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**ABIA STATE MINISTRY OF BASIC & SECONDARY EDUCATION**  
**TEACHERS RECRUITMENT EXERCISE**  
**REPORT - COHORT 1**

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**2025**

<b>Applications Received</b>	<b>Shortlisted for CBT Exam</b>	<b>Shortlisted for Interview</b>	<b>Successful and Deployed</b>
<b>29,797</b>	<b>11,120</b>	<b>6,992</b>	<b>5,374</b>



**HIS EXCELLENCY  
DR. ALEX CHIOMA OTTI**



**ELDER GOODLUCK CHINEDU UBOCHI**  
HON. COMMISSIONER FOR BASIC AND SECONDARY EDUCATION

## TECHNICAL CONSULTANTS REPORT

Date: 3rd November, 2025.

**The Hon. Commissioner,**  
 Ministry of Basic and Secondary Education  
 Umuahia, Abia State

Sir,

## **FINAL REPORT ON RECRUITMENT EXERCISE**

We write to inform you that we have completed our assigned consultancy support in respect of the 2025 Abia State Teachers Recruitment Exercise, Cohort 1. This final report summarizes the portal deployment, application process, shortlisting, CBT administration support, candidate data analysis, interview support records, result release support, appointment/onboarding communications and key observations from the exercise.

### **1. EXECUTIVE SUMMARY**

The recruitment portal received 29,797 applications. At the initial pre-qualification stage, 9,331 applicants met the advertised criteria. After the correction window, the shortlist for CBT increased to 11,120 candidates. The onboarding orientation population later stood at 5,374 candidates across ASUBEB and SEMB categories.

<b>Metric</b>	<b>Figure</b>	<b>Comment</b>
Applications received	29,797	Total applications submitted through the portal.
Initially pre-qualified	9,331	Candidates who met the advertised baseline criteria before the correction window.
Shortlist after corrections	11,120	Candidate pool available for CBT after correction window.
Candidates who sat CBT	9,126	Represents over 80% turnout against the corrected shortlist.
Orientation population	5,374	Operational onboarding population split across orientation Centre's.

## 2. PORTAL SETUP

The process commenced with the deployment of a website for the Ministry of Basic and Secondary Education, housing the recruitment portal and associated applicant dashboard. The portal was configured to support online applications, application review, applicant login, shortlisting notification, photo-card generation, CBT information, result publication, acceptance uploads and subsequent onboarding-related submissions.

The portal was set up to receive applications from the public within the advertised two-week application window, with pre-qualification parameters aligned with the advertised eligibility requirements. The website address used for the process was **www.mobse-abiastategov.ng**.

## 3. ONLINE APPLICATION

The online application process operated without technical setbacks. The main difficulty observed was user-side rather than system-side: some applicants with limited computer literacy struggled to complete their applications correctly or to list their qualifications accurately. This challenge was reported in our interim report, during the process and contributed to the decision to allow a correction window before the CBT stage.

The public was informed that applications were free of charge and were to be completed online. Applicants were also informed that shortlisted candidates would be notified by SMS and/or email and that they could check their application dashboard for updates. The close-of-portal communication reminded applicants who had started but not completed their applications to complete them before the portal closure deadline, otherwise such incomplete applications would be voided.

## 4. ELIGIBILITY AND PRE-QUALIFICATION CRITERIA

The pre-qualification logic applied on the portal followed the eligibility rules advertised for the exercise. The key criteria were as follows:

- Applicants were required to be below 45 years as at 29 January 2025.
- Third Class, Pass or Fail in Degree, HND or NCE was disqualifying.
- Where a degree or HND was not in Education, the applicant was required to possess an eligible teaching qualification.
- Recognized teaching qualifications included NCE, Education degrees, M.Ed, Ed.D, PGDE/PDE and TRCN membership.
- Applicants whose highest academic qualification was NCE were assigned to the Primary School category.
- Applicants with Degree or HND were assigned to the Secondary School category, subject to the advertised qualification rules.

The automated shortlisting process therefore reflected both academic eligibility and deployment category rules. This helped to reduce manual discretion and created a more auditable shortlisting trail.

## 5. QUALIFIED APPLICANT SHORTLISTING

At the end of the online application period, applicants who met the advertised criteria were automatically shortlisted and notified through SMS and their personalized application dashboards. The first pre-qualified pool stood at 9,331 candidates. After the exam schedule was adjusted and the correction window was opened between 9 and 12 March 2025, the number of shortlisted applicants increased to 11,120.

The increase of 1,789 candidates indicates that some applicants became eligible after correcting omissions or errors in their application records, particularly around qualifications and teaching qualification entries. The correction window was therefore useful for reducing avoidable exclusion caused by data-entry mistakes.

## 6. CBT CENTRE ACCREDITATION AND MAPPING

The Recruitment Committee and the technical team reviewed potential CBT Centre's for readiness, accessibility, capacity, power backup, computer availability, networking, seating arrangement, supervision suitability and general operational reliability. Some Centre's were rejected or not selected due to technical readiness issues, poor power backup, difficult access, cramped halls, inadequate furniture, lack of proof of adequate computers or poor networking.

The final operational mapping used five CBT Centre's, with applicants assigned based on proximity to their LGA of residence, ease of access and Centre capacity.

CBT Centre	Mapped applicants/LGAs	Scheduled count
XYZ Technologies CBT Centre, Umuahia	Non-residents, Bende, Isikwuato, Umunneochi, Ukwu East, Ukwu West, Obingwa and Ugwunagbo	2,599
Michael Okpara University of Agriculture, Umudike	Umuahia North, Umuahia South and Ikwuano	2,635
Edward and Mercy Nwokocha CBT Centre, Isiala Ngwa South	Isiala Ngwa North, Isiala Ngwa South and Osisioma	2,075
Hugh Goldie Lay/Institute, Arochukwu	Arochukwu and Ohafia	779
Dr Ogbonnaya Onu Polytechnic, Aba	Aba North and Aba South	3,032
	<b>TOTAL</b>	<b>11,120</b>

## 7. CBT EXAM SCHEDULING AND CONDUCT

The initial two-day CBT plan was revised because of the number of shortlisted applicants and the carrying capacity of the selected Centre's. The examination was spread across four days, with each Centre running multiple batches per day. Centre teams included members of the Recruitment Committee, six support personnel drawn from the Ministry, SEMB and ASUBEB, technical personnel from the consultant and joint security personnel from the Police, DSS and Civil Defense.

Candidate accreditation was conducted using QR-Code scanning. The barcode on each photocard was scanned and the applicant authenticated against the online database before taking the test. This supported identity control, attendance capture and auditability.

Operationally, the CBT exercise recorded over 80% turnout. Candidates were generally prompt and orderly. Sparse cases of late arrival or missed scheduled batches were accommodated in other batches as provisions were made at the planning stage for such occurrences.

Three impersonators were detected during accreditation in Umudike and Aba and were handed over to the Police. No technical failure, exam malpractice, violent conduct or mistreatment of applicants was recorded in the five selected Centre's.

On submission of the test, candidates could view their scores on their computer screens, and scores were subsequently published to their dashboards on the recruitment portal. This strengthened transparency and reduced post-test uncertainty for candidates.

## 8. CBT PERFORMANCE AND PASS MARK ANALYSIS

The CBT performance analysis compared performance across a range of 35% to 60% pass mark scenarios to aid decision-making. The 40% cut-off mark was adopted for the interview stage. This decision supported quality control and aligned with the stated objective of selecting highly capable teachers.

The 40% benchmark reduced the number of candidates progressing from **7,948** at **35%** to **6,992** at **40%**, a reduction of **956** candidates. While this strengthened quality assurance, the analysis also showed that some technical and low-volume subject areas had very limited pass pools and required careful workforce-demand reconciliation.

## 9. INTERVIEW AND CERTIFICATE VERIFICATION SUPPORT

Following the CBT, the oral interview and certificate verification phase was scheduled for 31 March to 4 April 2025 at Women Affairs Hall, upstairs, from 8am daily. The interview communication required candidates to come with originals and photocopies of key

documents, including birth certificate or age declaration, LGA of origin certificate, passport photographs, academic certificates, TRCN certificate where applicable, NYSC discharge or exemption certificate, BVN printout, NIMC card/certificate and CBT score printout.

The interview timetable was organized into multiple batches per day as a crowd management/control mechanism, with certificate verification and interview windows supported by 30-minute buffer periods. Most batches were planned for 250 applicants, with the final interview day having a reduced last batch and a window to accommodate persons who missed their actual scheduled batch. The structure helped manage crowd control, verification flow and interview panel workload.

## **10. RESULT RELEASE, PENDING ISSUES AND RECERTIFICATION**

After the interview stage, the result release process classified candidates into three major categories: successful applicants, applicants with pending academic certificate issues or failed to present required documents for age verification and applicants disqualified on age grounds.

The result release communication allowed candidates with academic certificate issues to re-present original certificates and gave candidates disqualified on age grounds an opportunity to present evidence if wrongly classified.

The recertification process also warned that candidates who could not prove their case, or who presented falsified documents, could be handed over to the appropriate authorities for prosecution. This was an important control against document fraud and incorrect age claims.

## **11. EMPLOYMENT OFFER, ACCEPTANCE UPLOADS AND DEPLOYMENT PREPARATION**

Successful candidates were issued a Notice of Offer of Employment dated 19 May 2025, informing them that they had been offered employment into the Abia State Civil Service after successfully completing the 2025 Teachers Recruitment Exercise.

A subsequent appointment communication instructed candidates who had printed their official offer of appointment to upload their acceptance letters and medical reports from 5 June 2025 to 17 June 2025.

Candidates were also required to update LGA of residence and residential address online and note that all medical reports would be verified. The process remained digital, with no physical submission allowed.

## 12. ORIENTATION AND ONBOARDING

The Ministry announced a compulsory two-day orientation programme for newly recruited teachers as part of the onboarding process. The orientation was scheduled for 19 and 20 June 2025 at 9am daily and was divided by LGA of residence and posting category.

Group/category	Venue	Date/time
Aba axis LGAs: ASUBEB NCE and degree plus SEMB degree	Abayi Girls Secondary School, Aba	19 and 20 June 2025, 9am daily
Umuahia/North axis and non-resident: ASUBEB NCE	Ibeku High School, Umuahia	19 and 20 June 2025, 9am daily
Umuahia/North axis and non-resident: ASUBEB degree	SEMB Hall, Umuahia	19 and 20 June 2025, 9am daily
Umuahia/North axis and non-resident: SEMB degree	NUT Hall, Umuahia	19 and 20 June 2025, 9am daily

The orientation population summary showed 5,374 candidates distributed across ECCDE/Primary, Junior Secondary and Senior Secondary categories in Aba and Umuahia Centre's.

This population provided the operational basis for onboarding, attendance tracking, deployment preparation and subsequent personnel administration.

## 13. DIGITAL GOVERNANCE

Through the recruitment exercise we had to constantly interact with the recruitment committee. Decisions we made with all parties involved and with majority support.

The exercise also demonstrated the value of a digital applicant lifecycle: online application, automated eligibility screening, dashboard-based updates, barcode accreditation, score publication, result release, acceptance uploads, medical report uploads and account submission for allowance. These records should be retained as part of the official recruitment audit trail.

The Ministry's ASBS-EMIS initiative is relevant to the post-recruitment phase because it provides a secure centralized education data system with unique identification numbers for learners and teachers. The recruitment data should therefore be reconciled with appointment, deployment, orientation, payroll and ASBS-EMIS teacher records to avoid duplication and improve workforce planning.

## 14. CONSULTANT DELIVERABLES COMPLETED

- Deployment and configuration of the recruitment portal and applicant dashboard for the exercise.
- Support for online application intake, applicant access, status communication and application record management.
- Implementation support for automated pre-qualification based on advertised criteria.
- Support for CBT scheduling, photocard/dashboard communication and candidate Centre information.
- Technical support for candidate accreditation using barcode scanning and database authentication.
- Support for CBT result capture, score display and dashboard publication.
- Preparation and/or processing of analytical summaries to support pass mark and shortlisting decisions.
- Support for result, offer, acceptance, orientation and allowance-related portal processes as applicable.


## 15. CONCLUSION AND RECOMMENDATION

The Exercise was executed as a structured, digital and largely transparent recruitment process. The use of advertised criteria, automated shortlisting, CBT, barcode accreditation, dashboard-based publication, certificate verification, recertification windows, online acceptance upload and orientation scheduling created a strong procedural foundation for merit-based recruitment.

We would recommend that in future recruitment exercise persons without teaching qualification would be eligible to apply and be required to obtain a teaching certification within two (2) years before their confirmation.

We therefore submit this final report for the Ministry's records and further administrative action. We also recommend that all digital and documentary records from the exercise be consolidated into a final recruitment archive for audit, workforce planning, payroll onboarding and ASBS-EMIS integration.

Please accept the assurances of our highest regards.



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**Nnamchi Onyedikachi Ugah**

Director Business Operations and Finance  
Bronzebit Consult Ltd

**RECRUITMENT  
COMMITTEE REPORT**

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# 1. Executive summary

The 2025 Abia State Teachers Recruitment Exercise was structured as a digital, merit-based recruitment process for **NCE and Graduate Level teachers (Bachelor's Degree, Master's Degree and PhD)** across public primary, junior secondary, senior secondary and technical schools. The process was supported by an advertised eligibility framework, pre-qualification rules, CBT based testing, interview and certificate verification, result publication, employment offer, online acceptance documentation, orientation and post appointment logistics support.

The recruitment attracted 29,797 applications. Of these, 9,331 initially met the advertised pre-qualification criteria, representing 31.3% of total applications. Following a correction window, the number of shortlisted applicants increased to 11,120. At 35%, 7,948 qualified, while at 40%, 6,992 qualified while 4,237 qualified at 45%. 40% cut-off was adopted and oral interviews were scheduled for 31 March through 4 April 2025.

The following pages would highlight the recruitment design rationale, including the recommendation to adopt CBT because candidates could see their performance before leaving the Centr, deeper demographic analysis, including age brackets, gender/marital status, LGA of origin and LGA of residence and report beyond result release into employment notice, acceptance uploads, compulsory orientation and transport and logistics allowance.

## 2. Governance and Thematic framework for the recruitment committee

The recruitment guide was framed as a corrective response to past recruitment weaknesses, including bureaucratic bottlenecks, transparency flaws, favouritism, political interference, insufficient qualifications, professional training deficiencies and non-adherence to teacher certification requirements.

The response was a broad framework built around merit, standard scoring, documentation, checks and balances, and resistance to bias and interference.

Governance principle	How it was reflected in the recruitment design
Merit based selection	The process used published pre-qualification rules, CBT, interview, certificate verification and result categories.
Transparency	CBT was favoured because applicants could view their performance at the center and later, on their dashboard.
Standardisation	The guide called for a written quality procedure or modality for standardised tests and oral interviews.
Documentation and audit trail	Online application, photocard, barcode accreditation, dashboard publication, online acceptance uploads and portal-based communications created a digital trail.
Checks and balances	Committee members, support staff, consultants, CSC, NUT, NASU and security personnel were deployed across centres; documents were verified at interview and recertification stages.
Anti-bias controls	The framework emphasised prevention of discrimination, favouritism, personal interest and political interference.
Concession for Persons-Living with-Disabilities	Persons-Living-with-Disabilities were exempted from participating in the CBT exams and automatically qualified for the interview stage. This was to ensure that they are given some leverage in the exercise.
Teacher certification	Teaching qualification and TRCN related requirements were embedded in the eligibility and interview document checks.

## Committee Composition

The Hon. Commissioner for Basic and Secondary Education, Elder Goodluck Chinedu Ubochi constituted a committee to steer the recruitment process

The Committee was made up of

1. **Dr. Uzoamaka Amah-Mbah** (Board Secretary, ASUBEB)  
Position on Committee: Chairman
2. Dr. Sam Kanu (Staff Admin, ASUBEB)
3. Mbonu Florence C. (Staff MoBSE)
4. Mrs. Ohambele Ifeyinwa N. (Staff MoBSE)
5. Mrs. Ahamba Chioma (Staff MoBSE)
6. Mrs. George Treasure (Director Admin, SEMB)
7. Mrs. Christy Onyeonula (Director PRSD, SEMB)  
Position on Committee: Secretary
8. Mrs. Duru Marvellous (PRO, MoBSE)

**Bronzebit Consult Ltd** – Technical Consultant on Recruitment

### Committee Membership Analysis

MoBSE	-	4
ASUBEB	-	2
SEMB	-	2
CONSULTANT	-	1

### MANDATE OF THE COMMITTEE

To ensure that the Teachers Recruitment Exercise is transparent with clearly defined and published criteria; merit based with a clear focus to recruit qualified persons.

## Initial recommendations before implementation

The early recommendation note considered age limit, test method, test material security and the risk that successful candidates may fail to report to their postings. It explained that a lower age limit gives the State a longer service horizon, but a higher limit widens the candidate pool and captures more experienced teachers. The adopted advertisement eventually used below 45 years which was in alignment with the limit set by the Civil Service Rule.

Planning issue	Recommendation or consideration	Report implication
Age limit	Consider 30 to 40 years, balancing service duration against breadth and experience of candidate pool.	Final advert used below 45 years as at 29 January 2025, widening access while still imposing an age limit.
Test method	Adopt CBT rather than paper based written test or objective questions with OMR shading.	CBT supported transparency because candidates could know their scores before leaving the centre.
Test material	Develop test materials while registration was ongoing and protect them against leakage.	Important control for maintaining confidence in the test stage.
No show risk	Use guarantor forms and stronger commitment controls after test stage.	Relevant because unsuccessful reporting after appointment can reduce the actual number deployed.
Posting expectations	Consider that entry salary, grade level and posting location may cause candidates to reject appointment.	Supports clear communication before offer and deployment.

### 3. Advertised recruitment framework and eligibility

The advertised recruitment covered **NCE and Graduate Level teachers (Bachelor’s Degree, Master’s Degree and PhD)** across major subject areas for public primary, secondary and technical colleges. Applications were to be completed online free of charge. Candidates with NCE only could only be deployed to primary schools, while successful candidates could be deployed to any part of the state, including rural and riverine areas. The advert also expressly permitted persons with disability or medical conditions to apply.

Advert requirement	Details
<b>Application channel</b>	Online application through the Ministry website, free of charge.
<b>Application window</b>	Two weeks from 29 January 2025.
<b>Notification</b>	Shortlisted candidates to be notified by SMS and/or email and invited for a test.
<b>Next stages</b>	Only candidates successful in the test would be invited for oral interview or microteaching practicum.
<b>Age rule</b>	Applicants must be below 45 years as at 29 January 2025.
<b>Residence or origin</b>	Candidates must be Abian’s or Non-Abian’s resident in Abia State.
<b>Disability inclusion</b>	Persons with disability or medical conditions could apply.
<b>NCE only deployment</b>	NCE only candidates could only be deployed to primary schools.
<b>TRCN</b>	Registration with Teachers Registration Council of Nigeria was an added advantage.
<b>Deployment</b>	Successful candidates could be deployed to any area of the state, including rural and riverine areas.

## Subject groups and eligibility coverage

Subject group	Advertised subjects	Eligibility summary
Languages	English Language or English Studies; Literature; French; Igbo Language	NCE, B.Ed, B.Sc Ed, HND or B.Sc plus NCE, PGDE, PGTED or PDE; relevant language specialisation.
Humanities and Religious Studies	Government; History; Civic Education; Moral Instruction; Religious Studies; Social Studies; Prevocational Education	Education qualification or HND/B.Sc plus teaching qualification, with relevant fields such as Political Science, Peace and Conflict Resolution, Religious Studies, Sociology, Public Administration or Vocational Education.
Commerce and Economics	Bookkeeping and Accounts; Marketing; Economics; Commerce; Business Studies	Accounting, Banking and Finance, Business Administration, Business Education, Marketing or Economics with required teaching qualification where applicable.
Physical, Mathematical and Sciences	Mathematics; Further Mathematics; Physics; Biology; Health Science; Chemistry; Basic Science; Basic Technology; PHE	Relevant science, engineering, education or health science disciplines with required teaching qualification where applicable.
Information Technology	Computer Science or Computer Studies; Data Processing	Computer Science or Computer Engineering with required teaching qualification where applicable.
Agricultural Sciences	Agricultural Science; Crop Science; Animal Husbandry	Agricultural Science, Soil Science, Agricultural Economics, Extension, Crop Production, Food Science, Animal Science or Zoology.
Home Management and Food Sciences	Home Management; Food and Nutrition; Catering and Craft Practice; Home Economics	Home Economics, Hospitality and Tourism, Food and Nutrition, Food Science and Technology or related qualifications.
Arts and Crafts	Visual Arts; Music; Cultural and Creative Arts; Local Crafts	Fine and Applied Arts, Creative Arts, Music or Performing Arts.
Technical and Vocational Education	Technical Drawing; Solar Technology; Building Technology; Leather Works; Electrical Installations; Motor Vehicle Maintenance Works; Computer Craft; RTV Electronics; Dyeing and Bleaching; Garment Making; Welding and Fabrication; Robotics and Artificial Intelligence; Plumbing; Paint Production and Painting; Woodwork	Technical education, engineering, construction, building technology, fashion and design, leather technology, metal work, fabrication, computer engineering, civil engineering or related technical fields.

## Test subject structure communicated to candidates

The close of portal and shortlisting communication clarified that NCE base qualification candidates were designated for Primary School posting and were to be tested on English Studies, Mathematics and General Studies.

Degree base qualification candidates were designated for junior and senior secondary schools and were to be tested on English Language/Studies, Mathematics, a subject area of specialization/elective subject.

Candidate category	Posting category	Test structure
NCE base qualification	Primary schools	English Studies, Mathematics and General Studies, including National Values, CRS, History, Igbo Language, Pre-vocational Studies, Basic Science and Technology and CCA.
Degree base qualification	Junior and senior secondary schools	English Studies/Language, Mathematics, subject area of specialization/elective subject.

## 4. Application intake and qualification funnel

The process received 29,797 total applications. The first eligibility filter produced 9,331 pre qualified candidates. The correction window increased the shortlist to 11,120, indicating that 1,789 additional applicants became eligible after correcting application data.

Funnel stage	Count	Rate or change	Interpretation
Applications received	29,797	100.0%	Full application pool.
Initial prequalified candidates	9,331	31.3%	Met advertised criteria before correction window.
Correction window increase	1,789	19.2%	Increase over the initial pre-qualified pool.
Shortlisted for CBT after correction Window	11,120	37.3%	Candidates available for CBT after correction window.
Shortlisted for Interview	6,992	62.88%	Quality screened pool for interview using final cut off.
Final Selection After Interview	5,374	76.86%	Selected after Interview

## 5. Demographic analysis: age, gender, origin and residence

### Age dynamics

The age dynamics sheet shows that the largest application and qualification bands were 34 to 39 and 40 to 45. This is consistent with the final age rule of below 45 years. The “below 16 or above 45” category contained 3,393 applications, but only 19 qualified, showing the effect of age and eligibility

#### 2025 ABIA STATE RECRUITMENT DATA ANALYSIS - AGE DYNAMICS

S/N	AGE BRACKET	NUMBER OF APPLICANTS	Qualified to Teach in Secondary School	Qualified to Teach in Primary School	Total Qualified Applicants
			Degree + Teaching Qualification	NCE with No Degree	
1	16-21	44	3	9	12
2	22-27	1,576	286	188	474
3	28-33	7,073	1,164	885	2,049
4	34-39	10,605	1,649	1,927	3,576
5	40-45	7,106	1,231	1,970	3,201
6	BELOW 16 - ABOVE 45	3,393	11	8	19
		<b>29,797</b>	<b>4,344</b>	<b>4,987</b>	<b>9,331</b>

## Gender and Mobility dynamics

The gender and marital status analysis records 22,998 female applicants and 6,799 male applicants. Female applicants represented 77.2% of the application pool and 7,650 of the qualified pool, while male applicants represented 22.8% of the pool and 1,681 qualified applicants.

### 2025 ABIA STATE RECRUITMENT DATA ANALYSIS - MOBILITY DYNAMICS

S/N	GENDER & MARITAL STATUS	NUMBER OF APPLICANTS	Qualified to Teach in Secondary School	Qualified to Teach in Primary School	Total Qualified Applicants
			Degree + Teaching Qualification	NCE with No Degree	
1	FEMALE & DIVORCED	28	2	3	5
2	FEMALE & LIVING TOGETHER	5	1	1	2
3	FEMALE & MARRIED	14,930	1,995	3,036	5,031
4	FEMALE & SINGLE	7,866	1,240	1,327	2,567
5	FEMALE & WIDOWED	169	14	31	45
6	MALE & DIVORCED	1	0	0	0
7	MALE & LIVING TOGETHER	9	0	1	1
8	MALE & MARRIED	3,214	514	342	856
9	MALE & SINGLE	3,566	577	243	820
10	MALE & WIDOWED	9	1	3	4
		<b>29,797</b>	<b>4,344</b>	<b>4,987</b>	<b>9,331</b>

## LGA of Residence Dynamics

The residence data shows where applicants lived at the point of application and was used for CBT centre mapping. Aba North, Umuahia North, Osisioma Ngwa and Aba South produced the largest resident applicant volumes. The report also records 1,891 applicants whose LGA of residence was outside Abia.

### 2025 ABIA STATE RECRUITMENT DATA ANALYSIS - LGA OF RESIDENCE

S/N	LGA OF ORIGIN	TOTAL APPLICANTS RESIDING IN LGA	NUMBER OF APPLICANTS - INDIGENES	NUMBER OF APPLICANTS - NON- INDIGENES	Qualified to Teach in Secondary School	Qualified to Teach in Primary School	Total Qualified Applicants
					Degree + Teaching Qualificatio	NCE with No Degree	
1	ABA NORTH	6,535	5,134	1,401	1127	938	2,065
2	ABA SOUTH	2,386	1,578	808	313	398	711
3	AROCHUKWU	569	544	25	62	196	258
4	BENDE	563	519	44	54	102	156
5	IKWUANO	693	576	117	87	76	163
6	ISIALA NGWA NORTH	767	739	28	97	146	243
7	ISIALA NGWA SOUTH	786	760	26	100	194	294
8	ISUIKATO	625	560	65	102	94	196
9	OBINGWA	1,788	1,621	167	198	351	549
10	OHAFIA	1,028	994	34	103	264	367
11	OSISIOMA NGWA	3,585	2,613	972	542	654	1,196
12	UGWUNAGBO	355	307	48	30	76	106
13	UKWA EAST	285	257	28	30	43	73
14	UKWA WEST	694	604	90	93	165	258
15	UMUAHIA NORTH	4,352	3,557	795	667	599	1,266
16	UMUAHIA SOUTH	2,086	1,800	286	290	316	606
17	UMUNNEOCHI	809	764	45	119	177	296
18	LGA OF RESIDENCE NOT IN ABIA	1,891	1,140	751	330	198	528
		<b>29,797</b>	<b>24,067</b>	<b>5,730</b>	<b>4,344</b>	<b>4,987</b>	<b>9,331</b>

## State/LGA of origin Dynamics

The state/LGA of origin data is analytically different from residence. Residence was useful for logistics and centre mapping, while origin is more useful for indigene representation and state wide spread. In the origin data, the non indigene category records 5,730 applicants and 1,763 qualified applicants. Ohafia, Bende, Isiala Ngwa South, Obingwa and Arochukwu were among the strongest Abia origin pools by qualified total.

### 2025 ABIA STATE RECRUITMENT DATA ANALYSIS - LGA OF ORIGIN

S/N	LGA OF ORIGIN	NUMBER OF APPLICANTS	Qualified to Teach in Secondary School	Qualified to Teach in Primary School	Total Qualified Applicants
			Degree + Teaching Qualification	NCE with No Degree	
1	ABA NORTH	903	154	84	238
2	ABA SOUTH	377	50	50	100
3	AROCHUKWU	1,696	221	391	612
4	BENDE	2,423	320	360	680
5	IKWUANO	974	123	138	261
6	ISIALA NGWA NORTH	1,898	251	338	589
7	ISIALA NGWA SOUTH	1,860	246	377	623
8	ISUIKATO	1,269	234	182	416
9	OBINGWA	1,821	225	397	622
10	OHAFIA	2,563	317	488	805
11	OSISIOMA NGWA	1,401	212	313	525
12	OTHERS: NON-INDIGENES	5,730	1040	723	1,763
13	UGWUNAGBO	438	47	102	149
14	UKWA EAST	418	53	64	117
15	UKWA WEST	611	75	130	205
16	UMUAHIA NORTH	2,107	307	287	594
17	UMUAHIA SOUTH	1,810	259	273	532
18	UMUNNEOCHI	1,498	210	290	500
		<b>29,797</b>	<b>4,344</b>	<b>4,987</b>	<b>9,331</b>

## 6. Inclusion and persons with disability

The advert expressly allowed persons with physical or medical disability to apply. The disability report records 177 applicants who declared disability. Of these, 142 were indigenes and 35 were non indigenes. It also records 150 below 45 years and 27 above 45 years. A later exam date change notice stated that persons with disability were exempted from the CBT exams and would have a different test administered on a date to be announced.

Indicator	Value
PWD applicants	177
Indigenes	142
Non indigenes	35
Below 45 years	150
Above 45 years	27

## 7. CBT planning, accreditation, scheduling and conduct

### Accreditation of CBT Centre's

Based on the recommendation of the Technical Consulting team, possible CBT Exam Locations were selected to enhance proximity to applicants, then CBT Centre's with JAMB accreditation were selected in these areas for accreditation.

The Committee The committee visited proposed centres across three days. Some centres were rejected or not selected due to technical readiness, backup power unavailability, difficulty to access Centre location, space, furniture, computer availability, and networking concerns.

This Centre screening is important evidence that the exam logistics were not treated as a purely administrative allocation exercise.

Centre or area assessed	Outcome or issue recorded
Hugh Goldie Lay/Theological Training Institute	Passed technical aspects but initially failed to produce a functional power generator and backup because both generators were faulty. It later appeared in the five centre operational mapping in the Exco report.
Ihechukwu Madubuike Institute of Technology	Passed power and technical checks but halls were cramped, limiting supervision and applicant comfort.
Jedidah ICT Integrated CBT Centre	Located in a hard-to-reach interior part of Aba.
Geo-Roserny International School CBT Centre	Failed to show evidence of a generator capable of powering the centre.
Bright Stars International Schools CBT Centre	Reported that it no longer offered CBT services.
Havard Wilson College CBT Centre	Centre was in disarray, with inadequate chairs, no proof of adequate computers and poor networking.
Edward and Mercy Nwokocha CBT Centre	Met the accreditation criteria.
Amable Nigeria CBT Centre, XYZ Technologies, MOUA and JAMB Professional Test Centre	Umuahia axis centres satisfied the accreditation framework, though budget considerations affected final selection in the earlier progress report.

## Final CBT Centre mapping and operational control

CBT centre	Mapped applicants or LGAs
XYZ Technologies CBT Center, Umuahia	Non-residents, Bende, Isikwuato, Umunneochi, Ukwa East, Ukwa West, Obingwa and Ugwunagbo
Michael Okpara University of Agriculture, Umudike	Umuahia North, Umuahia South and Ikwuano
Edward and Mercy Nwokocha CBT Center, Isiala Ngwa South	Isiala Ngwa North, Isiala Ngwa South and Osioma
Hugh Goldie Lay/Institute, Arochukwu	Arochukwu and Ohafia
Dr Ogbonnaya Onu Polytechnic, Aba	Aba North and Aba South

Each CBT centre team included a recruitment committee member, six support personnel drawn from the Ministry, SEMB and ASUBEB, technical personnel from the consultant and joint security personnel from the Police, DSS and Civil Defence as well as Observers from CSC, NUT and NASU.

Barcode based accreditation was used to authenticate applicants against the online database. Three impersonators were detected in Umudike and Aba and handed over to the police. No technical failure, malpractice, violent conduct or mistreatment of applicants was recorded.

## CBT performance and pass mark decision

The recruitment attracted 29,797 applications. Following a correction window, the number of shortlisted applicants increased to 11,120. At 35%, 7,948 qualified, while at 40%, 6,992 qualified while 4,237 qualified at 45% a reduction of the pool by 2,755 candidates. 40% cut-off was adopted and oral interviews were scheduled for 31 March through 4 April 2025.

## 8. Interview, certificate verification and result release

The Civil Service Commission was notified that oral interviews were scheduled for 31 March to 4 April 2025 at Women Affairs Hall, upstairs, from 8am daily.

The interview press release confirmed the 40% CBT cut off and advised applicants to check their dashboard for interview batch, date, time and venue.

Interview requirement	Details
Date and venue	31 March to 4 April 2025, Women Affairs Hall, upstairs.
Documents required	Birth certificate or age declaration, LGA of origin certificate, three passport photographs, all academic qualifications, TRCN certificate, NYSC discharge or exemption certificate, BVN printout, NIMC card or certificate and CBT score printout.
File arrangement	Originals to be held in one office flat file and photocopies in another traditional paper file.
Daily support	Help lines available from 8am to 4pm.
Batch structure	Four daily interview and verification windows, generally 300 applicants per batch, with final day showing a reduced last batch of 143 applicants.

The result release stage published three categories: successful applicants, applicants with pending academic certificate issues and applicants disqualified on age grounds. The final release allowed certificate issue candidates to re present original academic and NYSC certificates and allowed candidates disqualified on age grounds to provide evidence where they believed they had been wrongly classified. The notice warned that falsified documents would be handed over for prosecution.

Result category	Instruction or control	Risk controlled
Successful applicants	Print appointment or notice of employment letters from the recruitment portal from 19 May 2025.	Portal based release and record keeping.
Pending academic certificate issues	Re-present original certificates at the Ministry board room on 14 to 15 May 2025.	Prevents appointment on incomplete or inconsistent academic records.
Age grounds disqualification	Candidates who believe they were wrongly classified may present evidence at recertification.	Provides review channel while maintaining anti fraud control.
Statement of result limitation	Statement of Result not accepted from persons who graduated five years and above.	Protects certificate authenticity and completeness.
Falsification warning	Persons unable to prove their case or who provide falsified documents may be handed over for prosecution.	Deters document fraud.

## 2025 TEACHERS RECRUITMENT PERFORMANCE REPORT

NUMBER OF APPLICANTS SHORTLISTED FOR INTERVIEW	<b>6,992</b>
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SUCCESSFUL APPLICATIONS	CHANNEL	ABIANS	NON-ABIANS			TOTAL
			RESIDENT IN ABIA	NOT RESIDENT IN ABIA	TOTAL NON-ABIANS	
	AFTER INITIAL INTERVIEW	3,852	833	63	896	4,748
	AFTER REMEDIAL RECERTIFICATION	500	96	30	126	626
<b>TOTAL</b>		<b>4,352</b>	<b>929</b>	<b>93</b>	<b>1,022</b>	<b>5,374</b>

SUCCESSFUL APPLICANTS INCLUDE 35 PERSONS WITH DISABILITIES.

FAILED APPLICATIONS	ABIANS	NON-ABIANS	TOTAL
FOR AGE FALSIFICATION ETC	458	291	749
OTHER OFFENCES	240	260	500
APPLICANTS THAT FAILED TO SHOW UP FOR INTERVIEW	298	71	369
	<b>698</b>	<b>551</b>	<b>1,249</b>

## 9. Employment offer, acceptance, orientation and onboarding

Operational list	Approximate records observed
Deployed to ASUBEB	3,347 Recruits
Deployed to SEMB	2,027 Recruits

### Employment offer and appointment documentation

The notice of offer of employment informed successful candidates that they had been offered employment into the Abia State Civil Service after being successful in the 2025 Teachers Recruitment Exercise.

Candidates were to download the notice of appointment and upload Acceptance Letter and Medical Clearance Certificate before 17<sup>th</sup> June 2025.

Indicator	Value
Notice date	19 May 2025
Appointment Notice	Download Notice Appointment
Acceptance upload period	5 to 17 June 2025 for acceptance letter and medical report.
Medical report control	Medical reports would be verified and falsified reports would lead to disqualification.

## Orientation schedule and population

The orientation press release announced a compulsory two day orientation programme for successful candidates as part of onboarding. It was scheduled for 19 and 20 June 2025 at 9am daily, split by LGA of residence, posting category and venue. The orientation spreadsheet summary records a total orientation population of 5,349 candidates.

Applicants LGA of residence and category	Category	Venue	Date
Aba North, Aba South, Osisioma, Isialangwa North, Isialangwa South, Obingwa, Ugwunabo, Ukwa East and Ukwa West	ASUBEB NCE and degree plus SEMB degree	Abayi Girls Secondary School, Aba	19 and 20 June 2025, 9am daily
Umuahia North, Umuahia South, Ohafia, Bende, Arochukwu, Isuikwato, Umunneochi, Ikwuano and non-resident	ASUBEB NCE	Ibeku High School, Umuahia	19 and 20 June 2025, 9am daily
Umuahia North, Umuahia South, Ohafia, Bende, Arochukwu, Isuikwato, Umunneochi, Ikwuano and non-resident	ASUBEB degree	SEMB Hall, Umuahia	19 and 20 June 2025, 9am daily
Umuahia North, Umuahia South, Ohafia, Bende, Arochukwu, Isuikwato, Umunneochi, Ikwuano and non-resident	SEMB degree	NUT Hall, Umuahia	19 and 20 June 2025, 9am daily

## Transport and logistics allowance

The Governor directed payment of N25,000 as Transport and Logistics Allowance to ease their resumption of duty. Candidates were instructed to log in to the recruitment portal to provide account information.

Indicator	Value
Allowance type	Transport and Logistics Allowance
Amount	N25,000 per newly recruited teacher
Purpose	To ease resumption of duty
Action required	Newly recruited teachers to log in to the recruitment portal and provide account information

## CONCLUSION

The 2025 Abia State Teachers Recruitment Exercise has been successfully conducted as a structured, transparent and merit driven process aimed at strengthening the teaching workforce across public primary, secondary and technical schools in Abia State. From the advertisement and online application stage to shortlisting, Computer Based Test, oral interview, certificate verification, result publication, offer of employment and onboarding, the exercise was guided by clearly defined criteria, fairness, accountability and the overall objective of selecting competent teachers for the State's education system.

The Recruitment Committee notes with satisfaction that the process created an open and competitive platform for qualified applicants across the State and beyond, while also giving due consideration to eligibility, qualification, subject specialisation, age requirements, disability inclusion and deployment needs. The use of digital platforms for application, communication, testing, result access and appointment related processes further improved transparency, reduced unnecessary physical contact and strengthened public confidence in the exercise.

On behalf of the Recruitment Committee, I sincerely thank His Excellency, Governor Alex Chioma Otti, OFR, for his visionary leadership, commitment to educational reform and unwavering support for a credible teacher recruitment process in Abia State. I also express profound appreciation to the Honourable Commissioner for Basic and Secondary Education, Elder Goodluck Chinedu Ubochi, for the confidence reposed in the Committee and for providing the leadership, guidance and opportunity to serve the State through this important assignment. The Committee is grateful for the privilege to contribute to an exercise that directly supports the Governor's resolve to improve teaching and learning outcomes across Abia State.

The Committee also appreciates the cooperation of all stakeholders, including the Ministry, SEMB, ASUBEB, technical consultants, security agencies, CBT centres, support staff and applicants whose conduct and participation contributed to the successful completion of the exercise. While minor operational challenges were encountered, they were addressed within the process, and the lessons learnt will serve as useful guidance for future recruitment exercises.

In conclusion, the Recruitment Committee submits that the exercise has substantially achieved its purpose of identifying and recommending qualified candidates for engagement as teachers in Abia State. It is our expectation that the successful candidates will justify the confidence reposed in them by serving diligently, professionally and patriotically in their assigned schools, including rural and underserved areas. The Committee remains grateful for the opportunity to serve and hereby submits this conclusion as part of the final record of the 2025 Abia State Teachers Recruitment Exercise.



**Dr. Uzoamaka Amah-Mbah**

Chairman, Recruitment Committee

For: Honourable Commissioner, Ministry of Basic and Secondary Education  
Abia State