



Need for Recruitment of Public Secondary School Teachers in Delta State, Nigeria

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Abstract

This study was carried out to ascertain the employment trend and establish probable disparities in the recruitment process with a view to advancing reasons for more Teachers' employment in schools. The research design was *ex-post facto* and utilized quantitative data of 3 batches of the newly recruited Teachers by PPEB from September 2022 to March 2023 and the total number of Teachers in public secondary school from 2019 to 2023. Three research questions and one hypothesis at 5% level of significance were raised to guide the study. Data retrieved were analyzed via tallying, percentages, pie-charts and one-way analysis of variance. Findings revealed F-critical and F-calculated values are 4.76 and 8.30 respectively, null hypothesis was rejected: it implies that there were significant differences in teacher recruitment in the 3 senatorial districts. Teacher's average employment annual growth rate from 2019 to 2023 was -0.76%, with the negative growth rate accounting for the need of more teaching staff due to short fall in supply. Therefore, an urgent need to employ qualified subject Teachers in all public secondary schools is recommended.

Keywords: Teachers; Post Primary Education Board (PPEB); Recruitment; Student; Annual Growth Rate.



Introduction

The secondary level of education is a bridge which links the primary and tertiary education (Ige, 2020). It produces the output which forms the input into tertiary institutions. The vital role which it plays in the scheme of cognitive development of the secondary school student cannot be under emphasized as regards the foundation, structure and administrative framework of the secondary school system. Teachers are tutors employed to convey subject matters to the students for the purpose of skills and knowledge acquisition in a pedagogical process. Teachers provide guidance and support for students through the learning process (Okpara & Nwabia, 2022). Teaching as a process involves the participation of two active entities. This may be the teacher on one end which is the convener and pilot of the conversation while the learner student as the receiver at the other end. Both must be actively involved for the proper transmission and transfer of knowledge and skill in view of achieving the stated goals and objectives in the curriculum. According to Isa et al (2020), teaching methods consist of the principles and strategies adopted by a teacher to enable students learn and understand what is been taught

For teaching to achieve favorable outcome in learners, the teaching procedures and methodology must be effective to stimulate, induce the learners to grasp the learnt material (subject matters) culpable of changing his perception, creatively influencing his cognitive and mental reception to form new knowledge (Firestone et al, 2020). The structure of the public secondary schools in recent sphere of economic down-turn is in a deplorable condition which has affected the physical and psychological make-up of learners. Hence the need to apply teaching methods which will improve learning outcome in both short and long run cannot be overemphasized. Teachers use different teaching methods in teaching to ensure the proper dispense of knowledge (Divine et al, 2023). Resilience can be encouraged and actualized among public secondary school students through teachers' recruitment in schools by qualification, specialization, in the right mix and quantity. Rueda (2019) reiterated that teachers control the teaching learning process with the aid of subject mastery thereby improving the quality of teaching and academic performance of students. Evaluation of various teaching method in public secondary schools due to its advantages as regards learning outcome in learners is dependent on the choice of teaching method and classroom management by teachers is sacrosanct to possible learning outcome which serve as a measure of the effectiveness of the school system in the long run. In the other hand it is measure of the achievement of the students via the curriculum. The measure of success of a farmer is in the yield of his crop during harvest. In the same vein, the success of students is based on the learning outcome through promotion rates from JSS1 –SSS3, where SS3 is the output stage. However, the teaching methods, justifies the student's comprehension and assimilation rate which transient to improved outcome in learning. More so, uninteresting teaching methods breed wastage in education such as dropout, repetition, unemployment and brain drain.

Educational input such as students, teachers and non-teaching staff is very vital for the achievement of educational goals and objectives. The number of teachers employed in the right qualification, mix, subject area, specialization, sex, and years of experience are key in the production of viable graduate at the level. More so Onyekwelu (2024) reiterated that teachers' recruitment result to quality education which is attributed to a functionality of professionalism in the teaching learning process in the production of viable learners. Simiyu (2019) stated that quality education could be attributed to the political goodwill of the incumbent government. Based on the analysis of output of qualified teachers from all Colleges of Education and Faculty of Education in the Universities in Delta State, It could be



estimated that not less than 2000 teacher graduate every year from the all the institutions. Many of these teachers were not employed within the period of ban on employment. Besides, teachers' attrition often occurs such as retirement, sickbay, and resignation by teachers, and death which leads to the decrease of the staff strength.

It is significant for Policy makers to duly consider the enumerated challenges in the scheme of things in the educational system to maintain a balance between students and teachers in meeting the ideal student-teacher ratio. Employment of teaching staff periodically to commemorate loss manpower in the system is the only antidote to reduction of wastage in the sector in terms of dropouts, repetition, unemployment and brain drain. It is a means of efficient and effective utilization of available resources in the production of quality manpower. Walfredo (2023) opined that the teaching is a fundamental process of learning, whereby teachers moderates and coordinates learning environment.

Consequences of shortage of teachers include poor learning outcome, poor quality and quantity input of students into tertiary institution, poor quality in education efficiency, high dropout rate amongst students, educational wastage in terms of non-achievement of educational goals and objectives, shortage of manpower and increase in crime rate by youths. However, Okpara & Nwabia (2022) opined that teachers' qualification is paramount to students' promotion rate and development. National Policy on Education provision of 40:60 science to non-science teacher ratio in the distribution of qualified teachers into secondary schools could be attributed to shortage of subject teachers in secondary schools hence, employment of new teachers in the right mix by qualification, subject, specialization and legibility annually is a necessity to quality education. Purpose of the study is targeted at the need of beefing up the teaching profession through recruiting and maintaining enough qualified teaching staff in public secondary school for the purpose of imparting the right skill and knowledge for quality learning outcome. Employing the right quality and quantity of teachers in the right mix would aid in the achievement of educational goals and objectives effectively and efficiently.

The number of teachers in schools is a major criterion for evaluation of possible learning outcome within the educational system. When professional subject teachers teach the subject of which they have the qualification, students output at the secondary level would be better input in tertiary institutions. The constant report of teachers, households and educational stakeholders that Delta State, that public secondary schools are under-staffed, appealing to the government to recruit more teaching staff through various social media platform led to the research inquisition on the employment status of the state from 2019 to 2023. Shortage of teaching staff in public secondary schools has been a bane to better impartation of knowledge during the pedagogical process due to the embargo on recruitment in Delta State. Lack of teaching staff poses a serious threat to the quality and standard of education in the State, hence the need to curb the stigma on shortage of subject teachers in the State unified teaching profession by the government is urgent to restore the validity of the Post Primary Education system, uplifting the quality in teaching via having the right teachers in the right mix, crucial in achieving well taught and groomed graduate not half-baked graduate who cannot defend the certificate after graduation. In some secondary schools, Mathematics is being taught by trained Physics or Chemistry teachers and Christian Religious Studies are taught by Social Studies trained teachers. This is a scenario of poor-quality teaching staff which forms a bane of the education system under consideration.



Theoretical Framework

The study anchors on the classical conditioning theory of learning postulated by Ivan Pavlov 1897. The theory of learning was called signal learning which is based on stimulus-response. The theory explains the reason for which a dog condition to ringing of doorbell salivate each time food is served. Even when the food is not served on hearing the ringing of the doorbell the dog still salivates. This is applicable to the teaching-learning process, when students have a good teacher who has a mastery of the subject, eloquent and always punctual to class, students would be willing to learn and crave for the lesson even before the teacher arrivals. On the contrary a less active and nonchalant teacher would not be appealing to the students, even when the teacher frequents the classroom with his bored lectures. Hence, employing qualified teachers in the right mix is essential for quality learning outcome.

Research Questions

The following research questions were raised to guide the study:

1. What is the average growth rate of teachers in public secondary schools in Delta State from 2019 to 2023?
2. What is the distribution of subject teachers recruited in public secondary schools in Delta State in Batch A to C?
3. What is the geopolitical spread of newly recruited teachers in Delta State?

Hypothesis

For proper investigation of the research topic the researcher formulated the following hypothesis:

There is no significant difference in the number of newly recruited teaching staff in Delta State by the Post Primary Education Board (PPEB) in the three Senatorial Districts in the three batches.

Methods

The study adopted an *ex-post facto* research design descriptive method. It is a retrospective study of the number of teachers in the unified teaching profession by PPEB Asaba, Delta State from 2019 to 2023. The list of names of officially recruited teachers was retrieved from the board. The list comprises of three batches with the first batch (A) consisting of 701 persons, second batch (B) was 554 persons and third batch (C) was 264 persons recruited to the public post primary schools in the schools in Delta State. This gave the population of newly recruited staff as 1519. The researcher through the tallying statistical method, collate the names into the designated subject areas such as Science, Social Sciences and Art, forming frequency Tables for the 3 Senatorial Districts of Delta North, Central and South respectively. The data was further analyzed statistically using Mathematical computation of teacher employment annual growth rate, percentages, Pie Charts and the One-Way Analysis of Variance (ANOVA) at 5% level of significance.

Results

Research Question 1: What is the number of teachers in public secondary schools in Delta State from 2019 to 2023?

Table 1: Number of Teachers in public secondary schools and annual growth rate in Delta State

Year	Number of Teachers	Annual Growth Rate (%)
2019	12239	-
2020	12662	3.46
2021	12246	-3.29
2022	11083	-9.50
2023	11694	5.51
Total	59924	-3.82

Table 1 revealed that in year 2020 and 2023 positive growth rates of 3.64% and 5.51% implies an increase in the number of teachers while negative growth rates of -3.29% and -9.5% in year 2021 and 2022, reveal shortage of teachers in schools. The teacher average annual growth rate from 2019 to 2023 was -0.76%, reveal an urgent need of teaching staff in public secondary schools in Delta State.

Research Question 2: What is the distribution of subject teachers recruited by PPEB in Batch A to C.

Table 2: Number of subject teachers recruited in Batch A-C.

Subjects/ Group	Number of Teachers			Angles in Pie Chart		
	A	B	C	A	B	C
Science	475	349	172	245.5°	226.8°	234.5°
Social Science	89	122	34	45.7°	79.3°	46.4°
Art	134	83	58	68.8°	53.9°	79.1°
Total	701	554	264	360°		

Table 2 revealed that the number of recruited science teachers supersedes social science and art teachers significantly. The difference in angle as represented in the Pie Chart is an indication of unequal distribution of teachers by subject area. The number of art teachers was least in batch A and B compared to recruited science and social science teachers.

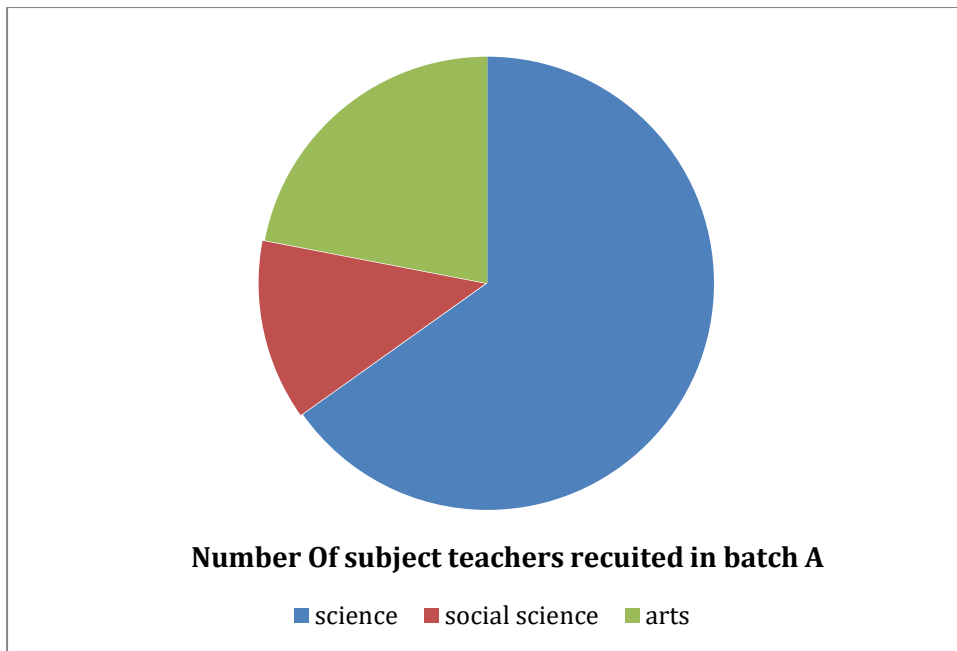


Figure 1: Pie Chart of subject teachers recruited in Batch A

Figure 1 represents the distribution of recruited teachers according to subject area in Batch A with respect to data from Table 2. It was observed that recruited science teachers were more when compared to recruited social science and art teachers.

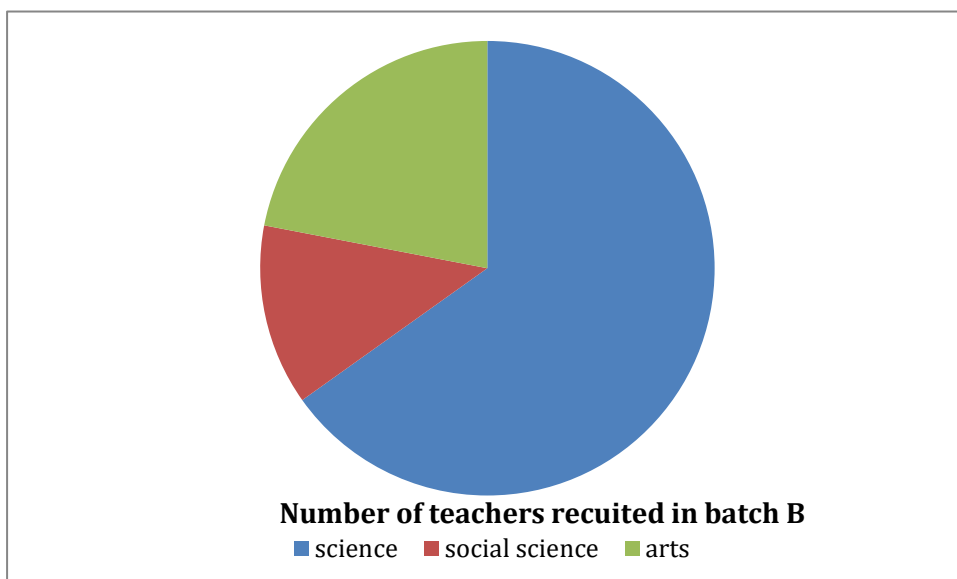


Figure 2: Pie Chart on Number of recruited teachers in Batch B

Figure 2, shows that social science teachers were the least in the number of recruited teachers in batch B as regard the data from Table 2.

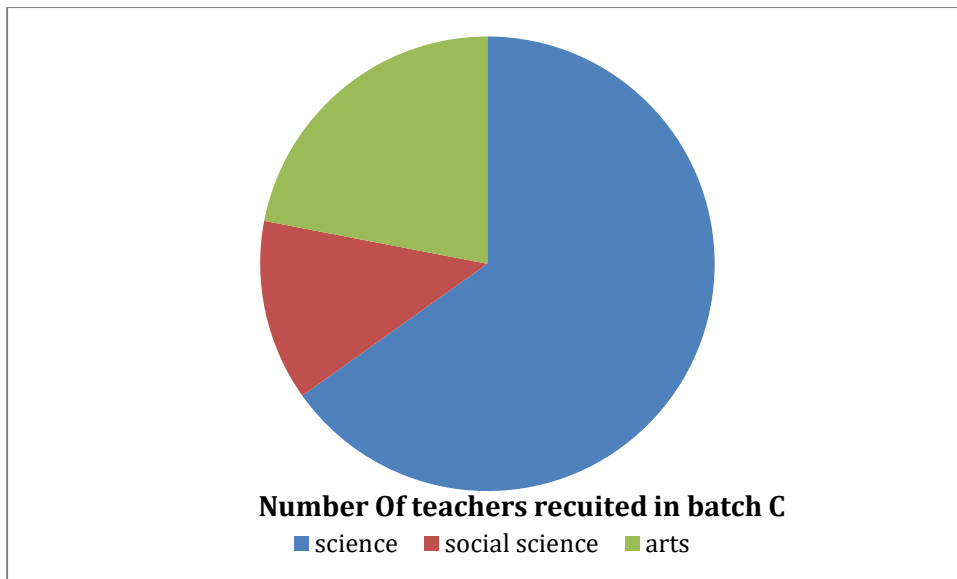


Figure 3: Pie Chart on Number of Teachers recruited in Batch C

Figure 3 revealed that over half of the pie chart represents number of science teachers recruited in Batch C with respect to data from Table 2.

Research Question 3: What is the geopolitical spread of newly recruited teachers in Batch A to C?

Table 3: Geopolitical Spread of Recruited Teachers in Batch A-C

Senatorial District	A	B	C
Delta North	259(36.9%)	257(46.4%)	128(48.5%)
Delta Central	204(29.1%)	154(27.8%)	72(27.3%)
Delta South	238(34.0%)	143(25.8%)	64(24.2%)
Total	701	554	264

Table 3 revealed that Delta North had the highest number of recruited staff: 36.9%, 46.4% and 48.5%. A minimal disparity of 2.9% between the newly employed staff in Delta Central and South in batch A, while the variation of the number of staff in Delta North was 3.6% away from the average (50%) in batch B while Delta Central and South were 2.2% and 4.2% away from average. batch C recorded similar trend as batch B.

Hypothesis 1: There is no significant difference in the number of newly recruited staff in the 3 Batches among the 3 Senatorial Districts.

Table 4: Summary of one-way ANOVA on the difference in the number of newly recruited staff in Batch A to C

Source of Variation	Sum of Square	df	Mean Square	F- Calculated	F- Critical	Decision
Between	32,964.6	2	16,482.3	8.30	4.76	Reject Ho
Within	11,881.4	6	1,980.2			
Total	44,846	8				



Table 4 revealed that at 0.05 level of significance the F- critical (4.76) was less than the F- calculated (8.30), therefore the null hypothesis was rejected. It implies that there is significance difference in the number of newly recruited teachers in the three Senatorial districts of Delta State in batch A, B and C.

Discussions

The study revealed that negative annual growth rates represent, shortage of teaching staff. The disparity in the growth rates could be as a result of attrition of teaching staff for the period of evaluation, besides the certainty of teachers retire every year, reduces number of teachers in the system. Onyekwelu (2024) opined that government could budget more financial resources for secondary education, to enable teaching staff recruitment to boost quality secondary education in Nigeria. The more the monetary allocation for public secondary schools in state annual budget the more the number of teachers recruited into the unified teaching profession. The number of newly recruited staff in the State differed significantly in terms of subject area. Moreover, Kirsten (2020) stated that government recruitment of subject teachers will improve students' skill, knowledge and value qualitatively, but the study identified that subject teachers were not evenly recruited across the state.

According to Molina et al (2021) students' ability to inculcate learnt material is dependent on teachers' guidance during learning process. However, the difference in the recruitment of teachers by subject area may reduce the output of students in some field due to lack of qualified subject teachers. Sahito (2016) posited that teachers' qualification may not have much effect on students' performance, but the teaching may influence the promotion rate. Oke (2020) reiterated that teacher's knowledge of subject matter and qualifications determine the effectiveness of students' achievement of better grade which is in tandem to this study. The trends in human population structure reveal that there is annual increase consistently. Inferentially, enrolment in schools increases annually, hence the need for the recruitment of teaching staff cannot be over-emphasized.

Moreover, sourcing for none-specialized subject teachers would have negative consequences on learners in achieving educational goals and objectives. Okpara and Nwabia (2022) corroborate to the view of the author by stating that the distribution of qualified teachers in secondary schools in the States promotes learning outcome. However, there should be a balance in the posting of teachers to rural and urban schools to avoid poor breed of cognitive minds. In support of the assertion, Amaechi (2019) opined that subject mastery by the teacher improves students understanding. The study identified a gap between teachers' recruitment among the three Senatorial Districts in terms of the large disparity in the distribution of recruited teachers by subject area and by geographical spread which this study tends to fill for proper achievement of learning outcome, recruitment of teachers should be based on uniformity, standardized criteria and need delineation of teachers through proper feasibility studies.

Conclusion

The study revealed that there has been significant shortfall in the number of subject teachers due to negative growth rate via low recruitment of qualified teachers by the PPEB. The recent recruitment revealed that greater percentage of teachers employed were Science teachers. This could have contributed to poor distribution of teaching staff along subject area and the 3 Senatorial districts significantly. The recruitment of teachers in 2022 and 2023



batches A to C revealed that more teachers were employed in Delta North compared to the other 2 Districts.

Recommendations

Based on the findings, the study therefore recommends that:

1. More professional subject teachers should be employed into the unified teaching profession by the Delta State government through the Post Primary Education Board (PPEB) to boost learning outcome and production of viable output in public secondary schools.
2. Recruitment of teachers could be in the right mix, qualification and discipline for quality outcome in teaching.
3. There should be collaboration among all stakeholders especially the school heads in identifying the number of subject teachers needed in schools. This would aid the government in the recruitment of teachers in the right mix for viable manpower output from the secondary level.



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