

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

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Citation: Amadi, E.C. & Tyger, M. I. (2022). Perceived Influence of Demographic Variables on Teachers' Job Performance in Senior Secondary Schools in Rivers State. *International Journal of Modern Innovation & Knowledge*, 3(1); 38 - 48

Abstract

The study examines the perceived influence of demographic variables on teacher's job performance in Senior Secondary Schools in Rivers State. 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 was determined by the application of Taro Yamen Formula. Two research questions and two null hypotheses were formulated to guide the study. A research instrument titled: Assessing Perceived Influence of Demographic Variables on teacher's job performance in Senior Secondary Schools in Rivers State with a coefficient reliability of 0.87 was used to collect data for the study. Based on the analysis of the data collected, the study found that teachers generally disagreed that gender influence teachers job performance in the state; that teacher generally agreed that years of teaching experience of teachers influence their job performance. Based on the findings, the study recommended that qualified teachers with educational background should be employed in the secondary schools in Rivers State and that teachers newly employed should be attached with experienced teachers, so they can learn from their wealth of experience.

Keywords: Demographic Variables, Teachers, Job Performance, Gender, Teaching Experience

INTRODUCTION

In Rivers State, the teaching service, whose major duty is to bring about teaching and learning in schools has a considerable large workforce. 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. Fletcher (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 employee’s 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 teacher’s 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.

Gender is a set of characteristics distinguishing between male and female. Gender differences in labour market has been an important analysis constitute among labour economists. Researchers have continued to argue that gender is a major factor that enhances performance of the individual in the organization (Omori and Bassey, 2019). The level of education attainment

of an individual employee is also another major factor that may or may not enhance effectiveness of an employee in a chosen workplace. Education attainment refers to the academic credential or degrees an individual has obtained.

Within the context of job, experience entails the accumulation of job specific knowledge from action, practice and perception of task and duties associated with a specific job. According to human capital theory by Smith (2000) employees make investment of experience in themselves which enhance their ability and thus influence their performance. To this Omori and Bassey (2019) stated that this translates that worker performance changes over time because individuals accumulate work experience, which means that as work experience leads to the accumulation of relevant knowledge, skills and abilities, performance is expected to be at an improving level. Despite these factors that influence job performance of teachers in Rivers State, it is important that teacher's performance must be directed towards educational goals and objectives that are relevant to their job.

Statement of the Problem

In modern era, the teacher effectiveness has been given increased importance across different nations (Lowrie and Jorgensen, 2015) this is because effective teachers are able to bring about improve performance of students in their learning. Teachers are the main factors in school effectiveness and in the quality of education bringing about learning and academic achievement. Standard of education is now the focus of public discussion in Rivers State, government parents and stakeholders are worried about the poor quality of secondary school graduates most of whom could not write letters and express themselves effectively.

As a result, teachers are mainly blamed for the poor student's performance not taking into consideration or understanding the fact that there are factors that influence the teachers, their effective performance. Effective performance of teachers does not solely depend on the teachers as there are a number of factors influencing the teachers and their effective performance. Some of the factors influencing teachers' performance include content knowledge teaching method, credential, and training. However, the extent to which these factors influence individual teachers may differ. The degree of influence these factors have on teachers is also affected by individual teacher demographic variables such as gender, years of teaching experience, qualification, age, marital status, salary/wage etc.

Rivers State was chosen for the study because earlier studies and observations from the researcher show that the secondary school system is experiencing poor teacher performance which manifest in students' examination results in SSCE and other similar examinations,

teachers' apparent apathy in attending classes to deliver lessons and perform related duties, absenteeism from school and duty post. Amidst these problems there is no established evidence of how teacher demographic variables are addressed to bring about improved performance on the part of the teacher. Consequently, it becomes imperative to investigate and understand the influence of demographic variable on teacher's job performance in senior secondary schools in Rivers State.

Purpose of the Study

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

1. Examine the influence of gender on teachers' 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' years of experience 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 Question

The following research questions were used to guide the study.

1. What is the influence of gender on teachers' 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' years of experience 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?

METHODOLOGY

This study was conducted in Rivers State. The study adopted descriptive research design. The population of the study was 9783 members of registered community-based women organizations across the 23 Local Government Areas in the three (3) Senatorial District of Rivers State. The sample size for the study was 1059 respondents comprising 347 registered members of community-based women organizations from Rivers West, 379 from Rivers East and 333 members from Rivers South East senatorial districts. However, a multi stage sampling

technique was adopted for the study. In the first stage, the state was clustered into three senatorial districts such as Rivers East, Rivers South East and Rivers West. In the second stage, random sampling technique was used to select twelve (12) LGAs, out of 23 L.G.As. four (4) LGAs from each of the three (3) senatorial districts in Rivers State that have records of gender-based violence against women. The Local Government Areas include; Ogba/Egbema/Ndoni, Asari-Toru, Ahaoda East, Degema, Ikwerre, Emuoha, Etche, Obio/Akpor, Andoni, Gokana, Eleme, and Tai Local Government areas respectively. In the third stage, simple random sampling technique was also adopted to select five community based women organizations from each of the twelve Local Government Areas studied, making it a total of 60 community-based organizations that were used for the study. In the fourth stage, proportionate sampling technique was adopted in selecting 50% of the members of the different selected community-based women organizations which was 1059 members. This sample for the study ensured equal representation of the members of the selected community-based women organizations used for the study.

The instrument for data collection was a closed-ended structured questionnaire. The questionnaire was structured on modified four (4)-point scale rated on Very High Extent VHE (4), High Extent, HE (3) Low Extent LE (2) and Very Low Extent VLE (1). The face and content validity of the instrument was determined by two experts in the field of Adult Education and Community Development. The reliability of the instrument was established through a test of internal consistency using Cronbach Alpha statistic method, and the overall reliability coefficient (r) value of 0.847 was established for the various clusters of the instrument. The data collected from the research questions were analyzed with mean ($\bar{x}$) statistic and standard deviation. Since the items were rated on a modified four (4) point scale, the average mean for answering the research questions were arrived at finding the average of the 4 points scale hence: $4 + 3 + 2 + 1 = 10/4 = 2.5$. Therefore, items whose mean ($\bar{x}$) scores were less than 2.5 were seen as low extent responses while those with mean ($\bar{x}$) score of 2.5 and above were accepted as high extent responses for both research question 1 and 2. The two null hypotheses were tested with ANOVA at 0.05 level of significance. However, out of the 1059 questionnaire administered, 60 copies of the questionnaire were lost in transit, while a total of 999 copies were retrieved comprising 327 copies from Rivers West, 354 from Rivers East, and 318 from Rivers South East senatorial districts. From the retrieved copies of the questionnaire, 32 copies were wrongly filled which comprised 7 from Rivers West, 12 from Rivers East, and 13 from Rivers South East respectively. However, only 962 copies which include 320 from Rivers West, 342 from Rivers East, and 305 from Rivers South East, were correctly filled and used for analysis.

RESULTS

The results of the study were presented as follows.

Research Question 1: To what extent does peace education programme reduce gender-based violence against women in Rivers State?

Table 1: Mean Responses on the Extent to which Peace Education Programme Reduce Gender-Based Violence against Women in Rivers State

S/N	Item Statements	Rivers West (N=320)			Rivers East (N=342)			Rivers South East (N=305)		
		$\bar{X}_1$	SD ₁	RK	$\bar{X}_2$	SD ₂	RK	$\bar{X}_3$	SD	RK
1	Peace education promote accommodating spirit that reduces gender violence against women.	3.77	0.46	VH E	3.81	0.40	VH E	3.80	0.40	VH E
2	knowledge of peace education reduces gender discrimination against women.	3.27	1.23	HE	3.20	1.28	HE	3.23	1.27	HE
3	Acquisition of mediation skills promote tolerance that reduces gender violence against women.	3.20	0.77	HE	3.26	0.77	HE	3.21	0.76	HE
4	Conflict resolution training help women to avoid any form of conflict situation that leads to gender violence against them.	3.65	0.56	VH E	3.68	0.54	VH E	3.65	0.56	VH E
5	Knowledge of peace education enable women to live in harmony with others thereby reduce violence against them.	3.37	0.48	HE	3.40	0.49	HE	3.40	0.49	HE
6	Acquisition of negotiation skills reduces gender based violence against women.	3.14	1.16	HE	3.19	1.15	HE	3.09	1.20	HE
7	Conflict resolution training helps to guide women how to prevent any form of sexual abuse against them.	3.16	0.81	HE	3.19	0.83	HE	3.17	0.79	HE
8	Acquisition of dialogue attitudes helps to resolve differences that leads to gender based violence against women.	3.40	0.49	HE	3.45	0.50	HE	3.43	0.49	HE
9	Knowledge of peace education strengthen communication skills towards peace building that reduces gender based violence against women.	3.14	1.16	HE	3.19	1.15	HE	3.09	1.19	HE
10	Peace education programme builds the confidence of women as agents of peace to reduce issues that leads to gender	3.20	0.76	HE	3.26	0.77	HE	3.21	0.76	HE

based violence against women										
Grand Mean	3.33	0.79	HE	3.36	0.79	HE	3.33	0.79	HE	

Source: *Researcher's Field Result, 2022*

Table 1 shows the mean and standard deviation responses of members of community based women organizations in the three senatorial districts on the extent to which peace education programme reduce gender-based violence against women in Rivers State. The result shows that the grand means for these women are higher than the decision mean of 2.5 (that is 3.33, 3.36, and 3.33 > 2.50). This indicated that all the women groups share the same opinion that to a high extent peace education programme reduce gender based violence against women in Rivers State. This means the acquisition of knowledge from peace education programme, promote accommodating spirit that reduces gender violence against women, reduces gender discrimination against women, mediation skills promote tolerance that reduces gender violence against women, help women to avoid any form of conflict situation thereby reducing violence against them, help women to avoid any form of conflict situation thereby reducing violence, enable women to live in harmony with others, negotiation skills reduces gender based violence against women, dialogue attitudes helps to resolve differences that leads to gender based violence against women. This is further confirmed by the items by item analyses with mean ratings for these groups higher than the bench mark of 2.5 with lower values of their respective standard deviations showing the homogeneity in their responses.

Research Question 2: To what extent does civic education programme reduce gender-based violence against women in Rivers State?

Table 2: Mean Responses on the Extent to which Civic Education Programme Reduce Gender-Based Violence against Women in Rivers State

S/N	Item Statements	Rivers West (N=320)			Rivers East (N=342)			Rivers South East (N=305)		
		$\bar{X}_1$	SD ₁	RK	$\bar{X}_2$	SD ₂	RK	$\bar{X}_3$	SD	RK
11	Civic education programme exposes women to leadership skills that is helpful in reducing leadership violence against women.	3.76	0.46	VHE	3.79	0.41	VHE	3.79	0.41	VHE
12	Knowledge of civic education helps women to acquire skills needed to take part in the political process which reduces violence against them.	3.27	1.25	HE	3.20	1.29	HE	3.23	1.28	HE
13	Normative values enhance women leadership Self	3.18	0.76	HE	3.22	0.75	HE	3.19	0.75	HE

	Determination thereby reducing violence against women.										
14	Knowledge gained from civic education promote tolerance behaviour that reduces gender based violence against women.	3.65	0.56	VHE	3.68	0.54	VHE	3.65	.56	VHE	
15	Civic education raises the consciousness of women in defending their rights against oppression thereby reducing violence against them.	3.37	0.48	HE	3.40	0.49	HE	3.40	0.49	HE	
16	Knowledge of civic education promote women awareness on equal rights and treatment that reduces gender based violence against them.	3.07	1.16	HE	3.08	1.17	HE	3.03	1.19	HE	
17	Individualistic civic Behaviour helps in reducing gender based violence against women.	3.20	0.77	HE	3.26	0.77	HE	3.21	0.76	HE	
18	Civic Education programme helps in making men not to see women as their targets for violence.	3.37	0.48	HE	3.40	0.49	HE	3.40	0.49	HE	
19	Individualistic Civic Behavior reduces greed and injustice against women.	3.14	1.16	HE	3.19	1.15	HE	3.09	1.20	HE	
20	Moral and civic education foster the development of the ability for men and women to live together indivisibly.	3.18	0.78	HE	3.22	0.80	HE	3.19	0.79	HE	
Grand Mean		3.21	0.77	HE	3.34	0.79	HE	3.31	0.79	HE	

Source: *Researcher's Field Result, 2022*

Table 2 shows the mean and standard deviation of members of community based organizations in the three senatorial districts on the extent to which civic education programme reduce gender-based violence against women in Rivers State. The result shows that the grand mean of the responses are higher than the decision mean of 2.5 (that is 3.21, 3.34, and 3.31 > 2.50). This shows that all the women groups share the same opinion that to a high extent civic education programme reduce gender-based violence against women in Rivers State. This is further confirmed by the items by item analyses with mean ratings higher than the bench mark of 2.5, and with lower values of their respective standard deviations showing the homogeneity in their responses.

Discussion of Findings

The findings from the study in Table 1, revealed that to a high extent, peace education programme reduce gender based violence against women in Rivers State, hence it promote accommodating spirit that reduces gender violence against women, reduces gender discrimination against women, promote tolerance that reduces gender violence against women,

help women to avoid any form of conflict situation thereby reducing violence against them, enable women to live in harmony with others thereby reduce violence against them, promote dialogue attitudes that helps to in resolve differences which leads to gender based violence against women. This finding was affirmed by the test of hypothesis 1 which shows that there is no significant difference in the mean ratings of members of community based women organizations in the three senatorial districts on the extent to which peace education reduce gender-based violence against women in Rivers State. This findings is supported by the discovery in a study carried out by Jeremi (2015), that engaging women in peace education programmes, reduces gender discrimination against women, promote tolerance that reduces gender violence against women, and also help to avoid any form of conflict situation thereby reducing violence against them, It is also related to the findings Bakky (2014), that peace education programme would not only inform women better on peace education but also encourage them to extensively engage in it for the development of a better society and a better world.

The findings in research question 2 as shown in Table 2, has a grand mean of 3.21, 3.34, and 3.31 respectively. This revealed that majority of the respondents to a high extent affirmed to items 61, 62, 63, 64, 65-70, that civic education programme exposes women to leadership skills that is helpful in reducing leadership violence against women, helps women to acquire skills needed to take part in the political process which reduces violence against them, enhances women leadership self-determination thereby reducing violence against women, helps in reducing rebellious attitude against women, helps in promoting inter-sectorial social partnerships among women thereby reducing violence against women, helps in the reduction of violent attitudes against women, helps in making men not to see women as their targets for attacks, reduces greed and injustice against women and foster the development of the ability for men and women to live together indivisibly. The findings corroborate with the report of Okonkwo (2018). That civic education promotes gender equity and knowledge of rights of individuals including women in communities. Consequently, the finding of this study correlates to the position of Bennett' (1993), that civic education promotes equality and respect for the rights of women and values and principles that reduces gender based violence against women.

Conclusion

Based on the findings of the study, it can be concluded that programmes such as peace education and civic education programmes mitigate gender-based violence against women in Rivers State. The study further concluded that increasing awareness by funding these programmes in communities will promote women's rights and well-being towards greater contribution to development of communities

Recommendations

Based on the findings from the study, the following recommendations was made

1. Government at all levels, civil society organizations should partner with experts in the field of peace and conflict resolution to continuously fund peace education programmes in communities to foster non-violence fair competition approach, cultural dialogue, and more violent mitigating behaviours among community inhabitants to reduce gender based violence against women
2. Government at all levels, NGOs, Multinational organizations, coalition of civil society organizations should partner with women, community based organizations, religious institutions, and community stakeholders in mobilizing communities for civic education programmes that promote women awareness on their civic rights and responsibilities and also enlightened men on the need to respect the civil right of women to reduce gender violence against them.



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