

Gender Influence on Job Performance among Business Studies Teachers in Junior Secondary Schools in Rivers State

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ABSTRACT

The study examined gender influence on job performance amongst business studies teachers in junior secondary schools in Rivers State. The study adopted a descriptive survey design. The population comprised of 39,560 business studies students drawn from 282 secondary schools across the 23 local government areas. A sample size of 1,329 was derived using simple random sampling technique. A structured questionnaire titled “Gender and Job Performance of Business Studies Teachers Questionnaire” (GJPBSTQ) was used as instrument for data collection. Three experts validated the instrument while Pearson Product Moment Correlation Coefficient (PPMC) was used to obtain the reliability coefficient of 0.78. Two research questions and two null hypotheses tested at 0.05 level of significant guided the study. A total of 1329 copies of the questionnaire was retrieved and used for the study. The items were rated on four (4) point rating scale; mean and standard deviation were used to analyze the research questions while z-test was used in testing the formulated hypotheses. The findings revealed that gender has no influence on teachers’ job performance. The researchers recommended that opportunities for training and retraining be given to business studies teachers irrespective of gender for efficient service delivery.

Key Words: Gender, Job performance, Business Studies, Teachers

INTRODUCTION

Gender refers to the array of socially constructed roles and relationships, personality traits, attitudes, behaviors, values, relative power and influence that society ascribes to males and females (APA, 2011). Roghaiyeh, and Praveena (2013) define gender as the economic, social and cultural attributes and opportunities associated with being male or female at a particular point in time. As indicated by Okeke (2003) the investigation of sexual orientation is not quite recently minor recognizable proof of male and female genders. For this researcher it implies the investigation of the relationship of men and women in connection to division of work, access to assets and employment execution.

Job performance is the hallmark of growth and development of any institution. In educational sector, it is conceptualized as reflecting on the level of efficiency, productivity and the ability of the teachers to achieve its set goals and objectives. Job performance is the root of success in business studies. This is because the subject is among the vocational subjects taught at the upper basic level which enable students to acquire fundamental skills of all occupational activities. This subject comprises of book keeping, commerce, office practice, shorthand and typewriting. In Nigeria, males and females often undergo different socialization experiences and they tend to acquire different gender roles and behavioral patterns hence develop different interests. These roles and interests later become the dominant factors in teaching performance. Akpo (2012) study also showed that gender plays an important role in determining the subject performance. Okeke (2003) studied relationship between gender and performance of teachers. The results revealed significant relationship exist between males and females in the process of exhibiting skills and competencies in their academic works.

Researchers have also identified that gender is a significant factors in performance among female and male teachers just like other factors: marital status, academic attainment, teaching experience and age. The studies of Afolabi (2013) and Nbina (2012) found that teachers' gender have significant effects on teaching outcome. The study by Dee (2005) asserted that gender interaction between teachers and students have significant effects on job performance or achievement. As argued by this scholar, it is a central point that impacts profession decision and subject interest.

However, the study by Ahmed (2012) on school administrators' evaluation on teachers' job performance identified that performance is not depended on gender influence but on experiences and qualification. This finding concurs with the perspectives of Okon (2003) that sexual orientation is not a noteworthy factor in accomplishment of male and female teachers. This is predicated on the fact that cultural factor influence the behavior of individuals right from primary, secondary and tertiary institutions.

Business studies are a unit of vocational and technical which started late in Nigerian educational system (Akinsolu, 2010). Vocational business studies started as commercial education about 1930 at Oshogbo in the then western region now Osun State with the establishment of clerical training centers that were needed in the office. By 1995 both government and privately owned day and evening business schools were established in various part of the country. It appeared because of the presentation of Junior Secondary School in the 6-3-3-4 arrangement of instruction in 1981, with five particular branches of knowledge which include: office work on, accounting, bookkeeping, typewriting, shorthand and commerce. Business Studies is a vocational subject taught as one of the essential subjects that will empower undergraduate gain facilitate aptitudes which are normal and crucial to all individual and word related exercises (Inyang, 1998, as referred to by Udoukpong, Emah and Umoren, 2012). Business action influences the everyday lives of all Nigerians as they work, spend, spare, contribute, travel and play. It impacts employments, salaries and open doors for individual undertaking. Ekanem (2008) opined that business has noteworthy impact on the way of life and personal satisfaction of individuals, and on nature in which they live and which the future youth of tomorrow will acquire. Okute (2008)

opined that a business study is the fundamental subject which has to do with acquisition, conservation and expedition of wealth.

In other words, career choice is often reflected on the cultural behavior of the society which also affect students' offering of certain subjects based on societal prejudice. For instance, subjects like Secretary-ship, Nursing, Home Economics are predominantly related careers for the females while science related subjects like; physics, mathematics, engineering are meant for the masculine gender (Umoh, 2003). This ideas and perception are equally translated in teaching and learning by the teachers. In this way at school males will probably take to troublesome branches of knowledge and testing critical thinking circumstances while female then again incline toward straightforward subjects and frequently timid far from troublesome undertakings and critical thinking circumstance.

As conceived by Udousoro (2011) male teachers performed superior to females in science and arithmetic. These distinctions in execution can be ascribed to sexual orientation stereotyping which urges male and female to indicate enthusiasm for subjects pertinent and identified with the parts expected of them in the general public. According to this scholar, majority of male are not interested in the teaching profession. Generally, men that find themselves in the teaching profession usually look for other means of survival since the remuneration is not adequate to sustain the families. They therefore show less commitment to the profession. It is also revealed that female teaching professionals were found to be significantly lower in job satisfaction but higher in organizational commitment and intent to stay.

Gender relates to the sex difference and quality in males and females in the society. This quality often affects dispositions and perception on any human activities including educational achievement. The difference in gender as it affects students 'and academic performance is inconclusive. This has necessitated the need to investigate influence of gender in relation to job performance among business studies Teachers in Rivers State secondary schools.

Gender is a socially constructed and intersectional identity: it always intersects with social class, ethnicity, religion, culture, disability, sexuality, age, and care status (i.e. whether one is a career or not). Gender differences are reported by many researchers especially in educational activities; like Nbina (2012) found females scored higher than males on measures of verbal abilities. Similarly Afolabi (2013) analyzed that male teachers perform higher on problem solving in high school mathematics course than their female counterparts.

The gender differences are clearly visible in spatial abilities. The different abilities of males and females lead them to select different careers. Previously, engineering education was tagged with male and medicines with females. According to Thomas (2002) teacher education is also gendered and it is perceived as female profession. The reason given for that was: female has more passions and soft corner for kids and their motherly attitude, tolerance and encouragement enhanced students' motivation and learning. (Zarina, 2012). Ahmed (2012) there is no significant difference in how gender affects teaching performance but there are great differences in the ways they relate to the students.

There is evidence that choice of subject so much bothered on by gender difference in any metropolis apart from Abua/Odual local government area. This difference remains substantial evident as it is virtually translated into choice of subjects both in secondary and higher institutions worldwide. It is argued by Mohammed and Mohammed (2014) that gender differences in student choice are as a result of socialization in traditional gender roles which persuaded women to select traditionally dominated subjects. They contends that women tend to chose disciplines like education, nursing and English because of their female gender role orientation.

In another development, Ahmed (2012) described gender as the social attribute and opportunities associated with what the society expect from being male and female. These attribute and relationship are socially constructed, learnt through socialization process and are changeable. By implications, this scholar agreed that gender determines what is expected, allowed and valued in a man or a woman in a given context. This observation seems to agree with the perception of researchers who conceived gender as human traits that are linked by culture to male and female. For this scholar, gender relates to the way man and woman interacts in the society, at home, in the workplace, in politics, in different culture and with regards to other societal matters.

Gender Stereotyping in Educational System

Clearly speaking, every culture holds male better than their female partner and this is apparent and affirmed even in our general public. Generally, sex part stereotyping and the differential valuation of male and female parts have been seen as an indispensable piece of the socialization procedure and the improvement of the grown-up male and female possibilities. Guys as normally blessed have power and eminence in this manner having higher and prevalent status than ladies. This shows the abnormal state of sexual orientation generalization in training on the loose. While sex stereotyping limits decisions of both male and female, it is especially compelling for ladies since few branches of knowledge are seen as being fitting for ladies. Other than the less employment ranges accessible for ladies may be of low status and pay and in this manner appear to be debilitating (Umoh, 2003; Udousoro, 2011). Okeke (2003) calls attention to that many creating social orders have particular parts for various genders, their differed capacities not withstanding and set parts characterized by singular change after some time. This perception is equally translated in the educational choice of the students either in the secondary or higher institutions.

Gender or Sexual orientation part stereotyping is even energized in course readings through pictorial outlines which are effective methods for correspondence. Male are regularly depicted as specialists, legal advisors, engineers, educators while female are depicted as medical caretakers, cooks, moms and so on. This makes a mental picture in the brain of the perused of the part desires from the sexual orientations (Umoh, 2003). Most circumstances even the educators who ought to spur and urge the students to end up noticeably all that he/she is fit for being have a tendency to empower sexual orientation generalization by giving diverse treatment to guys and females as far as giving careful consideration to male. The unfavorable impact is that the female in a similar class or subject may grow low confidence and certainty and diminished intrigue (Okeke, 2003). In this way, those social and social practices that keep the arrangement of

plentiful learning chances to both male and female understudies encroached on the vocation of the understudies and their expert decision (Akpomi & Kayii, 2021; Udousoro, 2011).

Gender Influence on Teachers' Performance in Secondary Schools

Gender influences on performance of teachers has remained a controversial issue as no empirical date has strongly revealed that either male teacher perform more than their female counterparts. There is a divergent of view regarding influence of gender on academic achievement is that males do much better than females when comparing their cognitive abilities. (Ubulom, Kayii & Dambo, 2016; Udoukpong, Emah, & Umoren, 2012). The finding of significant difference in performance in favor of the female teachers is supported by the findings in studies by Wigfield, Battle, Keller and Eccles (2000) whose studies found female commitment is far greater than male commitment to teaching and learning. Common experiences indicated that male teachers regard Business Studies as a stereotyped feminine subject which has linkage with feminine occupation such as secretarial, waitress and clerical work.

Finding by Agharuwhe and Ugborugbo (2008) on an examination of gender's influence on teachers productivity in secondary schools shows that 28.3 percent of males are high, 71.1 percent are moderate and 0.6 percent is low in the productivity measures used. As for female teachers, 26.6 percent are high, 72.8 percent are moderate while 0.6 percent are low in the productivity scale used. There is no difference in the percentage of male and female teachers rated low. The Z-tests showed that the mean differences in the productivity of male and female teachers rated high and moderate are small and not significant. Similarly, the t-test showed that the mean difference in the productivity of male and female teachers rated low is not significant.

In an investigation of teachers' performance in Business Studies by gender, Ekanem (2008) used a sample of 600 junior secondary teachers made up 300 males and 300 females. The result of the investigation showed that the performance mean score for the males was 25.07 as against the female performance mean score of 25.87. The calculated t-test value showed no significant distinction between the two mean scores.

The higher performance of female students in Business Studies may not be unconnected with the belief in the utility value of the subject. According to Deci and Ryan (1985) in Udoukpong, (2012) a task can have positive value to a person because it facilitates important future goals, even if the person is not interested in the task for its own sake .In one sense, therefore, the utility value of Business Studies as it relates to current and future goals such as career goals might have served as the extrinsic reason for the female to outperform the male teachers. The result of the data analysis revealed that gender has a role to play in differentiating the academic performance of junior secondary students in Business Studies. This finding contradicts an earlier finding in the study by Ekanem (2008) which found no significant difference in students' academic performance in Business studies based on gender. Relative to men, women reported substantially lower levels in grievance procedures but were statistically equal to men in supervisory support, work group cohesion and socialization practices. As expected, female teaching professionals

were substantially higher in perceived work overload, role ambiguity, role conflict and levels of sexual harassment. Concerning affective orientations toward work, the results showed that substantial gender differences existed for men and women teachers in job satisfaction, organizational commitment and intent to remain in the teaching profession. As expected, female teaching professionals were found to be significantly lower in job satisfaction but higher in organizational commitment and intent to stay.

Statement of the Problem

Job performance reflects on effectiveness and efficiency in achieving the pre-determined goals and objectives of education irrespective of gender. Male and female teachers are expected to show proficiency in their respective teaching field after undertaking professional training. In other words, training of gender are not differentiated in career choice as in business studies as everyone is given the same quality of training and experiences.

The problem is that our culture views male as better than their female partners' consequently prompting part separation. This distinction has translated into the belief that performances of male teachers are more than their female counterparts in their subject area such as business studies. This has become controversial as researches have not really established gender difference in job performance of teachers rather the focus as always being on students' performance. This is the gaps that the researcher intends to fill by investigating into gender influence on job performance among business studies teachers in junior secondary schools in Rivers State.

Purpose of the Study

The purpose of the study was to evaluate the influence of gender on job performance among business studies teachers in junior secondary schools in Rivers State. Specifically, the study sought to:

1. Determine the influence of gender on job performance of business studies teachers in junior secondary schools in Rivers State.
2. Determine whether male business studies teachers perform better in their job than their female counterparts in junior secondary schools in Rivers State.

Research Questions

The following research questions guided the study;

1. What is the influence of gender on job performance of business studies teachers in junior secondary schools in Rivers State?
2. To what extent do male business studies teachers perform better in their job than their female counterparts in junior secondary schools in Rivers State?

Hypotheses

The following hypotheses were tested;

Ho₁: There is no significant difference in the opinions of male and female students on the influence of gender in job Performance in teaching of business studies in junior secondary schools in Rivers State.

Ho₂: There is no significant difference in the opinions of male and female students on the extent male business studies teachers perform better in their job than their female counterparts in junior secondary schools in Rivers State.

Methodology

The study used a descriptive survey research design to analyze the views of business studies students in public junior secondary schools in Rivers State. Descriptive research is a quantitative research methodology used to unveil in-depth knowledge of a phenomenon (Nwankwo in Dambo & Kayii, 2021). The design is appropriate because was conducted via survey. The population of this study consists 39,560 business studies students in public junior secondary schools in Rivers State. The sample size for the study comprised 1,329 business studies students (775 male and 554 female). The simple random sampling technique was adopted in selecting the sample. A stratified random sampling techniques was further adopted to select 8 local government areas considered for the study which represents 35 percent of the 23 local government areas.

The researchers developed self-structured instrument tagged "Gender and Job Performance of Business Studies Teachers Questionnaire (GJPBSTQ)" as the study's instrument. The instrument was divided into three sections: 'A' contained demographic information on the respondents, and 'B' had questionnaire items organized on a 4-point Likert scale. Three Business Education experts face validated the instrument. Outside of the sampled institutions, the instrument was pilot tested on a group of 30 students. The reliability co-efficient was calculated using Cronbach Alpha, and the result was 0.78. The researchers and one assistant administered 38 copies questionnaire on the respondents and 37 duly completed copies, representing 98.7% were retrieved and found usable for data analysis. The data was analyzed using frequency counts, percentages, a mean of 2.50, and the standard deviation to answer the two research questions and z-test to test the hypotheses at the 0.05 level of significance.

Result

Research Question 1: What is the influence of gender on job performance of business studies teachers in junior secondary schools in Rivers State?

Table 1: Mean and Standard Deviation of Respondents on the Influence of Gender on Job Performance of Business Studies Teachers in Junior Secondary Schools in Rivers State

S/N	Statements	Male students (N = 775)	Female students (N = 554)	$W\bar{x}$	Remark
		\bar{X}_1	\bar{X}_2		
		SD ₁	SD ₂		

1	Gender interaction between teachers and students have significant effect on students achievement in business studies.	2.23	0.45	3.83	0.42	3.03	SA
2	Female teachers have more passion, tolerance and encouragement to enhance student motivation and learning in business studies	2.09	0.42	3.39	0.44	3.01	SA
3	The difference in the ability of male and female teachers will lead to the choice of students career in business subject in SS1	2.24	0.45	3.82	0.42	3.03	SA
4	There is no consensus in literature on the influence of gender on teachers productivity	2.72	0.44	3.02	0.40	2.87	SA
5	Female teachers are usually regarded as weaker sex	2.09	0.40	4.07	0.50	3.08	SA
	AW \bar{X}	2.27	0.43	3.62	0.44	3.004	SA

Criterion mean = 2.50

Data on Table 1 above showed that all the items (1-5) had weighted mean scores above the criterion mean on the influence of gender on job performance of business studies teachers in junior secondary schools in Rivers State. In summary, with an aggregate weighted mean of 3.004 that was above the criterion mean of 2.50, male and female business studies students strongly agreed that gender influence performance of business studies teachers in junior secondary schools in Rivers State by affirming that gender interaction between teachers and students have significant effect on students achievement in business studies, female teachers have more passion, tolerance and encouragement to enhance student motivation and learning in business studies, agreeing that the difference in the ability of male and female teachers lead to the choice of students career in business subject, and that there is no consensus in literature on the influence of gender on teachers productivity.

Research Question 2: To what extent do male business studies teachers perform better in their job than their female counterparts in junior secondary schools in Rivers State?

Table 2: Mean and Standard Deviation of Respondents on the Extent to which Male Business Studies Teachers Perform better in their Job than their Female Counterpart in Junior Secondary Schools in Rivers State

S/N	Statements	Male students (N = 775)		Female students (N = 554)		W	Remark
		\bar{X}_1	SD ₁	\bar{X}_2	SD ₂		
6	Skilled subjects (typewriting) are better taught by male business studies teachers than their female counterparts	1.93	0.30	2.01	0.39	1.97	LE
7	Quantitative subjects are handled better by male teachers than their female counterparts	1.65	0.34	2.31	0.36	1.98	LE
8	Male teachers participate more in extra curriculum activities than their female counterpart	2.56	0.44	3.60	0.46	3.08	VHE
9	Male teachers withstand the stress of controlling large class size than their female counterpart	1.67	0.42	4.39	0.45	3.03	VHE
10	Male business studies teachers teach computer appreciation better than their female counterpart	3.01	0.42	3.01	0.44	4.01	VHE
AW \bar{X}		2.16	0.38	3.06	0.42	2.61	HE

Criterion mean = 2.50

The information contained on Table 2 showed that three items (8, 9 and 10) had weighted mean scores above the criterion mean, and the remaining two items (6 and 7) had weighted mean scores below the criterion mean of 2.50 on the extent to which male business studies teachers perform better in their job than their female counterpart in junior secondary schools in Rivers State. In summary, with an aggregate weighted mean of 2.61, respondents generally accepted that male business studies teachers' performance in business studies is of high extent than their female counterpart by: stating that skilled subjects (typewriting) are better taught by male business studies teacher, quantitative subjects are handled better by male teachers, affirming that male teachers participate more in extra curriculum activities than their female counterpart, male teachers withstand the stress of controlling large class size than their female counterpart and that male business studies teachers teach computer appreciation better than their female counterpart.

Test of Hypotheses

Ho₁: There is no significant difference in the opinions of male and female students on the influence of gender in job Performance in teaching of business studies in junior secondary schools in Rivers State.

Table 4.5: Z-test Analysis of Influence of Gender on Job Performance of Business Studies Teachers in Junior Secondary Schools in Rivers State

Respondents	N	\bar{X}	SD	DF	Z-cal	Z-crit	α	Decision
Male students	775	2.27	0.43					
				1,327	0.5	1.96	0.05	Accepted
Female students	554	3.62	0.44					

The result in Table 3 indicated that the calculated z-value of 0.5 was less than the z-critical value of 1.96 at the degree of freedom of 1,327, and at 0.05 significant level. Hence, the null hypothesis which states that there is no significant difference in the opinions of male and female students on the influence of gender in job Performance in teaching of business studies in junior secondary schools in Rivers State is therefore accepted.

Ho₂: There is no significant difference in the job performance of male and female students in the teaching of business studies in junior secondary schools in Rivers State.

Table 4. Z-test Analysis of Respondents on the Performance of Male and Female Teachers in the Teaching of Business Studies in JSS in Rivers State

Respondents	N	\bar{X}	SD	DF	Z-cal	Z-crit	α	Decision
Male students	775	2.27	0.43					
				1,327	0.5	1.96	0.05	Accepted
Female students	554	3.06	0.42					

The result in Table 4 revealed that the calculated z-value of 0.39 was less than the critical value of z given at 1.96 at the degree of freedom of 1,327, and 0.05 level of significant. Hence, the null hypothesis which states that there is no significant difference in the job performance of male and female teachers in the teaching of business studies in junior secondary schools in Rivers State is accepted and its alternative rejected.

Discussion of Findings

The result of hypothesis one revealed no significant difference in the opinions of male and female students on the influence of gender on job performance in teaching of business studies. This implies that the respondents have the same perception on their performance in teaching and learning business studies. Empirical evidence from the analysis indicated that teaching experiences influence gender's job performance. It was acknowledged by the respondents that gender interaction between teachers and students, and female teachers passion and tolerance has fundamental influences on the male and female teacher job performance. From the statistical data, difference in the ability of male and female teachers and the regard for female teachers as weaker sex was accepted by the respondents as an influence on job performance. This finding is in consonance with the perception of Adeyemi (2008) whose examination revealed that gender interaction between teachers and students was significantly related to students learning outcomes. It also agrees with Daso (2013), who revealed that teachers' performance can often be influenced by gender, level of educational attainment or academic qualifications, teacher development programmes, teacher-student ratio, teachers' attitude, degree of job satisfaction and Akpo (2012) who acknowledged in his study that teacher gender, teaching experiences, teachers' personality and teacher-student relationship enhance the ability to manage classroom adequately and improvise instructional materials that help to concretize knowledge.

In the analysis of hypothesis two which suggested that no significant difference exist on how teaching experiences influence the performance of male and female teachers in business studies. The respondents accepted that male teachers are more competent than the female teachers in teaching of business studies. This implies that performance of female and male teachers are significantly difference in comparison. It support the previous argument that female cannot teach in a best way as their male counterpart in business studies. In other words, gender difference has impact in the teaching and learning of business studies. Supporting the above fact, Denga (2008) asserted that sex has something to do with teachers' professional effectiveness; therefore a professionally trained teacher should pay attention to students' affective domain just like their cognitive domain. Female teachers are good in explanation of non quantitative subjects in business studies than their male teachers, was accepted by the respondents. The implication is that both female and male teachers do not have equal skills and knowledge in explaining, analyzing and discussing various topics and objectives in business studies. As stated by Effanga (2009), physical strength and biological functions are important factors in work role ascription.

Conclusion

Based on the findings, it was concluded that gender interactions and students, female teachers tolerance, passion and encouragement, difference in ability of male and female teachers are factors that influence gender performance in the teaching and learning of business studies. Again, it is concluded that male teachers performance in business studies is of high extent than their female counterparts.

Recommendations

Based on the findings of this study, the following recommendation was made

1. Teachers should be given opportunities for training and retraining for efficient service delivery
2. Teachers should be exposed to varieties of learning facilities to promote competence in the teaching methods.

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