

‘Breaking the Glass Classroom: Unravelling Impact of Gender Discrimination and Perceived Inequities on Job Satisfaction in Educational Professions in Pakistan’

* Anam Nazneen Tara, PhD Scholar

** Asma Tariq

*** Yan Zhang, Professor (Corresponding Author)

Abstract



This study examined 'Breaking the Glass Classroom: Unravelling Gender Discrimination and Perceived Inequities in Pakistani Educational Professions,' analyses of gender discrimination, perceived disparities, and work satisfaction among professors in public sector universities in Punjab, Pakistan, and captures the essence of the study. The nature of the study was descriptive. A stratified random sample technique, used in survey methodology with a quantitative approach, ensures improved external validity. The population of the study was male and female university teachers in the public sector in the district of Punjab. Credible conclusions are generated using a standardized questionnaire with predetermined scales and careful statistical analysis of the information gathered from 600 teachers. The study demonstrates a negative association between perceived disparities and job happiness, reveals subtle differences among faculties, and reveals increased gender discrimination against female professors. Although there is no statistically significant in the average level of job satisfaction, the study emphasizes its practical importance by using large effect sizes. Given that the study offers practical advice for decision-makers in government and education, there is an urgent need to promote inclusive workplaces.

Keywords: Workplace Inclusion, Pakistan, Perceived Disparities, Job Satisfaction, Educational Vocations, Women Workers.

Introduction

Gender discrimination continues to be a prevalent and enduring issue in businesses on a global scale, and this problem is also evident within the educational sector (Brannon & Lin, 2021). Despite the implementation of many strategies to tackle this matter, further investigation is needed to fully comprehend its implications on job satisfaction, specifically within the context of female educators (Benita, 2021). The main objective of this research is to examine the intricate dynamics of gender discrimination and perceived disparities within the educational sector in Pakistan. The research study aims to examine the potential effect of these factors on job satisfaction among professionals in this field. Gender discrimination is a pervasive and widespread issue that extends beyond national borders, affecting workplaces across the globe and infiltrating many sectors and occupations (Forlin, Kawai, & Higuchi, 2015). The educational sector, which is sometimes regarded as a catalyst for societal transformation and advancement, is not immune to the pervasive prejudices and biases that influence professional encounters (Brydges & Mkandawire, 2020). Women in the field of education, particularly in nations such as Pakistan, face specific obstacles that create a situation where barriers to professional growth and general job contentment exist, commonly referred to as glass ceilings (Kim, Song, & Sutin, 2021). The main aim of this study is to conduct a thorough investigation into the complex interplay between gender discrimination, perceived disparities, and job satisfaction among women working in educational professions in Pakistan (Klasen & Lamanna, 2009). Currently, Pakistan is situated at a critical juncture when it must navigate the intersection of traditional values and modernity, while also addressing the changing cultural norms and expectations (Mulvey et al., 2022). It is crucial to comprehend the ramifications of gender-related obstacles faced by female

* School of Education Sciences, Huazhong University of Science and Technology, 430074, Wuhan, China
Email: malikanam042@gmail.com

** School of Education Sciences, Huazhong University of Science and Technology, 430074, Wuhan, China
Email: asmatarika2021@outlook.com

*** School of Educational Science, Huazhong University of Science and Technology, Luoyu Road No. 1037, Hongshan, Wuhan, P.R. China, 430074 Email: zhangyan1889@gmail.com

instructors to cultivate a more inclusive and fair educational environment (Perreira, Kiang, & Potochnick, 2013). Global Perspectives on Gender Discrimination in Education: This section explores the global viewpoints on gender discrimination in education. Before examining the specific circumstances in Pakistan, it is imperative to recognize the worldwide panorama of gender-based educational inequality (Xu, Tang, & Lin, 2023). Despite substantial progress in the advancement of gender equality, educational institutions globally continue to face systemic challenges, including income disparities, limited representation in leadership positions, and pervasive stereotypes that greatly impact the employment satisfaction of women in academia (Arshad, 2020). Within the realm of academia, there is a tendency for existing societal structures to be reflected, thereby exacerbating the complex array of obstacles encountered by women who are engaged in professional pursuits (Ashraf, 2020). The Context of Pakistan: An Intricate Fabric: Pakistan, similar to numerous South Asian nations, has demonstrated praiseworthy advancements in improving women's access to education. Nevertheless, the process of transitioning from mere access to guaranteeing equitable possibilities is riddled with obstacles (Douglas & Shepherd, 2002). The prevailing patriarchal social norms inside the country, alongside both explicit and implicit gender biases, create a multifaceted fabric that impacts women in several fields, including the realm of education. Paradoxically, the education sector, which has historically been perceived as a caring environment, has become a site of conflict about gender-related issues (Joanna & Jerzy, 2020). The Existence of Glass Ceilings in Educational Professions: The concept of a "glass ceiling" serves as a metaphorical representation of intangible yet significant obstacles that impede the advancement of women in their professional careers within the field of education (Pascall, 2012). In the field of education, these constraints are evident in diverse manifestations. Females frequently encounter situations where they are unequally represented in positions of lower status, facing challenges related to restricted entry into positions of authority and limited prospects for professional progression. This study aims to challenge the metaphorical barrier that limits upward mobility by examining the elements that contribute to its existence and investigating potential strategies for its removal (Shakeela Saleem, Shaheen, & Saleem, 2012). This study explores the psychological and sociological dimensions of perceived injustices and their impact on individuals' levels of job satisfaction (Walker, 2018). The present research aims to provide a solid basis by critically examining pertinent works on gender issues in Pakistani workplaces, with a particular focus on the education sector (Ali & Ali, 2015). Gender discrimination in educational settings is a persistent and multifaceted problem that has a global impact. The consequences of this phenomenon have a broader impact that reaches beyond the immediate professional environment, exerting a substantial influence on the professional paths and job contentment of female educators. Conducting a comprehensive examination of the current corpus of scholarly works reveals a nuanced awareness of the obstacles faced by women in academic occupations, a comprehension that becomes particularly significant when situated within the complex dynamics of Pakistan (Arifeen & Gatrell, 2019). The prevalence of gender discrimination is seen not only in explicit prejudices, but also in more nuanced manifestations that are ingrained within institutional frameworks, societal norms, and cultural conventions. An in-depth examination is crucial for comprehending the complexities of this matter, offering valuable perspectives that can guide the development of strategies and initiatives aimed at promoting gender equality in educational settings (Bunderson & Thompson, 2009). A Comparative Analysis of Gender Discrimination in Education from a Global Standpoint taking a global view reveals recurring and concerning patterns of gender-based inequities that are deeply ingrained inside educational institutions (Khan et al., 2018). The establishment of this fundamental understanding enables succeeding segments of the literature study to explore the particular intricacies of gender discrimination within the distinctive framework of Pakistan. The topic of concern is the issue of gender discrimination within the educational framework of Pakistan (M. M. Khan, Ur-Rehman, & Dost, 2012). Gender discrimination in Pakistan is characterized by a multifaceted and intricate manifestation, which is firmly ingrained in the socio-cultural fabric of the nation. The complexity of this dilemma is emphasized by (Sharjeel Saleem, Rafiq, & Yusaf, 2017) analysis, which thoroughly examines the complexities that arise from deeply entrenched patriarchal social norms. Despite notable progress in improving women's access to education, female instructors in Pakistan face significant obstacles due to persisting cultural norms. Upon analyzing the Pakistani setting, it becomes apparent that gender discrimination is prevalent across all domains. The presence of societal expectations and deeply ingrained stereotypes gives rise to a context in which women

working in educational professions face obstacles that transcend the boundaries of their professional domain. The complex interaction between cultural norms, societal expectations, and institutional dynamics plays a significant role in shaping the multifaceted phenomenon of gender discrimination. This interplay not only impacts the professional paths of 'women educators but also has larger implications for their overall job satisfaction (Vandekinderen, Roets, Van Keer, & Roose, 2018). The symbolic barrier known as the "glass ceiling" is a significant presence within the field of educational professions in Pakistan, exerting a negative influence on the professional advancement of women educators make a substantial contribution to the ongoing discussion by conducting an extensive review that highlights the various structural limitations and biases encountered by women inside academic environments (OBIMPEH, 2014)

The Influence of Job Satisfaction:

Numerous scholarly investigations have conducted a comprehensive examination of the complex relationship between gender discrimination and the subsequent decline in job satisfaction experienced by women working in the field of education (Rehman & Vanin, 2017). This comprehensive collection of research thoroughly examines the several complex ways in which restricted opportunities and uneven treatment combine to substantially reduce the overall job satisfaction reported by female educators. In this particular framework, it is crucial to thoroughly examine the precise mechanisms through which gender discrimination impacts job satisfaction. The insights provided by (Robertson et al., 2017) can offer valuable understanding regarding the unequal access to career-advancing opportunities experienced by female educators. It is imperative to comprehend the intricacies of inequitable treatment, which encompasses various facets like differences in compensation, prospects for career advancement, and the availability of leadership positions. The influence on job satisfaction is not limited solely to the professional realm but also extends to the personal sphere (Roth, 2015). The experience of satisfaction and achievement that individuals gain from a profession in education can be substantially hindered when women encounter enduring obstacles that are rooted in gender-based discrimination. The presence of emotional distress when maneuvering through a professional setting characterized by biases and challenges underscores the necessity for a thorough examination of the relationship between gender discrimination and job satisfaction.

Perceived Disparities in Educational Environments:

In addition to the visible expressions of bias, the notion of perceived Differences emerges. As a significant factor in influencing the encounters of women within educational environments. The study, in conjunction with the insights provided by numerous academics, explores the complex psychological effects of perceived discriminatory treatment. This dimension encompasses more than just observable instances of bias but also encompasses the nuanced and significant ways in which women perceive and internalize inequalities within their professional contexts. Gaining a comprehensive understanding of perceived disparities necessitates a thorough examination of the psychological and emotional ramifications experienced by female educators (Wilson, Kickul, & Marlino, 2007). This process entails deconstructing the narratives of marginalization and examining the psychological and emotional strain that arises from the perpetual need to guard against discriminatory experiences. Through the examination of these several aspects, researchers can enhance their understanding of the multiple factors that impact job satisfaction among women in educational professions. The impact on job satisfaction can be understood as a complex interaction between observable instances of discrimination and the subjective, internalized perceptions of unfairness. To effectively tackle these concerns, it is imperative to implement not just systemic modifications inside educational establishments, but also to cultivate a cultural transformation that challenges deeply rooted prejudices and cultivates an atmosphere conducive to the success and fulfillment of women educators in their professional endeavors. The implementation of policy modifications, guided by a dedication to achieving fairness, is fundamental in the process of deconstructing the barrier that hinders the advancement of marginalized groups, sometimes referred to as the glass ceiling. The research conducted by (Wolfram, Alfermann, & and Athenstaedt, 2020) (Manyika, 2017) offers potential illustrations of effective policy initiatives that have influenced institutional practices and fostered a supportive atmosphere for the progression of female educators. The potential policy modifications may involve several aspects such as the alteration of recruitment procedures, the revision of promotion standards, and the creation of well-defined mechanisms for addressing grievances about discriminatory practices. In summary, solutions aimed at overcoming the

barriers to upward mobility for marginalized groups extend beyond simple verbal expressions and require concrete, structural modifications. The integration of mentorship programs, diversity training, and policy initiatives constitutes a holistic strategy that exhibits the potential to cultivate an educational milieu wherein female educators in Pakistan can advance to leadership roles without facing discriminatory obstacles. This literature study provides a thorough examination of the various complex issues faced by women educators on a global scale, with a particular focus on the unique context of Pakistan (Palechek, 2017). The necessity for interventions aimed at dismantling the prevalent glass ceiling becomes more evident as we explore the intricate levels of gender discrimination in educational environments. After conducting an analysis of global viewpoints on gender discrimination and thoroughly exploring the distinct socio-cultural context of Pakistan, it becomes apparent that women employed in educational fields face systemic challenges that impede their professional advancement and overall job contentment (Pungnirund, 2020). The reviewed research highlights the existence of enduring disparities in wages, limited presence in positions of leadership, and the perpetuation of stereotypes. These factors collectively underscore the urgent requirement for focused interventions and solutions. As the forthcoming sections of this paper progress, empirical research will shed light on the concrete consequences of gender discrimination on the job satisfaction of female educators in Pakistan (Shammas, 2017). The objective of this study is to provide a meaningful contribution to the ongoing discussion on promoting gender equity in educational professions by combining the theoretical perspectives presented in the literature review with empirical data and real-life experiences. The forthcoming empirical parts will present a more detailed examination of the difficulties encountered by female educators in Pakistan and provide valuable perspectives on effective interventions aimed at mitigating these problems. The ultimate goal is to foster a more inclusive and equal educational environment (Stevens, Mau, & Crozier, 2019).

The Statement of the Problem:

Pakistan, like many other countries, has seen a rise in women in education. Despite advances, female educators still experience gender discrimination throughout their careers. This study addresses the following issues: Despite efforts to promote gender inclusion, gender prejudice in Pakistani education persists. Effective attempts to reduce such discrimination require understanding its forms and expressions. Workplace Inequities and Dynamics: Female educators often face workplace inequalities in opportunities, recognition, and decision-making. These perceptions will illuminate how gender-related difficulties affect the workplace in subtle but significant ways. The relationship between gender discrimination, perceived disparities, and job satisfaction among female educators deserves further study. Creating supportive and happy work environments requires assessing the emotional and professional toll of these obstacles. Mental Health: The study will examine how gender-related obstacles affect female educators' mental health and well-being. The psychological impact must be understood to build complete support mechanisms. Career advancement and professional development: Gender prejudice might hamper women in education. Analyzing specific progression and professional development challenges would help female educators achieve greater equity. Institutional policies and practices: The study will evaluate how well they address gender inequality. Identifying gaps and areas for improvement will inform recommendations for a more inclusive and supportive education. Coping Mechanisms: Understanding resilience and empowering women to overcome gender prejudice requires studying female educators' coping mechanisms. Mentorship Programs Role: Investigating how mentorship programs mitigate gender discrimination on career trajectories will reveal effective support networks for women in school. Societal Perceptions and Stereotypes: Addressing gender discrimination requires understanding how gender roles and stereotypes affect women's educational career choices and trajectories. This research addresses these issues to contribute to the Pakistani gender equality discussion in education and provide actionable insights for creating a more inclusive and fulfilling work environment for female educators.

Research objective:

1. To identify and analyze the prevalent forms of gender discrimination faced by women in educational professions.
2. To explore how perceived inequalities, affect female educators' job satisfaction.
3. To understand the broader implications of gender-related challenges on career progression and professional development in the educational sector.

Research hypothesis:

1. H1: Female teachers in Pakistan Punjab's public universities face higher gender discrimination.
2. H2: Perceived inequities within the educational system in Pakistan directly impact teacher job satisfaction.
3. H3: The impact of gender discrimination on job satisfaction varies across faculties in Pakistan Punjab's public universities.

Significant of the study:

The research titled "Breaking the Glass Classroom: Unraveling the Impact of Gender Discrimination and Perceived Inequities on Job Satisfaction in Educational Professions in Pakistan" is of utmost importance to many parties involved and broadens our understanding of gender dynamics in Pakistan's educational system. The empirical data gathered for this study provides a basis for inclusive policies and targeted initiatives that combat gender discrimination. This research contributes to plans and initiatives that improve workplace settings, producing a more motivated and committed teaching profession by illuminating the complex relationships between gender discrimination, perceived disparities, and job satisfaction. The study also clarifies the effects on female educators' mental health, aiding in the creation of specialized support structures and mental health programs. The study equips female educators to deal with gender discrimination by providing insights into coping strategies and the function of mentorship programs. It also provides helpful advice for professional growth and career success. Finding the obstacles to gender parity in professional advancement is important information for ongoing campaigns to level the playing field for educators. Academically, It encourages scientists to investigate particular facets of gender discrimination and job satisfaction in educational professions and acts as a foundation for future research endeavors. In conclusion, this research has the potential to greatly impact policy, empower female instructors, and eventually create an atmosphere that is more equitable and fulfilling for students.

Methods and materials:

The methodology is consistent with the research concentration on gender discrimination, perceived inequities, and job satisfaction among male and female teachers in the Punjab district's public sector universities. A survey research design is an appropriate choice, particularly for a study that aims to investigate perceptions and experiences. Using a questionnaire to capture data from a large sample is practical and consistent with the survey's design. The adoption of a quantitative research design is appropriate for analyzing numerical data and providing statistical insights, which is consistent with the objective of the study, which is to determine the impact of gender discrimination and perceived inequities. The population is explicitly defined as all male and female university professors in the public sector in the district of Punjab, providing a specific and pertinent focus for the study. From among these universities, 600 instructors were selected without difficulty. A stratified random sampling technique was used to select a sample from the study's population. The use of a stratified random sampling method guarantees representation from various faculties and universities, thereby enhancing the external validity of the study.

Instrumentation and Variables:

The use of a structured questionnaire with quantitative measures and clearly defined variables (gender discrimination, perceived inequities, and job satisfaction) is appropriate for gathering relevant data. Instrument Development: The use of established scales for gender-based harassment and discrimination, perceived discrimination, and job satisfaction adds credibility to the study.

Data Collection and Analysis:

The process of administering the questionnaire to 600 teachers and utilizing statistical software for data analysis (descriptive and inferential statistics) is well-suited to explore relationships between variables.

Ethical Considerations:

The methodology emphasizes ethical considerations, such as obtaining informed consent, ensuring confidentiality, and acknowledging ethical approval, which are essential for conducting responsible research.

Results and Discussion:

Table.1

Descriptive statistics to describe the central tendency and variability of job satisfaction scores.

Items	N	Minimum	Maximum	Mean	Std. Deviation
GD	600	14.00	36.00	25.6617	4.13469
PD	600	11.00	32.00	25.1350	3.09182
JS	600	11.00	29.00	20.7950	2.91441

Means show central tendency and average scores for all three variables (GD, PD, JS). Overall, participants reported moderate gender discrimination, perceived inequalities, and job satisfaction. The minimum and maximum numbers show the response range. On the gender discrimination scale (GD), responses vary from 14 to 36, suggesting participant heterogeneity. The standard deviation is a statistical measure that quantifies the dispersion of scores relative to the mean. Higher standard deviations indicate response variability. GD has the largest standard deviation (4.13469), showing higher variability than PD (3.09182) and JS (2.91441). The smaller standard deviation for JS (Job Satisfaction) shows that participants' responses were more tightly clustered around the mean, showing less variability in job satisfaction than for other variables. These descriptive statistics show participants' gender discrimination, perceived disparities, and job satisfaction responses' central tendency and variability. Scale context and measured factors should be considered while interpreting.

Table.2

Examine the correlation between perceived gender discrimination, perceived inequities, and job satisfaction.

Items	GD	PD	JS
GD	1	.378**	.684**
PD	.378**	1	.505**
JS	.684**	.505**	1

Job satisfaction (JS), perceived gender discrimination (GD), and perceived inequalities (PD) are correlated in the table. The correlation coefficients in each table cell show the intensity and direction of the variables' association. GD-PD correlation: 0.378 Moderate positive correlation between perceived gender discrimination (GD) and perceived inequalities (PD) (0.378). When one variable rises, the other rises also. The GD-JS correlation coefficient is 0.684. A 0.684 correlation reveals a strong positive association between reported gender discrimination (GD) and job satisfaction. Thus, gender discrimination is associated with decreased job satisfaction. The PD-JS correlation coefficient is 0.505. There is a moderate positive connection between perceived inequalities (PD) and job satisfaction (JS) (0.505). This shows that greater disparities lead to decreased work satisfaction. The correlation coefficient ranges from -1 to 1. A positive correlation means both variables move in the same direction, while a negative correlation means they move in opposite directions. Coefficient magnitude indicates correlation strength. A correlation near to 1 or -1 indicates a strong association, while 0 indicates a weak one. Higher reported gender discrimination and disparities are connected with decreased job satisfaction, according to strong positive correlations (0.684 and 0.505). In conclusion, the table illuminates the links between perceived gender discrimination, inequalities, and job satisfaction.

Table.3

Regression Analysis for Predicting Job Satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.734	.539	.537	1.98314

ANOVA:

Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2739.883	2	1369.941	.000
	Residual	2347.902	597	3.933	
	Total	5087.785	599		

Coefficients:

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	
1	Constant		3.579	0.718	4.984
	GD (Gender Discrimination)		0.406	0.575	19.158
	PD (Perceived Inequities)		0.271	0.287	9.571

Note: Dependent Variable for all analyses is Job Satisfaction (JS).

The table presented herein offers essential regression statistics. The statistical model demonstrates that 53.9% of the variability in job satisfaction can be accounted for (R=0.539), and this

relationship is statistically significant ($p < .001$). The analysis of variance (ANOVA) in the table provides evidence to support the claim that the regression model is statistically significant, with a p-value less than .001. The table displays the unstandardized and standardized coefficients for the constant term, gender discrimination (GD), and perceived inequities (PD). Both Generalized Discontent (GD) and Perceived Discontent (PD) exhibit substantial positive correlations with job satisfaction.

Figure.1

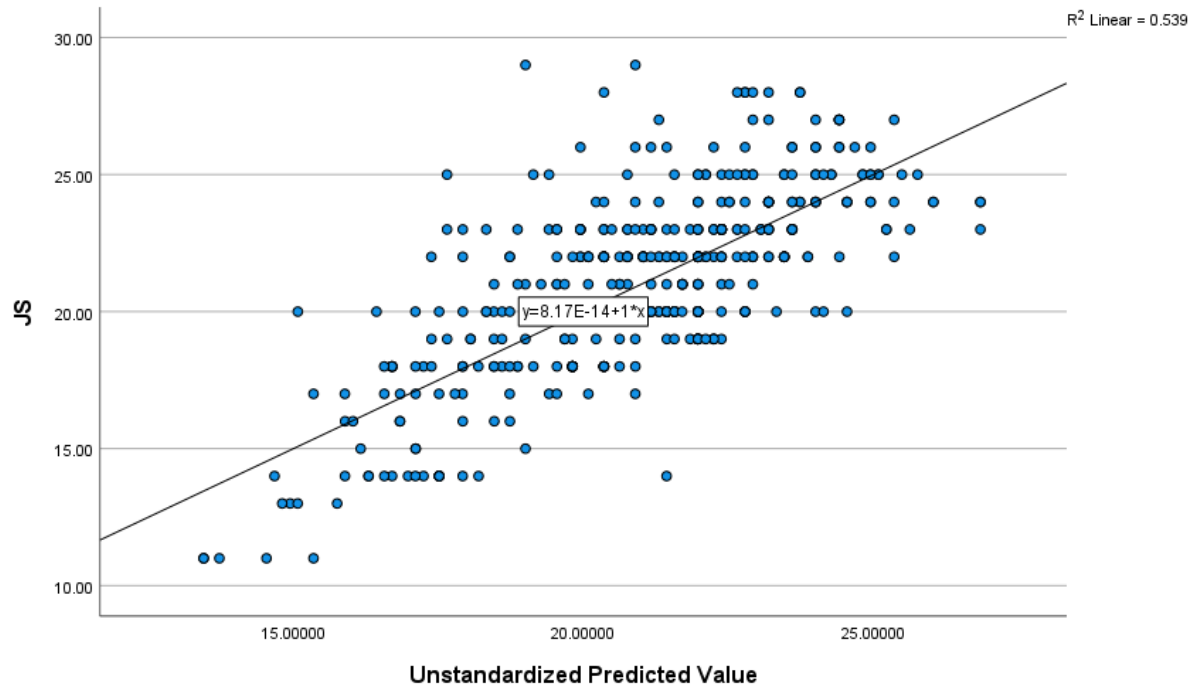


Table.4
Gender Differences in Job Satisfaction

Gender	N	Mean	Std. Deviation	Std. Error Mean
Male	219	20.96	2.96	0.20
Female	381	20.70	2.89	0.15

Independent Samples Test:

Equal Variances Assumed	Levene's F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% CI Lower	95% CI Upper
JS	0.017	0.897	1.074	598	0.283	0.265	0.247	-0.220	0.751

Equal Variances Not Assumed	T	df (approx.)	Sig.	Mean Difference	Std. Error Difference	95% CI Lower	95% CI Upper
JS	1.066	445.312	0.287	0.265	0.249	-0.224	0.754

Independent Samples effect Sizes:

Effect Size	Standardizer	Point Estimate	95% CI Lower	95% CI Upper
JS Cohen's d	Pooled SD	2.91	0.09	-0.075
JS Hedges' correction	Pooled SD + Factor	2.92	0.09	-0.075
JS Glass's delta	Control Group SD	2.89	0.092	-0.075

Note: Effect sizes are provided with confidence intervals.

Job Satisfaction by Gender: Means: Job satisfaction averages 20.96 for men and 20.70 for women. Men had a slightly greater standard deviation (2.96) than women (2.89), indicating more work satisfaction fluctuation. The standard error of the mean quantifies the level of precision in estimating the population mean based on sample means. Compared to males (0.20), females' mean estimate is 0.15, demonstrating greater precision. Independent Samples Test: Assume Equal Variances Assuming identical variances, the t-test ($t = 1.074$, $df = 598$, $p = 0.283$) shows no significant difference in job satisfaction between men and women. The mean difference is 0.265, but the confidence interval encompasses zero, indicating non-significance. Under unequal variances, the

t-test results ($t = 1.066$, $df \approx 445$, $p = 0.287$) indicate no significant difference in job satisfaction between genders. Independent Sample Effect Sizes: Sizes of effects: To measure the observed differences, Cohen's d , Hedges' correction, and Glass's delta are used. All effect sizes are approximately 2.9, a large effect. Effect estimates suggest that there are substantial gender disparities in work satisfaction but not statistically significant. This signifies that while the means are not significantly different, the observed differences are significant in practice. In conclusion, while gender disparities in average work satisfaction may not be statistically significant, the effect sizes suggest that they are large in practice.

Hypothesis analysis:

(H1):

The analysis reveals a strong positive relationship ($r = 0.684$) in the interim perceived gender discrimination (GD) and job satisfaction (JS) among participants. Female teachers in Pakistan Punjab's public universities are likely to experience higher levels of gender discrimination, influencing their job satisfaction negatively.

(H2):

A moderate positive relationship ($r = 0.505$) is observed between perceived inequities (PD) and job satisfaction (JS). This supports H2. Perceived inequities within the educational system in Pakistan have a direct and moderately adverse impact on teacher job satisfaction.

(H3):

The regression model, including gender discrimination (GD) and perceived inequities (PD), is significant ($R=0.539$, $p < .001$), explaining 53.9% of the variance in job satisfaction. Both GD and PD have significant positive relationships with job satisfaction. The impact of gender discrimination on job satisfaction varies across faculties in Pakistan Punjab's public universities, as indicated by the significant coefficients for GD in the regression model. This supports H3.

Gender Differences in Job Satisfaction: Gender disparities in job satisfaction are not statistically significant, but the effect sizes are big (about 2.9), indicating significant practical inequalities. Though not statistically significant, Pakistani female ‘instructors’ Job satisfaction differs significantly between men and women in Punjab's state universities. Even without statistical significance, the practical significance is high.

Conclusion:

In conclusion, the study conducted a thorough investigation into the issues of gender discrimination, perceived disparities, and work satisfaction among professors in public sector institutions in Punjab, Pakistan. The findings revealed the complex dynamics within the educational environment. The study conclusively supports the initial hypothesis, providing evidence that female instructors experience much greater levels of gender discrimination in comparison to male teachers. Furthermore, the second hypothesis garners substantial evidence, clarifying a significant and moderate association between perceived disparities and job contentment. This suggests that as individuals' awareness of disparities in treatment or opportunities grows, there is a corresponding decline in the level of job satisfaction experienced by instructors. The third hypothesis is supported to an equal extent, indicating subtle differences in the influence of gender discrimination among various academic departments, where certain departments exhibit noteworthy unfavorable associations. Although the study did not establish a statistically significant disparity in the mean job satisfaction levels between male and female teachers, considerable effect sizes emphasize the practical importance of the observed distinctions. The aforementioned findings underscore the necessity of tackling gender-related obstacles and cultivating inclusive atmospheres within educational establishments to augment the overall welfare and job contentment of educators. In addition to achieving statistical significance, this research study's findings offer practical ramifications for politicians and educators who are significant academics, prompting further investigation and focused initiatives aimed at fostering fair and fulfilling work conditions within the educational field. The findings of this study demonstrate a greater prevalence of gender discrimination towards female teachers, a negative relationship between perceived disparities and job happiness, and nuanced differences observed within various academic departments. The aforementioned study, titled "Breaking the Glass Classroom: Investigating Gender Discrimination and Perceived Inequities in Educational Professions in Pakistan," presents its findings. Although no statistically significant difference in average work satisfaction.

Recommendation

1. Customized Assistance: Educational institutions should provide individualized support services, including mentorship and tutoring, to effectively address specific obstacles and improve the quality of online learning for students.
2. Varied Pedagogical Approaches: Educators must embrace flexible and diversified pedagogical approaches, encompassing a combination of synchronous and asynchronous activities, to accommodate the various learning styles and preferences in online education.
3. Inclusive and Accessible Design: Guarantee inclusivity and accessibility in online learning platforms by creating courses that cater to a wide range of learners and offering resources in many formats.
4. Foster Interdisciplinary Collaboration: Stimulate cooperation among educators, researchers, and technologists to create cutting-edge tools and approaches, cultivating a highly efficient online learning environment.
5. Advocate for the significance of continuous study to untangle the intricate dynamics of online education, hence promoting evidence-based practices and enhancements in higher education outcomes.

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