

**RECRUITMENT FACTORS AND TEACHING TASK
PERFORMANCE OF TEACHERS IN PUBLIC SECONDARY
SCHOOLS IN OYO STATE, NIGERIA**

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Abstract: *This study examines recruitment factors and teaching task performance among teachers in public secondary schools in Oyo State, Nigeria. Concerns over ineffective teaching, including poor mastery of subject matter, inadequate instructional material use, and insufficient lesson note preparation, necessitated the study. Despite previous research on motivation and facility availability, the issue persists. This study explores recruitment factors, such as personnel needs and recruitment processes, as determinants of teaching task performance. A descriptive survey research design with a mixed-method approach was adopted. The study population included 15,498 teachers and principals, with a sample size of 1,355 respondents selected using a proportionate sampling technique. Data were collected using validated self-developed instruments, the Recruitment Factors Questionnaire (RFQ) and Teachers' Teaching Task Performance Questionnaire (TTTPQ), with Cronbach's Alpha reliability scores of 0.87 and 0.91. Descriptive and inferential statistical tools, including frequency counts, mean, standard deviation, and Pearson Product Moment Correlation (PPMC), were used for data analysis. Findings revealed generally high teaching task performance (weighted mean = 2.81). Recruitment factors such as specialization and qualification were frequently considered, while gender, experience, and additional skills were inconsistently applied. A significant relationship was found between personnel needs and teaching task performance ($r = 0.38$,*

P < 0.05) and between recruitment processes and teaching task performance ($r = 0.34$, $P < 0.05$). The study concludes that structured recruitment enhances teaching effectiveness and recommends a merit-based recruitment process to improve instructional quality in secondary schools.

Keywords: *recruitment factors; personnel needs; recruitment process; teacher teaching task performance.*

Introduction

Teachers' task performance is a substantial to the achievement of secondary school goals and objectives. It could be described as the duties performed by a teacher at a particular period in the school system in achieving the organisational goals. It could also be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes.

The degree of an achievement to which a teachers fulfill the organisational mission at workplace is called job performance (Cascio, 2020). Performance has been perceived differently by various researchers, but most of the scholars relate performance with measurement of transactional efficiency and effectiveness towards Organisational goals (Stannack, 1996; Barne, 1991).

The performance of a teacher is built up by degree of achievement of a particular target or mission that defines of performance (Cascio, 2020). Certain researchers have identified different thought, attitudes and beliefs of performance as it helps in measurement of input and output efficiency measures that lead to transactional association (Awad and Saad, 2021)

Adepoju (2021) asserted that variables of teachers' teaching task performance such as effective choice of teaching methods, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students' work and disciplinary ability are virtues which teachers should uphold effectively in the school system. In this regard, the teachers' teaching performance could be measured through annual report of his/her activities in terms of performance in teaching, lesson preparation, lesson presentation, mastery of subject matters, competent, teachers' commitment to job and extra-curricular activities. Other areas of assessment include effective leadership, effective supervision, effective monitoring of students' work, motivation, class control and disciplinary ability of the teachers.

Teaching is one of the core tasks of teachers in the school system as they are expected to prepare lesson notes, use suitable instructional

materials for the lesson, use adequate and appropriate teaching methods to communicate fluently and show a mastery of the subject content during teaching in the classroom. However, this seems not to be the case with some teachers in Oyo State. The teaching task of teachers is one of the crucial indicators of their performance. Ineffective teaching is one of the problems that appear to be associated with the task performance of teachers. The indices of teaching task would be discussed in terms of lesson notes preparation, usage of instructional materials and teaching methodology, which are seen to be germane to teaching activities in secondary schools.

Lesson note is a very significant part of teaching tasks; writing of up-to-date lesson notes always seems to be an issue for disagreement between teachers and the principals. It appears that some teachers have formed the habit of not writing up-to-date lesson notes while some may not even write at all. In so doing, they neglect the implication on their teaching profession. Teaching without lesson notes could hinder the realisation of learning objectives in the classroom. Any teacher that is found in the classroom without a lesson note could be regarded as an accidental teacher because the entire lesson that such a teacher would take may not be systematically arranged and the targeted objectives of the lesson may not be realised. No matter how knowledgeable such a teacher may be in the mastery of the subject matter, when sequential arrangement of thought and systematic delivery of the lesson is missing in a class, the objectives of such lesson may not be totally achieved. So, the teaching task of such a teacher could be regarded as ineffective.

The usage of suitable instructional materials is another aspect of teaching task in secondary schools. Instructional materials are very germane to the realisation of teaching and learning activities in the classroom. These materials make learning to be practical and enable students to see, touch and practice the oral instruction given by a teacher in the classroom. This act results in clear lesson delivery and simplifies the efforts of a teacher (Jamwal, 2017). Some teachers find the usage of instructional materials a difficult task, while others battle with how to choose relevant instructional materials for certain concepts. Even when some teachers attempt to use such materials, they use it ineffectively, displaying it at the wrong time or using it to distract the attention of students. Another problem is that, it appears that some teachers usually display instructional materials that are not readable and lack improvisation techniques. These identified issues and many others could mar the task performance of teachers in secondary schools.

Method of teaching is another index of teaching task that may be responsible for poor task performance of teachers in secondary schools. The right methods of teaching could facilitate teaching effectiveness in schools; some teachers tend to use the same method of teaching in delivering lessons in the classroom, while others become so attached to the same manner of introducing concepts to their students, failing to take into cognisance the individual differences of the students and the modes of evaluation during and after the lesson. This monotony in teaching methodology indicates a lack of dynamism among some teachers in secondary schools. Eventually, this may result to poor task performance of teachers.

The perceived low teaching task performance of teachers in Oyo State secondary schools seems to have resulted into a serious setback for the realisation of secondary schools' education goals and objectives. The situation has deteriorated to the extent that the results of students in external examinations are now a cause of serious worry to educational stakeholders (parents, government and policy makers). The percentage of students who obtained credit passes in a minimum of five subjects including English Language and Mathematics in the examinations conducted by West Africa Examinations Council (WAEC) keeps dwindling yearly. Oyo State, from 2016 to 2019, still maintained 26th position in Nigeria but the State recorded a remarkable achievement by rising to 11th position in 2020 which is commendable but still the performance was deflated to 33rd position in 2021 which seems not too good for a "pacesetter" state that is expected to be found within the range of 1st to 3rd position in the country. The roles of recruitment factors (Personnel needs and recruitment process) in shaping teachers performance seems to be germane in addressing low teaching task performance among teachers in secondary schools.

Recruitment could be described as a positive process of generating a pool of candidates by reaching the right audience suitable to fill a vacancy. This could be possible by considering some factors such as organisational needs, organisational objectives, and the recruitment process. Recruitment factors are very significant to the educational system in order to get qualified applicants that can effectively fill any vacant position within a school system due to the increase in staff retirement, death, turnover and competition within the educational system. The necessary factors that must be considered before recruitment is considered are personnel needs and recruitment process which are the indicators of recruitment factors (Adeyemi, Dumade and Fadare, 2015). These indicators of recruitment factors identified in this study are those factors that could necessitate effective teachers'

recruitment in the school system; these are personnel needs and recruitment process.

Personnel needs are described as the quality, quantity, characteristics and category of workforce that are needed by the education system for effective and greater task performance of teachers. Thus, Ekwoaba (2015) stated that “recruitments based on personnel needs (specialisation, age, gender and qualification) have become essential because individuals need to be attracted on a timely basis, in sufficient numbers and with appropriate qualifications.” For an appropriate recruitment to be made, the needs of the schools are expected to be considered in order to achieve the intended task performance of teachers. There is need to have adequate information on the quality and quantity of staff, the vacant positions and the specialisation by subject that is needed in each school and educational zone so as to recruit the right quality and quantity of teachers to improve teachers’ task performance. The teachers’ characteristics should be clearly defined in terms of qualification, experience, age and gender of any staff to be recruited for effective task performance to be achieved within the school system. Regardless of the economic climate, if the educational system at any level recruiting teachers based on possession of the necessary skills, knowledge, requisite qualification and capabilities to work effectively and efficiently as possible, teachers’ task performance could improve significantly in Oyo State.

Recruitment process is identified in this study as another index that is expected to impact positively on teachers’ task performance if followed to the letter. It is described as the procedure expected to be followed in recruiting teachers into the educational system. The recruitment process seems to be significant to the realisation of the goals and objectives of secondary school education. Section 79 (a) of the National Policy on Education, 2013 edition (Federal Republic of Nigeria, 2013), requires the appointment of academically and professionally qualified persons (Nigeria Certificate in Education and Bachelor Degree in Education) as teachers and head teachers in public secondary schools. In Nigeria, the recruitment process into public schools includes placing advertisements in both the print and electronic media; thereafter, a selection committee is established to screen the applications and then interview the shortlisted candidates. Staying faithful to the practices involved in this process usually ensures that qualified and skilful teachers are brought into the system. Potentially, this would in turn improve teachers’ task performance. Selection is usually based on performance during oral and written interviews. The criteria for selecting new teachers in a school include knowledge of subject matter, physical appearance, verbal ability and medical fitness

(Babarinde, Olujuwon, Abegunrin and Jimoh, 2019; Adeleke and Emunemu, 2024). An established pattern of best practices in the recruitment process in the educational system is expected to produce teachers that would likely be effective in the teaching profession. However, if the process is politicised or marred by favouritism, it may jeopardise the realisation of the educational objectives. The interested applicants for a teaching position are expected to fill and submit an application letter to show interest in the opening, and they may be invited to take an aptitude test and oral interview. The successful applicant would be considered and posted to the school of assignment. Teachers that are recruited without following the due process may not give their best to the teaching profession. If all the necessary processes are not followed to the letter in the recruitment exercise of teachers, this may negatively affect the task performance of such teachers.

Statement of the problem

The problem ineffective teaching performance of secondary school teachers seems to have generated an issue of national discuss among educational stakeholders. There ineffective teaching task of teachers was observed inform of poor mastery of subject matter, poor usage of instructional materials and poor lesson notes preparation. The problem has been persistent among teachers and need urgent attention. The implication of ineffective teaching task could be disastrous if not taking care on time; not only that it can lead to not realization of secondary schools' educational goals and objectives but it can lead to increase in dropout rate among students, confidence and prestige of teaching profession could be reduced, increase in poor academic performance of students and reduction in the transition rate to higher institutions among others. Studies has been caried out on variables such as motivational factors, facility availability and students' interest as variables that could improve effective teaching task of teachers but the problem of ineffective teaching task persist. Recruitment factors measured in terms of personnel needs and recruitment process if follow to the later they are expected to improve teaching task of teachers in secondary schools, therefore the researcher investigated recruitment factors and teaching task performance of teachers in public secondary schools in Oyo State, Nigeria.

Purpose of the study

The study investigated recruitment factor and teaching task performance of teachers in public secondary schools in Oyo State Nigeria. specifically, the study:

- i. established the level of teaching task performance of teachers in public secondary schools in Oyo State
- ii. assessed the frequency in the usage of recruitment factors in public secondary schools in Oyo State and
- iii. established the relationship between personnel needs, recruitment process (recruitment factors) and teaching task performance of teachers in public secondary schools in Oyo State.

Research Questions

The following research questions were raised and answered in the study

- i. What is the level of teaching task performance of teachers in public secondary schools in Oyo State?
- ii. How frequent is recruitment factors being used in the selection of teachers in public secondary schools in Oyo State?

Hypothesis

H₀₁: There is no significant relationship between recruitment factors (personnel needs, recruitment process) and teachers' task performance in public secondary schools in Oyo State.

Methodology

The descriptive survey research design using mixed method of data collection was adopted for this study. This was considered appropriate for the study because it provided the strategy for obtaining and describing existing conditions in the study since the information was already in existence. The researcher was not also interested in manipulating variables in the study. Population for this study consists of 15,498 teachers and principals of public secondary schools in Oyo State, Nigeria. The sample size of the respondents for the study is 1,355 (1,296 teachers and 59 principals), proportionate to size sampling technique was adopted to sample 59 schools, 1,296 teachers and the principals were enumerated making 1355 respondents for the study. The instruments for this study were self-developed instruments titled Recruitment Factors Questionnaire (RFQ) and Teachers Teaching Task Performance Questionnaire (TTPQ). Face and content validity of the instruments was achieved by giving the drafted copies of the instruments to experts in the test construction for the review of the contents for necessary corrections and modifications. This is to ensure that the instruments measure what they are meant to measure.

Reliability of the instrument was achieved through a pilot test and Cronbach Alpha test of reliability was used to test the internal consistency of the instruments at 0.05 level of significance, the results 0.87 and 0.91 reliability coefficient. The descriptive statistical tools of frequency counts, simple percentage, mean and standard deviation were used to analyze research questions 1 and 2, the inferential statistical tool of Pearson Product Moment Correlation (PPMC) was used to test hypotheses 1 at $p < 0.05$ level of significance.

Results and discussion

This section presented the results and discussion of findings of this study. The data retrieved from the field through questionnaires were used to generate the results for this study, 1296 instruments were administered to teachers but 1284 (99.1%) were retrieved from the field, that is, 12 questionnaires were not returned by the respondents. Also, 59 questionnaires were administered to school administrators (principals) and were all (100%) returned. The total number of questionnaires that were retrieved from the field were 1343 (99.11%) which was used for data analysis.

Analysis of Research Questions

Research Question 1: What is the level of teaching task performance of teachers in public secondary schools in Oyo State?

Table: Level of teaching task performance of teachers in public secondary schools

S/N	Items	VH	H	L	VL	Mean	Std.Dev.
Teaching tasks							
1	Preparation of up-to-date lesson note	15 (27.3%)	40 (72.7%)	0 (0.0%)	0 (0.0%)	3.27	0.449
2	Using the appropriate methods of teaching in the class	6 (10.9%)	39 (70.9%)	6 (10.9%)	4 (7.3%)	2.85	0.705
3	Using diverse	8 (14.5)	31 (56.4)	16 (29.1)	0 (0.0%)	2.85	0.650

	methods to make sure that students understand the lesson	%)	%)	%)			
4	Choosing the right instructional material for teaching in the classroom	6 (10.9%)	38 (69.1%)	11 (20.0%)	0 (0.0%)	2.91	0.554
5	Display of the instructional materials for teaching in the classroom	11 (20.0%)	20 (36.4%)	24 (43.6%)	0 (0.0%)	2.76	0.769
6	Improvisation of instructional material for teaching	4 (7.3%)	32 (58.2%)	17 (30.9%)	2 (3.6%)	2.69	0.663
7	Using teaching instruction always	10 (18.2%)	13 (23.6%)	21 (38.2%)	11 (20.0%)	2.40	1.011
	Weighted mean					2.81	

Table 1 shows the level of teaching task performance of teachers in public secondary schools in Oyo State. The Table revealed that 40 (72.7%), 39 (70.9%), 38 (69.1%), 32(58.2%) and 31(56.4%) of the respondents affirmed that teachers' task performance was high in terms of preparation of up to date lesson note, using the appropriate methods of teaching in the class, choosing the right instructional material for

teaching in the classroom, improvisation of instructional material for teaching and using diverse methods to make sure that students understand the lesson with mean value of 3.27, 2.85, 2.91, 2.69 and 2.85 respectively but 24 (43.6%) and 21 (38.2%) of the respondents indicated that teachers' task performance was low in the area of display of the instructional materials for teaching in the classroom and using teaching instruction materials in the class with mean value of 2.76 and 2.40 respectively. The weighted mean value for teachers' teaching task performance was 2.81. The weighted mean (2.81) is above 2.50 criterion mean; this implies that teachers' teaching task performance is high in public secondary schools.

The findings of this study is against the findings of Faremi (2021) and Aremu (2010) who found out that teachers' task performance was low in secondary schools, this performance appraisal was adjudged by the administrators and some other significant educational stakeholders. The scholar stressed that poor task performance is not only frustrating to the teachers, administrators and the students but its effects are equally grave on the society in terms of consequences. This result also corroborated the findings of Adepoju (2021). The findings are also in congruent with that of Griffin et al. (2007) positions that task performance of teachers was very high and seem to be favorable and achieved the expectation of educational stakeholders as a result of how well an individual performed the core tasks specified in his or her job description.

Research Question 2: How frequent were recruitment factors (personal needs and recruitment process for recruitment in public secondary schools in Oyo State?

Table 2: Frequent use of recruitment factors (personal needs and recruitment process) for recruiting in secondary schools

S	Personnel	Alway	Sometim	Rarel	Never	Mea	Std.D
N	Needs	s	es	y		n	ev
1	Area of specialization	805 (62.7%)	360 (28.0%)	92 (7.2%)	27 (2.1%)	3.51	0.721
2	Gender consideration in the process of recruitment	229 (17.8%)	433 (33.7%)	311 (24.2%)	311 (24.2%)	2.45	1.044

3	previous experience is required before giving the job	356 (27.7%)	438 (31.4%)	323 (25.2%)	167 (13.0%)	2.77	0.997
4	Age has nothing to do with teachers recruitment	408 (36.7%)	367 (31.8%)	330 (25.7%)	179 (13.9%)	2.78	1.042
5	The recruitment of teachers is based on qualification	821 (63.9%)	319 (24.8%)	100 (7.8%)	44 (3.4%)	3.49	0.782
6	Height is a factor for recruiting teachers	300 (23.4%)	165 (12.9%)	241 (18.8%)	575 (44.8%)	2.15	1.222
7	Other skills possessed is not a prerequisite for recruiting teachers	228 (17.8%)	399 (31.1%)	451 (35.1%)	206 (16.0%)	2.51	0.963
8	Quantity of teachers in a school is a factor for recruitment	132 (10.3%)	248 (19.3%)	588 (45.8%)	316 (24.6%)	2.15	0.910
	Weighted mean					2.72	

	Recruitment process	Always	Sometimes	Rarely	Never	Mean	Std.D ev
9	Application form alone	426 (33.2%)	295 (23.0%)	200 (15.6%)	363 (28.3%)	2.61	1.212
10	Application - oral interview	559 (43.5%)	425 (33.1%)	125 (9.7%)	175 (13.6%)	3.07	1.037
11	Application-written interview	663 (51.6%)	446 (34.7%)	133 (10.4%)	42 (3.3%)	3.35	0.794
12	Application-written interview-oral interview	649 (50.5%)	473 (36.8%)	130 (10.1%)	32 (2.5%)	3.35	0.762
13	Application-aptitude test	465 (36.2%)	577 (44.9%)	173 (13.5%)	69 (5.4%)	3.12	0.835
14	Application-written-oral-aptitude test	368 (28.7%)	429 (33.4%)	352 (27.4%)	135 (10.5%)	2.80	0.971
15	Without application but phone call	113 (8.8%)	186 (14.5%)	247 (19.2%)	738 (57.5%)	1.75	1.004
16	Without application but received appointment letter from politician	260 (20.2%)	280 (21.8%)	260 (20.2%)	484 (37.7%)	2.25	1.160

17	Receive appointment letter from family member without application	179 (13.9 %)	335 (26.1%)	229 (17.8 %)	539 (42.0 %)	2.12	1.108
Weighted Mean						2.34	
Grand							mean
2.24							

Table 4.4 shows the descriptive analysis of how frequent recruitment factor (personnel needs) were used in public secondary schools. From Table 4.4, the larger percentage 821 (63.9%), 805 (62.7%) and 408 (36.7%) of the respondents indicated that the recruitment of teachers was always based on qualification and areas of specialization and that age has nothing to do with teachers' recruitment as shown by the mean value of 3.49, 3.51 and 2.78 respectively. Also, 438 (31.4%) and 433 (33.7%) of the respondents specified that sometimes previous experience was required before being given job and that gender was sometimes considered in the process of recruitment. Meanwhile, 588 (45.8%) and 451 (35.1%) of the respondents indicated that the quantity of teachers in a school was rarely a factor for recruitment and that other skills possessed were rarely prerequisites for recruiting teachers with mean value of 2.15 and 2.51 respectively while 575 (44.8%) indicated that height was never a factor for recruiting teachers in the school system with mean value of 2.15. The weighted mean value for personnel need is 2.72 which is greater than the criterion means of 2.5. This signifies those personnel needs are practices that are sometimes used in the process of recruiting staff into public secondary schools. Table 4.6 further reflects the recruitment process that teachers passed through before being recruited to secondary schools. It revealed that, 663(51.6%), 649(50.5%), 559 (43.5%) and 426 (33.2%) of the respondents indicated that some teachers always pass-through application-written interview, application-written interview-oral interview, application - oral interview and only application as process of recruiting teachers with mean value of 3.12, 2.80 3.35 and 3.35 respectively. It was also indicated that 577 (44.9%), and 429(33.4%) of the respondents indicated that teachers sometimes passed through application-aptitude test and application-written- oral-aptitude test while 738 (57.5%), 539 (42.0%) and 484(37.7%) of the respondents

indicated that teachers never got teaching jobs without application or through phone call, never received an appointment letter from family members without submitting an application and never received an appointment letter from a politician without application. The mean values of 1.75, 2.12 and 2.25 were recorded in this regard. The weighted mean for recruitment process is 2.34. This implies that recruitment process is rarely practiced in public secondary schools as the weighted mean is less than the decision mean of 2.50.

To answer the research question, on how frequent recruitment factors were used to recruit teachers in public secondary schools. The grand mean value for the recruitment factors is 2.24 which was less than 2.5 decisions mean. This implies that recruitment factors (personnel needs and recruitment process) are rarely practiced in recruiting teachers in public secondary schools. This implies that qualified teachers may not be recruited to the public secondary schools if the employers rarely followed the recruitment factors.

The result of this study is in agreement with the findings of Vyas (2011) found out that the current trend is that organizations look for methods of reducing the time and effort in the recruitment process and rarely practice necessary recruitment factors to generate the right teacher. However, Andrews (2020) admonished those methods of team staffing should translate to competitive advantages of a school but it is rarely practiced in the school system.

More so, the result is against the findings of Ofori and Aryeetey (2011) position that recruitment factor is always used to generate a pool of competent individuals to apply for employment within a school system. Evidence has shown that this may likely be so in a school system than smaller organizations in implementing sophisticated recruitment processes with majority of smaller organizations relying on referrals and advertising as their recruitment practices of choice

Testing of Hypotheses

The hypotheses that were formulated were tested at $P < 0.05$ Alpha level.

H₀₁: There is no significant relationship among personnel needs, recruitment process (recruitment factors) and teachers' task performance in public secondary schools in Oyo State.

Table 3: Correlation matrix on relationship among personnel needs, recruitment process (recruitment factors) and teachers' task performance

Variables	Teachers' task performance	Personnel Needs	Recruitment Process
Teachers' Teaching task performance	1.000		
Personnel Needs	.382** (0.003)	1.000	
Recruitment Process	.342** (0.001)	0.325** (0.012)	1.000
Mean	2.7546	2.7134	3.6108
Std.D	.26078	.26081	.39932

The relationship between recruitment factors (personnel needs, recruitment process) and teachers' task performance was shown in Table 3. The result showed that there was a significant relationship between personnel needs and teachers' task performance in secondary schools ($r = 0.38$, $P < 0.05$). Also, there was a significant relationship between recruitment process and teachers' task performance ($r = 0.34$, $P < 0.05$). The implication is that there was a significant relationship among personnel needs, recruitment process and teachers' task performance in public secondary schools. The magnitude of the relationship is moderate and positive. This implies that an increase in the application of personnel needs and recruitment process (recruitment factors) in recruiting teachers would bring a moderate positive improvement in teachers' task performance in public secondary schools. The null hypothesis is hereby rejected.

The result of this study supports the findings of Osemeke (2012) who found out that there is a positive association between good recruitment factors and workers' task performance. Oyedele (2021), Salifu (2019), and Dineen and Williamson (2012) affirmed that there is a positive relationship among personnel needs, recruitment process (recruitment factors) and teachers' task performance in secondary schools. From the study conducted by Syed and Jama (2012) the study found out that adequate utilization of the recruitment process is positively related to teachers' task performance. According to Huselid (2020) if the recruitment process is observed that gives an outsized collection of competent candidates, paired with a reliable and valid choice regime that may have a considerable influence over the standard and sort of skills new workers possess. Similarly, Rauf (2007) discovered that

sophisticated recruitment procedures are positively related to task performance in organizations.

On the contrary, the result is not in line with the findings of Andrews (2020) and Bowen (2003) positions that there is no significant relationship between personnel needs (age, gender) and the job performance of teachers. Yearata (2019) showed no effect of personnel needs on work performance. Meanwhile, Smedley and Whitten (2006) recommended personnel needs as a probable factor for work performance. Shultz and Adam (2007) identified no significant relationship between recruitment process and work performance of teachers. Kujala, Remes, Ek, Tammelin and Laitinen (2005) was not pleased with the task performance of staff of public secondary schools but the study by Birren and Shay (2001) opposed this result as they found their performance hanging on the recruitment factors (personnel need and recruitment process) of the school system.

Conclusion

Based on the data collected, analyzed and the findings from the study, the following conclusions were made.

The level of teaching task performance of teachers in public secondary schools was high in public secondary schools. The study also concluded that in general, while recruitment factors are rarely practised in public secondary schools, however, recruitment based on personnel needs was sometimes practiced in recruiting teachers but recruitment process is rarely adherent to in recruiting teachers in Oyo State. Also, there is a positive significant contribution of recruitment factors, organizational culture and work environment to teachers' task performance in public secondary schools in Oyo State. This is an indication that recruitment factors, organizational culture and work environment are responsible for teachers' task performance in Oyo State.

Recommendations

Based on the findings from the study, the following were recommended:

- i. The level of teachers' teaching task performance should be improved especially the aspect of administrative task performance of teachers which was low so as to achieve high level of teachers' task performance in public secondary schools in Oyo State.

- ii. Recruitment factors are encouraged to be practiced always in public secondary schools, especially the recruitment process that is rarely practiced in recruiting teachers. To have quality and professional teachers in the teaching profession, the recruitment process should be followed and practiced always.
- iii. Steps should be put in place by educational stakeholders to ensure that recruitment factors are always practiced in recruiting teachers for task performance of teachers to be improved in public secondary schools in Oyo State.
- iv. Recruitment factor (personnel need) that is sometimes used for recruiting teachers are encouraged to be used always for better teachers' task performance in public secondary schools

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