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# Recruitments and Effectiveness of French Teachers: Determinants of Students' Academic Achievement in French Language

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**Abstract:** *This study explores the impact of French teachers' recruitment and effectiveness on students' academic achievement in the learning of French language. The recruitment process includes qualifications, certifications, teacher-student ratios, and professional development. These play critical role in ensuring high-quality instruction. Teachers with higher levels of education with specialized language training and ongoing professional development are better equipped to foster effective language learning. Teacher effectiveness, which is shaped by pedagogical skills, classroom management and formative assessment practices, has a significant influence on students' language proficiency. Additionally, interactive and student-centered teaching methods, such as role-playing, group discussions, and multimedia tools, were found to improve student engagement and language proficiency. The study further examined the importance of teachers' language proficiency and the use of innovative teaching approaches; such as communicative language teaching and technology enhanced learning, in improving students' French language acquisition. In addition, motivation, attitudes toward the language, and exposure to French language outside the classroom is very important. The research adopted a descriptive research design of a survey type, utilising questionnaires to gather data from students. The population for the study consisted of 50 French students and 10 French teachers using simple random sampling techniques from the schools that offer French. The findings highlighted the interconnectedness of teacher quality, student engagement, and external support in achieving academic success in the learning of French language and that both teacher-related factors and student motivation are critical to language acquisition and academic success in learning French. The study suggests ways to enhance the recruitment, effectiveness, and overall success of French language*

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*education. Based on these findings, the study recommended enhancing teacher training, adopting more interactive teaching methods, fostering student motivation, and providing opportunities for extracurricular learning to support students' academic progress in French language education.*

**Keywords:** academic achievement, French language learning, French teachers' recruitment, student motivation, teachers' effectiveness.

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## INTRODUCTION

The success of students academically can be achieved by the quality of teachers who painstakingly prosecute the contents of their curricular and as well engage in mentoring and monitoring the students in order to keep students on track of what they have learnt in the class. However, the academic achievement of students of Public Secondary Schools in this study needs much to be desired. The French teacher is an academic staff of any learning organisation: be it primary, secondary or higher Institution. He/she is trained to impart knowledge on French language as a subject; as a specialised teacher, he should be more equipped professionally to teach or impart knowledge to students. He has the teaching qualifications of any of these: B.Ed, B.A. (Ed) or B.Sc (Ed). At least, the French teacher must possess the NCE or even the higher qualification of M.Ed in his subject specialisation.

Delfino, A., Lopez, S., & Wilson, J. (2019) suggests that certifications related to language-specific pedagogy, such as the *Diplôme de Français Langue Étrangère (DFLE)* that is; French as a Foreign Language Diploma. This plays a critical role in enhancing a teacher's capacity to teach French effectively. Their research found that teachers who completed specialized certification programmes demonstrate better classroom outcomes than those with more general teacher qualifications. The teacher is the instrument of pedagogy in his subject and he translates the contents of the curriculum into understandable lessons for the students. He is a master in his subject and the ethics of his job demands that he transfers what he knows in his subject area to the students. The quality of the recruitment process therefore determines the types of teachers that need to be employed, so as to bring the students into a working relationship with the contents of their chosen subjects (Igumbor, 2018).

Without teachers, learning will be very difficult in schools, likewise without good teachers, learning could be more difficult. This accounts for a thorough recruitment process in school. Fletcher and Lee (2022) demonstrated that in-service teacher training programs in France are focusing on digital tools and inclusive practices for diverse learners, this have been linked to improved student's outcomes in French language acquisition. The idea of teachers' recruitment at the secondary school level, whether public or private springs from the dearth of competent hands to fill vacant position of tasks in a schools. In some cases, it could arise due to the creation of new subject areas that would need extra teachers to teach such new subjects jobs (MacLellan

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and Thompson (2021). The identification of such job vacancies itself is the product of job analysis carried out in the school by the principal.

Recruitment is the process of advertising available job vacancies in an organisation or school, selecting from the pool of applicants of those considered competent in terms of certification and experience to be employed to work or teach in the school (Offor, 2010). As indicated earlier, recruitment exercise follows job analysis, which helps management or education Planners to determine the quality and number of teachers to be recruited based on the established criteria. Recruitment according to (Omenyi, 2007) is the first step in the employment process. Emphasis is laid on attracting a large pool of applicants in order to select from among them those who have the ability and qualifications for the jobs being advertised. This consists of the interview process and the purpose of making a choice out of those that attended the interview on who will be engaged to work or teach in the school.

Every public secondary school is expected to be equipped with human and material resources to facilitate teaching and learning. Teachers' recruitment at that level of education is therefore designed to attract and engage quality teaching personnel that will teach the students and assist the school in realizing educational set goals and objectives as contained in the National Policy of Education (FGN, 2013). At the public secondary school section, recruitment of teachers is the responsibility of the Teaching Service Commission (FGN, 2013). Teacher-Student Ratio should be considered for effective teaching and learning of French language. Hollis and Hetland (2020), reinforce the idea that smaller class sizes not only improve individual feedback but also provide more opportunities for oral communication practice, a crucial aspect of learning French. Teachers in these settings were more able to focus on individual language challenges.

Selection of teachers for engagement in a school comes after a thorough personnel-planning exercise; this is aimed at providing for a school, the sufficient number and quality of teachers who are ready to respond to the academic staff need of the school (Anyago, 2016). The statistical data gathered during job analysis is used to generate a human resource plan for the school. The Teaching Service Commission are responsible for the employment of the teachers, they act on the facts and data supplied by the principals of secondary schools in the state. Personnel planning has to do with projecting the present and future human resource needs of the school, auditing the available academic staff capacity of the school and identifying teachers that need additional training to cope with the intricacies of their jobs (MacLellan and Thompson (2021). Selecting teachers therefore means that such teachers have been employed; however, the concept (Selection) is not limited to employing new teachers alone. It also includes promoting those that are due for promotion, training those that require more training and retiring those that are due for retirement (Offor, 2010). After the selection process, the next step is the placement of the staff recruited into the various jobs specified for them.

This is the process of assigning job responsibilities to newly employed staff or teachers. At this point, the technicalities of the jobs are matched with the qualifications, experiences and

competencies of the recruited teachers or workers (Tian and Liu (2020). Orientation or induction programmes are organised for the new staff to get them acclimatised into the job environment. Students' academic achievement is an alternative expression of students' academic performance or outcome, that is; the result that a student brings home at the end of the academic term or session. It is also, the representation of the students' knowledge of the subject areas and the description of his ability in his chosen subjects. Joke, (2017) agreed that the personal study habit of students helps a lot on the degree of his performance that leads to better achievements. Therefore, the quality of teachers in a school contributes immensely to the quality of academic achievement or performance of students at the end of the school year and at the end of their secondary school training.

The effectiveness of French teachers is shaped by their teaching practices and interactions with students. Concerning Pedagogical Skills, Pillai and Ahmed (2021) indicates that teachers who use differentiated instruction and instructional methods based on individual student needs; are able to better address challenges students face when learning a second language like French. Teachers incorporating games, peer discussions, and task-based learning show improved student outcomes. For any French teacher to have a good classroom management or control Gonzalez and Mendoza (2020) opines that, the implementation of structured, consistent classroom routines was linked to improved student participation and better French language retention. Such routines create an environment where students feel secure while helping them engage more actively in the language-learning process. In getting positive assessment and feedback, the use of formative assessment tools, such as regular quizzes and peer assessments, was shown in Wells and White (2021) to significantly boost French language students' performance. This is especially important in language acquisition, where immediate feedback helps reinforce new concepts and vocabulary. (Well and White 2021).

Teacher proficiency in French language and the teaching method used to teach the language play a critical role in student's performance that leads to greater achievement; a study conducted on teachers' proficiency in French language by Chavez and Martinez (2020) found out that students taught by highly proficient teachers were not only better at French grammar but also more confident in speaking. High-level proficiency in the teacher allows for the use of more authentic materials (e.g., French films, literature), providing students with a richer language environment. French teachers must use Innovative Teaching approaches; the rise of technology-enhanced learning (TEL) tools has been linked to improved student performance. Similarly, in a related study, Sage et al. (2022) found out that teachers who integrated apps like Duolingo and Quizlet into their French classes saw significant improvements in students' vocabulary acquisition and fluency. These tools allowed for more interactive and personalized learning.

### **Statement of the Problem**

Despite the growing importance of French as a global language and its inclusion in educational curricula worldwide, many students face significant challenges in mastering the language. Academic achievement in French language learning often varies significantly, with some students

excelling while others struggle to develop basic proficiency in the learning and mastery of French language. One of the key factors contributing to this disparity in student outcomes is the quality of teaching, which is influenced by various factors such as teacher qualifications, recruitment processes, and teaching effectiveness. This study seeks to fill this gap by empirically examining the determinants of students' academic achievement in French language learning, with a focus on teacher recruitment processes, teacher effectiveness.

### **Purpose of the Study**

This study examined the impact of French teachers' recruitment and effectiveness on student's academic achievement in learning French language; it also assessed how the qualifications, training, and recruitment processes of French teachers affect students' academic achievement in learning the French language.

### **Research Questions**

1. How do the French teachers' qualifications and teaching methods affect students' academic achievement in learning French?
2. What role do French teachers' effectiveness play on students' motivation in determining the academic achievement of students in learning French language?

### **Research hypotheses**

1. There is no significant difference between the French teachers' qualifications and with their teaching methods and students' academic achievement in learning French.
2. There is no significant difference between the effectiveness of French teachers and students' motivation in determining the academic achievement in learning French.

## **METHODOLOGY**

The study adopted descriptive research design of the survey type. The population for the study consisted of all French students in Ekiti State Public Secondary Schools offering French. The sample for the study consisted of 50 French students in Public Secondary Schools in Ekiti-State and 10 French teachers using simple random sampling techniques from the same Schools that offer French. The instrument titled "French Teachers' Recruitment and Effectiveness, Determinant of Academic Achievement Questionnaire" (FTREDAA) was used for the collection of data for the study. The reliability of the instrument was determined through test re-test method to obtained a reliability coefficient of 0.81. The instrument was administered to twenty (20) respondents outside the sample area. The same instrument was re-administered within an interval of two weeks on the same set of respondents. The two scores were correlated using Pearson's Product Moment Correlation to obtain a reliability coefficient 0.85. The data collected were analyzed using inferential statistics of Pearson Product Moment Correlation at 0.05 level of significance.

**RESULTS**

**Research Question 1:** How do the French teachers’ qualifications with their teaching methods affect students’ academic achievement in learning French?

**Table 1**

S/N	ITEMS		YES	NO	TOTAL
1	French teachers academic qualifications influence my performance in French	<i>F</i>	45	5	50
		%	90	10	100
2	French teacher always use variety of teaching methods (interactive activities, technology, group work)	<i>F</i>	50	0	50
		%	100	0	100
3	My French teacher’s teaching methods help me understand French better	<i>F</i>	40	10	50
		%	80	20	100
4	Teacher’s level of experience help my academic performance in French.	<i>F</i>	45	5	50
		%	90	10	100
5	The teaching methods used by my French teacher contribute to my academic success	<i>F</i>	45	5	50
		%	90	10	100

Table 1 showed that 45(90%) of students declared that French teachers academic qualifications influenced their performance in French while 5(10%) students did not believe. The whole 50(100%) students said that French teacher always use varieties of teaching methods while teaching them French in the class. 40(80%) students explained that their French teachers teaching methods help them to understand French better while 10(20%) students did not. 45(90%) students said that teachers level of experience help their academic performance in French while 5(10%) students did not. 45(90%) students explained that the teaching methods used by their French teachers contributed to their academic success while 5(10%) students disagree.

**Research Question 2:** What role do French teachers’ effectiveness play on students’ motivation in determining the academic achievement of students in learning French language?



**Table 2**

S/N	ITEMS		YES	NO	TOTAL
1	French teachers' teaching methods motivate me to learn French	<i>F</i>	40	10	50
		%	80	20	100
2	French teacher's effectiveness in explaining lessons increase my interest in learning French	<i>F</i>	45	5	50
		%	90	10	100
3	Are you motivated to study French because of your teacher's encouragement?	<i>F</i>	30	20	50
		%	60	40	100
4	The teacher's effectiveness in class has a positive impact on my academic performance in French	<i>F</i>	20	30	50
		%	40	60	100
5	My The teacher's effectiveness in class has a positive impact on my academic performance in French	<i>F</i>	30	20	50
		%	60	40	100

Table 2 showed that 40(80%) students accept that French teachers teaching methods motivate them to learn French while 10(20%) did not. 45(90%) students explained that French teachers' effectiveness in explaining lessons increase their interest in learning French while 5(10%) students did not. 30(60%) students declared that they were motivated to study French because of their teachers encouragement while 20(40%) did not. 20(40%) students explained that the teachers effectiveness in class has a positive impact on their academic performance in French while 30(60%) students did not. 30(60%) students said that their teachers effectiveness in class has a positive impact on their academic performance in French while 20(40%) students did not.

Variables	N	Mean	Standard Deviation	r-cal	P-value
Teachers' Effectiveness	50	90	6.32%	0.544	0.343
Motivation	50	66	17.44%		

$P < 0.05$

The students' responses showed that the French teachers used different methods greatly in motivating the students and it showed that the teachers are very effective in their teaching. The correlation coefficient between effectiveness and motivation is 0.544. This showed that there is a positive correlation. The p-value that is 0.343 showed that there is significant difference between the effectiveness of French teachers and students' motivation. The p-value is not significant at 0.05 level of significance; this means that the motivation given to the students is very high by the French teachers. This shows the effectiveness of the teachers while teaching the students and this determining the academic achievement of the students through their responses, the results still

suggest that teachers' methods and effectiveness play a crucial role in students' learning experiences. When teachers use interactive and engaging methods, students tend to perform better and feel more motivated.

## **SUMMARY AND CONCLUSION**

The study examined the impact of French teachers' recruitment (qualifications) the teaching methods, and the teachers' effectiveness on students' academic achievement and motivation in learning French. Most students believe that interactive teaching methods and teacher effectiveness significantly contribute to their academic success. However, with the effectiveness of the French teachers; motivation levels varied, still some students feeling less encouraged. There is a moderate positive correlation between effectiveness and motivation. In conclusion, teacher qualifications, teaching methods, and effectiveness play a crucial role in students' academic achievement and motivation to learn French. Teachers who use different interactive methods tend to enhance student understanding, commitment and involvement. While motivation levels vary among students, effective teaching fosters positive learning experience. Therefore, recruiting enough well-qualified and experienced French teachers could further improve students' outcomes and it will encourage more learners to study the language.

### **Recommendations**

Based on the findings of this study, the following recommendations were made:

- i. Government should try to increase the employment of qualified French teachers to expand access to quality French teaching and learning in the educational system.
- ii. Adequate modern teaching aids should be provided in schools in order to make teaching and learning easier.
- iii. Parents and school administrators should be lectured about the importance of French education to the society to encourage student participation.
- iv. Teachers should be encourage to use interactive and student-centered teaching methods such as technology, group work, and real-life applications.
- v. Continuous professional development should be provided for teachers to enhance their effectiveness in explaining lessons and motivating their students.
- vi. Rewarding performance strategies should be implemented to boost students' motivation, such as, cultural immersion programmes, and more engaging classroom activities.

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