

Teacher Recruitment and Selection Processes as A Leadership Challenge in Katsina State

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Received: 2025-09-26; Reviewed: 2025-10-24; Accepted: 2025-11-13

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Abstract

The challenges bedeviling the recruitment of teachers in Katsina State are increasingly raising concern among well-meaning citizens as well as leaders entrusted with the responsibility of recruiting qualified teachers. This paper aims to find out the challenges militating against teacher recruitment in Katsina state and solution pathways to the menace. The study aims to answer the question: What are the challenges militating against teacher recruitment in Katsina State? The study intended to use secondary sources of data in order to generate the facts regarding issues affecting teacher recruitment, as well as reviewing leaders' lackadaisical attitudes in confronting the ever-growing challenges in Nigeria and Katsina state in particular. The paper discovered among the following, a lack of recruiting teachers with the required teaching qualifications, political interference in the recruitment process, corruption and bribery in the recruitment process, sectionalism and religious biases, a lack of attractive remuneration for teachers, lack of openness in the process. The paper recommended the following: recruitment of talented and qualified teachers, openness and transparency in the recruitment process, stick to merit in the recruitment process, details of the job description in the process, and due process in the screening of potential teachers.

Keywords: Recruitment; Selection; Teachers' Performance.

How to Cite: Umar, U.U. & Adamu, I. (2025). Teacher Recruitment and Selection Processes as A Leadership Challenge in Katsina State. *Journal of Education, Humaniora and Social Sciences (JEHSS)*. 8 (2): 880-893

INTRODUCTION

Teacher recruitment and selection represent a fundamental aspect of educational management that determines the quality of human resources within schools. This process is not merely administrative but a strategic leadership challenge that requires careful planning, merit-based practices, and transparency to attract high-performing candidates. High-achieving schools recognize that teacher quality begins with recruitment since the success of any educational institution depends on hiring “the right person in the right job at the right time” (Armstrong & Taylor, 2020). An effective recruitment and selection process directly impacts teacher motivation, job performance, and ultimately student achievement.

The need for an efficient teacher recruitment system is especially urgent in primary and secondary education, given the increasing trend of employing non-professionals—such as holders of National Diplomas (ND), Higher National Diplomas (HND), or first degrees in non-education disciplines—as teachers. Many of these unqualified teachers are often assigned to teach subjects unrelated to their area of specialization, which diminishes the quality of instruction and undermines the professionalism of the teaching workforce. As Madumere-Obike (2004) noted, many of these non-professionals are unwilling to pursue a Post-Graduate Diploma in Education (PGDE), while many teacher education institutions continue to produce graduates who are inadequately prepared to meet the demands of modern education.

Furthermore, inefficiencies in recruitment and selection processes are often linked to a lack of transparency and accountability in hiring practices. Research has shown that competency-based and merit-driven recruitment enhances institutional credibility and strengthens public trust in the education system (Boon et al., 2019). In this regard, educational leadership plays a crucial role in ensuring that teacher selection is guided by objective criteria such as academic qualifications, pedagogical skills, and professional commitment, rather than non-academic considerations.

To build a high-quality and sustainable education system, reforms in teacher recruitment policies should focus on improving professional standards and quality assurance mechanisms. Schools need to adopt performance-based recruitment models that emphasize competence assessment and professional track records. Hence, recruitment and selection should not be treated as routine administrative tasks but as a strategic tool for ensuring educational excellence and national development (Schleicher, 2018).

Teaching is often described as the noblest profession and remains the largest employer of labor globally. According to UNESCO (2019), there are approximately 85 million teachers worldwide, comprising about 9.4 million in pre-primary education, 30.3 million in primary schools, 18.1 million in lower secondary schools, 14.0 million in upper secondary schools, and 14.5 million in tertiary education. These figures highlight the scale and significance of the teaching workforce in shaping human capital development across nations. In Nigeria, the education sector also represents one of the largest employment domains. Statista (2022) reported that Nigeria employs around one million teachers in primary schools and approximately 513,000 in secondary schools.

Regional statistics further demonstrate variations across states. For instance, Katsina State reportedly has 28,191 primary school teachers and 4,046 secondary school teachers; Kano State has 65,173 primary school teachers and 21,590 secondary school teachers; while Jigawa State employs about 14,881 primary and 2,698 secondary school teachers (Statista, 2022). These numbers underscore the importance of understanding how recruitment and selection policies influence the overall quality and performance of the teaching workforce.

However, a major challenge in Nigeria’s education system lies in the issue of teacher qualification. The Teachers Registration Council of Nigeria (TRCN) revealed that nearly 50% of teachers in primary and secondary schools are unqualified (Amin, 2013). This alarming statistic raises critical concerns about recruitment standards, professional training, and the effectiveness of teacher selection mechanisms at both the state and national levels. Consequently, improving recruitment and selection practices has become essential for enhancing teacher performance and ensuring quality education delivery.

Given the crucial role of teacher quality in educational outcomes, this study aims to assess the effect of recruitment and selection processes on teachers' performance in Katsina State, Nigeria. By examining the relationship between recruitment practices, selection criteria, and teacher effectiveness, the study seeks to contribute to ongoing efforts toward professionalizing teaching and strengthening educational leadership in Nigeria's basic education sector.

THEORETICAL FRAMEWORK

Human Capital Theory

Human Capital Theory, as advanced by Becker (1964) and Schultz (1961), emphasizes that investment in human resources through education, training, and skill development enhances individual productivity and contributes to both organizational and societal advancement. The theory conceptualizes individuals as valuable assets whose knowledge and competencies can be improved through deliberate and systematic investment (Becker, 1993; Schultz, 1981). Within the education sector, this theoretical perspective underscores the importance of recruiting, developing, and retaining competent teachers as a foundation for achieving quality education and sustainable learning outcomes (Hanushek & Woessmann, 2020). Thus, Human Capital Theory provides a relevant analytical lens for examining how leadership practices in teacher recruitment and selection influence teacher performance in Katsina State.

In Katsina State, however, teacher recruitment and selection processes are frequently influenced by political patronage, nepotism, and personal connections, rather than merit and professional competence. Such practices contradict the core principles of Human Capital Theory, which advocate for the recruitment of individuals based on their qualifications, abilities, and potential productivity (Ololube, 2016). When educational leadership fails to uphold transparent and merit-based recruitment standards, the system risks employing underqualified teachers, resulting in ineffective classroom instruction, low student performance, and diminished educational outcomes.

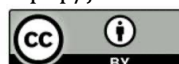
According to Human Capital Theory, the productivity and effectiveness of teachers depend largely on their educational qualifications, professional training, and motivation (Becker, 1993; Psacharopoulos & Patrinos, 2018). Yet, the lack of rigorous selection mechanisms, insufficient professional development opportunities, and weak supervision structures within the education system undermine teachers' capacity to perform optimally. These deficiencies highlight a fundamental leadership challenge in managing and optimizing human capital within the education sector, particularly in the context of Katsina State, where educational outcomes remain suboptimal.

Conceptual Framework

According to Kothari (2008), a conceptual framework serves as an essential tool for guiding research by explaining why a study is conducted in a particular way. It provides the theoretical and logical foundation upon which the research is built, helping scholars to identify relationships among variables and to justify methodological choices. Similarly, Mugenda (2006) describes a conceptual framework as a kind of "travel map" that helps researchers navigate the study process. Just as a map provides a scale and direction to measure distance and anticipate travel time, a conceptual framework illustrates the pathways connecting concepts, variables, and expected outcomes. It thus assists researchers in visualizing how independent and dependent variables interact within the study context.

In this study, the conceptual framework illustrates the relationship between teacher recruitment and selection (as independent variables) and teacher performance (as the dependent variable) within the education system of Katsina State, Nigeria. Leadership practices are positioned as an intervening variable, influencing how recruitment and selection processes impact teacher performance. The framework reflects the assumption derived from Human Capital Theory, which posits that effective investment in human resources—through transparent recruitment, adequate training, and fair selection—enhances individual productivity and institutional effectiveness.

The conceptual framework of this paper is depicted in Chart 1.



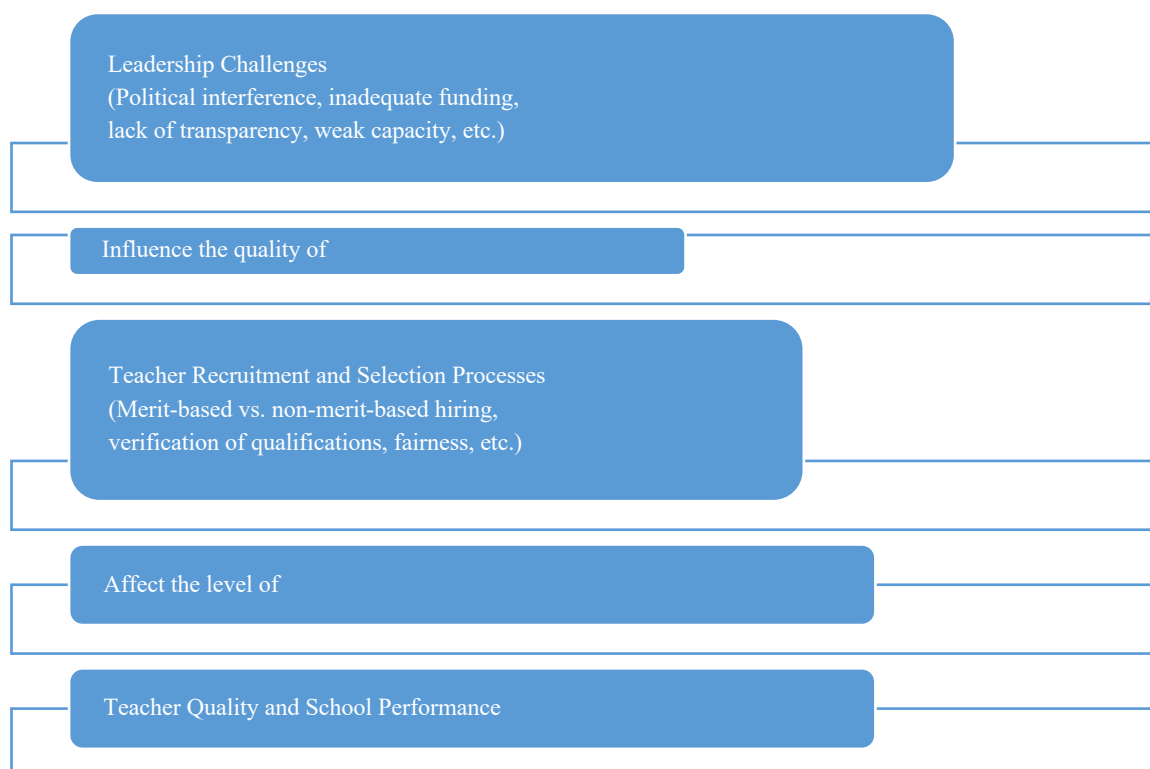


Chart 1. Conceptual Framework designed by the Researchers

RESEARCH METHODOLOGY

The methodological orientation of this paper adopts a qualitative approach using content relational analysis as the principal research design. This approach was selected because it enables an in-depth exploration of relationships between concepts, themes, and theoretical constructs derived from textual materials. Unlike traditional content analysis, which primarily emphasizes the frequency or mere presence of words or ideas, content relational analysis seeks to uncover how concepts co-occur, interact, and form associative or causal relationships within a given context (Krippendorff, 2018; Neuendorf, 2017).

This method is particularly useful for studies aimed at interpreting and connecting ideas across theoretical and empirical sources. By applying content relational analysis, the researcher sought to identify how variables such as teacher recruitment, selection practices, leadership behavior, and teacher performance are conceptually linked within existing literature, especially under the framework of Human Capital Theory.

The study relied exclusively on secondary data sources as the basis for analysis. These sources included scholarly textbooks, journal articles, organizational reports, government publications, newspapers, and other credible online and unpublished materials. Secondary data provide a rich foundation for synthesizing multiple perspectives and drawing comparative insights from established findings (Bowen, 2009).

Specifically, the analysis covered works such as Amin, Shah, Ayaz, and Attah (2013), which examined teacher performance at the secondary level in Khyber Pakhtunkhwa, Pakistan; the Federal Ministry of Education Report (2020), which addressed teacher workforce development and policy implementation; and Becker's (1964) foundational work *Human Capital: A Theoretical and Empirical Analysis*, which provided the theoretical grounding for understanding how investment in human resources influences productivity and performance. Through interpretive reading and relational coding of these documents, the researcher examined the connections

between recruitment and selection practices and teacher performance, as mediated by leadership processes within educational institutions in Katsina State, Nigeria.

RESULTS AND DISCUSSION

The Concept of Recruitment

Recruitment is the process through which a school ensures that it attracts and maintains the largest and strongest pool of qualified applicants for a particular position. It forms part of a broader human capital strategy that aligns staffing needs with the organizational goals of a public school (Gross & DeArmond, 2012). Rather than relying solely on who responds to a posted vacancy, effective institutions proactively search for and engage potential candidates through both formal and informal channels. Many successful schools adopt a continuous and proactive approach to teacher recruitment throughout the academic year, ensuring that they attract top talent before vacancies arise (Gross & DeArmond, 2012).

In general terms, recruitment refers to the process by which organizations fill vacancies to prevent gaps in service delivery. According to Ololube (2019), recruitment involves finding and attracting qualified teachers to fill instructional positions. The process includes both job descriptions and job specifications, which are essential because they define the nature of the work and the qualifications required. Similarly, Cole (2002) posits that the primary objective of recruitment is to attract a sufficient number of suitable candidates to apply for available positions within an organization.

Filippo (1980) defines recruitment as the process of searching for prospective employees and stimulating them to apply for jobs within an organization. The effectiveness of recruitment lies in its ability to motivate individuals to apply, thereby increasing the hiring ratio—the number of applicants relative to available positions. In the education sector, recruitment is an integral part of educational planning that seeks appropriate methods for assembling competent staff who can manage various aspects of educational activities, particularly in relation to instructional and human resources.

Mondy et al. (1996) developed a model of the idealized recruitment process, which typically includes several key stages. Although the order and composition of these activities may differ across organizations or countries, they generally involve job analysis, sourcing, screening, and selection. The sequence may vary depending on institutional policies, size, ownership structure, and sectoral requirements.

Synthesizing these perspectives, recruitment can be understood as a multifaceted process that involves identifying, attracting, and engaging potential employees to meet institutional needs. It functions both as a strategic process, aligning human resource planning with long-term organizational objectives, and as an operational process, addressing immediate staffing requirements. In the education sector, particularly within public school systems, effective recruitment is vital for maintaining teacher quality, institutional performance, and positive educational outcomes. Finding candidates—whether through internal promotion or external recruitment—is one of the most critical stages, as it determines the quality and diversity of applicants entering the selection phase.

Sources of Internal Recruitment

- **Promotion From Within:** This is the policy of filling job openings above entry-level positions with current employees (Mondy et al., 1996). A major advantage of a promotion-from-within policy is its positive effect on employee motivation. When employees see their colleagues being promoted, they may then become more aware of their own opportunities. Availability provided by this practice thus may not only motivate employees to perform better and increase their satisfaction with the company, but also improve their morale and commitment, which consequently improves employees' performance in the organization (which again is associated with the 'soft' models of HRM).

- **Employee Transfers:** Another way to recruit internally is by transferring a current employee from one location to another as a means of filling a vacant position. The advantage of this approach is that the employer is well aware of the employee's abilities and work record; therefore, once relocated, the newly transferred employee may quickly become productive in the new job with a minimum of training and orientation.
- **Job Rotation:** This method is usually temporary in nature and has been used effectively by some of the American and Japanese organizations. The main purpose of this approach is to expose management trainees to various aspects of organizational life. In Nigeria, job rotation is another source of internal recruitment in both the public in private sectors, but is more frequent in the banking sector. In our schools, specifically in primary schools, teachers are rotated from one subject to another, especially those who specialize in primary education.
- **Recall:** in this case, the organization recalls former workers to fill vacancies. For example, a retired worker is called to fill vacancies for a short period of time. This is normally done when the organisation is not able to get qualified persons suitable for the vacant position (Southerland, 2011). In our primary and secondary schools, we call them contract teachers.
- **Hiring employees the second time;** until recently, it was considered unusual to rehire former employees, particularly those who had left voluntarily for greener pastures. It happens in many organisations, be it private or public.

External Sources of Recruitment

Internal recruitment refers to the process of filling vacancies within an organization by considering existing employees rather than seeking external applicants. It is often viewed as an efficient and cost-effective strategy that promotes organizational continuity, strengthens employee loyalty, and enhances morale (Mondy, Noe, & Premeaux, 1996). Several major sources of internal recruitment are commonly used in both public and private organizations, including schools and educational institutions.

- **Promotion from Within.** Promotion from within refers to the policy of filling higher-level positions with current employees rather than hiring externally. According to Mondy et al. (1996), this approach helps maintain motivation and engagement among employees. When workers observe their colleagues being promoted, they become more aware of their own opportunities for advancement. This visibility often enhances job satisfaction, morale, and organizational commitment, aligning with the “soft” model of human resource management, which emphasizes motivation and employee development. In the education sector, promoting teachers to senior roles such as head teacher or principal not only fosters professional growth but also retains institutional knowledge and teaching experience.
- **Employee Transfers.** Employee transfer involves moving an existing employee from one department or location to another to fill a vacant position. This method allows organizations to capitalize on existing employee skills while minimizing the costs and time associated with training and orientation. Because the employee's performance record and work habits are already known, transfers often result in faster adaptation and higher initial productivity in the new role (Dessler, 2020). In schools, teacher transfers are common, especially in public education systems where educators are reassigned between districts or schools to address staffing imbalances.
- **Job Rotation.** Job rotation is a temporary form of internal recruitment in which employees are moved through various roles to gain broader experience. This approach has been effectively utilized in American and Japanese organizations to train management personnel and develop versatile skill sets (Ivancevich, Konopaske, & Matteson, 2020). In Nigeria, job rotation is prevalent in sectors such as banking and education. Within schools, particularly at the primary level, teachers are sometimes rotated among subjects or grade levels to broaden their pedagogical exposure and improve flexibility in teaching assignments.
- **Recall of Former Employees.** Another internal recruitment source is the recall of former employees to fill temporary or urgent vacancies. According to Southerland (2011),

organizations may reengage retired or previously separated staff when qualified candidates are scarce. In the Nigerian school system, such individuals are often employed as “contract teachers,” filling instructional gaps until permanent replacements are appointed. This practice helps institutions maintain service delivery while ensuring continuity of experience and expertise.

- **Rehiring Former Employees.** Rehiring former employees—sometimes referred to as “boomerang employment”—is another emerging trend in internal recruitment. Previously viewed as unconventional, it is now increasingly recognized as beneficial when the returning employee possesses valuable skills, institutional knowledge, and a proven performance record (Armstrong & Taylor, 2020). In educational institutions, rehiring former teachers or administrators can help sustain quality and reduce recruitment risks, especially when these individuals already understand the school culture and teaching expectations.

Collectively, these internal recruitment methods enhance workforce stability, motivation, and organizational commitment. They also reduce hiring costs and shorten adaptation time, making them essential tools for strategic human resource management in the education sector.

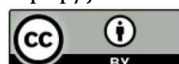
Types of Recruitment

- **Internal recruiting:** It involves filling vacancies with existing employees from within an organization.
- **Retained Recruiting:** When an organization hires a recruiting firm, there are several ways to do so. The firm is responsible for finding candidates until the position is filled.
- **Contingency Recruiting:** This requires an outside firm; unlike retained recruiting, there is no upfront fee with contingency. Instead, the recruitment organization receives payment only when the clients they represent are hired by an organization.
- **Staffing Recruiting:** Staff recruiters work for staffing agencies. Staffing recruiting matches qualified applicants with qualified job openings. Moreover, staffing agencies typically focus on short-term or temporary employment positions (Jacob and Ibara, 2023).
- **Outplacement Recruiting:** Outplacement is typically an employer-sponsored benefit that helps former employees transition into new jobs. Outplacement recruiting is designed to provide displaced employees with the resources to find new positions or careers.
- **Reverse Recruiting:** Refers to the process whereby an employee is encouraged to seek employment with a different organization that offers a better fit for their skill set.

The Recruitment Process in Nigeria

The need to identify the recruitment needs of the organization and to define each job and the conditions of employment. Also, there is a need to set out the job specification as well as the identification of sources of application. In addition, the organization needs to choose the recruitment methods, review application forms and resumes, conduct preliminary interviews, and finally prepare a short list of candidates. The recruitment process in Nigeria includes different steps that help the employer get to know the candidate better, their abilities, motivation, background, and any other information that will be used in deciding whether the candidate is the right fit for the school. This recruitment process begins with the president or Governors of the State directing government agencies or departments like the Universal Basic Education Board or Post Primary Schools Board to recruit teachers for primary and secondary schools, and the numbers to be recruited. Applicants are expected to visit the government job portal. At the portal, applicants are expected to scan their passport photo and submit relevant information (Jacob and Ibara, 2023).

The initial screening process involves a review of application forms and references. This step sets aside unsuitable applicants based on the criteria that is outlined in the job advertisements. A selection committee will be put in place to screen applicants. SMS will be sent to shortlisted candidates to attend oral and written interviews. At the oral interviews, due to the large numbers of candidates 5-10 of them will face the panelists at the same time, one or two questions will be asked, before they are dismissed. The written interview could be based on an aptitude test and



notes of lesson preparation or practical teaching based on the subject area. The list of successful candidates will be posted on the board/ministry notice boards. The criteria for selecting new employees in a school include:

- Candidates within 18 years above and no more than 50 years old
- Candidates shall have demonstrable skill in the use of Microsoft Word, Power Point, Excel, and the internet.
- Candidates shall possess a minimum of NCE, Bachelor's Degree in Education: - B.Ed, B.A (Ed), B.Sc (Ed), B.Tech (Ed), or PGDE, PDE, and M.Ed.
- A teaching license certified by the Teachers' Registration Council of Nigeria (TRCN).
- Candidates with demonstrate capacity in written and spoken communication in English.
- Knowledge of subject matter, physical appearance, verbal ability, and medical fitness. Thereafter, successful candidates will be posted to a school for primary assignment and required to go for two months of training at Public Service Staff Development. They will be attached to a teacher for monitoring and assessment, and the report will be sent to the principal.

Moreover, depending on the teacher's status, recruitment may take place at the national, state, or school level. Civil service teachers can be recruited at different levels, entailing the mobilization of different actors in the process. The administrative level of competition-based recruitment of civil service teachers usually takes place at the national level.

As a general rule, recruitment takes place on one of three levels:

- At the national level, where, due to the high number of candidates, selection is carried out through successive filters, the first of which is the competitive examination. Candidates must meet certain criteria, such as age, nationality (for the civil service), diplomas, etc. The number of successful candidates depends on the number of vacant posts in the country.
- At the state level, in this case, recruitment criteria will be connected to the characteristics of the states, and recruitment will take into account specific aspects of each state (e.g., language characteristics). Transfers will no doubt be problematic since teachers wanting to move to another state should have the profile corresponding to that state.
- At the school level, directly by the head teacher or the school's management board.
- The recruitment of non-civil servant teachers is a more open process. It can be carried out:
- By a community of individuals (often pupils' parents) or by an association. Eligibility criteria differ according to the local collective. A shortlist is drawn up, given that this is local recruitment, virtually by word of mouth.
- At the state level, in which case the state government agency launches the recruitment campaign with information on the required profile, e.g., a state that needs mathematics teachers in lower secondary education. The recruiter is the state director or their delegated services.

The Concept of Selection Process

The selection process tends to be negative because only the best and qualified hands are picked or selected, while a good number of those who apply are rejected. After selection, those selected would be placed on the job. It is necessary for an educational institution to appreciate the fact that recruitment, selection, and placement constitute one of the most critical aspects of personnel functions. They also constitute the foundation on which the institution is built. The selection process begins with shortlisting the names of qualified candidates. Bratton and Gold (2007) defined the selection process as an act by which managers and others use specific instruments to choose from a pool of applicants a person or persons most likely to succeed in the job(s), guided by organizational objectives and legal requirements.

In turn, Boxall and Purcell (2008) argue that selection is the process of making fair and relevant assessments of the strengths and weaknesses of applicants with the intention to hire them. From the point of view of this scholar, what determines the selection decision of the panel or organization is the strengths or weaknesses of the applicant or candidate. Basically, the

selection process uses a different blend of techniques to eliminate unqualified applicants and to finally identify the most eligible ones. Selection from a pool of candidates is necessary since not every applicant is qualified for the advertised post.

Furthermore, the step after the recruitment process is the selection process, and its tenacity is to look at the job applicant pool and pick the candidate in a manner that will suit the objectives and goals of the organization within the ambit of the law. The selection process includes activities such as structured interviews, psychometric testing, skills analysis, competence mapping, biodata, reference checking, background checking, and credit checks (Armstrong, 2006; Gusdorf, 2008).

Basically, interviews are of three different kinds, namely probing interviews, directed interviews, and non-directed interviews and probing interviews. Also, factors such as intelligent quotient of the applicant, aptitude, ability, and personality are assessed through psychometric tests. It is observed that in identifying the right and qualified personnel ability to perform in a job or the tendency to fit in well in a particular position, a rigorous, valid, and sophisticated selection process is required. Boxall and Purcell (2008) emphasized that the core issue in the selection process is to make the selection process more reliable.

In view of the above, the selection process functions as a mechanism for quality assurance in personnel management. It ensures that only the most capable individuals are employed to advance institutional goals. A robust and reliable selection system not only minimizes hiring errors but also contributes to organizational performance, employee retention, and long-term effectiveness.

Concept of Leadership Challenges in Teacher Recruitment

School leaders, especially principals and education administrators, face multiple challenges in managing effective teacher recruitment processes. These challenges often hinder the attraction and retention of high-quality teachers and affect overall school performance. Some of the major leadership challenges include:

- **Political Interference and Lack of Meritocracy:** Recruitment in many educational systems—particularly in developing contexts like Nigeria is often influenced by political patronage, nepotism, or favoritism rather than competence (Adebayo, 2019). This undermines merit-based selection and reduces school leaders' authority to choose qualified candidates.
- **Shortage of Qualified Teachers:** Leaders often face difficulties due to an inadequate supply of qualified and certified teachers, especially in rural or underserved areas. The imbalance between teacher demand and supply creates staffing gaps that compromise teaching quality.
- **Budgetary and Bureaucratic Constraints:** Public school leaders frequently encounter financial and administrative barriers in recruitment processes. Limited funding delays hiring, while bureaucratic red tape in ministries or commissions slows down approval and deployment of teachers.
- **Retention and Motivation Issues:** Recruiting is not enough; leaders must also ensure retention. Poor working conditions, low remuneration, and lack of career development opportunities make it difficult to retain high-performing teachers, forcing leaders into repeated recruitment cycles.
- **Inadequate Recruitment Planning and Data:** Many schools lack data-driven workforce planning. Leaders often recruit reactively instead of strategically, leading to either teacher shortages or surpluses in some subject areas.
- **Leadership Capacity and Transparency:** Some educational leaders lack the professional training or leadership capacity to manage modern recruitment practices. This results in non-transparent processes and loss of public trust.

The Obstacles of the Teachers Recruitment Process in Katsina State

Teachers play in our lives and educational development. Is it necessary to have a transparent and effective teacher recruitment process to bring these teachers to the schools? However, there are a number of challenges that militate against teacher recruitment in Katsina state.

- **Poor recruitment policies:** The teachers recruited into schools, no doubt, determine to a large extent their contribution to the education sector and the success or failure of the education. Wrong recruitment practices, such as kinship, ethnic, religious, political, and other considerations, have created a situation where we have unproductive teachers. What we have virtually in every segment of the public service in Katsina is a situation where the chairman of a board or commissioner of a ministry of education compiles the names of his relations, friends, and party members and offers them employment without recourse to rules and regulations. This leads to falling standards in our education sector and low performance of teachers.
- **Selling of Appointment Letters:** This factor plays its own part and is mostly prevalent in the recruitment process of teachers, especially in public schools. In this category of recruitment, the recruiting agents or government officials, who are usually management officials like State Universal Basic Education Board (SUBEB) and Teachers Service Board (TSB) see the exercise as an opportunity to make money and hereby resort to selling appointment letters to the applicants through their agents.
- **Violation of the Recruitment Guidelines:** Manipulation of the recruitment guidelines to suit the interests of certain individuals in society. Some boards refuse to shortlist qualified applicants in favour of their preferred candidates; other boards conceal interview dates to fill the vacancies with their people. The report also showed that the competence of board members regarding the correct interpretation and implementation of the recruitment guidelines has been questioned. The teacher recruitment process has also been biased, tribal, ethnic, corrupt, and not based on due process.
- **Inadequate Qualified Teachers:** The situation regarding the shortage of qualified teachers is widespread and equally affects both developed and developing like Nigeria, in getting qualified applicants into education, especially in this 21st-century education where teaching and learning is anchored on technology. Therefore, the government and heads of schools are finding it very difficult to recruit qualified teachers for their schools. Huyen (2013) echoes a claim by schools that the qualified of teachers was not good enough to take the job teaching. So school administrators are increasing finding it difficult to fill posts. Therefore, hiring qualified teachers is a serious challenge.
- **Undue emphasis on paper Qualifications:** One fact which opposed recruitment process today, is that mere paper qualification is not a true test of the merit which the qualification proclaimed in the certificate is supposed to carry. It is not unusual today to find two young graduates holding the same degree qualification, but while one can write down his thoughts and ideas in logical sequence and in correct grammar, the other hardly writes one sentence correctly without elementary errors of spelling, grammar and totally unintelligible prose. Let both hold the same degree qualification (Jacob and Ibara, 2023). This is why it is important that the process of recruitment or appointment of teachers should be an instrument for the promotion of efficiency in the public schools.
- **Nepotistic Pressures and Interference:** One of the banes of Nigerian public schools is the recruitment of mediocre or totally unsuitable candidates in preference to candidates of high merit. The reason for this ugly situation can be traced directly to favoritism by those in high positions.
- **Specialized Subject Teacher Numbers:** The challenge of the recruitment process had to do with the subject specialization of the teachers. Despite the teacher recruitment advert stating that preference would be given to teachers with professional qualifications in Natural Sciences, Mathematics, Design and Technology, Business Studies, ICT, and Agricultural Sciences, the majority of the applicants had qualifications in civic education. It is not a matter of just recruiting everyone, but those whom the schools need.
- **Public Image of the Teacher:** In addition, the public image of the teacher is another major challenge. Not only do students, parents, administrators, and the larger society fail to show support, respect, and sympathy for teachers, but there is also a lack of appreciation for the teachers' efforts. The teacher is blamed and held responsible for students' failure and



behaviour, be it at school, home, or in the streets. There is public bashing for low standards of education, incessant strikes occasioned by irregular and poor salaries, resulting in debtor status and low esteem amongst teachers. Such severe evaluation and lack of praise for successes only help to frustrate teachers and cumulatively discourage others from joining the teaching profession. Society expects too much from the teacher (Jacob & Ibara, 2023).

- **Poor Conditions of Service:** So, not many young people want to enter into a profession that is not recognized and appreciated in society. It is a well-established fact that teachers' salaries fall far short of many other professional groups in the Nigerian economy, even after the recent salary review for workers. A graduate teacher in the same state of the Federation earns less than his colleagues in the Armed Forces, the Banking, and Oil industries. Many years of poor and irregular salaries and teacher militancy have detracted from the status of the teacher. In some states in the Federation, landlords do not let apartments to teachers for fear of inability to pay rent; they are neither the best of suitors too (Ololube, 2019). Coupled with a low salary structure is the issue of a lack of promotion for deserving teachers.
- **Expensive Advertisement:** Considering the means by which people can source information, advertising is carried out to have a greater pool of applicants from which to select. It is a law in Nigeria as well as many institutions' policy to advertise for vacant posts. Advertising on the internet, social media platforms, print media such as newspapers and journals, and on television is costly. It is observed that most schools, companies, and organizations in Nigeria use the media house, such as the television and radio, and print media (i.e., newspapers and journals) for advertising job vacancies because they consider it to be less expensive.
- **Geographical location of the school:** Another constraint of teacher recruitment is the geographical location of the school. The geographical location of the school for recruitment, as the school is located very far away from urban centres or security-challenged areas of the state, limits the expectation of a greater pool of applicants can be limited. Possibly competent, qualified, and experienced job seekers may not want to be relocated to places far away from their families and friends.
- **Political intrusion of the recruitment process:** In an economy like Nigeria, where the government controls almost all the parastatals, such as the educational sector, the recruitment process in this area is faced with a lot of challenges. Political interference and polarization have spilled over into schools. It has become evident from research that sometimes during recruitment of teachers in schools, politicians influence the recruitment and selection process by referring individuals for appointment to vacant positions.
- **Brain drain and lack of competent and experienced candidates in the local pool:** An organization, just like an educational institution, can be forced to recruit from far afield because of a lack of qualified personnel in the locality. Sometimes they go beyond their national borders to recruit. The costs linked with international or regional recruitment could lead an organization to recruit unqualified or inexperienced individuals, who they may have to incur extra expenses to train. The economic instability of Nigeria and the global economic crunch, which is experienced as a result of Covid-19, may see so many qualified and experienced people leaving the country to look for greener pastures may be in the same educational sector in neighboring countries in the region and abroad.
- **Overqualification syndrome in Nigeria:** the high level of unemployment has not only led to brain drain but also in the presence of overqualified individuals. The labour market of the educational sector may be flooded with highly qualified and experienced people chasing a few job vacancies. Job shortages in this area have led so many applicants to accept any job that is away from their field. Also, due to their high qualification, a good number of individuals shun or quit the schools or the educational system as soon as they get a better job, resulting in a high labour turnover. This will then oblige the school or the board in charge of recruitment to go through another recruitment and selection process. This process of recruitment and selection, as we know takes a whole lot of time and financial resources.

- **Outdated and inadequate job descriptions:** According to Barrah (2020), Changes and innovations in technology are very rapid. Changes and innovations in technology may affect how a job in schools is carried out, and the provisions required for that job may also vary. This has a huge impact on recruitment and selection, as the job description of the vacant position might be outdated or inadequate. In order to ensure the relevance of the job requirements and specifications, a constant review of the vacant job description must be carried out. Take, for instance, there might be situations where a school may be venturing into a new area and new jobs are created. This implies that there may be no frame of reference for formulating new job descriptions or requirements in such conditions. The school might not have adequate knowledge of the background and experience required for the new jobs. Then, trial and error becomes the recruitment and selection process.

In addition, Mdletye and Hlongwane (2019) in their study identified the underlisted as major challenges relating to staff recruitment and selection process in the educational system. They include:

- Cronyism, nepotism, and favouritism for vacant positions.
- Absence of transparency and fairness during the selection process.
- Invalid and unreliable personnel selection techniques.
- Unclear process of authenticating qualifications.
- Preferential treatment of external job applicants.
- Less recognition of tertiary qualifications.

Onwe (2008) noted that the issues associated with recruitment of staff are of two types: internal and external recruitment problems. According to him, issues emanating from the internal recruitment include:

- Absence of innovations and new ideas. Since new individuals outside the organization are not allowed into the system because it has to do with internal recruitment, there is no room for change and innovation. Therefore, new ideas are being hindered.
- Lack of competent staff in the system. The door of the organization is shut against competent personnel from outside the organization, considering the fact that it is an internal recruitment. Here, seniority becomes a determining factor for promotion to the expense of competency or qualified personnel.

The aspects of external recruitment include:

- Time for adjustment: A lot of time is required for new staff to adjust to the new institution's mode of operation, environment, and culture.

Undue subjection to outside interference and manipulation. The issue here becomes a matter of "who you know," not "what you know". The prerequisite factors expected from new employees, like skill, knowledge, experience, and competence, are compromised. These undue influences from outside, in terms of those who are connected to the institution's leadership, tend to defeat the whole essence of the recruitment process.

CONCLUSION

An improper recruitment process will affect the teacher's performance, which ultimately affects achieving school's goals and objectives as well as individual development. The recruitment process is the instrument used by the government to ensure its continuity in the sense that those who exit the school by either retiring or withdrawing are being replaced with competent ones, and this makes for improvement and effective education. It is, however, through the process of recruitment that competent and qualified personnel are selected and offered teaching jobs. This, to a greater extent, helps in maintaining teachers' performance as well as the much-needed educational development in the state and country as a whole. Although the recruitment process is characterized by a number of irregularities, which are mostly sentimental, it is believed that a lot can be achieved if the government officials (Leaders) saddled with the recruitment of teachers ensure strict compliance with the conventional recruitment and selection process.

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