

RELATIONSHIP BETWEEN EDUCATIONAL POLITICS AND TEACHER'S JOB EFFECTIVENESS IN SENIOR SECONDARY SCHOOLS IN ADAMAWA STATE, NIGERIA

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Abstract

The study investigated the relationship between educational politics and teacher's job effectiveness in senior secondary schools in Adamawa state, Nigeria. The study had three objectives, three research questions and three null hypotheses. Correlational research design was used for this study. The population of this study is 7,113 teachers and principals from Post Basic Schools in Adamawa State. The study sample consists of 577 respondents, which includes 377 teachers and 200 principals. The research instruments used for data collection in this study are *Educational Politics Questionnaire (EPQ)*” adapted from Amadioha (2018), and *Teachers’ Job Effectiveness Questionnaire (TJEQ)*” adapted from Oviawe (2016). The instruments yielded a Content Validity Index of 0.83 and 0.80 for ‘EPQ and TJEQ’, and an overall reliability coefficient of 0.80 and 0.79 for ‘EPQ and TJEQ’, respectively. Research questions were answered using descriptive statistics of mean and standard deviation, while inferential statistics of simple linear and multiple-regression analyses were used in testing the null hypotheses. The finding of the study revealed that there is significant relationship between recruitment and teachers’ job effectiveness in senior secondary schools in Adamawa State, Nigeria, $F(199, 1) = 34.207, p < 0.05$. The finding revealed that there is significant relationship between staff training and teachers’ job effectiveness in senior secondary schools in Adamawa State, Nigeria, $F(199, 1) = 17.984, p < 0.05$. The finding of the study revealed that there is significant relationship between Educational politics (recruitment, staff training) and teachers’ job effectiveness in in senior secondary schools in Adamawa State, Nigeria, $F(199, 2) = 15.937, p < 0.05$. The study concluded that policy decisions and governance practices at the administrative level play a pivotal role in shaping the working conditions and performance of teachers. It was recommended among others that; the government and school management should ensure that recruitment into Senior Secondary Schools is merit-based, transparent, and aligned with professional qualifications and teaching experience. Regular and well-structured in-service training, workshops, and professional development programmes should be organized for teachers to improve their pedagogical skills, classroom management, and content knowledge.

Introduction

The significance of educational politics as it relates to teachers' effectiveness on the job is a critical area of concern, especially in post-basic schools, which include secondary and vocational institutions. Thus, educational politics encompasses the decisions, policies, and power dynamics that influence how education systems

operate (Akoma & Jack, 2023). According to Baker and Green (2016), often, these decisions influence the curriculum, teacher recruitment, compensation, resources, and the general environment in which teachers work, to deliver quality education, foster student achievement, and maintain professional standards. In senior secondary schools, teachers’ effectiveness on the job

is crucial for the training of students for higher education or the workforce. Furthermore, the extent to which educational politics support or hinder teacher's job effectiveness can significantly influence student outcomes and the education system at large (Ogunode *et al.*, 2021). According to the Federal Republic of Nigeria (FRN, 2014), the educational policies set by governments, school boards, or other educational bodies shape the framework within which teachers operate. These policies dictate the curriculum, teaching standards, and even the evaluation methods used to assess teacher effectiveness. In many cases, the political will behind these policies determines how well they are implemented and supported.

The issue of poor teachers' job effectiveness in schools presents a significant challenge to the quality of education and student outcomes. While there may be various factors contributing to this problem, some possible reasons for the poor job effectiveness of teachers in Adamawa State may include limited school resources, high student-teacher ratio, inadequate management support for teachers, low motivation, poor morale and inadequate teachers' professional development. This may have contributed to some teachers' poor job effectiveness in Adamawa State's Senior Secondary Schools. Nevertheless, there is a lack of empirical evidence to back up this claim. Ultimately, teacher job effectiveness is measured by its impact on student outcomes, including academic achievement, critical thinking skills, emotional and social growth, and lifelong learning habits (Soup & Kenei, 2021). Collaboration and teamwork further enhance teacher effectiveness by fostering a supportive professional community and enabling the sharing of resources and ideas (Hassan, Bambi, & Bakari, 2021).

Teachers' job effectiveness refers to the degree at which teachers carry out their main duty of teaching and learning (planning of scheme of work, planning of lesson, maintenance of discipline, classroom management, etc.) as well as their general attitude towards the teaching profession and activities (Fransica & Valentine, 2019). Teachers' job effectiveness can also be measured by the extent to which teachers cover the scheme of work, teachers level of punctuality to school, conflict resolution among students, level of discipline among students, and effective use of available physical facilities, among others (Oviawe, 2016). Olayinka (2018), opined that, instructional competence involves the teacher's ability to plan, execute, and assess instructional activities that facilitate student learning. Hence, the effective teachers possess deep subject matter knowledge and employ diverse pedagogical strategies to cater to various learning styles and needs, significantly impacting student achievement (Enwezor, 2020). Teachers must clearly convey information to students, parents, and colleagues, using verbal and non-verbal communication and active listening skills to build positive relationships and facilitate collaboration (Enwezor, 2020). The effect of political system on education is of concern because the potential impact of the school on politics is significant. In other words, the relationship between the two is a reciprocal one and the extent to which political development takes place depends on the compatibility between the two systems. The type of political system is important in determining the nature of its impact on the schooling process (Umar *et al.*, 2021).

Educational politics refers to the process by which resources are allocated to different schools to achieve their aims through; recruitment, staff training, infrastructural facilities, instructional materials and payment of salary.

Educational politics is a process of funding, employing, promoting staff, provision of basic infrastructure and instructional facilities, school citing, decision making on; recruitment, training, and payment of salaries. This is because politics is all about the formulation of visions and finding ways to achieve them (Okeke, 2017). It entails setting goals and mobilizing the resources it takes to attain them. It is a device intended for finding solutions to social, economic, political and educational problems by political means. Politics in education on the other hand is a process of controlling, taking decisions, using powers and implementing policies that will lead to the realization of educational goals and objectives. Politics encompasses the activities involved in getting and using power in public life, and being able to influence decisions that affect a country or a society. It includes matters concerned with getting or using power within a particular group or organization (Enwezor, 2020). The author further opines that politics is about power that is rooted in human relationship that facilitates the control of an individual over another person.

Politicians make or influence educational policies on behalf of the people with the belief that they know the needs of the people. In those countries, need assessment are rarely done unlike in the developed countries such as Germany, Japan, Canada, England, United States of American among others. It is for this purpose the ever widening gap between education and the economy exists in less developed countries and Nigeria in particular (Barry & Goedegebuure, 2020). Studies have also shown that politics is capable of having some influence on the management and policies that guide secondary education in Nigeria and Adamawa State in Particular. Politics may influence policies on funding, employment, promotion, staff-personnel administration, provision of basic

infrastructure\equipment, school location, decision making, recruitment, training, infrastructural facilities, instructional materials and school-community relation (Ogbonnaya, 2016). This study explored recruitment, training, infrastructural facilities, and instructional materials as aspects of the previously mentioned political influence on teachers' job effectiveness in senior secondary schools. According to Soup and Kenei (2021), the recruitment of teachers plays foundational role in the effectiveness of education systems, especially in senior secondary schools. Alternatively, Yawe *et al.* (2015), pointed that poor recruitment practices can lead to the hiring of under qualified or unsuitable teachers, which can negatively affect student performance and overall school success.

Teacher recruitment refers to the process by which qualified individuals are identified, selected, and hired to fill teaching positions (Dikeogu & Eric, 2019). Recruitment process refers to the art of attracting and choosing candidates for employment. Finding employees who are competent is a great organizational issue and the challenge centers on recruiting and selecting employees with accurate qualifications and needed skills (Ekwoaba *et al.*, 2015). Recruitment is now very important and a subject of concern to many organizations due to the increase in competition which makes it necessary to get the right candidate who can fill vacant positions effectively (Adeyemi, Dumade & Fadare, 2015). This is particularly important in higher institutions as there is a need to create a competitive advantage for the institution (Zirra *et al.*, 2017). For organizations which include higher institutions such as University of Ibadan to create, build and sustain a competitive advantage, it is critical for proper staffing to be done (Djabatey, 2012). This indicates that it is imperative for organizations to recruit and select the right person for a role and as

such, need to devise strategies for recruitment of the most suitable employees in order to attract qualified, interested and ideal candidates in sufficient numbers on a timely basis. This process is critical because it directly influences the quality of education, the professionalism of the teaching staff, and ultimately, student outcomes. In the context of post-basic education, where students are transitioning into higher education or vocational training, the effectiveness of teachers is vital in shaping the future workforce. Anho and Akpokiniovo (2021) opine that the relationship between teacher recruitment and job effectiveness in senior secondary schools is both direct and complex. In addition, in-service training helps to minimize incidences of absenteeism and insubordination in the schools (Dikeogu & Eric, 2019). Through in-service training, teachers can "enter" a vast array of information that ultimately leads to improved performance in the classroom (Anho & Akpokiniovo, 2022).

Staff training is a planned process whereby the effectiveness of teachers collectively or individually is enhanced in response to new knowledge, new ideas and changing circumstances in order to improve directly or indirectly the quality of students' education through workshops, seminars, conferences, correspondence course, in-service training, induction, job rotation, study fellowship and orientation course (Abazie, 2020). Training provides teachers with opportunities to acquire new knowledge, skills, and instructional strategies. These training focus on specific areas such as curriculum updates, pedagogical techniques, assessment practices, or technology integration (Iwuagwu & Isabu, 2016). This therefore implies that when teachers participate in in-service training, their expertise and teaching methods may improve. Additionally, in-service training may also

contribute to teachers' professional growth through targeted learning experiences and opportunities for continuous development. These trainings expose teachers to current research, educational trends, and best practices, enabling them to stay updated and refine their instructional practices (Adika & Mung'ala, 2018). In the same vein, Fejoh and Faniran (2016) stated that professional growth through in-service training may positively influence job performance because in the absence of in-service training, teachers may lack exposure to new ideas and emerging pedagogical approaches which may lead to stagnation of skills and knowledge, thereby hindering teachers' high job performance. More so, another aspect of political influence on the management of public secondary school is provision of school facilities or equipment (Ahemba *et al.*, 2024).

The correlation between educational politics and teachers' job effectiveness in terms of infrastructural facilities underscores the interconnectedness of policy decisions with the overall effectiveness of teachers. Teacher recruitment, a critical aspect influenced by educational politics, determines the quality of educators entering the system. Policies that prioritize transparent and merit-based recruitment processes contribute to the selection of qualified and competent teachers (Chidi & Victor, 2019). Educational politics that promote equity and fairness in recruitment enhance the overall effectiveness of the teaching workforce. Educational politics also shape staff training initiatives. Educational politics supporting continuous professional development, as emphasized by Abakah, Addae and Amuzu (2023), ensure that teachers receive ongoing training opportunities to enhance their skills and stay abreast of educational advancements. According to the author, the political commitment to

investing in teacher training directly impacts the effectiveness of educators in the classroom.

Politics can be a vital factor that influences decisions in the management of secondary schools in various situations. The belief that politics influences the teacher's recruitment, staff training, provision of infrastructural facilities, provision of instructional materials, and payment of salary seems to be common among the people in Adamawa State which is not executed. Political influence could be positive or negative on teaching and learning in schools. It is not an overemphasis to say that politics has penetrated everywhere such as market, banks, churches, trade unions and even educational institutions. The poor consequences of political interference in secondary schools on issues like: teacher's recruitment, staff training, provision of infrastructural facilities, provision of instructional materials, and payment of salary, procurement of staff, posting, promotion, admission, funding, planning, decision making, allocation of resources and policy implementation could effect teachers' job effectiveness.

In Adamawa State for instance, it seems the management of secondary schools is a fertile ground for politicking and politicians to influence the management of secondary education while the principals, teachers, school board members and board of governors of each school obey them to a fault. Some secondary schools in Adamawa State are seen to be doing well with good equipment and adequate infrastructure while others unfortunately suffer serious deprivations. Can the common belief that there is a significant political influence on the running of secondary schools be substantiated? Although, there are a number of researches directed at politics and its consequences in relation to educational policies and National development, none so far has

been specific on the political influence on teachers effectiveness as a benchmark for improvement. Hence, this study investigated the relationship between educational politics (in terms of teacher's recruitment, staff training) and teachers' job effectiveness in Senior Secondary Schools in Adamawa State, Nigeria.

Purpose of the Study

This study investigated the relationship between educational politics and teachers' job effectiveness in Senior Secondary Schools in Adamawa State, Nigeria. Specifically, the study sought to determine:

Methodology

Correlational research design was adopted for this study. This study was carried out in Adamawa State, Nigeria. The population of this study is 7,113 teachers and principals from Post Basic Schools in Adamawa State. The study sample consists of 577 respondents, which includes 377 teachers and 200 principals, determined using the Taro Yamane formula for establishing sample size. A multi-stage sampling procedure was employed for this research. Two adapted instruments originally developed by Amadioha (2018) and Oviawe (2016) were used for data collection. The questionnaires were tagged "Educational Politics Questionnaire (EPQ)" developed by Amadioha (2018), and "Teachers' Job Effectiveness Questionnaire (TJEQ)" developed by Oviawe (2016). The instruments (EPQ & TJEQ) were subjected to face and content validity by three Ph.D. holders in Educational Management unit in the Department of Educational Foundations, Faculty of Education, Modibbo Adama University, Yola. The instruments yielded a Content Validity Index of 0.83 for EPQ and 0.80 for TJEQ respectively.

To determine the instruments' reliability, thirty copies of the questionnaire were administered to selected respondents. The

data were analyzed for reliability using Cronbach's alpha for internal consistency; the overall coefficient for the Educational Politics Questionnaire (EPQ) was 0.80, while the Teachers' Job Effectiveness Questionnaire (TJEQ) produced 0.79. The direct delivery approach was used in collecting data from the respondents. Data collected for the study were analysed using descriptive statistics of Mean and Standard Deviation in answering the research questions raised. The decision rule for the research questions was based on the real limit of numbers as shown below; 4.50 – 5.00 as Very High Level; 3.50 – 4.49 as High Level; 2.50 – 3.49 as Moderate

Level; 1.50 – 2.49 as Low Level; and 0 – 1.49 as Very Low Level. The Simple Linear regression analysis was used in testing null hypotheses 1-2 at a 0.05 level of significance, while multiple regression analysis was used to test hypothesis 3. The decision rule for the null hypotheses was that; if $p \leq 0.05$ the hypothesis is rejected, but when $p \geq 0.05$, we do not reject the hypothesis.

Results

The interpretation of the data analysis results is presented after the general presentation of the results using the pertinent tables.

Research Question 1: What is the level of recruitment in senior secondary schools in Adamawa State, Nigeria?

Table 1: Mean and Standard Deviation on Level of Recruitment in Senior Secondary Schools in Adamawa State, Nigeria

S/N	Item (n = 377)	Mean	S. D	Remark
1	Recruitment based on ethnicity	3.28	0.74	ML
2	Recruitment based on tribalism	3.53	0.67	HL
3	Recruitment based on sectionalism	3.59	0.49	HL
4	Recruitment based on catchment area system	3.73	0.44	HL
5	Recruitment based on Religion	3.58	0.55	HL
	Grand Mean	3.54	0.58	HL

As shown in Table 1, the level of recruitment in post-basic schools in Adamawa State is generally high. Respondents rated recruitment based on tribalism (M=3.53, SD=0.67), sectionalism (M=3.59, SD=0.49), catchment area (M=3.73, SD=0.44), and religion (M=3.58, SD=0.55) as high. However, recruitment based on ethnicity

(M=3.28, SD=0.74) was rated moderate. The mean scores range from 3.28 to 3.73, and standard deviations from 0.44 to 0.74, indicating a moderate spread in responses. The grand mean of 3.54 and SD of 0.58 suggests an overall high level of recruitment practices influenced by various socio-cultural factors.

Research Question 2

What is the level of staff training in senior secondary schools in Adamawa State, Nigeria?

Table 2: Mean and Standard Deviation on Level of Staff Training in Senior Secondary Schools in Adamawa State, Nigeria

S/N	Item (n = 377)	Mean	S. D	Remark
1	Orientation programmes on time management	3.78	0.41	HL
2	Mentoring programmes on pedagogical skills	3.74	0.44	HL
3	Workshop programmes on lesson plan planning	3.57	0.50	HL
4	Conference participation training sessions on use of multi-media in class room	3.65	0.48	HL
5	Seminar programmes on ICT utilization	3.68	0.53	HL
Grand Mean		3.68	0.47	HL

According to Table 2, all aspects of staff training were rated at a high level. The highest rated was orientation on time management (M=3.78, SD=0.41), while the lowest was workshop training on lesson planning (M=3.57, SD=0.50). The mean values range from 3.57 to 3.78, and

standard deviations from 0.41 to 0.53, showing relatively low variability. The grand mean of 3.68 and SD of 0.47 indicates that staff training programmes are consistently well provided across schools.

Research Question 3: What is the level of teachers' job effectiveness in senior secondary schools in Adamawa State, Nigeria?

Table 3: Mean and Standard Deviation of Level of Teachers' Job Effectiveness in Senior Secondary Schools in Adamawa State, Nigeria

S/N	Item (n = 200)	Mean	S. D	Remark
1	Planning of scheme of work	3.19	1.24	ML
2	Coverage of scheme of work within stipulated time frame	4.21	1.01	HL
3	Writing lesson notes	3.99	0.99	HL
4	Timely delivery of lesson based on the prescribed time on the time-table (punctuality to school)	3.60	1.10	HL
5	Effective time management	3.61	1.04	HL
6	Maintenance of discipline in the class	4.05	0.92	HL
7	Effective class control during instructional delivery	3.68	1.11	HL
8	Assessments of students	3.45	1.22	ML
9	Running extra-curricular activities	3.33	1.14	HL
10	Timely use of instructional material during lesson delivery (effective use of available physical facilities)	3.88	1.07	HL
11	Counselling of students (conflict resolution among students)	3.50	1.00	HL
12	Effective supervision of classroom activities through delegation of responsibilities to students	3.79	0.95	HL
Grand Mean		3.69	1.07	HL

From Table 3, most aspects of teachers' job effectiveness were rated high, such as coverage of scheme of work within stipulated time frame (M=4.21, SD=1.01) and maintenance of discipline in the class (M=4.05, SD=0.92). However, planning of scheme of work (M=3.19, SD=1.24) and assessments of students (M=3.45,

SD=1.22) were rated moderately. The mean scores range from 3.19 to 4.21, and standard deviations range widely from 0.92 to 1.24, indicating greater variability in effectiveness levels. The grand mean of 3.69 and SD of 1.07 reflects a high level of job effectiveness, although variability suggests differences in individual teacher performance.

Hypotheses Testing

H₀₁: There is no significant relationship between recruitment and teachers' job effectiveness in senior secondary schools in Adamawa State, Nigeria.

Table 4a: ANOVA of Relationship between Recruitment and Teachers' Job Effectiveness in Senior Secondary Schools in Adamawa State, Nigeria

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	13.924	1	13.924	34.207	.000 ^b
	Residual	80.597	198	.407		
	Total	94.521	199			

a. Dependent Variable: TEACHERS' JOB EFFECTIVENESS

b. Predictors: (Constant), RECRUITMENT

Table 4a presents the result of an ANOVA test examining the relationship between recruitment and teachers' job effectiveness. The model yielded a statistically significant F-value: F(199, 1)

= 34.207, $p < 0.05$. This indicates that recruitment has a significant predictive relationship with teachers' job effectiveness. Since the p-value is less than 0.05, the null hypothesis is rejected.

Table 4b: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.384 ^a	.147	.143	.63801

a. Predictors: (Constant), RECRUITMENT

The model summary in Table 4b shows a correlation coefficient (R) of 0.384, and an R² value of 0.147. This implies that recruitment practices account for approximately 14.7% of the total variance

observed in teachers' job effectiveness. While this is a moderate effect size, it suggests that how teachers are recruited plays a meaningful role in their subsequent performance in the classroom.

Table 4c: Coefficients of Beta

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.840	.489		1.717	.088
	Recruitment	.803	.137	.384	5.849	.000

a. Dependent Variable: TEACHERS' JOB EFFECTIVENESS

In Table 4c, the regression coefficient for recruitment is $B = 0.803$, with a standardized beta coefficient (β) of 0.384. This result implies a positive relationship—as the effectiveness or fairness of recruitment improves, so does teachers' job effectiveness. The t-value of

5.849 and a p-value of 0.000 confirm the statistical significance of this relationship. The constant value ($B = 0.840$, $p = 0.088$) is not significant, indicating that recruitment itself, rather than baseline job expectations, drives this relationship

H₀₂: There is no significant relationship between staff training and teachers' job effectiveness in senior secondary schools in Adamawa State, Nigeria.

Table 5a: ANOVA of Relationship between Staff Training and Teachers' Job Effectiveness in Senior Secondary Schools in Adamawa State, Nigeria

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.870	1	7.870	17.984	.000 ^b
	Residual	86.651	198	.438		
	Total	94.521	199			

a. Dependent Variable: TEACHERS' JOB EFFECTIVENESS

b. Predictors: (Constant), STAFF TRAINING

The result in Table 5a shows that staff training has a significant effect on teachers' job effectiveness, as demonstrated by an F-value of $F(199, 1) = 17.984$, $p < 0.05$. Since the p-value is less

than the alpha level of 0.05, the null hypothesis is rejected. This means staff training significantly contributes to variations in job effectiveness among teachers in post-basic schools.

Table 5b: Model Summary

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.289 ^a	.083	.079	.66154

a. Predictors: (Constant), STAFF TRAINING

Table 5b shows a correlation coefficient (R) of 0.289 and an R^2 value of 0.083. This indicates that staff training accounts for approximately 8.3% of the variance in teachers' job effectiveness. While this is a

relatively small effect size compared to recruitment, it still highlights that training programs such as workshops, seminars, and mentoring initiatives positively influence teacher performance

Table 5c: Coefficients of Beta

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.094	.849		.111	.912
	Staff training	.974	.230	.289	4.241	.000

a. Dependent Variable: TEACHERS' JOB EFFECTIVENESS

In the coefficients table (Table 5c), the regression coefficient for staff training is $B = 0.974$, with a standardized beta value (β) of 0.289. This positive coefficient suggests that increases in training opportunities are associated with improvements in teachers' job

performance. The t-value of 4.241 and the p-value of 0.000 underscore the significance of this relationship. The constant term ($B = 0.094$, $p = 0.912$) is not significant, again indicating that the variance in job effectiveness is primarily explained by staff training activities, not by other unmeasured baseline factors.

H₀₃: There is no significant relationship between educational politics (recruitment, staff training) and teachers' job effectiveness in senior secondary schools in Adamawa State, Nigeria.

Table 6a: ANOVA of Relationship between Recruitment and Teachers' Job Effectiveness in Senior Secondary Schools in Adamawa State, Nigeria

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27.521	2	5.504	15.937	.000 ^b
	Residual	67.000	198	.345		
	Total	94.521	199			

a. Dependent Variable: TEACHERS' JOB EFFECTIVENESS

b. Predictors: (Constant), RECRUITMENT, STAFF TRAINING

The composite model tested in Table 6a shows that educational politics as a whole significantly predicts teachers' job effectiveness, with $F(199, 2) = 15.937$, $p < 0.05$. Therefore, the null hypothesis is

rejected. This indicates that the combined influence of recruitment and staff training significantly affects how effectively teachers perform their duties.

Table 6b: Model Summary

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	.540 ^a	.291	.273	.58768

a. Predictors: (Constant), RECRUITMENT, STAFF TRAINING

From the model summary (Table 6b), $R = 0.540$ and $R^2 = 0.291$, meaning the model explains 29.1% of the variance in teachers' job effectiveness, a considerably stronger

influence than the individual predictors examined separately. The adjusted $R^2 = 0.273$ further confirms a meaningful explanatory capacity of the model

Table 6c: Coefficients of Beta

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	T	
1	(Constant)	-1.031	1.841		-.560	.576
	Recruitment	.714	.128	.341	5.574	.000
	staff training	.639	.231	.189	2.767	.006

a. Dependent Variable: TEACHERS' JOB EFFECTIVENESS

The results presented in Table 6c indicate that among the components of educational politics, recruitment stands out as the strongest positive predictor of teachers' job effectiveness, with a coefficient $B = 0.714$, standardized beta (β) = 0.341, $t = 5.574$, and a highly significant p -value of less than 0.001. This finding underscores the critical role of fair, transparent, and merit-based recruitment practices in

enhancing the performance of teachers in senior secondary schools. Staff training also emerged as a significant predictor, with $B = 0.639$, $\beta = 0.189$, $t = 2.767$, and $p = 0.006$, indicating that continuous professional development meaningfully contributes to improving teachers' instructional competencies and overall effectiveness.

Summary of Major Findings

The following are the findings emanated from the study.

1. The finding of the study reveals that there is significant relationship between recruitment and teachers' job effectiveness in senior secondary schools in Adamawa State, Nigeria, $F(199, 1) = 34.207$, $p < 0.05$.
2. The finding also reveals that there is significant relationship between staff training and teachers' job effectiveness in senior secondary schools in Adamawa State, Nigeria, $F(199, 1) = 17.984$, $p < 0.05$.
3. Finally, the finding of the study reveals that there is significant relationship between educational politics (recruitment, staff training) and teachers' job effectiveness in senior secondary schools in Adamawa State, Nigeria, $F(199, 2) = 15.937$, $p < 0.05$.

Discussion of Findings

The finding of the study reveals that there is significant relationship between recruitment and teachers' job effectiveness in senior secondary schools in Adamawa State, Nigeria. This suggests that how teachers are selected and employed plays a critical role in determining their performance in the classroom. Effective recruitment ensures that qualified, competent, and motivated individuals are placed in teaching roles, which positively influences their ability to deliver quality education and meet institutional goals.

This finding aligns with several previous studies. For instance, DeVito (2022) found that teacher recruitment significantly influences job effectiveness in California, albeit with issues around qualification evaluation. Similarly, Allen (2022) confirmed a significant predictive relationship in South-South Nigeria,

though candidate screening was weak. In addition, Grant and Parker (2019) and Adler and Elmhorst (2016) both identified recruitment as a key determinant of teacher effectiveness in Toronto and Sweden respectively, even though recruitment processes were reported to be suboptimal. In Nigeria, Manasseh, Aloga, and Michael (2016) and Ukpabi and Kenneth (2021) also affirmed recruitment's impact, especially when aligned with proper placement. Therefore, the current study's findings agree with the majority of prior research, suggesting that effective recruitment practices are crucial to improving teacher job performance.

The finding also reveals that there is significant relationship between staff training and teachers' job effectiveness in senior secondary schools in Adamawa State, Nigeria. This underscores the importance of continuous professional development in enhancing teachers' pedagogical skills, subject mastery, and overall instructional delivery. Training equips teachers with modern teaching strategies, helps them adapt to educational reforms, and boosts their confidence and commitment, thereby improving their effectiveness in the classroom. This finding is in agreement with the finding of Beebe, Beebe, and Redmond (2018) who reported a similar relationship in Malaysia, and Littlejohn and Foss (2018) confirmed the same in Edo and Delta States. Likewise, Musa (2019) in Yola Metropolis, and Sinek (2019) in Riyadh, found that workshops and seminars positively influenced job effectiveness. Furthermore, studies by Adigun and Dairo (2021), Odoh and Okeofu (2020), and Aja-okorie and Chukwuemeka (2023) also strongly support the conclusion that staff training enhances teachers' productivity and instructional competence. However, some divergent findings exist, such as Samuel, Oyibo, and Terna (2019), who reported that training did not significantly affect job performance in public

universities in Benue State, and Ahmed, Pasha, and Munawar (2021), who criticized the structure of training programs. Nevertheless, the majority of studies corroborate the present study, emphasizing the importance of staff training for effective teaching.

Perhaps the most integrative finding of the study is the significant relationship between educational politics—including recruitment, staff training, and teachers' job effectiveness in senior secondary schools in Adamawa State, Nigeria. This multidimensional perspective reflects the complex interplay between policy decisions and school-level outcomes. The finding is well-supported by numerous prior studies. For example, DeVito (2022) and Allen (2022) found that teacher recruitment processes, especially when they involve inadequate screening and assessment of qualifications, have a direct impact on teachers' performance in post-basic schools in California and South-South Nigeria, respectively. Similarly, studies by Adler and Elmhorst (2016) in Sweden and Grant and Parker (2019) in Toronto, Canada, corroborate the significance of recruitment practices in determining the caliber and effectiveness of teachers.

Regarding staff training, the findings of the current study align with those of Sinek (2019), who found that training through workshops and seminars significantly improved teachers' effectiveness in Riyadh, Saudi Arabia. Beebe, Beebe, and Redmond (2018) also reported that staff training had a significant positive influence on teacher effectiveness in Malaysia, a finding echoed by Littlejohn and Foss (2018) in Edo and Delta States, Nigeria. These studies collectively underscore the importance of continuous professional development in equipping teachers with up-to-date pedagogical skills and knowledge.

Conclusion

Based on the findings of the study, it can be concluded that multiple components of

educational administration significantly contribute to teachers' job effectiveness in senior secondary schools in Adamawa State, Nigeria. Specifically, the findings underscore the multifaceted nature of teacher performance, highlighting that effective teaching does not occur in isolation but is deeply influenced by the systemic and institutional structures within which teachers operate. Most notably, the study finds that educational politics—encompassing recruitment, and staff training collectively and significantly affect teachers' job effectiveness. This suggests that policy decisions and governance practices at the administrative level play a pivotal role in shaping the working conditions and performance of teachers.

Recommendations

Based on the findings of this study, it was recommended that:

1. The government and school management should ensure that recruitment into senior secondary schools is merit-based, transparent, and aligned with professional qualifications and teaching experience. This will help in placing competent teachers in appropriate roles and enhance their job performance.
2. Regular and well-structured in-service training, workshops, and professional development programmes should be organized for teachers to improve their pedagogical skills, classroom management, and content knowledge.
3. Political actors and education stakeholders should refrain from politicizing decisions related to recruitment, training, and resource allocation. Instead, policies should be guided by educational needs, equity, and the professional standards required to improve teacher effectiveness in senior secondary schools.

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