

CHAPTER ONE

INTRODUCTION

Background to the Study

Teachers are the bedrock of the educational sector of any nation. While policies and curricula can be drawn by policy makers and administrators, teachers are the implementers of such policies. As such, they are usually the starting point in addressing whatever inconsistencies that may be identified in the learning process. The values and unique contributions teachers make in any society are indisputable. Epoke (2013) asserted that the process of teaching, training, and learning is the most efficient investment the world has ever made. Education enables a person to carry out one's duties and responsibilities to oneself, family and to the society and makes for a successful and fulfilling life. But as was entrenched in the National Policy on Education (FRN, 2013), no educational System can rise above the effectiveness of its teachers. The teacher and what the teacher does are critical to whether the student learns or does not learn. It therefore, suffices to say that the society and educational policy makers especially, must show adequate concern about the effectiveness of this strategic group of people on whom as it were, the future of the nation rests.

Teaching becomes effective when it enables students learning (Onocha, 2013). But for good teaching to occur, the teacher must possess the characteristics that make a good teacher. Much of the available literature worldwide generally acknowledges the sensitive character of lack of consensus on attempts to address matters relating to quality issues in education (March, 2014). As such, there are many perception of what constitutes an effective teacher. To some, the effective teacher is the one who has a lot of knowledge and the ability to convey that knowledge to others. An effective teacher could also primarily be refer to as being charismatic and being able to offer relevant and acceptable skills. This lack of consensus, notwithstanding, there are definitely some

common and necessary features that can be agreed upon as necessary for any teacher who must be considered effective and of good quality. There can indeed be no quality education without effective teachers. In fact, the efforts to provide quality education will prove futile if all stakeholders and policy makers now and in the future do not pay attention to preparation of effective teachers. Various factors has been observed by the researcher that may influence teachers effectiveness. These include gender, teachers' qualification, teachers' years of experience and work location.

The relative rate of adverse selection between genders in the teaching profession can result in performance differences and effectiveness between male and female teachers. Several mechanisms might explain a different rate of adverse selection among gender in the teaching profession. First, if in the case of men being a teacher is not a very prestigious job, the small portion of male teachers may mostly consist of men whose life goal is to teach, which may result in male teachers performing better on average. Gender refers to the socially constructed characteristics of women and men, such as norms, roles, and relationships of and between groups of women and men. Teacher's gender plays significant roles towards their teaching effectiveness. It has been discovered by the researcher that female teachers tend to be involved more effective in the teaching profession than their male counterparts. Female teachers' performance could be measured in terms of their dedications and longer stay in the profession than their male colleagues. Female teachers also received higher ratings in teaching than male teachers. It is also important to mention that the gender stereotypes do exist in comparing teachers' effectiveness. For instance, the competences such as caring or success in personal relationships are attributed more to women (female teachers). Meanwhile, competences such as good leadership skill or success in sciences are attributed to men (male teachers). Therefore, the effective teacher, in all teachers' fields of competences, needs to

have characteristics which are more feminine (e.g. tolerance, sociability) and more masculine (e.g. self-advocacy and firmness) regardless of their gender. However, according to some researchers, a teacher with more feminine characteristics performs poorly in some, stereotypically considered masculine, actions such as assertiveness, self-reflection and leadership.

Teaching experience of a teacher can be measured based on the teacher's ability around comprehension and transformation of knowledge, concept to be imparted to learners. Teaching experience suggests that the most significant gains in students' performance will likely be realized when students receive instruction from teachers with good teaching experience. The underlying assumption is that, experience appears to promote competence and effectiveness among teachers. It appears, students attain higher levels of achievement when taught by more experienced teachers. It has been observed by the researcher that the newly employed graduates are placed directly in Senior Secondary School classes with little or no experience to teach. This seems to be wrong because, they are supposed to be monitored and mentored by the experienced teachers. In essence, they are not to be teaching higher classes until when they have gathered enough expertise. The penetration of this system into teaching and learning seems to hinder proper coordination of the students. Teaching experience may also include participation in professional development activities geared towards equipping the teacher for better service delivery. Experienced teachers are able to motivate students and hold their attention, know how they manage their lesson, classroom effectively and can change course in the middle of a lesson.

Teacher qualification is described as that skill or type of experience or certain knowledge that a person has to make which is suitable and essential for teaching. Accordingly, teacher qualifications can mean all the skills teachers need to teach effectively. In this study, teaching qualifications focused on academic degrees that a teacher must have to fulfill his teaching

requirements. In Nigeria, this includes Bachelor, Master, Doctor, other certificates, and inclusive diplomas. However, only degree holders are eligible to teach in high school. Some scholars believe that higher degree shows a positive correlation with student academic achievement. According to Darling-Hammond (2012), teacher qualification combines both aspect of knowledge about the subject matter with learning and teaching. It appears, teachers who have the required qualifications to teach are not considered for employment and this might be because of the financial implications. It seems, an unqualified teacher cannot prepare students for external examinations like, the West African Senior School Certificate Examination. The quality of education of the teacher hinges on the quality of teaching that goes on in the classroom reinforcing the idea that quality teachers make up for the deficiencies in the curriculum and in educational resources. It is therefore necessary to understand that teacher qualification is the level of attainment of the required knowledge and skills by the teacher in order to help the students acquire necessary skills and knowledge. The teachers are the facilitators who are to impact into the students the concepts expected to be learnt. Therefore there is utmost need for these teachers to be qualified

The location of a school is another factor that may influence teachers' effectiveness. The success of any organization is closely tied to the performance of its employees. Thus, the choice of location and quality of workplace environment has impact on employees' motivation level as well as their effectiveness. Learning institution should be situated at a conducive location where learning activities can be carried out effectively. Thus, a proper workplace environment may help in reducing the number of absenteeism which in turn increase organizational performance employees' effectiveness. Therefore workplace environment for teachers should be set in place to impacts teachers' morale, productivity and engagement positively.

According to Onyekuru, and Ibegbunam (2016) teachers' effectiveness has a substantial impact on long-term outcomes for students, ranging from their likelihood to attend college to their ultimate career earnings. In other words, the future of a nation rest in the teachers hands because the qualities they possess today will inevitably be reflected in the citizens of tomorrow. It is clear from the foregoing that the role of teachers today is not only crucial for the growth and development of the intellectual community but also innovations in the education industry. While policy makers may be well aware that the quality of teaching is one of the most significant school based factors that contribute to students learning, the processes involved in identifying, developing and deploying effective teachers to secondary schools are still quite porous, thus allowing and perpetuating ineffectiveness among teachers. That notwithstanding it would be unfair to conclude that all a students learn is within the control of the teachers. This provides another challenge in the assessment of teachers' effectiveness as it becomes difficult to tell whether the failure of students to learn is due to ineffectiveness on the part of the teachers, or other factors which lie beyond the control of the teacher. It is against this backdrop this research seeks to identify the determinants of teachers' effectiveness in public and private secondary schools in Oredo Local Government area of Edo state.

Statement of the Problem

It cannot be overemphasized the crucial role teachers effectiveness play in the performance of secondary school students both in internal and external examinations. It is widely believed that a teacher's effectiveness is reflected on student's learning. With that in mind, the performance of secondary school students in the West Africa Senior Secondary School Certificate Examination (WASSCE) in recent years' leaves one wondering how effective teachers have been in their delivery. For instance, according to statistics reported by the vanguard newspaper 2019, the

percentage of candidates that got 5 credits and above including English language and mathematics in the WASSCE 2019 was and abysmal 38.68%. This leaves one wondering if those who actually sit for school certificate examinations are prepared adequately by their teachers. What is the level of effectiveness that has been attained by the teachers who prepare them? While a number of researches may have been carried out to evaluate the effectiveness of teachers, there is still so much more that needs to be done in that regard. For instance there is still the need to research how teachers themselves, evaluate their own effectiveness if at all they do, and how often they do. All these problems therefore call for a detailed study with a view to carefully ascertain the actual determinants of teacher's effectiveness in public and private secondary schools in Oredo Local Government area of Edo state, Nigeria.

Purpose of this Study

The main purpose of the study will be to ascertain the determinant of teachers' effectiveness in public secondary schools in Oredo Local Government area of Edo state. Specifically the study seeks to determine:

1. the level of teachers effectiveness in public secondary schools in Oredo Local Government area
2. the influence of experience on the level of teachers' effectiveness in public secondary schools in Oredo Local Government Area
3. the influence of qualification on the level of teachers' effectiveness in public secondary schools in Oredo Local Government Area
4. the influence of gender on the level of teachers' effectiveness in public secondary schools in Oredo Local Government Area

5. the influence of work location on the level of teachers effectiveness in public secondary schools in Oredo Local Government Area

Research Questions

The following research questions were raised for this study:

- 1 What is the level of teachers' effectiveness in public secondary schools in Oredo Local Government area?
- 2 To what extent does teachers' experience influence their level of effectiveness in public secondary schools in Oredo Local Government Area?
- 3 To what extent does teachers' qualification influence their level of effectiveness in public secondary schools in Oredo Local Government Area?
- 4 To what extent does teachers' gender influence their level of effectiveness in public secondary schools in Oredo Local Government Area?
- 5 To what extent does work location influence the level of teachers' effectiveness in public secondary schools in Oredo Local Government Area?

Hypotheses

The following hypotheses were formulated and will be tested at 0.05 level of significance

1. There is no significant relationship between teachers' experience and their level of effectiveness in secondary schools in Oredo Local Government Area.
2. There is no significant relationship between teachers' qualification and their level of effectiveness in secondary schools in Oredo Local Government Area.

3. There is no significant relationship between teachers' gender and their level of effectiveness in secondary schools in Oredo Local Government Area.
4. There is no significant relationship between teachers' work location and their level of effectiveness in secondary schools in Oredo Local Government Area.

Significance of the Study

The findings of the study would be of great benefit to teachers, students, government, school management, policy makers, and the general public.

The findings of the study would be beneficial to teachers as the study would provide useful information about how effective teachers have been in the teaching and learning process and areas they need to focus on in order to increase their level of effectiveness thereby, becoming better teachers and an asset to the educational system.

The findings of the study would be beneficial to students because any positive impact the study would have on the teachers would be reflected in the performance of the students as better teachers produce better students.

The government would also benefit from this study as the study would enlighten them on the roles they play in improving teachers' effectiveness such as; provision of attractive remuneration to teachers and ensuring conducive learning environment located in noiseless areas where teacher and learning can take place smoothly. It would also provide guidance in employing the right personnel that would help to achieve the national educational goals.

The outcome of this research would form a useful guide to school management as it would help them understand the factors to consider to boost teachers' effectiveness. It would also provide some insight to other policy makers highlighting some of the unique challenges teachers face hence,

making them more understanding and appreciative of the contributions teachers are making in spite of those challenges. Finally, the study would be beneficial to the general public as an increase in teachers effectiveness would lead to an increase in academic development among individuals, thereby reducing the rate of ignorant and unproductive individuals in the society.

Scope of the Study

This study is designed to investigate the determinants of teachers' effectiveness in secondary schools. The independent variables are the teachers experience, qualification, gender and working environment. The dependent variable is the teachers' effectiveness. The study is limited to selected public secondary schools in Oredo Local Government Area of Edo State.

Definition of terms

Determinants: factors which decisively affect the nature or outcome of something.

Experience: The number of years that a person has been actively engaged as a teacher in the teaching and learning process. It is also the knowledge or mastery of a subject gained through involvement or exposure to it.

Qualification: A pass of an examination with a certificate award or an official completion of a course by a teacher, especially one conferring status as a recognized practitioner of a profession or activity.

Teacher: Someone who helps others acquire knowledge, competences or values.

Teachers' effectiveness: The extent to which the teacher achieves his or her purpose professionally.

Work location: The place where an employed teacher performs his/her job or the location of a learning institution.

Commercial Area: This is refers to schools located in business areas where there are industries or places where business activities and trade take place daily

Residential Area: This refers to schools located in areas of private residence where people live.

CHAPTER TWO

LITERATURE REVIEW

This chapter provides a review of literature and research on the determinants of teachers' effectiveness in public and private secondary schools in Oredo Local Government Area of Edo State. The chapter is further organized under the following subheadings: Conceptual framework, Theoretical framework, Empirical Review and Summary of Literature Review.

Conceptual Framework

The conceptual framework of the study shows the connections between the dependent variables and the independent variables and represents features such as Experience, Qualification, Gender, Work Location and how they determine Teachers' Effectiveness in private and public secondary schools.



Figure 1: Conceptual Framework

Source: Researchers' Model

Concept of Teachers Effectiveness

Teachers' effectiveness has been accepted as a multidimensional construct since it measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation. Teachers are persons (male or female) who

are responsible for the interpretation of the curriculum in the way the individual learners should understand and apply it for a positive behavioural change and academic outcome. This is done in a way that will make it interesting and motivating to the learner. The teacher is expected to help the student to acquire knowledge, competence and virtue formally. These persons have some attributes that can enhance their effectiveness and they include categorical variables like gender, race, marital status, or continuous variables like teachers' age, family size, experience, qualification and income level. Shilpa and Usha (2018), looking at gender, argued that most students prefer ladies as teachers, their reasons attributed to their sincerity, hard work effort taken in preparing lectures, politeness, high pitch, audible voice quality, empathic listening, better understanding and view of concern shown by them. Amalu, (2021) also opine that teacher is said to be effective beyond imparting knowledge, because teaching effectiveness is the degree to which the teacher not only facilitates the accomplishment of educational goals but also facilitate positive social change in a learner.

Chauhan, (2016) defines teachers' effectiveness as teachers' competence and performance with the accomplishment of educational goals. Therefore, teachers' effectiveness is referred to the execution of the objectives of education in general and teaching in particular, as an effective teacher is one who can accomplish the planned goals and assigned task in accordance with school goals as well as developing a good social behaviour in an individual learner (Amalu, 2021). Although a concept of great significance and interest, teacher effectiveness has been conceptualized and operationalized differently by countless authors and scholar. Teacher effectiveness is an abstract construct that cannot be pointed to or measured directly, but most scholars agree it is a multidimensional construct meaning that it has multiple components and dimensions (Falaye & Awopeju, 2012). In the opinion of Zainudin, Junaidah and Nazmi (2010),

teachers' effectiveness is one of the most crucial factors in the success of any educational programme. This they explained is because teachers are directly involved in the educational process and are responsible for imparting to students knowledge and acceptable behaviour. Thus, teachers' effectiveness in the school is an essential aspect to focus on to produce world-class teaching and to maintain talented human capital. Sadly, most teachers are not effective on their jobs, as evident in casualness, little effort, lack of zeal and failure to meet set objectives of students learning. To clearly establish reasons for poor effectiveness among teachers, it is first of necessary to understand what the concept of teaching effectiveness implies. While an abstract concept, most authors agree that teaching effectiveness is made up of indicators that can be measured directly. Sonnentag, Volmer, and Spychella (2020) stated that at the most basic level, job effectiveness can be distinguished into a process and an outcome aspect. The process also called the behaviour aspect refers to what people do while at work. Thus, the behaviour which people show can be used as indicators of teaching effectiveness. Examples of such behaviour include presentation of learning experiences, preparation of lesson notes and use of illustrations to concretize class instructions, etc. The outcome aspect refers to the result of teacher behaviour. These results might be improving students understanding of abstract concepts, increased performance in examination, problem-solving skills, critical thinking, etc.

Teachers' effectiveness as captured by Onyeachu (2019) is the capacity of a teacher to engage in different aspects of teaching such as subject mastery, effective communication, lesson preparation and presentation, as well as personal interaction with students and other members of staff. Awotua-Efebo (2014) defined it as behaviours or actions that are relevant to the goals of the educational institution. This definition is accompanied by two notions: (i) teaching effectiveness should be defined in terms of behaviour rather than results; (ii) teaching effectiveness should

include only behaviours that are relevant to the instructional goals. Although this notion of performance has been accepted by most educationist, others have criticized it on grounds that it is difficult to differentiate between behaviour and results. Therefore, teachers' effectiveness is seen as a scalable actions, behaviours and outcomes that teachers engage in or bring about that is linked with and contribute to the achievement of educational goals. More direct definitions of teachers' effectiveness have been provided by other scholars. An example provided by Hunt (2019) defined teachers' effectiveness as the collection of characteristics, competencies, and behaviour of teachers at all educational levels that enable students to reach desired outcomes, which may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaboratively, and become effective citizens.

Aina (2013) posit that an effective teacher as one who consistently achieves goals which either directly or indirectly focus on the learning of the students. Similarly, teaching effectiveness is the achievement of all or most of the learning objectives and reduction of differences in cognitive levels among the students. Conceptualized effective teaching is the type of teaching characterized by the exhibition of intellectual, social and emotional stability, love for children and positive disposition towards the teaching profession and ability to inspire good qualities in students. Darling-Hammond and Adamson (2010) defined an effective teacher as one who is intellectually challenging, motivating students, setting high standards and encourages self-initiating learning. Furthermore, they opined that effective teachers as those who achieve the goals which they set for themselves or which have been set for them by others such as ministries of education, legislators and other government officials and school administrators. Effective teachers must possess the knowledge and skills needed to attain the goals, and must be able to use that knowledge and those skills appropriately if these goals are to be achieved. From the various definition provided above,

teacher effectiveness can be defined as the ability of the teacher to make use of verbal communication, knowledge of subject matter, interaction with students and student motivation in the classroom situation, to create an environment which will develop in the students ability, employability skills, work habits, good attitudes towards self and others, and provide them with necessary information which will enable the students to solve their present and future life problems. This definition is an integration of the need to provide a definition that captures not only the teaching process but also the outcome of the teaching process.

Kane (2013) argued that if we want students to learn more, teachers must become students of their own teaching. They need to see their own teaching in a new light. Public school systems across the country have been re-thinking how they describe instructional excellence and let teachers know when they've achieved it". Therefore, it can be said that teaching is effective when it enables student learning. Effective teaching has nothing to do with making things hard. It has nothing to do with frightening students. However it has everything to do with benevolence and humility; it always tries to help students feel that a subject can be mastered; it encourages them to try things out for themselves and succeed at something quickly. Effective teaching fosters a sense of student control over learning and interest in the subject matter". "Effective teaching refuses to take its effect on students for granted. It sees the relation between teaching and learning as problematic, uncertain and relative. Effective teaching is open to change: it involves constantly trying to find out what the effects of instruction are on learning, and modifying the instruction in the light of the evidence collected. Omoniyi (2015) asserted that effective teaching is those activities which bring about the most productive and beneficial learning experience for students and promotes their development as learners. Ogunyemi (2020) argued that effective teaching goes beyond just imparting knowledge but it is a purposeful activity carried out by someone with a

specialized knowledge in a skilful way to enhance the cognitive, affective and psychomotor development of a person or group of persons.

Gender as determinant of Teachers Effectiveness

Amalu, (2021), defines gender as the cultural differences expected of men and women according to sex. This factor seems to be controversial as it influences teachers' effectiveness because some scholars are on the opinion that indeed teachers' gender influence teachers' effectiveness while others argue that it does not have any significant influence. In all, it is believed that gender roles are patterns of behaviour, attitude and expectations. According to Dien, (2019) gender is of paramount interest to the student populace because females are gradually taking over and dominating the teaching profession at all level of education. Akinmusire, (2012), discovered that female teachers tend to be more effective in the profession than their male counterparts. Igberadja (2016) in a study on effects of teachers' gender and qualification on students' performance in vocational technical education, found out that students preferred to be taught by female teachers as results revealed that twenty four (24) students out of thirty-one (31) had mean score of 60.33 in performance higher than those taught by male teachers. Those under the tutelage of the female teachers out performed others under male tutelage in industrial safety courses reason being not female teachers usually know the methods to use and they apply them. Series of studies proof that teachers' gender has its role on the effectiveness of teachers. Effectiveness is more driven when it is able to solve the problems of the students, a characteristic in female teachers thus teachers' gender variable is one of the major factor that influences teachers' productivity.

Years of experience as determinant of Teachers Effectiveness

Teaching Experience refers to the number of years that a person has been actively engaged as a teacher in the teaching and learning process. Here, the experience of a teacher is adjudged

based on duration in the service. It is believed that the more the years spent in service in a particular discipline such as teaching the more one gains experience and becomes more knowledgeable in what it takes to enhance productivity or achievement of students in their academic work. When teachers have not spent many years in the teaching field, it is likely that their effectiveness in service delivery in the classroom may not be as strong as older teachers. This can affect the academic achievement of students. Teacher experience has to do with the increased awareness of diversifying search for new ideas, new commitments and new challenges. Teachers' experience and knowledge of subject matter are unique qualities for teaching effectiveness.

According to Rice (2010) the magnitude of the effect of teacher experience varies depending on the teacher's level of education and the subject area. He further opined that experience gained over time, enhances the knowledge, skills, and productivity of workers. These qualities facilitate students' skills and abilities to think about chemistry processes useful for exploration and analysis, and also enables thorough understanding of chemistry concepts. Experienced teachers are great asset to novice teachers who need advice, encouragement and continuous guidance. Okey (2012) stated that experience is directly related to teachers' ability to plan lessons, address divergent student responses, reflect on their teaching effectiveness and their ability to stimulate student inquiry. Akinyele (2011) and Commey-Ras (2013) commented that experience improves teaching skills while students learn better at the hand of teachers who have taught them continuously over a period of years.

Senechal (2010) found that teacher experience has a significant positive effect on student achievement, with more than half of the gains occurring during the teacher's first few years, but substantial gains occurring over subsequent years; albeit, at a slower rate. Furthermore, teachers with long years of experience are confident that even the most difficult student can be reached if

they exert extra effort; while teachers without experience feel a sense of helplessness when it comes to dealing with unmotivated students. With adequate pedagogical exposure, the teacher exhibits cordial relationships with students and participation in class increases.

Domike (2012) outlined phase experiences in the teaching career. He opined that experiences in the teaching profession have to do with factors such as exploration, stabilization, experimentation and diversification. These phases are outlined as shown; Phase 1: Career exploration phase which is starting out, (1-5 years) is a period of survival, discovery and enthusiasm. Teachers take up responsibilities during this phase with uncertainties and complexities of the environment. At the fourth year of the teacher's profession, stability plays a great role to characterize the teacher's response to commitment. Between 1-10 years, beginning teachers were found to have pitfalls in their application of instructional methods and in group dynamics. Between the 15-25 years of teaching, in mid-career years, teachers draw a balance sheet of their career lives and examine the possibility or unlikelihood of changing careers. At this stage, teachers are more critical, direct and dominance prevails. After the phase of uncertainty, from 26-33 years of professional experience, some teachers achieve serenity and greater confidence to invest in teaching. Maduabum (2017) posited that newer teachers may be excited about new discoveries, but teachers with more experience can distinguish valuable ideas from passing facts; though, there may be exceptions. Experience brings humility, good judgment and ability to see the larger story. Experience and immersion in the subject affect teaching in diverse ways. It grows knowledge repertoire, improves utilization of more materials and ideas in profound ways. Experienced teachers are good assets to novice teachers who need encouragement, advice and guidance.

Qualification as determinant of Teachers Effectiveness

Over the years, the teaching profession which was seen as a noble profession has been taken over by individuals who lack adequate professional training. Onyekuru and Ibegbunam (2013) reported that the low employment opportunities prevalent in most countries, including Nigeria, have contributed to the high level of non-professional teachers to consider teaching as a stop-gap which should be jettisoned as soon as their dream jobs are obtained. Professional teachers are those who possess relevant training in education for their teaching subjects up to a minimum level. For instance, a chemical engineer who teaches chemistry, physics or mathematics in a secondary school is regarded as a non-professional teacher as he neither received training in physics education, chemistry education nor mathematics education as the case may be. Such teachers are not familiar with the teaching pedagogy; they are likely to display low motivational level and may not bother much about their efficiency or teaching effectiveness.

Akporehe (2011) states that the quality of any educational system depends to a great extent on the quality of teachers in terms of academic and professional qualification and experience as well as their level of competence in and dedication to their functions. It must be noted that the quality of education is directly related to the quality of instruction in the classrooms. It is a fact that the academic qualifications, knowledge of the subject matter, competence, skills of teaching and the commitment of the teacher have effective impact on the teaching-learning process (National Education Policy (2004). Unfortunately, in most Nigeria schools, teachers who are not qualified or competent enough to teach English are employed to do so resulting in mass failure among the students at external examinations such as West African Examination Council (WAEC) or the National Examination Council (NECO) and even the Joint Admission and Matriculation Board (JAMB) examinations. A professional teacher as one who has acquired training from any

recognized institutions of education in any country, (Agwu, 2009). Thus, there are full time, part time, pre-service and in-service programmes in various tertiary education institutions that provide teacher education programme in Nigeria. Teachers with educational background such as Nigerian Certificate in Education (NCE), Bachelor of Science in Education (B.Sc.Ed), Bachelor of Education (B.Ed), and Masters in Education (M.Ed) are regarded as skilled and professionally qualified teachers while those with Higher National Diploma (HND), and university degrees are regarded as being academically qualified teachers. The National Policy on Education (FGN 2004) stipulates that the minimum qualification for entering the teaching profession in Nigeria is Nigerian Certificate of Education (NCE). In 1993, the government set up the Teachers Registration Council of Nigeria (TRCN) to control and regulate the teaching profession. Other degrees acceptable by TRCN are B.Sc.Ed, B.Ed, M.Ed and Ph.D in Education. Also anyone with a degree or diploma aside from the aforementioned must possess a Post Graduate Diploma in Education (PGDE) or Technical Teachers Certificate (TTC), (Kola & Sunday 2015). According to Ngada (2009) professional teachers affect students' achievement positively than the unprofessional teachers. The professional teachers' background training in Education is the bane behind this clear cut difference. Similarly, Owolabi & Adedayo (2012) study on teachers' qualification revealed that students taught by teachers with higher qualification performed better than those taught by teachers with lower qualifications.

Work Location as determinant of Teachers Effectiveness

The school locations tend to exact a significant role in determining the effectiveness of teachers towards their job and the achievement of student I based on the location of the school in either urban or rural setting. Therefore, the school's social psychological culture and class size

also play role in affecting teachers' effectiveness. Most of the rural areas characterize with some unfavourable environmental factors that cannot commensurate with learning such as road, isolation, lack of road, isolation, lack of role model and resistance against western education . These rendered the rural schools to have ill-defined classroom structure that created unfavourable atmosphere for teaching and learning. The idea that emerges from this scenario is that most rural school setting are not conducive for learning and this contributed significantly in poor performance of teachers in rural location. These problems seem to be serious in the various rural schools for example while it is not uncommon to find in some of the urban secondary schools an over concentration of qualified graduate teachers, students of the same subject in rural schools are compelled to make do with either unqualified teachers or none at all. It is generally believed to day that students in urban schools perform better than rural counterparts in school certificate examinations.

Theoretical Framework

The theory adopted for this study is the Heirachy of needs theory propounded by Abraham Maslow (1943). Maslow proposed that motivation is the result of a person's attempt at fulfilling five basic needs. These are; physiological, safety, social, esteem and self-actualization. According to Maslow, these needs can create internal pressures that can influence a person's behaviour. Maslow's hierarchy of human needs is one of the motivational theories associated with Abraham Maslow (1943) as cited by Peretomode (1991). The theory focuses on factors within individuals that starts, energizes, directs, maintains and stops behaviour. It motivates or discourages human behaviour in the sense that its positive influence causes satisfaction while its negative influence causes dissatisfaction. It is on this note that motivation is conceived as a complex socially learned pattern of behaviour involving situations, needs, desires, mechanisms and results.

Motivation is the process of influencing or stimulating an individual to take actions that will help to accomplish desired goals. However, teachers' motivation is a way of empowering in the occupation and improving their effectiveness. It absolutely reflected on perceptions, variables, methods, strategies and activities used by the management for the purpose of providing functional climate deemed satisfactory for the teachers in order to increase their effectiveness. In education, teachers have to be motivated in order to boost their productivity, effectiveness, efficiency and dedication in performing their tasks, undoubtedly, enhance quality assurance, quality education and quality instructional delivery. This will also enhance the achievement of educational objectives. More so, teachers' motivation relates to a purposive and goal-directed behaviour, performance and attitudes towards work. It includes considering such factors as the physiological, psychological and environmental differences of individual employees. It is contended that if this need are met in the educational institutions by granting teachers' needs like fringe benefits, promotion, retirement or pension schemes, insurance benefits, welfare benefits, free medical and health services, job security and safe working conditions the extent of teachers' performance will definitely be intensified.

As the name of the theory indicates, Maslow believed that these needs exist in a hierarchical order. This progression principle suggests that lower-level needs must be met before higher-level needs. The deficit principle claims that once a need is satisfied, it is no longer a motivator because an individual will take action only to satisfy unmet needs. The pyramid shows how Maslow's needs are organized with basic physiological needs, such as the idea of self-actualization, or when a person reaches the full potential in life, at the top. Again, according to Maslow, before a person can take action to satisfy a need at any level on this pyramid the needs above it must already be satisfied.

The relevance of the Maslow theory to this study is that when teachers are motivated, it increases their productivity and effectiveness toward their job. This starts at the top of the hierarchy which is self-actualization needs, which are the highest in the level of Maslow's need theory. It include realizing one's full potential or self development. Like any other employee, teachers have the desire to realize their full potentials. They want to see themselves fully developed which will place them in a better position to carry out their duties. According to Maslow, once a need is satisfied it is no longer a need. It ceases to motivate employee's behaviour and they are motivated by the need at the next level up the hierarchy. This presupposes that motivational packages at workplaces need to be dynamic to ensure that sustained management of staff needs is guaranteed. Maslow's theory of needs is also relevant to the study because teachers like any other employees have needs which must be fulfilled in order to increase their effectiveness.

Empirical Review

Teachers' Effectiveness

Onyekuru, and Ibegbunam, (2018) carried out a study titled Teaching Effectiveness of Secondary School Teachers in Emohua Local Government Area of Rivers State, Nigeria. The study adopted a descriptive research design which investigated teaching effectiveness of secondary school teachers in Emohua Local Government Area. The sample of the study consisted of 80 secondary school teachers from secondary schools in Emohua Local Government Area of Rivers State which were involved in the study. Four research questions were answered and three hypotheses tested at 0.05 level of significance. The instrument used for data collection was Teacher Effectiveness Checklist, a 29-item instrument which was validated by three experts in the field of Measurement and Evaluation. Its reliability index as determined through test-retest method and Pearson product moment correlation technique was 0.88. The generated data were subjected to

SPSS analysis using mean and standard deviation as statistical tools for research questions, and student's-test for hypotheses. The findings of the study showed that; (1) teaching effectiveness of teachers from secondary schools in Emohua Local Government Area was below average. (2) Of the variables investigated, teaching experience and teachers' qualifications had a significant influence on teaching effectiveness of the secondary school teachers while gender had no significant influence. Based on these findings, it was recommended that only qualified and experienced teachers should be recruited to teach in secondary schools located in Emohua Local Government Area. Besides, in-service training should be conducted for teachers to improve on their efficiency or effectiveness in discharge of their duties.

Kabiru, (2017) carried out a study titled Assessing Increased Teachers Effectiveness in Secondary School Classrooms in Adamawa State of Nigeria. The study sought to investigate Increased Teachers Effectiveness in Secondary Schools in Adamawa State. The study was guided by four research questions, ex-post facto survey design was used. The population of the study was made up of 4,430. All 37 Secondary School Inspectors in Adamawa State and 193 Principals participated in the study. Three hundred and twenty (320) teachers representing 10% of the entire population were sampled for the study. All the 550 completed copies of questionnaire were returned. Data was collected through a 24 item questionnaire and was analyzed using means and grand means. The major findings of the study revealed that teachers effectiveness has not increased in curriculum standards, lesson delivery and student involvement in secondary schools. However the study revealed that Teacher's effectiveness has increased in classroom management in the schools.

Umasankar and Pranab (2016). Teaching Effectiveness of Secondary School Teachers in the District of Purba Medinipur, West Bengal. The study investigated on the level of Teaching

Effectiveness of Secondary School Teachers in the district of Purba Medinipur, West Bengal. The study adopted a Descriptive Survey research design. In the study, Teaching Effectiveness of Teachers was evaluated by their concerned students. The sample of the study consisted of 100 Teachers who were working in different Secondary Schools in the district of Purba Medinipur. The Stratified random sampling technique was used for the selection of sample. The level of Teaching Effectiveness of Teachers were measured on the basis of a five point Likert scale i.e. Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. For the analysis of data, the mean, standard deviation, T-Test, ANOVA and Graph were used in the study. The findings of the study revealed that the Overall level of Teaching Effectiveness of Secondary School Teachers is good in the district of Purba Medinipur. It is also revealed that though there is no significant difference among the Secondary School Teachers regarding their level of Teaching Effectiveness on the basis of Gender, Stream, Training Status and Qualification, but it is found that there is significant difference among the Secondary School Teachers regarding their level of Teaching Effectiveness on the basis of School Location.

Gender and Teachers Effectiveness

Ahiatrogah (2017), did a study titled gender dimension in the development of effective teaching skills among University of Cape Coast (UCC) distance education students. The study investigated on the impact of gender on effective teaching skills in UCC. A longitudinal research design was used for the study. The population of the study consisted of 376 distance education (DE) students made up of 173(46.01%) female and 203(53.99%) male was purposively selected and used to ascertain teaching effectiveness as it has to do with teachers' gender. The results of the study revealed that the teaching skills acquired by both male and female distance education students during on-Centre teaching practice (OCTP) and school-based teaching practice (SBTP)

were good, though statistically significant difference exist between the teaching skills of male and female, as it affects the acquisition of effective teaching skills in favour of female. The study also revealed that female teachers are more satisfied and efficient in their teaching profession than their male counterparts.

Dien, Abang, & Ngban (2022). Demographic Factors and Teachers' Effectiveness among Secondary School Teachers in Calabar Education Zone Cross River State, Nigeria. The study aimed at evaluating teaching effectiveness in relation to teacher demographic factors like teachers' age and teachers' gender among Secondary School teachers in Calabar Education Zone of Cross River State, Nigeria. To achieve this aim, two hypotheses were stated and tested. These variables had important role in evaluating teachers' effectiveness as scholarly proven through literatures. The descriptive survey design was adopted for use. The sample consisted of one hundred and sixty-four (164) teachers and three hundred and twenty-eight (328) student from the Calabar Education Zone. Teachers' Demographic Factors Questionnaire (TDFQ) and Teaching Effectiveness Questionnaire (TEQ) were developed by the researcher and validated by experts in Sociology of Education and Test/Measurement as the instrument used in the study. The descriptive statistics, one-way analysis of variance, a post-hoc scheffe & independent t-test were used in analyzing the data obtained in the study. The findings of the study revealed that teachers' age and gender significantly influence teaching effectiveness. Based on the findings, it was recommended among others that Government should see teachers age as an asset thereby put in more resources to train them so that they will be of benefit to the students and the society at large.

Akinmusire, (2021). Teachers' effectiveness and gender as Correlates of student's academic Achievement in English language in Ondo State, Nigeria. The study examined teachers' classroom practices and gender as correlates of students' academic achievement in English

language in Ondo state. Two instruments: Teaching Observation Scale (TOS) and English Reading Comprehension Achievement Test (ERECAT) were constructed and validated to achieve the objectives set for the study. The instruments were administered on English language teachers and three hundred and twenty selected secondary school students respectively in the twelve selected schools in Ondo West Local Government Area, Ondo state. One research question was answered and two null hypotheses were tested using percentages and t-test statistical formula. Findings revealed that the effectiveness of English language teachers has significant impact on the academic achievement of students in English languages and there is no significant difference between the academic achievement of student taught by male English language teachers and those taught by female English teachers. The implications of the study were consequently discussed and recommendations were also made.

Kovacs, (2019) carried out an investigation on the effects of Gender on the Teachers' Competences and Effectiveness. The study examined how gender roles affect teachers' professional development (TPD) in Hungary. The study also investigated on the difference between male and female teachers teaching effectiveness. The study adopted a survey research design. The findings of the study showed that use of diverse teaching methods, following teaching novelties and participation in high-standard further education are more important for female teachers. At the same time, for male teachers the transfer of knowledge and scientific career were more important. The study concluded that one of the traditional masculine-feminine dichotomies is knowledge or personality centeredness. This means that academic knowledge, the development of theoretical knowledge appear much more emphatically with male teachers and the intention of getting to know the personal problems of students or the pursuit of equal opportunities with female teachers

Teacher Qualification and their effectiveness

Ufonabasi, and Friday (2014) Investigated on Teacher Qualification and Experience as determinants of Quality Chemistry Education in Nigeria. This study investigated teacher qualification and experience as determinants of quality chemistry education in Akwa Ibom State of Nigeria. A survey research design was adopted for the study. Three research questions and three hypotheses were formulated to guide the study. The population consisted of all the chemistry teachers in the 31 Local Government Areas of Akwa Ibom State. The study sample was 130 chemistry teachers randomly selected from the 31 Local Government Areas of Akwa Ibom State during a chemistry training workshop on capacity building. The instrument for data collection was the questionnaire for teachers on quality of chemistry education which contained 20-items. Cronbach alpha analysis was used to determine the reliability of the instrument which yielded .79 and the data collected were analyzed using descriptive statistics, t-test and analysis of variance. All hypotheses were tested at .05 alpha level of significance. The findings of the study showed that there was a significant influence of teacher qualification and experience on quality of chemistry education. Based on the findings, it was recommended amongst others, that chemistry teachers with appropriate pre-requisite subjects be admitted into teacher training institutions to enable them acquire needed qualifications, experience and skills for effective chemistry teaching.

Ishiekwen, and Ambe, (2014) carried out a study on the Influence of Teachers, Professional Qualification and Area of Specialization on the Implementation of Environmental Education Curriculum in Cross River State - Nigeria. The main purpose of the study was to examine teacher's qualification; Area of specialization and the implementation of the environmental education curriculum in Cross River State, Nigeria. Two hypotheses were formulated to guide the study: Teachers' professional qualifications do not significantly affect the

implementation of Environmental Education curriculum. There is no significant relationship between teacher's area of specialization and the implementation of the environmental education curriculum in Cross River State. The ex-post-facto research design was adopted for the study. A sample of four hundred and eighty (480) teachers was randomly selected for the study. The selection was done through the stratified and simple random sampling techniques. The questionnaire was the main instrument used for data collection. The reliability estimate of the instrument was established through the split-half reliability method and its associated spearman-brown prophecy formula. The one-way analysis of variance (ANOVA), was the statistical tool employed to test the hypothesis at 0.05 level of significance. The result of the analysis revealed that Teacher's professional qualification do not significantly influence the implementation of environmental education curriculum in Cross River State – Nigeria.

Obeka, (2021) carried out a study on Teachers Qualification as a Determinant of Students Achievement. The study examined the issue of teacher's qualification as a determinant of students' achievement and attitude towards the English language. The study utilized the correlational design. Two research questions and two null hypotheses guided the study. The population of the study consisted 1600 teachers of English language and 28000 students. Through the simple random sampling technique, a sample size of 540 respondents was selected for the study. Instrument for data collection were three structured questionnaire. Data collected were analyzed using descriptive statistics of mean and standard deviation to answer the research questions while regression was used to test the hypotheses. Result of the findings showed that there is a significant relationship between teachers qualification and students achievement. It also showed that there is a significant relationship between teachers qualification and students attitude to English language. Based on

this, one of the recommendations is that the government should employ only professionally trained teachers to teach English language and other subjects in secondary schools.

Antony , Paidi, Subali, Pradana, Hapsari, and Astuti, (2018) carried out a study titled Teacher's TPACK Profile: The effect of Teacher Qualification and Teaching Experience Biology Education, Graduate School, Yogyakarta State University, Yogyakarta, Indonesia. The study aimed at determining the effect of teacher qualifications and teaching experience on biology teacher's TPACK in the Magelang City. The study adopted a survey research design. The data collection technique used was based on the TPACK test instruments from which was adopted from Paidi & Subali (2018). This research was conducted in all public secondary schools in the Magelang City, Central Java. Population of the study was hypothetico population. The sample in the study were 14 high school biology teachers in Magelag City. The analysis of data used was the two-way ANOVA. The finding reveals that teacher qualifications and teacher teaching experience have Sig. score $p < 0.05$ on their effectiveness. The findings also revealed that there was a significant effect of teacher qualifications and teaching experience on biology teacher' TPACK.

Teachers experience and their effectiveness

Dele (2015). Teachers' Locus of Control and Work Experience as Determinants of Teachers' Effectiveness in Secondary Schools in Lagos State, Nigeria. The study investigated teachers' Locus of control and teaching experience as determinants of teachers' effectiveness in Secondary Schools in Lagos. The study adopted the descriptive survey research. The multi-stage sampling technique was used to select 574 Junior Secondary School teachers from six (6), education districts in Lagos-State. Two Instruments where used: Teacher Effectiveness Questionnaire with three sub-scale ($r=0.76$; 0.73 & 0.71) and Teachers locus of control ($r=0.61$). Data were analyzed using Pearson Product Moments Correlation. The findings of the study showed

that teacher locus of control ($r=0.09$, $p < 0.05$) had significant relationship with teacher effectiveness, whereas teachers years of experience ($r = 0.06$, $P > 0.05$) did not show significant influence on teachers effectiveness. Based on the findings of the study it was recommended that Teachers' locus of control is important to teacher effectiveness. Hence, secondary school teachers, in Lagos State should be made to go through self-regulation training in order to enhance their level of effectiveness with a view of increasing students' general performance in public examinations.

Ismail, Rozita and Abas. (2018) carried out a study titled Can Teachers' Age and Experience influence Teacher Effectiveness in Higher Order Thinking Skills (HOTS) ?. The study examined the influence of age and years of teaching experience on the effectiveness of teachers in Higher Order Thinking Skills. The study suggested that teachers' age and experience should be examined to determine the differences in relation to teacher effectiveness in delivering Higher Order Thinking Skills teaching. The descriptive research design was adopted in the study. The sample size used in the study consisted of 410 teachers. Data were analyzed using inferential statistics: independent t-test and one-way analysis of variance (ANOVA). The findings of the study showed that, there is a significant difference between age, experience, and teacher effectiveness.

Mageka, and Ogochi, (2020) carried out a study on the Influence of Teacher Experience on School Academic Performance in Kenya Certificate of Secondary Education in Kisii Central Sub-County, Kenya. The study explored the influence between teacher experience and school academic performance in Kisii Central Sub-County, Kisii County, Kenya. The study was carried out in Kisii central Sub-County which has 61 public Secondary schools and 13 private secondary schools. The study utilized mixed methods approach and concurrent triangulation design where qualitative data utilized an Ex-post facto design while qualitative used correlational research design, then the two types of data were triangulated within the same time frame. The target

population was 965 respondents comprised of all the 888 Secondary school teachers and principals in the 61 public secondary schools and 13 private schools in Kisii central Sub-County. The study used a sample size of 195 respondents (14 principals, 3 Area Education Officers and 178 teachers). Data was collected through questionnaires, interview guide and document analysis. The instruments were piloted in 10 randomly selected secondary schools in the neighbouring Kitutu Chache Sub-County. The instruments validation exercise was done by the supervisors. A test-retest reliability technique was used to determine the reliability of the instruments where a coefficient of 0.76 was established. Descriptive statistics and inferential statistics were used to analyze data. Data was then presented through tables while bivariate analysis using Pearson Product Moment Correlation Coefficient to test if there was any relationship between teacher dynamics and student academic performance respectively. The findings of the study revealed that Teacher's experience, teacher's qualification, teacher's preparedness and teacher professional development positively and significantly influence academic performance of the learners/schools. The study concluded that teachers dynamics contributes 33.3% variability to the academic performance of the students

Adeyemi, (2020) investigated on the Influence of Teachers' Teaching Experience on Students' Learning Outcomes in Secondary Schools in Ondo State, Nigeria. The study examined teachers' teaching experience and students' learning outcomes in the secondary schools in Ondo State Nigeria. The study adopted a correlational research design. As a correlational survey, the study population comprised all the 257 secondary schools that presented students for the year 2003 senior secondary certificate (SSC) examinations in the State. Out of the population, a sample of 180 schools was drawn through the process of stratified random sampling technique. An inventory and a semi-structured interview schedule were the instruments used to collect information for the

study. The data collected were analysed using the chi-square test, correlation analysis and t-test. The semi-structured interview was conducted with selected principals and education officers. Their responses were analysed through content analysis. The findings revealed that teachers' teaching experience was significant with student' learning outcomes as measured by their performance in the SSC examinations. Schools having more teachers with five years and above teaching experience achieved better results than schools having more teachers with less than five years teaching experience. Considering the findings, it was recommended that government should encourage experienced teachers to stay on the job through the provision of incentives such as better promotional prospects, better welfare package and better conditions of service

Working Environment and teachers effectiveness

Kabiru, (2017) investigated on the Influence of School Location and Teacher Effectiveness on Academic Achievement among Secondary School Students in Kano State. The main objective of this research was to find out the effect some environmental variables on academic achievement of rural and urban secondary schools students in Kano state. Ex post factor design was used in the study. The population of the study comprised the entire secondary comprised the entire secondary school students in Kano state, with a total population of 178,602 students. A sample of 384 students were randomly selected and used for the study. Questionnaire for students' assessment of teachers' effectiveness and academic achievement test in three core subjects i.e. Biology, English and mathematics were the instruments used for data collection, the reliability Co-efficient of the instrument for students assessment of teachers effectiveness was obtained using split half method with $r=0.64$ as in the case of academic achievement test in Biology, Mathematics and English the reliability of the test items stand at $r=0.65$, 0.67 and 0.69 . Chi square and T test were used to analyze the data. The findings of the study indicated that there is a significance difference in

academic achievement between rural and urban students in Kano state. Also, the study revealed that teachers in rural areas were not willing to accept responsibilities. Based on the findings of the study it was recommended that there is the need for government, to provide rural environment with social amenities that boost the social wellbeing of rural dwellers such as road, electricity water supply and provide rural environment with effective teachers that enhance students' academic achievement.

Barineka, and Chika (2018) carried out a study titled Working Environment and Teachers' Productivity in Secondary Schools in Port-Harcourt Metropolis. The study centered on Working Environment and Teachers' Productivity in Secondary Schools in Port-Harcourt Metropolis. Thus, three research questions and three hypotheses were drawn for the study. The population of the study consisted of 22 (principals) and 440 (teachers) from 22 senior secondary schools in Port-Harcourt metropolis, Rivers State. The sample size was made up of 462 respondents. The instrument used was a questionnaire titled; working environment and teachers' productivity questionnaire (WETPQ). A likert type scale was used and the respondents select one of the four (4) options: Strongly Agree (SA) Agree (A) Disagreed (D) and Strongly Disagree (SD). Test-retest method was used for the reliability of the instrument. Findings of the study indicated that there was a significant influence of working environment on the productivity of teachers in secondary schools in Port-Harcourt. The findings also showed that adequate lightening, temperature and space availability significantly influence productivity of the teachers. Based on the findings of the study, it was recommended that the temperature of the working environment be made moderate through the use of air condition that can be controlled based on the capacity needed by the individual. The classroom or offices should be spacious enough to enhance adequate learning and teaching activities.

Akpomudjere (2020) carried out a study on the effects of School Location and Teachers' Quality on teachers' effectiveness in Business Studies Examination in Public Secondary Schools in Sapele Local Government Area of Delta State. The purpose of the study was to find out the effects of school location and teachers' quality on their effectiveness in public secondary schools in Sapele Local Government Area of Delta State Nigeria. Four research questions guided the study, and the ex post facto research design was used for the study. The population of the study was 2579 teachers. No sampling was done population was used as sample for the study, as well, no instrument was develop for data collection, data were collected on request from Ministry of Primary and Basic Education, Sapele Field Office. Data collected were analysed using simple frequency count and percentage for the research questions. The results show that location does not have significant effects on students' performance. Also, the findings revealed that qualification of teacher has significant effects on their effectiveness. Based on the findings of this study, it was concluded that school location does not have significant effects on teachers' effectiveness in secondary schools in Delta State. As well, teachers' qualification has significant effects on their effectiveness in secondary schools in Delta State. Hence, it was recommended amongst others that Delta State Ministry of Basic and Secondary Education should employ qualified teachers to teach in secondary schools in Delta State.

Summary of Literature Review

The literature review was discussed under conceptual framework, theoretical framework, and empirical studies of related studies. The conceptual framework was discussed under various sub-headings such as Concept of Effectiveness, Gender as a determinant of teachers effectiveness, years of experience as a determinant of teachers effectiveness, Qualification as a determinant of teachers effectiveness and work location as a determinant of teachers effectiveness,

The theoretical framework of the study was built on the Abraham Maslow's Hierarchy of Needs theory (1943) which proposed teachers can be more effective if they are motivated toward their job. The theory also explained that motivation is the result of a person's attempt at fulfilling five basic needs: physiological, safety, social, esteem and self-actualization. According to Maslow, these needs can create internal pressures that can influence a person's behaviour. As the name of the theory indicates, Maslow believed that these needs exist in a hierarchical order. This progression principle suggests that lower-level needs must be met before higher-level needs. In the empirical review various study related to study were reviewed. From the reach of reviewed literatures it was observed that various study has been carried out to investigate teachers effectiveness, however none of these study considered investigating on the determinant of teachers effectiveness among secondary school teachers in Oredo Local Government Area in Edo State which is the gap that the study filled.

CHAPTER THREE

METHODOLOGY

This chapter deals with the methods and procedures that were adopted in carrying out this study. these includes: the research design of the study, population of the study, sample and sampling technique, research instrument, validation of the instrument, reliability of the instrument, method of data collection and method of data analyses.

Research Design

The study adopted the correlational survey research design. This will help investigate the determinant of teachers' effectiveness in public and private secondary schools in Oredo Local Government area of Edo state.

Population of the Study

The population of the study comprised 598 teachers all from public senior secondary school teachers in Oredo Local Government Area of Edo state. There are 14 public senior secondary school in Oredo Local Government Area with a total population of 598 teachers both male and female in senior secondary school in Oredo Local Government Area of Edo State (Ministry of Education, 2021).

Sample and Sampling Techniques

The sample of the study was made up of 119 teachers representing 20% of the total population. This was done by adopting the simple random sampling technique in selecting 119 teachers from the 14 public senior secondary school in Oredo Local Government Area of Edo state which was used as the sample of the study. This technique was employed to ensure an equal representation of the variables for this study.

S/N	NAME OF SCHOOLS	Population	Sample (20%)
1	Anglican Girls Grammar School	57	11
2	Edo College	42	8
3	Emotan College	46	9
4	Idia College	51	10
5	Edokpolor Grammar School	46	9
6	Ihogbe College	49	10
7	Imaguero College Senior School	50	10
8	New Era College	48	10
9	Oba-Akenzua II Secondary School	42	9
10	Oba-Eware Secondary School	47	9
11	Ogbe College	40	8
12	Oredo Girls Secondary School	39	8
13	Iyekogba Secondary School	31	6
14	Oba Palace Secondary School	10	2
	Total	598	119

Population and Sample of the study

Source: Ministry of Education, 2021

Research Instrument

The instrument used for data collection was a questionnaire titled “determinant of teachers’ effectiveness in public secondary schools in Oredo Local Government area of Edo state. The instrument was made up of two sections, section A, B and C. Session A deals with the demographic responses of the respondents while section B comprised of items on a five-point likert scale, designed to elicits information on teachers and Section C comprise information on the determinant of teachers’ effectiveness in public secondary schools in Oredo Local Government area of Edo state.

Validity of the Instrument

The instrument was validated and certified by three experts in the Department of Education, Benson Idahosa University; these include the supervisor, and two other lecturers, one from measurement and evaluation, and the other from guidance and counselling. The reason for this process is to ensure that the questionnaire meets the conditions of face and content validity.

Reliability of the Instrument

Reliability is the degree to which the result of a measurement or specification can be depended on to be accurate; it is the potency of the tool to produce same responses after repeated administration. The reliability of the instrument was determined using the (Cronbach's Alpha) method. This was done by administering the questionnaire to thirty (30) respondents which are not part of the sample. The data collected was analyzed for its reliability and the reliability value was 0.833. The Cronbach's Alpha method was used to determine the reliability of the instrument as it was the best statistic in determining if the instrument was reliable and could measure its intended purpose. The result obtained showed that the instrument was reliable and could be used for the study.

Method of Data Collection

The instrument was administered to the respondents by the researcher with the help of two trained research assistants to ensure meaningful response and retrieval of the instrument. The questionnaire was retrieved as soon as they were completed by the respondents.

Method of Data Analysis

The data were analyzed using simple percentage, mean ($\bar{x}$), Standard Deviation (SD), Karl Pearson's Correlation Coefficient and Simple Linear Regression. The simple percentage was used

in analyzing the demographic information of respondents. The mean, standard deviation and Karl Pearson's Correlation Coefficient was used to answer the research questions while the Simple Linear regression was used to test the hypotheses at 0.05 alpha level of significance. The probability value (p) was used in taking the decisions regarding the hypotheses. If the p-value is less than or equal to 0.05 the null hypothesis was rejected, and if otherwise, the null hypothesis was retained.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter deals with the presentation and analysis of results based on the data collected. The presentation of results is followed by the discussion under the following:

Data Analysis

Demographic Characteristics of Respondents

Table 1: Distribution of Respondents by Gender

Gender	Frequency	Percentage (%)
Male	45	37.8
Female	74	62.2
Total	119	100

Table 1 above shows the gender distribution of the respondents. The table indicates that there were 45 male respondents representing 37.8% while the female respondents were 74 representing 62.2%. It implies that majority of respondents are female in this study.

Table 2: Distribution of Respondents by Years of Teaching Experience

Years of Experience	Frequency	Percentage (%)
5-10years	44	37.0
11 – 20 years	58	48.7
above 20 years	17	14.3
Total	119	100

Table 2 above the distribution of respondents based on their years of experience. The table indicated that 44 respondents representing 37.0% had teaching experience of 5-10 years; while 58

respondents representing 48.7% had teaching experience of 11-20years; and 17 respondents representing 14.3% had teaching experience of above 20years. This implies that majority of the respondents had teaching experience of 11-20years and above.

Table 3: Distribution of Respondents by Academic Qualification

Academic Qualification	Frequency	Percentage %
Ph.D	2	1.7
M.Sc	11	9.2
B.Sc	31	26.1
ND/HND	22	18.5
NCE	53	44.5
Total	119	100

Table 3 above shows the distribution of respondents based on their academic qualification. The table showed that 2 respondents representing 1.7% had Ph.D's as their highest academic qualification; 11 respondents representing 9.2% had M.Sc; 31 respondent representing 26.1% had B.Sc while 22 respondents representing 18.5% had ND/HND and 53 respondents representing 44.5% had NCE. This implies that majority of the respondents had an academic qualification of NCE.

Table 4: Distribution of Respondents by Work Location

Work Location	Frequency	Percentage (%)
Residential Area	47	39.5
Commercial Area	72	60.5
Total	119	100

Table 4 above the distribution of respondents based on their work location. The table indicated that 47 respondents representing 39.5% work in schools located in Residential Area and 72 respondents representing 60.5% work in schools located in commercial area. This implies that majority of the respondents work in schools located in commercial areas.

Analysis of the Research Questions

The analyses of research questions 1-5 are shown as follows:

Research Question 1: What is the level of teachers' effectiveness in public secondary schools in Oredo Local Government area?

Table 5: Summary Statistics showing mean responses of respondents on the level of teachers' effectiveness in public secondary schools in Oredo Local Government area.

S/N	Item Descriptions	$\bar{x}$	SD	Decision
1	Well prepared for lesson delivery	3.43	1.71	VHE
2	Being a good listener	3.19	1.87	VHE
3	Clear and systemic in delivery of lesson	3.05	1.80	VHE
4	Easily available for consultation	3.75	1.53	VHE
5	Grade students assessment fairly	3.73	1.48	VHE
6	Good sense of humour in lesson delivery	3.73	1.83	VHE
7	Able to motivate student to learn	3.17	1.77	VHE
8	Always involved in students classroom activities and assignment	3.31	1.87	VHE
9	Interact well with students	3.14	1.85	VHE

10	Voice of teacher can be heard clearly while teaching	3.18	1.88	VHE
11	Knowledgeable in the subject matter of lesson delivered	3.19	1.87	VHE
12	Good time management in delivery of lesson	3.08	1.89	VHE
13	Always encourage students to ask questions	2.85	0.78	VHE
14	Provide adequate note and lesson materials	3.19	1.74	VHE
15	Shows enthusiasm in teaching	3.69	1.46	VHE
16	Provide clear feedback to students on assignment or any complex issues	3.00	1.70	VHE
17	Able to make the subject matter interesting in lesson delivery	3.14	1.78	VHE
18	Introduce new ideas and concept to make learning more realistic	2.98	0.90	VHE
19	Ensuring that all students are engaged during class activities	3.36	1.72	VHE
20	Always punctual to class	3.41	1.66	VHE
21	Proficiency in English language and other subject	3.10	1.82	VHE
22	Utilization of modern technology in teaching and learning process	2.87	0.86	VHE
23	Efficiency in student supervision	3.41	1.36	VHE
24	Proficiency in complex subject like mathematics	3.15	1.10	VHE
25	Good listening ability and understanding of students behavior	3.23	1.21	VHE
Aggregate Mean		3.25	1.49	HIGH

VHE=Very High Extent, H=High Extent, M=Moderate, LE= Low Extent and VLE=Very Low Extent.

The results presented in Table 5 showed the level of teachers' effectiveness in public secondary schools in Oredo Local Government area. The table had 25 items which had mean scores that ranged from 2.85 to 3.75, and the corresponding Standard Deviations that ranged from 0.86 to 1.89 respectively. The mean scores implies that teachers had high level of effectiveness in public secondary schools in Oredo Local Government Area and the corresponding standard

deviations values showed that teachers responses as regards their level of effectiveness was very close.

Research Question 2: To what extent does teachers' experience influence their level of effectiveness in public secondary schools in Oredo Local Government Area?

Table 6: Summary of correlation analysis showing the extent to which teachers' experience influence their level of effectiveness in public secondary schools.

Variable	N	R	r ²	Coefficient of Determination	Remark
Teachers Effectiveness	119	.226	.051	5%	Very Low
Experience					

r²= Coefficient of determination

Table 6 showed the extent to which teachers' experience influence their level of effectiveness in secondary schools in Oredo Local Government Area. It was observed from the data in the table that there was a low level of relationship (.226) between teachers' experience and their level of effectiveness in secondary school. The coefficient of determination (r²) associated with the correlation coefficient of .226 was .051. This implies that experience has 5% very low level of influence on teachers' effectiveness.

Research Question 3: To what extent does teachers' qualification influence their level of effectiveness in public secondary schools in Oredo Local Government Area?

Table 7: Summary of correlation analysis showing the extent to which teachers' qualification influence their level of effectiveness in public secondary schools.

Variable	N	R	r ²	Coefficient of Determination	Remark
Teachers Effectiveness	119	.220	.048	4%	Very Low
Qualification					

r²= Coefficient of determination

Table 7 showed the extent to which teachers' qualification influence their level of effectiveness in secondary schools in Oredo Local Government Area. It was observed from the data in the table that there was a low level of relationship (.220) between teachers' qualification and their level of effectiveness in secondary school. The coefficient of determination (r^2) associated with the correlation coefficient of .220 was .048. This implies that qualification has 4% very low level of influence on teachers' effectiveness.

Research Question 4: To what extent does teachers' gender influence their level of effectiveness in public secondary schools in Oredo Local Government Area?

Table 8: Summary of correlation analysis showing the extent to which teachers' gender influence their level of effectiveness in public secondary schools.

Variable	N	R	r^2	Coefficient of Determination	Remark
Teachers Effectiveness	119	.101	.010	1%	Very Low
Gender					

r^2 = Coefficient of determination

Table 8 showed the extent to which teachers' gender influence their level of effectiveness in secondary schools in Oredo Local Government Area. It was observed from the data in the table that there was a low level of relationship (.101) between teachers' gender and their level of effectiveness in secondary school. The coefficient of determination (r^2) associated with the correlation coefficient of .101 was .010. This implies that gender has 1% very low level of influence on teachers' effectiveness.

Research Question 5: To what extent does work location influence the level of teachers' effectiveness in public secondary schools in Oredo Local Government Area?

Table 9: Summary of correlation analysis showing the extent to which teachers' location influence their level of effectiveness in public secondary schools.

Variable	N	R	r^2	Coefficient of Determination	Remark
Teachers Effectiveness	119	.561	.315	31%	Low
Location					

r^2 = Coefficient of determination

Table 9 showed the extent to which teachers' location influence their level of effectiveness in secondary schools in Oredo Local Government Area. It was observed from the data in the table that there was a low level of relationship (.561) between teachers' location and their level of effectiveness in secondary school. The coefficient of determination (r^2) associated with the correlation coefficient of .561 was .315. This implies that location has 31% low level of influence on teachers' effectiveness.

Testing of Hypotheses

The following three hypotheses were tested at 0.05 alpha level of significance as shown in tables.

Hypothesis 1: There is no significant relationship between teachers experience and their level of effectiveness in secondary schools in Oredo Local Government Area.

Table 10: Summary of the Regression Analysis of the relationship between teachers' experience and their level of effectiveness in secondary schools.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Decision
	B	Std. Error	Beta			
1						
(Constant)	2.334	.327		7.137	.000	Reject H_0
Years of Experience	.432	.172	.226	2.509	.013	

a. Dependent Variable: Teachers effectiveness

Table 10 showed the relationship between teachers experience and their level of effectiveness in secondary schools in Oredo Local Government Area. It was observed from the data in the table that there was a significant relationship between teachers experience and their level of effectiveness with a significant value of (.013) which is less than the alpha level of (0.05). This implied that the null hypothesis which states that there is no significant relationship between teachers experience and their level of effectiveness in secondary schools in Oredo Local Government Area was rejected. Therefore it could be concluded that there is a significant relationship between teachers experience and their level of effectiveness in secondary schools in Oredo Local Government Area.

Hypothesis 2: There is no significant relationship between teachers' qualification and their level of effectiveness in secondary schools in Oredo Local Government Area.

Table 11: Summary of the Regression Analysis of the relationship between teachers' qualification and their level of effectiveness in secondary schools.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Decision
	B	Std. Error	Beta			
1	(Constant)	2.081	.434	4.793	.000	Reject
	Qualification	.258	.106	.220	.016	Ho

a. Dependent Variable: Teachers effectiveness

Table 11 showed the relationship between teachers' qualification and their level of effectiveness in secondary schools in Oredo Local Government Area. It was observed from the data in the table that there was a significant relationship between teachers' qualification and their level of effectiveness with a significant value of (.016) which is less than the alpha level of (0.05). This implied that the null hypothesis which states that there is no significant relationship between

teachers' qualification and their level of effectiveness in secondary schools in Oredo Local Government Area was rejected. Therefore it could be concluded that there is a significant relationship between teachers' qualification and their level of effectiveness in secondary schools in Oredo Local Government Area.

Hypothesis 3: There is no significant relationship between teachers' gender and their level of effectiveness in secondary schools in Oredo Local Government Area.

Table 12: Summary of the Regression Analysis of the relationship between teachers' gender and their level of effectiveness in secondary schools.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Decision
	B	Std. Error	Beta			
1	(Constant)	2.664	.417	6.367	.000	Don't
	Gender	.269	.246	1.093	.277	Reject Ho

a. Dependent Variable: Teachers effectiveness

Table 12 showed the relationship between teachers' gender and their level of effectiveness in secondary schools in Oredo Local Government Area. It was observed from the data in the table that there was no significant relationship between teachers' gender and their level of effectiveness with a p-value of (.277) which is higher than the alpha level of (0.05). This implied that the null hypothesis which states that there is no significant relationship between teachers' gender and their level of effectiveness in secondary schools in Oredo Local Government Area was not rejected. Therefore it could be concluded that there is no significant relationship between teachers' gender and their level of effectiveness in secondary schools in Oredo Local Government Area.

Hypothesis 4: There is no significant relationship between teachers work location and their level of effectiveness in secondary schools in Oredo Local Government Area.

Table 13: Summary of the Regression Analysis of the relationship between teachers' work location and their level of effectiveness in secondary schools.

	Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Decision
		B	Std. Error	Beta			
1	(Constant)	2.664	.410		6.497	.000	Reject
	Work Location	.272	.244	.561	1.114	.004	Ho

a. Dependent Variable: Teachers effectiveness

Table 13 showed the relationship between teachers' work location and their level of effectiveness in secondary schools in Oredo Local Government Area. It was observed from the data in the table that there was a significant relationship between teachers' work location and their level of effectiveness with a significant value of (.004) which is less than the alpha level of (0.05). This implied that the null hypothesis which states that there is no significant relationship between teachers' work location and their level of effectiveness in secondary schools in Oredo Local Government Area was rejected. Therefore it could be concluded that there is a significant relationship between teachers' work location and their level of effectiveness in secondary schools in Oredo Local Government Area.

Summary of Findings

1. Teachers had high level of effectiveness in public secondary schools in Oredo Local Government Area.
2. There is a significant relationship between teachers' experience and their level of effectiveness in secondary school in Oredo Local Government Area.

3. There is a significant relationship between teachers' qualification and their level of effectiveness in secondary school in Oredo Local Government Area.
4. There is no significant relationship between teachers' gender and their level of effectiveness in secondary schools in Oredo Local Government Area.
5. There is a significant relationship between teachers' work location and their level of effectiveness in secondary schools in Oredo Local Government Area.

Discussion of Findings

The first finding of this study revealed that teachers had high level of effectiveness in public secondary schools in Oredo Local Government Area. The finding is in agreement with the finding of Umasankar and Pranab (2016) who did a study on Teaching Effectiveness of Secondary School Teachers in the District of Purba Medinipur, West Bengal. The study investigated on the level of Teaching Effectiveness of Secondary School Teachers in the district of Purba Medinipur, West Bengal. The findings of the study revealed that the Overall level of Teaching Effectiveness of Secondary School Teachers is good in the district of Purba Medinipur. It is also revealed that though there is no significant difference among the Secondary School Teachers regarding their level of Teaching Effectiveness on the basis of Gender, Stream, Training Status and Qualification, but it is found that there is significant difference among the Secondary School Teachers regarding their level of Teaching Effectiveness on the basis of School Location. The finding, however is in contrast with the finding of Onyekuru, and Ibegbunam, (2018) who carried out a study titled Teaching Effectiveness of Secondary School Teachers in Emohua Local Government Area of Rivers State, Nigeria. The findings of the study showed that; teaching effectiveness of teachers from secondary schools in Emohua Local Government Area was below average. The finding also showed that of all the variables investigated, teaching experience and teachers' qualifications had

a significant influence on teaching effectiveness of the secondary school teachers while gender had no significant influence.

The second finding of the study showed that there is a significant relationship between teachers experience and their level of effectiveness in secondary school in Oredo Local Government Area. This finding corroborate with the finding of Ismail, Rozita and Abas (2018) who carried out a study titled Can Teachers' Age and Experience influence Teacher Effectiveness in Higher Order Thinking Skills (HOTS)?. The study examined the influence of age and years of teaching experience on the effectiveness of teachers in Higher Order Thinking Skills. The findings of the study showed that, there was a significant difference between age, experience, and teacher effectiveness. The finding do not agree with the finding of Dele (2015) who did a study on Teachers' Locus of Control and Work Experience as Determinants of Teachers' Effectiveness in Secondary Schools in Lagos State, Nigeria. The study investigated teachers' Locus of control and teaching experience as determinants of teachers' effectiveness in Secondary Schools in Lagos. The findings of the study showed that teacher locus of control ($r=0.09$, $p < 0.05$) had significant relationship with teacher effectiveness, whereas teachers years of experience ($r = 0.06$, $P > 0.05$) did not show significant influence on teachers effectiveness.

The third finding of the study showed that there is a significant relationship between teachers' qualification and their level of effectiveness in secondary school in Oredo Local Government Area. This finding agrees with the finding of Ufonabasi, and Friday (2014) who investigated on Teacher Qualification and Experience as determinants of Quality Chemistry Education in Nigeria. The study investigated teacher qualification and experience as determinants of quality chemistry education in Akwa Ibom State of Nigeria. The findings of the study showed that there was a significant influence of teacher qualification and experience on quality of

chemistry education. This showed that only qualified were more effective in teaching chemistry education in Akwa Ibeom State. The finding is also in agreement with the finding of Antony, Paidi, Subali, Pradana, Hapsari, and Astuti, (2018) who carried out a study titled the effect of Teacher Qualification and Teaching Experience on their effectiveness in Biology Education, of graduate students, in Yogyakarta State University, Indonesia. The study aimed at determining the effect of teacher qualifications and teaching experience on biology teachers in the Magelang City. The finding reveals that teacher qualifications and teacher teaching experience have Sig. score $p < 0.05$ on their effectiveness. This implied that there was a significant influence of teachers' qualification and experience on their level of effectiveness.

The fourth finding of the study revealed that there is no significant relationship between teachers' gender and their level of effectiveness in secondary schools in Oredo Local Government Area. This finding is in agreement with the finding of Ahiatrogah (2017), who did a study on gender dimension in the development of effective teaching skills among University of Cape Coast (UCC) distance education students. The study investigated on the impact of gender on effective teaching skills in UCC. The results of the study revealed that though statistically significant difference do not exist between the teaching skills of male and female, as it affects the acquisition of effective teaching skills in favour of female. The study also revealed that female teachers are more efficient in their teaching profession than their male counterparts. The findings however do not agree with the finding of Dien, Abang, & Ngban (2022) who carried out an investigation on Demographic Factors and Teachers' Effectiveness among Secondary School Teachers in Calabar Education Zone Cross River State, Nigeria. The study aimed at evaluating teaching effectiveness in relation to teacher demographic factors like teachers' age and teachers' gender among

Secondary School teachers in Calabar Education Zone of Cross River State, Nigeria. The findings of the study revealed that teachers' age and gender significantly influence teaching effectiveness.

The final finding of the study also showed that there is a significant relationship between teachers' work location and their level of effectiveness in secondary schools in Oredo Local Government Area. This finding corroborate the finding of Kabiru, (2017) who investigated on the Influence of School Location and Teacher Effectiveness on Academic Achievement among Secondary School Students in Kano State. The main objective of this research was to find out the effect some environmental variables on academic achievement of rural and urban secondary schools students in Kano state. The findings of the study indicated that there was a significance difference in between school location and teachers effectiveness. Also, the study revealed that teachers in rural areas were not willing to accept responsibilities as compared with their counterpart. The finding is also in agreement with the finding of Barineka, and Chika (2018) who carried out a study titled Working Environment and Teachers' Productivity in Secondary Schools in Port-Harcourt Metropolis. The study centered on Working Environment and Teachers' Productivity in Secondary Schools in Port-Harcourt Metropolis. Findings of the study indicated that there was a significant influence of working environment on the productivity of teachers in secondary schools in Port-Harcourt. The findings also showed that adequate lightening, temperature and space availability significantly influence productivity of the teachers.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The study examined the determinant of teachers' effectiveness in public secondary schools in Oredo Local Government area of Edo state. Specifically the study sought to determine the level of teachers' effectiveness in public secondary schools in Oredo Local Government area. The study also investigated on the influence of years of experience, qualification, gender and work location on the level of teachers' effectiveness in public secondary schools in Oredo Local Government Area. Five research questions and four hypotheses were raised and tested to guide the study. These include:

- 1 What is the level of teachers' effectiveness in public secondary schools in Oredo Local Government area?
- 2 To what extent does teachers' experience influence their level of effectiveness in public secondary schools in Oredo Local Government Area?
- 3 To what extent does teachers' qualification influence their level of effectiveness in public secondary schools in Oredo Local Government Area?
- 4 To what extent does teachers' gender influence their level of effectiveness in public secondary schools in Oredo Local Government Area?
- 5 To what extent does work location influence the level of teachers' effectiveness in public secondary schools in Oredo Local Government Area?

Hypotheses includes;

5. There is no significant relationship between teachers' experience and their level of effectiveness in secondary schools in Oredo Local Government Area.
6. There is no significant relationship between teachers' qualification and their level of effectiveness in secondary schools in Oredo Local Government Area.
7. There is no significant relationship between teachers' gender and their level of effectiveness in secondary schools in Oredo Local Government Area.
8. There is no significant relationship between teachers' work location and their level of effectiveness in secondary schools in Oredo Local Government Area.

The design of the study was a descriptive research design and the population of the study comprised 598 teachers in public secondary school in Oredo Local Government Area of Edo state. The simple random sampling technique was adopted in selecting 119 participants from the secondary school in Oredo Local Government Area of Edo state representing 10% of the population. The research instrument used for this study was a questionnaire. The data collected were analysed using the descriptive statistics of mean, standard deviation, t-test, and ANOVA. The results obtained showed that:

1. Teachers had high level of effectiveness in public secondary schools in Oredo Local Government Area.
2. There is a significant relationship between teachers experience and their level of effectiveness in secondary school in Oredo Local Government Area.
3. There is a significant relationship between teachers' qualification and their level of effectiveness in secondary school in Oredo Local Government Area.

4. There is no significant relationship between teachers' gender and their level of effectiveness in secondary schools in Oredo Local Government Area.
5. There is a significant relationship between teachers' work location and their level of effectiveness in secondary schools in Oredo Local Government Area.

Educational Implications

This study infers on the necessity for teachers to be effective in their place of assignment. When teachers have high level of effectiveness their ability to produce good results out of schools will be increased. The study also indicated that when teachers are effective, students will also improve in their academic performance. Therefore, teachers should be adequately and properly energized to perform to the best of their capabilities for the realization of the educational goals and those of the individuals in the institution. Teachers can also systematically analyze their level of effectiveness. This study helps the expert teachers to understand what else they can do, to improve their weaker qualities and its importance to their academic attainment.

Conclusion

It was concluded based on the findings of the study that teachers had high level of effectiveness in public secondary schools in Oredo Local Government Area. The study also showed that there was significant relationship between teachers' experience and the level of teachers' effectiveness. This implies that the more teachers becomes experienced, they tend to improve in their level of effectiveness. The study also showed that there was a significant relationship between teachers' qualification and their level of effectiveness in secondary school in Oredo Local Government Area. This implies that teachers with higher level of academic qualification are more effective than teachers with lower level of education. However there was

no significant relationship between teachers' gender and their level of effectiveness. This showed that teachers could be effective in lesson delivery irrespective of their gender. Finally the study revealed that there was a significant relationship between teachers' work location and their level of effectiveness in secondary schools in Oredo Local Government Area. This implied that the work location of teachers may either influence the effectiveness the teachers either negatively or positively. Teachers in work place situated in commercial areas may not be able to concentrate on their class activities due to noisy environment unlike teachers in school located in schools situated in residential areas. Therefore there is need for these variables to be looked into in order to improve the level of effectiveness of teachers.

Recommendations

Based on the findings of the study, the following recommendations are made;

1. School administrators should ensure that all forms of distractions in teaching profession should be removed where practically possible in order to ensure continuous effectiveness among teachers.
2. School administrators should ensure that the years of experience of teachers are put into consideration before they are recruited. Hence, only teachers with more years of experience should be selected during recruitment.
3. School administrators should ensure that only qualified teachers are recruited and retained.
4. Both male and female teachers are encouraged to go for in-service training in order to update their skills and knowledge and also increase their level of effectiveness.
5. The government should ensure that the location of public schools should be situated in conducive residential areas with minimal level of noise pollution, in order to ensure effective and uninterrupted teaching and learning process.

Suggestion for Further Research

Based on the findings of the study, the researcher suggests that the following research topic should be consider for further studies;

1. Factors influencing teachers' effectiveness in secondary schools in Oredo Local government Areas of Edo State.
2. The influence of School location on teachers' effectiveness in secondary school in Oredo Local Government Area, Edo State.

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APPENDIX A
INTRODUCTORY LETTER

Department of Education,
Faculty of art and Education,
School of Postgraduate Studies,
Benson Idahosa University,

6th March, 2023.

Dear Respondent,

**DETERMINANT OF TEACHERS EFFECTIVENESS IN PUBLIC SECONDARY
SCHOOLS IN OREDO LOCAL GOVERNMENT AREA OF EDO STATE**

I am a Post-graduate student in the above named department. As part of the requirements for the program, I am conducting a research on the determinant of teachers' effectiveness in public and secondary schools in Oredo Local Government Area of Edo State. In this regard, you have been duly selected as a member of the sample. I also wish to assure you that your answers will be treated in strict confidence and used for the stated academic purpose only.

Thanks.

Yours faithfully,

Enaholo Obehi
Researcher

APPENDIX B QUESTIONNAIRE

FACTORS INFLUENCING TEACHERS EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS

SECTION A:

Please check (✓) the box below

Gender: Male () Female ()

Years of Experience: 5- 10 years () 11-20 years () 20years and above ()

Academic Qualification: PhD () M.Sc () B.Sc () NCE/HND ()

Work Location: Residential Area () Commercial Area ()

SECTION B

Instruction: please indicate the extent to which you agree with the following, using a scale of “Very High (VH), High (H), Moderate (M) Low (L), and Very Low (VL)”.

S/N	ITEM	VH 5	H 4	M 3	L 2	VL 1
	Level of Teachers Effectiveness					
	To what extent does the following items influence teacher’s effectiveness?					
1	Well prepared for lesson delivery					
2	Being a good listener					
3	Clear and systemic in delivery of lesson					
4	Easily available for consultation					
5	Grade students assessment fairly					
6	Good sense of humour in lesson delivery					
7	Able to motivate student to learn					
8	Always involved in students classroom activities and assignment					
9	Interact well with students					

10	Voice of teacher can be heard clearly while teaching					
11	Knowledgeable in the subject matter of lesson delivered					
12	Good time management in delivery of lesson					
13	Always encourage students to ask questions					
14	Provide adequate note and lesson materials					
15	Shows enthusiasm in teaching					
16	Provide clear feedback to students on assignment or any complex issues					
17	Able to make the subject matter interesting in lesson delivery					
18	Introduce new ideas and concept to make learning more realistic					
19	Ensuring that all students are engaged during class activities					
20	Always punctual to class					
21	Proficiency in English language and other subject					
22	Utilization of modern technology in teaching and learning process					
23	Efficiency in student supervision					
24	Proficiency in complex subject like mathematics					
25	good listening ability and understanding of students behaviour					

APPENDIX B RELIABILITY

RELIABILITY

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/VARIABLES=Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14 Q15
Q16 Q17 Q18 Q19 Q20 Q21 Q22 Q23 Q24 Q25
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE
/SUMMARY=MEANS VARIANCE COV.

```

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	0.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.833	.838	25

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
58.43	66.772	8.171	25