



Perceived Impact of Teaching Qualifications and Professional Qualities (Akintola, 2021)

Perceived Impact of Teaching Qualifications and Professional Qualities on Senior Secondary School Teachers' Recruitment in Gusau Metropolis, Zamfara State

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Abstract

This paper examined the impact of teaching qualifications and professional qualities on Senior Secondary School Teachers' Recruitment in Gusau Metropolis, Zamfara State. Three research questions were raised to guide the study. Survey research design was adopted for the study. The population of the study consists of 797 classroom teachers that has teaching qualifications among senior secondary school teachers in Gusau Metropolis, Zamfara State. The sample size of 100 senior secondary school teachers was sampled using simple random sampling by lottery technique. The instrument used for data collection was a researcher-designed checklist titled the Teaching Qualifications and Professional Qualities Checklist (TQPQC) whose reliability coefficient is 0.97. Mean and standard deviation were used to answer the research questions. The findings of the study revealed that senior secondary school teachers with educational qualifications and qualities are more effective in improving secondary education in Gusau metropolis, Zamfara state. It was concluded that, to improve secondary school education in Gusau metropolis, the quality and qualification of senior secondary school teacher's during recruitment ensures effective recruitment process. Based on findings of the study; it was recommended that the recruitment agents should make sure that all applicants irrespective of his status follow the appropriate six phases of job recruitment, the government and other recruitment agencies should focus their recruitments exercise on basis of quality and qualification of senior secondary school teachers in Nigerian schools.

Keywords: - Teaching Qualifications, Professional Qualities, Teachers' Recruitment



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Introduction

The teacher has a unique and peculiar work which is simple and complex in nature. The teacher's work involves the physical development of learners' body, character and brain. This statement is in support of Adedeji and Olaniyan (2011) assertion that says "the teachers' job does not end with making children literate. He (teacher) is also concerned with the development of their (students) bodies and characters so that they grow up to be fit, healthy, sociable, self-sufficient, responsible and co-operative members of their society and nation" When schools are established, qualified teachers must be in place to prepare students for the acquisition of knowledge and relevant skills for world of work.

According to the National Policy on Education (FRN, 2014), the minimum teaching qualification at all levels in Nigeria shall be Nigeria Certificate in Education (NCE), for this reason; for someone to be considered as a qualified and a professional teacher, he must have undergone training at Colleges of Education or universities at the Faculty of Education or acquisition of teaching professionalism through Teachers Registration Council of Nigeria (TRCN) for those who did not studied education at undergraduates level or those that pass through polytechnics.

Teacher quality in term of professionalism is one of the most important factors related to student performance but there is debate about predicting which teachers will be skilled and effective (Adedeji, 2019). The teachers to be recruited into our senior secondary schools should be a member of learners group and not an external authority imposed on them. In fact, the teacher should be the one learner admire for his adroitness and strength and from who they could always get assistance and guidance. According to Na'Allah, and Adeniran (2020), "any good teacher should fulfil these basic roles.

1. The teacher is a director of learning. He makes decisions on what and how to teach. The teacher is a confidant and counsellor.
2. The teacher is a citizen therefore he is expected to exhibit the highest qualities of responsible citizenship.
3. The teacher is a member of a profession.

In addition to the above, Adeniran and Lagbe (2018) opined that "secondary school teacher's roles should include the following; He is a giver of knowledge. He evaluates and judges the achievement of his learners. He serves as a parent substitute. He controls and modifies the behaviour of the learners. He serves as a role model. Apart from the above, the teacher should play psychological roles as a walking encyclopaedia research, morale builder, friend and an ardent student of human psychology.

A good teacher should ensure to use all possible stimulating techniques or activities to sustain the control of pupils while teaching. Hedges (2002), Bennell and Akyeampong (2007), Kang and Hong (2008), UNESCO (2010, 2014 & 2015) suggested some techniques a teacher can use to aid proper classroom control for efficient learning, these include; fairness in punishment/treatment, cultivation of voice, conscientious in marking their work, learned pupils name and remembered them, continually involved pupils in classroom activities and learning, simple and clear instruction, consider individual differences, trust others and accept blames for his own errors, firm not harsh nor proud nor wicked, appropriate, easy to talk to, alert and sense of humour, willing to learn, adaptable and flexible e.t.c.



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The availability of professional teachers in our schools is low (Ngada, 2008). The reasons may not be farfetched. Teaching is seen as a dumping ground for any unemployed school leavers, irrespective of their area of specialization. This group of able bodied young men and women thus handle the job as a bye-pass venture to their desired ends. Consequently, their input on the job would be very low since it lacks the dedication demanded by the job. The few ones that seem to show little dedication lack the technical knowhow of teaching since they were never trained on the job. The resultant effect on the students' performance is catastrophic. The major evil done by this is half-backed and shallow-knowledge students who often perform poorly in their examinations. This eventually culminates to a decline in the national technological growth.

The issue of gender differences is paramount to educational researchers nowadays. There had been divergent views and reports as to the comparative ability of male and female in human endeavours, especially in education. A survey conducted by Ogbonnaya and Okunamiri (2008) on administrative effectiveness of male and female principals in Imo state, Nigeria revealed that female principals are more effective than their male counterparts in the management of instructional programmes, staff personnel administration, student's personnel administration, management of finance and management of physical resources while the male principals are better in school-community relationships. Fauth (1984) also noted that women have been found to be more concerned than men about the academic achievement of students and participate more in professional growth activities.

The teaching recruitment exercise in Nigeria involves seven phases, these phases are; identifying the needs, preparing the job description, talent search, screening and shortlisting, interviewing, evaluation and offer of employment and introduction and induction of the new employee. If these phases are followed critically in recruiting teachers in any part of the country, those that will be recruited for the job will be of quality rather than quantity for the utmost delivery. The problems associated with the teacher's recruitment in Nigeria are of hydra-headed, among these challenges are; lack of qualified candidates, hijacking of recruitment exercise by the politicians, targeting passive candidates, attracting the right job candidates, inefficient talent sourcing, replacement of teachers without due process, e.t.c.

Experience has shown that there are problems facing learners in every aspect of learning especially at both basic and senior secondary schools as a result of the nature of teachers being employed (Mulkeen, et. al, 2007). In 2017, the Muhammadu Buhari administration earmarked the sum of N92 billion for the UBE scheme. However, corrupt officers have been known to divert funds earmarked for developmental programmes and this has led to poor implementation of vital national policies. In various states, teachers have often gone on strikes in many occasions to protest non-payment or poor payment of salaries; even as infrastructures are left in calamitous position. Despite these challenges; education remains a bubbly component of societal growth because there is no nation that can grow beyond the level of education of such a country; and as such, it behooves the Nigerian government to find ways to make the scheme better so as to provide a quality education for every Nigerian child.

The appropriate strategy to recruit teachers in Nigeria secondary schools is to adopt the seven phases of recruitment exercise, which are; identification of the needs, preparation of the job description, talent searching, screening and shortlisting, interviewing, evaluation and offer of employment and introduction and induction of the new employee. Ironically, the stated phases are no more considered again but recruitment of jobs in Nigeria including teaching now bastardized



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by our politician by bringing just anybody to the system for them to secure another term during the next election but not considering the ineptitude it will cause on the country and the generation to come.

The reasons we are experiencing these problems continuously is that most of the people directing Nigerian educational systems are also not qualified for the job, some are in the position due to the policy used in recruitment such as national character so as to represent every state of the country for the slot even if the candidate did not have the knowledge of the job. Some are also placed in an establishment to be receiving salary only because he has relations at the corridor of power. The implication of all these menace on the country and the generation to come is to produce have baked graduates that will not be able to use the knowledge acquired to solve persistent problems passing through by the country. For these problems to be solved, all that in authority must put hands on deck to focus their recruitments exercise on basis of qualification rather than whom you know.

Objectives of the Study

Specifically, the objectives of the study were to investigate;

1. Impact of teaching qualifications on senior secondary school teacher's recruitment in Gusau metropolis, Zamfara state.
2. Impact of professional qualities on senior secondary school teachers' recruitment in Gusau metropolis, Zamfara state.
3. Implications of recruiting unqualified senior secondary school teachers in Gusau metropolis, Zamfara state.

Research Questions

1. What is the impact of teaching qualifications on senior secondary school teacher's recruitment in Gusau metropolis, Zamfara state?
2. What is the impact of professional qualities on senior secondary school teachers' recruitment in Gusau metropolis, Zamfara state?
3. What implications of recruiting unqualified senior secondary school teachers in Gusau metropolis, Zamfara state?

Methodology

The research design adopted was survey experimental research design. The investigation involved the use of researcher's adapted checklist to elicit needed responses from teachers in terms of minimum qualification, quality and implication of senior secondary school teacher's recruitment in Gusau metropolis, Zamfara state. The population for this research consists of 797 secondary school teachers in Gusau Metropolis, Zamfara State, Nigeria. The sample for the study consists of 100 secondary school teachers in Senior Secondary Schools in Gusau metropolis was sampled using simple random sampling by lottery technique. The instrument used for this study was a researcher-designed checklist titled Teaching Qualifications and Professional Qualities Checklist (TQPQC). A four-point Likert rating of Strongly Agree (4 Points), Agree (3 Points), Disagree (2 Points) and Strongly Disagree (1 Point) were also used in weighing positive statement responses while negative statement responses were scored in reverse order to items in the checklist.



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A mean response below 2.50 was considered as benchmark for Disagree while a mean response of 2.50 and above was considered as benchmark for Agree. The checklist was validated by four lecturers, two from FCE (T), Gusau and two from the Federal University, Gusau in the Department of Science Education by ensuring face and content of the instrument are well valid. Test re-test was used to test the reliability of the instrument. The checklist was administered twice to a group of 10 teachers from Federal College of Education Demonstration School within an interval of two weeks; coefficient of 0.97 was obtained using PPMC, which this indicates that the instrument was highly reliable.

The instrument was administered by researcher to 100 senior secondary school teachers in Gusau metropolis. Responses to checklist items meant for answering research questions were analyzed by using mean and standard deviation.

Results

Research Question 1

What is the impact of teaching qualifications on senior secondary school teacher's recruitment in Gusau metropolis, Zamfara state?

Table 1: Mean rating scale of qualifications on senior secondary school teacher's recruitment in Gusau metropolis, Zamfara state

S/No	Statement	N	SA	A	D	SD	Mean	Decision
1	A teacher must have minimum qualification on NCE	100	74	24	03	00	3.74	Agree
2	He/She should be able to plan a lesson to be delivered to the students.	100	60	35	03	02	3.53	Agree
3	Appropriate Instructional materials must accompany the contents to be delivered to the students	100	29	38	20	13	2.83	Agree
4	He/She should be able to use appropriate teaching method for the lesson to be delivered to the students	100	41	39	13	07	3.14	Agree
5	He/She must be sound academically	100	37	51	08	02	3.19	Agree
6	He/She should be fluent in the language of instruction for the lesson to be delivered to the students	100	21	53	19	07	2.88	Agree
7	He/She must be a role model to the students	100	38	51	06	03	3.20	Agree
8	The teacher is a director of learning. He makes decisions on what and how to teach.	100	50	29	19	02	3.27	Agree
9	The teacher is a confidant and counsellor.	100	12	32	40	16	2.40	Disagree
10	The teacher must be a member of a profession.	100	20	24	37	19	2.82	Agree
11	He/She controls and modifies the behaviour of the learners	100	27	33	25	15	2.72	Agree
12	He/She evaluates and judges the achievement of his learners.	100	31	39	20	10	2.91	Agree
13	The teacher should play psychological roles, morale builder, friend and an ardent student of human psychology.	100	29	25	29	17	2.66	Agree
Grand Mean							2.96	Agree



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Table 1 reveals that every teacher at both basic and senior secondary schools must possess certain qualification as criteria for recruitment before they can discharge their duties efficiently and effectively. The respondents agreed to all the 13 items with mean responses above 2.50 with exception of only item 9 that was below the bench mark of 2.50. The grand mean of responses to all the items was 2.96 which was above the bench mark. This indicates that all the senior secondary school teachers agreed that the aforementioned qualification are required as criteria for recruitment in Gusau metropolis, Zamfara state.

Research Question 2

What is the impact of quality on senior secondary school teachers' recruitment in Gusau metropolis, Zamfara state?

Table 2: Mean rating scale of the quality on senior secondary school teachers' recruitment in Gusau metropolis, Zamfara state

S/No	Statement	N	SA	A	D	SD	Mean	Decision
1	Knowing the subject matter	100	67	29	03	01	3.62	Agree
2	Liking the subject	100	31	39	20	10	2.91	Agree
3	Liking the pupils	100	50	29	19	02	3.27	Agree
4	Having wide and lively intellectual interest.	100	60	35	03	02	3.53	Agree
5	Fairness in punishment/treatment	100	29	38	20	13	2.83	Agree
6	Conscientious in marking their work	100	62	33	05	01	3.58	Agree
7	Learned pupils name and remembered them	100	21	53	19	07	2.88	Agree
8	Continually involved pupils in class-room activities and learning	100	35	38	14	13	2.95	Agree
9	Simple and clear instruction	100	59	37	03	01	3.54	Agree
11	Appropriate, easy to talk to, alert and sense of humour.	100	55	39	04	02	3.47	Agree
12	Discourageous envy, jealousy and victimization.	100	69	24	05	02	4.29	Agree
13	Willing to learn, adaptable and flexible	100	20	24	37	19	2.82	Agree
14	Trust others and accept blames for his own errors.	100	62	33	05	01	3.58	Agree
Grand Mean							3.33	Agree

Table 2 reveals that all the teachers agreed that teachers at both basic and senior secondary schools must possess certain qualities before they can discharge their duties in the classroom. The respondents agreed to all the 14 items with mean responses above the bench mark of 2.50. The grand mean of responses to all the items was 3.33 which was above the bench mark. This indicates that all teachers agreed that the aforementioned good qualities are required before they can discharge their duties efficiently and effectively.

Research Question 3

What implications of recruiting unqualified senior secondary school teachers in Gusau metropolis, Zamfara state?



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Table 3: Mean rating scale of the implications recruiting unqualified senior secondary school teachers in Gusau metropolis, Zamfara state

S/No	Statement	N	SA	A	D	SD	Mean	Decision
1	Production of half-baked graduates	100	69	24	05	02	4.29	Agree
2	Increased on mass unemployed graduates in the society.	100	34	57	06	03	3.22	Agree
3	Increased in evil acts in the society	100	62	33	05	01	3.58	Agree
4	Total collapse of every aspect of source of income in the country.	100	43	55	02	00	3.41	Agree
5	Corruption by the government functionaries	100	55	39	04	02	3.47	Agree
Grand Mean							3.59	Agree

Table 3 reveals that all the teachers agreed that employing unqualified teachers in to both basic and senior secondary schools are regarded as a major peril to the nation's education, therefore, national development is in danger of extinction. The respondents agreed to all the five items with mean responses that were above the bench mark of 2.50. The grand mean of responses to all the items was 3.59 which was above the bench mark. This indicates that all sampled senior secondary school teachers agreed that employing unqualified teachers in to senior secondary schools in Gusau, metropolis affect the quality of secondary education in Gusau, metropolis.

Discussion of Findings

The researcher observed that many states in Nigeria did not put consideration to qualification while employing teachers into both basic and senior secondary schools. The reasons we are experiencing these problems continuously is that most of the people directing Nigerian educational systems are also not qualified for the job, some are in the position due to the policy used in recruitment such as national character so as to represent one's state for the slot even if he did not have the knowledge of the job. No wonder, Fajonyomi (2007) in his study, remarked that the success of any educational enterprise depends largely on the availability of professional and qualified teachers. This is possible because the trained teachers have been taught the technical knowhow for effective learning to take place in the learners.

Other factor is indorsed to political factor whereby we considered giving offered to someone without qualification but close to those that are in authority. Apart from whom you know, giving offer to someone was also considered to be favouritism even if the candidate cannot deliver. It was also observed that the qualities concomitant to a good teacher are no more there again due to poor or bad recruitment factors. Most of teachers recruited into both basic and senior secondary schools nowadays considered teaching as a stepping stone for better opportunities or greener pastures. This factor that could affect academic attainment as described by Adedayo (2008) in his findings that most teachers in today's schools are been recruited to favour political associates and friends.

Furthermore, analysis also indicated that teachers with teaching qualifications can improve the performance of students and equally minimizing threats on economy thereby brings about rapid development to the nation.

Conclusion

Senior secondary school teachers' quality and qualification are the most important and imperative factors to be considered during teaching recruitment. The minimum qualification which



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is Nigeria Certificate in Education (NCE) should be the major criteria for anyone to be recruited into teaching job not minding where the candidate come from or who is relations to the candidate to be recruited into the job so as to deliver effectively.

Recommendations

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

1. Federal, State and Local Governments should focus their recruitments exercise on basis of qualification rather than whom you know.
2. Free hand should be given to the teacher's recruitment agents without snooping from our politicians;
3. In-service programmes through seminars, conferences and workshops for training and re-training teachers to ensure that teachers are adequately prepared to teach in under-resourced environments

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