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Impact Of Social Issues On Female Teachers' Work Performance

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ABSTRACT

This study investigated the impact of social issues on the work performance of female teachers in District Dera Ismail Khan. Focusing on girls' public and private secondary schools, the research employed a quantitative descriptive design. Data were collected through a structured questionnaire from a sample of 338 Secondary School Teachers (SSTs), selected via stratified random sampling. The analysis utilized descriptive statistics and a t-test to explore stakeholders' perceptions concerning social issues and female teachers' performance, and to compare these perceptions regarding the impact. The findings aim to provide evidence for policymakers to develop supportive interventions, thereby enhancing working conditions, promoting equity, and improving educational outcomes.

Keywords: Social Issues, Work Performance, Female Teachers, Stakeholder Perceptions, Secondary Education.

Introduction

These are different social aspects which affect the performance of female teachers, these include: Gender Discrimination, Gender pay inequality, and the conflict between family and work. The research study hence raises the following question: in the wake of the greater degree of gender equality, do female teachers who teach earn relatively to their male counterparts with respect to their job satisfaction and performance? Moreover, there is the cultural pressure that women should juggle both family work and the work they are meant to do in the economic front, which puts a lot of pressure and stress on women, as reflected in the teaching profession. As it has been observed in recent times, hurdle barriers have been accessible to provide friendly workplace policies and cultures, in which the present case is that advocacy is needed alongside a policy change to enable the female teacher to access equal opportunities in the workplace (Noronha & Aithal, 2020).

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Social problems have a great impact on the careers of female teachers. Women still face discrimination based on gender, yet women are continuously treated as prejudged allies, a factor that negatively affects their career development, and an opportunity to pursue other employment opportunities in leadership. The case of a woman might be a social norm and outdated views on gender roles that might prohibit further study, or do not enable women to work in one profession, and can tie women to their occupation. Besides, work-life balance means twice the pressure that may cause advanced levels of stress and burnout, which will interfere with their work as teachers. What is more concerning is the fact that the current policies implemented to support these flexible work schedules and adequate maternity leaves simply do not work because it is difficult to market the workplace-life balance among the female staff members as teachers (Shah, Khan, & Ullah, 2014).

Social Issues

The influence of social problems on the job performance of both public and private school teachers is among the issues of great concern, as it concerns the gender-related expectations and requirements. Other problems that are parallel to those mentioned in the case of female teachers are the role juggling between family and professional in women, a stigma in the society of professional essentiality, and discrimination in the workplace. These social issues may make them feel more stressed, burned and unable to have job satisfaction, which influences their general performance. In this aspect, the speculator's prescribed role of women can be unjustified in the household management and limits women in this regard with regard to the active involvement in their teaching practices. Furthermore, gender bias in the workplace, such as denied pay or opportunity to secure promotions, at the workplace can also worsen the situation, resulting in a hostile work environment, which impacts the morale and productivity. It should have been those who should (Rodriguez-Operana, Herrera, Paredes, Fregoso, Shoka, Hernandez, & Vazquez, 2025).

Support from Family

Family support is a notable concern to reduce the impact of social problems on the performance of female teachers in both public and private schools. Issues associated with gender such as gender discrimination, societal expectations of different posts, and work and life related problems tend to increase stress levels of a female teacher hence impacting performance of a female teacher adversely. A good family setting will assist, though it can act as a variation in which these teachers are provided with emotional and practical reinforcements that they can utilize better to address these challenges. To justify this, the distribution of duties in the family or in any other way that assists in any way can help ease the burden of societal demands, and the female teacher will be able to focus more on her job. The most recent researches have determined the astonishing positive influence of family support on job satisfaction and performance of women working in demanding career occupations such as teaching. This proves that a good family support system can enable female educators to be empowered to fight the hurdles that they face in society and come out victorious in their practice (Smith & Hatmaker, 2024).

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Societal Pressures

The societal pressure is strongly experienced in the sphere of performance in the work of the female teacher in both personal and private school where the majority of the cases are important barriers in their work performance as teachers. These strains just happen to be a potential internalized gender roles as females are the primary carers and homemakers in the family to pursue their careers ideally, thus a dual stressor is eventually leading to burnout and stress. The culture and stereotypes may also undermine the power and agency of the female teachers in a male-dominated setting, which also affects their confidence and work satisfaction. To drive a point, society has always believed that females must be at the helm of the home and the workplace with minimal or no personal and professional advancements. Such stress has led to poor productivity, absenteeism, and even resignation of female educators. New literatures have indicated that to ensure positive developments in the professional climate of female teachers, an individual must observe the existence of such tensions as a result of society, at least by identifying the positive policies and cultural adjustments. That will subsequently put that burden of following up on the former who already follow up and will subsequently enable the schools to provide an empowering and enhancing school culture in which female teachers will no longer be terrified of pursuing their careers (Ali, 2024).

Respect in Society

All people in society are aware of the importance of teachers in society since they are the ones who shape the future generation, and add value as far as the intelligence and morality of any human being is concerned. This appreciation is an outcome of all the work because they appreciate the dedication, hard work, and the great contribution they make to the lives of the students. However, even though society values female teachers highly, a female teacher is likely to encounter some problems that can jeopardize her performance at work. Such aspects as gender discrimination, salary inequality, the wish to work, and home responsibilities can also increase their stress levels, preventing them from performing their duties to the max in their jobs. The society does not underestimate the importance of a teacher; however, support systems should be enhanced to assist in overcoming the special issues that women teachers face. Recent research has observed that enhancing social esteem through policies of equality and cultural changes can go a long way in ensuring that the job of a woman teacher is comfortable and her morale is enhanced considerably. By establishing a more favorable climate, the society will manage to make female teachers acquire the resources and recognition that they need to achieve success in their personal and professional lives (Ali, 2024).

Social Expectations

Women teachers also tend to struggle to meet the social expectations with their work and even household demands, and this impacts them greatly in their work performance in both government and non-governmental schools. According to the stereotypical gender roles, in most instances, women are supposed to make caring for and household chores their central focus at the cost of their job, which breeds a two-fold load that can lead to stress, burnout, and inefficiency. To illustrate this point, the

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female teachers are normally expected to take care of the family and perform remarkably well in their duties as teachers, and have no time to care about themselves and their careers. Besides, the society that promotes stereotypes that demean the value of female input in the workplace can perpetuate the condition that makes it even harder, especially for women. The effects of the burdens are job dissatisfaction, high absenteeism, and loss of women teachers. The recent research highlights the significance of assisting society and the institution in addressing such issues so that the expectations may be reduced to the maximum in order to enhance the well-being and performance of the female teachers to the maximum. The enhanced atmosphere of equality and positivity will enable both schools and communities to make female teachers work more effectively without eliminating their performance in other domains of their lives (Hussain, Naseem, S. M. K. I., Khan, M. B, & Zaman, 2024).

Community Support

The community support may also help in the betterment of work performance in female teachers in both the private and the public-school systems, in addressing the needs of social problems. The community support will assist in boosting the motivation and morale of the female educators, which will translate into the recognition of their contribution to a particular area, their good work, and involvement in the school activities. Rather, as an example, social acceptance of teacher authority and giving them a chance of professional development would compensate for the social costs of gender stereotypes and inequality in domestic roles. The studies indicate such factors as an accommodative community environment in which the female teachers feel that they belong and that they have a purpose that makes them satisfied and better professional performers. Communities can also play a decisive role in empowering and appreciating female educators and, therefore, enabling them to live in the cultural reality and speak in the field of education (Soomro, Shaikh, Parveen, Jalbani, Qazi, & Khan, 2023).

Gender-Based Stereotypes

The influence of gender-stereotyping on the working performance of female teachers in both public and privatized schools is quite severe enough; the obstacles associated with it are inclined to become a barrier to their professional development, and their successful performance. All these stereotypes reinforce the idea that women can care about others and cannot apply their power and abilities in the classroom. Then, the organizational level prejudice that female teachers experience is the factor that can be impeding their leadership capabilities and decision-making abilities, in that specific case, within the male organization. Moreover, the dual burden is faced by women since in most societies women are called upon to address the needs of the family at the expense of their career, which will result in other problems like stress and burnout. These forms of stereotypes not only prove to be harmful to self-confidence, but they also deny individuals opportunities to grow and develop professionally. It is only observed that such stereotypes based on gender should be eliminated by carrying out awareness campaigns, and by reforming the policies so that the schools and the neighborhood will be able to encourage the female teachers to forget any limitations that society imposes on them and instead represent themselves in the best light

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possible (Rana, Saher, Lee, & Shabbir, 2024).

Social Norms

The thing is that the norms of a certain region influence the performance of female teachers not only in the state but even in a higher school, more often, restrict them in the sphere of their career and professional development. Cultural values held strongly in the overwhelming majority of cultures compel women to decide on the house over a career that sets a hard work-life balance to be endured. Using the example of women educators, society would overwork women to learn the role of carers, which might cause a lack of time, stress, and little observation of their role as educators. Moreover, the norms can reinforce gender-based preference like the belief that females will not fit in the position of a leader or the decision-making system in schools. The stereotypes may also reduce their career mobility and career progressions, thus stabilizing their labor satisfaction and labor productivity at some point. What the new research studies suggest in their implicit meaning is that, to be predisposed to these pangs of social mores, we must plant up community awareness programs and policies that must be observed so that the temper of the female teachers can be less gilded and more disposed. By enforcing these norms, the society can only struggle to empower good women teachers to make them more viable members of the education system (Iqbal, Shahbaz, Ahmad, & Saleem, 2025).

Societal Recognition

The occurrence of societal recognition is a gigantic social problem, which influences the efficiency of both the government and the private schools' female teachers working in both. Even though female teachers have an invaluable role in the educational process, the female educator is underestimated in society since the success and efforts are normally overlooked or played down by the prevailing stereotypes. A failure in such appreciation leads to low self-esteem, job dissatisfaction, and low motivation that eventually affect their performance. The situation is also complicated by the fact that teaching is a quite low-ranking occupation since it is largely determined by many cultures, in particular among women. Without the right appreciation in society, female teachers may find themselves in emotional burnout and disconnection, and will fail to give their best. To ensure that this issue is eliminated, a cultural shift in which the contributions of female teachers should be valued and glorified must be established to offer comprehensive assistance and an accommodating atmosphere so that female teachers can engage in their professional activities more cooperatively (Naz, Raza, & Ali, 2024).

Family Responsibilities

It is often observed that the work at home is in conflict with the work of female teachers in regular and license-paid schools that has a significant impact on the work performance. In an attempt to balance the responsibilities of teaching, domestic chores, childcare, and caring for the elderly, the family may become a predisposing cause of stress and exhaustion, time constraints, and this ultimately translates to their productivity and job satisfaction. In the majority of societies, there are traditional

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gender roles that have left women to do most of the chores, leaving them with minimal time and energy to do their work professionally. Such a dual role may lead to absenteeism, loss of concentration in the classroom, and career stunting. Moreover, these difficulties are compounded by institutional discomfort, such as flexible working schedules or child care centers. Any policy interventions and workplace change to solve this case should take into account and solve the truth of the situation that female teachers are facing and attempt to empower female teachers so that they can lead their personal and professional lives more harmoniously (Fauzi, Rahamaddulla, Lee, Ali, & Alias, 2024).

Professional Affects

The social problems have a strong impact on the way female teachers cope with their roles as professionals in the state and private schools, regarding their ability to build confidence in their work. The expectations of society, gender stereotyping, and lack of recognition normally destroy their self-esteem and professional self-esteem, and that is what makes them lose confidence in their competencies. Significantly, a lack of appreciation for teaching as one of the feminine careers can leave the female teachers feeling that their work is not well appreciated, which impacts them psychologically, their degree of motivation, and assertiveness at work. Additionally, a dual nature of a homemaker and a workforce member may bring stress and fatigue, but these factors may also destroy their self-confidence. Conversely, the influence of positive culture, direction, and institutionalization of management on their confidence and career growth is extremely strong. Policy reforms and cultural change are required to address these changes in social challenges so that female teachers can practice with greater confidence and effectiveness on their part (Akram, 2024).

Personal and Professional Commitments

The significant issue with female teachers in the public and private education system is the lack of balance between personal and professional interaction, and this could potentially have an overall impact on performance and self-confidence in any workplace. A woman ends up carrying the burden of the house, kids, and with the aging population, and to worsen the situation, the community does not leave any room to work on themselves or self-improve. It is due to this that they can be stressed, find exhaustion, and have no confidence that they can fulfill personal and professional demands. Even worse, the institutional support (flex-working time or childcare) is not provided, and only makes these concerns worse, not to mention that it is even harder to ensure that female teachers are able to have a fine balance between work and family. This disparity may be detrimental to their self-esteem and working capacity in the long run that will be reflected in their performance in classrooms. Such issues must be resolved at the systems level to enforce the policies at the workplace that would allow to reconcile the work and life or alter the gender role in society to ensure that female teachers will feel less intimidated by the competing demands (Sultan, Jeganatha, Sameem, & Hamzah, 2023).

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Face Criticism

There is a criticism of female teachers in society that negatively affects their performance in the workplace as well as their temperament in both private and public schools. They also come across existing unrealistic expectations of society; society questions their capacity to perform professional work or even gender roles (care duties and house chores). This negative stereotyping can also be in reverse form that questions their competence or even queries their dedication to their work. This can lead to stress, anxiety, and a lack of self-confidence that will ultimately render them incapable of performing effectively in their jobs. Besides this, their contributions to education are also not appreciated, hence making their contribution even more difficult than making contributions that are respected and appreciated. In order to overcome such hindrances, there is an immediate need to provide awareness campaigns at the societal level and policy design modifications to allow equality in gender and the beauty of having female teachers to teach the future generation (Khan, Ahmed, & Malik, 2023).

Community Affects

Society plays a significant role in defining the ability of female teachers to serve both in government and non-government schools. Social ideas, conventional, and anticipations of the societal members tend to influence their careers positively or negatively. The female teachers can be motivated and their efforts recognized within favorable communities, and this may increase their confidence and motivation. Still, in less tolerant or conservative settings, criticism may be given, sexual stereotypes, or compulsion to conform to the societal locations (i.e., place family over career). These pressures could lead to stress, loss of job satisfaction, and an increase in career dissatisfaction. Deprivation of a sense of purpose and commitment is also likely to be experienced by them since their work is not valued by members of society. Trying to enhance their preparedness to perform in their fields of operation, there must be the aspect of creating awareness and encouraging the community that the female teachers need to be respected and empowered to do their job properly, as they are expected to do so (Aslam, 2024).

Network & Relationships

Cooperation and friendship have the potential to enhance the performance of female teachers who work both in public and private schools, since friendship provides emotional support, professional guidance, and makes them feel that they belong. Such a relationship with other employees or colleagues, mentor, and the rest of the community will facilitate contributions, sharing of ideas, and passing each other motivating remarks and deeds, which will make the job more satisfying and reinforcing. Indeed, these networks offer the female teachers a platform where resources are located, mentorship, and counsel them on workplace issues such as gender biases or work-life balance. By making the world more inclusive and enabling, good social relations will also assist in eradicating the feeling of being left out and stressed, and help in making the world a better place to be. When the women among the teaching staff establish a good rapport with the rest of the members of staff at the workplace as well as in their social life, they are sure to perform better and bring

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about a positive impact on their schools. It is necessary to improve these networks by including them in the inclusive policies and at the community level to deliver the maximum good by exchanging supportive impacts on female teachers (Akram, 2024).

Feel Safe and Respected

Respect and safety in the workplace would play critical roles in the work performance of female teachers in the state and the non-state schools, as this perception would be directly translated into emotional health and work performance. In such a favorable climate, where safety and respect are highly valued, confidence, job satisfaction, and a sense of belonging are more than developed and enable the female teachers to perform their responsibilities without fear of discrimination or harassment. Female teachers have higher chances to be happy and motivated in their educational institution when their company has several policies promoting gender equality, documents bullying in the workplace, and are treated well. Inconsiderate and rude environment, conversely, will lead to stress and anxiety, which will result in low productivity. The feeling of safety and respect towards female teachers should be first introduced: training, porous anti-discrimination policies, and mechanisms of reporting grievances should be offered. Through this, these efforts not only make people perform more efficiently at an individual level, but also the entire educational environment becomes more productive and inclusive (Sultan et al, 2023).

Social Challenges

Social issues outside the classroom in female teachers have a significant impact on the emotional well-being that influences the performance of teachers in both public and private schools. The stress of society makes female teachers feel pressure to ensure that they are looking after the house, childcare, and even the care of the elderly. This can result in stress, emotional burnout, and fatigue. And there is the cultural norm and gender stereotype, which may undermine their self-worth and confidence, especially in a society where the role of women in their occupation is not greatly appreciated. This may be an imbalanced condition created by such external influences to the extent that female teachers are unable to focus at work. Besides, disappointments and disillusionments will be compounded by the fact that even society might not value their work in the education field. To resolve those problems, the facilitative activities (community initiatives and family-affirmative policies) and to improve the emotional health and labor performances of the female educators, the next step that is needed is the introduction of the corresponding awareness to the societal level (Ali, Uppal, Jose Renato, Qasim, Shafi, & Hussain, 2023).

Work Performance

To say the least, some of the social factors contributing to the pressure that the female teachers are already experiencing in their field of work include gender-based discrimination, social pressure, work life balance, among others. This is what results in burnout and unproductive creativity, and a survey is what phrases this (Okon, Owan, & Owan, 2022) and brings into the limelight, among women, the work and family aspects of the teaching profession.

The other factor that is of high importance is the society, because when the society is

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deemed to be of low value in the culture, it will influence the self-worth and career building of the women. This would be dealt with directly by changing the policy, mentoring each individual, and sensitization, which would eventually result in a female teacher being integrated into the teaching profession. These social and economic barriers will be addressed so that the schools can provide an improved environment in which the female educators will be able to thrive in the profession (Rehman, Andleeb, & Iqbal, 2023).

Controlling Classroom Activity

One of the most significant factors in the work performance of female teachers, particularly in case they are subjected to economic and social issues, is the facilitation of classroom work. Their ability to develop an interesting and sustainable learning environment may also be curtailed by other economic reasons, such as poor teaching materials and poor infrastructure. It means that in underfunded schools, it was not possible to implement innovative practices of teaching due to the budget restrictions, which directly interfered with classroom management. Speaking of which, the issue of classes, such as social norms and gender values, might affect female teachers regarding their confidence and power within the classroom (Ali et al., 2023).

Reduce My Motivation

The social problems have also led to the declining of the morale of the female teachers, which ultimately affects their working performance in both state and church sectors. Burnout and loss of interest to teach is promoted by social pressures to arrive at a sufficient balance between family life and the line of work, or the necessity to work as a teacher. A research article suggests that an over-burdening of women teachers tends to result in the phenomenon of emotional exhaustion and explains why the women teachers have less enthusiasm in their thoughts to create and engage in the classroom (Raza, Jauhar, Abdul Rahim, Memon, & Matloob, 2023).

Teaching Objectives

Achievement of teaching duties forms a crucial component of the work performance of female teachers, yet economic and social dilemmas are likely to serve as a hindrance. Potential constraints are a lack of funds to offer good salaries, a lack of accessibility to teaching and learning resources, and therefore their failure to offer quality education and attain the goals of the curriculum. Using financial instability between teachers working in the secondary schools as an example, it is determined that the ability to make effective lesson plans and engage the students in direct proportion is impacted by financial instability (Khan et al,2023). Similarly, low statuses like social difficulties connected with gender discrimination and social compulsions also make them less successful in achieving teaching objectives. Research indicates that female teachers tend to receive additional pressure and assessment to balance their work and family-related tasks, and they lose track of the instructional goals. To resolve these problems, the schools are to initiate positive policies, among which is the free access to the materials and the possibilities to create professionally and promote and avoid gender inequality to enable the female teachers to achieve their teaching objectives efficiently and perform their functions at their best

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(Wasim, 2024).

Preparing Lessons

In the majority of cases, female teachers of the Public and the Private schools are exposed to high rates of challenges concerning lesson planning, which has a direct impact on their performance. Access to teaching resources, lack of finances, and low payment limit their ability to make comprehensive and palatable lesson plans. One of the studies mentions that several female teachers cannot utilise modern materials due to their high price, thus deteriorating their teaching preparation. To complicate the situation further, we possess expectations and gender roles as a social problem as well (Alshammari, 2024). It has also been found that in reality, almost all female teachers are unable to find the required time to plan their lessons because they are overloaded with the career and family life. These economic and social forces combined fail to teach efficiently, and this eventually affects their performance in the workplace overall. The following issues should be supported at the systemic level: (a) the fact that modern resources are used in the work performed by the teachers, training plans, and work-life balance policies to approach the organization of the lessons qualitatively and to guarantee the professional efficacy (Khan, 2024).

School Administration Appreciation

It is also important to know the school administration, in that the enhanced working performance of female teachers is boosted amid this economic and social turbulence. The burden that women teachers have to carry can be miraculously cut due to the proper resources and professional development opportunities, and a fair workload, i.e., good administrative policies. As one study has shown, even a school that has caring and proactive administrations establishes an even more favorable environment where the teachers can safely do their job as practitioners (Wasim, 2024).

Students' Diverse Needs

Female teachers are required to meet the different needs of students, but this is an essential aspect of the working performance, and the economic and social needs they must encounter tend to make them less effective in this regard. They are unable to employ inclusive and adaptive teaching strategies because of the economic constraints, or they do not have funds to acquire teaching tools, or have limited access to professional learning. In a different study, researchers discovered that women educators in low-resource schools generally fail to meet those varied learning requirements of the learners, particularly the learners with disabilities and the learners with disadvantaged backgrounds (Aijaz, Lodhi, Shamim, & Mughal, 2024).

Meeting Deadlines

Planning and grading of the deadlines to be done are also part of the job performance of female teachers, although in most situations, economic and social issues would disrupt the efficient performance of these functions. The time spent on designing the lesson plans and also assessing the work completed by the learners on a timely basis can also be in doubt due to economic issues, such as a lack of sufficient salary and the inability to access the teaching tools. In another research, women teachers simply

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cannot always ensure that the process of grading, as well as planning occurs on time in the conditions of the lack of proper support and resources because of the lack of resources (Sain, Lawal, Karimi, & Lohana, 2024).

Economic Challenges

The economic and social issues are the aspects that weaken female teachers in terms of their ability to concentrate on their teaching duties during school time, and thus, affect their direct functioning in their employment. The economic factors that influence their focus on educational projects are the low income and the absence of instructional materials. The financial instability of female teachers has been cited as a cause of increased stress among female teachers, constraining their capacities to work completely during classroom hours when they are working. Social issues like social expectations and women's roles in society also contribute to the aggravation of the problem. All these challenges create a multifaceted surrounding, and female teachers can barely pay attention and offer a good lesson at all times. In order to eliminate such issues, schools should introduce such facilitative means as monetary benefits, access to resources, and work-life promotion policies, which would help female teachers be more attentive in their teaching roles and work more effectively (Iqbal & Ali, 2024).

Constructive Feedback

Research indicates that female workers are treated unequally and unequally appraised, such that they do not find motivation to participate in the active feedback process. These obstacles do not allow them to be more professional in their teaching and to teach better. To address these issues, it would be essential to make the schools offer gender-minded policies and administrator trainings and provided encourage a culture that specifically promotes constructive feedback, which would ultimately enhance the performance of the female teachers working in both the state and non-state school agencies (Habib, Ejaz, & Alvi, 2024).

Led To Absenteeism

The issue pertaining to economic and social conditions plays a crucial part in absenteeism and reduced efficiency of female educators and has a direct impact on the performance of female teachers in both governmental and non-governmental educational institutions. Poor remuneration and inadequate access to medical services are among the factors that cause female teachers to resign as a result of a lack of funds to manage the financial burden or fear of their health status. The researchers had to conclude that this fact is predetermined by the fact that female teachers had low economic status because they could not afford to combine their personal and professional lives (Kamran, Burns, Sultan, Tahir, & Ashraf, 2024).

Engage Students

This power of female teachers is expressed through the fact that they can talk to students regardless of the problems they are facing themselves; however, economic and social problems may make this a very daunting experience. The financial factors of financial stability and the use of the least possible quantity of teaching establishments cause most women teachers to work in substandard conditions that

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may frustrate their efforts to establish engaging and vibrant learning. In one of the studies, they concluded that the majority of female teachers in the underfunded schools are themselves in a tense condition, and this cannot positively impact the state of their emotional activity as well as their ability to establish a positive relationship with the pupils (Ahmed, Hassan, & Saeed, 2024).

Managing Conflicts

Handling the conflicts that emerge in the classroom is a critical aspect of the work output of female teachers, but the job may prove challenging due to economic and social problems. They cannot resolve the problems in the classroom because of economic constraints, such as training and the availability of conflict resolution sources. The research papers note that female educators have been subjected to scrutiny and judgment, and this is one of the factors that might make it difficult to assert themselves in conflict situations. These issues increase the workload on their teaching, and thus, they will not be able to sustain classroom discipline and a favorable learning atmosphere. In an attempt to reduce the presence of the said barriers, it is crucial that the schools provide specialized training, equal resources, and positive policies to allow women teachers to handle conflicts constructively and enhance the performance of their work by working in both public and private schools (Wasim, 2024).

External Pressures

The female teacher's performance is directly affected by the influence of the external factors due to the fact that external pressures (via the financial and social problems) cause the female teachers to be less equipped in managing the classroom discipline. The prevailing economic issues are also one of the factors that prevent students from being easily controlled due to a lack of proper funding and due to full classrooms. It has also been found that female educators at schools with low resources often lack sufficient equipment and support to ensure the administration of discipline, becoming angry at the actualization process (Aijaz et al., 2024). Furthermore, one should mention that the female educators are regularly evaluated and looked upon by other people, and this can harm their power and their ability to manage the classroom behavior (Research). Such a combination of influences places the female teachers in a challenging position and leads to their failure to plan and maintain the planned and productive classroom setting. It will require systemic support of female teachers to solve these issues, i.e., providing them with enough resources, classroom management training, and policies to enable them withstand all the external pressures and be more efficient in their work related to maintaining order and other work aspects (Ali, 2024).

New Teaching Strategies

The implementation of new teaching strategies into the lessons is the most important part of the work performance improvement by female teachers in particular, but, unfortunately, the economic and societal factors provide the corresponding obstacles in the successful incorporation of new strategies into the lessons. Their financial limitations, which included, e.g., a low degree of financing professional development and the struggle to acquire more modern teaching devices, do not enable them to

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implement some of the innovative methods of teaching. Women teachers in schools with resource constraints have been discovered to have low success in the classroom, as they do not receive adequate training and encouragement to apply new strategies. They are also limited by other social problems, like expectations of them in society and gender roles (responsibilities). A research study reveals that in most cases, female teachers are burdened with a second-time role of maintaining the home and in the classroom, and therefore, they lack time to consider and introduce new ideas. This combination of pressures makes the climate difficult, and that is one of the issues that the female teachers are unable to cope with in the current day pedagogical practice. To eliminate these problems, the schools will cooperate in the training courses, when the process of distributing the resources and supporting the policies which will enable those female teachers feel comfortable with learning the new methods of teaching and developing his/her working performance in general (Ali, Shah, Abbasi, & Nizamani, 2024).

Colleagues And Students

The sense of being appreciated by other workmates and learners also plays a significant part in work performance as a positive attractant to both state- and privately-owned schools among the female teachers. When the teachers are recognized through the reward, professional appreciation and encouragement are experienced for the hard work, knowledge, and creativity given to the teaching methods. Peer and student respect and esteem also increase teacher self-efficacy and job satisfaction, which is central to teachers continuing to maintain high levels of performance in any setting, particularly in a challenging socioeconomic setting. The female teachers, as they are mostly engaged with other societal demands and financial burdens, affirmation can be a very good inducement and help them avoid the fight and become the brilliant version of themselves as they are supposed to be. The non-triviality of having a good working environment is that the student will receive professional appreciation by the other colleagues and positive feedback that will serve as a motivator to continue professional development and persistence. Those schools in which the teachers and their performance are perfected and valued are transformed into the schools in which the culture of respect and co-operation is ultimately implemented and becomes the foundation of goodness in teachers and learners eventually (Tomlinson, 2017).

Achieve Work-Life Balance

The increasing economic and social pressures have brought in greater challenges, whereby the capability of the female teachers to achieve a healthy work-life balance is factored in, which has numerous implications as far as work performance is concerned. The economic factors, which include low wages and increasing standards of living among other factors, have the propensity to force the woman teachers to work more hours or duties that leave them with minimal time for personal and family life. Meanwhile, the need to fit into the mainstream, which may be a typical gender role and caregiving duties, is also a contributor to the challenge of balancing work and family life. A report shows that the workforce that includes teachers has demonstrated that a lack of favorable policies, such as the award of flexible working hours and

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cheap childcare have negative impacts on women. These problems among female teachers in both the state and the privatized school setups are part of a vicious cycle of stress and burnout that is reflected in their performances in the classrooms. It is essential to address these problems with the help of institutional support and reforms in policies so that female teachers can obtain a sustainable balance of work and life and keep their professional performance at the necessary level (World Health Organization, 2024).

Statement of the Problem

The work performance of female teachers is often adversely affected by the weight of social issues. These include societal expectations about their domestic roles, gender-based discrimination in schools, and a lack of supportive structures like childcare. This combination creates excessive stress and time constraints, which can diminish their job satisfaction, limit career advancement, and ultimately hinder their effectiveness in the classroom.

Research Objectives

Find the stakeholders' perceptions about social issues.
Fine the stakeholders' perceptions about female teachers' work performance.
Compare the stakeholders' perceptions regarding the impact of social issues on female teachers' work performance.

Research Questions

What are the stakeholders' perceptions about social issues? (Align with Obj # 1)
What are the stakeholders' perceptions about female teachers' work performance? (Align with Obj # 2)

Research Hypothesis

H_{01}: No significant difference between the stakeholders' perceptions regarding the impact of social issues on female teachers' work performance. (Align with Obj # 3)

Significance of the Study

It provides essential evidence for educational policymakers and school administrators to develop supportive programs, such as childcare assistance and anti-discrimination policies, aimed at improving female teachers' working conditions.
It empowers the teaching profession by giving voice to the specific challenges faced by female educators, promoting a more equitable and supportive school environment.
By addressing the factors that hinder performance, the research contributes directly to enhancing teaching quality and student learning outcomes, benefiting the entire educational system.

Delimitations of the Study

The study was delimited to:
Only Distract Dera Ismail Khan.
Girls' Public and Private Secondary Schools.

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Only SSTs Teachers

Research Methodology

The study employed a descriptive research design with a quantitative approach to investigate the impact of social issues on the work performance of female teachers. The target population comprised all 2,536 Secondary School Teachers (SSTs) from 366 girls' secondary schools, both public and private, in District Dera Ismail Khan. Using stratified random sampling and Krejcie and Morgan's (1970) formula, a representative sample of 338 teachers (82 from public and 256 from private schools) was selected. Data were collected through a structured questionnaire featuring demographic items and a 32-question core section using a 5-point Likert scale. For analysis, descriptive statistics including frequency, percentage, mean, and standard deviation were utilized alongside the inferential t-test to examine the gathered data.

Results and Discussions

Table#1: Stakeholders' perceptions about Social Issues (Align with Q # 1)

Social Issues				
Responses	**Public**		**Private**	
	Frequency	**Percentage**	**Frequency**	**Percentage**
SDA	4	4.88%	18	7.03%
DA	3	3.66%	16	6.25%
N	29	35.37%	47	18.36%
A	17	20.73%	35	13.67%
SA	29	35.37%	140	54.69%
Total	**82**	**100**	**256**	**100**

The table compares the ways the female teachers in the public and private secondary schools understand the social issues. A large proportion of themselves were neutral in public schools (N: 35.37%), with equal proportions agreeing (A: 20.73) and strongly agreeing (SA: 35.37%). Not many teachers agreed (DA: 3.66%), or they strongly did not agree (SDA: 4.88%). Most teachers in the private school agreed (SA: 54.69) with the statement, with lower numbers of them feeling neutral (N: 18.36%), agreed (A: 13.67%), disagreed (DA: 6.25%), or strongly disagreed (SDA: 7.03%). In general, the rates of agreement with the statement about social matters among teachers of the private schools were higher than those among teachers of the public schools because their opinion rates were more divided or neutral.

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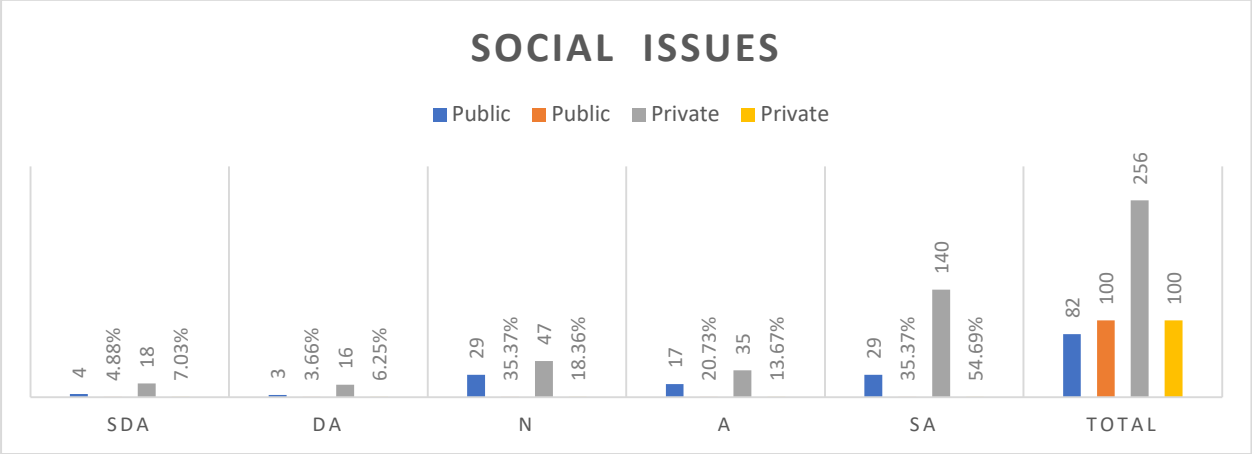

Table#2: Stakeholders' perceptions about Female Teachers' Work Performance (Align with Q # 2)

Work Performance				
Responses	**Public**		**Private**	
	Frequency	**Percentage**	**Frequency**	**Percentage**
SDA	1	1.22%	6	2.34%
DA	2	2.44%	5	1.95%
N	6	7.32%	18	7.03%
A	25	30.49%	58	22.66%
SA	48	58.54%	169	66.02%
Total	**82**	**100**	**256**	**100**

This table contrasts the perceptions of both the female public and private secondary school teachers regarding their performance at work. At the public schools, most of them strongly concurred (SA: 58.54%) that they perform well, and 30.49% concurred (A). The number of those who disagreed (DA: 2.44) and strongly disagreed (SDA: 1.22) was very small, and only 7.32% of those were neutral (N). It was even higher in the case of the private schools, in which the figure taking a strong agreement with positive work performance was 66.02 (SA), and 22.66 (A). Only a few of them disagreed (DA: 1.95%) or strongly disagreed (SDA: 2.34%), and 7.03% responded neutrally (N). Generally, the entire group rated the effectiveness of their work performance with high positive responses, although the response of the private-school teachers was a little higher than that of the public-school teachers.

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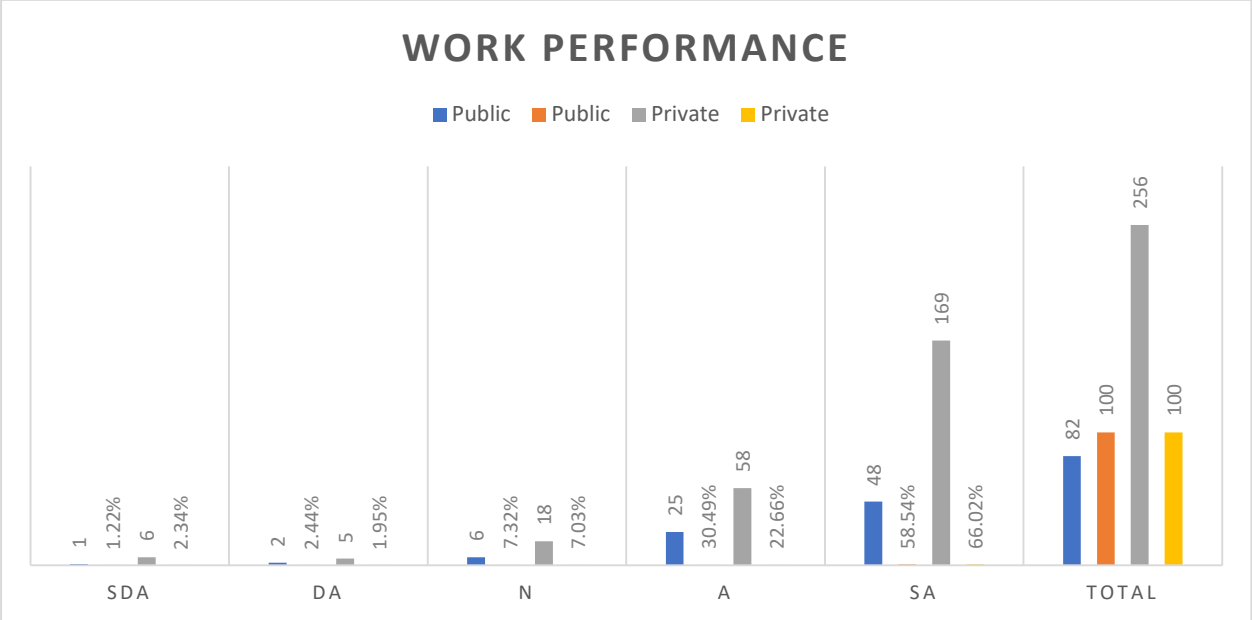

Table#3: Stakeholders' perceptions about Social Issues (Mean & STD) (Align with Q # 1)

Social Issues

Strata	Mean (1-5)	STD	Frequency (Total)	% of Responses
Public	3.9	1.2	82	100%
Private	4.3	1.1	256	100%

This table shows the relative perceptions of female teachers on social issues of the public and private secondary schools based on a scale of 1-5. The means of the teachers of the public schools were 3.9, and the standard deviation was 1.2, which means the attitude to social issues is moderately positive and even more diverse. In comparison, the teachers in the private schools were much more similar (4.3 average and an average decrease in standard deviation to 1.1), signifying very positive and closer perceptions. These findings are confirmed by the larger sample size of the teachers of the private schools (N=256 and the public schools (N=82), indicating that in most cases, the former have more positive and consensual views of social issues than those of the latter.

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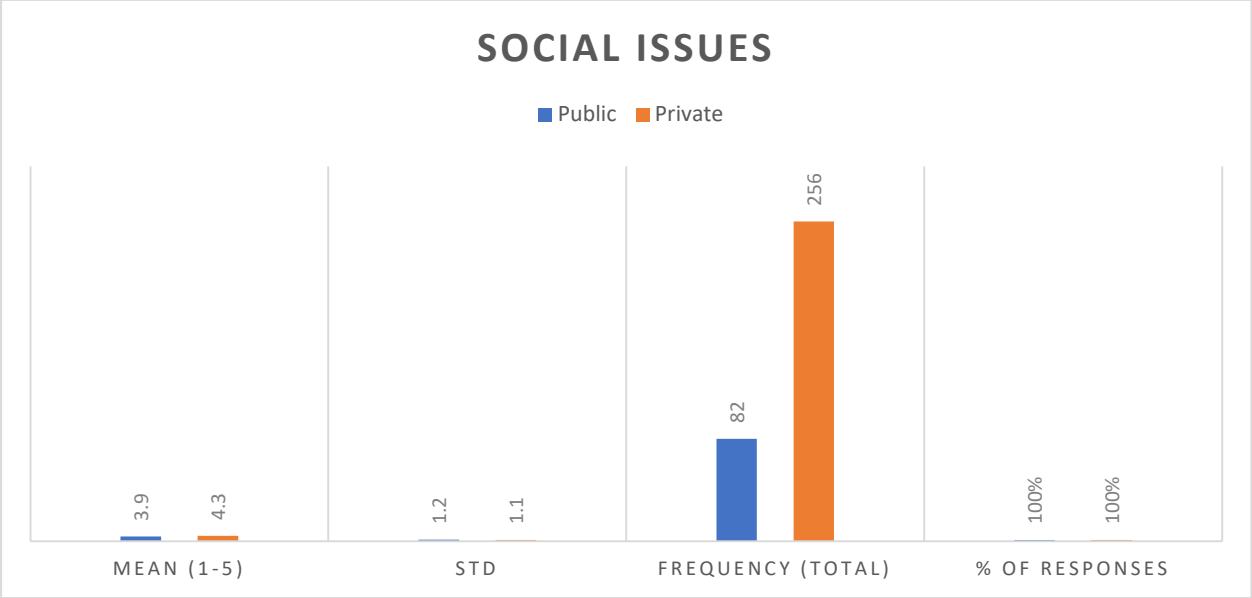

Table#4: Stakeholders' perceptions about Female Teachers' Work Performance (Mean & STD) (Align with Q # 2)

Work Performance

Strata	Mean (1-5)	STD	Frequency (Total)	% of Responses
Public	4.4	0.9	82	100%
Private	4.6	0.7	256	100%

This table compares the self-perceptions of female teachers in terms of work performance in the public and private secondary schools with the rating of 1-5. Means scores were very high in both groups (public school teachers- 4.4 (STD=0.9), and those of private schools at 4.6 (STD=0.7) and the teachers in both fields expressed a lot of confidence in their performance in the workplace. The standard deviation of the lower value of the teachers in the private school indicates that there exists a greater agreement within the education quality portrayed by teachers as compared to the public-school teachers, with a slightly higher variance of responses. Having a much larger sample of teachers in private schools (256 vs 82), these findings indicate that teachers in both systems have rated their performance highly, but the teachers in the private schools have made marginally higher and more consistent positive ratings of their performance.

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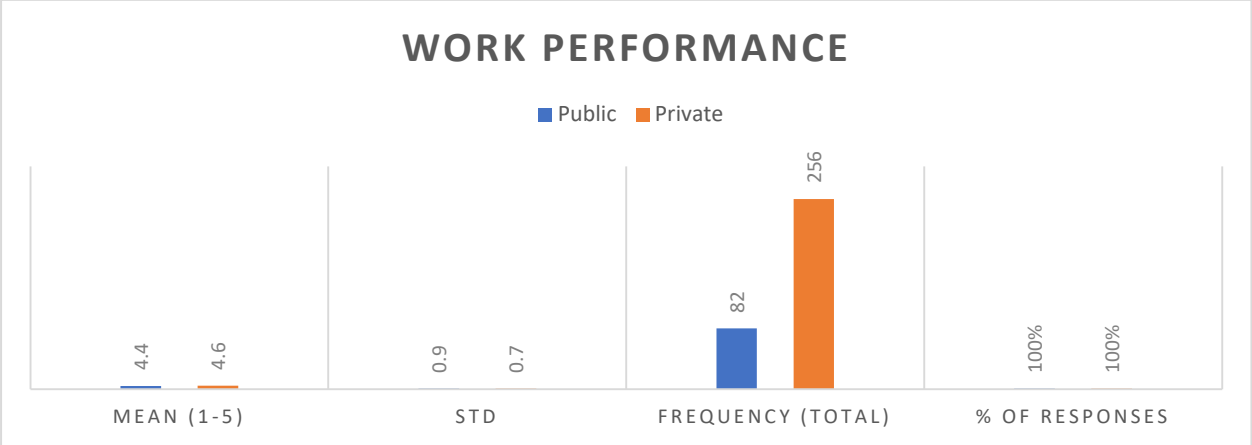
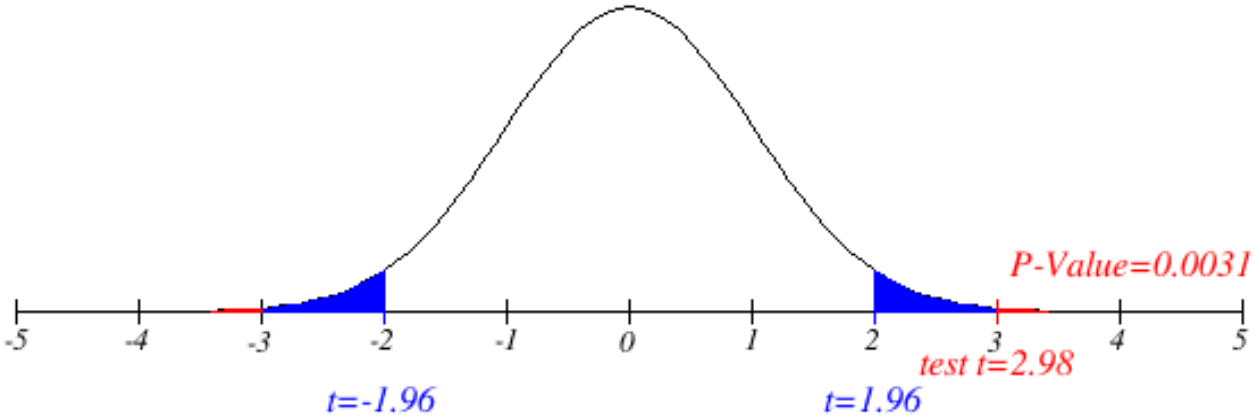


Table#5: Stakeholders' perceptions regarding the impact of social issues on female teachers' work performance (Comparisons) (Align with H_{01})

T-test for Social Issues vs. Work Performance

Group	Mean	STD	N	t-statistic	t-tabulated	p-value	Result (α=0.05)
Public	3.9	1.2	82	2.98	±1.96	0.003	Reject H_{01}
Private	4.3	1.1	256				

According to the t-test results, the perception of social issues among female teachers in the public (Mean=3.9, SD=1.2, N=82) and the private schools (Mean=4.3, SD=1.1, N=256) is statistically different (t=-2.98, p=0.003). At 0.05, the t-statistic (-2.98) is greater than the critical t-value (1.96), hence the null hypothesis (H_{01}) is rejected, and the p-value (0.002466) is less than the level of significance (0.05).



Findings

Information indicates that there were different views on social problems, where 35.37% of teachers in the public school were the highest perception in this stratum, and 54.69% in the private school teachers strongly agreed with social issues, with the

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evidence that they were better informed in the private area. Table 3 supports this numerical trend by stating that the mean agreement in private schools was significantly higher (4.3±1.1) than that in the public schools (3.9±1.2). All the data allow suggesting that the social pressure (e.g., parental expectations) can be enhanced in the context of private schools (Align with Table # 1&3).

According to the data, teachers in both public and private schools indicate very high scores in the level of self-reported work performance. The only distinction here is that the teachers in the private schools have slightly high and more consistent confidence, as reflected in the higher rates of Strongly Agree (66.02% vs. 58.54%), and the lower standard deviation of the mean score (0.7 vs. 0.9). This indicates an increased congruency in self-evaluation in the private sector, which perhaps is because of more standardized performance measures. (Align with Table # 2&4)

The information reveals the inferential statistics (t=-2.98, p=0.003). The non-acceptance of the H_{01} indicates that social problems have a disproportionate influence on the performance perceptions of the teachers of the private schools, presumably because of the increased accountability pressures in the fee-paying schools. (Align with Table # 5)

Discussions

Social Pressures and Institutional Differences

The case of social matters was more complex since the major outcome of a neutral attitude (35.37 percent) was less compared to 54.69 percent of teachers in the private school who strongly agreed on issues related to social concern. This supports the argument by Mahmood (2020) that there are variations in social pressures in which the processes of the private institutions create pressure in the form of heightened expectations by parental figures and demands by institutions. These subjective aspects of these social challenges are emphasized by the mean scores (Private: 4.3 vs Public: 3.9) that have higher standard deviations (Johnson & Birkeland, 2022). The t-test value (t= -2.98, p=0.003) is quite significant and supports the idea that social issues have an unequal impact on the performance perception of the teachers working in the private school. This result builds upon the work of Williams (2021) on the accountability pressures in fee-paying institutions, where the pressures are perceived to be more intense in the developing education settings.

Work Performance Perceptions

Interestingly, both sectors indicated vastly positive self-perceptions of the performance at work (Public: 89.03%; Private: 88.68%), and the confidence in the performance was expressed slightly higher by the private school teachers (66.02% strongly agreeing vs 58.54%). This is both consistent with and relevant to the findings by Hattie (2017) that teacher self-efficacy might be affected by the institutional type. The smaller standard deviation in the case of private schools (0.7 vs 0.9) also helps to assume that standardized evaluation systems produce more homogenous self-assessments (Danielson, 2018).

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Conclusions

The social pressures, such as work-life balance, where the parents and the institution have influence, are more aware and more affected by the teachers in the private schools. Teachers of public schools are more neutral in their attitudes and are less influenced, and the workplace relationships between the sectors differ. (Align with Obj #1)

There is a high degree of confidence that teachers in both the public and private schools have in their performance, with the private school teachers showing higher and more consistent self-evaluations, which appears to be because of the standardized tests. The teachers in a public school are more confident yet variable in their answers, which are more representative of the varied institutional expectations, and the two groups express a positive self-image about their professions. (Align with Obj # 2)

This view is supported by the conclusion that social problems have a disproportionate impact on the performance of teachers in private schools, which supports the notion that high accountability and pressure on performance in private schools present much stress and pressure on the teachers. (Align with Obj # 3)

Recommendations

Institutionalize compulsory professional growth of teachers in the government schools aimed at recognizing and controlling socio-environmental stressors. (Align with Finding # 1)

Establish and distribute standardized performance frameworks and feedback instruments in the context of the public schools. (Align with Finding # 2)

Implement a school-wide well-being and stress audit in schools with high accountability demands. (Align with Finding # 3)

Guidelines for Future Researchers

Widen Scope: Expand the research to other districts, co-ed /male educators, and primary/college levels to generalize the results.

Add Qualitative Depth: In addition to using surveys, interviews, or focus groups can be used to examine the lived experiences and complexity of effects of certain social issues.

Pay attention to Details and Problems: Change the general social problems to specific elements (e.g., work-life conflict, safety) and explore variables that mediate such effects, such as school policies and support mechanisms.

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