

**INFLUENCE OF MARITAL AND SOCIO-DEMOGRAPHIC VARIABLES ON
TEACHING RESPONSIBILITIES OF FEMALE SECONDARY SCHOOL TEACHERS
IN UNGOGGO LOCAL GOVERNMENT AREA OF KANO STATE, NIGERIA**

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DECLARATION

I hereby declare that this work is the product of my research efforts undertaken under the supervision of Professor Muhammad Yahaya Bichi and has not been presented anywhere for the award of a degree certificate. All sources have been duly acknowledged.

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CERTIFICATION

This is to certify that the research work for this dissertation and the subsequent write-up: *'Influence of Marital and Socio-Demographic Variables on Teaching Responsibilities of Female Secondary School Teachers in Ungoggo Local Government Area of Kano State, Nigeria'* (**Aisha Musa Auyo - SPS/13/MED/00069**) were carried out under our supervision.

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APPROVAL

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TABLE OF CONTENTS

Contents	Pages
Declaration	i
Certification	ii
Approval	ii
Acknowledgements	iv
Dedication	v
Table of Contents	vi
Abstract	viii
List of Tables	ix
List of Abbreviation	x

CHAPTER ONE: INTRODUCTION

1.1	Background to the Study	1
1.2	Statement of the Problem	3
1.3	Objectives of the Study	6
1.4	Research Questions	6
1.5	Research Hypotheses	7
1.6	Significance of the Study	7
1.7	Scope and Delimitation	9

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1	Introduction	10
2.2	Conceptual Framework	10
2.2.1	Concept of Socio Demographics	10
2.2.2	The Concept of Marriage	12
2.2.2.1	Marriage as a Social Role	15
2.2.3	Concept of Teaching	17
2.3	Some Types of Responsibilities of Woman As A Wife	18
2.4	Teaching Responsibly of Married Woman as a Teacher	22
2.4.1	Role Conflict	24
2.4.2	Work-Family Conflict	25
2.4.3	The Role Strain	26
2.5	Preparation of the Teacher for His Role	27
2.6	Impact of Women on Teaching in Nigeria	28
2.7	Review of Empirical Studies	28
2.8	Summary and Uniqueness of the Study	39

CHAPTER THREE: RESEARCH METHODOLOGY

3.1	Introduction	40
3.2	Research Design	40
3.3	Population and Sample	40
3.3.1	Population of the Study	40
3.3.2	Sample Size	41

3.4	Data Collection Instrument	42
3.4.1	Scoring Procedure	43
3.4.2	Validity of the Instrument	44
3.4.3	Reliability of the instrument	44
3.5	Procedure for Date Collection	45
3.6	Data Analysis Procedure	45

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1	Introduction	47
4.2	Analysis of Response Rate	47
4.3	Results Presentation	48
4.3.1	Results Presentation based on Research Questions	50
4.4	Hypotheses Testing	53
4.5	Summary of the Major Findings	58
4.6	Discussions of Findings	58

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1	Introduction	64
5.2	Summary	64
5.3	Conclusion	67
5.4	Recommendations	68
5.4.1	Recommendations from the Study	68
5.4.2	Recommendations for Further Studies	69
	References	71
	Appendix I: Questionnaire for Married Female Secondary School Teachers	75
	Appendix II: Preliminary Survey	77
	Appendix III: SPSS Version 20 Results	80
	Appendix IV: Reliability Results	94

LIST OF TABLES

Table 3.1:	Population of the Study	41
Table 3.2:	Sample of the Study	42
Table 4.1:	Response Rate of the Study	47
Table 4.2:	Socio-Demographic Data of the Respondents	48
Table 4.3:	Marital Responsibility of Married Female Secondary Schools Teachers under Study	51
Table 4.4:	Teaching responsibilities of Married Female Secondary Schools Teachers under Study	52
Table 4.5:	Chi-Square of Age and Teaching Responsibilities of Married Female Secondary School Teachers	54
Table 4.6:	Chi-Square of Educational Qualification and Teaching Responsibilities of Married Female Secondary School Teachers	54
Table 4.7:	Chi-Square of Marital Experience and Teaching Responsibilities of Married Female Secondary School Teachers	55
Table 4.8:	Chi-Square of Teaching Experience and Teaching Responsibilities of Married Female Secondary School Teachers	56
Table 4.9:	Chi-Square of Marital Responsibilities and Teaching Responsibilities of Married Female Secondary School Teachers	56
Table 4.10:	Summary of Answers to Research Questions	57

ABSTRACT

This study examined the influence of marital and socio-demographic variables on teaching responsibilities of female secondary school teachers in Ungoggo Local Government area of Kano State. The study set to achieve five (5) research objectives and provide answers to five (5) research questions. Also, five (5) null hypotheses stated were tested in the course of study. The study adopted descriptive survey research design as a guide. The population of the study is Forty Nine (49) married female teachers in Twenty Five (25) public secondary schools in Ungoggo Local Government Area. All the Fifteen (15) secondary school that has married female teachers as at the time of the study was sampled using census sampling technique. Questionnaire for Married Female Secondary School Teachers (QMFSST) was self-developed and vetted by the supervisor and experts in test and measurement. The Cronbach's Alpha QMFSST with 22 items is .926 (92.6%). 49 copies of QMFSST were personally administered by the researcher. Data collected were analyzed using descriptive statistics (such as frequency, percentage and weighted mean) inferential statistics (PPMC and P-value). These statistics were scientifically computed using Statistical Packages for Social Sciences (SPSS) version 20. It was found that, age and marital experience has negative influence on teaching responsibilities of married female secondary teachers under study. Also, Educational qualification and teaching experience were found to have positive influence on teaching responsibilities of married female secondary teachers. The study further found that, marital responsibilities have significant influence on the teaching responsibilities of married female secondary teachers under study. Based on these findings, the major recommendation made by this study is that husbands and relatives to support and encourage their married female teachers for them to be able to favourably balance their dual performing tasks; as one is bound to influence the other. Kano State Ministry of Education and Ungoggo Local Government Education Authority should collaborate with domestic and international NGOs by providing and allowing married female teachers to exercise and enjoyed various School-Based Staff Development Programs (SBSDP).

LIST OF ABBREVIATION

KSSSMB	=	Kano State Senior Secondary School Management Board
LGA	=	Local Government Area
QMFSST	=	Questionnaire for Married Female Secondary School Teachers

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education has been universally considered as a powerful tool for survival in this dynamic, complex and competitive world. It increases one's relevance in a society, sharpens one's intellect, and increases one's critical thinking. Education is seen as a tool for solving social inequality in the society in such a way that school can transform young people from vastly different background to competent upward mobile adult. Education is an aspect of socialization that is a lifelong process which entails teaching and learning of skills, attitudes and values relevant to individuals as members of the society. In a situation where learning is explicit and formalized, education becomes the process through which a society transmits knowledge, skills, values, norms and ideas. This system cannot be possible without the role of a teacher. The role of a teacher in any society is unique, significant and very vital. Teachers are the most important factor in educating the future generation. A nation is made great by its teachers. A school may have excellent material resources, equipments, buildings, appropriate curriculum to suit the community need, but if teachers are not effective and efficient, the whole program is likely to be ineffective and wasted.

Depending upon demographic background, the opinion expressed by the secondary school teachers with reference to effective discharge of their duty may vary from one teacher to another. It is therefore necessary to understand the demographic characteristic which influences their opinion or perception. Researchers suggest that, age is an important demographic characteristic to be considered regarding the discharge of

teaching responsibilities (Aftab & Khatoon, 2012). Similarly, studies on the relationship between effective teaching and teachers educational qualification shows high correlation (Mondale et al., 2011).

However, many research studies did not find significant result to link qualification with teaching effectiveness (e.g Ravichandran & Rajiran, 2007). The early years of teacher's career have been recognized as the most difficult and stressful. In contrast to this, the years of experience of the school teachers did not show any significant effect on the discharge of their teaching job (Choras & Roxas, 2009). Marital experience does have effect on teaching responsibilities as some studies suggests Aftab & Khatoon (2012) while quite opposite to this, researchers Yahaya et al. (2006) indicated no significant difference regarding how long the teachers are married. Teaching is the process of developing the cognitive, affective, and psychomotor powers of the learner knowledge of facts about subject matter, reinforcing or developing positive attitude in the learner, and also developing in the learner certain physical or manipulative skills (Kassimu, 2008). It is clear that teaching responsibilities is many and diverse. It includes the class room teaching, setting exams, marking scripts, attending to parents formally, co curricular activities and so on.

Married women as mothers play significant roles towards household and community development; which includes nurturing the young ones thereby assuring continuity of human race. The acquisition of formal education has made women to seek formal employment outside home, which they are originally known for. The reasons could be that: (a) economic pressure of the men in the households that requires supplementary

efforts from their female counterpart; and (b) the globalization that gave rise to gender equality struggle.

Teaching is one of the professions that women developed interest and occupy in large number. Married women have been found to occupy teaching position especially primary and secondary school levels. The married women performed the job tasks alongside domestic responsibilities. The demand for fulfilling the job requirements and that of domestic responsibilities are independent of each other, thus one cannot be sacrificed in favor of the other. Considering the nature of domestic responsibilities, alongside nursing babies and other necessary marital responsibilities, it is observed that quantum size of the domestic responsibilities may likely have significant effects on the teaching responsibilities. It is in an attempt to understand how teachers discharge the above responsibility in addition to their domestic marital responsibility that the present study determines the influence of marriage and some socio-demographic variables on teaching responsibilities of female secondary school teachers in Ungoggo Local Government of Kano State came into being.

1.2 Statement of the Problem

Many people believed that marriage is a unique union between a man (husband) and a woman (wife); as they are expected to enjoy love, happiness, provision, protection, procreation and respect in the society. Marriage is normally contracted so that couples will assume a new role and responsibility in life which involves mutual obligations. Marital responsibilities of a married woman in Northern Nigeria include those duties of housekeeping, management and maintenance of the family needs. She is expected to be

obedient to her husband, satisfy his sexual need, cook, clean, procreate, nurture, educate the kids, and entertain visitors. Teaching responsibilities such as school opening and closing time, number of students and subjects to teach, classroom duties, are allocated to teachers without any reflection on their gender. The International Rescue Committee (2009) opined that, gender is a factor in determining teacher's role and responsibilities, as status in family and communities.

There had been an influx level of married women in teaching at secondary level of education in Ungoggo Local Government (KSSMB, 2015). From personal observation as a teacher, and a chit chat with fellow colleagues, it is not unusual that married female teachers are often absent, reporting to school late, not being able to submit result on time, going to classes without lesson plan, attending to their babies or babysitters, etc. In school administration, most people lose their sleep over the performance effectiveness of some married female teachers. These problems may undeniably cripple the quality of education among secondary school students, which is a major threat to the overall National development. This is so because it is generally agreed that no society can develop beyond the quality education of its citizens.

The issue therefore is how married female teachers combine the above responsibilities with that of their teaching job. Consensus has still not being reached with regard to the prevalence of such problems. Recent studies such as Sarwar (2014), Tyagi (2013) and Obioma (2015) stated that there are many aspects of the job that the performance of women teachers leaves much to be desired. Some of the areas that people such as scholars, administrators, policy makers tend to express reservation over the effectiveness of female teachers include: timely submission of students result; late submission of

exams question, marking class work, marking attendance, going to conferences or seminars, and regular class attendance, have established that these problem are in existence. Similarly, existing studies such as Armsrong (2008), Musau and Where (2015), and Nadeem et al. (2011) shows no correlation between these variables. The above studies have also failed to establish to which extent they are in or not existence. It was also an established fact that socio-demographic factors affects teaching responsibility, and such studies did not identity to which extent each factor affect teaching responsibility.

Cross sectional discussion with some of the principals in public secondary schools in Ungoggo Local Government Area reveals that married female teachers often poise certain problems in school. These problems include absenteeism, late coming, not being able to submit result on time, going to classes without lesson plan, discussing among them in the staffroom instead of marking assignments or class work, attending to their babies or baby sitters, etc. These problems may undeniably cripple the quality of education among secondary school students, which is a major threat to the overall National development. This is so because it is generally agreed that no society can develop beyond the quality education of its citizens.

In the light of the above problems this researcher developed interest in investigating the influence of marriage and some socio-demographic variables on teaching responsibilities of female secondary school teachers in Ungoggo Local Government of Kano State, with the aim of providing detailed empirical evidence that explains the extent to which this problem exists in our society, so that a lasting solution could be provided to the parties involved.

1.3 Objectives of the Study

This research work set to achieve the following objectives:

- i) To determine whether marital experience has influence on the teaching responsibilities of married female secondary school teachers.
- ii) To examine the influence of marital responsibilities on the teaching responsibilities of married female secondary school teachers under study.
- iii) To examine the influence of age on teaching responsibilities of married female secondary school teachers in Ungoggo local government area.
- iv) To determine the influence of educational qualification on teaching responsibilities of married female secondary school teachers under study.
- v) To determine the influence of teaching experience on teaching responsibilities of married female secondary school teachers under study.

1.4 Research Questions

In line with the above research objectives, the following research questions were developed:

- i) What is the influence of marital experience on the teaching responsibilities of married female secondary teachers in under study?
- ii) What is the influence of marital responsibilities on the teaching responsibilities of married female secondary teachers under study?
- iii) What is the influence of age on teaching responsibilities of married female secondary teachers in Ungoggo local government area?

- iv) What is the influence of educational qualification on teaching responsibilities of married female secondary teachers under study?
- v) What is the influence of teaching experience on teaching responsibilities of married female secondary teachers under study?

1.5 Research Hypotheses

The following hypotheses guided the study:

H₀₁: Marital experience has no significant influence on teaching responsibilities of married female secondary teachers in Ungoggo local government area

H₀₂: Marital responsibilities has no significant influence on teaching responsibilities of married female secondary teachers in Ungoggo local government area

H₀₃: Age has no significant influence on teaching responsibilities of married female secondary teachers in Ungoggo local government area

H₀₄: Educational qualification has no significant influence on teaching responsibilities of married female secondary teachers in Ungoggo local government area

H₀₅: Teaching experience has no significant influence on teaching responsibilities of married female secondary school teachers in Ungoggo local government area

1.6 Significance of the Study

This study examines the influence of marriage and some socio-demographic variables on teaching responsibilities of female secondary school teachers in Ungoggo Local Government of Kano State. Hence, results and findings from this study would be of great

importance for numerous reasons and purpose to many individuals, governments, entities and other stakeholders.

At the successful completion of this study, metical results and findings will be of immense contributions in enhancing the effective teaching among secondary school teachers particularly married females. This is because the study will provide them with research based information about their areas of weakness that need to be addressed so as to adjust and improve their output which will in turn improve the quality and or standard of education at secondary school level.

This study and its empirical/literature contents is also significance to writers, scholars and students of education as it provides additional research based information to the already existing body of knowledge in the discipline of educational psychology which will serve as a reference guide for students and researchers that are interested in finding more about female teachers and the nature of their job responsibilities and the correlation between the two.

More so, the study will raise the curiosity of students, researchers and other stakeholders of education to conduct another study in relation to the present one. As in the course of this study some gaps are likely going to be identified that call for another study to fill in, hence the need for recommendation for further studies at the end of final research report.

Also policy makers and administrators would benefit from the findings of the study, as the study provides empirical evidence on the interplay of domestic responsibilities of married females and the teaching responsibility. Thus, better understanding of this interplay will help them in no small measure to efficiently and effectively play their

expected roles in the educational industry, especially in terms of recruitment, posting, and transfers in order to have sound education.

1.7 Scope and Delimitation

The scope of the study covered all married female teachers of Public Secondary School in Ungoggo Local Government of Kano State as they relate to their teaching responsibilities. In other words, the study investigates how marital responsibilities affect the effective discharge of their teaching responsibility. Similarly, socio-demographic variables used in this study are age, education, marital and teaching experience. Therefore, any other variable apart from the above mentioned is delimited from this study. The study excludes all other private secondary schools and public and private nursery and primary schools in the Local Government. Also, the study excludes single female teaching staffs of the Public Secondary Schools in the Local Government.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter contains review of literature that is found related and relevant to the topic as well as its major variables. Thus, the major variables of the study are marital responsibility, teaching responsibilities and socio-demographic variables. Specifically, this chapter is segmented into: conceptual framework and empirical analysis. Summary of the review and uniqueness of the study were also provided at the end of this chapter.

2.2 Conceptual Framework

2.2.1 Concept of Socio Demographics

Socio demographics are nothing more than characteristics of a population. Generally, characteristics such as age, gender (sex), ethnicity, educational level, income, marital status, years of experience, etc are being considered socio demographics and are being asked in all levels of survey. It is imperative to know who is filling in questionnaire, and demographics enable one to differentiate between different subgroups. Asking the right demographic questions allows one to discover meaningful and actionable insights to assist one in making better decision. The demographics used in this research are age, highest educational qualification, teaching experience and marital experience.

The term socio demographic refers to a group defined by its sociological and demographic characteristics. Socio demographic groups are used for analyses in the social sciences as well as for marketing and medical studies. Demographic characteristics can refer to age, sex, place of residence, religion, educational level and marital status.

Sociological characteristics are more objective traits, such as membership in organizations, household status, interests, values and social groups. A group based on both sociological and demographic traits, such as people under 30 years of age who are interested in environmentalism, is an example of a socio demographic group. Studies that divide people into groups by education, relative income, ethnicity and gender are considered socio demographic studies.

The concept of demographics cannot be overlooked as Oluwakemi and Oluka (2015) posited that, a consensus has still not being reached as to whether these variables do affect teaching responsibilities or not! As mentioned above, the socio demographic variables adopted or used for the purpose of this study are age, educational qualification, teaching experience and marital experience of married women teachers in the study area. Hence, these variables are briefly conceptualized as follows:

Age: It has been shown in various scientific disciplines that opinions on a vast number of topics differ between different age groups

Educational Qualification: educational qualifications are the degrees, diplomas, certificates, professional titles and so forth that an individual have acquired whether by full time study, part time study, private study, whether conferred in the country or abroad and whether conferred by educational authorities, special examining bodies or professional bodies. The acquisition of an educational qualification therefore implies the successful completion of a course of study or training program.

Teaching Experience: this refers to the number of days or years a person has been married. The issue of teacher as a factor affecting student's performance has received a lot of attention in the literature and findings have been mixed and inconclusive. A strand of literature revealed that a number of teacher variables which include years of teaching experience, level of educational attainment, or academic qualification, teacher development programs affects teachers teaching outcome. The early years of a teacher's career have been regarded as the most difficult. Younger and less experienced teachers were observed to be more burned out than older or more teachers.

Marital Experience: This is the number of years or days or weeks a person has been married. More stress was reported to be found in singles than those who are married, while in other studies it indicated no significant difference between the two groups.

2.2.2 The Concept of Marriage

Marriage is a unique relationship different from any other form of relationship in the world. Marriage also known as matrimony or wedlock is a socially or ritually recognized union between spouses that establishes rights and obligations between them, between them and their children, and between them and their in-laws. In Islam and some cultures and other religion, marriage is recommended or considered to be compulsory before pursuing any sexual activity. When defined broadly, marriage is considered a cultural universal.

An individual may marry for several reasons, including legal, social, libidinal, emotional, financial, spiritual, and religious purposes. Whom they marry may be influenced by socially determined rules of incest, prescriptive marriage rules, parental choice and individual desire. In some areas of the world, arranged marriage, child marriage, polygamy, and sometimes forced marriage, may be practiced as a cultural tradition. Conversely, such practices may be outlawed and penalized in parts of the world out of concerns for women's rights and because of international law (Vucheva, 2013). In developed parts of the world, there has been a general trend towards ensuring equal rights within marriage for women and legally recognizing the marriages of interfaith or interracial, and same-sex couples. These trends coincide with the broader human rights movement (Gerstmann, 2004).

Marriage can be recognized by a state, an organization, a religious authority, a tribal group, a local community or peers. It is often viewed as a contract. Civil marriage, which does not exist in some countries, is marriage without religious content carried out by a government institution in accordance with the marriage laws of the jurisdiction, and recognised as creating the rights and obligations intrinsic to matrimony. Marriages can be performed in a secular civil ceremony or in a religious setting via a wedding ceremony. The act of marriage usually creates normative or legal obligations between the individuals involved, and any offspring they may produce. In terms of legal recognition, most sovereign states and other jurisdictions limit marriage to opposite-sex couples and a diminishing number of these permit polygyny, child marriages, and forced marriages. Over the twentieth century, a growing number of countries and other jurisdictions have lifted bans on and have established legal recognition for interracial marriage, interfaith

marriage, and most recently, gender-neutral marriage (Ember, 2011). Some cultures allow the dissolution of marriage through divorce or annulment.

Since the late twentieth century, major social changes in Western countries have led to changes in the demographics of marriage, with the age of first marriage increasing, fewer people marrying, and more couples choosing to cohabit rather than marry. For example, the number of marriages in Europe decreased by 30% from 1975 to 2005 (Vucheva, 2013).

In Islam, Marriage is described in the Qur'an as a "solemn covenant". It is a contract to which God Himself is the first Witness. It is concluded in His Name, in obedience to Him and according to His ordinance. Allah (SWT) describes marriage as a sign of His Mercy that should bring peace and tranquility to the husband and the wife. Allah says in the Qur'an, *"And among His signs is that He created for you spouses from among yourselves, that you may find peace in them, and He put between you affection and mercy. Verily in that there are signs for those who reflect."* [30, 21]

So, marriage in Islam, like in any other religion, is a union of love, affection, respect and sharing between the spouses. But in addition to that, and unlike other religions, marriage in Islam is a form of Ibadah (worshipping Allah (SWT)). That is because Allah (SWT) has entrusted the married couple with the care of each other. So, when they fulfill this responsibility, they are performing Ibadah. Marriage in Islam is intended to be a permanent relationship with continuous harmony not only between the man and the woman but also between them and God.

In Christianity, Marriage is considered as an intimate union and equal partnership of a man and a woman. It comes to us from the hand of God, who created male and female in his image, so that they might become one body and might be fertile and multiply (See Genesis chapters 1 and 2). Though man and woman are equal as God's children, they are created with important differences that allow them to give themselves and to receive the other as a gift. Marriage is both a natural institution and a sacred union because it is rooted in the divine plan of creation. In addition, the Catholic Church teaches that the valid marriage between two baptized Christians is also a sacrament – a saving reality and a symbol of Christ's love for his church (See Ephesians 5:25-33). In every marriage the spouses make a contract with each other. In a sacramental marriage the couple also enters into a covenant in which their love is sealed and strengthened by God's love.

2.2.2.1 Marriage as a Social Role

Social Role: Society is a system of roles, each of which involves relationship between individuals, pattern of behaviour, rights and responsibilities, associated with particular status. A single person may have many roles such as being a mother, student and a wife each of these status and relationships are established based on continued expectations about the future. All relationships involved in a particular role are referred to as role set. When a person cannot meet the demand of his various roles, role conflict or role strain arises. Ibrahim (2007) defined marriage as a partnership between two members of opposite sex known as husband and wife. Although marriages possess some common features throughout the world, it varies from one culture and society to another.

Umar (2006) described marriage as to mean different things at different time:

Marriage mean different things according to the time and place of the culture and people involved. What for some people are obvious assumptions are for others unthinkable. No one is correct; there are simply different forms of marriage. It is the right of no culture to impose its own ideas of marriage on other cultures and the right of no sub culture or religion to control marriage taboos within their culture. So some believe in multiple marriage partners, some believe in having only straight marriages, some believe in certain age restrictions. None are right, all are different" (P. 12).

Marriage could also be defined as socially recognised and approved union between individuals who are committed to one another with an expectation of stable and lasting intimate relationship. In Hausa culture, marriage begins with wedding *fatiha* which legally unite the marriage partners. Marriage involves mutual obligation. The duties of one married partner are the right of other partner. In other words, the duties of a husband are rights of the wives where as the duties of the wife are right of the husband. Ali (2005) affirmed this statement by citing Allah SWT in the Qur'an "*and men have right over women as women have right over men, and men are degree above them*" (2:228).

Regardless of the differences in marriage process and rulings, mostly the obligation to most partners is fairly constant. The usual responsibility of husband and wife include living together, having sexual relation with one another, sharing economic resources, and being recognised as the parents of their children. One of the main reasons people get married is that they have needs to satisfy. The most common needs that couples seek to fulfil at least partially in marriage can be summarised as: the need for love, the need for companionship, and ultimately the need for sexual satisfaction and fulfilment, the need for children, the need for emotional security, the need for status, esteem, recognition,

acceptance, the need for financial security, and finally the need for physical help, labour and service.

Umar (2006) defined marital responsibilities of married women as "those duties of housekeeping, management and maintenance that when carried out effectively present such woman as a good housewife". The marital responsibility of a married woman differs from one society and culture to another, although some responsibilities are common all over the world.

2.2.3 Concept of Teaching

To be educated means to remember something, to be able to use it, and to understand it. For the starters, teaching is the process of attending to people's needs, experiences and feelings, and making specific interventions to help them learn particular things. In much modern usage, the words 'teaching' and 'teacher' are wrapped up with schooling and schools. One way of approaching the question 'What is teaching?' is to look at what those called 'teachers' do – and then to draw out key qualities or activities that set them apart from others.

The problem is that all sorts of things are bundled together in job descriptions or roles that may have little to do with what we can sensibly call teaching. Another way is to head for dictionaries and search for both the historical meanings of the term and how it is used in everyday language. This brings us to definitions like: impart knowledge to or instruct (someone) as to how to do something; or cause (someone) to learn or understand something by example or experience.

As can be seen from these definitions we can say that we are all teachers in some way at some time. Teaching is the process of attending to people's needs, experiences and feelings, and making specific interventions to help them learn particular things. Interventions commonly take the form of questioning, listening, giving information, explaining some phenomenon, demonstrating a skill or process, testing understanding and capacity, and facilitating learning activities (such as note taking, discussion, assignment writing, simulations and practice).

For the purpose of this study, teaching is the preplanned behaviours informed by learning principles and child development theory which directs and guides instruction to ensure desired students outcomes. Teaching is the concerted sharing of knowledge and experience, which is usually organized within a discipline and, more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person or artifact. It is the job or profession of a teacher. Something that is taught: the ideas and beliefs that are taught by a person, religion, etc.

2.3 Some Types of Responsibilities of Woman As A Wife

Considering the study area and the regional; which, Ungoggo L.G.A. and Kano State located in northern part of Nigeria, a married woman according to Islamic and Hausa culture is expected to carry out the following responsibilities as a wife:

Obedience to Her Husband: this is the most significant role. The wife is expected to respect and obey her husband. The married woman shall be obedient to her husband in all respect.

Sexual Satisfaction: it is necessary for a wife to provide her husband with sexual satisfaction. A wife is also expected to control herself from any extra marital affair.

Keeping Herself and the House Clean and Tidy: a married woman should always strive to be neat! Well dressed and well mannered. She should make the home comfortable and happy place for the family.

Preparing Food: An African married woman is mostly responsible for preparing and serving food, the mother prepares and serves for the family. In some rural areas in Nigeria, the married women and girls do all fetching and carrying of water and firewood, as well as cooking, house cleaning, washing and caring for young children.

By extension women have always been heavily involved in petty trading, selling their wares in the market and in the urban setting, hawking in the street. Apart from the above wifely duties, a married woman is also saddled with many parental responsibilities. Gehrendhin (2005) in his article titled 'The critical role of mothers in the lives of children' states that mothers are involved in the task of raising their children, meeting the demands of their spouses and even becoming the bread-winner in single family household. Other roles of the mother are: Role Model Teacher, Nutritionist, & Nurse

She experienced the roles of mothers as regards to the provision of security and affection, teaching of basic attitude, teaching of basic habit, pro creation, provision of basic necessities, transmission of culture, child's development, discipline of child etc.

Provision of Security and Affection: A child needs adequate security and affection for his proper physical, emotional and social development which are achieved in a warm atmosphere; a feeling of warmth in a family makes a child feel secured and developed adequately in other aspects of life. It makes him confident to venture into the wide world and meet his mates without fear of knowing when he gets home; he will get security and affection. The absence of security and love creates a feeling of insecurity in the mind of a child or develops fears in him to venture into the wide world.

Teaching of Social Relationship: A child gets his first social relationship from his family. Generally, the child is usually influenced by the family's ideas about himself, his social standing, his potentials and the lack of them. In order to achieve these objectives, there should be a paternal relationship between parents and their help justly and kindly because this will influence the social relationship of their children with the underprivileged ones in the society.

The Teaching of Basic Attitude: A child's basic attitude to authority, moral, values, religion and sympathy are to a large extent determined by the roles and attitudes of the parents at home. Therefore parents must act as responsible adults, and provide responsible and worthy things and work for the good of others. It is asserted that a child's idea of right and wrong is copied from what he sees the members of the family do. So, the idea of "do as I say and not as I do" is not good for the teaching of basic habits to the child.

Teaching of Basic Habits: Habits concerned with food, cleanliness, greetings, dressing etc are taught usually at home for example, a wholesome attitude towards food and eating is likely to be found in homes where food is sufficient, prepared early and well cooked. With regard to cleanliness, it is a matter of habit and little to do with wealth or poverty.

Discipline of the Child: A mother is mostly responsible for the discipline of a child, since she stays with the child more than the father, she is in a better position to correct the child when he/she is wrong, to appraise him/her when they are right and even punish them when the situation calls for it.

Education: Educating the child is one of the numerous functions of a mother. A child's first word and his or her pattern of speech are usually learned from a mother. Hence the Federal Government of Nigeria in its National Policy on Education (2004) emphasises the use of mother tongue in nursery and primary institutions.

Generally, mothers spend more time with their children than their fathers. So mothers could be regarded as chief teachers as well as principal disciplinarians. Mothers have great influence during the formative years. A mother with a good general education can help a growing child tremendously. Thus, many women are responsible for the education of their children. In addition, home environment has great influence on the growth and development of the child. Children have positive attitude towards life when the environment is made conducive. Therefore one of the main functions of the mother is to lay solid foundation on which the child is to build later in life. It is a well known fact that all forms of learning and socialization start from the family unit. Gradually, the child

learns the customs of his tribe to make him a loyal member. So the first friend a child makes is the mother who eventually becomes her first teacher. Mothers are home makers, they are obliged to make home favourable for the members of the family.

2.4 Teaching Responsibility of Married Woman as a Teacher

School as a social organization allocates to the teacher a status in the organization. The teacher is expected by the society to perform the role of teaching. These roles are many and diverse. A teacher has to play this role when the learners are at the classroom, at home and even at the community. Teacher's role (irrespective of gender) can be categorized into formal and informal role.

Formal Role: this is the teacher's role in formal situation of the school. It includes formal relationship with headmaster, fellow teachers, ministry of education officials, students, students, parents, etc.

Informal Role: This includes informal relationship with pupils' students, their parents and with other teachers.

Another dimension of the role of a teacher is essential function; which include teaching, attending to parents officially, setting examination, marking scripts, etc. Peripheral role that are not directly linked to classroom activities such as co curricular acts, visit to pupil's home. Magama (2005) described the teacher's role in the school as:

Instruction: As children grow, they leave their home to school and the person who takes the position of a mother is the teacher. The teacher transmits a body of knowledge and skill appropriate to the child's ability through direct teaching.

Socialization: This is the process of preparing the child for participation in the way of life of his society. This involves the teaching of the values and norms of the society in the school.

Evaluation: The teachers, through examination differentiate children on the basis of their intellectual skill in preparation for the social and occupational role which they will eventually play. The teacher recommends some pupils for promotion or demotion within the school. The teacher also recommend on the basis of intellectual ability, some pupils for external examination. The teacher also recommends some pupils to read Arts subjects while recommend some to read sciences.

The teacher is a symbol of identification. He/she serves as a role model which the pupils imitate. The teacher is also in charge of identifying rule breakers with in the class room and the school compound, and dealing with them accordingly.

There had been an influx of married women teaching at secondary level of education in Ungoggo Local Government. Looking critically at the marital responsibilities of married female teachers in the school, one will realise that meeting up these two tasks is not easy. At times, these demands may conflict, and the desire the needs of these conflicting demands may be stressful for the teacher. The issue therefore is how they curb up with the above stated marital responsibility and the teaching job which is highly tasking.

However, it should be noted that the level in which married women engage in marital responsibility differ from one family to another. This is directly connected with the stratification system of the society. A married woman from an upper stratum may have

less responsibility; she may have house helps that do most of the domestic chores for her. Whereas, a married woman from a lower stratum may have more responsibilities at home.

2.4.1 Role Conflict

Role conflict occurs when there are incompatible demands placed upon an employee such that compliance with both would be difficult. We experience role conflict when we find ourselves pulled in various directions as we try to respond to the many statuses we hold. Role conflict can be something that can be for either a short period of time, or a long period of time, and it can also be connected to situational experiences.

Intra-role conflict occurs when the demands are within a single domain of life, such as on the job. An example would be when two superiors ask an employee to do a task, and both cannot be accomplished at the same time. Inter-role conflict occurs across domains of life. An example of inter-role conflict would be a wife and mother who is also a teacher who has an open day for her kids at school and at the same time an open day in the school she teaches. The woman has to decide if she should go and be there for her family and fulfil the role of being a good wife and mother or remain and fulfil the duties of a "good" teacher because other parents and students need her.

Gerald (2015) is of the view that, conflict among the roles begins because of the human desire to reach success, and because of the pressure put on an individual by two imposing and incompatible demands competing against each other. The effects of role conflict, as found through case-studies and nationwide surveys, are related to individual personality characteristics and interpersonal relations. Interpersonal relations can cause conflict

because they are by definition "having an association between two or more people that may range from fleeting to enduring, which can cause that conflict (Meek, 2012).

2.4.2 Work-Family Conflict

A commonly noted role conflict is that between work and family. Researchers have noticed a declining fertility rate in developed countries. Meek (2012) suggests that this drop may be due to the fact that more woman are pursuing careers and obtaining an education. The research is trying to show that woman who have more trouble balancing their work-life and family duties go on to have fewer additional children. The study also which also showed that work flexibility is the number one concern for employed females with families. Flexibility in the workplace can be a huge relief to a person struggling to balance their career and home-life. Having that control is something that could change the relationship between work and family life to better be able to manage role conflict, and if more business participated in this action there could be a possible better outcome for all.

In another study by Dell'Antonia (2012) which was carried out in France where the same common conflict of work and family life roles were interfering to an extreme, it was found that not even working from home was the solution, but to be able to come in late or leave early, on a flexible schedule is what was working best to be able to handle the role conflict. Having this sort of flexible schedule enables people to be able to work with their role conflicts and try to better be able to manage and cope with them. Again this study supports that if businesses do create this sort of flex schedule that this could be a definite possible solution.

Role conflict requirements for different roles might compete for a person's limited time or it could occur due to various strains associated with multiple roles. Some people can play one role and play it well while others can play multiple roles and also play them well. For example, we see a father as the provider and the protector while we see the women as the housewives, cooking and cleaning. If a man were to enter into the kitchen and proceed to cook, we might feel that he is acting inappropriately for his role and the same goes as if a woman was to do handy work in the household. This attitude is a root cause for the conflict many women feel when they become full-time workers and mothers. Women's rights have evolved greatly in the past forty years and women share most of the same rights as men. While women have stepped up to fill different roles, men have not stepped in to help balance out the work load. Modern day mothers are expected to have the career capacity of a man and the domestic grace modelled after the ideal mother/wife of the 1950s. Realistically women have a hard time balancing the two. Many women feel that they are forced to choose between career and family, then are made to feel guilty about their choice by society.

2.4.3 The Role Strain

Role strain occurs when a person has difficulty meeting the responsibilities of a particular role in his or her life. A role is the term used by sociologists, and often in society in general, to describe a set of expected behaviours and obligations a person has based on their particular place in the world. We all have multiple roles and responsibilities in our lives.

Role strain and role conflict describe different phenomena. Strain is experienced within one particular role, such as being a student, while conflict occurs between two different roles, such as being a student and an employee.

2.5 Preparation of the Teacher for His Role

Teacher education is designed and geared towards the roles the teacher will eventually be saddled with after training. The focus of the training is on four areas namely:

Practical Experience: this is the period of internship whereby the student teacher practices apprenticeship for a period of twelve weeks for NCE program and six weeks for undergraduate program.

Educational Studies: this refer to a collection of subjects such as history of education in the country, philosophy of education and its relevance to the aims of the national education, aspects of educational planning and administration, the study of sociology and economics of education, general principle of education, etc.

Educational Psychology: in order to understand the child to be taught, his needs, interest, abilities, personality, educational psychology need to be studied. Topics such as developmental perspectives, assessment of learning outcome, classroom application, health and mental psychology, personality theories are all taught in psychology.

Knowledge in Teaching Subject: The teacher acquires academic skills in a particular subject that he will later teach in the school. The student teacher learns the special

ways of teaching the subject. This is acquired through methodology and curriculum development program relating to the subject.

2.6 Impact of Women on Teaching in Nigeria

From independence in 1960 to date, the level of women enrollment in education is steadily on the increase, though lower than that of men. Colleges of education reported an increase in female enrollment and decrease in Men enrollment; this may be attributed to the increasing tendency to see teaching as women profession, Ibrahim (2007). It is believed that education unlocks the door to modernization, but it is the teacher that holds the key to the door. This therefore shows that the increasing number of women will have a strong positive effect in the future.

As for gender disparities in education, our GNP equations indicates that for a given levels of female education, the size of a country's labour force and its capital stock, those countries in which the ratio of female-male enrollment rate is less than 0.75 can expect to have a GNP roughly 25% lower than countries that are similar except for having smaller gender gap. Simply put, large gender disparities in educational attainment appear to reduce GNP.

More so, the increasing number of women in teaching profession means that large number of them will be promoted to positions of headships. This will further enhance the status of women in the society and consequently affect their development. It is a known fact that Nigeria as a developing country has produced women who have distinguished themselves in various academic fields. Example include; professor Ruqayya Rufa'i (Mrs),

former minister of education, late Flora Nwapa, a well prolific writer, Professor (Mrs) Grace Allele Williams, former vice Chancellor of university of Benin' etc.

2.7 Review of Empirical Studies

This section provides review and logical analysis of existing studies with respect to marital, socio demographic variable and teaching responsibilities. It is hoped that, at the end of this review, readers of this study will understand the literature gap; that this study intend to fill.

Recently, Odanga (2015) investigated the influence of marital status on teachers' self-efficacy in public secondary schools of Kisumu County, Kenya. Concurrent Triangulation Design was adopted to collect quantitative and qualitative data from samples of 327 students and 12 teachers. The interview schedule and questionnaire were piloted with 2 and 33 teachers respectively, who did not participate in the survey. Piloting helped to clarify the test items, determine construct validity ($r = 0.564$ for items expected to have similar responses and $r = -0.325$ for items expected to have different responses) and two experts in Educational Psychology established face validity of the research instruments. Internal reliability was established at Cronbach's $\alpha = 0.9976$. Multivariate Analysis of Variance (MANOVA) was used to analyze data from questionnaire. The quantitative findings revealed that marital status had no statistically significant influence on teacher's self-efficacy while the qualitative findings revealed that marital status had an influence on teachers' self-efficacy. The study recommends the employment of counselors in schools to help teachers to deal with psychosocial and domestic issues.

Another recent study by Okpoici & Omoi (2015) investigated the influence of marital stressors on role performance of married academic women of tertiary institutions in Cross River State. In order to accomplish the purpose of the study, two objectives and corresponding two hypotheses were postulated to guide the study. The survey research design was adopted in the study. A total of 421 women academics were drawn from the four tertiary institutions used. The instrument that was used in this study is a 61 items questionnaire tagged Influence of Marital Stressors on Role Performance Questionnaire (IMSRPQ). Five experts in Guidance and Counseling and Measurement and Evaluation were used to establish the face validity of the instrument. The reliability estimate for the instrument was 0.73. Multiple regression analysis was used for testing the hypotheses. The result of the study showed that marital stressors influenced the role performance of the married academic women in tertiary institutions in Cross River State and the influence was significant. Based on the above, recommendations were made those women academics should be encouraged to attend professional conferences, seminars and workshops in their discipline. Organizing professional seminars and workshop for women academics might be indirect ways of assisting them manage their stress etc.

Furthermore, Musau and Where (2015) study the teacher qualification and students' academic performance in science mathematics and technology subjects in Kenya. The aim of this study was to look into the extent to which teacher qualification influenced students' academic performance in SMT subjects. The study applied ex-post-facto survey research design. Random sampling was used to select eight secondary schools in Kitui County. It included eight head teachers, 40 teachers of SMT subjects and 600 candidates who sat for the Kenya Certificate of Secondary

Education (KCSE) in the year 2012. Data were collected using questionnaire and document analysis. It was analyzed using descriptive and inferential statistical tools. The study found that there was no significant difference in means between teacher qualification and students' performance in SMT subjects at form four level $F(1,37)=0.017$, $P>0.05$. The findings of the study further revealed that majority of the teachers of SMT subjects were trained graduates, most of them had attended in-service or refresher courses which resulted in slight improvement in the students' performance in SMT subjects. Recommendation is made for organization of more regular in-service and refresher training of SMT subject teachers to enable them embrace and conform to the emerging technologies in pedagogy.

Similarly, Thomas (2014) examined the effect of teachers' qualification on student's performance in mathematics. Three hundred students were randomly selected from ten schools that were purposively selected from sixteen secondary schools in Ikere Local Government Area of Ekiti State and used as sampled for the study. The qualification of the teachers was used as the criteria for selection of mathematics teachers. The three hypotheses in the study were tested using t-test statistic. The results showed that a significant difference existed in the performances of students taught by professional teachers and non professional teachers, between students taught by NCE teachers and B.Sc Ed. Teachers and also between B.Sc. Teachers and B.Sc Ed. teachers at $P < 0.05$. The study recommended that, only qualified mathematics teachers should be allowed to teach mathematics at the secondary school level. While the holders of Nigeria Certificate in Education (NCE) should be allowed to proceed in their education either through part-time or study leave likewise teachers without teaching qualification

should be advice to pursue their Post Graduate Diploma in Education (PGDE). This may improve their teaching method in order to improve the performance of students in mathematics.

Also, Gerald et al. (2013) studied teacher factors influencing student's academic Achievement in Secondary Schools in Nyandarua county Kenya. This study investigated the relationship between selected teachers' demographic characteristics and classroom instructional practices and students' academic achievement in selected secondary schools in Nyandarua County. One hundred and fifty three teachers selected randomly from eighteen schools in three districts in the County participated in the study. The schools were categorized as above average, average, and below average based on their aggregate performance in Kenya Certificate of Secondary Education (KCSE) in the last three years. In each category, two schools per district were selected. Data were collected using a questionnaire developed by the researchers. Linear regression and One-way ANOVA were used to test the relationship between the selected variables and performance in KCSE at $p < .05$. The study found that teachers' age, gender, professional qualifications and teaching experience were not significantly related to academic achievement. Teachers' job group had significant and positive relationship with students' academic achievement in secondary schools. Teachers' weekly teaching workload, administration of students' classroom assignments, evaluation of students' Continuous Assessment Test (CATs) results, provision of individualized attention to weak students, time of completion of Form Four syllabus and setting performance targets for KCSE significantly affected students' academic achievement.

However, Tyagi (2013) investigated the teaching effectiveness of secondary school teachers and their relation with demographic characteristics i.e. gender, social background, category, marital status, teaching subjects, age, qualification and school teaching experience of secondary school teachers. The objectives of the research were to study demographic characteristics of secondary school teachers and their relation with different dimensions i.e. Knowledge, Organization, Leading, Professionalism, Clarity and Presentation, and Enthusiasm of teaching effectiveness. The data was collected from 100 secondary school teachers at Ghaziabad district in U.P through Survey cum Explorative descriptive research method. The Self constructed–Teaching effectiveness questionnaire was used to collect the data with some statistical techniques i.e. mean, standard deviation, t-test, and correlation were used for statistical analysis of the Data. Result shows that the demographic characteristics (social background, marital status, school teaching experience, teaching subjects and qualification) of secondary school teachers were influenced on different dimensions of their teaching effectiveness of secondary school teachers.

Another study by Malahlela & Chireshe (2013) investigated educators' perceptions of the effects of teenage pregnancy on the behavior of the learners in some South African secondary schools. Fourteen educators from seven secondary schools were purposively sampled for the study. Data were collected using in-depth interviews to allow the researchers a platform to ask open-response questions and to explore the educators' perspectives about the effects of teenage pregnancy. The data were analysed thematically by carefully identifying and expanding significant themes that emerged from the informants' perceptions about the effects of teenage pregnancy. The study revealed

that teenage pregnancy has a negative or detrimental effect on the school attendance, academic performance, emotional behaviour and relationships between pregnant teenagers, their peers and educators. Implications for teacher training to manage these effects were given.

In addition, Christiana (2013) study examined academic women's experiences of work-family role conflict and determined the implications on their job performance. It also identified the factors that trigger academic women's work-family role conflict in Nigerian Public Universities. The study is a Survey research design and purposive sampling was used to identify respondents. The study utilized both primary and secondary data. Primary data were generated from the administration of questionnaires on 250 randomly selected female academic staff from 3 purposively selected Public Universities in Southern Nigeria. The study being a survey research employed simple percentages for data analysis. Results revealed that several factors such as long hours of work, overcrowded job schedules, inadequate working facilities, family and domestic responsibilities, teacher-student ratio and cohesive Heads of Departments accounted for greater work family conflict. It was also found that women's experiences of work-family conflict impacted negatively on their level of job performance and well-being. The study concluded that universities need to pay attention to the interface of work and family by initiating family friendly policies that take into consideration the multifaceted roles of women.

Afolabi (2012) study was on the influence of gender, age, training and experience on teachers' motivation in Ado and Efon Local Government Areas, Ekiti State, Nigeria. The study examined the influence of gender, age, training and experience of

secondary school teachers on their motivation. The descriptive research design of the survey type was used for study. The population consisted of all the teachers in Ado and Efon Local Government Areas in Ekiti State. The sample comprises 500 teachers from 18 secondary schools in the two local government areas. Stratified proportional random sampling was used to select the sample for the study. A self-designed questionnaire tagged “Questionnaire on Teachers’ Gender, Age, Training and Experience and Conditions of Service” (QTGATECS) was used to collect the data for the study. The instrument was validated by research experts in Educational Management and Tests and Measurement Departments of Ekiti State University. The data were analysed using frequency counts, percentage scores, t-test. The hypotheses were tested at 0.05 level of significance. The result shows that there was no significant difference in the motivation of male and female, untrained and trained, experienced and inexperienced teachers. However, there was a significant difference between young and old teachers in their motivation. It was concluded that teachers in Ado and Efon Local Government Areas had poor motivation and was recommended that teachers’ motivation on the job should be improved by principals and government who should ensure that teachers’ welfare, training, salary, loans and teaching aid requirements and other needs are adequately met.

Similarly, Aftab & Khatoon (2012) examined the relationships of a set of independent variables (gender, qualification, teaching experience, salary, subjects taught and marital status) with occupational stress among secondary school teachers. The population in this study consists of 608 teachers from 42 schools of Uttar Pradesh (India). The Teachers

Occupational Stress Scale was used for data collection, while T-test and F-test are used for statistical analysis. According to the results of the analysis, nearly half of the secondary school teachers experience less stress towards their job and males display more occupational stress towards job than the females. Moreover, the trained graduate teachers are found to have higher occupational stress than post and untrained teachers. Teachers with an experience of 610 years face occupational stress the most, and 0 while those falling in the remaining two groups slide in between these two. Findings also reveal no significant differences between monthly salary, subjects taught, marital status and occupational stress of secondary school teachers.

Nadeem et al (2011) conducted a study to identify and analyze the factors affecting the performance of female teachers in the urban and rural areas of Bahawalpur (Southern Punjab). Being descriptive study, Survey method was adopted for data collection to find out the factors. A group of 1020 students and 204 teachers of higher secondary schools were recognized as sample to accomplish the study. Two questionnaires, one each for the teachers and students were developed on Likert type scale and data was collected. Data was analysed by using t-test and ANOVA in SPSS software. The in depth investigation of the findings open a number of options for teachers and planners to manipulate the relationship for promoting the performance of female teachers. Poor socioeconomic status of teachers affects the teacher's performance. Poor socioeconomic condition of the area where school is situated decreases the teacher's motivation, but society gives more respect to female teachers as compared to male teachers. Undue political interference also affects the teacher's performance. A positive relationship was found between most of the factors and the performance of female teachers.

Chaturvedi & Purushothaman (2009) carried out a research on the topic coping behavior of female teachers: Demographic Determinants. The aim of the study was to investigate the influence of certain demographic factors in determining the stress-coping level of female teachers. Stratified random sampling method was used for the selection of 150 female teachers from various schools of Bhopal. 'Occupational stress indicator' was used as a tool for assessing stress coping behavior of the teachers. The results shows that comparison of scores on the basis of marital status revealed significantly higher scores for married teachers on five dimension of coping, ie logics, social support, task strategies, time management, home and work relation, as well as total score, indicating better coping ability of married teachers. Age and teaching experience were also found to positively affect the stress coping scores.

Armstrong (2008) studies the impact of teacher characteristics on student performance: An analysis using hierarchical linear modeling. The paper used hierarchical linear modeling to investigate which teacher characteristics impact significantly on student performance. Using data from the SACMEQIII study of 2007, an interesting and potentially important finding is that younger teachers are better able to improve the mean mathematics performance of their students. Furthermore, younger teachers themselves perform better on subject tests than do their older counterparts. Changes in teacher education in the late 1990s and early 2000s may explain the differences in the performance of younger teachers relative to their older counterparts. However, further investigation is required to fully understand these differences.

Jaime (2008) investigates the effect of teacher experience and teacher degree levels on student's achievement in mathematics and communication arts. The purpose of this study

was to examine whether years of teaching experience has an effect on overall achievement of students on the communication arts and mathematics sections of the Missouri Assessment Program. In addition, this study examined whether a teacher's degree level has an effect on overall achievement of students on the communication arts and mathematics sections of the Missouri Assessment Program. Using descriptive statistics and factorial ANOVA, the researcher used data from both the communication arts and mathematics sections of the Missouri Assessment Program exam from the 2005-06 and 2006-07 school years to determine whether teacher degree level or years of experience had an effect on student achievement. Inconclusive results indicated teacher degree level alone had no effect on student achievement. The results indicated that years of experience, as well as the interaction between years of experience and degree level, had an effect on student achievement in both communication arts and mathematics. These results provide a strong foundation for further research in which this particular study could be continued using future test score data. Additionally, it could be expanded statewide, using data from districts all across the state. Finally, this study could be changed to include the addition of other factors such as years of experience teaching a tested subject or grade level as well as specific area of degree level.

Kasimu (2008) did a study on the impact of marital responsibility on teaching responsibilities among female teachers in secondary schools in Kano metropolis. The study was sought to find out the scope of marital responsibility, and also to find out the problems being encountered by these female teachers on the course of discharging their teaching responsibility. The findings of the study led to the conclusion that married female teachers carry out wide scope of marital responsibility coupled with their teaching

job. It was also discovered that the female teachers face some problems like working in a school far away from home, problem of their children constant need for their attention, etc. However, it was also found out that their marital responsibility do not affect their job. The only negative impact of these teachers is when they have to stay home with their children when they fall ill.

2.8 Summary and Uniqueness of the Study

This chapter provides extensive review of literature conceptually and empirically. The review provides extensive conceptual framework of study's major variables which includes marriage and teaching. Relationship between these variables and how action of one say marriage affect other say teaching has been provided in the chapter with the view to understand the conceptual underpinning of these issues. The chapter also provides extensive review of empirical studies related to the topic and its major variables under investigation. Based on the empirical review of the study it has been discovered that, there is little or no scientific study seen by the researcher that is carried out in Nigeria or Northern region of Nigeria with the view to determine the influence of marriage and some socio-demographic variables on teaching responsibilities of female secondary school teachers in Ungoggo Local Government of Kano State. Therefore, this study is unique in the sense that research of this topic has not been carried out in Ungoggo Local Government Area.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the discussion of methodology and the procedure that was adopted in course of conducting this study by virtue of data collection and analysis. Specifically, the chapter explains the research design, research population, research sample, sampling technique, research instrument, and validation of instrument, research procedure, and data analysis technique employed or adopted by the study.

3.2 Research Design

A research design is a term used to describe a number of decisions to be made regarding data collection. For this research, descriptive survey design is adopted. The adoption of this research design is in consideration of its scholarly description by Augustine (2006), who noted that a typical survey research provides descriptive, inferential and explanatory information about the characteristics of a target through selection of unbiased sample. And also Umar (2006) added that survey design will permit the research to critically and carefully describe and explain the variable that existed in the study based on the data collected.

3.3 Population and Sample

3.3.1 Population of the Study

The population of this research is the entire married female teachers in all the public secondary schools in Ungoggo Local Government of Kano State. According to Kano State Secondary Schools Management Board general statistics as at January 2015, there

are Forty Nine (49) female teachers in the entire Twenty Five (25) public secondary schools of Ungoggo Local Government Area. The distribution of the research population is reflected in Table 3.1.

Table 3.1: Population of the Study

S/N	Name of Schools	Number of Married Female Teachers
1	GGASS Ungoggo	03
2	GGJASS Fanisau	01
3	GGJASS Tarda	00
4	GGJASS Z/Gabas in full	03
5	GGJSS Chiromawa	00
6	GGSS Gayawa	03
7	GGSS Janbaki	02
8	GGSS Kadawa	20
9	GGSS Rangaza	05
10	GJASS Inusawa	00
11	GJSS Karo	00
12	GJSS R/Malan	00
13	GGSS S/Gadan	01
14	GGSS T/Fulani	00
15	GGSS W/Baba	01
16	GSS Bachirawa	00
17	GSS Dankunkuru	00
18	GSS Jajira	00
19	GSS Panisau	02
20	GSS R/Zaki	05
21	GSS RiminGata	10
22	GSS S/Doka	00
23	GSS Ungoggo	02
24	GSS Z/ Gabas	02
25	GSS ZauraBabba	06
Total		49

Source: KSSSB January (2015).

3.3.2 Sample Size

Research sample refers to a small portion taken out of the total population for the purpose of research. Out of Twenty Five (25) public secondary schools in the local government, only Fifteen (15) have female teachers as at the time of the study. Due to the small

number of the population, the entire married female teachers were used as sample and target respondents of the study using cense sampling technique. The research sample would is therefore all the public schools in the local government with female teachers as presented in Table 3.2 below.

Table 3.2: Sample of the Study

S/N	Name of Schools	Number of Married Female Teachers
1	GGASS Ungoggo	03
2	GGJASS Fanisau	01
3	GGJASS Z/Gabas in full	03
4	GGSS Gayawa	03
5	GGSS Janbaki	02
6	GGSS Kadawa	20
7	GGSS Rangaza	05
8	GGSS S/Gadan	01
9	GGSS W/Baba	01
10	GSS Panisau	02
11	GSS R/Zaki	05
12	GSS RimiGata	10
13	GSS Ungoggo	02
14	GSS Z/ Gabas	02
15	GSS ZauraBabba	06
	Total	49

Source: Table 3.1

3.4 Data Collection Instrument

The data collection instrument used for the purpose of this study is a researcher self-developed questionnaire. The choice of questionnaire as an instrument for data collection is govern by the fact that all the married female teachers are educated, therefore they can read and write. Ujo (2007) stated that, "the questionnaire is by far the most frequently used instrument in educational research". Its popularity is shown in series of studies in education, employing it for data collection, hence it was found adequate for this study.

The title of the instrument is 'Questionnaire for Married Female Secondary School Teachers (QMFSST)' of Ungoggo Local government Area of Kano State.

The questionnaire contained structured questions based on the variables of the study. It was self constructed, and have covered most areas thought to have connection with the impact of marital responsibility among married female teachers in Ungoggo Local Government Area. The questionnaire contains Twenty Three (23) items in three (3) sections as will be shown in appendix I. Section (A) bio data and information of teachers regarding their age, educational qualification, years of marriage experiences, and years teaching experience. Section (B) contains 9 statements for determining respondent's marital responsibility, and section (C) contained 9 statements for determining respondent's teaching responsibility. The questionnaire was distributed to all female married teachers in each school of the local government.

3.4.1 Scoring Procedure

In the Likert type scale section of the Questionnaire for Married Female Secondary School Teachers (QMFSST), all items in Section B and C are structured in positive –to-negative dimension. So the scoring procedure are: Four (4) point for the Strongly Agreed, Three (3) points for the Agreed option, Two (2) point for the Disagreed option, and One (1) point for the Strongly Disagreed option. Thus, the highest score for section B and C is 36 (that is, 4: SD by 9 items in each section). Also, the lowest score is 9 (1: SD by 9 items in each section). However, this scoring affects only Section B and Section C of the QMFSST.

3.4.2 Validity of the Instrument

Even though the instrument for data collection is self-developed by the researcher, the instrument was given to expert in Education for validation. The expert includes a Professor in test and management, an Associate Professor in Psychology and senior lecturer in Psychology. The experts were tasked to establish given terms of reference for validation items in the questionnaire.

3.4.3 Reliability of the Instrument

A pilot study was conducted to establish the validity of the instrument. Due to the nature of the population of this study, where the whole population of married female teachers were taken as sample, the pilot study of the instrument was conducted on selected married female secondary teachers in Gwale local government area of Kano state. Gwale LGA was choosing because it has similar characteristics with Ungoggo LGA, as they are all from Kano metropolitan area. Test retest pilot study was conducted on Twenty (20) randomly selected married female secondary teachers in Gwale LGA. Twenty (20) copies was administered and re-administered after Two (2) weeks intervals to the same married female secondary teachers. All the Twenty (20) copies of QMFSST administered were successfully completed and collected; thus, the reliability results are presented in Appendix IV.

Summary of reliability results presented in Appendix IV shows that, the Cronbach's Alpha for Questionnaire for Married Female Secondary School Teachers (QMFSST) is .926 (92.6%) with 22 items. This indicates that, QMFSST is highly reliable in measuring the influence of marriage and some socio-demographic variables on teaching

responsibility of female secondary school teachers in Ungoggo Local Government of Kano State. Similarly, the reliability result shows that the Cronbach's Alpha for Section (i.e. Socio-Demographics) is .564 (56.4%); Section B (i.e. Marital Responsibility) is .913 (91.3%); and Section C (i.e. Teaching Responsibility) is .946 (94.6%).

The above reliability results proved that, the Questionnaire for Married Female Secondary School Teachers (QMFSST) and its individual section are highly reliable as used for the purpose of data collection.

3.5 Procedure for Data Collection

An introductory letter was collected from the Department of Education, Faculty of Education, Bayero University Kano in order to seek permission and willing cooperation of the respondents. The questionnaire were administered using face-to-face approach with the liaison of the principals and vice principals of the selected schools. This personal contact enables the researcher to have a clearer insight on the subject matter of the instrument. It also helps the researcher to establish good rapport with the respondents and at the same time, explain the meaning of items that were not clear. This act of personal visit by the researcher also leads to high retrieval of data and information from the respondents. Completed questionnaires were collected through the same channel.

3.6 Data Analysis Procedure

The data collected through administration of Questionnaire for Married Female Secondary School Teachers (QMFSST) was analyzed using descriptive statistics and inferential statistics. The descriptive statistics are frequency, percentage, and weighted mean. Similarly, the inferential statistics used for the purpose of testing all the five null

hypotheses using Pearson's Product Moment Correlation (PPMC) by employing p-value approach. All these statistics were scientifically computed using Statistical Packages for Social Sciences (SPSS) version 20.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter contains presentations and interpretation of results based on the data collected from the female teachers of schools under study. Specifically, this chapter contains analysis of response rate, results presentation and interpretation, test of hypotheses, and discussion of major findings of the study.

4.2 Analysis of Response Rate

This section explains the portion or rate of female teachers who have successfully completed and return the study's data collection instrument. The response rate analysis would help the readers of the study in understanding the respondents to the study.

Table 4.1: Response Rate of the Study

Questionnaire Administered		Questionnaire Returned		Questionnaire Not Returned	
N	%	N	%	N	%
48	100	47	97.91	1	2.09

Descriptive summary in Table 4.1 shows that, out of 48 copies of questionnaire administered to married female teachers under study for data collection, 47 (97.91%) copies were successfully complete and returned for further analysis while the remaining 1 (2.09%) was not returned. This indicates that, the response rate of the study is 47 (97.91%) married female teachers in schools under study.

4.3 Results Presentation

This section is designed to present results of data collected and analyzed for the purpose of this study. It is very important to note that, data collected and analyzed and presented in two forms: presentation of socio-demographic data and variables of the study as well as presentation of results based on research questions.

Table 4.2: Socio-Demographic Data of the Respondents

Age	Frequency	Percentage (%)
20-25	9	19.1
26-30	11	23.4
31-35	14	29.8
36-40	11	23.4
Above 40	2	4.3
Total	47	100.0
Educational Qualification	Frequency	Percentage (%)
Diploma	10	21.3
NCE	11	23.4
BSC/HND	8	17.1
Postgraduate	18	38.3
Total	47	100.0
Marriage Experience	Frequency	Percentage (%)
1-5	16	34.0
6-10	13	27.7
11-15	8	17.0
16-20	6	12.8
21 and above	4	8.5
Total	47	100.0
Teaching Experience	Frequency	Percentage (%)
1-5	29	61.7
6-10	11	23.4
11-15	6	12.8
16-20	1	2.1
Total	47	100.0

Results presented in Table 4.2 shows that, the significant number of married female teachers under study 14 (29.8%) are between 31-35 years of age; 11 (23.4%) are between 26-30 years of age and between 36-40 years of age. 9 (19.1%) of the respondents are

between 20-25 years of age; while, only 2 (4.3%) married female teachers are above 40 years of age at the time of this study.

In terms of educational qualification, most of the respondents 11 (38.3%) married female teachers under study attained postgraduate level of their educational qualification; 11 (23.4%) hold NCE; 10 (21.3%) attained Diploma as at the time of the study; while the remaining 8 (17.1%) attained BSC/HND educational qualification as at the time of the study.

With respect to marriage experience of the married female teachers under study, significant number of respondents 16 (34.0%) revealed that they have been married for 1-5 years as at now; another 13 (27.7%) has been married for 6-10 years; 8 (17.0%) has been married for 11-15 years. Similarly, there are only 6 (12.8%) and 4 (8.5%) respondents who revealed that they have been married for 16-20 years and above 21 years respectively.

Finally, results shows in Table 4.2 indicates that, 29 (61.7%) has been teaching for 1-5 years as at the time of this study; 11 (12.8%) married female has been teaching for 6-10 years and 6 (12.8%) of the respondents revealed that they have been teaching for 11-15 years; while only 1 (2.1%) of them has thought for 20 years as at the time of the study.

Based on the results shown in Table 4.3 below and for the purpose of this study, it can be concluded that most of the female teachers in schools under study are living together with their husbands (91.5%); and they are not a polygamy family (78.7%), and they also have children (95.7%). Similarly, out of the number of female teachers that have children in their homes; 23 (51.11%) have more than 3 children and the remaining 22 (48.89%) have

1 to 2 children. But, it is unfortunate that, most of these female teachers that have children do not have any helping hand; that can assist them in house responsibilities such as taking care of the children.

4.3.1 Results Presentation based on Research Questions

This sub-section presents data collected and analyzed with respect to the research questions as well as research objective of the study. This arrangement will enhance the understanding of the readers of the study. At this juncture, it is very important to note that, results presented from Table 4.3 to Table 4.9 used 4-Likert scale from Strongly Agreed as 4 to Strongly Disagreed as 1. Hence, **SA** = Strongly Agreed, **A** = Agreed, **D** = Disagreed, **SD** = Strongly Disagreed, **N** = Frequency, and **%** = Percentage. Similarly, the decision criteria used in deciding on mean score under each table are mean between 1 to 2 = Disagreed and Mean between 3 to 4 = Agreed

Descriptive summary presented in Table 4.3 below shows the marital responsibility of female secondary schools teachers under study. Based on the weighted mean score, married female teachers under study agreed that they always prepare food in the morning before leaving for work (3.89); they also pick their children after schools on their way back to home (3.81); most of them lives together with their husbands (3.79); they also used to berth/prepare their children for school before leaving to work (3.70).

Table 4.3: Marital Responsibility of Married Female Secondary Schools Teachers under Study

S/N	Marital Responsibilities	SA		A		D		SD		Weighted Mean
		N	%	N	%	N	%	N	%	
1	I am living together with my husband	37	78.7	10	21.3	**	**	**	**	3.79
2	I am the only wife of my husband	30	63.8	2	4.3	5	10.6	10	21.3	3.11
3	We are blessed with children and they are already in schools	31	66.0	4	8.5	12	25.5	**	**	3.40
4	I always prepare food in the morning before leaving for work	42	89.4	5	10.6	**	**	**	**	3.89
5	I used to bath/prepare my children for school before leaving to work	40	85.1	2	4.3	3	6.4	2	4.3	3.70
6	I don't want to employ a house help for me in the house	38	80.9	7	14.9	1	2.1	1	2.1	3.74
7	Our house is far distance from the school I teach	10	21.3	5	10.6	7	14.9	25	53.2	2.00
8	I find it difficult to regularly go to work when I am pregnant	35	74.5	10	21.3	**	**	2	4.3	3.66
9	I usually pick my children after schools on my way back home	38	80.9	9	19.1	**	**	**	**	3.81

Still on results presented in Table 4.3, most of the married female teachers under study agreed that their husbands doesn't want to employ a house help for them in the house (3.74); they also find it difficult to regularly go to work when they are pregnant (3.66); most them are blessed with children and they are already in schools (3.40); and most of these women are the only wife of their husbands (3.11).

Table 4.4: Teaching responsibilities of Married Female Secondary Schools Teachers under Study

S/N	Teaching Responsibilities	SA		A		D		SD		Weighted Mean
		N	%	N	%	N	%	N	%	
1	I attend my class period regularly	40	85.1	4	8.5	2	4.3	1	2.1	3.77
2	I used to design my lesson plan every term	4	8.5	10	21.3	31	66.0	2	4.3	2.34
3	I used to check and mark all the homework I gave my students	28	59.6	12	25.5	5	10.6	2	4.3	3.40
4	I am seldom late to work in the morning	30	63.8	2	4.3	5	10.6	10	21.3	3.11
5	I used to attend workshops and seminars related to my Subjects	35	74.5	7	14.9	3	6.4	2	4.3	3.60
6	I always mark tests and shared the marked papers to students	26	55.3	6	12.8	15	31.9	**	**	3.23
7	I used to take extra class for tutorial students after school hours	5	10.6	7	14.9	5	10.6	30	63.8	1.72
8	I used to notice when my students are absent in class	28	59.6	13	27.7	3	6.4	3	6.4	3.40
9	I used to adhere strictly to my scheme of work	15	31.9	7	14.9	11	23.4	14	29.8	2.49

Data collected and analyzed with respect to the teaching responsibilities of female secondary schools teachers under study is presented in Table 4.4 above. According to the results and based on the weighted means score, it can be concluded that married female teachers under study agreed that they attend their class period regularly (3.77); they used to attend workshops and seminars related to their Subjects (3.60); they used to check and mark all the homework they gave their students (3.40); they also used to notice when

their students are absent in class (3.40); they always mark tests and shared the marked papers to students (3.23); and they seldom late to work in the morning (3.11).

4.4 Hypotheses Testing

This section contains test of hypotheses developed in this study. It is very germane to note that, p-value approach is used for the purpose of testing. The *P*-value approach involves determining "likely" or "unlikely" by determining the probability — assuming the null hypothesis were true — of observing a more extreme test statistic in the direction of the alternative hypothesis than the one observed. If the *P*-value is small, say less than (or equal to) α , then it is "unlikely." And, if the *P*-value is large, say more than α , then it is "likely."

It is very important to note that, 0.05 was used as margin error or level of significance throughout the analysis of this study, as such; 0.05 is used as α (level of significance) for the purpose of testing all the hypotheses of this study. Therefore, the study rejects null hypothesis whenever p-value is less than 0.05 (α). Similarly, the study failed to reject the null hypothesis if p-value is greater than 0.05 (α). For the purpose of this testing, we used **ON** as Observed Frequency, **EN** as Expected Frequency and df as Degree of Freedom.

Hypothesis One

H₀₁: Age has no significant influence on teaching responsibilities of married female secondary teachers in Ungoggo local government area

Table 4.5: Chi-Square of Age and Teaching Responsibilities of Married Female Secondary School Teachers

Age			Teaching Responsibility			P-Value		
Scale	ON	EN	Scale	ON	EN	N	α (alpha)	Asymp. Sig.
20-25	9	9.4	SD	2	11.8	47	0.05	.679
26-30	11	9.4	D	12	11.8			
31-35	14	9.4	A	18	11.8			
36-40	11	9.4	SA	15	11.8			
Above 40	2	9.4	Total	47				
Total	47							

It can be observed from Table 4.5 that, the calculated p-value is .679 and the study's level of significance is 0.05 (α). Hence, the .679 is greater than 0.05; therefore, based on the decision rule adopted for the purpose of hypotheses testing in this study, the study fails to reject the null hypothesis one. This decision implies that, age has no statistical significant influence on teaching responsibilities of married female secondary teachers in Ungoggo local government area.

Hypothesis Two

H₀₂: Educational qualification has no significant influence on teaching responsibilities of married female secondary teachers in Ungoggo local government area

Table 4.6: Chi-Square of Educational Qualification and Teaching Responsibilities of Married Female Secondary School Teachers

Educational Qualification			Teaching Responsibility			P-Value		
Scale	ON	EN	Scale	ON	EN	N	α (alpha)	Asymp. Sig.
Diploma	10	11.8	SD	2	11.8	47	0.05	.459
NCE	11	11.8	D	12	11.8			
HND	8	11.8	A	18	11.8			
Postgraduate	18	11.8	SA	15	11.8			
Total	47		Total	47				

It can be observed from Table 4.6 that the calculated p-value is .459 and the study's level of significance is 0.05 (α). Hence, the .679 is greater than 0.05; therefore, based on the decision rule adopted for the purpose of hypotheses testing in this study, the study fails to reject the null hypothesis two. This decision implies that, educational qualification has no statistical significant influence on teaching responsibilities of married female secondary teachers in Ungoggo local government area.

Hypothesis Three

H₀₃: Marital experience has no significant influence on teaching responsibilities of married female secondary teachers in Ungoggo local government area

Table 4.7: Chi-Square of Marital Experience and Teaching Responsibilities of Married Female Secondary School Teachers

Marital Experience			Teaching Responsibility			P-Value		
Scale	ON	EN	Scale	ON	EN	N	α (alpha)	Asymp. Sig.
1-5	16	9.4	SD	2	11.8	47	0.05	.721
6-10	13	9.4	D	12	11.8			
11-15	8	9.4	A	18	11.8			
16-20	6	9.4	SA	15	11.8			
21 and above	4	9.4	Total	47				
Total	47							

It can be observed from Table 4.7 that, the calculated p-value is 721 and the study's level of significance is 0.05 (α). Hence, the 721 is greater than 0.05; therefore, based on the decision rule adopted for the purpose of hypotheses testing in this study, the study fails to reject the null hypothesis three. This decision implies that, marital experience has no statistical significant influence on teaching responsibilities of married female secondary teachers in Ungoggo local government area.

Hypothesis Four

H₀₄: Teaching experience has no significant influence on teaching responsibilities of married female secondary teachers in Ungoggo local government area

Table 4.8: Chi-Square of Teaching Experience and Teaching Responsibilities of Married Female Secondary School Teachers

Teaching Experience			Teaching Responsibility			P-Value		
Scale	ON	EN	Scale	ON	EN	N	α (alpha)	Asymp. Sig.
1-5	29	11.8	SD	2	11.8	47	0.05	.537
6-10	11	11.8	D	12	11.8			
11-15	6	11.8	A	18	11.8			
16-20	1	11.8	SA	15	11.8			
Total	47		Total	47				

It can be observed from Table 4.8 that, the calculated p-value is .537 and the study's level of significance is 0.05 (α). Hence, the .537 is greater than 0.05; therefore, based on the decision rule adopted for the purpose of hypotheses testing in this study, the study fails to reject the null hypothesis four. This decision implies that, teaching experience has no statistical significant influence on teaching responsibilities of married female secondary teachers in Ungoggo local government area.

Hypothesis Five

H₀₅: Marital responsibilities has no significant influence on teaching responsibilities of married female secondary teachers in Ungoggo local government area

Table 4.9: Chi-Square of Marital Responsibilities and Teaching Responsibilities of Married Female Secondary School Teachers

Teaching Responsibility			Marital Responsibility			P-Value		
Scale	ON	EN	Scale	ON	EN	N	α (alpha)	Asymp. Sig.
SD	2	11.8	SD	**	**	47	0.05	.000
D	12	11.8	D	5	15.7			
A	18	11.8	A	11	15.7			
SA	15	11.8	SA	31	15.7			
Total	47		Total	47				

It can be observed from Table 4.9 that, the calculated p-value is .000 and the study's level of significance is 0.05 (α). Hence, the .000 is less than 0.05; therefore, based on the

decision rule adopted for the purpose of hypotheses testing in this study, the study rejected the null hypothesis five that says marital responsibilities has no significant influence on teaching responsibilities of married female secondary teachers in Ungoggo local government area in favour of its alternate. This decision implies that, marital responsibilities have statistical significant influence on teaching responsibilities of married female secondary teachers in Ungoggo local government area.

Table 4.10: Summary of Answers to Research Questions

S/N	Research Questions	Procedure of Analysis	N	Table Number	Answers
1	Does age has any influence on teaching responsibilities of married female secondary teachers in Ungoggo local government area?	Chi-Square (P-Value Approach)	47	4.5	Age has no statistical significant influence on teaching responsibilities of married female secondary teachers in Ungoggo local government area
2	What is the influence of educational qualification on teaching responsibilities of married female secondary teachers under study?	Chi-Square (P-Value Approach)	47	4.6	Educational qualification has no statistical significant influence on teaching responsibilities of married female secondary teachers in Ungoggo local government area
3	Does marital experience have any influence on the teaching responsibilities of married female secondary teachers in under study?	Chi-Square (P-Value Approach)	47	4.7	Marital experience has no statistical significant influence on teaching responsibilities of married female secondary teachers in Ungoggo local government area
4	What is the influence of teaching experience on teaching responsibilities of married female secondary teachers under study?	Chi-Square (P-Value Approach)	47	4.8	Teaching experience has no statistical significant influence on teaching responsibilities of married female secondary teachers in Ungoggo local government area
5	What is the influence of marital responsibilities on the teaching responsibilities of married female secondary teachers under study?	Chi-Square (P-Value Approach)	47	4.9	Marital responsibilities have statistical significant influence on teaching responsibilities of married female secondary teachers in Ungoggo local government area

4.5 Summary of the Major Findings

Based on the results presented and interpreted, the following are the major findings of the study:

- i) Marital responsibility has significant influence on the teaching responsibilities of married female secondary teachers in Ungoggo local government area.
- ii) Marital experience has no negative influence on teaching responsibilities of married female secondary teachers in Ungoggo local government area.
- iii) Age has negative influence on teaching responsibilities of married female secondary teachers in Ungoggo local government area.
- iv) Educational qualification has no positive influence on teaching responsibilities of married female secondary teachers in Ungoggo local government area.
- v) Teaching experience has no positive influence on teaching responsibilities of married female secondary teachers in Ungoggo local government area.

4.6 Discussions of Findings

This section contains discussions of major findings of the study. This discussion is expected to aid comprehensive understanding and implications of the results and findings of the study.

Firstly, this study found that marital responsibilities have significant influence on the teaching responsibilities of married female secondary teachers in Ungoggo local government area. The finding is in line with the results of Malahlela and Chireshe (2013), when they revealed that pregnancy has a negative or detrimental effect on the school attendance, academic performance, emotional behaviour and relationships between

pregnant women, their peers and educators. They further lamented the implications for teacher training to manage these negative effects. Based on these can be deduced that, married women pregnancy has a detrimental effect on the education and future plans of students in secondary schools. This is because the pregnant married teachers attend school irregularly and sometimes been absent in school. Hence, women pregnancy and mothering resulted in poor teaching performance. Women pregnancy negatively affects the emotional behaviour of the pregnant and mothering women. They experienced stigmatisation, hormonal imbalances and mood swings which included a withdrawal syndrome. The pregnant women had a general negative attitude towards school and school authorities. The pregnant women were reported to be generally aggressive and to suffer inferiority complex or a low self-esteem.

Notwithstanding, Nwaham (2002) oppose the above finding by establishing that family obligations prevented women from spending as much time on research and other academic works. Hence, work for men and women academics are not the same as women have less opportunity than men to utilize more time to academic work in their schools. Nwaham (2002) further reveals that married women teachers have greater involvement in child care and household tasks which will eventually affect their teaching responsibilities. Similarly, Fox (2005) supported this idea when he states that academic women with children at home are more likely than academic fathers to report that working long hours, attending distant conferences and writing papers placed on their parenting activities. Mothers are also more likely to complain about the lack of career – related net working opportunities, as they find it more difficult to travel and spend informal time with colleagues. Furthermore, Okpechi and Okoi (2015) also contradict the final finding of

this study; when they found that marital stressors influenced the role performance of the married women teachers and the influence was significant.

Secondly, this study found that marital experience have insignificant negative influence on teaching responsibilities of married female secondary teachers in Ungoggo local government area. This shows that, the more married female secondary teacher under study have been in a contractual agreement with a man as a wife, the lesser she is asked to discharge teaching responsibilities. This is so because, married female teacher that has been married for 10-15 years is more committed to her family than those with less than 5 years in marriage. This is because, the more years woman have in marriage (if blessed) the more number of children she have and the more responsibility she shoulder in the family. Therefore, these situations make such married female teachers in active in discharging their teaching responsibilities.

The above finding contradict the finding of Odanga, Aloba and Raburu (2015), when they established mixed results by indicating that marital status had no statistically significant influence on teachers' self-efficacy while the qualitative findings revealed that marital status had an influence on teachers' self-efficacy. Never the less, the results of Aftab and Khatoon (2012) supported the third finding of this study; when they reveal no significant differences between monthly salary, subjects taught, marital status and occupational stress of secondary school teachers. But, results of Tyagi (2013) oppose the thirds finding of the study when he found that demographic characteristics such as social background, marital status, school teaching experience, teaching subjects and

qualification of secondary school teachers were influenced on different dimensions of their teaching effectiveness of secondary school teachers.

Thirdly, this study found that age has insignificant negative influence on teaching responsibilities of married female secondary school teachers in Ungoggo local government area. This means that, elderly married female secondary are likely to be assigned more task or teaching responsibilities in their respective schools. This is as results of their inability to take too much pressure when they are aged. Also, this situation could be as results of so many children in their homes. Hence, young married female secondary teachers under study tend to be discharged with more teaching responsibilities than elderly once. The above result contradict the finding of Chaturvedi and Purushothaman (2009); when they establish that age has positively affect the stress-coping scores and teaching experience of married women teachers. Women in the age range of 40-60 years scored significantly higher than the women in the younger age range on all the dimensions of coping i.e. logics, involvement, social support, task strategies, time management, home and work relations as well as total score.

Borrowing from these findings, it can be deduced that morning household responsibilities such as cooking breakfast, arranging children for schools and lack of personal, convenient and reliable transportation system can negatively affect the teaching responsibilities of married female teachers.

Fourthly this study found that educational qualification has insignificant positive influence on teaching responsibilities of married female secondary teachers in Ungoggo local government area. This indicates that, the more educated a married female secondary

teacher, the more she is assigned with more teaching responsibility. This findings support the assumption of Human Capital Development (HCD) theory that believes that utilization of manpower development activities by an employee will result to high level of productivity and efficiency. Therefore, married female secondary teachers who were able to attend seminar, conferences and pursuit their postgraduate degree programs are expected to be more skillful in terms of manpower and efficacy on effective application of teaching and learning.

The above finding is line with the findings of Adu et al. (2012), Klassen and Chiu (2010) and Protheroe (2008); when they all contended that teachers with high self-efficacy are better in planning, innovation, resilience and persistence to achieve set objectives. Therefore, male and married teachers may be concluded to work harder and longer to attain set targets because they have higher self-efficacies than female and unmarried teachers have respectively.

Finally, this study found that teaching experience has insignificant positive influence on teaching responsibilities of married female secondary teachers in Ungoggo local government area. In other words, years of service in teaching as married female secondary teachers have direct influence on their ability to discharge teaching responsibilities assign to them. Similarly, this finding concedes with the popular saying that Experience is the best teacher. This is so, because; working experience has been considered as on-the-job training of personnel or employee. Therefore, the more married female secondary teacher has been in teaching line, the better in terms of her ability to carry out assigned teaching responsibilities; and this will makes school administrators to issue more responsibility to experienced teachers. This finding is in line with Chaturvedi

et al. (2009) results on teaching experience; when they indicated that the teachers with up to five years of experience have much better working and teaching responsibilities than the teachers with more than five years of experience on all the dimensions such as social support, task strategies, time management, home and work relations. Hence, with increased teaching experience the women are in a better position to cope with their job stress. Also, Christiana (2013) was in line with these results when he found that women's experiences of work-family conflict impacted negatively on their level of job performance and well-being. There is no gain saying that married women teachers are always saddled with both marital responsibilities and teaching responsibilities and this will no doubt affect their productivity in their respective schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides summary of the study, conclusion, which was drawn based on the findings of the study; and recommendations for affected stakeholders. Similarly, the chapter also provides suggestions for further studies.

5.2 Summary

This study examines the influence of marriage and some socio-demographic variables on teaching responsibility of female secondary school teachers in Ungoggo Local Government of Kano State. Hence, literature established that, there had been an influx level of married women in teaching at secondary level of education in Ungoggo Local Government such as married female teachers are often absent, reporting to school late, not being able to submit result on time, going to classes without lesson plan, attending to their babies or babysitters, etc. In school administration, most people lose their sleep over the performance effectiveness of some married female teachers. These problems may undeniably cripple the quality of education among secondary school students, which is a major threat to the overall National development. This is so because it is generally agreed that no society can develop beyond the quality education of its citizens.

Similarly, cross-sectional discussion with some of the principals in public secondary schools in Ungoggo Local Government Area reveals that married female teachers often poise certain problems in school. These problems include absenteeism, late coming, not being able to submit result on time, going to classes without lesson plan, discussing among them in the staffroom instead of marking assignments or class work, attending to

their babies or baby sitters, etc. These problems may undeniably cripple the quality of education among secondary school students, which is a major threat to the overall National development. In the light of the above problems, this researcher is considered worthy of investigation, and thus this study examines the influence and/or effect of marriage and some selected socio-demographic factors on teaching responsibilities among married female teachers in secondary school, with the aim of providing detailed empirical evidence that explains the extent to which this problem exists in our society was conducted. This is so, as lasting solution could be provided to the parties involved and at the same reducing the level of empirical on this area is justifiable

Drawing from the above mentioned, this study was guide by five (5) research objectives namely: 1) to examine the influence of marital responsibilities on the teaching responsibilities of married female secondary teachers under study, 2) to determine whether marital experience has influence on the teaching responsibilities of married female secondary teachers in under study, 3) to examine the influence of age on teaching responsibilities of married female secondary teachers in Ungoggo local government area, 4) to determine the influence of educational qualification on teaching responsibilities of married female secondary teachers under study, 5) to determine the influence of teaching experience on teaching responsibilities of married female secondary teachers under study, and 5) Similarly, this study tested five (5) hypotheses namely; Marital experience has no significant influence on teaching responsibilities of married female secondary teachers in Ungoggo local government area, Marital responsibilities has no significant influence on teaching responsibilities of married female secondary teachers in Ungoggo local government area, Age has no significant influence on teaching responsibilities of married

female secondary teachers in Ungoggo local government area, Educational qualification has no significant influence on teaching responsibilities of married female secondary teachers in Ungoggo local government area, Teaching experience has no significant influence on teaching responsibilities of married female secondary school teachers in Ungoggo local government area.

By the virtue of scope, the study investigates how marital responsibilities influence the effective discharge of their teaching responsibility. Similarly, socio-demographic variables uses in this study are age, education, marital and teaching experience. Therefore, any other variable apart from the above mentioned is delimited from this study. The study excludes all other private secondary schools and public and private nursery and primary schools in the Local Government. Also, the study excludes single female teaching staffs of the Public Secondary Schools in the Local Government.

The study adopted descriptive survey research design with quantitative method of data collection as a guide for the study. Similarly, due to the small number of the population, census method was adopted to survey the entire 49 married female teachers in 15 public secondary schools under study. Questionnaire for Married Female Public Secondary Schools Teachers (QMFPSSST) was self-developed, validated and used as data collection instrument. Data collected via QMFPSSST administration was subjected to analysis using frequency count, percentage, correlation and p-value approach was used with the aid of Statistical Packages for Social Sciences (SPSS) version 20. Results of data collected and analysed was presented in chapter four. This chapter also provides analysis of response rate, results presentation and test of hypotheses. This final chapter five provides summary, conclusion, recommendations, and suggestions for further studies.

5.3 Conclusion

Based on the findings stated above, the study concluded that:

- 1) Domestic responsibilities discharged by Married female teachers determines their level of teaching commitment and professional experience; as marital responsibilities found to have significant influence on teaching responsibilities.
- 2) Routine performance on these dual responsibilities, makes married female teachers more productive (as they produce in duality); they put more effort in their work, persevere longer in their duties and recover faster when they fail to meet set targets such as school mean.
- 3) Married female secondary teachers despite their age group are hard working, since they combined their respective domestic responsibilities with professional responsibilities. As married female secondary school teachers strive to perform these dual roles, one is bound to have influence on the other.
- 4) The learning prerequisite of married female teachers does not affect the influence of their domestic responsibilities while discharging their teaching responsibility.
- 5) Married female teachers are hard working and spend more time on the tasks and more dedicating to attain set targets because they performed dual roles and responsibilities; hence, their self efficacies is encouraging.

5.4 Recommendations

Recommendations are provided in two sections: recommendation from the study and recommendation for further studies.

5.4.1 Recommendations from the Study

Based on the findings and conclusion aforementioned, the following are therefore recommended:

- 1) The families and relatives of married female teachers should assist their sisters (sisters-in-law) in performing some house-keeping activities such as washing clothes and food plates, cleaning of the house. This assistance will significantly relieve married female teachers some house-keeping responsibilities; and this, will ultimately give them more time and concentration on their teaching responsibilities.
- 2) Secondary schools administrators and other educational stakeholders in Ungoggo Local Government Area should periodically (twice a year) organise public campaign and awareness creation about the need for married female teachers in educational system at elementary level. They should show them, the need for these women in the system, since they are mothers and they know better how to train and direct children to the right path for educational goal attainment.
- 3) There is a need for husbands and relatives to support and encourage their married female teachers for them to be able to favourably balance their dual performing tasks; as one is bound to influence the other.

- 4) Kano State Ministry of Education and Ungoggo Local Government Education Authority should collaborate with domestic and international NGOs by providing and allowing married female teachers to exercise and enjoyed various School-Based Staff Development Programs (SBSDP). This will help in enhancing their level of productivity in discharging their dual responsibilities of teaching and family.
- 5) There is a need for educational authorities and state and local government levels in Kano State to provide special treatment for married female teachers in form of financial rewards like allowances. This reward will boost and encourage them to be more effective and more committed to their husbands, family and their teaching profession.

5.4.1 Recommendations for Further Studies

This study examines the influence of marital and some socio-demographic variables on teaching responsibilities of married female secondary school teachers in Ungoggo Local Government Area. Therefore, the following suggestions are made for further studies:

- 1) A similar study can be conducted with aim of comparing the same situation between public and private schools in Ungoggo Local Government Area;
- 2) A study on the ‘Influence of marital status on teaching responsibilities of married female teachers within metropolitan area of Kano State’ should be carried out. This will help in establishing the nature of the situation within Urban areas; and
- 3) There is a need to study the influence of marital responsibility on teacher self-efficacy between married and unmarried female teachers within metropolitan area

of Kano State. This will help in establishing the level of effectiveness between female teachers that are married and those that are not.

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Appendix I

Department of Education
Faculty of Education
Bayero University, Kano
P.M.B. 3011
Kano-Nigeria

QUESTIONNAIRE FOR MARRIED FEMALE SECONDARY SCHOOL TEACHERS

I am a postgraduate student in the above mentioned institution. I am presently conducting research work titled: “Effect of Marital and Some Socio-Demographic Variables on Teaching responsibilities of Married Female Secondary School Teachers in Ungoggo Local Government Area”. As part of the process for data collection, this questionnaire is designed collect data based on the above topic.

Your answers will be used purely for the purpose of this research only and will be treated with high confidentiality. Please, I solicit for your maximum corporation.

Thank you.

Aisha Musa Auyo
SPS/13/EDU/00069

SECTION A: Socio-Demographic Data

- 1) Name of school _____
- 2) **Age:** (a) 20-25 years [], (b) 26- 30 years [], (c) 31- 35 years [], (d) 36-40 years [], (e) 45 years and above []
- 3) **Qualifications:** (a) Diploma [], (b) NCE [], (c) HND [], (d) Graduate [], (e) Post graduate []
- 4) **Marriage Experience:** (a) 1-5 [], (b) 6–10 [], (c) 11–15 [], (d) 16-20 [], (e) 21 years & above []
- 5) **Teaching Experience:** (a) 1-5 years [], (b) 6-10 years [], (c) 11-15years [], (d) 16-20 years [], (e) 21 years & above []

SECTION B: Marital Responsibility

This section provides yardstick to measure the marital responsibility of married female secondary schools teachers under study. Use the following key as **SA** = Strongly Agreed, **A**= Agreed, **D** = Disagreed, **SD** = Strongly Disagreed to provide your view/response.

S/N	Marital Responsibilities	SA	A	D	SD
1	I am living together with my husband				
2	I am the only wife of my husband				
3	We are blessed with children and they are already in schools				
4	I always prepare food in the morning before leaving for work				

5	I used to bath/prepare my children for school before leaving to work				
6	I don't want to employ a house help for me in the house				
7	Our house is far distance from the school I teach				
8	I find it difficult to regularly go to work when I am pregnant				
9	I usually pick my children after schools on my way back home				
Other, please specify					

SECTION C: Teaching Responsibility

This section provides yardstick to measure the teaching responsibilities of married female secondary schools teachers under study. Use the following key as **SA** = Strongly Agreed, **A**= Agreed, **D** = Disagreed, **SD** = Strongly Disagreed to provide your view/response.

S/N	Teaching Responsibilities	SA	A	D	SD
1	I attend my class period regularly				
2	I used to design my lesson plan every term				
3	I used to check and mark all the homework I gave my students				
4	I am seldom late to work in the morning				
5	I used to attend workshops and seminars related to my Subjects				
6	I always mark tests and shared the marked papers to students				
7	I used to take extra class for tutorial students after school hours				
8	I used to notice when my students are absent in class				
9	I used to adhere strictly to my scheme of work				
Other, please specify					

APPENDIX II
PRELIMINARY SURVEY



**KANO STATE SECONDARY SCHOOLS
MANAGEMENT BOARD**
MINJIBIR ZONAL EDUCATION OFFICE

Our Ref:..... Your Ref:..... Date:.....

List of female staff in Junior Secondary Schools at January 2015

- 1- GSS R/2aki 03
- 2- GSS Kaduna 20
- 3- GSS I/Cader 03
- 4- GSS Rancana 05
- 5- GSS Cagana 03
- 6- GSS R/Cata 10
- 7- GSS Unguwa 02
- 8- GSS Kaduna 03
- 9- GSS Z/Damkebo 06
- 10- GSS J/Abaki 02
- 11- GSS Unguwa 03
- 12- GSS Pannan 01
- 13- GSS Pannan 02
- 14- GSS Z/Cader 02
- 15- GSS W/Baka 01
- 16- GSS S/Gadom 01
- 17 -
- 18 -
- 19 -
- 20 -
- 21 -
- 22 -
- 23 -
- 24 -
- 25 -
- 26 -

Handwritten signature: Hanusa Dht 27/09/15
Handwritten signature: Hanusa Rabin Dht 28/09/15
Handwritten signature: Hanusa Rabin Dht 28/09/15
Handwritten signature: Hanusa Rabin Dht 28/09/15



KANO STATE SENIOR SECONDARY SCHOOLS MANAGEMENT BOARD

GIDAN MALAMAI

No. 1 Lawan Danbazau Link behind Bank of the North Headquarters, Kano.

☎ : 064-318855, 669420, 661948, 667884, 667869

Our Ref: KSSSMB/ADM/10/10/15 Your Ref: _____

Date 11/08/2015

The Zonal Education Officer,

Mingibir Zonal Education -
Office, Kano State.

LETTER OF INTRODUCTION

The bearer of this letter is a researcher from Kano University, Kano
(B. Ed.)

He is conducting a research on Effect of Marital Status on Teaching
Responsibility Among Married Teachers in Zonal L.S.S. in
your zone. You are expected to give him/her all the necessary assistance to
facilitate his research because of the importance the Board attaches to research
work.

The Board appreciates your usual co-operation.

Best regards,

Shuaibu Kassim Abubakar
CEO – Publication/Documentation
For Director General

KANO STATE SECONDARY SCHOOLS MANAGEMENT BOARD
DEPARTMENT OF PLANNING, RESEARCH AND STATISTICS
LIST OF PUBLIC SCHOOLS IN UNGOGO LGA
AS AT JANUARY, 2015

1. GGASS UNGOGO
2. GGJASS PANISAU
3. GGJASS TARDA
4. GGJASS Z/GABAS
5. GGJSS CHIROMAWA
6. GGSS GAYAWA
7. GGSS JANBAKI
8. GGSS KADAWA
9. GGSS RANGAZA
10. GJASS INUSAWA
11. GJSS KARO
12. GJSS R/MALAM
13. GJSS S/GADAN
14. GJSS T/FULANI
15. GJSS W/BABA
16. GSS BACHIRAWA
17. GSS DAN KUNKURU
18. GSS JAJIRA
19. GSS KADAWA
20. GSS PANISAU
21. GSS RIJIYAR ZAKI
22. GSS RIMIN GATA
23. GSS S/DOKA
24. GSS UNGOGO
25. GSS Z/GABAS
26. GSS ZAURA BABBA

Number of Female Teachers in Ungogo Local Government is 69


DIRECTOR
PLAN. RESEARCH & STATISTICS
KSSMB
SIGN _____ DATE 10/5/15
Supas

Appendix III
SPSS VERSION 20 RESULTS

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Age	47	1	5	2.70	1.159
Education	47	1	4	2.72	1.192
Marital Status	47	1	5	2.34	1.307
Teaching Experience	47	1	4	1.55	.802
I am living together with my husband	47	3	4	3.79	.414
I am the only wife of my husband	47	1	4	3.11	1.272
We are blessed with children and they are already in schools	47	2	4	3.40	.876
I always prepare food in the morning before leaving for work	47	3	4	3.89	.312
I used to berth/prepare my children for school before leaving to work	47	1	4	3.70	.778
I don't want to employ a house help for me in the house	47	1	4	3.74	.607
Our house is far distance from the school I teach	47	1	4	2.00	1.234
I find it difficult to regularly go to work when I am pregnant	47	1	4	3.66	.700
I usually pick my children after schools on my way back home	47	3	4	3.81	.398
I attend my class period regularly	47	1	4	3.77	.633
I used to design my lesson plan every term	47	1	4	2.34	.700
I used to check and mark all the homework I gave my students	47	1	4	3.40	.851
I am seldom late to work in the morning	47	1	4	3.11	1.272

I used to attend workshops and seminars related to my Subjects	47	1	4	3.60	.798
I always mark tests and shared the marked papers to students	47	2	4	3.23	.914
I used to take extra class for tutorial students after school hours	47	1	4	1.72	1.077
I used to notice when my students are absent in class	47	1	4	3.40	.876
I used to adhere strictly to my scheme of work	47	1	4	2.49	1.231
Marital responsibility	47	2	4	3.55	.686
teaching responsibility	47	1	4	2.98	.872
Valid N (listwise)	47				

Frequencies

Frequency Table

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 20-25	9	19.1	19.1	19.1
26-30	11	23.4	23.4	42.6
31-35	14	29.8	29.8	72.3
36-40	11	23.4	23.4	95.7
Above 40	2	4.3	4.3	100.0
Total	47	100.0	100.0	

Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Diploma	10	21.3	21.3	21.3
NCE	11	23.4	23.4	44.7
HND	8	17.0	17.0	61.7
Postgraduate	18	38.3	38.3	100.0
Total	47	100.0	100.0	

Marital Status

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-5	16	34.0	34.0	34.0
6-10	13	27.7	27.7	61.7
11-15	8	17.0	17.0	78.7
16-20	6	12.8	12.8	91.5
21 and above	4	8.5	8.5	100.0
Total	47	100.0	100.0	

Teaching Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-5	29	61.7	61.7	61.7
6-10	11	23.4	23.4	85.1
11-15	6	12.8	12.8	97.9
16-20	1	2.1	2.1	100.0
Total	47	100.0	100.0	

I am living together with my husband

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agreed (A)	10	21.3	21.3	21.3
Strongly Agreed (SA)	37	78.7	78.7	100.0
Total	47	100.0	100.0	

Section B Results

I am the only wife of my husband

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagreed (SD)	10	21.3	21.3	21.3
Disagreed (D)	5	10.6	10.6	31.9
Agreed (A)	2	4.3	4.3	36.2
Strongly Agreed (SA)	30	63.8	63.8	100.0
Total	47	100.0	100.0	

We are blessed with children and they are already in schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagreed (D)	12	25.5	25.5	25.5
	Agreed (A)	4	8.5	8.5	34.0
	Strongly Agreed (SA)	31	66.0	66.0	100.0
	Total	47	100.0	100.0	

I always prepare food in the morning before leaving for work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agreed (A)	5	10.6	10.6	10.6
	Strongly Agreed (SA)	42	89.4	89.4	100.0
	Total	47	100.0	100.0	

I used to berth/prepare my children for school before leaving to work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed (SD)	2	4.3	4.3	4.3
	Disagreed (D)	3	6.4	6.4	10.6
	Agreed (A)	2	4.3	4.3	14.9
	Strongly Agreed (SA)	40	85.1	85.1	100.0
	Total	47	100.0	100.0	

I don't want to employ a house help for me in the house

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed (SD)	1	2.1	2.1	2.1
	Disagreed (D)	1	2.1	2.1	4.3
	Agreed (A)	7	14.9	14.9	19.1
	Strongly Agreed (SA)	38	80.9	80.9	100.0
	Total	47	100.0	100.0	

Our house is far distance from the school I teach

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed (SD)	25	53.2	53.2	53.2
	Disagreed (D)	7	14.9	14.9	68.1
	Agreed (A)	5	10.6	10.6	78.7
	Strongly Agreed (SA)	10	21.3	21.3	100.0
	Total	47	100.0	100.0	

I find it difficult to regularly go to work when I am pregnant

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed (SD)	2	4.3	4.3	4.3
	Agreed (A)	10	21.3	21.3	25.5
	Strongly Agreed (SA)	35	74.5	74.5	100.0
	Total	47	100.0	100.0	

I usually pick my children after schools on my way back home

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agreed (A)	9	19.1	19.1	19.1
	Strongly Agreed (SA)	38	80.9	80.9	100.0
	Total	47	100.0	100.0	

I attend my class period regularly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed (SD)	1	2.1	2.1	2.1
	Disagreed (D)	2	4.3	4.3	6.4
	Agreed (A)	4	8.5	8.5	14.9
	Strongly Agreed (SA)	40	85.1	85.1	100.0
	Total	47	100.0	100.0	

Section C Results

I used to design my lesson plan every term

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagreed (SD)	2	4.3	4.3	4.3
Disagreed (D)	31	66.0	66.0	70.2
Valid Agreed (A)	10	21.3	21.3	91.5
Strongly Agreed (SA)	4	8.5	8.5	100.0
Total	47	100.0	100.0	

I used to check and mark all the homework I gave my students

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagreed (SD)	2	4.3	4.3	4.3
Disagreed (D)	5	10.6	10.6	14.9
Valid Agreed (A)	12	25.5	25.5	40.4
Strongly Agreed (SA)	28	59.6	59.6	100.0
Total	47	100.0	100.0	

I am seldom late to work in the morning

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagreed (SD)	10	21.3	21.3	21.3
Disagreed (D)	5	10.6	10.6	31.9
Valid Agreed (A)	2	4.3	4.3	36.2
Strongly Agreed (SA)	30	63.8	63.8	100.0
Total	47	100.0	100.0	

I used to attend workshops and seminars related to my Subjects

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagreed (SD)	2	4.3	4.3	4.3
Disagreed (D)	3	6.4	6.4	10.6
Valid Agreed (A)	7	14.9	14.9	25.5
Strongly Agreed (SA)	35	74.5	74.5	100.0
Total	47	100.0	100.0	

I always mark tests and shared the marked papers to students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagreed (D)	15	31.9	31.9	31.9
	Agreed (A)	6	12.8	12.8	44.7
	Strongly Agreed (SA)	26	55.3	55.3	100.0
	Total	47	100.0	100.0	

I used to take extra class for tutorial students after school hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed (SD)	30	63.8	63.8	63.8
	Disagreed (D)	5	10.6	10.6	74.5
	Agreed (A)	7	14.9	14.9	89.4
	Strongly Agreed (SA)	5	10.6	10.6	100.0
	Total	47	100.0	100.0	

I used to notice when my students are absent in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed (SD)	3	6.4	6.4	6.4
	Disagreed (D)	3	6.4	6.4	12.8
	Agreed (A)	13	27.7	27.7	40.4
	Strongly Agreed (SA)	28	59.6	59.6	100.0
	Total	47	100.0	100.0	

I used to adhere strictly to my scheme of work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed (SD)	14	29.8	29.8	29.8
	Disagreed (D)	11	23.4	23.4	53.2
	Agreed (A)	7	14.9	14.9	68.1
	Strongly Agreed (SA)	15	31.9	31.9	100.0
	Total	47	100.0	100.0	

CHI-SQUARE RESULTS

HO1 RESULTS

Chi-Square Test

Frequencies

Age

	Observed N	Expected N	Residual
20-25	9	9.4	-.4
26-30	11	9.4	1.6
31-35	14	9.4	4.6
36-40	11	9.4	1.6
Above 40	2	9.4	-7.4
Total	47		

teaching responsibility

	Observed N	Expected N	Residual
Strongly Disagreed (SD)	2	11.8	-9.8
Disagreed (D)	12	11.8	.3
Agreed (A)	18	11.8	6.3
Strongly Agreed (SA)	15	11.8	3.3
Total	47		

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.284 ^a	12	.679
Likelihood Ratio	11.187	12	.513
Linear-by-Linear Association	.597	1	.440
N of Valid Cases	47		

a. 19 cells (95.0%) have expected count less than 5. The minimum expected count is .09.

HO2 RESULTS

Chi-Square Test

Frequencies

teaching responsibility

	Observed N	Expected N	Residual
Strongly Disagreed (SD)	2	11.8	-9.8
Disagreed (D)	12	11.8	.3
Agreed (A)	18	11.8	6.3
Strongly Agreed (SA)	15	11.8	3.3
Total	47		

Education

	Observed N	Expected N	Residual
Diploma	10	11.8	-1.8
NCE	11	11.8	-.8
HND	8	11.8	-3.8
Postgraduate	18	11.8	6.3
Total	47		

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.769 ^a	9	.459
Likelihood Ratio	9.768	9	.370
Linear-by-Linear Association	.659	1	.417
N of Valid Cases	47		

a. 14 cells (87.5%) have expected count less than 5. The minimum expected count is .34.

HO3 RESULTS**Chi-Square Test****Frequencies****teaching responsibility**

	Observed N	Expected N	Residual
Strongly Disagreed (SD)	2	11.8	-9.8
Disagreed (D)	12	11.8	.3
Agreed (A)	18	11.8	6.3
Strongly Agreed (SA)	15	11.8	3.3
Total	47		

Marital Status

	Observed N	Expected N	Residual
1-5	16	9.4	6.6
6-10	13	9.4	3.6
11-15	8	9.4	-1.4
16-20	6	9.4	-3.4
21 and above	4	9.4	-5.4
Total	47		

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.784 ^a	12	.721
Likelihood Ratio	10.725	12	.553
Linear-by-Linear Association	.224	1	.636
N of Valid Cases	47		

a. 18 cells (90.0%) have expected count less than 5. The minimum expected count is .17.

HO4 RESULTS

Chi-Square Test Frequencies

teaching responsibility

	Observed N	Expected N	Residual
Strongly Disagreed (SD)	2	11.8	-9.8
Disagreed (D)	12	11.8	.3
Agreed (A)	18	11.8	6.3
Strongly Agreed (SA)	15	11.8	3.3
Total	47		

Teaching Experience

	Observed N	Expected N	Residual
1-5	29	11.8	17.3
6-10	11	11.8	-.8
11-15	6	11.8	-5.8
16-20	1	11.8	-10.8
Total	47		

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.972 ^a	9	.537
Likelihood Ratio	9.910	9	.358
Linear-by-Linear Association	.107	1	.743
N of Valid Cases	47		

a. 13 cells (81.2%) have expected count less than 5. The minimum expected count is .04.

HO5 RESULTS

Chi-Square Test

Frequencies

teaching responsibility

	Observed N	Expected N	Residual
Strongly Disagreed (SD)	2	11.8	-9.8
Disagreed (D)	12	11.8	.3
Agreed (A)	18	11.8	6.3
Strongly Agreed (SA)	15	11.8	3.3
Total	47		

Marital responsibility

	Observed N	Expected N	Residual
Disagreed (D)	5	15.7	-10.7
Agreed (A)	11	15.7	-4.7
Strongly Agreed (SA)	31	15.7	15.3
Total	47		

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	52.945 ^a	6	.000
Likelihood Ratio	54.105	6	.000
Linear-by-Linear Association	30.944	1	.000
N of Valid Cases	47		

a. 9 cells (75.0%) have expected count less than 5. The minimum expected count is .21.

CORRELATIONS RESULTS

Correlations

		Age	Teaching Responsibility
Age	Pearson Correlation	1	-.114
	Sig. (1-tailed)		.223
	N	47	47
Teaching Responsibility	Pearson Correlation	-.114	1
	Sig. (1-tailed)	.223	
	N	47	47

Correlations

		Teaching Responsibility	Education
Teaching Responsibility	Pearson Correlation	1	.120
	Sig. (1-tailed)		.212
	N	47	47
Education	Pearson Correlation	.120	1
	Sig. (1-tailed)	.212	
	N	47	47

Correlations

		Teaching Responsibility	Marital Status
Teaching Responsibility	Pearson Correlation	1	-.070
	Sig. (1-tailed)		.320
	N	47	47
Marital Status	Pearson Correlation	-.070	1
	Sig. (1-tailed)	.320	
	N	47	47

Correlations

		Teaching Responsibility	Teaching Experience
Teaching Responsibility	Pearson Correlation	1	.048
	Sig. (1-tailed)		.374
	N	47	47
Teaching Experience	Pearson Correlation	.048	1
	Sig. (1-tailed)	.374	
	N	47	47

Correlations

		Teaching Responsibility	Marital Responsibility
Teaching Responsibility	Pearson Correlation	1	.820**
	Sig. (1-tailed)		.000
	N	47	47
Marital Responsibility	Pearson Correlation	.820**	1
	Sig. (1-tailed)	.000	
	N	47	47

**, Correlation is significant at the 0.01 level (1-tailed).

RELIABILITY RESULTS

Reliability for Instrument

Scale: ALL VARIABLES

Case Processing Summary

	N	%
Valid	47	100.0
Cases Excluded ^a	0	.0
Total	47	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.926	22

Reliability for Section A

Case Processing Summary

	N	%
Valid	47	100.0
Cases Excluded ^a	0	.0
Total	47	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.564	4

Reliability for Section B

Scale: ALL VARIABLES

Case Processing Summary

	N	%
Valid	47	100.0
Cases Excluded ^a	0	.0
Total	47	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.913	9

Reliability for Section C

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	47	100.0
	Excluded ^a	0	.0
	Total	47	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.946	9

Appendix IV

Reliability of the Instrument

Data Collection Instrument Reliability			
Questionnaire for Married Female Secondary School Teachers (QMFSST)		Cronbach's Alpha	N of Items
		.926	22
Variable by Variable Reliability			
Section	Variables	Cronbach's Alpha	N of Items
A	Socio-Demographics	.564	4
B	Marital Responsibility	.913	9
C	Teaching Responsibility	.946	9

Source: Pilot Survey (2016)