CHAPTER ONE

INTRODUCTION

Background to the Study

Teachers are the main drivers of quality outputs in the academic system. Teachers are seen as the essentials pillars of education without them the learning process will be incomplete. The success of Nigerian educational system depends upon teachers, therefore there is a significant need for more teachers to be recruited to ensure standard academic progress. The idea of teachers' recruitment in school, whether public or private springs from the dearth of competent hands to fill vacant positions in schools. In some cases, it could arise due to the creation of new subject areas that would need extra teachers to teach such new subjects (Ezeugbor and Anozie, 2019). The identification of such job vacancies itself is the product of job analysis carried out in the school by the principal. Recruitment can be defined as the process of advertising available job spaces in an organization or school and selecting from the pool of applicants those considered competent in terms of certification and experience to be employed to work or teach in the school. As indicated earlier, recruitment exercise follows job analysis which helps management or education planners to determine the quality and number of teachers to be recruited based on established criteria.

According to Ochai (2012), recruitment in the technical phraseology of administration means the process of tapping the most suitable and competent hands for a particular job. It may take the form of advertising for large groups of employees or tracking out a highly skilled individual for special work. In support of the above view Mgbodile (2013) adds that recruitment is concerned with the selection of the required number of people to be screened for a job, measuring their quality and attempting to predict their future behaviour. Mgbodile includes selection to mean assessing the candidates by various means, making a choice and finally making an offer of employment.

Employment in the school system are usually done by the school management board. This employment exercise is designed in such a way that qualified staff are recruited who are likely to contribute to the attainment of the institutional goals. In our educational system however, the principals and head teachers in schools do not usually take part in the recruitment and selection of teachers.

Recruitment according to (Omenye, 2017) is the first step in the employment process. At the first stage, emphasis is laid on attracting a large pool of applicants in order to select from among them those who have the ability and qualifications for the jobs being advertised. The next step is the selection process. This consists of the interview process and the purpose of making a choice out of those that attended the interview on who will be engaged to work or teach in the school. At the public secondary school section, recruitment of teachers is the responsibility of the Teaching Service Commission (FGN, 2013). Selection of teachers for engagement in a school comes after a thorough personnel planning exercise which is aimed at providing for a school, the sufficient number and quality of teachers who are ready to respond to the academic staff need of the school. At this stage, the statistical data gathered during job analysis is used to generate a human resource plan for the school. As indicated earlier, this is done by the Teaching Service Commission acting on the facts and data supplied by the principals of secondary schools in the state.

In developed countries like United States and United Kingdom, teacher recruitment regulations have changed dramatically over the last decade and schools have been granted increased autonomy over hiring. Principals often have been obligated to hire from within the pre-vetted pool of applicants available through district channels (Daly et al., 2018). However, in developing countries such as sub-Saharan Africa, although most schools are permitted to actively recruit, in low income schools, the demands on Principals are extraordinary and budget constraints make it

difficult for them to predict whom they can hire (Levin & Quinn, 2013). Nonetheless, few countries in Africa have strong policies, strategies and programmes for recruiting Secondary School Teachers. Recruitment is frequently neither systematic nor energetic and does not draw a sufficient number of potential teachers to the profession from the pool of trained Secondary School Teachers.

Various factors have been found by other researchers to influence teachers' recruitment and retaining process. One major factor influencing teachers' recruitment process is the demographic factors. Some of the factors influencing teachers' recruitment process includes gender, age, academic qualification and years of experience.

The qualification of teachers is one of the considerable factors during recruitment process. Teachers' qualification is very important in educational system. As teachers' performance influence the academic performance of students positively or negatively, it is expected that teachers should be qualified academically and professionally. Academically qualified teachers refer to those who have academic training as a result of enrolment into educational institution and obtained qualifications such as HND, B.Sc, B.A, M.A and so on, while professional qualified teachers are those who got professional training that gave them professional knowledge, skills, techniques, aptitudes as different from the general education (Kalu, 2012). They hold degrees like B.Ed, B.Sc.Ed, BA.Ed, M.Ed and so on. Teachings of academically qualified teachers and professionally qualified teachers have significant influence on academic performance, hence they are very necessary in the recruitment process. The professional trained teachers who have professional skills and knowledge are likely to be very skillful in teaching.

Teachers experience is another factors that may influence teachers recruitment process Experience. Most researcher explained that the longer a teacher works in a school, the greater probability that his productivity will be higher. In another study, Ladd (2018) reported that teachers

with more than 20 years of teaching experience are more effective than teachers with no experience; but that they are not much more effective than those with 5 years of teaching experience. Therefore during recruitment process teachers with higher years of experience are considered especially for core subjects like mathematics and English Language.

Another significant factor that may influence staff recruitment is ethnicity. Many government staff today have been found to be recruited based on their ethnicity, while others from a different ethnic group are not recruited. Although such a discriminatory activity has advantages and disadvantages, it is important to exercise caution when doing so, especially in a diverse nation like Nigeria, as such activities put the country's peace and unity at risk (Human Right Watch Report, 2016). The ethnicity system has been a controversial issue in Nigeria, particularly in the context of resource allocation, political representation, and employment opportunities. Many Nigerian states and local governments have adopted policies that prioritize indigenes over non-indigenes in recruitment and selection processes for public sector jobs and other opportunities. While some argue that these policies promote local identity and cultural diversity, others argue that they perpetuate inequality and exclusion (Akintunde, 2017). The indigeneity system has been criticized for promoting ethnic and regional divisions, particularly in multi-ethnic states such as Nigeria.

In Nigeria the ethnicity system has been a particularly contentious issue, as various groups compete for access to resources and power based on their claims to indigeneity. Some have argued that the system has contributed to tensions and conflicts among different ethnic and regional groups in the region. The southeastern region of Nigeria, for example, is primarily inhabited by the Igbo people, one of the largest ethnic groups in Nigeria. It has be obaserved that majority of the people being employed in this region are mostly Igbo people. Therefore, it is important to note that discrimination based on ethnicity or place of origin is illegal in Nigeria, as contained in Article

42(1) of the 1999 Nigerian Constitution. However, there have been reports of non-indigenous people being sacked from their jobs in some parts of the country. The reasons behind these sackings can vary, but some may be attributed to a perceived threat to the economic opportunities or political power of the indigenous population (Nwakanma, 2011). Sacking non-indigenous teachers or staff of educational institution may be seen as a form of ethnic or tribal discrimination, which can lead to tensions and conflicts between different groups. Most teachers, are not recruited in some states, because they are non-indigene of the state. The Nigerian government has only taken tedious steps to address the issue of indigeneity and promote peaceful coexistence between different ethnic groups. However, the problem of sacking non-indigenous people in the teaching profession continues to be a source of concern and a challenge to the country's unity and stability. Some people based on this situation are faced with joblessness because they were either not employed due to their ethnicity or they are relieved of their appointments at their workplace, not out of corruption or incompetence but because they are not from a particular region or state

In considering recruitment of staff in secondary school, it is also noticeable that some government school staff got into office based on favouritism. Favouritism is known as as nepotisim. In recruitment and selection nepotism is the practice of unfairly giving the best jobs to either family members or friends and relatives when is in a position of power (Winfield, 2014). In most case in Nigeria, favouritism happens when those in higher management positions in secondary schools, such as principals and other school administrators influence the recruitment and selection process by taking advantage of their positions to secure jobs to favour friends and relatives. The process of selection and recruitment is only done to fulfil a requirement. However, a candidate had already been identified. Some candidates might not even go through the recruitment and selection process as other candidates do (Bernard & Bernadette, 2014).

Favoritism also has to do with the process of giving unfair preferential treatment to one person or group at the expense of another. Most times the recruitment process in most secondary schools in Nigeria could be subject to favoritism. Top management tends to attach sentimental reasons in the recruitment and selection process. They could recruit based on employees who belong to the same tribe, religious and social affiliations with them. Having considered the aforementioned factors, this study therefore seeks to investigate how these factors influence the recruitment process of teachers in secondary schools in Oredo Local Government Area.

Statement of the Problem

Every public secondary school is expected to be equipped with both human and material resources to facilitate teaching and learning. Staff recruitment at the level of education is therefore designed to attract and engage quality staff (both academic and non-academic) that will guide the students and assist the school in realizing educational set goals and objectives as contained in the National Policy of Education (FGN, 2013). However, it has been observed by the researcher that most secondary schools within Edo state are still plagued with either unqualified staff or staff with little or no experience which has been found to negatively influence the academic progression of students. This is traceable to the manner of employment of these staff as some of these staff were either employed through favouritism or based on their ethnicity. Some teachers and staff of government own institution got their job either through their relatives or friends in higher positions in these institution (Okcu & Ucar, 2016). More so, the success of students academically is enhanced by quality teachers who painstakingly prosecute the contents of their curricular and as well engage in mentoring and monitoring required to keep students on track of what they are taught in the class. Without the recruitment of efficient and qualified staff especially teachers, learning will be very difficult in school. This accounts for a thorough recruitment process in secondary

school so as to ensure availability of effective and efficient staff in the academic system. Therefore, it is imperative to investigate the factors influencing staff recruitment in secondary schools in Oredo Local Government Area in Edo State as perceived by teachers.

Purpose of the Study

The main purpose of this study is to investigate staff recruitment as predictor of school outcome in secondary schools in Oredo Local Government Area of Edo State. Specifically, the study seek to determine;

1. teachers' perception of the influence of ethnicity on staff recruitment in secondary schools in Oredo Local Government Area of Edo State.
2. teachers perception of the influence of qualification on staff recruitment in secondary schools in Oredo Local Government Area of Edo State
3. teachers perception of the influence of experience on staff recruitment in secondary schools in Oredo Local Government Area of Edo State
4. teachers perception of the influence of favouritism on staff recruitment in secondary schools in Oredo Local Government Area of Edo State

Research Questions

The study is guided by the following research questions:

1. What is the perception of teachers on the influence of ethnicity on staff recruitment in secondary schools in Oredo Local Government Area of Edo State.
2. What is the perception of teachers on the influence of qualification on staff recruitment in secondary schools in Oredo Local Government Area of Edo State
3. What is the perception of teachers on the influence of experience on staff recruitment in secondary schools in Oredo Local Government Area of Edo State

4. What is the perception of teachers on the influence of favouritism on staff recruitment in secondary schools in Oredo Local Government Area of Edo State

Hypotheses

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

1. There is no significant relationship between staff recruitment and ethnicity in secondary schools in Oredo Local Government Area of Edo State.
2. There is no significant relationship between staff recruitment and qualification in secondary schools in Oredo Local Government Area of Edo State
3. There is no significant relationship between staff recruitment and experience in secondary schools in Oredo Local Government Area of Edo State
4. There is no significant relationship between staff recruitment and favouritism in secondary schools in Oredo Local Government Area of Edo State

Significance of the Study

The study will be of immense benefit to teachers, students, government, policy makers, curriculum planners and the general public as it will provide useful information on the necessity of recruiting qualified and experience teachers in order to increase teachers efficiency and students performance as well. This study will be beneficial to students because any positive impact the study will have on the teachers will be reflected in the performance of the students as better teachers produce better students. The outcome of this research will form a useful guide to school management on the factors to consider when recruiting and retaining teachers to ensure standard academic equilibrium. The study will be beneficial to even the government because it will enlighten them on the areas in which teachers need in-service training and motivation for effective teaching in secondary schools. It will also provide guidance in employing the right personnel that

will help to achieve the national educational goals. Finally, the study will be a guide to other researchers who may wish to carry out a similar study.

Scope of the Study

The study generally covers staff recruitment as predictor of school outcome in secondary schools in Oredo Local Government Area in Edo State. The study intends to investigate the perception of staff recruitment based on ethnicity, qualification, experience and favouritism in secondary schools. Geographically, the study covers all the senior secondary schools in Oredo Local Government Area of Edo State.

Definition of Terms

Ethnicity: This refers to the identification of a group based on perceived cultural distinctiveness that makes the group into a people. This distinctiveness is believed to be expressed in language, music, value, art, style, religion etc.

Experience: Knowledge or mastery of a subject gained through involvement or exposure to it.

Favouritism: This is the practice of giving unfair preferential treatment to one person or group of persons at the expense of another.

Qualification: A pass of an examination or an official completion of a course, especially one conferring status as a recognized practitioner of a profession or activity.

Recruitment: Recruitment refers to the process of identifying, attracting, interviewing, selecting, hiring and onboarding employees. In other words, it involves everything from the identification of a staffing need to filling it. Depending on the size of an organization, recruitment is the responsibility of a range of workers.

CHAPTER TWO

LITERATURE REVIEW

In this chapter, the review of related literatures was discussed and were organised under the following subheadings: Conceptual framework, theoretical framework, empirical review and summary of literature review.

Conceptual Framework

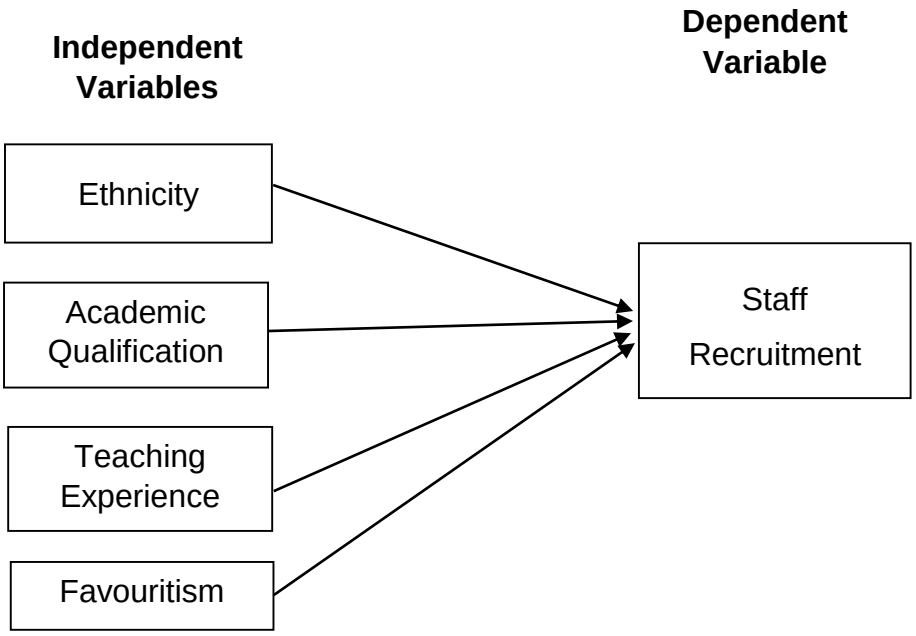


Figure 1: The hypothesized model of the study
Source: Developed by the Researcher

Staff Recruitment

Recruitment and selection is an important factor for success in every organization as a result of having the right staff in the right place which help to improve and sustains organizational performance (Adeyemi, Dumade & Fadare, 2017). Recruitment and selection are the mechanism used in organization to ensure continuity in the workplace as a result of retirement, deployment of staff so as to fill the vacuum created especially in the complex teaching profession. Recruitment

is the process of identifying and attracting or encouraging qualified and suitable candidates to any positions in an organization based on vacancies (Peretomode & Peretomode, 2011). Similarly, it is regarded as a process of attracting individuals on a timely basis, in sufficient numbers and with appropriate qualifications, developing their interest in an organization and encouraging them to apply for jobs within it. It is also described as a concept of securing the right people for particular jobs, and it may take the form of advertising for large groups of employees or tracking out a lightly skilled individual for specific work. It is also seen as a positive process of generating a pool of candidates by reaching the right audience, suitable to fill the vacancy" (Esron, 2013). It involves a systematic procedure from sourcing the candidates to arranging and conducting the interviews and this requires resources and time (Monody, 2018).Thus, it is a way of searching for prospective employees and stimulating them to apply for a job in an organization. Therefore, it is through this mechanism or recruitment and selection that qualified and competent personnel are sort for and offered a job after the recruitment and selection processes. This process enhances sanity and development in the work place and if not handled properly could hinder the progress of the organization (Olujuwon, 2016).

The National Policy on Education, 2004 edition, requires the appointment of academically and professionally qualified persons as teachers and head teachers in public secondary schools. In Nigeria, the recruitment process into public schools includes placing advertisements in both print and electronic media, followed by the establishment of a selection committee to screen the applications and then interview the shortlisted candidates. Selection is usually based on performances during oral and written interviews. The criteria for selecting new employees in a school include knowledge of subject matter, physical appearance, verbal ability and medical fitness (Olujuwon,2016). Therefore, 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. However, recruitment and selection are two words synonymous with employment but there is a distinction between the two. Recruitment is the process of searching for suitable qualified candidates for employment and stimulating them to apply for jobs in the organization while selection involves the series of steps by which the candidates are screened for choosing the most suitable persons for vacant positions (Monody & Noe, 2015).

The basic purpose of recruitments is to create a talent pool of candidates to enable the selection of best candidates for the organization, by attracting more and more employees to apply in the organization. Selection purpose on the other hand is to choose the right candidate to till the various positions in the organization through the final interviews and the decision making, conveying the decision and the appointment Formalities. This means that recruitment and selection in every organization should starts with putting in place clear statement of objectives based on the types of knowledge, skills, abilities and other characteristics that an organization needs (Casio, 2012). For an appropriate recruitment to be made, there are factors to be considered in other to achieve the intended outcome in the selection process. There is the need to know the quality and number of staff, the positions to be filled and the effects of the recruitment on the overall organizational efforts. Similarly, the financial positions of the company in the hiring process must be taken into consideration. For example, some organization may not want go through the rigours of the recruitment and selection process, may thus decide to hire a professional employment agency, to do the advertisement, either in local or international media or on the internet, selection interview and final hiring. In addition, the organizational policy regarding recruitment such affirmative action, hiring of locals where the organization is situated and many more may play a

part in the selection process. Also comply fully with all legal requirements relating with employment, the code of ethics and to ensure justice and equity among all workers.

In recruiting teachers, the peculiar circumstance of the staff required is taken into consideration. This may be due to children schooling that may not made the staff to resume immediately. Similar to the above, Recruitment process in schools should not be done in isolation that is just finding someone to do the job. It is necessary to know the potential of staff to be employed, his flexibility and adaptability to change and new methods to be employed, the technical competence in order to know if he/she will fit into the cultural and social structure of the school and that of the students as well.

Olujuwon (2017) outline steps needed in the recruitment process and this include: 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 organisation 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. Major organizations, as a gesture, during their recruitment process provides, food and sometime money for transport for the applicants. The study of Yaro (2014) revealed that sentiment and other primordial issues like ethnicity, nepotism and favouritism are given more consideration in terms of employment than merit. Also that the principle of federal character of given equal opportunity to all has compounded the problem because it has legalized legalized nepotism and segregation in employment in the, form of ethnic balancing due to appointment of people from zones without proper qualification (Yaro, 2014). In a similar study, Olujuwon (2016) found out that socio-cultural and ethnic factors played an important role in appointment and

selection of staff in public secondary schools. All these factors affect the smooth running of organizations and could lead to inefficiency.

After teachers are recruited there is need for the administrators to meet the needs of the teachers in order to be able to retain them. On the issue of teacher retention, the consideration of incentives for teachers may include granting a house loan, allocation of staff quarters, provision of staff bus services, rebate for staff children's schools, furniture loan, car loan and car refurbishing loan, sponsored holiday abroad, etc. These incentives are needed to boost the morale of teachers. When teachers are denied promotion or placed in a duty post they are not happy, it affects their commitment to teaching. Therefore, teachers promotion, salary, working conditions, job security and personal life, must be taken into consideration in order for them to be satisfied with their job and continue with their teaching profession.

Teaching experience and Teachers Recruitment

Teachers' experience has been perceived as one of the crucial factors in teacher recruitment. A highly experienced teacher for example, has a form of knowledge that is beyond that possessed by less experienced teachers. Prospective teachers should be able to demonstrate minimum competence in adequate preparation for effective classroom teaching, classroom management and control before they are recognized as teachers by Teachers' Registration Council of Nigeria. It could be observed that the experience of teachers who are employed to teach have a relationship with their teaching abilities hence, the performance of teachers who are highly experienced could be rated higher than those with low experience on the job.

Teaching Experience refers to the number of years that a person has been actively engaged as a teacher in the teaching and learning process. Here, the experience of a teacher is adjudged based on duration in the service. It is believed that the more the years spent in service in a particular

discipline such as teaching the more one gains experience and becomes more knowledgeable in what it takes to enhance productivity or achievement of students in their academic work. When teachers have not spent many years in the teaching field, it is likely that their effectiveness in service delivery in the classroom may not be as strong as older teachers. This can affect the academic achievement of students. Teacher experience has to do with the increased awareness of diversifying search for new ideas, new commitments and new challenges. Teachers' experience and knowledge of subject matter are unique qualities for teaching effectiveness.

Senechal (2010) found that teacher experience has a significant positive effect on student achievement, with more than half of the gains occurring during the teacher's first few years, but substantial gains occurring over subsequent years; albeit, at a slower rate. Furthermore, teachers with long years of experience are confident that even the most difficult student can be reached if they exert extra effort; while teachers without experience feel a sense of helplessness when it comes to dealing with unmotivated students. With adequate pedagogical exposure, the teacher exhibits cordial relationships with students and participation in class increases.

Domike (2012) opined that experiences in the teaching profession have to do with factors such as exploration, stabilization, experimentation and diversification. Teachers take up responsibilities during this phase with uncertainties and complexities of the environment. At the fourth year of the teacher's profession, stability plays a great role to characterize the teacher's response to commitment. Between 1-10 years, beginning teachers were found to have pitfalls in their application of instructional methods and in group dynamics. Between the 15-25 years of teaching, in mid-career years, teachers draw a balance sheet of their career lives and examine the possibility or unlikelihood of changing careers. At this stage, teachers are more critical, direct and dominance prevails. After the phase of uncertainty, from 26-33 years of professional experience,

some teachers achieve serenity and greater confidence to invest in teaching. According to Rice (2010) the magnitude of the effect of teacher experience varies depending on the teacher's level of education and the subject area. He further opined that experience gained over time, enhances the knowledge, skills, and productivity of workers. These qualities facilitate students' skills and abilities to think about chemistry processes useful for exploration and analysis, and also enables thorough understanding of chemistry concepts. Experienced teachers are great asset to novice teachers who need advice, encouragement and continuous guidance. Okey (2012) stated that experience is directly related to teachers' ability to plan lessons, address divergent student responses, reflect on their teaching effectiveness and their ability to stimulate student inquiry. Akinyele (2011) and Commey-Ras (2013) commented that experience improves teaching skills while students learn better at the hand of teachers who have taught them continuously over a period of years.

Maduabum (2017) posited that newer teachers may be excited about new discoveries, but teachers with more experience can distinguish valuable ideas from passing facts; though, there may be exceptions. Experience brings humility, good judgment and ability to see the larger story. Experience and immersion in the subject affect teaching in diverse ways. It grows knowledge repertoire, improves utilization of more materials and ideas in profound ways. Experienced teachers are good assets to novice teachers who need encouragement, advice and guidance.

Academic Qualification and Teachers Recruitment

Teachers' Qualification entails the basic training acquired by a teacher to enable him/her to practice in the teaching profession. Kola and Sunday (2015) define 'qualification' as a special skill or type of experience or knowledge that makes someone suitable to do a particular job or activity. Therefore, a teachers' qualification is a particular skill or type of experience or knowledge someone

possesses to make him or her suitable to teach (Aina & Olanipekun, 2015). Kennedy (2014) further defines qualifications as those qualities that teachers have even before they are employed as teachers and that are often assumed to contribute to the quality of their teaching. These qualities, which the author calls "teacher personal resources", include knowledge, skills and expertise, beliefs, attitudes and values, credentials and personal traits. Goe (2017) defines qualifications as resources that teachers bring with them to the classroom and which are considered important in establishing who should be allowed to teach. These resources include teacher coursework, grades, subject-matter education, degrees, test scores, experience, certification and credentials, as well as evidence of participation in continued learning such as internships, induction, and professional development.

According to Usman (in Musau & Migosi, 2015), a qualified teacher can be defined as one who holds a teaching certificate and/or licensed by the state, owns at least a bachelor's degree from a four-year institution and well qualified in his/her area of specialization. The introduction of the Teachers Registration Council of Nigeria (TRCN) by the Federal Government of Nigeria is a landmark for the certification of teachers. Certification is a measure of teacher qualifications that combines aspects of knowledge on the subject matter about teaching and learning. Lassa (2000) claims that education cannot be provided by just anybody; it requires a certified teacher who plans and delivers the lessons or instruction in such a way that objectives can be achieved.

In teachers' recruitment, the interviewer always focus on the qualification of the teachers which is very vital as it affects their method of lesson presentation. A qualified teacher has been exposed to the rules and procedures that enable students to understand clearly and develop mastery in a subject. Therefore, there is the likelihood that the qualified teacher would employ correct methods of teaching because he/she is familiar with strategies that are appropriate for all learners

in the class. Ademulegun (2011) opined that the students taught by teachers that are more qualified in terms of knowledge of a subject matter would perform better than those taught by less qualified teachers.

Nwangwu (2015) confirms that it is not possible to have a quality education without having quality and competent teachers. No adequate training of any sort can take place without recruiting qualified teachers to handle programmes of study. A professionally qualified teacher is the one who possesses professionally based knowledge in the theory and practice of education as well as finds job satisfaction in the belief that he or she is making an important contribution to the social, cultural and economic development of his/her country. Such a teacher should equally, be able to understand students' attitudes, to exploit the educational benefits of the social context within which he/she lives. The teacher should be able to assist students to reach their full intellectual and social potentials. A teacher's qualification may also be seen as a teacher's certification. Gaji (2014) accentuated this view by stating that certification is a measure of teacher qualifications that combines aspects of knowledge on the subject matter about teaching and learning. Darling-Hammond (2020) averred that the knowledge about the subject matter and teaching and learning is the certification status of teacher qualifications. The teaching qualification is an end product of professional development that incorporates all categories of learning undertaken by teachers beyond the point of their initial training.

A qualified teacher might have been exposed to the rules and procedures that enable students to understand clearly and develop mastery in various subject. It has also been argued that teachers with higher educational qualifications are more effective than those with lower qualifications and that skilled teachers are more productive than the unskilled (Iheanacho, 2012). The unqualified teachers may be lacking in these qualities and therefore may not be able to make

the students develop the required skills. Qualification of a teacher tell much about his/her quality that is why Iheanacho (2012) observed that teachers quality is a crucial driving force for improving student achievement. Policymakers widely recognize Teachers' quality, are likely to be the most powerful school-related influence on a Childs' academic performance.

Ethnicity and Teachers recruitment

Ethnicity in Nigeria refers to the concept of being an original inhabitant or native of a particular geographic location within the country. It is a complex and controversial issue, as the criteria for determining who is considered an indigenous person varies across different regions and ethnic groups in Nigeria. Several Nigerian scholars have attempted to define the concept of Ethnicity in Nigeria. Essien (2016) states that Ethnicity is the rights and privileges accruable to an individual or group who, by virtue of ancestral or historical connections, can claim prior and superior rights of habitation, ownership, and control of land and resources within a specific geographic location. The Ethnicity system in Nigeria as used in this study refers to the practice of granting preferential treatment to individuals or groups based on their ancestral ties to a particular geographical area. This system is rooted in the belief that those who can trace their lineage to a particular region are the "true" natives or indigenes of that area and therefore deserve special privileges and protection. Adewale (2015) defined this as "the status of being a member of an indigenous community, with the attendant rights, privileges, and obligations that come with such membership. Iwilade (2017) defined indigeneity as the social and political recognition of an individual or group as having an ancestral or historical connection to a particular place within Nigeria and the attendant rights and privileges that come with such recognition. It is important to note that these definitions are not universally accepted, and there are ongoing debates and discussions around the concept of Ethnicity in Nigeria.

Scholars have long held that, historically, jobs in teaching have been relatively more open to candidates from represented ethnic groups than jobs in many other lines of work. But, researchers have argued that for a number of reasons there has been a continuing insufficient employment of teachers from diverse ethnic groups. Madu et al., (2017) investigated the influence of Ethnicity and interpersonal relationships on the employment of staff in two selected federal university libraries in south-western Nigeria. The study revealed that Ethnicity and interpersonal relationships significantly influence the employment of staff in the libraries under study. The study implied that for employment practices in federally owned institutions in Nigeria to be healthy there is utmost need for equity regulating agencies to promote, monitor, and enforce compliance with the principle of proportional sharing of employment opportunities across ethnic and tribal diversity, particularly those that are noteworthy. Furthermore, other research studies has shown that the adoption of ethnicity in the recruitment of teachers into secondary schools may lead to conflict and reduce national integration and development. This is evident in the study of Adetiba (2013) who explored the issue of ethnic conflict in Nigeria and highlights the negative impact of ethnicity on national integration and development. The study argues that ethnicity has contributed to ethnic conflicts in Nigeria due to resentment towards other ethnic groups or fear of dominance, leading to violence as a means of protection. The study emphasizes the importance of an integrative recruitment framework that recognizes the participatory role of every ethnic group during employment in order to manage ethnicity in Nigeria.

Favouritism and Teachers recruitment

Favouritism is the privilege granted by the public officials in public affairs to some people through immaterial means of influence such as family ties, friendship and kinship (MoNE, 2006). Favouritism is known as "influential contact". As regards its origin, it is the synonym of the term "preferential treatment". According to Turkish Language Institution, "favouritism is granting privilege and giving priority to a person for anything, favouring unfairly regardless of the laws and rules and backing a certain individual, group, thought or practice subjectively, when it is required to compare and make a choice among them. In general, favouritism is described as "favouring a person". Favouritism is one of the inexpert professional rules and a disease within the phenomena of administration which has had an important effect on the growth and development of many organization (Kuznar and Frederick, 2015).

As one of the main reasons of organizational and individual failure, favouritism is a practice that includes indirect benefit, regardless of any material benefit (Bute, 2011). According to Kurt and Dogramaci (2014) favouritism attitudes and behaviours damage the public interest, cause troubles in the functioning of any organization, and thus, eliminate the justice and equality principles. Some teachers who are recruited into the academic system are being placed in their various position based on favouritism. Most school administrators during recruitment and selection ignore abilities and skills and favour their own favourite candidate irrespective of their qualification or experience on the job. Some of these teachers are never committed to their job. It is stated that in a positive and sound school environment, teachers display more commitment to the school (Turan, 2012). Moreover, it is expressed that the teachers with a high level of commitment to their profession and their schools will exert more effort for the success of the

students and comply more with the objectives and values of their schools (Sezgin, 2010). It is m expected that the increase in the professional performance of the teachers in line with the rise in their organizational commitment levels will contribute to the solution of the problems related to quality in the educational organizations.

Favouritism attitudes and behaviours of the school administrators have a negative effect on the trust in the administrator and the colleagues. In an environment such as a school, where the team work is essential to achieve the organizational objectives, favouritism attitudes and behaviours of the administrators impair the communication, interaction and cooperation in the work environment, and thus, lead to hostile acts and conflicts, besides decreasing the motivation and performance of the other employees, reducing job satisfaction and damaging the feeling of trust (Argon, 2016). Moreover, unfair competition resulting from favouritism has a negative effect on the intention of quitting job by undermining the organizational environment, job satisfaction of the employees and thereby, the organizational commitment. Accordingly, in schools, administrators should avoid favouritism during recruitment and also in retention of teachers. To this end, firstly, the condition in schools should be determined. In this regard, favouritism of the school administrators stand out as an important variable affecting the organizational commitment of the employees. Another negative aspect of favouritism is that it demoralizes the employees who work or do business with the relatives of the high-level administrators and who feel that this relative is promoted or awarded unfairly. Therefore, favouritism is an unethical behaviour just as irregularity, corruption and Injustice.

Other Factors influencing Recruitment Process

Gender and Teachers' Recruitment

Gender is a specially constructed phenomenon that is brought about as society ascribes different roles, duties, behaviours, and mannerisms to the two sexes, (Mangvwat, 2016). It is a social connotation that has sound psychological background, and it is used to refer to specific cultural patterns of behaviour that are attributed to human sexes. Gender relates to cultural attributes of both males and females (Akpochafo, 2019). Gender according to Labey (2013) is a psychological experience of being a male or female. It has to do with personality and central components of self-concept. Unlike sex, which is concerned with, only the distinction between male and female based on biological characteristics, gender encompasses other personality attributes as roles, orientation and identity based on individual's conceptualization of self. For instance, Singh (2010) opines that gender refers to a socio-cultural construct that connotes the differentiated roles and responsibilities of men and women in a particular society. This definition implies that gender determines the role, which one plays in relation to general political, cultural, social and economic system of the society. According to Betiku (2012), gender refers to all the characteristics of male and female, which a particular society has determined and assigned each sex. Also, Onyeukwu (2010) sees gender as the dichotomy of roles culturally imposed on the sexes.

Avulata and Oniyama (2009) once described gender stereotype in school as "hidden curriculum" which send out messages to girls to conform to role expectation. In most societies, gender has roles based on the women folk, preventing their participating in, and benefiting from development efforts (UNESCO, 2000). This has created a big psychological alienation or depression in the minds of the female students (Joel and Aride, 2016). As a result, boys dominate the science subjects such as Chemistry, Physics, and Mathematics while the girls go into reading

languages and Arts. This trend has also been a dominating issue in the recruitment of teachers. Most male teachers are believed to be very effective in teaching science subjects than their female counterpart. United Nations (UN) adopted various resolutions to ensure equal opportunities for all gender in education and empowerment. In 1982, UNESCO conference in Harare called for setting up of structures in Africa at the National level to develop, absorbs and uses Science and Technology to distribute developmental tools among the various genders.

Okeke (2017) affirmed that the proportion of female teachers in science classes in secondary and tertiary institutions or in employment as scientist, engineers, and technologists in Nigeria is quiet low. In line with the above claim, Akpochafo (2019) reported that in Nigeria as in many African societies, there is gender bias, a situation in which cultural beliefs and structural arrangement favour men over women. This can be witness in most of elective positions contestable by man and woman. People always see women as not fit to govern or rule since men are involved. The idea that female should be under and submissive to men have created negative influence in the life women folk. Explaining further, Anele (2018) is of the view that the socio-cultural practices of the African societies have placed men on the position, which give them domineering influence on women folk. In an argument for, and attempt to debunk a belief that seems to general in Africa to create a kind of relief for gender equality, Okeke (2017) argued that because of various biological differences in human make-up such as those between male and female, people assume that one sex may have a learning edge over the other sex. Intrinsically, there is practically no significant difference in the intelligence between male and female that can be traceable to gender difference. He argued that, the fact that men are regarded as the dominant and even superior sex does not mean that they are artistically better than women are. Okeke (2007) equally observed that, the Nigerian school curriculum is not gender fair since its contents reflect mainly the concerns

of males; science careers portray masculine images in the curriculum; and more still, female suffer discrimination from teachers overtly & covertly, knowingly and unknowingly. These actions automatically put the female teachers in a disadvantaged position both in the recruitment process and for achievement in classroom interaction especially in science related subjects.

Age and Teachers Recruitment

Age of the individual, as it increases usually affects the various developmental changes and subsequently affects every area of human performance. In addition, it is often said that older teachers, being more highly motivated and more experienced in many realms of life, obtain higher recognition and promotion in the teaching profession. It is believed that teachers should be matured, experienced, emotionally well adjusted, and highly intelligent. An "under aged teacher" does not have these qualities, and therefore, cannot impact on the students. Similarly, an older teacher who may have attain a certain age range may not be effective anymore as they may lack the strength and energy to stand and teach students for a longer period of time. Age will also affect the teachers' experiences. Junior teachers tend to have less experiences compared to the senior teachers. Moreover, senior teachers are considered more matured and stable with a more qualified and balanced perspective, so they are not vulnerable to undergo mental pressure at work (Almutahar, Wardhani, and Rafie 2015). Within a political and public discourse framework, there is a tendency to presume a straightforward linear relationship between the teachers' years of experience and their teaching quality. At every stage of teaching career, less experienced teachers are not always ineffective and vice versa. Observable teacher characteristics, such as education and experiences after the first few years do not correlate with the improvement of their productivity. Other studies even revealed a decline of teaching quality after the first three years.

Age is related to experiences and the latter could also be a significant factor that may affect the decision-making behaviours of members of a small group. In this connection McIntyre, (2016) found that, most teachers who have been posted to schools from universities have little skills in managing student behaviour and they mostly adopt negative views while addressing student behaviour problems while teachers with many years of teaching experiences are found to respond in proficient manner when dealing with students' behaviour problems. Experienced teachers' 'decision-making behaviours are also characterized by their being focused on the well-being, growth or progress of students while also acknowledging when students show an approximation of the expected behaviours. More experienced teachers have higher self-beliefs in their abilities to control their class and manage challenging student-behaviours, while less experienced teachers feel ineffective or less confident in their abilities to deal with student problem-behaviours.

Theoretical Framework

The theoretical framework of this study is based on the Human Capital Theory which was proposed by Gary Becker in (1962) and the Occupational Socialization theory which was proposed by Templin & Schempp, (1989).

Human Capital Theory

Human capital theory, was first formulated by Becker (1962). The human capital theory argues that individual workers have a set of skills or abilities which they can improve or accumulate. Human capital is a physical means of production. Organizations invests in human capital via education, training, and health. Later on Thomas Davenport (1999) advanced that "the component of human capital consisted of abilities, knowledge, skill, personal talent, behavior, and effort, when those three components plus time, he extended that the knowledge included IQ, intelligence, specific and general knowledge to work, Skill is expertise used in working, including

the physical body, and movement of the job. And that Behavior is an expression and observable behavior, norm, ethics and personal belief.

According to Becker (1964), human capital can be accumulated in different forms of education, training, migration, and health. Through such forms, employees gain knowledge, skills and abilities in different ways. Firms invest in human capital because these firm view humans as an asset and expect that what the firm has invested will be returned and provide a positive value in the future. In other words, an individual investment in their schooling or training and anticipate that the knowledge, skill earned will be enhanced to their career advancement. Ulrich (1998) argued that traditionally human resource of labor and business function has been viewed as a cost to be minimized. However, nowadays, human resource is now viewed as human capital which leads to a source of value. Still, Phillips (2005) said that there is a tremendous paradigm shift which has occurred in the concept of human capital from the traditional

Moreover, Vejchayanon (2005) argued that human capital concept is seen that employees are an asset and should be developed, and integrated with multi-dimensional technology. However the paradigm of the human capital shift from an activity-based (focus on a specific measurement, input focus, preparing for a routine works, etc.) to a result- based (focus on result and total performance such as business impact, cost-benefit analysis, output focus, and performance effectiveness) paradigm affects the human capital policy and practice by focusing more on the bottom line instead of top down management.

Occupational Socialization Theory

The Occupational Socialization theory was proposed by Templin & Schempp, (1989). The occupational socialization theory deal with the learning of attitudes and behaviours necessary to recognized and sustainable competence within a context of employment. These include skills

acquired through training, informal work norms, and peer-group values and relationships. Occupational socialization theory provides a dialectical perspective on workplace socialization that can be used to understand recruitment into, preparation for, and socialization through the physical education profession (Templin & Schempp, 1989). Accordingly, the socialization process has been described as unpredictable rather than automatic (Lawson, 1983), and adherence to the norms of the social groups into which membership is sought cannot be assumed. Socialization is not a linear process, therefore, because individuals experience socializing influences uniquely and at different times (Lawson, 1983). Nevertheless, these influences are typically grouped into three temporal phases that include acculturation, professional socialization, and organizational socialization. The ensuing sections provide a brief introduction to the theory and important tenets specifically related to recruitment and retention.

During recruitment process job seekers complete their degrees and obtain their first positions as inservice physical educators they transition into organizational socialization, which is "the process by which they are taught and learns the ropes of a particular organizational role". Socialization during this phase is framed largely by unwritten rules that direct teachers' pedagogies and afford status based on tenure and experience rather than effective practices. As a result, practices learned during Physical education may be "washed out" when new teachers transition into environments that do not support their implementation. Further, in many contexts, physical education is misunderstood and positioned as marginal to the primary mission of schooling. Nevertheless, a variety of sociopolitical factors operating at the local level and those that are informed by public policy and popular opinion frame the ways in which physical education is viewed (Richards, 2015). Educational policies, for example, can serve to either elevate the status of physical education or institutionalize marginality.

Over time, some physical educators may internalize feelings of marginality and accept their position as a teacher of a lower-class subject, which may reduce teaching commitment and effectiveness. This has implications both or children's firsthand experiences in physical education as well as the extent to which they consider the profession as a viable career option. Given that potential recruits' subjective theories are based largely on their experiences in education and relationships with educators. Negative experiences may eliminate teaching as a career option. Accordingly, inservice teachers are among the most important agents of recruitment because of their influence on recruits' subjective theories.

Empirical Review

The review of different scholar's work that are related to the present study, will be drawn so as to establish the present study by drawing conclusions or inference on how and where the reviewed studies differ from the present study and as well as indicating area of similarities with the present study.

Babarinde, Olujuwon, Tola, Abegunrin, and Jimoh (2017) carried out a study titled impact of secondary school teachers' recruitment process and retention package on their professionalism in Lagos State, Nigeria. The study was on the impact of in-service teachers' recruitment process and retention package in the context of public secondary schools in Lagos State. The study population consisted of all secondary school teachers in Education District V of Lagos State, while the sample size of 200 participants was purposively selected from ten secondary schools in the district. Data was generated with a self-constructed questionnaire by the researchers and analysed with percentage, histograms and ANOVA. Four hypotheses were generated and tested at the 0.05 level of significance. All the hypotheses were rejected. The findings revealed that the recruitment pattern of in-service teachers in Lagos State is predominantly by application only, but moderately

done through application with written interview only; that the prevalent factor promoting teachers' retention is prompt payment of salary and promotion arrears without delay. However, there was no significant difference between the recruitment pattern of male and female in service teachers but there was a significant difference in the motivating factors of in-service teachers by years of teaching experience. It was recommended based on the findings of the study that appropriate standard of pattern and process of recruitment should be strictly adhered to forthwith at the local, state and federal levels of policy formation and implementation and that government should ensure prompt payment of salary, promotion arrears and other frindge benefits as at when due.

Alunga, Okutu and Busolo, (2021) investigated on the factors affecting Recruitment of Teachers by Teachers Service Commission in Public Secondary Schools in Sabatia Sub-County of Vihiga County, Kenya. The main objective of the study was to establish the challenges that the Teachers Service Commission was facing in the recruitment of teachers in public secondary schools in devolved units. Specifically, the study explored how effectively the Schools' Boards of Management were adhering to TSC's guidelines on Teacher Recruitment and assessed the appropriateness of these guidelines. The study employed Descriptive Survey design. Questionnaires and interview schedules were used to collect both quantitative and qualitative data for this study. Simple random sampling and purposive sampling techniques were used to select appropriate sample for the study. The sample size for the study comprised of: 11 principals drawn from 35 public secondary schools; 11 chairpersons of Boards of Management (BOMs); the Human Resource Officer (Staffing) and 11 teachers recruited in the last three years (2013 to date). Data was analyzed by descriptive statistics with the help of Statistical Programme for Social Sciences (SPSS version 22) and presented using frequency distribution tables. Findings drawn from the study were that: the BOM members on Teachers' Recruitment Panel were not trained on the

exercise hence did not adhere to the guidelines given by TSC; the TSC guidelines were unfair and teachers were reluctant to teach in insecure areas. The Study therefore recommended that the Ministry of Education should design ways of training BOM members on human resource management and appropriate recruitment process; Teachers Service Commission should strengthen Recruitment Guidelines to accommodate various needs of the society and education.

Machingambi, Oyedele, Chikwature, Oyedele, (2018) carried out a study titled influence of Teachers' Qualification on Students' Performance in 'A'-Level Sciences at Selected Secondary Schools In Mutare District, Manicaland Province In Zimbabwe. This research study reviewed the influence of teachers' qualification on students' performance in 'A'-level Science subjects at selected secondary schools in the Mutare District, Manicaland Province in Zimbabwe. The researchers were spurred into investigating this area because of the misgivings of various presuppositions as regards to poor performance in 'A'-level Science subjects. A qualitative research design was used in this study. Quota and purposive sampling techniques were used to select the schools and participants. The sample included twelve 'A'-level science teachers, three heads of department and three school heads. Semi-structured interviews, focus group discussions, document analysis and observation were used in collecting the study data. These data were analysed and discussed using the thematic approach based on the research questions. The major findings of the study were that teaching qualification has a great influence on students' performance in 'A'-level Science subjects, as students taught by a qualified teacher performed better in the public examinations than those taught by unqualified teacher. Another finding was that practical lessons which are key components of Science subjects were been shunned by unqualified teachers. In addition, it emerged that most teachers were not using scientific methods in teaching Science subjects and this was negatively affecting their students' performance in

Science subjects. Moreover, findings from this research study indicated that subject matter knowledge, pedagogy studies, professional development and years of experience were imperative and positively influencing students' academic achievements.

Adeoye, Olamilekan Salaudeen Abduljalal, Akintayo Oluseyi (2023) carried out a study titled influence of Recruitment and Selection Practice on Quality Education Delivery among Teachers in Selected Secondary Schools Abeokuta South Ogun State, Nigeria. The study examined the influence of recruitment and selection practice on quality education delivery among secondary school teachers in Abeokuta South in Ogun State. A survey research design was adopted for the study. Two hundred and thirty two (232) respondents were estimated and participated in this study. All questionnaires were distributed, adequately filled and used in the analysis. Simple stratified sampling technique was employed for the select sample size from the population of the study. The information collected from the respondents were sorted, coded, and entered in datasheet created in the Statistical Package for the Social Sciences (SPSS). Descriptive statistics of frequency distribution mean and standard deviation was used to analyze the data and provide answers to the research questions. Simple linear regression analysis was used to test the hypotheses at 5 percent level of significance ($\alpha = 0.05$) using the SPSS 25 version software. The findings showed that recruitment and selection practice has a negative significant influence on quality education delivery in secondary schools in Abeokuta South local government area of Ogun state ($R2= 0.038$, $\beta= -0.196$, $t = -3.025$, $p<0.05$). The study concluded that recruitment and selection practice has a significant influence on quality education delivery among secondary school teachers in Abeokuta South local government area of Ogun state, Nigeria. Recruitment and selection practice has a significant influence on teaching efficiency within educational institutions. By implementing effective recruitment and selection processes, providing adequate training opportunities,

establishing goof promotion standards, offering fair compensation and rewards, managing workload, and fostering a supportive organizational culture to enhance quality education delivery.

Aina, and Olanipekun (2015) carried out a review of Teachers' Qualifications and Its Implication on Teachers recruitment in secondary schools in Ondo State. The study investigated on the effect of teachers' qualification on their employment rate in senior secondary school in Akure, Ondo State. The study adopted a descriptive research design. The population of the study consisted of 234 teachers with a sample size of 83 teachers. The instrument used for data collection in the study was a semi structured questionnaire. The data obtained was analyzed using the independent sample t-test and the ANOVA analysis of variance. The result obtained in the study showed that there was no significant difference between teachers qualification and teachers recruitment in secondary school in Ondo State.

Filgona, and Sakiyo, (2020) investigated on Teachers' Academic Qualification as a Predictor of Attitude and Academic Achievement in Geography of Senior Secondary School Students in Adamawa State, Nigeria. The study determines the degree to which teachers' academic qualification predicts attitude and academic achievement of students in Geography in senior secondary schools of Adamawa State. The research design employed was the predictive correlational design. The study, which sampled 400 teachers and 400 students from senior secondary schools in Adamawa State, employed the multistage sampling technique to actualize this. The participating teachers' and students' responses were gathered using the Geography Teachers' Qualification Checklist (GTQC), Students' Attitudinal Scale in Geography (SASIG) and Geography Achievement Test (GAT). Two of the instruments (SASIG, GAT) were validated and trial-tested to obtain the reliability coefficients using Cronbach's Alpha statistic. The SASIG instrument had a reliability coefficient of 0.78 while the GAT instrument indicated a coefficient

of 0.77. Frequency count and percentages were used to answer the research questions in the study while the null hypotheses were tested using simple linear regression statistic. The regression statistic showed that teachers' qualifications did predict students' academic achievement and the predictive value was significant. However, students' attitude to Geography was not predicted by teachers' qualification. The results emphasized the need for authorities concerned to strictly recruit qualified graduate teachers of Geography to teach in senior secondary schools in Adamawa State.

Muhammad (2021) investigated on the effects of teachers' academic qualification and Experience on students' achievement and interest in Kaduna State. The study examined the effects of teachers' academic qualification and experience on students' achievement and interest. The sample was made up of two hundred and twenty one (221) NCE Business Education Department, Federal College of Education, Zaria and ten (10) Accounting lecturers in the Department. One hundred and forty (140) students of NCE II in Business Education Department and seven (7) Accounting lecturers were selected from Business Education Department, using random sampling technique. Two research hypotheses guided this study, the research hypotheses were tested using regression analysis and ANOVA. The findings from the study revealed that all lecturers' academic qualification and experience when taken together made significant effects on students' achievement in Accounting. Based on the findings of this study, the recommendations are also given by the researchers.

Ichazu, and Omoregie (2020) carried out a study on the Influence of Teachers Qualifications on Academic Performance of Secondary School Students in Delta State. The study investigated the influence of teachers' qualification on students' academic performance in secondary school in Delta State. A random sampling technique was used to select 25 public secondary schools out of 25 Local Government Area of Delta State. Total of 364 samples

comprising of teachers, students and secondary school principals were used during the study. A survey design was adopted for the study. Three instruments namely School Principal Questionnaire (SPQ), Teachers Qualifications Questionnaire (TCQ) and Students' Achievement Test (CAT) were used to gather data for the study. Data were analyzed using the Pearson Product Moment Correlation (PPMC) and t-test. Results revealed that there is significant relationship between teachers' Qualification and students' academic performance in secondary schools. Secondary schools students taught by qualified teachers performed significantly better than those taught by unqualified teachers. Also secondary schools students taught by experienced teachers performed significantly better than those taught by inexperienced teachers.

Dele (2015) carried out a study titled Teachers' Locus of Control and Work Experience as Determinants of Teachers' Effectiveness in Secondary Schools in Lagos State, Nigeria. The study investigated teachers' Locus of control and teaching experience as determinants of teachers' effectiveness in Secondary Schools in Lagos. The study adopted the descriptive survey research. The multi-stage sampling technique was used to select 574 Junior Secondary School teachers from six (6), education districts in Lagos-State. Two Instruments where used: Teacher Effectiveness Questionnaire with three sub-scale (r=0.76; 0.73 & 0.71) and Teachers locus of control (r=0.61). Data were analyzed using Pearson Product Moments Correlation. The findings of the study showed that teacher locus of control (r=0.09, $p< 0.05$) had significant relationship with teacher effectiveness, whereas teachers years of experience ($r = 0.06$, $P > 0.05$) did not show significant influence on teachers effectiveness. Based on the findings of the study it was recommended that Teachers' locus of control is important to teacher effectiveness. Hence, secondary school teachers, in Lagos State should be made to go through self-regulation training in order to enhance their level of effectiveness with a view of increasing students' general performance in public examinations.

Abidin, and Zuhal (2019) investigated on the Relationship between Favouritism Behaviours of Secondary School Administrators and recruitment of the Teachers. The study sought determine the relationship between the favouritism behaviours of secondary school administrators and recruitment of teachers. The study population consisted of 3,403 teachers from 64 secondary schools in the central district of Diyarbakir/Turkey in the academic year of 2016 2017. The data collection instrument was applied to randomly select 376 teachers from 22 schools. "Favoutism in the School Management Scale", developed by Erdem and Meric (2012) and three dimensional "Organizational Commitment Scale ", developed by Meyer, Allen and Smith (1993) and adapted into Turkish by Dağlı, Elçiçek and Han (2017) were used for the study. The arithmetic mean, standard deviation were used in the analysis of data. The relationship between favoritism and recruitment was studied using Spearman Correlation Coefficient. The finding of the study showed that Teachers participated the overall mean of "Favouritism in the School Management Scale" at "sometimes" level (M=2.86). According to teachers' perceptions, the dimensions with the highest means are in order; (1) Planning (M=3,121; Sometimes), (2) Coordination (M=2,961; Sometimes) Sometimes), (3) Evaluation (M=2, 368; Sometimes) and (4) Organization (M= 2,936; Sometimes). The study also revealed a moderate level of negatively significant relationship was between favouritism behaviours of school administrators and recruitment of teachers. ($r = --.359$, $p < .01$). The more favouritism behaviours of school administrators are, the less organizatioal commitment of teachers are.

Okcu, and Ucar (2016) did a study titled Effect of school principals' favouritism behaviors and attitudes on teachers' organizational commitment, based on the perceptions of primary and secondary school teachers. The study sought to determine whether there was a relationship between the favouritism attitudes and behaviours of school administrators and the organizational

commitment of teachers, based on the perceptions of the teachers. The study adopted a correlational study using survey model. The population of the study was made up of 1219 teachers working in schools (27 of which were primary schools and 25 were secondary schools). The finding of the study revealed that the primary and secondary school teachers' perceptions regarding the favouritism attitudes and behaviours of the school administrators were at low level. It was determined that based on the perceptions of the primary and secondary school teachers, there was a negative and medium level of relationship between the favouritism attitudes and behaviours of the school administrators, and the internalization and identification sub-dimensions of the organizational commitment.

Summary of Literature Review

The review of related literature was organized under conceptual framework, theoretical framework and empirical studies. This was done to enable the researcher review detailed literature for the work. Under the conceptual framework, all the major concepts in the study were explained. They include: Teachers' recruitment, gender and teachers recruitment, experience and teachers recruitment, qualification and teachers recruitment and Age and teachers recruitment. Under the theoretical framework, two theories were reviewed. These includes the Human Capital Theory which was proposed by Gary Becker in (1962) and the Occupational Socialization theory which was proposed by Templin & Schempp, (1989). The human capital theory argues that individual workers have a set of skills or abilities which they can improve or accumulate. While the occupational socialization theory deal with the learning of attitudes and behaviours necessary to recognized and sustainable competence within a context of employment. The empirical review was based on previous studies done by other researcher. From the various studies reviewed, it was

observed that none of these studies were carried out in Oredo Local Government Area of Edo state and this is the gap which this study filled.

CHAPTER THREE

METHODOLOGY

In this chapter the methods and procedures that were adopted in carrying out this study was discussed. these includes: the research design of the study, population of the study, sample and sampling technique, research instrument, validation of the instrument, reliability of the instrument, method of data collection and method of data analyses.

Research Design

The study adopted a correlational research design. The research design is considered appropriate since it aims to find out staff recruitment as predictor of school outcome in secondary schools in Oredo Local Government Area of Edo State.

Population of the Study

The population of the study comprises 598 teachers from all public senior secondary school teachers in Oredo Local Government Area of Edo state. There are 14 public senior secondary school in Oredo Local Government Area with a total population of 598 teachers in senior secondary school in Oredo Local Government Area of Edo State (Ministry of Education, 2021).

Sample and Sampling Technique

The sample of the study was made up of 150 teachers. This was done by adopting the simple random sampling technique in selecting 150 teachers representing 25% of the total population from public senior secondary school in Oredo Local Government Area of Edo state which was used as the sample of the study. This technique was employed to ensure an equal representation of the population for this study.

Research Instrument

The instrument to be used for data collection is a questionnaire titled "Staff recruitment as predictor of school outcome in secondary schools in Oredo Local Government Area of Edo State". The instrument is made up of two sections, section A and B. Session A deals with personal data of the respondents while section B comprised of items on a five-point like scale, designed to elicits information on teachers perception on staff recruitment in secondary schools in Oredo Local Government Area in Edo State. The items were scaled as follows: "Very High Extent (VHE)=5, High Extent (HE)=4, Moderate (M)=3 Low Extent (LE)=2, and Very Low Extent (VLE)=1".

Validity of the Instrument

The instrument was validated and certified by three experts in the Department of Education, Benson Idahosa University; outside the supervisor, of the work two other lecturers, from measurement and evaluation, and the other from guidance and counselling. The reason for this process is to ensure that the instruments meets the conditions of face and content validity.

Reliability of the Instrument

In establishing the reliability of the instrument the Cronbach alpha reliability procedure was used. In doing this 30 copies of the instrument were administered on respondents who are not part of the sample. Data collected were analysed using the Cronbach's Alpha statistics and the instrument obtained the coefficient .871 which showed that the instrument was reliable.

Method of Data Collection

An introductory letter was given to the sampled schools to seek approval. After the approval from the schools copies of the instrument were administered on the respondents by the researcher through the help of a trained research assistant to ensure quick response and retrieval of the instrument. The completed questionnaire were retrieved immediately for analysis.

Method of Data Analysis

The mean ($\bar{x}$), Standard Deviation (SD) and linear regression was used for the analysis of data. The mean and standard deviation was used to answer the research questions while the linear regression was used to test the hypotheses at 0.05 level of significance. The Standard Deviation was used to determine the extent to which the responses were clustered to or deviated from the mean responses. The probability value (p) was used in taking the decisions regarding the hypothesis. For p-value less than or equal to 0.05 the null hypothesis was rejected, and if otherwise, the null hypothesis was retained.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter deals with the presentation and analysis of results based on the data collected. The presentation of results is followed by the discussion under the following:

Data Analysis

Demographic Characteristics of Respondents

Table 1: Distribution of Respondents by Gender

Gender	Frequency	Percentage (%)
Male	52	34.7
Female	98	65.3
Total	**150**	**100**

Table 1 showed the gender distribution of the respondents. The table indicates that there were 52 male respondents representing 34.7% while the female respondents were 98 representing 65.3%. It implies that majority of respondents in this study were female.

Table 2: Distribution of Respondents by Teachers Qualification

Teachers Qualification	Frequency	Percentage (%)
SSCE	2	1.3
NCE	58	38.7
ND/HND	64	42.7
B.Sc	21	14.0
M.Sc	5	3.3
PhD	0	0
Total	**150**	**100**

Table 2 showed the information of respondent according to their academic qualification. The table showed that 2 respondents representing 1.3% had SSC; 58 respondents representing 38.7% had NCE; 64 respondents representing 42.7% had ND/HND; 21 respondents representing 14.0% had B.Sc; and 5 respondent representing 3.3% had M.Sc. However, none of the respondents had Ph.D degree. This implies that majority of the respondents in this study had ND/HND academic qualification.

Table 3: Distribution of Respondents by Years of Teaching Experience

Years of Experience	Frequency	Percentage (%)
Below 5 years	13	8.7
5-10 years	49	32.7
11 - 15years	55	36.7
16 – 20 years	25	16.7
Above 20 years	8	5.3
Total	**150**	**100**

Table 3 showed the information of respondent according to their years of experience. The table indicated that 13 respondents representing 8.7 % had below 5 years teaching experience; 49 respondents representing 32.7% had 5-10years teaching experience; 55 respondents representing 36.7% had a teaching experience of 11-15years; 25 respondents representing 16.7% had a teaching experience of 16-20years while 8 respondents representing 5.3% had a teaching experience of above 20 years. This implies that majority of the respondents in this study had teaching experience that ranged from 11 -15years.

Analysis of the Research Questions

The analyses of research questions are shown as follows:

Research Question 1: What is the perception of teachers on the influence of ethnicity on staff recruitment in secondary schools in Oredo Local Government Area of Edo State?

Table 4: Pearson Product Moment Correlation showing the influence of ethnicity on the Staff recruitment in secondary school students in Oredo Local Government Area.

Variable	N	r	r^2	%	Remark
Ethnicity Staff Recruitment	150	.611	.373	37	Low

r^2 = coefficient of determination

The data presented in Table 1 showed the influence of ethnicity on staff recruitment as perceived by secondary school teachers. It was observed from the table that there was a positive relationship (.611) between ethnicity and staff recruitment as perceived by secondary school teachers. The coefficient of determination (r^2) associated with the correlation coefficient of (.611) was .373. This implies that ethnicity has 37% low influence on staff recruitment as perceived by secondary school teachers in Oredo Local Government Area of Edo State.

Research Question 2: What is the perception of teachers on the influence of qualification on staff recruitment in secondary schools in Oredo Local Government Area of Edo State?

Table 5: Summary of regression analysis on the influence of qualification on staff recruitment in secondary schools in Oredo Local Government Area.

Model	Unstandardized Coefficients		Standardized Coefficients	Multiple r	R square	Adjusted R square	Coefficient of determination	Remark
	B	Std. Error	Beta					
(Constant)	15.561	8.367		.341	.116	.113	11%	Low
Staff Recruitment	1.671	.334	.341					
Qualification	3.21	1.71	.046					

Results presented in Table 5 showed influence of qualification on staff recruitment in secondary schools in Oredo Local Government Area as perceived by teachers. It was observed from the data in the table that there was a low positive relationship between qualification and staff recruitment in secondary schools in Oredo Local Government Area. The coefficient value of the relationship was .341 with a coefficient of determination of 11% which showed that qualification had a low influence on staff recruitment in secondary schools in Oredo Local Government Area.

Research Question 3: What is the perception of teachers on the influence of experience on staff recruitment in secondary schools in Oredo Local Government Area of Edo State?

Table 5: Summary of regression analysis on the influence of experience on staff recruitment in secondary schools in Oredo Local Government Area.

Model	Unstandardized Coefficients		Standardized Coefficients	Multiple r	R square	Adjusted R square	Coefficient of determination	Remark
	B	Std. Error	Beta					
(Constant)	13.422	6.321		.487	.237	.231	23%	Low
Staff Recruitment	1.634	.248	.487					
Experience	2.53	1.71	.063					

Results presented in Table 5 showed influence of experience on staff recruitment in secondary schools in Oredo Local Government Area as perceived by teachers. It was observed from the data in the table that there was a low positive relationship between experience and staff recruitment in secondary schools in Oredo Local Government Area. The coefficient value of the relationship was .487 with a coefficient of determination of 23% which showed that experience had a low influence on staff recruitment in secondary schools in Oredo Local Government Area.

Research Question 4: What is the perception of teachers on the influence of favouritism on staff recruitment in secondary schools in Oredo Local Government Area of Edo State?

Table 6: Pearson Product Moment Correlation showing the influence of favouritism on the Staff recruitment in secondary school students in Oredo Local Government Area.

Variable	N	r	r^2	%	Remark
Favouritism					
	150	.573	.328	32	Low
Staff Recruitment					

r^2 = coefficient of determination

The data presented in Table 6 showed the influence of favouritism on staff recruitment as perceived by secondary school teachers. It was observed from the data in the table that there was a positive relationship (.573) between favouritism and staff recruitment as perceived by secondary school teachers. The coefficient of determination (r^2) associated with the correlation coefficient of (.573) was .328. This implies that favouritism has 32% low influence on staff recruitment as perceived by secondary school teachers in Oredo Local Government Area of Edo State.

Testing of Hypotheses

The following hypotheses were tested at 0.05 alpha level of significance as shown in tables 5-8.

Hypothesis 1: There is no significant relationship between staff recruitment and ethnicity in secondary schools in Oredo Local Government Area of Edo State.

Table 7: Summary of regression analysis on the significant relationship between staff recruitment and ethnicity in secondary schools in Oredo Local Government Area of Edo State.

Coefficients				Model						
Variable	**F**	**T**	**Sig.**		**Sum of Squares**	**Df**	**Mean Square**	**Beta**	**Sig.**	**Decision**
(Constant)	28.535	2.137	.041	Regression	7967.15	2	7967.15	.611	.041	Reject H_0
Ethnicity		5.342	.000	Residual	51095.45	149				
				Total	59062.61	148				

Table 7 showed the significant relationship between staff recruitment and ethnicity. It is observed from the data in the table that there is a relationship between staff recruitment and ethnicity with a significant value of (.041) which is less than the alpha level of (0.05). This implied that the null hypothesis which states that there is no significant relationship between staff recruitment and ethnicity in secondary schools in Oredo Local Government Area of Edo State was rejected. Therefore it could be concluded that there is a significant relationship between staff recruitment and ethnicity in secondary schools in Oredo Local Government Area of Edo State.

Hypothesis 2: There is no significant relationship between staff recruitment and qualification in secondary schools in Oredo Local Government Area of Edo State.

Table 8: Summary of regression analysis on the significant relationship between staff recruitment and qualification in secondary schools in Oredo Local Government Area of Edo State.

Coefficients				Model						
Variable	F	T	Sig.		Sum of Squares	Df	Mean Square	Beta	Sig.	Decision
(Constant)	20.99	1.360	.175	Regression	11071.80	3	5535.90	.341	.001	Reject H_0
Staff		4.433	.000	Residual	47990.80	149	263.68			
Recruitment		3.431	.001	Total	59062.61	147		.046		
Qualification										

Table 8 showed the significant relationship between staff recruitment and qualification. It is observed from the data in the table that qualification is a significant predictor of staff recruitment with a significant value of (.001) which is less than the alpha level of (0.05). This implied that the null hypothesis which states that there is no significant relationship between staff recruitment and qualification in secondary schools in Oredo Local Government Area of Edo State was rejected. Therefore, it could be concluded that there is a significant relationship between staff recruitment and qualification in secondary schools in Oredo Local Government Area of Edo State..

Hypothesis 3: There is no significant relationship between staff recruitment and experience in secondary schools in Oredo Local Government Area of Edo State.

Table 9: Summary of regression analysis on the significant relationship between staff recruitment and experience in secondary schools in Oredo Local Government Area of Edo State.

Coefficients				Model						
Variable	F	T	Sig.		Sum of Squares	Df	Mean Square	Beta	Sig.	Decision
(Constant)	21.19	3.374	.001	Regression	11157.10	2	5578.55	.487	.000	Reject H_0
Staff Recruitment		5.293	.000	Residual	47905.51	148	263.21			
Experience		3.481	.000	Total	59062.61			.063		

Table 9 showed the significant relationship between staff recruitment and experience. It is observed from the data in the table that experience is a significant predictor of staff recruitment and with a significant value of (.000) hich is less than the alpha level of (0.05). This implied that the null hypothesis which states that there is no significant relationship between staff recruitment and experience in secondary schools in Oredo Local Government Area of Edo State was rejected. Therefore it could be concluded that there is a significant relationship between staff recruitment and experience in secondary schools in Oredo Local Government Area of Edo State.

Hypothesis 4: There is no significant relationship between staff recruitment and favouritism in secondary schools in Oredo Local Government Area of Edo State.

Table 10: Summary of regression analysis on the significant relationship between staff recruitment and favouritism in secondary schools in Oredo Local Government Area of Edo State

Coefficients				Model					
Variable	F	T	Sig.		Sum of Squares	Df	Mean Square	Beta	Sig.	Decision
(Constant)	15.398	.892	.157	Regression	8547.39	2	4273.69	.573	.045	Reject H_0
Favouritism		5.350	.000	Residual	50515.21	148				
		1.446	.045	Total	59062.61	148				

Table 10 showed the significant relationship staff recruitment and favouritism in secondary schools in Oredo Local Government Area of Edo State. It is observed from the data in the table that there is a significant relationship between favouritism and staff recruitment in secondary school in Oredo Local Government Area of Edo State with a significant value of (.045) which is less than the alpha level of (0.05). This implied that the null hypothesis which states that there is no significant relationship between staff recruitment and favouritism in secondary schools in Oredo Local Government Area of Edo State was rejected. Therefore it could be concluded that there is a significant relationship between staff recruitment and favouritism in secondary schools in Oredo Local Government Area of Edo State.

Discussion of Findings

The first finding of the study showed that there is a significant relationship between staff recruitment and ethnicity in secondary schools in Oredo Local Government Area of Edo State. This finding implies that ethnicity may play a role in influencing the recruitment processes. This finding raises concerns regarding potential biases or discriminatory practices in hiring practices, which could hinder efforts towards building diverse and inclusive learning environment. This finding is in agreement with the finding of Alunga, Okutu and Busolo, (2021) who investigated on the factors affecting Recruitment of Teachers by Teachers Service Commission in Public Secondary Schools in Sabatia Sub-County of Vihiga County, Kenya. The main objective of the study was to establish the challenges that the Teachers Service Commission was facing in the recruitment of teachers in public secondary schools in devolved units. The findings of the study revealed that ethnicity was one of the significant factor influencing recruitment process in public secondary schools in Sabatia sub-county of Vihiga County, Kenya. The finding is however in contrast with the finding of Adeoye, Olamilekan Salaudeen Abduljalal, Akintayo Oluseyi (2023) who carried out a study titled influence of Recruitment and Selection Practice on Quality Education Delivery among Teachers in Selected Secondary Schools Abeokuta South Ogun State, Nigeria. The study examined the influence of recruitment and selection practice on quality education delivery among secondary school teachers in Abeokuta South in Ogun State. The study also investigated some factors influencing teachers' recruitment in secondary schools in Abeokuta south in Ogun State. Findings from the study showed that there was no significant influence of ethnicity on teachers' recruitment in secondary schools in Abeokuta south. Findings from the study also revealed that recruitment and selection practice has a negative significant influence on quality education delivery in secondary schools in Abeokuta South local government area of Ogun state ($R2= 0.038$, $\beta= -0.196$, $t = -3.025$, $p<0.05$).

The second finding of the study showed that there was a significant relationship between staff recruitment and qualification in secondary schools in Oredo Local Government Area of Edo State. This finding is in agreement with the finding of Aina, and Olanipekun (2015) who carried out a review of Teachers' Qualifications and Its Implication on Teachers recruitment in secondary schools in Ondo State. The study investigated on the effect of teachers' qualification on their employment rate in senior secondary school in Akure, Ondo State The finding of the study showed that there was no significant difference between teachers qualification and teachers recruitment in secondary school in Ondo State. The finding is also in agreement with the finding of Machingambi, Oyedele, Chikwature, Oyedele, (2018) who carried out a study titled influence of Teachers' Qualification on Students' Performance in 'A'-Level Sciences at Selected Secondary Schools in Mutare District, Manicaland Province in Zimbabwe. The research study reviewed the influence of teachers' qualification on students' performance in 'A'-level Science subjects at selected secondary schools in the Mutare District, Manicaland Province in Zimbabwe. The major findings of the study were that teaching qualification has a great influence on students' performance in 'A'-level Science subjects, as students taught by a qualified teacher performed better in the public examinations than those taught by unqualified teacher.

The third finding of the study showed that there was a significant relationship between staff recruitment and experience in secondary schools in Oredo Local Government Area of Edo State. This finding is in agreement with the finding of Muhammad (2021) who investigated on the effects of teachers' academic qualification and Experience on students' achievement and interest in Kaduna State. The study examined the effects of teachers' academic qualification and experience on students' achievement and interest. The findings from the study revealed that all teachers' academic qualification and experience when taken together made significant effects on students'

achievement. However, the finding is in contrast with the finding of Dele (2015) who carried out a study titled Teachers' Locus of Control and Work Experience as Determinants of Teachers' Effectiveness in Secondary Schools in Lagos State, Nigeria. The study investigated teachers' Locus of control and teaching experience as determinants of teachers' effectiveness in Secondary Schools in Lagos. The findings of the study showed that teacher locus of control ($r=0.09$, $p< 0.05$) had significant relationship with teacher effectiveness, whereas teachers years of experience ($r = 0.06$, $P > 0.05$) did not show significant influence on teachers effectiveness.

The fourth finding of the study showed that there was a significant relationship between staff recruitment and favouritism in secondary schools in Oredo Local Government Area of Edo State. This finding is in agreement with the finding of Abidin, and Zuhal (2019) who investigated on the Relationship between Favouritism Behaviours of Secondary School Administrators and recruitment of the Teachers. The study sought determine the relationship between the favouritism behaviours of secondary school administrators and recruitment of teachers. The finding of the study showed that there was a moderate level of negatively significant relationship between favouritism behaviours of school administrators and recruitment of teachers. ($r = --.359$, $p < .01$). The more favouritism behaviours of school administrators are, the less organizatioal commitment of teachers are. However, the finding is in contrast with the finding of Okcu, and Ucar (2016) who did a study titled Effect of school principals' favouritism behaviors and attitudes on teachers' organizational commitment, based on the perceptions of primary and secondary school teachers. The study sought to determine whether there was a relationship between the favouritism attitudes and behaviours of school administrators and the organizational commitment of teachers, based on the perceptions of the teachers. The finding of the study revealed that the primary and secondary school teachers' perceptions regarding the favouritism attitudes and behaviours of the school

administrators were at low level. It was determined that based on the perceptions of the primary and secondary school teachers, there was a negative and medium level of relationship between the favouritism attitudes and behaviours of the school administrators, and the internalization and identification sub-dimensions of the organizational commitment.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary of Findings

This study examined staff recruitment as predictor of school outcome in secondary schools in Oredo Local Government Area of Edo State. The specific objectives of the study was to determine teachers' perception on the influence of Ethnicity, Qualification, Experience and Favouritism on Staff recruitment in secondary school students in Oredo Local Government Area of Edo State. Four research questions and their corresponding hypotheses were raised and tested to guide the study. These include:

1. What is the perception of teachers on the influence of ethnicity on staff recruitment in secondary schools in Oredo Local Government Area of Edo State.
2. What is the perception of teachers on the influence of qualification on staff recruitment in secondary schools in Oredo Local Government Area of Edo State
3. What is the perception of teachers on the influence of experience on staff recruitment in secondary schools in Oredo Local Government Area of Edo State
4. What is the perception of teachers on the influence of favouritism on staff recruitment in secondary schools in Oredo Local Government Area of Edo State

The hypotheses stated as follows;

1. There is no significant relationship between staff recruitment and ethnicity in secondary schools in Oredo Local Government Area of Edo State.
2. There is no significant relationship between staff recruitment and qualification in secondary schools in Oredo Local Government Area of Edo State

3. There is no significant relationship between staff recruitment and experience in secondary schools in Oredo Local Government Area of Edo State
4. There is no significant relationship between staff recruitment and favouritism in secondary schools in Oredo Local Government Area of Edo State

The design of the study was a correlational research design and the population of the study comprised of 598 teachers from all public senior secondary school teachers in Oredo Local Government Area of Edo state. The sample size of the study was made up of 150 teachers randomly selected from secondary schools in Oredo Local Government Area of Edo State. The research instrument used for this study was a self-structured questionnaire titled "Staff recruitment as predictor of school outcome in secondary schools in Oredo Local Government Area of Edo State". The questionnaire was administered on twenty (30) respondents which were not part of the sample for its reliability and the reliability value obtained was .871 which implied that the instrument was reliable. The data collected in the study were analysed using linear regression. The results obtained showed that:

1. There was a significant relationship between staff recruitment and ethnicity in secondary schools in Oredo Local Government Area of Edo State.
2. There was a significant relationship between staff recruitment and qualification in secondary schools in Oredo Local Government Area of Edo State
3. There was a significant relationship between staff recruitment and experience in secondary schools in Oredo Local Government Area of Edo State
4. There was a significant relationship between staff recruitment and favouritism in secondary schools in Oredo Local Government Area of Edo State.

Educational Implications

This study explicates the significance of maintaining proper recruitment and retaining process in secondary schools. It also shows the importance of providing opportunities for professional development within the educational sector. Therefore, secondary schools should ensure that potential staff members possess relevant experience and qualification before they are being hired. Also educational institutions should implement strategies to ensure that recruitment processes are free from biases or discriminatory practices, thereby fostering a diverse workforce that reflects the broader community. Finally, the study also reveals the necessities of providing opportunities for professional development, and ensuring transparency and fairness in recruitment processes within secondary schools in Oredo Local Government Area of Edo State. By addressing these implications, educational institutions can create a supportive and inclusive environment that fosters the academic success and personal growth of all students.

Conclusion

The findings of this study showed the significant relationships between staff recruitment and various factors within secondary schools in Oredo Local Government Area of Edo State. The observed relationships between recruitment and ethnicity, qualification, experience, and favouritism indicated the complexity and importance of recruitment processes in secondary schools in Oredo Local Government Area of Edo State. The finding showed a significant relationship between staff recruitment and ethnicity which highlights potential disparities and challenges related to diversity and inclusivity within the workforce of secondary schools. Addressing biases and promoting equitable recruitment practices is essential to foster a school environment that values and celebrates diversity.

Similarly, the identified relationship between recruitment and qualification emphasizes the role of professional academic qualification in determining employment opportunities within these secondary schools. The implication of a significant relationship between recruitment and experience also shows the importance of prior work experience in hiring decisions in secondary school. However, efforts should be made to balance the value of experience with opportunities for individuals to gain relevant experience within the educational sector. Finally, the study showed a significant relationship between recruitment and favouritism. This highlights the need for transparency, fairness, and integrity in recruitment processes. Implementing clear and merit-based selection criteria, along with training and professional development for those involved in recruitment, can help mitigate the impact of biases and ensure the equitable treatment of all candidates during recruitment.

Contributions to Knowledge

This study contribute to existing knowledge by enhancing staff and teachers understanding of recruitment dynamics within secondary schools, addressing issues related to diversity and inclusion, emphasizing the importance of qualifications and competencies, and highlighting the need to mitigate bias and favouritism in recruitment processes. This knowledge can inform policy and practice in educational institutions and contribute to the development of more equitable and inclusive recruitment practices. This study also contributes to general understanding of the barriers and challenges faced by individuals from different ethnic backgrounds in accessing employment opportunities and shows the need for proactive measures to promote diversity and inclusivity in recruitment processes.

Recommendations

Based on the findings of the study, the following recommendations are made;

1. School administrators and the government should implement diversity training programs for all staff involved in recruitment processes.
2. School administrators and the government should ensure to establish clear and transparent selection criteria for hiring decisions during recruitment.
3. Recruitment should be based on merit, relevant qualifications, skills, and experiences as this will promote fairness and transparency in recruitment processes.
4. School administrators should ensure that all candidates are evaluated fairly and objectively during recruitment process.
5. School head should prioritize professional development opportunities for both existing staff members and potential candidates.

Suggestions for Further Studies

From the findings of this study, the following suggestions are made for further investigations:

1. This study can be replicated in other Local Government Area either within or outside Edo state to validate the findings from this study.
2. Further studies can also be carried out to investigate other factors influencing staff recruitment and retention process in Secondary schools in Edo State.

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APPENDIX A

INTRODUCTORY LETTER

Department of Education,
Faculty of art and Education,
School of Postgraduate Studies,
Benson Idahosa University,
15th November, 2023.

Dear Respondent,

STAFF RECRUITMENT AS PREDICTOR OF SCHOOL OUTCOME IN SECONDARY SCHOOLS IN OREDO LOCAL GOVERNMENT AREA OF EDO STATE

I am a Post-graduate student in the above named department. As part of the requirements for the program, I am conducting a research on staff recruitment as predictor of school outcome in secondary schools in Oredo Local Government Area of Edo State. In this regard, you have been duly selected as a member of the sample. I also wish to assure you that your answers will be treated in strict confidence and used for the stated academic purpose only.

Thanks.

Yours faithfully,

John Ikpefua Eyike
Researcher

APPENDIX B
QUESTIONNAIRE

STAFF RECRUITMENT AS PREDICTOR OF SCHOOL OUTCOME IN SECONDARY SCHOOLS IN OREDO LOCAL GOVERNMENT AREA OF EDO STATE

INSTRUCTIONS: Please tick (√) in the appropriate box that relates to you. Do not tick more than one for each statement.

SECTION A:

Demographic Information

Gender: Male ☐ Female ☐

Academic Qualification: SSCE ☐ NCE ☐ ND/HND ☐ B.Sc ☐ M.Sc ☐ Ph.D ☐

Years of Experience: Below 5 Years ☐ 5-10 years ☐ 11-15 ☐ 15-20 ☐ above 20 years ☐

SECTION B:

Teachers Recruitment

Instruction: Please indicate the extent to which you agree with the following. You are to assess the following on a five-point likert scale with response format of SA=Strongly Agree, A= Agree, U= Undecided, D=Disagree, and SD= Strongly Disagree

S/N	ITEM	SA 5	A 4	U 3	D 2	SD 1
	Staff Recruitment and Ethnicity					
1	During recruitment there is low implementation of cultural diversity					
2	Ethnicity has always been a barrier to staff employment in secondary schools					
3	Employment are only given to candidate of same tribe as employer					
4	Employment are only given to candidate who speak same language as employer					
5	Only candidate of same ethnicity with the employers are employed into leadership position					
6	Candidate from a different cultural background as the employers are either not recruited or given lower positions					

	Staff Recruitment and Experience					
7	During recruitment candidates are recruited based on their level of experience					
8	Only candidate with higher level of experience are recruited					
9	Candidate who have below 5 years experience are not recruited into secondary school					
10	During recruitment, candidate experience is based on the subject they teach					
11	Candidate are recruited based on their experience with children and not subject based on subject mastery					
12	Candidate are recruited based on their mastery on the subject they teach					
	Staff Recruitment and Qualification					
13	During recruitment, higher position are given to candidate with higher qualification first.					
14	Only candidate with higher level of qualification are recruited					
15	HND is the lowest level of qualification in employing secondary school teachers.					
16	Having a professional teaching certification is an advantage during recruitment					
17	Candidate with higher intellectual proficiency are recruited.					
18	Candidate who possesses in-time recognition and also obtained in service training certification are recruited.					
	Teachers Recruitment and Favouritism					
19	During recruitment some candidate are granted jobs without interview over others.					
20	Higher position are only given to specific set of persons irrespective of their qualification or experience.					
21	Interview questions are easier for some candidate than others during recruitment interview.					
22	In the selection process during interview some candidate are selected even when they are not qualified.					
23	During recruitment process some candidate are discriminated over others					
24	Upon recruitment, some selected candidate are given monthly allowances over others.					

APPENDIX C

RELIABILITY RESULT

```
SAVE OUTFILE='C:\Users\hp\OneDrive\Documents\Mr John.sav'
  /COMPRESSED.
RELIABILITY
  /VARIABLES=var01 var02 var03 var04 var05 var06 var07 var08 var09 var10
var11 var12 var13 var14
    var15 var16 var17 var18 var19 var20 var21 var22 var23 var24
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE
  /SUMMARY=MEANS VARIANCE.
```

Reliability

```
[DataSet0] C:\Users\hp\OneDrive\Documents\ Mr John.sav
```

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.863	.871	24

Item Statistics

	Mean	Std. Deviation	N
var01	4.1333	.91548	30
var02	4.0000	1.00000	30
var03	4.6667	.48795	30
var04	4.5333	.74322	30
var05	3.9333	1.03280	30
var06	4.0000	.75593	30
var07	4.4000	.73679	30
var08	4.4667	.63994	30
var09	4.2667	.70373	30
var10	4.2000	.94112	30
var11	4.0000	1.13389	30
var12	4.2667	.59362	30
var13	4.5333	.63994	30
var14	4.4000	.73679	30
var15	4.2000	.67612	30
var16	4.4000	.50709	30
var17	4.4000	.50709	30
var18	4.5333	.51640	30
var19	4.2667	.70373	30
var20	4.0000	.75593	30
var21	3.8000	1.01419	30
var22	4.2667	.59362	30
var23	4.4667	.51640	30
var24	4.0000	1.13389	30

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
111.4000	69.543	8.33924	24