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

BY

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Abstract
Teacher's recruitment procedure in Federal Government Colleges involves the utilization of Government policies to influence the number and calibre of teachers employed in the system. This study was undertaken with the general objective to assess Teachers' Recruitment Procedure and its influence on students; achievement in commerce in Federal Government Girls' Colleges located in the North-Central part of Nigeria. Four research questions were raised. In addition, two research hypotheses were formulated for the study. A descriptive research design was adopted for the study. The population for the study consisted of 175 commerce students and 77 teachers from all the seven Federal Government Girls Colleges located in North-Central, Nigeria. Data were obtained through colleges. The data collected were analysed by using mean, standard deviation, frequency distribution, percentages, ranking and Pearson Product Moment Correlation (PPMC) Statistics. The four null hypotheses were tested at a 0.05 alpha level of significance. These hypotheses were all rejected which indicated a correlation between the tested variables. The findings from this study indicated that students achieve more in commerce where recruited commerce teachers are adequate and have many years of teaching experience. In addition, problem-solving methods are one of the best methods for effective teaching of commerce. Based on the findings, recommendations were made. These include among others, that the Federal Government should adopt the right procedure in the recruitment of teachers by making the exercise highly competitive with aptitude tests to determine who should be recruited. Higher salaries and other incentives in order to stay long on the job and to acquire years of teaching experience capable of enhancing students' achievement in the subject should adequately motivate commerce teachers.
Keywords: Commerce, Teacher, Recruitment and Students' Achievement

Introduction
The depressing educational standard has become an issue of public concern in the Nigerian education sector today. The unhappiness of the public becomes more prominent following the annual release of Senior Secondary School Certificate Examination (SSCE) results by either the West African Examination Council (WAEC) or the National Examinations Council (NECO). Akinsolu (2015) reported that students' achievements did not match the government and parental investments based on the annual WAEC and NECO results analysis. Akinsolu maintained that all stakeholders in the education sector should be concerned about why the system is turning out graduates with poor results, especially at the secondary school level of education. This poor level of educational standard becomes more worrisome as it greatly affects the public-maintained secondary schools.

The issue to be resolved among others is whether the teachers recruited into the public schools, the most important factor in the effectiveness of schools and the quality of child's education are competent to teach or not. Based on the 2008 World Bank Report, Akinsolu (2015) stated that there were concerns across Nigeria about the overall levels of teachers' competence with the perception being that the teaching standards are getting worse. The researcher also observed that an uncertified teacher could not prepare students for SSCE/General Certificate in Education (GCE) as it is quite unlikely that these students could pass. Yahaya (2010) held a related opinion and maintained that education cannot be provided by just anybody. It requires a teacher who plans and delivers the lesson or instruction in such a way that the objectives can be achieved.

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 (2012) 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 a 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 for either further production or final consumption. To this end, Odedokun, Udokogu and Oguyi (2012) concluded that commerce does not often lead to the conversion of goods from one physical state to another but a package of services that directs the flow of goods emanating from primary and secondary production to meet the tastes of specific users. According to Anyaele (2013), Commerce as a subject studies diverse economic activities of human beings and therefore opined that Commerce studies the production, distribution and exchange of goods and services with the overall aim of wants satisfaction. Asaolu and Igwe (2015) on the other hand, maintained that Commerce is closely related to trading. 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 (2015) 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 in the right condition, at the right time, in the right quantity and at the right price.

Watson (2015) traced the origin of Commerce to the very start of communication in prehistoric times. Watson reflected that besides 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 times, however, Watson remarked that the introduction of currency as 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 overcoming the "double coincidence of wants" necessary for better trade to occur. Currency, Watson explained allows society as a whole to assign values and collect goods and services effectively.

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 be either negative or positive depending on their availability, commitment, academic skills, drives and a host of other variables. Ehnenberg and Brewer (2015) established that students learn more from teachers with stronger academic skills. Expressing a related view, Darling-Hamond (2012) remarked that students learn from teachers who hold Bachelor's or Master's degrees 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 (2011) is a trainer, instructor or resource person who affects the 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 (2011) remarked that a teacher is a person that educates young people and society. Knowledge and skill impartation is very crucial in any attempt to explain the word teacher. Lasser (2012) pointed out that education could not 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 (2017) is a person who has undergone approved professional training in education at an 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 (2017), 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 (2017) observed that teachers are those professionals who nurture the innovative potentials of young people. They prepare them to step into a world where the knowledge will help shape their success. The quality and the number 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 (2012) commented that the demand for qualified teachers is far greater than the supply. Consequently, the shortage of qualified teachers impacts 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 have a shortage of trained teachers? Ijaiyu (2018) investigate teacher 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 (2011) attributed the low achievement in our secondary schools to the low quality of education possessed by teachers. Onwubiko, therefore, asserted that mere possession of a Nigerian

Certificate in Education (NCE) as a minimum teaching qualification in secondary schools does not guarantee sound knowledge essential for teachers at this level of education.

The National Policy on Education (N.P.E 2004) remarked that no education system could rise above the quality of its teachers. The quality of the teachers, NPE observed, affects the performance of students. Commenting on the quality of teaching staff in the nation's secondary school system, Adeyemo (2015) reflected that no profession has suffered a 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. An education sector analysis study of the Federal Ministry of Education (2005) on selected secondary schools in Nigeria by qualification and gender 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 the secondary school system of education. In their study on "Measuring and Targeting Internal Conditions for Effectiveness in the Free State of South Africa", Abraham and Keith (2016) concluded that quality teachers are the key drivers of internal school conditions for effectiveness; development and school change. Okebukola (2016) 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 a high pupil/teacher ratio and exerts severe stress on teachers on the ground. There is a link between teachers, stress and productivity. Okebukola (2016) 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 to leave 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 to leave a shortfall of 19,608. Okebukola remarked that the inadequate number of teachers affects students' achievement in an educational system. Aina (2018) 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; the curriculum is outdated to produce employable graduates; teaching is poor (Aina, 2018).

Okebukola (2016) 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 the teaching profession had exerted a 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 the teaching profession due to poor remuneration and low social rating is seen in the scanty application for admission into faculties/colleges of education. Okebukola (2016) asserted that in 2017, of over one million applicants for university admission, less than five per cent 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 the 2018/2019 academic session. The challenges affecting standards in secondary education according to the Federal Ministry of Education (F.M.E, 2009) among others were an 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.

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, Zone, Nigeria?

2. To what extent does the number of teachers recruited relate to students' achievement in Commerce among Federal Government Girls' Colleges, North-West, Nigeria?

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, Nigeria.
2. There is no significant relationship between the number of teachers recruited and students' achievement at Commerce among Federal Government Girls' College, North-West, Nigeria.

Methodology
A descriptive survey research design was used in order to carry out this study. The basis for adopting this design will be to enable the researcher to obtain the opinions of both staff and students of these colleges in relation to the relationship between teachers' recruitment procedure and students' achievement in commerce among federal government girls' colleges, North Central geo-political zone, Nigeria. Descriptive research according to Ndagi (2014) 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. 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 Central Geo political zone in Nigeria. The entire population for this study was 504 subjects. The teachers' population of 154 persons comprised 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. The sample size is 490 students. This sample size represents ten per cent (10%) of the population. This is in agreement with the views of Kajang, David and Jatau (2014) who posited that 10% of the population is a fair representation where there is a large population. Supporting this position, Abiola (2012) suggested that for descriptive research, a minimum sample size of 10% of the population is enough. The sample size is selected using the multi-stage sampling procedure. The first stage is the use of 10% to select the sample size from in population. At the second stage, a stratified sampling technique was employed to select samples proportionally from the three states.

Results
Hypothesis 1: There is no significant relationship between teachers' recruitment procedure and students' achievement in Commerce among Federal Government Girls' Colleges, North-West, Nigeria.
Table 1: PPMC Statistics on Relationship between Teachers' Recruitment and Students' Achievement in Commerce

Variables	N	Mean	SD	df	Correlation index	P
Procedure for teachers' recruitment	77	24.44	2.51	75	0.68	0.001
Students' achievement in commerce	77	104.86	10.21			

Source: Field Study 2020.
From table 1 above, the PPMC statistics used 77 teacher respondents for the variables i.e procedure for teachers' recruitment and students' achievement in commerce. Mean scores of 24.44 and 104.86 were obtained for the two variables respectively. Similarly, the standard deviation of 2.51 and 10.21 was calculated for the two variables respectively. 75 degrees of freedom were obtained for the two variables. A calculated correlation of 0.68, which is high, was obtained a with calculated P-value of 0.000. Details of the above statistics revealed that a significant relationship exists 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 0.68, the null hypothesis is hereby rejected.

Hypothesis 2: There is no significant relationship between the number of teachers recruited and students' achievement in Commerce among Federal Government Girls' Colleges, Nigeria.

Table 2: PPMC statistics on relationship between the number of commerce teachers recruited and students' achievement 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.

Details of table 2 above show 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 scores of 19.83 and 104.86 were obtained for the number of commerce teachers recruited and students' achievement in commerce respectively. Similarly, the standard deviation of 2.11 and 10.21 was obtained for the number of teachers recruited and students' achievement respectively. Going by this table, the calculated P-value of 0.000 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 the existence of a significant relationship between the number of commerce teachers recruited and the students' academic achievement in commerce. Therefore, the null hypothesis is hereby rejected.

Discussion

The study has established that issues in teachers' recruitment procedure to Federal Government Colleges have a relationship with students' achievement in commerce. Over 90% of the respondents' mean rating score was obtained within the range of 3.0 to 3.8 to indicate that the respondents agreed with the items raised in the questionnaire on the recruitment procedure and students' achievement in commerce. The hypothesis tested revealed that there is a correlation between the procedure for teachers' recruitment and student achievement. Null hypothesis (Ho1) was raised and analysed 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 the Person Product Moment Correlation Co-efficient (PPMC) statistic as shown in table .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 0.68 to show that there is a significant relationship. Hence, the null hypothesis (Ho2) was rejected, as there is a significant relationship between teachers' recruitment procedures and students' achievement. When a proper recruitment procedure is adopted to recruit commerce teachers, well-qualified commerce teachers will be recruited not only based on paper qualifications but on their actual teaching competencies to achieve good results. In line with this view, the Civil Society Action Coalition on Education for All (CSACEFA, 20111) maintained that for learning to take place, recruited teachers to have properly trained and be conversant with the rudiments of education.

Null hypothesis (Ho2) 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 2. Provided results of the test. That the calculated P-value of 0.001 was less than a 0.05 alpha level of significance with a correlation index of .754, which indicated a significant relationship. Therefore, the null hypothesis (Ho2) was rejected as there exists a significant relationship between the number of qualified teachers employed with moderate workloads and the become efficiency. Their efficiency in the job of teaching will ultimately enhance 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 an inadequate number of qualified teachers in the system as well as uneven distribution of qualified teachers in the schools.

Conclusion

The following conclusions were drawn from the analysis of data based on each formulated null hypothesis. Based on the findings of hypothesis one, the procedure used in teachers' recruitment is related to students' achievement in commerce. It can therefore be concluded that appropriate recruitment procedure attracts

suitably qualified teachers into the job and this will enhance students' achievement in the subject. That student achieves more where the college has an adequate number of qualified commerce teachers. It can be concluded that when an adequate number of qualified teachers are recruited to teach commerce, students' achievement in the subject will be enhanced.

Recommendations
Based on the findings and conclusions of this study, the researcher makes the following recommendations:
1. The Federal Government of Nigeria should follow a recruitment procedure that will attract the best hand into the teaching jobs by placing a high premium on qualifications and aptitude tests before recruitment and less emphasis on the quota system in the recruitment process.
2. Since it was discovered that students achieve more in commerce where the college has an adequate number of qualified teachers, it is hereby recommended that recruitment exercises should be regular in order to maintain an adequate number of qualified teachers in the system.

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