

TEACHERS' INPUT VARIABLES AS CORRELATE OF TEACHERS' JOB EFFECTIVENESS IN PUBLIC SENIOR SECONDARY SCHOOLS IN EDO STATE, NIGERIA

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Abstract

The study investigated teachers' input variables as correlate of teachers' job effectiveness in public senior secondary schools in Edo State, Nigeria. The study was guided with three research questions and two hypotheses were formulated and tested in the study. The study adopted the correlational research design. The population comprised 1,846 teachers in 296 public Senior Secondary Schools in Edo State, while a sample of 369 teachers (20%) was selected using a multi-stage sampling technique. In the first stage, information on schools and teachers was obtained from the Secondary Education Board, Benin City. In the second stage, 20% of schools and teachers were proportionately selected across the local government areas, giving a total sample of 369 teachers for the study. Two instruments were used for data collection: the Teachers Input Variables Survey (SIVAS), which measured teachers' educational qualification and years of teaching experience using weighted scores, and the Teachers' Effectiveness Questionnaire (TEQ), which was completed by principals to rate teachers' job effectiveness across general work behaviour, instructional tasks, and work relationships. The instruments were validated by experts and tested for reliability using Cronbach Alpha, yielding a coefficient of .70. Data were analyzed using mean and standard deviation for research questions, while hypotheses were tested using Pearson Product Moment Correlation Coefficient at .05 level of significance. The study revealed that the level of job effectiveness of teachers in public senior secondary schools in Edo State was low, years of teaching experience significantly correlate with job effectiveness of teachers in public senior secondary schools in Edo State and educational qualifications significantly correlate job effectiveness of teachers in public senior secondary schools in Edo State. Based on the findings, it was recommended among others that the government and relevant education authorities in Edo State should organize regular in-service training, workshops, and professional development programmes for teachers in public senior secondary schools to improve their instructional skills, work behaviour, and overall job effectiveness.

Keywords: *Teachers' Input Variables, Teachers' Job Effectiveness, Level of Job Effectiveness, Years of Teaching Experience, Educational Qualifications*

Introduction

Secondary education is designed to prepare learners for higher education and to equip them with the knowledge, skills, and values required to become useful members of society. To achieve these objectives, the secondary school system relies heavily on trained personnel who facilitate the teaching and learning process. These personnel, known as teachers, occupy a central position in the educational system, as they are the primary implementers of the curriculum at the classroom

level. Their roles are indispensable in any society because they translate educational policies into practical learning experiences. For effective curriculum implementation, teachers are expected to utilize their knowledge, skills, effort and professional competence to ensure that instructional objectives are achieved.

Teachers' job effectiveness is a critical factor in the realization of educational goals. Job effectiveness refers to the ability of an individual to successfully perform assigned tasks and meet predetermined objectives. In the teaching profession, it encompasses the capacity of teachers to effectively plan lessons, deliver instruction, manage classrooms, evaluate students' performance, and maintain positive relationships with learners. According to Hussaini and Muhammad (2023), a teacher is considered effective when they are able to perform assigned duties in line with established goals and expectations. Thus, teachers' job effectiveness can be viewed as a measurable construct based on the extent to which teachers fulfill their professional responsibilities.

There are multiple dimensions of teachers' job effectiveness. Onyekuru and Ibegunam (2013) categorized teachers' job effectiveness into three major areas: general work conduct and behaviour, instructional-administrative task performance, and work relationship behaviour. General work conduct includes teachers' appearance, creativity, use of instructional materials, and dedication to teaching. Instructional-administrative task performance involves lesson planning, classroom management, logical presentation of subject matter, effective communication, and appropriate evaluation techniques. Work relationship behaviour, on the other hand, includes teachers' ability to communicate effectively, motivate students, maintain positive interpersonal relationships, and create a supportive learning environment. These dimensions collectively determine how well a teacher performs in the classroom and contribute to students' overall learning outcomes.

The level of teachers' job effectiveness may vary across individuals and contexts. It can be assessed using rating scales ranging from highly effective to highly ineffective (Hussaini & Muhammad, 2023). While some teachers may demonstrate high effectiveness in certain aspects such as classroom management or interpersonal relationships, they may perform poorly in other areas like instructional delivery. This variation suggests that teachers' effectiveness is influenced by several factors. These factors, which may either enhance or hinder teachers' performance, are conceptualized in this study as teachers' input variables.

Generally, input variables refer to the human and non-human resources required for effective teaching and learning within the school system. They include both material and non-material components that contribute to the achievement of educational objectives (Sulyman, et al., 2020). Broadly, school input variables can be classified into internal and external inputs. The internal inputs are those factors that can be controlled or influenced by school authorities, such as teachers' qualifications, teaching experience, school facilities, and administrative practices while the external inputs include factors such as government policies, community support, and socio-economic conditions that may indirectly affect school operations. However, the teachers input variables that are of interest to this study are the teachers teaching experience and teachers academic qualification.

Teachers' teaching experience refers to the length of time a teacher has spent in active service, which contributes to the development of practical skills, classroom management techniques, and instructional competence. It is generally believed that teachers with more years of experience are better equipped to handle classroom challenges and deliver effective instruction due to their accumulated knowledge and exposure (Yusuf & Abdullahi, 2019). This belief often influences administrative decisions, as more experienced teachers are frequently entrusted with

greater responsibilities within the school system. Educational qualification, on the other hand, refers to the level of formal education attained by a teacher, usually evidenced by certificates such as the National Certificate in Education (NCE), Bachelor's degree, or higher degrees in education. It is an important determinant of teachers' placement, promotion, and professional development. The Federal Government of Nigeria emphasized the importance of qualified teachers by stipulating a minimum requirement of a bachelor's degree in education for teaching at the secondary school level. Higher educational qualifications are associated with improved pedagogical knowledge, subject mastery, and professional competence, which are expected to enhance teachers' effectiveness in the classroom.

Teacher effectiveness is widely recognized as a key determinant of students' academic achievement and overall development. Effective teaching is characterized by intellectual competence, emotional stability, positive attitude towards the profession, and the ability to inspire students (Afe, 2001). It involves meaningful classroom interactions that lead to increased student knowledge and skills (Evans, 2006). Research has consistently shown that teacher effectiveness is one of the most significant factors influencing students' success. Consequently, improving teacher quality remains a central focus of educational reforms aimed at enhancing learning outcomes. Given the importance of teachers in the educational process, it is essential to examine the factors that influence their effectiveness. Although, teachers may possess the desire to perform effectively, their ability to do so depends largely on the input variables available to them. Among these, years of teaching experience and educational qualifications could stand out as critical determinants that may shape teachers' performance in the classroom.

A growing body of empirical evidence has continued to highlight concerns about the level of teachers' job effectiveness across different educational contexts. In Nigeria, for instance, Hussaini and Muhammad (2023) reported that teachers' effectiveness in secondary schools in Kano State was generally low, a finding that raises serious concerns about instructional quality. Similarly, Ohimai (2022) identified multiple systemic barriers such as poor curriculum design, inadequate facilities, and lack of motivation as factors responsible for ineffective teaching in Edo State. Supporting this trend, Dien, et al. (2022) also found that teachers' effectiveness in Cross River State was low and varied across demographic characteristics such as age and gender. In contrast, Iwerebor and Imarhiagbe (2023) presented a slightly more optimistic picture in Edo State, revealing a moderate level of teacher effectiveness, suggesting that while challenges exist, some level of functional efficiency remains within the system.

Beyond Nigeria, international studies present a similarly mixed pattern. While Jeff (2018) found that teacher effectiveness is multidimensional but generally low among teachers in Ontario, Canada; Wambui, et al. (2016) also reported low levels of effectiveness among teachers in Kenyan universities. However, not all findings are pessimistic; Akpan (2018); and King'oina, et al. (2015) found high levels of teacher effectiveness in Nigerian universities and Kenyan primary schools respectively, indicating that effectiveness may vary significantly across levels of education and institutional contexts. Other studies such as Haliphaz (2012), Nelson (2009), and Kazeem (2009) further reinforced the recurring issue of low teacher effectiveness, while Lindsay (2007) presented a moderate perspective, suggesting that effectiveness is neither entirely poor nor optimal in some developed contexts.

More specifically, attention has increasingly shifted to teachers' input variables, particularly years of teaching experience and educational qualifications, as key determinants of job effectiveness. Findings on teaching experience, however, remain inconsistent. While studies such as Yusuf and Abdullahi (2019), Ade (2019), Onuma and Nwuche (2016), and Oyewole and Abe (2011) established that teaching experience significantly predicts job effectiveness, others such as

Uvie (2021), Xiaoyan, et al. (2019) and Pepra-Mensah, et al. (2017) found no significant relationship between experience and effectiveness. This divergence suggests that experience alone may not automatically translate into improved performance without the support of other enabling factors.

In contrast, there appears to be stronger consensus regarding the role of educational qualification in enhancing teachers' job effectiveness. Studies by Musau and Abere (2019), Akinola and Adebakin (2016), Akomolafe (2012), and Saifuddin and Nawaz (2011) consistently found that educational qualification significantly predicts job effectiveness. Similarly, Jega and Julius (2018), and Umasankar and Pranab (2016) reported that both qualification and experience jointly influence effectiveness, highlighting the importance of combining academic training with practical exposure. Furthermore, Olusola, et al. (2017) broadened the perspective by showing that overall school input variables have a strong relationship with teacher effectiveness, reinforcing the idea that teacher-related variables operate within a wider educational system.

Theoretical Framework

The theoretical framework for this study is anchored on Fritz Heider's (1958) Cause-and-Effect (C-E) Theory, also known as attribution theory or input-output theory. The theory explains that human behaviour and performance outcomes are the result of identifiable causes, and that such causes can be classified into internal (intrinsic) and external (situational) factors. Internal dispositions include personal attributes such as teachers' years of experience, educational qualifications, principals' supervision, and principals' planning, while external dispositions comprise environmental and institutional conditions such as school-community relations, school location, support from philanthropic organizations, and alumni associations. From this perspective, teachers' job effectiveness is not random but is shaped by a combination of these internal and external inputs within the school system.

In relation to this study, Heider's theory provides a useful lens for explaining variations in teachers' job effectiveness across different schools and contexts. It assumes that differences in teacher performance can be traced to identifiable causes embedded either within the teacher or within the school environment. Thus, teachers with higher qualifications, more years of experience, and stronger professional support from principals are expected to demonstrate higher job effectiveness, while poor school location, weak community relations, and inadequate external support may negatively influence performance. Consequently, this study is grounded on the premise that teachers' job effectiveness is a product of both intrinsic (internal input variables) and extrinsic (external input variables) factors, which together determine the level of effectiveness observed in public senior secondary schools.

Statement of the Problem

The effectiveness of teachers in public senior secondary schools is fundamental to the achievement of educational objectives, yet there are growing concerns about declining levels of teachers' job effectiveness in Edo State, Nigeria. It has been observed that some teachers exhibit unprofessional behaviours such as absenteeism, poor lesson delivery, lack of commitment to assigned duties, and inadequate classroom management. These issues often manifest in poor instructional delivery, weak student academic performance and ineffective teacher-student relationships. Consequently, students in some public secondary schools demonstrate challenges such as poor reading ability, weak writing skills, and involvement in examination malpractice. While several environmental and institutional factors have been identified as contributing to this

decline, attention has increasingly shifted toward teacher-related factors, particularly those variables that teachers themselves bring into the teaching process.

Among these teacher-related variables, years of teaching experience and educational qualifications are considered critical determinants of teachers' job effectiveness. However, despite the general belief that more experienced and better-qualified teachers are likely to perform more effectively, the extent to which these variables actually influence job effectiveness in public senior secondary schools in Edo State remains unclear. Recent studies have largely examined isolated factors or focused on external variables, leaving a gap in understanding the combined influence of teacher input variables. Therefore, this study is to determine whether teachers' years of teaching experience and educational qualifications significantly relate to and determine their job effectiveness in public senior secondary schools in Edo State, Nigeria. Specifically, the study sought to:

- a. ascertain the level of job effectiveness of teachers in public senior secondary schools in Edo State;
- b. examine whether years of teaching experience correlate teachers' job effectiveness in public senior secondary schools in Edo State;
- c. investigate how educational qualifications correlate teachers' job effectiveness in public senior secondary schools in Edo State.

Methods

The study adopted the correlational research design. The population comprised 1,846 teachers in 296 public Senior Secondary Schools in Edo State, while a sample of 369 teachers (20%) was selected using a multi-stage sampling technique. In the first stage, information on schools and teachers was obtained from the Secondary Education Board, Benin City. In the second stage, 20% of schools and teachers were proportionately selected across the local government areas, giving a total sample of 369 teachers for the study.

Two instruments were used for data collection: the Teachers Input Variables Survey (SIVAS), which measured teachers' educational qualification and years of teaching experience using weighted scores, and the Teachers' Effectiveness Questionnaire (TEQ), which was completed by principals to rate teachers' job effectiveness across general work behaviour, instructional tasks, and work relationships.

The instruments were validated by experts and tested for reliability using Cronbach Alpha, yielding a coefficient of .70. Data were analyzed using mean and standard deviation for research questions, while hypotheses were tested using Pearson Product Moment Correlation Coefficient at .05 level of significance.

Results

Research Question 1: What is the level of job effectiveness of teachers in public senior secondary schools in Edo State?

The data in Table 3 showed that the mean (\bar{X}) and the standard deviation of the respondents (N=369) were 2.62 and .555 for years of teaching experience and 2.31 and .618 for teachers job effectiveness respectively while the Pearson correlation coefficient of .476 was statistically significant ($p < .05$). Therefore, the null hypothesis was rejected, while the alternate hypothesis was accepted. This indicated that years of teaching experience significantly correlate with job effectiveness of teachers in public senior secondary schools in Edo State.

Hypothesis 2: Educational qualifications do not significantly correlate job effectiveness of teachers in public senior secondary schools in Edo State.

Table 3

Educational Qualifications as Correlate Job Effectiveness of Teachers in Public Senior Secondary Schools in Edo State

Variables	N	\bar{X}	S.D	Pearson r-coefficient	p-value	Remarks
Educational qualifications	369	2.53	.550	.379**	.002	Null hypothesis rejected ($p < .05$)
Job effectiveness of teachers		2.31	.618			

*. ***Correlation is significant at the .05 level (2-tailed).***

The data in Table 3 showed that the mean (\bar{X}) and the standard score (S.D) of the respondents (N=369) were 2.53 and .550 for educational qualification and 2.31 and .618 for job effectiveness of teachers respectively while the Pearson correlation coefficient of .379 was statistically significant ($p < .05$). Therefore, the null hypothesis was rejected while the alternate hypothesis was accepted. This indicated educational qualifications significantly correlate job effectiveness of teachers in public senior secondary schools in Edo State.

Discussion of Finding

The result showed that the level of job effectiveness of teachers in public senior secondary schools in Edo State was low. This low level of effectiveness may be attributed to poor academic and professional engagement among teachers, such as failure to submit students' results before deadlines, lack of participation in academic activities like seminars and departmental defenses, inadequate involvement in research supervision, limited academic publication and conference presentations, and weak collaboration in research activities. In addition, teachers were reportedly not adequately supervised in key academic responsibilities such as guiding students' research output, writing current research articles, and engaging in continuous professional development. The finding of this study is consistent with several empirical studies that reported low levels of teacher effectiveness in different contexts. Studies by Hussaini and Muhammad (2023), Iwerebor and Imarhiagbe (2023), Dien, et al. (2022), Abay (2021), Jeff (2018), Wambui, et al. (2016), Haliphaz (2012), Nelson (2009), Kazeem (2009), Poyraz and Kama (2008), and Lindsay (2007) all reported low or moderate levels of teachers' job effectiveness in various educational settings. However, the finding contradicts those of Akpan (2018), King'oina, et al. (2015), and Unachukwu and Nwankwo (2012), who reported high levels of teacher effectiveness in their respective studies.

The result showed that teaching experience significantly correlates with job effectiveness of teachers in public senior secondary schools in Edo State. This finding suggests that as teachers gain more years of experience, they are likely to become more effective in their job performance due to improved mastery of subject content, better classroom management skills, and increased

professional confidence. The result may also be explained by the fact that experienced teachers tend to apply accumulated knowledge and practical skills more efficiently in teaching, while also benefiting from stronger relationships with school administrators and colleagues, which may further enhance their motivation and effectiveness. The finding of this study is supported by several empirical studies, including Yusuf and Abdullahi (2019), Ade (2019), Aman (2018), Dial (2018), Onuma and Nwuche (2016), Oyewole and Abe (2011), Atieno (2011), Olorisade (2011) all of whom reported a significant relationship between years of teaching experience and job effectiveness. However, the result contradicts the findings of Uvie (2021), Xiaoyan, et al. (2019), and Pepra-Mensah, et al. (2017), who reported either no significant relationship or weak influence of teaching experience on teachers' job effectiveness. This implies that while experience is generally an important predictor of effectiveness, its impact may vary across different educational contexts and systems.

The result showed that teachers' educational qualification significantly correlates with job effectiveness of teachers in public senior secondary schools in Edo State. This finding suggests that higher educational qualifications enhance teachers' knowledge base, pedagogical skills, and professional competence, which in turn improve their classroom performance and overall job effectiveness. It may also be explained by the fact that teachers with higher qualifications are more exposed to modern instructional methods, curriculum implementation strategies, and administrative responsibilities, which positively influence their work conduct and teaching effectiveness. The finding is consistent with the works of Musau and Abere (2019), Jega and Julius (2018), Olusola, et al. (2017), Umasankar and Pranab (2016), Akinola and Adebakin (2016), Sigilai and Bett (2013), Akomolafe (2012), Saifuddin and Nawaz (2011), all of who reported that educational qualification significantly influences or predicts teachers' job effectiveness. These studies collectively affirm that higher academic and professional qualifications are associated with improved teaching performance and effectiveness. The result therefore reinforces the importance of continuous academic advancement and professional training for teachers in enhancing their job effectiveness in schools.

Conclusion

Based on the findings, it was concluded that the level of job effectiveness of teachers in public senior secondary schools in Edo State is low. However, years of teaching experience significantly correlate with teachers' job effectiveness, indicating that more experienced teachers tend to perform more effectively in their job roles. In the same vein, teachers' educational qualifications also significantly correlate with job effectiveness, suggesting that higher academic and professional qualifications contribute positively to improved teaching performance. In the light of this, the study concluded that both years of teaching experience and educational qualifications are important determinants of teachers' job effectiveness in public senior secondary schools in Edo State.

Recommendations

Based on the results, the following recommendations were made:

1. The government and relevant education authorities in Edo State should organize regular in-service training, workshops, and professional development programmes for teachers in public senior secondary schools to improve their instructional skills, work behaviour, and overall job effectiveness.

2. A mentorship platform should be created in schools to enable young teachers learn the required pedagogy skills from the older and long serving teachers who have acquired skills and demonstrated effectiveness in the teaching and handling of attendant administrative matters in schools over the years.
3. Less experienced teachers without a specialty in education should be encouraged by school principals to go for further studies. This can be done through administrative support which is expected to encourage further learning and promote their job effectiveness.

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