



Influence of Demographic Variables on Teachers' Job Performance in Senior Secondary Schools in Rivers State

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ABSTRACT

The study examine the influence of demographic variables on teachers job performance in Senior Secondary Schools in Rivers State. The research design adopted for the study is the descriptive survey research design. The population of the study is made up of 7425 teachers in 268 government owned senior secondary schools in the 23 Local Government Areas of Rivers State. A sample of 380 respondents (teachers) was determined by the application of Taro Yamen Formula. A research instrument titled "Demographic Variables and Teachers Job Performance in Senior Secondary Schools in Rivers State with coefficient reliability of 0.87 was used to collect data for the study. Two research questions and two null hypotheses were formulated to guide the study. Based on the analysis of the data collected, the study found that teachers generally disagreed that marital status influence their job performance also teachers generally disagreed that salary influence their job performance. Based on the findings, the study recommended that counsellor should be employed in the school system to help teachers deal with psychological and domestic issue, as such would help teachers not to allow their psychological or family matters to interfere with academic duties. Also government should provide bonuses and allowance as well as pension plan and social welfare benefit to spur teachers to increase performance.

Keywords: Demographic, Marital Status, Salary, Job Performance.

Introduction

Effective teaching and learning in the school rest squarely on the teachers and their performance. The success or failure of the educational system depends on their performance. Since teachers are the major factors in the realization of the educational goals of the state, they are laboured with high expectations and performance by stakeholders. The success and attainment of high educational standard is only possible by the commitment and dedication of the teachers in the schools. Teachers are the bedrock of educational development. Teaching and learning in the schools will be enhanced by the level of performance of the teachers.

The government, parents and the society perceived teachers as the main factors toward the attainment of the success of the educational system, that is there exist a relationship between the performance of teachers and the extent of development or success of the educational system.

However, many teachers have been observed to be uncommitted to their duty, being absent from duty post not preparing lessons/writing lesson notes. Their performance as it has do with teaching and other duties in the school has been observed to be very poor. Studies have found factors that either positively or negatively influence workers performance. Such factors are motivation, environment, organizational structure and personal issues among others. Personal characteristic that affects workers performance are age, sex, marital status, educational attainment, years of experience and others.

Gyanti (2014) cited Bell (2008) demographic characteristics affects employee performance. That difference in demography "evoke differential expectations among the employees". Demographic characteristics has to do with age, sex, marital status, religion, educational attainment, years of working experience, family related characteristics. According to Birechi (2010) in managing employee performance, priority should be given to individual demographic characteristic as opposed to institutionalized, or generalized factors. Fletchi (2010) refers to demographic factors as biographical factors, giving examples such as race and personal career objectives as determinants to performance achievement among employees. According to Auden (2019) demographic characteristics such as age, and educational background determines the level of employees productivity. The nature of academic staff demographic varies in terms of education, age, marital status, gender and tenure at the institution (Thakur, 2017). At the Senior Secondary School teachers performance is measured by staff appraisal which measures staff members performance by assessing students performance in internal and external examinations, in given subject area taught by the teacher, attendance at school, dedication to duty and delivery of lesson, lesson note preparation, participation in co-curricular activities, counseling of students and other duties assigned. Demographic characteristics are described by age, gender, marital status, years of working experience and educational attainment.

An influential demographic variable that might have bearing on teacher's job performance is marital status of the teachers. According to Iwuagwu, Okogbo and Okonta (2016) marital status refers to the condition of being married or unmarried (single) male and female, married teachers as well as

male and female single teachers are in the teaching profession. Khurshid, Qasim and Ashuraf (2012) stated that marital status affects self efficacy of teachers and that married male and female teachers have high self efficacy which will lead to high job performance. Fitzmaurice (2012) suggested that the level of job satisfaction and attitude of the teachers towards teaching was affected by marital status.

According to Eyopoghi and Saner (2013) and Kibkebut (2013) marital status has as continual commitment on the organization with the married group being much happier in their job compared to other statuses. Eyopoghi et al (2013) stated that job satisfaction of married teachers was on the whole higher than those who are not married and that overall job satisfaction levels varied for the different marital statuses. In contrast Fitzmaurice (2013) states that those who are single seemed more satisfied than those married and divorced. Also to Anyango, Ojera and Ochieng (2013) marital status did not significantly affect job satisfaction. While Azim, Haque and Chowdbury(2013) did not find any significant difference between married and unmarried employees in terms of job satisfaction.

Salary is another variable that is considered to impact on teachers job performance. According to Komolafe (2010) most Nigerians behaved that teachers satisfaction is directly related to teachers salary and reward. In other words the belief is that the only factor that contribute to teachers job satisfaction is the quality of teacher's take home pay. For example when making suggestion on how to improve the educational system, the president of the Nigerian Union of Teachers (NUT) said "government must develop a remuneration and reward system that will promote job satisfaction."

Igbafe and Ogonor (2019) cited Katz and Docherty (1994) that monetary compensation is a vital aspect of teachers motivation. No one works for free. Employees want to earn reasonable salaries/wages and they desire their employers to recognize this fact. Money is fundamental inducement and has the tendency to magnetise, retain and motivate individuals towards higher performance. Also Onaolapo, Olajiga and Onaolapo (2019) cited Akande (2014) that out of all the conditions of service, salary is the best predictor of teacher performance and productivity and that job that offers higher salary would attract more and better quality personnel than anyone that offers a lower pay. That salaries of teachers are inadequate that it is so for them (teachers) to meet the basic necessities of life, that salaries when compared with other employees with the same qualification and experience, but are in other sectors of the economy such as bankers, site engineers and nurses can be describe as unfavourable. Onaolapo et al stated that there appears that irregular payment of salary, perceive lack of support for their work, bad working conditions often leads to poor teachers job performance. Obineli (2013) stated that money is an economic reward and a means of bringing about job satisfaction among Nigerian workers. Teachers performance must be directed towards educational goals and objectives that are relevant to their job.

Statement of the Problem

Every organization should be concerned with the management of demographic factors at work, since their dynamisms, attitude towards work and movement is important in organization management. The efficiency and effectiveness as well the general well being of an employee can be under threat due to demographic failure. The organization should be able to successfully manage and employ it demographic workforce to survive. They must be carried along to get the greatest result, because employee demographics are critical in operating an organization and managers should not underestimate these factors (Amegayibo, 2021).

According to Handrawajiya (2019), employee demographic variables are one of the predictors of employee performance. This requires employees with a positive and proactive attitude such as responsiveness, initiative and inventiveness and adaptive sensibility, which can be used to increase employee productivity. Zannah, Mahat and Ali (2017) found demographic characteristics like business years, age and education play significant and fundamental role in growth and success of organization. Employeeperformance therefore have to be assessed base on demographic features since they are seen to impact on organization performance.

It has been observed that the educational system have demographic issues that manifest in poor levels of teacher passion, happiness and performance. Demographic variables affecting teacher performance are gender, years of experience, qualification, age, marital status, salary among others.

Studies in Rivers State shows that the secondary school system is experiencing poor teacher performance which manifest in students examination results, teachers apparent apathy in attending classes to deliver lesson and perform other related duties, absenteeism from school and duty post. However, Bose (2018) study on demographic parameters reveal no impact or association, while Kuya (2013) discovered a substantial relationship between employee performance and demographic variables. The conclusion of the researches are inconsistent calling for more examination. This study therefore investigate the influenced of demographic variables on teachers job performance in senior secondary schools in Rivers State.

Purpose of the Study

The main purpose of this study is to examine the influence of demographic variables on teachers' job performance in Senior Secondary Schools in Rivers State. Specifically, the objectives of the study was to:

- 1 Evaluate the influence of teachers' marital status on their job performance as perceived by teachers from in secondary schools in Rivers Central, Rivers East and Rivers West senatorial zones of Rivers State.
- 2 Examine the influence of teachers' salary/wage on their job performance as perceived by teachers from in secondary schools in Rivers Central, Rivers East and Rivers West senatorial zones of Rivers State.

Research Questions

1. What is the influence of teachers' marital status on their job performance as perceived by teachers from in secondary schools in Rivers Central, Rivers East and Rivers West senatorial zones of Rivers State?
2. What is the influence of teachers' salary/wage on their job performance as perceived by teachers from in secondary schools in Rivers Central, Rivers East and Rivers West senatorial zones of Rivers State?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance.

1. There is no significant difference in the mean responses of teachers from Rivers Central, Rivers East and Rivers West senatorial zones regarding the perceived influence of teachers' marital status on their job performance in senior secondary schools in Rivers State.
2. There is no significant difference in the mean responses of teachers from Rivers Central, Rivers East and Rivers West senatorial zones regarding the perceived influence of teachers' salary/wage on their job performance in senior secondary schools in Rivers State.

Methodology

This study was conducted in Rivers State. The research design adopted in this study is the descriptive survey research design. The target population of this study consist of 7425 teachers in 268 government owned senior secondary schools in Rivers State. The sample consist of 380 teachers of government owned senior secondary schools in Rivers State. The sample of the teachers was determined by the application of the Taro Yamen Formula and then stratified sampling technique for sampling. This consist of 195 teachers from Rivers Central Senatorial District; 97 teachers from Rivers East senatorial district and 89 teachers from Rivers West Senatorial District.

Data for the study were collected using structured questionnaire titled: Demographic Variables and Teachers Job Performance Questionnaire. The questionnaire was placed on 4 point rating scale of Strongly Agreed, Agreed, Disagreed, Strongly Disagreed. The score assigned to the categories are 4, 3, 2, 1 in descending order. This gives a mean of 2.5. The grand mean is used to determine whether demographic variables (marital status, salary) influence teacher job performance where the mean and standard deviation are above the grand mean 2.5. The content validity of the instrument was determine by two experts comprising of one in Educational Management and one in Measurement and Evaluation of the Faculty of Education, Rivers State University, Port Harcourt. To determine the reliability of the instrument; twenty (20) copies were produced and serve on 10 teachers each of Degema National High School, Degema and Community Secondary School, Obuama all in Degema Local Government Area. Using Cronbach Alfa formula an internal reliability coefficient of 0.87 was obtained. The value obtained was considered high enough to conclude that the instrument is reliable. Data obtained were analysed using descriptive statistics mean to answer the research questions, while analysis of variance (ANOVA) was used to test hypothesis at 0.05 level of significance.

RESULT

The results of the study were presented as follows:

Research Question 1: What is the influence of teachers' marital status on their job performance as perceived by teachers from in secondary schools in Rivers Central, Rivers East and Rivers West senatorial zones of Rivers State?

Table 1: Mean for Perceived Influence of Marital Status on Job Performance

S/N	Items	RCS (n=193)			RES (n=96)			RWS (n=78)		
		M	S.D.	RMK	M	S.D.	RMK	M	S.D.	RMK
1.	Teachers' marital status influences their ability to plan the curriculum.	2.53	0.99	A	2.86	1.06	A	2.36	1.03	D
2.	Teachers' marital status influences their ability to implement the curriculum.	2.24	0.95	D	2.51	0.99	A	2.26	1.02	D
3.	The use of variety of assessment methods is influenced by their marital status.	1.97	1.07	D	2.28	1.03	D	1.90	0.93	D
4.	Teachers' communication ability is influenced by their marital status.	1.98	1.02	D	2.02	0.92	D	1.87	0.84	D
5.	Subject matter knowledge of teachers is influenced by their marital status.	1.90	1.06	D	2.26	1.07	D	1.92	0.96	D
6.	Pedagogical content knowledge is influenced by their marital status.	2.07	1.12	D	2.19	1.14	D	1.91	1.03	D
7.	Teachers' ability to engage students in the classroom is influenced by their marital status.	2.00	1.07	D	2.24	1.09	D	2.03	1.03	D
8.	Teachers' ability to effectively utilize instructional aids during instruction is influenced by their marital status.	1.93	0.97	D	2.18	1.01	D	1.86	0.92	D
9.	Teachers' ability to encourage healthy interpersonal relation among students is influenced by their marital status.	1.91	0.95	D	2.14	1.02	D	1.81	0.84	D
10.	Teachers' ability to encourage communication skill among students is influenced by their marital status.	1.98	1.00	D	2.16	1.07	D	2.14	1.07	D
11.	Teachers' demonstration of high expectation for quality work from students is influenced by their marital status.	1.96	0.98	D	2.19	1.03	D	2.03	1.02	D
12.	Demonstration of effective classroom management ability by the teacher is influenced by his/her marital status.	2.11	0.99	D	2.33	1.00	D	2.10	0.92	D
13.	Effectiveness in lesson delivery by teachers is influenced by their marital status.	2.11	1.07	D	2.27	1.04	D	2.17	0.97	D
	Grand Mean	2.05	1.02	D	2.28	1.04	D	2.03	0.97	D

Field Data (2022)

Results from Table 1 shows the perceived influence of marital status on teachers' job performance. As shown from the table, there is a grand mean response of 2.06 for Rivers Central Senatorial (RCS) zone, 2.30 for Rivers East Senatorial (RES) zone and 2.06 for Rivers West Senatorial (RWS) zone. This shows that the teachers from the study area generally disagree that teachers' marital status influences their job performance in the state.

Research Question 2: What is the influence of teachers' salary/wage on their job performance as perceived by teachers from in secondary schools in Rivers Central, Rivers East and Rivers West senatorial zones of Rivers State?

Table 2: Mean for Perceived Influence of Teachers' Salary/Wages on their Job Performance

S/N	Items	RCS (n=193)			RES (n=96)			RWS (n=78)		
		M	S.D.	RMK	M	S.D.	RMK	M	S.D.	RMK
14.	Teachers' salary/wages influences their ability to plan the curriculum.	2.89	1.08	A	3.02	1.13	A	2.88	1.14	A
15.	Teachers' salary/wages influences their ability to implement the curriculum.	2.63	1.15	A	2.79	1.18	A	2.87	1.11	A
16.	The use of variety of assessment methods is influenced by their salary/wages.	2.26	1.11	D	2.34	1.14	D	2.36	1.18	D
17.	Teachers' communication ability is influenced by their salary/wages.	2.10	1.06	D	2.18	1.08	D	2.29	1.07	D
18.	Subject matter knowledge of teachers is influenced by their salary/wages.	2.12	1.12	D	2.25	1.03	D	2.15	1.06	D
19.	Pedagogical content knowledge is influenced by their salary/wages.	2.06	1.05	D	2.07	1.02	D	2.23	1.07	D
20.	Teachers' ability to engage students in the classroom is influenced by their salary/wages.	2.25	1.13	D	2.45	1.02	D	2.42	1.10	D
21.	Teachers' ability to effectively utilize instructional aids during instruction is influenced by their salary/wages.	2.17	1.06	D	2.19	1.07	D	2.29	1.15	D
22.	Teachers' ability to encourage healthy interpersonal relation among students is influenced by their salary/wages.	2.27	1.16	D	2.47	1.08	D	2.38	1.15	D
23.	Teachers' ability to encourage communication skill among students is influenced by their salary/wages.	2.20	1.04	D	2.39	1.11	D	2.41	1.01	D
24.	Teachers' demonstration of high expectation for quality work from students is influenced by their salary/wages.	2.31	1.14	D	2.50	1.08	D	2.37	1.06	D
25.	Demonstration of effective classroom management ability by the teacher is influenced by his/her salary/wages.	2.20	1.07	D	2.29	1.07	D	2.29	1.07	D
26.	Effectiveness in lesson delivery by teachers is influenced by their salary/wages.	2.15	1.15	D	2.31	1.15	D	2.47	1.18	D
	Grand Mean	2.28	1.10	D	2.40	1.09	D	2.42	1.10	D

Field Data (2022)

Test of Hypotheses

Hypothesis 1: There is no significant difference in the mean responses of teachers from Rivers Central, Rivers East and Rivers West senatorial zones regarding the perceived influence of teachers' marital status on their job performance in senior secondary schools in Rivers State.

Table 3: ANOVA for Perceived Influence of Teachers' Marital Status on Job Performance

Sources of Variation	Sum of Squares	df	Mean Square	F-cal	P-value	Decision
Between Groups	4.083	2	2.042	1.934	.146	Accepted
Within Groups	383.898	364	1.055			
Total	387.981	366				

Field Data (2022)

Result from Table 3 shows that $F(df=2, 364) = 1.934$. $P\text{-value} = 0.146$ while level of significance = 0.05. Since p-value is greater than level of significance, the hypothesis was accepted. This implies that there is no significant difference in the mean responses of teachers from Rivers Central, Rivers East and Rivers West senatorial zones regarding the perceived influence of teachers' marital status on the job performance of teachers in secondary schools in Rivers State.

Hypothesis 2: There is no significant difference in the mean responses of teachers from Rivers Central, Rivers East and Rivers West senatorial zones regarding the perceived influence of teachers' salary/wage on their job performance in senior secondary schools in Rivers State.

Table 4: ANOVA for Perceived Influence of Teachers' Salary/Wages on Job Performance

Sources of Variation	Sum of Squares	df	Mean Square	Fcal	P-value	Decision
Between Groups	1.104	2	.552	.450	.638	Accepted
Within Groups	446.884	364	.228			
Total	447.988	366				

Field Data (2022)

Result from Table 4 shows that $F(df=2, 364) = 0.450$. P-value = 0.638 while level of significance = 0.05. Since p-value is greater than level of significance, the hypothesis was accepted. This implies that there is no significant difference in the mean responses of teachers from Rivers Central, Rivers East and Rivers West senatorial zones regarding the perceived influence of teachers' teachers' salary/wages on the job performance of teachers in secondary schools in Rivers State.

Discussion of Findings

Research question one sought to find out the perceived influence of marital status on job performance the result shows that, teachers from the three senatorial districts generally disagreed that: The use of variety of assessment methods is influenced by their marital status, Teachers' communication ability is influenced by their marital status, Subject matter knowledge of teachers is influenced by their marital status, Pedagogical content knowledge in influenced by their marital status, Teachers' ability to engage students in the classroom is influenced by their marital status, Teachers' ability to effective utilize instructional aids during instruction is influenced by their marital status among others.

This result disagrees with the result of Iwuagwu, Okogbo & Okonta (2016) that marital status of teachers influence on their job performance in secondary school in Edo State. The result however agrees with the result obtained by Odanga, Aloka & Raburu (2015) that marital status had no statistically significant influence on teachers' self-efficacy.

Research question two sought to find out the perceived influence of salary/wages on job performance the result shows that, the teachers from the three senatorial district generally disagreed that: The use of variety of assessment methods is influenced by their salary/wages, Teachers' communication ability is influenced by their salary/wages, Subject matter knowledge of teachers is influenced by their salary/wages, Pedagogical content knowledge in influenced by their salary/wages, Teachers' ability to engage students in the classroom is influenced by their salary/wages, Teachers' ability to effective utilize instructional aids during instruction is influenced by their salary/wages among others.

The result disagrees with the result obtained by Zikanga, Anumaka, Tamale and Mugizi (2021) who carried out their study in Uganda and found that teachers' remuneration influenced teachers' job performance.

Conclusion

Based on the findings the study concludes that teachers' marital status contribute less to enhancement of job performance of teachers in secondary schools in Rivers State. It also concludes that teacher salary contribute less to enhance their job performance.

Recommendations

Base on the findings from the study the following recommendations were made:

1. That counselors should be employed in schools to help teachers to deal with psychological and domestic issues, as such could go a long way to help teachers not to allow their psychological or family matters to interfere with academic duties.
2. Bonuses and allowances should be provided for teachers who exceed performance and do extra work as this could serve as a way of spurring up teachers to excellence in the job. Also pension plan and social welfare benefits be done in such a way that it is attractive to increase the job performance of teachers.

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