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# ANALYSIS OF PROCEDURE USED IN THE RECRUITMENT AND PLACEMENT OF TEACHERS BY THE ENUGU STATE POST-PRIMARY SCHOOLS MANAGEMENT BOARD (PPSMB) DURING THE 2011/2012 ACADEMIC YEAR

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## Abstract

*This paper narrates the new method adopted in recruitment and placement of teachers by the State Post Primary Schools Management Board charged with the responsibility of hiring of teachers for public schools in Enugu state during the 2011/2012 academic year. The Board was able to break the jinx of rejecting the political influence in teachers' recruitment. For the first time recruitment was done purely on merit as only candidates with teaching qualifications were interviewed and hired. The paper equally made some recommendation on how the further recruitment should be done to ensure that right candidates are always hired for effective teaching and learning in the state public schools.*

The recruitment and placement exercises were prompted by the Enugu State Governor's approval letter No. GHS/22/XXVII/284 of 11/2/11 empowering the Post Primary Schools Management Board which is the body charged with the responsibilities of superintending all Secondary Schools in the State to recruit two thousand (2000) teachers for the 275 public secondary schools as at that time. The Governor's approval was based on the recommendations of a technical committee that studied the staff need vis-à-vis, the subjects taught in all the States public schools. The approval was therefore given subject by subject (see **Table 1**).

**Table I: Table Showing the Number of Teachers Available In Schools, Number of Teachers Needed and Number of Teachers Approved for Recruitment by the Governor in 2011/2012**

S/No	Subject	Teachers Available	Teachers Needed	No. Approved For Recruitment
1.	ENGLISH Lang.	536	432	200
2.	IGBO	408	422	200

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3.	FRENCH	58	145	40
4.	MATHEMATICS	369	558	200
5.	FURTHER MATH	2	47	20
6.	PHYSICS	112	308	100
7.	CHEMISTRY	175	251	100
8.	BIOLOGY	243	246	100
9.	AGRIC. SC.	414	318	80
10.	COMPUTER	21	180	40
11.	HOME ECONS.	130	281	20
12.	INT. SCIENCE	185	253	80
13.	INTRO. TECH.	83	349	50
14.	H.P.EDUCATION	181	259	100
15.	LITERATURE	152	276	40
16.	ECONOMICS	239	208	80
17.	GEOGRAPHY	68	263	60
18.	GOVERNMENT	218	183	60
19.	HISTORY	6	41	20
20.	C.R.S.	336	371	80
21.	COMMERCE	138	230	40
22.	ACCOUNTS	66	168	40
23.	SOCIAL STUD.	254	215	60
24.	BUS. STUDIES	215	243	60
25.	MUSIC	27	115	40
26.	FINE ARTS	87	222	80
27.	GUIDANCE & COUNCELLING	39	45	
	<b>Total</b>	<b>4762</b>	<b>6636</b>	<b>2000</b>

*Post Primary Schools Management Board (PPSMB) Enugu*

On the reception of the approval the then Commissioner for Education whose duty it is to supervise Post Primary Schools Management Board, set up a recruitment and placement committee headed by the Chairman, Post Primary Schools Management Board. In this said committee, both the Office of the Commissioner, that of the Secretary to the State Government and the Chief of Staff to His Excellency the Governor were represented. The recruitment and placement committee reported its activities directly to the Exco Committee on Education headed by the Secretary of the State Government. Other members of the Exco Committee were the Chief of Staff Government House, the Head of Service, the Governor's SPA on education, the Chairman Post Primary Schools Management, board, Permanent Secretaries Ministry of Education and that of the Post Primary Schools Management Board who acted as the Committee Secretary. The recruitment and placement committee met regularly at the

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Post Primary Schools Management Board Boardroom to discuss the modalities for the exercise. Written examination was adopted to be the first stage while oral interview formed the last stage of selection.

**The Enugu State Post Primary Schools Management Board (PPSMB)**

The body was established by the Enugu State Post Primary Schools Management Board Law of 2004. The law stated the functions of this Board as follows:-

- (a) management and control of all Post-Primary Schools and institutions being state schools within the meaning of the Education Law.
- (b) Appointments, promotions, postings and transfers of all cadres of teachers in the post primary schools and institutions including principals and vice-principals of schools and institutions;
- © appointments, promotions, posting and transfers of other staff of the Board.
- (e) the establishment of conditions of service for the post-primary schools system, subject to approval by the Commissioner;
- (f) staff development matters including approval for study leave with pay and special leave;
- (g) overall disciplinary control of the staff of the Board and post-primary schools and institutions;
- (h) appointments and promotions of Principals and Vice-Principals of post primary schools and institutions where the financial implications have been cleared and approved by the Governor;
- (i) posting and transfers of Principals and Vice-Principals in post-primary schools;
- (j) inter-zonal transfer and posting of all staff of the Board;
- (k) preparation, collation and recommendation to the Commissioner the budget of the Board;
- (l) award of contracts within the existing State Tenders Board regulations;
- (m) delegation to any post-primary zonal office such functions as the Board may deem fit, provided that the Board may resume at any time, the exercise of any functions so delegated;

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- (n) placement of first year students and transfer of students in post-primary schools and institutions owned by the government, subject to regulations laid down by the Ministry;
- (o) responsibility for the collection and rendering of account of all approved revenue in post-primary schools in the State;
- (p) periodic and regular supervision of all post-primary schools in the State;
- (q) responsibility for confirmation of appointment, conversion, upgrading and reinstatement matters.
- (r) The Board shall maintain the nominal roll of staff in the various zones and keep personal and secret files of all staff.
- (s) The Board may do all other acts as appear to it necessary for the proper performance of its functions under this law.

### **Concept of Recruitment**

Recruitment is the process of searching and attracting quality and quantity of staff needed for the system (Flypo, 1984) & Ogunsaju (1998). For any organization to be successful, qualified personnel must be recruited. Recruitment is essential part of a comprehensive plan to develop and maintain a staff capable of contributing maximally to the attainment of the institutions' purpose. Ehiamentalor (2000) pointed out that the main purpose of a recruitment exercise is to have the opportunity of building up a pool of acceptable candidates and to interview and test them with the ultimate hope of selecting qualified employees.

Selection, which is the last step of recruitment is the most critical decision that confronts an administrator. Ogunsaju summed up the importance of selection of teachers as follows "If a bad judgment is made, the process of correction can be too long and cumbersome particularly in school system where personnel are so difficult to dismiss as against the situation in private enterprises where provision are made for summary dismissals".

Careful selection enhances the assurance that merit will be the key factor. Stoops and Stoops (1973) emphasized that selection should not just be based on sex, race or religion. It should be based purely on merit. Ogusaju (1998), Stoops and Stoops (1973), Ubeku (1975) all have comprehensive lists of selection techniques. These include the comprehensive compilation of necessary information an applicants, short-listing, approval of appointment and structuring the letter of appointment.

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The final step in the employment process is making the selection decision based on all the data gathered on each candidate i.e. employment history, education skills, training, test result. The manager must decide who will get the job, Mall (1971) suggested that “staff employment interviewer, the supervisor who is better equipped and acquainted with the actual job condition and type of personnel at present in the department comes together to decision”. In fact, the personnel department officers do the final selection. The evaluation of the information submitted should be as objective as possible. Employers should develop their rating forms so that the performance of each candidate can be documented in a systematic fashion.

### **Concept of Placement**

Placement is an important step in hiring an employee. The employed person should be placed in the right places of responsibilities.

It is the selection committee that has all information of the candidate with its own priority scale and also the specified requirements of the position to be filled. The committee’s function then is to match the quality of the candidates with position requirement. The fate of the candidate and the success of the system lie on the committee’s ability to best match candidate’s qualifications with requirements. If the chosen candidate does not fit into the job, then the results are unfortunate.

Abel (1964), also highlighted the effects of unsuitable placing of candidate thus:

- i. The candidate may decide to leave the job;
- ii. A general feeling of dissatisfaction felt by the employer and the employee to unrest.
- iii. The organization and ultimately, the nation could be adversely affected by the economic use of scarce resources.

Placement is a decisive step which can have experimental elements. The first placement usually carries with it the status of probation (Pigo and Myer (1969). Probation is a trial period usually two years as in the case of public/civil service. At the end of probation if the worker is of good behaviour, he/she becomes a regular staff and the appointment is confirmed. Due to the importance of placement, some organizations have applied computer and placement process. It is believed that in this millennium, organizations should maintain computerized skill inventory of present employees so that as job openings occur within the organization there can be search for this employees which required combination of skills, educational background, experience and other qualifications.

### **Methodology Adopted by the Post Primary Schools Management Board in Recruitment of 2000 Teachers in 2011/2012**

The recruitment and placement committee directed the personnel department Board to place advertisement for the recruitment in all the Ministries in the state.

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Specific subject areas where the approval was given were stated in the advertisement. Table I above shows Governor’s approval per subjects. Within the recruitment and placement committee, two sub-committees were formed namely: short-listing committee and examination committee. The examination committee was headed by a Director from the Ministry of Education, from Examination Development Centre while the short - listing committee was headed by a Deputy Director in charge of recruitment in Post Primary Schools Management Board.

At the end of the submission of applications, a total of eight thousand, eight hundred and seventeen (8,817) applications were short listed and invited to write the examination. Seventeen (17) tests were set. Some subject areas were combined e.g. Mathematics and Additional Mathematics; Economics and Commerce etc. Each set the tests was made up of two sections namely: Section **A** which is uniform and focused on general knowledge on education courses while section **B** varied in line with the different subject areas of specialization.

**Table 2: Shows the Subject Combination for the Examination Number, of Candidates Who Applied for Each Subject and Examination Centre**

<b>Group</b>	<b>Subject</b>	<b>Number</b>	<b>Centre Venue</b>	
1	a MATHEMATICS b FURTHER MATHS	298	URBAN GIRLS	
2	a HISTORY b GOVERNMENT c Social Studies GROUP 2 TOTAL	15 256 703 974		
3	a GEOGRAPHY  <b>CENTRE TOTAL</b>	37  <b>1309</b>		
4	a ACCOUNTS b BUSINESS STUDIES c COMMERCE d ECONOMICS <b>CENTRE TOTAL</b>	555 109 362 699 <b>1725</b>		GTC
5	a ENGLISH b ENGLISH LIT. <b>CENTRE TOTAL</b>	2184  <b>2184</b>		QUEENS
6	a IGBO	892		NIKE GRAMM AR SCH.
7	a FRENCH	43		
8	a PHYSICS	90		

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9	a	CHEMISTRY	132	
10	a	BIOLOGY	408	
	b	AGRIC. SC.	417	
	c	HPE	340	
<b>CENTRE TOTAL</b>			<b>2322</b>	
11	a	INTRO. TECH.	91	CITY GIRLS
12	a	COMPUTER EDU.	360	
13	a	INT. SCIENCE	108	
14	a	HOME ECONOMICS	190	
<b>CENTRE TOTAL</b>			<b>740</b>	
15	a	CRS	362	METRO
16	a	MUSIC	84	
17	a	FINE ART	82	
<b>CENTRE TOTAL</b>			<b>528</b>	
<b>GRAND TOTAL</b>			<b>8817</b>	

*Source: Post Primary Schools Mgt. Board (PPSMB) Enugu*

The examination committee used the subject area specialists to set and moderate the questions which were finally selected by the three man- committee members of the examination committee. Before the written and oral tests, the recruitment committee in conjunction with the exco-committee recommended that the final selection should be on 75% merit and 25% geographical spread among the seventeen (17) Local government areas. This recommendation was presented to the Executive Governor who approved it.

The written examinations were taken in six different centers as shown in Table 2 above within Enugu metropolitan city. This was to ensure that the examinations were taken simultaneously and to ensure uniform supervision. All the members of the State Exco-Committee on Education and all the members of the recruitment committee joined the other appointed invigilators to invigilate the examinations at the six centers. Marking of the answer scripts were done at one center i.e. National Grammar School, Nike. Conference marking method was adopted by paid subject teacher specialists under the supervision of very senior officers from the Secretary to the State Government to the members of the recruitment committee.

At the end of marking and scoring, all the candidates who scored 40% and above were published. This was to enable the Committee determine the cut-off points for different subjects. The cut-off points were to determine the number of candidates to be invited for oral interview. See Table 3 for the number of candidates who scored 40% and above in different subjects entered.

**Table 3: Candidates Who Scored 40% and Above in the Written Examination**

<b>Group</b>	<b>Subject</b>	<b>Number</b>
1	A MATHEMATICS	140
	A ACCOUNTS	339
2	B BUSINESS STUDIES	32
	C COMMERCE	201
	D ECONOMICS	342
	A History	8
3	B GOVERNMENT	174
	C SOCIAL STUDIES	382
	A GEOGRAPHY	17
4	A ENGLISH	1020
	B ENGLISH LIT.	27
5	A IGBO	271
6	A FRENCH	28
7	A PHYSICS	56
8	A CHEMISTRY	85
9	A BIOLOGY	286
	B AGRIC SC.	255
	C HPE	172
10	A INTRO. TECH.	39
11	A COMPUTER EDUCATION	233
12	A INT. SCIENCE	54
13	A HOME ECONOMICS	115
14	A CRS	184
15	A MUSIC	65
16	A FINE ART	45
17		

**Grand Total** **4570**

**Source:** *Post Primary Schools Mgt. Board (PPSMB), Enugu*



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It is worthy to note that the committee agreed that the written examination should be scored over 70% while the oral interview carries 30% score.

**(Table 4): Accepted Cut-Off Point for Different Subjects**

S/N	Subject	Range Nos.	Cut-Off Mark
1.	English Language	1–303	51.5%
2	Accounts	1–79	55.0%
3	Agricultural Science	1–152	46.5%
4	Biology	1–202	49.0%
5	Commerce	1–85	49.5%
6	Computer	1–85	51.5%
7	Business Education	1–67	27.0%
8	CRS	1–150	43.5%
9	Chemistry	1–132	-
10	French	1–43	-
11	Fine Arts	1–82	-
12	Literature in English	1–48	-
13	Geography	1–36	-
14	Government	1–120	55.0%
15	History	1–15	-
16	Home Economics	1–50	48.8%
17	Health & Physical Ed.	1–175	-
18	Igbo Language	1–271	-
19	Intro. Tech.	1–91	-
20	Integrated Science	1–108	-
21	Mathematics	1–298	-
22	Music	1–84	-
23	Physics	1–90	-
24	Social Studies	1–122	53.0%
25	Economics	1–150	54.5%

**Source: Post Primary Schools Mgt. Board (PPSMB), Enugu**

Based on the cut-off points, candidates were invited for oral interview at the Post Primary Schools Management Board headquarters. They were scheduled to appear zone by zone on different dates. The Post Primary Schools Management Board Enugu operates in six zones namely Agbani, Awgu, Enugu, Nsukka, Obollo-Afor and Udi zones. After the oral interview, candidates' score on both the written and oral tests

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were collated. The scores against the candidates' names were arranged in descending order from the highest score to the lowest subject by subject.

Based on this descending order arrangement, the 75% merit selection was worked out for each subject according to His Excellency's approval. For instance, since the approval for Mathematics is 200, the 75% of 200 is 150. This implied that under Mathematics, the first 150 candidates were automatically selected from the list which is arranged from the highest scorer to the least scorer. This system was adopted to compile the merit list in all the subjects.

In working out the list for geographical spread, the state is made up of 17 local government areas with 260 political wards. The political wards were used to compute what each local government area will get from the 25% remaining slots. For instance, Nsukka local government Area has 20 wards, to compute what Nsukka should have will be  $20/26 \times 500/1 = 38$ . This meant that for the remaining slots, Nsukka Local Government Area should have 38 slots spread in all the subject areas. To achieve this, the remaining unslotted candidates were arranged according to their local government of origin with their scores arranged in descending order from the highest score to the lowest. Selection was done as it was done in making the merit list but this time, each Local Government got according to the number of political wards it has. Using this method, the remaining 500 slots were exhausted. This is to say that merit was the watchword for making the list for geographical spread equally.

### **Placement**

Placement of candidates was decentralized. The recruitment committee sent the list of successful candidates to their educational zones of origin for posting to their areas of primary assignment. The State Post Primary Schools Management Board as earlier stated, operates under six educational zones. Each zone is headed by the Chief Supervising Principal (CSP) and maintains the entire department as in the Post Primary Schools Management Board (PPSMB) state Headquarters. The zonal offices have the record of staff need for all the schools under her. During the documentation of the employed staff which was done at the state headquarters, each newly employed staff was made to fill a form, an undertaking to serve a minimum of four years in his/her area of first primary assignment before applying for transfer. This measure was taken to ensure that those posted to the rural schools don't clamour to transfer to the urban schools as soon as they are employed.

### **Discussion**

In this discussion, attempt was made to share experiences on some of the problems encountered in this exercise. The first among other problems was the political interference in the primary functions of the Board as stated above. Before the

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2011/2012 recruitment exercise, there were all these serious interference by the politicians and political office holders in the recruitment of teachers. The Board was never allowed to use its discretion to conduct recruitment exercise. They would not allow the Board to subject the candidates to written examination simply to allow them bring in their relations who were not trained and professional teachers. It is on record that during the 2008/2009 recruitment exercise, examinations were conducted but was never scored nor used for the selection. So the first problem started with wide condemnation of short-listing only candidates with teaching qualifications. It was insisted that only those with N.C.E. or Bachelor in Education be short-listed.

Secondly, the idea of using examination scores to determine who gets the job created a lot problem to the Board. Politicians now saw that it was no longer going to be a business as usual and therefore made frantic efforts to destroy the Chairman before the state chief executive and very senior government officials. It is worthy to state here that the Board owes its success in the 2011/2012 recruitment to the firm support of the State Governor, the Secretary to the State Government (SSG) and the Chief of Staff who solidly backed the Board not to compromise merit in selecting the teachers for the state public schools.

Another problem area worth mentioning is the issue of funding. Any thorough recruitment exercise requires much funding. In order to conduct a true examination and oral interview, enough fund is necessary. This is because, such exercises involve much movement of men and materials from one location to the other. Also, the personnel involved in such exercises must be well paid to avoid compromising. In terms of collecting bribes, the state rendered a good service in this regard but much more improvement is necessary in future.

The last and final problem is the human factor. In carrying out their duties in this type of programme, it is difficult not to have person or persons who have their own selfish agenda. These type of people must be identified and reassigned in order to make the exercise creditable. But Post Primary Schools Management Board at the time in question had a man and a woman of very high integrity manning the ICT and the recruitment department of the Board.

### **Conclusion and Recommendation**

This paper actually appraised the procedure applied by the Enugu State Post Primary Schools Management Board in teachers' recruitment and placement during the 2011 and 2012 school year. Based on the field experiences, the following recommendations towards a better management of future recruitment and placement of staff in Post Primary Schools Management Board were made.

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The recruitment of teachers should be done more frequently to solve the problem of inadequate supply of teachers. The Post Primary Schools Management Board should be exempted from a blanket embargo on employment because teachers are needed according to the students' population which continues to soar from year to year. To this effect, the Board should put up the following criteria as guide line for future recruitment of staff of the Board:

1. All recruitment exercises shall as usual, be given wide publicity through radio announcements as well as notices on notice boards in the Board headquarters and all zonal offices.
2. Applicants shall be short listed for the purposes of the qualifying written examinations.
3. All prospective applicants into the state teaching and non-teaching services shall go through the Board's prescribed qualifying written examination to be followed by oral interview.
4. All applicants who make the pass mark in the qualifying written examinations shall be short listed for final selection in an oral interview.
5. Every subject shall have its own cut-off mark according to the subject quota based on needs as must have been determined based vacant positions.
6. This procedure (5 above) shall encourage merit and hard work and is meant to give us just the best of what is available and as well as promote scholarship.
7. The practice of local government and other *interest quotas* should be discouraged because it promotes mediocrity.
8. In the case of recruitment of security-men, traditional rulers and town union presidents of the respective communities of schools shall liaise and nominate indigenes as security-men for the respective schools. Such candidates shall however meet up with all the prescribed qualifications as advertised and also go through all other procedures.
9. All recruited staff shall live in the towns or communities where they are posted and shall be required to produce evidence of residence in the particular community before they are pay-rolled.
10. All recruited staff shall work for a minimum period of four (4) years before seeking for transfer.

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11. Each recruited staff shall sign an undertaking on (10) above as part of acceptance of offer of appointment, condition.

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