



Vol. 4 No. 2 (Februaary) (2026)

## **From Traditional to Transitional Families: The Role of Women's Employment in Reshaping Household Structures in Multan Division**

**Hina Aslam**

Assistant Director Colleges, Multan

Ph. D. Scholar, Department of Sociology, Bahauddin Zakariya University, Multan, Punjab, Pakistan Email: [hina126pk@gmail.com](mailto:hina126pk@gmail.com)

**Dr Saima Afzal**

Assistant Professor, Department of Sociology, Bahauddin Zakariya University, Multan, Punjab, Pakistan Email: [saimaafzal@bzu.edu.pk](mailto:saimaafzal@bzu.edu.pk)

### **ABSTRACT**

Due to socioeconomic factors and women's length of employment, traditional joint family systems are gradually giving way to nuclear arrangements. This study used a quantitative methodology, gathering information from a representative sample of female educators with a range of experience levels. The main factors were age, educational background, socioeconomic status, length of teaching experience, and family structure (nuclear or joint). The correlation analysis looked at the direction and strength of relationships between continuous variables, while the chi-square test was used to determine the relationship between variables. According to t-tests ( $p < 0.001$ ), the analyses showed significant differences in family structure across experience levels, with women with more than 20 years of teaching experience being more likely to live in nuclear families than those with less than five years. Strong correlations were found between experience and family type ( $r = 0.65$ ) and between socioeconomic status and family structure ( $r = 0.58$ ). This study demonstrates that family structure in Multan Division is strongly influenced by women's teaching experience, with advanced experience being associated with a higher probability of nuclear family arrangements.

**Keywords:** *Women's Teaching Experience, Family Structure, Joint Family, Nuclear Family, Socioeconomic Transformation, Family Dynamics, Women Empowerment*

### **INTRODUCTION**

Almost everyone is a member of a family. This is one of the most prominent and illustrious social institutions. It affects society as a whole in a myriad of ways, and any changes it experiences have an effect on the overall social structure. Despite its endless changes, it possesses an amazing tenacity and continuity. Although they are not natural, family groups are common in society. A child's family teaches them how to view the world and what they observe. Early self-development and the development of basic identities, motivations, values, and beliefs occur within the context of a child's family. This major institution has experienced rapid structural and functional transformation,



## Vol. 4 No. 2 (Februaary) (2026)

much like other social institutions. Anthropologist Murdock defined the family as "a social group characterised by common residence, economic cooperation, and reproduction" (1949).

In every community, men have traditionally occupied positions of power and dominance. Tradition and culture upheld women's lowly standing. In the past, men held social positions that provided them with greater rewards. (C. Kyung-Moon, 2002).

Due to changing socioeconomic situations, women today have greater possibilities for education and employment, particularly after independence. In a world that has traditionally been dominated by males, this has enabled them to assume significant decision-making roles and attain financial independence. The emergence of women from their exclusive confinement at home to labour outside the home has been almost like a covert social revolution. Numerous sociological study opportunities have been made possible by this change in women's status, which is taking place in every aspect of society. (Dhananjaya and Ishwara, 2008)

Women educators inhabit two venues of social and societal reproduction: the home and the educational institution. Their identities at both institutional settings are smoothly continuous in terms of social reproduction, primarily reflected by the important care category. These naturalised assumptions have served as the foundation for programs that have encouraged women to teach since the colonial era. The expansion of education, particularly the focus on universalising education and encouraging girls to attend school, caused policy attention to move to the employment of numerous female teachers. The need to hire more female teachers has been highlighted by early post-independence initiatives, which have also proposed incentives like housing arrangements, priority admission to teacher training programs, and a special stipend for female instructors allocated to remote areas. Additionally, several committees recommended that 50% of all newly hired teachers be female, and female-only teacher training institutions were formed. (Aggarwal and Agrawal, 1992).

### **The Working Woman Era's Family Dynamics**

Family dynamics have altered dramatically in today's fast-paced economy, especially with the increase in working women. The conventional roles and structures that have governed family life have been drastically altered by the growing number of women in the employment. In addition to changing the economic environment, this paradigm shift



## Vol. 4 No. 2 (Februaary) (2026)

has changed expectations, duties, and responsibilities within families. The complex web of family connections is being rewoven to accommodate and adapt to this new era as women balance work aspirations with family responsibilities. This brief study explores the complex aspects of family life in the working woman age, emphasising the opportunities, difficulties, and changing dynamics that define this pivotal time.

### **Family Values in Pakistan**

These could be regarded as a Pakistani family's core values: The patriarchal system, gender roles or the conventional division of labour, the focus on child socialisation, limitations on women's mobility, elder care and respect, family member rights, and the preference for joint families.

### **REVIEW OF LITERATURE**

A study on women's perspectives on careers in family and community environments was carried out by Uswatun, Mizanul, and Hasanah in 2022. Finding out how working women perceive their families and their communities was the aim of this study. Descriptive qualitative research is used with a case study methodology. The instrument is a face-to-face interview between the resource person and the researcher. Only one home is examined in this study. A working woman's family in a multicultural culture is made up of her spouse, parents, mother-in-law, sister-in-law, and one biological child. However, most of them are farmers and private employees. One family from North Sumatra was the focus of this inquiry. The results of the investigation showed that social inequality is unavoidable. According to the study's conclusions, efforts to improve women's self-esteem must inevitably be accompanied by the creation of a social support system that allows them to formally meet the requirements of an objective workplace and showcase their achievements in order for them to be able to contribute equally in both the public and domestic spheres. Women can foster positive, harmonious family relationships while working at home. Women can play a variety of positions in society and the public these days. Among them are taking risks and grasping opportunities. However, there are times when individuals disagree, especially when it comes to activities that are perceived as less common for women both now and in the past. Women have many options that are practical and in keeping with their abilities, much like when comparing old and modern values. Naturally, efforts to improve women's



## Vol. 4 No. 2 (Februaary) (2026)

quality of life must be supplemented by the creation of a social support system that allows them to meet the legal criteria of environmental goals in order for them to participate equitably in both the public and private spheres. Although women are capable of pursuing occupations, social and familial constraints may provide challenges. Care must be taken with this. Naturally, women must balance increased obligations to their families and their roles as moms. It's not just about their profession; it's also about their worldview and the opinions of others, especially their families and communities.

Ahmad, Fakhr, and Ahmed (2011) looked at how the demands of both work and family obligations cause work-family conflict for female teachers. They found that all aspects of work-life conflict were negatively correlated with flextime work and having a supportive employer. The size of the family and the husband's income were negatively connected with work obligations, time conflicts, and mental anguish. As the number of family members increased, there were more wage earners, which reduced work-life conflict. However, this resulted in women being overworked and still having to handle all the labour. When household expenses, such as financial demands, are higher and children, regardless of number, are present, all four measures show increased work-life conflict. While family size and husband income are negatively connected with work demands, time conflict and mental distress exhibit a similar pattern. There will be less work-life conflict in households with more wage workers and family members, but women will still be responsible for handling all the work, which is likely to result in work overload. When their husbands' income improved, women were less likely to feel time conflict and mental pain since their spouses could support the family financially. The findings demonstrated that strengthening the quality of work and family will lead to an improvement in life quality. Thus, it was determined that positive stress, or the competent management of stress, can enhance women's welfare and work performance.

Feroz et al. (2013) claim that working women's economic contribution influences their decision-making in a variety of household-level activities. Most women support their husbands through employment, entrepreneurship, and other economic endeavours. Although working women have become more influential in decision-making due to their substantial economic contribution, they do not receive any special recognition or financial rewards for carrying out their household responsibilities. Women's status in society has improved due to their economic contributions. The study's key findings showed that, despite the fact that women who contribute to the household economy also



## Vol. 4 No. 2 (Februaary) (2026)

play a major role in decision-making, our society still needs to support women's decision-making skills in general as a commitment to their better future.

A study on the impact of work-family role conflict on job and life happiness among three significant professionals—doctors, engineers, and university instructors—was proposed by Priyanka et al. (2022). A survey was conducted in-person with sixty doctors, sixty engineers, and sixty university teachers from various public and private institutions in Bangladesh. was employed to collect primary data for the study through in-person interviews. Public and private universities in Bangladesh provided the data on university staff, while public and private hospitals provided the data on doctors and engineers. The results indicate that university instructors had higher levels of work-family conflict and familywork satisfaction than doctors and engineers, although engineers had higher levels of WFC on life fulfilment. The study also showed that WFC, FWC, work satisfaction, life contentment, and religious affiliation were significantly ( $p < 0.05$ ) impacted by control variables such gender identity, reported number of children, marital status, and education level. WFC and FWC had more of an impact on career and personal satisfaction for university teachers than for doctors and engineers. Furthermore, the current study showed that gender, institution type, marital status, education, and number of children had a substantial ( $p < 0.05$ ) impact on the job and life satisfaction of doctors, engineers, and university faculty members. In comparison to engineers and doctors, university faculty members reported greater WFC on job satisfaction and FWC on job and life contentment, according to a thorough analysis. On the other hand, engineers had higher WFC when it comes to life satisfaction.

## THEORATICAL FRAMEWORK

### 1. Economic Theory of Family

Becker's Theory of the Family (Becker, 1981): According to Gary Becker's economic theory of the family, economic factors have an impact on how labour is distributed within a family. The division of labour, family values, and decision-making processes may be impacted when women join the job and contribute to the family's income.

### Rationale for Applying Becker's Theory

Becker's theory offers a comprehensive framework for analysing how interactions between market and non-market activities impact family dynamics. It can illustrate the nuances of how growing female labour force participation affects gender interactions and



## Vol. 4 No. 2 (Februaary) (2026)

household budgeting.

### *Demographic profile of respondents*

| Category                        |                               | Frequency | Percentage |
|---------------------------------|-------------------------------|-----------|------------|
| <b>Age</b>                      | 40-49                         | 134       | 34.9       |
|                                 | 30-39                         | 159       | 41.4       |
|                                 | Under 30                      | 41        | 10.7       |
|                                 | 50-59                         | 50        | 13         |
| <b>Level of Education</b>       | M. Phil.                      | 259       | 67.40%     |
|                                 | Master's degree               | 88        | 22.90%     |
|                                 | PhD or other advanced degrees | 37        | 9.60%      |
|                                 |                               |           |            |
| <b>Occupational Designation</b> | Lecturer                      | 181       | 47.10%     |
|                                 | Assistant Professor           | 154       | 40.10%     |
|                                 | Associate Professor           | 44        | 11.50%     |
|                                 | Professor                     | 5         | 1.30%      |
|                                 |                               |           |            |
| <b>Place of Residence</b>       | Urban                         | 328       | 85.40%     |
|                                 | Rural                         | 56        | 14.60%     |
| <b>District</b>                 | Khanewal                      | 80        | 20.80%     |
|                                 | Lodhran                       | 32        | 8.30%      |
|                                 | Multan                        | 192       | 50.00%     |
|                                 | Vehari                        | 80        | 20.80%     |
| <b>Family Structure</b>         | Joint                         | 214       | 55.60%     |
|                                 | Nuclear                       | 170       | 44.40%     |
| <b>Marital Status</b>           | Unmarried                     | 141       | 36.70%     |
|                                 | Married                       | 242       | 63.00%     |
|                                 | Divorced                      | 1         | 0.30%      |
| <b>Teaching Experience</b>      | Less than 5 years             | 56        | 14.60%     |
|                                 | 5-10 years                    | 96        | 25.00%     |
|                                 | 11-15 years                   | 87        | 22.70%     |
|                                 | 16-20 years                   | 62        | 16.10%     |
|                                 | 20 years or more              | 83        | 21.60%     |
| <b>Number of Children</b>       | 1-2                           | 199       | 51.80%     |
|                                 | 3-4                           | 161       | 41.90%     |
|                                 | 5 or more                     | 5         | 1.30%      |
|                                 | None                          | 19        | 5.00%      |
| <b>Working Hours</b>            | 2                             | 2         | 0.50%      |
|                                 | 3                             | 3         | 0.80%      |
|                                 | 4                             | 35        | 9.10%      |
|                                 | 5                             | 139       | 36.20%     |
|                                 | 6                             | 136       | 35.40%     |
|                                 | 7                             | 33        | 8.60%      |
|                                 | 8                             | 28        | 7.30%      |
|                                 | 9                             | 1         | 0.30%      |
|                                 | 10                            | 4         | 1.00%      |
|                                 | 11                            | 1         | 0.30%      |

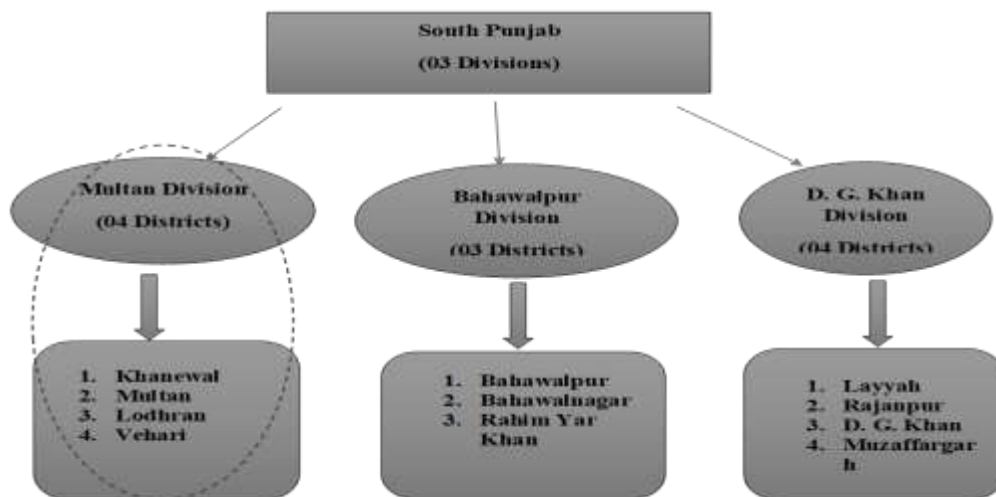


## Vol. 4 No. 2 (Februaary) (2026)

|                             |                   |     |        |
|-----------------------------|-------------------|-----|--------|
|                             | 12                | 2   | 0.50%  |
| <b>Number of Dependents</b> | One               | 51  | 13.30% |
|                             | Two               | 73  | 19.00% |
|                             | Three             | 88  | 22.90% |
|                             | Above Three       | 172 | 44.80% |
|                             | Members           |     |        |
| <b>Mode of Transit</b>      | By Own Vehicle    | 144 | 37.50% |
|                             | Private Transport | 150 | 39.10% |
|                             | Public Transport  | 90  | 23.40% |

### METHODOLOGICAL ISSUES

A quantitative research design was used for this investigation. The techniques employed usually provide accuracy and dependability. The quantitative research approach is used. By delivering a questionnaire to married female college instructors in all of the Multan Division's public colleges, the researcher was able to gather a substantial amount of data for statistical analysis. All female instructors employed by government colleges in the Multan Division make up the study's overall population. In the area, there are around 295 assistant professors (BS-18), 13 associate professors (BS-19), 9 professors (BS-20), and 461 female lecturers (BS-17).



### Sampling Process of the Study

The ideal sample size needed for the examination of the transformational effects of women's employment on family dynamics in the Multan Division was determined using the Cochran formula. Cochran's formula is particularly useful when predicting sample sizes for a finite population. The formula can be expressed as follows:

$$n = (Z^2 * p(1-p)) / e^2$$

Based on practical resource limitations, 384 responses were chosen. Married female



## Vol. 4 No. 2 (Februaary) (2026)

instructors employed by government colleges in the Multan Division were chosen using the simple random sample approach. A structured questionnaire is the main instrument used in this study to collect data.

The goal was to investigate how much conventional family structures are impacted by women's employment. The relationship between women's employment status and differences in family structures (such as nuclear versus extended) was assessed using the chi-square test, and the strength and direction of the relationship between employment status and variations in traditional family structures were examined using correlation analysis.

## RESULTS

The hypothesis are described under this section;

**H1:** There is a significant relationship between teaching experience and the family structure.

**H2:** Family structure and the teaching experience have a statistically significant association.

- Chi-square Test: To evaluate the association between women's employment status and disparities in family structures (e.g., nuclear vs. extended).
- Correlation Analysis: To examine the strength and direction of the relationship between employment status and variations in traditional family structures.

|                        |                   | Family Type |         |       |
|------------------------|-------------------|-------------|---------|-------|
|                        |                   | Joint       | Nuclear | Total |
| Teaching<br>Experience | Less than 5 years | 53          | 3       | 56    |
|                        | 5-10 years        | 63          | 33      | 96    |
|                        | 11-15 years       | 19          | 68      | 87    |
|                        | 16-20 years       | 19          | 43      | 62    |
|                        | 20 years or more  | 30          | 53      | 83    |
|                        | Total             | 184         | 200     | 384   |

The cross-tabulation in the above table thoroughly examines the relationship between family structure at marriage and later teaching experience among women employed in government college contexts. The cross-tabulation reveals a strong correlation between



## Vol. 4 No. 2 (Februaary) (2026)

the family structure of married women educators and their career success after marriage.

It is conceivable that the early familial environment influences or is connected to the duration of women's academic careers, given the apparent shift from joint to nuclear family arrangements with more teaching experience.

|                              | Value  | df | p-value |
|------------------------------|--------|----|---------|
| Pearson Chi-Square           | 22.950 | 8  | .000    |
| Likelihood Ratio             | 26.019 | 8  | .000    |
| Linear-by-Linear Association | 09.661 | 1  | .001    |
| N of Valid Cases             | 384    |    |         |

The family structure at the time of marriage and subsequent teaching experience are statistically significantly correlated among women employed as instructors at government colleges, according to the results of the Chi-square test ( $\chi^2 = 22.95$ ,  $df = 4$ ,  $p < 0.001$ ). This suggests that there is a relationship between the sample population's levels of teaching experience and the distribution of family types at marriage.

### Spearman Correlation Coefficients and Their Implications

| Variables                                | Spearman's rho  | p-value |
|------------------------------------------|-----------------|---------|
| Level of Education & Family Structure    | $\rho = -0.055$ | 0.29    |
| Family Structure & Teaching Experience   | $\rho = 0.267$  | 0       |
| Level of Education & Teaching Experience | $\rho = 0.020$  | 0.701   |

Table: Spearman Correlation Analysis of Education, Family and Experience

The relationship between educational attainment and teaching experience is negligible (0.020) and not significant (0.701). This indicates that the respondents' years of teaching experience and their level of education are unrelated. The teaching years or increase may be adequately explained by other factors because the length of teaching tenure and educational attainment in this sample differ.

The Spearman analysis indicates a statistically significant medium connection between the teaching experience and family structure.

## DISCUSSION

The primary goal is to critically analyse these results in light of current theoretical notions, such as Economic Theory of Family. Learning about role transitions and family dynamics can be aided by this. Using mixed socio-cultural settings, we assess whether the evidence supports, refutes, or expands upon current scholarly conceptions of



## Vol. 4 No. 2 (Februaary) (2026)

gendered family dynamics. Most respondents found that economic involvement increased their respect and sense of self-worth, although it also led to some family disputes. Families in this region have historically adhered to the conventional model, in which males earn the majority of the income while women take care of the house, raise the children, and uphold family unity. The increasing number of working women who are the family's major provider is a paradigm change that calls for a reevaluation of traditional family roles and relationships.

## CONCLUSION

The effects of women's employment on relationships and family values in Multan Division are examined in this study. Relationships, authority, and family structure are all being shaped by this change in women's conventional gender roles from homemakers to earners. Our knowledge of family dynamics in contemporary Pakistani society is expanded by the findings, especially in light of the Multan Division's socioeconomic setting.

The transition from traditional joint families to nuclear families was one of the most important effects. Joint families, extended kinship, group decision-making, and shared responsibilities are customary in Pakistani society, particularly in rural and semi-urban areas like Multan. Families are becoming more nuclear as more women enter the formal workforce. The pressure of modernisation and globalisation, juggling job and home life, and developing personal goals are the reasons for this shift. According to statistics, women are more independent and self-reliant the more they work, the less they support joint families, and the more they rely on one another and their immediate families.

It is conceivable to conclude that women's family pay commitment offers them more significant independence, makes them a dynamic force in the family, and changes the family's behaviour and views about their sex job.

## REFERENCES

- Ahmad, M. S., & Masood, M. T. (2011). *Work family conflict among women university teachers: A case from Pakistan. European Journal of Social Sciences, 23(1), 119-130.*
- Adams, G. A., King, L. A., & King, D. W. (1996). *Relationships of job and family involvement, family social support, and work-family conflict with job and life*



## Vol. 4 No. 2 (Februaary) (2026)

*satisfaction. Journal of applied psychology, 81(4), 411.*

Akhtar, T. M. (1992) *a study into socio-economic problems of career women in rural background. MSC thesis Department of Rural Sociology. University of Agriculture, Faisalabad*

Ishwara, P. & Dhananjaya, K. B. (2008), "University Teacher's Perception of Work-And-Family Conflict", *Experiments in Education, XXXVI (9): 3-10.*

Akhtar, T. M. (1992) *a study into socio-economic problems of career women in rural background. MSC thesis Department of Rural Sociology. University of Agriculture, Faisalabad*

Kyung-Moon, C. (2002). *The influences of work-family conflict and sex-role identity on married female teacher's job involvement. 대한가정학회지, 3(1), 95-109.*

Singh, S. P., & Sharma, H. K. (2016). *Impact of work motivation on job satisfaction of teachers in professional education. The International Journal of Research Publication's. Research Journal of social science and management, 6(05), 90-96.*

Usman Kha, I. Z., Malik, N., & Niazi Khan, S. (2002). *A Study to Investigate the Attitude of People towards Female Employment in Faisalabad City. Journal of Applied Sciences, 2(3), 384-385.*

Okolie, U. C., & Uwayah, L. I. (2024). *Workplace consequences of work-family conflict for women. J-MIND (Jurnal Manajemen Indonesia), 9(1), 21-30.*