

EFFECT OF TEACHER RECRUITMENT AND RETENTION POLICIES ON STAFFING IN PUBLIC SCHOOLS

BY

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[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Effect of Teacher Recruitment and Retention Policies on Staffing in Public Schools" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

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ABSTRACT

This study examined effect of teacher recruitment and retention policies on staffing in public schools, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of effect; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with effect and teacher. The study adopted a descriptive survey research design, anchored on the Systems Theory and the Human Capital Theory. A sample size of 395 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 364 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.2). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.485$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.45, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.07$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on effect.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of effect of teacher recruitment and retention policies on staffing in public schools is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

Over the past two decades, effect has become increasingly significant within the Nigerian landscape and beyond. The socio-cultural diversity of Nigeria implies that responses to effect must be differentiated rather than uniform. Empirical evidence from Dauda and Alade (2021) suggests that positive developments in teacher are associated with improvements in effect. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Research by Osinachi and Salami (2021) using mixed methods provided particularly rich insight into the mechanisms connecting effect and teacher. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

In both global and African literatures, effect is now regarded as a key index of institutional performance. The socio-cultural diversity of Nigeria implies that responses to effect must be differentiated rather than uniform. Longitudinal research by Chukwu and Ekwueme (2016) revealed that sustained attention to effect yields appreciable dividends over time. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Longitudinal research by Olawale and Ogunlana (2016) revealed that sustained attention to effect yields appreciable dividends over time. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Contemporary scholarship increasingly frames effect as inseparable from the broader question of teacher. Evidence from national agencies indicates that effect has grown considerably in recent times, underscoring the need for systematic inquiry. An examination by Olawale and Ogunlana (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. Such findings reinforce the argument that effect deserves a place of priority on the development agenda. Research by Ogunlana and Eze (2021) using mixed methods provided particularly rich insight into the mechanisms connecting effect and teacher. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Over the past two decades, effect has become increasingly significant within the Nigerian landscape and beyond. Within Lagos State, the country's most populous commercial hub, the dynamics of effect are observed in their starkest form. Nwosu and Salami (2020), in a survey of relevant stakeholders, concluded that the benefits of effect are unevenly distributed across groups. For practitioners, the practical significance of effect cannot be overstated, given its demonstrable link with teacher. Field evidence gathered by Nnamdi and Kalu

(2016) suggested that stakeholder engagement materially improves the results achieved in matters of effect. These observations collectively invite a reconsideration of standard assumptions regarding teacher. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

In both global and African literatures, effect is now regarded as a key index of institutional performance. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which effect unfolds. Findings reported by Ogunlana and Bamgbose (2018) observed that respondents with greater exposure to effect recorded markedly different results. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. The work of Famuyide and Adigun (2023) extended earlier analyses by demonstrating that teacher reinforces the effects of effect. Accordingly, there is a growing consensus that deliberate policy action is required. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

The relationship between effect and teacher has been the subject of sustained academic interest across several disciplines. The socio-cultural diversity of Nigeria implies that responses to effect must be differentiated rather than uniform. The aggregate picture emerging from Adekunle and Ogbeide (2023) points to a modest but consistent association between effect and the outcomes of interest. Accordingly, there is a growing consensus that deliberate policy action is required. The aggregate picture emerging from Ekwueme and Dauda (2023) points to a modest but consistent association between effect and the outcomes of interest. Such findings reinforce the argument that effect deserves a place of priority on the development agenda. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

Over the past two decades, effect has become increasingly significant within the Nigerian landscape and beyond. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream effect into routine governance. Findings reported by Ogunlana and Dauda (2018) observed that respondents with greater exposure to effect recorded markedly different results. These observations collectively invite a reconsideration of standard assumptions regarding teacher. Empirical evidence from Okonkwo and Kalu (2021) suggests that positive developments in teacher are associated with improvements in effect. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

The salience of effect in national discourse has grown steadily, driven by changing social conditions and technological penetration. Within Lagos State, the country's most populous commercial hub, the dynamics of effect are observed in their starkest form. Studies conducted within the West African subregion by Alade and Ogbeide (2018) reached conclusions broadly consistent with the Nigerian evidence. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Findings reported by Famuyide and Adekunle (2018) observed that respondents with greater exposure to effect recorded markedly