RELATIONSHIP BETWEEN TEACHERS' RECRUITMENT PROCEDURE AND STUDENTS' ACHIEVEMENT IN COMMERCE IN FEDERAL GOVERNMENT GIRLS' COLLEGES, IN NORTH WEST ZONE, NIGERIA

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AHMADU BELLO UNIVERSITY, ZARIA

MAY, 2017

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A THESIS SUBMITTED TO SCHOOL OF POSTGRADUATE STUDIES AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA. IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION (M.ED) IN BUSINESS EDUCATION

DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
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MAY, 2017

DECLARATION

I declare that the work in this dissertation titled RELATIONSHIP BETWEEN TEACHERS' RECRUITMENT PROCEDURE AND STUDENTS'ACHIEVEMENT IN COMMERCE IN FEDERAL GOVERNMENT GIRLS' COLLEGES IN THE NORTH-WEST ZONE, NIGERIA, has been carried out by me in the Department of Vocational and Technical Education. The information derived from the literature has been duly acknowledged in the text and a least of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other institution.

Jonathan ABIMAJE **Date**

CERTIFICATION

This dissertation titled "RELATIONSHIP BETWEEN TEACHERS' RECRUITMENT PROCEDURE AND STUDENTS' ACHIEVEMENT IN COMMERCE IN FEDERAL GOVERNMENT GIRLS' COLLEGES IN THE NORTH-WEST ZONE, NIGERIA", by Abimaje Jonathan meets the regulations governing the award of masters degree of Education (M.ED) in Business Education of Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This dissertation is dedicated to God Almighty and to my beloved wife Mrs. Grace Unekwu-Ojo Abimaje and my Children: Miss Abimaje Ojima'Ojo Gift, Miss Abimaje Kedonojo Believe, Miss Abimaje Uredo'Ojo, Favour Miss Abimaje Ojonibe Wisdom

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The spiritual contribution of his co-ministers in Jesus People Evangelical Church, Palladan, Zaria provided the spiritual framework upon which this study was carried out. The researcher therefore wishes to thank and appreciate them for their labours of love. The researcher equally thanks Hajiya Fatima Jiddum, Mrs O.O Ayuba and Pastor S.J. Isah for their wonderful contribution to his academic career and attainment. He also wishes to appreciate his wife Mrs Grace Abimaje and children for their forbearance in the course of this study. He equally thanks his late parents and siblings for accommodating his inadequacies in the course of trying to succeed in this program.

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ABSTRACT

Relationship between teachers' recruitment procedure and students' achievement in commerce among Federal Government Girls' Colleges examines the utilization of government policies in teachers' recruitment in relation to students' achievement in commerce. This study was undertaken with the general objective to examine the relationship between teachers' recruitment procedure and its influence on students' achievement in commerce in Federal Government Girls' Colleges located in the North-Western part of Nigeria. Four specific objectives of the study were highlighted and four research questions were raised to guide the study. Four null hypotheses were formulated to be tested at 0.05 level of significance for this study. A descriptive research design was adopted for the study. The entire population for this study consisted of 504 subjects made up of teachers and SS3 commerce students of these colleges. Sample size of 252 subjects was drawn from the entire population using purposive sampling technique. Data collection was done through structured questionnaire and were analysed by using mean, standard deviation, frequency distribution, percentages and Pearson Product Moment Correlation (PPMC) statistics. The findings from the research questions analysis showed that teachers' recruitment procedure, adequate number of commerce teachers in a college, teachers' years of teaching experience as well as methods for effective teaching of commerce were related to students' achievement in commerce. Also, the four null hypotheses formulated were tested at 0.05 level of significance. The four null hypotheses were rejected. It therefore showed that teachers' recruitment procedure, number of commerce teachers in a college, teachers' years of teaching experience and methods for effective teaching of commerce were significantly related to students' achievement in the subject. The researcher concluded from the findings that teachers' recruitment procedure, adequate number of commerce teachers in a college, teachers' years of teaching experience and effective teaching methods will positively affect students' achievement in commerce. The researcher therefore recommended among other things that Federal Government of Nigeria through the Federal Civil Service Commission should adopt a realistic and competitive recruitment policy that will attract recruitment of suitably qualified commerce teachers into federal government colleges in order to enhance students' achievement in commerce.

TABLE OF CONTENTS

Cover Pages - - - - - - - - i

Title page - - - - - - - - ii

Declaration - - - - - - - - iii

Certification - - - - - - - - iv

Dedication - - - - - - - - v

Acknowledgement - - - - - - - - vi

Abstract - - - - - - - - vii

Table of Content - - - - - - - viii

List of Tables - - - - - - - - xi

List of Appendices - - - - - - - - xii

List of Abbreviations - - - - - - - - xiii

CHAPTER ONE: INTRODUCTION - - - - -

1.1 Background to the Study - - - - - - 1

1.2 Statement of Problem - - - - - - - 2

1.3 Objectives of the Study - - - - - - 2

1.4 Research Questions - - - - - - - 3

1.5 Research Hypotheses - - - - - - - 4

1.6 Significance of the Study - - - - - - 4

1.7 Basic Assumptions for the Study - - - - - 5

1.8 Delimitation of the Study - - - - - - 5

CHAPTER TWO: REVIEW OF RELATED LITERATURE - -

2.1 Theoretical Framework - - - - - - 7

2.2 Federal Government Colleges in Perspective - - - - 17

2.3 Teachers Factor in Students' Academic Achievement - - 22

2.4 Academic Achievement in the Nigerian Public Secondary Schools - 26

2.5 Impediments to Quality in the Nigerian Education System - - 29

2.6 Effective Teaching of Commerce - - - - - 32

2.7 Empirical Studies - - - - - - - 36

2.8 Summary of Literature Reviewed - - - - - 40

CHAPTER THREE: METHODOLOGY

3.1 Research Design - - - - - - - 42

3.2 The Population for the Study - - - - - - 43

3.3 Sample Size and Sampling Procedure - - - - 44

3.4 Instrument for Data Collection - - - - - 44

3.4.1 Validity of Instrument - - - - - - - 46

3.4.2 Pilot Testing - - - - - - - - 46

3.4.3 Reliability of Instrument - - - - - - 46

3.5 Procedure for Data Collection - - - - - 47

3.6 Procedure for Data Analysis - - - - - - 47

CHAPTER FOUR : PRESENTATION AND ANALYSIS OF DATA

4.1 Demographic Data - - - - - - - 49

4.2 Answering the Questions - - - - - - 55

4.2.1 Research Question 1 - - - - - - - 55

4.2.2 Research Question 2 - - - - - - - 58

4.2.3 Research Question 3 - - - - - - - 61

4.2.4 Research Question 4 - - - - - - - 64

4.3 Hypotheses Testing - - - - - - - 67

4.3.1 Hypothesis 1 - - - - - - - - 67

4.3.2 Hypothesis 2 - - - - - - - - 69

4.3.3 Hypothesis 3 - - - - - - - - 70

4.3.4 Hypothesis 4 - - - - - - - - 71

4.4 Discussion on the Major Findings - - - - - 72

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary - - - - - - - - 75

5.2 Contribution to knowledge - - - - - - 77

5.3 Conclusion - - - - - - - - 77

5.4 Recommendation - - - - - - - 78

References - - - - - - - - 80

Appendices - - - - - - - - 85

LIST OF TABLES

Table 1	Population for the Study - - - - -	43
Table 2	Sample Size for the Study - - - -	43
Table 3	Distribution of teacher respondents according to schools -	49
Table 4	Distribution of Teacher respondents by Number of Teaching years	50
Table 5	Distribution of Teachers by Age - - - -	51
Table 6	Distribution of Teacher Respondents by Gender - -	51
Table 7	Distribution of Teacher Respondents by Academic Qualifications	52
Table 8	Distribution of Teacher respondent by their Employment Status	53
Table 9	Distribution of Student Respondents by Schools - -	53
Table 10	Distribution of Students Respondents in SSS3 - -	54
Table 11	Distribution of Student Respondents by Age - - -	54
Table 12	Distribution of means scores of respondents on teachers' recruitment procedure and - - - - -	55
Table 13	Mean Score of the Opinion of Teacher Respondents on the Number of Teachers Recruited and the Students' performance in Commerce. - - -- - - - -	58
Table 14	Mean Score of Teachers' Years of Teaching and Students Performance in Commerce. - - - - -	61
Table 15	Mean opinion of Respondents on the Methods for Effective Teaching of Commerce and Students' Performance. - -	64
Table 16	PPMC statistic on Relationship between Teachers' Recruitment and Students' Performance in Commerce in the next page -	65
Table 17	PPMC Statistics on Relationship between the Numbers of Commerce Teachers Recruited and Students' Performance in Commerce.	68
Table 18	PPMC Statistics on the Relationship between Teachers' Years of Teaching Experience and Students' Academic Performance in Commerce. - - - - - - -	69
Table 19	PPMC Statistic on the Relationship between Methods for Effective Teaching of Commerce and Students' Academic Performance in Commerce. - - - -	69

LIST OF APPENDICES

APPENDIX

I.	Letter to the respondents - - - - - -	84
II.	Questionnaire for teachers - - - - -	85
III.	Questionnaire for students - - - - -	88
IV.	FGGC, Zaria: WAEC/NECO SSCE Result Analysis - -	96
V.	Test of Reliability Statistics - - - - -	99

LIST OF ABBREVIATIONS

B.A	Bachelor of Art
B.Ed	Bachelor of Education
B.Sc	Bachelor of Science
COE	College of Education
CSA CEFA	Civil Society Action Condition on Education for All
CV	Curriculum Vitae
DF	Degree of Freedom
EFA	Education for All
ETF	Education Trust Fund
FCS	Federal Civil Service
FCSC	Federal Civil Service Commission
FGC	Federal Government College
FGCB	Federal Government College for Boys
FGGC	Federal Government Girls' College
FGN	Federal Government of Nigeria
FME	Federal Ministry of Education
FSC	Federal Science College
FSTC	Federal Science and Technical College
FUG	Federal Unity College
GCE	General Certificate of Education
HND	Higher National Diploma
H□	Null Hypothesis
JSS	Junior Secondary School
KC	Kings College
LGA	Local Government Area
MA	Masters of Arts
M.Ed	Master in Education
M.Sc	Master of Science
No.	Number

NBTE	National Board for Technical Education
NCCE	National Commission for Colleges of Education
NCE	Nigeria Certificate in Education
NCEE	National Common Entrance Examination
NERDC	Nigerian Educational Research and Development Council
NPE	National Policy on Education
NUC	National University Commission
PPMC	Pearson Product Moment Correlation
QC	Queens College
SD	Standard Deviation
SPSS	Statistical Package for Social Sciences
SSCE	Senior School Certificate Examination
SSS	Senior Secondary Schools
TC	Teachers' Certificate
UBE	Universal Basic Education
UNESCO	United Nations Educational Scientific and Cultural Organization
WAEC	West African Examination Council

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

There is a general public opinion that the quality of education in Nigeria has fallen below expectation. This has become issue of serious concern in Nigeria education sector today with particular reference to secondary education system. This poor level of educational standards becomes more worrisome as it tends to greatly affect the public maintained secondary schools.

In trying to solve this problem of fallen standards of education, there are a number of factors that need to be taken into consideration. Some of these factors include the home background and the academic attainment of the students that are admitted into the school system, particularly secondary schools. Similarly, the policy of admission into secondary schools, the quality of teachers employed into this system are also among the factors that may have considerable influence on students level of performance. Concerning teacher quality, Federal Ministry of Education in its Education Sector Analysis (2005) expressed that:

> *If they are apathetic, uncommitted, uninspired, lazy, unmotivated, immoral, and anti-social, the whole nation is doomed. If they are ignorant in their disciplines and thus impact wrong information, they are not only useless but dangerous. Therefore, the kind of teachers trained and posted to schools may well determine what the next generation will be like.*

Above report actually reflects the importance of teachers in the educational attainment of students. This particular study is therefore embarked upon to examine the relationship between teachers' recruitment procedure for federal colleges and students' achievement in commerce.

1.2 Statement of Problem

It is observed that recruitment of teachers to Federal Government Colleges is based on federal character principle and as a sole prerogative of Federal Civil Service Commission. While federal character ensures that education officers are recruited as teachers to these colleges on proportional sharing formula, the process may not necessarily guarantee the academic quality of all those so appointed to teach subject like commerce which is the major concern in this study. For instance, the West African Examination Council (WAEC) in 2007 listed five (5) of the major defects on the students' poor performance in commerce to include shallow knowledge of the subject; poor presentation of the answers to questions among others.

The researcher is concern about knowing whether the teacher quality may have a relation with Federal Government Girls College students' performance in subjects with particular reference to commerce. Specifically, the problem of this study is to establish whether there is a relation between the quality of teacher recruited into Federal Government Colleges and students' achievement in commerce.

1.3 Objectives of the Study

The major objective of this study is to assess the relationship between teachers' recruitment procedure and students' achievement in Commerce among Federal Government Girls' Colleges North West Geo-Political Zone, Nigeria. The specific objectives are to;

1. Assess the relationship between recruitment of Commerce teachers and students' achievement in Commerce among Federal Government Girls' Colleges, North-West Geo-political Zone, Nigeria.

2. Assess the relationship between the number of Commerce teachers recruited and students' achievement in Commerce among Federal Government Girls' Colleges, North-West Geo-political Zone, Nigeria.
3. Establish the relationship between teachers' years of teaching experience in Commerce and the students' achievement in Commerce among Federal Government Girls' Colleges, North-West geo-political Zone, Nigeria.
4. Assess the relative effectiveness of teachers' teaching methods and students' achievement in Commerce among Federal Government Girls' Colleges, North-West Geo-political Zone, Nigeria.

1.4 Research Questions

The study was carried out to provide answers to the following research questions:

1. To what extent does teachers' recruitment procedure relate to students' achievement in Commerce among Federal Government Girls' Colleges, North-West Geo-political Zone, Nigeria?
2. To what extent does the number of teachers recruited for Commerce subject relate to students' achievement in Commerce among Federal Government Girls' Colleges, North-West Geo-political Zone, Nigeria?
3. To what extent does teachers' years of teaching experience relate to students' achievement in Commerce among Federal Government Girls' Colleges, North-West Geo-political Zone, Nigeria?
4. To what extent does the teaching methods applied by the teachers relate to students' achievement in Commerce among Federal Government Girls' Colleges, North-West Geo-political Zone, Nigeria.

1.5 Hypotheses

The following four (4) null hypotheses were formulated for the study:

1. There is no significant relationship between teachers' recruitment procedure and students' achievement in Commerce among Federal Government Girls' Colleges, North-West Geo-political Zone, Nigeria.
2. There is no significant relationship between the number of teachers recruited and students' achievement in Commerce among Federal Government Girls' Colleges, North-West Geo-political Zone, Nigeria.
3. There is no significant relationship between teachers' years of teaching experience and students' achievement in Commerce among Federal Government Girls' Colleges, North-West Geo-political Zone, Nigeria.
4. There is no significant relationship between teaching methods applied by teachers and students' achievement in Commerce among Federal Government Girls' Colleges, North-West Geo-political Zone, Nigeria.

1.6 Significance of the Study

The findings from this study are expected to be of great significance to the Federal Civil Service Commission, Federal Ministry of Education, commerce teachers, commerce students and the researchers as teachers' recruitment procedure, number of commerce teachers, years of teaching experience and effective teaching methods may serve as guides to better teacher recruitment policy that will enhance students' achievement in a subject area. The findings will help Federal Government and Federal Civil Service Commission to adopt recruitment procedure that is capable of attracting suitably qualified teachers into the federal government colleges. This will lead to better

students' achievement and consequently raise the educational standard which has been considered to have fallen below acceptable level in Nigeria today.

1.7 Basic Assumptions for the Study

The study was carried out on the assumption that:

i. The recruitment procedure of teachers into Federal Government Colleges is considerable related to students' achievement in Commerce.

ii. The numbers of teachers recruited have profound relationship on students' achievement in Commerce.

iii. The number of years of teaching experience of teachers is considerably related to students' achievement in Commerce.

iv. Teaching methods adopted by teachers are related to students' achievement in Commerce.

1.8 Delimitation of the Study

The study was delimited to the Federal Government Girls' Colleges located in the North-West Geo-political Zone in Nigeria. This zone comprises of seven states namely; Kaduna, Kano, Jigawa, Kebbi, Katsina, Zamfara and Sokoto states. There are seven Federal Government Girls' Colleges one for each state in this zone. They were established to promote girl-child education and possibly minimize gender disparity challenging education in this part of the country. The study was delimited to the management staff of these colleges who are also teachers because they possess better understanding of the recruitment process into the Federal Government Colleges. Similarly, the study was also delimitated to all the Commerce teachers of these colleges who were recruited before the year 2004 because of their knowledge in the subject. In the

same vein, this study was delimitated to SS3 Commerce students 2011/2012 session of these colleges because they possess better understanding of the subject having been taught Commerce as a subject right from their SS1 to SS3 classes.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter focuses on the review of related materials both published and unpublished on teachers' recruitment and students' academic achievement in commerce. The relevant information obtained for the purpose of this study are arranged and discussed under the following sub-headings:

2.1 Theoretical framework

2.2 Federal Government Colleges in Perspective

2.3 Teacher's Factor in Students' Academic Achievement

2.4 Academic Achievements in the Nigerian Public Secondary Schools

2.5 Impediments to Quality in the Nigerian Education System

2.6 Effective teaching of Commerce

2.7 Review of Empirical Studies

2.8 Summary of Literature Reviewed

2.1 Theoretical Framework

This study is anchored on Skinners theory of learning regarded as operant conditioning. It is a model that proposed a formulation of behaviour from experiments with animals mainly rats and pigeons in a specially designed box. The box has a lever which can be pressed by the rat and the pressing of the lever would set a mechanism which deliver food pellets through a food tube for the rat to consume.

Operant conditioning is vehicle for a teacher to achieve behaviour modification in order to improve classroom management and facilitate learning. Three techniques of

operant model can be used by the teachers to facilitate learning. They are prompting, chaining and shaping.

Prompting referred to as discriminative stimulai in the lexicon of operant model involves giving learners cues that help in performing a particular behaviour Chaining is a techniques for connecting simple responses in sequence to form a more complex response that would be difficult to learn at one time. Shaping is perhaps the most generalized techniques in operant model. It is a process of reinforcing each form of behaviour that closely resembles the finals version. It involves gradually changing the responses criterion for reinforcement in direction of the target behaviour. The direction is shaped towards achieving ultimate success.

In order to adopt operant model to influence learning behaviour requires that teachers should be well trained and knowledgeable in the subject area. The theory is therefore related to this work as the ultimate achievement of the learners in a subjects area like commence is sequel to behaviour modification undertaken by well trained and knowledgeable teachers in the system.

2.1.1 An Over-view of Commerce

A cursory look at the meaning of commerce has shown that researchers have expressed the same opinion from different standpoints. According to Odedokun, Udokogu and Oguyi (2002) Commerce is an aspect of production. It deals with various activities which enable the producers to secure the raw materials and other capital goods required in production processes. These researchers maintained strong opinion that Commerce creates utility or value on a commodity by changing the location of the commodity. Similarly, Commerce creates value by reconciling quantities of goods

needed by the industry with the quantities needed by users either for further production or final consumption. To this end, Odedokun, Udokogu and Oguyi (2002) concluded that commerce does not often lead to the conversion of goods from one physical state to another but a package of service which directs the flow of goods emanating from primary and secondary production to meet the tastes of specific users.

According to Anyaele (2003) Commerce as a subject studies diverse economic activities of human beings and therefore opined that Commerce studies production, distribution and exchange of goods and services with the overall aim of wants satisfaction. Asaolu and Igwe (2005) on the other hand, maintained that Commerce is closely related to trade. They however stressed that Commerce in its entire ramification is much more than trade. Sharing this opinion that Commerce is much more than trade, Obi (2005) remarked that Commerce deals with the distribution and exchange of all surplus goods produced in the fields, mines, seas, forests and factories of the earth so as to reach the final consumer. To Obi, the surplus goods should reach consumers in the right place, and the right condition, at the right time, in the right quantity and the right price.

Watson (2005) traced the origin of Commerce to the very start of communication in pre-historic times. Watson reflected that beside the traditional self sufficiency, trade was the principal activity of pre-historic people who battered what they had for goods and services from each other. In historic time however, Watson remarked that the introduction of currency as a standardized money has facilitated a wider exchange of goods and services. Watson related that the circulation of standardized currency provides the major advantages to commerce in over-coming the “double coincidence of wants”

necessary for better trade to occur. Currency, Watson explained allows a society as a whole to assign values and collect goods and services effectively.

Rhione (2006) regarded Commerce as a secondary activity of production. It is the business of buying and selling of goods and services that incorporates supporting services such as banking, insurance advertising, communication, warehousing and transportation. In a nutshell, Commerce is simply trade and aids to trade.

Commerce as it is today includes a complex system of firms that try to maximize profits by offering products to the market at the lowest production cost. In recent times, Commerce has taken shape to help in the development of the world economy using both internal and external exchange devices. The purpose of teaching Commerce is hinged to its important role in economic development.

2.1.2 The Purpose of Teaching Commerce

Experts in the field of Commerce as a subject of study have expressed opinions on the purpose of Commerce teaching in secondary schools and other institutions. Agunbiade (2001) reflected that Commerce has basic learning content useful to human being to be able to survive, to participate fully in development, to improve the quality of their lives, to make informed decision and to progress in learning. This view was shared by Aliyu (2001) who remarked that Commerce exposes learners to the practical application of basic skills for real world and real work situation. Aliyu further explained that the purpose of teaching Commerce in secondary schools is in line with the broad aim of secondary education as outlined by the National Policy on Education (1998). These are:

i. Preparation for useful living in the society; and

ii. Preparation for higher education.

Due to central role which commerce play in the conduct of business generally, Osuala (2004) opined that Commerce should be listed among the core subjects in the National Policy on Education. The aim of teaching commerce is summarized in the 2004 – 2008 regulations and syllabuses of the West African Examination Council (WAEC) as follows:

i. Enable the students to appreciate the role of Commerce and its relationship with other aspects of production.

ii. Enable the students to understand and appreciate the basic concepts and principles of commerce; and

iii. Enable the students relate the concepts and principles of Commerce to practical situations.

In a related view, Obi (2005) outlined the following as the purpose for teaching Commerce in secondary schools which are to:

i. Equip students with the fundamental skills and knowledge for entering performing and progressing in business.

ii. Educate students to become better users of the services of business

iii. Give students the ability to use subjects on the job more effectively through the understanding of the functions of business that are facilitated by other skills and

iv. For further education.

In Nigeria today, Commerce is taught as both academic and vocational subject in senior secondary schools. The purpose therefore is to give students an over-view of the world of business. Also it enables students develop a better understanding of the individuals relationship with business and the place of business in a developing economy.

2.1.3 The Concept of Recruitment

The term recruitment is often used interchangeably with appointments or employment. According to the Federal Government of Nigeria (FGN 2000) recruitment means filling of vacancies by appointment of persons not already in the Civil Service of the Federal Republic of Nigeria. It, however, excludes the transfer of officers from other civil Service in the Federation to the Federal Civil Service (FCS). To be eligible for recruitment into the Federal Civil Service, FGN (2000) stipulated that an applicant must:

i. Not be less than 15 years and not more than 50 years of age

ii. Possess such minimum qualifications as are specified from time to time

iii. Be certified by a government medical officer as sound in health fit for government service and

iv. Possess a testimonial of good conduct from his last employer or, if not previously employed, from the last school or college he attended.

On the eligibility for recruitment into public service of Nigeria, Okpuh (2003) specified the following conditions among others, for an applicant, he should not be:

i. A person that has been convicted of a criminal offence

ii. A person that has served and retired from public service

iii. A person that is under any obligation to remain with previous employer

On a person that has been convicted of a criminal offence, Okpuh (2003) maintained that prior approval of Federal Civil Service Commission must be obtained before his eligibility for employment into the Federal Service. Similarly if a person has been previously dismissed or call upon to resign or retire there from, such approval from the Federal Civil Service Commission must always be obtained before any other recruitment is considered.

Rynes and Cable (2003) in Casper (2004) explained that recruitment involves the utilization of organization practices to influence the number and types of individuals who are willing to apply for job vacancies. According to these researchers, recruitment can focus on internal labour market (staff already employed by the organization) or the external labour market (applicants from outside the organization). Casper (2004) viewed recruitment as the act of getting recruits; enlisting people for the army or for a job or a cause. Casper maintained that recruitment is a process of finding candidates for a post in an organization. As a process Casper opined that recruitment involves sourcing, screening and selecting people for a job or vacancy within an organization and further stressed that although individuals undertake individual components of the recruitment process, mid-and large-size organizations generally retain professional recruiters.

Rynes and Cable (2003) and (2004) maintained that recruitment industry has four main types of agencies. As a general rule, the agencies are paid by the companies and not the candidates or applicants. These agencies according to Rynes and Cable in Casper (2004) are:

i. Traditional Recruitment Agency:

Also known as employment agencies, recruitment agencies have historically had a physical location. A candidate visits a local branch for a short interview and an assessment before being taken into the agency's books. Recruitment consultants then endeavour to match their pool of candidates to their clients' open positions.

ii. Online Recruitment Websites

Casper (2004) maintained that online recruitment website have two main features: job boards and a curriculum vitae (CV) database. The online software provided by those who specialized in online recruitment helps organizations attract, test, recruit, employ and retain qualify staff with a minimal amount of administration. In recent times the recruitment website has evolved to encompass end to end recruitment. Websites capture candidate details and then pool them in client accessed candidate management interfaces (also online). Key players in this sector provide e-recruitment software and services to organizations of all sizes and within numerous industry sectors, who want to e-enable their recruitment process. Online recruitment website can be very helpful to find candidates that are actively looking for work and post their resume online Casper pointed out.

iii. Headhunters

These are third-party recruiters often retained when normal recruitment efforts have failed. Headhunters are generally more aggressive than in-house recruiters. They will often attend trade shows and other meetings nationally or even internationally that may be attended by potential candidates and hiring managers. Casper (2004) remarked that Headhunters may prepare a candidate for the interview, help negotiate

the salary and conduct closure to the search. Headhunters are members in good standing of industry, trade groups and associations.

iv. In-house Recruitment

Large employers tend to undertake their own in-house recruitment, using their human resources department. In-house recruiters may advertise job vacancies on their own websites, coordinate employee referral schemes or focus on campus graduate recruitment. Recruitment has stages which some authors regarded as recruitment process. Wikipedia, the free encyclopaedia identified the recruitment process as job analysis, sourcing, and screening and on boarding. According to Simple (2010), the proper start to recruitment effort is to perform a job analysis. This is the process of documenting the actual or intended requirement of the job to be preformed. Starting recruitment with an accurate job analysis and job description puts recruitment process on a proper track for success.

Sourcing according to Simple (2010) involves advertising; a common part of recruitment process, often encompassing multiple media such as the internet, general newspaper, job newspapers, professional publications, window advertisement job centres and campus graduate recruitment programmes. Sourcing also is a recruitment research, which is the proactive identification of relevant talent who may not respond to job postings and other recruitment and advertising methods done.

Screening and selection are prominent recruitment efforts needed to obtain the most suitable hand for the job. Wikipedia explained that suitability for a job is typically assessed by looking for skills required to perform a job. Screening of credentials and job interview using psychological or employment test could be adopted by the recruiters. The

overall objective of screening and selection according to Casper (2004) is to select the most suitably qualified hand for the job.

A well-planned introduction helps new employees become fully operational quickly. This is one of the objectives of on boarding which is often integrated with the recruitment process. According to Simple (2010), employee on boarding is fairly a new term in the talent management world. The concept behind employee on boarding is best defined as a systematic and comprehensive approach to orienting new employees to help them get "on board". Studies conducted by the Corporate Leadership Council reported by Wikipedia stated two high-level goals of the on boarding process;

i. Make new employees feel welcome and comfortable in their new surroundings; and
ii. Minimize the time before new employees become productive members of their new work group.

On the objectives of employee on boarding, Wikipedia the free encyclopaedia listed the following:-

i. Helping the employee to identify with their new employer.
ii. Allowing the employee to understand some of the company's values and priorities.
iii. Building an optimistic attitude towards the company
iv. Avoiding misunderstanding;
v. Helping the employee feel valued;
vi. Encouraging socialization and creating a sense of belonging;
vii. Reducing new employee anxiety;
viii. Setting performance expectations and
ix. Decreasing the learning curve.

From the fore going meanings and process of recruitment, one can conclude that recruitment is all about attracting interviewing and hiring an employee or employees into an organization. It is an essential part of building the competitive advantage of an organization. It is very strategic to an organization as it provides excellent opportunity for the internal promotions and talent identification. Using government policies to recruit teachers, the agency concern must ensure that best hands are engaged in order to achieve the desired results.

2.2 Federal Government Colleges in Perspective

Federal Government Colleges are public maintained secondary schools which are exclusively owned and controlled by the Federal Government of Nigeria. Zwingina (2009) maintained that the Federal government colleges have antecedents that pre-date Nigerian independence. He reflected that Federal Government Colleges were first established by the colonial administration as model schools to set standard for similar schools in Nigeria. Beginning with Kings' College in 1909, the colonial government established Queens' College in 1927 both located in the present day Lagos state. Unuigboje (2009) regarded these two colleges as precursors to the Federal Government Colleges.

The success story of these two colleges according to Zwingina (2009) encouraged the succeeding Federal Government to establish additional Federal Government Colleges in 1966. Consequently, three colleges were established in Okposi, Sokoto and Warri in 1966. The Federal Government began an aggressive policy of establishing more Federal Government Colleges at the end of the Nigerian civil war in 1970; Zwingina noted. This exercise was aimed at forging unity and to forestall a relapse of another civil war.

Unuighoje (2009) maintained similar view as he opined that the idea of Federal Government Colleges was primarily to bring up detribalized Nigerian from their formative years to live together and learn under the same environment. He asserted that the admission policy then was not necessary based on merit but more of a quota system where each state of the federation was represented in each arm of the classes. In this way, a new generation of Nigerian will and live and work together in faith, love and unity for one common goal of a better Nigeria in peace and harmony.

Ezekwesili (2006) remarked that Unity Colleges now called Federal Government Colleges were set to promote laudable objectives of educating young Nigerians from all over the country. These colleges are supposed to operate in an atmosphere that would achieve the following objectives:

i. Provide total education

ii. Promote mutual understanding amongst people from varying ethnic, religious and cultural background;

iii. Entrench the value of patriotism and national unity and

iv. Promote the pursuit of excellence in achievement and motivation.

Ezekwesili highlighted the above objectives in line with the public private partnership initiative of the Federal Ministry of Education. However, Zwingina (2009) clearly spelt out the following objectives for setting up Federal unity colleges. They were to:

i. Advance the course of national integration and unity;

ii. Promote academic excellence in secondary education;

iii. Serve as models for state and other private schools;

iv. Serve as centres for testing and refining Federal government policies on education;

v. Serve as bench-marks for quality improvement in our school systems; and

vi. Widen access to learning.

These objectives no doubt, revolve round the promotion of academic excellence and national integration and unity in the nation's secondary education system. According to Federal Ministry of Education (2009), Nigeria presently has a total of 104 Federal Government colleges comprising of:-

39 Federal Government Girls Colleges

39 Federal Government Colleges (both boys and girls)

02 Federal Government Colleges for boys

01 Science College for the gifted

02 Federal Science Colleges and

21 Federal Science and Technical Colleges (FSTC).

2.2.1 Federal Government Girls' College

At inception Federal Government Colleges were, mixed schools. Unuigboje (2009) stressed that Kano state government was not favourably disposed to their girls attending mixed schools; eleven (11) Federal Government Girls Colleges were established in 1973. The creation of more states in Nigeria led to the establishment of more Federal Government Colleges as each state should have minimum of two out of which one should be for girls. Federal Ministry of Education (2009) stated that Nigeria has a total number of thirty nine (39) Federal Government Girls Colleges. Seven (7) of these are located in the North-west Geo-political Zone of Nigeria.

The rising relevance of Federal Government Girls' Colleges has gone beyond the objection raised by Kano state on mixed schools. Rufa'i (2010) explained that the presence of many Federal Government Girls Colleges in Nigeria today, signifies the great importance the country attached to the girl-child. Rufa'i (2010) maintained that girl-child education is the road to gender equality and social justice, improved skills and technical knowledge acquisition. Similarly, Rufa'i viewed women education as a step to improved family nutrition with its attendant beneficial health implication that translates to healthier population culminating in economic empowerment and poverty eradication. Okeke (1998) shared a related view and stressed that women and girls-child are peculiar groups whose access to education is considered paramount, if not critical in achieving sustainable development. It is however, not very clear if the present state of Federal Government Colleges provides conducive learning environment where the girl child education is fully realized.

2.2.2 The Present State of Federal Government Colleges

It can be said with some pride and justification that the ideals for establishing Federal Government Colleges were quite noble. However, the present state of these colleges has been issue of great concern to all stockholders in education sector. Jega (2009) held opinion that Federal Government colleges presently suffer serious setbacks due to crisis which have bedevilled the Nigerian education system. Jega remarked that misplacement of national priorities; corruption and blatant neglect are some of the factors that have reduced these colleges to their present state. Jega went further to stress that bad government, inadequate infrastructure and facilities, poorly motivated and challenged

staff, poor working conditions, outdated curricular among others are issues that are directly responsible to the present state of the Federal government colleges.

Unuigboje (2009) asserted that standard in Federal government colleges became compromised when unqualified teachers were transferring their services from states and being recruited into these colleges. Unuigboje opined that these transferred teachers came to these colleges at higher grade levels and some came with laisses-faire attitude which brought lukewarmness to hard work and integrity to these colleges. Also, the policy of posting principals to schools of their state of origin whether they were qualified or not impacted negatively on the image of these colleges.

Zwingina (2009) observed that the present deplorable state of Federal Government colleges is a combination of many factors. Zwingina noted the following factors:

i. General infrastructural collapse

ii. Indiscipline among staff and students

iii. Inadequate funding of unity colleges

iv. Over loaded curricular and poor staffing

Unuigboje (2009) strongly believed that unqualified principals and teachers have contributed greatly to the present state of unity colleges. Unuigboje has this to say about the present state of unity colleges.

> *These unqualified persons run the schools poorly, with the result that we see today:- declining education standards, admission irregularities and greater state control of the Federal Government Colleges. These unity schools have almost become personal fiefdoms of the staff of the schools. Classrooms originally designed to accommodate 30 students now have 50 to 60 students in them.*

Also on the present state of Federal Government Colleges, Unuigboje held that teaching and learning cannot take place when there is no room for the teacher and his table. Also, he observed that the colleges cannot be run efficiently when policy is not consistent and is not designed for greater good. The multiplicity of Federal Colleges has worsened the standard in these schools as good and competent. The pressure of funding of these schools Unuigboje noted is exacerbated by false policies.

2.3 Teachers Factor in Students' Academic Achievement

A major factor in any academic setting is the teacher. Teacher exerts tremendous influence on students' academic achievement at any level of education. These influences can either be negative or positive depending on their availability, commitment, academic skills, drives and a host of other variables. Ehnenberg and Brewer (1995) established that students learn more from teachers with stronger academic skills. Expressing a related view, Darling-Hamond (2000) remarked that students learn from teachers who hold Bachelor's or Master's degree in the subjects they teach and also from teachers with many years of teaching experience than they do from less experienced ones.

A teacher according to Okpara (2000) is a trainer, instructor or a resource person who impacts knowledge and skills to the learner in his subject area. The central point of a teacher in his ordinary business of teaching is to impact knowledge and skills which he has already acquired on someone else. Aliyu (2001) remarked that a teacher is that person that educates the young people and the society at large. Knowledge and skill impartation is very crucial in any attempt to explain the word teacher. Lasser (2002) pointed out that education cannot be provided by just anybody. It requires a teacher who plans and delivers the lesson in a way that objectives can be achieved.

A teacher according to Oyarekhua (2007) is a person who has undergone approved professional training in education at appropriate level capable of imparting knowledge, attitude and skills to the learner. A teacher therefore, with his professional principles, transmits knowledge, attitudes and skills in a systematic and organized process. According to Daudawa (2007), a teacher is not just only a trainer but a motivator as well. A teacher should entice, encourage, induce and influence those he trains. Otellini (2007) observed that teachers are those professionals who nurture the innovative potentials in young people. They prepare them to step into a world where the knowledge will help shape their success. The quality and the quantity of teachers in a school are very critical in the educational attainment of students in such a school.

Reporting on the quality and quantity of qualified teachers as they affect students' academic achievement, Amao (1992) commented that demand for qualified teachers is far greater than supply. Consequently, the shortage of qualified teachers' impact negatively on students' academic achievement. A question that should be addressed with all sincerity is; why should a nation with so many colleges of education and faculties of education in many universities has shortage of trained teachers? Ijaiyu (1998) investigated teachers' quantity in Kwara state secondary schools and discovered an acute shortage of teachers in the state. The researcher concluded that inadequate teachers contribute to mass failure at this level of education. Onwubiko (2001) attributed the low achievement in our secondary schools to low quality of education possessed by teachers. Onwubiko therefore asserted that mere possession of Nigerian certificate in Education (NCE) as a minimum teaching qualification in secondary schools does not guarantee sound knowledge essential of a teacher at this level of education.

The National Policy on Education (N.P.E 2004) remarked that no education system can rise above the quality of its teachers. The quality of teacher, NPE observed, affect the performance of students. Commenting on the quality of teaching staff in the nation's secondary schools system, Adeyemo (2005) reflected that no profession has suffered reversal of fortune than teaching. This, according to him, has affected the commitment expected of teachers as the profession has not been sufficiently motivated to elicit the desired achievement.

Education sector analysis study of the Federal Ministry of Education (2005) on selected secondary schools in Nigeria by qualification and genders pointed out that the bulk of secondary school teachers (n = 69,787) were graduates with first of higher degrees. 43,073 were males while 26,714 were females. Among these teachers, 15,353 had no teaching qualification while the rest held Associate Certificate in Education and Teacher Certificate (T.C) Grade II. The researcher observed that the proportion of unqualified teachers affected the quality of learning in secondary schools system of education.

In their study on "Measuring and Targeting Internal Conditions for Effectiveness in the Free State of South Africa", Abraham and Keith (2006) concluded that quality teachers are the key drivers of internal school conditions for effectiveness; development and school change. Okebukola (2006) noted that inadequacy in the number of teachers in the school system results in the declining quality of education.

According to United Nations Educational, Scientific and Cultural Organization (UNESCO, 2007), the teachers quality, quantity and motivation exerted noteworthy effects on a host of school variables. These variables included enrolment, participation

and achievement of students. The shortfall in the number of teachers translates into high pupil/teacher ratio and exerts severe stress on teachers on ground. There is a link between teacher, stress and productivity. Okebukola (2008) explained that Primary Education in Nigeria required 872.971 teachers but only 534,974 were currently engaged. Out of the number engaged, only, 294,884 representing 55.1% were qualified leaving a shortfall of 578,087 teachers. The Junior Secondary level required 93,337 teachers but had 92,756. Out of these 73,729 were qualified leaving a shortfall of 19,608. Okebukola remarked that the inadequate number of teachers affects students' achievement in an educational system.

Aina (2008) expressed a related view and opined that mediocrity is pushed into the secondary system of education due to poor quality training in some of the nation's higher institutions. Aina further stressed that many of those available to lecture can hardly be described as good materials. Indeed, many became lecturers only because they cannot find better jobs. Very little research is going on in higher education; curriculum is outdated to produce employable graduates; teaching is poor (Aina, 2008).

Okebukola (2008) noted that teachers' quality at the secondary school level cannot be rated above the average mark and remarked that the brain-drain syndrome and the low rating of teaching profession had exerted profound influence on teacher quality. The researcher also viewed that many highly qualified teacher trainers migrated to Europe, North America and Asia especially in the early 80s leaving behind a large number of inexperienced trainers in the universities and colleges of education. This unfortunate development has rubbed off on the quality of their products (teachers) to the extent that mediocrity has been pushed into the system.

Lack of interest of candidates for a career in teaching profession due to poor remuneration and low social rating is seen in the scanty application for admission into faculties/colleges of education. Okebukola (2008) asserted that in 2008, of over one million applicants for university admission, less than five percent applied for courses in education. The roadmap for the Nigerian education Sector Consultative Draft (2009) specifically stated that only 58,819 candidates applied for placement in the nation's colleges of education in 2008/2009 academic session.

The challenges affecting standards in secondary education according to Federal Ministry of Education (F.M.E, 2009) among others were inadequate number of qualified teachers; un-even distribution of teachers between urban and rural schools poor remuneration and motivation. Another major challenge according to F.M.E has to do with the alarming discrepancy between teachers certified qualifications and their actual teaching competence and performance on the job.

2.4 Academic Achievement in the Nigerian Public Secondary Schools

Students' achievement in secondary schools particularly public secondary schools had been and is still a source of great concern to all and sundry. There has been a general apprehension about the fallen standard of education in Nigerian public secondary schools. This unfortunate trend has become a source of concern considering the great importance of education to national development. Aremu (2000) remarked that academic failure is not only frustrating to the students and the parents; its effect is equally grave on the society in terms of dearth of manpower in all spheres of the economy and politics.

According to Aremu (2000) poor academic achievement is a performance which is adjudged by the examiner as fallen below and expected standard. Researchers have

attributed low academic achievement at secondary school level of education to many factors. According to Akpofure and N'dipu (2000), academic achievement in secondary schools depends to a large extent on the availability of required resources and their effective utilization. Inadequate resources and ineffective utilization of available resources were viewed as impediments to high academic performance. In a study of relationship among school size, resource utilization and school effectiveness, Ibitoye (2003) discovered that there is a significant relationship between resources utilization by teachers and students academic achievement. Where resources are not available or adequately utilized, academic achievement in such school tends to be low. Morakinyo (2003) agreed that many secondary school products in Nigeria perform below expected standard. The researcher however attributed the low level of academic achievement in secondary school education to teacher's non use of verbal reinforcement strategy. On the other hand, Aremu and Sokan (2003) passed the blame of poor performance in secondary schools to students themselves. They pointed out that low retention, parental factors, association with wrong peers; low achievement motivation and the likes have contributed immensely to the low academic achievement being witnessed in the nation's secondary schools today.

The National policy on Education (2004) stipulated that secondary school education is an instrument for national development. It fosters the worth and development of the individuals for further education and the development of the society. High academic achievement needed to attain the above lofty objective of secondary school education is becoming a dream too difficult to realize. Adebule (2004) remarked

that all over the country, there is great consensus of opinion about the fallen standard of education at this level,

Reflecting on the low achievement vis a vis the fallen standards of education at this level Aduwa (2004) pointed out that students' home environment, their cognitive abilities, self-concept, study habits and motivation affect their academic success. Contrary to this opinion, Iyamu (2005) contended that the provision of these factors may not have significant impact on successful learning if students are not exposed to competent teachers and other school teams. Competent teachers are required in our nation's secondary school system to affect standard positively.

Adesemowo (2005) observed that fallen in educational standard in secondary school education is particularly noticed in poor academic achievement in subjects like Mathematic and English language. The issue of poor academic achievement in the Nigerian secondary schools according to Okebukola (2008) cannot be isolated from the continual low morale and status of teachers. This to a large extent is anchored on poor remuneration, very poorly equipped working environment, low social recognition and lack of control over working conditions.

Asikhia (2010) viewed secondary school education as a transformational tool necessary to achieve a more rapid economic, social, political, and technological, scientific and cultural growth and development. However, the performance index at this level of education he noted has become so low that it is now unacceptable to all stakeholders. Asikhia (2010) believed that students' low academic achievement is a direct function of attitude of some teachers to their jobs, poor attendance to lessons, lateness to school, poor method of teaching and unsavoury comments about students' performance

which could damage their ego were observed as some of the factors that have negative effect on students' academic achievement.

Academic achievement in the Nigerian public secondary schools is still a far cry from the ideal. The impediments to quality in our educational system have rendered the achievement in an unfortunate low state.

2.5 Impediments to Quality in the Nigerian Education System

The overall view on impediments to quality in education is imperative to the secondary school system due to its strategic position. Issues at basic level exert profound influence on secondary system since they receive the products of this lower system. Similarly, secondary school system cannot be isolated from the problems of the tertiary/university system being the ultimate destinations of its products and where teachers in secondary school level are trained.

Participants at the National Submit on Education 2008 observed some factors on the depressed quality of the Nigerian educational system. Seven of these factors have been isolated by Okebukola (2008). These factors which they considered as the 'big seven' are discussed below:

2.5.1. Policy incoherence and implementation inconsistency

In the frontline of efforts to maintain or boost quality in education is the existence of well-articulated policies. Policy guidelines form the basis of action by implementers of the education agenda. The umbrella policy is the National policy on Education (NPE). Okebukola (2008) remarked that the gap between policy prescription and practice has remained wide. This situation was viewed to be the function of weak monitoring and evaluation mechanism. Okebukola observed that a potent inspectorate division which will

turn the searchlight on the gaps and cause of remedial action to be taken is hardly ever found at Federal, State and Local government levels. When policy is incoherent and inconsistent, implementers are confused leading to inaccuracies in practice.

Policy incoherence is the typical consequence of lack of synergy between different levels of education. Inconsistence is the deviation in application of policy or even a change in the policy for reasons that have not been thought through. In both cases frequent changes in leadership of ministry of education is the explanatory factor. Okebukola (2008) explained that leadership change especially at the level of the Federal Ministry of Education (FME) in the last seven years has translated into the promulgation of a policy one day and scrapping of policy the next. Some examples according to the researcher are the upgrading of some polytechnics to universities, the merger of the Scholarship Board with Education trust Fund (ETF). Okebukola (2008) also noted the conduct of the National Common Entrance Examination to Unity Schools in 2008. The examination was actually conducted was later admitted to be in error as the exercise went contrary to the Universal Basic Education (UBE) law.

2.5.2. Teacher Inadequacies (quality and quantity)

A major factor in school setting is the teacher. Teacher inadequacies (quality and quantity) have been observed by Okebukola (2008) as having a profound effect on the quality of education in Nigeria. Aina (2008) viewed dearth of qualified teachers in the nation's education system as serious impediment to quality in education.

2.5.3. Funding Inadequacies

The depressed quality of education in Nigeria has been explained in part by the inadequate funding of the system. All stakeholders in education including parents, teachers, students, development partners have listed funding inadequacies as a problem. Okebukola (2008) noted that the argument for adequate funding of education cannot be faulted. However, the researcher maintained that the political will to be convinced by the argument has been weak and further stressed that data on funding inadequacies showed that the system had less than a sixth of what is required to deliver quality education at all levels.

2.5.4. Infrastructural Facility Challenges

A conducive learning environment is predisposing to quality education. Okebukola (2008) noted that quality has not been assured in many Nigerian schools because the learning environment is far from conducive. Okebukola maintained that optimal teaching and learning cannot be promoted under run-down buildings, broken down equipment/furniture, bushy surroundings, inadequate classrooms, laboratories, libraries etc.

2.5.5. Curriculum Inadequacies

Curriculum inadequacies have been observed as a serious impediment to quality in our educational deliveries. Curriculum at all levels, Okebukola (2008) reported has deficiencies especially in relation to relevance and adequacy to meet contemporary needs of a knowledge society. The researcher however noted with delight that Nigerian Educational Research and Development Council (NERDC), National Universities Commission (NUC), National Board for Technical Education (NBTE) and National

Commission for Colleges of Education (NCCE) are taking steps to update curricular for levels specific to their mandates.

2.5.6. Poor Curricular Delivery

Closely related to curriculum inadequacies is the issue of poor curriculum delivery in the nation's education system. Participants in the National Submit on Education 2008 strongly remarked that quality in education has been lowered by poor curriculum delivery. Harsh and intimidating classroom interactions engender fear in students and hatred for schools (Okebukola 2008). The researcher noted that students adduced their dislikes for schools to poor teaching methods and intimidation by the teachers, including canning. As students are poorly taught on account of a host of factors relating to teacher quality, performance in school and public examination is said to be compromised.

2.5.7. Social Vices

Among the impediments to quality in our educational system is a social vice. Examinations malpractice, cultism and sexual harassment are social vices that have crept from the larger sector to our educational system. These vices especially examination malpractices are exerting toll on the quality products from the system.

2.6 Effective Teaching of Commerce

Teaching has been variously defined by many authors. Umeh, (2004) in Olowodun (2006) viewed teaching as an art undertaken with the intention of bringing about learning in another person. The researcher maintained that teaching essentially consists of setting the stage so that someone can learn and thus viewed teaching as an attempt to bring about desirable change in human learning abilities and behaviour. The

aim of teaching therefore, is to cause desirable changes in the learner's behaviour for better living. Hence effective teaching is contributory to the learner's understanding, helps him to improve his abilities and develop in him, more desirable attitudes. Teaching is a system of action intended to produce learning, it compromises of all actions that are carefully designed to bring about learning in an individual. Alvey (2000) maintained that teaching is an action to point learning towards desirable accomplishments by the learners.

Offorma (1994) remarked that teaching is a systematic activity deliberately engaged in by anybody to facilitate learning of intended worthwhile knowledge, skills and values by another persons and getting the necessary feedback. Offorma articulated four (4) criteria of teaching which are:

1. Is a systematic activity;
2. Involves someone making it possible for another person to learn something;
3. Is objective oriented activity;
4. Involves continuous assessment of learner's progress.

Obi (2005) stressed that commerce is not really a textbook course since the topics are varied; the teacher is expected to plan each unit of work in a way that it would be most effectively taught. In teaching commerce teachers should be conversant with the teaching methods in business education in order to select the most appropriate method for each segment of the lesson. According to the researcher, teaching methods available for teaching commerce include the lecture method and the project method. Okebukola (2008) maintained a different stand on the lecture method at this level of education and noted that at the concrete operational stage of cognitive development where primary and

secondary school students belong, lecture method of instruction may not promote meaningful learning.

In order to promote effective teaching of commerce at secondary school level, Onwubiko (2001) opined that teachers should be guided by certain principles. These principles are that the teacher:

1. Should adopt the method of teaching which must provide opportunities for students to do concrete things: Learning is an active process in which the learner must be involved;
2. Strategy must awaken desire, stimulate purpose, direct thoughts and action towards some objectives;
3. Any method adopted by teacher should enable individual student accomplish their motives;
4. Should stimulate learning from the known to the unknown of from the familiar to the unfamiliar;
5. As much as possible the strategy should encourage students to make their own discoveries;
6. Must adjust their strategies according to the age and level of development of the students;
7. Should not attempt teaching too much at a time and that teachers should be thorough;
8. Should frequently embark on immediate reinforcement as cognitive feedback is most effective when time-lapse is minimal;

9. Should endeavour to provide and make appropriate use of audio-visual aid. Generally, the use of instructional aids should be encouraged to facilitate effective teaching of commerce.

Osuala (2004) remarked that commerce is not a subject that should be taught by an unqualified teacher. Selection of appropriate method of teaching and the commitment of the commerce teacher would lead to effective teaching of commerce. However, Ayeduso (2000) in Osuala (2004) noted the following issues relating to teaching of commerce generally.

a. Only teachers that are professionally qualified, conscientious and enthusiastic in teaching should be recruited to teach commerce.
b. The subject should always be taught with simple and concrete materials that are locally provided.
c. The appropriate method(s) or technique(s) should always be used in teaching commerce.
d. Textbooks with local background and which cover the prescribed syllabuses should be used by teachers and students and;
e. Excursions or field trips to industries and commercial organizations are essential part of effective teaching and learning of commerce.

According to Osuala (2004), methods that can be used in teaching commerce include: the lecture – interactive approach, the historical approach, teacher-led discussion approach, institutional approach and problem approach and maintained that teaching of commerce can be done through the use of the following methods:

a. Lecture method

b. Discussion method

c. Demonstration method

d. Problem or inquiry method

e. Sales talk or guest speaker method

f. Visual aid method

g. Field trips method and

h. Industrial co-operative plan method

Whichever method used, every student in the class should have equal opportunity to respond to teacher's evaluation either during or after the lesson. It is on this basis, that effectiveness in the teaching strategy can be determined.

2.7 Empirical Studies

Many studies have been carried out by researchers on teachers and students academic achievement. These studies, by nature, are similar and relevant to the present study. They are therefore reviewed here as empirical studies.

Isah (2004) conducted a study on the assessment of teaching method and Agricultural Science Teachers Qualification in Kaduna State Secondary schools. It was a descriptive survey which used questionnaires for data collection. Seven operational hypotheses were stated. Ten (10) secondary schools were randomly selected from the five (5) Inspectorate Division in Kaduna State. The study focused on the teaching methods employed by the teachers of Agricultural Science in relationship with the students' academic achievement. It also examined the qualifications of the Agricultural Science teachers vis-a-vis students' achievement. Findings from the study indicated that all the

teachers sampled from these ten (10) schools were professionally and academically qualified to teach Agricultural Science at secondary school level. The study however, discovered an acute shortage of teachers of Agricultural Science in some of the schools sampled to the extent that many of these teachers maintained workload ranging from 21-30 periods per week. Consequently, students' academic achievements in Agricultural Science in some of the schools were below average.

The present study is related to this study as both studies on students' achievement, teaching methods and teachers' adequacy. This researcher observed from the study reviewed that, the sampled schools were randomly drawn from an unspecified population of secondary schools in Kaduna State. Since the entire population was not specified, the sample may not be the true reflection of its population.

Dim (2005) conducted a study on the effects of Teachers' Variables on students performance in FGGC Gusau and Government Day Secondary school also in Gusau, Zamfara State. This particular study focused on Junior Secondary School (JSS) 3 students. It was a descriptive survey. Questionnaire was used to collect the required data for the study. One hundred and twenty (120) students were randomly selected from both schools for the purpose of the study. Findings of this study showed that teachers' qualification, years of experience were significantly related to the students' academic achievement in English language in both schools. The present study is also related this study because both used teachers' factor to determine students' academic achievement at secondary school level.

The sample size of 120 students randomly drawn from the population of 480 students was inadequate. According to Krejice and Morgan (1970) table of

recommendation for determining sample size, in a population of 480 subjects 214 was recommended as the sample size.

Okpara (2007) conducted a study on the relationship between qualification of teachers recruuited and students' performance in Commerce in selected schools in Northern Nigeria. It was a descriptive survey. Data collected through questionnaitere and records of school documents were analyzed by means of descriptive statistics. Findings from the data analyzed indicated that qualification of teachers recruited affect students' achievement in Commerce in senior secondary school examinations. The present study is related to this particular study because both studies used qualifications of teachers recruited to assess students' achievement in commerce at the secondary school level of education. The reviewed study however was not specific about the population of the selected schools as well as the sample size. The present study was designed to address a specific population of schools in the North-west geo-political zone in Nigeria.

Ashoni (2008) conducted a study on the relationship between teachers' knowledge of commerce and implementation of commerce syllabus in secondary schools in Kuala Lumpur. The study used a population of thirty (30) commerce teachers from selected schools in Pudu zone of Kuala Lumpur. Knowledge test and questionnaires were the research instruments used for the study. Based on the findings from this study, the decline in performance in commerce subject among secondary school students in Kuala Lumpur was directly related to teachers' knowledge of commerce subject. The present study and the reviewed study are related as both focused on teachers and students' achievement. However, the reviewed study did not state whether the 30 commerce teachers from selected schools in Pudu zone was the total number of commerce teachers

in the selected schools or the sample population of commerce teachers in the zone. The present study addressed the population of staff and students used as respondents.

Asikhia (2010) conducted a study on students and teachers perception of the causes of poor academic performance in Ogun state secondary schools. The study was set out among other things to finding out whether there is significance difference between methods of teaching and academic performance; qualification of teachers and academic achievement. Subjects for the study were one hundred and thirty five (135) students and fifty (50) teachers. They were randomly drawn from five (5) secondary schools in Odogbolu Local Government Area (LGA) in Ogun State Nigeria. Questionnaires were used to collect relevant data for the study. Percentages and chi-square were used to analyze the research questions. Responses of teachers indicated that teachers' qualification did not influence students' poor performance but teachers' method of teaching influenced poor academic performance. Students' response on the other hand, showed that teachers' qualification influence students' achievement and that teachers' method of teaching and learning materials did not. This present study is related to this one since both studies focused on teachers' factor and students' academic performance at the secondary school level of education. However, the responses of teachers differ from the responses of students on teachers' qualification and method of teaching. This makes it difficult to arrive at a valid conclusion since their opinions differ.

Akinsolu (2010) also conducted a study on teachers and students academic performance in the Nigerian Secondary Schools; implication for planning. This study examined the number of qualified teachers and its relationship to students' academic performance in public secondary school in a sample of Local Government Areas of Osun

State Nigeria. It was a descriptive study which used a post hoc dataset. Twenty one (21) public secondary schools, one in each Local Government Area from a population of thirty one (31) Local Government Areas in the state were sampled. The senior secondary school certificate examination (SSCE) results from 2000/1 to 2004/5 academic sessions were used to analyze the students' academic performance. The data were analyzed using Analysis of variance (ANOVA) and spearman rank correlation coefficient was used to test the three operational hypotheses. Findings of this study showed that teachers qualifications, experience and teacher student ratio were significantly related to students' academic performance. The present study is related to this particular empirical study as both discussed related variables in students' academic attainment in public secondary schools in Nigeria. A research of this magnitude however, should not have been narrowed down to only 21 local government areas of Osun state. Since the research was made on the Nigerian secondary schools and the country has 774 local government councils, the sample size is viewed as inadequate.

2.8 Summary of Literature Reviewed

The literature review presented in this chapter highlighted a number of issues relating to teacher's factor and students' academic achievement. The conceptual framework examined the basic concept of commerce and the purpose for teaching the subject at the secondary school level. Similarly, the concept of recruitment was discussed in general term.

This review also focused on the historical perspective of Federal Government Colleges also known and called Federal Unity Colleges. Established to promote unity in diversity and academic excellence in secondary school education, this review shows how

the present state of these colleges places them at variance with the objectives for their establishment.

Another area of focus in the review was the issue of teachers' quantity and quality in relation to students' academic achievement in secondary school. Equally, academic achievement which has fallen considerably below accepted standard featured prominently in this review. Also examined in the review were impediments to quality in the Nigerian educational system. Effective teaching of commerce was discussed vis a vis the teaching methods that can produce effectiveness in commerce teaching.

Related research works to the present study were reviewed and their findings highlighted accordingly. The review enabled the researcher to know areas that were not covered by the previous studies. Going through all the previous studies, the researcher discovered that no one in particular addressed the relationship between teachers' recruitment and students' achievement in Commerce. Considering the low performance of students in this subject at SSCE level, research study in this area becomes imperative in order to address the gap.

CHAPTER THREE

METHODOLOGY

This chapter focused on the procedure adopted for data collection and relevant information required for conducting this study. These procedures are grouped under the following sub-headings:

3.1 Research Design

3.2 Population for the Study

3.3 Sample Size and Sampling Procedure

3.4 Instrument for Data Collection

3.4.1 Validity of the Instrument

3.4.2 Pilot Study

3.4.3 Reliability of Instrument

3.5 Procedure for Data Collection

3.6 Procedure for Data Analysis

3.1 Research Design

Descriptive survey research design was used in order to carry out this study. The basis for adopting this design was to enable the researcher to obtain the opinions of both staff and students of these colleges in relation to teachers' recruitment procedure and students' achievement in Commerce.

Descriptive research according to Ndagi (1999) is concerned with the collection of data for the purpose of describing and interpreting existing conditions, prevailing practices, beliefs, attitudes etc. This design enabled the researcher to obtain relevant

information in a systematic manner upon which sound judgements and valid conclusion were made.

3.2 Population for the Study

The population for this study was made up of 154 teachers and 350 Commerce students in the seven Federal Government Girls' Colleges in the North West Geo political zone in Nigeria. The entire population for this study was 504 subjects. The teachers' population of 154 persons comprised of all the Management staff of these seven Colleges and their Commerce teachers. Students' population of 350 was made up of all the SS3 students that offer Commerce as a subject of study in these seven Federal Government Girls' Colleges. Table 3.1 shows the summary of the population for this study in the next page.

Table 3.1 Population for the Study

S/No.	Name of School	State of Location	Teachers	Students
1.	FGGC, Bakori	Katsina	26	64
2.	FGGC, Gusau	Zamfara	22	30
3.	FGGC, Gwandu	Kebbi	22	60
4.	FGGC Tambuwal	Sokoto	18	60
5.	FGGC, Kazaure	Jigawa	22	20
6.	FGGC, Minjibir	Kano	22	44
8.	FGGC, Zaria	Kaduna	30	108
Total		**-**	**154**	**350**

Source: Department of Basic and Secondary School Education, F.M.E Abuja: List of FGGCs in the North West Zone; 2010.

3.3 Sample Size and Sampling Procedure

The researcher adopted purposive sampling to select among the population of the subject. In support of this, Jega (2009) stressed that if the population is 500 and above, 250 is enough to establish the existence or none existence of a relationship. The sample size for this study is as seen in table 3.2 below.

Table 3.2 Sample Size for the Study

S/No.	Name of School	State of Location	Teachers	Students
1.	FGGC, Bakori	Katsina	13	32
2.	FGGC, Gusau	Zamfara	11	15
3.	FGGC, Gwandu	Kebbi	11	30
4.	FGGC Tambuwal	Sokoto	09	30
5.	FGGC, Kazaure	Jigawa	11	10
6.	FGGC, Minjibir	Kano	11	22
8.	FGGC, Zaria	Kaduna	15	54
Total		**-**	**77**	**175**

Source: Department of Basic and Secondary School Education, F.M.E Abuja:
List of FGGCs in the North West Zone; 2010.

3.4 Instrument for Data Collection

This study used structured questionnaire for data collection. The items were generated to address each of the research questions accordingly. The questionnaire consists of five (5) sections regarded as section A, B, C, D and E.

Section A: This section focused on the demographic data of the respondents for the study. It consisted of eight (8) items which were completed by the teachers and three (3) items for student respondents.

Section B: Questionnaire items in this section were structured to illicit responses from the teachers on method of recruitment of Commerce teachers. The section consisted of ten (10) items numbered 1 to 10 which were directly related to research question 1 of this study.

Section C: This section gathered information on the number of Commerce teachers recruited to teach in Federal Government Girls' Colleges in the North-west Geo-political Zone in Nigeria. Six (6) questionnaire items were generated numbered 09 to 14 to address research question 2 of this study. This section was specifically designed for the teacher respondents.

Section D: This section was designed to obtain information from both teachers and commerce students on the teacher's years of teaching experience and the students' academic achievement. It consisted ten (10) items numbered 15 to 24 relating to research question 3.

Section E: This section was structured to collect information from both teachers and commerce students on the methods for effective teaching of Commerce and students academic achievement. It consisted nine (9) items numbering 25 to 33 which were generated to address research question 4.

The items in section B – E were scored on 4 points of summated scale in the following order:-

Very High Extent (VHE) =4

High Extent (HE) =3

Low Extent (LE) =2

Very Low Extent (VLE) =1

3.4.1 Validity of Instrument

In order to ensure that this instrument, measures correctly the subject matter of this study, the questionnaire items were given to experts for content and construct validity. Three (3) expects in Business Education Section of Vocational and Technical Education Department of Faculty of education of Ahmadu Bello University Zaria assessed the content and construct of this instrument. They confirmed that the measuring instrument contained enough items to achieve the objective of the study. Their observations, suggestions and corrections were used to arrive at final draft of this questionnaire items.

3.4.2 Pilot Testing

In order to ensure that this measuring instrument is devoid of ambiguity, pilot study was carried out on ten (10) teachers and twenty (20) commerce students of Government Day Secondary School Samaru Zaria. The researcher considered the choice of this school appropriate because it is a girl secondary school that operates the same curriculum and writes the same senior secondary school examinations like the one in this study. The use of ten (10) teachers and twenty (20) students from this school helped the researcher to know how difficult or easy the questionnaire is before its administration on the sample population of the study.

3.4.3 Reliability of Instrument

The reliability of the instrument was determined by using Cronbach Alpha formula for testing internal consistency of the items. A pilot testing of the instrument was conducted with 10 teacher and 20 Commerce students in Government Girls' Day

Secondary School, Samaru Zaria. Using the Cronbach alpha formula, a reliability co-efficient of 0.90 was obtained with scores from both the teachers and students. This was a confirmation of test of reliability according to Spiegel and Steven (1986), that an instrument is reliable if its reliability lies between 0 and 1, and that the closer it is to 1, the more reliable while the closer to 0, the less reliable. Coefficient of 0.9 therefore confirmed the reliability of the instrument as fit for the main work. (See Appendix III)

3.5 Procedure for Data Collection

The researcher personally administered the questionnaire in all the seven schools. However, one commerce teacher from each school assisted the researcher to bring together in one place their SS3 commerce students for students' questionnaire to be administered. A total of 252 copies of the questionnaire were administered to both the teachers and SS3 commerce students within a period of one month.

3.6 Procedure for Data Analysis

The data collected were analyzed using Mean, Standard deviation, Variance and PPMC statistics. The computer software used in the study was statistical package for social sciences (SPSS), to aid the analysis of the data. The data were scored on a 4-point scale as 4 for very high extent; 3 for high extent; 2 for low extent and 1 for very low extent. In order to answer the research questions, mean and standard deviation were used. Any mean of 2.50 and above was regarded as 'high extent' while any mean below 2.50 was considered as 'low extent'. However, to simplify this statistical analysis, scores on 'very high extent and high extent were classified as 'high extent'. In the same vein, both scores on low extent and very low extent were regarded as 'low extent'.

The four (4) null hypotheses were tested using the method of P-value and Pearson Product Moment Correlation Statistics. The decision of whether to accept or reject the hypotheses depended on the calculated P-value and the correlation index to determine their acceptance or rejection. Therefore, if the value of P calculated is less than 0.05 alpha level of significance, the null hypotheses will be rejected and if the value of P calculated is greater than 0.05 alpha level of significance, the null hypotheses will be retained or accepted.

CHAPTER FOUR

PRESENTATION AND ANALYSIS DATA

The purpose of this study was to assess the relationship between teachers' recruitment procedure and students' achievement in Commerce among Federal Government Girls' Colleges in the North-Western part of Nigeria. The analysis was done under the following subheadings:

4.1 Demographic Data

4.2 Answering the Research Questions

4.3 Hypotheses Testing

4.4 Discussion of Findings

4.1 Demographic Data

Section A: Demographic data distribution of the respondents.

Table 4.1.1 Distribution of teacher respondents according to schools

Name of School	**Frequency**	**Percentage**
FGGC Gusau	11	14
FGGC Bakori	13	17
FGGC Zaria	11	14
FGGC Gwandu	11	14
FGGC Kazaure	11	14
FGGC Minjibir	11	14
FGGC Tambawal	09	12
Total	**77**	**100**

Source: Field Study, 2012.

The Table 4.1.1 above distributes teachers' respondents according to schools. FGGC Gusau, Zaria, Gwandu, Kazaure and Minjibir all have 11 each as the frequency of the teacher respondents and also have 14% each. FGGC Bakori has 13 as frequency and

17% while FGGC Tambawal has 09 and 12% as frequency and percentage of respondents respectively. The highest respondent of 13 (17%) was obtained from FGGC Bakori while FGGC Tambawal has the least respondents of 09 teachers and 12%.

Table 4.1.2: Distribution of Teacher respondents by Number of teaching Years.

Year of Teaching	**Frequency**	**Percentage**
1 – 5 years	10	13
6 – 10 years	12	16
11 – 15 years	20	26
16 years and above	35	45
Total	**77**	**100**

Source: Field study, 2012.

The above Table distributed teacher respondents by their number of years in teaching, 10 of them representing 13% of their total have between 1 to 5 years teaching experience 12 i.e 16% of them have 6 to 10 years in teaching 20 representing 26% of them teaching years between 11 to 15 while 35 representing 45% of them have teaching experience that spans from 16 years and above. The bulk of response was obtained from teacher respondents with many years of teaching experience.

Table 4.1.3 Distribution of Teachers by Age

Age in Years	**Frequency**	**Percentage**
18 – 30 years	07	09
31 – 40 years	36	47
41 – 50 years	29	38
51 years and above	05	07
Total	**77**	**100**

Source: Field Study, 2012.

Age of teacher respondents in the Table 4.1.3. Seven (7) of them representing 9% are between 18 – 30 years old. Thirty six (36) of the respondents i.e 47% of them are between the age bracket of 31 – 40 years old. Twenty nine 29 which stands for 35% of them fall within the age bracket of 41 to 50 years old and 5 respondents representing 7% of the number of respondents are from 51 years and above. The highest group of respondents from the above constitute the age bracket ranging from 31 – 40 years old while 51 years and above is the lowest group respondents in terms of chronological age.

Table 4.1.4: Distribution of Teacher Respondents by Gender

Gender	**Frequency**	**Percentage**
Male	50	65
Female	27	35
Total	**77**	**100**

Source: Field Study, 2012.

From the table above, fifty (50) respondents representing 65% of the total respondents were male while twenty seven (27) representing 35% were female. There were more male respondents than female in their gender distribution.

Table 4.1.5 Distribution of Teacher Respondents by Academic qualifications.

Qualification	**Frequency**	**Percentage**
NCE	10	13
HND	05	07
B.Ed/BA/B.Sc	48	62
M.Ed/MA/M.Sc	14	18
Total	**77**	**100**

Source: Field Study, 2012.

In line with Table 4.1.5 above, ten (10) respondents representing 13% were teachers holding Nigeria Certificate in Education (NCE) as their highest academic qualification. Five (05) which is 7% were holders of Higher National Diploma (HND). Teachers' respondents of forty eight (48) representing 62% of the total respondents were holders of first degrees. Fourteen (14) respondents representing 18% were holders of Masters Degrees. The highest number of respondents was obtained from teachers' holding B.Ed, BA and B.Sc as their highest academic qualification. With B.Ed and other first degrees constituting the highest number of teachers in these institutions, there is hope of better delivery of lessons in Commerce.

Tables 4.1.6: Distribution of Teacher respondent by their Employment Status

Employment Status	Frequency	Percentage
Permanent and Pensionable	62	81
Contract	03	04
Part-time	09	12
Secondment	03	04
Total	**77**	**100**

Source: Field Study, 2012.

From Table 4.1.6 above, 62 respondents i.e 81% were teachers whose employment status fell under permanent and pensionable appointment. Three (03) respondents (4%) were teachers engaged on contract basis. Nine (09) i.e 12% of the respondents were part-time teachers. Three (03) representing 4% of the respondents were staff seconded from other ministries to Federal Ministry of education as teachers in the colleges of this study. The bulk of respondents were obtained from teachers with employment status of permanent and pensionable as they have 62 as frequency and 81 as their percentage.

Table 4.1.7: Distribution of Student Respondents by Schools

Name of School	Frequency	Percentage
FGGC Bakori	32	18
FGGC Gusau	15	19
FGGC Gwandu	30	17
FGGC Tambuwal	30	17
FGGC Kazaure	10	06
FGGC Minjibir	22	13
FGGC Zaria	36	21
Total	**175**	**100**

Source: Field Study, 2012.

The table 4.1.7 gave students respondents according to the name of their schools. Out of 175 students' respondents, 32 representing 18% were from FGGC Bakori, FGGC Gusau had 15 respondents which is 9% of the total. FGGC Gwandu and FGGC Tambuwal had 30 respondents i.e 17% each. FGGC Kazaure had 1o representing 6% of the total number of student respondents. Twenty two (22) respondents with 13% were obtained from FGGC Minjibir. FGGC Zaria had 36 respondents amounting to 21% of the total respondents. Zaria with 21% had the highest number of student respondents; FGGC Kazaure recorded the lowest with only 6% of the total respondents. Students of these schools need to be encouraged to enrol more in Commerce.

Table 4.1.8: Distribution of Students Respondents in SSS3

Class	**Frequency**	**Percentage**
SS3	175	100
Total	**175**	**100**

Source: Field Study, 2012.

The Table 4.1.8 shows that all the student respondents of 175 representing 100% were SS3 students which fall within the scope of this study.

Table 4.1.9: Distribution of Student Respondents by Age

Age	**Frequency**	**Percentage**
12 – 15 years	03	02
16 – 20 years	172	98
Total	**175**	**100**

Source: Field Study, 2012.

Students respondents is given according to their age bracket in the table above out of 175 students respondents 3 representing 2% were between age 12 – 15 years and the remaining 172 i.e. 98% of the students respondents were between the age group of 16 and 20 years. This implies that needed information will be obtained from this particular group.

4.2 Answering the Research Questions

4.2.1 Research Question 1

To what extent does recruitment procedure of Commerce teachers' affect the academic performance of Commerce students in Federal Government Girls' Colleges in the North-west Zone in Nigeria?

Items 1 to 8 in the questionnaire were used to answer the above research question. The summary is as presented in table 4.2.1.

Table 4.2.1: Distribution of means scores of respondents on teachers' recruitment procedure and students' academic performance

		TEACHER RESPONDENTS N 77		
S/No	**ITEMS**	**MEAN**	**S/D**	**DECISION**
1.	None consideration of teaching background for recruitment of teachers has no effect in students achievement in commerce	2.09	1.00	Low Extent
2.	Recruited commerce teachers to Federal Colleges not posted strictly on the existing need of the schools affect achievement	3.14	0.66	High Extent
3.	Federal character principles in recruitment are inadequate to obtain qualified Commerce teachers.	3.21	0.52	HE
4.	None consideration of aptitude test before the recruitment of Commerce teachers affects students achievement in the subject	3.44	0.76	HE
5	Paper qualification only is inadequate to obtain qualified commerce teachers needed to enhance achievement	3.40	0.49	HE
6.	None consideration of experts in teaching profession in the recruitment of teachers affect achievement.	2.90	0.76	HE
7.	Inadequate consideration of teachers' areas of specialization during posting affect students' achievement	3.25	0.59	HE
8.	Students achieve more in commerce when recruited teachers are properly inducted into the teaching jobs.	3.05	0.51	HE
	Total	**24.48**	**5.29**	HE

Source: Field Survey, 2012.

The table 4.2.1 shows the mean scores of teachers' respondents on the issue of teacher recruitment procedure to Federal Government Colleges and students' achievements. Seventy seven (77) teachers responded accordingly using items 1 to 8 in the questionnaire.

Details from this table showed that the item 1 has the least mean score of 2.09 with standard deviation of 1.00 which is low extent. The respondents therefore held a view that there is low relationship between none consideration of teaching background for recruitment of teachers and the students' academic achievement since the mean rating score of 2.09 fell below the average mean score of 2.50.

The respondents agreed with item number 2 that recruited Commerce teachers to Federal Colleges not posted strictly on the existing need of the schools affect achievement. Here the mean scores obtained were 3.14, with standard deviation of 0.66. The response obtained from item number 3 on the above table indicated that there is high relationship between federal character principle and the recruitment of suitably qualified Commerce teachers. The mean score 3.21 and standard deviation of 0.52 were obtained.

Item 4 of the questionnaire stated that non consideration of aptitude test before the recruitment of Commerce teachers affects students' achievement in the subject. The response is high extent as the highest mean score of 3.40 was obtained. The item has standard deviation of 0.76. There was strong agreement from the mean score of the respondents that paper qualification only is inadequate to obtain qualified commerce teachers needed to enhance achievement using questionnaire item number 5. The mean score of 3.40 was obtained with standard deviation of 0.49.

Item number 6 in the questionnaire stated that non consideration of experts in teaching profession in the recruitment of teachers affect achievement. High extent response was obtained to show that the respondents agreed with this item since the respondents' mean score of 2.90 is above the average mean score of 2.50 at the standard deviation of 0.76. Questionnaire item number 7 was raised to measure respondents' opinion that inadequate consideration of teachers' areas of specialization during posting affects students' achievement. The mean score of 3.25, standard deviation of 0.59 were indications that the respondents agree with the item as stated. Also, the respondents agreed with item 8 in the questionnaire that students achieve more in commerce when recruited teachers are properly inducted into the teaching jobs as mean score of 3.05 was obtained. The item also has 0.51 as the standard deviation.

4.2.2 Research Question 2: To what extent does the recruited number of Commerce teachers affect students' academic achievement in Commerce in Federal Government Girls' Colleges in the North-West Geo-political zone in Nigeria?

Items 9 – 14 of the instrument were generated to elicit responses for this. The summary is as presented in table 4.2.2.

Table 4.2.2: Mean Score of the Opinion of Teacher Respondents on the Number of Teachers Recruited and the Students' performance in Commerce.

		TEACHER RESPONDENTS N 77		
S/NO	**ITEMS**	**MEAN**	**STANDARD DEVIATION**	**DECISION**
9.	Number of qualified teachers and students' achievement.	3.57	0.53	HE
10.	Teachers' workloads in students' achievement.	3.29	0.57	HE
11.	Teachers' in related discipline rented to teach Commerce	3.21	0.52	HE
12.	Teachers' motivation in students' achievement.	3.44	0.53	HE
				HE
13.	Regular training and workshops in enhancing students' achievement in commerce.	3.40	0.49	
14.	Achievement in commerce when part-time teachers are used instead of permanent teachers.	2.91	0.76	HE
	Total	19.82	3.4	HE
	- X	3.30	0.56	

Source: Field Study, 2012.

The above question was answered using items 9 and 14 in the questionnaire.

Table 4.2.2 shows the responses on the extent of agreement with the question items.

In questionnaire item 9, the mean response was 3.57 while the standard deviation was 0.53. The item ranked first on the mean table. The data supplied here showed that the respondents agreed that students achieve more in commerce when the college has adequate number of qualified commerce teachers.

In items number 10, the mean score stood at 3.29 with standard deviation of 0.57 in the mean distribution. The mean score showed that a high extent relationship exists between the number of commerce teachers in a college and students achievement in the subject. Item number 11 in the questionnaire has a mean score of 3.21 at the 0.52 standard deviation. This showed to a high extent that teachers in other disciplines rented to teach commerce in the college has a relationship with students' achievement in the subject.

The mean for item 12 as shown in table 4.2.2 was 3.44 and the standard deviation was 0.53. This showed that there is high extent relationship between teachers' motivation and students achieve in commerce.

Questionnaire item number 13 has a mean score of 3.40 and 0.49 as the standard deviation. This showed that there is a high extent relationship between regular training and workshop for recruited teachers in commerce and students' achievement in the subject. The mean score and standard deviation for item 14 in the questionnaire were 2.91 and 0.76 respectively. The mean score of 2.91 is above the average mean of 2.50 and therefore indicated a high extent relationship between engaging part-time commerce teachers and students' achievement in the subject.

From the above six items, it was observed that the number of commerce teachers recruited has a high extent relationship with the students' academic achievement in the subject.

4.2.3 Research Question 3:

To what extent do teachers' years of teaching experience enhance students' academic achievements in Commerce in Federal Government Girls Colleges in the North-west Geo-political zone in Nigeria?

This question was answered using items 15 – 24 in the questionnaire. These items were answered by both the teacher and student respondents. The table 4.2.3 provides the data on the response mean rating score regarding experience in teaching and students academic performance in commerce.

Table 4.2.3: Mean Score of Teachers' Years of Teaching and Students Performance in Commerce.

		N = 252		
S/No	**ITEMS**	**MEAN**	**STANDARD DEVIATION**	**DECISION**
15.	Achievement is more when teachers have many years of teaching experience	3.71	0.52	HE
16.	Students achieve more where teachers are polite, professional, predictable and punctual	3.48	0.58	HE
17.	Inadequate preparation and organization by teachers affect achievement	3.49	0.68	HE
18.	Instructional materials are systematically presented to enhance students achievement	3.47	0.59	HE
19.	Where teachers create an open supportive and interactive environment focused on individual learners.	3.52	0.55	HE
20.	Lack of clear and specific feedback on assignment and test affect achievement.	3.476	0.574	HE
21.	Establishing class procedures and policies upfront affect easy teaching and learning.	3.64	0.58	HE
22.	Where students competences are assessed in more than one way	3.44	0.53	HE
23.	Teachers do not tolerate unexpected student behaviour.	3.26	0.72	HE
24.	Teaching experience enables teachers share ideas and help develop positively	3.53	0.61	HE

Source: Field Study, 2012.

The details result in table 4.2.3 revealed the level of opinion of all the respondents (teachers and students) on the effect of teachers' years of teaching experience on students' academic achievement in Commerce in the sampled Federal Government Girls' Colleges. Item number 15 on the questionnaire attracted the highest mean responses of 3.71 and was ranked first to show that there is high relationship between students' achievement in Commerce and teachers' years of teaching experience.

The response to item 16 in the questionnaire indicated that high extent relationship exists between engaging polite, professional, predictable and punctual teachers and the students' achievement in commerce using the mean score of 3.48 and standard deviation of 0.58 as obtained.

Respondents also agreed with item 17 that inadequate preparation and organization by teachers affect achievement having obtained mean score of 3.49 with standard deviation of 0.68. Similarly, the respondents agreed with item 18 in the questionnaire that when instructional materials are systematically presented students' achievement will be enhanced since the mean score of 3.47 was obtained. The standard deviation for this item was 0.59. With the mean score of 3.52, standard deviation of 0.55, the respondents also agreed on item 19 in the questionnaire. Therefore, where teachers create an open, supportive and interactive environment focused on individual learners, students will achieve more in the subject.

Item number 20 maintained that lack of clear and specific feedback on assignment and test affect achievement. Mean score of 3.47 was obtained to show that respondents agreed with the item which has 0.57 as the standard deviation.

Item 21 in the questionnaire attracted the mean response of 3.64, standard deviation of 0.58 and they agree with the questionnaire item that establishing class procedures and policies upfront affect easy teaching and learning. The response obtained on item 22 agreed that where students' competences are assessed in more than one way by an experiences teacher, students achieve more in the subject. To buttress this, mean score of 3.44 was obtained. The item has 0.53 as the standard deviation.

Item 23 was raised to show that teachers with many years of teaching experience do not tolerate unexpected students' behaviour. Respondents on this agreed with the question raised on this item as the mean score obtained was 3.26 above average mean score of 2.50 and standard deviation of 0.72. Respondents also agreed in a strong term that teaching experience enables teachers share idea and help develop positive attitude to learning according to item 24 in the questionnaire. This item has a mean score of 3.52, standard deviation of 0.61. This response indicated high relationship between teaching experience, sharing ideas, helping to develop positive attitude and students' achievement in commerce as a subject.

From the above ten items raised in the questionnaire, the respondents agreed that that there is a high extent relationship between teachers' years of teaching experience and students' achievement in Commerce.

4.2.4 Research Question 4:

To what extent do the teaching methods applied by the Commerce teachers in Federal Government Girls' Colleges in the North-west Geo-political zone in Nigeria effective in students' achievement?

In order to answer this question, nine (9) research questions were raised and numbered 25 – 33 in the questionnaire. These items were answered by 252 respondents comprising the

teacher and student respondents. Table 4.2.4 below shows details on the response mean rating score regarding methods for effective teaching of commerce.

Table 4.2.4: Mean opinion of Respondents on the Methods for Effective Teaching of Commerce and Students' Performance.

		N = 252		
S/No	**ITEMS**	**MEAN**	**STANDARD DEVIATION**	**DECISION**
25.	Inquiry/problem solving methods	3.49	.722	HE
26.	Demonstration/project/teacher-led discussion method	3.36	.720	HE
27.	Lecture/brain storming method	3.34	.738	HE
28.	Games, simulations/play methods	3.04	.991	HE
29.	Story telling method	2.90	.954	HE
30.	Guest speaker/audio-visual presentation methods	3.25	.805	HE
31.	Question and answer/quiz method	3.37	.806	HE
32.	Role playing/work experience method	3.23	.657	HE
33.	Students-led group discussion/drama methods	3.13	.778	HE

Source: Field Study, 2012.

Details of the table 4.2.4 showed the mean distribution, standard deviation and mean ranking for effective teaching and learning of commerce. Item number 25 was ranked first with the mean score of 3.49 and standard deviation of 0.722 to show that respondents indicated that inquiry/problem solving methods are to high extent related to students' achievement in commerce. Also, effective use of demonstration/project/teacher-led discussion methods are highly related to students' achievement in commerce in line

with the response obtained from item 26 in the questionnaire where the mean score was 3.36 and standard deviation stood at 0.720.

Lecture and brainstorming methods are equally effective in the teaching of commerce according to the response obtained from item 27 in the questionnaire. Respondents mean score of 3.34 and standard deviation of 0.74 were obtained. Item number 28 examined the effectiveness of games, simulations and play method in the teaching of commerce. Respondents mean score of 3.04, standard deviation of 0.99. The data obtained also indicated that the respondents agreed that these methods are to high extent related to effective teaching and students' achievement in commerce.

The effectiveness of storytelling method of teaching commerce was also measured as item 29 in the questionnaire. The respondents' mean score of 2.90 was obtained and 0.95 as the standard deviation. The respondents agreed that this method is equally effective since the mean scores is 2.90 is above the average mean of 2.50. Measuring the effectiveness of the use of quest speakers/audio-visual methods as contained in item 3 of the questionnaire, the respondents agreed that these methods are effective in teaching of commerce. Mean score of 3.25 and standard deviation of 0.805 were obtained which indicated that the methods are also effective in the teaching of commerce.

Question and answer/quiz methods were measured as item 31 in the questionnaire. Respondents agreed also that the methods are effective for teaching commerce at this level. Mean score stood at 3.37 with standard deviation of 0.81 which indicated that respondents viewed the method as effective. Item 32 in the questionnaire was raised to measure the effectiveness of role playing and work experience methods in

the teaching of commerce. Respondents mean score of 3.23 and standard deviation of 0.657 were obtained. The item ranked as number 6 in the mean ranking order. From the mean score above, the respondents agreed that these methods are equally effective for the teaching of commerce at this level of education. Using item number 33 in the questionnaire to measure effectiveness of students led discussion and drama methods in the teaching of commerce, the response indicated that these methods are also effective. The mean score of 3.13 and standard deviation of 0.78 were obtained to show the relationship between these methods and students' achievement in this subject area. The mean scores of items 25 to 33 were very close to each other and were all above the average mean of 2.50 and thus indicated that each method is good for effective teaching of commerce in relation to student achievement in the subject.

4.3 Hypotheses Testing

4.3.1 Hypothesis 1: There is no significant relationship between teachers' recruitment procedure and students' achievement in Commerce among Federal Government Girls' Colleges, North-West Geo-political Zone, Nigeria.

Table 4.3.1 PPMC statistic on Relationship between Teachers' Recruitment and Students' Performance in Commerce in the next page

Variables	**N**	**Mean**	**SD**	**Df**	**Correlation index**	**P**
Procedure for teachers' recruitment	77	24.44	2.51	75	0.61	0.001
Students' achievement in commerce	77	104.86	10.21			

Correlation is significant at 0.05 level.
Source: Field Study 2012.

From table 4.3.1 above, the PPMC statistics used 77 teacher respondents for the variables i.e. procedure for teachers' recruitment and students' achievement in commerce. Mean score of 24.44 and 104.86 were obtained for the two variables respectively. Similarly the standard deviation of 2.51 and 10.21 were calculated for the two variables respectively 0.75 degree of freedom was obtained for the two variables. Calculated correlation of 0.61 which is high was obtained with calculated P value of 0.000.

Details of the above statistics revealed that significant relationship exist between procedures used for commerce teachers' recruitment and students' academic achievement in commerce. Since the calculated P value of 0.000 is less than 0.05 alpha level of significance at a correlation index of .617, the null hypothesis is hereby rejected.

4.3.2 Hypothesis 2

There is no significant relationship between the number of teachers recruited and students' achievement in Commerce among Federal Government Girls' Colleges, North-West Geo-political Zone, Nigeria.

Data collected in respect of this hypothesis using PPMC are as summarized in table 4.3.2.

Table 4.3.2: PPMC Statistics on Relationship between the Number of Commerce Teachers Recruited and Students' Performance in Commerce.

Variables	**N**	**Mean**	**SD**	**Df**	**Correlation index**	**P**
Number of commerce teachers' recruitment	77	19.83	2.11	75	0.75	0.001
Students' academic achievement in commerce	77	104.86	10.21			

Correlation is significant at 0.05 level.
Source: Field Study, 2012.

The table 4.3.2 showed the correlation statistics on the relationship between the number of commerce teachers employed and students' achievement in commerce. 77 teacher respondents were obtained for both variables mean score of 19.83 and 104.86 were obtained for number of commerce teacher recruited and students' achievement in commerce respectively. Similarly standard deviation of 2.11 and 10.21 were obtained for the number of teachers recruited and students' achievement respectively. Going by this

table, the calculated P value of 0.001 is less than 0.05 alpha level or significance at a correlation index of 0.75 and 75 as the degree of freedom. The data revealed existence of significant relationship between the number of commerce teachers recruited and the students' academic achievement in commerce. Therefore, the null hypothesis is hereby rejected.

4.3.3 Hypothesis 3

There is no significant relationship between teachers' years of teaching experience and students' achievement in Commerce among Federal Government Girls' Colleges, North-West Geo-political Zone, Nigeria.

Data collected in respect of this null hypothesis 3 were analyzed using PPMC are summarized in table 4.3.3.

Table 4.3.3: PPMC Statistics on the Relationship between Teachers' Years of Teaching Experience and Students' Academic Performance in Commerce.

Variables	**N**	**Mean**	**SD**	**Df**	**Correlation index**	**P**
Commerce teachers years of teaching experience	252	35.07	3.51			
Students' achievement in commerce	252	76.72	20.16	250	.493	.002

Correlation is significant at 0.05 level.
Source: Field study, 2012.

Details from the table revealed that a total of number of 251 was obtained as the respondents. The mean scores and standard deviation of 35.07 and 3.51 respectively were obtained for teachers' years of teaching experience. Also mean score of 76.72 and

standard deviation of 20.16 were calculated for students' achievement in commerce. 250 degree of freedom was obtained from the table. The correlation index of .493 was obtained and the calculated P value was .002. Based on the above correlation statistics, where the calculated P value was less than 0.05 alpha level of significance at correlation index of .493, the null hypothesis was rejected. Therefore there is significant relationship between teachers years of teaching experience and students' achievement in commerce in the sampled Federal Government Girls' Colleges.

4.3.4 Hypothesis 4

There is no significant relationship between teaching methods applied by teachers and students' achievement in Commerce among Federal Government Girls' Colleges, North-West Geo-political Zone, Nigeria.

Data collected in respect of this hypothesis using PPMC statistics are as summarized in 4.3.4.

Table 4.3.4: PPMC Statistic on the Relationship between Methods for Effective Teaching of Commerce and Students' Academic Performance in Commerce.

Variables	N	Mean	SD	Df	Correlation index	P
Methods for effective teaching of commerce	252	31.23	6.59			
Students' academic achievement in commerce	252	76.72	20.16	250	.434	.001

Correlation is significant at 0.05 level
Source: Field Study, 2012.

Details of table 4.3.4 revealed that 252 respondents were used at 250 degree of freedom. Method for effective teaching of commerce as a variable has mean score of 31.23 and

standard deviation of 6.59. Students' academic achievement in commerce on the other hand, has a mean score of 75.72 and 20.16 as standard deviation. The correlation index of .414 was calculated while the P value calculated was 0.001. Based on the above details where the calculated P value is less than 0.05 alpha level of significance at a correlation index of 0.43, the null hypothesis is hereby rejected. Therefore, there is no significant relationship between methods used for effective teaching of commerce and students' academic achievement in commerce.

4.4 Discussion of Major Findings

In order to assess the findings of this study, it is imperative to highlight on the major findings as follows:

(a) Teachers' recruitment procedure to a great extent is a significant factor to students' achievement in commerce.

(b) Numbers of commerce teachers recruited is significantly related to students' achievement in commerce.

(c) Teachers' years of teaching experience is significant to students' overall achievement in commerce.

(d) Effective teaching methods adopted by commerce teachers are significant factors to students' achievement in commerce.

Null hypothesis (H□) 1 was raised and analyzed to obtain whether there is no significant relationship between the procedure for teachers' recruitment to Federal Government Colleges and students' achievement in commerce in the selected Federal Government Girls' Colleges. The hypothesis was tested using Person Product Moment Correlation Co-efficient (PPMC) statistic as shown in table 4.3.1. The results obtained

showed that the (PPMCP calculated P value of .001 was less than 0.05 alpha level of significance at a correlation index of .617 to show that there is significant relationship. Hence the null hypothesis 1 was rejected as there is significant relationship between teachers' recruitment procedure and students' achievement. When proper recruitment procedure is adopted to recruit commerce teachers, well qualified commerce teachers will be recruited not only on the basis of paper qualification but on their actual teaching competences to achieve good results. In line with this view, Civil Society Action Coalition on Education For All (CSACEFA, 2011) maintained that for learning to take place, recruited teachers have to be properly trained and be conversant with the rudiments of education.

Null hypothesis 2 was also raised and tested to ascertain whether there is no significant relationship between the number of commerce teachers recruited and students' achievement in commerce. Table 4.3.2 provided results of the test. That the calculated P value of 0.001 is less than 0.05 alpha level of significance a correlation index of .754 which indicated a significant relationship. Therefore, the null hypothesis (H□) was rejected as there is significant relationship between the numbers of qualified teachers recruited and students' achievement. Federal Ministry of Education (F.M.E, 2009) in subscribing to this view noted that one of the challenges affecting standards in secondary education in Nigeria was inadequate number of qualified teacher in the system as well as un-even distribution of qualified teachers in the schools.

The test results for the formulated null hypothesis 3 as shown on table 4.3.3 indicated that there is significant relationship between teachers' years of teaching experience and students' achievement. From the table, the calculated P value of .002 is

less than 0.05 alpha level of significance at a correlation index of .493 showing significant relationship. Therefore, the null hypothesis was rejected. Teachers' years of teaching experience enhance proficiency and skills on the job which directly influence the students' achievement in the subject. Okebukola (2008) shared the same view and maintained that teachers' quality in the area of their years of teaching experience exert profound influence on students' academic achievement in a subject.

In table 4.3.4 the correlation test statistics on the formulated null hypothesis 4 indicated that the calculated P value of 0.001 was less than 0.05 alpha level of significance at the correlation index of .434. This revealed that significant relationship exists between the methods used for effective teaching of commerce and students' achievement in the subject consequently, the null hypothesis was rejected. This implies that the teaching methods adopted by the teacher are capable of influencing students' academic achievement in the subject. Okebukola (2008) reflected that when teachers are not deficient in their teaching methodology, students' achievement will be enhanced.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The poor performance of students in public examinations conducted by examination bodies operating in Nigeria (WAEC, NECO and NABTEB) are a source of concern to the wider spectrum of the education community in the country. This worrisome situation forms the basis for this study in order to examine the issues from the perspective of the relationship between teachers' recruitment procedure and students' achievement in commerce. The study was conducted in stages. It looked into the background of the study as well as the statement of problem. The objectives of the study were clearly articulated. Also, four research questions were raised and four null hypotheses were formulated in order to carry out the study.

Review of related literature to this study looked into the theoretical framework, Federal Government Colleges in perspective, teachers' factor in students' academic performance, academic performance in the Nigerian public schools, impediments to quality in the Nigerian education system, effective teaching of commerce. Review of empirical studies was undertaken and it showed that no researcher had addressed the relationship between teachers' recruitment procedure and students' achievement in commerce among the federal government girls' colleges used for this study.

In the research design and methodology, descriptive survey design was used for the study. The sampled population of 252 0ut of 504 subjects from among teachers and commerce students of these seven Federal Government Girls' Colleges located in the North-Western part of Nigeria was used. Purposive sampling procedure was adopted for

this study. Instrument for data collection was structured questionnaire which has five (5) sections A-E with 33 questionnaire items designed for teacher and student respondents.

Four null hypotheses were formulated and tested. The statistical correlations of the variables were tested to establish the correlation co-efficient of the variables. To aid the analysis of the data, Statistical Package for Social Science (SPSS) computer software was used.

On the basis of data collected and analyzed for this study, the following major findings were made:

1. There was statistically significant relationship between the procedure used in teachers' recruitment and students' achievement in commerce according to null hypothesis one (1). Teachers' recruitment procedure to a great extent is a significant factor to students' achievement in commerce.
2. The analysis of the null hypothesis two (2) revealed significant relationship between the number of commerce teachers recruited and students' achievement in the subject. The finding showed that the number of commerce teachers recruited to a large extent is significantly related to students' achievement in commerce.
3. On the hypothesis three (3), the relationship between teachers' years of teaching experience and students' achievement was statistically significant. Teachers' years of teaching experience is significantly related to students' overall achievement in commerce.
4. On hypothesis four (4), significant relationship exists between the teachers' method for effective teaching of commerce and students' achievement in the

subject. Effective teaching methods are significant factors in students' achievement in commerce.

5.2 Contribution to knowledge

The findings of this study revealed the following original contribution to knowledge:

1. Competitive recruitment policy that attracts best suitably qualified teachers to teach commerce in federal government colleges has been found to be proficient in improving students' achievements in commerce at this level of education.
2. Engaging adequate number of well motivated and qualified commerce teachers in federal government colleges has been found capable of promoting academic excellence in this subject.
3. Long years of teaching experience obtained by commerce teachers has been found to a great extent as a factor that stimulates high students' achievement in commerce at the secondary school level of education.
4. Teaching methods that are students centred are to high extent found to be efficacious in engendering effective teaching of commerce particularly, at the secondary school level of education.

5.3 Conclusion

Based on the findings of this study, the researcher can conclude that teachers' recruitment procedure, adequate number of commerce teachers in a college, teachers' years of teaching experience and effective teaching methods in commerce enhance students' achievement in the subject among federal government girls' colleges under

consideration. With improved academic achievement in this subject area, students can pass their WAEC AND NECO SSCE at excellent level. Good results at the final examinations enhance their opportunity for higher education and eventually raise the standard of education in Nigeria.

5.4 Recommendations

On the basis of the findings and conclusions of this study, the researcher makes the following recommendations:

1. The Federal Government of Nigeria through the Federal Civil Service Commission should adopt recruitment policies that attract most suitably qualified commerce teachers into Federal Government colleges. Less emphasis should be placed on quota system and paper qualifications but adopt the use of realistic competitive examinations and practical assessment to get the best competent commerce teachers recruited into the system.
2. Since it was discovered that students achieve more in commerce at secondary school level of education, if the school has adequate number of qualified teachers, it is hereby recommended that recruitment exercise should be regular in order to maintain adequate number of qualifies teachers in the school system.
3. Recruited commerce teachers at secondary school should be encouraged through improved incentives and attractive pay package to enable them stay long on the job to possess required teaching experiences needed to enhance academic achievement of students in these colleges.

4. Training, workshops and seminar on effective teaching methods should be organised for commerce teachers on regular basis to improve their teaching skills and enhance students' achievement in the subject.

5.5 Suggestion for Further Studies

The following suggestions are put forward for further studies in the relevant areas:

1. Relationship between the socio-economic characteristics of commerce students' and academic performance in commerce in Federal Government Colleges.
2. Effects of infrastructural/instructional facilities in the teaching and learning of commerce in Federal Government Colleges.

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APPENDIX 1

LETTER TO THE RESPONDENTS

Vocational and Technical Department,
Faculty of Education,
Ahmadu Bello University,
Zaria.
Kaduna State.
15th November, 2011.

Dear Respondents,

I am a post graduate student of Vocational and Technical Education Department, Faculty of Education, Ahmadu Bello University, Zaria. I am conducting a research on "A Study of relationship between teachers' recruitment procedure and students' achievement in commerce among Federal Government Girls' Colleges, North West Geo-Political zone, Nigeria". The study is for the award of M.Ed Business Education.

I wish to request your kind assistance by going through the questionnaire and supply the required information as deemed necessary.

All information given shall be treated as confidential.

Thanks for your co-operation.

Yours sincerely,

Abimaje Jonathan.

APPENDIX II

RELATIONSHIP BETWEEN TEACHERS' RECRUITMENT PROCEDURE AND STUDENTS' ACHIEVEMENT IN COMMERCE AMONG FEDERAL GOVERNMENT GIRLS' COLLEGES, NORTH WEST GEO-POLITICAL ZONE, NIGERIA

QUESTIONNAIRE FOR TEACHERS

SECTION A

Bio data information about the respondents

1. Name of School:……
2. Number of years in teaching: 1 – 5 ☐ 6 – 10 ☐ 15 16 and above ☐
3. Age (in years) 18 – 30 ☐ 31 – 40 ☐ 41 – 50 ☐ 1 and above ☐
4. Gender: Male ☐ Female ☐
5. Highest Academic Qualification: NCE ☐ HND ☐
   B.Ed/BA/B.ScM.Ed/M.A/M.Sc ☐ Others ☐
6. Employment status: Permanent and pensionable Contract ☐ Part-time ☐
   Secondment ☐

SECTION B

Below are some statements which at the end of each there are four (4) spaces number 4, 3, 2 and 1. These numbers are represented by responses such as Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) respectively.

Please tick only one space which corresponds to your appropriate response.

Teachers' recruitment to Federal Government Colleges and Students' achievement in Commerce.

S/No	ITEMS	VHE	HE	LE	VLE
1.	None Consideration of teaching background for recruitment of teachers has no effect in students' academic achievement				
2.	Recruited commerce teachers to Federal Colleges not posted strictly on the existing needs of the schools affect students' achievement in the subject				
3.	Federal character principle in recruitment is inadequate to obtain qualified commerce teachers to enhance achievement in the subject				
4.	None consideration of aptitude test before the recruitment of commerce teachers affect students academic achievement in the subject				
5.	Paper qualification only is inadequate to obtain qualified teachers to enhance students' achievement in commerce.				
6.	None consideration of experts in teaching profession in the recruitment of commerce teachers affect students achievements in commerce.				
7.	Inadequate consideration of teachers' areas of specialization during posting affect students' academic achievement in commerce.				
8.	Students achieve more in commerce when recruited teachers are properly inducted into the teaching jobs.				

SECTION C: Number of Commerce teachers recruited and the students' academic achievement in commerce.

9.	Students achieve more in commerce when a college has adequate number of qualified commerce teachers.				
10.	The existing teachers in the college not being able to cope with their workloads affect students' achievement in commerce.				
11.	Teachers in related discipline rented to teach commerce in the college affects students' achievement in the subject.				
12.	Students achieve more in commerce when teachers are adequately motivated.				
13.	Regular training and workshop for recruited teachers in commerce enhance students' achievement in commerce.				
14.	Achievements in commerce are high when part-time teachers are recruited to teach the subject where there are no permanent teachers.				

SECTION D: Teachers' years of teaching experience and students' academic achievement in commerce.

15.	Students achieve more in commerce where teachers have many years of teaching experience.				
16.	Where teachers are polite, professional, predictable and punctual, students achieve more.				
17.	Inadequate preparation and organization of lessons by commerce teachers affect achievement in the subject.				
18.	Instructional materials are systematically presented to enhance students' achievement.				
19.	Students learn best when the teacher creates an open, supportive and interactive environment that is focused on the individual learner.				
20.	Lack of clear and specific feedback on assignments and test affect students' achievement.				
21.	Establishing class, procedures and policies up-front by the teachers make teaching and learning easier.				
22.	Teaching experience makes teachers to assess students' competence in more than one way.				
23.	Experienced teachers do not tolerate unexpected or disobedient students behaviors.				
24.	Teaching experience enable teachers share ideas and help young people develop in a positive way.				

SECTION E:

Instructions: Indicate the level of effectiveness in any of the following methods used in teaching commerce.

Methods for Effective Teaching of Commerce.

S/No	ITEMS	VHE	HE	LE	VLE
25.	Inquiry/problem solving methods				
26.	Demonstration/project/teacher-led discussion methods				
27.	Lecture/brain storming methods				
28.	Games, simulations/play methods				
29.	Story telling method				
30.	Guest speaker/audio visual presentation methods				
31.	Question and Answer/Quiz methods				
32.	Role playing/work experience methods				
33.	Student-led group discussion/drama methods				

REMARK

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APPENDIX III

RELATIONSHIP BETWEEN TEACHERS' RECRUITMENT PROCEDURE AND STUDENTS' ACHIEVEMENT IN COMMERCE AMONG FEDERAL GOVERNMENT GIRLS' COLLEGES, NORTH WEST GEO-POLITICAL ZONE, NIGERIA

QUESTIONNAIRE FOR COMMERCE STUDENTS

SECTION A:

Bio data information about the respondents

1. Name of School……
2. Class: …….
3. Age: 12 – 15 yrs ☐ 16 – 20 yrs ☐ 21 yrs and above ☐

SECTION B:

Below are some statements which at the end of each there are four (4) spaces number 4, 3, 2 and 1. These numbers are represented by responses such as Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) respectively.

Please tick only one space which corresponds to your appropriate response.

Teachers' years of teaching experience and students' academic achievement in commerce.

S/No.	ITEMS	VHE	HE	LE	VLE
1.	Students achieve more in commerce where teachers have many years of teaching experience				
2.	Where teachers are polite, professional, predictable and punctual, students achieve more				
3.	Inadequate preparation and organization of lessons by commerce teachers affect achievement in the subject				
4.	Instructional materials are systematically presented to enhance students' achievement				
5.	Students learn best when the teacher creates an open, supportive and interactive environment that is focused on the individual learner				
6.	Lack of clear and specific feedback on assignments and test affect students' achievement				
7.	Establishing class, procedures and policies up-front by the teachers make teaching and learning easier				
8.	Teaching experience makes teachers to assess students' competence in more than one way.				

9.	Experienced teachers do not tolerate unexpected or disobedient students behaviours.				
10.	Teaching experience enables teachers share ideas and help young people develop in a positive way.				

SECTION D:

Instructions: indicate the level of effectiveness in any of the following methods used in teaching commerce.

Methods for Effective Teaching of Commerce

S/No.	**ITEMS**	**VHE**	**HE**	**LE**	**VLE**
11.	Inquiry/problem solving methods				
12.	Demonstration/project/teacher-led discussion methods.				
13.	Lecture/brain storming methods.				
14.	Games, simulations/play methods.				
15.	Story telling methods				
16.	Guest speaker/audio visual presentation methods.				
17.	Question and Answer/Quiz methods.				
18.	Role playing/work experience methods.				
19.	Student-led group discussion/drama methods				

REMARK

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……
……

APPENDIX IV

FEDERAL GOVERNMENT GIRLS' COLLEGE ZARIA. N.E.C.O EXAMINATION RESULT ANALYSIS 2009/2010

S/No.	Subject	No. Of Students	As	Bs	Cs	Ps	Fs	No of Cs and above	% Cs and above	% of Ps	% of Fs	% of credits and passes	Remark
1.	English language	156	-	01	67	79	07	68	43.58%	50.64 %	04.48%	94.22%	02 cand pending
2.	Mathematics	156	-	02	35	73	45	37	23.71%	46.79 %	28.84%	70.5%	01 cand pending
3.	Biology	156	-	06	120	28	02	126	80.77%	17.95 %	1.28%	98.72%	-
4.	Economics	154	-	01	33	97	20	34	22.07%	62.98 %	12.98%	85.05%	03 cand Pending
5.	Physics	67	-	01	36	25	04	37	55.22%	37.31 %	05.97%	92.53%	01 cand pending
6.	Chemistry	67	-	-	14	39	13	14	20.89%	58.20 %	19.40%	79.09%	01 cand pending
7.	Lit-in-English	47	-	-	15	31	-	15	31.91%	65.95 %	-	97.05%	01 cand pending
8.	Government	79	-	-	29	36	13	29	36.70%	45.56 %	16.45%	82.26%	01 cand pending
9.	Geography	107	-	01	72	31	01	73	68.22%	28.97 %	0.93%	97.19%	02 cand pending
10.	Hausa	118	-	01	68	35	11	69	58.47%	29.66 %	09.32%	97.19%	02 cand pending
11.	Igbo	10	-	-	01	06	03	01	10%	60%	30%	70%	-
12.	Yoruba	07	-	-	01	02	03	01	14.28%	28.57 %	42.85%	42.85%	01 cand pending
13.	**Commerce**	**42**	**-**	**02**	**15**	**22**	**02**	**17**	**40.47%**	**29.66 %**	**04.76 %**	**92.85%**	**01 cand pending**
14.	Fine Art	41	-	-	14	14	13	14	34.14%	60%	31.72%	68.28%	-
15.	History	10	-	-	03	07	-	03	30%	28.57 %	-	100%	-
16.	I.R.S	27	-	01	12	11	01	13	48.14%	52.38	03.70%	88.88%	02 cand pending

										%			
17.	C.R.S	28	-	01	16	11	-	17	60.72%	34.14 %	-	100%	-
18.	Food & Nutrition	21	-	-	19	-	-	19	90.42%	70%	-	90.47%	02 cand pending
19.	Home management	35	-	-	32	-	03	32	68.88%	40.74 %	08.58%	91.42%	-
20.	Agric science	45	-	-	31	13	01	31	60%	39.28 %	02.24%	97.76%	-
21.	Health science	10	-	-	06	02	-	06	-	28.88 %	-	80%	02 cand pending
22.	Further maths	05	-	-	-	02	-	-	-	20%	-	40%	03 cand pending
23.	French	05	-	-	-	04	01	-	37.5%	40%	20%	80%	-
24.	Tech drawing	05	-	-	03	03	-	03	66.67%	80%	-	75%	02 cand pending
25.	Visual art	08	-	-	02	01	-	02	-	37.53 %	-	100%	-

Five credit and above including English language without Maths = 19%

FEDERAL GOVERNMENT GIRLS' COLLEGE, ZARIA.
WEST AFRICAN EXAMINATION COUNCIL 2010/2011 ANALYSIS

S/No.	Subject	No. Of Students	As	Bs	Cs	Ps	Fs	No of Cs & above	% 0f Cs above	% of Ps	% Ps & above	% 0f Fs	Remark
1.	Agric science	107	6	58	34	9	-	98	91.6	8.4	100	-	
2.	Arabic	-	-	-	-	-	-	-	-	-	-	-	
3.	Biology	299	-	123	170	6	-	293	98.0	2.0	100	-	
4.	Chemistry	137	-	5	28	70	34	33	24.1	51.1	75.2	24.8	
5.	**Commerce**	**53**	**-**	**8**	**14**	**25**	**7**	**22**	**41.5**	**47.2**	**88.7**	**11.3**	
6.	C.R.S	66	1	3	22	23	17	26	39.4	34.8	74.2	25.8	
7.	Economics	285	-	37	165	73	10	202	70.9	25.6	96.5	3.5	
8.	English language	299	-	12	146	123	18	158	51.2	41.1.	92.3	7.7	
9.	Fin Accounting	31	1	1	5	17	7	7	22.6	54.8	77.4	22.6	
10.	Food & Nutrition	33	-	33	-	-	-	33	100	-	100	-	
11.	Further Math	05	-	-	03	02	-	03	60	40	100	-	
12.	French	11	-	11	-	-	-	11	100	-	100	-	
13.	Geography	181	45	104	27	05	-	176	97.2	2.8	100	-	
14.	Government	147	-	18	52	58	19	70	47.6	39.5	87.1	12.9	
15.	Hausa	190	100	71	09	07	03	180	94.7	3.7	98.4	1.6	
16	Health science	-	-	-	-	-	-	-	-	-	-	-	
17.	History	12	-	-	-	08	04	0	0	66.7	66.7	33.3	
18.	Home Management	45	-	2	38	5	-	40	88.9	11.1	100	-	
19.	Igbo	1	-	-	1	-	-	01	100	-	100	-	
20.	Islamic studies	105	54	50	1	-	-	105	100	-	100	-	
21.	Lit-in-English	108	-	5	66	37	-	71	65.7	34.3	100	-	
22.	Mathematics	299	-	7	20	47	218	27	9	18	27	73	
23.	Physics	79	14	34	25	6	-	73	92.4	7.6	100	-	
24.	Visual Art	36	-	3	32	1	-	35	97.2	2.8	100	-	
25.	Yoruba	11	-	-	5	5	1	05	45.5	45.5	91.0	9.0	

Mrs Shiishi-Gyer
Vice Principal (Academics)

APPENDIX V
TEST OF RELIABILITY

Data from which co-efficient (r) were computed

Co-efficient alpha formula

S/no.	SD	S^2
1.	0.76	0.58
2.	0.66	0.44
3.	0.59	0.35
4.	0.51	0.26
5.	0.76	0.58
6.	1.00	1.00
7.	0.49	0.24
8.	0.52	0.28
K=8		**□=3.73**

$$\square = \frac{K}{K-1}\left(1 - \frac{\sum S_1^2}{S^2}\right)$$

Where:

S^2 = Variance of total item

K = Total number of item

$\sum S^2$ = Sum of variance

□ = alpha

Using the formula

$$\square = \frac{K}{K-1}\left(1 - \frac{\sum S_1^2}{S^2}\right)$$

$$\square = \frac{8}{8-1}\left(1 - \frac{3.73}{14}\right)$$

$$\square = \frac{8}{7}(1 - 0.27)$$

$$\square = 1.14 \times 0.73$$

$$\square = 0.83$$

Item	SD	S^2
9.	0.68	0.46
10.	0.76	0.58
11.	0.59	0.35
12.	0.90	0.81
13.	0.76	0.58
14.	0.59	0.35
K=6		**∑=3.13**

Using the formula

$$\square = \frac{K}{K-1}\left(1 - \frac{\sum S_1^2}{S^2}\right)$$

$$\square = \frac{6}{6-1}\left(1 - \frac{3.13}{10}\right)$$

$$\square = \frac{6}{5}(1 - 0.31)$$

$$\square = 2.2 \times 0.69$$

$$\square = 0.83$$

Item	SD	S^2
15.	0.58	0.34
16.	0.68	0.46
17.	0.76	0.58
18.	0.59	0.35
19.	0.10	0.36
20.	0.76	0.58
21.	0.51	0.26
22.	0.82	0.67
23.	0.76	0.58
24.	0.58	0.34
K=10		**∑=4.52**

Using the formula

$$\square = \frac{K}{K-1}\left(1 - \frac{\sum S_1^2}{S^2}\right)$$

$$\square = \frac{10}{10-1}\left(1 - \frac{4.52}{20}\right)$$

$$\square = \frac{10}{9}(1 - 0.23)$$

$$\square = 1.11 \times 0.77$$

$$\square = 0.85$$

Item	SD	S^2
25.	0.86	0.74
26.	0.72	0.52
27.	0.72	0.52
28.	0.99	0.98
29.	0.95	0.90
30.	0.91	0.83
31.	0.65	0.42
32.	0.76	0.58
33.	0.90	0.81
K=10		**∑=4.52**

Using the formula

$$\square = \frac{K}{K-1}\left(1 - \frac{\sum S_1^2}{S^2}\right)$$

$$\square = \frac{9}{9-1}\left(1 - \frac{6.3}{40}\right)$$

$$\square = \frac{9}{8}(1 - 0.16)$$

$$\square = 1.13 \times 0.84$$

$$\square = 0.95$$

The overall Cronbach Alpha Co-efficient of the entire instrument

$\sum S_1^2$ = Sum of the item variation from A to D

S^2 = Variance of the total item

K = Total item for selection A to D

Therefore,

$\sum S_1^2 = 3.73 + 3.13 + 4.52 + 6.30 = 17.68$

$S^2 = 14 + 10 + 20 + 40 = 84$

$K = 8 + 6 + 10 + 9 = 33$

Using the same formula

$$\frac{K}{K-1}\left(1 - \frac{\sum S_1^2}{S^2}\right)$$

$$\frac{33}{33-1}\left(1 - \frac{17.68}{84}\right)$$

$\frac{33}{32}(1 - 0.21)$

1.03×0.79

= 0.81 The correlation co-efficient of the instrument is equal to the square root of the final co-efficient

i.e $\sqrt{0.81}$

= 0.90