

NEGATIVE EFFECTS OF DOMESTIC CHORES ON ROLE PERFORMANCE OF ACADEMIC WOMEN IN TERTIARY INSTITUTIONS AND THE NEED FOR EFFECTIVE MANAGEMENT AND COUNSELLING IN CROSS RIVER STATE – NIGERIA

Okpechi Philip A¹, Using Eteng Eloma (Ph.D)² and Ekpo Eno Bassey³

¹Department of Educational Foundation and Administration, Cross River University of Technology (CRUTECH) Calabar, Nigeria

²Cross River University of Technology (CRUTECH), Centre for General Studies, Calabar, Cross River State, Nigeria

³Department of Peace and Conflict Resolution, National Open University of Nigeria, Calabar Study Centre, Calabar, Nigeria.

ABSTRACT: *This research work investigated the negative effects of domestic chores on role performance of academic women in tertiary institutions in Cross River State – Nigeria. In order to accomplish the purpose of the study, one objective and corresponding one hypothesis was postulated to guide the study. The survey research design was adopted in the study. A total of 411 women academics were drawn from the four tertiary institutions used. The instrument that was used in this study is a 22 items questionnaire tagged “Influence of Marital Stressors on role Performance Questionnaire (IMSRPQ). Five experts in measurement and evaluation and guidance and counseling were used to establish the face validity of the instrument. The reliability estimate for the instrument was 0.73. Multiple regression analysis was used for testing the hypothesis. The result of the study showed that domestic chores influenced the role performance of the married academic women in tertiary institutions in Cross River State and the influence was negative. Based on the above, recommendations were proposed that women academics should learn to cope with stressful conditions at home by strategizing ways of overcoming such. For example the women have been naturally endowed to take care of their homes and as such should see domestic chores etc. as their responsibility and do not perceive the demands as a burden, however they can hire house helps or bring their relations to help them etc.*

KEYWORDS: Domestic Work, Marital Stressors, Role Performance, Married Academic Women, Nigeria

INTRODUCTION

Marriage is a unique commitment in the lives of men and women for which they are expected to enjoy love, happiness, provision, protection, procreation and respect in the society. Burke and weir (1987) noted that one of the most important relationships between a man and woman is marriage. It involves emotional and legal commitment that is very important in adult life. Moreover, selecting a partner and entering into a marital contract is considered both maturational milestone and personal achievement. Therefore, there is no doubt that the choice of marital partner is one of the most important decisions one makes in his/her lifetime.

As observed by Okpechi, (2012), people marry for many reasons, such as Love, Happiness, Companionship and desire to have children, physical attraction or desire to escape from an

unhappy situation. Marriage is a commitment with love and responsibility for peace, happiness and development of strong family relationship. Marriage is a socially legitimate sexual union, which begins with admiration and undertaken with some ideas of permanence. It is assumed with hope for mutual co-existence. It is a contract which spells out the reciprocal rights and obligations between the spouse and future children with expectations, some of the expectations turn to be realistic while others are unrealistic. This is due to complex nature of marriage and each individual is as complex as the universe. Sometimes where these marital expectations are not met stress may occur.

Stress is a general term for a number of different but related concepts such as anxiety, frustration, threat, conflict and tension. Accordingly these variables negatively do affect one's performance (Lazarus and Deimgis 1983). Granster (1995) and Halt (1997) have revealed nine areas of marital stress namely: value, couple growth, communication, conflict resolution, affection, roles co-operation, sex, money and parenthood.

In the modern world, both men and women find self-expression in the world of work. In most instances, opportunity for involvement in every career is open to men and women. Teaching at the tertiary institutions is one area that both males and females fit into. Traditionally, the institutions of higher learning have a three fold mission; the acquisition of knowledge or research; the transmission of knowledge or teaching and application of knowledge which is Community Service Rustia (1983). Academic role is becoming more diverse and more difficult to identify, as multiple requirements are beyond the demands of traditional teaching, where scientific results, research and service now evolve in classroom and laboratory settings. The roles of the academics involve multiple tasks, responsibilities and expectations. As in any profession, a need for proper planning and scheduling, necessary activities are required to accomplish the task. When the realistic goals are identified, priorities are set, and then the effectiveness of the task can be evaluated.

While teaching is the primary role of the academic in the tertiary institution, research, counselling, advising, administering responsibilities further expand the role. Good teaching is the expectation of any institution of higher learning whether it occurs in the classroom or the laboratory; the reputation of being an excellent teacher is one of coveted rewards to be earned in any faculty, once earned, it is re-earned through a continuing series of activities. Teaching include the instruction of undergraduate and graduates, student and instruction includes preparation of instructional materials, delivering of lectures, evaluating and the grading of student progress and timely submission of result. The challenge of teaching is to motivate the students to learn and facilitate learning. The student's learning should be organized, sequenced and supervised by the instructor so that the new knowledge and skills are consequently gained, Denga (2002).

In academics, males and females are involved but most people loose their sleep over the performance effectiveness of some married female academics. Many people tend to express reservation over role performance effectiveness of married academics (Denga 2002) as stated by Sarwar (1994) there are many aspects of the job that the performance of women academics leaves much to be desired. Some of the areas that people such as scholars, administrators, policy makers tend to express reservation over the effectiveness of female academic include: timely submission of students result; academic publication; project supervision; attendance at conferences and regular lectures attendance. Sarwar (1994) equally stated that in order to move along in their work, a good number of them tend to depend on male colleagues in most cases for assistance while those that marry fellow academics tend to depend on their husbands. Huda,

(2003), further stated that as a result of the above mentioned findings, females academics do not appear to be progressing as speedily as their male counterparts in the university.

These non-speedy progressions of women academics as noted by Sarwar (1994) could lead to frustration, depression and stress which inhibit role performance effectiveness one then begins to wonder whether the observed non effectiveness is due to marital stress. It is as a result of this that this study seeks to find out how marital stressors influence professional role performance effectiveness of married women academics.

Statement of problem

Institution of higher learning generally is a field that requires higher intelligence, concentration and commitment. It entails conducting of research paper publication in reputable professional journals, preparation and delivery of lectures, attendance of professional conferences, counsel and advice students, assess students' work, timely submission of students' results, and sometimes carry out administrative responsibilities. Research findings from Reis (1984), Sarwar (1994), Denga (2002) and Theorell and Rahe (2003) had in different publications reveal that a good number of married academic (women) in tertiary institution do not perform their professional roles effectively as a result of marital stressors.

This ineffective role performance lead to late preparation and attendance to lectures; low publication in professional journals; less attendance to conferences and workshops; late submission of student's result becoming too sick to work; lack of desire to embark on academics research. The resultant effect is the production of poor quality students, examination mal-practices and cultism and students unrest. This then weakens the standard of education in the society which gives rise to low productivity.

Therefore, the major problem of the study is to determine the negative effect of domestic chores on professional role performance of married women academics in tertiary institutions in Cross River State.

Purpose of the study

The study intended to find out the influence of marital stressors as factors inhibiting role performance of women academics. Specifically, the study was designed to determine the influence of:

1. Negative effect of domestic chores on role performance of women academics in tertiary institutions in Cross River State

Significance of the study

The finding of this study may benefit married academic, school administrators, government and researchers as the result may lead to organizing seminars on marital stress management and general attitude to work in tertiary institutions. The finding will be beneficial because variable that leads to martial stressors were highlighted.

The justification of this study lies in the fact that it identified characteristics that could be very effective in coping with work stressors. This is because proper orientation will be injected into our school programmes which will make our present and future married academic women to

perform better than before. School administrators may benefit from the research finding as it may make available information, which may be used by them in solving problems related to role performance of married women academics.

Government may benefit from the result of the study as this would provide information, which is hoped to be useful in making policies that will motivate her staff for increase productivity in their work.

Researchers and writers will benefit from the study as it may provide information, which may assist the researchers and writers that may write or research on the present problem or similar problem in different locations.

Equally, the married academic women stand to benefit from the findings of this study, as they will see the needs to adjust positively in their ways of communication and ability to resolve their differences immediately, as these can lead to their psychological health both in their role performance and in their martial lives. Hence this can go a long way in checking stressors arising from domestic work.

Scope of the study

The study was on the influence of martial stressors as factors in role performance of married academic women in tertiary institutions. It was delimited to married academic women in colleges of educations and Universities in Cross River State of Nigeria.

Research hypothesis

The hypothesis was formulated to guide the study:

1. Stressors arising from domestic chores will have no significant influence on the role performance of married academic women in tertiary institutions.

Research design

Descriptive survey design was adopted. Descriptive survey design is a research design mainly concerned with findings, describing and interpreting “what is” (Best, 1990). This design does not aim at discovering new phenomena, but is concerned with conditions or relationship that exist; practices that prevail; beliefs, point of view or attitude that are held; process that are going on; effects that are being felt; or trends that are developing (Best, 1990). The above research design fit the present study as the variables are all conditions that are already on ground.

Research area

This study is on marital stressors as factors in role performance of married academic women in tertiary institutions. It will be confined to married academic women in College of Education, and Universities in Cross River State of Nigeria; Cross River State is one of the thirty six (36) states of the Federal Republic of Nigeria. From a publication of Ministry of Education, Youth and Sports, Cross River State (2006) Cross River State occupies a total landmass of 23,074,425 square kilometers of south-south zone of the Niger Delta regions. Calabar is the state capital. The state emerged as it is on September 23rd, 1987, when then the Armed Force Ruling council restructures the nineteen states in the country into twenty one (21) states with Abuja remaining as the Federal Capital Tertiary and the seat of government. Cross River State is situated within

the topics. Sharing common boundary with Cameroon Republic in the East, Benue State in the North, Enugu and Abia State in the West and Akwa Ibom State in the South.

There are three major language groups in Cross River State namely: Efik, Bekwarra and Ejaghem. Other groups North of Calabar are the Ekois, Mbembe, Yakurr, Boki, Yala/Yache, Ukele, Mbube, Bete and Utugwang. The work force of the people is largely small scale farmers, government worker and private entrepreneurs. According to ministry of information, youth and sports publication (2006) the state has more than 240 pre-primary schools, 648 primary schools 150 post-primary schools and Cross River University of Technology (CRUTECH), and Federal institutions namely; university of Calabar and Federal College of Education Obudu.

Population of the study

The population for the study consisted of all married women academics in the state. As at the time of the present study, a total number 411 married women academic served in the institutions of higher learning in Cross River State (Ministry of Education, Youth and Sports, Cross River State 2006). The distribution is shown below.

Table 1: Ministry of education, youth and sports, Cross River State (2010)

S/N	Institution	No. married women academy
1.	University of Calabar	207
2.	CRUTECH	158
3.	Federal College of Education Obudu	25
4.	College of Education Akamkpa	21
	Total	411

Sample and sampling techniques

All the four hundred and twenty one (411) married women academics in the area of study were used for the study. In essence, there was no sampling for the selection of the married women academic because the population was of a manageable size.

Instrumentation

The instrument that was used in these study is a 22 item titled: Influence of Marital Stressors on Role Performance Questionnaire (IMSRPQ) (see Appendix A) it is in the questionnaire we gathered from literature. The questionnaire consists of three section A-C. Section A contains three item on personal data of respondents. Section B, contains six items numbered 4-9, meant to elicit information on extent of stressors arising from domestic work.

Finally, section C contains thirteen items, numbered 10-22 meant to measure role performance. The respondent were required to indicate on a 4 point likert scale, the extent of stress they experience on each item in section B-F and the extent to which there are able to accomplish each roles in section G; namely' VGE= Very great Extent, GE= Great Extent, LE= Less Extent, VLE= Very Less Extent.

Validity

Experts in Guidance and Counselling as well as measurement and evaluation were used to establish the face validity of the instrument. These experts were drawn from Ebonyi State

University, Abakaliki and Cross River University of Technology (CRUTECH). The essence of the face validity was to ensure clarity of instruction to the respondents, proper wording of items, appropriateness and adequacy of the items in addressing the objectives of the study.

The corrections and suggestions made by the experts were incorporated in the final version of the instrument.

Reliability

To determine the reliability of the questionnaire Cronbach co-efficient Alpha reliability was used. This method of reliability measure was preferred to others because it lends itself to the measure of reliability when the items in the questionnaire are not measured dichotomously and when the trial testing is administered once. The reliability estimate for the instrument was 0.7343. This value was considered high to justify the use of the instrument for the study. This is because, according to Ogbazi and Okpala (1994), if the correlation co-efficient obtained in an instrument is up to 0.60 and above, the instrument should be considered good enough to be used for a study.

Data collection procedure

The researcher provided basic guide and instructions on the methods of distribution and collection of questionnaire to two research assistants who assisted in the data collection. In order to gain access to the women academics, a letter of introduction from the Head of Department (HOD) in the institutions selected for the study. Subsequently, each HOD introduce the researcher and the research assistants to the women academics, thereafter, the researcher and the research assistant administered the 411 copies of the questionnaire on the respondent in their offices. The respondents were requested to complete the questionnaire and return same to the research assistant on the spot. This method was adopted to enhance a high rate of return of the instrument and reduce distortion of information.

Procedure for testing hypothesis

The response columns of the (IMSRPQ) were allocated score as follows: VGE= 4, GE=3, LE=2, VLE= 1 as the case may be. All the 411 copies of the questionnaire were properly completed and returned; and were used for data analysis.

Pearson Correlation Co-efficient “r” was employed to answered the entire hypotheses in order to describe the influence marital stressor had on role performance, Wilson’s (1989) interpretation, of the value of “r” was adopted. In the interpretation value of .01-.19 was considered “very low” influence; .20-.39 “low”. 40-69 “moderate”. 79-89 “high”, 90-.99 very high influence. A plus (+) or (-) sign indicates that the influence is positive or negative. Stepwise multiple regression analysis was employed to tests the entire hypotheses at .05 level of significance. Two Null hypotheses were postulated to guide the study.

Hypothesis One

Stressors arising from domestic chores will have no significant influence on the role performance of married academic women in tertiary institutions. Data in testing the hypotheses are presented in table 2.

Table 2: Summary of stepwise multiple regression analysis on Influence of Stressors Arising From Domestic Chore on Role Performance of Married Academic Women in Tertiary Institutions in Cross River State – Nigeria (N=411)

Variables	R	R ²	B	F-Cal	df	F-critical
Role performance	0.061	0.312	0.581	15.721*		
PLW	0.438	0.192	0.301	16.348*		
SEQ	0.503	0.253	0.314	23.428*		
MES	0.443	0.196	0.220	16.383*		
CAR	0.356	0.126	0.233	9.992*		
SES	0.413	0.170	0.327	14.157*		
RAL	0.445	0.198	0.404	17.078*	1.419	3.84
MSA	0.382	0.146	0.379	11.816*		
PMG	0.462	0.213	0.520	18.709*		
ACR	0.452	0.204	0.389	17.733*		
RSP	0.402	0.162	0.344	13.330*		
STP	0.409	0.167	0.385	13.865*		
PTP	0.457	0.209	0.425	18.204*		
ABM	0.421	0.178	0.307	14.897*		

*Significant at $p < .05$

Table 2 shows that the multiple regression (R) value for PLW is 0.438, while the F-cal = 16.348. The F-cal is greater than the critical F-value of 3.84 at .05 level of significance. Therefore, marital stressors arising from domestic work have a significant influence on the role performance of the married academic women with regard to PLW. The value of regression weight $B = .301$, which accounts for 30.1% variance indicating a positive influence and a low predictive value of PLW by the women. The table also shows that the R-value for SEQ is 0.503 and MES is 0.443, while their F-cal values are 23.428 and 16.383, respectively. The F-cal for each is greater than the critical F-value of 3.84 at .05 level of significant. Therefore, marital stressors arising from domestic work have a significant influence on the role performance of the married academic women with regard to SEQ and MES. The value of regression weight $B = .314$ on SEQ, which accounts for 31.4% indicates a positive influence and a low predictive value; and the value of regression weight $B = .220$ on MES, which tends to account for 22.0% of the variance indicates a positive influence and low predictive value of MES by the women.

The table also shows that the F-cal for each of the rest of indices of role performance is greater than the critical F-value of 3.84 at .05 level of significant. Therefore, marital stressors arising from domestic work here a significant influence on the role performance of the married academic women with regard to each of the indices. Their value of regression weight B range from .233 to .425, which accounts for 23.2% to 42.5% of the variance for respective index of role performance, indicating a positive influence and a low to moderate predictive value of the respective of the index of role performance of the women.

The table further shows that when role performance is considered as a unit, the R-value is 0.061, while the F-cal = 15.721. The F-cal is greater than the critical F-value of 3.84 at .05 level of significance. Therefore, marital stressors arising from domestic chores have a significant influence on the role performance of the marital academic women in tertiary institutions in Cross River State, Nigeria. Hypothesis one which states that stressors arising

from domestic work will have no significant influence on the role performance of married academic women in tertiary institutions in Cross River State, is therefore, rejected. The value of regression weight $B = .581$, which accounts for 58.1% of the variance, indicating a positive influence and a moderate predictive value of the role performance of the married academic women.

CONCLUSION

Stressors arising from domestic chores had a significant influence on the role performance of married academic women in tertiary institutions. Hypothesis one which stated that stressors arising from domestic chores will have no significant on the role performance of married academic women in tertiary was therefore rejected.

The above result is in line with Coontz (1992) confirms this. She found that couples negotiate a division of labour that allowed women to compensate for the time they spent away from the family and that allowed women to choose the family work that is less threatening to their masculine selves. Coontz (1992) equally revealed that socialization to determine whether husbands do or do not assist in housework.

Demo (1992), and Popenoe (1993) found that in 38% of the dual-career couples the husband did virtually no house work leaving it entirely to the wives and hired helps thereby affecting directly or indirectly the professional role performance of married women academics in higher institution a relate to this study.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are proposed.

1. That women academics should learn to cope with stressful conditions at home by strategizing ways of overcoming such. For example the women have been naturally endowed to take care of their homes and as such should see domestic chores etc. as their responsibility and do not perceive the demands as a burden, however they can hire house helps or bring their relations to help them etc.
2. Women academics should be encouraged to attend professional conferences, seminars and workshops in their discipline. Organizing professional seminars and workshop for women academics might be indirect ways of assisting them manage their stress.
3. Women academics should take notice of the factors of performance effectiveness and avoid them when performing the roles. It is only when they have done this that they will be more productive.
4. Women academics should learn to cope with stressful situation at home by strategizing ways of overcoming such. For instance, the women have been naturally endowed to take care of their children and as such should not see child caring as a burden. However, they can hire house help or bring their relations to help them therein.

REFERENCES

- Best, G. (1990). *Social and psychological factors in stress*. New York: Holt Reinhart and Winston.
- Burke, M. and Weir, D. (1987). *Our being a mother*. LONDON; Tailstocks publishing COMPANY.
- Coontz, S (1992). *The Way We Wish We Were; America Families and the nostalgia trap*. New Jersey: Basic Books.
- Demo, O.H. (1992). Parent-children relation assessing relent changes. *Journal of marriage and family*, 54(5), 104-117.
- Denga, D. I. (2002). *Educational and Social psychology of schools and other social organization*. Calabar: Rapid publishers.
- Denga, D. I., and Ekpo, T. N. (1984). *Executive stress: its rape and management*. Calabar: Rapid Educational Publishers.
- Granster, G. C. (1995). *Marriage today: problem, issues and alternatives*. New York: Stockman publishing Inc.
- Halt, E. (1997). *Introduction to educational psychology*. Cameroon: African- FEP publisher.
- Lazarus, R. S. and Deimagis, W. S. (1983). Psychology stress and coping process. *The personal and guidance journal*, 62 (9), 549.
- Ministry of Education Youth and Sport, Cross River State- Nigeria 2006.
- Ogbazi, J. W., and Okpala, J. (1994). *Writing research report: guide for Researchers in education the social science and the humanities*. Enugu: Press Time Ltd.
- Okpechi, P. A. (2012). *Influence of marital stressors on role performance of Married Academic Women in tertiary institution in Cross River State, Nigeria*. Unpublished Ph. D thesis.
- Popenoe, D. (1993), American family decline: 1960-1990: A review and appropriate journal of marriage and the family, 53(5), 527-556.
- Reis, M. (1984). Professional ethnics. *Journal of Higher Education*, 53, 307-317.
- Rustia, J. (1983). *The relationship between universities missions, relevant professional practices and policy formations; An illustrations*. Nursing and Health care, 4.6671.
- Sarwar, J. (1994). *Creative teaching*. Louis: the C.V Mosby.
- Theowell, J., and Rahe, A. (2003). Selecting illness and somatic factors in relations to two psychological stress indices; A prospective study on middle ages. Construction building workers. *Journal of psycho mastics research*, 20(3), 7-20.
- Wilson, H. S. (1969). *Research in nursing*. California: Addison-Wesley publishing company.

APPENDIX A

SECTION A: PERSONAL DATA

Instruction

Please place a tick (✓) where appropriate.

1. Name of Institutions

- a. University of Calabar []
- b. CRUTECH []
- c. Federal College of Education, Obudu []
- d. Cross River State College of Education Akamkpa []

2. Length of Marital Age

- a. 1-10 years []
- b. 11-20 years []
- c. 21-30 years []
- d. 31 years and above []

3. Age Range of children

- a. 0- 2 years []
- b. 3-6 years []
- c. 7- 10 years []
- d. 11 years and above []

SECTION B: STRESSORS ARISING FROM DOMESTIC WORK.

Listed below are situations that exert stress on woman academic. For each items place a tick (✓) on the appropriate column that shows the extent of stress you experience arising from domestic work.

Key: Very Great Extent (VGE), Great Extent (GE) Less Extent (LE), Very Less Extent (VLE).

S/N	STRESSORS	VGE	GE	LE	VLE
4	Washing clothes (WC)				
5	Keeping the house tidy (KHT)				
6	Preparing meals for the family (PMF)				
7	Going to the market to buy food stuff (GTM)				
8	Husband making mockery of your cooking (HMC)				
9	Children not assisting in domestic work (CAW)				

SECTION C: ROLE PERFORMANCE

Listed below are roles which women academic are expected to perform. Place a tick (✓) in the appropriate box to express the extent you have been able to accomplish the following roles as an academic in recent time.

S/N	STRESSORS	VGE	GE	LE	VLE
10	Prepare lesson very well (PLW)				
11	Submit examination question on schedule (SEQ)				
12	Carry out academic research (CAR)				
13	Submit examination script on schedule (SES)				
14	Regular attendance to lectures (RAL)				
15	Mark students' class assignment (MSA)				
16	Prepare marking guide before marking scripts (PMG)				
17	Attend conferences regularly (ACR)				
18	Read students' project files quickly as required (RSP)				
19	Supervise students' teaching practice in schedule (STP)				
20	Publish at least two papers yearly (PTP)				
21	Attend every academic board meeting (ABM)				
22	Mark examination scripts soon after exams (MES)				