

School Input Factors and Teacher Effectiveness in Some Local Government Areas of Lagos State, Nigeria

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ABSTRACT The effectiveness of any educational system depends to a great extent on the quality of teachers in terms of academic training and incentive administration. The study investigated school input factors and teacher effectiveness in public secondary schools in some local government areas in Lagos. Simple and stratified random sampling techniques were used to sample two federal recognized local government areas, ten secondary schools and 200 respondents. Training and Welfare Needs of Teacher Questionnaire (TWNTQ) was designed for the study. Nine hypotheses were tested at 0.05 level of significance. Data were analysed using t- test and Pearson Product Moment Correlation Coefficient. The findings indicated that the study independent variables were significant and had very strong relationship on teacher effectiveness. It was then recommended that the relevant educational bodies and other stakeholders should ensure that teachers welfare packages are genuinely improved upon and promptly administered.