TITLE PAGE

INFLUENCE OF HOUSEHOLD TASKS ON THE JOB PERFORMANCE OF FEMALE TEACHERS IN TERTIARY INSTITUTIONS IN SOKOTO STATE, NIGERIA

BY

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS DEGREE IN DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, FACULTY OF EDUCATION

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DECLARATION

I, Laraba Bello Siddique, hereby declare that this Thesis has been carried out by me in the Department of Vocational and Technical Education, Faculty of Education, Ahmadu Bello University, Zaria under the supervision of Dr (Mrs.) S.L. Ajayi and Prof. (Mrs.) T.O. Ojo. The information derived from the literature have been duly acknowledged in the text and a list of references provided. There is no part of this Thesis that was previously presented for another Degree or Diploma at any university.

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CERTIFICATION

This Thesis titled, "Influence of Complexity of Household Tasks on the Job Performance of Female Teachers in Tertiary Institutions in Sokoto State", has been read and meets the regulations governing the award of the degree of Masters in Education (M.Ed) Home Economics (Home Management), Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to Almighty Allah Whose mercies are my strength daily as the work continued.

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ABSTRACT

The purpose of this study was to determine the influence of complexity of household tasks on job performance of female teachers in tertiary institutions in Sokoto State. Five specific objectives were stated, five research questions were formulated and five related null hypotheses were stated and tested. A descriptive research design was used for the study. The population for the study comprised 220 female teachers from the six tertiary institutions in Sokoto State. Based on the small number, all the 220 were used as samples. The instrument used for the collection of data was a self structured questionnaire. Data was collected within four weeks. The data collected were statistically analysed. From the five null hypotheses 1, 2 and 5 were statistically tested using chi square. 3 and 4 were tested using Pearson Product Moment Correlation Co-efficient (PPMC) at 0.05 level of significance. All the three null hypotheses tested using chi-square were rejected, also the two null hypotheses tested using PPMC were also rejected. The finding therefore revealed that meal preparation, caring for the sick, and budgeting are complex to perform by female teachers in tertiary institutions. Also supervision of students' written project and marking of student's examinations scripts were influence by complexity of household tasks. The better way to manage complex household tasks was by using labour saving devices and use of time management. Based on the findings it was concluded that complexity of household tasks influenced job performance of female teachers in tertiary institutions in Sokoto State. Based on the findings, therefore, the following recommendations were proffered: that female teachers should have a work and time plan in form of a module that would guide their performance of household tasks and the female teachers paid jobs.

OPERATIONAL DEFINITION OF TERMS

Burnout: To desist from performing expected roles

Catching the breath: To get set for the day's work at home or on the job

Complexity: It is the state of matter being in form of many parts, state of difficulty of a phenomenon

Household task: Involves taking care of a house and the people in it, doing a piece of work, especially difficult task that must be done regularly

Household: is a basic residential unit that houses a family

Intermittent: Performance of more than one activity at the same time

Outsourcing: Assigning some tasks to someone to perform and payment made for the services, or getting tasks done by someone for money.

Tardy: Trying to run away from responsibilities.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Women, more than ever before have deviated from their traditional roles of being full time housewives. As women the world over are continually entering labour force to assist in relieving the men of their financial and economic responsibilities. These dual responsibilities in addition to other reasons of expansion and development result in the complexity women experience in performing household tasks (Osagie, 1996). Collins (1996) stated that the complexities involved in performing household tasks often demand the attention and understanding of the home maker. Even with the attendant work load envisaged in dual responsibilities, women nowadays find it rewarding to combine household tasks and paid job. Cohen (2000) reported that there has been constant participation by women in labour market.

Women's traditional roles stipulate that she is in charge of managing the home while the man provides for the home, although it is suppose to be a combine responsibility of the husband and wife. When a woman is playing the expected role, as a housewife and home maker, she is faced with certain challenges, which makes the performance of household tasks complicated. If complication arises, it means the home maker is in the state of confusion as to how tasks can be performed in sequence. Views on complexity from several scientists are diverse, as a result a complex theory was developed on aspects of economy, ecosystem, management and other areas of human endeavour such as the household. The aspect of complexity arises in home making tasks

because many tasks are made up of more than one part which requires planning and sequencing.

Complexity of household task performance can also be due to the intermittent nature of the activity or the need to intersperse one task with another or an interruption of tasks which occurs from an uncontrolled external sources. David (2011) stated that some household tasks are more complex than the other due to the nature of the tasks or the human nature. These human nature could be the age of the home maker, health status, size and composition of the home, work load within and outside the home, goods and services available to the household. It can be the problem of which goods to use, also inclusive is the technological developments which affect changes in materials supplies and equipment available to the household. Therefore, the dual task of managing a home and being a member of the paid labour force increases the range of problems involved in accomplishing household tasks. Most of the complexity and difficulty experienced by women in household tasks occur within the household. Household is a unit where people who do things in common reside to care for one another.

Goldberg (1990) stated that households are units in charge of the organization of reproducing tasks which harbour people who maintain daily household functions. Household task therefore is looking after a house and the people in it, or doing a piece of work, especially difficult tasks that must be done regularly. Wikipedia encyclopedia (2007) stated that household task is something that almost all women have in common, whether they are young or old, married or not, whether they have full time or part time paid job outside home. No matter a woman's position in the society, or her educational attainment, she is expected to ensure that the household tasks are properly done.

As earlier mentioned, women are increasingly entering into labour force and this necessitates female teachers' job performance to have relationships with the nature of the household tasks and the person performing the tasks. Employment is briefly understood as a contract between two parties, one being the employer and the other being the employee. An employee may be defined as a person in the service of another person under any contract of hire, express or implied. It can be oral or written agreement where the employer has the power to control and direct the employee to perform what ever type of work. Employment of women like that of the men may include private, company, banks, self employed, government, etc. Employment status of women in tertiary institution in Sokoto State is the government organized employment.

According to National Policy on Education (2004), tertiary institutions are institutions of learning offering post secondary degrees, certificates and diplomas. It is any higher institution that is above secondary education such as the University, Polytechnics, Colleges of Education, School of Nursing and Midwifery, Colleges of Technologies. Female teachers in tertiary institutions in this context are teachers who are employed in the above mentioned institutions who may be senior or junior academic staff whose duties are to teach and carry out other schedules for the sake of the students.

1.2 Statement of the Problem

Household task had been the job of every woman. Female teachers as women, has suffered a significant strain on the ability to combine household tasks with job performance in tertiary institutions. Most female teachers in these institutions had wished that they had dual roles, because traditionally, there was stronger unity among

family members and relations which made division of labour readily welcomed by other members of the family and were ready to perform household chores. Nowadays the situation is not the same. The researchers interaction with fellow colleagues in the same institutions revealed that even children of a particular household were not ready to carry out some household chores. While in division of labour, wives seemed not to be satisfied with the way household chores was performed. This was because even when there was division of labour, the women performed most difficult tasks. Other problems encountered by female teachers were lack of labour saving devices and enough time at home.

The researchers experience as a teacher showed that household tasks can influence job performance. This is because female teachers were on dual role which required more sacrifices in the home and on the job. An employed female teacher is the one who often wakes up early enough to get the children ready to school, takes care of her spouse and at the same time ensures that she does not get to her work late. When she gets to work, she immediately gets on the days job and gets home later in the day tired and weary to carry out house hold tasks. This combination of dual role makes household tasks difficult. Researchers further interaction with a number of female teachers in other institutions about household tasks showed that there were a lot of difficulties in teaching and performing household tasks together.

Traditional roles performed by female teachers were related to the modern roles, but modern roles were more diverse which create difficulties. In the same vein, other researchers on employed house wives division of labour, work arrangement and part time job agreed that an employed woman found household job as tasking due to lack of

division of labour, lack of participation of husbands in performing tasks, lack of information and services available on ways to alleviate difficulty in performing household tasks. This necessitates the researchers urge to carry out a study in order to find out the influence of household tasks on the job performance of female teachers in tertiary institutions and the ways to manage these tasks, to enable female teachers be efficient on the job.

1.3 Objectives of the study

The major objective of the study was to find out the influence of complexity of household task on the job performance of female teachers in tertiary institutions in Sokoto State.

The specific objectives were to:

1. Determine the household tasks that are difficult to perform by female teachers on tertiary institutions on Sokoto State.
2. To examine the factors that make household tasks difficult to female teachers in tertiary institutions in Sokoto State.
3. To determine the degree of difficulty of house hold tasks performed by female teachers in tertiary institutions in Sokoto State.
4. To assess how household tasks influence the job performance of female teachers in tertiary institutions in Sokoto State.
5. To determine how household tasks can be managed by female teachers in tertiary institutions in Sokoto State.

1.4 Research Questions

The following research questions were formulated to be answered:

1. Which household tasks are difficult to perform by female teachers in tertiary institutions in Sokoto State.
2. What makes household tasks difficult to perform by female teachers in tertiary institution in Sokoto State?
3. What is the degree of difficulty of household tasks performed by female teachers in tertiary institutions in Sokoto State?
4. How do household tasks influence the job performance of female teachers in tertiary institution in Sokoto State?
5. How can household tasks be managed by female teachers in tertiary institutions in Sokoto State?

1.5 Research Hypotheses

The following null hypotheses are postulated for the study:

HO1: There is no significant difference between the influence of household tasks and the job performance of female teachers in tertiary institutions in Sokoto State.

HO2: There is no significant difference between the influence of household tasks on job performance and the influence of job performance on household task on the female teachers in tertiary institutions in Sokoto State.

HO3: There is no significant relationship between the factors that influence household task and job performance of female teachers in tertiary institutions in Sokoto State.

HO4: There is no significant relationship between influence of household tasks performed and Job Performed by female teachers in tertiary institutions in Sokoto State.

HO5: There is no significant difference in the ways female teachers in tertiary institutions in Sokoto State manage the influence of household tasks.

1.6 Significance of the Study

This research was relevant to the female teachers in tertiary institutions because it had created more awareness in the female teachers that they can cope with the challenges of the contemporary roles of teaching and also managing the home, if strategies such as outsourcing tasks, division of labour and using a module are put to use. The research have also helped other women to use ways of easing influence of household tasks, this can be achieved through interactions especially during ceremonies or women forums and organizations. The study had also helped the institutions because if they utilize those ways of managing the influence of household tasks, it would help the female teachers to be punctual and regular at work, perform her job efficiently and diligently, the research had also helped the home economics curriculum planners to improve home economic curriculum which could helped to widen the knowledge of the home economics teachers as well as the students. As teachers would always be ready to impact new ideas the students.

1.7 Basic Assumptions of the Study

The researcher based the study on the following assumptions that:

1. complexity of household tasks influenced the job of female teachers in teaching assignment, conducting of practical and marking of exam scripts.
2. complexity of household tasks influence the supervision of students' research projects, teaching practice and SIWES by female teachers.
3. complexity of household tasks influenced regularity to place of work and absence at work by female teachers.

1.8 Delimitation of the Study

The study focused on the influence of complexity of household tasks on job performance of female teachers in tertiary institutions in Sokoto State. Sokoto is a city located in the extreme northwest of Nigeria, near where the Sokoto River and Rima River meets. The name Sokoto, which is the anglicized version of the local name Sakkwato is of Arabic origin, representing 'SUK which means market. It is also phrased as Sakkwato birnin Shaihu da Bello. Being the seat of Sokoto caliphate, the city is predominately Muslims and an important seat of Islamic learning in Nigeria. Sokoto State has a projected population of 3,666,999 million, (Census 2006). It is made up of two ethnic groups, the Hausa and THE Fulani. The capital city which is Sokoto had an approximately 2.5 million population which included the minority group, the Zabarmawa and Tuareg. Hausa is the predominant language while Fulfulde is spoken by the Fulanis. Sokoto dominates the broad lowland where the two rivers, Rima and Sokoto meet. It is bounded in the north by Gobir, Kebbi in the South and Zamfara in the east. When the

Caliphate was conquered by the British in 1903, its various components were made autonomous and joined into the government of Northern Nigeria. In January 1967 when States were created to replace regional governments by General Yakubu Gowon, Sokoto became the headquarters of the North-Western State in 1967. In 1976 following the creation of Niger State out of North Western State, Sokoto state emerged with its headquarters in Sokoto. Yet in 1991 Kebbi State was created out of Sokoto and Zamfara was also curved out of Sokoto in 1996. Sokoto metropolis had been the capital of various governments since its establishment by caliph Mohammadu Bello in 1809. The research was delimited to female teachers because it was observed that the female teachers were more concern about household tasks. The reason for choosing female teachers was because they have dual responsibilities of teaching and house care, which also comprised, supervision, preparing meals, shopping, mopping. The study was delimited to two hundred and twenty (220) female teachers in the six tertiary institutions in Sokoto State. This was because, women were now in labour force more than before.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed the related to the study under the following sub-headings:

2.1 Conceptual Framework

2.2 Concept of Complexity

2.3 Concept of Household and Family

2.4 Concept of Job

2.5 Concept of Teacher and Teaching

2.6 Complexity of Household Tasks

2.7 Changing Roles of Women

2.8 Influence of Job on Performing Household Tasks on Female Teachers

2.9 Punctuality to Work by Female Teachers in Tertiary Institutions

2.10 How to Manage Complexities of Household Tasks by Female Teachers in Tertiary Institutions

2.11 Organise Housework Task to ease the influence on job performance of female teachers

2.12 Equitable division of labour for household tasks.

2.13 Empirical Studies

2.14 Summary of Reviewed Literature

2.1 Conceptual Framework

Several scientists have observed that household task is an issue that concerns the people carrying out the tasks. The female human beings are mostly concerned

traditionally about performing household task. Performance of these tasks depends on several factors such as the health status of the woman, her age, materials and equipment available at her disposal to help perform these tasks.

David, David and Julia (1998) stated that influence of household tasks on job performances was based on the believe that in any dual role, the individual could experience some difficulties as to effectively perform both roles. Ideas about household tasks and job performance as stated by Brain (1998) explained that there can be difficulties because performing household tasks requires some mechanism as some tasks have many parts. Household tasks influenced on job performance arise due to lack of planning, procedures and implementation of ideas about when, how and where household tasks can be performed along with other tasks outside the home

2.2 Concept of Complexity

The complexity of household chores may not be in their complications. They can be in their number and overlapping demands in time, energy and resources. They can be in understanding of skills and the complexity of getting them done at the same time with other social demands outside the home. Steidl (1975) in Ajayi (2008) stated that complexity consist of interconnected or interwoven parts. It is involved of intricate, that is a lot of different parts and small details were fit together. Complex implies varying parts, or and complicated schedules. It also stressed the relationship of parts rather than the number of parts. Steidl further stated that for a home maker to plan effectively, she needs the knowledge on how complex a task could be and the understanding of what skill is required in household work. The intricacies of planning activities, their sequence and

dovetailing of activities within and outside the home may be more demanding cognitively than the physical skill. This implies that mental effort has to play a part in home making. Complexity of homemaking tasks has to do with intermittent nature of the activity, that is performing one task in another task or the influence of an external interruption.

Eubank, (1992) defined complexity in social science to mean all things to all people. Eubank stated that it is one of those blanket terms that gave rise to such definitions of sociology as "the science that deals with things everybody knows but nobody understands". Complexity of task according to McGuire, (1992) may also cause emotional burden on women there by reducing their ability to give attention to themselves and the family. The house is the physical setting for family living, therefore, housekeeping has its own worth and dignity. House keeping is the means by which the home setting is maintained and the family needs for food, clothing, shelter, warmth's and other things are met. The work for housekeeping should be for the benefit of the entire family and the resources required for it are those for entire family in managing the home.

Johnson, (1997) stated that despite the fact that complexity is currently a 'hot' research topic, researchers ponder what it is all about, but expert say, "complexity is pretty much in the eye of the beholder". This implies that the degree of complexity that we might input to a phenomenon can depend upon our frame of reference for viewing it. Complexity is used in many different ways and encompasses a great variety of phenomena. Complexity is a short hand tool for thinking and communicating about various aspect of the phenomenal world. Due to numerous conceptions about the word complexity, many theorists, in order to suit their own purposes, prefer not to define complexity precisely. Nusbaum, (1999), stated that there was nothing anomalous in the

apparent complexity of household composition in the Caribbean. Concepts from complexity science are familiar experiences for those working in primary healthcare centres where basic health services are rendered.

Lioyd, (2000) explained that rather than trying to define complexity, it is better be identified with the following properties that are commonly associated with the term. These properties are:

1. Complex phenomenon consists of many parts or items or units or individuals.
2. There are many relationships or interrelationships or interactions among the parts.
3. The parts produce combined influence that are not easily predicted and may be novel, unexpected, and even surprising. Lloyd argued that social phenomenon were more complex than other natural phenomenon because they were more numerous, more unstable, more disorderly, more tangible, more difficult to understand. Oxford Advanced Learners Dictionary (2001) defined complexity as the state of being form of many parts, the state of being difficult to understand. Complexity science sought to understand complex systems. Complex systems such as people or organizations are diverse as small differences become noticed through interaction and feedback.

2.3 Concept of Household and Family

The family in the African setting is a pleasant unit consisting of all sub-units of the extended relations, including nephews, cousins, nieces etc, provided they are under one household. In our context, the family could mean father, mother and then children alone. It could mean father, mother, their biological children other relations living

together. This unit could include distant relations and other dependants, provided they are living under the same roof and under the same household leader. According to Gronau (1980) family includes all forms of kin based household; some are extended families containing three generations of married brothers or sisters. Some are grand families descended from a single pair of grandparents. Gronau (1980) further stated that some kind of family exist in all known human societies, although it is not found in every segment or class of all stratified state societies. Greek and American slaves, for instance were often disrupted by sale, forced labour, or sexual exploitation. Nevertheless, the family was an ideal setting which were as classes, most people attained when they could.

Human beings live in a society that is complex which offers the individual a wide range of possible lifestyle and social involvement in numerous institutional settings. One of the institutional settings is the family (Kimmiel, 1982). The composition of family may differ from one society to another and from one socio-economic group to another or from one era to another. Peil (1982) and Syre (1992) stated that some are compound families in which one man has several wives or one woman several husbands. Others are nuclear families composed of father, mother, and children. Anfani- Joe (1993) explained that family is a group of people related to one another by blood ties. It is a nucleus from which a society develops. Advanced learners dictionary (2006) defined household to mean people living together in a house, while family is a unit bonded with relationship connected by birth. It may form up a large extended family particularly within the context of African society.

The World Book Encyclopaedia (1998) described family as a group of related people who share a home. Family also refers to ancestors and other relations. Most

families are based on kinship. This implies that members belong to the same family through birth, marriage and adoption. However, any group that is not based on kinship think of themselves as family because they share a home and feel ties of affection. Komolafe (2001) stated that some families are matrilineage household in which brothers and sisters share a house with the sisters children, and men merely visit their other homes. The home is the centre of family activities. These activities include decision making, and implementation, shopping and entertaining guests.

Household is a basic residential unit that houses a family. It is a unit in which child rearing practices are organized and shelters are provided, tasks are carried out. It is a place where economic production and consumption, inheritance are allowed to take place. It is also a basic unit of analysis of so many social, economic and employment responsibilities. This and other reasons bring about complexity in performing tasks in the home. Household and family are treated synonymously especially in western societies where the nuclear family is the most common family structure. http://en.wikipedia.org/wiki/household (2001).

2.4 Concept of Job

Changes on the role of women over the years have been on the increase as the need for dual role increases. With social changes and attendant challenges of expansion and development manifested in different facets of life, the high standards makes the input from the man alone not to meet the family demands. Wheeler, Card and Avery (1981) asserted that additional resources through paid employment, liking of tasks, family income, social class and education have been related to household tasks and these make

tasks complex. These findings are supported by Hakim, (1986) who stated that responsibility for family tasks follows the interest of spouse rather than traditional role expectation. On the family development theory, it was found that the age of the husband and number of years of marriage were related to increase women responsibilities with regards to household tasks.

According to McGuire and Popkin (1992), the necessity for a woman to play dual role in the household such as in income generation and in reproduction imposes immense pressure on women's time, labour and attributes. Women are often exhausted with role overloaded. The role of being at the place of work as a civil servant, the responsibility of attending to other matters in the office and the physical labour involved in the performance of certain task at home may be so heavy that it becomes detrimental to the woman's health. Baxter (1993) , stated that women who spend longer hours in paid employment are likely to be dissatisfied with the way domestic labour is organised than women whose hours on paid job is less because they spend more time on paid and unpaid work in total than women who are not in paid job. Baxter stated further that women might be more satisfied with kinds of division of labour if their husbands participate in some non-traditional areas of domestic work. For example, if men regularly take care of cooking meals, or help with cleaning up after meals, women may be more satisfied rather than in cases where men do no indoor tasks.

Osagie (1994) posited that expansion and development have necessitated the women from deviating from their traditional roles to seek education, occupation and remunerated jobs to establish some degree of economic security in the home. Women since then, take up such jobs as Nurses, teaching, secretarial works, banking, military,

paramilitary jobs and host of other employments. In the same vein, Osagie (1994) stated that most of these women have returned from work torn and tired to a chaotic household and wondered why that could happen. Osagie further stated that aside from all tasks performed, a man and other family members would hope to meet the housewife ready to attend to them when they return from work as well as other family members. Women in most cases, in spite of her demanding job and relative earnings still has to carry load at home. She most of the time assumes the greater burden of keeping the family unit running smoothly.

According to Kleih (2001), community involvement towards maintaining society has revealed distinct role as played by male and female members of the community. The statement goes on to add that the women's rights, privileges and opportunities in a society are suppressed or marginalized in many communities. Changing role of women over the years have been on the increase as the need for dual role increases. With social changes and attendant challenges of life and living manifested in the high living standards of families, the input from the man alone could no longer meet the family demands.

Ojo (2008), in the same perspective stated that a woman is loaded with an array of responsibilities. These responsibilities as a wife having several roles to play for her husband, parent in law, husband relatives and family friends. As a home maker, she is expected to take care and ensure that her home environment is clean, neat, comfortable and inviting. If she is gainfully employed outside her home, she has job expectations, combining office work with her home making tasks. Here house hold tasks are regarded as her primary assignment, while the performance of its task may not attract any assistance from her husband, in-laws or her children. These, in addition to other roles

bring a lot of pressure on the working house wife, such multiple responsibilities does not allow her to have enough time for herself. She may not even have adequate time to perform these and other roles.

2.5 Concept of Teacher and Teaching

Teachers in tertiary institutions like that of any other school is expected to be an embodiment of knowledge whose authority is legitimized by his role as a leader. A teacher is expected to exhibit high skills and intellectual efforts. The teacher is also expected to work for and envisage changes that may occur in education. The teacher is in the position to suggesting new ways of improving the curriculum and syllabus to cope with the ever changing world. According to Ezewu (1985), a teacher is expected to use his experience and knowledge acquired both at school and on the job to transform the school. Ezewu (1985) stated further that a teacher has not only learn the various school subjects but also learn to behave in a way befitting the people whose responsibility it is to build the young generation. Okebukola (1995) defined teachers as those who work in schools, providing education for learners. In the same vein. Ukeje (1995) believed that although education unlocks the door to modernization, it is the teacher who actually holds the key to that door. The teacher negotiates meanings of objects, an idea, event or concept with the learner. A teacher is a facilitator of learning.

Okoro (2004) defined a teacher as a person who is charged with the responsibility of helping others learn and believe in new ways of doing things. To sum up these definitions, the teacher has a lot of roles to perform by helping individual learners adapt to the changes of the time. These roles added with that of the home often make

household tasks complex to perform by female teachers. Teaching on the other hand is a process of imparting knowledge to the learner. It is an act of effecting change in an individual through a medium by a teacher. Therefore, a teacher according to Ekborg (2003), has to be well informed and use appropriate teaching methods in a conducive learning environment. Teaching is also a means through which knowledge is transferred to learners by the teacher in order to assist the learners in preparing them for their occupational roles. Newsam (2008) was of the opinion that the purpose of teaching is to ensure that those taught acquire a prescribed body of knowledge and set of values. These knowledge and values are taken to reflect a society's selection of what is required to transmit to its future citizens and requires its future workforce to be able to do.

2.6 Complexity of Household Tasks

Household task is complex, but the complexity involved in it depends on the dual role responsibilities female teachers in tertiary institutions in Sokoto State are engaged in. Complexity is viewed according to Edmonds (1996) as the degree of difficulty of a problem and an attempt to finding ways of its simplification. In household tasks performance, the use of family resources both material and non material resources such as mental work, money, physical power of the members of a family are required. In carrying out any tasks, the worker considers the number of positions, the duration of the tasks and the feelings, that is whether the tasks is liked or disliked and the conditions under which the tasks is to be performed. It is these and other external factors such as interruptions that will determine whether a particular tasks is complex to perform or not.

Karen, Carmi and Miller, (1997), stated that the working conditions of housework do not differ greatly from those of paid job. That was why this research aimed at finding out the influences that exist in performing household tasks and performing job outside home. Cognitive component of the worker is also a fundamental part of being able to perform tasks. This cognitive components involves thinking which is one of the essential aspects for successful performance of household tasks. Schooler, Miller, and Richhand (2000) stated that women in paid job react similarly to paid job and housework conditions and this is not the same case for men due to the fact that women's soul responsibility is in the home while the men are the providers of goods and services needed at home.

Schoolar et al (2000) also stated that women mostly do a wider range of household tasks than men and the influence on women is psychological whether they are employed outside the home or not. It is believed that some demographic variables such as age, health status, number of children, educational attainment has influence on how complex household tasks is to women, this is because these demographic factors are likely to add to the strain of performing a particular tasks than the other (McGovern and Meyers, 2002). Number of hours women spend in paid job per day have increased in some places and this has decreased their time to perform household tasks. The complexity comes in here because the female teacher has little time to be at home to ensure that household tasks are performed without rush otherwise it creates complexity (Ramey, 2006).

2.7 Changing Roles of Women

A family is influenced by each member's life in the home and by the roles each member plays. Ajayi, (1983) pointed out that, as time passes certain changes take place and these changes can include those in the stages of life cycle. Educational and Occupational commitments of young wives contribute to a more complex setting for family life. Ajayi further stated that the choice of task and work methods of the house wives should always be based on thorough understanding of all cost of work as people differ in their needs to conserve physical resources and their standards of achievements. In the same perspective, Ramu, (1989) stated that both husbands and wives in dual earner families in India perceived men mainly in their assumed roles. These expressions agreed with the Nigerian situation where men and women perform separate roles.

Ramu asserted that while the men hunted for animals, the women are busy giving birth and are caring for children in addition to hunting. Saror, (1990) noted that the wife is allowed to take her own trade but it is the men's responsibility to provide for her needs. Anyakohoa and Eluwa, (1990) stated that women's roles are to bare children and nurture. The women prepare the foods and serve meals for the family, look after the husband and her children, take care of the house, contribute to the education of the children by meeting some educational needs and also serve as a role model for the children. This situation where men provide for the home made them the bread winners. However, with social challenges of development, women have deviated from these roles to seek for education, occupation and remunerated works to achieve some degree of economic balance in the home, (Osagie, 1994).

Discussing issues on women's changing roles, Hill, (1999) reported that women have entered paid-workforce in large numbers and participating roles for women between the ages of 20-64 increased dramatically. As it has been observed, employed women do less house tasks now as was described before than non-employed housewives. Many household members cannot actually say how much time is spent on each task, for example, house cleaning, meal preparation and other household tasks. Anyakoha and Eluwa, (2004) stated that women are the engineers of the home, because of the ways they manage to conserve enough for the enjoyment of life with their families. To achieve higher satisfaction in carrying out household tasks women need to understand the use of time.

Titilayo, (2000) agreed that traditionally women are regarded as child bearers, whose activities are usually limited at home as the homemaker, these responsibilities prevented their active involvement in work outside the home. Going by the above statements, it is understood that all the authors cited, agreed that the traditional role of women is that of the nurturer, and a manager which is rapidly changing. In many societies, women's roles are influenced by the cultural norms and the gender issues which determine the position of women in the society. Often times women's role were often domestic and marital roles which are part of the cultural norms. Komolafe, (2001) asserted that women, whether they are employed or not, the society regards them as secondary to their husbands who are accorded the "head of household".

To buttress this assertion, Komolafe, (2001) said that the earliest prehistoric people probably lived in groups made of families where women were responsible for performance of household tasks. Saror, (1990) stated that the preparation and serving of

meals is one of the exciting roles of women and it involves other roles like chopping of firewood, milling food items like pepper, millet and other soup ingredients as well as cooking. Kore, (1995), in his study on cultural and spiritual roles of wife and husband discovered that in most cultures like among Yoruba and Hausa couples, domestic duties appear to be solely within the domain of women. Any participation by men in this area may be viewed as men trespassing beyond their stipulated roles. Sanks, (2001) reported that dual earner couples experienced maximum satisfaction in performing their gender roles. This signifies that women employment does not alter sex role perception and should not deter women's role of performing household tasks.

Women were regarded as child bearers and homemakers whose activities were usually limited to the home, their responsibilities prevented their active participation of work as they have wanted. On the same perspective, women by biological constitution have been recognized as mothers and nurturers of children. They plan and cook meals and take care of the house, thus they occupy a central position in determining the quality of life for the household and the community. On the whole, women create the joy of homes. In a lot of instances, men call the shots but women determine the direction of the shots. Thank God, education is playing significant role today.

Changing role of women are stressful because the person concerned has to taggle between work and family responsibilities. In previous generations, women who combined both career and family roles were seen to be flaunting the socially accepted norms, (Parker and Author, 2004). It was known that few women were in dual role but nowadays it is like a rule that every woman capable should be in the labour force. As

part of the changing roles of women, juggling long hours at work, life long learning commitments, and responsibilities for home and family are evident.

Role is defined by Ebaugh (1988) as involving behavioural expectations associated with a position in a social structure. That is to say that a function assigned to a person in accordance with that persons job position or dictates is carried out. It is in recent times that a woman has to juggle the multiple roles of earning some income and taking care of the home and these are with a lot of challenges.

Women changing from their traditional role to enter labour force occupy a growing segment of the populations. Hester and Dickson (2005) stated that juggling work life roles has become more of the norm today, many of the challenges inherent in dual roles today were remarkably similar to those reported 20 years ago. The changing role of women have necessitated women in dual role to face the complexity of managing household supports such as house keepers and day care providers, thus the women are finding it difficult to pay for the extra help they need. This support team adds another role to the many juggling roles. Time is another constraint of the changing role of women. Time is money says an adage. Time is required for the women to spend with children, spouse, friends who may visit and other important activities, time for cleaning and cooking becomes inadequate for the working woman, because of these changes such as new job and increased responsibilities at work. Exhaustion is another challenge woman experience when they change role from being full time housewife to become a career woman. Among other challenges are having little energy for activities due to health status, with insufficient sleeps, depression, difficult in concentration, poor work performance and increase in weight gain (Hill, 2004).

Changing roles of women also make them become vulnerable to the impact of stress from the role over loaded. This is so because they have to retain their primary responsibilities for housework, child rearing and elder care. Many women have to sacrifice sleep and risk their personal wellbeing as they tried to do all the housework.

2.8 Influence of Job on the Performance of Household Tasks on Female Teachers

Komolafe (2001) stated that women's economic activity and what they earn did not reduce their contribution to household labour in societies where marital power and financial resources remain in the hands of men. This implies that outside job performed by women in some societies do not help to relieve her of some burden of household tasks because the man still takes charge of her income. Women find it more difficult to reschedule their time for paid jobs and their time for household tasks, this is because both requires a great amount of time. Since all individuals have 24 hours per day at their disposal. This therefore results to improper management of time. Rubinstein, Meyer and Evans (2001) stated that women in their schedule of household tasks have already a lot of tasks in a limited amount of time. This implies that the multitasking of household work and that of the paid job may reduce productivity rather than enhance it.

In the same perspective Haddock (2002) suggested that to be able to make appropriate use of time in household activities, the home maker may choose to invest in time saving equipments such as washing machine, yam pounding and by also clustering similar activities to be done on the same day. Both researchers suggested that women need to re-evaluate priorities and allocate their time accordingly and access external support such as house keepers and child care providers, or seek to get some household

tasks done outside the home and payment made for such tasks like pounding yam, washing and ironing can be done outside the home. In previous generations, women who combine both carrier and family roles were seen to be flaunting the socially acceptable norms (Hester and Dickson, 1984). In such cases couples may need to negotiate whose carrier comes first. Such negotiation may have a significant impact on work as well as on family especially as value conflict had been identified as contributing to burnout from roles.

Maslach and Leiter (1997), stated that some dual career relationship are more complicated than others, especially on relocation, job expectation or when the woman is working late, and when working on weekends interferes with family responsibilities. Dairo (1999) analysed that one (1) out of eight (8) men aged 15 – 59 were not in labour force and more than half of the women in the same age group were in labour force. This deduced that the numbers of women in labour force were closely related to the number of men in labour force. In the same perspective, Elloy (2001) stated that researchers' studies in different countries had revealed similarities among the issue of working class women across cultures.

Finance also influenced job performance on women. Women in particular did not think that they could work less at present time, nor could they justify the increased expense of home support, yet they felt cheated about the time that work was taking from their priorities. Time is another impact identified as it influences women in job performance. Time to spend with their spouse, children, parents, or friends, time for important activities such as exercises personal or professional development and time to

do necessary things around the house such as cleaning and cooking, coordinating busy schedule is difficult, this inevitably makes the whole situation complex.

Recently, Parker and Anthur (2004) acknowledged that, what was once an exception has now become the rule that every capable woman need to have a paid job. Exhaustion is another effect employment poses on women. According to Neavlt and Rickerell (2005), women complain of constant stress and have difficulty finding any sort of balance in their lives. After working long hours, during the week, little energy is left for the weekend activities. Going by above estimates, Idrovo and Hernaez (2008), stated that the rise of female labour participation, the transition to dual earner families and the overall socioeconomic changes had influenced family life and the way domestic labour is perceived and carried out.

2.9 Punctuality to Work by Female Teachers in Tertiary Institutions

Punctuality originated from the middle Latin word punctualis, meaning a point. All humans have the same amount of time to use each day, therefore to be punctual implies that an individual had to stick to the time he or she is expected to start some things or do a piece of work, for example to teach a lesson. Punctuality is commonly viewed as being on time. An individual's punctuality to doing any work or being some where at a particular period is determined by the time available. Punctuality is therefore discussed when it comes to the teachers role as to be on the job at a particular time. Some times due to complexity in household task female teachers in tertiary institutions were not able to get to their duty post at the time expected of them. The researcher looked at the importance of punctuality to work and the reasons why some women in employment in the tertiary institutions do not get to work on time. The reason is not far

fetched, it is largely due to the work load at home each morning. Punctuality, more specifically in the work place is essential to gain respect from employer and coworkers alike.

According to Zamkus (2011), punctuality reflects courtesy and consideration for employer and co-workers. As continually tardy employees gain a reputation from employers that they can not be trusted. This explained why an employed woman can be tardy because she had to carry out some essential household tasks every morning. Tasks such as preparing the children for school and taking care of spouse and other members of the family. Punctuality on the other hand reflects the importance and value placed on the job. Reporting to work early gives the employee time to do what is called catching the breath, which implies getting set with all it required to carry out the day's work for example teaching or supervision. This reflection, the employee sometimes believed that rushing in, hurrying to, and hoping that the boss will not see when the employee is late reflects a lack of importance placed on the job.

Finally, punctuality should be a habit to be learnt by valued employees so that they can be honoured by their employers. Zamkus (2011) further stated that earning respect of an employer and fellow employee is usually related to work performance. The reputation for work performance then begins with punctuality. A determination to be punctual will develop into a habit of punctuality, which will aid gain of respect in the work place. Punctuality to work is one aspect of teaching which female teachers in tertiary institutions in Sokoto State might be guilty of as the early morning household chores always make them go late to work and sometimes develop to tardiness by some female teachers.

2.10 How to Manage Complexity of Household Tasks

Household task is complex and can place stress and strain on the female teacher. Nonetheless, there are a lot of strategies that can be employed towards having one form of relief or the other. Bryanti, (1996) study revealed that married women were found to spend much time in labour market in 1960s than they did in 1920s. Today, they are more in number than ever before. These women were found to spend more time in the family care activities, investing in the welfare and human capital for their children. The study further stated that women participation in labour force, education, and family size, increase urbanization, rising affluence, institutional and vocational changes had all contributed to the decline of performance of household tasks by married women. In relating women education to division of labour, opportunities opening up for women in America, Britain, Western and Eastern Europe as well as developing countries like Nigeria had brought decreased participation of women in the household tasks.

2.11 Organised Household Task to ease the Influence on Job Performance of Female Teachers

Marital equality or partnership is one of the strategies women could employ for successful balance of family and work. There should be equitable division of labour (Haddock, 2002). To address the challenges of juggling multiple roles, effective communication, acknowledging negative feelings and recognizing that spending time together is an important success strategy will help. According to Karen, (2005) work place arrangement may assist or hinder individuals and families in balancing the needs and expectations of their work and family roles. Aalto, Varjonen and Leskinen, (2005)

stated that work life balance is one of the most discussed issues in today's family life. Flexible working hours, intra-family division of labour and out sourcing house work are the main coping strategies that could help provide work and family balance. This can be provided through household help credit, life cycle approach and the organization of everyday life.

There are a number of changes in the labour force, the industrial relation systems and the way work is carried out in the United States of America, women's levels of participation in the labour market vary during their working life that is why the participation rate of married women is lower during the childbearing age range of 25-35 years. This is not the case in Nigeria where a woman can be employed at the age of 35 as long as the job can be performed, with only the exception of military and paramilitary organizations.

2.12 Equitable Division of Labour for Household Tasks

Work-family is a more positive way of viewing work-family relationship. Work-family balance in researchers view involves the arrangement of work and family roles as it suits work and the household. Work-family balance is a term that refers to an individual's perception of the degree to which that individual is experiencing positive relationships between work and family roles. It is a situation where the relationships are viewed as compatible and at balance with each other (Kossek, 2001). Studies had being on the increase in these aspect of work-family balance which most researchers assumed lack of it can result to family conflict. Individuals have limited time and resources to allocate to several family responsibilities. This invariably may hinder the actualization of

the expectations of the employer to the employee who is a woman. The negative perspective on work-family balance is the work-family conflict. It is assumed that dual role creates distraction, depletes resources which may result in work overload.

2.13 Empirical Studies

Ojo, (1998) carried out a study on the marital and job satisfaction of employed wives in Kaduna State. The objectives of the study were to find out the relationship between wives perceived marital satisfaction and job types, work involvement level of education and work experience among others. It was also to find out what type of job gave what type of satisfaction. The population used was one thousand nine hundred and ninety four (1,994) which comprised of working women in public organizations including the civil services, the private sector, the self employed and institutions of higher learning. Out of the population, 1,040 representing 52.2% were sampled which comprised the three zones into which Kaduna State was divided.

Stratified sampling into professional, technical and managerial cadres were used. The sampled population was randomly selected from each stratum. Instrument used for the study was a self designed questionnaire which consisted of ninety six items spread over six sections. Statistical techniques used were the descriptive statistic of means, standard deviation and standard error. Pearson Product Moment Correlation Statistics was used to find the relationship between different independent variables and the dependent variables at 0.05 level of significance to test the Null hypotheses formulated. Also regression analysis was used to determine which type of job provided what type of satisfaction.

The findings of the study revealed that the perceived marital satisfaction of an employed wife was not affected by her work type. Also educational level was related to women's marital satisfaction, number of children also affected marital satisfaction, among others. The present study is related to the past study as the study used women in employment and marital satisfaction. It is also related because both studies used self designed questionnaire to collect data. The previous study used regression analysis for null hypothesis that determined which type of work provided which satisfaction, while the present study used chi-square PPMC to analyse data. There was disparity in the population as the previous study used employed women in Kaduna State, but the present study used only female teachers in tertiary institutions in Sokoto State.

Komolafe, (2001) conducted a research on the satisfaction of employed housewives division of household chores in Katsina State. The objectives of the study were, to identify both the traditional and the modern roles of wives in a home. It was also to find out that the household activities that are liked and disliked by the housewives and evaluate the level of satisfaction of wives with the division of household chores by husbands and children. The relationship between age of marriage and participation of household chores by husband. The research employed the survey design. The population for the study was one thousand, one hundred and sixty seven (1,167) out of which by a stratified random sampling, three hundred (300) women were selected as samples. Instrument used for data collected was questionnaire in relation to the objectives, research questions and null hypotheses of the study. Pearson Moment Correlation statistics and the T -test analysis were used to test null hypotheses at 0.05 level of significance. The present study is related to the previous study in the areas of statistics

used at 0.05 level of significance. The present study used descriptive survey research design but the studies have some differences in the areas of population and husbands status.

The previous study was similar to the present study in the aspect of division of household tasks among members of the family. The present study did not find out the relationship between age of marriage and participation of household tasks by husband, and children but only considered the number of children which may influence the performance of household tasks by employed mothers.

Karen, Duncan, Racheal and Ruth, (2005) conducted a research on how work arrangements including flexible schedules, home based, shift and part time work have changed the effect of these arrangements on respondents satisfaction with their work-family balance. Descriptive survey design was used for the study. The population of the study comprised employed women and men, aged between 18-64 years, from the 1992, 1998 and 2005, time use cycles of Statistics Canada General Social survey. Preliminary results of the study indicated significant gender differences; flexible schedules were also associated with increased satisfaction with work-family balance for women; self employment with decreased satisfaction with balance for men. Part time employment was associated with increased satisfaction with work-family balance for both women and men. The result indicated that a "one size fits all" approach by policy makers and employers in formulating workplace policies that assisted employees to balance their family and work lives were found to be ineffective. Also, a flexible approach that gave ease for a particular category of individuals had better assisted employees in achieving satisfaction with their balance of family and work responsibilities.

The previous study was on work arrangement as the present study was about female teachers' job performance and household tasks. This showed the relationship between the two studies because work arrangement can positively or negatively influence job performance and house hold tasks. The previous study was a longitudinal study that took 3 years, while the present study was descriptive. Both studies were interested in determining how women's job and household tasks was related. The previous study used regression analysis for data collected, while the present study used Chi-square and Pearson Product Moment Correlation Co-efficient (PPMC) Statistics. The present study recommended the promotion of work-family balance through energy allocation between roles and through the provision of dependent care support or leave from work to allow some ease.

Jatau (2007) interviewed three hundred and ninety one (391) working class and non-working class wives in Kaduna State, Nigeria to find out the relationship between time management and stress management in performing household chores. It also investigated the causes of stress among working and non-working housewives. Questionnaire comprising 30 items were used for working housewives and 20 questionnaire items were used for non-working housewives. The study showed that there was no significant difference between working and non working housewives on how they managed time. Also stress was always a common phenomenon among both categories of women. The present study was related to the previous study as the present study suggested appropriate management of time through planning and the use of labour saving devices in performing household tasks, while the previous study was about the relationship between time and stress management. Stress could result from work

overload from the activities at home and at job places work overload may be due to lack of time management.

Emmanuel (2010) carried out a study on the assessment of major factors influencing the performance of household tasks among women civil servants in Lagos State. The objectives of the study were to identify the household tasks performed among women civil servants of different educational status and the frequency at which women civil servants of different marital status performed household tasks. It was also to determine the availability of labour saving devices among women civil servants of different occupational level for the performance of household tasks in Lagos State. The population for the study was five thousand two hundred (5,200) women civil servants of different income level in Lagos State. The representative sample for the study was five hundred and twenty (520) women civil servants which represented 10% of the population. Instrument used for the study was a self designed questionnaire which consisted of seventy six items spread over six sections.

Statistical techniques used were the descriptive statistic of means, standard deviation and standard error and ANOVA was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that there was a significant difference among women civil servants of different educational level and the type of household tasks they performed. The findings also indicated that there was no significant difference among women civil servants of different marital status and the frequency of performance of household tasks. It further revealed that significant difference did not occur among women civil servants with different income level in relation to the hours spent on the performance of household tasks.

The present study was similar to the previous study because the previous study discussed the major factors that influenced performance of household tasks among women civil servants while the present study discussed the influence of complexity of household tasks by female teachers. Both studies focused on women. The present study discussed complexity of household tasks in relation to salary level of female teachers and the previous study discussed performance of household tasks in relation to income level. This was in order to ascertain how the salary or income level had assisted the female teachers in tertiary institutions in Sokoto State and the women civil servants in Lagos State. Although the studies were similar, the present study used chi-square and PPMC to analyze data, while the previous study used only ANOVA for data analysis.

Idrovo and Harnaez (2003) conducted a study on how household tasks were perceived by women in Bogota, Columbia. The objectives of the study were to find out the skills Bogota women required in performing household tasks, the level of education or level of preparedness needed in fulfilling the requirements of household tasks. It also assessed those involved in performing what type of household tasks. The population for the study was Bogota upper class population of men and women who were aged 35 years or above and were on paid jobs. Sample used for the study was the entire Bogota, Columbia population. Instrument used for the study was a questionnaire. The findings revealed that the peoples perception on the skills household work required was based on their culture, social interaction and economic status of the population. The findings also revealed that the women lacked knowledge regarding care of the family and how to carry out domestic tasks to ease difficulties in performing some tasks.

The present study was similar to the previous study in aspect of how to carry out household tasks, while still on paid job. The present study is different from the previous study in the area of population. The present study used female teachers in tertiary institutions in Sokoto State, while the previous study used Bogota men and women. This indicated that, men also participated in household tasks in Bogota, Columbia. This was in contrast to the traditional belief that performing household tasks was the concern for women alone.

Another study conducted by Joan, Marilyn and Jeanner (1975) was on psychological, social and economic influence of employment status of the Wife-Mother. The study sought to find out whether socio-economic, psychological variables influenced the employment status of the wife-mother. To also determine whether higher educational attainment of the wife-mother influenced the performance of household tasks. It also sought to find out whether the wife-mother was satisfied with her employment status.

The population of six hundred and seventy nine (679) working and non-working class wives was used for the study. Equal numbers of working and non-working wives were used as samples for the study. Multivariate Regression Analysis was used to determine the factors that influenced the employment status of the Wife-Mother. The study revealed that psychological variables such as perception, satisfaction and aspiration of the wife-mother influenced her employment status. It also revealed that family interaction, role relationship and sociability influenced the employment status of the wife-mother, thereby influencing her performance of household task. The study revealed that the Wife-Mother's perception about her husband's feelings about her paid job influenced her employment status.

The present study was related to the previous study on the aspect of job performance of women. Other differences between the present and previous study was in the method of data collection. Present study used survey and involved the entire population while the previous study used stratified randomization to sample and collect data from the population. The present study did not consider psychological, socio-economic status of the employed mother. This also had to consider that apart from house hold tasks, other variables such as satisfaction derived from the paid job, and what a female teacher aspired to become could be influenced by the complexity of household tasks.

2.14 Summary of the Reviewed Literature

This chapter had reviewed the related literature for the study. At the introductory part it discussed the concept of complexity in general, and as related to household tasks. The review highlighted the aspects of household and family, traditional role of women, concept of job and how it influenced female teachers' job performance and also compared the rate of involvement of women in the past and the present. The review also touched on how employment can blend with family life so that no aspect is neglected. Strategies female teachers can adopt for effective work-family balance were also discussed. These included appropriate use of time, arrangement of work or task, use of household technology and division of labour.

Also the studies discussed some related studies that were conducted by different researchers. The review highlighted that household tasks required skillfulness and this required women's cognitive abilities in planning, attention and judgement. It also

highlighted that husbands' perception about women's outside job influenced female teachers' performance on the job. It was also revealed that some female teachers preferred one household task than the others. Above all, the studies also revealed that the skill a woman had to perform household task was based on cultural, social and economic perspectives.

It revealed that household tasks had been a gender issue traditionally which demanded that the role of house care was solely on the women. It also revealed that marital satisfaction of employed women civil servants depended on their definition of marital satisfaction as there are individual differences in whatever activity individuals performed. Finally the review discussed some empirical studies that were similar or related to the present study. It revealed that availability of labour saving devices would go a long way to reduce time and energy spent by female teachers in the performance of household tasks. Also where there were grown up children, they could also help perform some tasks, but this was not always available.

The gap that existed between the previous studies and the present study were in the area of the focus for the researches. The previous research viewed the household task in relation to employment status of women in general and in different states like Katsina, Kaduna, Lagos and others in Bagota (Columbia). While the present study worked on the relationship and differences between job performance of female teachers to their household task, and the influence household task had on the jobs of teaching, supervision of students written projects, supervision of students industrial work experience scheme (SIWES), marking of scripts and conducting practical lessons

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter dealt with the design and methodology used to collect data under the following sub-headings.

3.1 Research Design

3.2 Population for the Study

3.3 Sample Size and Sampling Procedure

3.4 Instrument for Data Collection

3.4.1 Validity of Instrument

3.4.2 Pilot Study

3.4.3 Reliability of the Instrument

3.5 Procedure for Data Collection

3.6 Procedure for Data Analysis

3.1 Research Design

Descriptive survey research design was used to carry out the study. Gay (1989) in Bello and Ajayi (2000) defined descriptive survey research design as the design for collection of data in order to test the Null hypotheses or answer research questions concerning the current status of the subject of study. The descriptive survey method was used to source data from 220 Female teachers in tertiary institutions in Skoto State.

The designed was suitable for this study because the study required data collection from various institutions as the instrument for the collection of data was the self designed questionnaire. It was also because descriptive design was supposed to find out what is happening at the moment.

3.2 Population for the Study

The target population for this study comprised of 220 female teachers in the six tertiary institutions in Sokoto State. The population comprised seventy eight (78) female teachers from Shehu Shagari college of Education, Sokoto. Seventy four (74) Female teachers from Usman Dan-Fodio University, Sokoto forty-four (44) female teachers from Sokoto State Polytechnic Sokoto, twelve (12) Female teachers from Sokoto State school of Nursing and Midwifery, Sokoto Two (2) female teachers from Usman Dan-Fodio University Teaching Hospital, School of Nursing Sokoto and ten (10) female teachers from Usman Dan-Fodio University Teaching Hospital School of Post Basic Midwifery Sokoto as shown in Table 3.1.

Table 3.1: Population for the study

S/N	Names of Tertiary Institutions	Population of Female Teachers in each Institution
1	Shehu Shagari College of Education, Sokoto	78
2	Usman Dan Fodio University, Sokoto	74
3	Sokoto State Polytechnic, Sokoto	44
4	Sokoto State School of Nursing and Midwifery, Sokoto	12
5	Usman Dan-Fodio University Teaching Hospital, School of Nursing, Sokoto	02
6	Usman Dan-Fodio University Teaching Hospital School of Post Basic Midwifery, Sokoto	10
	Total	**220**

Sources: Establishments and record offices of the institutions (2010).

3.3 Sample Size and Sampling Procedure

All the total population of 220 respondents from the six tertiary institutions in Sokoto State were used as samples for this study because of the small size of the

population. This agreed with the population procedure by Akuezuilo and Agu (2003), that it was desirable to study entire population when the population for the study was small.

3.4 Instrument for data collection

A self structured questionnaire was used to collect data from the respondents. The questionnaire was in five sections: A, B, C, D and E. Section A consisted of demographic data and Section B sought the opinions of respondents about household tasks that are complex or not complex to perform. Section C sought to opinions of respondents about the factors that make household tasks complex to perform. Section D sought the opinion of respondents about the degree of complexity of household tasks. Section E sought for the influence of complexity of household tasks on job performance of female teachers in tertiary institutions. The respondents indicated their opinions on various degree of likert scale according to opinion sought.

3.4.1 Validity of the Instrument

A self structured questionnaire was subjected to vetting by two Home Economic Lecturers and one Statistician in the Faculty of Education, Ahmadu Bello University, Zaria. This was to check for any ambiguity on the questionnaire. The corrected questionnaire was used for the pilot study to ascertain the validity and the reliability of the instrument.

3.4.2 Pilot Study

A pilot study was conducted over a period of a week in Kebbi State in four tertiary institutions. The pilot study was conducted on 20 female teachers, five each from the University of Aleiro, Waziri Junaidu Polytechnic, Birnin-Kebbi, Kebbi State School of Nursing and Midwifery, and College of Education, Argungu, Kebbi State. Kebbi State was chosen because it has similar culture, geographical affiliation and customs with Sokoto State and was carved out of Sokoto State. The researcher administered the pilot study with a help of a research assistant in each of the institutions. The completed questionnaire for the pilot study was collected through the research assistants.

3.4.3 Reliability of the Instrument

The data collected from the pilot study were coded and statistically analyzed for reliability co-efficient using Guttman option of split –half and Spearman Brown's reliability co-efficient. The reliability co-efficient of alpha level was0.978 and standard alpha level was 0.0983, According to Spiegel and Stephens (1999) the value of reliability co-efficient lies between O and 1.

Therefore the closer the calculated reliability is to zero (0), the less reliable is the instrument and the closer the calculated reliability co-efficient is to one (1) the more reliable is the instrument. This therefore showed that the reliability co-efficient for this study was closer to one. Therefore, the data collection instrument used for the study was fit to be used for the main study'

3.5 Procedure for Data Collection

An introductory letter from the researchers institution, Ahmadu Bello University, Zaria was submitted to the establishment of Shehu Shagari College of Education, Usman Dan-fodio University, School of Nursing and Midwifery, and in the staff record office of Sokoto State Polytechnic. The researcher with the help of the trained research assistants (one each from each of the institutions) administered the 220 copies of the questionnaire to the respondents in the various institutions. The questionnaire were distributed based on the number of female teachers in each of the institutions as shown on Table 3.1.

3.6 Procedure for Data Analysis

Data collected from the respondents involved in the study were analysed in percentages and mean for the demographic data, mean, a standard deviation for research questions, while chi-square was used to test null hypothesis 1, 2 and 5 and Pearson Product Moment Correlation Co-efficient (PPMC) was used to test Null hypothesis 3 and 4, chi square was used to test the differences while PPMC was used to test the relationships on hypotheses 3 and 4. Different statistics were used because of the differences in the stated hypotheses.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

This chapter presented the data collected from two hundred and five (205) female teachers in tertiary institutions in Sokoto State out of the two hundred and twenty (220) questionnaires distributed to the respondents. This was because some of the questionnaires were misplaced by some of the respondents and not returned. Descriptive as well as inferential statistical methods from computer Statistical Package for Social Sciences (SPSS) were used. Data collected from the respondents in the six institutions were analysed using percentages and frequencies for demographic data, mean, standard deviation for research questions. Also chi-square was used to test null hypothesis 1, 2 and 5, while Pearson Product Moment Correlation Co-efficient (PPMCC) was used to test Null hypotheses 3 and 4 and all were tested at 0.05 level of significance.

4.1 Analysis of Demographic Variables

4.2 Answers to Research Question

4.3 Testing of Null Hypotheses

4.4 Discussion of Major Findings.

4.1 Analysis of Demographic Variables

Table 4.1 Distribution of Respondents by Institutions

Respondents Institutions	**Frequency**	**Percentage**
Shehu Shagari College of Education, Sokoto	78	35.5
Usman Dan-Fodio University, Sokoto	74	33.6
Sokoto State Polytechnic, Sokoto	44	20
Sokoto State School of Nursing and Midwifery, Sokoto	12	5.5
Usman Dan-Fodio University Teaching Hospital School of Post Basic Midwifery, Sokoto	10	4.5
Usman Dan-Fodio University Teaching Hospital School of Nursing, Sokoto	2	1.0
Total	**220**	**100.0**

Table 4.1.1 revealed the distribution of respondents according to their institutions. 78 (35.5%) of the respondents were from Shehu Shagari College of Education, Sokoto, while 74 (33.2%) were from Usman Dan-Fodio University and 44 (20%) of the respondents were from Sokoto State Polytechnic Sokoto, 10 (4.5%) were respondents from Usman Danfodio University Teaching Hospital School of Post Basic Midwifery and 2 (1.0%) were respondents from Usman Danfodio Teaching Hospital School of Nursing. This indicated that Shehu Shagari College of Education, is a teacher training institution with the highest number of female teachers.

Table 4.2: Distribution of Respondents by Age

Age in years	Frequencies	Percentage
25-30	38	18.5
35-40	62	30.2
45-50	74	36.1
50-60	31	15.1
Total	**205**	**100.0**

The age range of the respondents as presented in Table 4.2 indicated that 38(18.5%) of the respondents were between 25-30 years, 62 (30.2%) of the respondents were between 35-40 years, 74(36.1%) of the respondents were between 45-50 years while 31(15.1%) of the respondents were between 55-60 years. This revealed that respondents between the age range of 45-50 years were more as teachers in tertiary institutions. This was in connection with the age range with the highest percentage the age when the female teachers were likely to have obtained a higher degree for their eligibility to teach in tertiary institutions. Also the female teacher had found dual role difficult to adjust to due their age.

Table 4.3: Distribution of Respondents by Marital Status

Marital Status	Frequency	Percentage
Married	180	89.1
Single	25	10.9
Total	**205**	

Table 4.3 revealed that 180 of the respondents representing 89.8% were married while 25 (10.9%) were single. This indicated that most female teachers in tertiary institutions were married. This also suggested the reason for finding out how the female teachers' household tasks influenced their paid job.

4.4 Distribution of respondents by Educational Qualification

Qualification	**Frequency**	**Percentage**
Bachelor of Education	52	25.4
Masters Degree	140	68.3
Doctorate Degree	13	6.3
Total	**205**	**100.0**

Table 4.4 revealed that 52 (25.4) of the respondents had Bachelor of Education degree, 140(68.3%) of the respondents had masters degree while 13 (6.3%) had doctorate degree. This showed that respondents with master's degree were more than respondents with Bachelor of Education and Doctorate degrees. This was connected with the current N.U.C. policy of having master's degree as being eligible to teach in the tertiary institutions. The more reason why tertiary institutions management employs individuals with masters degree more than other degrees.

Table 4.5: Distribution of respondents by their employment status

Employment Status	Frequency	Percentage
Permanent	142	69.3
Contract	42	20.5
Part time	21	10.2
Total	**205**	**100.0**

Table 4.5 data revealed that from the 205 respondents 142 (69.3%) were in permanent appointment, 42(20.5%) were in contract appointment while 21(10.2%) were in part time appointment. This indicated that female teachers were employed on contract and part-time basis. Complexity of household tasks was likely to influence job performance of all the employment status, because the employment status had job schedules. Those respondents on permanent appointment hand other extra-curricular activities to perform.

Table 4.6: Distribution of Respondents by Salary Level

Salary level	Frequency	Percentage
07-09	59	28.8
10-13	106	51.7
14 and above	40	19.5
Total	**205**	**100.0**

Table 4.6 revealed that 59 (28.8%) of the respondents were on salary level 07-09, 106(51.7%) were on salary level 10-13, while 40 (19.5%) were on salary level 14 and

above. This indicated that the female respondents on level 10-13 were more on the payroll of tertiary institutions. Nevertheless, it did not imply that the female teaches would have enough income to purchase some labour saving devices such as food processors, washing machine, pressure pots, but indicated individual willingness to own such devices. On the other hand, the salary level may also assist to be able to outsource some household tasks or employ househelp.

Table 4.7: Distribution of Respondents by number of children

No. of Children	**Frequency**	**Percentage**
1-2	86	42.0
3-4	73	35.6
5 and above	46	22.4
Total	**205**	**100.0**

Table 4.7 showed that 86 (42.0%) of the respondents had 1-2 number of children, 73 (35.6%) had 3-4 children while 46 (22.4%) of the respondents had 5 children and above. This indicated that the respondents with 3-4 children were more. This explains the reason for lack of acceptance for division of labour as the children may not be present at home to perform some household tasks. It also indicated why the female teacher may have so much to perform at home when the family is so large and division of labour is not readily welcomed.

4.2 Answers to Research Questions

Research Question 1: Which household tasks are difficult to perform by female teachers in tertiary institutions in Sokoto State?

The summary of responses to research question 1 is presented in table 4.8.

Table 4.8: Household tasks performed by female teachers in tertiary institutions in Sokoto State.

S/no	Household tasks items	Level of Complexities		Mean	Std. Dev
		Not Complex	Complex		
1	planning meals	191	14	1.0683	.2528
2	preparing meals	187	18	1.0878	.2837
3	serving meals	194	11	1.0537	.2258
4	dish washing	174	31	1.1512	.3591
5	Sweeping	180	25	1.1220	.3280
6	washing clothes	175	30	1.1463	.3543
7	washing children's clothes	170	35	1.1707	.3772
8	Shopping	180	25	1.1220	.3280
9	Mopping	179	26	1.1268	.3336
10	feeding children	179	26	1.1268	.3336
11	backing children or babies	180	25	1.1220	.3280
12	fetching water	176	29	1.1041	.3493
13	dusting furniture	184	21	1.1024	.8039
14	arranging rooms	184	21	1.1024	.3039
15	taking children to and from school	182	23	1.1122	.3163
16	washing toilets and bathrooms	177	28	1.1366	.3442
17	entertaining guests	174	31	1.1512	.3591
18	bed making	175	30	1.1468	.3543
19	bathing babies	181	24	1.1171	.3222
20	Gardening	171	34	1.1659	.3728
21	yam pounding	179	26	1.1268	.3336
22	child care	176	29	1.1415	.3493
23	Budgeting	150	55	1.2683	.4441
24	care for the scik	165	40	1.1951	.3972
25	emptying dustbin	183	22	1.1072	.3102
	Cumulative mean			**1.1310**	

decision mean =1.000

Table 4.8 revealed the opinion of respondents on the complex or not complex of household tasks by female teachers. The highest mean of 1.2683 showed that budgeting

was considered complex by 55 respondents while the rest 150 considered it not complex. Care for the sick followed by the mean of 1.1987 by 165 respondents. The next item which was washing babies and children's clothing attracted 1.1707 as mean level, which showed that 35 respondents consider it complex and 170 respondents considered it as not complex. The complexity of other tasks had not been taking into much consideration by other respondents.

Research Question 2

What makes the following household tasks difficult for female teachers in tertiary institutions in Sokoto States?

Table 4.9: Summary of Responses to Research Question 2

s/no	Household tasks items	Factors that make household tasks difficult							**Mean**	**Std. Dev**
		1 (newness in marriage)	2 unavailability of adequate materials	3 (lack of knowledge of tasks	4 combine tasks	5 amount/ size of tasks	6 inadequate time	7 Lack of interest		
1	planning meals	90	63	18	9	9	8	8	**2.2195**	.2528
2	serving meals	90	60	21	10	8	7	9	**2.2341**	.2837
3	preparing meals	84	69	11	16	9	5	11	**2.2976**	.2258
4	sweeping	80	73	19	9	8	9	8	**2.2878**	.3591
5	dusting furniture	90	60	21	6	9	11	8	**2.2634**	.3280
6	bed making	89	53	28	10	9	6	10	**2.2927**	.3543
7	washing cloths	88	65	14	13	10	7	8	**2.2439**	.3772
8	mopping	72	67	17	10	7	10	8	**2.1854**	.3280
9	gardening	80	52	14	11	11	26	11	**2.7220**	.3336
10	shopping	80	9	15	8	19	27	7	**2.3463**	.3336
11	arranging bedrooms	90	59	18	10	10	9	9	**2.2878**	.3280
12	backing babies	82	59	19	10	22	13	10	**2.7073**	.3493
13	yam pounding	75	56	33	8	19	7	7	**2.4585**	.8039
14	entertaining guests	86	67	17	10	9	7	9	**2.2488**	.3039
15	washing toilets and bathrooms	90	63	18	9	9	8	8	**2.2195**	.3163
16	arranging furniture	85	68	17	10	9	9	7	**2.2439**	.3442
17	dish washing	88	60	21	11	9	8	8	**2.2634**	.3591
18	Fetching water	90	63	18	9	9	8	8	**2.2195**	.3543
19	taking children to and from school	80	73	18	8	8	9	9	**2.2878**	.3222
20	washing children's clothes	81	69	20	9	8	7	9	**2.2439**	.3728
21	emptying dustbin	82	57	18	9	9	13	17	**2.5756**	.3336
22	taking care of the sick	90	63	18	9	9	4	12	**2.2390**	.3493
23	ironing clothes	82	71	18	8	10	8	8	**2.2634**	.4441
24	budgeting	75	59	25	7	7	13	19	**2.6439**	.3972
25	feeding children	94	60	18	9	9	8	7	**2.1756**	.3102
	Cumulative mean								2.3268	

Table 4.9 revealed the mean responses of factors that make household tasks complex to perform. Lack of interest had the highest mean of 2.7220 for gardening followed by lack of interest for backing babies followed by budgeting which had the mean of 2.6439. Respondents must have knowledge of tasks, and have materials needed to carry out household tasks.

Research Question 3:

What is the degree of difficulty of household tasks performed by female teachers in tertiary institutions in Sokoto State?

Table 4.10: Distribution of degree of difficulty of household tasks

s/no	Household tasks items	Degree of difficulty of household tasks				Mean	Std. Dev
		Not complex	Complex	Fairly complex	Very complex		
1	planning meals	113	2	6	4	2.0927	1.2819
2	preparing meals	15	7	112	31	2.7756	0.7911
3	serving meals	184	4	9	8	1.220	0.7059
4	dish washing	65	61	9	30	2.2146	1.0491
5	washing clothes	12	103	30	60	2.6732	0.9627
6	sweeping the compound	42	114	25	24	2.1512	0.8809
7	Mopping	144	20	21	20	1.5951	1.0179
8	Shopping	78	78	47	2	1.8585	0.7761
9	fetching water	106	14	3	82	2.2976	1.4328
10	dusting furniture	120	2	48	35	1.9805	1.2325
11	bed making	53	37	89	26	2.4293	1.0103
12	backing babies	173	3	8	21	1.4000	0.9681
13	taking care of the sick	48	43	37	77	2.6976	1.1989
14	yam pounding	10	96	46	53	2.6927	0.9119
15	washing toilets and bathrooms	37	99	6	23	2.2683	0.8862
16	taking children to and from school	128	18	1	18	1.7512	1.0579
17	emptying dustbin	96	71	36	2	1.7171	0.7592
18	ironing of cloths	116	12	5	72	2.1610	1.4067
19	Gardening	109	1	56	39	2.1220	1.2484
20	Gardening	23	51	100	31	2.6780	0.8653
21	yam pounding	168	23	7	7	1.2829	0.6916
22	child care	56	54	53	42	2.3951	1.0958
23	Budgeting	28	101	27	49	2.4732	1.0027
24	care for the sick	43	114	24	24	2.1415	2.3561
25	emptying dustbin	97	13	20	75	2.3561	1.3844
	Cumulative mean					**2.1370**	

Table 4.10 revealed that preparing meals had the mean of 2.7756 which showed that 31 respondents agreed that preparing meals was very complex, 112 respondents fairly complex, 7 respondents complex and 15 agreed that it was not complex. Washing of clothes was the next with the mean of 2.6732 which showed that 60 respondents agreed that washing clothes was very complex 30 agreed that it was fairly complex, 103 agreed it was complex and 12 agreed that it was not complex. Other household tasks such as serving meals, backing babies, emptying dustbin were not regarded as complex to perform.

Research Question 4:

How does of household tasks influence job performance of female teachers in tertiary institutions in Sokoto State?

Table 4.11: How household tasks influence the job performance of female teachers in tertiary institutions in Sokoto State

S/N	Job performance	Level of Agreement				Mean	Std. Dev
		Strongly Disagree	Disagree	Agree	Strongly Agree		
1	Regularity to place of work	72	25	72	36	2.3512	1.1348
2	punctuality to work	79	9	18	99	2.6683	1.4028
3	Teaching/lecturing assignment	62	62	72	9	2.1366	0.9025
4	marking of examination scripts	27	18	43	117	3.2195	1.0690
5	supervision of students research project	27	26	26	126	3.2244	1.1063
6	teaching practice supervision	18	18	99	70	3.0780	0.8821
7	supervision of SIWES	54	35	80	36	2.4780	1.0644
8	performance of extra-curricular activities	45	90	35	35	2.2927	0.9961
	Cumulative mean					**2.6810**	

Table 4.11 revealed that complexity of household tasks influence supervision of student's research project with the highest mean of 3.2244 which indicated that 126 respondents strongly agreed, 26 respondents agreed, 26 others also disagreed while 27 respondents strongly disagreed. This was followed by marking of examination scripts with the mean of 3.2195, which also showed that 117 respondents strongly agreed, 43 agreed, 18 disagreed and 27 respondents strongly disagreed that complexity of household tasks affected job performance. Other activities such as supervision of SIWES, teaching and punctuality to work were also influence by complexity of house hold tasks.

Research Question 5: How can household tasks be managed by female teachers?

Table 4.12: How household tasks can be managed by female teachers in tertiary institutions in Sokoto State

s/no	Strategies to manage complexity household task	Level of Agreement				Mean	Std. Dev
		Strongly Disagree	Disagree	Agree	Strongly Agree		
1	Division of labour	97	48	42	18	1.9073	1.0127
2	Use of time management	30	37	78	60	2.8195	1.0153
3	Use of labour saving devices	12	36	115	42	2.9122	0.7809
4	work simplification	66	60	30	49	2.3024	1.1573
5	outstanding task	48	73	60	24	2.2927	0.9559
6	use of house helps	24	54	67	60	2.7951	0.9935
	Cumulative mean					**2.5048**	

Table 4.12 revealed that use of labour saving devices had the highest mean of 2.9122. This showed that 42 respondents strongly agreed, 115 agreed, 36 disagreed and 12 strongly disagreed. Also use of time management as strategy to manage household tasks had the mean of 2.8195 which showed that 60 strongly agreed, 78 agreed, 37 disagreed and 30 others strongly disagreed. Those respondents who disagreed with the use of time management and labour saving devices had agreed with the use of house helps and outsourcing tasks.

4.3 Testing of Research Hypotheses

Null Hypothesis 1: There is no significant difference in household tasks that were not difficult and those that were difficult to perform by female teachers in tertiary institutions in Sokoto State.

Table 4.13: Chi-square statistic on the differences between household tasks that were not difficult and those that were difficult to perform by female teachers in tertiary institutions in Sokoto State

Expected counts are printed below observed counts

	not comp	complex	Total
1	191	14	205
	177.84	27.16	
2	187	18	205
	177.84	27.16	
3	194	11	205
	177.84	27.16	
4	174	31	205
	177.84	27.16	
5	180	25	205
	177.84	27.16	
6	175	30	205
	177.84	27.16	
7	170	35	205
	177.84	27.16	
8	180	25	205
	177.84	27.16	
9	179	26	205
	177.84	27.16	
10	179	26	205
	177.84	27.16	
11	180	25	205
	177.84	27.16	
12	176	29	205
	177.84	27.16	
13	184	21	205
	177.84	27.16	

14	184	21	205
	177.84	27.16	
15	182	23	205
	177.84	27.16	
16	177	28	205
	177.84	27.16	
17	174	31	205
	177.84	27.16	
18	175	30	205
	177.84	27.16	
19	181	24	205
	177.84	27.16	
20	171	34	205
	177.84	27.16	
21	179	26	205
	177.84	27.16	
22	176	29	205
	177.84	27.16	
23	150	55	205
	177.84	27.16	
24	165	40	205
	177.84	27.16	
25	183	22	205
	177.84	27.16	
Total	**4446**	**679**	**5125**

DF = 24, P-Value = 0.000

Chi-square statistic used to test null hypothesis one (1) revealed that there was significant difference between household tasks that were not complex to perform and those that were complex to perform. This was so as the p-value 0.000 is less than the calculated value of chi-square which was 75.000 at the 0.05 level of significance. The implication was that the null hypothesis stated that there is no significant difference between household tasks that were complex to perform and household tasks that were not complex to perform was not retained.

Null Hypothesis 2: There is no significant difference in the factors that made household tasks difficult among female teachers in tertiary institutions in Sokoto State.

Table 14.14: Chi-Square statistics on the difference in the factors that made household tasks difficult among female teachers in tertiary institutions in Sokoto State

Expected counts are printed below observed counts

	newness	unavaila	lack of	combinin	amont si	inadequa	lack of	Total
1	90	63	18	9	9	8	8	205
	85.27	61.26	19.13	9.60	10.29	9.97	9.48	
2	90	60	21	10	8	7	9	205
	85.27	61.26	19.13	9.60	10.29	9.97	9.48	
3	84	69	11	16	9	5	11	205
	85.27	61.26	19.13	9.60	10.29	9.97	9.48	
4	80	73	19	9	8	9	8	206
	85.68	61.56	19.22	9.65	10.34	10.02	9.53	
5	90	60	21	6	9	11	8	205
	85.27	61.26	19.13	9.60	10.29	9.97	9.48	
6	89	53	28	10	9	6	10	205
	85.27	61.26	19.13	9.60	10.29	9.97	9.48	
7	88	65	14	13	10	7	8	205

	85.27	61.26	19.13	9.60	10.29	9.97	9.48	
8	72	67	17	10	7	10	8	191
	79.45	57.07	17.82	8.95	9.59	9.29	8.84	
9	80	52	14	11	11	26	11	205
	85.27	61.26	19.13	9.60	10.29	9.97	9.48	
10	80	9	15	8	19	27	7	165
	68.63	49.31	15.40	7.73	8.28	8.02	7.63	
11	90	59	18	10	10	9	9	205
	85.27	61.26	19.13	9.60	10.29	9.97	9.48	
12	82	59	19	10	22	13	10	215
	89.43	64.25	20.06	10.07	10.79	10.45	9.95	
13	75	56	33	8	19	7	7	205
	85.27	61.26	19.13	9.60	10.29	9.97	9.48	
14	86	67	17	10	9	7	9	205
	85.27	61.26	19.13	9.60	10.29	9.97	9.48	
15	90	63	18	9	9	8	8	205
	85.27	61.26	19.13	9.60	10.29	9.97	9.48	
16	85	68	17	10	9	9	7	205
	85.27	61.26	19.13	9.60	10.29	9.97	9.48	
17	88	60	21	11	9	8	8	205
	85.27	61.26	19.13	9.60	10.29	9.97	9.48	
18	90	63	18	9	9	8	8	205
	85.27	61.26	19.13	9.60	10.29	9.97	9.48	
19	80	73	18	8	8	9	9	205
	85.27	61.26	19.13	9.60	10.29	9.97	9.48	
20	81	69	20	9	8	7	9	203
	84.44	60.66	18.94	9.51	10.19	9.87	9.39	
21	82	57	18	9	9	13	17	205
	85.27	61.26	19.13	9.60	10.29	9.97	9.48	
22	90	63	18	9	9	4	12	205
	85.27	61.26	19.13	9.60	10.29	9.97	9.48	

23	82	71	18	8	10	8	8	205
	85.27	61.26	19.13	9.60	10.29	9.97	9.48	
24	75	59	25	7	7	13	19	205
	85.27	61.26	19.13	9.60	10.29	9.97	9.48	
25	94	60	18	9	9	8	7	205
	85.27	61.26	19.13	9.60	10.29	9.97	9.48	
Total	2113	1518	474	238	255	247	235	5080

DF = 144, P-Value = 0.000

Table 14.14 revealed that there was significant difference in the factors that made household tasks complex to perform among female teachers in tertiary institutions in Sokoto State. This was because the P-value 0.000 was less than the calculated value 239.227 at 0.05 level of significance. Therefore, the null hypothesis which stated that there was no significant difference in the factors that made household tasks complex to perform among female teachers in tertiary institutions in Sokoto State was not retained.

Null Hypothesis 3: There is no significant relationship between factors that make household tasks difficult and degree of difficulty of household tasks performed by female teachers in tertiary institutions in Sokoto State.

Table 4.15: Pearson Product Moment Correlation (PPMC) statistics on the relationship between the factors that make household tasks difficult and degree of difficulty of household tasks performed by female teachers in tertiary institutions in Sokoto state.

Variables	n	Mean	Standard Deviations	df	Correlation Index r	Sig (P)
factors that make household tasks complex	205	39.7122	12.90387	203	0.998**	0.000
degree of complexity of household tasks	205	82.2732	5.27513			

***** correlation is significant at the 0.05 level***

Pearson Product Moment Correlation Co-efficient (PPMC) statistic was used to test null hypothesis 3 and it revealed that there was significant relationship between factors that make household tasks complex and the degree of complexity of household tasks performed by female teachers in tertiary institutions. This was because the correlation index for the variables was 0.998 and the degree of freedom (df) was 203, the p value was 0.000. This therefore implies that the p value of 0.000 was less than the calculated value of 0.998. Therefore, the null hypothesis was not retained.

Null Hypothesis 4: There is no significant relationship between job performances and the degree of difficulty of household tasks performed by female teachers in tertiary institutions in Sokoto State.

Table 4.16: Pearson Product Moment Correlation (PPMC) Statistic on the Relationship between Job Performances and Degree of difficulty of Household Tasks performed by Female Teachers in Tertiary Institutions in Sokoto State

VARIABLES	N	MEAN	STANDARD DEVIATIONS	df	CORRELATION INDEX r	SIG (P)
Degree of complexity performing house hold tasks3	205	81.3171	4.97562	203	. 567**	0.002
Job performance	205	20.3415	2.81809			

***** correlation is significant at the 0.05 level***

Table 4.16 revealed that there was significant relationship between the degree of complexity of household tasks performed by female teachers in tertiary institutions in Sokoto State. This was because the calculated p value of 0.002 was less than the correlation index level of 0.567 at 0.05 level of significance. This implies that the job performance of the female teachers was significantly influenced by the influence of household tasks. Therefore, the null hypothesis was not retained.

Null Hypothesis 5: There is no significant difference in the ways female teachers in tertiary institutions in Sokoto State manage complexity of household tasks.

Table 4.17: Chi-square significant difference in the ways female teachers manage household tasks

Expected counts are printed below observed counts

	sd	d	a	sa	Total
1	97	48	42	18	205
	46.17	51.33	65.33	42.17	
2	30	37	78	60	205
	46.17	51.33	65.33	42.17	
3	12	36	115	42	205
	46.17	51.33	65.33	42.17	
4	66	60	30	49	205
	46.17	51.33	65.33	42.17	
5	48	73	60	24	205
	46.17	51.33	65.33	42.17	
6	24	54	67	60	205
	46.17	51.33	65.33	42.17	
Total	**277**	**308**	**392**	**253**	**1230**

DF = 15, P-Value = 0.000

Table 4.17 revealed that there was significant difference in the ways female teachers in tertiary institutions in Sokoto State manage complexity of household tasks. This was because the p value of 0.000 is less than one which was therefore less than the calculated value of 231.703 at 0.05 level of significance with DF 15. Therefore the null hypothesis was not retained, which showed that significant differences occur in the ways female teachers manage complexity of household tasks. This also depended on the opinion of the female teacher concerned.

4.4 Discussion of Findings

In order to determine the influence of household tasks on job performance of female teacher in tertiary institutions in Sokoto State. The following were the major findings.

The most difficult household tasks as opined by the respondents were meal preparation, washing children's clothes, budgeting and caring for the sick, which had the mean responses of 2.7756, 2.6732, 1.2783 and 1.1707 respectively.

It was found out that supervision of student's research project and marking of student's examination scripts were found to be influenced by the difficulty of household tasks preformed by female teachers in tertiary institutions in Sokoto State.

The findings also revealed that all the null hypotheses stated were not retailed. As significant differences existed in the household tasks that were complex and those that were not complex. Significant differences existed on the factors that made household tasks complex to perform and the degree of complexity of household tasks by female teachers in tertiary institutions in Sokoto State.

That there were significant relationship between job performances of the female teachers and influence of household tasks, because household tasks influenced marking of examination scripts and supervision of student's research projects.

A MODULE FOR FEMALE TEACHERS IN TERTIARY INSTITUTIONS IN SOKOTO STATE, WORK PLAN FOR DAILY ACTIVITIES

S/N	Time	Activity to perform
1	5.00-5.30	Observer morning prayer or devotion.
2	5.30-6.30	Preparation of family breakfast.
3	6.30-7.30	Preparation for work (that is bathing, dressing up)
4	7.30-8.05	Drop the children at school.
5	8.00-2.00	Report at your work place.
6	2.00-2.30	Pick the children from school.
7	2.30-3.30	Close for the day's job.

The above plan may be subject to change from time to time depending on the number of activities and what the job demands.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presented the summary, conclusion and recommendations of the study.

5.1 Summary

The study was on the influence of household tasks on the job performance of female teachers in tertiary institutions in Sokoto State. The major objective of the study was to find out the influence of complexity of household tasks on the job performance of female teachers in tertiary institutions in Sokoto State.

The result of null hypothesis one(1) revealed that there was significant difference between household tasks that were difficult and those not difficult to perform by female teachers in tertiary institutions in Sokoto State. The null hypothesis was not retained. The result of null hypothesis II revealed that there was significant difference in the factors that make household tasks difficult to perform. The null hypothesis was not retained. It was also revealed in null hypothesis III that there was significant relationship between the factors that made household tasks difficult and the degree of difficulty of household tasks performed by female teachers in tertiary institutions in Sokoto State, the null hypothesis was rejected. For null hypothesis IV it was revealed that there was significant relationship between complexity of household tasks and job performances of the female teachers in tertiary institutions in Sokoto State. Therefore the null hypothesis was also not retained. Result of null hypothesis V revealed that there was significant difference in

the ways complexity of household tasks was managed by female teachers in tertiary institutions in Sokoto State. The null hypothesis was not retained.

5.2 Conclusion

The study concluded that household tasks influenced job performance and promptness to work by female teachers in tertiary institutions in Sokoto State. The job included supervision of students research project, conducting of practical lessons and making of examination scripts which were more influenced. It was also concluded that the use of strategies such as time management , house help, outsourcing tasks and use of labour saving devices could help the female teacher

5.3 Recommendations

Based on the results obtained from this study, the following recommendations were put forward.

1. Female teachers should give more time to those household tasks found complex.
2. Female teachers should have a planned schedule such as a module on time and activity to be performed on daily basis. This may be subject to modifications if necessary to suit situations.
3. Female teachers should not only purchase labour saving devices, but should also learn to use them. This would help reduce complexity in performing household chores.

5.4 Educational Implication

This study revealed the level of complexity of household tasks and revealed factors responsible for making household tasks difficult. It had also revealed how performance of household tasks could be managed by female teachers. The study had also shown that there could be effectiveness and efficiency in performing dual roles with proper planning, the use of labour saving devices, time management. The study emphasized the use of a module which would serve as a guide for the female teacher by watching out for the time each activity required in performance.

5.6 Suggestions for Further Studies

The following areas are recommended for further research.

1. Influence of complex household tasks on the job performance of female workers in non-teaching jobs.
2. Influence of Complex Household Tasks on the Job Performances of Female Teachers in Senior Secondary School.

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APPENDIX II

QUESTIONNAIRE

Home Economic Section,
Department of Vocation and
Technical Education,
Ahmadu Bello University,
Zaria.

REQUEST TO COMPLETE OR FILL QUESTIONNAIRE

Dear Respondents,

I am a post graduate student of the above named institution, conducting a research on the topic: "Influence of Complexity of Household Tasks on the Job Performance of Female Teachers in Tertiary Institutions in Sokoto State, Nigeria".

Please assist by expressing your opinions in providing answers to the questions in the attached questionnaire. You are assured that all information supplied shall be kept strictly confidential. I therefore solicit for your maximum support as teachers to make this research a success.

Thank you in anticipation for your cooperation.

Yours faithfully,

Laraba Bello, Siddique.

RESEARCH QUESTIONNAIRE

SECTION A:
DEMOGRAPHIC FACTORS

Instruction: please tick (√) your most appropriate responses from the options provided.

1. Age (in years)

   25 – 30 [ ]

   35 – 40 [ ]

   45 – 50 [ ]

   55 – 60 [ ]

2. Marital Status

   Married [ ]

   Single [ ]

3. Educational Qualification

   Bachelor of Education [ ]

   Masters Degree [ ]

   Doctorate Degree [ ]

4. Employment Status

   Permanent [ ]

   Contract [ ]

   Part-time [ ]

5. Salary level

   07 – 09 [ ]

   14 – 13 [ ]

   14 and above [ ]

6. Number of children

   1 – 2 [ ]

   3 – 4 [ ]

   5 and above [ ]

SECTION B:

Tick (✓) in the space provided the most appropriate option.

1. Which of the following household tasks are complex or not complex for you to perform?

S/N	Household tasks	Complex	Not complex
1.	Planning meals		
2.	Preparing meals		
3.	Serving meals		
4.	Dish washing		
5.	Sweeping		
6.	Washing clothes		
7.	Washing children's clothes		
8.	Shopping		
9.	Mopping		
10.	Feeding children		
11.	Backing children or babies		
12.	Fetching water		
13.	Dusting furniture		
14.	Arranging rooms		
15.	Taking children to and from school		
16.	Washing toilets and bathrooms		

17.	Entertaining guests		
18.	Bed making		
19.	Bathing babies		
20.	Gardening		
21.	Yam pounding		
22.	Child care		
23.	Budgeting		
24.	Care for the sick		
25.	Emptying dustbin		

SECTION C:

What makes the following household tasks complex to you when you are performing them?

S/N	Household tasks	Lack of interest	Inadequate time	Amount and size of tasks	Combining and fitting tasks together	Lack of knowledge of task	Unavailability of adequate materials	Newness in marriage
1.	Planning meals							
2.	Serving meals							
3.	Preparing meals							
4.	Sweeping							
5.	Dusting furniture							
6.	Bed making							
7.	Washing clothes							
8.	Mopping							
9.	Gardening							
10.	Shopping							
11.	Arranging bedrooms							
12.	Backing babies							
13.	Yam pounding							
14.	Entertaining guests							
15.	Washing toilets and bathrooms							
16.	Arranging furniture							
17.	Dish washing							
18.	Fetching water							
19.	Taking children to and from school							

20.	Washing children's clothes							
21.	Emptying dustbin							
22.	Taking care of the sick							
23.	Ironing clothes							
24.	Budgeting							
25.	Feeding children							

SECTION D:

2. Please indicate the degree of complexity in performing the following household tasks by you.

S/N	Household tasks	Very complex	Fairly complex	Complex	Not complex
1.	Planning meals				
2.	Preparing meals				
3.	Serving meals				
4.	Dish washing				
5.	Washing clothes				
6.	Sweeping the compound				
7.	Mopping				
8.	Shopping				
9.	Fetching water				
10.	Dusting furniture				
11.	Bed making				
12.	Backing babies				
13.	Taking care of the sick				
14.	Yam pounding				
15.	Washing toilets and bathrooms				

16.	Taking children to and from school				
17.	Emptying dustbin				
18.	Ironing of clothes				
19.	Gardening				
20.	Arranging rooms				
21.	Entertaining guests				
22.	Washing children's clothes				
23.	Feeding children				
24.	Bathing babies				
25.	Budgeting				

SECTION E:

Tick (✓) in the space provided the most appropriate option.
Key:
SA – Strongly agreed
A – Agreed
D – Disagreed
SD – Strongly disagreed

4. Complexity in performing household tasks affects (my) employment.

S/N	Job Performance	SA	A	D	SD
1.	Regularity to place of work				
2.	Punctuality to work				
3.	Teaching/lecturing assignment				
4.	Marking of Examination scripts				
5.	Supervision of students' research project				
6.	Teaching practice supervision				
7.	Supervision of SIWES				
8.	Performance of extra-curricular activities				

5. How can complexity of household tasks be managed by female teachers in tertiary institutions in Sokoto state?

S/N	**Strategies to manage complexity household task**	**SA**	**A**	**D**	**SD**
1.	Division of labour.				
2.	Use of time management.				
3.	Use of labour saving devices.				
4.	Work simplification.				
5.	Outsourcing tasks.				
6.	Use of house helps.				