

Teachers' Personal Variables as Predictors of Teachers' Job Effectiveness in Public Senior Secondary Schools in Edo State, Nigeria

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Abstract

The study examined teacher's personal variables as predictor of teachers' job effectiveness in public senior secondary schools in Edo State. The design of this study was the ex-post facto design. The population of the study consisted of all the 1846 teachers in the 296 public Senior Secondary Schools in Edo State. The sample of 369 (20%) teachers was drawn for the study, principals and public Senior Secondary Schools in Edo State. The multi-stage simple random sampling technique was employed to sample the population of the study. To determine the internal consistency of the instrument, the Cronbach alpha reliability method was used, the values of each instrument were 0.78 and 0.89. One research question was answered, and four hypotheses was analyzed. A benchmark of 2.50 was used to rate level of job effectiveness of teachers. The entire hypotheses were tested at 0.05 level of significance. The result showed that teacher personal variables (educational qualification, years of teaching experience and teachers' age) individually and jointly predicted job effectiveness of teachers in Edo State. It is therefore recommended among others that less experienced teachers with less than ten (10) years of teaching experience should be provided with peer-tutoring opportunities to enable them to gain more skills in pedagogy in various classroom management and administrative related matters that would make them more effective in their school jobs.

Keywords: Teachers' Personal Variables, Teaching Experience, Educational Qualifications, Age and Job Effectiveness.

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INTRODUCTION

Education has been regarded universally as an instrument for change and as an indispensable asset which serves as core investment in human capital yielding economic benefit by increasing the productive capacity of the people. For this sole purpose, both developed and in developing countries, educational investment has been perceived as one of the most important factors that contribute to economic development and progress of the Nations (Kolawole, 2017). Consequently, the Federal Republic of Nigeria (2013) recognizes that Nigeria's philosophy of education is based on the following set of beliefs, which include; education is an instrument for nationwide advancement and social transformation; education is imperative for the enhancement of a progressive and united country (Nigeria); education helps to maximize the creative prospective and skills of the individual for self-actualization and general growth of the society; education is compulsory and a right of every Nigerian irrespective of gender, social status, religion, ethnic background and any peculiar individual challenges; and education is to be qualitative, comprehensive, functional and relevant to the needs of the society (FRN, 2013). Hence serious attention has been given to Educational Development over the year in eradicating the level of illiteracy and building human capacity for national growth.

However, no educational institution across the globe will actualize the goals of education for nation building without effective and efficient teaching and teachers as they stand as the center piece of Educational progress (Yusuf & Abdullahi, 2019). Effectiveness and efficiency are two terms that has been wrongly used interchangeably. In simple terms, a teacher can be said to be effective on a given task when predetermined objectives that border on the task pursued and are fully attained while the same teacher can be said to be efficient if they can make use of required resource of time, material, money and effort in the attainment of the same objectives (Olusola, Gbadegesin & Adu, 2017). This implies that job effectiveness can be seen as the ability to meet a multifaceted tasks successfully or carry out an activity or task. It refers to the desirable prerequisites to fulfill the demands of a particular professional position, a social role, a personal project or job.

This is the reason why Onyekuru and Ibegbunam (2013) stated that teachers' job effectiveness maybe measured along a wide range of teachers' performance on a given set of tasks to carry out. They also opined that teachers' job effectiveness can be measured along three broad categories namely: a) general work conduct/behavior; b) instructional-administrative task performance, and c) their work relationship behavior.

Olusola, Gbadegesin and Adu (2017) stated that the level to which a teacher is effective can be measured in ordinal ratings of - Excellent to Poor or Highly effective to highly ineffective. Nevertheless, as much as many teachers are desirous of carrying out their duties in an effective manner, their personal variables cannot be underestimated as they these variables or factors have the capacity to help or hinder their effectiveness. Teachers' years of experience, educational qualification and teacher's age are some personal factors this study was interested in.

Years of experience of a teacher refers to the number of years a teacher has put into active service within a given work enterprise. It also serves as the cumulative period a teacher has served as a subject or classroom teacher. This is often measured in cardinal terms of days, weeks, months or years of service in the teaching profession. Hence, it is not uncommon to find someone describe one teacher as experienced and another as well experienced teacher (Yusuf & Abdullahi, 2019).

There is a general believe that the longer the years a teacher spent in the teaching enterprise, the better the learning opportunity available to such teacher to enhance proficiency and effectiveness in teaching profession and also have significance impact in the academic achievement of the students being taught. Possibly, this may be the reason why most principals are often keen to assign more duties to longer serving teachers who they expect to pull on their exposure and wealth of experience to perform any given task effectively (Igberadja, 2018).

Educational qualification is often used to describe one's level of academic attainment within the context of formal schooling. For a teacher, it could be seen as their level of academic qualification from a learning institution with attendant certificate of learning. It is usually considered a major variable in the determination of staff positioning, job placement, salary payment and promotion (Igberadja, 2018). This implies that educational qualification of a teacher plays a significant role in teaching profession and enhances teachers' job effectiveness. The Federal government of Nigeria in the National Policy on Education sets a minimum requirement of a bachelor's degree with specialty in education for the teaching of any subject at the secondary school. This is because it is believed that the academic qualification of a teacher may impact on their job effectiveness

because of increased skill acquisition from training (Igberadja, 2018). Hence, the expectation is that any increment in educational qualification of teachers may increase their understanding in their area of specialty and promotes their level of effectiveness in the performance of their instructional and administrative tasks.

Furthermore, age is another personal variable of a teacher. It refers to the length of time one has lived or existed as measured in number of days, weeks, months or years. The importance of age in any institutions or in a firm whether private or public cannot be overemphasized, this is why in some establishments ages of applicants are duly considered prior to recruitment. However, there are cases where young people are not considered for certain positions (Olusola, Sunmaila Olufemi & Abiodun, 2016). One reason age of employees is often considered in learning institutions may be because age has often been considered as one of the instrument to enhance productivity and effectiveness. For example, teachers are expected to spend at most thirty – five years in the teaching service or retire at the age of sixty- five. This is because ability, effectiveness and competence increase with age. Hence age may play a crucial role in the teaching profession and the level of job effectiveness of teachers. There may be other personal variables of teachers that may affect their effectiveness in their jobs, however, this study focused on teaching experience, educational qualification and age.

Several studies have been carried to investigate teachers' personal variables as predictors of their job effectiveness. Kechinyerum and Ajoku (2023) studied how experience and motivation can influence job performance among Business studies teachers in junior secondary schools in Rivers State. The findings showed that teachers' experience has impact on teachers' job effectiveness. Odanga, Aloka and Raburu (2023) also examined the link between teaching experience and teachers' self-efficacy and effectiveness in Kenyan secondary schools. The study used a chronological illustrative design and the Teacher Self-Efficacy Scale. The MANOVA results demonstrated that there was a significant link between experience and teachers' self-efficacy and effectiveness ($Wilk= 7, 319, 0.945, p = 0.019$). Pepra-Mensah, Adu and Oteng (2017) equally investigated effect of demographic variables on workers attitudes and workers' job effectiveness in Cape Coast and Elmina. The result revealed that years of teaching experience do not predict teachers' job effectiveness in Cape Coast and Elmina.

Ademola, Okebukola, Oladejo, Onowugbeda, Gbeleyi, and Agbanimu (2023) employed the relationship between teachers' qualification and academic performance of students in secondary school chemistry; and (c) teachers' teaching experience and academic achievement of students in secondary schools. The study found a strong relationship in the academic performance of students in chemistry with respect to teachers' qualification [$F(3,16)=.54;p> .05$]. Nwachukwu (2016) examined the differences and correlation between the level of teachers' job effectiveness, motivation and their performance in Rivers State of Nigeria. The result showed that there was a significant connection between lecturers' age and their job effectiveness in Rivers State of Nigeria. Meindinyo and Ikurite (2017) analyzed influence of motivation on teachers' effectiveness in a Bekwarra L.G.A of Cross River State, Nigeria. The study showed that application of right motivation factor had positive influence on teachers' effectiveness. The result further revealed that factor such as age, sex and professional training affected a lecturers' job effectiveness. This implies that motivation factors and teachers' age and level of professional training has a great effect on the job effectiveness and performance.

However, it has been observed that the contrary is the case with some secondary school teachers in the communities in Edo State as a lot of appalling work behaviour such

as absenteeism from school, avoidance of lesson period, lack of zeal in carrying out assigned tasks, trading in the school premises are sometimes exhibited by some teachers on daily basis (Abay, 2021). Some of the manifestations of teachers' ineffectiveness as observed by the researcher include: students inability to read fluently and write accurately, general work misconduct/behaviour and poor delivery of instructional-administrative task. Others include: poor work relationship behaviour, teachers' absenteeism, lukewarm classroom practices, high rate of students' involvement in examination misconduct, lack of dedication and zeal to work, improper writing of lesson plans/notes, improper keeping of records, and lack of mastery of subject content by teachers. Supporting this view, many authors such as Babalola (2017), Pepra-Mensah, Aduand Oteng (2017), and Ewetan and Olabanji (2017), Akpan (2018), Ade (2019), Ademola, Okebukola, Oladejo, Onowugbeda, Gbeleyi, and Agbanimu (2023) and Odanga, Aloka and Raburu (2023) have attempted to provide answers to the above question by investigating predictors of teachers' effectiveness in relation to instructional materials, availability of human and financial resources, gender, teachers, home background, marital status, school rules and regulations solutions have been proffered by these authors, but the problem of job effectiveness by teachers till persist in Edo State (Abay, 2021). The question is: Could the teachers' ineffectiveness (measure by students' declining performance among other attendant observable factors earlier mentioned) be attributed to teachers' variables (age, educational qualification and teaching experience)? On the other hand, could it be traced to school factor (classroom size, school location, classroom facilities) or both? It is against this backdrop that this study sought to examine teachers' personal variables as predictors of teachers' job effectiveness in senior public secondary schools in Edo State, Nigeria.

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

- HO₁:** Years of teaching experience do not significantly predict job effectiveness of teachers in public senior secondary schools in Edo State
- HO₂:** Educational qualification does not significantly predict job effectiveness of teachers in public senior secondary schools in Edo State.
- HO₃:** Teachers' age does not significantly predict job effectiveness of teachers in public senior secondary schools in Edo State.
- HO₄:** Teacher personal variables (educational qualification, years of teaching experience and teachers' age) do not jointly predict job effectiveness of teachers in public senior secondary schools in Edo State.

METHODOLOGY

The design of this study was the *ex-post facto* design. According to Salvatore & Saunder, (2016), *ex-post facto* research design is an inductive design that helps one to investigate how one or more variables of interest brings about changes in another variable. The researcher employed the *ex-post facto* design to explain how teachers' years of teaching experience, educational qualification and teachers' age influence teachers' job effectiveness. The population of the study consisted of all the 1846 teachers in the 296 public Senior Secondary Schools in Edo State. This record was based on the statistics of teachers in schools as at the 2019/2020 school year (Post Primary Education Board, Benin City, 2020).

The sample of 369 teachers was drawn for the study. These represent 20 percent of teachers, principals and public Senior Secondary Schools in Edo State. The multi-stage simple random sampling technique was employed for the study. This represented 20 percent of the 1846 teachers in the State. According to Nwana (1981), using 10 to 20 percent of a large population is acceptable for educational research, especially when the population is over 1,000. This makes the 20 percent sample used in this study suitable and reliable for drawing valid conclusions.

One instrument was adapted for the study titled: Teachers 'Personal and School Variables Survey (TEPSVAS). The instrument was used to collect data on teachers' personal variables (teacher's age, educational qualification and their years of experience), school variables (school location, class size, and classroom facilities) the instrument was divided into Sections A and B. Section A of TEPSVAS dealt with personal variables of teachers such as their educational qualification, years of teaching experience and teachers' Age. Section B of TEPSVAS dealt with data on school variables such as school location, class size and classroom facilities. An item statement on teachers' Age was adapted from the Teachers' School Age Questionnaire (TSWLQ) developed by Gwambombo (2017). The original questionnaire covered two (2) major aspects of workload namely: physical Age (items 1 - 5) and mental Age (items 9 - 11). The overall inter-item reliability for this scale was high (Cronbach's $\alpha = 0.78$). Since the original questionnaire (TSWLQ) was designed for teachers in Tanzania, some content modifications were done to suit the present locality and promote language simplification for respondents. For instance, item 13 on delegation which reads "*teaching section*" in the original instrument were changed to "*class period*". The original rating on a 4-point scale of: Strongly Agree -4, Agree -3, Strongly Disagree -2, and disagree -1 was retained. Hence, the mean benchmark of 2.50 was used to determine effectiveness of teachers. Hence, a score of 2.50 and above on any item was adjudged to be high effectiveness while a score below 2.50 was adjudged as low effectiveness or ineffective.

Section B of TEPSVAS was constructed to collect data on class size and classroom facilities. This section considered class size in terms of the students/teacher's ratio of 40/1 as against the average number of students in senior secondary schools. 41 and above students in a class was regarded as a large class while 40 students and below to one teacher was regarded as a small class. On the other hand, class facilities were measured in terms of availability of thirteen (13) facilities needed for purposeful teaching and learning in the school (Asiyai, 2015, Wong and Fraser, 2016, Iyadula, 2018). The availability of the facilities is rated on a two-point scale of available -2 and Unavailable -1.

To determine the internal consistency of the instrument, the Cronbach alpha reliability method was used. The choice of Cronbach reliability technique among several reliability techniques was informed by the need to eliminate errors of measuring in a test-retest condition. The liability value of 0.70 was obtained and considered suitable for instrument to be used. The researcher and two trained research assistants administered the instrument.

Hypotheses 1 to 3 were tested using the Simple Linear Regression Analysis (SLRA) technique to determine the individual effect of specific predictors on the dependent variable. Hypotheses 4 was tested with the Multiple Linear Regression Analysis (MLRA) to examine the combined effect of the predictors (teachers' years of teaching experience, educational qualification, age) on the dependent variable (teachers' job effectiveness). The entire hypotheses were tested at 0.05 level of significance.

Results

Hypothesis 1: Years of teaching experience do not significantly predict job effectiveness of teachers in public senior secondary schools in Edo State.

In testing hypothesis 1, the simple linear regression analysis was used to determine the effect of the independent variables on the dependent variable. This further helped to determine the extent (in percentage %) to which the independent variables explain variations dependent variable. The results of the analysis are presented in Table 3.

Table 1: Simple Linear Regression Analysis of teaching experience do not significantly predict job effectiveness of teachers in public senior secondary schools in Edo State

$R = .130^a$ $R\text{-square}(R^2) = .017$ $\text{Adjusted } R\text{-square} = .014$ $F(1,367) = 6.307^*$						
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta	t-val.	p-val.	Remark
Model						
(Constant)	2.233	.101		22.114	.000	Significant
Years of teaching experience	.154	.061	.130	2.511	.012	Significant

a. Dependent Variable: Job Effectiveness of Teachers

b. Predictors: (Constant), Years of teaching Experience

**t-values and df-value are statistically significant ($p < 0.05$)*

The data in Table 1 showed that the F-value of 6.307 which tested for joint effect of the predictors was significant ($p < 0.05$). This indicated that years of teaching experience significantly predicted job effectiveness of teachers in public senior secondary schools in Edo State. The r-value(R) of .130 showed that the strength and direction of the predictor (years of teaching experience) with the dependent variable (job effectiveness of teachers) was strong and positively related respectively. The R^2 square and adjusted R^2 values (.017 and .014) shows that the predictive or explanatory power of the years of teaching experience on job effectiveness of teachers ($.17 \geq R^2 \leq .14$). The t-value shows that years of teaching experience individually (only) predicts job effectiveness of teachers ($t = 2.511$, $\beta = .130$, $p < 0.05$). Therefore, the null hypothesis was rejected.

Hypothesis 2: Educational qualification does not significantly predict job effectiveness of teachers in public senior secondary schools in Edo State.

In testing hypothesis 2, the simple linear regression analysis was used to determine the effect of the independent variables on the dependent variable. This further helped to determine the extent (in percentage %) to which the independent variables explain variations in the dependent variable. The results of the analysis are presented in Table 4.

Table 2: Simple Linear Regression Analysis of Educational Qualification on Job Effectiveness of Teachers in Public Senior Secondary Schools in Edo State

$R=113^a$ $R\text{-square } (R^2) = .013$ $\text{Adjusted } R\text{-square} = .010$ $F_{(1, 367)} = 4.763^*$						
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std.Error	Beta	t-val.	p-val.	Remark
Model						
(Constant)	2.266	.100		22.596	.000	Significant
Educational Qualification	.134	.061	.113	2.183	.030	Significant

a. Dependent Variable: Job Effectiveness of Teachers

b. Predictors: (Constant), Educational Qualification

**t-values and f-value are statistically significant ($p < 0.05$)*

The data in Table 2 showed that the F-value of 4.763 which tested for joint effect of the predictors was significant ($p < 0.05$). This indicated that educational qualification significantly predicted job effectiveness of teachers in public senior secondary schools in Edo State. The r-value(R) of .113 showed that the strength and direction of the predictor (educational qualification) with the dependent variable (job effectiveness of teachers) was strong and positively related respectively. The R^2 square and adjusted R^2 values (.013 and .010) shows that the predictive or explanatory power of educational qualification on job effectiveness of teachers ($.13 \geq R^2 \leq .10$). The t-value shows that educational qualification individually (only) predicts job effectiveness of teachers ($t=2.183$, $\beta = .113$, $p < 0.05$). Therefore, the null hypothesis was rejected.

Hypothesis 3: Teachers' age does not significantly predict job effectiveness of teachers in public senior secondary schools in Edo State.

In testing hypothesis 3, the simple linear regression analysis was used to determine the effect of the independent variables on the dependent variable. This further helped to determine the extent (in percentage %) to which the independent variables explain variations in the dependent variable. The results of the analysis are presented in Table 5.

Table 3: Simple Linear Regression Analysis of Teachers age and Job Effectiveness of Teachers in Public Senior Secondary Schools in Edo State

a. Dependent Variable: Job Effectiveness of Teachers

$R=.179^a$ $R\text{-square } (R^2) = .032$ $\text{Adjusted } R\text{-square} = .029$ $F_{(1, 367)} = 12.165^*$						
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std.Error	Beta	t-val.	p-val.	Remark
Model						
(Constant)	2.144	0.100		21.542	.000	Significant
Teachers' Age	0.212	0.061	0.179	3.488	.001	Significant

b. Predictors: (Constant), Teachers' Age

**t-values and f-value are statistically significant ($p < 0.05$)*

The data in Table 3 showed that the F-value of 12.165 which tested for joint effect of the predictors was significant ($p < 0.05$). This indicated that teachers' age significantly predicted job effectiveness of teachers in public senior secondary schools in Edo State. The r-value (R) of .179 showed that the strength and direction of the predictor (teachers' age) with the dependent variable (job effectiveness of teachers) was strong and positively related respectively. The R^2 square and adjusted R^2 values (.013 and .029) shows that the predictive or explanatory power of educational qualification on job effectiveness of teachers ($.13 \geq R^2 \leq .29$). The t-value shows that teachers' age individually (only) predicts job effectiveness of teachers ($t = 3.488, \beta = .3.488, p < 0.05$). Therefore, the null hypothesis was rejected.

Hypothesis 4: Teacher personal variables (educational qualification, years of teaching experience and teachers' age) do not significantly jointly predict job effectiveness of teachers in public senior secondary schools in Edo State.

To test Hypothesis 4, the Multiple Linear Regressions was employed to determine the extent to which the teachers' personal variables (educational qualification, years of teaching experience and teachers' age's) jointly predict job effectiveness of teachers in public senior secondary schools in Edo State. The Multiple Regression Coefficients are clearly presented in Table 9.

Table 4: Analysis showing the Relative and Combined Effects of Teacher personal Variables and Job Effectiveness of Teachers in Public Senior Secondary Schools in Edo State

R = .210 ^a R-square (R^2) = .044 Adjusted R-square = .036 $F_{(3, 365)} = 5.609^*$					
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t-val.	p-val. Remark
Model					
(Constant)	2.192	.102		21.557	.000 Significant
Educational qualification	-.131	.249	-.111	-.528	.598 Significant
Years of Teaching Experience	-.199	.207	-.169	-.963	.336 Significant
Teachers' Age	.512	.163	.433	3.135	.002 Significant

a. Dependent Variable :Job Effectiveness

b. Predictors: (constant), Educational Qualification, Years of Teaching Experience and Teachers' Age's *t-value and f-value are statistically significant ($p < 0.05$)

The data in Table 9 showed that the F-value of 5.609 which tested for joint effect of the predictors was significant ($p < 0.05$). This indicated that academic educational qualification, years of teaching experience and teachers' age significantly predicted job effectiveness of teachers in public senior secondary schools in Edo State. The r-value (R) of .210 showed that the strength and direction of the predictors (educational qualification, years of teaching experience and teachers' age's) with the dependent variable (job effectiveness of teachers) was strong and positively related respectively. The R^2 square and adjusted R^2 values (.044 and .036) showed that the predictive or explanatory power of the teachers' personal variables on job effectiveness of teachers

was moderate ($.44 \geq R^2 \leq .36$). The magnitude of the t-value shows that the relevance, prominence or order of importance of each of the teachers' personal variables. In descending order, the t-values shows that teachers age has the most predictive effect on job effectiveness of teachers. This is closely followed by years of teaching experience and educational qualification. This shows that teachers' age, had positive and the most profound effect on job effectiveness of teachers.

Discussion

The result showed that years of teaching experience significantly predict job effectiveness of teachers in public senior secondary schools in Edo State. The result is in line with that of Kechinyerum and Ajoku (2023) who found that teachers' experience has influence on teachers' job effectiveness. The result is in line with that of Odanga, Aloka and Raburu (2023) who found that the effects of experience on teachers' self-efficacy and effectiveness were significant ($Wilk = 7, 319, 0.945, p = 0.019$). The result supports that of Pepra-Mensah, Adu and Oteng (2017) who found that year of teaching experience do not predict teachers' job effectiveness in Cape Coast and Elmina.

The result showed that educational qualification significantly predicts job effectiveness of teachers in public senior secondary schools in Edo State. The result is in consonance with that of Omieibi-Davids (2023) who found that teachers with environmental education qualification positively relate with students' academic performance. The result further disagrees with that of Ademola, Okebukola, Oladejo, Onowugbeda, Gbeleyi, and Agbanimu (2023) who found no statistically significant difference in the academic achievement of students in chemistry with respect to teachers' qualification [$F(3,16) = .54; p > .05$].

The result showed that age significantly predicts job effectiveness of teachers in public senior secondary schools in Edo State. The result corroborates that of Nwachukwu (2016) who found significant relationship between lecturers' age and their job effectiveness in Rivers State of Nigeria. The result was in line with that of Meindinyo and Ikurite (2017) who found that factor such as age, sex professional training affected a lecturers' job effectiveness.

Conclusion

Based on findings, the researcher concluded that teachers' personal variables (educational qualification, years of teaching experience and teachers' age) significantly jointly predict job effectiveness of teachers in public senior secondary schools in Edo State. This indicates that job effectiveness of teachers in public senior secondary schools can be attributed to many factors which include educational qualification, years of teaching experience and teachers' age, in public senior secondary schools in Edo State

Recommendations

Based on the above findings, the following recommendations were made:

1. Less experienced teachers with less than ten (10) years teaching experience should be provided with peer-tutoring opportunities to enable them gain more skills in pedagogy in various classroom management and administrative related matters that would make them more jobs effective in schools.
2. Educational qualifications of teachers with a specialty in education should be encouraged by school principals and those teachers without educational

qualification should be encouraged to go for further studies.

3. Age of teachers is considered in education to enhance productivity and effectiveness. For instance, teachers are expected to spend at most thirty-five years in the teaching service or retire at the age of sixty-five.

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