

IMPACT OF DEMOGRAPHIC VARIABLES ON PUBLIC SENIOR SECONDARY SCHOOL TEACHERS' JOB PERFORMANCE IN KATSINA STATE, NIGERIA

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Abstract

The study investigated impact of demographic variables on public senior secondary school teachers' job performance in Daura Zone, Katsina State, Nigeria. The study has three research objectives and tested three null hypotheses. Descriptive research design was adopted. Total population sampling technique was used to select the entire population of three hundred and ninety-one (391) teachers from twenty eight (28) public senior secondary schools in Daura and Kankia Zonal Education Quality Assurance. A self-designed structured questionnaire titled "Quality Assurance Indices Questionnaire (QAIQ) and an adapted Teachers' Job performance Questionnaire (TJPQ) were used to collection data. The instruments were validated and pilot tested and the reliability index of 0.76 and 0.86 were obtained. Null hypotheses were tested at $P < 0.05$ level of significance using t-test and Anova, result in hypothesis one revealed that there is no significant difference in the teachers' job performance in public senior secondary schools in Daura and Kankia zonal education quality assurance based on gender t-value of -1.461 ($t_{(352)} = -1.461$; $p > .05$) which is not significant at 0.05 alpha level. H_{02} , revealed significant difference in the teachers' job performance in public senior secondary schools in Daura and Kankia zonal education quality assurance on the basis of educational qualifications F-value of 3.923 ($F_{4, 349} = 3.923$; $P < 0.05$) which is significant at 0.05 alpha level; H_{03} , revealed a significant difference in the teachers' job performance in public senior secondary schools in Daura and Kankia zonal education quality assurance Katsina State based on school location ($t_{(352)} = -2.395$; $p < .05$). Thus the study, recommended among others, Katsina State Government should promote female gender equality in education by granting equal leadership positions and managerial appointments, pestering competition quality education in the state.

Keywords: Demographic variable, Gender, Location, Qualification, Teachers; Job Performance.

Introduction

Education is a veritable instrument for economic growth and technological advancement of any society. Education is the right of every child in Nigeria and it is a means of transforming an individual's life and potentials so that he or she can be useful for himself and the society (Olutola, Olatoye & Adamu, 2021). Quality education is a crucial tool for improving the prospects of higher income levels for individuals and for economic growth of nations (Olutola & Olatoye, 2020). It is in recognition of this fact, that schools are established by the government, private individuals and different organizations for the provision of quality education to the citizens for human resources development. The contemporary struggle for socio-economic competitiveness among nations in the world is solely achieve through sound and qualitative education.

Attainment of this goal is solely depends on teachers effort, commitment and resilience to duty. 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 (Catherin, Blessing, Tyger 2022). Effective teaching and learning in the school rest squarely on the teachers and their commitment to perform effectively in their assigned responsibilities. 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 or organization, 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.

In Nigeria, secondary school is the transitional stage between primary and tertiary institutions where learner's learning potentials for tertiary education manifest. The concern of government at all levels centers around provision and improvement of quality of education in the institutions of learning particularly below the tertiary level. Obviously, the growth in population may precipitate demand for the schools to accommodate more students in schools. Essentially, shortage of instructional resources, poor or inadequate infrastructures, low teachers' motivation couple with managerial incompetence usually mar the successful operations in most educational institutions, thus leading to falling standard of educational system. Oguntimehin, Kuemumi and Adeyemi (2018) posited that supervisors from the state ministry of education, commissions, boards and parastatals usually tour schools to supervise and assess the performance of the administrative heads, staff and students in schools and as such their reports are usually used in grading and ranking the best performing schools. Despite these efforts, the end products (students) of secondary school system are usually not impressive in their academic pursuits in. It is as such that Alagbu (2003) opined that this failure is attributed to teachers' inability to discharge assigned duties could be attributed to inadequate or poor infrastructural facilities, inadequate instructional resources, poor motivation and ineffective leadership as well as inadequate school supervision exercise for effective teaching and learning in most of the higher institutions of learning. In support of this, Oguntimehin, Kuemumi and Adeyemi (2018) pointed out that the poor quality of secondary school products reflects the continuing crisis in the level of education and suggests that something is wrong with what goes on in the secondary school system.

Teachers' job performance as it today, has to do with teaching and other duties in the school have 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. Therefore it is in light of this perception to teachers poor job performance that the researchers seeks to find out the impact of demographic variables such as (gender, teachers' qualification and school location) on public senior secondary school teachers' job performance in Dauza zone Katsina state Nigeria.

Statement of the Problem

Demographic factor is a very serious issue that is always carrying the attention of organizational managers in and outside Nigeria. It is a factor that needs urgent attention in determining the success and failure of attaining organizations' goals and objectives. Aspects of demography that includes gender, qualification, location, marital status, religion among others are significantly contributes to success or failure to organizational goals and objectives. 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 in the same vein Handrawajiya (2019), asserted that, employee demographic variables are one of the predictors of employee performance. This indicated that researches have been carried out with regards to issues associated with demographic variables and teachers' job performance in many parts of this country to assess its impacts or otherwise to

organizations' success or failure but none of this have been conducted in Katsina state. So it is in the light of this gap that the researchers seeks to investigate the impacts of demographic variables such as (gender, teachers' qualification and school location) on public senior secondary school teachers' job performance in Dauza zone Katsina state Nigeria.

Objectives of the study

The main objectives of this study is to investigate the impacts of demographic variables on public senior secondary school teachers' job performance in Dauza zone Katsina state Nigeria. Specifically the study seeks to:

1. Find out the difference in the teachers' job performance in public senior secondary schools in Daura and Kankia Zonal education quality assurance, Katsina state based on gender.
2. Explore the difference in the teachers' job performance in public senior secondary schools in Daura and Kankia Zonal education quality assurance, Katsina state on the basis of educational qualifications.
3. investigate the difference in the teachers' job performance in public senior secondary schools in Daura and Kankia Zonal education quality assurance, Katsina state based on school location

Hypotheses

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

Ho₁ There is no significant difference in the teachers' job performance in public senior secondary schools in Daura zonal education quality assurance Katsina State based on gender.

Ho₂ There is no significant difference in the teachers' job performance in public senior secondary schools in Daura zonal education quality assurance Katsina State on the basis of educational qualifications.

Ho₃ There is no significant difference in the teachers' job performance in public senior secondary schools in Daura zonal education quality assurance Katsina State based on school location.

Methodology

In this study, the researchers adopted descriptive research design. The population of this study was three hundred and ninety-one (391) teachers from twenty-eight (28) public senior secondary schools in Daura and Kankia Zonal Education Quality Assurance Headquarters in Katsina State, Nigeria as target population. The researchers used total population Sampling Method to use the entire population as the sample. Therefore, three hundred and ninety-one (391) public senior secondary school teachers were used as the sample.

In this study self-designed structured questionnaire titled Quality Assurance Indices Questionnaire (QAIQ) and an adapted teachers' Job Performance Questionnaire (TJPQ) designed by Adeyemi (2011) were used to collect data by the researchers. Face and content validities were determined by the experts in the department of educational Psychology and counseling, Faculty of Education, Federal University Dutsin-Ma, Katsina State, Nigeria. In order to establish the reliability of the instrument, the instruments were pilot tested and the result of trial testing was analyzed using Cronbach alpha technique and the reliability index of 0.78 for Quality Assurance indices Questionnaire (QAIA) and 0.86 for Teachers' Job Performance Questionnaire (TJPQ) were obtained, this indicated the fitness of the research instruments for data collection. The data collected for this study was analyzed Students' T-test and Analysis for Variance (ANOVA).

Hypotheses Testing

Three (3) hypotheses in the study were formulated and tested using Students' T-test and Analysis for Variance (ANOVA) as follows:

Hypothesis One: There is no significant difference in the teachers' job performance in public senior secondary schools in Daura and Kankia zonal education quality assurance Katsina State based on

gender.

Table 1: t-test summary table showing the difference in the teachers' job performance in public senior secondary schools based on gender.

Gender	N	Mean	Std. Dev.	Df	t-value	Sig
Male	282	15.4894	3.26006	352	-1.461	.145
Female	72	16.1806	4.64918			

Table 1 reveals t-value of -1.461 ($t_{(352)} = -1.461$; $p > .05$) which is not significant at 0.05 alpha level. This means that there is no significant difference in the teachers' job performance in public senior secondary schools in Daura and Kankia zonal education quality assurance based on gender. This implies that the gender of public senior secondary school teachers is not the factor that can be used to determine their job performance. Thus, the stated hypothesis one is accepted.

Hypothesis Two: There is no significant difference in the teachers' job performance in public senior secondary schools in Daura and Kankia zonal education quality assurance Katsina State on the basis of educational qualifications

Table 2: ANOVA summary table showing the difference in the teachers' job performance in public senior secondary schools on the basis of educational qualifications

Source	Sum of Squares	Df	Mean Square	F-value	Sig. of F-val.
Between Group	195.730	4	48.932	3.923	.004
Within Group	4352.793	349	12.472		
Total	4548.523	353			

Table 2 reveals an F-value of 3.923 ($F_{4, 349} = 3.923$; $P < 0.05$) which is significant at 0.05 alpha level. Therefore, hypothesis two is rejected. This means that, there is significant difference in the teachers' job performance in public senior secondary schools in Daura and Kankia zonal education quality assurance on the basis of educational qualifications. Scheffe's post Hoc analysis was carried out to find the sources of the differences.

Table 3: Scheffe's Post-hoc table of teachers' job performance in public senior secondary schools on the basis of educational qualifications

Age	N	Subset for alpha = 0.05
		1
NCE	168	15.1786
B.ED	102	15.3627
HND	42	16.3333
MED	21	17.0476
DIPLOMA	21	17.7143
Sig.		.051

The table 3 above shows Scheffe's of teachers' job performance in public senior secondary schools on the basis of educational qualifications and a significant difference was revealed. Public senior secondary schools teachers with diploma certificates have the highest mean score of 17.71, followed by those with MED certificates with mean score 17.05, followed by those with HND certificate with mean score of 16.33, followed by those with B.ED certificates with mean score of 15.36 and those with NCE certificate with least mean scores of 15.18. This implies that teachers' job performance in public senior secondary schools in Daura education quality assurance zone are difference based on educational qualifications.

Hypothesis Three There is no significant difference in the teachers' job performance in public senior secondary schools in Daura and Kankia zonal education quality assurance Katsina State based on school location

Table 4: t-test summary table showing the difference in the teachers' job performance in public senior secondary schools in Daura and Kankia zonal education quality assurance based on school location.

School Location	N	Mean	Std. Dev.	Df	t-value	Sig
Urban	231	15.2987	3.47187	352	-2.395	.017
Rural	123	16.2520	3.73638			

Results from Table 4 reveals a significant difference in the teachers' job performance in public senior secondary schools in Daura education quality assurance zone based on school location ($t_{(352)} = -2.395$; $p < .05$). Therefore, the stated hypothesis three is rejected. The table also shows that public senior secondary schools in rural schools had a higher mean of 16.2520 than their counterparts in the urban schools with mean of 15.2987. Therefore, job performance of teachers in rural schools is higher than their counterpart in the urban schools.

Discussion of Findings

The result in hypothesis one reveals t-value of -1.461 ($t_{(352)} = -1.461$; $p > .05$) which is not significant at 0.05 alpha level. This means that there is no significant difference in the teachers' job performance in public senior secondary schools in Daura and Kankia zonal education quality assurance based on gender. This implies that the gender of public senior secondary school teachers is not the factor that can be used to determine their job performance. This finding agreed with the result discovered by Metle & Alali, (2018); Kemunto (2017); Koyuncu (2006) their findings statistically shows significant difference in job satisfaction between male and female employees but disagreed with the findings of Migrate, Conjogu and peter (2020) who found male teachers in public secondary schools in Nakuru County are more satisfied than their female colleagues in which the values as t- value ($t = -33.053$, $df = 319$, $P = .000$) was significant at .05 alpha level it equally goes contrary with Manasseh (2015) findings which reported that male employees had a higher level of satisfaction (mean=75.5) than the female employees (mean=63.0) and that gender had a statistically significant influence on job satisfaction.

The finding in hypothesis two indicates an F-value of 3.923 ($F_{4, 349} = 3.923$; $P < 0.05$) which is significant at 0.05 alpha level. Therefore, hypothesis two is rejected. This means that, there is significant difference in the teachers' job performance in public senior secondary schools in Daura and Kankia zonal education quality assurance on the basis of educational qualifications. From the Scheffe's teachers' job performance in public senior secondary schools on the basis of educational qualifications and a significant difference was revealed. This indicated that Public senior secondary schools teachers with diploma certificates have the highest mean score of 17.71, followed by those with MED certificates with mean score 17.05, followed by those with HND certificate with mean score of 16.33, followed by those with B.ED certificates with mean score of 15.36 and those with NCE certificate with least mean scores of 15.18. This implies that teachers' job performance in public senior secondary schools in Daura education quality assurance zone are difference based on educational qualifications and the degree of certificate is not indicating the level of performance of teachers since diploma being a least certificate that is not professionally qualifying its holders to teach. This finding is supported by the finding of Ohakamike (2022) who discovered that teachers' qualification affects students' achievement in the English language. Mean result on analysis of data collected on teachers' qualification showed a grand mean of 3.006. Findings shown in table 2 revealed that there is a positive correlation between teachers' qualification and students' achievement in English language. This shows that to some extent teachers' qualification doesn't plays much role in determining performance. Hence,

that means performance is to some extent found in the heart of teachers who had passion, commitment and resilience to the work.

The result in hypothesis three (3) reveals a significant difference in the teachers' job performance in public senior secondary schools in Daura education quality assurance zone based on school location ($t_{(352)} = -2.395$; $p < .05$). Therefore, the stated hypothesis three is rejected. The table also shows that public senior secondary schools in rural schools had a higher mean of 16.2520 than their counterparts in the urban schools with mean of 15.2987. Therefore, job performance of teachers in rural schools is higher than their counterpart in the urban schools. The finding of this study is contrary to the findings of Essien and Pouline (2019) who revealed a positive relationship between school location and teachers' job performance in Cross River State, Nigeria. This finding is in line with Mbipom (2000) who opined that schools are either situated in one geographical location or the other. Polasade (nd) found that there was no significant relationship between school location and teachers' job performance. Based on the finding of this study we discovered that teachers' working in rural schools performs better than those dwelling in urban schools which are contrary to other findings.

Conclusion

It is in the face of the finding above that we concluded gender is not account of any significant difference with teachers' job performance which is contrary to the findings of hypotheses two and three in which significant difference was found between teachers' qualification and teachers' job performance as well as between school location and teachers job performance.

Recommendation

Based on the findings above the researchers come up with the following recommendations:

1. Katsina State Government should promote female gender equality in education by granting equal leadership positions and managerial appointments, pestering competition quality education in the state.
2. Katsina state government should support rural schools with necessary teaching and learning facilities to facilitate their performance for quality education in the state.
3. Katsina State government should focus on performance-based promotion regardless of high qualification and ignore the issue of paper qualification as a determining factor in promotion from one level to another.

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