies related to minimum pay. b. Empowerment of Female Teachers c. Female teachers' empowerment within the profession.	

## **4.2 The Factors Shaping Gender Composition**

The composition of gender within societies is a multi-faceted and complex phenomenon, which encompasses historical, cultural, economic and social dynamics.

The composition of gender in the educational sector has long been an area of interest and concern, as it not only affects the people in this profession but also the learning outcomes of the students. The researcher aims to unravel the complexities faced by women in this feminized profession -The Pink Collar Ghetto-. This analysis sheds light on the realities of how cultural influences societal, and gender expectations shape gender composition in the school teaching profession in our society, making it a feminized profession and thus creating a gender wage gap.

### **4.2.1 Gender Composition**

Gender composition in the field of private school teaching has experienced a significant and lasting trend. According to the respondents, there are only women in this profession at the early, and primary school level. The male staff they usually have in schools are either a sports teacher or a music teacher. Overall, 100 % of female teaching staff in early and primary schools. 80 – 70 % of female teachers in secondary and high school.

As Respondent no 5 said *“I’ve been through roundabout four private schools and in all of them predominantly women were the teachers. There was a stark difference in the population of female teachers, they were around 85 - 90%.”*

Respondent No. 9 said, *“Well I have seen women mostly in this profession and in my experience, there is female dominance.”*

Respondent No. 8 gave the same statement *“I have seen more women than men. Pre and primary School make up 100% of female teachers”*

Another respondent said *“Well in the early years there are all females except for music teachers and maybe physical instructors sometimes. In Primary years as well, there are only female teachers, in the senior section you can say it is 20% male teachers and 80% female teachers.”*

#### **4.2.2 Cultural Norms & Societal Expectations**

School teaching is culturally normative and a historically accepted profession for women. Out of the several key factors that explain the predominance of women in private school teaching, traditional Gender roles and societal expectations are some of the major factors that steered women towards teaching careers.

“Cultural Milieu” influences parents’ expectations from their children, which further shapes children’s self-perception causing them to choose particular gender-associated roles and professions. (Correll, 2004)

Respondent no 10 said *“There have been traditional gender roles and expectations. Teaching has often been seen as a nurturing and caregiving profession; this perception has encouraged more women to enter the teaching profession.”*

*Teaching has traditionally been associated with nurturing and mentorship, which can be seen as more aligned with feminine qualities. Other professions that are perceived as having more authority and power may be more associated with masculinity”*

Respondent No 2 said *"There is a natural preference of women for teaching because it is often assumed that teaching is an extension of women’s responsibilities because teaching has been frequently associated with women's maternal traits. Relational or soft skills are emphasised since they are thought to be a natural and basic feature of being a woman. Teaching at private schools offers women a segregated setting that is compatible with*

*household duties. Because of its relationship with perceived feminine features and the position allocated to women in society, it is viewed as 'honourable' and an approved vocation for women. On the one hand, teaching gives women paid employment and empowers them."*

#### **4.2.2.1 Womanly Roles- Double Burden**

Womanly Roles- Double Burden (Hochschild, 1996) is the major factor that influences the career choices of women and hence affects the gender composition of the school teaching profession. The concept of the traditional family model- the husband as the sole breadwinner and the wife a homemaker- has become a vestige, and to meet the modern and economic requirements, women do come out of their homes and work, but they do face high levels of work-family conflict due to the gender role association and family responsibilities, which cause a double burden and stronger sanctions for not meeting family requirements (Duxbury & Higgins, 1991).

In the context of Pakistan, women give prime importance to marriage and family, and career is of secondary importance (Mohsin, 2020). Women most of the time have to face WFC (Work-Family Conflicts), conflicts with spouses, and accommodation. Prioritizing work over the home or vice versa causes work-family conflict. Gender roles are accepted by women, causing them to bear a double burden. Women hardly get help from their spouses. Nearly twenty per cent of spouses help with domestic chores, after convincing them for a long time. More than sixty per cent of the women were not satisfied with the division of household responsibilities. Also, how sociocultural norms cause gender conflicts and unequal distribution of responsibilities. (Ashraf, 2022).

Women who want to be financially independent, are not supported at home to manage household and caregiving responsibilities to meet increased work responsibilities. The double burden of managing household responsibilities and work responsibilities steers

them to professions which accommodate their domestic roles. School teaching is such a job that goes well with their gender roles, and this is one of the major factors of teaching being a feminized profession.

As per the respondents, school teaching is a feasible profession for them. The researcher came across the same statements by the respondents while interviewing:

Respondent no 11 said *“As a woman, you have a lot to do, I wish I could utilize my skills in other organizations but I cannot due to longer working hours. I have to go home and look after my children; I don’t have anyone to take care of them. So, school teaching is feasible, you get home early and can manage your household responsibilities”*

Another respondent said *“Job krna zarorat bhi ha meri magar ghr ma is qadar kaam hoty hain, husband to bilkul help nhi krty, blky inlaws ko bhi daikhna prta... with school job, though the timings are less still pagal hojati hn, I feel exhausted and tired. Magar school job phr bhi feasible ha baqi jobs sy, jldi ghar aajati hn”*

*“Job is my need, but I have a lot to do at home, my husband does not help me, even I have to look after my in-laws. Even though school working hours are less, still I get crazy and I feel exhausted. Still, it is feasible to work in school comparatively to the other jobs, as I get home early”*

#### **4.2.2.2 Social Narratives**

Sex role norms prescribe profession and the specialization of genders. The selection of employment is heavily influenced by societal expectations and standards about gender roles. These standards may have an impact on people's employment choices and promote segregation. (Beller, 1982)

Women are expected to choose their careers and to reduce career demands as per their family expectations and acceptance (Duxbury & Higgins, 1991).

Women develop this mindset over time to be responsible for adapting caring roles to their families and to adapt such professions which go well with their family needs and requirements. Women choose jobs and professions which suit their family expectations and the paid work responsibilities. (Correll, 2004).

Respondent no 4 said, *“I did a master in education, my parents wanted me to do a master's in English, as they wanted me to be a teacher. For them, it is the most respectable and acceptable job if I want to work”*

Respondent No. 2 said, *“I wanted to be an engineer, mujy shuru sy bohat interest hota tha aisy kamo ma , magar mujy hamesha bola gaya k ya to doctor bno ya phr teaching ki option available ha... ”*

*“I wanted to be an engineer, as I always had interests in such things, but I was told to either become a doctor or a teacher”*

Sometimes those who get support from their families and get into other fields, face difficulty in pursuing their profession after marriage and due to their motherly roles and responsibilities.

Respondent No. 9 said *“I am a doctor by profession, kiya bhi Army medical College sy kiya MBBS.... Jb shadi hoi to Captain k rank py thi magar it didn't align with my family and husband, so I had to quit .. bss jb bacho ko school krwaya to teaching shuru kr di”*

*“I am a doctor by profession. I did my MBBS from Army Medical College and was on the rank of Captain when I got married. But it didn't align with my family and husband, so I had to leave my job and then I started teaching, when I admitted my children to a school”*

Another respondent said *“I was working with an INGO but after my first baby was born, I had to leave as I had no one at home to take care of him, then I stayed home until he started schooling and I joined with him as a teacher”*

### **4.3 The Pink Ghetto Phenomenon**

The phenomenon known as "Pink Ghetto" refers to the occupational segregation of women within specific employment sectors, which is frequently marked by lower pay and constrained career growth chances. This shed light on how occupational segregation, the preference for hiring female teachers, the problems with lower pay, and perceptions of teaching as a feminine profession cause women to face discrimination. The researcher also came across "male breadwinner bias" and it contributes to persistent gender disparities in the workforce.

#### **4.3.1 Occupational Segregation**

The Pink Ghetto phenomenon is founded on occupational segregation. It refers to the inclination of women to overrepresent themselves in some occupational categories while underrepresenting themselves in others. The unequal distribution of men and women across various occupations—some of which have historically been dominated by one gender—is referred to as occupational segregation. (Beller, 1982)

This occupational segregation causes women to face a wage gap. Occupational segregation also restricts women to a few particular occupational sectors and abstains them from opportunities for growth and promotions.

Work-family conflicts and overall job satisfaction are frequently worse in jobs that discriminate against women. (Usui, 2008).



Respondent No. 6 said *“I do not only work for the monetary benefits, but I think everyone has an urge to work, to satisfy themselves of being an able person, to have your own identity. I feel stuck at this job, I feel like I can do a lot but I have no opportunities and options available”*

Respondent no 12 said *“Occupational segregation limits your scope, you do not have many options available to work, as there are only a few for women, which are accepted and respected in our society and culture”*

### **4.3.2 Preference to Hire Women as Teachers**

The Pink Ghetto phenomenon, which includes the occupational segregation of women into particular employment sectors, involves a wider range of issues, including the desire to hire women as teachers. This particular aspect of the Pink Ghetto phenomena emphasises the widespread practice of giving preference to female candidates when hiring teachers. Despite appearing innocent, this predilection has significant ramifications for both the teaching profession and the larger socioeconomic environment. The researcher came across such complex facets of this choice, breaking it down into its underlying causes, consequences, and ramifications for both educators and society in general.

Respondent no 3 said *“If you happen to see the advertisement by the private schools, especially for Early and Primary Years. It is prominently mentioned Female candidates only.”*

Respondent No 7 said *“I have never seen any male teacher in Early years and never in Primary section. Schools and parents do not accept male teachers”*

#### **4.3.2.1 Less Remuneration**

One result of this pink ghetto phenomenon is the significant pay gap between male and female professors. Both gender bias and the devaluation of professions with a higher

percentage of female employees are to blame for this pay disparity. Equal pay for equal work is a basic principle that must be upheld in all professions, including education.

One of the respondents said *“Women do accept lower salaries, as sometimes they just want to have a job and on the other hand some of the private schools are not bothered about the knowledge and required standards of education, they just want to have a teacher who is willing to work on less salary. This has set a trend of hiring women on lower salaries.”*

Respondent No. 5 said *“Private schoolon ko rakhni bhi female teachers hoti n salary to bohat hi km daity hain, khair yh phr yh ha aik trah ki pocket money hi hai yeh mery liyay, apni marzi sy kharch kr sakti hon, miyan sy nhi maangny party”*

*“Private schools want to hire female teachers and they merely pay well. But I take it as my pocket money, I can spend as I want to, I do not have to ask my husband for money”*

#### **4.3.2.2 School Teaching- A Feminine Job**

The gendered belief that teaching is a "feminine job" is well rooted in social norms. There is still a persistent notion that women are more naturally nurturing and so better suited to teaching. This viewpoint not only discourages men from entering the field but also reduces the worth of teaching as a profession. Teaching should be appreciated for its multifaceted nature and significance rather than being reduced to gender-based biases.

Respondent No. 5 said *“I have worked in several institutions but, I have not seen men teaching in primary school or preschool, hardly there is one physical instructor”*

Another respondent said *“Men do not have the temperament to handle children. Even at home, it’s the mother most of the time who is managing the emotional needs of her child/ren”*

### **4.3.2.3 Children's Safety/ Parent Satisfaction**

Employers prefer to employ women as instructors for the reason that they feel that they can better assure children's safety and appease parents. Parental satisfaction and children's safety must come first. In preschool and primary years, parents are only comfortable around female teachers. Such concerns were shared by the interviewees as parents fear child abuse, as child abuse cases are on the rise nowadays. So, they want female teachers who can be alternative motherly figures in the school when parents are not with their children.

Respondent No. 17 Said *“I would not leave my kids with any male teacher. I am comfortable if my children are with female teachers, at least there are no chances of any sexual abuse. So is with other parents, this is now an ingrained acceptance of having a female teacher for young learners. Who would ensure that there would be no sexual abuse from male teachers, in case of having male teachers on board”*

### **4.3.3 Male Breadwinner Bias**

The idea that men should provide the household's income while women are expected to concentrate on domestic duties is known as the "male breadwinner wage norm." The development of patriarchy was largely based on this norm, which supported conventional gender norms. (Seccombe, 1986)

The idea of the "male breadwinner bias" is very important in understanding the Pink Ghetto phenomena. It reflects the strongly embedded social norm that men should provide the majority of the family's income. So, when women come out of their homes and try to become financially independent, their work is not given much appreciation in monetary terms, as it is culturally accepted that men are the main breadwinners of the home, so even if women work, they ought not to have competitive salaries. The researcher came across

the surprising statements during her research that not only women are the victims of male breadwinner bias but also, the idea of Male Breadwinner is accepted by women as well.

A respondent said *“Kam Salary to ha but mainy konsa ghar chalaana ha, meri pocket money nikl aati”*

*“Though my salary is less I am not the breadwinner of the house, it is like my pocket money”*

#### **4.3.3.1 Underpaid Jobs**

Generation after generation has struggled with the underestimation and underpayment of work in feminized professions. This is especially clear in the teaching field, where women make up the vast majority of educators. The persistent undervaluing of professions primarily held by women, such as teaching, has historically been caused by societal biases that identify men with the position of the main provider. The concept of the male breadwinner bias is deeply entrenched in our society and has widespread effects. The multiple interviewees mentioned this bias as one of the main reasons for women getting lesser salaries and accepting underpaid jobs.

A respondent said *“In my opinion school teaching is considered a low-paid profession because it's not a bread-earning job. It's usually it's not the bread-earning job. Also, it is considered part-time because they get off at around 2:00 or 2:30. After all, women are also not breadwinners so most people consider them as supplementary to the homeowner and so they simply say it's OK if it's it is less paid.”*

Another respondent held *“muji lgta ha k It's how the economic system has developed, hum aurtain km salary py kaam krlaiti hain, part-time job ha so bs aisy hi chlta aarha ha”*

*“I think it's how the economic system has developed, we women willingly work on lower salaries as it is a part-time job, so it's going this way”*

### **4.3.3.2 Wage Gap between Male and Female Teachers**

Occupations mostly chosen by women frequently have lower pay on average. (Ochsenfeld, 2014). The significant wage gap between male and female instructors is a notable example of the male breadwinner bias in the teaching profession. Male teachers often earn greater salaries than female instructors, continuing gender-based pay inequities within the same profession even though they perform similar jobs and responsibilities. The historical gender norms that placed males as the main breadwinners in families are at the core of this problem. The continuous, structural underpayment of female instructors is a result of this bias. The National Centre for Education Statistics reports that female teachers make much less money than their male counterparts in numerous nations, including the United States and the United Kingdom. The size of the gender pay gap in teaching has been made clear by this research as well.

Respondent no 6 said *“Yes male breadwinner bias is a significant factor. I have experienced this personally in a different school, a school that I have worked in for seven years. They have different pay for the male teaching staff and different for the female teaching staff. The principal being male himself had this excuse for us that since the males are the breadwinners of the family they need to be paid more. On the other hand, whether a woman is a single mother or a widow, whether you're a single mother working to run a family. In both cases, women are simply not considered breadwinners, so they do not deserve as much pay”*

### **4.3.3.3 Career Advancement Limitations**

A significant subtheme the researcher came across is the limitation of career advancement as a consequence of the pink ghetto and male breadwinner bias. The pink Ghetto phenomenon limits career growth as the women can hardly opt for the career of their choice

and the male breadwinner bias limits career advancement within the teaching profession-a pink Collar Job-

Even though women make up the majority of educators, men usually have a disproportionate share of leadership and administrative positions. If men enter into the teaching profession it is for the sake of getting administrative positions (Kalokerinos, 2017; Cameron, 2001). The traditional concept of the male breadwinner, which has influenced decisions regarding promotions and career advancement within the teaching profession, is aligned with the connection of men with leadership roles.

It is important to note that boys have lesser interest in becoming teachers than girls (DeCorse, 1997), even in countries where the teaching profession is highly paid. Also, in egalitarian countries both males and females are less interested in the teaching profession, boys outnumber girls.

*A respondent said “Patriarchy is being followed everywhere in our society, if you get to observe that though teaching is predominantly a female profession still the majority of the private schools’ main heads are male”*

*Another interviewee said “We women are so adaptable and multi-taking that we are even best at the administration, but if we are given a chance for the leadership roles”*

*A similar concern was shared by one more respondent “Limited opportunities for promotion or advancement beyond the classroom can hinder teachers' career progression. If there are few administrative or leadership positions available within the educational system, teachers may face challenges in moving up the career ladder and accessing higher-paying roles”*

#### **4.4 Women's Preferences for Private School Teaching:**

School teaching is such a profession which is historically accepted and meets the normative cultural responsibilities borne by women. The preference given by women to be a part of the private school system has different benefits for them. Women may find the advantages and working conditions provided by private schools to be especially inviting because they are in line with their preferences for a secure work environment and flexible schedules, especially for those juggling family commitments. Given that cultural expectations regarding wage and career choices have frequently influenced gendered occupational choices, the somewhat lower pay scale in teaching compared to some other professions may also draw a higher number of female educators due to the several motivation factors and satisfaction. Teachers mentioned several such motivational factors and benefits which keep them satisfied with their less-paid jobs.

##### **4.4.1 Shorter Working Hours**

One key factor that persuades women to choose private school teaching is shorter working hours compared to other jobs. School teaching has reduced working hours, and it particularly appeals to those women who are struggling to manage their household responsibilities. The reduced working hours allow teachers to spend sufficient time at home, with their family.

Respondent No. eight said *“It's a predominantly female profession. It's because of a lot of factors, but I guess the one main factor is the flexibility timings, you know, getting off earlier than nine to five jobs.*

”

Respondent No.2 said *“The responsibilities women have. You know, they need to be good mothers. They have to manage their homes. They need to meet the needs of their dependence, cleaning the home, keeping it clean, managing, and cooking everything.*

*Women do all the chores. And, the most important and appealing factor of the teaching profession is short timing”*

*Another Teacher says “The working hours. Most women prefer this, school job because it is not nine to five job, it is around about 2 or 2:30 pm. Schools offer that time which facilitates women, a mother or a woman who is married. To give time to the family is one very basic concern for women. Somebody who's going home at around 8 doesn't have time. Then there is somebody who goes home around 2 or 3 pm and would be able to give time to their families”*

*One more interviewee says “I joined school or school teaching because of the hours. I was able to get home at around 2:00, which encouraged me. I had two small kids when I started my job, so it's helped me to balance my home responsibilities with my career.”*

*“I think hours. If I can get back home early and spend time with my family. That's what you know, balance my career with my family life. This is what appeals to me most about school teaching”*

#### **4.4.2 Safe Environment**

Another subtheme, the researcher could identify after interviewing and getting a similar response from the majority of the interviewees is the safe environment. Female teachers prefer private schools to work, as the environment is safe. Most teachers are females, so harassment is unlikely to occur. Also, it is one of the frequently mentioned reasons that their parents and society accept and prefer this profession for women.

Respondent no 8 said *“I guess the most appealing factor is. Being able to work with good people in a safe environment and ensuring good education for my children as well, getting*



*the opportunity to work with some good professional people, which I might. Not get in the public sector or the government sector.”*

*“I think one of the largest reasons for women to commit to this job is because of the environment. Most of the women are not comfortable in office environments where there is a large number of male staff, there's a lot of male interaction as well, females prefer a place which has more women.”*

One more respondent said *“A cultural aspect is also related to teaching. The school environment is considered safe by elders and society, and as per them, school teaching has a suitable environment for women. It is safe and highly respectable.”*

#### **4.4.3 Opportunities for Professional Growth**

Private schools provide numerous opportunities for professional development. These opportunities include entry to workshops, seminars, and courses that advance teachers' topic expertise and teaching abilities. Such professional development and growth opportunities keep women within this profession and can have a big impact on employment satisfaction.

Women Prefer Private school teaching due to the opportunities for professional development offered by private schools, which supports their urge for self-contentment and recognition. Private school work in the area of professional development by arranging in-house training workshops and externally as well.

An interviewee said *“If I particularly talk about private schools., if I compare the private schools with public schools, so definitely private school. They focus on your grooming; they work on your professional development. You stay updated, so yes, well, that's why I guess women prefer to be in private schools”*

Another respondent said *“You can make a career out of teaching. I would say I'm myself, I am a success story in this case. I pursued a teaching career, although It's been a long walk from where I started but I think it is one of the very obvious career choices that women have. You become more professional and groomed”*

*A similar response was given by one more interviewee “I have found that there are a lot of opportunities as to go for workshops. They help you to develop your career. These workshops, however, Obviously You get them once a year because otherwise teachers are busy teaching. However, during the summer break, some other relaxed workshops are offered and workshops are very beneficial and give a lot of exposure to women. They give a lot of clear thinking to women”*

#### **4.4.4 Child Benefit**

Many private schools offer child incentives in their compensation packages for teachers. These benefits can include discounted or free tuition for the children of their employees, which would make private schools more affordable for teachers. Since they can give their own kids access to good education, this not only promotes the financial security of teachers but also keeps them in this profession. Teachers can also better balance their personal and professional lives as a result, which increases job satisfaction.

*A respondent said "I think the most motivating factor was finding the right school for my children”*

*Respondent No 9 Said “Child benefit, I think one of the most important factors. Also, the teachers feel that their children are in a safe environment when they're working”*

*A similar response was given by another respondent “Another very large incentive that women have towards coming into the school is their kid's free education. Teaching*

*somehow comes naturally to females and they get the privilege of speaking with their kids and being in the same place as their kids.”*

#### **4.4.5 Location of Your Choice**

For educators, the location of private schools is an important factor. Due to the accessible location of private schools, it is more feasible for women to join as per the area of their preference and near their residences.

The satisfaction of a teacher's job can be profoundly affected by the location. Overall well-being and work-life balance can be improved by working from a place that fits one's preferences. It can lower the stress associated with commuting, boost job satisfaction, and encourage a sense of contentment in both personal and professional life.

Respondent No. 15 said *“Yes important. I think in my personal experience, one very important employment factor to choose private school over the public was that, government schools post you anywhere. My mother was a government teacher, although she was employed in the federal area, and she did not face problems. However, there were her colleagues who were sent off to Rawat, even to Gujar Khan from the Isambard area. They were sent to Gujrat, jehlum and even rawat. The location is never of your choice, you’re sent where you're sent. You have to manage the transport So yes! This is one very important factor for choosing the private sector over the government sector.”*

Another came up with mentioning the same factor *“Private school teaching appeals to me because I can choose where I want to work and I would rather prefer it to be at a place that is near my house, that would cut off the transport charges and its convenient that’s all”*

Interviewee No. 11 said *“Women do prefer school, private school, it is because of the proximity, it's easy to you, you can pick a school where it's easy for you to commute”*

#### **4.5 Remuneration Policy & Empowerment:**

It is of utmost importance to have policies regarding salary packages and to empower teachers.

Teachers' empowerment, particularly among women, is significantly impacted by remuneration standards in the private school teaching sector. In particular, governmental policies pave the way for equitable compensation and the general empowerment of this sector. As this was highlighted by multiple interviewees, private schools from offering unfair compensation to teachers and providing low-quality education.

##### **4.5.1 Government Policies Related to Minimum Pay**

The empowerment of teachers in private schools is directly impacted by government minimum pay rules. These regulations, which tend to ensure fair compensation, are crucial in determining the quality of life and job satisfaction of educators. It would not only reduce the gender pay gap but also, ensure quality education.

Government policies impose a minimum wage floor that would also provide private school teachers with a certain level of financial security (Ali, 2018). This financial independence gives teachers the means to meet their fundamental needs and lays the ground for long-term well-being.

Respondent No 1 said *“I believe that this is an obligation of the government to provide policies to regulate the private teaching sector, especially the minimum wage policies. I mean because in private they are managing on their own and from the fees they're getting from students. And then they're keeping their maximum margins for profit. And when they decide about the salaries, it solely depends on the owner. Whether he is fairly wanting that profit to be distributed amongst the teachers or keep it with him/her”*

One more respondent says *“Involving the government in this sector is the only solution, well-paid teaching only comes through more fees and the highly charged fee is not a solution”*

Another respondent shared *“The private sector is slightly slow to catch up in increasing pay as compared to the public sector. The government sector has substantially increased the pay of teachers over the years, which has improved the influx of teachers teaching for people in coming into the teaching career.”*

Respondent No. eight said *“I would say that should set minimum and maximum pay scales. I don't know whether it's done and implemented very strongly or not, but I'm not very familiar with this point, whether it is their set rules or not, but I think that it should be. Set minimum and maximum pay, scales should be set and schools should be forced to give.”*

Respondent No. 4 said *“I believe that this is an issue in the private sector that there is no proper policy to decide on the package for the private sector, different schools offer different salary package packages to different levels so there is no set pattern and there is no bracket, set bracket for salary packages”*

#### **4.5.2 Empowerment of Female Teachers**

Empowerment of female teachers by ensuring support networks, and gender equality, would help abolish traditional gender gaps and would increase job satisfaction.

Supporting Systems root for empowerment. Female teachers need supportive policies such as support platforms, maternity leave policies, flexible work arrangements and mentorship programs, which would not only support them with their double burden but will also keep them in the profession and promote job satisfaction. The state can help save the teaching profession by protecting teachers' rights. Private schools must be accountable not just for the quality of education they deliver, but also for workplace ethics and teacher resources (Ali, 2018).

Respondent No. seventeen said *“Private schools do not understand the need and the importance of having a maternity leave, they hardly give 40 days’ maternity leave, while in the public sector is now for 4 months. Many of my colleagues left the job because of lack of support from these private schools”*

Another respondent said *“There is no platform where teachers could raise their voice if they are exploited by being them in such a low pay scale. unfortunately, PEIRA (Pakistan Educational Institutions Regulatory Authority) does not support teachers in setting standards for their services”*

Gender equality and inclusivity are as important as having support systems in institutions. Offering lower wages just based on gender is an unfair practice, which unfortunately is being done in Pakistani institutions.

A similar statement given by an interviewee *“Aurat hain to zada pay kya krni? aap ny konsa ghar chalana ha... jb k dosri taraf wohi kaam krny py aadmiyon ko zada pay dee ja rhi thi k unko to ghar chalana ota ha...WHY?”*

*“As a woman, what do you have to do with more salary? You are not supposed to look after your home’s financial matters. On the other hand, men were taking better salaries for the same job responsibilities. Why?”*

One more respondent shared the same story *“We are paid less than men, but the tasks assigned to the women teachers are more than men, female teachers are expected to accept more responsibilities”*

### **4.5.3 Female Teachers' Empowerment within the Profession**

Even though women predominate in the teaching profession, there are still differences between men and women in terms of leadership, remuneration and opportunities for professional advancement. There were some other important points suggested by the interviewees, which are in support of empowering female teachers within the profession.

Respondent No three said *“Maybe giving certain benefits to teachers. The pay package does not have to be cash-only, but if they are given certain discounts in heavy places, in the other sectors e.g., medical sector, transport sector means fuel so if. So yes, if the government can step in, even if the teachers are private teachers and they have their teaching cards with them, they should be given compensation in the other sectors. So, this would help teachers. Not in terms of cash in their hand, but the benefits they'll be getting.”*

One more respondent came with this *“In some organizations policies regarding Employees Old Age Benefits Institution (EOBI) benefits can impact the overall compensation package for teachers. If these policies are not adequately funded or do not provide sufficient benefits, it can contribute to the perception of lower compensation throughout a teacher's career.”*

Respondent No. seven said *“Other benefits as well like if the pay scale is low in in a school, then they should compensate it with other benefits. It could be pick and drop service it could be. Some kind of bonus after a year. Or it could be in the form of a Provident fund, or it could be some kind of health insurance. Anything, anything could be there if the pay scales are low”*

*Another said “Then some schools have EOBI option in the salaries. Health insurance is given by a few schools. There are some schools, good chains of schools that provide facility of Provident funds. Certain amount is deducted from their salaries and some amount is added by the school and they get the product in front after a certain period of service. Another option is that some schools also let some of their permanently hired teachers become visiting members. after a certain period and in that way, they can earn well and they can avail other good opportunities instead of wasting time by sitting for definite hours in one institution”*



## **5 CHAPTER NO. 5**

### **DISCUSSION**

The Pink Ghetto phenomenon is a complex phenomenon that results from gender discrimination in the workplace. The Case of the Private School Teaching in Islamabad is a microcosm of Feminized Professions and the Pink Ghetto, with gender wage parity being the macrocosm.

Though the researcher started her focus by questioning the femininity of the teaching profession, it was found to be a safe place and preferable by women and the findings highlighted the area of inferior compensation, gender wage parity, and lack of government initiatives for ensuring market competitive wages in the private school teaching sector. This thesis concludes with a comprehensive evaluation of the three key research inquiries: the frequency of female representation in private school teaching, women's preferences for teaching in these institutions, and the compensation status of this profession.

### **5.1 Exploring Gender Dynamics among Private School Teachers**

Segregation of women into a few particular professions is a result of deeply ingrained preconceptions, societal conventions, and gender-based expectations for professional choices. Women are frequently encouraged or led into occupations like teaching, and nursing. Women's job aspirations and opportunities to explore nontraditional roles were significantly influenced by supportive social and family environments. (Tangri, 1972). This segregation, where women are kept limited to a few certain professions, keeps women's job advancement and income differences in check.

The idea that certain professions are better suited to women because they align with gendered expectations perpetuates the idea of gender-based occupational segregation, in which certain jobs or sectors are dominated by one gender, contributing to unequal representation and opportunities in the workforce.

Focusing on the first research question of this research, - Is private school teaching largely a female profession in Pakistan? – the findings demonstrated that private school teaching is mostly a female-dominated profession in Islamabad. The interviews with teachers from various private schools consistently indicated a considerable gender disparity, with a significant majority of female teachers compared to their male counterparts. This connection with worldwide trends emphasises the established nature of teaching as a feminized profession, particularly at the primary and secondary levels.

According to the findings, cultural beliefs, established gender norms, and the pink-ghetto phenomenon have led to women's overrepresentation in this sector.

The traditional relationship between nurturing traits and female educators, reinforced by social expectations has contributed to the feminization of the teaching profession. An important factor, which was highlighted by the respondents was womanly roles- Double burden which refers to the additional duties and demands that many women experience while balancing their professional pursuits with their roles in domestic or home contexts. In Pakistan, women are frequently the major carers for household duties, childcare, and caregiving while also having a profession or vocation outside the home. To meet the responsibility of womanly roles-double burden, women often opt for school teaching professions.

However, the researcher also came across the statements, where the respondents mentioned that the decision to choose a teaching career because of its perceived alignment with womanly roles, is often influenced by societal norms and expectations rather than just by personal inclination. This issue has the potential to limit women's professional options

accidentally by reinforcing conventional gender preconceptions and perhaps limiting their possibilities in other professions or subjects.

Moreover, school teaching has been separated by gender, with a higher preference to hire women as teachers by employers, as women agree to work on lower salaries- Male breadwinner bias being the reason-. Furthermore, parents of young children also prefer female teachers because they are more caring and better suited to ensure children's safety.

This segregation generates a 'pink ghetto,' in which particular occupations, in this example, teaching with women, become largely identified with a single gender.

Conclusively, the findings of this research indicate that the school teaching profession is largely a female profession.

## **5.2 Unravelling Women's Preference for Private School Teaching**

This detailed exploration of women's preferences for private school teaching in Islamabad provided detailed insights for the second research question of this research- Do women prefer private school teaching as a career choice?

Although, it was shown that societal expectations, cultural norms, and family dynamics play important roles in directing women into the teaching profession. However, it is important to note that personal ambitions, a real passion for education, and a sense of fulfilment obtained from teaching play a vital role as well.

As per the data collected and the emerging themes, multiple elements are influencing the employment choices of women. The interviews revealed numerous significant reasons that influence women's preferences for school teaching as a profession. Notably, perceived flexibility, possibilities for professional progress, safe environment, child benefit, location

of their choice, and an instinctive desire to make a meaningful contribution to the education sector appeared as key motivators for women seeking teaching positions at private schools in Islamabad.

Respondents said that they choose teaching as a career because it aligns with the expectations of society and established gender norms associated with them. Teaching is viewed as a flexible career that matches with caring and nurturing characteristics traditionally associated with women. It is viewed as a viable professional choice for women because of its compatibility with family obligations, such as working hours that allow them to manage domestic tasks or be available for their children after school and, provides a balance between professional and personal obligations. Furthermore, private schools are widely seen as offering a safer atmosphere for instructors, promoting a sense of security and comfort. These schools also provide several chances for professional development, allowing instructors to hone their abilities, acquire more degrees, or assume leadership roles in the classroom. Also, private school teaching frequently comes with perks for the instructors' children, such as reduced or free schooling. Another interesting feature is the ability to pick the place of employment, allowing instructors to locate opportunities in regions that match their interests or are close to their homes.

Overall, these motives, which include shorter working hours, safety, professional development opportunities, child benefits, and location of their choice, considerably contribute to the attraction and job satisfaction experienced by teachers in the private school sector.

### **5.3 Compensation Strategies and Facilitations of Private School Teachers in Islamabad**

This study also highlighted the vital part of private school teaching- the third research question of this research i.e. Why is school teaching a low-paid profession?

A variety of variables, such as the devaluation of fields with women's preponderance, contribute to the gender pay difference. Greater gender wage fairness requires addressing this devaluation as well as advancing equitable access to education and opportunities. (Ochsenfeld, 2014)

Despite teachers' devotion, commitment, and great contributions, compensation packages in this field are frequently inadequate and regarded as poor in contrast to other professions, and the efforts put in by the teachers. More talented people may enter the teaching profession if teacher pay is raised. Competitive remuneration may persuade people to choose teaching and retaining, instead of other, higher-paying professions, potentially expanding the pool of highly qualified candidates. (Hanushek. 1999).

The data suggests that teachers' motivation and empowerment, particularly among female educators, can be significantly affected by remuneration policies. Government regulations governing minimum wage requirements for private schools are critical for determining teachers' financial security and recognition. It is of the utmost importance to recognise the value of teachers' services to society by ensuring equal and fair pay through government intervention and policies.

The respondents also mentioned that it is not only the financial considerations that can empower female teachers but it entails building an atmosphere that encourages professional development, giving opportunities for leadership positions and career promotion. Mentorship programs and personalised professional development inside educational institutions can help foster empowerment.

Also providing certain benefits of being a teacher, such as health insurance, a provident fund, and certain discounts, especially for teachers at bookstores, medicine or grocery stores, may help empowerment of teachers within the profession. These benefits not only improve teachers' overall financial stability but also recognise and respect their contributions to the educational system.

## 6 CHAPTER NO. 6

### CONCLUSION

The comprehensive analysis of the feminization of private school teaching in Islamabad sheds light on the complex interaction of cultural norms, individual choices, and structural concerns impacting the gendered character of this profession.

Women frequently confront the struggle of juggling professional and household commitments, which is referred to as the womanly roles-double burden. According to respondents, many women choose teaching careers because they match with cultural expectations of caring responsibilities typically associated with women. Teaching is regarded as appropriate owing to its apparent harmony with family responsibilities. However, this view might limit job options and perpetuate gender stereotypes, contributing to uneven workforce representation.

The "Pink Ghetto" phenomenon in the teaching profession is a complex issue with many interwoven components. Due to significant preferences for hiring women as teachers, occupational segregation remains, resulting in a gender imbalance in the workforce. This choice corresponds to cultural conceptions that teaching incorporates feminine attributes, undervaluing the profession as a result. This undervaluation reveals itself in lower pay for teachers, particularly women, contributing to a persistent salary disparity between male and female educators. The idea of school teaching as a feminine occupation not only reinforces stereotypes but is also influenced by children's safety and parental satisfaction, assuming that female instructors are naturally loving. Furthermore, the prevalence of a male breadwinner bias devalues employment held mostly by women, resulting in undervalued positions and considerable barriers to professional development for female instructors. Overall, these variables perpetuate discrimination based on gender and structural inequities in the teaching profession.

The data also revealed a troubling mismatch between the value placed on the teaching profession and the compensation offered. The findings highlighted a greater social undervaluation of teachers, particularly in Islamabad's private school systems. The inadequate pay scale affects teachers' economic security as well as their motivation and works as a barrier to attracting qualified persons to pursue careers in school teaching.

Empowerment measures, together with equitable compensation laws, are critical in fostering an environment in which female educators feel appreciated, motivated, and empowered to offer their best to the teaching profession and the greater educational landscape.

Addressing the role that pay policies play in empowering female teachers is essential for both their well-being and the overall quality of education in private schools. Ultimately, empowering female educators creates a more equitable, varied, and inclusive teaching profession that benefits society as a whole.

## **6.1 Findings and Connections**

Alignment of Findings with Research Questions and Objectives: Understanding the Feminization, Preferences, and Salary Determinants in Private School Teaching in Pakistan.

1. The gender makeup of teaching staff in private schools around Islamabad revealed a significant prevalence of female teachers. The data confirmed the widespread belief that female educators predominate in private school teaching. This convergence between the gendered structure of the profession and the extensive presence of female teachers emphasises Pakistan's feminization of private school teaching.
2. In terms of women's career choices, the study discovered a variety of factors that contribute to their desire for jobs in the private school teaching industry. The safe environment, self-contentment, shorter work hours, professional growth, free

- education for their children, and location as per their own choice were all factors that contributed to women's choice for teaching professions. Furthermore, societal and cultural standards about appropriate occupations for women appeared to affect their decision to seek teaching careers in private schools.
3. As per the third Research Question and the objective of the researcher the inquiry looked at the underlying causes that contribute to poor pay in the private school teaching industry. The findings revealed several determinants of low salaries, including societal undervaluation of the teaching profession, financial constraints faced by private educational institutions, an oversupply of untrained teachers compared to available positions, and the perception that teaching is a calling rather than a high-skill profession deserving competitive pay.

In conclusion, the study findings show a direct link between the questions and aims. Private school teaching in Pakistan has a sizable female presence, which is driven by cultural expectations, and women's job decisions in this sector are influenced by a variety of variables. The low salary in the profession is the result of a mix of social undervaluation and economic causes, emphasising the need for changes to solve these challenges and recognise the worth of educators within the school system.

## **6.2 Application of Conceptual Framework:**

Understanding Gender Dynamics and Occupational Feminization in Private School Teaching in Islamabad - Insights from Research Findings.

The conceptual framework is used to explain how the stated elements and trends in private school teaching in Islamabad match the theoretical constructs presented in the conceptual framework. The findings corroborate the framework's hypotheses by demonstrating real-world manifestations of gender-related dynamics, unpaid care work, and the feminization of some professions, particularly school teaching.



### **6.2.1 Gender Discrimination and Patriarchal Society**

The study discovered a considerable gender discrepancy in private school teaching in Islamabad, where women made up the majority of the teaching staff. This is consistent with the framework's concept of gender discrimination and the impact of patriarchal culture on job patterns, notably in schooling.

Gender discrimination and the dominance of a patriarchal culture have a considerable impact on the duties and obligations that women are allotted inside houses. These cultural constraints create an atmosphere in which women are frequently forced to perform unpaid care work. Women are primarily responsible for various domestic duties, from everyday chores like cooking, cleaning, and washing to more demanding obligations like childcare, eldercare, and emotional nurture. These responsibilities, known as unpaid care work, must be done by women without recognition or compensation. They become a natural, but unseen, part of their daily life.

Men are expected to be the major breadwinners under the patriarchal framework, while women are expected to manage the household and care for family members.

The consequences of this gendered division of labour are numerous. Women are frequently limited to a few vocations that allow for flexibility or can be balanced with their caregiving chores. Women find it difficult to undertake careers that require lengthy working hours or substantial commitment. This constraint originates from cultural expectations rather than a lack of aptitude or motivation. As a result, women are disproportionately represented in low-paying feminized occupations, which frequently lack growth opportunities and suitable salaries.

### **6.2.1 Unpaid Care work, Double Burden and Feminized occupation for Economic Inclusion**

Job stability, flexible working hours, safe environment- as defined by societal and cultural norms- all affected women's preference for private school teaching. This is consistent with the framework's concept of women pursuing economic participation through professions that provide stability and accommodations for unpaid care duties, such as teaching.

Unpaid care work drives women to feminized professions. Caregiving demands a large amount of time and energy, making it difficult for women to pursue occupations with strict schedules or lengthy hours. Unpaid care labour considerably adds to what is commonly referred to as the "double burden" for women and acts as a catalyst for women's double burden, affecting their employment selections and frequently directing them towards occupations that correspond with their caring obligations. As a result, they prefer careers that are viewed as more flexible and tolerant, such as teaching, and nursing. These feminized occupations correspond with cultural expectations of women's nurturing tasks, producing a loop in which unpaid care obligations influence women's professional choices, maintaining the gendered allocation of labour in particular employment sectors.

### **6.2.2 Pink Collar Ghettoization**

Women frequently bear the double load of domestic chores as well as professional commitments. The combination of unpaid care labour with the adoption of feminized professions highlights social issues related to gender roles, and career prospects, promoting feminized profession and their undervaluation and thus causing Pink-Collar Ghettoization.

Feminized occupation, contributes to the pink-collar ghettoization phenomena, in which women are concentrated in specific low-paying occupations. The data revealed that, despite

being a largely female career, teaching in private schools is low-paid, which corresponds to the framework's concept of pink-collar ghettoization caused by double burdens and feminized jobs.

### **6.2.3 Feminization of School Teaching**

The study's findings support the idea of feminization of the school teaching profession in Islamabad by demonstrating how social expectations, cultural norms, and historical gender roles contribute to the high participation of women in private school teaching.

Gender discrimination, patriarchal culture, unpaid care work, double load, feminization of occupations, and pink-collar ghettoization all connect with the feminization of school teaching in Islamabad. Particular jobs based on gender are assigned and acceptable in our societies due to gender discrimination and a patriarchal framework, resulting in the concentration of women in occupations matched with social expectations.

Furthermore, to meet the demand of unpaid care labour and to work also, places a double load on women, leading to a preference for occupations that allow for flexibility, which contributes to the feminization of school teaching.

School Teaching, which has historically been linked with nurturing and caring tendencies, is an excellent example of a feminized career. As per the findings, school teaching in Islamabad is a feminized profession and is undervalued in comparison to other male-dominated professions, supporting the notion of male breadwinner bias. This undervaluation adds to the establishment of a Pink Collar Ghetto effect, as school teaching in Islamabad is dominated by women, and devalued.

Overall, the feminization of school teaching conveys a broader societal phenomenon caused by gender norms, stereotypes, occupational segregation, and household division of

labour, all of which impact the gendered distribution of roles in the labour market and contribute to the overrepresentation of women in private school teaching in Islamabad.

### **6.3 Implications for Future Research**

Research in these areas has the potential to give complete insights into the complex interplay between job dynamics, gender representation, and career development in the context of Islamabad's private school feminization. Future research related to the feminization of school teaching in Islamabad's private schools can be in several important directions:

**Structural Employment Factors:** Investigation of the structural aspects and employment dynamics inside Islamabad's private educational institutions will be an important direction to comprehend the factors that causing school teaching a pink ghetto. To uncover possible gender biases, investigation of recruiting practices, and fair promotion policies to be analysed.

**Comparative Employment Analyses:** Comparative analysis can be done between private and public schools in Islamabad to Investigate how disparities in employment rules, job security, and career opportunities influence gender representation and work satisfaction among teachers.

**Opportunities for Gender-Based Professional Development:** Evaluation of the availability and efficacy of professional development programs and training efforts for female teachers in private schools to see if these possibilities help to reduce gender inequalities in professional development and work circumstances.

Men in the school teaching sector: The respondents of this research are female teachers; A Similar pattern can be followed to know the perspective of male teachers and men to analyse what impacts men's entry into this profession.

Students' perception: Investigation can be done to examine, how the gender composition of teachers in private schools influences students' conceptions of gender roles and employment. Examination can be done, if the gender of the teacher influences students' aspirations related to their future careers.

Longitudinal Studies of private & public schools in Pakistan: This would analyse recruiting, retention, and career development patterns to uncover systemic barriers and areas for improvement.

## **6.4 Implications for Practice**

Implementing the following suggested implications can help to create more equitable, and supportive environments in Islamabad's private schools while tackling difficulties associated with the feminization of school teaching jobs.

Elimination of male breadwinner bias: By creating and implementing gender-sensitive policies and practices in schools to address concerns such as competitive salaries, career advancement, and work-life balance for all educators. This would also help increase the status of the teaching profession and would take it out of a pink-ghetto phenomenon.

Career choice: allowing people to select occupations based on their abilities and interests rather than established gender roles

Government policies for female teachers' empowerment: Setting minimum wage. Providing social support to working women by providing paid maternity leaves as in the government sector, daycare centres, and mandating other benefits like EOBI (employees old age benefits institution), provident fund, medical allowances and certain other discounts.

Professional Development Opportunities: Providing teachers with tailored professional development opportunities that focus on skill enhancement, leadership training, and career progression programs. Ensure that these possibilities are available to and useful to both genders.

Support Networks: Creating support networks or mentoring programs expressly for female teachers to help them navigate career problems, promote a supportive workplace, and encourage professional progress.

## **6.5 Limitations**

This research focuses on private school teaching in Islamabad, which may not be representative of the broader education system in Pakistan. The findings may not apply to public schools or other places.

Because of access issues to certain schools or instructors, the study's sample may not be representative, thus leading to biased conclusions.

Data collection constraints on male teachers' viewpoints and experiences in the context of feminized professions might bias the overall findings.

Participants may give responses that are socially acceptable or anticipated, impacting the accuracy of the data, especially when it comes to sensitive matters like gender preferences in the workplace.

The study may not account for changes in attitudes, policies, or employment patterns that occur after the data-collecting period.

## **6.6 Self- Reflection**

Exploring gender dynamics in the private school teaching profession in Islamabad was a scholarly endeavour that required a deep dive into the complicated interaction of cultural norms, societal expectations, and professional choices. The researcher despite several hurdles, gathered invaluable knowledge while researching and writing this thesis on the feminization of school teaching in Islamabad. The Research questions directed the researcher to the many facets of private school teaching, with a particular emphasis on its feminization, women's job options, and the reasons contributing to the profession's ghettoization and low compensation.

Initially, the researcher's interest in the issue sprang from a genuine curiosity regarding gender dynamics in the education sector. Several reflections occurred as the research progressed. The question, of whether private school teaching is primarily a female-dominated profession involved a thorough assessment literature review and the collected data. The data indicated a clear and significant gender skew, with women making up the vast majority of teachers.

The research on women's preferences for teaching in private schools as a career showed a variety of issues. Interviews with female teachers offer insight into their motives, and a deeper knowledge of social expectations, familial factors, and larger cultural norms that

drive these preferences. It is the profession preferred by women, as it goes well with their double burden.

Analysing why school teaching is such a low-paying profession exposed the researcher to complexity rooted in economic, social, and structural factors. While the research revealed some contributing factors - such as the undervaluation of care work, male breadwinner bias in schooling through underpaid employment, pay inequities and barriers to professional advancement- it keeps gender inequalities in teaching in place. The research also revealed that female teachers who feel empowered and appreciated in their careers not only have higher work satisfaction but also contribute to a more diverse educational environment.

The convergence of these findings necessitates serious concerns and viable actions to address the gendered dynamics inside Islamabad's private school teaching. Recognising the feminized character of teaching and identifying remuneration inequities is critical to ensuring a more equitable and fulfilling professional environment for educators, encouraging inclusion and empowerment within the teaching sector. A multimodal strategy that challenges stereotypes, equalizes pay, encourages gender equity in leadership, and supports laws that foster a more welcoming and fairer educational environment is needed to address this bias. The Male Breadwinner Bias must be eliminated to create a more diverse, egalitarian, and rewarding workplace.

The researcher admits that a more comprehensive examination of economic policies, educational budget allocations, and societal perceptions of education and gender roles would have enriched this discussion.

Overall, this thesis was a valuable learning experience. It has shed light on the complex interaction between gender, career choices, and cultural attitudes in the context of private school teaching in Islamabad.



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## 8 ANNEXURE

### INTERVIEW PROTOCOL

#### **Is private school teaching largely a female profession?**

1. How long have you been employed in the educational sector?
2. What is your present position and previous teaching experience in private schools?
3. Based on your observations, how are teachers in private schools divided by gender?
4. Do you believe that females outnumber males in the teaching profession in private schools? If not, why not?
5. Over the years, have you noticed any notable shifts in the gender makeup of teachers in private schools? If so, give details.
6. What elements do you believe are responsible for the increased proportion of female teachers in private schools?
7. Are there any particular societal or cultural norms that might affect the gender balance in this field?
8. Have you seen any variations between how male and female teachers are viewed or treated in private schools?
9. What elements, in your opinion, encourage women to choose jobs as teachers in private schools?
10. Are there any difficulties or obstacles that deter males from becoming private school teachers?
11. Are there any widespread myths or prejudices about male or female private school teachers?
12. Do you believe that these preconceptions have an impact on the gender ratio of teachers at private schools?
13. Do you think it matters what gender teaches in private schools? If not, why not?

### **Do women prefer private school teaching in Islamabad for employment?**

1. What aspects of Islamabad's employment market led you to decide to pursue a career in private school teaching?
2. Do you have any particular justifications or benefits for choosing to work in private institutions over the government or the public?
3. Have you ever thought about working in a different field of education, such as public or government schools? If so, kindly give your justifications.
4. What facets of teaching in a private school in Islamabad do you find appealing as a woman?
5. Do you think women in Islamabad prefer teaching in private schools for gender-related reasons?
6. Have you encountered any difficulties or obstacles unique to women who teach in private schools in Islamabad? If so, could you kindly explain them?
7. Why do women choose to teach in private schools in Islamabad?
8. Are there any cultural or societal norms that affect women's preferences for teaching in private schools in Islamabad?
9. What characteristics of the working environment do you observe in private schools that attract women?
10. Do private schools offer any programs or support for women's needs and aspirations in terms of professional development?
11. Do you think that women prefer teaching in private schools in Islamabad in general? If not, why not?
12. In Islamabad, what are the possible repercussions or implications of a gender preference in teaching?

- **Why is school teaching a low-paid profession?**

1. Why, in your opinion, is school teaching typically seen as a low-paying profession?
2. In your opinion, what elements contribute to the idea that teachers receive poor pay?
3. Do you believe that low pay is an outcome of the prejudice of the male breadwinner?
4. Do you believe that market forces like supply and demand have an impact on how much teachers are paid? If not, why not?
5. Have you seen any economic variables that affect teachers' pay, such as budgetary restrictions or financing issues?
6. Do you think that there are any laws or policies about education that you think are responsible for the low wages in the teaching profession? If so, please provide examples.
7. Have you seen any modifications to rules or laws governing education that have an impact on teacher pay?
8. How do you believe society views the value and significance of the teaching profession? Does this belief have an impact on compensation?
9. Are there any social attitudes or precepts that minimize the worth of teachers' labour and have an effect on their pay?
10. Have you seen any difficulties in the teaching profession about prospects for career advancement? What impact do these variables have on pay?
11. Are there any particular issues that prevent teachers from progressing in their careers and earning more money?
12. What adjustments or enhancements could be implemented, in your opinion, to address the issue of low pay in the teaching profession?