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E-ISSN: 3026-6181 **Research Article**

The Impact of Work Family Conflict on Female Teacher's Intention to Leave the Job a Survey of Female Teaching Staff in Public Sector Colleges

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ABSTRACT

As we all know that education is a serious issue in the development of any country. The purpose of this study is to find the impact of work-family conflict on female teacher's intention to leave the job in the education sector and estimate that how difficulties influence the personal and professional life of female teachers. The study focused on 3 dimensions of work-family conflict such as: heavy teaching load, work timing and mental health issues which influence female teachers to leave the job. A Sample of 198 respondents was taken under this study, while the data is collected through the questionnaire tool. Data is examined with the help of SPSS software and Microsoft excel. The finding discloses that mental health issues influence female teachers to leave the job and cause negative impact on their personal and professional life and also affected their performance were as work timing and heavy teaching load results show neutral behavior of female towards the statement.

Introduction

Research is one of the most significant practices to find and recognize the reason or purpose of the complications and problematic factors that the society is facing. Moreover, it also gives us the credible solution to that problem as well (Zuhaib, Wenyuan, Sulaiman, Siddiqu, & Qalati, 2022). The following study is designed to study the impact of work-family conflict on female teacher's intention to leave job and its impact on teacher's attitude which is one of the societal issues of Pakistan that cause negative effect on the personal and professional life of the female employee's. Research focuses female gender and target working or professional women who are belong one of the noble profession of education sector that is teaching (Fadhel, Aljalahma, Almuhanadi, Asad, & Sheikh, 2022).

Teachers play vital role in the society (Israr, Asad, Altaf, & Victor, 2021). Teacher alters the society and play significant role in the personality building of a student (Allam, 2019; Alkhuzaie & Asad, 2018). Male and females both are involved in this honorable profession, etc. and serve the society (Allam Z., Asad, Ali, & Ali, 2021). Our society, customs are now transforms and Females work in all fields like military, engineering, medical field; education sector, etc. and serve the society, but in our culture we usually notice that most of the families are supportive towards their daughter serving in the education sector (Al Kahtani, Nawab, & Allam, 2016; Amir & Asad, 2018). Female serves in education sector on variety of levels like in 2008-09 total females in art and science Colleges were 14306, Professional Colleges were: Universities were: 5: 57, Secondary schools

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were:227.5. But on the other hand female teachers face many difficulties due to gander discrimination, unfairness society traditions, male leading society, professional female face work-family conflicts, organization in cooperative attitude and rules, time management, heavy work load, mental health issues, families and domestic responsibilities and inadequate working facilities etc (Equatora et al., 2022). these factors force female to think to leave the job (turnover intention) (Asad, Haider, Akhtar, & Javaid, 2011; Almansour, Asad, & Shahzad, 2016).

The research is based on literature review, descriptive study and simple regression by using questionnaire instrument and thereafter reaches a conclusion (Asad, 2010; Asad, 2011; Asad & Qadeer, 2014; Asad & Javaid, 2010). The research is based on the impact of work- family conflict on female teacher's intention to leave the job. The following research is designed to study female teacher's attitude and also defines that how these difficulties influence on the two main life traits of female working teachers (Haider, Asad, & Fatima, 2017). First is associated with their personal life and the second is connected to their job (Fatima & Asad, 2018). Objective of the research is to estimate the causal-effect between work-family conflict and female teacher's intention to leave as well as how work-family conflict three dimensions such as: work timing, heavy teaching load, mental health issues influences female teachers attitude towards intention to leave the job and also evaluate that how these difficulties pressurize the professional and personal life of female teachers (Asad, Muhammad, Rasheed, Chethiyar, & Ali, 2020). We composed data from 198 respondents (Govt. Female teachers) concerning the impact of work-family conflict on female teacher's intention to leave the job and evaluate two main traits of life of female teachers (Asad, Rizwan, Shah, & Munir, 2018; Damer, Al-Znaimat, Asad, & Almansour, 2021). First is associated with their personal life and the second is connected to their job. Education is the most significant element which plays a primary role in human resource advancement (Asad, Haider, & Javaid, 2010; Israr, Asad, Altaf, & Victor, 2021; Victor, ul Haq, Sankar, Akram, & Asad, 2021).

It stimulates environment for production and educate populace and creates opportunities for

economically and socially deprived segments of society and one of the most dynamic part of this sector is the teacher (Asad, Sharif, & Alekam, 2016; Asad, Ahmad, Haider, & Salman, 2018; Asad, Haider, & Fatima, 2018). Teacher modifies the society and play major role in the personality building of a student (Asad, Sharif, & Alekam, 2016; Asad, Altaf, Israr, & Khan, 2020; Asad, Asif, Bakar, & Sheikh, 2021). Male and females both are involved in this noble profession. Normally this profession is safer for females and large no of female are engage in this profession statistics shows that in 2012 to 2013 England had 73.3 % female teachers work force out of hundred (Ross, 2014; Asad, Tabash, Sheikh, Al-Muhanadi, & Ahmad, 2021). But if we compare such facts with Pakistan so we clearly seen the difference statistics show that in 2014 41% of female teachers are the part of education sector and 59% were the male (Pakistan data portal, 2014).

Although Government of Pakistan work on this project and open vacancies and provide benefits to the appointed teachers but still the reforms are insufficient to satisfy the female teachers' (Asad & Abid, 2018; Shaker, Asad, & Zulfigar, 2018; Zahra, Majeed, Mahmood, & Asad, 2012). Worldwide such issues are promoted but developing nations like Pakistan are not promoted such issues so need arise to investigate why female teachers face conflict between family and work which force them towards intention to leave the job (Bashir & Asad, 2018; Kashif, et al., 2020; Khan A. A., Asad, Khan, Asif, & Aftab, 2021). Primary data has been conducted at this stage through a questionnaire of different female staff, to find the impact of workfamily conflict on female teacher's intention to leave the job (Asad, Asif, Bakar, & Sheikh, 2021; Majali, Alkaraki, Asad, Aladwan, & Aledeinat, 2022). Microsoft Excel and SPSS are used for the data evaluation and analysis. All the steps are done by the use of this software's

LITERATURE REVIEW

Employee intention to leave an organization or turnover intention depends on various factors such as pull factors, pull factors, economic conditions, organization policies, job satisfaction, etc (Asad, Asif, Allam, & Sheikh, 2021). Study follows the following definition in throughout the research:

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intention to leave or turnover intention is a behavior or sense of an employee to leave the organization (Asad, Asif, Khan, Allam, & Satar, 2022). The intention of quitting the organization is based on a number of factors such as: economic condition, push factors, pull factors, lack of job satisfaction, work environment, work policies, family cooperation and behavior etc (Asad, Iftikhar, & Jafary, 2019; Asad, et al., 2021). When such factors are not properly aligned with employee mind, so employee influences to leave the job (Asad, Shabbir, Salman, Haider, & Ahmad, 2018).

Leaving of an employee means leaving of tacit Knowledge and loss of social capital. Turnover increased operation cost and cost on induction and training" (Shah, Fakhr, Ahmad, & Zaman, 2010). "The goal of effective management of turnover dictates that a high level of sophistication, particularly needs to be achieved by organizations to selectively influence the turnover process" (Noor & Maad, 2008; Al Kahtani, Nawab, & Allam, 2016; Asad & Sharif, 2016; Asad, Sharif, & Hafeez, 2016).

Western researchers agreed that people's decision to leave the organization is mainly governed by three major factors (Asad, Asif, Bakar, & Sheikh, 2021). The first category is Markets forces, which involves the ability of economic conditions to influence a decision to leave. Secondly, the Pull factors involve other organization's favorable package (i.e. Salary, challenging career and promotion opportunities).

Thirdly, the Push factors, which is defined as existing company's organizational factors (i.e. Management practices and company polices) that affect the employees' decision to leave (Brooy, 2013; Asad & Farooq, 2009; Asad, Chethiyar, & Ali, 2020). "The desire of an individual to leave an organization" is termed as employee turnover (Kahtani, Khan, & Allam, 2016). Sager, 1994 says that "Turnover intention is broadly defined as an attitudinal (thinking of quitting), decisional (intention to leave), and behavioral (searching for a new job) process". Whereas, others define turnover

as "Employee turnover occurs when employees voluntarily leave their jobs and must be replaced (Demirkol & Nalla, 2018; Razzaque & Hamdan, 2020; Asad, Asif, Khan, Allam, & Satar, 2022). Turnover at work place has received attention by many researchers" (Khan, et al., 2014; Al-Qahtani, Alkhateeb, Mahmood, Abdalla, & Qaralleh, 2020; Allam Z., Asad, Ali, & Malik, 2022; Asad & Kashif, 2021).

Dimension of Intention to Leave

Employee intention to leave or employee turnover is an important issue for management. There are a number of factors that influence employee to leave the job (Noor & Maad, 2008; Asad, Asif, Bakar, & Altaf, 2021) identified two different factors of employee turnover that are work-life conflict and stress that force an employee to leave the work place (Aslam, Shumaila, & Sadaqat, 2011; Farrukh & Asad, 2017; Asif, Asad, Bhutta, & Khan, 2021). Focused on one factor to discuss employee think to leave a firm that is workfamily conflict (Brooy, 2013; Asif, Asad, Kashif, & Haq, 2021). Identify number of factors that are the cause of employee turnover intension such as: job satisfaction, organizational commitment, workfamily conflict and career burnout (Shah, Fakhr, Ahmad, & Zaman, 2010).

Identify three factors that affect employee intention and force the employee to leave the job including: personal factors push factors and pull factors. Identifies two dimensions of the study in the context of turnover intention i.e.: work-family conflict and stress (Khan, et al., 2014; Haider, Asad, & Almansour, 2015; Haider, Asad, & Aziz, 2015; Haider, Asad, & Fatima, 2017; Haq, Asad, Natarajan, Sankar, & Asif, 2021; Hammami, Ahmed, Johny, & Sulaiman, 2021).

Element of the Variable

Literature discovers the elements of the several variables. Age, education, gender, language, work interprets the family, family interprets the work, marital status, working hours, organizational tenure,

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organizational commitment, job burnout, job satisfaction, experience, current organization tenure, no of children, level of education, health problem, residence social status, problems, incompatibility with job, stick polices, high salary, job advancement, job security, child education facilities, organization culture, freedom and working environment, of autonomy, lack motivation, respect and values etc.

Are the elements which are used in the studies to calculate the employees turn over intention or employee intention to leave the organization (Noor & Maad, 2008; Shah, Fakhr, Ahmad, & Zaman, 2010; Aslam, Shumaila, & Sadaqat, 2011; Brooy, 2013; Bilal & Sulaiman, 2021; Chethiyar, Asad, Kamaluddin, Ali, & Sulaiman, 2019; Zuhaib, Wenyuan, Sulaiman, Siddiqu, & Qalati, 2022).

The purpose of the research paper was to examine the backgrounds of turnover intention among marketing executives of Pakistan. Data was collected from 300 respondents from different organizations of Pakistan out of which 248 was to be valid and included in the study. Research concludes that work-life conflict and stress have a major positive association with turnover intention or force an employee to think to leave the job (Noor & Maad, 2008; Haider, Fatima, Asad, & Ahmad, 2016; Haider S. H., Asad, Fatima, & Abidin, 2017). The study, based on work, family conflict which is the normal problem faced by the number of employees and cause negative consequences such as absence at work, fatigue and turnover intention.

The purpose of this paper was proposed to observe the relationship of work-family conflict, family-work conflict as independent variables and turnover intention as dependent variable related to the three public and three private sector of the Punjab district of Pakistan (Haider S. H., Asad, Fatima, & Atiq, 2017; Khalil, Asad, & Khan, 2018; Khan S. N., Asad, Fatima, Anjum, & Akhtar, 2020). Research was based on the data on 200 respondents related from the public and private sector of the Punjab region of Pakistan out of which 150 are to be valid and included in the study. Study concludes

week relationship between Work-family conflict, Family-work conflict and employee retention among private and public sectors of Pakistan employees (Khan, Haider, & Asad, 2011).

Paper also finds that there was a positive relationship between WFC and turnover intention, result discloses that people was not ready to leave their existing job even if there was WFC there might be some other factors that was the reason of turnover intention or employee retention like (job satisfaction, job commitment, OCB) that are constant in this paper (Aslam, Shumaila, & Sadaqat, 2011). This study observed the association between perceived Work-family conflicts (WFC) of Malaysian's staff of Service Sector and their intentions to leave the organization due to the rise of Work Life Balance policies as part of employee retention strategies (Sulaiman & Ahmed, 2017; Qalati, Ostic, Sulaiman, Gopang, & Khan, 2022).

The Overall objective of this study is to observe the relations and result of indirect effects including occupational attitudinal factors (job satisfaction and organizational commitment) as well as job burnout on the direct association by Preacher and Hayes's Multiple Mediation Analysis through bootstrapping study, The secondary purpose was to explore the outcome of perceived Work-family conflicts (WFC) with the respondents' marital status, gender, organizational tenure and average working hour participated with the organization. Sample targeted at roughly of 384 respondents of Kuala Lumpur, Malaysia service sector and 285 online surveys (email) out of which 161 responses are to be valid and included in the study. The paper results shown that perceived work-life conflict was correlated positively (r=.618, p (one-tailed) \leq 0.01) with intention to leave the organization among service staff (Riphah, Ali, Danish, & Sulaiman, 2022).

The results of the bootstrap examination discovered that only Job satisfaction and Organizational commitment revealed an indirect effect on the direct relationship based on the Bias Corrected and Accelerated Bootstrap Confidence

Intervals (CI) showcasing that 95% CI does not contain zero for both particular variables, thereby, rejecting the null hypothesis. The results also concluded that there is a significant difference of perceived Work-family conflict by gender and marital status. Moreover, there is also a complete positive association between average working hour and subsequent perceived conflict (Brooy, 2013; Khushi, din, & Sulaiman, 2020).

The general objective of this paper was to examine the personal, push and pull factors and to find out that which factors contribute more to turnover intention. Study based on primary data of 100 teachers of 5HEIs of Pakistan. The paper concludes that personal factors are the most significant in turnover intention in the case of university teacher in Pakistan. Consequently the Organization may take into deliberation the personal problems of their employees to control the turnover of their good employees (Shah, Fakhr, Ahmad, & Zaman, 2010).

METHODS

The methodology was used in these articles were: convenience sampling, simple random sampling, SPSS (18 version) software, survey, personally administered questionnaire techniques to evaluate, calculate and test a hypothesis, regression analysis, correlation between independent and dependent variables.

Studi Setting

The research is based on causal relationships of work- family conflict and intention to leave the job in female teachers. Different dimensions are to be evaluated to compute the impact of work- family conflict on intention to leave the occupation among female teachers of the government sector. Study results and literature demonstrate that there is a relationship between work- family conflict and intention to leave the job. Variables include in the study is intended to leave the job as dependent variable, work- family conflict as independent variables with its five dimensions such as work timing, heavy teaching load and mental health issues. Based on the data collection method, the study is a cross sectional study. Because data

collected for the two variables is in single point of time.

Sampling and Population

In order to compute the relationship between the variables, the research will draw samples from the population of female teachers belong to government education institutes of Lahore, Pakistan because education sector of Lahore is based on a wide scale and a large number of females are belong with this sector and face a number of problems that convenience their thoughts to leave the job. Due to time and financial restriction, this study is restricted to the scope of Lahore only because Lahore is an educational city of Pakistan and an enormous no. of females engaged with teaching profession. The data will be collected by using convenience non-probability sampling. The sample size of the study calculates with the help of sampling formula. Total no of Government female teaching staff in Lahore district in 2015 is 416 (population).

Instrumentation

The instrument used in this study for data gathering is Questionnaire. The data assembly process is done through self-administered survey. The questionnaires based on 15 questions. Leaked scale use in the study is from 1to 5 start from strongly disagree to strongly agree. The study based on one independent variable and one dependent variable dependent variable is further depending on three dimensions, each dimension is divided into three or four elements Each question in the questionnaire is associated to the respective element of each dimension of work family conflict and intention to leave the job to evaluate the behavior of female teachers toward their job. The questionnaire is made with the help of literature. The questionnaire will be distributed among female teachers in the Government colleges of lahore and data collected will be analyzed thereof.

RESULTS AND DISCUSSION

The responses on the questionnaires are entered in the excel sheet. And then transform into the SPSS data sheet. First of all frequency analysis is performed on the data and afterwards simple linear regression is performed in order to analyze

the association between the dimensions of the workfamily conflict and intention to leave the job.

The following table shows the frequencies of independent and dependent variable elements.

Picture 1. Frequency analysis of "Employee intention to leave"

(Mean = 2.538, S.D = 1.15441) n= 198

Intention to leave or turnover intention		king for a pportunity.	leavi	tly think of ng the ization.	There is a good chance that I will leave this job in the near future.	
	F	%	F	%	F	%
Strongly disagree	59	29.8	53	26.8	46	23.2
Disagree	47	23.7	77	38.9	71	35.9
Neutral	13	6.6	24	12.1	28	14.1
Agree	43	21.7	31	15.7	41	20.7
Strongly agree	36	18.2	13	6.6	12	6.1

Picture 1 in the above includes item wise, frequency and percentage for responses against the dependent variable "employee's intention to leave". Total usable responses were 198 with mean score 2.538 and standard deviation 1.15441 concluding that the variety show "disagree" response to the variable. Considering its various behavioral patterns (elements) when asked about "I am seeking for a new job opportunity" 59 responses (29.8%) strongly disagree with the statement, 47 respondents (23.7%) disagree, 13 respondents (6.6%) show neutral behavior, 43 respondents (21.7%) agree with the statement and 36 respondents (18.2%) strongly agree with the statement.

The responses against the item "I frequently think of leaving the organization" are 53 respondents (26.8%) strongly disagree with the statement 77 responses (38.9%) disagree 24 responses (12.1%) neutral 31 respondents (15.7%) agree with the statement and 13 respondents (6.6%) strongly agree with the statement. The responses against the item "There is a good chance that I will leave this job in the near future" 46 respondents (23.2%) strongly disagree with the statement 71 response (35.9%) disagree 28 responses (14.1%) neutral 41 respondents (20.7%) agree with the statement and 12 respondents (6.1%) strongly agree with the statement.

Picture 2. Frequency analysis of "Work timing" (Mean = 2.8624, S.D = .97347) n= 198

Work timing	is oft conflict	chedule en in with my nal life.	wor deman times irrita	se my k is ding at I am ble at me.	The demands of my job make it difficult to be relaxed all the time at home		My work takes up time that I'd like to spend with my family	
	F	%	F	%	F	%	F	%
Strongly disagree	28	14.1	27	13.6	14	7.1	18	9.1
Disagree	73	36.9	75	37.9	71	35.9	69	32.3
Neutral	30	15.2	34	17.2	34	17.2	30	15.2
Agree	56	28.3	49	24.7	63	31.8	72	36.4
Strongly agree	11	5.6	13	6.6	16	8.1	14	7.1

Picture 2 includes item wise, frequency and percentage for responses against the dimension "Work timing". Total usable responses were 198 with mean score 2.8624 and standard deviation .97347 concluding that this dimension show "Neutral" response toward the dimension. Considering its various behavioral patterns (elements) when asked about "Work schedule is often in conflict with my personal life." 28 responses (14.1%) strongly disagree with the statement, 73 respondents (36.9%) disagree, 30 respondents (15.2%) show neutral behavior, 56 respondents (28.3%) agree with the statement and 11 respondents (5.6%) strongly agree with the statement.

The responses against the item "Because my work is demanding at times I am irritable at home." 27 respondents (13.6%) strongly disagree with the statement 75 responses (37.9%) disagree 34 responses (17.2%) neutral 49 respondents (24.7%) agree with the statement and 13 respondents (6.6%) strongly agree with the statement. The responses against the item "The demands of my job make it difficult to be relaxed all the time at home." 14 respondents (7.1%) strongly disagree with the statement 71 response (35.9%) disagree 34 responses (17.2%) neutral 63 respondents (31.8%) agree with the statement and 16 respondents (8.1%) strongly agree with the statement. The responses against the item "My work takes up time that I'd like to spend with my family." 18 respondents (9.1%) strongly disagree with the statement 64 response (32.3%) disagree 30 responses (15.2%) neutral 72 respondents (36.4%) agree with the

statement and 14 respondents (7.1%) strongly agree with the statement.

Table 3. Frequency analysis of "Heavy teaching load"

Heavy teaching load	cause i	k load negative ct on nal life	teac tow turn	oad force thers ards tover ntion	=.73955) n= Work load makes difficult for female teachers to fulfill personal obligations		Overcrowded class rooms are a cause of burden on teachers mind	
	F	%	F	%	F	%	F	%
Strongly disagree	23	11.6	21	10.6	10	5.1	8	4.0
Disagree	59	29.8	55	27.8	57	28.8	24	12.1
Neutral	36	18.2	51	25.8	27	13.6	15	7.6
Agree	64	32.3	60	30.3	86	43.4	81	40.9
Strongly agree	16	8.1	11	5.6	18	9.1	70	35.4

Picture 3 includes item wise, frequency and percentage for responses against the dimension "Heavy teaching load". Total usable responses were 198 with mean score 3.2551 and standard deviation .73955 concluding that this dimension show "Neutral" response toward the dimension. Considering its various behavioral (elements) when asked about "Work load causes a negative effect on personal life" 23 responses (11.6%) strongly disagree with the statement, 59 respondents (29.8%) disagree, 36 respondents (18.2%) show neutral behavior, 64 respondents (32.3%) agree with the statement and respondents (8.1%) strongly agree with the statement.

The responses against the item "Work load force teachers towards turnover intention" 21 respondents (10.6%) strongly disagree with the statement 55 responses (27.8%) disagree 51 responses (25.8%) neutral 60 respondents (30.3%) agree with the statement and 11 respondents (5.6%) strongly agree with the statement. The responses against the item "Work load makes difficult for female teachers to fulfill personal obligations" 10 respondents (5.1%) strongly disagree with the statement 57 response (28.8%) disagree 27 responses (13.6%) neutral 86 respondents (43.4%) agree with the statement and 18 respondents (9.1%) strongly agree with the statement. The responses against the item "Overcrowded classrooms are a

cause of burden on the teacher's mind" 8 respondents (4.0%) strongly disagree with the statement 24 response (12.1%) disagree 15 responses (7.6%) neutral 81 respondents (40.9%) agree with the statement and 70 respondents (35.4%) strongly agree with the statement.

Regression Model

Simple liner regression model is use to explain the relationship of work-family conflict on female teacher's intention to leave the job by using SPSS. Regression analysis was based on intention to leave as a dependent variable and work-family conflict as an independent variable. Work-family conflict is to be measure by three dimensions i.e.: heavy teaching load, work timing and mental health issues. Average data is to be used for analysis purpose. Data collected from public education sector of Lahore district 198 observations is to be analyzed in the study for the year 2015.

Picture 4. Regression model

Model Summary										
					Change Statistics					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	
1	.451 a	.203	.199	1.03311	.203	49.977	1	196	.000	
a. Pr	a. Predictors: (Constant). AVG0									

Picture 4 shows that the of correlation coefficient is 0.451 which suggest that there is a positive correlation existing between intention to leave and work-family conflict in the model and the strength of correlation between intention to leave and work-family conflict is about 45.1%. The value of coefficient of determination R^2 is 0.203 which suggests that 20.3% of total explanation in intention to leave is being explained by total of work-family conflict while the remaining 79.7% is unexplained variation which is not being explained by the work-family conflict. The value of F-stats is 49.977 while the significance value of F-Test is 0.000000 which is less than .05 suggesting that the model is a good-fit model.

CONCLUSION

The study is on 'the impact of work-family conflict on female teacher's intention to leave the job' in the educational sector. I have led the study, which includes a questionnaire, from female teachers, who are employed in the government sector of Lahore district. The study is grounded on primary data source in which I gather data through questionnaire method. From sources of information, literature review and questionnaire, I came to know that there are a number of difficulties faced by the female teachers in the education sector.

Although in our culture most of the families compassionate towards encourage daughters to work in this noble occupation but female face problems in work fields which affects their personal and professional life problems like: gender discrimination, Pakistan old traditions, inequality, favoritism in institutes, transportation problems, low salary, work-family conflict, time management, family setup, frequently transfers, children of married women are ignored, heavy teaching load, family and domestic responsibilities, cohesive head of department, overcrowded classrooms etc. these are the main problems faced by female in education sector as well as in all work fields which not only affect the personal life but also cause bad impact on their professional life and affect their performance.

Research concludes that female teachers agree that mental health issues influence female teachers to leave the job and cause negative impact on their personal and professional life and also affected their performance were as work timing and heavy teaching load results show neutral behavior of female towards the statement.

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