



**TEACHERS' CHARACTERISTICS AS CORRELATES OF TEACHERS' JOB PERFORMANCE IN PUBLIC MISSION SECONDARY SCHOOLS IN ANAMBRA STATE**

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**Abstract**

The study examined teachers' characteristics as correlates of teachers' job performance in public mission secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The researcher adopted correlational research design. The population of the study consist 1,291 teachers in 44 public mission secondary schools in the six education zones in Anambra State. The sample of 646 teachers was used using simple random sampling technique. The instruments for data collection were Teachers' Characteristics Rating Scale (TCRS) and Teachers' Job Performance Questionnaire (TJPQ). The instruments were subjected to face and construct validation. The reliability of the instrument was done using Cronbach Alpha method and the reliability coefficient value of 0.85 for TJPQ was established. Pearson Product Moment Correlation statistical tool was used for data analysis. The findings of the study revealed that there exists a positive and significant relationship among teachers' marital status, qualification and teachers' job performance in public mission secondary schools in Anambra State. The study concluded that teachers' characteristics are positively and significantly correlated to teachers' job performance in public mission secondary schools in Anambra State. Based on the findings, the study recommended that the Ministry of Education should recruit teachers on equal basis not minding whether they are single or married and organize in service training as well as seminars for teachers so as to abreast their knowledge in order to improve their job performance in public mission secondary schools in Anambra State.

**Keywords:** Teachers' characteristics, teachers' job performance, public mission secondary schools





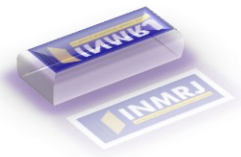
## Introduction

In educational organization especially in public secondary schools, teachers are one of the human resources whose job performance determines the attainment of the school set goals. Ohamobi et al. (2024a) noted that teachers are the crucial resources for effective implementation and realization of the educational policies and objectives at the practical levels of classrooms. They are the pillars of the society who help students grow and shoulder the responsibility of nation building. Manafa and Adinna (2023) described teachers as the human catalyst who intentionally influence the interaction among the teachers, the learners and the environment by restructuring the environment of the learner in such a way that they will acquire the desired knowledge, skills and attitudes. Osegbue et al. (2022) stated that, instituting collaboration in classroom gives the teachers (male or female) an innovative teaching strategy with positive educational outcome. Hence, the success or failure of any education system depends to a large extent on the quality and caliber of teachers who are referred to as interpreters and transmitters of required knowledge, attitudes, skills and values in society and the way they perform their job.

Teachers' job performance is the extent of teachers' involvement in the achievement of the school goals. In support of this, Ezeaku and Uketui (2024) asserted that the success of any educational institution depends to a great extent on the job performance of teachers. Teachers' job performance is how they behave while teaching, and it is closely linked to their effectiveness. Okaforcha and Nwabueze (2024) defined teachers' job performance as the sum total of teachers' execution of tasks assigned to them. They further stressed that the success and quality of the school organization is closely tied to the job performance of each teacher which greatly depends on the quality of teachers and their performance level as regards to their principals' supervisory skills. Ohamobi and Onyekazi (2024) noted that teachers' job performance is the overall ability of teachers to exhibit the right attitude to work, be committed and dedicated to the teaching roles while making deliberate efforts toward the attainment of educational goals and objectives. Okaforcha and Obijiaku (2024) added that teachers' job performance can be measured in terms of level of attendance to classes, lesson preparation, presentation and delivery among others. As noted by Okpara et al. (2025); Mmor and Adinna (2025); and Onyekwelu (2025), teachers perform a lot of tasks in the school, in and outside the classroom including helping to shape the future of young learners, providing them education and knowledge, being their encouraging factor, confident boosts and moral supports for students through social interaction, communication and learning.

Teachers' job performance referred to an act of accomplishing or executing a given task. Onyekwelu (2024) defined teachers' job performance as duties performed by teachers at a particular period in the school system in order to achieve school stated goals. Teachers' job performance can be measured in several ways. Amaefule et al. (2024) noted that teachers' job performance could be measured through teachers' job satisfaction and job attitudes such as job commitment, feelings of job challenge, job





meaningfulness and job responsibility. When an individual is satisfied, their job performance might increase and tend to be more committed to their work. Teachers' job performance seems to be below expectation and has invariably been affecting the set objectives of education. In line with this, Onyejekwe et al. (2025); and Ohamobi et al. (2025) asserted that, there is need for an improvement in teachers' development so as to get them committed to their work to yield quality output. Otherwise, the decline in their development may lead to teachers' negative attitude to their work such as lateness to school, lack of meaningful contribution toward school work, poor class management, non- preparation of lesson note, truancy and opting out of the profession at a slightest opportunity without regret. Adinna et al. (2024) stressed that some teachers consistently report late to duty; some teachers hardly appear in schools and had poor relations with fellow teachers among others in public secondary schools in Anambra State.

Furthermore, teachers are the people employed to impart knowledge, skills, attitude and morals to the students in the school. Adinna and Okafor (2023) maintained that teachers' interactions, views and behaviour play a vital role in ensuring the achievement in educational institution. This strident role of teachers in the school makes their job performance an important phenomenon in the bid to achieve maximum development. Teachers' job performance involve the activities, duties, behaviours and attitude a teacher is employed to do in the school in order to achieve the national education goals. As noted by Ohamobi et al. (2024b); Mmonwuba & Adinna (2025); Ezeaku & Obi (2025); Obi et al. (2025); Okaforcha & Okonkwo (2025) that the quality of teachers' job performance in Anambra State has been put in doubts due to the poor attitudes manifested by several public secondary school teachers who appear to be non-committed to their jobs. Some public mission school teachers do not go to school on time, some rarely teach students, writing notes of lesson appears a boring task to many teachers who ought to have professionally behaved.

In this study, teachers' job performance involves all the teaching and non-teaching activities carried out by the teacher to achieve desired effects on students. It is also the ability of teachers at a particular period of time to carry out their teaching and non-teaching responsibilities assigned to them by the school principal effectively in order to achieve the stated objectives and increase students' learning. Thus, the effectiveness and efficiency of teachers to discharge their professional teaching and other related school responsibility depends on teachers' characteristics.

Teachers' characteristics can be described as those observable or actions or quality exhibited by teachers in the course of carrying out different activities during teaching and learning. These observable qualities possess by teachers are tailored toward effective classroom teaching to increase students' academic performances. Those quality may be positive or negative and effective or ineffective. Thus, teacher is said to be effective in classroom teaching, if he/she produces the requisite results. Ezeaku and Obunike






(2024) noted that teachers' characteristics is seen as key determinant of students' academic performance in schools. Often times, the teacher is usually held accountable for students' failure. This is because, academic engagement or motivation for learning, is intensively under the control of teachers and schools. Teachers are the major factors in a learning process that involves many others. Yet, in the words of Meremikwu et al. (2022), teachers have been largely blamed or held responsible in cases of students' poor performance even where there is no scientific justification for such blames. Meremikwu et al. added that these blames lies on the characteristics of teachers including their age, gender, marital state, experiences and academic qualifications.

Teachers' characteristics can be referred as qualities that can be measured with tests or derived from their academic or professional records. Obeta (2024) referred to teachers' characteristics as the attitude and attributes that teachers bring with them when they enter the classroom such as expectations for students, collegiality or collaborative nature, race and gender. Obeta further indicated that these characteristics could include qualities of teachers that are viewed as personal, such as mental ability, age, gender, marital status, qualifications or as 'experiential', such as certification status, educational background, previous teaching experience and the like.

Correlatedly, teachers' characteristics are those attributes, traits, characters and behaviours exhibited by teachers in the classroom during teaching and learning process. It is the personal attributes of a teacher that make him or her distinct from one another to excel in his or her chosen career. The prevailing conditions of these factors would definitely have a negative or positive influence on the instructional quality in schools, which may translate to either good or poor academic performance of students. Teachers' characteristics that were used in this study include marital status and qualification.

Marital status of a teacher is seen as the condition of being married or unmarried (single). Thus, male and female married teachers as well as male and female single teachers are in the teaching profession. Martneau (2019) opted that a diverged reaction to students' academic performance in school with regards to their teachers' marital status. Continuing, Martneau argued that, one would have expected that a married woman with children and most likely more responsibilities would have different work values from a spinster. Martneau (2019) noted that, a teacher from a broken home cannot perform maximally and cannot healthily develop their students' academic potential to the fullest, due to the fact that they are separated nor divorced. In line with this assertion, Obeta (2024) argued that teachers who are either separated or divorced are less caring and non-compassionate to students. They exhibit aggressive behaviour to the students which negatively affect their academic performance in schools. While teachers that are from organized and stabilized homes are more likely to develop students into full fledged human beings that would be able to discover their academic strength and other attributes. Ibrahim (2023) posited that teachers from a broken home might have feelings of insecurity which would affect their performance.





A teacher from a broken home left with the responsibility of raising children single handedly, would not perform well. Adinna and Okafor (2023) indicated that teachers' abilities to professionally engage in teaching and learning despite the marital status can be directly influenced by their academic qualifications.

Teachers' qualifications are qualifications that demonstrate the skills and knowledge required of teachers to teach. These qualifications can include undergraduate or postgraduate degrees, certificates, and apprenticeships. Ezeaku and Obunike (2024) affirmed that teachers' qualifications are the requirements and professional qualifications that teachers need to have in order to effectively teach a specific course or subject. This includes having the appropriate professional qualification and experience, as well as possessing the necessary skills and knowledge related to the population they will be teaching. Okaforcha and Nwafor (2024) referred to teachers' qualification as the educational and professional credentials that teachers must possess to be eligible for the teaching job. It encompasses a range of requirements and qualifications that teachers need to meet to be considered qualified to teach in schools or other educational institutions. Nnoli (2024) argued that professionally qualified teachers should possess either or more of the following qualifications: NCE, B.A.Ed., B.Ed., B.Sc.Ed., B.Tech.Ed., PGDE, M.A.Ed., M.Ed., M.Sc.Ed., M.Tech.Ed., and Ph.D education, while non-professionally qualified teachers, are unlicensed teachers, who does not meet the specific educational and professional requirements set by the relevant educational authorities or institutions to work as a teacher in institutions of learning and they usually have any of the following qualifications: B.A, B.Sc, B.Tech, M.Tech, M.A, M.Sc and Ph.D. Thus, teachers' certification status and degrees are very significant in enhancing teachers' teaching performance and improving their competencies in schools.

It is disheartening that some school principals are less concerned as regards to the level of job performance of their teachers. It appears that some teachers are poorly discharging their teaching duties. In line with this, Amaefule et al. (2024) observed a decline in the job performance of teachers. This is evidenced from their late coming to school, absenteeism, leaving the school premises before school dismissal, negligence of duty, inability to cover the curriculum content, late submission of students examination scores, teaching without adequate instructional materials among others in public secondary schools in Anambra State. Similarly, Asiegbu and Emegwa (2024) observed that some teachers do not go to school on time, some rarely teach students and write notes of lesson in public secondary schools in Anambra State. These laxities in teachers' job performance could be connected to the rigid nature of teaching job and insufficient assistance received by teachers in public mission secondary schools in Anambra State. Some teachers find it difficult to maintain a balance between official, personal and family responsibilities probably due to the rigid nature of teaching job in secondary schools. This prompted the researcher to examine teachers' characteristics and competencies as correlates of teachers' job performance in public mission secondary schools in Anambra State







## **Purpose of the Study**

The main purpose of the study is to examine teachers' characteristics as correlates of teachers' job performance in public mission secondary schools in Anambra State. Specifically, the study sought to:

3. Find out the relationship between teachers' marital status and teachers' job performance in public mission secondary schools in Anambra State.
4. Determine the relationship between teachers' qualification and teachers' job performance in public mission secondary schools in Anambra State.

## **Research Questions**

The following research questions guided the study:

1. What is the relationship between teachers' marital status and teachers' job performance in public mission secondary schools in Anambra State?
2. What is the relationship between teachers' qualification and teachers' job performance in public mission secondary schools in Anambra State?

## **Hypotheses**

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between teachers' marital status and teachers' job performance in public mission secondary schools in Anambra State.
2. There is no significant relationship between teachers' qualification and teachers' job performance in public mission secondary schools in Anambra State.

## **Method**

The study was carried out in public mission secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The researcher adopted correlational research design. The population of the study consist 1,291 teachers comprising 157 males and 1,134 females in 44 public mission secondary schools in the six education zones in Anambra State. The sample of 646 teachers was used for the study. The 50% of teachers was selected from each school in all the 44 public mission secondary schools in the six education zones in Anambra State using simple random sampling technique. The instruments for data collection were 'Teachers' Characteristics Rating Scale (TCRS) and Teachers' Job Performance Questionnaire (TJPQ). The instruments were subjected to face and construct validation. Face validation was done by three experts, two in Educational Management and one in Measurement and Evaluation, all in the Department of Educational Foundations, Faculty of





Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus, while construct validation was carried out with Principal Component Analysis approach using SPSS vol.26 and the results showed that the construct validity was met. The reliability of the instrument was done using Cronbach Alpha method and the average coefficient value was established at 0.85 for TJPQ which was considered highly reliable and suitable for the study. The researcher visited the public mission secondary schools with the help of two research assistants. Direct delivery method was used in this study for the administration and retrieval of the instrument. Out of 646 copies of the instrument administered, 628(97%) of the instrument were not correctly completely and returned. Pearson Product Moment Correlation statistical tool was used to answer the research questions and test the null hypotheses at 0.05 level of significance.

## Results

**Research Question One:** What is the relationship between teachers’ marital status and teachers’ job performance in public mission secondary schools in Anambra State?

**Table 1:** Summary of Pearson Product Moment Correlation on the Relationship between Teachers’ Marital Status and Teachers’ Job Performance in Public Mission Secondary Schools in Anambra State

Variables	N	r	r <sup>2</sup>	Remark
Teachers’ marital status	628	0.553	0.498	Moderately Positive
Teachers’ job performance	628			

*\*\*Significant at  $p < 0.05$*

The summary result of Pearson Product-Moment Correlation Coefficient in Table 1 showed that teachers’ marital status has a moderate positive relationship with teachers’ job performance in public mission secondary schools in Anambra State as shown by the coefficient value of  $r = 0.553$ . This revealed a moderate positive correlation coefficient valued at 0.553 which indicated that transition from singlehood to married led to 55% improvement in teachers’ job performance in public mission secondary schools in Anambra State. The coefficient of determination ( $r^2$ ) value of 0.498 showed that the explanatory power of the variable was moderate. This implies that 50% of the variations in teachers’ job performance in public mission secondary schools in Anambra State were moderately accounted for by the variations in teachers’ marital status. This means that the effectiveness of teachers depend on their marital status. Hence, the teachers’ marital status accounted for 50% of the variance in the teachers’ job performance in public mission secondary schools in Anambra State. Thus, the implication of this finding is that married teachers would perform better than those who were not married due to the responsibility and maturity that comes with marriage.





**Research Question Two:** What is the relationship between teachers’ qualification and teachers’ job performance in public mission secondary schools in Anambra State?

**Table 2:** Summary of Pearson Product Moment Correlation on the Relationship between Teachers’ Qualification and Teachers’ Job Performance in Public Mission Secondary Schools in Anambra State

Variables	N	r	r <sup>2</sup>	Remark
Teachers’ qualification	628	0.627	0.541	Highly Positive
Teachers’ job performance	628			

*\*\*Significant at  $p < 0.05$*

The summary result of Pearson Product-Moment Correlation Coefficient in Table 2 showed that teachers’ qualification has a high positive relationship with teachers’ job performance in public mission secondary schools in Anambra State as shown by the coefficient value of  $r = 0.627$ . This revealed a high positive correlation coefficient valued of 0.627 which indicated that a positive improvement in teachers’ qualification led to 62% improvement in teachers’ job performance in public mission secondary schools in Anambra State. The coefficient of determination ( $r^2$ ) value of 0.541 showed that the explanatory power of the variable was high. This implies that 54% of the variations in teachers’ job performance in public mission secondary schools in Anambra State were highly accounted for by the variations in teachers’ qualification. This means that the job performance of teachers depend on their qualification. Hence, the teachers’ qualification accounted for 54% of the variance in the teachers’ job performance in public mission secondary schools in Anambra State. Furthermore, the more qualifications the teachers acquire the more effective that they become in the job. Nevertheless, if teachers do not develop academically by acquiring more qualifications, the less effective they become in the job and their performances are bound to dwindle.

### Test of Hypotheses

#### Hypothesis One

**H<sub>01</sub>:** There is no significant relationship between teachers’ marital status and teachers’ job performance in public mission secondary schools in Anambra State.

**Table 3:** Summary of Pearson Product Moment Correlation on the Significant Relationship between Teachers’ Marital Status and Teachers’ Job Performance in Public Mission Secondary Schools in Anambra State

Variables	N	r	r <sup>2</sup>	p-value	Remark
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Teachers' marital status	628				
		0.533	0.498	0.000	Significant
Teachers' job performance	628				

**\*\*Significant at  $p < 0.05$**

The summary result of Pearson Product Moment Correlation Coefficient on Table 3 showed the significant relationship between teachers' marital status and teachers' job performance in public mission secondary schools in Anambra State with p-value = 0.000. Since p-value (0.000) is less than 0.05, the study rejected the null hypothesis that there is no significant relationship between teachers' marital status and teachers' job performance in public mission secondary schools in Anambra State and accepted the alternative hypothesis that there is significant relationship between teachers' marital status and teachers' job performance in public mission secondary schools in Anambra State.

### Hypothesis Two

**H02:** There is no significant relationship between teachers' qualification and teachers' job performance in public mission secondary schools in Anambra State.

**Table 4:** Summary of Pearson Product Moment Correlation on the Significant Relationship between Teachers' Qualification and Teachers' Job Performance in Public Mission Secondary Schools in Anambra State

Variables	N	r	r <sup>2</sup>	p-value	Remark
Teachers' qualification	628				
		0.627	0.541	0.000	Significant
Teachers' job performance	628				

**\*\*Significant at  $p < 0.05$**

The summary result of Pearson Product Moment Correlation Coefficient on Table 4 showed the significant relationship between teachers' qualification and teachers' job performance in public mission secondary schools in Anambra State with p-value = 0.000. Since p-value (0.000) is less than 0.05, the study rejected the null hypothesis that there is no significant relationship between teachers' qualification and teachers' job performance in public mission secondary schools in Anambra State and accepted the alternative hypothesis that there is significant relationship between teachers' qualification and teachers' job performance in public mission secondary schools in Anambra State.



## Discussion of Findings

Findings on the relationship between teachers' marital status and teachers' job performance in public mission secondary schools in Anambra State indicated that teachers' marital status has a moderate positive relationship valued at 0.553 with teachers' job performance in public mission secondary schools in Anambra State. This indicated that transition from singlehood to marriage led to 55% improvement in teachers' job performance in public mission secondary schools in Anambra State. Hence, the teachers' marital status accounted for the variance in the teachers' job performance in public mission secondary schools in Anambra State. Thus, the implication of this finding is that married teachers would perform better than those who were not married due to the responsibility and maturity that comes with marriage. This finding could be as a result of the traditional virtue of marriage such as love, fidelity and mutual fulfillment imbibed by married men and women which are presumed to transcend to the work place where they exhibit love, mutual respect, and maturity that enable them handle some complex problems. This finding is in line with the findings of Ibrahim (2023) that the performance of students would be influenced by their teachers' marital status since emotional stability that comes with marriage is important in instructional leadership. Usifo (2023) found that performance of teachers have a positive relationship with their marital status as the married teachers have the abilities to handle their emotions and direct them on what to do accordingly. Obeta (2024) averred that performance of teachers largely depends on their emotional stability and it is only married teachers that have the abilities to control their emotions based on their experiences at home. The findings of the study disagreed with the findings of Amalu (2021) that marital status had no statistically significant influence on performance of teachers in schools.

Findings on the relationship between teachers' qualification and teachers' job performance in public mission secondary schools in Anambra State indicated that teachers' qualification has a high positive relationship valued at 0.627 with teachers' job performance in public mission secondary schools in Anambra State. This means that a unit increase in teachers' qualification led to 63% increase in teachers' job performance in public mission secondary schools in Anambra State and vice versa. The qualifications of teachers from training expose them to rational thinking for proper analysis of situations before taking decisions. Thus, teachers' professional qualification is a symbol of one's intellectual maturity and experience in decision-making for the best course of action in the teaching profession. The study also revealed that there is a significant relationship teachers' qualification and teachers' job performance in public mission secondary schools in Anambra State. This is in consonance with the findings made by Utitofon (2023) in which academic and professional qualifications in teaching subjects such as Nigeria Certificate in Education (NCE), Bachelor of Science Education or Bachelor of Art in Education or Master of Education or Master of Philosophy in Education are likely to perform better in teaching their specialized subjects than those with no professional qualification. This is also in tandem with submission made by Nnoli (2024) that students taught by teachers with professional qualification in Education such



as B.Ed, B.A (Ed), M.A(Ed), M.Ed, Ph.D in Education performed better than those taught by non professional teachers without qualification. The findings of this study also agree with that of Ezeaku and Obunike (2024) whose study showed that teachers teaching qualification has a significant relationship with students' academic achievement in schools. Similarly, Okaforcha and Nwafor (2024) findings indicated that a significant joint contribution between teachers' qualification and subject teachers mastery on students' achievement in schools. The above finding was in contrary to the work conducted by Ichazu and Omoregie (2020), in which teachers' qualifications do not have significant effects on the academic performance of students.

### **Conclusion**

Teachers' characteristics are important and essential variables to be considered in order to improve the job performance of teachers in public mission secondary schools in Anambra State. Based on the findings, the study concluded that teachers' characteristics are positively and significantly correlated to teachers' job performance in public mission secondary schools in Anambra State.

### **Recommendations**

Based on the findings of the study, the following recommendations were made:

1. The Ministry of Education should recruit teachers on equal basis not minding whether they are single or married and organize in service training as well as seminars for teachers so as to abreast their knowledge in order to improve their job performance in public mission secondary schools in Anambra State.
2. The Teachers Registration Council of Nigeria, Anambra Branch should make teaching a noble profession by restricting non-qualified applicants in the area of certificate at the entry stage of recruitment, and when employed, they should consciously work to attain more qualifications since it has been validated that there is a direct link between teaching qualifications of teachers on their job performance in public secondary schools in Anambra State.



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