



Analysis of Factors Hindering Teachers' Effectiveness in Secondary Schools in Lagos State, Nigeria: Policy Implications

Inegbedion, Juliet O. (Ph.D)

National Open University of Nigeria

julietinegbedion@gmail.com

Abstract

Students' learning outcomes and performance are often used in determining the quality of an educational system. The performance of Nigeria secondary school students in the West African Examination Council (WAEC) which is their final examination has been worrisome. As of 2015, students' pass grades has generally not gone beyond 38.68 per cent. It is observed that teachers receive much of the blame for the poor performance. This study therefore tried to find out factors that may be affecting teachers' effectiveness. One research question was raised to find out the extent to which the effectiveness of teachers is hindered by factors affecting their effectiveness, also one hypothesis was raised to test if there was any significant difference in teachers' consideration of determinants for effectiveness in public secondary schools based on their educational background. To achieve this, 322 teachers were sampled from Lagos State public secondary schools. A questionnaire was structured and administered. The study found a lack of interest for the job, poor interpersonal relationship, an uncondusive learning environment, personal stress and workload, influx of new learning and information technology as factors that hinder teachers' effectiveness. Review of policies and implementation procedures was recommended to enhance teachers' effectiveness.

Keywords: Quality education, Teachers' characteristics, Teachers' Effectiveness

Introduction

Secondary school education in Nigeria is the level of education after primary education. The secondary school is divided into two levels - Junior Secondary School (JSS) and Senior Secondary School (SSS). The Junior Secondary School is the last three years of the compulsory nine-year education and is both pre-vocational and academic. The broad goal of secondary education is to prepare the individual for useful living within society and higher education (FRN, 2004). To achieve these goals, requires the service of teachers who will inculcate the right values and knowledge.

The role of a teacher is often formal and ongoing in a school or other place of formal education. A person who wishes to become a teacher in a secondary school must have post-graduate diploma in education or a bachelor of science/arts/social science education with a teaching subject. Most teachers in Lagos state public secondary schools meet this requirement. It is expected that the prescribed professional qualification will enhance teachers' effectiveness. National Curriculum conference held in 1969 described the teacher as the key-man in the entire educational programme. Similarly, the Federal Government of Nigeria in the revised National Policy on Education (1998) confirms that no educational system can rise above the quality of its teachers and took a step further by adopting education as an instrument par excellence for effecting national development.

For a teacher to be described as effective, it means the teacher performs excellently in the various roles he/she is assigned. This may include instruction, guidance, counselling, research, curriculum development, management, problem-solving and teacher characteristics which include teacher personality, attitudes, and expectations. Defining teacher effectiveness could be complex and controversial because terms such as instructional effectiveness, teacher effectiveness and teaching effectiveness have been used interchangeably by various writers. In the study of Oyekan (2000) in investigating the attributes of teaching effectiveness among secondary school teachers, it was found that teaching effectiveness in classroom practices includes broad-based knowledge of the subject matter, effective use of chalkboard, good language and communication skills, well-organized learning environment and formulation of objectives. Omoniyi

(2005) opined that effective teaching is those activities which bring about the most productive and beneficial learning experience for students and promote their development as learners, while Olatoye (2006) described teaching effectiveness as the extent to student's performance improves after a period of instruction in consistency with the goal of instruction.

Sometimes, teacher effectiveness is determined by the teacher's influence on students' outcomes and at other times, on the classroom behaviours and practices that teachers use to promote better outcomes for students. Also, it is based on the teachers' entry qualification. The angle at which teacher effectiveness is viewed affects the type of policy that will emanate from it. In describing teacher effectiveness, Dunkin (1997) sees teacher effectiveness as a matter of degree to which a teacher achieves the desired effects upon students. It could be said that teacher effectiveness is concerned with the relationship between the characteristics of teachers and teaching acts and their effects on the educational outcome of class room teaching. Hassel and Hassel (2009) opined that a teacher's effect equals the teacher's effectiveness times the teacher's Reach ($EFFECT = EFFECTIVENESS \times REACH$). Effectiveness implies how much of what students do learn, on average while Reach implies how many students received instruction from the teacher. This is assumed to be core to students' outcomes as well as to Teacher Effectiveness. Reach which is the impact teachers have on student learning is important because it will help the teacher, the principal, the school and the government to meet their goals and for improving students' outcomes.

In this research, the term teacher effectiveness would be described as the collection of characteristics, competencies, and behaviours of teachers 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.

Statement of the Problem

Lagos state has shown successive increases in the quality of teachers in her secondary schools with improvement in the infrastructures. However, it is

observed that despite the improvement in the quality of teachers and infrastructures in the schools, the performance of public secondary school students in the West African Examination Council (WAEC) has been worrisome. In an attempt to solve this problem the state invested in infrastructure, paid more attention to secondary school financing, ensured that the teachers had a basic professional teaching qualifications and increased school monitoring as a way of curbing indiscipline among teachers and students. This effort was vivid in the Eko project. Despite the efforts, students' pass grades has not gone beyond 38.68 per cent as recorded in 2015, especially in English language and Mathematics. For a student to be considered successful in WAEC, he/she should have credit passes in five subjects including English Language and Mathematics. A high rate of failure in English language and mathematics reduces the general pass rate of students in WAEC.

The teachers seem to have more of the blame for the poor performance. Some people feel that public secondary school teachers do not perform to expectation because of a lack of commitment, inadequate motivation, inadequate facilities, and lack of interest in the job. It is expected that professional teachers should be able to turn out students that will complete their secondary school education successfully. The question is: could it be that there are factors hindering the teachers' effectiveness despite their qualifications and the infrastructure provided by the state? This is where this study comes in to find out factors hindering teachers' effectiveness.

Therefore, this study identified the factors militating against teachers' effectiveness and further find out the extent to which these factors affect their effectiveness with a focus on how the outcome can improve secondary school planning and policy making towards achieving increase in the success rate of secondary school output.

Research Question

To what extent is the effectiveness of teachers hindered by factors affecting teachers' effectiveness?

Hypothesis

There is no significant difference in teachers' consideration of determinants for effectiveness in public secondary schools based on their educational levels.

Purpose of the Study

The focus of this study is to examine the factors that affect teachers' effectiveness the extent these factors affect their effectiveness and what can be done to curb such factors towards effective educational policies for quality secondary education.

Significance of the Study

The findings of this study would be found useful by the state government, educational planners, school administrators and teachers. To the government, it would help them come up with policies that would sustain qualitative teaching and learning in schools. It would help the educational planners to know the criteria to focus on when planning teacher education and the teaching profession and to the school administrator, it would guide their administrative techniques and to the teacher, it would help them improve on classroom management techniques.

The Model

This study was based on the Dynamic Model developed by Bert P. M. Creemers and Leonidas Kyriakides which was integrated into theoretical and empirical model in the year 2008. The Dynamic model was developed to establish links between Educational Effectiveness Research (EER) and improvement practices. In relation to teacher effectiveness, the model came up with eight factors that determine teacher's effectiveness. Such factors as orientation, structuring, questioning, teaching-modelling, applications, time management, teacher role in making the classroom a learning environment, classroom assessment. The assumption of the dynamic model is that although

there are different effectiveness factors, each factor can be defined and measured using five dimensions such as frequency, focus, stage, quality and differentiation.

In elaboration, orientation refers to teacher behaviour towards achieving the objectives of a lesson. Structuring also known as instructional planning is a process of the teacher using appropriate curricula, instructional strategies and resources in achieving the desirable objective(s). In questioning techniques, Muijs and Reynolds (2000) recommended that an effective teacher should ask a lot of questions and attempt to involve students in class discussion. The teacher effectiveness research shows that effective teachers are expected to help pupils to use strategies and/or develop their own strategies which can help them solve different types of problems (Kyriakides, 2002). Effective teachers also use seat work or small group tasks that provide needed practice and application opportunities (Borich, 1992). Muijs and Reynolds (2000) opined that classroom climate is a factor that Teacher Effectiveness Research has found to be significant in teaching and learning. The teacher creates a learning environment through teacher-student interaction, student-student interaction, students' treatment by the teacher, competition between students, and classroom disorder. Teacher-student interaction and student-student interaction are important components for measuring classroom climate as shown in classroom environment research (Wubbels and Brekelmans, 2005). Effective teachers are expected to organize and manage the classroom environment as an efficient learning environment and thereby maximize engagement rates (Creemers and Reezigt 1996; Emmer and Everston, 1981). According to Ekundayo (2010), assessment of student learning behaviour is expected to be carried out in totality to reflect cognitive, affective and psychomotor domains.

The model focused on educational effectiveness and improvement practices which are found very useful in this study. This is very important in the study since the focus is on how to improve teachers' effectiveness which would lead to improved quality of secondary education. To this end, the study focused on the factors that were likely to jeopardize the eight factors among others identified in the model as factors that determine teachers' effectiveness.

Literature Review

Teachers' effectiveness serves as a measure of increasing the quality of education. But sometimes low teaching effectiveness is recorded as revealed in the study carried out by Agbatogun (2006). To resolve the problem of low effectiveness among teachers calls for knowing the factors responsible for such.

Inadequate and continuous training is said to be a key factor that could affect the effectiveness of teachers in discharging their duties especially where they need to use new technology in teaching and learning or where there are changes in concepts and new innovations. This was elucidated by UNESCO (2014) which says: that good quality education depends on giving teachers the best possible training, not only before they start teaching but also throughout their careers. A teacher who receives continuous training will overtime be able to diversify in the method of imparting knowledge by way of experience that has been gathered over the years. The study of Adeyemi (2008) on teachers' teaching experience and students' outcomes found that schools having more teachers with five years of teaching experience achieved better results than schools having more teachers with less than five years of teaching experience. This could mean that a teacher is able to improve on the key elements such as creating a conducive classroom learning environment, questioning techniques, assessment, and teaching techniques amongst others over a period as he/she continues with the job and skills.

Kipchumba's (2006) research on *factors affecting effective teaching and learning in early childhood education in Keiyo District, Kenya*, found that inadequate facilities, lack of support from the community and haphazard inspection were factors that affected the teaching and learning. This was supported by the study of Wachira (2013) which reported remuneration, class size and school facilities as factors affecting teachers' effectiveness. Also, Mupa, and Chinooneka, (2015) added that hash environment, lack of parental support, teachers' lack of effective pedagogy, low-level training for teachers, teachers' lack of time management, poor planning and lack of planning by some teachers, and lack of support from school heads are factors contributing to ineffective teaching and learning. Ashraf, Ashraf, Saeed, et al (2015) opined that lack of motivation, lack of skills, lack of training, and lack of

fringe benefits lead to low performance of teachers. In corroboration, Obidike's (2016) study showed that an uncondusive learning and teaching environment, irregular evaluation of notes and lesson plans by the school management, late salary payment, and delayed promotions as factors that affect teachers' effectiveness.

Sarwar, Aslam, & Rasheed, (2010) summarized the factors hindering teachers' high performance as deficiency of materials and supplies, least expectations of a career in teaching, lack of training, work overburden, less teaching exposure, strict evaluation, lack of communication, difficulties in assessing students' work, classroom discipline problems, misbehaviour of students and student counselling problems. In support of these assertions, Rees and Redfern (2000) classified stress as positive and negative. Good stress is positive when it inspires and encourages, while distress is bad stress when it gets the person irritated and eventually leads to dysfunctional consequences. When this happens to a teacher, the students' outcome will be affected. According to Kyriacou (2001), the main sources of stress facing teachers are teaching pupils who lack motivation, maintaining discipline, self-esteem and status, time pressures and workload, coping with change, being evaluated by others, dealing with colleagues, administrative and management, role conflict and ambiguity, and poor working conditions. This causes a great deal of stress because these feelings clash with the teacher's personal ambitions and goals for fulfilling their job and providing a quality education. Teachers' stress oftentimes leads to a decrease in the quality of education.

Shah and Inamullah (2012) in their study found that over-crowded classes could have a direct impact on students' learning. It does not only affect students' performance but the teachers also face different challenges such as discipline, behavioural problems, poor health, stress the teachers and increase students' drop-out rate.

From the discussion, it could be said that if the challenges hindering teachers' effectiveness is not addressed, it could further affect the quality of education.

Method

Descriptive survey design was adopted for the study. The population comprised 18,240 teachers from the 673 public secondary schools in Lagos state as presented by the Lagos State Census Report 2014-2015. The sample size was 322. The schools were stratified into six educational districts, out of which three districts were systematically selected. Further, 21 schools representing 7% of the three districts' population were selected through a random sampling technique. Finally, an incidental sampling technique was used to select 322 teachers from the sampled school. Incidental technique was found most suitable in selecting the teachers because the researcher used the available teachers in the school. The sampling procedure is represented in Table 1.

Table 1

Sampling Technique

District	Population		Sample	
	Schools	Teachers	Schools (7%)	Teachers
1	99	4288	-	-
2	108	3370	8	121
3	130	2110	-	-
4	93	2091	6	80
5	137	2890	-	-
6	106	3591	7	121
Total	673	18,240	21	322

The researcher developed questionnaire titled "Factors Hindering Teachers' Effectiveness (FHTE). The questionnaire was classified into two sections -

Section A and Section B. Respondents' level of education was collected in section A and section B had 10 items that elicited data on the factors that affect teachers' effectiveness. The items were in three levels format which were classified as: Always (1), Sometimes (2), and Never (3). Respondents were expected to tick one of the responses.

The content and face validity were carried out by three professors in educational planning. To test the reliability of the instrument, a pilot study was carried out using 20 respondents from one of the districts that was not part of the sample. Cronbach's Alpha technique was used to test the reliability and a coefficient of 0.8 was found which indicated high reliability.

The researcher and two trained research assistances administered the questionnaire. Descriptive and ANOVA statistics were used for the analysis. Weighted mean was used to answer the research question. A mean of 1.0 - 1.4 was taken as Moderate Impact, 1.5 - 2.0 as High Impact and 2.1 - 3.0 as Very High Impact. The hypothesis was tested at a 0.05 alpha level of significance.

Findings

To what extent is the effectiveness of teachers hindered by factors affecting teachers' effectiveness?

Table 2

Factors Hindering Teachers' Effectiveness

Factors	Always	Sometimes	Never	Total	Mean	Std. D	Remarks
Lack of interest for the job	171 (53.1)	129 (40.1)	22 (6-8)	322 (100)	1.54	0.622	High Impact
Poor interpersonal relationship	102 (31.7)	186 (57.8)	34 (10.6)	322 (100)	1.79	0.616	High Impact
Un-conducive learning environment	178 (55.3)	130 (40.4)	14 (4.3)	322 (100)	1.49	0.576	Moderate Impact

Factors	Always	Sometimes	Never	Total	Mean	Std. D	Remarks
Frequent lateness to school and class	146 (45.3)	143 (44.4)	33 (10.2)	322 (100)	1.65	0.659	High Impact
Display inconsistency in enforcing discipline in class and school rules	117 (36.3)	174 (54)	31 (9.6)	322 (100)	1.73	0.624	High Impact
Not ready to take action to improve on students' performance	128 (39.8)	149 (46.3)	45 (14)	322 (100)	1.74	0.687	High Impact
Personal stress and workload	138 (42.9)	172 (53.4)	11 (3.4)	322 (100)	1.60	0.556	High Impact
Low self-esteem	103 (32)	178 (55.3)	41 (12.7)	322 (100)	1.81	0.641	High Impact
Strict evaluation policies	60 (18.6)	221 (68.6)	41 (12.7)	322 (100)	1.94	0.558	High Impact
An influx of new learning and information technology	55 (17.1)	212 (65.8)	55 (17.1)	322 (100)	2.00	0.584	Very High Impact
Total	1198 (372)	1495 (526.1)	326 (101.1)	3220 (1000)	17.29	6.123	High Impact
Weighted Mean	119.8 (37.2)	149.5 (52.61)	32.6 (10.11)	322 (100)	1.729	0.61 23	High Impact

The result presented in Table 2 showed that the influx of new learning and information technology has a very high impact on teachers' effectiveness, lack of interest in the job, poor interpersonal relationship, frequent lateness to school and class, display of inconsistency in enforcing discipline in class and school rules, teachers not ready to take actions to improve on students' performance, personal stress and workload, Low self-esteem, and strict evaluation policies recorded high impact with only un-conducive learning

environment with moderate impact. Overall, the weighted mean was 1.73 which is a high impact on teachers' effectiveness.

Hypothesis: There is no significant difference in teachers' consideration of determinants for effectiveness in public secondary schools based on their educational levels.

Table 3

ANO VA Table on the Factors Hindering Teachers' Effectiveness based on Educational Levels

	N	Mean	Std. Deviation
University graduate with a specialty in education	248	19.09	1.565
University graduate without specialty in education	36	18.25	2.156
HND and PGDE	29	19.17	1.391
HND	9	18.33	2.398
Total	322	18.98	1.670

	Sum of Squares	df	Mean Square	F	sig
Between Groups	27.167	3	9.056	3.319	*
Within Groups	867.755	318	2.729		
Total	894.922	321			

Note: The mean difference is significant at the 0.05

The Sig value of 0.020 in Table 3 showed there is a significant difference in teachers' consideration of determinants for effectiveness in public secondary schools based on their educational levels. Since the difference was significant, a post hoc test was carried out to know where the difference lies as presented in Table 4.

Table 4

Scheffe Post Hoc Tests on the Factors Hindering Teachers' Effectiveness

(I) Highest Level of Education	(J) Highest Level of Education	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
University graduate with speciality in education	University graduate without speciality in education	.843*	.295	.044	.01	1.67
	HND and PGDE	-.080	.324	.996	-.99	.83
	HND	.759	.561	.608	-.82	2.33
University graduate without speciality in education	University graduate with speciality in education	-.843*	.295	.044	-1.67	-.01
	HND and PGDE	-.922	.412	.174	-2.08	.24
	HND	-.083	.616	.999	-1.81	1.65
HND and PGDE	University graduate with speciality in education	.080	.324	.996	-.83	.99
	University graduate without speciality in education	.922	.412	.174	-.24	2.08
	HND	.839	.630	.621	-.93	2.61
HND	University graduate with speciality in education	-.759	.561	.608	-2.33	.82
	University graduate without speciality in education	.083	.616	.999	-1.65	1.81
	HND and PGDE	-.839	.630	.621	-2.61	.93

** The mean difference is significant at the 0.05 level.*

The Sig values of 0.044 recorded in Table 4 showed where the difference lies. From the Table, it would be observed that the value 0.044 showed that the difference is between University graduates with a specialty in education and university graduates without a specialty in education.

Discussion

The findings showed a very high impact the influx of new learning and information technology has on teachers' effectiveness. This could be attributed to inadequate and consistent training which corroborates the view of UNESCO (2014) that good quality education depends on giving teachers the best possible training. This is also supported by Mupa, and Chinooneka (2015), and Ashraf, Ashraf, Saeed et al (2015) who showed that lack of motivation, lack of skills, lack of training, and lack of fringe benefits leads to low performance of teachers. Teachers will find it easier to cope with technological changes in teaching and learning when there is constant and up- to-date training.

Lack of interest in the job comes as the aftermath of other actions or activities. Its high impact recorded in the study could be attributed to other factors such as low motivation such as poor salary, delay in promotion, low professional recognition and respect in society, delay in payment of salaries, lack of reward for excellence performance, inadequate and non-availability of teaching and learning resources. This is supported by the study of Ashraf, Ashraf, Saeed et al (2015) who opined that lack of motivation, lack of skills, lack of training, and lack of fringe benefits lead to low performance of teachers.

Poor interpersonal relationship showed a high impact on teachers' effectiveness. This could affect the relationship between co-teachers, teacher students and teachers and the public. The totality of these is likely to affect students' outcomes. This corroborates Kyriacou (2001) who found that dealing with colleagues does affect teacher effectiveness, also Sarwar, Aslam, and Rasheed, (2010) findings that classroom discipline problems, misbehaviour of students and student counselling problems affect teachers' effectiveness.

Unconducive learning environment had a moderate impact as recorded in the study. This could be because of the improvement the Lagos State government had made on physical infrastructure. However, the moderate impact calls for more attention. This supports the findings of Shah and Inamullah (2012) which says that over-crowded classes could have a direct impact on students' learning. It does not only affect students' performance but the teachers also face different challenges such as discipline, behavioural problems, poor health, stress the teachers and increase students' drop-out rate. Also in support is Obidike's (2016) study which showed that unconducive learning and teaching environment are factors that affect teachers' effectiveness.

Frequent lateness to school and inconsistency in enforcing discipline in class and school rules recorded high impact. This supports Sarwar, Aslam, and Rasheed, (2010) on difficulties in assessing students' work, classroom discipline problems, and misbehaviour of students. Students tend to occupy themselves in a class where a teacher comes in late. When this happens, the teacher may then find it difficult to control the students and at the same time may not be able to cover the lessons at the expected time. On the other hand, while struggling to cover the lessons, he/she may not be able to assess students' work as specified. This therefore may lead to students' misbehaviour and indiscipline in class.

The study also recorded a high impact on teachers on no readiness to take action to improve students' performance, personal stress and workload. This supports Kyriacou (2001) that the main sources of stress facing teachers are teaching pupils who lack motivation, maintaining discipline, self-esteem and status, time pressures and workload, and coping with change. Workload leads to stress and therefore affects performance. When stress occurs, the teacher may not be ready to take action to improve students' performance. Workload could occur by the number of classes and subjects taught by teachers, and the amount of administrative duties that the teacher needs to combine with academic work.

Low self-esteem and strict evaluation policies recorded high impacts on teachers' effectiveness. This corroborate the findings of Kyriacou (2001) that self-esteem and status affect teachers' effectiveness. The status of teachers in the society is undermined. There was a time when teachers were well

respected in society and when attention was given to their contribution to building society rather than monetary wealth. The status of teachers dropped when society shifted attention to monetary wealth without giving attention to how the wealth was created. Teachers after this shift receive humiliation in functions and society because they have not enough money to display. This ill affected the teaching profession greatly that hardly find young ones wanting to go into the teaching profession. From observation, most people found in the teaching profession today are those who want to use the profession as a stepping stone while those who would have loved and the skills to be teachers have drifted into other professions for the sake of looking for greener pastures.

The study also showed a difference in university graduates with a specialty in education and university graduates without a specialty in education on the determinants of teachers' effectiveness. This implies that professional teachers see the profession differently from non-professional. This therefore calls for full professionalization of teaching in Lagos State and in Nigeria in general towards achieving the desired quality in teaching and learning.

Policy Implications

Overall, the study's weighted mean was 1.729 which is a high-impact factor on teachers' effectiveness. Looking at it from the policy angle, it could be that the present policies have not fully addressed the said factors hence the great effect on the effectiveness of teachers. A review of the policies is desirable especially now that the state and nation are giving attention to education as a means of reviving the economy. To this end, the learning and teaching environment, workload, student-teacher ratio, class size, professionalism, teacher self-esteem, training, and evaluation techniques need policy review.

Lagos state has policy documents on teaching and learning environment, workload, student-teacher ratio and class size. However, from the findings in this study, it could be said that the policies are not adhered to. The question could be, what happens when the said policies are not adhered to? Could it be the actual situations are not reported or they are reported but waved? This may be attributed to the evaluation mechanism of the system. The process of

school monitoring and reporting may be revisited and there should be sanctions on all who thwart the process irrespective of who is involved with fairness and without fear.

The actual average class size of most public secondary schools in the state is 70. This occurs because most often students in two arms are merged into one because of a lack of classrooms. Possibly the class met for one of the arms in having a leaking roof or the room is beyond use. Where this happens, the teacher passes through pressure trying to achieve the set objectives. This also increases the student-teacher ratio. The high student-teacher ratio affects the effectiveness of the teacher in assessing and monitoring students' work and progress during lessons.

Policy should also be raised on teachers' motivations that could enhance their self-esteem and professionalism. Apart from increase in pay, motivation can also come through training, providing required teaching resources in every school, encouraging and sponsoring teacher's research that would enhance learning and contribute to the economy, and teacher exchange projects where the teacher could be sent to other schools within or outside the country to observe and participate in teaching, recognizing hard work and excellence performance.

Conclusion

Lack of motivation leads to stress that would have a negative impact on teachers' effectiveness. Teachers' effectiveness could be affected by the use of different teaching strategies, planning of lessons, and student-teacher relationships, among others. Lack of motivation could also affect teachers' readiness and consistency in enforcing discipline in class and school rules. To bring back the desired secondary school education calls for the review of existing policies and implementations.

References

- Adeyemi, T. O. (2008). Predicting student performance in Senior Secondary Certificate Examination from performance in Junior Secondary Certificate Examination in Ondo State, Nigeria.//*Humanity and Social Science Journal*, 3(1): 26-36. Retrieved 14th March 2016 from

<http://www.krepublishers.com/02-Journals/IJES/IJES-08-0-000-15-Web/IJE>.

- Agbatogun O. O. (2006). The quality teaching personnel in Ogun State. *Stud. Curr.* 4: 1.
- Ashraf, I.; Ashraf, F.; Saeed, I. et al (2015). Reasons for Low Performance of Teachers: A Study of Government Schools operating in Bahawalpur City, Pakistan. *International Journal of Academic Research in Progressive Education and Development*, 4(2) ISSN: 2226-6348. doi: 10.6007/IJARPED/v4-i2/1764, Retrieved 14th March 2016 from <http://dx.doi.org/10.6007/IJARPED/v4-i2/1764>.
- Borich, G. D. (1992). *Effective teaching methods* (2nd Ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Christo, B. and Pienaar, J. (2006). South Africa correctional official occupational stress: The role of psychological strengths. *Journal of Criminal Justice*, 34 (1), 73 - 84.
- Creemers B. P. M. and Reezigt, G. J. (1996). School-level conditions affecting the effectiveness of instruction. *Sc/zoo/ Effectiveness and School Improvement*, 7(3), 197-228.
- Creemers, B. P. M. and Kyriakides, L. (2008). *The dynamics of educational effectiveness: A contribution to policy, practice and theory in contemporary schools*. London: Routledge.
- Dunkin, M. J. (1997). Assessing teachers' effectiveness. *Issues in Educational Research*, 7(1), 37-51. Retrieved 20th June 2016 from <http://www.iier.org.au/iier7/dunkin.html>.
- Ekundayo, H. T. (2010). EK Administering secondary schools in Nigeria for quality output in the 21st century. The principal's challenge. *European journal of Educational Studies*, 2(3): 187-192. Retrieved from <http://www.krepublishers.com/02-Journals/IJES/IJES-08-0-000-15-Web/IJE>.
- Emmer, E. T. and Everston, C. M. (1981). Synthesis of Research on Classroom Management. *Educational Leadership*, 38(4), 342-347.

- Federal Republic of Nigeria (1998). *National Policy on Education*. NERDC, Jibowu Lagos.
- Federal Republic of Nigeria (2004). *National Policy on Education*. NERDC, Jibowu Lagos.
- Hassel, B. C. and Hassel, E. A. (2009). Center for American Progress: How should the state define effectiveness? Retrieved 8th December 2016 from www.publicimpact.com.
- Kipchumba, M. F. (2006). Factors affecting effective teaching and learning in early childhood education in Keiyo District, Kenya. University of Nairobi Research Archive. Retrieved 8th December 2016 from <http://erepository.uonbi.ac.ke/handle/11295/18114>.
- Kyriacou, C. (20 01). Teacher Stress: Directions for Future Research. *Educational Review*, 53(1), 27-35.
- Kyriakides, L. (2002). A Research-Based Model for the Development of Policy on Baseline Assessment. *British Educational Research Journal*, 28(6), 805-826.
- Muijs, D. and Reynolds, D. (2000). School Effectiveness and Teacher Effectiveness in Mathematics: Some Preliminary Findings from the Evaluation of the Mathematics Enhancement programme (Primary). *School Effectiveness and School Improvement*, 11(3), 273-303.
- Mupa, P. and Chinooneka, T. I. (2015). Factors contributing to ineffective teaching and learning in primary schools: Why are schools in decadence? *Journal of Education and Practice*, www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online), 6(19).
- Obidike, N. D. (2016). Factors Affecting Teacher Quality Practices in Primary Schools in Awka Educational Zone, Anambra State. *African Journal of Teacher Education*. Retrieved 27th August 2016 from <https://journal.lib.uoguelph.ca/index.php/ajote/article/view/3519/3916>.
- Ofoegbu, F. I. (2004). Teacher motivation: a factor for classroom effectiveness and school improvement in Nigeria. Retrieved 27th August 2016 from <http://www.freepatentsonline.com/article/College-Student-JoumaV115034778.html>.

- Olatoye, R. A. (2006). Science teacher effectiveness as a predict students' performance in the senior secondary school certificate examination. *Journal of Educational Studies*, 6, 104-110.
- Omoniyi, T. (2005). *Principles and Applications of Educational Technology*'. Ibadan: Bash Moses Publishers. Pp. 23-54.
- Oyekan, S. O. (2000). Foundation of teacher education, Ibadan, Ber Quality Prints.
- Rees, C. J. and Redfern, D. (2000). Recognizing the Perceived Causes of Stress: A Training and Development Perspective. *Journal of Industrial and Commercial Training*, 32(4), 120-127.
- Sarwar, S; Aslam, H. D. and Rasheed, M. I. (2010). Hindering Factors of Beginning Teachers' High Performance in Higher Education Pakistan (Case Study of IUB-The Islamia University of Bahawalpur). *International Journal of Education* ISSN 1948-5476 2010, Vol. 2, No. 1: E9.
- Shah, J. and Inamullah, M. (2012). The Impact of Overcrowded Classroom on the Academic Performance of the Students at Secondary Level. *International Journal of Research in Commerce, Economics and Management, India*. Vol. 2, Issue 6 (June). ISSN 2231-4245.
- UNESCO (2014). www.iiste.org ISSN 222-288X Vol 5(24).
- Wachira D. W. (2013). Socio-Economic Factors Influencing Teachers' Effectiveness in Productivity in Public Primary Schools in Gatari Division, Murang'a County, Kenya. Retrieved 5th January 2017 from [http://erepository.uonbi.ac.ke/bitstream/handle/1295/56627/Warui_Sociol Economic%20Factors%20Influencing%20Teachers%20Effectiveness%20In%20Productivity%20In%20Public.pdf?sequence=3 &is Allowed=y](http://erepository.uonbi.ac.ke/bitstream/handle/1295/56627/Warui_Sociol%20Economic%20Factors%20Influencing%20Teachers%20Effectiveness%20In%20Productivity%20In%20Public.pdf?sequence=3&isAllowed=y).
- Wubbels T. and Brekelmans, M. (2005). Two decades of research on teacher-student relationships in class. *International Journal of Educational Research*, 43, 6-24.