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INFLUENCE OF DEMOGRAPHIC ATTRIBUTES ON SECONDARY SCHOOL TEACHERS' JOB PERFORMANCE

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ABSTRACT

The study examined the influence of demographic attributes on secondary school teachers' job performance. Five research questions guided the study. The descriptive survey design was utilized for the study. The study populations consist of all the 24 public secondary schools and teachers in Isoko North LGA which stands at 470. Random sampling technique was used to select nineteen (19) public secondary schools in Isoko North LGA. Ten teachers (10) were purposively selected from each school, constituting a total sample of 190. The instrument for the study was the questionnaires titled: Influence of Demographic Attributes on Secondary School Teachers' Job Performance Scale (1DASSTJBS). The data collected were analyzed with frequency distribution, descriptive statistics, the independent sample test (IST), PPMC and the one-way ANOVA. Findings from the study revealed that there are numerous inherent and acquired demographic attributes and several ways that demographic attributes can influence secondary school teachers' job performance in Isoko South in Delta State. Demographic attributes of gender, age variations and academic qualifications actually determine secondary schools' teachers' job performance in Isoko South in Delta State. Conclusion was drawn and useful recommendations made which include that, adequate teachers should be employed, without gender bias to bridge the gap in order to ensure gender balance as well as create room for completion among teachers.

Key words: Demographic attributes, teachers job performance, gender, age variations, academic qualifications

Introduction

The teaching profession is a positive directed action, in which teachers are endowed with teaching competency. The teachers are agents responsible for effective learning process and are responsible for the translation of the aims, goals and plans of education into knowledge and skill. As facilitators in the classroom, they guide the students and allows them to provide solutions to problems on their own. Suryanarayama and Goteti (2010) opined that the process of teaching transaction depends on the potentials of a teacher, who guides the child to discover

his/her potentialities. This can be guaranteed only if they possess the required demographic skills. The essence of teaching, according to Fuller (2016) is to bring about learning, to this end; teachers need to engage the learner in activities that will bring out their potentialities.

National Policy on Education (2015), stated that there is no institution that can advance above the quality level of her personnel. Invariably, one can say that there is no school that can advance beyond the quality of her teachers. The demographic skills of the teacher are therefore very essential in the teaching profession because he/she forms the foundation level of their teaching job. Among these demographic factors are teachers 'age, teaching experience and gender, educational qualification.

Teaching experience refers to the actual number of years a teacher has put into classroom teaching, not necessarily the number of years after graduation. Karen (2018) explained gender in relation to social and cultural roles of each sex rather than genetic. Age of the teachers connote the number of years a teacher has lived. It is the chronological time frame that someone has lived (Njoku, Igbodor & Amalu, 2020).

Researchers have shown in their various studies that there is connection between demographic variables and teacheres effectiveness. Banjo and Olufemi, (2019) found that demographic variables of age, marital status, educational qualification and job experience correlate with job performance. Alufohai and Ibhafidon (2015) and Dien, Abang and Ngba (2022) studies revealed a significant influence of teachers age, marital status and gender on teaching effectiveness. A research study by Shah and Udgaonkar (2018) showed that gender, age and experience have positive influence on teaching effectiveness. Amalu, (2021), opines that gender influences teachers' effectiveness in terms of instructional delivery, disciplinary measures and communication skill with reason given to be that female teachers are good orators when it has to do with utilization of words and patience in organizing their classes.

Podoslsky, Kini and Darling-Hammond (2019) carried out a study to determine if teaching experience increase teacher efficiency and the finding revealed that teaching is positively associated with student achievement gains throughout much of a teacher 'career, as teachers gain experience their students are more likely to do better on measures of success beyond test scores. Ismail, Arshad and Abas (2018) study showed a significant difference between age, experience and teacher effectiveness. In 2019, Omori and Bassey studied demographic characteristics and workers performance in public services in Nigeria and found that demographic characteristics significantly influence performance of workers in public services, and that gender, age, educational qualifications and working experience enhances the work performance of workers in schools. Beyene and Gituma (2017) carried out a study on the influence of

teachers' demographic factors on job performance and revealed that there was no significant relationship between gender and job performance, and that a significant relationship existed between age, working experience and job performance.

The tasks that are performed by the teachers include teaching students for effective performance, filing and keeping records, conducting and invigilating examinations, ensuring that the students do their assignments and marking their scripts. These official duties cannot be performed effectively by the teachers if they are demographically imbalance. It was against this background the researcher was spurred to ascertain the influence of demographic attributes on secondary school teachers' job performance in Isoko South in Delta State Nigeria.

Statement of the Problem

Teacher effectiveness is an issue that has received increased attention in recent time. An effective teacher, is one who should make the most significant influence in the lives of the students, translate educational objectives and run an effective classroom as well as the most successful in helping the students to learn. It is not possible to guarantee a successful and meaningful learning without teachers who are the main agents of translating laudable educational objectives through a well-organized school curriculum, putting it into practice in the classroom and miniature society of the school for the betterment of the larger society. But some teachers are seen exhibiting some form of non commitment to their job as manifest in student's poor academic outcome, thus exposing the aspect of ineffectiveness on the part of the teachers, which is of particular concern to the researcher.

Government in this area of study in recent times have taken it upon themselves to see that school environment in this zone are fit for teaching learning process, Non-Governmental Organizations too, have provided useful facilities to see that the issue of no facilities are a thing of the past, parents and stakeholders are not left out yet the problem of ineffectiveness still lingers in this zone.
Government has done some renovations in the school, provided some facilities, promptly paid salaries and allowances, trained and re-training some teachers. Parents and education stakeholders are not happy about the situation.

Unfortunately, it seems there some teachers manifest nonchalant attitude, less interested and less committed to their duties. Despite the efforts of government, parents and other stakeholders to enhance teachers 'welfare and teaching effectiveness, the ineffectiveness of teachers in public secondary schools still persist. The question is can teachers' demographic factors like teachers' age, working experience and gender on secondary school teachers' job performance in Isoko South in Delta State Nigeria.

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Purpose of the Study

This study examined the influence of demographic attributes on secondary school teachers' job performance in Isoko South in Delta State Nigeria. Specifically, the study is also aimed at:

1. Assessing the inherent and acquired demographic attributes on secondary school teachers' job performance in Isoko South in Delta State.

2. Investigating the influence of demographic attributes on secondary school teachers' job performance in Isoko South in Delta State.

3. Ascertaining how gender does contribute to secondary schools' teachers' job performance in Isoko South in Delta State.

4. Determine the way that working experience can influence secondary schools' teachers' job performance in Isoko South in Delta State teachers job performance.

5. Examine the manner in which age variations can determine secondary schools' teachers' job performance in Isoko South in Delta State teachers job performance.

Research Questions

The following research questions will be asked to guide the study.

1. what are the inherent and acquired demographic attributes on secondary school teachers' job performance in Isoko South in Delta State?

2. In what ways do demographic attributes influence on secondary school teachers' job performance in Isoko South in Delta State?

3. How does gender contribute to secondary schools' teachers' job performance in Isoko South in Delta State?

4. In what way do working experience influence secondary schools' teachers' job performance in Isoko South in Delta State teachers job performance?

5. In what manner do age variations determine secondary schools' teachers' job performance in Isoko South in Delta State teachers job performance.

Scope and delimitation of the Study

The study examined the influence of demographic attributes on secondary school teachers' job performance in Isoko South in Delta State Nigeria. The dimension of teacher's demographic attributes that was examined include teachers' qualifications, years of teaching experience and gender.

Methodology

A descriptive survey research design was adopted, appropriate for capturing the current status, perceptions, and relationships among relevant variables. This design facilitates the systematic collection of data from a

representative cross-section of respondents, thereby enabling the generalization of findings to the broader population. The study populations consist of all the 24 public secondary schools and teachers in Isoko North LGA which stands at 470.

The sample was drawn from public schools in Isoko North LGA. Random sampling technique was used to select nineteen (19) public secondary schools in Isoko North LGA. Ten teachers (10) were purposively selected from each school, constituting a total sample size of 190. This sample size was adequate because according to Asika (1991), 10% element selected randomly from a population is to all intents and purposes deemed to be representative of the population and the findings from a study of that sample can be generalized for the population.

The instrument for the study was the questionnaires titled: Influence of Demographic Attributes on Secondary School Teachers' Job Performance Scale (1DASSTJBS). It was divided into six sections. Section A sought demographic data of respondents, Section B was concerned with secondary school teachers' inherent and acquired demographic attributes, Section C sought information relating to the merits of demographic attributes on secondary school teachers' job performance, Section D demanded issues on how gender contribute to secondary schools' teachers' job performance. Section E had items relating to working experience and secondary schools' teachers' job performance while Section F pursued evidence concerning the manner in which age variations determine secondary schools' teachers' job performance The questionnaire adopted the Likert type format of Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD) with the scores of 4, 3, 2 and 1 for positively worded items and reversed for negatively worded items. The weighted mean of 2.5 was used as the bench mark for assessing the instrument.

The instrument passed through 2 experts in test and measurement and 2 researchers in Guidance and Counselling, Faculty of Education, National Open University of Nigeria. They modified it to ensure that the instrument measured the variables it purported to measure and improve the face validity. The face validation took care of items relevance, sentence structure, clarity and statutory of the item to the intended objectives of the study. Due to the experts' contribution of corrections made, the instrument was considered valid to measure what it tends to measure for the study.

The reliability of the instrument was determined by administering it on a sample of 30 secondary school teachers in the Isoko South local government area of Delta state, which was not part of the original sample population. Based on the data obtained from the respondents, the reliability was calculated using Cronbach's Alpha. The Cronbach's Alpha, analysis gave the reliability scale to be 0.81, which was found adequate for the study.

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The researcher met with the principal of all secondary school selected for the study, for their cooperation which was granted and the questionnaires were distributed to the respondents (that is, teachers) and collected same across all the institutions. Out of the 190 respondents administered with the questionnaire, 179 were successfully retrieved thereby constituting 94% success. The data collected were analyzed with frequency distribution, descriptive statistics, the independent sample test (IST), PPMC and the one-way ANOVA. The statistics were chosen for the analysis because of its robust nature of comparing both the variances and means of two independent samples. Hypotheses were tested at 0.05 significant levels.

Results

Answer to research Questions

Research Question 1: what are the secondary school teachers' inherent and acquired demographic attributes in Isoko North in Delta State?

Table 1: Mean rating statistics on the inherent and acquired demographic attributes on secondary school teachers' job performance in Isoko North in Delta State

S/N	Inherent and acquired demographic attributes	N	Sum	Mean	Std. Deviation	Decision
Q1	Gender	179	467.00	2.6089	1.05635	Agree
Q2	Years of working experience	179	471.00	2.6313	1.07490	Agree
Q3	Qualifications	179	478.00	2.6704	1.00435	Agree
Q4	Salary level	179	466.00	2.6034	1.19182	Agree
Q5	Differences in background	179	424.00	2.3687	1.05911	Agree
Q6	Social status	179	468.00	2.6145	1.15730	Agree
Q7	Age	179	435.00	2.4302	1.18007	Disagree
Q8	Marital status	179	465.00	2.5978	1.10423	Agree
Q9	Religion	179	445.00	2.4860	1.21024	Disagree
Q10	Ethnicity	179	431.00	2.4078	1.05795	Disagree
	Total	1790	4550	2.54	1.11	Agree

Table 1 revealed the Mean rating statistics on the inherent and acquired demographic attributes on secondary school teachers' job performance in Isoko North in Delta State. Qualifications has the highest mean of 2. 6704. it was followed by years of working experience (2. 6313), social status (2. 6145). Next was gender (2. 6089), salary level (2. 6034) and marital status (2. 5978). Least item in the table was differences in background with a mean of 2. 3687. The average mean value in the table was 2.54 which were higher than the bench mark of 2.5. The implication is that there are numerous inherent and

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acquired demographic attributes on secondary school teachers' job performance in Isoko North in Delta State.

Research Question 2: In what ways do demographic attributes influence on secondary school teachers' job performance in Isoko South in Delta State?

Table 2: Descriptive statistics on the ways that demographic attributes can influence on secondary school teachers' job performance in Isoko South in Delta State

S/N	Influence of demographic attributes on secondary school teachers' job performance	N	Sum	Mean	Std. Deviation	Decision
Q11	Teachers social status is a good attribute in participation in co-curricular activities	179	541.00	3.0223	.63560	Agree
Q12	Salary level of teachers aid to create a positive learning environment than their counterparts.	179	565.00	3.1564	.50625	Disagree
Q13	Teachers qualifications assist guarantee good knowledge of subject matter and its application in the class	179	552.00	3.0838	.47252	Agree
Q14	Teachers marital status helps to facilitates good classroom management	179	574.00	3.2067	.50476	Agree
Q15	Teachers qualifications assist effective in instructional delivery	179	543.00	3.0337	.61890	Disagree
Q16	Differences in background assists in exercising appropriate disciplinary measures in schools	179	513.00	2.8659	.66528	Agree
Q17	Teachers 'gender help to facilitate decent communication skills in during teaching	179	558.00	3.1173	.48884	Agree
Q18	Religion help teachers to ensure punctuality at school and class	179	499.00	2.7877	.72644	Agree
Q19	Teachers age helps in giving extra lessons to the students	179	546.00	3.0503	.33976	Agree
Q20	Teachers age makes then to be active in committee assignment as may be given by the principal	179	496.00	2.7709	.79184	Agree
	Total	1790	5387	3.01	.58	Agree

Table 2 revealed Descriptive statistics on Descriptive statistics on the ways that demographic attributes can influence on secondary school teachers' job performance in Isoko South in Delta State. The statistics indicated a total sum of 5387 with mean scores of 3.01 and a standard deviation of .58. The average mean score of 3.01 is above the bench mark of 2.5. The implication is that there are several ways that demographic attributes can influence on secondary school teachers' job performance in Isoko South in Delta State.

Research Question 3: How does gender contribute to secondary schools' teachers' job performance in Isoko South in Delta State?

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Table 3: T-test analysis on how gender contribute to secondary schools' teachers' job performance in Isoko South in Delta State.

Gender	N	Mean	Std. Deviation	Std. Error Mean	dt	t	Sig.
Male	78	1.0769	.26819	.03037	177	-34.619	.000
Female	101	2.0000	.00000	.00000			

At .05 significant level

Table 3 above is a T-test analysis on how gender can contribute to secondary schools' teachers' job performance in Isoko South in Delta State at t (-34.619), df= 177, P>.05, with a mean of 1.0769 for male and 2.0000 for female. The research question which intended to find out how gender can contribute to secondary schools' teachers' job performance in Isoko South in Delta State was verified to be significant. The implication is that gender attributes really contribute to secondary schools' teachers' job performance in Isoko South in Delta State.

Research Question 4: In what manner does age variations determine secondary schools' teachers' job performance in Isoko South in Delta State teachers job performance?

Table 4: T-test analysis on the manner in which age variations determine secondary schools' teachers' job performance in Isoko South in Delta State teachers job performance

Age	N	Mean	Std. Deviation	Std. Error Mean	dt	t	Sig.
Under 30	72	1.0000	.00000	.00000	177	-42.241	.000
Above 30	107	1.9439	.23115	.02235			

At .05 significant level

Table 4 above is a T-test analysis on the manner in which age variations determine secondary schools' teachers' job performance in Isoko South in Delta State at t (-42.241), df= 177, P>.05, with a mean of 1.0000 for under 30 and 1.9439 for above 30. The research question which attempted confirm the manner that age variations determine secondary schools' teachers' job performance in Isoko South in Delta State was significant. The outcome was that age variations actually determine secondary schools' teachers' job performance in Isoko South in Delta State.

Research Question 5: In what way do academic qualifications influence secondary schools' teachers' job performance in Isoko South in Delta?

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Table 5: Descriptive statistics on the way that academic qualifications influence secondary schools' teachers' job performance in Isoko South in Delta State

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	Upper Bound	Minimum	Maximum
NCE	46	1.0000	0.00000	0.00000	1.0000	1.0000	1.00	1.00
Degree	76	1.5789	.49701	.05701	1.4654	1.6925	1.00	2.00
Post Degree	57	2.0000	0.00000	0.00000	2.0000	2.0000	2.00	2.00
Total	179	1.5642	.49725	.03717	1.4909	1.6376	1.00	2.00

Table 5 above depicts a Descriptive statistic on the way that academic qualifications influence secondary schools' teachers' job performance in Isoko South in Delta State. The table gives categories of Certificate teachers into NCE, Degree and Post Degree. A total of 179 teachers participated in the study. Out of this figure, 46 Teachers hold NCE, 76 were Degree and 57 have Post Degrees. The mean scores for the NCE teachers, Degree and Post Degree are 1.00, 1.58 and 2.00 respectively; with a total mean score of 1.56.

Table 6: One-way ANOVA statistic on the way that academic qualifications influence secondary schools' teachers' job performance in Isoko South in Delta State

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	25.485	2	12.742	121.053	.000
Within Groups	18.526	176	.105		
Total	44.011	178			

The one-way statistics revealed a significant difference between and within groups as shown in Table 6 above with F (121.053= df, 2/176, p =. 000.The research question which attempted to confirm whether academic qualifications do influence secondary schools' teachers' job performance in Isoko South in Delta State was found to be significant. The implication is that academic qualifications do influence secondary schools' teachers' job performance in Isoko South in Delta State. Turkey HSD Multiple Comparisons was employed to determine the degree of differences between the various variables of experience. The Mean Difference of NCE to Degree and Post Degree Above are-.-.57895*

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and -1.00000, Degree differ from NCE to Post Degree by -.57895* and 42105 while Post Degree differ from NCE to Degree by-1.00000 and. 42105* respectively.

Table 7: Tukey HSD post-test statistic on the way that academic qualifications influence secondary schools' teachers' job performance in Isoko South in Delta State

. (I) qualifications	(J) qualifications	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
NCE	Degree	-.57895*	.06061	.000	-.7222	-.4357
	Post Degree	-1.00000*	.06430	.000	-1.1520	-.8480
Degree	NCE	.57895*	.06061	.000	.4357	.7222
	Post Degree	-.42105*	.05685	.000	-.5554	-.2867
Post Degree	NCE	1.00000*	.06430	.000	.8480	1.1520
	Degree	.42105*	.05685	.000	.2867	.5554

*. The mean difference is significant at the 0.05 level.

Discussion of Findings

It was concluded from the findings on the study that there are numerous inherent and acquired demographic attributes on secondary school teachers' job performance in Isoko North in Delta State. This was in line with the findings of Suryanarayama and Goteti (2010) who opined that the process of teaching transaction depends on the potentials of a teacher, who guides the child to discover his/her potentialities.

Research question 2 sought to determine the ways in which demographic attributes influence on secondary school teachers' job performance in Isoko South in Delta State. It was found that there are several ways that demographic attributes can influence on secondary school teachers' job performance in Isoko South in Delta State. The finding correlates with that of Ugwu and Ugwu (2017) whose study showed that age, education, job position and work experience were found to be significant predictors of librarians' task based and nontheatrical performance with education as the most significant predictor. It also showed that gender do not affect the job performance of workers in their job places.

Omori and Bassey (2019) studied demographic characteristics and workers performance in public services in Nigeria, and found that gender, age, educational qualifications and working experience enhances the work performance of workers in schools. Researchers have shown in their various studies that there is connection between demographic variables and teaching effectiveness Ismail, Arshad and Abas (2018) found that there is significant difference between age, experience and teacher effectiveness. Podoslsky, Kini and Darling-

Hammond (2019) found that that teaching is positively associated with student achievement gains throughout much of a teacher 'career, as teachers gain experience their students are more likely to do better on measures of success beyond test scores.

Research question 3 states thus: How does gender contribute to secondary schools' teachers' job performance in Isoko South in Delta State? The outcome shows that gender attributes really contribute to secondary schools' teachers' job performance in Isoko South in Delta State. The findings, agreed with Alufohai and Ibhafidon (2015) whose study established a significant influence of teachers 'age, marital status and gender on teaching effectiveness. Amalu, (2021), opines that gender influences teachers' effectiveness in terms of instructional delivery, disciplinary measures and communication skill with reason given to be that female teachers are good orators when it has to do with utilization of words and patience in organizing their classes.

On the contrary, Banjo and Olufemi, (2019) carried out research on demographic variables and job performance and found that there is no relationship between gender and job performance. Also, Beyene and Gituma (2017) carried out a study on the influence of education teachers' demographic factors on job performance. it was revealed that there was no significant relationship between gender and job performance a significant relationship existed by age and job performance and working experience and job performance. However, Ugwu and Ugwu (2017) reported that gender do not affect the job performance of workers in their job places

Research question 4 sought to determine the manner in which age variations determine secondary schools' teachers' job performance in Isoko South in Delta State. The result shows that age variations actually determine secondary schools' teachers' job performance in Isoko South in Delta State. A research study by Shah and Udgaonkar (2018) on the influence of gender, experience and age showed that gender, age and experience have positive influence on teaching effectiveness. Ismail, Arshad and Abas (2018) research on can age and experience influence teacher effectiveness revealed a significant difference between age, experience and teacher effectiveness.

Analysis of research question 5 found that academic qualifications do influence secondary schools' teachers' job performance in Isoko South in Delta State. The result concurs with the outcome of the study done by Banjo and Olufemi (2019) who found that there is a relationship between educational qualification and job performance.

Implications of the Study to School counsellors

The findings of this research when made available to stakeholders would provide the much-needed information about demographic attributes and its relevance to

the teaching profession. The outcome of the study would assist school counsellors to identify the areas where teachers are professionally deficient and demographically imbalance and help them to improve on their demographic characteristics and enhance their job performances in schools. Counsellors will now look forward to organize seminars, workshops and orientations on ways of improving teachers inherent and acquired demographic characteristics. This would in no small measure, give a boost to teachers and bridge the gap that has been left by its under-utilization of demographic attributes to assist students to improve their performance.

Conclusion

Findings from the study revealed that there are numerous inherent and acquired demographic attributes and several ways that demographic attributes can influence on secondary school teachers' job performance in Isoko South in Delta State. Gender and age variations actually determine secondary schools' teachers' job performance in Isoko South in Delta State. Also, academic qualifications do influence secondary schools' teachers' job performance in Isoko South in Delta State. However, adequate teachers should be employed, without gender bias to bridge the gap in order to ensure gender balance as well as create room for completion among teachers.

Recommendation

The study recommends that:

1. Policy makers in the study area should be gender sensitive in assigning particular subjects for effective teaching among teachers.
2. The government should see teachers age as an asset thereby putting more resources to train and retain them, so that they will be of benefit to the sector.
3. Age of retirement should be reviewed in favour of teachers. Such review should make provisions for age long experience and other consideration that can influence their job performance.
4. Adequate teachers should be employed, without gender bias to bridge the gap in order to ensure gender balance as well as create room for completion among teachers.

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