

**AFRICAN JOURNAL OF
EDUCATIONAL MANAGEMENT**

ISSN 0795 – 0063 Volume 24, Nos. 1&2, 2023

**A JOURNAL OF THE DEPARTMENT OF
EDUCATIONAL MANAGEMENT,
UNIVERSITY OF IBADAN**

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SELECTION PROCESS AND TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN OSUN STATE, NIGERIA

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Abstract

The study investigated the influence of selection process on job performance of teachers in public secondary schools in Osun State, Nigeria. It adopted the quantitative research design. The population of the study comprised of 3,546 teachers in 364 senior secondary schools in Osun State, out of which 569 were selected using multi-stage sampling procedure. A self-designed instrument was used for data collection. A test re-test method was used for the reliability of the instrument with a coefficient of 0.766. Two hypotheses were formulated and tested with regression analysis and both hypotheses were significant at 1 percent level of significance. Findings of the study revealed that teacher's qualification and placement influence teachers' performance in schools in Osun State. Based on the findings, the study recommended that government should follow due process in employing qualified teachers and teachers should be made to teach subjects only in their subject area, for better learning outcome.

Keywords: *Selection process, Teacher Performance, Teacher Qualification, Placement, and Public Secondary Schools*

Introduction

Secondary education is very essential of all the three levels of education because it is the link to tertiary institution. Prominent among the objectives of secondary education is to provide and raise morally upright individuals who can think autonomously and reasonably, respect the view and feelings of others and appreciate the dignity of labour (FRN, 2014). This can be accomplished with the proper and efficient performance of teachers in the school system. Aside from the school principal, the foremost actors in the secondary school system

are the classroom teachers who are assigned majorly to teach and with the responsibility of implementing every policies and programmes designed to achieve the institutional aims, goals and objectives.

However, the apparent poor performance of teachers has become issue of concern among educators, managers, policy makers and virtually all education stakeholders as performance and output of teachers is becoming worrisome. The Kaduna State teachers' competency test organised by Kaduna State government in 2017 was a good example of the deteriorating state of teacher quality in Nigerian public schools. About two third of primary school teachers failed to score up to seventy five per cent when asked to write examinations meant for primary four pupils in Kaduna State. If similar exercise was to be conducted in other states of the federation, many teachers would fall victims and probably be dealt with for incompetency and lack of necessary basic knowledge.

Student academic performance in both internal and external examinations has persistently been reported to be low and has always being attributed to certain teachers' characteristics which Ibe et. al (2016) identified as gender, teaching experience, qualification and interpersonal relationship with students and teachers' knowledge of subject matter. These conditions according to the authors would definitely have a positive or negative influence on the good or poor academic performance of students in secondary schools.

The academic performance of secondary school students in Osun State in West Africa Examinations Council (WAEC) for candidates who have five credits is shown on table 1.1.

Table 1: Osun State Students Performance in WASSCE, (2017-2021)

Year	No of candidates enrolled	No of candidates with 5 credits	% of candidates with 5
2017	32,481	14,128	43.50
2018	36,171	14,775	40.85
2019	16,248	8,150	50.16
2020	14,324	686	4.78
2021	12,443	4,051	32.55

Source: National Bureau of Statistics (2021).

Table 1 reveals that 32,481 sat for the examination in 2017, only 14,128 which represents 43.50% had five credits, Mathematics and English inclusive. There was an increase in enrolment rate but decline in performance in 2018. 36,171 students wrote the examination, 14,775 representing 40.85% made five credits. Osun experienced a very sharp decline in the enrolment rate for WAEC in 2019 by having 16,248 registered students but with laudable improvement which recorded 50.16%. However, in 2020, law of diminishing returns seems to have set in as it dropped from 2019's 50.16% to 4.78%. In 2021, 12,443 wrote the examination, 4,051 which represent 32.55% passed.

Whatever may be the excuse, the above result reflects the long-standing decay in the secondary education in Osun State and indeed a clear evidence of poor teachers' delivery in schools. Bamidele and Adekola, (2017) opined that there was a huge gap in the academic achievement of students taken by high qualification level teachers and those students taken by low qualification level teachers, between students been handled by trained teachers and students been handled by untrained teachers and between students taught by long time experienced teachers and short time experienced teachers.

Better students' result are the main indicator of the effectiveness and performance of teachers in developing and developed countries, the teacher factors such as inadequate teaching methods, ineffective classroom management, poor teacher motivation, and low teacher professionalism contribute to low results among students in secondary schools (Ojo and Adeleke 2017). As a result of this, all stakeholders are concerned about the quality of teachers in the public secondary schools, whether they are competent to disseminate knowledge to students or not. The National Policy on Education states, "No Education system can rise above the quality of teachers in the system" (FRN, 2014). An attempt to attain an improved high level of teachers' performance seems to be constrained by some factors, which many scholars find out about. Prominent among factors that may affect teachers' performance include recruitment and selection process of teachers in secondary schools.

Selection process refers to the process of choosing the best candidate who meets the job related criteria. Numerous studies have recognized teacher selection process as a strong influence of teacher job performance and student achievement. Dessler (2015) acclaimed

that recruitment and selection are significant aspect of human resource policies and practices which are essential to put in place to produce the required employee skills and behaviors to achieve organizational strategic goals. Effective teachers who are selected through a rigorous process have a positive impact on student learning outcomes, motivation, and overall academic performance. On the other hand, inadequately selected or underqualified teachers may struggle to engage students and meet the required instructional standards.

An effective selection process should be followed by continuous training and professional development programmes for teachers. These initiatives boost their pedagogical skills, subject knowledge and overall teaching effectiveness (Owolabi, 2021). Training opportunities enable teachers to stay updated with innovative teaching methods and address the specific needs of students and ultimately improving their job performance in the classroom.

Adewale (2017) posited that a rigorous and effective selection process leads to recruitment of competent teachers and improves educational outcomes. A well-designed selection process can identify teachers with the necessary skills, qualifications and teaching competencies to meet the diverse needs of students.

The criteria for selecting teachers may include educational qualifications, teacher placement, teaching experience, subject expertise and communication skills. (Akande &Popoola, 2018). By incorporating these factors into the selection process, educational institutions can increase the likelihood of hiring teachers who possess the necessary attributes to excel in their roles. However, the yardsticks for selecting teachers in this study would be limited to teachers' qualification and teachers' placement.

Teachers' qualification is one of the significant factors in providing effective teachers in schools. The problem of incompetent teachers can be attributed to recruitment and selection process challenges facing school administrators, school districts and provincial educational departments and running heads. However, teacher's credentials remain one of the necessary conditions for teachers to practice teaching and a mandatory requirement during teachers' registration and recruitment. Herman (2015) was of the opinion that qualified and well trained teachers promote teaching profession and improve students' academic performance.

Also, teachers' placement may constitute another hindrance in the selection process of teachers in secondary schools. Often times in Nigeria, teachers are unfairly dispersed and this is always injurious to schools especially the rural ones. Due to political intrusion, many teachers are made to teach subjects with which they are unacquainted with, which is unfair to both teachers and students. It contributes to teacher stress and to less than optimal learning outcomes for students. This is most apparent in subjects in which there is scarcity of trained teachers, especially in mathematics, English and sciences. This has rendered many teachers incompetent because they are actually square pegs in round holes and this has been a threat to teachers' selection process in secondary schools in Osun State.

A merit-based selection process is crucial for ensuring that teachers are appointed based on their qualifications and area of specialization. It promotes fairness and transparency, enabling the most qualified candidates to secure teaching positions (Adeyemi, 2019). A merit-based approach reduces the likelihood of nepotism, favoritism, and other forms of bias that can undermine the quality of education in public secondary schools.

Research has shown that matching teachers' subject expertise and qualifications to the subjects they teach can positively influence student achievement (Goe et al., 2008). When teachers are appropriately placed in subjects aligned with their expertise, they are better equipped to deliver high-quality instruction, design relevant curriculum, and effectively address students' learning needs. These and lots more affect teachers' selection process and performance in secondary schools in Osun State.

There are good numbers of literature on teachers' selection and teachers' performance, few researchers have extensively dealt with teachers' placement and teachers' performance but there is a dearth of literature on those that have combined selection process with respect to teachers' performance in Osun State. It is based on this identified gap that this study is designed to explore selection process as a correlate of performance of teachers in public secondary schools in Osun State.

Problem Statement

There are hues and cries among stakeholders in education over poor students' academic performance and the growing failure rate evident with 36th position of Osun in 2021 West Africa Examinations Council (WAEC) ranking and drop-out in secondary schools. The implication of which is increasing number of nuisance and criminal activities in the society. The general view is that high quality teachers are education's best resources and assets and this has not been achieved despite all efforts put up by Osun State government such as deployment of 1,000 teachers to secondary schools in 2022, renovation of existing schools like Ataoja school of science Osogbo, Osogbo Grammar school, Wole Soyinka Government high school Ejigbo e.t.c , payment of WAEC fees for 300 indigene in 2021, training of teachers, and procurement of some school records in secondary schools in Osun State etc. It is against this background that, this study aimed at examining the influence of selection process on the job performance of teachers in public secondary schools in Osun State, Nigeria.

Purpose of the Study

The main purpose of this study was to examine the influence of selection process on performance of teachers in Osun state. Specifically, the paper:

1. Examine the influence of teachers' qualification on teachers' performance in public secondary schools in Osun State.
2. Investigate the influence of teachers' placement on teachers' performance in public secondary schools in Osun State.

Research Hypotheses

The following hypotheses guided the paper.

- Ho₁. There is no significant influence of teachers' qualification on teachers' performance in public secondary schools in Osun State.
- Ho₂. There is no significant influence of teachers' placement on teachers' performance in public secondary schools in Osun State.

Methodology

The study adopted quantitative research design. The study covered 364 public senior secondary schools in Osun State and 3,546 teachers in all the local government areas across the three senatorial districts in Osun State. Multi-stage sampling procedure was used. At the first stage, the entire thirty-one (31) Local Government were stratified into three Senatorial Districts. At the second stage, Simple Random Sampling Technique was used to select three (3) Local Government Areas, and so, one Local Government Area from each of the senatorial districts was selected. At the third stage, total enumeration of schools (26) and teachers (569) from the three Local Governments selected were used. A self-designed questionnaire, entitled: Selection Process and Performance of Teachers in Secondary Schools Questionnaire (SPPTSSQ) was used to obtain information from teachers in the sampled schools.

Validity of instrument was established by experts in the field of education. Instrument reliability was ensured using a test-retest method and the scores from the two sets of the instruments were compared using Pearson Product Moment Correlation (PPMC) given 0.766 correlation coefficient.

The data collected was analyzed. Simple percentage was used for demographic data, regression analysis was used for both hypotheses. Both null hypotheses were tested at 0.05 level of significance.

Results and discussion

Demographic characteristics of the respondents

Table2: Gender Distribution of Respondents

Gender	Frequency	Percentage
Male	205	36.9
Female	350	63.1
Total	555	100

Table 2 showed the sex distribution of the respondents. The result showed that 205 (36.9%) of the respondents were male, while 350 (63.1%) of the total respondents were females. This showed that female teachers in secondary schools in Osun State participated more

than men in responding to the questionnaire administered to gather information for this study.

Table 3: Qualification of the Respondents

Qualification	Frequency	Percentage	
N.C.E	94	16.9	
Degree	444	80	
Others	17	3.1	
Total	555	100	

Table 3 showed the gender distribution of the respondents. 94 (16.9%) of the total respondents were N.C.E holders. While 444(80%) of the total respondents were first degree holders and 17 (3.1%) of the total respondents have higher qualifications. This implies that majority of teachers in senior secondary schools in Osun State are first degree holders.

Hypotheses Testing

H₀₁: There is no significant influence of teachers' qualification on teachers' performance in public secondary schools in Osun State.

Table 4a: ANOVA Table Showing Significant influence of teachers' qualification on teachers' performance

Model	Sum of Squares	Df	Mean Square	F	Sig
Regression	9.668	2	4.834	30.634	.000 ^b
Residual	86.314	547	.158		
Total	95.982	549			

Table 4b: Regression Table (Teachers' qualification & Teachers' placement)

Model	B	Std Error	Beta	T	Sig	Decision
TQ	.105	.035	.135	3.012	.003	H ₁ : Rejected
TP	.180	.034	.236	5.279	.000	H ₂ : Rejected
Constant	1.140	.080		14.218	.000	
R2 = .101						

Source: Authors' computation, 2023

The two hypotheses for this study were tested using regression analysis. The two hypotheses: there is no significant influence of teachers' qualification on teachers' performance in public secondary schools in Osun State and there is no significant influence of teachers' placement on teachers' performance in public secondary schools in Osun State. The ANOVA table 4a showed that the model was jointly significant influence which indicated a good model.

The regression table 4b indicated a strong influence of the dependent variable, and the two independent variables. It showed that the two independent variables were jointly significant influence of teachers' performance in secondary schools in Osun State. The significance of teachers' qualification on teachers' performance $P=0.003$ showed the rejection of the null hypothesis one which says: there is no significant influence of teachers' qualification on teachers' performance in public secondary schools in Osun State. Thus: teachers' qualification has a significant influence on teacher performance. The co-efficient value .135 indicated that teacher qualification accounted for 13.5% variation in teacher performance which implied that, for every unit increase in teacher qualification, led to 13.5% increase in teachers' performance.

Hypothesis 2 (H₀₂): There is no significant influence of teachers' placement on teachers' performance in public secondary schools in Osun State.

The significant influence of teachers' placement on teachers' performance as revealed in table 4B, $P=0.000$ showed the rejection of

Ho2. Thus: teachers' placement has a great significant influence on teachers' performance. The co-efficient .236 indicated that teacher placement accounted for 23.6% variation in teacher performance, and by implication, every unit increase in teachers' placement in secondary schools in Osun State, led to 23.6% increase in teacher performance. R^2 showed that this model accounted for over 10% variation in teacher performance.

Discussion of Findings

The significant influence in the results of Ho1 revealed that teacher's qualification influence teacher's performance in secondary schools in Osun State. Teacher credentials therefore remains important consideration for a teacher to be recruited to teach in secondary schools. This result is in line with the view of Herman, (2015) who opined that qualified and well trained teachers promote teaching profession and improve students' academic performance. David (2016) also supported that teacher qualification is one of aspects that enhance the quality of education, and by implication, students' academic performance determines the level of quality education gotten from qualified teachers.

The result of the findings with respect to Ho₂ showed that placement of teachers into their appropriate field of study influence teacher's performance in school. Research showed that matching teachers' subject expertise and qualifications to the subjects they teach can positively influence student achievement (Goe et al., 2008). Ewetan and Ewetan (2015) findings showed that teachers' teaching experience significantly influenced students' academic performance in Mathematics and English Language as measured by their performance in the senior secondary certificate examinations (SSCE). When teachers are appropriately placed in subjects aligned with their area of specialization, they are better fortified to supply excellent instruction, design relevant curriculum, and effectively address students' learning needs. In the same line, Bankole (2000) discovered that placement is to ensure the effectiveness and efficiency of applicants to the standard and set objectives of the organization Thus, if for any reason, teachers are not allowed to teach subjects based on their mastery and competence, then this might go a long way to affect their attitude to work.

Conclusion

Based on the findings of the study, it could be concluded that teachers who are hired in a professional recruitment and selection process and well placed especially in their field and area of specialty perform better. Therefore, enough teachers should be recruited and appropriately fixed to have an impact on students' performance in Osun State secondary schools.

Recommendations

Based on the findings of this research, the researcher recommended as follows:

1. Government should cultivate the habit of following due process in employing competent and qualified teachers in schools.
2. Teachers should be made to teach subjects only in their subject area, which will promote specialization and as well improve teachers' and students' performance in schools.

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