CINEFORUM
ISSN: 0009-7039
Vol. 66. No. S5, 2026 (Special Issue S5)

Teachers' Professional Development and Job Effectiveness in Business Studies: Evidence from Upper Basic Education Level Classrooms

Onyiorah, Blessing Onyeka[1], Frednora Uchenna Ikpeama[2], Emeasoba, Nneka Charity[3], Omeonu, Obioma Manasseh[4], Dr. Chinenye Clara Akpa[5], Opara, Lydia Udeh[6], Okeigbo, Grace Amarachi[7]

[1]Department of Business Education, Faculty of Technology and Vocational Education, Nnamdi Azikiwe University Awka, Anambra State-Nigeria,
Orcid: https://orcid.org/0009-0001-5974-6806 , Email :-bo.onyiorah@unizik.edu.ng.
[2] Nnamdi Azikiwe University (UNIZIK), Awka, Anambra State, Nigeria
Email:-fu.ikpeama@unizik.edu.ng
[3]Department of Agricultural and Vocational Education (Business Education Programme), Michael Okpara University of Agriculture, Umudike, Abia State – Nigeria
Orcid: http://orcid.org/0009-0006-1362-2505 , Email:-emeasoba.nneka@mouau.edu.ng
[4] Department of Business Administrators, Clifford University, Aba, Abia State-Nigeria
Email:-omeonuobioma1@gmail.com
[5] Federal College of Education Ofeme, Umuahia, Abia State, Nigeria
Email:-chinenyeclaraakpa@gmail.com
[6] Department of Business Education, Faculty of Technology and Vocational Education, Nnamdi Azikiwe University Awka, Anambra State-Nigeria,
Email:-lu.opara@unizik.edu.ng
[7] Department of Agricultural and Vocational Education (Business Education Programme), Michael Okpara University of Agriculture, Umudike, Abia State – Nigeria
Email:- Okeigbograce65gmail.com

ABSTRACT
This study investigated the relationship between teacher professional development and job effectiveness in Business Studies: Evidence from upper Basic Education level in Umuahia Education Zone. A correlational research design was used for the study. Two research questions and hypotheses guided the study. The population of the study was 105 Business Studies teachers, in all the Public Secondary Schools in Umuahia Education Zone in Abia State. A sample of 105 respondents were selected via census techniques due to the limited population size. The instruments for data collection were two sets of questionnaires tagged: "Teacher Professional Development and Administrative Support Questionnaire (TPDASQ)" and "Business Studies Teacher Job Effectiveness Scale (BUSTJES) designed to collect information on teachers' professional development and teacher job effectiveness. The instrument was validated by three experts, two in Business Education and one from measurement and evaluation unit from Michael Okpara University of Agriculture, Umudike, Abia State. Cronbach Alpha reliability test was used to determine the internal consistency of the instruments which yielded 0.81, and .80 coefficient respectively showing highly valid and reliable for the study. Data was analyzed using Pearson product moment correlation to answer research questions and linear regression to test hypotheses at .05 level of significance. Findings revealed that teachers' professional development and administrative support relate highly with job effectiveness of Business studies teachers in Public Secondary Schools in Umuahia Education Zone, Abia State. Sequel to the findings the study therefore recommended among others that Recognition programs should be strengthened to reward hardworking and outstanding teachers through commendations and incentives. Continuous professional development should be organized regularly to update teachers' knowledge and pedagogical skills.
Keywords:-Business Studies, Teachers Recognition, Job effectiveness, Professional Development and Upper Basic Education

1.INTRODUCTION

Business Studies is one of the subjects approved by the Federal Ministry of Education for the upper basic education level curriculum. According to the Federal Government of Nigeria (2016), Business Studies is one of the prevocational subjects which prepares students ahead of time as entrepreneurs, business managers, administrators in a bid to produce self-dependent individuals who will contribute maximally to the economic development of the nation as well as live meaningful and fulfilled lives. According to Emeasoba and Ifeme (2015), Business studies prepares students to function intelligently as consumers and citizens in a business economy, it prepares one for gainful employment and sustainable livelihood. The objectives of Business Studies education are varied. Business Studies education in secondary schools aims to enhance students' skill development such as

OPEN ACCESS © CINEFORUM

financial literacy, critical thinking, and problem-solving abilities essential for navigating complex business environments (Bernal-Guerrero et al., 2020), Business Studies also provides students with a foundational understanding of economic principles and how they apply to everyday life.

Business Studies is a subject in Upper Basic Education level, designed to equip students with essential knowledge and skills related to the business world. The subject comprises various aspects of business operations, including management, finance, marketing, and entrepreneurship. According to Abubakar-Ukashatu (2022) upper basic education level is a post-primary education and first stage or Stage I of secondary education as part of Nigeria's 6-3-3-4 system. He emphasizes that it remains the bridge between primary and senior secondary schools and equips a child in acquiring permanent literacy, communication and numeracy skills expected to be a functional member of the society. The goals and objectives of Business Studies in upper basic education level is to prepare students to acquire skills, utilize the skills acquired for self-reliance in order to contribute positively to the economic growth of the society thereby becoming useful members of the society (Ogwunite & Okolocha,(2016). In terms of its importance to students, Business Studies goes beyond academic knowledge and significantly contributes to personal and professional development. By equipping students with relevant skills and knowledge, the subject enhances their employability and familiarity with various career options within the business sector, thereby aiding in informed choices about their futures (Bernal-Guerrero et al., 2020). Business studies helps in self-reliance by providing students with the tools to start their own businesses or engage in entrepreneurial activities, which is vital for reducing youth unemployment rates. Based on the importance of Business Studies as highlighted in the preceding session, it could be seen that there is need for Business Studies teachers are to be very effective since their performance directly influences the quality of education and the readiness of students to engage in the business environment after graduation.

Teacher job effectiveness is an important concept in education that refers to the impact teachers have on student learning and achievement. It consists of numerous aspects which include, teaching practices, classroom management, and the ability to ensure a positive learning environment. According to Hattie (2017) teacher effectiveness is the impact that teachers have on student learning, which can be observed through various metrics such as, student progress and achievement. The definition emphasizes the measurable effects of teachers on student outcomes, highlighting the importance of data in evaluating effectiveness. Hattie's opinion pinpoints that effective teaching is not just about what is taught but also about how well students learn and grow academically over time. To Darling-Hammond (2017), teacher job effectiveness is "the ability to engage students in meaningful learning experiences and foster their intellectual and social-emotional growth." The definition broadens the concept to include not only academic achievement but also the holistic development of students. It emphasizes that effective teachers create engaging learning environments where students feel supported and motivated to learn, thus underscoring the multifaceted nature of teaching effectiveness. Kraft, Papay, and Redding (2019) maintained that teacher job effectiveness is characterized by a combination of strong subject matter knowledge, effective instructional practices, and the ability to build positive relationships with students. Their definition highlights the essential skills and attributes that contribute to effective teaching.

These perspectives align with Ibenegbu (2021), who reported that job effectiveness thrives in contexts where teachers receive continuous pedagogical support, feedback, and opportunities to refine their instructional practices. Extending this view, scholars have linked teacher-student relationships to job effectiveness. Njoku and Modebelu (2019) found that positive teacher-student interactions significantly boost student motivation and learning outcomes, which in turn reflect teachers' effectiveness. When teachers understand students' cognitive and emotional needs, they can tailor instruction, thereby creating an atmosphere of trust and collaboration. Therefore, job effectiveness is multifaceted, encompassing instructional competence, relational skills, and ongoing professional learning all of which interact to promote student success.

The factors that shape the psychological organizational climate and environment of a workplace, include: leadership, communication, support, innovation, recognition and management practices and factors contributing to a positive climate are leadership, trust, motivation, work environment and good relationships, while a negative climate is marked by poor communication, lack of trust, or stress (Emeasoba et al 2026). These perceptions influence employee behavior, attitudes, and overall organizational performance and effectiveness. Organizational climate is a set of attributes that can be perceived about an organization and described as the tone, ambience or atmosphere of an organization noted for practices, processes and ways of dealing with members of the organization that make it unique in its own right (Okeigbo & Emeasoba, 2026). In the same way organizational climate influences the organizational structure, the managerial behavior, company policies, decisions, the relationship with work colleagues, work facilities, the physical ambience, influence human resources motivation, satisfaction and overall organizational performance (Martínez-Arroyo & Valenzo-Jiménez, 2020). For the success of all societies, organizations, and other groups, the effective use of human resources is fundamental such as leadership, communication, professional development, work environment, trust among others.

Professional development is indispensable for enhancing teachers' job effectiveness. Borko (2018) highlighted that training, seminars, workshops, and refresher courses equip teachers with updated pedagogical knowledge and

OPEN ACCESS © CINEFORUM

instructional strategies. This is corroborated by Gukey (2017) who observed that continuous professional learning correlates with improved student performance and teacher confidence. Such opportunities ensure that teachers remain responsive to curriculum reforms and emerging learner needs. Moreover, professional development fosters a culture of innovation and collaboration. Eze and Okafor (2022) found that schools that institutionalize professional learning communities promote experimentation with new teaching methods, which enhances instructional quality. Similarly, Adamu (2021) reported that teachers who regularly engage in professional training exhibit higher levels of self-efficacy and commitment to student success. Therefore, investing in continuous professional development is a strategic approach to strengthening teacher effectiveness, administrative support and sustaining educational quality

Administrative support consists of the assistance and resources provided by school leaders and administrative staff to facilitate teachers' work. This includes providing necessary materials, addressing teachers' concerns, and creating a conducive work environment. According to Edwin (2023), administrative support in the school setting is very important. This is because administrative support strengthens teacher morale by giving educators a sense of belonging and job satisfaction, which in turn fosters a more positive school climate. It also boosts teacher productivity by ensuring that they have the resources and assistance needed to concentrate on their core duties and perform effectively. In addition, supportive administration promotes clear and open communication, helping to address concerns, provide timely feedback, and create a culture of transparency that enhances the overall organizational environment. Adeyemi (2020) emphasizes that effective administrative support is vital for fostering a positive school climate and enhancing teachers' job performance. When administrative support is strong, teachers are more likely to feel valued and empowered in their roles. Supportive administrators who actively engage with teachers and provide the necessary resources enable educators to focus on their teaching responsibilities. This support can lead to higher job satisfaction, increased motivation, and improved teaching effectiveness. On the other hand, inadequate administrative support can create significant challenges for teachers. When teachers feel unsupported, they may experience increased stress and frustration, which can lead to burnout and decreased job effectiveness..

Business studies teachers' job effectiveness if not well-addressed might lead to poor teaching practices and poor quality learning which might have detrimental effects on the attainment of the goals of Business Studies in the various public secondary schools as well as affect national growth and development. It is worrisome to observe that despite the significance of Business Studies, there are concerning indications that teachers of Business Studies in public upper basic education level in Umuahia Education Zone exhibit lack of job effectiveness. Specific instances of job ineffectiveness include poor teaching delivery, which hampers students' comprehension of essential business concepts; inadequate completion of the scheme of work, leading to gaps in the curriculum; ineffective lesson delivery that fails to engage students; and tardy completion of results, negatively impacting students' academic progress and motivation (Ogunyemi, 2021). Such issues not only affect students' learning outcomes but also contribute to a broader critique of the educational system in the region. It is based on this background that the present study is being conducted to investigate the relationship between teachers' professional development and Business Studies teachers' job effectiveness in public upper basic education level in Umuahia Education Zone of Abia state.

Statement of the Problem

Business Studies teachers' professional development, among others are expected to perform effectively and consistently deliver quality instruction. Teachers' development enables them to maintain high levels of motivation in the classrooms in the areas of applying diverse instructional strategies, attending to students' individual needs, completion of curriculum content essential for achieving the goals of Business Studies education. However, most schools in Umuahia Education zone complain of opportunities for capacity development being very limited. In addition, some teachers work in poorly maintained environments with inadequate administrative support, creating frustration, reduced commitment, and low morale. Under such unfavourable conditions, Business Studies teachers struggle to complete their scheme of work, properly assess learners, adopt varied teaching strategies, or maintain the enthusiasm required for effective teaching. These challenges may be contributory to the declining student achievement in Business Studies and may hinder the attainment of Business Studies curriculum goals at the upper basic education level. It is against this backdrop that the present study investigates the relationship between professional development and Business Studies teachers' job effectiveness in upper basic schools in Umuahia Education Zone of Abia State.

Purpose of the Study

The purpose of the study is to investigate the relationship between teachers' professional development and Business Studies teachers' job effectiveness in public Upper Basic Education level in Umuahia Education zone. Specifically, the study seeks to determine:

OPEN ACCESS © CINEFORUM

the extent of relationship between professional development opportunities and job effectiveness of Business Studies teachers in upper basic education level in Umuahia Education Zone.
the extent of relationship between teacher administrative support and the job effectiveness of Business Studies teachers in upper basic education level in Umuahia Education Zone

Research Questions

The study was guided by the following research questions.
What is the extent of relationship between professional development opportunities and job effectiveness of Business Studies teachers in upper basic education level in Umuahia Education Zone?
What is the extent to which administrative support relate to job effectiveness of Business Studies teachers in upper basic education level in Umuahia Education Zone?

Hypotheses

The following hypotheses formulated for the study were tested at 0.05 level of significance.
1. There is no significant relationship between professional development opportunities and job effectiveness of Business Studies teachers in upper basic education level in Umuahia Education Zone.
2.There is no significant relationship between teacher administrative support and job effectiveness of Business Studies teachers in upper basic education level in Umuahia Education Zone.

2.CONCEPTUAL FRAMEWORK

Business Studies

Business Studies is essential for understanding the complexities of the modern business landscape. It encompasses various topics, including entrepreneurship, organizational behavior, strategic management, and business ethics. Robinson (2019) defines Business Studies as an educational discipline that equips students with the knowledge and skills necessary to analyze business problems and develop effective solutions. This definition focuses on the practical application of business theories and concepts. It highlights the importance of critical thinking and problem-solving skills in Business Studies, preparing students to tackle real-world challenges. Business Studies programmes aim to produce graduates who can contribute effectively to their organizations by laying emphasis on the development of critical thinking and problem solving skills. Similarly, Emeasoba and VictorIgwe (2016) also noted that Business studies is a skilled course that prepares students for 21st Century global competitiveness. Furthermore, Kotler and Keller (2016) saw Business Studies as a field of study that integrates concepts from Economics, Management, and Marketing to understand the complexities of business environments. The definition shows the interdisciplinary nature of Business Studies, indicating that it draws from diverse fields of academic endeavours to provide a comprehensive understanding of business dynamics. Effective amalgamation of these concepts enables students learn how to navigate the complexities of the business environment by making informed decisions that consider economic factors, management strategies, and marketing principles. A cursory look at the definitions of Business Studies as posited by different scholars, it is clear to pinpoint that the cardinal objectives of Business Studies in to foster competency, produce good Business Studies teachers, managers and administrators who will utilize the knowledge acquired to compete favourably in real world of work or business dealings.
According to Ogwunite and Okolocha (2016), Business Studies is a vital academic discipline that equips students with the knowledge and skills necessary to navigate the complexities of the business world and this is done through the instrumentality of making informed rational decisions. Based on the insights from the definitions above, the researchers conceptualizes Business Studies as an interdisciplinary academic field that explores the principles and practices of business management, integrating knowledge from Economics, Marketing, Finance, and human resources to equip students with the skills necessary for effective decision-making and problem-solving in a dynamic business environment. This definition reflects the comprehensive nature of Business Studies and its relevance in preparing students for various roles in the business sector.

Teacher Job Effectiveness

Teacher job effectiveness is a complex construct involving various components, including pedagogical knowledge, classroom management skills, and the ability to build positive relationships with students. According to Ibenegbu (2021) effective teachers enhance not only academic performance but also contribute to students' social and emotional development. In a secondary school setting, several factors may affect teacher job effectiveness such as training, experience, and institutional support. Studies indicate that teachers who participate in ongoing professional development and collaborative practices tend to be more effective in their roles (Kraft et al., 2019). Also, Obinna (2023) stated that principals are very instrumental in enhancing teacher job effectiveness in secondary schools through several key strategies. First, effective leadership fosters an environment of support and open communication, empowering teachers to take initiative in their roles. Also, providing professional development opportunities is essential for helping teachers improve their skills and stay current with educational practices, which directly impacts teaching quality (Akpom & Ihekwoaba, 2022). Njoku and Modebelu (2019)

OPEN ACCESS © CINEFORUM

equally asserted that recognizing and rewarding teachers for their contributions boosts morale and motivation, leading to higher job satisfaction and effectiveness. Adequate resource allocation is also vital; school authorities must ensure that teachers have access to necessary materials and support services to enhance their performance (Okeke, 2020). Moreover, creating a positive school climate encourages collaboration and respect among staff, which is very consequential for enhancing teacher engagement and striving for excellence. These strategies contribute significantly to improving educational outcomes for students. Assessing teacher job effectiveness is critical for informing educational policy and practice. Various methods, such as value-added models and classroom observations, are used to evaluate teacher job effectiveness. However, Nwosu (2022) advised that, it is essential to approach these assessments holistically, considering both quantitative and qualitative measures to capture the full scope of a teacher's impact on student learning. From the premises above, teacher job effectiveness can then be seen as the ability of teachers to positively influence student learning and development through effective instructional practices, supportive classroom environments, and meaningful engagement with students.

Professional Development Opportunities

Professional development opportunities are critical indicators of organizational climate, reflecting how an organization values growth, learning, and employee engagement. These opportunities depict various activities designed to enhance teachers' skills, knowledge, and competencies, ultimately contributing to a positive work environment. Professional development opportunities as seen by Borko (2018) referred to the processes through which teachers and employees acquire new skills and knowledge, which are essential for creating a positive organizational climate. This definition implies the transformative aspect of professional development, suggesting that acquiring new skills is not just about individual growth but also about contributing to a positive organizational climate. When teachers feel supported in their professional growth, it enhances their commitment and satisfaction within the school.

According to Guskey (2017) professional development opportunities are “structured learning experiences that enhance the skills and knowledge of employees (teachers), thereby influencing their performance and the overall climate of the organization (school).” This definition by Guskey emphasizes the structured nature of professional development, highlighting that these opportunities are not random but are intentionally designed to foster growth of recipients or participants. Through skills and knowledge boosting , professional development can lead to improved performance, which positively affects the organizational climate. In the submission of Darling-Hammond (2017) professional development opportunities refer to “ongoing, collaborative learning experiences that are aligned with the goals of the organization and the needs of its employees.” This definition underscores the importance of alignment between professional development activities and organizational goals. When professional development is relevant to both the organization’s objectives and the employees’ needs, it fosters a supportive climate that encourages continuous improvement and engagement.

It means that in a school setting teachers are to be given development opportunities that are in tandem with their professional obligations and it is expected that the skills and knowledge acquired from such professional development programmes make them more effective teachers than they are prior to the training. In essence the goal of the school should inform the objectives and contents of the professional development programmes. Professional development opportunities refer to the various training programmes, workshops, seminars, and courses designed to enhance teachers' skills, knowledge, and competencies. In the context of secondary education, these opportunities are crucial for keeping teachers updated with the latest educational practices, pedagogical strategies, and subject matter knowledge.

According to Eze and Okafor (2022), continuous professional development is essential for improving teaching quality and ensuring that educators can meet the diverse needs of their students. In a school where professional development opportunities are abundant and well-structured, they lead to increased teacher effectiveness. Teachers who participate in relevant training are more likely to implement innovative teaching methods and engage students effectively, resulting in improved academic outcomes. Furthermore, ongoing professional development fosters a culture of lifelong learning among educators, enhancing their confidence and job satisfaction. Conversely, when professional development opportunities are scarce or poorly designed, teachers may feel stagnant in their roles. A lack of access to relevant training can lead to frustration and a sense of inadequacy, ultimately diminishing their effectiveness in the classroom. Teachers who do not engage in professional development may struggle to adapt to new educational trends and technologies, which can negatively impact student learning experiences. Based on the above definitions, professional development opportunities can be seen as structured and ongoing learning experiences that enhance employees' skills and knowledge, align with organizational goals, and contribute to a positive organizational climate.

Administrative Support

Administrative support reflects the extent to which teachers perceive that they receive adequate assistance and resources from their administrative structures. This support can significantly influence teachers’ morale,

OPEN ACCESS © CINEFORUM

productivity, and overall job satisfaction. Smith (2019) defines administrative support as the perceived availability of resources and assistance from administrative staff that contributes to employees' job performance and overall organizational effectiveness. This definition focuses on the perception of support, indicating that it is not just the presence of resources that matters, but also how employees perceive their availability and accessibility. This perception can significantly impact employees' attitudes and behaviors, influencing the overall climate of the organization. Linking this to secondary school setting, administrative support means the extent to which teachers perceive that the school authorities render due assistance and provide resources to them that will enhance the discharge of their professional duties as teachers.

In the same vein, Baker and McCarthy (2018) describe administrative support as the systematic provision of resources, guidance, and assistance from administrative personnel that enhances the work environment and promotes employee engagement. This definition highlights the systematic nature of administrative support, suggesting that it should be an intentional and organized effort by the administration to create a supportive work environment. Such support can lead to higher levels of employee engagement and satisfaction, which are critical components of a healthy organizational climate. In the context of secondary education, administrative support entails school management move and willingness to render aids to teachers and provide necessary materials that teachers need to perform their duties. Lack of resources leads to frustration and dwindle morale for teachers. Moreover, Kahn and Byero (2017) are of the view that administrative support is "the resources and assistance provided by the organization's administrative structures that facilitate employees' ability to perform their tasks effectively." This definition emphasizes the role of administrative support in enabling employees to carry out their responsibilities. When administrative support is robust, it can lead to increased efficiency and reduced stress among employees, thereby fostering a positive organizational climate.

A lack of administrative engagement can result in teachers feeling isolated and undervalued, ultimately impacting their performance and the overall learning environment for students Therefore, administrative support can be seen as the perceived availability and systematic provision of resources, guidance, and assistance from administrative structures that enhance teachers' ability to perform their tasks effectively and contribute to a positive organizational climate.

Theoretical Framework

This study adopts the conceptualization of Maslow's Hierarchy of Needs by Abraham Maslow (1943). This psychological theory is foundational in understanding human motivation and behavior. Maslow posited that human needs are organized in a hierarchical structure, often represented as a pyramid consisting of five levels. The theory suggests that individuals are motivated to fulfill basic needs before moving on to higher-level needs, culminating in self-actualization. The needs are in five levels.

Physiological needs- These are basic needs of life called survival needs. They include food, water, warmth, and shelter. These are the most fundamental requirements for human existence. Once these needs are met, individuals move to the second level.

Safety needs- These needs center on security or being free from harm or danger of any sort. This includes the need for security, stability, and freedom from fear, both physically and emotionally.

Belongingness and love needs: These types of need focus on where individuals seek social relationships, emotional connections, and a sense of belonging. This level highlights the importance of community and interpersonal relationships in motivating behavior.

Esteem needs: These include the desire for respect, recognition, and a sense of accomplishment. Individuals strive for self-esteem and the esteem of others, which enhances their confidence and self-worth.

Self-actualization: This is about the process of realizing one's full potential and pursuing personal growth, creativity, and self-fulfillment. Individuals who reach this level are motivated by the desire to achieve personal goals and contribute meaningfully to society.

The theory is suitable for the present study because understanding the levels of needs can help identify how organizations affects teachers' motivation and performance. An environment that encourages professional growth motivates teachers' to strive for excellence in their teaching profession and practices.

Secondly, Two-Factor Theory developed by Frederick Herzberg (1959) offers a profound understanding of workplace motivation and job satisfaction. The theory posits that there are two distinct categories of factors that influence an individual's motivation and satisfaction in the workplace: hygiene factors and motivators. Hygiene factors include salary, company policies, working conditions, and job security. He argued that these can lead to dissatisfaction if they are inadequate. However, improving these factors does not necessarily enhance job satisfaction. On the other hand, motivators such as, achievement, recognition, the work itself, responsibility, and opportunities for growth are the elements that truly enhance job satisfaction and motivation. The suitability of this theory to the present study lies in the fact that in a school setting, the educational environment can be significantly impacted by both hygiene factors and motivators. Recognizing teachers' achievements, providing opportunities for professional development and fostering a sense of responsibility in their roles can lead to increased engagement

OPEN ACCESS © CINEFORUM

and effectiveness among business studies teachers. When teachers feel valued and motivated, they are more likely to adopt innovative teaching practices and positively impact their students. Hence, Herzberg's theory provides a useful base, and fully explains the role of professional development and administrative support in teacher effectiveness.

3.METHODOLOGY

The study adopted the correlational research design. The population of the study was 105 Business Studies teachers in all the government Secondary Schools in Umuahia Education Zone. The entire population was used due to its manageable size, hence census sampling technique. The instrument for data collection was two sets of questionnaires tagged: "Teacher Professional Development and Administrative Support Questionnaire (TPDASQ)" and "Business Studies Teacher Job Effectiveness Scale (BUSTJES) designed to collect information on teachers professional development and job effectiveness. Two experts from the Department of Agricultural and Vocational Education, and one from the Department of Science Education, all in Michael Okpara University of Agriculture Umudike, Abia State validated the instruments. The Cronbach Alpha reliability test was established for the two instruments and it yielded reliability values of 0,81 and 0,80 respectively. The obtained reliability values were high enough according to the criterion proposed by Ibanga (2022) who stated that a reliability value of 0.70 and above is ideal for a study. The researchers co-opted three research assistants who were earlier briefed in data collection procedures. Personal contact method was used in data collection and this ensured a 100% return as all the 105 questionnaires distributed were all correctly filled and returned. Data were analysed using the linear regression which was facilitated by the use of SPSS version 25.0. Decision regarding the acceptance or rejection of a hypothesis was based on the comparison of the p value. Any item whose p –value is greater than or equal to the alpha-value of 0.05 was accepted while any item with p-value less than the alpha value of .05 was rejected.

4.RESULTS

The result of the analysis was presented in the Table as follows;

Research Question 1

What is the extent of relationship between professional development opportunities and job effectiveness of Business Studies teachers in upper basic education level in Umuahia Education Zone?

Table 1: Correlation Matrix of the extent of relationship between professional development and job effectiveness of Business Studies teachers in Umuahia

		Job effectiveness	**Prof development**
Job effectiveness	Pearson Correlation	1	.792**
	Sig. (2-tailed)		.000
	N	105	105
Prof development	Pearson Correlation	.792**	1
	Sig. (2-tailed)	.000	
	N	105	105
**. Correlation is significant at the 0.01 level (2-tailed).			

Data in Table 1 indicate a correlation coefficient (r) of .792 which is positive and within the coefficient limit of ± .70 - 1.00 indicating strong, positive relationship between work professional development and job satisfaction of Business Studies teachers ($r = .792$, $p < .05$). This implies that professional development to a high extent relates to job effectiveness of Business Studies teachers in Umuahia Education zone.

Hypothesis 1

There is no significant relationship between professional development opportunities and job effectiveness of Business Studies teachers in upper basic education level in Umuahia Education Zone.

OPEN ACCESS © CINEFORUM

Table 2: Linear Regression Analysis of the Relationship between professional development opportunities and job effectiveness of Business Studies teachers in upper basic education level in Umuahia Education Zone.

Model		Sum of Squares	Df	Mean Square	F	R	R Squared	Sig.
	Regression	8.166	1	8.166	173.890	.792[a]	.628	000[b]
	Residual	4.837	103	.047				
	Total	13.003	104					
Dependent Variable: job efficiency Predictors: (Constant), recognition								

The results in Table 2 showed F value of 173.890 and a P- value of .000 which is less than the alpha value of 0.05. R^2 value of .628 indicates that professional development opportunities accounts for 62.8% of the variance in teachers' job effectiveness. Since the P-value is less than 0.05 alpha value, the hypothesis of no significant relationship was rejected. Therefore, there is a significant relationship between professional development opportunities and job effectiveness of Business Studies teachers in upper basic education level in Umuahia Education Zone.

Research Question 2
What is the extent of relationship between administrative support and job effectiveness of Business Studies teachers in upper basic education level in Umuahia Education Zone?

Table 3: Correlation Matrix of the extent of relationship between administrative support and job effectiveness of Business Studies teachers in Umuahia

		Job effectiveness	Administrative support
Job effectiveness	Pearson Correlation	1	.539**
	Sig. (2-tailed)		.000
	N	105	105
Administrative Support	Pearson Correlation	.539**	1
	Sig. (2-tailed)	.000	
	N	105	105
**. Correlation is significant at the 0.01 level (2-tailed).			

Data in Table 4 indicate a correlation coefficient (r) of .539 which is positive and within the coefficient limit of ±40 to 0.69 indicating moderate positive relationship between administrative support and job satisfaction of Business Studies teachers (r =.539, p<.05). This implies that administrative support to a moderate extent relates to job effectiveness of Business Studies teachers in Umuahia Education zone.

Hypothesis 2
There is no significant relationship between administrative support and job effectiveness of Business Studies teachers in upper basic education level in Umuahia Education Zone.

OPEN ACCESS © CINEFORUM

Table 4: Linear Regression Analysis of the Relationship between administrative support opportunities and job effectiveness of Business Studies teachers in upper basic education level in Umuahia Education Zone.

Model		Sum of Squares	Df	Mean Square	F	R	R Squared	Sig.
	Regression	3.7338	1	3.779	42.178	.539[a]	.284	000[b]
	Residual	9.225	103	.090				
	Total	13.003	104					

The results in Table 4 showed F value of 42.178 and a P- value of .000 which is less than the alpha value of 0.05. R^2 value of .284 indicates that administrative support accounts for 28.4% of the variance in teachers' job effectiveness. Since the P-value is less than 0.05 alpha value, the hypothesis of no significant relationship was rejected. Therefore, there is a significant relationship between administrative support and job effectiveness of Business Studies teachers in upper basic education level in Umuahia Education Zone.

5.DISCUSSION OF FINDINGS

The findings of this study were discussed based on the major findings of the study.

Teachers' Professional Development and job effectiveness

This study revealed that Professional development to a high extent relates to job effectiveness of Business Studies teachers and that there is a significant relationship between professional development opportunities and job effectiveness of Business Studies teachers in upper basic education level in Umuahia Education Zone. This finding is in line with the work of Agbajeola and Hassan (2023) whose study on Teachers' Professional Development and Instructional Supervision as Contributory Factors to Job Performance in Ogun State Secondary Schools, Nigeria showed significant relationships among the variables: professional development, instructional supervision and job performance.

Administrative support and Job effectiveness

This study found out that Administrative support to a moderate extent relates to job effectiveness of Business Studies teachers and that there is a significant relationship between administrative support and job effectiveness of Business Studies teachers in upper basic education level in Umuahia Education Zone. This finding is in agreement with Eze and Okafor (2020), whose study on the Role of Administrative Support on Teachers' Job Performance in Secondary Schools in Enugu State, Nigeria indicated that administrative support significantly enhances teachers' job performance.

6.CONCLUSION

This study concludes that teachers professional development and administrative support in upper basic education level in Umuahia Education Zone to a high extent relates to job effectiveness of Business Studies teachers.

Recommendations

Based on the findings and conclusions of the study, the following recommendations were made;

Continuous professional development should be organized regularly to update teachers' knowledge and pedagogical skills.

School administrators should provide stronger support through supervision, resource provision, encouragement and fair treatment of teachers..

REFERENCES

1. Abubakar-Ukashatu, U., & Mahmud, H.I. (2022). Evolution of Junior Secondary Schools in Nigeria: Issues and Insights. IJTET Chicago, 2(1), 9-18
2. Agbajeola, R. O., & Hassan, O. A. (2023). Teachers' professional development and instructional supervision as contributory factors to job performance in Ogun State Secondary Schools, Nigeria. Journal of Education in Black Sea Region, 8(2), 68–79. https://doi.org/10.31578/jebs.v8i2.293jebs.ibsu.edu.ge

OPEN ACCESS © CINEFORUM

3. Akpom, I. H., & Ihekwoaba, E. N. (2022). The impact of organizational climate on teacher job satisfaction in Nigerian secondary schools. Journal of Educational Administration, 12. 345-350
4. Baker, M., & McCarthy, J. (2018). Administrative support and employee engagement: A
5. systematic review. Journal of Organizational Behavior, 39(3), 345-367.
6. Bernal-Guerrero, M. J., Ferrero-Turrión, E., & García-Carrión, R. (2020). Basic business
7. knowledge scale for secondary education students: Development and validation with Spanish teenagers. PLOS One.
8. https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0235681](https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0235681
9. Borko, H. (2018). Professional development and teacher learning: Mapping the terrain.
10. Educational Researcher, 47(1), 1-12.
11. Darling-Hammond, L. (2017). Effective teacher development. Palo Alto, CA: Learning Policy Institute
12. Edwin, U. (2023). Organizational climate and work style: The missing links for sustainability of leadership and satisfied employees. https://www.mdpi.com/2071-1050/11/1/125
13. Emeasoba, N. C. & Ifeme, M. C. (2015). Assessment of impact of in-service education program on business teachers effectiveness in secondary schools. Journal of sustainable education, 1(2), 3 50- 364.
14. Emeasoba, N. C. & VictorIgwe, J. N. (2016). Business studies teachers perceptions of effective strategies for teaching business studies in promoting National Sustainable Development. Journal of emerging trends in educational research and policy studies, 7(3), 217 – 225.
15. Emeasoba, N.C., Nwatarali, C.N.., VictorIgwe, J.N., Onyiorah, B.O. & Ezeabii, I.C.
16. (2026). Cultural and Psychological School Environment as correlate of Academic Achievement of secondary school English Language Students in Enugu State. Cuestiones de Fisioterapia, 55(1), 80-92.
17. Eze, C. M., & Okafor, P. O. (2020). The role of administrative support on teachers' job
18. performance in secondary schools in Enugu State, Nigeria. International Journal of Educational Management, 34(4), 765–777.
19. Federal Government of Nigeria (2016). Nigerian national policy on education (Rev. Ed). Abuja: NERDC
20. Guskey, T. R. (2017). Professional development and teacher change. Teachers and Teaching: Theory and Practice, 23(4), 1-12.
21. Hassan, R. A., & Bello, M. S. (2021). Organizational climate and teacher effectiveness in public secondary schools in Ilorin South, Kwara State, Nigeria. Ife journal of Education, 14(2), 123-134.
22. Hattie, J. (2017). Visible learning: Feedback. United Kingdom: Routledge.
23. Hargreaves, A. (2017). Professional capital: Transforming teaching in every school. London: Teachers College Press.
24. Ibenegbu, S, A, (2021). Principals organizational climate and teachers commitment in secondary schools in south-east Nigeria.
25. https://aspjournals.org/ajess/index.php/ajess/article/view/213?articlesBySimilarityPage=7
26. Kahn, W. A., & Byero, P. (2017). Administrative support and employee performance: The role of resources and assistance. Human Resource Management Review, 27(2), 123-135.
27. Kotler, P., & Keller, K. L. (2016). Marketing management (15th ed.). United Kingdom: Pearson.
28. Kraft, M. A., Papay, J. P., & Redding, C. (2019). Can professional development improve
29. teaching? Educational Policy, 33(1), 98-131.
30. Martínez-Arroyo, J.A. & Valenzo-Jiménez, M.A. (2020). Factors that influence the
31. organizational climate of a higher education institution. Revista ESPACIOS, 41(26), 147-160.
32. Njoku, A. O., & Modebelu, M. N. (2019). Organizational climate and teacher's job performance in public secondary schools in Abia State, Nigeria. Open Access Library Journal, 6, 1-10.
33. Nwosu, E.U. (2022). School climate as a predictor of teachers' job performance in secondary
34. schools in Anambra, State, Nigeria. https://www.academia.edu/42661099/school climate as a predictor of teachers job performance in secondary schools in Anambra State Nigeria
35. Obinna, M.A. (2023). Annals of management and organization research.
36. https://goodwoodpub.com/index.php/amor/article/view/805
37. Ogunyemi, A. O. (2020). School climate and teachers' job satisfaction in secondary schools in Oyo State, Nigeria. Journal of Leadership, 2, 45-67.
38. Ogunyemi, G. A. (2021). Incidences of ineffectiveness in teachers' service delivery in Nigeria.
39. https://www.teachingeffectiveness/teacher-service-delivery/php
40. Ogwunite, P. & Okolocha, C. (2016). Strategies considered effective by Business teacher in south, Nigeria for teaching new Business subject in Upper Basic schools, International Journal of innovation Education Research, 4 (2), 60-70.
41. Okeigbo, G.A.& Emeasoba, N.C. (2026). Organizational Climate and Job effectiveness of

OPEN ACCESS © CINEFORUM

42. Business Studies Teachers in Upper Basic schools in Umuahia Education zone, Abia State. International Journal of Economics Education Research, 9(1), 249-270.
43. Okeke-James, N. J., Igbokwe, I. C., Ogbo, R. N., Ekweogu, L. B., & Anyanwu, A. N. (2020).
44. School climate as a predictor of teachers' job performance in secondary schools in Anambra State. International Journal of Education and Research, 8 (3), 17-26.
45. Robinson, S. P. (2019). Fundamentals of management (8th ed.). United Kingdom: Pearson.
46. Sani, Y., Uwaleke, G. C., & Emakpor, P. C. (2022). School communication and teachers' job
47. performance in senior secondary schools in Nasarawa West Senatorial Zone of Nasarawa State, Nigeria for Achieving the New Sustainable Development. International Journal of African Innovation and
48. Multidisciplinary Research, 1(1).
49. https://mediterraneanpublications.com/mejaimr/article/view/3mediterraneanpublications.com
50. Smith, J., & Nguyen, T. (2022). Administrative support and teacher retention: Evidence from
51. public schools in Victoria Colony, Australia. Journal of School Leadership, 32(2), 123–142.
52. https://doi.org/10.1177/10526846211045361

OPEN ACCESS © CINEFORUM