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I have the honour of introducing the inaugural issue of the *LASU Journal of Multidisciplinary Nigerian Studies (LASUJMNS)*, Volume 1, Number 1 (December 2025). This maiden publication represents a significant step in the commitment of Lagos State University to advancing rigorous, multidisciplinary scholarship focused on Nigerian realities.

LASUJMNS was established to provide a credible academic platform for high-quality research that interrogates the social, economic, political, educational, cultural, and technological frameworks in Nigeria. The journal responds to the growing need for scholarly work that moves beyond single-discipline approaches and offers integrated, evidence-based perspectives capable of informing policy, practice, and public discourse.

As a peer-reviewed, biannual, open-access journal, LASUJMNS is committed to academic excellence, ethical publishing, and accessibility. All submissions undergo a rigorous double-blind peer review process in line with international best practices and the principles of the Committee on Publication Ethics (COPE). Only original, methodologically sound, and relevant manuscripts are considered for publication.

The articles featured in this inaugural issue reflect the multidisciplinary scope and scholarly standards of the journal. They address contemporary Nigerian issues across key sectors, which offers insightful analyses, empirical findings, and practical implications that contribute meaningfully to national development discussions.

I sincerely appreciate the dedication of the Editorial and Advisory Boards, the professionalism of our reviewers, and the confidence of the authors who contributed to this first volume. Their collective efforts have laid a strong foundation for the journal. On behalf of the Editorial Board, I invite scholars, policymakers, and practitioners to engage with this issue and to partner with us in building a vibrant platform for multidisciplinary Nigerian studies.

Prof. M. O. B. Mohammed, FNAEAP

Editor-in-Chief

LASU Journal of Multidisciplinary Nigerian Studies (LASUJMNS)

Lagos State University.

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TEACHERS' RECRUITMENT PROCESS AND STUDENTS' ACADEMIC PERFORMANCE IN LAGOS STATE PUBLIC JUNIOR SECONDARY SCHOOLS, NIGERIA

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Abstract

This study examined the relationship between the teachers' recruitment process and students' academic performance in Lagos State public junior secondary school, Nigeria. The study was anchored on human capital theory. The correlational design was adopted and population of the study comprised of 8,865 teachers and all JSS 3 students in the 346 public junior secondary school in Lagos State, Nigeria. Taro Yamane was used to determine sample size of 384 teachers and selected through simple random sampling. Two research questions and hypotheses were raised and tested at 0.05 level of significance. Two research instruments titled: 'Teachers Recruitment Process Questionnaire' (TRPQ) and SSS 3 student Record Observation Format' (ROF) were used for data collection. The validity of the instruments was determined by test expert and Cronbach alpha was used to determine the reliability at 0.70 and 0.71. The data collected were analysed using Pearson Product Moment correlation to test hypotheses formulated through Statistical Package for Social Science (SPSS) version 26.0. The findings of hypotheses 1 and 2 showed that: a significant relationship existed between teachers' selection process and student academic performance in Lagos State public junior secondary schools, Nigeria. ($r = .672$; $N=384$; $p<0.05$); and a significant relationship existed between teachers' recruitment process and student academic performance in Lagos State public junior secondary schools, Nigeria. ($r = .678$; $N=384$; $p<0.05$). Based on the findings, the study concluded that teachers' recruitment process contributes to students' academic performance in junior secondary schools. Therefore, it was recommended amongst others that policymaker should ensure that teacher recruitment process and selection in Lagos State should be based on merit and transparent.

Keywords:

Recruitment, Teacher, Teacher Selection and Academic Performance

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Introduction

In Lagos State, teachers seem to be the backbone of school system and play a pivotal role in shaping the minds of future generations, and driving human capital development. The importance of the teachers in a formal school organisation cannot be over emphasized. Teacher is central in the teaching-learning school environment (Mohammed, Rufai & Shittu, 2016). The recruitment process of teachers plays a crucial role in determining the caliber of educators who

enter the profession. The teacher recruitment process is a critical factor influencing the quality of secondary education. According to Shittu, et al., (2024), secondary education in Nigeria is to help individuals live a useful life in society as well as prepare them for higher education. A major challenge to secondary education in Nigeria is teacher recruitment process. Teacher recruitment seems to be the process of identifying, attracting, and selecting qualified individuals to fill teaching positions in educational institutions. The process attracting, retaining, and developing high-quality teachers remains a significant challenge for many countries, including Nigeria. Despite efforts to improve education, the teacher recruitment process remains a critical issue affecting the quality of education.

However, the goal of teacher recruitment is to ensure that schools have a sufficient number of highly qualified teachers to provide high-quality education to students. Recruitment can be defined as the process of advertising available job spaces in an organisation or school and selecting from the pool of applicants those considered competent in terms of certification and experience to be employed to work or teach in the school (Agih, et al., 2018). Although, Lagos State has made efforts to address these challenges through recruitment drives by the Teaching Service Commission (TESCOM) and the Lagos State Universal Basic Education Board (LASUBEB), recurrent issues such as bureaucratic bottlenecks, inadequate verification of teacher qualifications, and poor subject alignment undermine the effectiveness of these initiatives. Reports highlight that while thousands of teachers have been employed between 2022 and 2025, a large proportion of schools still lack sufficient mathematics, science, and English teachers, leading to overcrowded classrooms, poor academic performance and reliance on underqualified personnel (TESCOM, 2025; Adelokun, 2025).

Statement of the Problem

Recently, the recruitment process in Lagos State has been facing several challenges due to lack of transparency in teachers' recruitment process, short application windows, and perceived political interference. Such issues limit the pool of qualified applicants, discourage competent teachers from entering the system, and perpetuate inequities in teacher distribution across schools. Teacher recruitment and postings influenced by bribes or sexual favours; exam questions sold in advance (Shittu et al., 2024). The cumulative effect is a cycle of poor recruitment, ineffective teaching, and unsatisfactory student academic performance. However, the challenge of inadequate and poorly managed teacher recruitment has continued to threaten the realization of quality education, particularly at the junior secondary school level. Recent evidence indicates that teacher shortages, inequitable distribution, and ineffective recruitment processes are persistent problems in the country's educational sector. Lagos State, being a major hub of economic and educational activities in Nigeria, faces unique challenges in recruitment and retaining high-quality teachers for its secondary schools. The state's education system is characterized by a high demand for quality education, driven by its rapidly growing population and economic significance. Moreover, the ability to attract and retain top teaching talent is hampered by various factors, poor selection and placement of quality teachers, inadequate remuneration, and limited career advancement opportunities. Obviously, teacher recruitment process in Lagos State engulfs with, tribalism, ethnicity and corruption practice

which cannot be underrated particularly in the process of teachers' appointment, discipline, transfer and promotion.

Objective of the Study

The objective of this study was to:

1. examine the relationship between teachers' selection process and student academic performance in Lagos State public junior secondary schools, Nigeria.
2. determine the relationship between teachers' recruitment process and student academic performance in Lagos State public junior secondary schools, Nigeria.

Research Hypotheses

The following null hypotheses were raised:

H₀₁: There is no significant relationship between teachers' selection process and student academic performance in Lagos State public junior secondary schools, Nigeria.

H₀₂: There is no significant relationship between teachers' recruitment process and student academic performance in Lagos State public junior secondary schools, Nigeria.

Literature Review

This study is anchored on Human Capital Theory Becker in 1964 which posits that investments in people's education, training and skills increase their productivity and thereby improve organizational outcomes (Becker-style logic adapted to education). Applied to schooling, recruiting teachers with higher qualifications, stronger content knowledge and access to in-service training increases teachers' instructional capacity and is expected to improve student learning. Recruitment, therefore, functions as an upstream human-capital investment decision: selection criteria (qualifications, professional certification, subject specialization) shape the pool of human capital entering classrooms. This theoretical lens predicts that recruitment processes that privilege verified qualifications and subject match will be positively associated with student academic gains. teacher recruitment and selection process has been subjected to computerize and online in Lagos State. The purpose of recruitment is to attract and retain the interest of applicants suitable for the given job and to create a positive image of the people who come in contact with the organization. Section 79(a) of the National Policy on Education (Federal Republic of Nigeria, 2014) editions requires the appointment of academically and professionally qualified persons as teachers and head teachers in public secondary schools. According to Section 17(2) of the Teachers' Registration Council of Nigeria (TRCN), Act 2004 stated that any unqualified persons found performing the job of teachers have contravened this section and they shall be prosecuted in the law court (TRCN ACT, 2004). Teacher productivity seems to be the set of job performance that an instructor completes over a certain time period within the context of a school system, with the end goal of helping students learn (Shittu, Beyioku & Erunedo, 2024).

Methodology

The study adopted correlational design. population of the study comprised of 8,865 teachers and all JSS 3 students in the 346 public junior secondary school in Lagos State, Nigeria. Taro

Yamane was used to determine sample size of 384 teachers and 300 JSS 3 students selected through simple random sampling and disproportionate. Two research questions were raised and two null hypotheses were tested at a 0.05 level of significance. Two research instruments titled: 'Teachers Recruitment Process Questionnaire' (TRPQ) and Record Observation Format' (ROF) were used for data collection. The questionnaire was divided into two sections: Section A and B. Section A contained the personal information of the respondents and section B contained the 20 items structured around the research questions. Each statement is measured on a four-point modifier Likert-type-rating scale, namely: "Strongly Agree (SA)", "Agree (A)", "Strongly Disagree (SD)" and "Disagree (D)". The validity of the instruments was determined by test expert and Cronbach alpha was used to determine the reliability at 0.70 and 0.71. The data collected were analyzed using Pearson Product Moment Correlation coefficient through Statistical Package for Social Sciences version 26.0.

Testing of Hypotheses

Hypothesis One

There is no significant relationship between teachers' selection process and student academic performance in Lagos State public junior secondary schools, Nigeria.

Table 1: Pearson's correlation analysis between teachers' selection process and student academic performance in Lagos State public junior secondary schools, Nigeria.

Variables		Teachers' Selection Process	Students' Academic Performance
Teachers' Selection Process	Pearson Correlation	1	.672**
	Sig. (2-tailed)		.001
	N	384	384
Student Academic Performance	Pearson Correlation	.672**	1
	Sig. (2-tailed)	.001	
	N	384	384

**. Correlation is significant at the 0.05 level (2-tailed).

Table 1 indicated that there was a positive significant relationship between teachers' selection process and student academic performance in Lagos State public junior secondary schools, Nigeria. ($r = .672$; $N=384$; $p<0.05$). Hence, the hypothesis which stated that there is no significant relationship between teachers' selection process and student academic performance in Lagos State public junior secondary schools, Nigeria was rejected. This implies that a significant relationship existed between teachers' selection process and student academic performance in Lagos State public junior secondary schools, Nigeria. This finding is in line with

Hypothesis Two

There is no significant relationship between teachers' recruitment process and student academic performance in Lagos State public junior secondary schools, Nigeria.

Table 2: Pearson's correlation analysis between teachers' recruitment process and student academic performance in Lagos State public junior secondary schools, Nigeria.

Variables		Teachers' Selection Process	Students' Academic Performance
Teachers' Selection Process	Pearson Correlation	1	.678**
	Sig. (2-tailed)		.001
	N	384	384
Student Academic Performance	Pearson Correlation	.678**	1
	Sig. (2-tailed)	.001	
	N	384	384

** . Correlation is significant at the 0.05 level (2-tailed).

Table 1 indicated that there was a positive significant relationship between teachers' recruitment process and student academic performance in Lagos State public junior secondary schools, Nigeria. ($r = .678$; $N=384$; $p<0.05$). Hence, the hypothesis which stated that there is no significant relationship between teachers' recruitment process and student academic performance in Lagos State public junior secondary schools, Nigeria was rejected. This implies that a significant relationship existed between teachers' recruitment process and student academic performance in Lagos State public junior secondary schools, Nigeria.

Conclusion

Teachers remain the most critical input in the education system, and the quality of their recruitment process has direct implications for students' academic performance. Evidence from Nigeria and Lagos State in particular indicates that while the government has made considerable strides in employing more teachers through LASUBEB and TESCOM initiatives, recurring challenges such as poor verification of qualifications, inadequate attention to subject specialization, bureaucratic bottlenecks, and lack of structured induction continue to undermine the effectiveness of recruitment.

Recommendations

Based on the findings, the following recommendations were made:

1. Recruitment should be based on periodic needs assessments that identify subject shortages, geographic gaps, and enrollment growth. Priority should be given to mathematics, English, and science teachers, where shortages most severely affect student performance.
2. Policymaker should ensure that teacher selection and recruitment process in Lagos State should be on merit and transparent.
3. The recruitment process should involve competency-based assessments, including subject tests, teaching demonstrations, and structured interviews. This would ensure that only candidates with the right qualifications, pedagogical skills, and commitment are selected.

4. Lagos State should invest in robust digital verification systems to authenticate applicants' academic qualifications and teaching certifications, thereby minimizing the risk of recruiting unqualified personnel.

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