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EFFECTS OF DOMESTIC PROBLEM (DISTANCE FROM HOME TO SCHOOL) ON THE TEACHING EFFICIENCY OF PRIMARY SCHOOL FEMALE TEACHERS IN DISTRICT LAKKI MARWAT

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ABSTRACT

Purpose: The key purpose of the study was to know the effects of long-distance from their -homes on Primary school female teachers in district Lakki Marwat due to which their teaching efficiency was affected.

Methodology: The study was descriptive (survey) in nature. The total numbers of (N = 810) respondents (Government Girls Primary School Teachers) in district Lakki Marwat were the population of the study in which (n = 162) respondents were selected as the samples of the study through the L.R.Gay sample size formula. Multistage sampling techniques were used. The main objective of the study was to examine the effects of the domestic problem (distance from home to

school) on the teaching efficiency of primary school female teachers in district Lakki Marwat. Data were collected through a self-developed questionnaire of options "Most Affect (76-100%), More Affect (51-75%), Much Affect (26-50%), Less Affect (1-25%), and Never Affect (No Effect). Data were statistically analyzed through SPSS by using Linear Regression. Results, conclusions and recommendations were drawn in the light of objectives of the study.

Main Findings: The results of the study indicated that primary school female teachers were physically, socially, culturally, mentally, and psychologically affected because of serving in far-flung areas (Areas with long distances from home to school) at the Primary school level due to which their teaching efficiency was negatively affected already clarified via statistical results "Linear Regression" and percentage, etc.

Implicationsof the Study: In the light of the findings of the study, Government Girls Primary school teachers showed low or poor teaching efficiency due to their domestic problem i.e. long distances from home to school due to which they faced so many other social, cultural, physical, and psychological problems associated with the said domestic problem. In this regard, the study will very helpful in resolving such issues in general in Pakistan and particularly poor and educationally deprived areas like district Lakki Marwat, KP, Pakistan.

Novelty: The findings of the study will support the educationists and researchers in the future to solve the problem of primary school female teachers serving in far-flung schools due to which their teaching efficiencies are badly influenced. This novel study will be very significant for all primary school female teachers, educationists, scholars, researchers, policymakers, education department, and the government of the time to ponder over the said problem and find a proper solution for it.

INTRODUCTION

(Boussauw, 2011) found that domestic problems badly influence the concentration power of teachers and students at the Primary school level; those primary school female teachers who attend their schools that are far away from their homes, confront distance dilemmas like lack of transport, loss of stamina due to long journey because of school in the far-flung locality; late coming to school, etc. all these factors badly affect the teaching efficiency of primary school female teachers. (Ewing and Greene, 2003) explained that primary school female teachers especially those belonging to mountainous and backward areas do not show their better teaching efficiency due to now and then pick and drop routine from their homes to school, this street by street, mohalla by mohalla, and village by village pick and drop system has negative effects on teaching efficiency of primary school female teachers.(Cervero and Duncan, 2006) narrated those primary school female teachers whose homes and lodges are far away from their schools, they get the support of vehicles that are seat by seat overloaded and their long journey psychologically, physically and mentally traumatized them due to which they can't show better teaching efficiency at primary school level.(De-Boer, 2010) stated that most female teachers belonging to far-flung backward areas usually confront the strict reaction of the monitoring team by getting explanation due to their late arrival because of long distance from their homes to school, in such circumstances, primary school female teachers can't show their better and satisfactory teaching efficiency at primary school level.

(Boussauw, Van-Acker and Witlox, 2012) investigated monitoring team strictly deals with those primary school female teachers who do not attend their school in time due to their long-distance from their homes to school, and their pay is deducted as a penalty in case of late arrival to school. (Janssens, 2009) described thatthe monitoring team marks all primary school female teachers absent who come even five minutes late after they visit their school. The monitoring teaming shows their performance report unsatisfactory to their competent authority due to which their teaching interests are negatively

affected and they tried just to fulfill their codal formalities to satisfy the monitoring team only during their visit to their school and nothing else. (Müller, 2011) revealed that teachers always attend their school late due to their long-distance problem from their homes to school, and as a result, students' learning and teachers' teaching are affected badly at the Primary school level. (Neutens, Versichele and Schwanen, 2010) pointed out that most female teachers are poor and it's very difficult for them to arrange a single pick and drop system one by one from their homes to school due to their poverty; they attend their school late due to which their students' learning and their teaching efficiency both suffer a lot at primary school level.

(Sonkin et al., 2006) highlighted that primary school female teachers are suffering from so many other physical, psychological, and mental problems also because of their long-distance from their homes to school. That's why they are confused and they show poor or low teaching performance and efficiency at the primary school level. (Stead and Marshall, 2001) narrated those primary school female teachers whose teaching activities, performance, and tasks are almost incomplete and unsatisfactory, this problem occurs when they belong to far-flung areas due to which they are physically, mentally, and psychologically uneasy and they can't show better teaching performance at Primary school level.
(Van-Diepen and Musterd, 2009) stated that primary school female teachers are mentally stressed due to their long-distance and journey from their homes to school; and in such circumstances, primary school female teachers are anxious, confused, disturbed, stressed, and highly depressed due to which they can't perform better from the teaching of view. (Cervero and Duncan, 2006) described that primary school female teachers do not show better teaching efficiency because of their long-distance problem from their homes to school; they always teach their students without proper preparation of lectures or topics. They just fulfill the formalities.

OBJECTIVES OF THE STUDY

The objectives of the study were:

1. To examine Domestic Problem (Long Distance from Home to school) of Government Girls Primary School Teachers in district Lakki Marwat.
2. To investigate the effects of Domestic Problems (Long Distance from Home to school) on the teaching efficiency of GGPS teachers in district Lakki Marwat.
3. To suggest and recommend possible solutions regarding the domestic problem (Long Distance from Home to School) of GGPS teachers in district Lakki Marwat.

HYPOTHESIS OF THE STUDY

H_{01}- There was no effect of the domestic problem (long distance from home to school) on the teaching efficiency of Government Girls Primary School teachers in district Lakki Marwat.

RESEARCHMETHODOLOGY

A quantitative research method was used to reach the conclusions via the data gathered along with its analysis.

Participants: In this descriptive (survey) study, the total numbers of (n = 162) respondents (Primary school female teachers) were taken samples (participants) of the study out of the entire population of (N = 810) respondents in district Lakki Marwat as per L.R.Gay sample size rule of thumb. Multistage sampling (simple random, disproportionate, and stratified) sampling techniques were used. In a simple random sampling approach, every member of the population had equal opportunity as a subject; the

population was divided into subgroups known as strata for which stratified sampling technique was used; the sample size was not equal for which disproportionate sampling technique was used accordingly.

Instrument: Data were collected through a self-developed questionnaire of Likert type scale response of anchors with options "Most Affect, More effect, Much Affect, Less Affect, and Never Affect carrying the level of percentage 76-100% (Most Affect), 51-75% (More Affect), 26-50% (Much Affect), and 1-25% (Less Affect).

Pilot Testing: Pilot testing was ensured through validity and reliability.Cronbach's Alpha was used to assess the internal consistency of the questionnaire that was .964 falling in the best consistency level according to the general statistical criteria by identifying that Cronbach's alpha of:
.70 and above is good
.80 and above is better
.90 and above is best.

DATA ANALYSIS

Data were entered into SPSS to statistically analyze it through Linear Regression and One Way ANOVA. Linear Regression was used to determine the effect of the domestic problem (Long distance from home to school) on the teaching efficiency of Primary school female teachers in district Lakki Marwat, Khyber Pakhtunkhwa, Pakistan while one way ANOVA was used to compare the different problems (social, domestic and economic problems) of Primary school female teachers in district Lakki Marwat.

DELIMITATION OF THE STUDY

The study was delimited to GGPS female teachers in district Lakki Marwat, Khyber Pakhtunkhwa, Pakistan.

RESULTS

Table 1: Linear Regression Analysis of Long Distance from Home to School with the Teaching Efficiency of Primary School Female Teachers in District Lakki Marwat

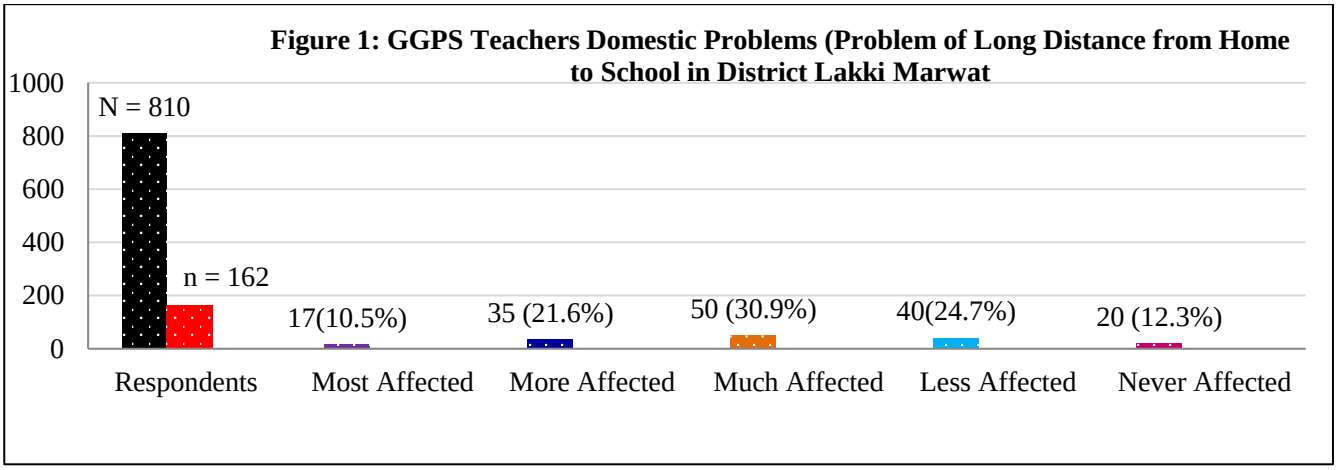
Model Summary				ANOVA[b]					Coefficients[a]				
R	R Square	Adjusted R Square	Std. The error of the Estimate	Sum of Squares	df	Mean Square	F	Sig.	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
									B	Std. Error	Beta		
.251[a]	.063	.057	.38499	1.592	1	1.592	10.743	.001[a]	1.859	.085		21.924	.000
				23.714	160	.148			.085	.026	.251	3.278	.001
				25.306	161								

a. Dependent Variable: Teachers' Teaching Efficiency
b. Predictor/Independent Variable: Long Distance from Home to School (Domestic Problem)
c. Respondents: Girls Primary School Teachers.

Table 1 shows that a simple linear regression was calculated to predict "Teaching Efficiency" based on "Long Distance from Home to School (Domestic Problem)". In the above table the value of (R = .251a) showing multiple correlation; & (R Square or coefficient of determination = .063) with total variation of 6.3% in the dependent variable. The value of adjusted R^2 is .057 which shows the goodness of fit for the regression model. The regression equation (F (1, 160) = 10.743 is the degree of freedom; (Mean Square = 1.592, .148 with Sig. = .001[a]). Furthermore, in the unstandardized coefficient column, (B = 1.859, .085; Std. Error = .085, .026) represent the slope of the line between the predictor variable and the dependent variable; whereas in standardized coefficient portion (Beta (β) score or Coefficient of Regression = .251), which reveals the level of effectiveness of the independent variable on the dependent variable that is strong, and is significant at .001 level of significance. The value of t = 21.924, and 3.278. As P =.001 < alpha value (0.05). Therefore, the null hypothesis is statistically rejected, and there is a strong effect of Long Distances from Home to School on the teaching efficiency of Primary School female teachers in district Lakki Marwat.

Table 2: Responses of the Respondents (GGPS Teachers) Regarding Problem of Long Distance from Home to School (Domestic Problem) (N =162, 100%)

Statement	Responses of the Respondents				
	Most Affect (76-100%)	More Affect (51-75%)	Much Affect (26-50%)	Less Affect (1-25 %)	Never Affect (No Affect)
	17 (10.5%)	35 (21.6%)	50 (30.9%)	40 (24.7%)	20 (12.3%)



n = 162 respondents (GGPS Teachers) in district Lakki Marwat

Table 2 along with the graph revealed that out of (N = 162, 100%) respondents, 17(10.5%) respondents were of the views that Primary School female teachers were most affected due to their domestic problem (long distance from their homes to school),35(21.6%) were found more affected; 50(30.9%) much affected; 40(24.7%) less affected and 20(12.3%) respondents were never affected due to the said domestic problems as mentioned above.

DISCUSSION

The results of the current study indicated that the teaching efficiency of Primary School Female Teachers was highly affected due to their long-distance from their homes to school. Either they were hardly permitted by their husbands or guardians or other responsible members of their homes. They faced other social dilemmas along with their domestic problems due to which their teaching efficiency was badly influenced and they couldn't show better teaching performance at the Primary school level in district Lakki Marwat.

According to a previous study by (Ewing and Greene, 2003),female teachers confront so many social problems like the negative attitude of people towards them; and female teachers, who attend their schools in far-flung areas, feel insecure in society. (Cervero and Duncan, 2006) described that female teachers serving in far-flung areas or schools at a long distance from their homes are afraid of sexual harassment, and taunting against their self-respect in their relatives or at home due to which they are psychologically confused. In such circumstances, they just try to do formalities rather than showing better teaching efficiency at the Primary school level in areas that are very strict and extremist from a cultural and religious point of view.

CONCLUSIONS

The researcher concluded by keeping in view the results and discussion of the study that Primary school female teachers showed unsatisfactory teaching efficiency in district Lakki Marwat, Khyber Pakhtunkhwa Pakistan. The researcher further concluded that district Lakki Marwat is very area with strict and strong cultural, religious, social, and emotional boundaries where it's very hard and difficult for female teachers to attend their services and duties in far-flung schools and those female teachers whose homes are far away from their schools face so many social, cultural, psychological, physical and emotional problems. The researcher finally concluded that female teachers, who faced a domestic problem regarding their far-flung schools, showed poor and unsatisfactory teaching efficiency. at Primary school level in district Lakki Marwat.

LIMITATIONS

The researcher preferred Khyber Pakhtunkhwa for the study. There are other many districts and schools in Khyber Pakhtunkhwa but the researcher gave priority to district Lakki Marwat. The total numbers of (n = 160, respondents/Government Girls Primary School teachers) were taken as samples for research.

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AUTHOR'S CONTRIBUTION

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Authors'Contribution: 1-Data Collection, 2-Study Design, 3-Statistical Analysis,4-Manuscript preparation, 5- Literature Review, 6- Financial Management, 7- Literature Review.

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