

Teacher recruitment strategies and job performance in public senior secondary schools of Nigeria

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ABSTRACT

Teachers' recruitment strategies are indispensable instruments for the selection of qualified and competent teachers. This study examined teachers' recruitment strategies and job performance in public senior secondary schools in Kwara State, Nigeria. The study adopted a descriptive survey of correlational type. Two research questions and one hypothesis were raised to guide the study. The population of the study consisted of four hundred and two respondents in the 196 public secondary schools in Kwara State. The research instruments used were titled Teachers' Recruitment Strategies Questionnaire" (TRSQ) and Job Performance Questionnaire (JPQ) were used to collect data for the study. Mean, Standard deviation and Pearson Product-Moment Correlation Statistics were used to analyze the data. The findings of the study revealed that there was a significant relationship between teachers' recruitment strategies and job performance in public senior secondary schools in Kwara State (p -value $.000 < \text{significant level } .05$). It was recommended among others that Kwara State government through Kwara Teaching Service Commission (TESCOM), must endeavour to keep a high level of recruitment strategies to ensure and maintain the professional and competent spirit of teachers and good moral standard of the educational system in Kwara State.

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ARTICLE INFO

Keywords:

job performance; public secondary schools in Nigeria; teachers' recruitment strategy

Article History:

Received: 29 November 2023

Revised: 11 December 2023

Accepted: 17 December 2023

Published: 21 December 2023


How to Cite in APA Style:

Olaifa, A., S., Issa, H. O., Niji-Olawepo, O., A., Adeoye, M., A., & Olaifa, E. O. (2023). Teacher recruitment strategies and job performance in public senior secondary schools of Nigeria. *Journal of Educational Management and Instruction*, 3(1), 41-50.

Introduction

The quality of teaching and learning results from an interplay among a broad range of success factors which have important consequences for effective teacher performance and students' learning. Such factors include basic facilities such as classrooms, standard libraries, well-equipped laboratories, staff offices and teaching facilities and provision of funds to the school, for staff remunerations and the implementation of the school budget. Other factors include organizational motivational efforts, staff satisfaction, commitment

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 <https://doi.org/10.22515/jemin.v3i1.7886>

and morale and the school's organizational environment including climate and leadership. A teacher in today's cultural change must possess knowledge about teaching planning, teaching practice, technology education, distance education, peace education and gender education (Karacaoglu, 2018).

Recruitment and staff are important factors for success in every organization as a result of having the right staff in the right place which helps to improve and sustain organizational performance (Adeyemi et al., 2015). Recruitment and staffing are the mechanisms used in organizations to ensure continuity in the workplace as a result of retirement and deployment of staff to fill the vacuum created especially in the complex teaching profession. Recruitment is the process of identifying and attracting or encouraging qualified and suitable candidates to any positions in an organization based on advertised vacancies (Peretomode & Peretomode, 2001). Similarly, it is regarded as a process of attracting individuals on a timely basis, in sufficient numbers and with appropriate qualifications, developing their interest in an organization and encouraging them to apply for jobs within it (Crawford, 2004).

Secondary school teacher recruitment strategies are aspects of the overall labour market for teachers. Overall compensation means not only salaries (including bonuses, other forms of monetary compensation, and expected future earnings) and other benefits but also any other type of reward derived from teaching that can be encompassed under the heading of "working conditions" or "personal satisfaction." Cohen and Hill (2016) stated that the basic principles driving the supply of teachers in secondary schools are the following: individuals will remain teachers if teaching represents the most attractive activity to pursue among all activities available to them. These elements of attractiveness (salaries, benefits, working conditions and personal satisfaction) are the policy levers that can be manipulated at the school or state levels to bring supply in line with demand. The demand for teachers is driven by student enrolments, class-size targets, teaching load norms and budgetary constraints.

In the supply and demand framework, recruitment strategies of secondary school teachers might investigate factors that affect an individual's decision to choose teaching as a career. In choosing teaching over other available occupations, an individual will lose the opportunity to experience the rewards, in terms of overall compensation, of those other occupations. These lost rewards are considered the "opportunity costs" of teaching (Davis et al., 2018). The policies that promote recruitment strategies of teachers in secondary schools, would be to increase the rewards of teaching relative to those of the competing occupations available to the types of people they wish to attract. Policies that promote retention would focus on adjusting the rewards offered by teaching relative to those offered by competing occupations or activities. Studies of retention might discuss factors that determine whether a teacher decides to leave teaching because he or she wishes to retire, take another form of employment, stop out for some time, remain unemployed or switch to another school. Davis et al. (2018) stated that the policies that promote recruitment and those that promote retention both focus on mechanisms to adjust the attractiveness of teaching relative to other occupations that is, mechanisms to create rewards that outweigh the opportunity costs of becoming or remaining a teacher; it is often difficult to separate the two issues.

Vazir and Retallic (2007) stated that the mechanism and proper methodology of the selection of teachers is a problem in many parts of the world. Similarly, if such a mechanism or methodology persists, there is no authority for its proper implementation and accreditation. The majority of problems in teachers' selection are seen at the level of management of selection. Such problems come as a result of poor policy, unsuitable executive procedures and their implementation. These problems also consist in the form of lack of transparency in documentation, testing, check and balance, trained human resources, poor coding, confidentiality, inappropriate test administration, accreditation of teachers' certification issues, favoritism and personal interests (Atashak, 2011).

The Kwara State Teaching Service Commission as an organization can only carry out its responsibilities through the performance of its teachers. In the pursuit of achieving the organizational goals, the teachers of the ministry have to do their respective jobs according to their job descriptions. The expectation, therefore, is that the successful performance of an allocated job by an organizational member cumulatively leads to the achievement of the organizational goals. Hence, one of the keys to an effective and successful organization is the management of human resources (employees) in the system for effective performance. This is more so because teachers make up the fundamental part of a school organization (Nnabuo et al., 2014). Ruggai and Agih (2008) stated that at present, the recruitment of secondary school teachers is not systematic and not adequate to meet the growing population of students. Developing strategies for the systematic recruitment of potential secondary school teachers are not there anymore. Developing strategies to encourage teachers with appropriate academic qualifications to enter the teaching profession and control for teacher education programs at a later stage of their careers.

Advertisement is one of the recruitment strategies to the method of bringing information to the doorstep of teaching job seekers through different means of disseminating information. This will help every individual seeking for teaching job to be well informed and comprehend the requirements for the teaching post to be applied for. The interview is one of the recruitment strategies that have to do with the method of scrutinizing job seekers for better acceptance of qualified and competent applicants. At this point, interviewers might have selected the appropriate and qualified teachers for the teaching job. The placement of teachers is another indicator of the recruitment strategies that deal with the systematic process of assigning a specific subject to be taught. This will promote areas of dedication and commitment to the teaching profession. Job definition is the systematic process of describing the type of teaching job to be assigned to job seekers. That is, every applicant needs to state his or her area of specialization. Compensation packages are another germane indicator of recruitment strategy that has to do with the systematic process of rewarding and motivating teachers in the teaching job. School teachers are highly compensated with available packages that would improve the level of their teaching job performance in school. Therefore, this study examined teachers' recruitment strategies and job performance in public senior secondary schools in Kwara State, Nigeria.

In Nigeria, perhaps as a result of the free education policy and the subsequent rapid increase in the enrolment of students seems to have brought about the demand for more qualified secondary school teachers in many schools. Although the Kwara State government has taken various measures to recruit more teachers on a subject basis into schools, it seems that there has not been an equitable distribution of available teachers along subject lines. A close look at the demand and supply situations of qualified teachers in secondary schools in the State seems to show a great disparity. The addition of new subjects into the curricula of many schools and the introduction of continuous assessment as a means of evaluating students' performance has led to the demand for more qualified teachers. Although qualified secondary school teachers were needed in the sciences and non-sciences, the demand for qualified secondary school teachers appears to be more pronounced in science subjects than in non-science subjects.

The [National Policy on Education \(2004\)](#) spelt out the responsibilities of the Ministry of Education for effective management of education in the State. The Kwara State Teaching Service Commission must carry out its responsibilities effectively to equip and recruit secondary school teachers to perform their teaching duties effectively and efficiently. The primary duty of secondary school teachers is to impart knowledge, skills and attitudes to the students through the process of teaching and learning. Most often, the poor performance of students is attributed to the poor work attitude and job performance of teachers. However, it should be noted that teachers can only perform effectively if well-equipped. The non-performance of secondary school teachers may not be unconnected

with the poor performance of the Kwara State Teaching Service Commission. This is because it has a carry-over effect on the actual teaching and learning in the educational institutions in the state.

However, it has been observed that despite seminars, workshops, training and administrative programs and other incentives provided by the Kwara State Teaching Service Commission, there is still a negative attitude to work leading to low job performance of secondary school teachers. Therefore, the researcher sought to establish if there was a relationship between teachers' recruitment strategies and job performance in Public Senior Secondary Schools in Kwara State, Nigeria. This research is guided by the following research questions:

- (1) What are the recruitment strategies for teachers in public senior secondary schools in Kwara State, Nigeria?
- (2) 2. What is the level of teacher's job performance in public senior secondary schools in Kwara State, Nigeria?

In addition, the present research is directed to test the connection between teacher recruitment strategy and job performance as hypothesized below:

Ho₁: There is no significant relationship between teachers' recruitment strategies and job performance in public senior secondary schools in Kwara State, Nigeria

Method

The aim of this study is to explain the recruitment strategies and job performance of teachers in public secondary schools of Nigeria, as well as to examine the potential connection between teacher recruitment strategy and the job performance. This study adopted a descriptive survey of correlational type. The independent variable is teachers' recruitment strategies while the dependent variable is job performance. The population comprises 6,466 senior secondary school teachers in 322 public secondary schools in Kwara State and 322 school principals (Kwara Teaching Service Commission, 2022). A multistage sampling technique was used for this study. Proportional sampling technique using [Research Advisors \(2006\)](#) was used to select 354, 254 and 76 public secondary school teachers as well as 80, 50 and 66 public secondary school principals in the 196 public secondary schools from Kwara Central, Kwara North and Kwara South Senatorial Districts respectively. The simple random sampling technique was used to select 364 public secondary school teachers and 196 school principals in the 196 public secondary schools in the state respectively. The researchers adopted two research instruments titled Teachers' Recruitment Strategies Questionnaire (TRSQ) and Job Performance Questionnaire (JPQ). The questionnaire was subdivided into three parts A, B and C. Part A dealt with the demographic data of the respondents on gender, academic qualification, teaching experience and job status and Part B of TRSQ contained 25 items relating to the sub-variables that were generated on teachers' recruitment strategies while 15 items were generated relating to job performance. The responses of the research instruments were on four Likert of SA, A, D and SD.

With regards to reliability, the research instruments were correlated using the Pearson Product Moment Correlation method to determine the reliability status of the research instruments. The coefficients of 0.67 and 0.65 were obtained showing that the instruments were reliable for data collection. After, administration of the instruments, they were retrieved for data analysis in this study. 314 Out of 364 teachers were able to return the administered research instrument. 88 out of 196 school principals were accessible for the research instrument. Therefore, 402 respondents were used for this study. The data collected from the sampled secondary schools were subjected to analysis using the SPSS 28.0 version. The research questions raised for the study were answered

using the descriptive statistics of frequency counts and average percentage while the research hypotheses were tested using inferential statistics of Pearson's Product Moment Correlation Statistics at 0.05 level of significance.

Results

First of all, the demographic information of the respondents of this study is presented in Table 1. Table 1 depicts a comprehensive overview of the composition of the sample group in terms of gender, position in the school, teaching experience, and educational qualifications. In terms of gender, the majority comprises females, accounting for 74.1% (298 individuals), while males constitute 25.9% (104 individuals) of the total. Regarding their positions within the school, the majority are teachers, making up 78.1% (314 individuals), while principals constitute 21.9% (88 individuals). When examining teaching experience, the data indicates that 29.1% (117 individuals) have 0-5 years of experience, 62.2% (250 individuals) have 6-10 years, and 8.7% (35 individuals) have over 10 years. In terms of educational qualifications, 52.5% (211 individuals) hold a First Degree, 41.3% (166 individuals) possess a Second Degree, and 6.2% (25 individuals) have other specified qualifications.

Table 1. Demographic information of the respondents

	Frequency	Percentage
Gender		
Male	104	25.9
Female	298	74.1
Total	402	100.0
Position in School		
Principal	88	21.9
Teacher	314	78.1
Total	402	100.0
Teaching Experience		
0-5years	117	29.1
6-10years	250	62.2
Above 10 years	35	8.7
Total	402	100.0
Educational Qualifications		
First Degree	211	52.5
Second Degree	166	41.3
Others specify	25	6.2
Total	402	100.0

Teacher recruitment strategies

Table 2 shows the mean ratings and standard deviations of recruitment strategies for teachers in Public Senior Secondary Schools in Kwara State. The indicators of recruitment strategies for teachers have mean ratings of 18.99, 17.26, 13.04, 18.55 and 12.43 respectively. The standard deviations of 3.2, 2.5, 3.9, 2.6 and 2.1 respectively. The analysis implies that the mean scores of these indicators are greater than the 2.50 benchmark mean which were all accepted. Advertisement was ranked 1st with a mean of 18.99, Interview was ranked 2nd with a mean of 17.26. Compensation packages were ranked 5th with a mean of 12.43 respectively. This means that the indicators of

recruitment strategies for teachers are put in place in public senior secondary schools in Kwara State.

Table 2. Teacher recruitment strategies

S/N	Recruitment Strategies for Teachers	Mean	SD	Decision	Ranking
1	Advertisement	18.99	3.2	Accepted	1st
2	Interview	17.26	2.5	Accepted	2nd
3	Placement of Teachers	13.04	3.9	Accepted	4th
4	Job Definition of Teachers	18.55	2.6	Accepted	3rd
5	Compensation Packages	12.43	2.1	Accepted	5th

Teacher Job Performance

In terms of the job performance, Table 3 indicates the mean and standard deviation of responses on the level of job performance in Public Senior Secondary Schools in Kwara State. The average means scores of the indicators for the level of job performance such as teaching method, classroom management and extra-curricular activities were 2.83, 2.80 and 2.85 with standard deviations of 0.79, 0.65 and 0.73 respectively. The analysis implies that the mean scores of the dimensions of job performance are greater than the 2.50 benchmark mean which was all accepted. This means that the level of job performance was high in Public Senior Secondary Schools in Kwara State.

Table 3. Teacher job performance

S/N	Item statements	Mean	SD	Decision
Teaching Methods: The teacher:				
1	Uses a student-centred approach in teaching	2.77	0.98	Accepted
2	Attends classes regularly	2.52	0.78	Accepted
3	make use of instructional materials to facilitate teaching and learning	3.26	0.35	Accepted
4	Marks the assignments given promptly	2.61	0.87	Accepted
5	Gives feedback to students on their performance	2.98	0.98	Accepted
	Average mean	2.83	0.79	Accepted
Classroom Management: The teacher:				
6	Maintains an orderly classroom management control	2.60	0.68	Accepted
7	Allows students to participate in classroom activities	2.52	0.85	Accepted
8	Keeps students' records properly	2.55	0.55	Accepted
9	Punishes students' bad behaviours	3.07	0.71	Accepted
10	Supervises students during examinations.	3.22	0.47	Accepted
	Average mean	2.80	0.65	Accepted
Extra-curricular Activities: The teacher:				
11	Takes part in school sports or games	3.11	0.72	Accepted
12	Organizes students in clubs and societies	2.66	0.69	Accepted
13	Counsels' students on their challenges	3.03	0.57	Accepted
14	Organizes excursions for students	2.99	0.91	Accepted
15	Takes part in students' football competition	2.45	0.78	Rejected
	Average mean	2.85	0.73	Accepted

The relationship between teacher recruitment strategy and job performance

One more interesting matter to see is that there is a connection between teacher recruitment strategy and job performance. Table 4 shows that the p-value (.000) was less than the significant level at (0.05) for 400 degrees of freedom with the calculated r-value of .455. Therefore, the hypothesis which states that there is no significant relationship between teachers' recruitment strategies and job performance in public senior secondary schools in Kwara State was rejected. This suggests that there was a significant relationship between teachers' recruitment strategies and job performance in public senior secondary schools in Kwara State. This implies that recruitment strategies have a good impact on the level of job performance of teachers in the teaching profession.

Table 4. The connection between recruitment strategy and job performance

Variables	N	Mean	SD	Df	Cal. r-value	p-value	Decision
Teachers' Recruitment Strategies	402	87.37	14.3				
				400	.455	.000	Ho Rejected
Job Performance	402	8.48	2.17				

Discussion

The findings of research question one indicated that the mean ratings of the indicators of recruitment strategies for teachers are greater than the 2.50 benchmark mean which was all accepted. Advertisement was ranked 1st with a mean of 18.99, Interview was ranked 2nd with a mean of 17.26. Compensation packages were ranked 5th with a mean of 12.43 respectively. The result shows that indicators of recruitment strategies for teachers are put in place in public senior secondary schools in Kwara State. This agrees with the findings of Adeyemi et al. (2015) that, recruitment strategies as an important factor for success in every organization as a result of having the right staff in the right place which helps to improve and sustain the job performance of teachers. This finding agrees with the findings of that, the findings of this study align with that of Peretomode and Peretomode (2001) who found that recruitment strategy is the process of identifying and attracting or encouraging qualified and suitable candidates to any positions in an organization based on advertised vacancies. The findings of research question two revealed that the level of job performance was high in Public Senior Secondary Schools in Kwara State. This finding agreed with that of Gede (2018) who concluded that the overall job performance of teachers in secondary schools is a function of chronological age. This is important because the successful performance of specific tasks gears the activities towards the achievement of educational goals. The finding also conforms to that of Cohen and Hill (2010) that, for teachers to the attainment of a high level of performance, teachers to learn new teaching methods, broaden their subject matter content knowledge, or stay informed of changing policies, among other purposes. The finding agreed with the findings of Darling-Hammond (2017) that, the educational qualification of teachers is an important indicator of their knowledge and competence in teaching to improve their job performance effectively and efficiently.

The findings of the hypothesis revealed that there was a significant relationship between teachers' recruitment strategies and job performance in public senior secondary schools in Kwara State. This finding supports the view of Griffin (2017) that recruitment strategies as a concept of securing the right people for particular jobs for better job performance. Esrom (2013) agreed with this finding that, recruitment strategies are seen

as a positive process of generating a pool of candidates by reaching the right audience suitable to fill the vacancy. [Ruggai and Agih \(2008\)](#) submitted this finding that at present recruitment of secondary school teachers is not systematic and not adequate to meet the growing population of students and this could affect the job performance of teachers in school.

The connection between teacher recruitment strategies and job performance is a complex interplay that influences the overall effectiveness of an educational institution ([Klassen et al., 2021](#); [Lestari et al., 2020](#)). Successful recruitment strategies not only aim to attract qualified individuals but also align their skills, values, and teaching approaches with the institution's goals ([Alam, 2022](#); [Tully, 2023](#)). At least, it is proven by the result of this research, where recruitment strategy goes in line with the job performance of teachers. A well-crafted recruitment process that assesses not only academic qualifications but also interpersonal skills, passion for teaching, and adaptability can significantly contribute to the subsequent job performance of teachers ([Nazari et al., 2023](#)). Institutions that focus on matching the right candidates to their organizational culture and educational philosophy are more likely to witness enhanced job satisfaction and commitment among teachers, leading to improved performance in the classroom ([Muremela et al., 2023](#)).

Furthermore, ongoing professional development opportunities and support mechanisms provided during the recruitment phase play a crucial role in shaping teachers' job performance. Institutions that invest in continuous training, mentorship programs, and a positive working environment foster a culture of growth and collaboration, positively impacting the performance of recruited teachers ([Binti Rusbadrol et al., 2015](#)). On the other hand, inadequately designed recruitment strategies that fail to consider the holistic needs of teachers may result in a misalignment between the educators and the institution, potentially leading to lower job satisfaction, higher turnover rates, and a decline in overall performance ([Okorji et al., 2016](#); [Wolomasi et al., 2019](#)). Therefore, there exists a significant and intricate connection between teacher recruitment strategies and job performance, with thoughtful and comprehensive approaches yielding more favorable outcomes for both teachers and educational institutions.

Researching teacher recruitment strategies and their impact on job performance holds substantial implications for the education sector. Understanding the nuanced connections between recruitment practices and subsequent teacher performance allows educational institutions to refine their hiring processes for better outcomes. Effective recruitment strategies can lead to the selection of educators who not only possess the requisite qualifications but also align with the institution's values and educational philosophy. This, in turn, contributes to higher job satisfaction, increased teacher commitment, and improved classroom performance. On the institutional level, the findings from such research can guide the development of targeted and evidence-based recruitment policies, ensuring that schools attract and retain high-quality educators. Additionally, insights derived from this research can inform the creation of tailored professional development programs and support structures, addressing specific needs identified during the recruitment phase. Ultimately, investing in research on teacher recruitment and job performance has the potential to enhance the overall quality of education by fostering a positive and conducive environment for both teachers and students.

Conclusion

The results of this study have shown that teachers' recruitment strategies have a positive significant relationship with job performance in public senior secondary schools in Kwara State, Nigeria. This indicates that teachers' recruitment strategies in terms of advertisement, interview, placement of teachers, job definition of teachers, and

compensation packages will enhance and improve the level of job performance in the areas of teaching method, classroom management and participating in extra-curricular which of course will have an impact on the academic performance of students in both external and internal examinations. This implies that effective teacher recruitment strategies in the school administration will lead to the improvement, commitment and competence of teachers to be recruited and supplied to the school system to improve the level of teachers' teaching profession as well as students' academic performance. This study also established that there was a significant relationship between advertisement, interview, placement of teachers, job definition of teachers, compensation packages and job performance. This implies that good job performance of the teachers towards effective teacher recruitment strategies will improve holistically the level of teaching and learning process as well as the attainment of educational goals and objectives.

Based on the findings, the following recommendations were proffered. First, the Kwara State government through the Kwara Teaching Service Commission (TESCOM), must endeavour to keep a high level of recruitment strategies to ensure and maintain the professional and competent spirit of teachers and good moral standard of the educational system in Kwara State. Second, for the job performance of teachers to be ensured and ascertained Kwara Teaching Service Commission (TESCOM) should ensure that placement of teachers needs to be done based on their area of specialization and competence for better job commitment to the teaching profession. Last but not least, the Kwara State government through the Kwara Teaching Service Commission (TESCOM), must endeavour to make and improve the level of compensation packages in terms of loan, housing and transport packages among other packages. By doing this for teachers, their level of job performance in the teaching profession will be highly and holistically enhanced.

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