



Vol. 3 No. 12 (December) (2025)

The Impact Of Family Restrictions On Job Satisfaction Of Teachers

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ABSTRACT

This study investigated the impact of family restrictions on the job satisfaction of female primary school teachers in District Bhakkar, Punjab. Employing a descriptive research design, it sought to understand stakeholder perceptions and compare any differences between head teachers and Primary School Teachers (PSTs). Data were collected from a stratified random sample of 317 respondents using a structured questionnaire. Analysis involved descriptive statistics and a T-test. The findings revealed specific stakeholder perceptions regarding how familial obligations influence job satisfaction. Furthermore, the inferential analysis led to the rejection of the null hypothesis, indicating a statistically significant difference between the perceptions of the two stakeholder groups. The study concludes that family restrictions are a salient factor affecting teacher satisfaction, with implications for educational policy and support mechanisms in similar contexts.

Keywords: Family Restrictions, Job Satisfaction, Female Teachers, Primary Education, Stakeholder Perceptions, Bhakkar

Introduction

Family Restrictions

Family limitations, which are usually based on either the culture, socioeconomic status, or personal beliefs, may have a substantial effect on the different aspects of an individual. Such restrictions may be in the form of restrictions to individual decisions, which may include education, career, marriage partners, or activities and socialization. Although certain limitations can be meant to safeguard or direct family members based on certain values, they can also suffocate personal development, independence, and following certain personal goals. Depending on families and cultures, these limitations may have very diverse scopes and implications, determining the opportunities and experiences of a person in a direct social setting (Ahmed Shafi and Rose, 2014).

Nangia (2023). The results of strict family restrictions may be two-sided. To individuals, this can cause frustration, resentment, and the feeling that they are bound, and this can affect their mental health and self-esteem. It may also restrict their access to different opinions and experiences, negatively affecting individual growth and their capacity to



Vol. 3 No. 12 (December) (2025)

travel the wider world without relying on others.

Effect of Restriction on Job Satisfaction

Shobe (2018). Too much regulation within a work environment may greatly undermine the feeling of responsibility and ownership of activities by an employee, which directly influences work satisfaction. When people do not feel free in making choices on how their job is done, their creativity may be suppressed, and their ownership is likely to be low. This may be in the form of rigid work schedule regulations, little contribution to project approaches, or a lack of flexibility in the approach to work. The employees can become aware that they are being treated as a machine instead of as a valued team player, hence this lowers their motivation and gives them a sense that they are being underestimated. The failure to use their judgment and problem-solving ability may lead to the development of a feeling of learned helplessness and anger towards the imposed restrictions.

Hubbart (2024). When strict limitations exist, it creates an atmosphere of mistrust between the employees and the management. When one watches each move and deviation from protocol is met with disapproval, it is an indicator of a lack of confidence in the abilities of the employees and professionalism. This may fail in communication and teamwork since people will fear to take initiative and expressing their views because they do not want to be reprimanded. This feeling of being followed and controlled ever so can cause stress and anxiety, reduce job satisfaction further, and may even increase absenteeism and turnover. Such a flexible work environment can easily turn into an unhealthy and discouraging workplace with a high level of rules and distrust.

Lack of Sense of Ownership and Involvement

The employees who are not allowed to make their own decisions or offer their ideas feel less committed towards their job and the overall performance of the company. This sense of absence of ownership may result in reduced engagement and a drop in the quality of their output (Burcharth, Præst Knudsen, and Sodnergaard, 2017).

Bottlenecked Creativity and Innovation

An environment that is too restrictive will not allow the employees to think outside the box and suggest new or better ways of doing things. Being afraid to deviate from the set procedures may kill creativity and impede innovation, and eventually limit the growth and adaptation potential of the organization (Elsbach and Stigliani, 2019).

Excessive Stress and Diminished Morale

The stress level does increase when one feels that he/she is constantly monitored and controlled, and the morale is lowered. Employees can experience micromanagement and a lack of appreciation, and these factors can adversely affect their mental and emotional health and their overall job satisfaction (Kenny 2018).

Higher Turnover Rates

Workers tend to find other jobs elsewhere when they lack control, confidence, and developmental possibilities because of being over-controlled. The rate of high turnover may be expensive to organizations, in relation to the recruitment, training, and productivity wastage (Abgeller, Bachmann, Dobbins, and Anderson, 2024).



Vol. 3 No. 12 (December) (2025)

Limits Hurt the Interest in Teaching

The personal passion and interest that tend to attract people to teaching as a career may be greatly killed by the introduction of too many and rigid restrictions. Where teachers are bound to uninspiring curricula, where standardized testing requires that they teach more narrowly, and where overly directive administrative guidelines restrict their efforts to creativity and the encouragement of individual student interests, their options to be creative and to teach to individual student needs become grossly restricted, and where teaching becomes merely a matter of compliance. This may cause them to experience a feeling of frustration and disappointment where the same areas in teaching that made them passionate are suffocated by the outside forces. The pleasure of creating the stimulating lessons and seeing the aha! in students. Instances are substituted by a sense of being a detached carrier of a predestined program (Covelli, 2024).

Less Innovation and creativity

When educators are bound by strictly set standards, their capability of coming up with interesting and novel lessons that address the different learning styles is impaired. This may result in a less engaging and more monotonous learning process among students and a stalemate between the teacher and students. The authors conducted a study centered on the notion that consumers recognize their requirements and make choices based on existing products and services. The researchers based their research on the idea that customers realize their needs and make decisions with the aid of current products and services.

The sense of autonomy among the teachers can be seriously impaired once they feel that their professional judgment and expertise are not appreciated or trusted. This inability to control their classroom and the way they teach may make them feel disempowered and become less satisfied with their job (Harðarson, 2022).

There is an Increased Stress and Burnout

The stress and burnout can also be added by having to navigate a complicated network of limitations and a sense that they cannot perform their work according to their interests and philosophy. The emotional weight of experiencing confinement might undermine the interest of an individual and cause the deterioration of the overall quality of life (Valtierra, 2024).

Reduced Motivation and Involvement

When teaching is depersonalized and loses the fun and innovation through the over-imposition of constraints, the motivation and interest of the teachers can decrease. This is capable of affecting the quality of their teaching and their general interest in the profession, which may create increased attrition rates (Beattie, 2025).

Duties Cause Stress that Reduces Job Satisfaction

The job role may also be a major stress factor that may be caused by the build-up of several duties and responsibilities, which has a direct negative effect on the overall job satisfaction of the individual. Although workload is a given factor, excess or poorly coordinated allocation of tasks may cause one to feel overwhelmed, stretched thin, and always under pressure. This may come in the form of the excessive number of projects which he/she is supposed to handle at the same time, inconsistent or contradicting demands of various supervisors, or insufficient resources and support needed to perform the given duties efficiently. This feeling of being overwhelmed consistently may result in



Vol. 3 No. 12 (December) (2025)

the feeling that one is always lagging, causing feelings of anxiety and a lack of achievement in the end, and this sense of the work effect (George, George, and KA, 2018).

Entire Workload and Time Crunch

Once the absolute amount of work and the deadlines thereof get out of control, the employees start to feel in a state of chronic stress that causes burnout and a lack of a sense of achievement. Job satisfaction is destroyed by the regular stress to do more with less (Balasubramanian, Lee, and Sivadasan, 2018).

Absence of Transparency and Competing Expectations

The problems of role ambiguity and lack of understanding of responsibilities and conflicting demands among various sources cause confusion and anxiety. This makes the employees unsure about their priorities and always anxious about expectations, which results in frustration and low levels of satisfaction (Li and Ye, 2021).

Meaningless or Monotonous Work

Doing repetitive or non-challenging work and not having any sense of purpose may make one bored, disengaged, and even undervalued. Lack of intellectual stimulation and a distinct relation to organizational goals reduce job satisfaction (Westgate, 2020).

Challenging Interpersonal Interactions

Handling demanding clients, inappropriate co-workers, or handling dysfunctional workplace politics can be an emotionally exhausting strain, and add a lot of stress to work. Unfriendly social relationships in the workplace may lead to a hostile work environment that has a devastating effect on job satisfaction (Kesse, 2024).

Lack of Control and Autonomy

The lack of control over the execution of their work, as well as the inability to make any decisions regarding their work, may cause employees to feel powerless and frustrated. Their failure to exercise their judgment and creativity reduces their feeling of ownership and job satisfaction (Block, 2016).

Family Enhances Job Performance and Job Satisfaction

Bourezg, Khassawneh, Singh, Mohammad, Melhem, and Darwish (2025). The impact of family on the professional life of a person is a complex and underestimated aspect that defines job performance as well as job satisfaction as a whole. A well-adjusted and secure family life can offer an important base of well-being in terms of emotional stability, which serves as a protective measure against stress at the workplace and enables the development of a positive attitude that can be transferred to professional duties. The awareness of having a loving and understanding family may help to alleviate anxiety and help people feel safer so that they can pay more attention to their work activities and tackle challenges in a more resilient manner. This state of stability will be reflected in better concentration, getting a better grip on solving problems, and a more positive and cooperative attitude toward colleagues, which will eventually enhance job performance.



Vol. 3 No. 12 (December) (2025)

Stability and Resilience in Emotions

When the family supports the person, it serves as a significant emotional anchor, which decreases the stress and tension regarding work. Such stability produces a higher level of concentration, problem-solving, and positive attitude, resulting in positive job performance (Vetrivel, Saravanan, Maheswari, and Arun, 2024).

Increased Drive and Intention

The need to support and take care of the family members develops a strong desire, an intrinsic motivation that drives their hard work and professional devotion. This feeling of purpose makes them more engaged and more satisfied with their job (Menges, Tussing, Wihler, and Grant, 2017).

Improved Work-Life Balance

Family support helps people to have a stronger sense of control over their personal and professional lives, that result in less burnout and enhanced well-being. This equilibrium can be maintained at high levels of performance and increased satisfaction with the profession (Annink, 2017).

Greater Sense of Loyalty and commitment

As the employees are supported by their families and work in an environment that positively addresses their individual lives, they tend to become more loyal and committed to their jobs and organizations, which increases job satisfaction and decreases the turnover rates (Russo, Shteigman, and Carmeli, 2016).

Surging With Work-family conflicts and family issues

Miller and Riley (2022). The personal cost of having to endure never-ending tension between work and family life can be extremely exhausting and affect a person's general health and sense of balance in a person. This internal conflict is usually brought about by the fact that the time, energy, and mind required by one area at the expense of the other find themselves in a relentless tug of war with each other. Lack of fully committing oneself to either work or family without experiencing a sense of guilt or obligation to the other can cause chronic stress, anxiety, and an all-encompassing feeling of being overstretched. This is an emotional burnout caused by the continuous bargaining and compromise, which tends to make one feel as if they are not doing well in both important areas of their life.

Constant Self-Reproach and Incompetence

People may always feel guilty about not spending enough time or energy on either work or family, which creates the feeling of failure in both directions and a low opinion of self-worth (Domínguez-Castillo, Bonilla-Campos, & Izquierdo, 2023).

Chronic Stress and Anxiety

The constant fight between rival needs is an experience of chronic stress and anxiety with worry, irritability, and relaxation difficulty affecting general mental and physical well-being (Kumar, Saini, and Jeet, 2024).

Erosion of Work-Life Boundaries

The fact that work and family time merge, and work requirements overtake personal life, and the reverse is also accompanied by the impression of being on all the time, and not



Vol. 3 No. 12 (December) (2025)

fully able to lose track of one or the other sphere, which brings exhaustion of the emotions (Carreri, 2020).

Less Involvement and Interaction

Mental distraction with the problems in one area causes it to be hard to be completely present and active in the other, which lowers the quality of time spent with the family and reduces attention and productivity at the workplace (Du, Derks, and Bakker, 2018).

Stressor on Interpersonal Relationships

Work-family conflict may result in tension, misunderstanding, and a decrease in social support systems as the stress and emotional loss brought about by work may be transferred to partners, children, and colleagues (Abdou, El-Amin, Mohammed, Alboray, Refai, Almakhayitah, and Allam, 2024).

Increased Risk of Burnout and Mental Health Issues

Emotional distress of being in such conflicts all the time plays a major role in the chances of burnout, depression, and anxiety, which explains why coping skills and conducive surroundings are crucial (Cleland, 2024).

Family Obligation Stress Reduces in the Classroom

Bailyn (2022). Although it may seem counterintuitive, the stress caused by family commitments may, in certain cases, be counterintuitive and hence cause a transitory reduction in stress levels in the classroom setting among some of them. To teachers who may be under strong family pressures, the predictable and controlled school day may provide the control and predictability that they do not have at home. The classroom may be their momentary refuge where concentration is now on the immediate task at hand, teaching, dealing with the students, and working within a pre-determined schedule. This special attention can give a psychological reprieve from the sometimes unpredictable and emotionally draining duties of family life that can offer a short rest from worry and anxiety.

Systematized Routine and predictability

The school day provides a predictable structure with routines and schedules, which give it a sense of control and order, which might be missing in the unpredictability of family life, so the school day provides a temporary source of mental stability (Milides, 2022).

Dislocation of attention and Attentional displacement

Teaching also involves a high level of concentration on the curriculum, student interaction, and classroom management, which may cause a mental shift toward personal concerns and stressors related to family, as it may be temporary (Barkley and Major, 2020).

Feeling of fulfillment and Achievement

The positive effect on the lives of students and the sense of achievement that the teacher gets when the teaching process occurs can give a temporary boost to the morale and self-esteem, offsetting the negative emotions that can be caused by family stress (Mbuva 2016).



Vol. 3 No. 12 (December) (2025)

Colleague Socialization and Interaction

The school community of professionals may provide a sense of belonging and support, which will serve as a temporary buffer against loneliness or feeling overwhelmed by the workload due to family problems (Matheson and Sutcliffe, 2018).

Compartmentalization as a Coping System

Others learn to separate their personal and professional life and consciously ignore family concerns at work to attend to their duties as teachers, though it is a non-lasting and can be exhausting strategy (Sandeep & Ravishankar, 2018).

Reduction in Job Satisfaction: Spend Time with Family

There is a general belief that spending more time with family could result in job dissatisfaction, and the truth of the matter is usually more intricate. Although it is indeed true that work-family life may pose certain difficulties, describing it as a cause-and-effect relationship is incorrect, and it may cause more fulfillment and motivation than a good family life may have. The trick is in the ability to comprehend the numerous forces in effect and how individuals and organizations can maneuver through the forces effectively (Feng and Savani, 2020).

Feel Bad Missing things because of School Responsibilities

The regret of school obligations coming in the way of the treasured time in the lives of our children is the pang of regret that many teachers feel. Professions such as lesson planning, grading, meetings, and extracurricular duties may sometimes overstep the limits of the normal school time, taking away family time and bringing about the bitter experience of missed milestones. This tension may cause a serious emotional burden, developing a feeling of guilt, insufficiency, and feeling at the crossroads of two important things in life (Brooks, Creely, and Laletas, 2022).

Distracting Problems Hurt Teaching Performance

Banner and Cannon (2017). As several problems start playing in the mind of a teacher, their capability of performing the main responsibilities in the classroom is bound to be affected. The art of teaching is complex and requires concentration, attention, and authenticity towards students and the topic. But when educators are struggling with personal issues, administrative headaches, or structural setbacks, mental capacity is divided, and they have less room to think through the subtleties of delivering lessons, connecting with students, and providing individualized attention. This dispersion of the power of the mind directly influences the quality of teaching and the learning atmosphere in general.

Hampering Forbidden To seek Leadership

The fact that systemic constraints or personal situations are the hindrances to the path toward leadership may severely affect the professional flow of a person and his or her career satisfaction. The desire to become more responsible, make a difference, and be more of a contributor is the logical step towards becoming a lot of motivated professionals. Nevertheless, in case these aspirations are defeated by the insurmountable factors over which they have no direct control, it may result in the feeling of stagnation, disenfranchisement, and unrealized potential. This may eventually reduce their interest and motivation in their present jobs (Schweiger, Müller, and Guettel, 2020).



Vol. 3 No. 12 (December) (2025)

Socialization of the Female Roles in the Family Influences Work

Epstein (2022) Societal norms about the roles of women in the house still pose an immense impact on their work and experiences at work. Although women are becoming increasingly active in the labor force, the internalized rules tend to place women in the role of caregivers and housewives. This may cause a constant conflict between home life and professional goals, which may produce some unique problems that are not always present in men. The notion that women have the main role in nurturing children, doing domestic duties, and taking care of the elderly may implicitly and explicitly influence their opportunities, their career advancement, and the accomplishment of their work.

The influence that society has on the occupations of women is a complex issue to be approached by a multi-faceted methodology. It requires a change in cultural values that will allow a fairer allocation of domestic duties. Working environments play a very significant part as well through enacting family-friendly policies, overcoming any unconscious bias, and providing a supportive working culture that acknowledges and appreciates the efforts of every employee, irrespective of his or her gender or family background. Women can get their professional life followed by the concerted attempt to break these ingrained expectations only if they can be fulfilled and treated as real equals (Chikwe, Kuteesa, and Ediae, 2024).

Statement of the Problem

The persistent challenge of teacher retention and morale necessitates examining pressures beyond the school. This study identifies a core problem: that familial restrictions and obligations significantly diminish teacher job satisfaction. By creating conflict between personal duties and professional roles, these private burdens erode enthusiasm, increase stress, and threaten educational quality. Understanding this direct impact is crucial for developing meaningful support strategies.

Research Objectives

To find the perceptions of stakeholders regarding the impact of family restrictions on teachers' job satisfaction

To compare the perceptions of stakeholders regarding the impact of family restrictions on teachers' job satisfaction

Research Question

What are the perceptions of stakeholders regarding the impact of family restrictions on teachers' job satisfaction? (Align with Obj # 1)

Research Hypothesis

H₀₁: There is no significant difference between the perceptions of stakeholders regarding the impact of family restrictions on teachers' job satisfaction. (Align with Obj # 2)

Significance of the Study

The study provides school administrators with critical insights to develop targeted, family-friendly policies such as flexible scheduling or support programs that can directly improve teacher retention and morale.

It empowers teachers by validating their personal challenges, fostering a more supportive institutional culture that enhances overall job satisfaction and teaching effectiveness.



Vol. 3 No. 12 (December) (2025)

Delimitations of the Study

The study was delimited to:

Only District Bhakkar (Tehsil Darya Khan, Tehsil Bhakkar, Tehsil Kallur Kor, and Tehsil Mankera)

Only Female Primary Schools

Only Head Teachers and PSTs.

Research Methodology

The methodology of this study employed a descriptive research design to investigate the linkage between family obligations and job satisfaction among female primary school teachers within the Bhakkar district. The target population comprised all 1,732 female teachers and headteachers across the district's four tehsils, as documented by official education records. A sample of 317 participants was determined using the Krejcie and Morgan table and selected through stratified random sampling to proportionally represent each tehsil. Data collection was conducted using a two-part questionnaire featuring demographic items and substantive content measured on a five-point Likert scale. For data analysis, descriptive statistics, including simple percentages, means, and standard deviations, were calculated, while a T-Test served as the inferential statistic to examine the relationships within the collected data.

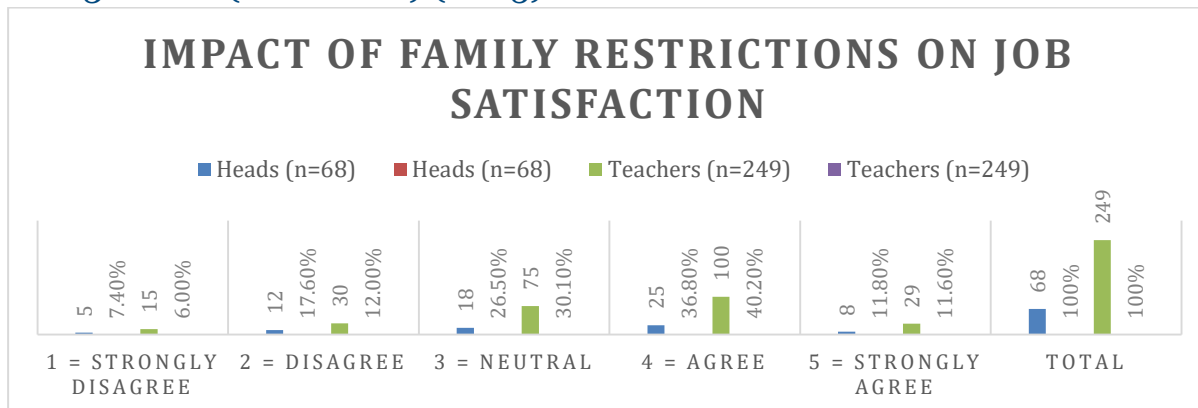
Results and Discussions

Table#1: Stakeholders' perceptions regarding the impact of family restrictions on teachers' job satisfaction (Align with Question # 1)

Response	Heads (n=68)		Teachers (n=249)	
	Freq	%	Freq	%
1 = Strongly Disagree	5	7.4%	15	6.0%
2 = Disagree	12	17.6%	30	12.0%
3 = Neutral	18	26.5%	75	30.1%
4 = Agree	25	36.8%	100	40.2%
5 = Strongly Agree	8	11.8%	29	11.6%
Total	68	100%	249	100%

The results respectively show that both heads and teachers believe that family restrictions have an impact on the job satisfaction of female school teachers, but marginally. The percentage of teachers (40.2) agreed as compared to heads (36.8%) was higher, and a high degree of agreement (11.8% heads vs. 11.6% teachers) was almost similar. A higher proportion disagreed (17.6% vs. 12.0% teachers, respectively) or strongly disagreed (7.4% vs. 6.0% teachers, respectively) than both the heads and teachers, and a significant number of each of the two groups was neutral (26.5% vs. 30.1%). On the whole, the trend indicates that although a large percentage recognizes an effect, teachers are more inclined to view it than heads.

Figure#1: Perceptions regarding the impact of family restrictions on teachers' job satisfaction



Table#2: Descriptive Statistics (Mean & SD) (Impact of Family Restrictions on Teachers’ Job Satisfaction) (Align with H₀₁)

Group	Mean (M)	Std. Deviation (SD)	Interpretation
Heads	3.28	1.07	Moderate Agreement
Teachers	3.39	0.98	Moderate Agreement

The descriptive statistics show that the school heads (M = 3.28, SD = ±1.07) and the teachers (M = 3.39, SD = ±0.98) have a moderate level of agreement that the family restrictions influence the job satisfaction of female teachers. The mean of teachers is slightly higher, which indicates a feeling of this influence among them slightly more intense than among heads. The smaller standard deviation (SD) of the teachers' responses means that there is more uniformity in the responses of the teachers than the heads. On balance, the results demonstrate a common acknowledgement that the factors of family-related limitations have a significant, but not outstanding effect on job satisfaction, whereby teachers noted a slightly stronger influence.

Table#3: Percentage of Agreement (Combined Agree + Strongly Agree) (Impact of Family Restrictions on Teachers’ Job Satisfaction) (Align with Question # 1)

Group	% Agreement	% Neutral	% Disagreement
Heads	48.6% (33/68)	26.5%	25.0%
Teachers	51.8% (129/249)	30.1%	18.0%

According to the results presented in Table 4.6, the percentage of both school heads (48.6%) and teachers (51.8%) who agree that the family restrictions affect the job satisfaction among female teachers is considerably high, although teachers express the perspective more strongly. Although the gap between the two groups is small, it does indicate that teachers having gone through these constraints would feel a stronger impact as compared to school heads. It is interesting to note that the disagreement among heads is greater (25.0) than it is among teachers (18.0%), which supports the notion that school leaders might not take the issue of family responsibility seriously. Also, the number of respondents in the two groups who were neutral was quite high (26.5% heads, 30.1% teachers), and may indicate different personal experiences or work situations.

Table#4: Comparison between the stakeholders’ perceptions regarding the impact of family restrictions on teachers’ job satisfaction (Align with H₀₁)

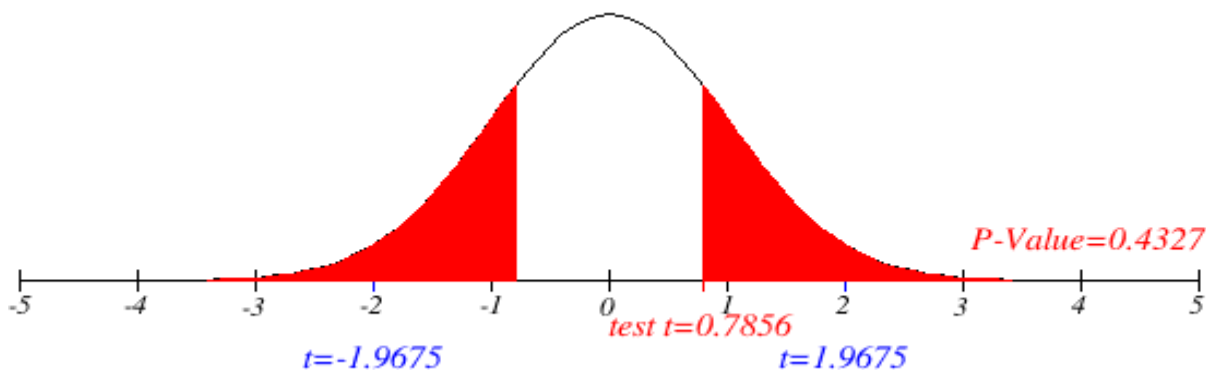


Vol. 3 No. 12 (December) (2025)

Group	Mean	SD	t-cal	t-tab	p-value	Result
Heads	3.28	1.07	0.7856	±1.9675	0.4327	No Significant Difference
Teachers	3.39	0.98				

Table 4.8 results of the independent samples t-test indicate that there is no statistically significant difference in perceptions of school heads (M=3.28, SD=1.07) and teachers (M=3.39, SD=0.98) regarding the impact of family restrictions on the job satisfaction of female teachers (t=0.7856, p=0.4327). Because the t -value (0.89) is less than the critical t -value (1.9675) and the p -value (0.4327) is not less than the standard 0.05 level of significance, we cannot reject the null hypothesis.

Figure#2: Comparison regarding the impact of family restrictions on teachers’ job satisfaction



Findings

Among teachers, it was found that family restrictions affected job satisfaction about 40.2% as compared to heads (36.8%). There was almost an equally strong agreement (11.6% teachers vs. 11.8% heads), indicating that, although both groups of respondents recognize the impact, it is more immediate among teachers. (Align with Table # 1)

There was moderate agreement with the teachers (M=3.39) and both heads (M=3.28) that family restrictions influence job satisfaction. Nevertheless, the mean of teachers was slightly higher, which indicates that they experience the impact a little more. (Align with Table # 2)

Most teachers (51.8) and heads (48.6) felt that family restrictions affected job satisfaction, with only 18 per cent of teachers and 25 per cent of heads differing. This is an agreement, but teachers find a little more significant effect. (Align with Table # 3)

The non-significant t-test (t=0.7856, p=0.4327) indicated that the heads and teachers did not have any significant difference in the perceptions of family restrictions on job satisfaction, as they could not reject the null hypothesis (H01). (Align with Table # 4)

Discussions

The fact that the teacher's agreement on the influence of family restrictions on job satisfaction is stronger (40.2) in backing the job satisfaction theory suggested by Spector (1997), in which non-work variables are major determinants of work attitudes. The fact that the strong agreement between groups is almost equal (11.6-11.8) is reminiscent of Allen, Hersh, Bruck, and Sutton's (2000) meta-analysis revealed that family-to-work conflict is presently universal in job satisfaction, but workers at the frontline show it more acutely (Byron, 2005). (Align with Finding # 1)

The compromise between the two groups (M=3.28-3.39) is in favor of the Conservation of Resources theory (Hobfoll, 1989), where depletion of resources by the family demand influences the work outcomes. The slightly greater teacher means correlates with the research of emotional labor by Grandey and Cropanzano (1999), which states that teacher emotional job strain generates more role strain. (Align with Finding # 2)



Vol. 3 No. 12 (December) (2025)

This bidirectional work-family conflict model presented by Frone (2003) is supported by the majority agreement (51.8% teachers, 48.6% heads). This is perhaps attributable to the factor of gender role socialization (Eagly, 1987), because the female-dominated teaching labor force advocates family care norms more viciously because of female gender roles. (Align with Finding # 3)

The non-significant finding ($t=-0.89$, $p>.05$) of job satisfaction perceptions supports the dispositional theoretical view of job satisfaction of Judge, Weiss, Kammeyer-Mueller, and Hulin (2017) in which personality variables might mediate family-work effects at an equal level across the hierarchical levels. This implies that there is a requirement for universal rather than tiered interventions. (Align with Finding # 4)

Conclusions

Although teachers and administrators both concur that family responsibilities do affect job satisfaction, teachers have stated that this effect affects their daily work lives more than it does for administrators. (Align with Obj # 1)

Teachers and administrators are generally in agreement that family demands influence job satisfaction, but the teachers always record higher impacts compared to those realized by their bosses. (Align with Obj # 2)

There is a great deal of agreement between the teachers and the administrators that family role affects job satisfaction, and the teachers are more conscious of this impact on their daily work life. (Align with Obj # 1)

Speaking of the impact of family life on job satisfaction, teachers and school leaders have quite similar opinions, and they agree about this very question. (Align with Obj # 2)

Recommendations of the Study

Implement flexible scheduling options since 40.2% of teachers report family restrictions affect job satisfaction more than heads realize. (Align with Finding # 1)

Introduce stress-management programs as both groups moderately agree (heads 3.28, teachers 3.39) that family restrictions affect satisfaction. (Align with Finding # 2)

Create peer support groups since 51.8% of teachers and 48.6% of heads agree that family duties influence job satisfaction. (Align with Finding # 3)

Standardize family-friendly workplace policies as heads and teachers share similar views on satisfaction impacts. (Align with Finding # 4)

Guidelines for Future Researchers

The present research was carried out in the district of Bhakkar. Repeat the same research in other districts in Punjab to determine the impact of cultural variations on the opinion of stakeholders.

The data collection involved perceptions of stakeholders, i.e., PSTs and Head Teachers; in future investigations, the researcher can use other respondents to collect data.

The dependent variable, i.e., job Satisfaction, was considered in the current research; other variables might be adopted by other researchers.

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Vol. 3 No. 12 (December) (2025)

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Vol. 3 No. 12 (December) (2025)

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