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TEACHER'S RECRUITMENT PROCESS IN NIGERIAN: AN OVERVIEW

Chiawolam JACOB

Department of Educational Management
Faculty of Education
Ignatius Ajuru University of Education, Nigeria

Emmanuel C. IBARA

Department of Educational Management
Faculty of Education
Ignatius Ajuru University of Education, Nigeria

ABSTRACT

The paper discussed the teacher recruitment process in Nigeria: An overview. This paper is discussed under the following subheadings: the concept of the recruitment process; types of recruitment; teachers' recruitment process in Nigeria; sources of recruitment; challenges and prospects in the teachers' recruitment process. The paper observed the major challenge with teacher recruitment has to do with getting people of the right calibre, orientation and intelligence to be interested in teaching as well as getting the material and equipment needed to effectively train these teachers rather than produce half-baked graduates; the paper concluded that a lot can be achieved if the government officials saddled with the recruitment of teachers maintain the status quo by making sure that merit is considered as number one priority followed by impartiality, fairness and equality. The paper, therefore, suggests that government at all levels should uphold competency and merit rather than a calibre quota system based on where the applicants come from; government and educational stakeholders should put on policies and measures that will stop constant interference in the issue of recruitment by political office holders and other top government functionaries.

Keywords: Recruitment Process, Teachers, Recruitment, Challenges, Schools.

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INTRODUCTION

Education is the bedrock for the development of any nation because no nation can rise above the quality and standard of education they offer. The survival of any education depends largely on

the teachers working within the school. Teachers remain the key to educational achievement because no education system can work better or stronger for productivity without the teachers. They are trained personnel that share knowledge with other individuals and transfer needed skills to the young ones for societal development. A teacher is a person who helps others to acquire knowledge, competence or virtue. Employment of qualified teachers to perform effectively on the job is a major high point in the implementation of the universal basic education programme in Nigeria and the world at large. The researcher observed that there is a problem of dearth of qualified teachers in Nigeria to adequately handle educational needs arising from the expansion of the previously existing educational structure and that most schools in Nigeria have a shortage of qualified teachers.

The dire need for an effective recruitment process in primary and secondary schools is very important considering the high rate at which non-professionals such as holders of National Diploma (ND), Higher National Diploma (HND) and first-degree holders in other disciplines are being employed as teachers. These non-professional teachers are even assigned to teach subjects not related to their area of specialization. Many of these non-professionals in the system are not even willing to go for a post-graduate diploma in education (PDGE); coupled with the fact that many of our colleges of education and universities turn out half-baked teachers into the education industry (Madumere-Obike, 2004).

Recruitment is an important factor for success in an organization as qualified and competent individuals are needed to improve and sustain organizational performance and goals. It is the mechanism used in organizations for continuity in the workplace due to retirement, and deployment of staff in order to fill the vacuum created especially in the complex teaching profession. Recruitment has been the process of identifying and attracting or encouraging qualified and suitable candidates to fill positions in an organization based on vacancies. It creates a pool of applicants or candidates from which human resource managers can select to fill vacant positions that are usually made public through advertisements and publications using different mediums such as newspapers, notice boards, paid advertisements on radios, television stations, social media etc.

The purpose of recruitment is to attract and retain the interest of applicants suitable for the given job and to create a positive image of the people who come in contact with the organization. Section 79(a) of the National Policy on Education (Federal Republic of Nigeria, 2014) editions requires the appointment of academically and professionally qualified persons as teachers and head teachers in public secondary schools. According to Section 17(2) of the Teachers' Registration Council of Nigeria (TRCN), Act 2004 stated that any unqualified persons found performing the job of teachers have contravened this section and they shall be prosecuted in the law court (TRCN ACT, 2004).

Some educational stakeholders in Nigeria have faulted the recruitment process of teachers into schools and advised government to review the recruitment process for primary and secondary schools because unqualified teachers were the bane of the education sectors. One of the challenges facing the education sectors was the prevalence of unqualified people. Unqualified teachers are recruited who cannot manage the process of teaching and learning in schools effectively which is reflection in the poor performances of students and consequently brings dissatisfaction among parents regarding the performance of government schools. This is especially worrying because poor instruction and ineffective teaching reduces the demand for education which in turn reduces the pool of qualified teachers. Most unqualified teachers lack the competence to deliver quality teaching to their students. Such teachers have not been trained in

employing 21st century skills in teaching, and most of the teachings are teachers-centered. These observations are proof of a poor recruitment process that is marred with nepotism and political interferences on part of government officials or appointees of the government.

Government needs to improve the recruitment process of teachers because when you visit public and private schools, you will find unqualified teachers. There is a process they went through before they got the job. It is government responsibilities to make sure that the right people get the job. Therefore, school administrators must take recruitment seriously because once the wrong person is recruited; it can adversely affect the fortunes of the school and the students. It is against this background that this paper explores some challenges encountered in the recruitment process of teachers in Nigeria.

CONCEPTUAL CLARIFICATION

Recruitment Process

Recruitment is a process by which a school ensures that it has the largest and strongest pool of qualified applicants for a position. Recruitment is part of a human capital strategy that matches the needs of a public school (Gross & DeArmond, 2012). Rather than waiting to see who applies for a posted position, they constantly seek candidates through formal and informal activities. Often, the most effective schools take an ongoing and more proactive approach to teachers throughout the school year (Gross & DeArmond, 2012). Recruitment simply referred to the process by which organizations fill up vacancies in order to ensure that there is no vacuum in service delivery. Ololube (2019) added that recruitment is the process of finding and attracting teachers who are qualified to fill teaching vacancies. Both descriptions and job specifications are very vital in the recruitment process because they specify the nature of the teaching and the qualifications. Therefore, the success of any organization such as a school system can largely be attributed to the efforts of workers within it.

The recruitment process is the activity undertaken by an organization to attract a pool of suitable applicants for a vacancy. Job vacancies are usually made public through advertisements and publications using different mediums such as newspapers, notice boards, paid advertisements on radio, television stations, social media, etc. Applicants are often given deadlines with which to make their applications (Okogbaa, 2019). Applicants that meet the set criteria are invited to the next phase which could be written or oral examinations including standardized and aptitude tests (Okogbaa, 2019).

Recruitment or employment is the process by which personnel or manpower resources are made available through appointment as in the case of board members, or directors of government enterprise especially in public organization and also involve getting all prospective applicants for job position in an organization. Abah cited in Ikwezi (2010) regarded recruitment as the act of seeking, evaluating, obtaining commitment from, placing and orienting new employees to fill positions required for the successful conduct of an organization. For him, the recruitment process involves seeking and attracting a pool of people from which candidates who are to fill job vacancies can be selected. Cole (2002), also opined that the principal purpose of recruitment is to attract sufficient and suitable employees to apply for vacancies in the organization.

Zweig in Ikwezi (2010) defined recruitment as the set of activities an organization uses to select candidates who possess the abilities and attitude necessary for the enterprise especially

with the aim of achieving its objectives. In the same vein, Kuntz and Donnel in Ikwezi (2010) saw recruitment as attracting qualified candidates to fill any vacancies. According to them, it is a process of choosing from among the candidates. It goes further to list three aspects of recruitment that must be borne in mind while recruiting officers, namely the recruitment requirement, organizational policies, procedures and organizational image.

Before a recruitment decision can be made, the organization must reflect on any vacancy that occurs and link the decisions to the objectives set by the Human resources plan of the organization. As we saw stressed earlier, the human resources plan sets a strategy for resourcing the organization and each individual vacancy will need to be linked to the strategy before deciding on how to proceed. That is, serious consideration should be given by proprietors (government) when considering the recruitment of teachers such as; the quality and quantity of teachers and positions to be filled; availability of required teachers; peculiar discipline of required teachers and the financial position of the school.

There are situations organization may be reducing staff, overall, so the vacancy could provide the opportunity to transfer another employee from one over-staffed area. The promotion and succession plans may have prepared other employees to take on this job, so that there is a movement at various levels within the organization. The job, as it stands may need to be re-designed for future work needs or the tasks may be divided up differently. Technology may be introduced or upgraded which could reduce the need for some elements of the job. All these factors need to be properly evaluated before the decision to recruit is finally taken. An important aspect of recruitment is, therefore, to gain a thorough picture of the requirements of both the job and the individual so that selection criteria can be drawn up.

These criteria can then be used to determine if there is a suitable internal candidate and to identify any training needs they may have. In addition, these criteria can also be used for external recruitment and advertising campaigns. Thus, personnel staff should be capable of rearranging their advertising campaigns to meet the particular short-term needs of user departments, and of being prepared to negotiate interview times to meet the convenience of short-listed candidates for key posts. However, it needs to be acknowledged that recruitment is a marketing activity as well as a resourcing one.

When recruiting staff, organizations are going out into their external environments and compete with others for suitable recruits. It is important, therefore, as Cole (2002) emphasized, that such activities are conducted in a manner that sustains or enhances the public image of the organization. Applicants who are treated both fairly and efficiently will pass on this experience to others, even if they have been unsuccessful in their application. Conversely, people who feel that their application has been dealt in an unfair manner are quick to spread their criticisms around. As a further check on whether a recruitment process is significant and systematic, Human resources managers should develop a recruitment checklist they should frequently refer to.

The need to identify the recruitment needs of the organization and to define each job and the conditions of employment. Also, there is the need to set out the job specification as well as identification of the sources of application. In addition, the organization needs to choose the recruitment methods, the review of application forms and resumes, the conduct of preliminary interviews and finally to prepare a short list of candidates.

Personnel Specifications and Job Specifications

The purpose of a personnel specification or candidate profile, as it is sometimes called, is to make explicit the attributes that are sought in candidates for the job in question. Thus the personnel specification becomes a summary of the most important knowledge, skills and personal characteristics required by the successful candidate in order to be able to carry out the to an acceptable standard of performance. The specification depends for its relevance on the nature and scope of the job, as described in the job descriptions and amplified where necessary by comments from the manager concerned. Naturally the nature of the job will determined the type and level of knowledge and skills required, but the job will be performed in a particular social context. So it is important to have the manager's view as to the kind of personnel qualities that would permit the new intakes to fit into the team (Cole, 2002).

Types of Recruitment

Internal recruiting: It involves filling vacancies with exiting employees from within an organization.

Retained Recruiting: When an organization hire a recruiting firm, there are several ways to do so. The firm is responsible for finding candidates until the position is filled.

Contingency Recruiting: This requires an outside firm; unlike retained recruiting, there is no upfront fee with contingency. Instead, the recruitment organization receives payment only when the clients they represent are hired by an organization.

Staffing Recruiting: Staff recruiters work for staffing agencies. Staffing recruiting matches qualified applicants with qualified job openings. Moreover, staffing agencies typically focus on short-term or temporary employment positions.

Outplacement Recruiting: Outplacement is typically an employer-sponsored benefit which helps former employees transition into new jobs. Outplacement recruiting is designed to provide displaced employees with the resources to find new positions or careers.

Reverse Recruiting: Refers to the process whereby an employee is encouraged to seek employment with a different organization that offers a better fit for their skill set.

The Recruitment Process in Nigeria

The need to identify the recruitment needs of the organization and to define each job and the conditions of employment. Also, there is the need to set out the job specification as well as the identification of sources of application. In addition, the organization needs to choose the recruitment methods, review application forms and resumes, conduct preliminary interviews and finally prepare a short list of candidates. Recruitment process in Nigeria which includes different steps that help the employer get to know the candidate better, their abilities, motivation, background and any other information which will be used in deciding whether the candidate is the right fit for the school. This recruitment process begins with the president or Governors of

the State directing government agencies or departments like the Universal Basic Education Board or Post Primary Schools Board to recruit teachers for primary and secondary schools and the numbers to be recruited. Applicants are expected to visit the government job portal. At the portal, applicants are expected to scan their passport photo and submit relevant information.

The initial screening process involves a review of application forms and references. This step sets aside unsuitable applicants based on the criteria that is outlined in the job advertisements. A selection committee will be put in place to screen applicants. SMS will be sent to shortlisted candidates to attend oral and written interviews. At the oral interviews, due to the large numbers of candidates 5-10 of them will face the panelist at the same time, one or two questions will be asked, before they are dismissed. The written interview could be based on aptitude test and note of lesson preparation or practical teaching based on subject area. List of successful candidates will be pasted at board/ministry notice boards. The criteria for selecting new employees in a school include:

- Candidates within 18 years above and no more than 50 years old
- Candidates shall have demonstrable skill in the use of Microsoft Word, Power Point, Excel and the internet.
- Candidates shall possess a minimum of Bachelors Degree in Education: - B.Ed, B..A (Ed), B.Sc (Ed), B.Tech (Ed), or PGDE and M.Ed.
- A teaching license certified by the Teacher’s Registration Council of Nigeria (TRCN).
- Candidates with demonstrate capacity in written and spoken communication in English.
- Recruitment of candidates is computer based test and interview to determine competence in pedagogical, psychosocial and organizational skills (Rivers State Senior Secondary Schools Board (RSSSSB), 2023).
- knowledge of subject matter, physical appearance, verbal ability and medical fitness. Thereafter, successful candidates will be posted to school for primary assignment and required to go for two months training at public service staff development. They will be attached to a teacher for monitoring and assessment and the report will be sent to the principal.

Moreover, depending on the teacher’s status, recruitment may take place at national, state or school level. Civil service teachers can be recruited at different levels entailing the mobilization of different actors in the process. The administrative level of competition-based recruitment of civil service teachers usually takes place at national level.

As a general rule, recruitment takes place on one of three levels:

- At national level where, due to the high number of candidates, selection is carried out through successive filters, the first of which is the competitive examination. Candidates must meet certain criteria such as age, nationality (for the civil service), diplomas, etc. The number of successful candidates depends on the number of vacant posts in the country.
- At state level, in this case, recruitment criteria will be connected to the characteristics of the states and recruitments take into account specific aspects of each state (e.g. language

characteristics). Transfers will no doubt be problematic since teachers wanting to move to another state should have the profile corresponding to that state.

- At school level, directly by the head teacher or the school's management board.
- The recruitment of non-civil servant teachers is a more open process. It can be carried out:
 - By a community of individuals (often pupils' parents) or by an association. Eligibility criteria differ according to the local collective. A shortlist is drawn up given that this is local recruitment, virtually by word of mouth.
- At state level in which case the state government agency launches the recruitment campaign with information on the required profile, e.g. a state that needs mathematics teachers in lower secondary education. The recruiter is the state director or their delegated services.
- At national level, which is in contact with immediate needs due to the evolution of the education system (a reform or the introduction of a new subject). The Ministry's recruitment services draw up a so-called "complementary list" representing the pool of candidates not selected after taking the competitive examination but whose marks are acceptable and who could fulfil the teaching mission temporarily. This may represent a high number of candidates, depending on the threshold of acceptability in the examination.

However, some teacher's recruitment exercise in Nigeria have not been placed under the searchlight of Teachers Registration Council of Nigeria (TRCN) that stipulated requirements and international accepted standards for recruiting teachers. To ensure standard in the education practice and conducts as well as maintaining the integrity and standards of teaching profession in Nigeria, Teachers Registration Council of Nigeria (TRCN) undertakes the accreditation of courses and programmes of teachers' education institutions. Recently, the council has raised alarm over the recruitment of unqualified teachers by private schools across Nigeria saying it portends serious dangers. It is important for school owners to recruit only qualified, registered and licensed teachers because we cannot afford to leave the education of our youth in the hands of unqualified persons who might cause some devastation to their future (Adediga, 2018).

Roles of Teachers' Registration Council of Nigeria (TRCN)

Teachers Registration Council of Nigeria, TRCN is an agency of the Federal Ministry of Education of Nigeria. It was established by the TRCN Decree N0. 31 of 1993 (now TRCN Act CAP T3 of 2004). The major mandates are the regulation and control of the Teaching Profession at all levels of the Nigerian Education system, both in the public and private sectors. The Act in section 1(1) charged the Council with the following responsibilities:

- Determining who are teachers for the purpose of this Act.
- Determining what standards of knowledge and skills are to be attained by persons seeking to become registered as teachers under this Act and raising those standards from time to time as circumstances may permit.
- Securing in accordance with the provisions of this Act the establishment and maintenance of a register of teachers and the publication from time to time of the lists of those persons.

- Regulating and controlling the teaching profession in all its aspects and ramifications.
- Classifying from time to time members of the teaching profession according to their level of training and qualification.
- Performing through the Council established under this Act the functions conferred on it by this Act. (<https://bestschoolnews.com/teachers-registration-concil-of-nigeria>)

In accordance with the TRCN legal provisions and conventions common to the professional regulatory agencies, the Council is systematically implementing the following programmes and activities:

- Registration and licensing of qualified teachers.
- Accreditation, monitoring and supervision of the courses and programmes of teacher training institutions in Nigeria to ensure that they meet national and international minimum standards. The institutions include the Colleges of Education, Faculties and Institutes of Education in Nigerian universities, Schools of Education in the Polytechnics, and the National Teachers Institute.
- Organisation of Internship Schemes for fresh Education graduates to equip them with the necessary professional skills before licensing them for full professional practice.
- Conduct of professional examinations and interviews to determine teachers suitable for registration. This clearly shows that the existing practice of registering teachers upon presentation of certificates alone is a grace and Council has fixed April 1st, 2007 for the commencement of the professional qualifying examinations. All those unable to take advantage of the grace must have to write and pass challenging examinations before they can be registered.
- Execution of Mandatory Continuing Professional Education (MCPE) to guarantee that teachers keep abreast of developments in the theory and practice of the profession.
- Organisation of Annual Conference of Registered Teachers which is the first of its kind in Nigeria and intended to unite all teachers irrespective of social class or the level of education system to which they belong.
- Publication of a register of qualified and licensed teachers in Nigeria which will be a public document displayed and obtainable from the Local Government through State to the Federal offices. The register will also be on the World Wide Web for the consumption of the international community.
- Enforcement of ethical conduct among teachers and the prosecution of erring ones using the Teachers Tribunal which has powers under law to award punishments.
- Prosecution in the law court of unqualified persons performing the job of teachers in contravention of the TRCN Act section 17(2). (<https://bestschoolnews.com/teachers-registration-concil-of-nigeria>)
- Act as the voice of the voiceless teachers and continuously initiate/actualize public policies and practices that will reposition the teaching profession in Nigeria as first among equals.

Functions of Universal Basic Education Board in Teachers Recruitment

The enabling law of the Universal Basic Education Act 2004 provides the functions of the board. Among these functions include:

- Recruitment of teaching staff and non - teaching staff into junior secondary schools, primary schools and early child care development education.
- Post and deploy of teachers
- Retirement and reabsorption of teachers.

However, these functions place a responsibility on the board to:

- Invite applications from suitably qualified candidates to fill teaching positions;
- Specific the general requirements of the applicants;
- Provide applicants with the information on method of application;
- Conduct interviews and screen on shortlisted candidates;
- Make recommendations to state Governors for approval of qualified candidates;
- Issue appointment letters and deployment of teachers.

The Function of Post Primary School Board in the Recruitment Process

It is a corporate body established by the law or edict of the state. It is the arm of the state ministry of education with the statutory role of achieving the national objectives of education. Among the role of the board include:

- The recruitment of teaching staff and non-teaching staff to post primary schools based on approval of the state Governors;
- Carryout all the recruitment process
- Make recommendation to state Governors approval for qualified candidates
- Issue appointment letter to selected candidates.

Sources of Recruitment

There are two main sources of recruitment schools can consider viz:

Internal Sources

These consist of the following:

- Posting teachers to other sections or departments of the school
- Use of skills inventory to locate potential job applicants from among current employees, as well as to ask present employees to encourage qualified friends to apply.
- Job Posting, which is a method whereby vacancies are posted on bulletin boards and in company publications. The title of a job, its required skills, knowledge and abilities, as well as its salary and other pertinent information are given. Employees who are interested in the position can indicate their interest, and the best-qualified applicant can be selected for the job. The merit of job posting is that it not only shows an enterprise's commitment to internal promotion but also helps employees identify career paths.
- Promotion: Here subordinates are promoted to fill the vacant post
- Sideways appointment: This is a system whereby an employee of similar seniority is transferred to another department or area to fill a vacant position. Although this is

sometimes frowned upon, it can help to develop and broaden the individual's experience, and is often used as part of a management development programme.

External Sources

According to Ezeani (2004), the major external sources of recruitment include:

Direct Advertising: This is usually the job of a specialist. Big personnel departments either employ their own experts or retain the services of an advertising agency. To achieve maximum effect, recruitment advertising must produce certain basic rules.

- It should target an appropriate audience
- The advertisement should produce an adequate number of replies.
- The contents should arouse interest and provide sufficient detail to prompt a response from the correct level of applicant.

The main types of media for recruitment advertising include national newspapers, specialist journals and local or regional newspapers.

Government Employment Agencies: These include job centers which serve those seeking work, as well as employers looking for staff. They can be useful contacts particularly in respect of local recruitment.

Educational Institutions: Many organizations recruit direct from universities and other tertiary institutions to meet their demand for young trainees and graduates. This is usually achieved through direct arrangement with the careers department of the tertiary institution concerned.

Search Firms (Head hunters): Recruitment can also be done through search firms which search out and induce a particular talent to change jobs. This searching out is also called headhunting. It is applicable where rare expertise is required. Although headhunting is considered unethical in some quarters, it may be the only option where a particular skill is required.

Challenges in Teachers Recruitment Process in Nigeria

In view of important role, teachers play in our lives and educational development, this necessary to have transparent and effective teacher's recruitment process in bring these teachers to the schools. However, there are number of factors tend to inhibit effective recruitment process of teachers in Nigeria. The key factors include:

Weak recruitment policies and practices: The caliber of teachers recruited into schools no doubt, determines to a large extent their contribution to the education sector and the success or failure of the education. Wrong recruit practices such as ethnic, religious, political and other considerations have created a situation where we have "garbage in and garbage out" or putting of square pegs in round holes. What we have virtually in every segment of the public service in Nigeria is a situation where the chairman of a board or commissioner of a ministry of education compiles the names of his relations, friends and party members and offers them employment

without recourse to rules and regulations. This leads to falling standard in our education sector and low productivity of teachers.

Corruption: This factor plays its own part and is mostly prevalent in the recruitment process of teachers especially in public schools. In this category of recruitment, the recruiting agents or government officials who are usually management officials like State Universal Basic Education Board (SUBEB) and Senior Secondary Schools Board (SSSB) see the exercise as an opportunity to make money and hereby resorting to collecting bribes from the applicants hence “no bribe no employment”.

Manipulation of the Recruitment Guidelines: Manipulation of the recruitment guidelines to suit interest of certain individuals in the society. Some schools refuse to shortlist qualified applicants in favour of their preferred candidates; other schools conceal interview dates in order to fill the vacancies with their people; also sometime Board of Governor Council fail to adhere to the recruitment guidelines. Report also showed that competence of board members regarding the correct interpretation and implementation of the recruitment guidelines has been questioned. The school based teacher recruitment process has also been to be bias, tribal corrupt and not based on merit.

Shortage of Qualified Teachers: The situation regarding shortage of qualified teachers is widespread and equally affects both developed and developing like Nigeria in getting qualified applicants into education especially in this 21st century education where teaching and learning is anchored on technology. Therefore, government and head of schools are finding it very difficult to recruit qualified teachers for their schools. Huyen (2013) echoes a claim by schools that the qualified of teachers was not good enough to take the job teaching. So school administrators are increasing finding it difficult to fill posts. Therefore, hiring qualified teachers is a serious challenge.

Undue emphasis on paper Qualifications: One fact which opposed recruitment process today, is that mere paper qualification is not a true test of the merit which the qualification proclaimed in the certificate is supposed to carry. It is not unusual today to find two young graduates holding the same degree qualification, but while one can write down his thoughts and ideas in logical sequence and in correct grammar, the other hardly writes one sentence correctly without elementary errors of spelling, grammar and totally unintelligible prose. Let both hold the same degree qualification. This is why it is important that the process of recruitment or appointment of teachers should be an instrument for the promotion of efficiency in the public schools.

The Huge Volume of Application Relative to the Vacancies: The biggest challenge encountered in recruitment process was the number of applicants against the available vacancies. There are very few vacancies against a huge number of applicants, especially in Nigeria. With the large number of applications comes the challenge of time taken to scrutinize the documents and sort them according to level of education attained, school teaching level and subject specialization. This meant that the selection committee may not have patient to sort through all the applications and documents in order to come up with applicants that did not possess the required qualifications and those that qualified for the job.

Nepotistic Pressures and Interference: One of the banes of Nigeria public school is the recruitment of mediocre or totally unsuitable candidates in preference to candidates of high merit. The reason for this ugly situation can be traced directly to favoritisms by those in high positions.

Specialized Subject Teacher Numbers: The challenge of recruitment process had to do with the subject specialization of the teachers. Despite teacher recruitment advert stating that preference would be given to teachers with professional qualifications in Natural Sciences, Mathematics, Design and Technology, Business Studies, ICT and Agricultural Sciences; the majority of the applicants had qualifications in civic education. It is not a matter of just recruiting everyone but those who the schools need. Therefore, the challenge of supply of teachers not meeting the demands of the public schools in terms of subject specialization was attributed to the fact that the various education boards do not always provide statistics of the number of teachers that are needed in each subject on time. This result in placing advertisements without specifying the number of teachers needed for primary school and teachers in specific subjects for secondary schools. From the applications received, it has been observed that there are more teachers with qualifications in civic education and less in French, Mathematics, Sciences and Business Studies. The teachers who have qualifications in these specialist subject areas are in high demand but are relatively few.

Federal Character Principle and Quota System: The Federal character principle democratizes appointment in the public service, at the three tiers of government. This means that all zones or states as the case may be, must be represented in all public institutions. In a bid to accommodate multi-cultural and multi-tribal components of Nigeria in recruitment of teachers into the state owned schools, merit is often undermined at the expense of quota considerations. This leads to the appointment of mediocre in the service. This practice obviously negates one of the important principles of Weberian ideal bureaucracy that of appointment based on merit and qualification.

Public Image of the Teacher: In addition, the public image of the teacher is another major challenge. Not only do students, parents, administrators and the large society fail to show support, respect and sympathy for teachers, there is always a lack of appreciation for the teachers' efforts. The teacher is blamed and held responsible for students' failure and behaviour, be it at school, home or in the streets. There is public bashing for low standards of education, incessant strikes occasioned by irregular and poor salary resulting in debtor status and low esteem amongst teachers. Such severe evaluation and lack of praise for successes only help to frustrate teachers and cumulatively discourage others from joining the teaching profession. It is obvious that society expects too much from the teacher (Iyabo, 2002).

Conditions of Service: So, not many young people want to enter into a profession that is not recognized and appreciated in society. It is a well-established fact that teachers' salaries fall far short of many other professional groups in the Nigerian economy even after the recent salary review workers. A graduate teacher in the same state of the Federation earns less than his colleagues in the Armed Forces, the Banking and Oil industries. Many years of poor and irregular salary and teacher militancy have detracted from the status of the teacher. In some states in the Federation, landlords do not let apartments to teachers for fear of inability to pay

rent; they are neither the best of suitors too (Olagboye, 1999). Coupled with low salary structure is the issue of lack of promotion for deserving teachers.

Prospects for Teachers Recruitment Process

Recruitment into the civil service was no longer what it used to be. There were discrimination and favoritism in the recruitment of persons into the service. The major problem with teacher recruitment has to do with getting people of the right caliber, orientation and intelligence to be interested in teaching and opt for it rather than those who want it as a last resort; as well as getting the material and equipment needed to effectively train these teachers rather than produce half-baked graduates. It has few prospects well. They include:

- Strict recruitment policy guidelines
- Update teacher management system
- Improve requirements to enter the teaching profession
- Recruit from diverse background and local setting
- Incentivize and plan for distributing teachers to underperforming and /or remote schools
- Increasing the pupil-teachers ratios
- Increasing teachers working hours

Recruitment policy is to have measures in place to ensure that the exercise is transparent and fair, and that school governing boards had the right knowledge and skills to do fabulous job because involving various stakeholders in decision has been recognized as a positive practice. Hammad and Norris (2009) identified four basic assumption upon school-based decisions are based. Those who are closed to the action are more able to make the best educational decision; members of the school community should be given more control over policies that are likely to affect their schools; those responsible for implementing decisions should be involved in making those decisions and there are more chances for change to be successful when those implementing it feel a sense of ownership for the implementation process.

Another prospect to address the challenges teacher recruitment is updating teacher management systems. Planning effective teacher recruitment in Nigeria requires the collection and analysis of data. Updating or enhancing Educational Management Information Systems (EMIS) and teacher databases can lead to improved decision-making and informed personnel choices (UNESCO, 2019). Combining all education department databases, such as human resources, finance, and planning, into an integrated system can improve coherence and reduce duplications or inaccuracies in the data.

Improve requirements to enter the teaching profession is putting on teacher recruitment policies towards developing a qualified and competent teaching corps. Establishing baseline entry requirements for teaching candidates can help legitimize the profession and attract higher-quality candidates (UNESCO, 2019b). More than simply establishing rigorous standardized requirements, recruitment should also target motivated and committed candidates to ensure long-term successes (UNESCO, 2019b). Soft skills, such as collaboration, communication, and interpersonal abilities, can be more indicative of quality applicants than simply high academic achievement. Policies should also eliminate patronage or political appointments in the recruitment process to maintain clarity and the prestige of the profession.

Recruit from diverse backgrounds and local settings will also help to combat teacher shortages in disadvantaged and rural settings, recruitment campaigns can target members of underrepresented communities. Distance and accelerated training programmes, and ongoing professional development to recruit teachers locally can help ease teacher shortages. Recruitment procedures should be targeted to include candidates that accurately reflect the overall population; as such, they should include women, people with disabilities, and minority ethnic or other marginalized groups (UNESCO, 2019b). Even so, results of local teacher recruitment in terms of education quality have been varied; for instance, some locations where contract teachers, who may not hold formal teaching qualifications, have been recruited from the local community have found student results lagging when compared to areas where teachers are centrally recruited members of the civil service

Incentivize and plan for distributing teachers to underperforming and/or remote schools is to ensure better equal access to quality education, deployment policies should specifically plan to distribute highly qualified and experienced teachers to low-performing schools. Different strategies to achieve this include monetary incentives accelerated career progression, free or assisted professional development and training, and free or subsidized housing (UNESCO, 2019b).

Increasing the pupil-teacher ratio is that the greater the reduction in class size, the higher the number of teachers required in the system. On the other hand, the larger the class size, the lower the number of teachers to be recruited. Class size is a delicate subject since it is understandable that a teacher with a very large class cannot provide the same level of support and attention to each pupil. The apprehension with overly large classes is that of seeing a fall in pupils' achievements, whereas research in developed countries shows that a variation in class size from 15 to 40 pupils does not have a measurable impact on pupil performance (Gannicott, 2009).

Increasing the working hours of teachers reduces the number of new recruits. Teacher workload in different countries must be looked at in a comparative perspective. It varies significantly from one country to another. The strong variations can serve as an argument for reviewing the number of hours of teacher presence. Nevertheless, it is very difficult to truly grasp the number of hours worked by teachers. This cannot be based only on the workload in terms of the number of hours of lessons since this does not take into account all the preparation and support activities. It is therefore very difficult to implement this measure because teachers are naturally against it. A process of social dialogue should be initiated and some compensation offered, such as a salary renegotiation.

CONCLUSION

A poorly recruitment process will affect the schools from achieving its stated goals and objectives as well as an individual development. Recruitment process is the instruments used by the government to ensure its continuity in the sense that those who exit the school by either retiring or withdrawal are being replaced instantly and this makes improvement and effective education. It is however, through the process of recruitment that competent and qualified personnel are being sort and offered job. This to a greater extent helps in maintaining teachers performance as well as the much needed educational development in Nigeria. Though the recruitment process is characterized by a number of irregularities which are mostly sentimental, it is believed that a lot can be achieved if the government officials saddled with recruitment of

teachers maintain the status quo by making sure that merit is considered as number one priority followed by impartiality, fairness and equality

Suggestions

The following suggestions were made:

- Government should put in place effective recruitment policies, effective teamwork and transparency as these will enhance teacher and school achievement.
- Government at all levels should uphold competency and merit rather than quota system or based on where the applicants come from.
- Government and educational stakeholders should put on policies measure will stop constant interference in the issue of recruitment by political office holders and other top government functionaries.
- Educational institutions responsible for recruitment of teachers should try as much as possible to ensure that no unlawful discrimination occurs in the recruitment process on the grounds of sex, race and religion or belief.
- Government and private schools should take into cognizance the TRCN rules and regulations on teachers' recruitment and follow them in future recruitment exercises.

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