

INVESTIGATION INTO THE RECRUITMENT AND SELECTION OF QUALITY TEACHERS INTO THE UNIVERSAL BASIC EDUCATION SYSTEM IN RIVERS STATE

By

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Abstract

This paper investigated the recruitment and selection of quality teachers into public primary and junior secondary schools in Rivers State, Nigeria as at 2013. As an ex-post facto and descriptive survey, the study population embraced all the Board members and substantive Directors of Rivers State Universal Basic Education Board Headquarters. The sample was identical with the population as all the management staff was involved in the study. The instruments used for data collection were document analysis and questionnaire while the data collected were analyzed using percentages and mean. Pearson-product moment correlation and t-test statistics were used to test the null hypotheses at 0.05 level of significance. The findings showed among others that a total of twenty two thousand, four hundred and twenty-six (22,426) and seven thousand, three hundred and fifty (7,350) applicants irrespective of their degree/qualification types were recruited and selected as teachers under the Universal Basic Education system respectively. Based on the findings, it was recommended that government should recruit only qualified teachers into the schools to meet up with the demand for them. This recruitment should however be along subject lines.

Keywords: Investigation, Recruitment, Selection, Quality Teachers, Universal Basic Education

Introduction

The success of educational programme of any institutions is solely dependent upon the quality and efficiency of teachers recruited and selected to perform the functions necessary for fulfilling the stated goals and objectives of the educational delivery. Teaching involves the use of a wide body of knowledge about the subject being taught, and another set of knowledge about the most effective ways to teach that subject to kinds of learner. Okonkwo (1994) defined a teacher as a person employed in an official capacity for the purpose of guiding and directing the learning experience of students in an educational institution. Again Okoro (1998) stressed that a teacher is directly involved in the intellectual, social and moral growth of students. The role of teachers in the achievement of the objectives of education especially at the primary and junior secondary school levels is to educate the pupils and students to work towards the Nigerian environment through practical contribution to the advancement of society. The

teacher is also expected to educate the pupils and students to understand the national ideology and work towards its realization by being self-reliant.

The teacher shall also be expected to adapt education to meet the needs of society. Translate the curricula in a concrete and observable action. The teacher also has to develop creativity in the pupils and students through the use of their creative potentials. The teacher is also expected to manage large and mixed ability classes. He equally has to use appropriately new technological devices including information, management techniques, work analysis, etc for teaching efficiency. The teacher shall develop in the pupils and students the desire to learn and love for own cultural heritage. Pass to the pupils and students the necessary problem – solving technique for their survival. The teacher shall instill discipline in the students and at all times have control of a situation but not dictator. Therefore, in any educational institution, the performance of the above roles is dependent upon the applicants recruited and selected as teachers.

Recruitment is the process of identifying candidates for job vacancy. It involves gathering an interested pool of potential employees in order for the administrator to select the qualified ones. According to Okeke (2004), recruitment is concerned with all the activities designed to search for and attract the desired quality and quantity of staff to satisfy the established educational need. James, Daniel, and Gilbert (2007) see recruitment as the development of a pool of job candidates in accordance with a human resources plan. In every educational system, the quality of staff is measured when the desired results is brought to focus. Recruitment plays a fundamental and crucial role in the functioning and development of the school. Cole (2002) asserted that the principal purpose of recruitment activities is to attract sufficient and suitable potential employees to apply for vacancies in the organization. According to Jones and George (2004), it is used to attract and hire new employees who have the abilities, skills and experiences that will help the school to achieve its goals.

The major role of educational administrators in recruitment as it relates to quality education delivery is to build a supply of potential new staff to be hired that the school can draw if the need arises. Without doubts, the success and effectiveness of an academic programme rest mostly on the collective 'know –how' of the professional staff, and the recruitment of the right caliber of staff is the "Sine quo non" in the development of the staff. This goes to explain that an effective teacher is not a matter of luck, but rather that of proper planning and good means for realizing of plans; hence supporting the view of United States Charter Schools (2005) which stated that recruiting effective staff is one of the most important processes to ensure that the school operations support the school's purpose. All these assertions imply that teachers recruited to posts must be able to provide, or contribute to, a high quality learning experience for pupils and students. Making the wrong recruitment decision can be costly, both in terms of cost, quality of work and education, efficiency, and training and also in terms of a school's reputation. In schools, the ministry of education through a delegation process has the overall responsibility for all teaching staff recruitments.

The recruitment of Personnel in any educational system always start with the preparation of a personnel classification plan which is a scheme showing number of teachers needed, areas of specialization of teachers needed and so on. As soon as approval is given based on the personnel classification plan, the next thing facing the administrator is to advertise for recruitment. Generally, the major stages used by administrators to recruit its employees include establishment of vacancy(s) through staff audit; advertisements well written to attract many qualified applicants using various sources especially internal and external (Armstrong, 2001). The Internal source refers to present employees of the organization who can be utilized by transfers, training/promotion, recall, or laid-off /retired staff. For instance, application inviting suitably qualified persons inside the Civil/Public Services to occupy the Position of a Director, Local Government Coordinators, and Quality Assurance Field Officers is internal. Besides, for such position, the qualifications required may be a good university degree with cognate

experience of not less than 15 years among others. On the other hand, the External Source refers to persons who are not currently in the organization's employment. They are the unemployed persons with the needed skills, who truly seek employment. That is, they may not have worked in any place before; hence may not have years of experience apart from the one received through formal education.

Some times not all those who applied for job vacancy are short-listed for interview even before the final selection process. The pertinent question is how does the administrator rectify a situation where the number of applicants is greater than the number desired to be engaged? The only option for the administrator is to make a selection. Selection therefore means making a choice by preference. It is a process that tends to place the right personnel in a position where he/she will perform effectively. Heinz and Harold (2005) defined selection as the process of choosing from among candidates from within the organization or from the outside, the most suitable person for the current position. Ogunu and Nwadiani (2001) defined selection as the process of ascertaining the qualification, experience, skill, knowledge etc. of an applicant with the view to appraising his/her suitability to a job. Armstrong (2001), Cole (2002) and Kelvin (2001) identified the key stages in the selection process to include sifting through application forms or Curriculum Vitae; short-listing of candidates; inviting the candidates for interview; conducting interviews (supported by tests where appropriate); selection of qualified candidates, making an attractive offer and confirming it; writing to unsuccessful candidates; notifying appropriate managers of decision.

From the above definitions and processes involved, it is obvious that educational administrators must employ reasonable selection devices before selecting an applicant for a teaching job. In fact, his selection device with respect to teachers must be job related. But these days, the common believe is that those to be selected ought to possess certain qualifications which include NCE, B.A., B.Sc, B.Sc (Ed.), B. Tech, B. Engr., PGDE degrees from various faculties and colleges of tertiary institutions such as humanities, social sciences, education, engineering, management sciences, agriculture, sciences, etc. The above qualifications imply that any applicant irrespective of the type of degree is qualified to be recruited and selected to be a teacher. This should not be so as a teacher education qualification is a requirement for an applicant wishing to be recruited and selected as a teacher in the teaching sector. Teacher education qualification is a degree obtained by persons after a professional or pre-service teacher training in educational institutions which covers the whole scope of teacher education programmes.

Many researchers have different views on the type of qualifications possessed by applicants to be selected as teachers. Ranjan (2005) for example, examined the role of teachers' qualification in enhancing the learning achievement of the child and found that a person with a certificate or degree such as NCE, B.Ed, B.Sc (ed), PGDE, etc. in education becomes eligible for recruitment and selection as a teacher. Adjeke (2005) also reported that qualified teachers are those with minimum of NCE who are professionally trained to teach with degrees or certificates such as NCE, B.Ed, B.Sc with PGDE, B.Sc (Ed), HND with PGDE, etc. Likewise, in the view of Okeke (2004), there are three categories of teachers which include the Professional teachers that consist mostly of degree holders with teaching qualifications and holders of National Certificate of Education (NCE) or equivalent qualifications; the non-professional teachers that consist of degree holders without teaching qualification; and the Auxiliary teachers that refer to holders of intermediate and craft certificates, school certificate holders, etc. In view of the above, it is reasonable to assert that there are mainly two types of teachers and these include those with degrees in Education and those without degrees in education. Those with educational degrees are qualified/professional teachers while those without education degrees are the unqualified/non-professional teachers.

The Nigerian Teachers Service Manual in Okeke (2004) defined a professional teacher as a person who has professional qualification which enables him to be appointed to teach at any appropriate level of recognized educational institution in Nigeria and who is of sound mind and is mentally alert. The manual further added that the professional/qualified teachers are holders of Bachelor of Arts degree in

Education –B.A. Ed.; Bachelor of Science in Education – B.Sc. Ed.; Bachelor of Arts or Science – B.A or B.Sc. plus either the NCE or post graduate certificate or Diploma in Education; any higher degree plus teaching qualifications, Higher National Diploma – HND plus teaching qualification; NCE/NCE technical or equivalent; Diploma or professional certificate of an institute of education, Teachers Grade II certificate , etc. On the other hand, a non-professional/unqualified teacher considering the above definition is a person who has no professional qualification that will enable him to be appointed to teach; and it include holders of Bachelor of Arts – B.A, B.Sc, B. Engr., LL.B, etc without additional teaching qualification.

The need for recruitment and selection of professional/qualified teachers over the non-professional/unqualified teachers is based on the possession of certain qualities which Nacino-Brown (1982) outlined to include a mastery of the subject taught; an understanding of the basic principles of children's growth and development; a good general knowledge, a knowledge of methods and techniques; a positive attitude and commitment to work; a willingness to adapt his or her teaching to local needs taking into account the materials available; and the courage to struggle for better standards and conditions in the school. This could be interpreted to imply that skilled and effective teaching and learning is expected from the professionally trained teachers. They can employ the use of teaching aids to supplement other methods. They can manage and control their classes for effective learning. On the other hand, the non-professional and auxiliary teachers can either be sent to undergo teacher education training to acquire teaching skills and class management in order to guide their students for quick and rapid development. The Views of Nacino-Brown was further supported by Uwameiye and Osunde in Aghenta and Awanbor (2002) who in their findings reported that because of the absence of the above qualities, most of the non-professional teachers are ill-equipped for teaching of primary and secondary school subjects; and that they are poorly trained, as many of them could not teach the subjects they were trained in. They recommended that for successful execution of primary and secondary education programme, there is need for the teachers to be professionally trained to handle teaching and evaluation of pupils and students respectively. The findings of Uwameiye were also supported by Nwadiani (1996),

Fideler and Haselkorn (1999) who reported that the standards in schools have become difficult to maintain because of the problem of inadequacy of qualified teachers. This argument was supported by the findings of other researchers like Adeyemi (1998) and Fabunmi (2002). In the contrary, Nwagwu (1978) defended the idea of recruiting unqualified teachers to schools and reported that during the time of acute shortage of qualified teachers, the authorities were tempted to overlook quality and were inclined to employ anyone with minimal educational qualifications. Bennett (1972) seemed to agree with Nwagwu (1978) on the presence of unqualified teachers in schools, but he recommended that unqualified teachers should normally not be more than half of the total teaching force in schools. Bennett's (1972) views disagreed with the findings of other researchers (Nwadiani, 1996; Akhaine, 2001) who reported that with the increase in the training and supply of qualified teachers from the various higher institutions in the country, more qualified/quality teachers should be employed into the schools' system.

Quality of product of the school system is largely tied to the calibre of teachers imparting and enhancing learning. There is high relationship between teacher quality, effective methodology, and learning outcomes. Where the quality is low, the output will be low. The issue of quality is vital, to Kosemani and Orubite (1995), "Unqualified teachers could at best be warming the class and keeping the children busy doing nothing". Further, to Kosemani and Orubite, "without a well trained and educated staff, costly equipment, innovations in curriculum and the like will fail to achieve deserved goals". To ensure that quality teachers are recruited into the schools' system, certain measures which must include qualification in relevant disciplines, possession of professional certificates, experience, advanced degrees, etc must be taken into consideration. Teacher quality can be measured in terms of teaching credentials or teacher practices. A large body of research measures teacher quality in terms of teachers impacts on

students' performance on standardized exams; and agree that it is the most influential factor on students achievement. Its effect is also additive and cumulative (Sanders, and Rivers, 1996). It is also found that students with a series of high quality teachers have drastically different outcomes than students with a series of low quality teachers. Similarly, most researchers agree that experienced teachers increase student's achievement more than less experienced teachers (Clotfelter and Vigder, 2007). In the opinion of Boyd, Lankford, Loeb, Rockoff, and Wyckoff (2008), most of the gains in students achievement related to teacher experience occur in the first four years of teaching. In other words, the relationship between teacher experience and student achievement is higher during the early year of teachers' careers.

With respect to possession of advanced degrees Goldhaber and Brewer (2008) concluded that teachers with Bachelor and Masters in education produce high level students' academic performance. Commenting on Professional Certificates, Teachers Background, and special characteristics, Clotfelter and Vigder (2007) also concluded in his study that teachers who possess professional teaching standards certificate are on the average more effective than teachers without it. Mcber (2000) identified the specific characteristics associated with the quality of would be teacher to include professionalism, thinking/reasoning, expectation and leadership. Professionalism in this classification has commitment, confidence, trustworthiness and respect as characteristics; thinking/reasoning has analytical and conceptual thinking as characteristics while expectation has drive for improvement, information seeking and initiative as characteristics. The characteristics in leadership cluster of quality/effective teacher include flexibility, accountability and passion for learning.

From the foregoing, if professionalism is commensurate with the qualification expected of teacher, it therefore implies that effective recruitment and selection of teachers in schools must relate to the principle of professionalism which states that teaching should remain a professional field where by only the qualified, the trained and the competent ones would be employed. However what appears uncertain in Rivers State is the actual number of applicants that applied for teaching job, the number that was selected. Also uncertain are the type of qualifications obtained by those who were selected as well as the various measures that could be taken to ensure that quality teachers are recruited and selected into the teaching sector. Obtaining information on these issues raised may demand that a study be conducted on the recruitment and selection of teachers for quality education delivery in public primary and Junior Secondary Schools in Rivers State.

Statement of the Problem

Teachers are one of the essential resources in providing children a quality education. Recruiting and selecting qualified teachers poses problems for public primary and junior secondary schools in Rivers State. The decay in the school system in Rivers State, Nigeria perhaps as a result of the free education policy of the State government and the subsequent rapid increase in the enrolment of students seem to have brought about the demand for recruitment and selection of more qualified teachers in many schools. Although the State government has taken various measures to recruit and select more teachers into schools, it seems that there has not been any effective recruitment and selection processes put in place to determine the number of available teachers to be recruited and selected along subject lines. A close look at the recruitment and selection of qualified and unqualified teachers in public primary and junior secondary schools in the State also seems to show a disparity.

Considering the rapid expansion in pupil's and student's enrolment in public primary and junior secondary schools in the State, the lopsidedness in the recruitment and selection of qualified and unqualified teachers into public primary and junior secondary schools in Rivers State, Nigeria constituted the problem which this study intended to examine. In addressing the problem, the following research questions were raised.

Research Questions

- i. How many applicants applied for recruitment in Public Primary and Junior secondary schools in Rivers State?
- ii. How many applicants were selected as teachers in Public Primary and Junior secondary schools in Rivers State?
- iii. What types of qualifications have the teachers who were selected in Public Primary and Junior secondary schools in Rivers State?
- iv. What measures should be taken to ensure that quality teachers are recruited and selected in Public Primary and Junior Secondary Schools in Rivers State?

Hypotheses

- i. There is no significant relationship between the number of teachers who applied for recruitment and the number selected for teaching in Public Primary and Junior secondary schools in Rivers State.
- ii. There is no significant relationship between qualified and unqualified teachers selected for teaching in Public Primary and Junior secondary schools in Rivers State.
- iii. There is no significant difference between Board members and Director on the measures that are to be taken to ensure that quality teachers are recruited and selected in Public Primary and Junior Secondary Schools in Rivers State.

Methods

The descriptive research design of the survey type and the ex-post facto design were adopted in this study. The descriptive design was considered appropriate by the researcher because the study will involve the collection of data from a large population for the purpose of analyzing what is being implemented without any attempt to manipulate the dependent variables. On the other hand, the rationale behind the use of the ex-post facto research design, was that it is an after fact or after event research; and therefore the data needed for the study (Documents) are already in place and therefore do not involve any manipulation of variables. The target population was Rivers State Universal Basic Education Board Headquarters with a total management staff of 20. This population was made up of 10 Board members and 10 Directors. The sample was identical with the population (Moore, 1994) as all the management staff was involved in the study and also served as the respondents. The Board members and the Directors were chosen because the effective administration of the Board lies in their hand; hence quality recruitment and selection of Universal Basic Education teachers is the sole responsibility of the Board and its Directors who recruits and selects applicants through various processes.

The instruments used were document analysis obtained from the UBE Board covering 2013 teachers recruitment exercise and a self administered, validated structured questionnaire with a reliability index of 0.62 titled "Universal Basic Education Recruitment Questionnaire (UBERQ)". The questionnaire had two sections "A" and "B". Section "A" only described respondents' background information on status (Board member or Director). Section "B" was used to answer research question four. Similarly, the document from the Board showing the number of applicants, number selected and their qualifications were used to answer research questions one to three. The collected data from both instruments were analyzed using percentages and mean; while the Pearson Moment Correlation coefficient and t-test statistics were used to test the null hypotheses at 0.05 level of significance.

Results and Analysis of Data

In the analysis of data, research questions one, two and three were collapsed into one table for easy of analysis and avoid of ambiguity of many tables.

Tables 1, 2, 3:z Percentage of teachers that were recruited and selected in Public Primary and Junior secondary schools in Rivers State.

S/N	NAME OF L.G.E.A	No. of applicants who applied for recruitment		No. of applicants who were selected		No. of selected applicants with teaching qualification		No. of selected applicants without teaching qualification		Qualification type
		Number	%	Number	%	Number	%	Number	%	Remarks
1	ABUA/ODUAL	488	2	246	3	141	57	105	43	Qualified
2	AHOADA EAST	616	3	257	3	157	61	100	39	Qualified
3	AHOADA WEST	1105	5	216	3	133	62	83	38	Qualified
4	AKUKU-TORU	470	2	212	3	71	33	141	67	Unqualified
5	ANDONI	987	4	282	4	149	53	133	47	Qualified
6	ASARI-TORU	807	4	264	4	83	31	181	69	Unqualified
7	BONNY	239	1	122	2	53	43	69	57	Unqualified
8	DEGEMA	225	1	263	4	106	40	157	60	Unqualified
9	ELEME	456	2	109	1	39	36	70	64	Unqualified
10	EMOHUA	1892	8	675	9	325	48	350	52	Unqualified
11	ETCHE	2107	9	493	7	294	60	199	40	Qualified
12	GOKANA	1157	5	440	6	203	46	237	54	Unqualified
13	IKWERRE	1082	5	402	5	221	55	181	45	Qualified
14	KHANA	1908	9	471	6	173	37	298	63	Unqualified
15	OBIO/AKPOR	957	4	348	5	158	45	190	55	Unqualified
16	OGBA/EGBEMA/NDONI	2166	10	840	11	596	71	244	29	Qualified
17	OGU/BOLO	205	1	83	1	33	40	50	60	Unqualified
18	OKRIKA	1046	5	388	5	157	40	231	60	Unqualified
19	OMUMA	539	2	123	2	57	46	66	54	Unqualified
20	OPOBO/NKORO	448	2	179	2	70	39	109	61	Unqualified
21	OYIGBO	869	4	234	3	140	60	94	40	Qualified
22	PORT HARCOURT	392	2	146	2	53	36	93	64	Unqualified
23	TAI	507	2	75	1	38	51	37	49	Qualified
24	NON-INDIGENES	1758	8	482	7	235	49	247	51	Unqualified
TOTAL		22426	100	7350	100	3685	50.14	3665	49.86	Unqualified

Source: Rivers State Universal Basic Education Board, Port Harcourt (2013 teachers recruitmet)

Research Question One: How many applicants applied for teachers' recruitment in Public Primary and Junior secondary schools in Rivers State?

The above table shows that a total of twenty two thousand, four hundred and twenty-six applicants applied for the Rivers State teachers' recruitment under the Universal Basic Education system. Out of this number, the highest number of applicants (2,166; 10%) came from Ogba/Egbe/Ndoni Local Government Area followed by applicants from Etche and Khana (2,107; 9% and 1908; 9%) while the least number came from Ogu/Bolo (205;1%), Degema (225;1%) and Bonny (239; 1%) respectively.

Research Question Two: How many applicants were selected as teachers in Public Primary and Junior secondary schools in Rivers State?

Results from table two concerning the number of applicants who were selected as teachers indicated that the highest number of teachers were selected from Ogba/Egbema/Ndoni LGEA (840;11%); followed by Emohua (675;9%) while the least number came from Tai (75; 1%), Ogu/Bolo (83; 1%) and Eleme (109; 1%). Finally, combined number for selected teachers showed that 7,350 teachers representing 38% of the population of applicants were selected as teachers.

Research Question Three: What types of qualifications have the teachers who were selected in Public Primary and Junior secondary schools in Rivers State?

From the investigation on the type of qualifications of selected teachers, the findings from the result in table 3 showed that the number of selected teachers with teaching qualification is 3,685 (50%); while the

number selected without teaching qualification is 3,665 (50%). The highest number of qualified teachers came from Ogba/Egbema/Ndoni (71%), Ahoada West (62%) and Ahoada East (61%). Similarly, the highest number of unqualified teachers came from Asari Toru (69%), Eleme (64%), Port Harcourt (64%) and Khana (63%) respectively. By way of summary, the above result shows an even trend or equilibrium in the number of qualified and unqualified teachers to all the local government education authorities. This also means that the type of qualifications held by selected teachers is teaching and non-teaching qualifications.

Research Question Four: What measures should be taken to determine the quality teachers to be recruited and selected in Public Primary and Junior Secondary Schools in Rivers State?

Table 4: Mean, and rank order of Board Members and Directors on measures that should be taken to determine the quality of teachers to be recruited and selected in Public Primary and Junior Secondary Schools in Rivers State?

S/No	<i>Measures to determine the quality of teachers to be recruited and selected</i>	<i>Board Members N = 9</i>			<i>Directors N = 10</i>			<i>Aggregate N = 19</i>	
		Mean	SD	Rank	Mean	SD	Rank	Mean	Rank
2	Qualification in relevant disciplines	2.78	1.26	4 th	3.30	1.28	1 st	3.04	1 st
3	Professional certificates	2.67	1.17	5 th	2.90	1.12	4 th	2.78	6 th
4	Advanced degrees	3.00	1.17	1 st	2.80	1.02	5 th	2.90	2 nd
5	Teaching Experience	2.78	1.07	4 th	3.00	1.12	3 rd	2.89	3 rd
6	Teachers Background	2.56	1.07	6 th	3.10	1.12	2 nd	2.83	5 th
7	Teachers Commitment to duty	2.80	1.12	3 rd	3.00	1.12	3 rd	2.90	2 nd
8	Teachers confidence	2.89	1.07	2 nd	2.80	0.92	5 th	2.84	4 th
9	Teachers trustworthiness	2.43	1.07	6 th	2.47	1.02	4 th	2.45	7 th
	Aggregate Mean & Standard Deviation	2.75	1.12		2.98	1.09		2.86	

Table 4 shows the responses given by the Board members and Directors in answer to the question “What are the measures to determine the quality of teachers to be recruited and selected into the Universal Basic Education System in Rivers State?” Below are the mean scores and standard deviation of their level of agreement or disagreement to the questionnaire items. Qualification in relevant disciplines had 3.04 and ranked 1st. Advanced degrees and teachers commitment had 2.90 and ranked 2nd respectively. This was followed by teachers experience in years of service with 2.89 and ranked 3rd. Teachers confidence had 2.84 and ranked 4th. Teachers background had 2.83 and ranked 5th. Professional certificates had 2.78 and ranked 6th. Finally, teachers trustworthiness had 2.45 and ranked 7th. The mean scores of the above responses except item 9 were above the criterion mean of 2.50 thus indicating agreement or positive response on the part of the Board Members and Directors. Thus, when all these responses were further combined, the result showed an aggregate mean of 2.86 indicating that measures such as qualification in relevant disciplines and advanced degrees/teachers commitment to duty are the measures taken among others to determine the quality of teachers for recruitment and selection into the Universal Basic Education System in Rivers State.

Hypothesis 1: *There is no significant relationship between the number of teachers who applied for recruitment and the number selected for teaching in Public Primary and Junior secondary schools in Rivers State.*

Table 5: Relationship between the number of teachers who applied for recruitment and the number selected for teaching in Public Primary and Junior secondary schools in Rivers State.

<i>Variables</i>	<i>Cases</i>	<i>Mean</i>	<i>SD</i>	<i>Var.</i>	<i>Sum</i>	<i>df.</i>	<i>calculated r-value</i>	<i>Critical r-value</i>	<i>Decision</i>
Applicants for recruitment	24	934.42	602.27	362731.67	22426				
Applicants selected	24	306.25	186.35	34726.25	7350	22	0.89	0.40	Rejected

From the result on table 5, the calculated r-value between the number of applicants who applied for teachers recruitment in Rivers State through the Rivers State Universal Basic Education Board and those selected is 0.89 while the critical r-value is 0.40 at 22 degree of freedom. This shows that there is significant relationship between the number of teachers who applied for recruitment and the number selected and therefore the hypothesis is rejected.

Hypothesis 2: There is no significant relationship between qualified and unqualified teachers selected for teaching in Public Primary and junior secondary schools in Rivers State.

Table 6: Relationship between the between the number of qualified and unqualified teachers selected for teaching in Public Primary and junior secondary schools in Rivers State.

<i>Variables</i>	<i>Cases</i>	<i>Mean</i>	<i>SD</i>	<i>Var.</i>	<i>Sum</i>	<i>df.</i>	<i>calculated r-value</i>	<i>Critical r-value</i>	<i>Decision</i>
Qualified Teachers	24	153.54	120.99	14637.71	3685				
Unqualified Teachers	24	152.71	81.73	6679.71	3665	22	0.68	0.40	Rejected

Table 6 shows that the calculated r-value of the qualified and unqualified teachers is 0.68 while the critical r-value is 0.40. This hypothesis is also rejected since the calculated r-value is greater than the critical r-value at 22 degree of freedom and at .05 level of significance. Invariably it also implies that there is significant relationship between qualified and unqualified teachers selected for teaching in Public Primary and junior secondary schools in Rivers State.

Hypothesis 3: There is no significant difference between the mean scores of Board members and Directors on the measures taken to ensure that quality teachers are recruited and selected into the Universal Basic Education System in Rivers State.

Table 7: T-test analysis of the difference between the mean scores of Board members and Directors on the measures taken to ensure that quality teachers are recruited and selected into the Universal Basic Education System in Rivers State

<i>Respondents</i>	<i>N</i>	<i>x</i>	<i>SD</i>	<i>t-cal</i>	<i>t-crit</i>	<i>Decision</i>
Board Members	9	2.74	1.12			
Directors	10	2.92	1.09	0.35	2.31	H ₀ is Accepted

Degrees of Freedom (DF) = 17; Level of Significance = 0.05.

Table 3 shows that 't'-calculated value is 0.35 while t-critical value is 2.31. The hypothesis which states that there is no significant difference between the mean scores of Board members and Directors on the measures that should be taken to ensure that quality teachers are recruited and selected into Universal Basic Education System in Rivers State is accepted as stated since the calculated 't'-value of 0.35 is less than the critical 't'- value of 2.31.

Summary

- i. A total of twenty two thousand, four hundred and twenty-six (22,426) applicants applied for the Rivers State teachers' recruitment under the Universal Basic Education system.
- ii. A total of seven thousand, three hundred and fifty (7,350) applicants were selected as teachers under the Universal Basic Education system.
- iii. The type of qualifications held by selected teachers is teaching and non-teaching qualifications.
- iv. Measures such as qualification in relevant disciplines and advanced degrees should be taken to determine the quality of teachers for recruitment and selection.
- v. There is significant relationship between applicants for recruitment and applicants selected.
- vi. There is significant relationship between qualified and unqualified teachers selected for teaching.

- vii. There is no significant difference between the mean scores of Board members and Directors on the measures that should be taken to ensure that quality teachers are recruited and selected.

Discussion

First it was found out that a total of twenty two thousand, four hundred and twenty-six (22,426) applicants applied for the Rivers State teachers' recruitment under the Universal Basic Education system following applications received from applicants in the twenty three local government areas of Rivers State and the non-indigenes with Ogba/Egbema/Ndoni (2166) and Ogu/Bolo (205) having the highest and lowest number of applicants respectively. This finding was consistent with those of previous researchers (Cole, 2002; Jones and George, 2004; and US Charter Schools, 2005) who further recommended that recruitment should play a fundamental and crucial role in the functioning and development of the school; attract sufficient and suitable potential employees to apply for vacancies in the school; and attract the hiring of new employee's who have the abilities, skills and experiences that will help the school to achieve its goals. The study also revealed that there is no significant relationship between applicants who applied for recruitment and applicants that were selected. This signifies that both applicants for recruitment and those to be selected under the same process of recruitment and selection with similar conditions and requirements, hence their views may not differ.

Secondly it was found that a total of seven thousand, three hundred and fifty (7,350) applicants were selected as teachers under the Universal Basic Education system; with Ogba/Egbema/Ndoni (ONELGA-840) and Tai (75) having the highest and lowest number of selected teachers respectively. The reason for this finding with respect to ONELGA only may be attributed to the fact that the highest number of applicants came from ONELGA. The second and obvious reason was that the applicants selected were only those who met the selection criteria; since it is a true assumption that not all those who applied for job vacancy are short-listed for interview even before the final selection process. This finding corresponds with the views of Heinz and Harold (2005), Ogunu (2001), Armstrong (2001), Cole (2002) and Kelvin (2001) who in their separate finding recommended that selection of the most suitable person for a position including teaching should involved the process of ascertaining the qualification, experience, skill, knowledge etc. of an applicant with the view to appraising his/her suitability to a job; and that the key stages in the selection process should include sifting through application forms or Curriculum Vitae; short-listing/inviting qualified candidates for interview; conducting interviews (supported by tests where appropriate); selection of qualified candidates, making an attractive offer and confirming it through issuance of appointment letters.

Thirdly, it was found out that the type of qualifications held by selected teachers is teaching and non-teaching qualifications. This means that the qualifications of those selected are NCE, B.A., B.Sc, B.Sc (Ed.), B. Tech, B. Engr., PGDE degrees without a teacher education qualification as the only requirement for selection as a teacher in the teaching sector. This finding disagrees into Nacino-Brown (1982) and supports from Uwameiye and Osunde in Aghenta and Awanbor (2002) who in their findings concluded that the need for recruitment and selection of professional/qualified teachers over the non-professional/unqualified teachers is based on the possession of certain qualities such as mastery of the subject taught; an understanding of the basic principles of children's growth and development; and the courage to struggle for better standards and conditions in the school among others; hence they recommended that for successful execution of primary and secondary education programme, there is need for the teachers to be professionally trained to handle teaching and evaluation of pupils and students respectively. However, the findings is in support of the findings of Nwagwu (1978) who defended that the idea of recruiting unqualified teachers to schools came as a result of acute shortage of qualified teachers; which prompted the authorities to overlook quality and were inclined to employ anyone with minimal educational qualifications. From the hypothesis result, it was revealed that there is no significant relationship between qualified and unqualified teachers selected for teaching. This may be as a result of

the fact that both qualified and unqualified teachers are degree holders irrespective of institutions and faculties and so are positively disposed towards the teaching of primary and junior secondary school subjects.

Finally, it was observed that measures such as qualification in relevant disciplines and advanced degrees among others were taken to determine the quality of teachers for recruitment and selection. These findings are in agreement with the ones identified by Boyd, Lankford, Loeb, Rockoff and Wyckoff (2008). Thus the importance of these findings is that when measures are adopted, it will help to prevent the recruitment of quacks and non professionals in the education system. It was also revealed that there is no significant difference between the mean scores of Board Members and Directors on the measures that are taken to determine the quality of teachers to be recruited and selected into primary and junior secondary schools. In this line, there is no dichotomy on the measures that were taken to determine the quality of teachers for recruitment and selection into the Universal Basic Education System in Rivers State. Thus, the same measures were applicable in both schools.

Conclusions

The purpose of recruitment and selection of quality teachers is to ensure that teachers recruited to posts must be able to provide, or contribute to, a high quality learning experience for pupils and students; since it is on record that making the wrong recruitment and selection decision can be costly, both in terms of salary, quality of work, education, efficiency, training and also in terms of a school's reputation. However, based on the above findings, it may be correct to conclude that there is need for recruitment and selection of adequate and qualified primary and junior secondary schools teachers whose ultimate purpose would be to support, promote, encourage and develop conducive atmosphere for effective teaching and learning of primary and junior secondary school subjects in order to attain the purpose of primary and junior secondary school as spelt out in the National Policy on Education.

Recommendations

- i. Teachers' recruitment as at when due should always be carried out as this will enhance the functioning and development of the school system.
- ii. Selection of the most suitable applicant for teaching should continue to involve the process of ascertaining the qualification, experience, skill, knowledge etc. of an applicant in order to ensure professionalism.
- iii. The qualification(s) for teaching should only be teaching qualifications as this will ensure that qualified and competent teachers are given priority in appointments to teach. In their absence, non-qualified and auxiliary teachers should be sent for in-service courses in education to upgrade their qualifications.
- iv. Measures such as qualification in relevant field should continue to be taken to ensure that teaching remain a professional field where by only the qualified, the trained and the competent ones would be employed as this will encourage effective teaching and learning; and subsequently improve students academic performance.

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