

Impact of Domestic Responsibilities on Job Performance; A Case Study of Female Physical Education Teachers Working in Government Girls Schools and Colleges

Imrana Shahnaz

mrnashahnaz001@gmail.com

MPhil Scholar, Department of Sports Sciences and Physical Education, MY University Islamabad, Pakistan

Dr. Faheem Ullah Khan

drfaheemkhan333@gmail.com

HOD, Department of Sports Sciences and Physical Education, MY University Islamabad, Pakistan

Dr. Irfan Ullah

Irfan.pdl@gmail.com

Assistant Professor, Department of Sports Sciences and Physical Education, MY University Islamabad, Pakistan

Corresponding Author: * Imrana Shahnaz mrnashahnaz001@gmail.com

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ABSTRACT

The purpose of the study is to examine how home duties affect the performance of female physical education teachers employed by the Federal Directorate of Education at Government Girls Schools and Colleges (GGS&C). Using the cross-sectional survey approach, the researcher employed a descriptive study design. Using a basic random sample, 100 female education teachers were selected from the population. Inferential and descriptive statistics were both applied. The correlation's outcome demonstrated a positive relationship between female education teachers' job performance and their household duties. Regression analysis revealed a substantial effect of household duties on PET's job performance, with a P-value greater than 0.05. The researcher suggests developing initiatives to promote teachers' professional development, improving work conditions, and pushing for answers to the problems faced by female educators.

Key words: *Physical Education Teacher, Job Performance, & Domestic Responsibilities.*

INTRODUCTION

Education, being the foundation stone of societal progress, is an unmistakable goal for every community. The secret to the development of nation's lies in the access and quality of education provided (Darling-Hammond, 2011). In the Islamic context, the principle of equal rights to education for both men and women is supported, emphasizing the integral role women's education plays in shaping the foundation of an entire family's knowledge and values. This acknowledgment underscores the indisputable importance of women's education in the broader societal context (Hendawi et al., 2024).

The responsibilities shouldered by women extend beyond the domestic empire into the professional arena, particularly for women educators. The roles of Female PET they fulfill within educational institutions are countless, encircling teaching, planning, examination conducting, facilitating student participation in institutional activities, contributing to developmental works, encouragement positive thinking, and providing both academic and social guidance to students (Mbewe, 2020). These responsibilities, while vital, do not excepted women educators from the challenges faced by women in general. The delicate balance between domestic responsibilities and professional commitments becomes particularly pronounced for female teachers.

Research indicated that the challenges associated with balancing household responsibilities and job-related tasks are not only dominant but can significantly impact job performance (Bellmann & Hübler, 2021). Female physical education teachers often face time limitations and energy weakening due to the demands of completing household responsibilities, leading to potential consequences for their ability to focus and perform optimally in their professional roles (Bakker et al., 2008; Brown, 2006).

Amongst the many challenges opposing female employees, particularly in balancing the job responsibilities and family responsibilities, the facility of motivations and healthy support systems accepts paramount importance (Burke, 2002). Societal pressures employed on female to conform to traditional gender norms, such as marriage, often obstruct their professional advancement and compromise their psychological security. In patriarchal African societies, females are subjected to systemic biases and discrimination, which can be obvious in workplace environments and delay their career progression (Frone, Yardley, & Markel, 1997).

Giuliano (2015) observed that the rapid emergence of nuclear families, increasing the responsibilities for females within such setups. The strain arises from the necessity to fulfill all duties within the boundaries of nuclear families, leaving little room for other responsibilities. Kalaivani (2019) accentuated that the myriad responsibilities faced by females in nuclear families, around decisions about education and career choices, highlighting the need for education to prepare females for these multifaceted roles.

Reflecting on her own experiences, Thompson et al. (2020) highlighted the pivotal role of a mother in shaping a child's personality, emphasizing the deep and durable impact of a mother's knowledge and conduct. Sundaram, Sekar, and Subburaj (2014) stressed the key role of education in empowering women in society, not just in terms of personal empowerment but also in qualifying gender discrimination on a broader scale. Education, they argue, is a crucial factor contributing to the development, prosperity, and welfare of women, playing a key role in socioeconomic development.

In essence, the address on gender roles, education, and work-family balance underscores the involved web of challenges and contributions that shape the roles of men and women in society. The authoritative of association, mutual support, and shared responsibilities appears as a frequent theme, essential for achieving harmony and progress.

Objective of the Study

1. To analyze the impact of domestic responsibilities upon physical education teachers job Performance.

LITERATURE REVIEW

Female employees in the different sector hand-to-hand struggle with the weight of societal expectations regarding family responsibilities alongside the demands of their professional roles. The competitive landscape within the industry impairs their challenges, adding layers of complication to their daily endeavors. Economic hardships further compound the situation, prompting female to play a key role in supporting their families financially. The increasing commonness of female-headed households reflects this reality, ambitious by various factors such as retirement, unemployment, marital issues, or the absence of a spouse (Soules, 2020).

Consequently, many females find themselves shouldering the primary responsibility for their families' wellbeing, needing their participation in the workforce, regardless of their status as primary main source

of income. Unmarried female, too, are propelled to seek employment to ensure their own financial stability and provide for their dependents.

Within the societal framework, rooted male-controlled structures historically relegated female to largely domestic roles, authorizing them with extensive household duties. However, with evolving socio-economic landscapes and increased opportunities, female have exceeded traditional boundaries, assuming more prominent roles within the workforce (Jahan, 2024). This standard shift underscores the dynamic nature of gender changing aspects and the progressive steps towards gender equality and female's empowerment.

Furthermore, Childbearing, deeply in-built within the cultural fabric, holds significant implications for female's professional courses, often impacting their work performance and career goals (Patel & Patel, 2025). Non-managerial female employees, particularly in developing nations like Nigeria, grapple with the hard task of balancing childcare responsibilities with workplace demands. This delicate juggling act frequently causes considerable stress and may precipitate adverse health outcomes, underlining the urgent need for supportive way outs and involvements to ease such challenges.

METHOD AND MATERIAL

Research design and Justification: The researcher employed a cross-sectional survey technique to collect data from the participants using a descriptive research design in light of the study's quantitative character.

Population and Sampling: The population for this study consisted of all female physical education instructors employed by the Federal Directorate of Education in schools and universities. A total of 100 female physical education teachers (PETs) were employed at 137 schools, and a sample of all 100 PETs was taken. Data from the population was gathered for the current investigation using a simple random sample procedure.

Instrument of Data Collection: Under the guidance of a supervisor, the researcher created two distinct questionnaires. Experts in the fields of physical education and sports sciences evaluated both questionnaires. Experts were consulted for face validity, content validity, and construct validity. In terms of reliability, the internal consistency of the questionnaire items was examined using the Cronbach's alpha technique.

Statistical Application: The collected data was analyzed using statistical software such as SPSS. Descriptive statistics was used to summarize the demographic characteristics of the participants. Inferential statistics such as correlation and regression analysis were used to determine the cause-effect relationship between domestic responsibilities and job performance of female PETs.

Descriptive Results

Table.1 *This table shows descriptive detail of the Study*

Items	N	Mean	Std. Deviation	Std. Error Mean
1. House Hold Responsibilities	100	3.4770	.66300	.06630
2. Child Care Responsibilities	100	3.4920	.68970	.06897
3. Meal Preparation Responsibilities	100	3.3620	.75622	.07562
4. Managing Finance Responsibilities	100	3.3720	.81390	.08139

5. Shopping Responsibilities	100	3.2280	.80992	.08099
6. House Management Responsibilities	100	3.5160	.67565	.06757
7. Overall Domestic Responsibilities	100	3.4078	.62582	.06258

Inferential Results

H_A. Domestic responsibilities have significant impact upon job performance of female physical education teachers.

Table.2.i **Model Summary^b**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.035 ^a	.001	-.009	.17896

a. Predictors: (Constant), Domestic Responsibilities

b. Dependent Variable: Job Performance

The above finding indicates a feeble association between domestic duties and the work effectiveness of female physical education instructors. The Coefficient of Determination (R^2), denoted as R-square, showcases the portion of variation in job performance linked to domestic responsibilities. Here, the R-square value floats close to zero (0.001), implying that only an insignificant fraction of job performance variation can be attributed to domestic duties, lacking statistical significance. This hints at a weak correlation between the two aspects. Adjusted R^2 , considering the predictors in the model, reveals a negative value (-0.009), indicating their inadequate contribution to explaining job performance variability. This underscores the model's insufficiency in explaining the link between domestic responsibilities and job effectiveness. The correlation coefficient which measures the strong point and track of the linear correlation between the variables. Here, a very small value (0.035) signifies a weak positive correlation between domestic duties and job performance, falling short of significance. The standard error of the estimate, indicating the spread of actual values around predicted ones, appears relatively diminutive (0.17896), signifying the model's closeness to actual outcomes. In essence, the model summary highlights the unimportant and statistically negligible impact of domestic responsibilities on the job performance of female physical education teachers. The faint correlation observed implies that unaccounted factors may wield a more substantial influence on job effectiveness.

Table.2.ii **ANOVA^a**

Model	Sum of Squares	Mean Square	F	Sig.
1 Regression	.004	.004	.122	.728 ^b
Residual	3.139	.032		
Total	3.142			

a. Dependent Variable: MMJP

b. Predictors: (Constant), MMDR

The ANOVA analysis, the outcomes fail to endorse the hypothesis (H_{A3}) regarding the considerable influence of domestic duties on the work efficiency of female physical education instructors. The regression sums of squares, indicating the explained variability in job performance by domestic responsibilities, is remarkably small (0.004), signifying the model's limited explanatory power. Conversely, the residual sum of squares, reflecting unexplained job performance variability despite

accounting for domestic duties, appears notably substantial (3.139). This suggests a considerable portion of job performance variability remains unaccounted for. The F-statistic, measuring the model's overall significance, is strikingly low (0.122), indicating its lack of statistical significance. Furthermore, the associated significance value (0.728) beats the predictable threshold of 0.05, indicating the model's insignificance. In essence, the ANOVA outcomes cast doubt on the statistical significance of the regression model, examining the impact of domestic responsibilities on job performance among female physical education instructors. Consequently, insufficient evidence exists to validate the hypothesis regarding the significant impact of domestic duties on job performance within this context, leading to its rejection.

Table.2.iii **Coefficients^a**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.700	.100		47.203	.000
	MMDR	-.010	.029	-.035	-.349	.728

a. Dependent Variable: MMJP

According to the above table, the findings fail to uphold the hypothesis regarding the significant impact of domestic duties on the work productivity of female physical education instructors. The constant, denoting the predicted job performance score when domestic responsibilities are absent, stands at 4.700. The coefficient associated with domestic responsibilities is -0.010, suggesting a slight negative relationship with job performance, although statistically insignificant. The beta coefficient, indicating the standardized effect size, is -0.035, but its statistical insignificance renders its interpretation less meaningful. The t-value for domestic responsibilities is -0.349, indicating its lack of statistical significance, further supported by the high p-value of 0.728. This implies insufficient evidence to assert a significant impact of domestic duties on job performance. In summary, the coefficients table indicates the absence of a notable impact of domestic responsibilities on the job performance of female physical education teachers, as the relevant coefficient lacks statistical significance. Consequently, the results do not support the hypothesis regarding the significant influence of domestic responsibilities on job performance. In summary, the coefficients table suggests that domestic responsibilities do not have a significant impact on the job performance of female physical education teachers, as the coefficient for domestic responsibilities is not statistically significant. Therefore, the results do not support the hypothesis that domestic responsibilities have a significant impact on job performance.

DISCUSSION

The study's results indicated that although female physical education instructors recognized the influence of domestic responsibilities on their job performance but the statistical analyses indicated a weak connection. This suggests that while these instructors acknowledge the impact of household duties on their professional effectiveness, other factors may exercise a more significant influence on job performance. Similar findings were reported by Akter et al. (2017) found that although female teachers acknowledge the impact of household duties, other factors like institutional support and professional development play a more significant role in job performance and satisfaction. Similarly, Eirín-Nemina et al. (2022) indicated that while domestic duties are acknowledged, other elements like job satisfaction, peer support, and access to resources are more critical in determining overall job performance.

These findings also reveal that, besides the fact that having burden of domestic responsibilities there are such factors which push the female physical education teachers toward better job performance and it may be the pressure from the authorities or fear of job loss. Few studies exposed that domestic responsibilities

have a significant impact upon job performance but these studies are conducted in other scope of life, not in line with education sector. Soomro, Breitenacker, and Shah (2018) discussed in the study about family and work conflict and its impact upon job performance. In the findings of these reported studies the main idea about domestic responsibilities and job performance, it is recognized that domestic responsibilities are influential. But there are some other factors which are more influential as compare to domestic responsibilities. Like having support from institution management, the fear about the loss of job among the employees, and the coping strategies can significantly positively affect the performance at job. And it may often reduce the impact of domestic responsibilities which place direct effect on the performance of teachers at job.

One possible explanation for the slight correlation between domestic responsibilities and job effectiveness could be the existence of managing instruments or support structures that aid instructors in managing their household duties without noticeably affecting their professional roles. Further exploration could investigate into the specific strategies adopted by female physical education instructors to effectively balance their domestic and professional responsibilities. In line with the findings of this study tied with the study of Atteh et al. (2020), Indicated these findings also, that support from management side works as a mediator and it help the workers to cope with that impact which comes from domestic responsibilities upon their job performance of female teacher.

CONCLUSION

Firstly, the study investigated the direct impact of domestic responsibilities on the job performance of female physical education teachers. The findings of the study revealed that domestic responsibilities do not have a significant impact on job performance. The low numbers, insignificant t-values, and lack of statistical significance in the regression models and ANOVA analysis indicate that other unaccounted factors may play a more substantial role in determining job effectiveness.

Therefore, the hypotheses regarding the significant impact of domestic responsibilities on job performance are not supported by the study findings. It is essential for policymakers and educators to consider these findings when designing involvements or policies aimed at enhancing the professional effectiveness of female physical education teachers in similar contexts.

RECOMMENDATION OF THE STUDY

1. Put in place focused professional development programs for female physical education instructors to improve their abilities to successfully balance work and home tasks.
2. Establish a welcoming workplace culture in schools that recognizes and respects the household duties of female physical education instructors.
3. To help female physical education instructors balance their career and home obligations, mentoring programs and wonderful support systems should be established.
4. Create and execute policies that are gender-responsive and acknowledge the particular difficulties experienced by female educators in juggling their professional and home obligations.
5. To increase awareness of the value of assisting female physical education instructors in juggling their work and home responsibilities, start advocacy and awareness campaigns.
6. Carry out more investigation and assessment to examine the relationship between family duties and work performance among female physical education instructors in diverse settings.
7. Encourage collaboration and alliances among educational establishments, governmental bodies, non-governmental organizations, and community members to tackle the complex issues that female physical education instructors encounter.

Conflict of Interest

The researcher has no conflict of interest.

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