

## **Recruitment Policy and Teachers' Job Performance in Kogi State Secondary Schools**

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### **Abstract**

*This study adopted correlation research design to investigate one variable of managerial policies (recruitment) as it influences teachers' job performance in Kogi State secondary schools. One research question and null hypothesis each was formulated to guide the study. There were 3,360 teachers in the existing 240 public secondary schools under the control of Kogi State Teaching Service Commission out of which 360 teachers were chosen using random sampling technique. The instrument used to elicit data was tagged Human Resource Management Policy Questionnaire (HRMPQ) validated by three lecturers from faculty of education, Kwara state University, Malete. Test re-test reliability method was used to obtain reliability co-efficient of 0.726. The data Collected were analyzed using Mean and linear regression for research questions and hypotheses respectively at 0.05 level of significance. Teachers' recruitment policy was found to significantly influence teachers' job performance. It was found that teachers who were hired through normal recruitment procedure perform better. Therefore it was recommended, among others, that all teachers to be recruited should go through normal recruitment process while provision of efficient and effective working condition, good and timely payments of fringe benefits are sacrosanct for effective performance. The state government should ensure teachers enjoy family friendly policies which will go a long way to improve teachers job performance of in senior secondary schools.*

**Keywords:** Teachers, recruitment policies, Human Resources, Job Performance,

### **Introduction**

The effectiveness of any organization, educational institutions inclusive, depends on those who plan and supervise those who execute the plan to achieve the set goals. Those who plan and supervise as well as those who execute the plans are human resources of the organization. In order to succeed in any educational

programme with a view to achieving the educational objectives, management of human resources is of paramount importance. Human resource policy is the function within an organization responsible for implementing policies related to the management of staff (Qasim, Cheema & Syed, 2012). Human Resource Management policies relate to how the organization wants to handle key aspects of people management (Armstrong, 2009). They are guides to educational manager and are used by management to achieve organizational human resource objectives (Memon, Panhwar & Rohra, 2010). The establishment of a human resource policy which sets out obligations, standards of behavior and document procedures, is now the standard approach to meeting these obligations.

Organizations have come to recognize that human resources play important role in achieving the institutional goals. Effectiveness and efficiency of human resource management in any organization is dependent on the human resource policy put in place. In any organization, Human Resource Management (HRM) policies effect of optimal utilization and management of employees for enhanced job satisfaction (Danish & Usman, 2010). If the employees of an organization are satisfied with the policies, the organization will achieve its goals easily through the personnel.

Singar & Ramsden (2017) explained that quality employees would produce high productivity and help organization to achieve its goals. Some of the benefits of following recruitment procedure including serving as a basis for staff training and development.

According to Nwangwu (2013), policy can be defined as official statement on the chosen course of action and the procedures for achieving it. Policy may be summarized as a plan of action, statement of ideas, proposed or a series of decision or guidelines stated over a period of time to shape the activities of the school. Policies are systems of codified decisions, established by an organization, to support administrative human resources functions, performance management, employee relations and resource planning (Memon, Panhwar, & Rohra, 2010).

It can also be described as a set of rules, values or guiding principles that define how an organization addresses human resources-related matters. Each institution has a different set of circumstances, and so develops an individual set of policies. Policies should reflect sound practice, be written down, be communicated across the organization and be reviewed and modified periodically to reflect changing circumstances (Kwenin, Muathe, & Nzulwa, 2013). The establishment of policies helps schools to demonstrate, that it satisfies requirement for diversify ethics and training as well as commitments to regulation of corporate governance. Policies can also be very effective at supporting and building the desired organizational culture (Memon, Panhwar, & Rohra, 2010).

According to Memon, Panhwar, and Rohra (2010), human resource management policies cover the staff recruitment policies, development and training, appraisal, promotion, compensation and welfare, procedures and rules surrounding hiring, including how job descriptions are developed, positions advertised, candidates vetted and offers made. The types of employment supported by the organization, such as regular fulltime, regular part-time, consultant, temporary or



other, and whether these categories are entitled to full, partial or no benefits. Employment compensation and welfare may also include policies on outside employment, disability accommodation, overtime, conflicts of interest and termination, among others. Other important policies include a drug-free workplace policy, sexual harassment, bribes or payoffs, attendance and punctuality and problem resolution (Memon, Panhwar & Rohra, 2010).

Teacher recruitment policy is the process of identifying and attracting potential candidates from within and outside an organization to begin evaluating them for future employment. Once candidates are identified, an organization can begin the selection process. As pointed out by Southworth (2016), selecting staff is a key management task. Staff, whether teachers, ancillaries, caretakers or secretaries, are among the resources of a school. Thus, the chance to select a 'new' member of staff is vitally important because the selectors' decision will have a direct bearing on the school's effectiveness. Teacher training and development policy is a statement that guides any attempt to improve current or future employee performance by increasing employee ability to perform through learning (Schuler, 2009). It is considered pertinent in developing intellectual capacity through building employees competencies and optimizing their contribution towards the organization (Nassazi, 2013).

Thus, recruitment policy is the process entails in seeing and selection of qualified staff to work and enhance organization's integration, employee commitment, flexibility and quality work. It covers advertisement, interview and selection.

Job performance of teacher is the actual accomplishment of assigned task, the actual work done against the expected standard of achievement. There are numerous activities teachers carry out and these determine how effective and productive they are. Such activities include the drawing of scheme of work, lesson plan, delivery of lesson, evaluation of students, reporting of students' progress. Other activities carried out by teachers include maintenance of discipline among students, keeping of attendance registers of students, participation in staff meetings, conducting of morning devotion, house mastership, counseling, participation in sports, games and club activities. These job areas which relate to the individual teacher's performance need adequate skills.

#### **Statement of the Problem**

Kogi state has taken education as a matter of priority in its yearly budgetary statement. The State government disengaged some teachers who were alleged by the government to have been recruited without following the normal recruitment procedure. The government took the decision when it was realized that, there was fluctuation in gross net pay of teachers salaries; lack of promotion, inability of government to pay the agreed 25% federal government increment and many other noticeable poor condition of teachers. Like irregular payment of teachers' salaries and the influx of unqualified teachers into the system (Saxe, 2010). All these problems affect teachers' job performance and students' academic achievements in various examination.



There appears to be sharp practices in staff recruitment in Kogi state such as recruitment without following due process, recruitment of unqualified staff that was sometimes imposed on the school administration and over recruitment of staff from certain catchment areas at the expense of others. Inadequate attention given to human resources especially in attracting applicants, motivating, and retaining desirable teaching staff is one of the major impediments for the inefficiency of the school system in country. An unattractive career structure, low salaries, and poor incentives are indicative of this fact. The dearth of effective human resource management mechanism has led to ebb in academic performance of the secondary school students and lack of zeal in the human resources; this in return has led to the poor attitude to work, poor record keeping habit, poor punctuality habits, irregular attendance in classes, unethical marking of the attendance register, involvement in examination malpractices, truancy, cultism and several other unacceptable behaviours which undermine the quality of the teaching profession, and which deter the schools from achieving set goals and objectives. This has been an issue of major concern to the researcher to examine the real influence of recruitment policy on job performance of teachers in secondary schools in Kogi state, Nigeria.

### **Purpose of the Study**

The specific purposes of this research were to:

1. Examine the influence of teacher recruitment policy on job performance in secondary schools.

### **Research Questions**

This research work was guided by the following research questions:

1. To what extent does teacher recruitment policy influence their job performance in secondary schools?

### **Research Hypotheses**

The following hypotheses were formulated to guide the researcher.

$H_0$  : Teacher recruitment policy has no significant influence on teachers' job performance in secondary schools in Kogi state.

### **Methodology**

The research work adopted descriptive research design. The population of the study comprised 3,360 teachers in 240 public secondary schools in Kogi state out of which 360 teachers (in 24 public Schools) were chosen using stratified random sampling technique.

The research instrument used for this study was questionnaire tagged "Recruitment Policy Questionnaire" (RPQ) and "Job Performance of Teachers" (JPT) which was personally designed by the researcher, to be filled by the teachers and principal respectively. Four-point Likert scale was adopted for the two instrument.

The instrument was face and content validated by three experts Kwara state University, Malete. The reliability of the instrument was ascertained after pilot study

carried out on 24 respondents outside the sample area, after which split-half method was used for the reliability test and analyzed using Pearson's Product Moment Correlation Coefficient to obtain reliability co-efficient of 0.82

The research questions generated were analyzed using mean and standard deviation, while all the research hypotheses were tested using the inferential statistics of linear regression at 0.05 level of significance.

Decision rule for the research questions are 0.00-1.49 as very low extent, 1.50-2.49 as low extent, 2.50-3.49 as great extent and 3.50-4.00 as very great extent. Null hypothesis is retained when the observed probability value is greater than 0.05 level of significance vice versa.

### Analysis of Data

The data collected are analyzed

**Research Question 1:** To what extent does teacher recruitment policy influence their job performance in secondary schools?

Table 1: Mean and standard deviation of responses on the extent to which teacher recruitment policy influences their job performance in secondary schools

S/N	Item Statements	$\bar{X}$	SD	Remark
1.	Fairness in the recruitment of staff enhances the job performance of teachers	3.29	0.82	Great Extent
2.	Education and professional qualifications considered during recruitment encourages teachers to perform better	3.31	0.56	Great Extent
3.	Short listing and interviews done before placement of applicants enhances teachers' job performance.	3.14	0.81	Great Extent
4.	Vacancies often advertised by the Board before interviews encourages teachers to perform better on the job	2.96	0.93	Great Extent
5.	Advertisement of positions/vacancies that follows established policy promotes job performance of teachers	3.36	0.87	Great Extent
6.	Selection of most -qualified candidates after interviews, following the laid down procedures aids better performance of teachers on the job.	3.62	0.54	Very Great Extent
7.	Posting of staff based on local Government of Area increase job performance of the teachers	3.01	0.80	Great Extent
8.	Government's efforts at ensuring that public secondary schools have the required number of teachers in schools improve teachers' performances	3.21	0.83	Great Extent
9.	Recruitment of staff ready to work anywhere promotes the performances of such dedicated teachers.	3.22	0.75	Great Extent
<b>Weighted average</b>		<b>3.24</b>	<b>0.77</b>	<b>Great Extent</b>

Source: Field Survey, 2019

Table 1 shows that respondents indicate fairness in the recruitment of staff enhance job performance to a great extent (mean = 3.29); education and professional



qualifications were considered during recruitment, which encouraged teachers to perform better to a great extent (mean = 3.31). In addition, the teachers stated that short listing and interviews were done before placement of applicants, which enhances teachers' job performance to a great extent (mean = 3.14). Vacancies were often advertised by the Board before interviews, which also encouraged teachers to perform better on the job to great extent (mean = 2.96). It was indicated that advertisement of positions/vacancies promoted teachers' job performance to a great extent (mean = 3.36).

Similarly, selection of most-qualified candidates after interviews, following the laid down procedures aids better performance of teachers on the job to a very great extent (mean = 3.62). Staff posting based on local Government of Area increased job performance of the teachers to a great extent (mean = 3.01). The table also reveals that government's efforts at ensuring that public secondary schools have the required number of teachers in schools improve teachers' performances to a great extent (mean = 3.21). The readiness of newly recruited staff to work anywhere promotes the performances of teachers to a great extent (mean = 3.22).

All the nine items had standard deviation ranging from 0.54 to 0.93 which means that the responses of the respondents were not widely spread as they are close to the mean. In general, the respondents largely indicated a great extent for all the constructs in Table 1. This means that all the constructs in the table influenced teachers' job performance to a great extent. This implies that teacher recruitment policy influences their job performance to a great extent in Kogi state in secondary schools Nigeria. This was supported by an average calculated mean and standard deviation of 3.24 and 0.77 (mean = 3.24, SD = 0.77).

### Hypotheses Testing

$H_0$ : There is no significant influence of teacher recruitment policy on job performance in secondary schools in Kogi state, Nigeria.

**Table 3:** Summary of Regression Analysis of teacher recruitment policy and job performance in secondary schools

Model	R	RSquare	Adjusted R Square	F-cal.	P-value
1	0.795a	0.632	0.616	37.852	0.000

Dependent Variable: Job Performance

**Table 4:** Test of significance

Model	Unstandardized Coefficients		Standardized Coefficients		T	Sig.	95% Confidence Interval	
	B	Std. Error	Beta				Lower Bound	Upper Bound



1 (Constant)	13.752	1.754		7.839	0.000	10.114	17.390
Teacher recruitment policy	4.051	0.659	0.795	6.152	0.000	5.417	2.686

#### Dependent Variable: Job Performance

Table 3 and 4 give the summary of the regression analysis and test of significance results of teacher recruitment policy and job performance in secondary schools. The result in table 3 indicates that there is a positive influence of teacher recruitment policy on job performance ( $R = 0.795$ ) while  $R$ -squared is 0.632 and explained 63.2% variations of the dependent variable (job performance). This is a reflection that, teacher recruitment policy statistically, significantly influences teachers' job performance ( $F_{358} = 37.85, p < 0.05$ ).

The test of significance results as presented in Table 4 shows that teacher recruitment policy significantly influences teachers job performance ( $B = 4.051$ ;  $t_{(358)} = 6.152, P < 0.05$ ). at 5% level of significance. The regression equation shows that there is enough evidence that teacher recruitment policy significant influence job performance in secondary schools in Kogi state, Nigeria.

The major findings of the study is that teacher recruitment policy influences job performance in secondary schools to a great extent and teacher recruitment policy significantly influences teachers job performance in secondary schools ( $B = 4.051$ ;  $t_{(358)} = 6.152, P < 0.05$ ).

#### Discussion of Findings

The study was conducted to examine the influence of recruitment policy on job performance of teachers in secondary schools in Kogi state, Nigeria. With reference to research question one recruitment policy influences the teacher job performance in secondary schools to a great extent. The test of significance results as presented in table 4 showed that teacher recruitment policy significantly influences teachers' job performance. It indicated that at 5% level of significance, there is enough evidence that the regression equation is well specified that a significant influence of teacher recruitment policy on job performance in secondary schools in Kogi state, Nigeria. Based on this, the null hypothesis was rejected and it was concluded that teacher recruitment policy has significant influence on their job performance in *secondary schools*. These findings were found to be in agreement with the opinion of Odo (2013) who stated that transparent and sincerity in the recruitment policy of teachers in our schools is an antidote for a successful teaching and learning and if otherwise, the end results will be bitter to swallow. Armstrong (2010) observed that the recruitment of teachers must not be riddled with the 'son of the soil' song to have them recruit their own. The same applies to promotion of teachers, and this must not make human resources management policies difficult to implement. Alareqe (2014) further affirmed that growth of most schools have been partly delayed or hampered due to inability to recruit and select enthusiastic and efficient labor force. Selectors and recruiters need to be aware of the nature of the job and should be confident that the job requirements will be appropriate to the potential employees.



## Conclusion

The influence of recruitment policy on teachers' job performance in secondary schools in Kogi state depends on several variables which includes the advertisement, interview policy, Selection policy and teacher placement policy. All these policies were found to significantly and positively influence teachers' job performance to a great extent in Kogi state senior secondary school. It shows how important they are in affecting job performance in a school organization. This implies that the teachers that were earlier recruited but dismissed by the another administration must have been due to other political reasons other than quality.

## Recommendations

**Based on the findings, the following recommendations become imperative:**

That teaching service commission should ensure transparent and fair recruitment process to get best hands in teaching. The implication is that doing this, will ensure the recruitment of qualified teachers within the school system.

All teachers that are recruited in teaching service in any state should go through normal recruitment process while provision be made for good working condition and timely payments of fringe benefits to teachers in order to guarantee their effective performance.

No teacher should be retrenched for any political reason as observed in some states of the federation

Every state government should make more friendly policies that will go a long way to improve teachers job performance in senior secondary schools.

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