



INFLUENCE OF DEMOGRAPHIC FACTORS ON TEACHER JOB PERFORMANCE IN TECHNICAL COLLEGES IN GOMBE STATE

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ABSTRACT

The study investigated the predictive relationship between demographic factors and teachers' job performance in technical colleges in Gombe State, Nigeria. The research was motivated by concerns over the suboptimal performance of these crucial technical institutions and the need to identify key factors affecting teacher effectiveness. Cross-sectional descriptive research design was adopted. The population comprised all 443 teachers and principals in the seven Government Science and Technical Colleges in the state. A simple random sampling technique was employed, and Taro Yamane's formula was used to determine a sample size of 210. Data were collected using a validated and reliable questionnaire, the Influence of Demographic Variables and Teacher Job Performance Questionnaire (IDVTJPQ), which had a Cronbach's alpha of 0.89. Descriptive statistics, including mean and standard deviation, were used to answer the research questions, while linear regression analysis tested the predictive relationship between demographic factors and teachers' job performance at a 0.05 significance level. The findings revealed that gender, age, and educational qualification had statistically significant positive predictive relationships with teachers' job performance. Consequently, the study concluded that these demographic factors are substantial predictors of teacher effectiveness in technical colleges. It was recommended that educational policymakers and administrators develop targeted human resource strategies, including gender-sensitive policies, age-specific professional development programs, and incentives for higher qualifications, to enhance teacher performance and achieve the objectives of technical and vocational education in Gombe State.

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INTRODUCTION

Education is universally acknowledged as the cornerstone of national development, a powerful instrument for societal transformation, and a fundamental driver of economic prosperity (World Bank, 2018). The quality of a nation's education system is inextricably linked to the quality of its teachers, as



they are the primary facilitators of knowledge, skills, and values within the learning environment. The Nigerian National Policy on Education (FRN, 2013) reinforces this notion, stating that “no education system can rise above the quality of its teachers.” This underscores the pivotal role teachers play in achieving educational objectives and, by extension, in fostering national growth. Consequently, teacher job performance, defined as the effectiveness with which an educator executes their core duties, including lesson planning, teaching, student assessment, and classroom management, becomes a critical variable of interest for educational researchers, policymakers, and administrators (Adeyemi, 2020).

In Nigeria, Technical and Vocational Education and Training (TVET) has been identified as a crucial catalyst for addressing youth unemployment, poverty alleviation, and the development of a skilled workforce capable of driving industrialization (Okoro, 2016). Government Science Technical Colleges (GSTCs) are key institutions within Nigeria's TVET framework, mandated to equip students with practical technical skills and scientific knowledge that make them immediately employable or capable of self-employment upon graduation. The effective performance of teachers in these colleges is therefore not merely an academic concern but a socio-economic imperative. The quality of instruction in GSTCs directly impacts the competency of graduates, who are expected to form the backbone of the nation's technical workforce in sectors such as engineering, construction, information technology, and applied sciences (Ajayi, 2017).

Despite this critical mandate, the performance of many technical institutions in Nigeria, including those in Gombe State, has been a subject of concern. Indicators such as poor student performance in terminal examinations, low completion rates, and reports from industries about inadequate practical skills of graduates suggest a potential deficit in the job performance of instructors (Eze, 2019). This perceived underperformance threatens the very objectives of the TVET system and raises urgent questions about the factors that inhibit or enhance the effectiveness of teachers in this specialized educational sector. Identifying and understanding these factors is a prerequisite for developing targeted interventions to improve educational outcomes.

The investigation into teacher performance has led researchers to explore a multitude of variables, which can generally be categorized into institutional factors such as availability of resources, leadership style, and remuneration, and personal factors such as motivation, attitude, and demographic characteristics. This study situates itself within the discourse on personal factors, specifically focusing on demographic variables. Demographic characteristics are fundamental attributes of every individual and often form the basis for understanding patterns of behaviour, attitude, and output in the workplace (Ofoegbu, 2024). In the educational context, demographics such as gender, age, and educational qualification are not merely biographical data; they are potential lenses through which differences in teaching methodology, classroom interaction, commitment, and ultimately, job performance, can be examined.

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The variable of gender has been extensively debated in educational research. Some studies posit that female teachers are often more nurturing, organized, and communicative, which may enhance student engagement and performance in certain subjects (Chukwuma, 2015). Conversely, other research suggests that male teachers might be more authoritative and better at handling disciplinary issues, particularly in technical fields often perceived as male-dominated (Akinfolarin, 2018). In the specific context of Technical colleges in Gombe State, which is located in Nigeria's North-East region with its unique socio-cultural dynamics, it is unclear how gender influences the performance of teachers. Are there differences in how male and female teachers approach practical demonstrations, student mentorship, or curriculum delivery? This study examines the extent of this influence within this specific milieu.

Age, as a demographic factor, is often associated with experience, energy levels, and adaptability. Older, more experienced teachers are typically believed to possess a wealth of pedagogical knowledge and classroom management skills accrued over years of service (Ojedele, 2022). They may be more stable and resilient in the face of challenges. On the other hand, younger teachers might bring more enthusiasm, innovation, and familiarity with modern teaching technologies and methodologies (Bello, 2019). However, they may also lack the practical experience of their older counterparts. In a technical college where teaching involves both theoretical instruction and hands-on practical work, the interplay between age and job performance is particularly salient. This study aims to investigate whether age is a significant predictor of performance among GSTC teachers in Gombe State.

Perhaps the most intuitively influential variable is educational qualification. The teaching profession is fundamentally knowledge-based, and it is logically expected that a teacher's academic and professional credentials would directly impact their competence and effectiveness. The National Policy on Education stipulates minimum qualification benchmarks for teachers at different levels (FRN, 2013). However, the question remains: beyond the minimum requirement, does a higher academic qualification such as a Master's degree or PhD translate to significantly better job performance for a technical teacher? Furthermore, in the TVET sector, the type of qualification is crucial. A teacher with a higher degree in education, such as M.Ed., may have advanced pedagogical skills, while one with a higher degree in a technical field, such as M.Ed Eng., may possess deeper technical knowledge. Does this distinction affect their performance in the workshop or classroom? Understanding the influence of educational qualification is vital for informed policy on teacher recruitment, assignment, and continuous professional development within technical colleges.

The study is anchored on Herzberg's Two-Factor Theory of Motivation, propounded by Frederick Herzberg in 1959. The theory posits that employee satisfaction and performance are influenced by two sets of factors: hygiene factors and motivators (Herzberg et al., 1959). Hygiene factors include organizational policies, supervision, salary, security, status, interpersonal relations, and working

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conditions. While these factors do not necessarily motivate employees, their absence can lead to dissatisfaction. Motivators, on the other hand, encompass achievement, recognition, the work itself, responsibility, and opportunities for advancement. These factors create satisfaction by fulfilling individuals' needs for meaningful and personal growth. In the educational context, addressing hygiene factors ensures that teachers avoid dissatisfaction and poor performance, while motivators enhance their engagement, commitment, and overall job performance. By applying this theory, the study seeks to understand how demographic factors such as gender, age, and educational qualification may interact with teachers' satisfaction and motivation, ultimately influencing their effectiveness in Government Science and Technical Colleges.

Gombe State, like many states in Nigeria, has invested in its technical education system with the aim of boosting youth employment and economic development. However, anecdotal evidence and preliminary reports suggest varying levels of performance across different technical colleges in the state. While institutional challenges such as inadequate funding and obsolete equipment are often cited, the human factor, specifically the teachers, remains a critical, yet underexplored, component. A systematic investigation into how the demographic characteristics of these teachers influence their job performance is lacking. This gap in context-specific knowledge makes it difficult for administrators in Gombe State to make evidence-based decisions regarding teacher recruitment, assignment to specific subjects or classes, and targeted training programs.

It is against this backdrop that this research seeks to provide empirical data on the relationship between key demographic factors, including gender, age, and educational qualification, and the job performance of teachers in technical colleges in Gombe State.

Statement of the Problem

The suboptimal performance of technical colleges in Gombe State, reflected in poor student academic achievement and inadequate technical skill acquisition, is a significant concern that threatens the objectives of the Technical and Vocational Education and Training (TVET) sector. While institutional challenges such as inadequate funding are often cited, the critical role of teacher job performance remains underexplored.

Despite the logical assumption that demographic characteristics of teachers specifically gender, age, and educational qualification, are key determinants of their effectiveness in both the classroom and workshop, there is a profound lack of empirical evidence on the extent and nature of their influence within this specific context. This gap hinders the development of targeted human resource policies and professional development programs necessary to improve instructional quality and, ultimately, student outcomes in these essential institutions.

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Objectives of the Study

The purpose of this study was to investigate the influence of demographic variables on teacher job performance in technical colleges in Gombe State. Specifically, the study's objectives were to determine:

1. The influence of gender on teacher job performance in technical colleges in Gombe State
2. The influence of Age on teacher job performance in technical colleges in Gombe State
3. The influence of educational qualification on teacher job performance in technical colleges in Gombe State.

Research Question

The following research questions were raised to guide the study:

1. To what extent does gender influence teacher job performance in technical colleges in Gombe State?
2. To what extent does Age influence teacher job performance in technical colleges in Gombe State?
3. To what extent does educational qualification influence teacher job performance in technical colleges in Gombe State?

Hypotheses

The following null hypotheses were formulated and were tested at 0.05 level of significance

1. Gender does not significantly predict teacher job performance in technical colleges in Gombe State.
2. Age does not significantly predict teacher job performance in technical colleges in Gombe State.
3. Educational qualification does not significantly predict teacher job performance in technical colleges in Gombe State.

Methodology

The study employed cross-sectional descriptive research design to examine the predictive relationship

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between teacher demographic factors and their job performance. The population comprised all 443 teachers and principals from seven Technical colleges in Gombe State, Nigeria. A sample of 210 respondents was determined using Taro Yamane's formula at a 95% confidence level. To ensure representation of the different demographic characteristics (gender, age, and educational qualification) across all colleges, a stratified random sampling technique was employed. The population was first stratified according to each college, gender, and level of educational qualification, and respondents were then randomly selected proportionately from each stratum to form the final sample.

The proportionate sample selected from each college was as follows: 38 respondents, 32 respondents, 28 respondents, 30 respondents, 26 respondents, 28 respondents, and 28 respondents, ensuring that each college contributed to the sample in proportion to its population of teachers and principals.

Data were collected using a structured 70-item questionnaire titled the Influence of Demographic Variables on Teacher job performance Questionnaire (IDVTJPQ), which employed a five-point Likert scale to measure the extent of influence of various demographic variables. Out of the 70 items on the questionnaire, 10 items each were specifically designed to measure the influence of gender, age, and educational qualification on teachers' job performance, which were the three variables of focus in the study. The instrument was validated by three experts in Technology Education to ensure it measured what it intended to, and its reliability was confirmed through a pilot study in a similar setting outside the research area, yielding a high Cronbach's alpha coefficient of 0.89. Data collection was facilitated by research assistants to ensure a high return rate, and the collected data were analyzed using SPSS version 27.

Descriptive statistics (mean and standard deviation) were used to answer the research questions, while inferential statistics (linear regression) were employed to test the null hypotheses at a 0.05 significance level, with a decision rule to reject the null hypothesis if the p-value was less than 0.05.

Results

Research Question 1: To what extent does gender influence teacher job performance in technical colleges in Gombe State?



Table 1: Mean and Standard Deviations on the Extent Gender Influence Teachers’ Job Performance

S/N	Statement	N = 210		
		\bar{x}	SD	Remark
1.	Gender enhances teachers' effectiveness in classroom management.	1.44	1.18	VLE
2.	Gender limits teachers’ ability to utilize instructional materials efficiently.	1.43	1.16	VLE
3.	Gender positively influences teachers' participation in extracurricular activities.	2.26	0.74	LE
4.	Gender hinders teachers' engagement in professional development programs.	2.27	0.77	LE
5.	Gender promotes teachers' commitment to lesson delivery.	2.31	0.84	LE
6.	Gender negatively affects teachers’ ability to maintain classroom discipline.	2.25	0.75	LE
7.	Gender improves teachers' approach to assessing and evaluating students' performance.	2.30	0.81	LE
8.	Gender creates barriers in teacher-student interactions and relationships.	2.29	0.79	LE
9.	Gender encourages teachers to adopt modern teaching methodologies.	2.32	0.86	LE
10.	Gender reduces teachers' overall job performance/career progression.	1.35	0.98	VLE
Grand Mean		2.02	0.89	LE

Key: \bar{x} = Mean Response, SD = Standard Deviation, N = Total Number of Respondents, LE = Low Extent, Very Low Extent

The data in Table 1 shows the extent to which gender influences teacher job performance in technical colleges in Gombe State, based on responses from 210 teachers. The mean scores range from 1.35 to 2.32, with a grand mean of 2.02 and standard deviations between 0.74 and 1.18. Statements such as

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“gender enhances teachers' effectiveness in classroom management” and “gender reduces teachers' overall job performance/career progression” recorded very low mean scores (VLE), indicating minimal impact. Most other items, including gender’s influence on lesson delivery, professional development, student assessment, and adoption of modern teaching methodologies, received slightly higher means, reflecting a low extent (LE) of influence. Overall, the table suggests that gender has only a minor effect on teachers’ performance, with most aspects showing limited or negligible influence.

Research Question 2: To what extent does age influence teacher job performance in technical colleges in Gombe State?

Table 2: Mean and Standard Deviations on the Extent Age Influence Teachers’ Job Performance

S/N	Statement	\bar{x}	N = 210	
			SD	Remark
1.	Age enhances teachers' ability to manage classroom activities effectively.	4.01	0.30	HE
2.	Age limits teachers’ ability to adopt modern instructional methods.	3.97	0.31	HE
3.	Age positively influences teachers' level of commitment to lesson preparation.	4.04	0.31	HE
4.	Age negatively affects teachers' engagement in extracurricular activities.	2.23	0.71	LE
5.	Age improves teachers' ability to enforce discipline/ maintain classroom order.	3.93	0.42	HE
6.	Age reduces teachers’ willingness to undergo continuous professional development.	3.05	0.42	ME
7.	Age enhances teachers' experience/ effectiveness in assessing students' performance.	3.89	0.49	HE
8.	Age negatively impacts teachers’ ability to relate effectively with students.	1.31	0.90	VLE
9.	Age promotes teachers' adaptability to new technologies in teaching.	3.05	0.38	ME
10.	Age decreases teachers' overall job performance.	2.18	0.61	LE
Grand Mean		3.17	0.48	ME

Key: \bar{x} = Mean Response, SD = Standard Deviation, N = Total Number of Respondents, LE = Low Extent, Very Low Extent, ME = Moderate Extent, HE= High Extent

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Table 2 presents the mean and standard deviation of respondents' perceptions regarding the extent to which age influences teacher job performance, based on a sample of 210 teachers. The results show that age is generally perceived to have a high effect (HE) on areas such as classroom management, lesson preparation, discipline, and assessment of students, with mean scores ranging from 3.89 to 4.04. Conversely, age is seen to have low (LE) or very low effect (VLE) on teachers' engagement in extracurricular activities, interpersonal relationships with students, and overall job performance, with mean scores between 1.31 and 2.23. Moderate effects (ME) were observed regarding willingness for professional development and adaptability to new technologies, with means around 3.05. The overall grand mean of 3.17 (SD = 0.48) indicates that age has a moderate influence on teacher job performance in general.

Research Question 3: To what extent does educational qualification influence teacher job performance in technical colleges in Gombe State?

Table 3: Mean and Standard Deviations on the Extent Educational Qualification Influence Teachers' Job Performance

S/N	Statement	\bar{x}	N = 210	
			SD	Remark
1.	Educational qualification enhances teachers' effectiveness in lesson delivery.	3.95	0.33	HE
2.	Higher educational qualification limits teachers' willingness to adopt practical teaching approaches.	1.31	0.90	VLE
3.	Educational qualification improves teachers' ability to utilize modern instructional strategies.	3.88	0.51	HE
4.	Lack of higher educational qualifications negatively affects teachers' confidence in the classroom.	3.91	0.44	HE
5.	Teachers with higher educational qualifications demonstrate greater commitment to professional development.	3.90	0.45	HE
6.	Educational qualification has no impact on teachers' ability to manage students' behavior effectively.	3.86	0.62	HE
7.	Advanced educational qualification enhances teachers' effectiveness in assessing/evaluating students.	4.01	0.33	HE
8.	Teachers with lower educational qualifications struggle with implementing modern teaching methods.	2.39	2.05	LE



9.	Higher educational qualification increases teachers' ability to integrate technology into teaching.	3.91	0.46	HE
10.	Educational qualification has no significant influence on teachers' job performance.	1.32	0.92	VLE
Grand Mean		3.24	0.70	ME

Key: \bar{x} = Mean Response, SD = Standard Deviation, N = Total Number of Respondents, LE = Low Extent, Very Low Extent, ME = Moderate Extent, HE= High Extent

Table 3 presents the mean and standard deviation scores on the extent to which educational qualification influences teacher job performance among 210 respondents. The findings show that most respondents agree that higher educational qualifications positively impact teachers' effectiveness, ability to utilize modern instructional strategies, classroom confidence, commitment to professional development, assessment skills, and integration of technology, as indicated by high mean scores ranging from 3.86 to 4.01 and low standard deviations, reflecting high agreement (HE). Conversely, statements suggesting that higher educational qualification limits practical teaching approaches or has no impact on performance recorded very low mean scores (1.31–1.32), indicating very low effect (VLE). A few items, such as teachers with lower qualifications struggling with modern methods, received lower agreement (2.39, LE). Overall, the grand mean of 3.24 (SD = 0.70) suggests a moderate effect (ME) of educational qualification on teachers' job performance.

Hypothesis 1: Gender does not significantly predict teacher job performance in technical colleges in Gombe State.

Table 4: Model Summary of Regression Analysis between Gender and Teacher Job Performance in Technical Colleges in Gombe State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.986 ^a	0.973	0.973	0.19476

a. Predictors: (Constant), Gender

Table 4 presents the model summary of a regression analysis examining the relationship between gender and teacher job performance in technical colleges in Gombe State. The table shows a very high correlation coefficient (R = 0.986), indicating a strong positive relationship between gender and teacher job performance. The R Square value of 0.973 suggests that approximately 97.3% of the variance in teacher job performance can be explained by gender. The adjusted R Square, also 0.973, confirms the



robustness of the model after adjusting for the number of predictors. Finally, the standard error of the estimate is 0.19476, reflecting the average distance of the observed values from the regression line.

Thus, the model demonstrates an excellent fit and suggests that gender is a strong predictor of teacher job performance in this context.

Hypothesis 2: Age does not significantly predict teacher job performance in technical colleges in Gombe State.

Table 5: Model Summary of Regression Analysis between Age and Teacher Job Performance in Technical Colleges in Gombe State

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.962 ^a	0.926	0.926	0.32035

a. Predictors: (Constant), Age

Table 5 presents the model summary of a regression analysis examining the relationship between age and teacher job performance in technical colleges in Gombe State. The table shows that the correlation coefficient (R) is 0.962, indicating a very strong positive relationship between age and job performance. The R Square value of 0.926 suggests that approximately 92.6% of the variance in teacher job performance can be explained by age, and the Adjusted R Square, also 0.926, confirms the strength of this explanatory power after adjusting for the sample size. The standard error of the estimate is 0.32035, reflecting a relatively small average deviation of the observed values from the predicted values, which indicates that the model fits the data very well.

Hypothesis 3: Educational qualification does not significantly predict teacher job performance in technical colleges in Gombe State.

Table 6: Model Summary of Regression Analysis between Educational Qualification and Teacher job performance in Government Science and Technical Colleges

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.952 ^a	0.906	0.906	0.36036

a. Predictors: (Constant), Qualification

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Table 6 presents the model summary of a regression analysis examining the relationship between educational qualification and teacher job performance in government science and technical colleges. The table shows a very strong positive correlation between the predictor (educational qualification) and the outcome (teachers' job performance), as indicated by an R value of 0.952. The R Square value of 0.906 suggests that approximately 90.6% of the variance in teacher job performance can be explained by

their educational qualification. The adjusted R Square, also 0.906, confirms that this explanatory power remains high even after accounting for the number of predictors in the model. The standard error of the estimate (0.36036) reflects the average deviation of the observed values from the predicted values, indicating a relatively good fit of the regression model to the data.

Discussion of Findings

The findings of the study regarding research question one revealed that gender has a significant influence on teacher job performance in technical colleges in Gombe State. The impact of gender on teachers' job performance has been widely discussed in educational literature. Osuji and Amaewhule (2022) suggest that gender roles significantly affect teachers' attitudes toward their work. They argue that societal expectations placed on women often lead to a disproportionate workload, which can hinder their professional performance. Similarly, Deemua and Koko (2022) note that female teachers, especially in male-dominated professions, may struggle to balance domestic responsibilities with their professional obligations, which can influence their job performance. Conversely, Igwe (2019) asserts that gender differences in performance can be mitigated when schools provide equal opportunities for men and women, particularly in leadership roles, which can empower female teachers.

The findings of the study regarding research question two revealed that age has a significant influence on teacher job performance in Technical colleges in Gombe State. The relationship between age and job performance is multifaceted. Deemua and Koko (2022) argue that older teachers benefit from years of accumulated experience, which enhances their classroom management skills and subject expertise, positively impacting their performance. They emphasize that experienced teachers develop effective teaching strategies and classroom techniques that contribute to improved job performance. Similarly, Sakiru and Busayo (2017) contend that experienced teachers tend to be more resourceful, applying innovative solutions to overcome teaching challenges, resulting in higher effectiveness. However, Adepoju (2017) suggests that younger teachers often have an advantage in adopting new teaching technologies and methodologies. Younger teachers, being more familiar with modern educational tools, tend to incorporate these tools into their lessons, enhancing both student engagement and learning outcomes.



The findings of the study regarding research question three revealed that educational qualification has a significant influence on teacher job performance in Technical colleges in Gombe State. The link between educational qualification and job performance is well-established in educational research. Amarasena (2015) suggests that teachers with higher qualifications tend to have better subject knowledge, enhancing their ability to explain complex concepts and improve student outcomes. Teachers with advanced degrees are more likely to engage in reflective teaching practices and remain updated on educational trends, contributing to improved performance. Baliyan and Nenty (2015) further support this by noting that qualified teachers are often better equipped to adapt to changing educational

environments, ensuring they can meet the diverse needs of their students effectively. Conversely, Igwe (2019) challenges the overemphasis on formal educational qualifications, arguing that practical teaching experience is equally critical in enhancing job performance. He posits that teachers with less formal education but significant classroom experience can often outperform their highly qualified counterparts in practical teaching situations.

Conclusion

The study concluded that the demographic factors of gender, age, and educational qualification have a significant influence on teacher job performance within technical Colleges in Gombe State. The rejection of all three null hypotheses through linear regression analysis provides strong empirical evidence that these variables are not merely incidental but are substantive predictors of teacher effectiveness. The study ultimately affirms that investing in teachers through proper recruitment, strategic deployment, and continuous professional development based on these demographic insights is fundamental to achieving the core objectives of technical and vocational education in Gombe State and beyond.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Government and school administrators should implement policies that promote gender equality in Government Science and Technical Colleges, ensuring that both male and female teachers receive equal opportunities for training, promotion, and professional development to enhance their job performance.
2. Professional development initiatives should be tailored to accommodate teachers of different age groups. Younger teachers should be encouraged to leverage technology in teaching, while older teachers should be provided with continuous training to update their instructional skills.



3. Educational stakeholders should emphasize the importance of higher qualifications and continuous learning for teachers in Government Science and Technical Colleges. Scholarship programs and incentives should be introduced to encourage teachers to pursue higher education and specialized technical training

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