

**MARITAL STATUS AND TEACHING PRACTICE EXERCISE PERFORMANCE AMONG  
FEMALE PRE-SERVICE TEACHERS OF PUBLIC COLLEGES OF EDUCATION IN  
NORTHERN NIGERIA**

BY

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**ABSTRACT**

*This study is on influence of marital status on teaching practice exercise performance of female pre service teachers of public colleges of education in northern Nigeria. To achieve this, two research questions and two hypotheses were formulated. Survey research was adopted for the study, two stage cluster sampling technique was used to select three hundred and fifty seven (357) respondents for the study. The data was analyzed using Pearson product moment to estimate the effect of marital status on teaching practice performance of female pre service teachers of colleges of education in northern Nigeria. The finding showed among others that: significant relationship was found between different categories of female pre service teachers of public colleges of education in northern Nigeria and teaching practice exercise performance. The study therefore, among others recommended that: cooperating school should be sensitized to support the married female pre service teacher during her teaching practice exercise.*

**Key words:** Teaching Practice, Marriage, Female pre service teacher, College of Education

**Introduction**

Education provides knowledge and resources that hold potentials for economic empowerment for better livelihood and social development. Education is one of the most far reaching requirements for development, alleviating poverty, improving

health outcomes and quality of life, reducing gender and social disparities, and enhancing economic productivity. Education is a basic tool that can be given to women in order to fulfill their roles as full members of the society. Most students have in mind what they wanted to become after completing their program. Malik et, el (2016), write that, in Pakistan likewise in the world, women have established themselves as a good managers, engineers, information technology specialists, teachers, bankers, and Army officers. Similarly Sa' ad, (2014), believes that, women still contribute immensely in almost areas of human endeavor like teaching, medicine, administration, military, police e.t.c. Females who wanted to become teachers enroll into a teacher training program, i.e. NCE program. Aisha. et el (2018) write that NCE program is engaged by those who want to became professional teachers. For every profession, some couples of years most be spent as the duration of training. Teaching is a profession and for such the trainees need to spend at least three years before getting the minimum qualification to teach, during this training, the student need to be assessed in the course of their training. James, A.A (2016), asserts that, in most professions, field training is a crucial aspect with an attempt of testing and assessing the skills attained by learners before the actual consumption in the world of work. This field training is directly equivalent to teaching practice which teachers in training under go.

The nature of teaching practice exercise requires student teacher to go to another school and serve as an academic staff, he is expected to participate in both curricula and co-curricular activities, this means that the pre — service teacher must identify to his/her station of teaching Practice, during the exercise, he/she is expected to be supervised as many times as ten times or as decided by the institution. In the present day Nigeria, women can do a job that was once classified as men's, as their roles are changing, education is needed to enhance their statuses, their ranks and to express themselves as well as contribute in the society effectively. Since their participation in

the world of work increases, Julie, (2018) in Yusha'u et al (2022) write that, married women have no choice but to create an atmosphere of fulfilling their academic obligation vis a vis their marital responsibilities and other social engagement. Part of the mandatory academic responsibilities of NE students is teaching practice exercise. The condition of being married or single refers to the term marital status, Iwvagwu et.al (2017), observed that, female married teachers as well as female single teachers are in teaching profession. Female students are expected to perform duties as wife and mothers or potential wife and mother in addition to fulfilling their teaching practice responsibilities. Traditionally, females especially married one have been saddle with many family responsibilities and are assigned many roles including custody of children, maintenance of the home, feeding and preserving of the family health. A pre — service female teacher is also expected to perform duties as wife or potential wife and mother or mother to be, in addition to fulfilling her teaching practice responsibilities which guarantees her good academic performance. Student teacher during the pre — service teaching attends school regularly, gives home work and mark the sheet after school hours, prepare lesson plan and lesson note for every lesson among other demands. These responsibilities must be observed by female student teachers side a side playing their domestic roles as females.

### **Statement of the Problem**

This research aims at studying the relationship between marital statuses of a female student teacher and teaching practice exercise in public colleges of education in northern Nigeria. Attainment of academic objectives by female students is a cumbersome activity due to many competing responsibilities that need to be attended. Some of these responsibilities according to Yusha'u (2022) are repetitive and never ending. For example, if married, she need to cater for her husband, cater for children if she has, take care of herself and children and oversee the good condition of *her* home. If not married, she will help her mother in overseeing the domestic activities of

the home. Being a student teacher, she need to go to teaching practice station on every working day, attend class, give homework, find time to mark the sheet, prepare lesson note and lesson plan.

Naturally, gender determines the roles a person performs, female has the responsibilities of making home a better and comfortable place for living, this responsibility and rigorous demand of teaching practice exercise are inseparable, if these two responsibilities confront each other, one of the demands may block the other thereby causing that other to suffer. It was against this background that, the researchers intend to investigate the influence of marital status on teaching practice exercise among female pre – service teachers of public colleges of education in northern Nigeria with the aim of recommending some coping strategies.

### **Objectives of the Study**

The objectives of this study are

1. To examine the effect of marriage on teaching practice exercise of female pre — service teacher of public colleges of education in northern Nigeria.
2. To identify regional differences in the effect of marital status on teaching practice exercise performance of female pre – service teachers in public colleges of education in northern Nigeria.

### **Research Questions**

1. What is the effect of marriage on teaching practice performance of female pre service teacher in public colleges of education in northern Nigeria?
2. What is the regional difference in marital status on teaching practice exercise performance of female pre service teachers in northern Nigeria?

## Research hypotheses

1.  $H_{01}$  There is no significant relationship between marital status of pre service female teachers on teaching practice performance in public colleges of education in northern Nigeria
2.  $H_{02}$  There is no significant regional difference in marital status on teaching practice exercise performance of female pre service teachers in public colleges of education in northern Nigeria.

## Significance of the Study

The study is of great importance to female, single female, husbands and lecturers, and will add knowledge to the existing literatures in the field of education.

**To married female**, the moment a lady is married before or during higher education, she has automatically become responsible woman regardless of her age, this may possibly disrupt her attention from fully concentrating on her teaching practice exercise. Observing both teaching practice exercise and marital roles simultaneously may be difficult activities to her; this study when consulted will help her to compromise between the two competing responsibilities.

**To single female**, the research deals with the influence of marital statuses on teaching practice performance. Part of the discussion on the finding will be on how married female can cope not allow her status interfere with her teaching practice. A lady who is yet to marry may have opportunity to prepare for these two competing responsibilities beforehand so that the effect of one on the other could be tackled.

**To husbands**, couples have rights and responsibilities toward each other. conduct of teaching practice may force marry women leave her home earlier to her cooperating school, she may come back home with scripts or answer sheets to mark, as the result, the rights of husband might be punctured and may lead to misunderstanding. This project when consulted by the husband helps him understand the dilemma his wife

finds herself thereby exercising patience since the teaching practice is only one session.

**To supervisors,** teaching practice entails regular attending of the school of teaching practice by pre - service teachers, preparing lesson and lesson plan, marking the take home or assignment given to pupils/students before the following day, all these side by side with the domestic responsibilities assigned to her by her status. This project is rich enough to inform the supervisor of her dilemma, thereby reason with her and possibly help her on how to cope.

### **Scope and Delimitations of the Study**

The project focuses on the relationship between marital status of pre — service teacher and her performance in teaching practice exercise, all NCE III females (married or not, widow or divorcee) students of public colleges of education in northern Nigeria (2021/2022) are the population of the work; they include both state and federal colleges education.

### **Literature Review**

#### **Concept of Marriage**

Among the essentials relationship between man and woman is marriage, is a factor to reckon to when identifying a legal member of a family. The institution exists in all communities of people throughout the world, but its objective, forms and nature differ from society to society. Jain (2019), writes that, marriage exists everywhere in the world. Every religious tradition and cultures encourage marriage as a responsible adult act, as it bears social and spiritual significances.

In an attempt to define Marriage, the diversity in the system of conducting it needs to be considered. Marriage has been defined by different people each according to how he sees marriage. Wimalasena (2016), sees marriage as personal association between a man and a woman and a biological relationship for mating and reproduction. As a personal association, it should be contracted on the basis

agreement of both the parties so that no one should be coerced to it. From the supportive angle, Jain, (2019) defines Marriage as a relationship of man to woman which is recognized by custom and law and involves certain rights and duties in the parts of both the persons entering the union. Marriage is not individual's happiness only, but that of others also, which is affected by their conduct in it. Marriage manufactures family from where society is formed. A stable family eventually results to responsible citizens, general prosperity, peace and progress.

### **Teaching Practice**

Teaching practice is an integral part of all teachers training program and aimed at providing pre service teacher with chance apply in to action the theoretical knowledge they are exposed to during class instructions. Sylod (2017) writes that, teaching practice is the experience of working in school placements. Institutions that train the trainer posts a student teacher to a direct experience as an opportunity to put in to practice in real class teaching situation the skills and knowledge he has acquire during lectures. By so doing, he is exposing to the actual situation face to face. Learning the techniques of teaching is difficult activity that is monitored often through the specified duration of the exercise. Sahalberg (2010) in James (2016) writes that, in most professions, field training and assessing the skills attained by learners before the actual consumption in the world of work. This practice connotes the preparation of pre — service teachers through practical teaching real class room situation.

### **Objectives of Teaching Practice**

There is gain saying that teaching practice is very vital and important in all teacher training programs, is so important that no student can be said to have qualified to teach and be called a teacher without passing through it successfully. There are some specified objectives of teaching practice among which the follows:



- a. To help teacher in training acquires good attitudes towards the teaching profession
- b. To put pre — service teacher to real classroom experience
- c. To allow teacher in training dig out his strength and weakness in teaching and develop the courage to overcome them.
- d. To equip student — teacher the ability to transfer theoretical principles into practice.
- e. To develop in the student teacher confidence and competence, personal characteristics and experiences for full time service and the training program etc.

### **College of Education**

College of Education means a place of higher education usually for people/students who wanted to become teachers by profession. The major program conducted in colleges of education is NCE program. Aisha .et. el (2018) write that, is engaged by those who chose to become teachers, as it is minimum qualification of becoming a professional teacher. College is an intermediate level of acquiring knowledge between secondary and university education. Colleges of education in Nigeria were set up for the purpose of training teachers and these colleges of education are owned by both state and federal government as well as private sectors. College of Education is part of Tertiary Education in the Nigeria's system of education as explained by the Nigerian National Policy on Education 2013.

NPE (2013) Section 5 Sub-section **B** explained the Teacher Education in Nigeria in recognition of the pivotal role of quality teachers in the provision of quality education at all levels; teacher education shall continue to be emphasized in educational planning and development. The minimum qualification for entry into the teaching profession shall be the Nigeria Certificate in Education (NCE).The goals of Teacher Education shall be to:



- a. Produce highly motivated, conscientious and efficient classroom teachers for all levels of the educational system;
- b. Further encourage the spirit of enquiry and creativity in teachers;
- c. Help teachers fit into the social life of the community and the society at large and enhance their commitment to national goals;
- d. Provides teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changing situations; and enhance teachers' commitment to the teaching profession.

## **Methodology**

### **Research Design**

The design for the study is survey method, it is adopted to help the researchers administer questionnaire to many respondents at the same time, through which data will be acquire from them. To gather information from the respondents at a period Olayiwola (2007) in Adamu(2015), maintains that a survey method is better implied. Survey design is an effective way of gathering data from different sources within a short period of time at a relatively cheaper cost.

### **Population of the Study**

Northern Nigeria has three Joe political zones: North Central, North East and North West,. North central has eleven (11) public colleges of education, North East has also eleven (11), while North West has twelve (12). Totally, there are thirty four (34) public colleges of education in northern Nigeria; the population of the study is 5,100 (JCF, Kano), it includes all the NCE III female students of 2021/2022 academic session. They are from different ethnic groups. Some of them are married, some single, while the others are widows and divorcees.

### **Sample and sampling technique**

The sample of this study is (357) and was determined by using Research Advisor (2006) table of sampling. The sample was made proportionally from each zone. Since

the population is dispersed to multiple zones, a two – stage cluster sampling technique was used. Two – stage cluster sampling is a technique where the population is grouped in to zone or area, and from each group, sample is taken. In this regard, the researchers take each zone as a cluster, and from each cluster, three states were selected, the sample was randomly taken from one college of the each state selected.

### **Instrumentation**

Questionnaire was the only instrument used for collecting information for the paper. The researchers designed the questionnaire titled ‘’marital status and teaching practice questionnaire’’ {MSTPQ} to collect information from the respondents. The questionnaire has two sections. Section A contains personal attributes of the respondents. While section B will carry items, the content of which are suggestions, statement, and questions on the marital status of pre-service female teacher as it affects her performance in teaching practice exercise. The instrument has twenty five items placed on a five scale

### **Validation of the Instrument**

The face and content validity of the instrument was determined by opinions of experts from colleges of education, at least one from each zone.

### **Reliability of the instrument**

The reliability of the instrument was determined by conducting pilot testing at school of general education of Kano state college of education and Federal college of education Kano.

### **Procedure for data Collection**

The sample of the study is dispersed into different locations, this necessitated the use of (12) Research Assistants whom are trained for seven days to help in administration, explaining and collection of the instrument.

Designed questionnaire was administered by the researchers and their assistants alone. This is to help in covering the entire sample easily and to ensure that only accessible population sample of the study receive and respond to the questionnaire.

### **Procedure for Data Analysis**

The researchers are interested in investigating a relationship between marital statuses of pre —service female teacher and the performance in teaching practice exercise, when interested in measuring a relationship, Shehu (2023) maintains that, Pearson Product Moment is one of the appropriate statistical instruments to use. Pearson Product Moment reveals to you the degree of association between two or more continuous variable.

### **Hypotheses Testing**

H<sub>01</sub>. There is no significant relationship between marital status of pre service female teacher on teaching practice performance exercise in public colleges of education in northern Nigeria

**Table 1.1 Correlation between marital status of pre service female teacher on teaching performance exercise in public college of education in northern Nigeria**

Marital Status of Pre Service Female Teacher	N	DF	R	P
Teaching Practice Performance Exercise	131	129	0.786	0.000

The table 1.1 above shows  $r = .786$  which is an indication of positive linear relationship between marital status of pre service female teacher and teaching practice performance exercise in public colleges of education in northern Nigeria. The p value of .000 is less than 0.05 level of significant; this is to say the relationship between the two bivariate variables is significant at 5% level of significance.

Therefore the null hypothesis stated earlier that there is no relationship between marital status of pre service female teacher on teaching practice performance exercise in public colleges of education in northern Nigeria is hereby rejected, and conclude that there is

significant relationship between the bivariate variables. This indicates that, as one variable increases, the other variable also increases. In other words marital status increase so also teaching practice performance exercise in public colleges of education in northern Nigeria increases

**H<sub>02</sub>**. There is no significant regional difference in marital status on teaching practice exercise performance of female pre-service teachers in public colleges of education in northern Nigeria.

**Table 1.2 Showing regional difference in marital status on teaching practice exercise performance of female pre-service teachers in public colleges of education in northern Nigeria**

Groups	N	M	Df	T-cal	P value	LS
Regional diff.	56	40.41	129	-0.994	0.321	0.05
Teaching practice performance	75	59.59				

T test for independent sample was used to compare regional difference in marital status on teaching practice exercise performance of female pre-service teachers in public colleges of education in northern Nigeria. A moderate P value was found as ( $t = -.999$ ,  $P = .321$ ) indicating that the P value is greater than the level of significant of 0.05, this is to say region does not significantly influence marital status on teaching practice exercise performance of female pre-service teachers in public colleges of education in northern Nigeria. Therefore the null hypothesis which states that, there is no significant regional difference in marital status on teaching practice exercise performance of female pre-service teachers in public colleges of education in northern Nigeria is accepted.

### **Discussion of Finding**

The study was conducted to determine the effect of marital status and region on teaching practice exercise performance of female pre- service teachers of public

colleges of education northern Nigeria. The result of the tested hypotheses from the study show that, significant relationship was found in different categories of female pre service teachers of public colleges of education in northern Nigeria. Hypothesis one which states, there is no significance relationship between marital status of female pre-service teachers and teaching practice exercise performance in public colleges of education in northern Nigeria. This hypothesis is rejected; the result showed that, there is linear relationship between marital status and teaching practice performance of female pre-service teachers of public colleges of education in northern Nigeria. Because the p-value of 000 is less 0.05 level of significance. This result answers research question 1, which states; what is the effect of marriage on teaching practice exercise performance of female pre-service teachers of public colleges of education in northern Nigeria? The observation here is that,

Marital responsibilities of pre service female teacher never affect her performance during the conduct of teaching practice. This finding is consistent with the finding of Bitrus, G. Apagu, K and Hamsatu, P. [2016], which revealed significant relationship between marriage and academic performance.

Hypothesis two which states, there is no significant regional difference in marital status on teaching practice exercise performance of female pre-service teachers in public colleges of education in northern Nigeria. This hypothesis is rejected, the result show that, a linear relationship was found, the p value is greater than the level of significant of 0.05, this is to say that, region does not significantly influence marital status on teaching practice exercise performance of female pre service teachers in public colleges of education in northern Nigeria. Regional differences will not amount to differences in teaching practice performance of female pre-service teachers in northern Nigeria.

The result of the finding is in agreement with the Wikipedia [ ] which explains adjustment as a condition of a person to be able to adjust to changes in their physical, occupational, and social environment. Adjustment is a multidimensional term which

sees a person's relationship with his/her spouse and has objective behavior. Abdullahi and Haruna {2018} write that, a sequence of adjustment begins when a need is felt and when it is satisfied. An actor is adjusted to a role, to the degree he/she knows the expectation that determines the role and only the appropriate conditions can produce the expected behaviors. A well-adjusted person is the one who performs the functions required by his position in life and the situation he finds him/herself.

As individual student interact with environment of teaching practice certain skills are required to perform the prescribed tasks. These tasks are common to all pre-service teachers in the country as entrenched in the NCCE curriculum implementation guide lines; region may not determine the activities to perform.

### **Recommendations**

Cooperating schools should be sensitized to support the married female pre-service teacher during her teaching practice exercise Spouses

There is the need on the part of cooperating schools to provide a day care in case one of the pre service female teacher has a small baby who is not separated

To provide financial incentives and design policies that mandate married women to further their education.

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