

Effectiveness of Work Experience on Administrator's Job Performance in Tertiary Institutions: Evidence from Bayelsa and Delta State, Nigeria

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Abstract: This study examines the connection between work insight and overseers' work execution in seventeen (17) organization of higher learning in Bayelsa and Delta states, Nigeria. The exploration configuration utilized was the correlational overview. The populace for the review contained all the instructing and non-showing staff of the seventeen (17) tertiary foundations from the two states. 1,000 and thirty (1030) staff were inspected for this study in view of the chose higher establishments. One examination question and speculation was tried utilizing illustrative measurements like recurrence dissemination, mean score and bar-outline while the inferential insights utilized the Pearson Item Second Connection Coefficient (PPMCC), through the Factual Bundle for Sociology (SPSS) adaptation 25. Result shows that work experience firmly and emphatically influences managers' work execution. An expansion in work experience like preparation, sorting out, staffing, direction and organizing ability will bring about 18.7% increment in managers' work execution. It is hence suggested that, the tertiary establishments in Bayelsa and Delta state ought to critically consider giving mechanical mastery; techniques for critical thinking, correspondence medium and distribution of assets for grasping complex entomb relationship in all the tertiary organization of Nigeria..

Keywords— Competency; School administrators; Predictors Characteristics; Work Experience; Job Performance

1.0 Introduction

Work experience is the method involved with shaping the information on a representative about a work design that he does (Manullang, 1984). It is a course of learning and fostering the potential for good way of behaving (Cultivate and Karen, 2001), Lengkong et al. (2019). Work experience is an expertise or information that has been possessed and constrained by a representative for a few times of work time In the event that representatives can't work because of a few reasons like; not understanding how to get data, don't have the skill as per their obligations, are don't know of their work and capacity to finish their jobs e.t.c. These issue lead a representatives to perform beneath assumption, inferring that work experience is vital to representatives. Work Experience which is the connecting of a time of movement in a work setting (whether paid or deliberate) to the program of study, regardless of whether the experience is a vital piece of the program of study or not. Work Experience can take different structures, going from a customary position (temporary jobs, co-usable review), through "live" project work, to part-time business (Manullang, 1984). Three fundamental classes of work experience can be recognized, specifically: a coordinated work experience outer to a program of review, an impromptu work experience outside to a program of review and a work insight through a program that is entirely or overwhelmingly conveyed in the working environment setting Lengkong et al. (2019). Likewise, there are three principal variations of work insight as a component of a program of study. Initial, a regular program with some work experience component connected to it, either as a discretionary or a necessary part. Second, is the nonexclusive work experience modules that are accessible to understudies on a scope of projects. Third, is work insight through a program that

is completely or dominantly conveyed in the work environment setting? This might incorporate an expert learning. For instance, Proceeding with Proficient Turn of events (CPD), graduate Apprenticeships or Authorization of Earlier Experiential Learning (APEL). However, the situations are normally neglected, travel and food costs are once in a while covered and toward the finish of the arrangement, a person reference is generally given. Learners for the most part have the potential chances to arrange and make contacts among the functioning staff and put themselves forward for impending open doors for paid work. This not a really obvious explanation numerous businesses of work, in the most sought-after callings, request that each new participant goes through a time of neglected "work insight" prior to having the option to get compensated work (Osuji, Adams and Jason (2022). Much of the time, the last option is successfully "experienced through work" and is in opposition to the lowest pay permitted by law guidelines if neglected. Such is the interest for this sort of work that not many whine about thus the training go on unlawfully. Thusly, the UK based site, Assistants Mysterious has been featuring the predicament of neglected humanitarian effort or understudy and issues in graduate work market since March, 2009.

Work experience includes apathy toward his work, absence of abilities, absence of information, absence of certainty (Manullang, 1984). Work experience additionally has factors that impact it, specifically; individual foundation, ability and Interest, mentalities and necessities, capacity, expertise and Expertise (Handoko, 1999). While the impacts of work insight as per Zubair, Adams, Aniagolu (2022); Asri and Budi, (1986) are as incorporate; consistent and smooth developments,

musical developments, quick answers signs and anticipate that hardships should emerge.

Work Execution Adequacy alludes to educator directors purposeful commitment to improve and advance instructing, learning, exploration and school-local area connection as well as understudies', tests and assessment execution scores comparable to scholastic result or results in the three levels of our educational system and targets of the resources, divisions or units of school association that are of focal significance to showing staff and the general laborers, (representatives) commitment, inspiration and abilities advancement. It additionally incorporate the capacity of the aforementioned managerial officials to do things right, tackle work related issues, keep away from misuse of assets and guarantee quality result or result in the school networks or framework in tertiary establishments in Bayelsa and Delta States.

Past concentrate on the impact of work insight on work execution demonstrate, work experience affect representative execution [Pangastuti et al. \(2020\)](#). In the review directed by [\(Efendi et al., 2020\)](#), it was found that work experience affects representative execution. Comparable examination results by [Jannah et al. \(2017\)](#), [Adams, Onwadi, \(2020\)](#); [Antaka, \(2018\)](#); [Ikhsan et al. \(2019\)](#); [Aiyedun-Olatunde and Adams \(2022\)](#); [Ratnawati, Sukidjo, Efendi, \(2020\)](#) found that work insight and occupation inspiration affects representative execution. While research by [Adeoye \(2019\)](#) found that work experience has a feeble and not massive impact on representative execution. In another review, [Wirawan et al. \(2019\)](#), [Pamungkas, Hamid, and Prasetya \(2017\)](#); [Adams, Onwadi and Jason \(2021\)](#); [Kumbadewi et al. \(2016\)](#) and [Lengkong et al. \(2019\)](#) found that work experience affects representative work execution.

The outline of the examinations evaluated above showed that; no exploration has been led in the higher foundations in Bayelsa and Delta states. Likewise, the exploration didn't examine the connection between work insight and executive's work execution in Bayelsa and Delta states tertiary organizations. These previous assertions no question have made a few holes in writing, which the current review expected to fill. The leftover segment of the review are; materials and strategy, introduced in segment two. Result is give in segment three of this review, End and conversation were introduced in the last area.

1.1 Purpose of the Study

The primary objective of the study is to determine the extent to which work experience influences the effectiveness of administrators' job performance at tertiary institutions in the States of Bayelsa and Delta.

1.2 Research Question

To guide and direct the study, the following questions were posed: In tertiary institutions in Bayelsa and Delta State, how much of a relationship exists between the predictor characteristics of work experience and the effectiveness of administrators' job performance?

1.3 Research Hypothesis

H₀: In tertiary institutions in the states of Bayelsa and Delta, there is no significant correlation between work experience and administrators' job performance effectiveness

H₁: In tertiary institutions in the states of Bayelsa and Delta, there is a significant correlation between work experience and administrators' job performance effectiveness

2.0. Materials and Methods

The various activities, procedures, and methods utilized in the study are the focus of this section. These include an explanation of the study's design, a population statement, the study's sample and sampling methods, administration of the research instruments, instrument validity and reliability, and data analysis. Additionally, the hypotheses regarding the relationship between administrators' job performance effectiveness and work experience were tested. In other words, the employees' experience is the independent variable, while administrators' job performance is the dependent variable.

2.1 Design of the Study

The study used a correlation survey approach. Administrators were surveyed using a questionnaire titled "Professionalism Competence as a Predictor of Job Performance Effectiveness." The questionnaire sought information on the connection between administrators' job performance effectiveness and professionalism across all types of tertiary institutions in Nigeria's Bayelsa and Delta States. The researcher wanted to find a connection between administrators' job performance effectiveness and their work experience, so the study used a correlational design. On public universities, polytechnics, and colleges of education, the dependent variable, i.e. administrators' effectiveness in job performance was compared to the administrator's relation independent variables.

2.2 Population and Sample of the Study

The study's population consisted of all administrators in the various administrative strata of tertiary institutions, including principal officers like: the vice chancellor, deputy vice chancellors, rectors, deputy rectors, provosts, deputy provosts, registrars, deputy registrars, librarians, bursars, deans, directors, HODs, coordinators, and senior staff administrators, as well as statutory bodies in relation to the vision, mission, and strategic goals of the tertiary institutions, which include the 158 public Universities with 99,464 employees, the 113 public Polytechnic according to the Federal Government Roadmap for the Nigerian Education Sector, published in March 2019, there are a total of 357 public tertiary institutions in Nigeria, employing 183,171 people, and each institution has at least 520 school administrators on average. The study's target population consisted, in essence, of all administrative staff from the approximately 357 tertiary institutions in Nigeria. Particular attention was paid to the 18 tertiary institutions in Bayelsa and Delta States, which had an estimated administrative staff of 1,030 and had at least 57 administrators per institution on

average. In particular, the participants in this study were chosen from seven public polytechnics, five public colleges of education, six public universities, and seventeen public tertiary institutions in the states of Bayelsa and Delta.

2.3. Reliability and Validity

The instruments were tested for content validity by experienced tertiary institution administrators outside the target population. The apparatuses were managed to forty (40) haphazardly chose respondents, twenty (20) in every one of the two organization of higher learning excluded from the review. A Cronbach Alpha test was used to determine the level of reliability of the research material's internal consistency, and the result was a level of reliability of 0.89.

2.4. Method of Data Analysis

After a preliminary test to check for normality and outliers, the collected data for this study were analyzed using descriptive and inferential analysis methods. In order to respond to the study's research questions, descriptive analysis such as the mean and standard deviation was utilized. In order to test the research hypotheses, the scores were subjected to the Pearson Product Moment Correlation Coefficient.

3.0 Result

This section is concerned with the presentation, analysis, and interpretation of data collected from the seventeen (17) tertiary institutions in Bayelsa and Delta state and from which inferences were drawn. This statistical technique is used to test for the strength and direction of the association between work experience and administrators' job performance effectiveness. A total of one thousand and thirty (1030) copies of the questionnaires that were distributed were completed and retrieved, representing a success rate of 100%. The research question was answered, the hypotheses were tested, and a

summary of the findings and a discussion of the findings were presented in the section.

3.1 Descriptive Analysis

Table 1: Distribution of Respondent According to the
Name of their Institution

Name of institution	Frequency	Percentage
Federal University Otueke	65	6.3
Fed. Univ. of Petr. Resources Effurum, Warri	55	5.3
Law School, Agudama-Epie	20	1.9
Delta State University, Abraka	92	8.9
Niger Delta University Wilberforce Island	75	7.3
Federal College of Education (Technical) Asaba	85	8.3
College of Education, Warri	88	8.5
College of Education, Agbor	75	7.3
Isaac Jasper Boro Coll. of Education, Sagbama	53	5.1
College of Education, Mosogar	51	5.0
Delta State Polytechnic, Ozoro	41	4.0
Delta State Polytechnic Ogwashukwu	53	5.1
Delta State Polytechnic, Otefe, Oghara	51	5.0
Bayelsa State Polytechnic, Ikawe	52	5.0
Delta State School of Marine	68	6.6
Petroleum Training Institute, Effurun	40	3.9
Bayelsa College of Arts and Science, Yenogoa	66	6.4
Total	1030	100.0

Source: Field Survey, 2022

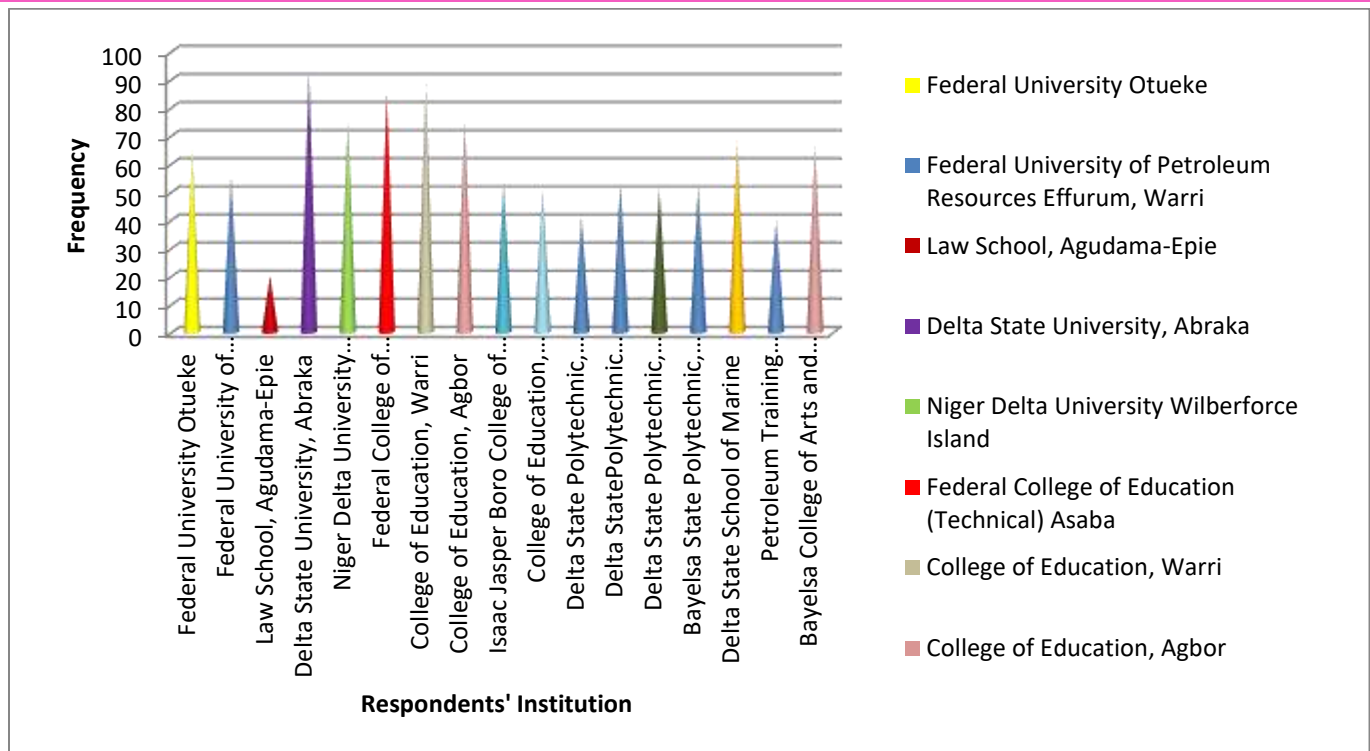


Figure 1: Bar-chart of the respondent according to their institution

The distribution of respondents based on their workplace is shown in Table and Figure 1 above. A significant number of respondents were chosen from Delta State University Abraka, Niger Delta University Wilberforce Island, the Federal College of Education (Technical) in Asaba, the College of Education in Warri, and the College of Education in Agbor, as shown in the table. From the Federal University of Petroleum Resources Effurun in Warri, the Isaac Jasper Boro College of Education in Sagbama, the College of Education in Mosogar, the Delta State Polytechnic in Oghashukwu, and the Bayelsa State Polytechnic in Ikawe, a moderate number of respondents were selected. The institutions that received the fewest responses are: Agudama-Epie Law School, Ozoro Delta State Polytechnic, and Effurun Petroleum Training Institute are all in Agudama-Epie.

3.2 Answering of Research Question

This segment tries to give replies to the exploration question of this study introduced in part one of this review. The frequency distribution, simple percentage, and mean score will be used to answer the question. The study used a modified four-point Likert scale with four points for Strongly Agree (SA), three for Agree (A), two for Disagree (D), and one for Strongly Disagree (SD).

Research Question:

In the states of Delta and Bayelsa, the opinions of the respondents on the perceived work experience predictor relationship with administrator job performance effectiveness are presented in Table 2. Organizational and supervisory competence received the highest mean response of 3.31, as shown in the table. The detailed responses to these two statements revealed that 939 respondents, or 91.2 percent of the total, and 921 respondents, or 89.4 percent of the total, agreed that organizing and supervisory competency exists, while 91 and 109 respondents, or 8.8 percent, and 10.6 percent of the total responses disagreed. The following statements received the highest mean responses: The mean scores for planning, staffing, making decisions, directing, coordinating, evaluating or assessing, deliberating, and reporting are respectively 3.17, 3.20, 3.23, 3.27, 3.16, 3.10, and 3.09. The average of these mean scores is higher than the 2.5 on the 4 Likert scale. The table also showed that, with mean scores of 3.35, 3.38, 3.32, 3.37, 3.33, and 3.34, the respondents agreed that drawing a financial plan or budget affects an administrator's job competence. All of the mean scores were higher than the average of 2.5 on the 4-Likert scale, so this choice was made. The results from Table 2 also indicate that the sectional mean rating of the respondents is 3.19, which is consistent with the finding that the mean score of all the statements was higher than the average of 2.5 on the 4-Likert scale. The respondents agreed that there is a connection between the administrator's job performance effectiveness and work experience predictor because the grand mean was greater than 2.5.. Since the grand mean was greater than 2.5, it can be concluded that the respondents agreed that there is a relationship between work

experience predictor and administrator's job performance effectiveness.

Table 2: Perceived Work Experience Predictor Relationship With Administrator's Job Performance Effectiveness

S/N	STATEMENTS	Responses				Total	Mean	Decision
		SA (4)	A (3)	D (2)	SD (1)			
1.	Planning competency	367	557	25	81	1030	3.17	Agree
2.	Organising competency	449	490	49	42	1030	3.31	Agree
3.	taffing competency	385	516	75	54	1030	3.20	Agree
4.	Decision-making competency	411	480	109	30	1030	3.23	Agree
5.	Directing competency	429	490	66	45	1030	3.27	Agree
6.	Co-ordinating competency	387	565	51	27	1030	3.27	Agree
7.	Budgeting or drawing financial plan competence	289	471	181	89	1030	2.93	Agree
8.	Valuating competency.	328	575	86	41	1030	3.16	Agree
9.	Delegating competency	332	517	133	48	1030	3.10	Agree
10.	Reporting competency	384	451	95	100	1030	3.09	Agree
11.	Supervisory competency	475	446	64	45	1030	3.31	Agree
GRAND MEAN = 3.19 = Agree								

Source: Field Survey, 2022

3.3 Test of Hypothesis

This section is concerned with the test of hypotheses presented in chapter one of this study, where five hypotheses will be tested using Pearson Product Moment Correlation Coefficient (PPMCC). The methods will be tested to see if there is a connection between administrators' job performance effectiveness and their work experience at tertiary institutions in the states of Bayelsa and Delta.

This section also tested the effectiveness of administrators' job performance and work experience in tertiary institutions in the states of Bayelsa and Delta.

It was presumed that the fundamental assumptions for employing the Pearson Product Moment Correlation Coefficient (PPMCC) were met. The questionnaires provided the variables for the analysis, and the most recent version of Statistical Package for Social Science (SPSS), version 25, was used for all of the analysis.

The test of hypotheses is subject to the following decision rule: Accept H_0 if the p-value is greater than or equal to 0.05, and reject H_0 if the p-value is less than or equal to 0.05.

Hypothesis

H_0 : In tertiary institutions in the states of Bayelsa and Delta, there is no significant correlation between work experience and administrators' job performance effectiveness.

H_1 : In tertiary institutions in the states of Bayelsa and Delta, there is a significant correlation between administrators' job performance effectiveness and their work experience.

Variables: Independent variable is work experience while dependent variable is administrators' job performance effectiveness.

Table 3: Pearson correlation result of work experience and administrators' job performance effectiveness in Bayelsa and Delta state

Variables	Total	Mean	Std. dev	R	P-val	Decision
Work experience	1030	3.19	0.3283	0.187**	0.000	Reject H_0
Admin. Job	1030	3.32	0.3409			

** Correlation is significant at the 0.01 level (2-tailed)

The Pearson Product Moment Correlation The result showed that there was a statistically significant relationship ($r = 0.187$, $n = 1030$, and $p.000$) between the administrator's job performance effectiveness and work experience (mean = 3.32, standard deviation = 0.3409).

The alternative hypothesis, stating that "there is a significant relationship between work experience and administrators' job performance effectiveness in tertiary institutions in Bayelsa state and Delta States," is therefore being accepted. The null hypothesis states that "there is no significant relationship between work experience and administrators' job performance effectiveness in tertiary institutions in Bayelsa state and Delta States." The finding suggests that administrators' job performance effectiveness in tertiary institutions in the states of Bayelsa and Delta will increase by 18.7% with more work experience.

4.0 Discussion and Conclusions

The purpose of this study was to investigate the strength and direction of the relationship that exists between work

experience and the effectiveness of administrators' job performance at seventeen tertiary institutions in the states of Bayelsa and Delta. The study was first and foremost motivated by the growing demand from administrators' employers for a standardized set of demonstrated competencies attesting to an individual's capacity to perform in their role and profession. However, the majority of school administrators in tertiary institutions lack the necessary administrative skills, experience, and competences because they are not necessarily involved in the core educational management administration and planning. Measurement and evaluation, test and measurement, educational psychology, education philosophy, guidance and counseling, education law, and education sociology are among the specializations in this field of education. This was one of the reasons why it was necessary to evaluate the impact of work experience on the effectiveness of administrators' job performance in tertiary institutions in the states of Bayelsa and Delta.

In order to establish a theoretical foundation for the study, an extensive literature review was carried out in order to accomplish the study's goal. Among the studies are; [Wirawan and others Pamungkas, Hamid, and Prasetya \(2017, 2019\); 2021\); Adams, Onwadi, and Jason Kumbadewi and others 2016\) and Lengkong et al. \(2019\)](#) examined the effects of work experience on the job performance of administrators. To achieve the study's stated goal, descriptive statistics like frequency distribution and means score were used. The inferential statistical technique called the Pearson Product Moment Correlation Coefficient (PPMCC) was used.

This study's research questions were as follows: What proportion of administrators' job performance effectiveness in tertiary institutions in Bayelsa and Delta State was influenced by predictor characteristics of work experience? In tertiary institutions in the states of Bayelsa and Delta, there is no significant correlation between work experience and administrators' job performance effectiveness. In addition, respondents were asked to provide their thoughts on these topics, and they agreed that; agreed that an administrator's job performance effectiveness is influenced by their work experience.

The study found that administrators' job performance is strongly and positively influenced by employees' work experience. The job performance of administrators will improve by 18.7% if they have more work experience in areas like planning, organizing, staffing, decision-making, and coordinating. In a similar vein, the study found that administrators' perceived work experience predicts their job performance in terms of budgeting, financial plan, evaluation or assessment, delegation, reporting, and supervisory duties. The findings of this study suggest that tertiary institutions in the states of Bayelsa and Delta urgently consider providing technological expertise; methods of problem solving, communication channels, and resource allocation for comprehending complex interrelationships in Nigeria's tertiary institutions. These will help the staff at Nigeria's tertiary

institutions move into better positions, increase commitment and capacity building, and boost productivity and performance in order to effectively serve Nigerians at home and in the diaspora.

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