

# MARITAL STATUS AND TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN EDO STATE

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## ABSTRACT

*This study examined the influence of marital status on the job performance of public secondary school teachers in Edo State, Nigeria. The study was descriptive in nature. The population consisted of the entire four thousand, four hundred and ninety-six (4496) public secondary school teachers in Edo State, Nigeria. The sample comprised of one thousand, three hundred and forty-eight (1348) teachers in the five hundred and ninety-eight (598) public secondary schools in Edo State. A questionnaire titled "Influence of Teachers' Biographic Attributes of their Job Performance (ITBAJP)" was used to collect the data for the study. The data were analysed using percentage scores, multiple regression and t-test. The result showed that marital status has influence on the job performance of secondary school teachers in Edo State. Based on the findings, it was recommended amongst others that the employment of counselors in schools will help teachers to deal with psychological and domestic issues.*

**Keywords:** Keywords are your own designated keywords which can be used for easy location of the manuscript using any search engines.

## 1. INTRODUCTION

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. Martneau (2006) discovered from her research findings that marital status has no significant effect on the job satisfaction of women in paid employment in Benin City. One would have expected that a married woman with children and most likely more responsibilities would

have different work values from a spinster. But rather, women in paid employment, irrespective of their marital status are satisfied with their jobs and this consequently will be seen in their job performance. Her findings is in agreement with the work of Ajayi (1983), Iremiren (1986), Chan (2004) and Clark (2006) who found out that job performance was independent of marital status. So, there is no significant difference between marital status and job performance.

A teacher from a broken home cannot perform to his/her maximum and cannot healthily develop his/her students' academic potential to the fullest, due to the fact that he/she is separated. While the teacher that is from an organized and stabilized home is more likely to develop students into full fledged humans able to discover their academic strength and other attributes. Onocha (1985) posited that a teacher from a broken home may have feelings of insecurity which will affect his/her performance. A teacher from a broken home left with the responsibility of raising children single handedly, will not perform well. Afolabi (2002) underlines that complimenting roles in the family by both spouses are the inherent advantage one from a broken home suffers, when he asserts that the more stable the family, the more secure the teacher will feel ever in his place of work and this will show in his performance. The teacher living in the shadow of the broken home is often bewildered by the comings and goings and by the more fact that essential relationships are not promoted or are broken off and disrupted at a very impressionable time. Family dislocation could result from having children outside

wedlock. Different societies have different attitudes towards such teachers.

It is also alleged that teachers who are less productive and effective in the teaching learning process. Thus may be consequent upon the affected teachers' inability to concentrate and prepare adequately for the lesson to be taught. Such teachers may be hyper-compulsive and at times could be allergic to even the serenity of the school environment.

In a study carried out by Khurshid, Qasmi and Ashuraf (2012) on the relationship between teacher self-efficacy and their perceived job performance in Islamabad, the population of the study was comprised of all secondary level teachers and students of the government schools working under the Federal Directorate of Education, Islamabad. The results showed that marital status affects the self-efficacy of teachers and that married male and female teachers have high self-efficacy which will lead to high job performance.

In another study carried out by Azim, Haque, and Chowdhury, (2013) on the level of job satisfaction of employees in Bangladesh and to test whether job satisfaction level differs among employees in terms of their gender and marital status. On the basis of the literature review on job satisfaction, an eight-item questionnaire is developed to measure the level of job satisfaction. In setting up questionnaire, question on „working environment“ is ignored as we assumed that the working condition for all employees, no matter whether they are male or female, married or unmarried, remain same working in the same organization.

### Concept of Job Performance

Teachers' job performance is the extent that student's performance improves after a period of instruction in a manner consistent with the goals of instruction (Olatoye, 2006). He found that evaluation based on a particular score or scores that do not span a long period may lead to a "miscarriage of judgment" in accessing teachers' job performance. Omoniyi (2005) corroborated the findings of Olatoye (2006) by observing that effective learning and teaching include those activities that bring about the most productive and beneficial learning experience for students and promotes their development as learners.

2. Measuring teachers' job performance at the classroom level, rather than at the school level, is increasingly the focus of effectiveness research (Cunningham and Stone, 2005). Researchers have focused on trying to determine teacher job performance by examining teacher's

contribution to student achievement gains for many years, but a lack of valid measures and instrumentation has hampered the process. Only in the last 10-15 years have researchers had the necessary combination of sufficiently computing power, extensive data on student achievement linked to individual teachers, and appropriate statistical models with which to

determine effectiveness in terms of teachers contribution to students learning. The result is a set of sophisticated statistical models that are used with linked student-teacher data to measure teaches contributions to the student achievement growth of the students they taught in a given year. These value-added models are promising, controversial, and increasingly common as a method of determining teacher effectiveness (when effectiveness is construed as teachers' contributions to achievement).

Holtzapple (2003) used Danielson (1996) Framework for teaching to compare student achievement with teachers' evaluation scores using a value-added model of predicated achievement versus actual achievement in Cincinnati. The author found a correlation between the observation scores and the value-added scores for teachers: teachers who receive low ratings on the instructional domain of the teacher evaluation system had students with lower achievement, while teachers with advance or distinguished rankings on this instruction generally had students with higher-than-expected scores, and teachers rated proficient students with average gains.

The aforementioned models are a relatively new way to measure teachers' job performance, and there are researchers who support their use (for example, Hamre and Pianta, 2005; Sanders, 2005). These researchers argued that value-added Models provide an objective means of determining which teachers are successful at improving student learning as measured by gains on standardized tests. Despite these potentially positive uses for value-added models, some researchers express reservations and described serious concerns about their use for assessing teacher effectiveness (Bracey, 2004; Braun, 2005; Kupermitz, 2002; McCreffrey, et al., 2003; Ihum, 2003). In this critique, Bracey (2004) said the assessment is not a theory of what makes a good teacher in all the complexity that might be required.

It could also be observed that teachers may be differentially successful depending on the context. This means that teachers are not interchangeable-a teacher that performs well in one classroom may feel challenged in another classroom. Thus, an evaluation of teachers' job performance should be specific to a context, subjects, and grade levels. In addition, evaluating a secondary science

teacher's effectiveness on the same scale as that of another teacher in a different school may be problematic, particularly if there is a need to identify exceptional teachers in specific contexts grades, or subjects

There are many different purposes for evaluating teachers' job performance; a key reason is to identify weakness in instruction and develop ways to address them. For this reason, one goal of evaluating teachers' job performance should be to collect information that will be useful in designing appropriate strategies to improve instruction. Donal (2003), citing a number of success among school districts around the country, recommended a "Human resources management" approach to improving instruction, wherein vertical and horizontal alignment of practices enable school leaders to carry out instruction objectives. They reported on three Chicago schools that coordinated and align human resources to improve practices, including "teacher recruitment and induction, professional development activities, communication of expectation for teacher performance, specification of classroom teaching strategies, provision of encouragement and incentives, principal supervision and evaluation, and removal of poorly performing teaches".

### Research Questions

1. What is the level of job performance of secondary school teachers in Edo State?
2. What is the influence of teachers' marital status on their job performance in public secondary schools in Edo State?

### Hypotheses

1. Does marital status predicts teachers' job performance in public secondary schools in Edo State?

Married and unmarried teachers do not significantly differ in their job performance level in public secondary school in Edo State.

### Methodology

The study used a descriptive research design to ascertain the influence of qualification on the job performance of the teachers.

The population comprised of all the four thousand, four hundred and ninety-three (4493) teachers in the five hundred and ninety-eight (598) public senior secondary schools in Edo State. A sample of 30% representing one thousand, three hundred and forty-eight (1348) teachers

was selected purposively in the already existing senatorial district.

The data for this study was obtained through a questionnaire which was adapted from the Annual Performance Evaluation Report (APER) used by secondary school principals to assess teachers' performance. The questionnaire was made up of two sections – A and B. Section A had biographic items and section B had twenty-four (24) items. The teachers ticked the appropriate biographic item that applied to them while section B elicited responses from the principals on the level of job performance of the teachers. The principals had five options from which they ticked the option that best described the teachers' level of job performance.

The researcher with the aid of three research assistants administered the questionnaires to the respondents.

### Results

#### Research Question One

- What is the level of job performance of secondary school teachers in Edo State?

**Table I: Level of job performance in public secondary schools in Edo State.**

Level of Job Performance	Frequency N	Percentage %
High Performance (80 – 100)	233	17.4
Medium Performance (50 – 79)	823	60.9
Low Performance (01 - 49)	292	21.7
<b>Total</b>	<b>1348</b>	<b>100</b>

From the data presented in table I, teachers in public secondary schools in Edo State have different levels of job performance. From the data, teachers who were rated to have high level of job performance were two hundred and thirty-three (233) representing 17.4% of the entire population of the respondents while those rated to have medium level of job performance were eight hundred and twenty-three (823) representing 60.9% of the population. Those rated to have low performance were two hundred and ninety-two (292) representing 21.7%. From the table,

majority of secondary school teachers in Edo state operate at a medium level of job performance.

**Research Question Two**

- What is the influence of teachers’ marital status on their job performance in public secondary schools in Edo State?

**Table II: Influence of marital status on job performance**

Performance	Married		Unmarried	
	No.	%	No	%
High	222	19.0	18	10.0
Moderate	741	63.6	94	52.0
Low	203	17.4	70	38.0
Total	1166	100	182	100

The table also reveals that two hundred and twenty two respondents representing 19.0% out of the one thousand one hundred and sixty six married respondents had high level of job performance, seven hundred and forty one representing 63.6% had moderate level of job performance and two hundred and three representing 17.4% had low level of job performance while eighteen (18) representing 10% of the unmarried respondents had high level of job performance, ninety four representing 52% had moderate level of job performance and seventy representing 38% had low level of job performance. There is a difference in job performance level and the difference is in the favour of the married respondents.

**Hypothesis One**

- Does marital status predicts teachers’ job performance in public secondary schools?

**Table III: Marital Status Predicting Job performance**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.974 <sup>a</sup>	.948	.948	41.79457

a. Predictors: (Constant), Marital Status of Respondents  
The above result shows that 95% of Edo State teachers’ marital status explains and could be use to predict their job performance.

**Hypothesis Two**

- Married and unmarried teachers do not significantly differ in their job performance level in public secondary school in Edo State.

**Table IV: t – test analysis of influence of teachers’ marital status on job performance**

Variable	N	Mean	SD	t-table	df	t-cal	Decision
Married	1166	49.52	11.92	1.679	1348	3.338	P < .5 Accepted
Unmarried	182	37.05	7.75				

The results of the calculations shown in table IV indicated that the mean of the job performance of married teachers was 49.52 against the mean of unmarried teachers which was 37.05. Simply put therefore, married teachers performed better on the job than unmarried teachers. However, to test whether this difference was significant, the data were analyzed using t – test analysis as also presented in table IV.

Table IV also indicated that there was significant difference between the job performance of married and unmarried teachers at .05 level of significance (P < .05). The table revealed a calculated value of 3.338 and t – critical value of 1.679. As such because the calculated value was higher than the t – critical value, the null hypothesis was rejected.

The study revealed that marital status did not significantly influence teachers’ job performance. This is in agreement with the study conducted by Asgari (2010) which showed that there is no significant influence of married or single teachers’ performance on job performance. It is also in agreement with the study conducted by Martneau (2006) which showed that marital status has no significant effect on the job satisfaction in paid employment in Benin City. This finding also agrees with the works of Ajayi (1983) and Clark (2006) who also found that job performance was independent of marital status. The study carried out by Adejumo (2014) also showed no significant relationship between marital status and job performance among the elderly and adults in Nigeria. Azader (2012) also discovered that there is no significant difference between married teachers and single teachers on personal accomplishment levels. The findings of this study disagree entirely with the research carried out by Ofovwe, Ofili, Ojetu and Okosun (2013). Their study showed that there is an association between marital dissatisfaction and job dissatisfaction.

**Recommendation**

1. The study recommends the employment of counselors in schools to help teachers to deal with psychological and domestic issues.
2. As part of the criteria for the appointment of teachers, applicants shall be subject to clinical tests to determine their psychological relevance

and balance, such tests should continue at determined intervals while on the job.

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