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The Impact of Teachers' Teaching Experiences and Qualifications on Effective Job Performance in Public Secondary Schools in Bayelsa State

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ABSTRACT

This study investigated the impact of teachers' teaching experiences and qualifications on effective job performance in public secondary schools in Bayelsa State. Two research questions and two null hypotheses were formulated to guide the study. The study adopted both descriptive and correlational research designs. The population of the study comprised 3,862 teachers in public secondary schools in Bayelsa State. The sample size of the study was 386 teachers using the simple random sampling technique. The respondents were drawn from the 8 Local Government Area in Bayelsa State representing 50% of the population through stratified random sampling technique. Two instruments were used in collecting data for the study; tagged "Teachers Teaching Experience and Qualification Questionnaire (TTEQQ)" and "Teachers' Job Performance Questionnaire (TJPQ)". The instruments were developed by the researcher. The instruments were validated by experts in Educational Management. The comments were incorporated in modifying the instruments. Cronbach Alpha method was used in determining the reliability of the instruments. The Teachers Teaching Experience and Qualification (TTEQQ) yielded a reliability of .888 while the Teachers' Job Performance Questionnaire (TJPQ) yielded a reliability coefficient of .842 indicating that the instruments were quite reliable for use in the study. Mean and standard deviation was used in answering the research questions while Pearson Product Moment Correlation method was used in testing the null hypotheses at .05 level of probability. The result of the study showed that: teachers' teaching experience and qualifications influences to a great extent their job performance. Based on the results of the study, it was recommended among other that teachers should further develop their teaching experience and improve on their qualification that builds their capacity competence and creativity in the performance of their teaching obligations for effective job performance. School administrators should make the working environment conducive for teachers to adopt and improve themselves professionally and teachers should develop their professional experiences towards their teaching effectiveness.

Keywords: Professionalism, Teachers, Work Performance, Public, Secondary Schools, Bayelsa State.

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INTRODUCTION

The job of teaching is challenging and requires highly experienced and qualified staff that are properly trained and are knowledgeable. The success and failure of any educational system depends on the qualification and experiences of the teachers. The professional disposition of teachers as role models; impacts their effectiveness in performing their duties. A high degree of professionalism is required of teachers and their teaching effectiveness.

The implementation of any educational programmes in the school will be fruitless unless they are handled by experienced, competent, trained and effective teachers. For the teaching and learning processes to be of quality, teachers must exhibit excellence in the performance of the teaching tasks. This means that the professional teachers must possess the experiences and qualifications for effective teaching and learning to take place.

Quality education can only be conveyed to students through their teacher's qualifications. The quality of education demanded by the society cannot be achieved when qualifications are lowered. Teachers can only attain and achieve professional development when they carry out their duties as teachers in line with their qualifications (Ololube, 2006). The academic qualification, and teaching experiences improve teacher's competences and the mastery of their pedagogical skills influences their job effectiveness towards the attainment of educational goals. When teachers are experienced and have requisite qualifications in line with their job specification, their teaching responsibility becomes effective, which has direct and positive impact students' learning.

Teachers' proficiencies are expected to increase continuously throughout their teaching profession. Teaching involves the display of great proficiencies, which improves their job performance and ultimately defines their parameters in the teaching and learning processes. As such, teachers need to be highly qualified with the technical experiences and qualifications because effective teaching comes from the experiences and qualifications of teachers.

Teachers' academic qualifications and experiences impact their methodological competences and content delivery during teaching and learning in secondary schools. The effective job performance of the teachers have always been described in line with the duties performed by teachers at an particular time in the school system aimed at the achievement of educational goals (Ololube, 2009, 2011).

Secondary school is an important level in the educational process of bringing up children and preparing them for higher education. Therefore, there is a need for teachers in this level of education to demonstrate practical proficiencies in the performance of their duties. They are involved in the art of building societies; they touch the lives of the society by impacting necessary knowledge and skills to their students for their personal development and that of the society. Teachers guide learners in the acquisition of requisite knowledge and skills. The job performed by of qualified teachers cannot be measured. Thus, teachers must be experienced and academically and professionally qualified before coming into the teaching profession. Unqualified teachers and tourists who go into teaching as a last resort as such perform poorly in their job.

Statement of the Problem

At the heart of education is improving its quality to win the public confidence in the educational system and the teaching profession as a whole, and it is expected that teachers as instructioa

leaders must demonstrate professionalism in their jobs aimed at preparing students to be functional humans in the society. Therefore, it is necessary for only highly qualified experienced teachers that are properly trained, to be engage in the professional development activities of students.

However, it has been observed over the years that the quality of Nigerian secondary education in dropping and dropping fast because a very large number of the teachers that are engaged are non-professional teachers. They lack the necessary professional qualifications, competences, skills and experiences needed to uphold the reputation and standing of the teaching profession and the quality of the secondary school system. The presence of unqualified teachers in the public secondary schools in Bayelsa State is alarming and has resulted to standards being lowered. Thus, this study is aimed at ascertaining if actually teachers teaching experiences and their qualifications impact the effectiveness of their job performances in public secondary schools in Bayelsa State, Nigeria. This study is expected to inspire all educational stakeholders to continue in their quest for quality standard in the teaching and also encourage them to support teachers in acquiring relevant qualifications to improve their job performance.

Objectives of the Study

The aim of this study is to examine the impact of teachers' teaching experience and qualification on effective job performance in public secondary schools in Bayelsa State. Specifically, the following objectives guided the study:

- Determine the impact of teaching experience on teachers Job performance in public secondary schools in Bayelsa State.
- To determine how teachers qualification influence the Job performance to secondary school teachers in Bayelsa State.

Research Questions

This study was guided by two research questions:

- To what extent does teaching experience influence teachers' Job performance based on gender?
- To what extent does teachers' qualification influence their Job performance based on gender?

Research Hypotheses

This study was further guided by two hypotheses:

- There is no significant relationship between teaching experience and Job performance of teachers in public secondary schools in Bayelsa State.
- There is no significant relationship between teachers' qualification and Job performance in public secondary schools in Bayelsa State.

Scope of Study

The scope of this study was limited to the impact of teachers' teaching experience and qualification on effective job performance in public secondary schools in Bayelsa State. The variables of teaching experience and teachers' qualification, and how they influence teachers' performance were examined. This study limited its findings to selected secondary schools in the eight (8) local government areas of Bayelsa State.

CONCEPTUALIZATION

Professionalism in Teaching

There are several scholarly perspective in the way that professionalism in teaching is depicted. According to Hoyle (2001), professionalism is concerned with the improvement in the quality of service rather than the enhancement of status. It is the extent to which practitioners' line up with the expectations of work related conduct and performance. Consistent in the relevant literature on professionalism is that professionals are expected to have specific knowledge which they utilize to make sound judgments, specialized training characteristics that are special to their field and standards to which they are accountable. Fullan and Hargreaves (2012) stated that the characteristics of professionalism includes knowledge, expertise, professional language collective sharing of teaching practices, rigid qualifications, ability to collaborate with colleagues, self-control and an ongoing professional development. Professionalism in teaching is seen as an important aspect of being a teacher.

Gibbs (1994) in Nzulwa (2014) defined professionalism as qualifications arising from a specific body of knowledge and its ethical code of conduct. This means that professionalism in teaching requires that teachers are well qualified and abide by the code of conduct guiding the teaching profession.

According to Brehm (2006), professionalism is divided into three categories of professional parameter, which focuses on the legal and ethical issues which a professional must adhere and this concerns the local, state and federal laws pertaining to education. Professional behavior; which are observable action that demonstrates appropriate behaviours and professionalism responsibilities which for a teacher includes demonstrating, responsibility to the profession, student, school and community. Professionalism comprises of a set of attitudes and behaviours appropriate for a particular profession. As the challenges confronting teachers have changed so also the meaning of professionalism in teaching. The professional teacher is viewed as an expert, specialized, qualified, proficient, skilled, trained, practiced, certified and licensed (Ololube, 1997; Ololube et al., 2009).

Baggini (2005) defined professionalism as being capable of handling the challenges and tasks that are specific to their work using skills, experience and expertise relevant to the work. Depending on the educational context, the definitions of teachers professionalism focuses on teachers' professional qualifications such as being good at their job, and fulfilling highest standards to achieve excellence. That is to say professionalism refers to teacher who set the highest standards (Tichenor & Tichenor, 2005). Teaching is a vital unique and far reaching role requiring high levels of individual knowledge, skills and judgments, commitment, energy and enthusiasm. It is one of the most demanding and rewarding professions. Professional teachers place the learning and well-being of the young ones who they are teaching at the centre of their

expertise to create safe, secure and stimulating learning environment that take account of individualized needs of the students, encourage students to engage actively in their on learning and build their self-esteem.

Phelps (2006) believed professionalism is determined by the best and highest standards. Professionalism is enhanced when teachers use excellence as a critical criterion for judging their actions and attitudes. Professionalism in teaching is aimed at achieving the highest standards in the teaching profession which is based upon the professional formation, knowledge, skills and values which improves the quality and standards of teachers work and public image. A meaningful professionalism must reflect the reality of daily practices (Hoyle & Wallace, 2007) in other words; teachers are to take responsibility for their practices in achieving the highest standards in the quality and standard of their work.

Characteristics of teachers' professionalism that can be derived from the analysis of literature include:

- Professional autonomy, through professional monopoly and control over their own work;
- Involvement in the entrance to the profession;
- Control over the central values and good conduct within the profession through the use of ethical codes connected to sanctions for breaking the code;
- Membership of professional societies that can take the responsibility for these elements;
- A focus on integrity and dedication of the professional;
- Public accountability for outcomes of professional performance;
- A strong academic and practice based knowledge base that underlies professional activities;
- Involvement in the development of that knowledge through involvement in academic research, and self-study.
- Lifelong professional development of the members of the profession;
- Collaboration with colleagues and stakeholders;
- Involvement in the innovation of the profession;
- Commitment of the teacher to support both the public and the state in their understanding of educational matters.

Teacher

A teacher is one who teaches or one whose occupation is to teach. In general term, a teacher can be the parents, clergy, elder, neighbor, coach etc. as long as such an individual spends part of his/her time to show, direct, guide and impart knowledge to influence another individual that will bring about change in behaviour. According to Anyaogu and Anugom (2013), a teacher is one who engages in an interactive behaviour with one or more student for the purpose of effecting a change in the behaviour of these students. Teacher is used as a synonym for educator, tutor, instructor, mistress, governess, educationist, preceptor, lecturer etc.

The teacher is that person whose duty is to co-ordinate, control and organize the activities of the classroom. He/she has the ability to ensure that classroom activities are well conducted. FRN (2014) described teachers as the most important human resources in the development and sustenance of any system of education and achievement of pre-determined educational goal. Also posited that no education system can rise above the quality of its teachers gave the values and accorded to teachers from time immemorial. Policy statement which opined that the quality

of education in Nigeria and in any other country is determined by the quality of teachers that are available for the programmes of education. This implies that teachers are very important in teaching and learning. Amaele (2012) described a teacher as the person who performs the act of teaching, possess the necessary knowledge, skills and information well enough to impact to the learner. He/she must have professional competence and training in order to be morally up-right as to be able to nurture the students entrusted into his/her care. The teacher should be able to understand the individual differences of the students so as to carry every learner along.

To Unachukwu and Nwosu (2014), the teacher is responsible to translate national policies aims and objectives, desirable knowledge, skills values, and competencies into practical term for the development of the society.

In the assertion of Okeke (2004), teachers are crucial inputs of an educational system no one derives the fact that the teacher is the central process of quality and equality in education; and no school can be stronger than the quality of the teachers. The term teacher according to Okeke (2014) embraced all who discover, or order, transmitted disseminate, appraise, or administrator in any learning and teaching process.

A teacher is a person who delivers an educational program, assesses student participation in an educational program, and administers or provides consistent and substantial leadership to an educational program. Several other authorities agree with this view of the teacher today as a person cannot be reduced to routines and skills but who above all these possesses intellectual practical and attitudinal capabilities that most effectively deal with learning situations their respective contexts. Such a teacher recognizes each learning situation as be unique. Ololube (2015) stated that the teacher who is great is the teacher w makes others believe in greatness. The teacher has emerged as the most crucial factor the learning process.

Afe (2002, p. 308) also stated that the teacher “in the educational process the person who instructs to provide the teaching-learning process. He assumes v capacities as educator, instructor, tutor, lecturer, counsellor, professor and so on. Be the mainstay or prime mover of the educational system.” The teacher today is expected to be proactive and enquiring professional relentlessly engages in the search for knowledge. The teacher should, indeed. Knowledge and exceed the bounds of common sense. Teachers can even educational reforms (Ololube et al., 2013). The teacher has to essentially lead knowledge not be just conformists. This will drive the profession and learning standards, make learning process more dynamic and bringing about significant positive change within shortest time possible. Indeed Obanya (2010) opined that the major task of a teacher today is “learning to learn”, thus emphasizing that there is no more place for teachers who see facts as dogma and who use their ideas and lecture notes used during their undergraduate days to teach the children so many years after they had become teachers.

To this end, teachers are critical players in promoting quality education, whether in schools or in more flexible community-based programmes, and they are advocates for and catalyst of change. They constitute an essential resource in government’s effort in providing quality education for its citizenry.

Teaching Experience and Work Performance

Teachers’ experience refers to the number of years that a teacher has worked in the classroom. In most professions, the year of experience is a factor considered in policies that affects the employee. In the teaching profession it is often expected that the experience gained over time in the work increases. The knowledge, skills and effectiveness of the teacher findings from existing

studies confirm that on average new teachers are less effective than those with some level of experience (Harris & Sass, 2007). This implies that teachers who are more experienced in teaching would likely perform better in the classroom learning process than those who are less experienced (Hanushek, 1996). The teaching abilities and skills of experienced teachers affect their performance in their ability to engage their students and planning teaching activities.

According to Ololube et al. (2012) the teachers teaching experience, facilitates the teachers better understanding of the subject to be taught. The highly experienced teacher's demonstrate competency in their preparation for classroom teaching, classroom management and control. They demonstrate willingness for reflection on their commitment to student achievement through seeking an opportunity to share the things they have learnt. Experienced teachers are more likely to prefer to be in control in their classroom than beginning teachers while interacting with students when making decision.

The experienced teacher uses different teaching methods to teach the students. The years of experience of the teacher makes for specialization. The teacher gains professional skills and characteristics with many years of experience.

Teachers' Code of conduct and Teacher Performance

Teaching is governed by professional code of conduct in their conditions of service. In this regard, different authors and researchers (e.g., Ololube et al., 2012) on teachers' performance maintained that the code of conduct is very vital for enhanced teacher performance. Professionalism goes hand in hand with performance and the hallmarks of any profession is the commitment of its members to a code of ethics which sets out professional values and responsibilities. Unfortunately they do not show how actually the code influences actual teachers' performance. Code of conduct is very important to teachers and teachers who observe their code of conduct through exhibiting a sense of responsibility, respect, decency, integrity, trust, honesty, service, and equality for student learning, have a sense of efficacy, and a critical component of professionalism.

Teachers Qualification and Work Performance

Teacher qualifications are the measures of ability, knowledge and skills of teachers which include certification status and education level. The qualification of a teacher shows his/her quality. Steele (2010) opined that teachers who have necessary teaching qualifications will have a high efficacy as against the teachers who do not have the right qualifications. This means that professional qualifications and high self-efficacy produces effectiveness in teaching because the teacher self-efficacy is key to effective teaching.

The basic standard for the teaching is that a person who intends to be a teacher usually has to finish an official teacher training program that involves learning a particular number of subjects and acquiring education credits and doing teaching practice is being sent into school to teach as a student under the supervision of qualified teachers. The education so acquired will equip the teacher to know how to become a teacher, be able to teach by learning the art of teaching, what to be teaching the students. This would make the teachers work effective.

The Nigerian Certificate of Education (NCE) is the minimum requirement to teach in the teaching profession in Nigeria. To teach in the secondary school, a person must have a

bachelor's degree in education or a bachelor's degree in a subject field combined with a post graduate diploma in education.

Teachers qualification refers to the relevant qualification and certification required in the teaching profession. The establishment of the teachers' registration council in Nigeria in 1993 is to professionalize and sanitize the teaching profession. To accomplish the great task Teachers Registration Council of Nigeria (TRCN) has the mandate to:

- Registration of professional teachers;
- Ensure only professionally qualified teachers are found in the classrooms;
- Set a high intellectual and moral principle that will enable teaching profession to attain the highest standard possible;
- Production of well trained teachers.

Teacher whose work is building value, mindset, academic excellence must possess a formal qualification. Ololube et al. (2015) stated that the qualified teachers impact largely on the learning of students than the curriculum quality, teaching methods, school building or parents role. If teachers are not well qualified and properly equipped, the students would fell short of academic excellence and the society will equally suffer.

METHODS

This study adopted both descriptive and correlational research designs. Descriptive survey research determined information as they currently exist in the population. It shows what exist in the population at the time of investigation. On the other hand correlational research design determined the relationship between two or more variables. These research designs are appropriate for this study due to the nature of research questions and null hypotheses.

The population of this study comprised of all teachers of the public secondary schools in Bayelsa State which comprised the total of 3862 teachers in the eight local government area of Bayelsa State. The sample size for this study consisted of 386 teachers. This was arrived at using simple random sampling technique to select 4 Local Government Areas, from where stratified random sampling technique was used to select 2 schools each from the 4 Local Government selected. This gave a total of 8 schools from where the sample size was drawn. The four local government selected represent 50% of the total population.

The instrument for data collection for this study was tagged "Teachers Teaching Experience and Qualification (TTEQQ)" and Teachers' Job Performance Questionnaire (TJPQ). The questionnaire was divided into three sections. Section 'A' elicited responses on the demographic variables of the respondents; section 'B' addressed the research questions, while section 'C' provided items for job performance questionnaire. The four point Likert Scales of Very Great Extent (VGE) = 4, Great Extent (GE) = 3, Low Extent (LE) = 2, and Very Low Extent (VLE) = 1, was used to elicit response from respondents on their degree of agreement to each research question item.

To ensure the validity of the instrument, the research questionnaire was given to the three experts in the Department of Educational Management, Ignatius Ajuru University of Education, Port Harcourt, Rivers State, Nigeria to access in order to validate the content of the instrument. Their observations, comments and suggestions were used to improve on the quality of the instrument to make it valid.

A test–retest method was used to obtain the reliability of the instrument. The researcher administered twenty copies of the instrument to twenty teachers outside the study sample. Two weeks later, the same instrument was re-administered to the same respondents. It was also retrieved after three days. Cronbach Alpha method was used in determining the reliability of the instruments. The Teachers Teaching Experience and Qualification (TTEQQ) yielded a reliability of .888 while the Teachers’ Job Performance Questionnaire (TJPQ) yielded a reliability coefficient of .842 indicating that the instruments were quite reliable for use in the study.

A total of three hundred and eighty six copies of the questionnaire for this study was distributed personally by the researcher and a research assistant. The questionnaire was administered through direct delivery and recovery of the copies to facilitate a high percentage of recovery.

For the purpose of data analysis, numerical values were assigned to each of the response scale as follows: Very Great Extent (VGE) = 4, Great Extent (GE) = 3, Low Extent (LE) = 2, and Very Low Extent (VLE) = 1. Based on this, a criterion mean of 2.5 was employed to judge the mean response of respondents. In analyzing the data mean and standard deviation was used as statistical tools to answer the research questions while Pearson Product Moment Correlation Coefficient was used to test the hypotheses at 0.05 level of significance.

RESULTS

Research Question 1: To what extent does teaching experience influence teachers’ work performance based on gender?

Table 1: Mean Responses of Male and Female Teachers on how teaching experience influence teachers work performance in Bayelsa State

S/N	Item	Male (n=230)			Female (n=126)		
		\bar{X}_1	SD	Rmks.	\bar{X}_2	SD	Rmks.
1	Experienced teachers exhibit strategic classroom management and control	3.28	.68	VGE	3.35	.89	VGE
2	Experienced teachers are versed in motivation techniques	3.17	.87	VGE	3.25	.79	VGE
3	Experienced teacher are effective in teaching students of different learning abilities	3.51	.61	VGE	2.87	1.04	VGE
4	Experienced teachers perform teaching responsibilities in accordance with school policies and practices.	3.33	.81	VGE	3.29	.84	VGE
5	Experienced teachers make effective use of academic learning time in achieving lesson objectives.	3.47	.75	VGE	3.10	.88	VGE
6	Experienced teachers assist the school administrator in solving the problems of the school	3.17	.82	VGE	3.24	.98	VGE
Grand Mean		3.33	.76	VGE	3.18	.89	VGE

Table 1 shows that in item 1, male teachers have mean of 3.28 while female teachers have mean of 3.35 which shows that both respondents agreed that experienced teachers exhibit strategic classroom management and control. In item 2, male teachers have mean of 3.17 while female teachers have mean of 3.25 which is an indication that both respondents agreed that Students desire to learn is strengthened by the teacher’s in depth knowledge of subject matter. In item 3,

male teachers have mean of 3.17 while female teachers have mean of 3.19 which is an indication that both male and female teachers agreed experienced teacher are effective in teaching students of different learning abilities. In item 4, male and female teachers have mean 3.33 and while female teachers have mean of 3.49 respectively which indicates that the respondents agreed that experienced teachers perform teaching responsibilities in accordance with school policies and practices. In item 5, male teachers have mean of 3.47 while female teachers have mean of 3.10 which means that both respondents agreed that experienced teachers make effective use of academic learning time in achieving lesson objectives. In item 6, both male and female teachers have mean of 3.17 and 3.24 respectively which shows that both respondents agreed that experienced teachers assist the school administrator in solving the problems of the school

In summary, with the average mean response of male and female teachers greater than the criteria mean of 2.50; both male and female respondents agree that teaching experience to a very great extent influence teachers and their work performance in Bayelsa State.

Research Question 2: To what extent does teacher’s qualification influence their work performance?

Table 2: Mean Responses of Male and Female Teachers on the relationship between teacher’s qualification and their work performance in Bayelsa State

S/N	Item	Male (n=230)			Female (n=126)		
		\bar{X}_1	SD.	Rmks.	\bar{X}_2	SD.	Rmks.
7	Teachers with degrees in Education are effective in classroom management.	2.83	1.05	VGE	3.19	.86	VGE
8	Students who are taught by degree holders in Education achieve better learning than those taught by other certificate holders	3.26	.90	VGE	3.37	.85	VGE
9	Teachers with relevant teaching qualification in their subject area are competent in lesson delivery and assessment of students’ progress	3.02	1.03	VGE	3.30	.81	VGE
10	Qualified teachers communicate lesson objectives and support student learning	3.49	.75	VGE	2.87	1.04	VGE
11	Teachers with professional qualification model and reinforce appropriate social behavior in the classroom that support students’ development	3.37	.70	VGE	3.15	.84	VGE
12	Qualified teachers motivate and inspire their students to excellence.	3.45	.74	VGE	3.48	.69	VGE
Grand mean		3.24	0.84	VGE	3.22	.85	VGE

Table 2 shows that in item 7, male teachers have mean of 2.83 while female teachers have mean of 3.19 which means that the respondents agreed that teachers with degrees in Education are effective in classroom management. In item 8, male teachers have mean of 3.26 while female teachers have mean of 3.37 which shows that both respondents agreed that Students who are taught by degree holders in Education achieve better learning than those taught by other certificate holders. In item 9, male teachers have mean of 3.02 while female teachers have mean of 3.30 which is an indication that both male and female teachers agreed that Teachers with relevant teaching qualification in their subject area are competent in lesson delivery and assessment of students’ progress. In item 10, male and female teachers have mean 3.49 and while female teachers have mean of 2.87 respectively which indicates that the respondents agreed that

qualified teachers communicate lesson objectives and support student learning. In item 11, male teachers have mean of 3.37 while female teachers have mean of 3.15 which shows that the respondents agreed that teachers with professional qualification model and reinforce appropriate social behavior in the classroom that support students' development. In item 12, both male and female teachers have mean of 3.45 and 3.48 respectively which shows that the respondents agreed that qualified teachers motivate and inspire their students to excellence.

In summary, with the average mean response of male and female teachers which is 3.24 and 3.22 respectively greater than the criteria mean of 2.50; both male and female respondents agree that teacher's qualification to a very great extent influence their work performance in Bayelsa State.

Test of Hypotheses

Hypothesis One: There is no significant relationship between teaching experience and work performance of teachers in public secondary schools in Bayelsa State.

Table 3: Relationship between teaching experience and teachers' work performance in public secondary schools in Bayelsa State

		Teaching experience	Teachers' work performance
Teaching experience	Pearson Correlation	1	0.63**
	Sig. (2-tailed)		.000
	N	356	356
Teachers' work performance	Pearson Correlation	0.63**	1
	Sig. (2-tailed)	.000	
	N	356	356

** . Correlation is significant at the 0.05 level (2-tailed).

Data in Table 3 shows that the correlation coefficient (which is a measure of relationship between teaching experience and teachers' work performance) is significant at 0.05 level of significance. The null hypothesis that there is no significant relationship between teaching experience and teachers' work performance in public secondary schools in Bayelsa state is rejected. The alternate hypothesis is accepted. The result of this hypothesis is that there is significant relationship between teaching experience and teachers' work performance in public secondary schools in Bayelsa State.

Hypothesis Two: There is no significant relationship between teachers' qualification and work performance in public secondary schools in Bayelsa State

Table 4: Relationship between teachers' qualification and teachers' work performance in public secondary schools in Bayelsa State

		Teachers qualification	Teachers' work performance
Teachers qualification	Pearson Correlation	1	0.59**
	Sig. (2-tailed)		.000
	N	356	356
Teachers' work performance	Pearson Correlation	0.59**	1
	Sig. (2-tailed)	.000	
	N	356	356

** . Correlation is significant at the 0.05 level (2-tailed).

Data in Table 4 shows that the correlation coefficient (which is a measure of relationship between teachers' qualification and teachers' work performance) is significant at 0.05 level of significance. The null hypothesis that there is no significant relationship between teachers' qualification and teachers' work performance in public secondary schools in Bayelsa State is rejected. The alternate hypothesis is accepted. The result of this hypothesis is that there is significant relationship between teachers' qualification and teachers' work performance in public secondary schools in Bayelsa State.

DISUSSION

How Teaching Experience Influence Teachers' Work Performance

The finding of the study revealed that Teaching experience influence teachers' work performance in public secondary school in Bayelsa State, experienced teachers exhibit strategic classroom management and control, experienced teachers are versed in motivation techniques, experienced teacher are effective in teaching students of different learning abilities, experienced teachers perform teaching responsibilities in accordance with school policies and practices, experienced teachers make effective use of academic learning time in achieving lesson objectives, experienced teachers assist the school administrator in solving the problems of the school. Similarly, result from hypothesis test reveals that there is significant relationship between teachers' professional attitude and work performance in public secondary schools in Bayelsa State.

This finding supports Zafer and Aslihan (2012) who in their study found out that experienced teachers are more likely to prefer to be in control in their classroom than beginning teachers while interacting with students when making decision. Similarly, Clotfelter et al. (2007) in their studies confirm that on average new teachers are less effective than those with some level of experience. The finding is also in consonance with Bosch (2006) who affirmed that teacher's teaching experience, facilitates the teachers better understanding of the subject to be taught. He buttressed this by asserting that highly experienced teacher's demonstrate competency in their preparation for classroom teaching, classroom management and control, demonstrate willingness for reflection on their commitment to student achievement through seeking an opportunity to share the things they have learnt.

Relationship between Teacher's Qualification and Work Performance

The findings of the survey is that Teachers with degrees in education are effective in classroom management, students who are taught by degree holders in education achieve better learning than those taught by other certificate holders, teachers with relevant teaching qualification in their subject area are competent in lesson delivery and assessment of students' progress, qualified teachers communicate lesson objectives and support student learning, teachers with professional qualification model and reinforce appropriate social behavior in the classroom that support students' development, qualified teachers motivate and inspire their students to excellence. The result from the hypothesis test shows that there is no significant relationship between teachers' qualification and work performance in public secondary schools in Bayelsa State.

This finding is tandem with Steele (2010) who opined that teachers who have necessary teaching qualifications will have a high efficacy as against the teachers who do not have the right qualifications. The finding is also in line with Ololube et al. (2012) who opined that qualified teachers impact largely on the learning of students than the curriculum quality, teaching methods, school building or parents' role.

CONCLUSION

This study investigated teachers' teaching experiences and qualifications on effective job performance in public secondary schools in Bayelsa State. The study found that teaching experiences and qualifications impacts effective job performance. It was concluded that professionalism through teaching experiences and qualifications enhances teachers job performance in public secondary school in Bayelsa State.

Recommendations

The following recommendations are put forward in line with the findings and conclusion of this study:

- Teachers should be encouraged to develop their skills through attending seminars, because conference attendance builds teachers capacity on job delivery, exposing teachers to on-the-job training encourages teachers' creativity and resourcefulness.
- Teachers should be encouraged to further their academic pursuit, because teachers with higher degrees in education are effective in classroom management and students who are taught by degree holders in education achieve better learning than those taught by other certificate holders.

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