



## Experiences of Gender Inequality among Teachers: A Case of Private Sector

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### Abstract

This study aims to evaluate gender discrimination and bias among school teachers in district Gujrat. It is evident that teachers are performing their duties in a best way and also faced different forms of discrimination such as economic, social, rights and many other interlinked forms. A quantitative study has been conducted and a multistage random sampling technique has been used to draw 250 teaching staff including female and male from different schools in district Gujrat. A cross-sectional survey has been conducted using structured questionnaire and pretested from 30 randomly selected teachers and the value of Alpha has been reported as .700 and above. Descriptive and inferential statistics have been employed to draw results and conclusions along with ANOVA and regression analysis. The study findings asserted that there is gender discrimination at private schools and women have been found treated unfairly at their jobs as compared to men. This gender discrimination is because of the society in which we live and because of the different family norms and perceptions that people have due to different backgrounds.

**Keywords:** Gender, Culture, Discrimination, Education, Patriarchy

### Introduction

Discrimination means treating unequally, and gender discrimination means treating unequally on the bases of male and female (Shoaib, Zaman, & Abbas, 2024; Tapan, Aka, & Kalaycı, 2024). Gender discrimination might be defined in various ways, but usually it recognized as decision making based on ascriptive or aesthetic perception of one's sex (Ali, Shoaib, & Kausar, 2025; Lodhi & Zaman, 2012; Shoaib, 2025b). In the labor force, discrimination could be recognized and analyzed in decision making related to hiring, wages, termination, leaves, promotion, and benefits (Hays, 2013). All forms of biased decision making bases on sex and gender are declared as illegal in state law (Papadaki & Ntiken, 2023; Shoaib, 2025a; Shoaib, Ali, Iqbal, & Abdullah, 2025). However, there is still a considerable amount of discrimination and in equality exist, that women face today (Bessière, 2014; Shoaib, Ali, & Kausar, 2025; Shoaib & Bashir, 2025). Women are still struggling to not only for becoming a part of workforce, hut getting progress within it (Avincan, Aydin, & Ersoy, 2023; Shoaib, Iqbal, & Iftikhar, 2025). Most of the issue related to discrimination and inequality at workplace are deeply rooted in acculturation and societal norms (Bursell, 2021; Shoaib, Shamsher, & Iqbal, 2025). Society's expectations and perceptions about women influence how they are treated and perceived at the workplace (Shoaib, Shamsher, & Iqbal, 2025). Different forms of gender discrimination and gender inequality could be seen in different economic sectors

i.e industry, health, banking and education (Lahelma, 2014; Shoaib, Tariq, & Iqbal, 2025a). Today, education sector becomes an industry that provides employment opportunities to thousands of people in Pakistan (Göçmen & Yılmaz, 2017; Shoaib, Tariq, & Iqbal, 2025b). A handsome amount of educated population is working in these educational institutions as teaching and nonteaching staff (Pietsch & Clark, 2014; Shoaib, Tariq, Rasool, & Iqbal, 2025). Education sector is flourishing in district Gujrat, and hundreds of educational institutions are being established in urban as well as rural areas of District Gujrat (Bonino, 2015; Shoaib, Waris, & Iqbal, 2025a). A goodly number of these educational institutions are established under private ownership (Shoaib, Waris, & Iqbal, 2025a). According to private school organization, 188 private primary, secondary and higher secondary schools are established in tehsil Gujrat, 86 of them are for girls, 58 for boys and 44 for both boys and girls. These institutions are providing employment to thousands of males and females of the local area. But it is observed that most of these institutions are discriminating while rewarding pay and other facilities to their employees (Pietsch & Clark, 2014; Shoaib, Waris, & Iqbal, 2025b). Deep study of them indicates that female workers are mostly less rewarded as compared to male workers of same status (Shoaib, Waris, & Iqbal, 2025b). For example, the study of their training indicates that female workers earn about 76 percent of every male worker's earnings (*Training*, 2000). A teacher is a back bone of the educational institutions who performs critical tasks for the existence of the organization but his productivity is affected by the gender discrimination (Bessière, 2014; Shoaib, Waris, & Iqbal, 2025c). Gender discrimination creates problems of low level motivation and job satisfaction among workers (Shoaib & Zaman, 2025). Moreover, scientific research proved that there is appositive relation between GD and level of stress (Channar et al., 2011). There are several forms of gender discrimination explored by the social researchers (Shoaib, 2024d). Some important forms of gender discrimination are discussed here for the better understanding of the concept of gender discrimination (Isemonger & Roberts, 1999; Shoaib, 2024c). Gender wage ape is the one of the most common type of gender discrimination that is practiced in present era (Shoaib, 2024b). Gender wage gape pronounce the disparity and inequality between the benefits and salaries given to the men as compare to those of given to the women for the quality and level of the work (Shoaib, 2024a). Thought females in the developed countries like USA enjoying much better benefits as compare to the women of the developing countries. Countries like US had a stronger and longer commitment for equal employment and equal pay polices than that of the other developed and industrial countries. However, this actual wage gap is larger in USA as compare to the most other industrialized and developed nations (Blau & Kahn, 1994).

Gender wage gap can be resulted by so many factors (Anwar, Shoaib, & Javed, 2013; Karlsson, 2010). These factors ranges from individual competency to wide societal structure (Shoaib, 2021). The situation becomes even more severe as female women labor work longer hours than men workers (Shoaib, 2023a). Hays's research on gender wage gap says that women workers work more than 60 hours per week and receive 78.3% of the male the earrings who perform same job. The real roots of this huge wage gap are much difficult to define, because there are so many social and historical factors that perform into the deliberate practice of pay gaps. Glass Ceiling is another popular form of gender based discrimination that could be widely observed at work places. Glass ceiling is a metaphor that is widely recognized and used in the analysis of gender discrimination within workplace. The hypothesis of glass ceiling points out that women face more difficulties in promotion, and it is more difficult for women to be promoted upward once they have been employed in a company. Once women have grasped a certain position, they are restricted from uplifting themselves at their place of work. Moreover, this hypothesis says that as a female, she

has to face proportionally more difficulties in reaching authoritarian positions as compared to her male counterparts (Mugisha Baine, 2010; Shoaib, 2023b). For glass ceiling theory, females may enter to corporations and even get administrative positions. But, at some level they have to face some invisible barriers those prevent them from getting the ability of further progress within the company. Many researches proved that “females’ workers are more likely to be promoted towards high ranked positions when a greater percentage of females are already there, emphasizing the trouble in attaining entry into these managerial positions in the first place” (McLaughlin, 2009). These hurdles create a repeated cycle that produces a problematic atmosphere for female workers to get progress and advancement within their workplaces (Berggren, 2011). Sticky floor in a form of genders discrimination that is widely discussed in the subject of gender study. The term sticky floor refers to the flat discrimination against females, which elaborates the discrimination against women in training, hiring and assigning assignments. It describes the patterns where women are kept a specific group of people at the bottom of the scale and they are never given opportunities to improve this ranks. he employer who are experiencing “sticky floor effects” are known as pink collar workers (Forbes, Öhrn, & Weiner, 2011). In the hierarchy of gender women may experience these effects. Researches proved that near to half of the working women, those are 1/6<sup>th</sup> of the working men are working at lower scale jobs, as waitresses, sectaries and nurses (Fang, 2011). In simple words discrimination is a situation where males and females with similar qualities may employed to the similar ranks or scale, whoever men are appointed to the upper scale and women are appointed at the lower scale (Bihagen et al., 2006). In early ages of economic and social development, most of the professions were male oriented and dominated by the males, therefore, the women had no access to the formal work places. However, the history of gender based discrimination started from the female’ participation in the male dominant professions.

**Study Context:** A scientific research conducted by Habib Zafarullah, says that social Justus, economic development, effective implementation of fundamental human rights, equity in authority and decision making and equity to all categories of society, especially women, are crucial for the sustainable development of any society (Zafarullah, 2000). Additionally, it also points out that “the advancement of female’s contribution in social and economic activities, such as decision making and management is not only necessary for equity, but also essential for the sustainable national development”. For the reduction in poverty, diseases, crime and illiteracy among people, it is essential to provide equal rights, equal opportunities and equal resources to women. In that context a detail research id required to understand the current situation of women in Pakistan. As stated above, education sector in Pakistan is becomes an industry which provides employment to thousands of people. In this regard this research is a serious attempt to exploring perceived level of gender discrimination and it social factors.

## **Review of Literature**

The study of Bilkis et al. (2010) argued that gender discrimination is presented very clearly and it did not show equality that but also equity of work opportunities provides the clear picture of this concept. Biasness on workplaces is the biggest evident of this issue. Biasness showed in paying wages, in delegating authorities to male candidates, attitude differences among workers, treatment behavior with workers and lot of other forms. Most of the departments still degrade and devalue the works of females and also prefer males to higher authorities for improvement and increase earnings. Females also participate in education to armed forces, hospitals to factories but still face the problems of biasness. As Hauksdottir (2008) presented that gender discrimination is not only at work places but also in pay gap among different gender. Sexual harassment also presents in the

higher posts of the assembly. Gender discrimination also presents in family relations to official setup. Every female feels it better due to the settings of male oriented society. Male became the policy maker not only related to them, but also have impacts on those policies those were related to female group. Females try to promote their relevant policies by the gender studies course in the universities. Main changes in law and regulations also affect the scenario of discrimination. Public safety is the main responsibility of the governments to protect their citizens. Every citizen feels free to enjoy their work place environment to education institutions. No one feel bound due to their gender and always try to participate to promote economic conditions of their country. (Francois, 1995) showed that men and women divide the work in household level and their works have equal importance. Their life dependent on one another works and they satisfy on the performance of each other. But on the other side, when both of them to participate in factory works, than male always dependent not only in wages, also in upper work category. Firms hiring males for increased their production and after some experience, other firms increase the wages of experienced males. Factory owner's percepts that those firms who hire females have low productivity than those factories decrease the wages of female workers. Firms try to increase their profit than they prefer male for increasing their profit. The study of Smith (2002) reviewed that this report as a survey point out the social inequality in job authority on the bases of theoretical framework, measurement of resources and emergence of situation. Main focus of this research on race and gender consequences on the income level. Race and gender discrimination is focused in minorities for increasing income level and money making strategies for survival. These situations observed not only in a specific area, but national, cross national and cross temporal studies and also international level that minorities improve their life style but race and most important factor is gender to control them getting acquire high authority. Attitude of employer towards employee is another factor of studying the race and gender discrimination in minorities to get better job and sustainable income for surviving in the racial effecting societies. The study of Lissenburgh (2001) pointed in his research uses Human Capital Theory and National Survey Data to highlight the existence of gender discrimination at labor market. From that research he concluded that the part time female workers face lot of issues related to salary and other benefits than that of the full time female workers. The Human Capital Theory proved that training, experience and education, have a great influence on pay gap. Research proved that there will be ten percent increase in the women salary only if they give more consideration to the factors of human capital. This is one of the most important reason, part time female workers get less wages as than that of the full time workers.

***Theoretical Framework:*** Theoretical framework in an essential part of the scientific research. It provides theoretical support to the research and guide the whole research processes. For the present study hegemonic masculinity is used to develop a theoretical framework.

***Introduction to the Theory:*** The idea of hegemonic masculinity was expressed by Australian sociologist (Connell, 1995) two and a half decades ago. This concept refer to those characters that several cultures assign to 'real men' and which not only set out such 'real men' from women and all other men, but also justify all men to generally be in a position of domination over women.

***Hegemonic Masculinity Theory:*** For the present research hegemonic masculinity theory is used to guide the whole research processes. The concept of hegemonic masculinity is introduced by sociologist (Connell, 1995). Hegemonic Masculinity theory refers to deliberate practices that support the top social positions of males, and the lower social position of women. Theoretically, the purpose of hegemonic masculinity is to describe why and how men preserve leading social roles over females, and additional gender qualities, which are supposed as feminine in a certain society. Being a sociological concept, the leading condition of hegemonic masculinity stems from

the model of cultural hegemony. Theory says that cultural dynamics are the means by which a social group sustains a dominant and leading position in a societal hierarchy, however hegemonic masculinity symbolizes a kind of social organization that is sociologically challenged and altered. The theory of hegemonic masculinity has strong impact on social expectations of every person in the labor force. The hegemonic position of masculine characters plays an important role in describing its female stand position, through setting principles of feminine in society. The dominant role of maleness pertains to the workforce as well as the family. It is a common belief that only males are the breadwinner. This notion categorizes the jobs for both sexes. The concept of breadwinner is still widely believed and difficult to be changed. This notion of dominant masculinity and disparities leads towards gender specific roles and inequality.

### **The Data and Analysis**

This study has been based on quantitative approach. A multistage random sampling technique has been used to draw a 250 teaching staff including females and males from different schools including primary schools, secondary schools, and higher secondary schools. A cross-sectional survey has been conducted and a structured questionnaire has been administered consisting of different sections. It was pretested from 30 randomly selected teachers and the value of Alpha has been reported as .700 and above. The data collection process takes about three months and it was coded, edited, and also screened. Descriptive and inferential statistics including ANOVA and regression analysis has been employed to draw results and conclusions.

### **Results and Discussion**

The primary data analysis indicates that 50 percent respondents are male and remaining are female. The majority of the respondents are selected from the urban area that is (64%) of the total sample size. The remaining (36%) respondents are selected from the rural settings. The reason this difference in sample is that, the literacy rate of the urban areas is higher than that of the rural areas of Pakistan. It indicates that a minor part of the teaching staff belongs to primary schools. It is concluded most of the schools offering high level education in private sector and few are providing primary level education.

**Regression Analysis:** Regression analysis was also performed in this study. An important objective of study is to see the impact of possible causes of gender discrimination on its score which is calculated by adding all confirmed questions of scales. This regression analysis is stepwise regression analysis. It is very important, its usage especially when researcher want to see the hierarchal importance of variables in the model.

**Table 1 Model Summary**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.592 <sup>a</sup>	.350	.347	14.51088
2	.628 <sup>b</sup>	.394	.389	14.03562
3	.665 <sup>c</sup>	.442	.435	13.49881
4	.681 <sup>d</sup>	.464	.455	13.25560
5	.690 <sup>e</sup>	.476	.465	13.13775

Table 1 has depicted that this stepwise model was run at level 5; which means last model has 5 significant variables in the final model. Each significant variable has been added in the significant model and made it multiple regression analysis. This process usually prolongs till significant

variables would be the part of model. This table has the information of coefficient of determination ( $R^2$ ) is increased as each level as number of variables increased at every level. Last model has the capability of explaining 47.6 percent variation of the five independent variables. It is usually seen that those models which have index based independent variables they have less but significant  $R^2$  values.

**Table 2 ANOVA Model**

	<b>Model</b>	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	27877.589	1	27877.589	132.394	.000 <sup>a</sup>
	Residual	51799.121	246	210.566		
	Total	79676.710	247			
2	Regression	31412.070	2	15706.035	79.727	.000 <sup>b</sup>
	Residual	48264.640	245	196.999		
	Total	79676.710	247			
3	Regression	35215.572	3	11738.524	64.420	.000 <sup>c</sup>
	Residual	44461.138	244	182.218		
	Total	79676.710	247			
4	Regression	36978.945	4	9244.736	52.613	.000 <sup>d</sup>
	Residual	42697.765	243	175.711		
	Total	79676.710	247			
5	Regression	37907.380	5	7581.476	43.925	.000 <sup>e</sup>
	Residual	41769.330	242	172.601		
	Total	79676.710	247			

ANOVA table also has the information about 5 models which were discussed in previous table. All the models have significant results as p-value of F-Test is significant 0.05 level of significance. It means that these models can be used for predication and estimation purpose in future.

**Table 3 Coefficients**

<b>Model</b>	<b>Unstandardized Coefficients B</b>	<b>Standardized Coefficients Std. Error Beta</b>	<b>T</b>		<b>Sig.</b>
(Constant)	79.219	2.600		30.468	.000
Civil liberties	1.020	.089	.592	11.506	.000
(Constant)	72.269	3.003		24.067	.000
Civil liberties	.646	.123	.375	5.250	.000
Social Networking	.675	.159	.302	4.236	.000
(Constant)	54.328	4.874		11.145	.000
Civil liberties	.808	.124	.469	6.540	.000
Social Networking	.754	.154	.337	4.883	.000
Socialization	.571	.125	.250	4.569	.000
Patterns					

(Constant)					
Civil liberties	51.348	4.878		10.526	.000
Social Networking	.595	.139	.345	4.290	.000
Socialization	.561	.163	.251	3.432	.001
Patterns	.603	.123	.264	4.897	.000
Cultural Norms	.505	.159	.251	3.168	.002
(Constant)					
Civil liberties	44.022	5.775		7.623	.000
Social Networking	.610	.138	.354	4.433	.000
Socialization	.601	.163	.269	3.690	.000
Patterns	.488	.132	.213	3.699	.000
Cultural Norms	.530	.158	.263	3.348	.001
Patriarchal system	.371	.160	.131	2.319	.021

This table of regression coefficients has very important information. Most important variable is entered in the model at first stage. It means civil liberties act as most significant predictor of the model. Similarly social networking, socialization patterns, cultural Values and patriarchy got second, third, fourth and fifth position of importance in the model consecutively.

**Table 4 Excluded Variables**

Model	Beta In	T	Sig.	Partial Correlation	Collinearity Statistics Tolerance
Cultural Values	.312 <sup>a</sup>	4.024	.000	.249	.414
Patriarchal System	.149 <sup>a</sup>	2.651	.009	.167	.822
Religious Factors	-.001 <sup>a</sup>	-.022	.983	-.001	.999
Family Norms	-.012 <sup>a</sup>	-.125	.901	-.008	.294
Socialization Patterns	.220 <sup>a</sup>	3.876	.000	.240	.774
Social Networking	.302 <sup>a</sup>	4.236	.000	.261	.485
Cultural Values	.219 <sup>b</sup>	2.653	.009	.167	.354
Patriarchal System	.194 <sup>b</sup>	3.575	.000	.223	.798
Religious Factors	-.001 <sup>b</sup>	-.022	.983	-.001	.999
Family Norms	-.138 <sup>b</sup>	-1.440	.151	-.092	.268
Socialization Patterns	.250 <sup>b</sup>	4.569	.000	.281	.764
Cultural Values	.251 <sup>c</sup>	3.168	.002	.199	.351
Patriarchal System	.118 <sup>c</sup>	2.052	.041	.131	.681
Religious Factors	-.032 <sup>c</sup>	-.659	.511	-.042	.980
Family Norms	-.073 <sup>c</sup>	-.780	.436	-.050	.262
Socialization Patterns	.131 <sup>d</sup>	2.319	.021	.147	.678
Religious Factors	-.057 <sup>d</sup>	-1.187	.236	-.076	.955
Family Norms	-.122 <sup>d</sup>	-1.316	.190	-.084	.255
Patriarchal System	.131 <sup>d</sup>	2.319	.021	.147	.678
Religious Factors	-.060 <sup>e</sup>	-1.263	.208	-.081	.955
Family Norms	-.109 <sup>e</sup>	-1.185	.237	-.076	.254

Last table of regression analysis was about the step by step excluded variables. This table has shown that Religion and family norms are least important variable for this system. Other five variables have included in the model at each step of regression analysis according to their significance level.

**Regression Model:** Final model was consisted of five variables like Gender

$$Y = a + B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4 + B_5X_5$$

Y = Discrimination

a = Constant

B<sub>1</sub>, B<sub>2</sub>, B<sub>3</sub>, B<sub>4</sub>, B<sub>5</sub> are the coefficients of variables X<sub>1</sub>, X<sub>2</sub>, X<sub>3</sub>, X<sub>4</sub> and X<sub>5</sub>.

$$\text{Discrimination} = 44.022 + 0.610 (\text{Patriarchal System}) - 0.601 (\text{social networking}) + 0.488 (\text{socialization patterns}) + 0.530 (\text{Cultural Values}) - 0.371 (\text{Civil liberties})$$

This regression equation be used for estimation of gender discrimination score in similar environment as studied in this research. This model says that there is positive relation between discrimination and patriarchy, cultural values and socialization patterns. And there is negative relation between social networking, civil liberties and discrimination.

Gender based discrimination and inequality has a long history that is crucial to understanding the high level of gender inequalities and discrimination than we can observe in all industries today. Throughout the eighteenth century, middle class white women's role was limited to the households and were restricted to contribute within the family. During the early twentieth century, this restriction gradually began to alter when females become significant labor suppliers to the industry. That was the time when mechanical industry was flourishing the newly emerging urban areas. Automatic, mechanized manufacturing brings a vital change in workforce, the work might be done by anyone regardless of gender, physical strength, or education. This technologically advanced and mechanical economic system helped to generate opportunities for additional segments of society to achievement of employment, including children and women. In history, for the first time, females were capable to contribute to the household and earn a salary for themselves in non-traditional way. Even though, that was an innovatory and revolutionary beginning for female labor, still there are lots of problems faced by the women in today's society i.e. unequal opportunities for women within workforce. In spite of women achieving job opportunities, they are still openly regarded as secondary employees as compare to men into modern societies. This kind of lack of trust in the labor of women workers emerges from the larger societal and cultural belief that they are incompetent for highly skilled work and they are incapable of expanding their services outside the family. The impact of this stereotypical notion that men's labor was more valuable than that of women has widespread effects on their handling being workers, their resulting compensation and their opportunities. This socially and culturally accepted standpoint was largely spoken during the 19th and early 20<sup>th</sup> centuries, however in current era it is less described in most of the developed countries. Women's participation into the workforce has been finally acknowledged, inability and perceived inequality were both encouraged and extensively recognized. This is well exemplified in a research article printed in the 1943 with the title of "Eleven Tips on Getting More Efficiency out of Women Employees" The article demonstrates the mindset regarding women workers that has consume decades to overcome (Melymuka, 2000). Eleven tips are included things such as, "Give each working girl a sufficient amount of rest times during the day." "Specify some budgets for feminine psychology." "Girls become more efficient if they keep their hair tidied and use lipstick" and "Keep a physician to



provide every woman a special physical examination. These rules reveals girl's weaknesses that can make her physically or mentally unfit for the jobs" (Melymuka, 2000). Here we can see a vibrant perception of female's competences that is not acting as effective contributors to a cost-effective workforce. Perhaps, given and other propaganda against women perpetuate the impression that female workers must be take cared and they are dependent on their male administrators. In short, this re-enforced the notion that women workers need additional resources and energy as compared to their male colleagues. Therefore women are less demanded for high productivity.

Although a significant amount of women is finally becomes able to participate the skilled labor force, most of the women continuously try to find out jobs in garment shops and textile industries. This separation is because these jobs are seen as similar to stereotypical domestic labor that they have to perform traditionally in their household. During the 20<sup>th</sup> century, females stayed encouraged to pursue roles that were associated with characteristic of being a decent wife, mother, caretaker or homemaker. This thing restrict the opportunities offered to women. If roles and responsibilities were aligned with women's stereotypical expectations then society liked to the new role of women. These societal expectations prepared a perception, that women's roles that they were allowed to adopt at workplace were still less important and significant than the roles that men were compensated and promoted for. Women's perceived significance is lower than their male counterpart and this is reflected in form of wage differences in workplace. For an example in the retail world, retail work was predominated by the male. At that time this business was much respected and well profited. When women enter and began to dominate the occupation, its economic value and significance plummeted. This perception about women as less competent and less valuable workers was and still is revealed in form of wage gap between women and men. At workplaces, there are two types of women, one who displays approval of women who follow cultural feminine stereotypes *i.e.* nurturing, passive and being subordinate to male at workplace. The second type of women who show disapproval for women who blame such stereotypes. This situation creates most common workplace conflict among women, this is called the generational conflict between younger women who seek more flexible options including part-time work and older women who closely follow a traditional masculine career path. A research on socialization of employment concluded that traditional gender roles are changing from time to time as younger workers are less likely to choose more sex-typical professions. It also concludes that younger women are more likely employed in sex integrated jobs as compared to older women, but this is not the case among men. Moreover, people are socialized according to their gender. Women and men have developed diverse skills, values, traits and abilities. For that reason women and men would be required to approach work differently, make different choices and end up in different spheres of life. Women chose domestic, expressive roles and men chose instrumental roles because they are socialized in that way. Because most gender bias is covert rather than manifest, procedures and policies that seem to be a facially unbiased, objective, and job-related may be applied in ways that lead to fewer hiring opportunities, lesser compensation, poor performance evaluations, fewer promotion opportunities, more recurrent disciplinary actions, and greater termination rates among women.

## **Conclusion**

The overall conclusion of the study revealed that gender discrimination has been found in private educational institutions of Gujrat and it had different forms. Commonly, it has been considered that schools were females dominated sector. This research also proved that it is true, but it has been

interesting to state here that women were less enjoying the facilities and benefits as compared to men. Males were given more importance than women, they were assigned high status positions in schools. They were also given more wages, and they felt easy to communicate with higher authority. On the other hand, females were paid less and they had to work for longer hours. Research also explored that there were many social factors those created gender discrimination in private schools. Cultural values, civil liberties, patriarchy, socialization patterns, social networking were the major factors of gender discrimination in private educational institutions. Religion and family norms were less proved to be strong factors of gender discrimination in private schools.

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