

INFLUENCE OF RECRUITMENT AND SELECTION PROCEDURES ON GOAL ACHIEVEMENT IN PRIVATE SECONDARY SCHOOLS IN KWARA STATE, NIGERIA

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Abstract

This study investigated the influence of recruitment and selection procedures on goal achievement in private secondary schools in Kwara State, Nigeria. The study adopted a descriptive survey of correlational type. The population consisted of principals and teachers from all registered private secondary schools in the state, while the target population was 30 private secondary schools with 30 principals and 661 teachers. A sample of 264 respondents (30 principals and 234 teachers) was selected using purposive and proportional sampling techniques. Data were collected using a researcher-designed questionnaire, validated by experts and tested for reliability ($r = 0.86$). Descriptive statistics (mean and standard deviation) were used to answer research questions, while Pearson's product-moment correlation was employed to test hypotheses at 0.05 significance level. Findings revealed that recruitment and selection procedures were moderately implemented, with formal practices such as advertising vacancies and verification of academic qualifications being more consistently applied than structured interviews, teaching demonstrations, and reference checks. Goal achievement in private secondary schools was also found to be moderate, with improvement in students' academic performance but less consistent attainment of other institutional objectives. Inferential analysis indicated significant positive influences of recruitment ($r = 0.652, p < 0.05$) and selection procedures ($r = 0.618, p < 0.05$) on goal achievement. The study concluded that while recruitment and selection practices contribute meaningfully to goal attainment, their moderate implementation limits optimal institutional performance. Recommendations included standardizing recruitment and selection processes, enhancing regulatory oversight, and promoting merit-based appointments to strengthen staff quality and improve school outcomes.

Keywords: Recruitment, Selection Procedures, Goal Achievement, Private Secondary Schools, Kwara State

Introduction

Education remains a vital instrument for human capital development and national progress, and its effectiveness largely depends on the quality of personnel employed in the school system. Teachers, as the primary implementers of the curriculum, play a central role in translating educational policies into meaningful learning experiences. In contemporary school environments, the attainment of institutional goals such as academic excellence, moral development, discipline, and preparation of students for higher education is strongly linked to the calibre of teachers recruited into the school system. Consequently, recruitment and selection procedures have become critical mechanisms through which schools secure competent personnel capable of fulfilling their educational mandate.

Recruitment involves attracting qualified applicants, while selection focuses on choosing the most suitable candidates based on established criteria. Effective recruitment and selection processes are therefore essential for ensuring that private secondary schools engage teachers who possess the requisite professional qualifications, pedagogical competence, and ethical standards required to achieve school goals. Scholars have emphasized that transparent recruitment practices, structured interviews, qualification verification, and competence-based selection tests significantly improve staff quality and institutional performance (Okorie & Eze, 2022; Olatunji & Bello, 2023). However, in many developing educational contexts, informal recruitment methods and weak selection standards remain prevalent.

Despite the rapid growth of private secondary schools in Kwara State, concerns persist regarding inconsistencies in recruitment and selection procedures. Some school proprietors rely on personal recommendations, informal interviews, and limited background checks when employing teachers. Such practices may compromise staff quality and subsequently hinder the achievement of school goals. Studies have shown that poor recruitment decisions often result in low teacher commitment, ineffective classroom delivery, increased staff turnover, and declining student performance (Adeyemi & Ogunleye, 2023; Yusuf & Abdullahi, 2024).

School goal achievement encompasses measurable outcomes such as students' academic performance, moral conduct, discipline, staff commitment, and school reputation. These outcomes reflect the extent to which institutional objectives are realized through coordinated administrative and instructional efforts. When schools recruit teachers based on merit, competence, and professional ethics, they are more likely to sustain high levels of productivity, promote discipline, and maintain consistent academic standards (Afolayan & Lawal, 2022). Conversely, weak selection procedures may result in employing unqualified staff who are unable to contribute meaningfully to the realization of school goals.

Given the competitive nature of private secondary schools in Kwara State and the increasing expectations of parents and stakeholders, it is imperative to examine how recruitment and selection procedures influence school goal achievement. Understanding this relationship will provide evidence-based insights for improving personnel management practices and strengthening educational quality. Therefore, this study investigates the influence of recruitment and selection procedures on goal achievement in private secondary schools in Kwara State, Nigeria.

Statement of the Problem

The attainment of institutional goals in private secondary schools in Kwara State is largely dependent on the quality of teachers employed to implement instructional programmes and uphold school standards. Although recruitment and selection procedures are designed to ensure that competent and qualified personnel are engaged, their application across many private secondary schools remains inconsistent, informal, and inadequately standardized. In several instances, recruitment decisions are influenced by personal recommendations, informal interviews, and limited verification of professional qualifications, rather than objective competence-based criteria.

Furthermore, variations in proprietors' recruitment policies, lack of structured selection guidelines, and minimal regulatory monitoring continue to undermine the quality of teachers employed in many private secondary schools. As a result, some schools experience challenges such as poor instructional delivery, weak classroom management,

low staff commitment, and declining academic performance. Key professional attributes such as pedagogical competence, ethical conduct, and subject mastery are often insufficiently prioritized during staff selection processes, thereby compromising the realization of school goals.

Previous studies such as Adeyemi and Ogunleye (2023), Okorie and Eze (2022), Olatunji and Bello (2023), and Yusuf and Abdullahi (2024) have emphasized the importance of effective recruitment and selection practices in enhancing staff performance and institutional effectiveness. However, empirical evidence remains limited on how recruitment and selection procedures specifically influence goal achievement in private secondary schools in Kwara State. The absence of such localized and integrated empirical evidence creates a gap in understanding how personnel management practices affect school performance outcomes in the state. Consequently, the problem addressed in this study is the lack of comprehensive empirical investigation into the influence of recruitment and selection procedures on goal achievement in private secondary schools in Kwara State. This study therefore seeks to determine how these personnel practices shape institutional goal attainment and the overall quality of education delivered in private secondary schools across the state.

Purpose of the Study

The purpose of this study was to investigate the influence of recruitment and selection procedures on goal achievement in private secondary schools in Kwara State.

Specifically, the study sought to:

- i. assess the recruitment practices adopted in private secondary schools in Kwara State.
- ii. examine the selection procedures used in recruiting teaching staff in private secondary schools in Kwara State.
- iii. determine the level of goal achievement in private secondary schools in Kwara State.

Research Questions

The questions are as follows:

- ii. What recruitment practices are adopted in private secondary schools in Kwara State?
- iii. What selection procedures are used in recruiting teaching staff in private secondary schools in Kwara State?
- iv. What is the level of goal achievement in private secondary schools in Kwara State?

Research Hypothesis

The following research hypotheses were formulated to guide the conduct of the study:

H₀₁: There is no significant influence of recruitment practices on goal achievement in private secondary schools in Kwara State.

H₀₂: There is no significant influence of selection procedures on goal achievement in private secondary schools in Kwara State.

Review of Related Literature

Recruitment and selection procedures refer to the systematic processes through which organizations attract, screen, and appoint qualified individuals to fill vacant positions. In the school system, these procedures are fundamental to ensuring that competent teachers are employed to implement curriculum programmes and promote institutional effectiveness. Recruitment involves attracting a pool of suitably qualified applicants, while selection entails choosing the most appropriate candidates based on predetermined criteria such as qualifications, experience, competence, and professional ethics (Armstrong, 2020). In private secondary schools, effective recruitment and selection procedures are essential for building a skilled workforce capable of achieving school goals related to academic excellence, moral development, discipline, and preparation of students for higher education (Dessler, 2021).

Recruitment and selection procedures significantly influence staff quality and institutional performance. According to Okorie and Eze (2022), schools that adopt merit-based recruitment practices, structured interviews, and objective selection tests are more likely to employ competent teachers who demonstrate higher job commitment and instructional effectiveness. Effective recruitment enhances transparency, attracts qualified candidates, and reduces staff turnover, while rigorous selection ensures that only candidates with appropriate pedagogical competence and ethical values are appointed. Conversely, informal recruitment practices based on personal recommendations and weak selection standards often result in the employment of unqualified teachers, leading to poor instructional delivery and low academic achievement (Olatunji & Bello, 2023).

Despite the recognized importance of standardized recruitment procedures, many private secondary schools in Nigeria still rely on informal and inconsistent recruitment methods. Variations in proprietors' policies, absence of documented recruitment guidelines, and minimal regulatory supervision often undermine staff quality. Studies have shown that these weak recruitment practices contribute to poor classroom management, low staff morale, and declining school performance (Adeyemi & Ogunleye, 2023). In Kwara State, anecdotal evidence suggests that some private secondary schools recruit teachers without comprehensive background checks, teaching demonstrations, or professional competence assessments, thereby compromising school goal attainment.

Goal achievement in schools refers to the extent to which institutional objectives are realized through coordinated administrative and instructional activities. These goals include improved students' academic performance, moral discipline, staff commitment, effective teaching, and positive school reputation. When recruitment and selection procedures are effectively implemented, schools are more likely to employ competent teachers who can deliver quality instruction, maintain discipline, and contribute to school improvement initiatives (Afolayan & Lawal, 2022). Conversely, poor recruitment decisions may result in low-quality teaching, weak student engagement, and persistent failure to meet institutional targets.

Empirical studies have consistently established a strong relationship between recruitment practices and institutional performance. For instance, Olatunji and Bello (2023) found that private secondary schools that adopt standardized recruitment procedures recorded higher levels of academic performance and staff stability. Similarly, Yusuf and Abdullahi (2024) reported that effective selection procedures significantly improved staff commitment and reduced turnover in private secondary schools in Kwara State. These findings underscore the importance of structured recruitment systems in promoting school effectiveness and goal attainment.

However, challenges persist in implementing effective recruitment and selection procedures. Financial constraints, shortage of qualified teachers, and lack of administrative capacity often limit the ability of private school proprietors to apply rigorous selection standards. Additionally, competitive pressures sometimes compel schools to prioritize immediate staffing needs over long-term quality considerations, resulting in compromised recruitment decisions (Armstrong, 2020). These challenges continue to affect staff quality and school performance outcomes.

Ensuring effective recruitment and selection procedures therefore requires the adoption of standardized guidelines, transparent screening processes, and continuous regulatory monitoring. School administrators must implement merit-based recruitment practices, conduct structured interviews, verify credentials, and provide probationary supervision to ensure that employed teachers meet professional standards. Regulatory agencies should also strengthen supervision to enforce compliance with established recruitment policies (Dessler, 2021). By fostering a culture of professionalism and accountability, private secondary schools can enhance staff quality and improve institutional goal achievement.

Methodology

This study adopted a descriptive survey of correlational type. Correlational research design is a research approach used to determine the degree and direction of the relationship between two or more variables without manipulating them. The population for this study consisted of all registered private secondary schools in Kwara State, comprising principals

and teachers in these schools (Kwara State Ministry of Education School Census Report, 2025). Whereas, the target population for this study was 30 private secondary schools with 30 principals and 661 teachers. The sample size comprised 264 respondents made up of 30 principals and 234 teachers. Purposive sampling technique was used to select the 30 principals, while the Research Advisors (2006) Table of Sample Size was used to select the 234 teachers used in this study.

A researcher-designed questionnaire tagged: “Recruitment and Selection Procedures and Goal Achievement Questionnaire (RSPGAQ)” was used to obtain relevant data from both the principals and teachers in the sampled schools.

The face and content validity were established to ensure that the instrument accurately measured the variables in this study. To establish the reliability of the instrument, a test–retest reliability method was adopted. In this method, the researcher administered 30 copies of the questionnaire within a two-week interval to private secondary schools outside the sampled schools within Kwara State. Scores obtained from the two administrations were computed using Pearson’s product-moment correlation statistic with a reliability coefficient of 0.86. Thus, the instrument was adjudged reliable. A total of 264 copies of the questionnaire were distributed, while 259 (98%) copies were retrieved and used for data analysis. Data collected were analysed using descriptive and inferential statistics. Mean and standard deviation were used to answer the research questions, while the hypotheses were tested using Pearson’s product-moment correlation statistics at 0.05 level of significance. Mean rating of 0.00–1.99 = low, 2.00–2.99 = moderate, and 3.00 and above = high was used to determine the level of recruitment and selection procedures and goal achievement in private secondary schools in Kwara State.

Results

Research Question One: What recruitment practices are adopted in private secondary schools in Kwara State?

Table 1: Recruitment practices adopted in private secondary schools in Kwara State

S/N	Items	SA	A	D	SD	Mean	Remark
1	Advertisement of vacancies	71	142	34	12	3.05	High
2	Use of formal application letters	68	149	32	10	3.06	High
3	Use of personal recommendation	49	123	65	22	2.74	Moderate
4	Conduct of structured interviews	63	144	37	15	2.98	Moderate
	Total					2.96	Moderate

Table 1 presents recruitment practices adopted in private secondary schools in Kwara State. The overall mean score of 2.96 indicates a moderate level of recruitment practice adoption. Advertisement of vacancies (Mean = 3.05) and use of formal application letters (Mean = 3.06) were rated high, showing that schools commonly employ formal recruitment channels. However, reliance on personal recommendation (Mean = 2.74) and structured interviews (Mean = 2.98) were rated moderate. These results imply that while private secondary schools employ some formal recruitment practices, their recruitment systems are not yet fully standardized or consistently rigorous.

Research Question Two: What selection procedures are used in recruiting teaching staff in private secondary schools in Kwara State?

Table 2: Selection procedures employed in private secondary schools in Kwara State

S/N	Items	SA	A	D	SD	Mean	Remark
1	Verification of academic qualifications	78	136	35	10	3.12	High
2	Conduct of teaching demonstration	62	141	45	11	2.97	Moderate
3	Assessment of professional experience	55	132	50	22	2.81	Moderate
4	Reference and background checks	48	124	62	25	2.73	Moderate
	Total					2.91	Moderate

Table 2 shows the selection procedures employed in private secondary schools in Kwara State. The overall mean score of 2.91 indicates a moderate level of selection procedure

implementation. Verification of academic qualifications recorded the highest mean (3.12), reflecting that most schools ensure the academic credentials of applicants are authentic. However, conducting teaching demonstrations (2.97), assessing professional experience (2.81), and reference/background checks (2.73) were rated moderate, suggesting that some schools do not consistently apply comprehensive selection processes. These findings imply that while basic selection measures are in place, the overall rigor and consistency of selection procedures need improvement to enhance staff quality and school goal achievement.

Research Question Three: What is the level of goal achievement in private secondary schools in Kwara State?

Table 3: Level of goal achievement in private secondary schools in Kwara State

S/N	Items	SA	A	D	SD	Mean	Remark
1	Improvement in students' academic performance	65	148	33	13	3.04	High
2	Maintenance of discipline among students	58	135	46	20	2.88	Moderate
3	Fulfilment of school mission and vision	60	142	38	19	2.95	Moderate
4	Staff commitment and reduced turnover	55	130	52	22	2.84	Moderate
Total						2.93	Moderate

Table 3 presents the level of goal achievement in private secondary schools in Kwara State. The overall mean score of 2.93 indicates a moderate level of goal attainment. Improvement in students' academic performance (Mean = 3.04) was rated high, showing that schools are somewhat effective in promoting learning outcomes. Maintenance of discipline (2.88), fulfilment of school mission and vision (2.95), and staff commitment (2.84) were rated moderate. These results suggest that while private secondary schools demonstrate some

success in achieving their goals, there remains room for improvement, particularly in ensuring consistent discipline, staff commitment, and full realization of school objectives.

H₀: There is no significant influence of recruitment and selection procedures on goal achievement in private secondary schools in Kwara State, Nigeria.

Table 4: Influence of recruitment and selection procedures on goal achievement in private secondary schools

Variable	N	Mean	SD	df	Cal. r-value	p-value	Decision
Recruitment and Selection Procedures	259	3.02	1.41				
				257	.684	.000	H₀: Rejected
Goal Achievement	259	2.93	1.28				

Table 4 shows the relationship between recruitment and selection procedures and goal achievement in private secondary schools in Kwara State. The calculated r-value of 0.684 with a p-value of 0.000 indicates a significant positive influence of recruitment and selection procedures on goal achievement. Therefore, the null hypothesis (H₀) is rejected, implying that effective recruitment and selection processes significantly enhance the attainment of school goals.

H₀₁: There is no significant influence of recruitment practices on goal achievement in private secondary schools in Kwara State.

Table 5: Influence of recruitment practices on goal achievement in private secondary schools

Variable	N	Mean	SD	Df	Cal. r-value	p-value	Decision
Recruitment Practices	259	3.05	1.38				
				257	.652	.000	H₀₁: Rejected
Goal Achievement	259	2.93	1.28				

Table 5 shows the relationship between recruitment practices and goal achievement in private secondary schools in Kwara State. The calculated r-value of 0.652 with a p-value of 0.000 indicates a significant positive influence of recruitment practices on goal achievement. Therefore, the null hypothesis (H_{01}) is rejected, implying that effective recruitment practices significantly enhance the attainment of school goals.

H₀₂: There is no significant influence of selection procedures on goal achievement in private secondary schools in Kwara State.

Table 6: Influence of selection procedures on goal achievement in private secondary schools

Variable	N	Mean	SD	Df	Cal. r-value	p-value	Decision
Selection Procedures	259	2.91	1.42				
				257	.618	.000	H₀₂: Rejected
Goal Achievement	259	2.93	1.28				

Table 6 shows the relationship between selection procedures and goal achievement in private secondary schools in Kwara State. The calculated r-value of 0.618 with a p-value of 0.000 indicates a significant positive influence of selection procedures on goal achievement. Therefore, the null hypothesis (H_{02}) is rejected, implying that effective selection procedures significantly enhance the attainment of school goals.

Discussion of Findings

The findings of this study reveal that recruitment and selection procedures in private secondary schools in Kwara State have a moderate but significant influence on goal achievement. The descriptive analysis indicated that while some formal recruitment practices, such as advertising vacancies and requiring application letters, are commonly adopted, other measures, like structured interviews and reliance on professional recommendations, are inconsistently applied. Similarly, selection procedures such as verification of academic qualifications are well-practiced, whereas teaching demonstrations, professional experience assessment, and reference checks are implemented only moderately. These results suggest that private secondary schools have

some level of formal human resource practices, but overall, there is room for improvement in standardizing and strengthening these procedures.

The study further established that the level of goal achievement in these schools is moderate. Schools show noticeable improvement in students' academic performance, yet other indicators, such as maintaining discipline, staff commitment, and full realization of institutional mission and vision, are not yet optimal. This finding aligns with Afolayan and Lawal (2022), who reported that institutional effectiveness is strongly linked to the quality of personnel recruited and the rigor of staff selection processes. The moderate level of goal achievement observed suggests that although some institutional objectives are being met, inconsistent recruitment and selection practices may limit the overall attainment of school goals.

The inferential statistics further support these observations. Hypothesis testing revealed that recruitment practices have a significant positive influence on goal achievement, with a calculated r -value of 0.652 ($p < 0.05$). Similarly, selection procedures significantly influence goal achievement ($r = 0.618$, $p < 0.05$). Overall, the combined effect of recruitment and selection procedures on school goal attainment was also significant ($r = 0.684$, $p < 0.05$). These findings indicate that schools that implement systematic and rigorous recruitment and selection processes are more likely to employ competent teachers, maintain staff commitment, and realize their educational objectives. The results corroborate the assertions of Okorie and Eze (2022) and Olatunji and Bello (2023), who emphasized that merit-based and well-structured human resource practices directly enhance staff quality and institutional performance.

The study also highlights critical gaps in practice. The moderate implementation of structured interviews, teaching demonstrations, and reference checks suggests that some schools prioritize immediate staffing needs over long-term quality assurance. Consequently, while recruitment and selection procedures positively influence goal achievement, inconsistencies in their application may limit the full potential of school performance. This aligns with Adeyemi and Ogunleye (2023), who observed that weak human resource practices in Nigerian secondary schools often lead to suboptimal instructional delivery, low staff motivation, and limited student outcomes

Conclusion

The study investigated the influence of recruitment and selection procedures on goal achievement in private secondary schools in Kwara State, Nigeria. Findings from the study revealed that recruitment and selection procedures are implemented at moderate levels across private secondary schools. While formal measures such as advertising vacancies and verifying academic qualifications are commonly applied, other processes such as structured interviews, teaching demonstrations, and reference checks are inconsistently practiced. The study further showed that the level of goal achievement in these schools is also moderate, with notable improvement in students' academic performance but less consistent attainment of other institutional objectives, such as discipline, staff commitment, and the fulfillment of school mission and vision.

Inferential analysis confirmed that both recruitment and selection procedures have significant positive influences on goal achievement. This indicates that private secondary schools that apply systematic and rigorous recruitment and selection processes are more likely to employ competent teachers and achieve institutional objectives. Overall, the study concludes that while recruitment and selection practices contribute meaningfully to school goal attainment, the moderate level of their implementation suggests that schools could further enhance performance through more consistent and structured human resource practices.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Private secondary schools should adopt standardized recruitment procedures, including the publication of vacancies, formal application processes, and objective assessment of candidates to ensure transparency and merit-based appointments.
2. Schools should consistently implement structured selection processes such as teaching demonstrations, assessment of professional experience, and reference/background checks to ensure that only competent and qualified teachers are appointed.

3. School proprietors and administrators should be trained in effective human resource management practices to enhance their ability to recruit and select competent staff.
4. Regulatory bodies such as the Ministry of Education should strengthen supervision and monitoring of recruitment and selection practices in private secondary schools to ensure compliance with established standards.
5. Schools should implement regular performance appraisal systems to assess the effectiveness of recruited staff, identify gaps, and make necessary adjustments to recruitment and selection strategies to improve goal achievement.
6. Proprietors should discourage informal and recommendation-based appointments and promote merit-based selection to enhance overall staff quality and institutional effectiveness.

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