EVALUATION OF THE PROCEDURE FOR RECRUITMENT, SELECTION, PLACEMENT AND PROMOTION OF STAFF IN THE MINISTRY OF EDUCATION IN NASARAWA STATE, NIGERIA

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DECLARATION

I hereby declare that this dissertation titled: *Evaluation of the Procedure for Recruitment, Selection, Placement and Promotion of Staff in the Ministry of Education in Nasarawa State, Nigeria;* has been written by Fatima Yusuf, P13EDFC8052 in the Department of Educational Foundations and Curriculum (Educational Administration and Planning Section) under the supervision of Prof. B. A. Maina and Dr. A. M. Jumare. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this Dissertation was previously presented for another Degree or Diploma in any other University.

Name of Student	Signature	Date

CERTIFICATION

This dissertation titled: *Evaluation of the Procedure for Recruitment, Selection, Placement and Promotion of Staff in the Ministry of Education in Nasarawa State, Nigeria* by Fatima Yusuf, P13EDFC8052 meets the regulations governing the award of Master of Education Degree (Educational Administration and Planning) of the Ahmadu Bello University, Zaria, and is approved for its contributions to knowledge and literary presentation.

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DEDICATION

I dedicated this work to my parents, my husband, my first beloved son (Late Ameer Abdulrahman), my mother-in-law (Late Hajiya Fadila Abdulrahman) and my father-in-law (Late Mallam Abdulrahman Yusuf) and the entire students of Ahmadu Bello University, Zaria.

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ABSTRACT

This study focused on Evaluation of the Procedure for Recruitment, Selection, Placement and Promotion of Staff in the Ministry of Education in Nasarawa State, Nigeria. For the purpose of this research, five research objectives were set to examine the procedure for recruitment of staff in the Ministry of Education in Nasarawa State; assess the guidelines for selection of staff in the Ministry of Education Nasarawa State; ascertain the criteria for placement of staff in the Ministry of Education in Nasarawa State. The study asked whether the procedure for staff recruitment is followed in the Ministry of Education in Nasarawa State? What are the guidelines for selection of staff in the Ministry of Education Nasarawa State? Are criteria for placement of staff complied by the Ministry of Education in Nasarawa State? The null hypotheses stated that there is no significant difference in the opinions of teachers, Ministry of Education officials and Science and Technical Management Board officials on the procedure for recruitment of staff in the Ministry of Education in Nasarawa State. There is no significant difference in the opinions of teachers, MOE officials and STMB officials on the guidelines for selection of staff in the Ministry of Education in Nasarawa State. There is no significant difference in the opinions of teachers, MOE officials and STMB officials on the criteria for placement of staff in the Ministry of Education in Nasarawa State. Descriptive survey research design was adopted for the study and data were collected using constructed questionnaire which was prepared and validated by experts in educational administration and planning. The population of the study involved 6523 teachers, 94 Ministry of Education officials and 60 Science and Technical Management Board officials. Hence, out of 13 local government councils of the state, 6 were randomly selected in which 360 teachers, 57 MOE officials and 28 Science and Technical Management Board officials were used as sample for the study. The reliability coefficient was obtained at 0.89 using Cronbach's Alpha Statistical Technique. The data collected were presented by the use of frequency counts and percentages. The formulated hypotheses of the study were tested using Analysis of Variance at 0.05 level of significance. The findings revealed among others that there was compliance with civil service policies on staff recruitment procedure in the Ministry of Education in Nasarawa State; there was no adequate implementation of guidelines for selection of staff in the Ministry of Education in Nasarawa State; and there was compliance to the criteria for placement of staff in the Ministry of Education in Nasarawa State. Based on the findings, it was recommended among others that due process should be strictly maintained by compliance to the civil service rules in recruitment of staff so as to give equal chance for all interested candidates in the Ministry of Education in Nasarawa State. Candidates' quality and qualification should be prioritized in selection of staff in the Ministry of Education, Nasarawa State; and placement of staff should be strictly on working experience and area of specialization in the Ministry of Education in Nasarawa State.

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ABBREVIATIONS

B.Ed:	Bachelor of Education
FRN:	Federal Republic of Nigeria
M.Ed:	Master of Education
NCE:	Nigeria Certificate in Education
NPE:	National Policy on Education
PGDE:	Post Graduate Diploma in Education
PhD:	Doctor of Philosophy
SSCE:	Senior Secondary School Certificate Examination
STMB:	Science and Technical Management Board

OPERATIONAL DEFINITION OF TERMS

Ministry of Education Officials: These are the collection of staff in the Ministry of Education in Nasarawa State consisting of staff of Teachers Service Board and Zonal Offices across the state.

Recruitment: Recruitment is the processes of identifying and attracting potential candidates from within and outside the organization to begin evaluating them for future employment.

Staff Selection: This is part of the recruitment processes, it involves screening of candidates in order to identify from those coming forward the individual must likely to fulfill the requirement of the organization.

Staff Placement: This is the process of placing people who have been selected for the job into certain position.

Staff Promotion: This refers to employee purposefully changed to a position at a higher grade level within the same job classification system and pay schedule.

Staff Transfer: This simply means a system of moving an officer from one unit, department, or organization to the other with the purpose of boosting productivity of the organization.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Every organization is made up of two major components; the human and the material resources; without which the objectives of the organization will be difficult to achieve. Human and material resources are input into the system through various processes in order to achieve the desired output. Human and material resources are important because they comprise the workforce of organizations. Rogers (2006) noted that limited success of many adult literacy programmes is often attributed to inadequate resources as well as the utilization of the resources available.

Thus, Recruitment, selection, placement and promotion of human resource is a major part of an organization's overall resourcing strategies which identify and secure people needed for the organization to survive and succeed. Better recruitment and selection procedure results in improved organizational outcomes. The more effectively an organization recruits, selects, places and promotes candidates the more likely they retain satisfied personnel. It is important to determine the strategy which an organization uses to recruit, select and place employee and the contingent workforce in terms of their skills and technical abilities, especially in education organization. According to Adebayo (2000), the functions of a personnel department and a personnel officer includes recruitment, selection, training and development, promotion, job evaluation and formulation of manpower policies in an organization. In view of the importance of personnel in the achievement of the objectives of organization in Nigeria, recruitment, selection and placement are processes that are critical to the accomplishment of any organization goals. Therefore, it is important to understand from the beginning that

recruitment, placement and promotion are activities entrusted to the personnel department of the agency to take the final decision as to which candidates should be employed.

Thus, educational activities in Nigeria need professionals and qualified personnel in the field of educational programmes, and this can only be done when the qualified teachers and other educational administrators are recruited in line with the procedure and practices of recruitment, selection and placement based on the provision of Nigerian Civil Service Commission. The State Civil Service Commission is in charge of recruitment, selection, placement and promotion in Nasarawa State based on the vacant positions of the work force of specializations needed by the state government. The civil service commission therefore, should be able to offer equal opportunities to all citizens to work in the government service as indicated in section 14(3) of (1999) constitution on provision of equal opportunities for advancement, promotion and equal favourable conditions of service as stated in the Federal Civil Service (1998).

To ensure uniformity, standardization and transparency in the federation decree No.43 section 9(1) 1998 which stated that each Ministry will undertake the appointment, discipline and promotion of its staff under general and uniform guidelines of Federal Civil Service (1998), it further emphasized on the provision of adequate human and material resources in educational organization, pointing out that the qualification and commitment of the personnel is important to the success and upliftment of education in Nigeria. This is because employee's talent and qualification always influences the effectiveness of any programme. This commensurate the view of Balami and Dibal (1997), who stated that an examination of these policies on formal and non-formal education reveals that adequate provision should be made for the recruitment and training of professional staff in Nigeria. According to them the individual recruited to

work for the education and how the professional competence is developed for discharging the responsibilities to the organization will affect the level of success that can be achieved.

To encourage proper implementation of recruitment policy in organization, Singer and Ojo (2000), lamented that recruitment is a process of actively identifying potentially qualified employee and encouraging them to apply for position in the organization. Likewise, Aminu (2005), stated that the main purpose of recruitment is to provide an organization with a pool of potentially qualified candidate to select from. This includes collecting, measuring and evaluating information about the candidates' qualifications for specific positions. Before the process of recruitment begins, manpower planning precedes it. Manpower planning which is one of the functions of personnel administration, is of utmost importance. It is the process of assessment of an organization's requirements in terms of number of personnel needed for a job, job description, skills and specialization it incorporates, duration for which the personnel is required, nature of work, objectives of the job in line with the objectives and goals of the organization etc. It is a sound manpower planning that gives adequate time for recruitment, selection placement as well as training and promotion of such personnel.

In respect of placement of staff, the State Civil Services Commission has the responsibilities of it based on the few numbers of chances available and strictly observed. Thus, if an organization needs to ensure growth and development of its human and material resources, proper placement of staff should be optimally considered. Thus, placement is the process of assigning people into certain position who have been selected for the job. Once a letter of employment has been given, the next stage is to place the newly recruited staff into their area of specializations. Egunyomi (2000), emphasized

that newly recruited candidates should be objectively placed in order to get the desire outcome**.** Most organizations placed their newly recruited staff on temporary and probationary appointment for a period of time usually for the period of one year, at the end of this period, appointment could be confirmed if the performance of the newly recruited staff is satisfactory, this is applicable in the Ministry of Education in Nasarawa State Nigeria.

Placement is understood as the allocation of people to the job. It is the assignment or re-assignment of an employee to a new or different job. Placement includes initial assignment of new employees and promotion, transfer or demotion of present employees. The placement arises out of promotion, transfer, demotion. Assignment of new employee to a job apparently seems to be simple task. The employer advertises the job and applications are received from candidates for a specific post. The advertisement contains job description and job specifications in detail. When a candidate has been selected, it is logical that the individual is placed in a position that was advertised earlier.

Nevertheless, Promotion is derived from the Latin word meaning 'to move forward'. It can be a horizontal (same level) promotion or vertical (higher position) promotion along with higher emoluments and responsibilities. It is necessary for rewarding an employee for accomplishments, boosting staff morale, motivation and retains his/her services. It should be just, fair and equal for the true spirit and benefits of the same to be yielded for the organization. The standard specifications should be made clear to all employees of the organization setting forth the duties, qualifications, merit factors and ways of determining the same should be clearly outlined and specified beforehand so that there is no ambiguity regarding the same in any body's mind.

In Nasarawa State Ministry of Education, promotion and transfer is done based on the time individuals are due for the exercise. Also, promotion and transfer are carryout from the various Ministries, Boards and Parastatals to the civil service commission respectively. Transfer is normally required because from time to time there are vacancies that need to be filled up in an organization and the members of staff are to be posted from one place to another. There are few posts and many contenders therefore the personnel administration has to be very careful and alert while carrying out transfer policy to avoid negative ramifications for the whole organization. Therefore, it is from this background that the present study set to embark on the assessment of the Procedure for Recruitment, Placement and Promotion of Staff in Nasarawa State Ministry of Education.

1.2 Statement of the Problem

This study focused on the assessment of the Procedure for Recruitment, Placement and Promotion of Staff in Nasarawa State Ministry of Education, Nigeria. It is assumed that non compliance to implement the guidelines on recruitment, selection, placement and promotion is a big constraint that leads to non-achievement of organizational objectives. In the education sector, "Improper recruitment of staff (teaching and non-teaching staff) can produce long-term negative effects such high rate of training and development costs on personnel, poor teachers' and students' performance, lack of attainment to educational objectives, poor motivation and incentives for workers and insecurity for the personnel" (Kuri, 2011).

Nowadays, the staff placement in educational organization is not a simple task, the exercise has been interrupted with several constraints ranging from political interferences and godfatherism. These factors are causing organizations and individuals to determine the placement process more closely. It was observed that most of

educational organizations including Nasarawa State Ministry of Education are faced with political interest during staff recruitment and placement that significantly strikes the compliance to the laid down guidelines for recruitment and placement of staff in the sector. This commensurate with the view of Fajemiroko (1974), who stated that improper recruitment and placement of staff occurs as a result of ethnicity, religious strife, corruption, political interferences, leadership styles and quota system etc. This in turn, leads to poor performance of organizations. From the managerial perspective, the task is to understand and capitalize on each person's individually. Since, human attributes vary along many relatively independent ability, interest, biographical sketch and the personality dimensions, a person's individuality is best viewed as his/her unique profile of scores on a variety of individual measures.

Promotion is a major task that boosts staff morale and motivates staff to work harder; thereby increasing productivity and efficiency. Ojo (1998) examined that; "promotion is a position of greater authority and responsibility more prestige, status and increase in pay" it is a vertical movement in rank and responsibility. Therefore, irregular promotion of staff could lead to low staff morale, staff frustration, resignation and premature retirement by the staff. These problems can simply disorganize effective administration and planning in the Ministry of Education in particular and any organization at large. In respect of staff transfer, it is not only as a result of conflicts that staff is transferred in educational organizations, but many organizations use transfer as a system of filling existing vacancies. Sometime, transfer of teachers and their heads occurs through bias and punishment or as a result of school conflict etc. eventually affects the smooth running of schools' programmes. Robinson (2002) viewed that constant transfer of teachers, heads and other members of the school do not motivate

staff to see the climax of the fruits of their labour. In view of this, the study is set to assess the procedure for recruitment, placement and promotion of staff in Nasarawa State Ministry of Education accordingly.

1.3 Objectives of the Study

The study was set to achieve the following objectives:

1. examine the procedure for recruitment of staff in the Ministry of Education in Nasarawa State;
2. assess the guidelines for selection of staff in the Ministry of Education Nasarawa State;
3. ascertain the criteria for placement of staff in the Ministry of Education in Nasarawa State;
4. determine the procedure for promotion of staff in the Ministry of Education in Nasarawa State; and
5. assess the procedure for staff transfer in the Ministry of Education in Nasarawa State.

1.4 Research Questions

The following research questions were asked to guide the study:

1. Is procedure for staff recruitment followed in the Ministry of Education in Nasarawa State?
2. What are the guidelines for selection of staff in the Ministry of Education Nasarawa State?
3. Are criteria for placement of staff complied with by the Ministry of Education in Nasarawa State?

4. Is procedure for promotion of staff abided by the Ministry of Education in Nasarawa State?
5. What is the procedure for staff transfer in the Ministry of Education in Nasarawa State?

1.5 Research Hypotheses

The hypotheses of the study are stated as follows:

1. There is no significant difference in the opinions of teachers, Ministry of Education officials and Science and Technical Management Board officials on the procedure for recruitment of staff in the Ministry of Education in Nasarawa State;
2. There is no significant difference in the opinions of teachers, MOE officials and STMB officials on the guidelines for selection of staff in the Ministry of Education Nasarawa State;
3. There is no significant difference in the opinions of teachers, MOE officials and STMB officials on the criteria for placement of staff in the Ministry of Education in Nasarawa State;
4. There is no significant difference in the opinions of teachers, MOE officials and STMB officials on the procedure for promotion of staff in the Ministry of Education in Nasarawa State; and
5. There is no significant difference in the opinions of teachers, MOE officials and STMB officials on the procedure for staff transfer in the Ministry of Education in Nasarawa State.

1.6 Basic Assumptions

The study was on the assumptions that:

1. proper recruitment of staff is made base on guidelines to improve quality education in Nasarawa State Ministry of education;
2. proper selection of staff enhances effective service delivery in Nasarawa State Ministry of education;
3. implementation of placement policies harmonizes the condition of services in Nasarawa State Ministry of Education;
4. staff promotions are strictly based on National Policy guidelines, this in turn, boosts staff morale in Nasarawa State Ministry of Education; and
5. compliance to the guidelines of staff transfer improves staff performance and competence in Nasarawa State Ministry of Education.

1.7 Significance of the Study

The research work is of great importance to the extent that: the study will assess and identify the prescribed guidelines for recruitment, placement and promotion of staff with particular reference to the Nasarawa state Ministry of Education. This is of benefit to the Ministry officials to review and implement those guidelines for proper personnel management.

Outcomes of this study will encourage the compliance to the recommended processes and guidelines of recruitment and selection of staff in Nasarawa State Ministry of Education. This will help graduate candidates and the society to ensure justice and fair in staff selection and recruitment. The study will trace out the significance of regular staff promotion and implementation of promotion guidelines; this will be an encouragement to the management and staff of Teachers Service Board (TSB) to evaluate the criteria for promotion of staff for necessary adjustment.

The study will encourage the ministry to place staff transfer based on guidelines and recommended principles. This, in turn will help to eliminate all form of bias and punishment transfer in educational organization. The study will serve as additional references for further researches and to the educational administrators, personnel managers' teaching and non-teaching staff of Nasarawa state.

1.8 Scope of the Study

The study was limited to the Assessment of the Procedure for Recruitment, Selection, Placement, Promotion and Staff transfer in Nasarawa State Ministry of Education. It was also covered all teaching staff, the Ministry of Education officials as well as non-teaching staff of Science and Technical Management Board of the State. These categories of staff were selected due to the fact that they are directly responsible for human resources management in the Ministry.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews the issues related to the assessment of the procedure for recruitment, selection, placement, promotion and transfer of staff in Ministry of Education in Nasarawa State. Thus, the literature review focuses on the conceptual framework, meaning of recruitment, selection, placement, promotion and transfer, procedure for recruitment of staff in an organization, guidelines for selection of staff in an organization; criteria for placement of staff in an organization, procedure for promotion of staff in an organization, procedure for staff transfer in an organization, problem of recruitment, selection, placement, promotion and transfer of staff; and empirical Studies.

2.2 Conceptual Framework

Recruitment, selection, placement, promotion and transfer are processes that are critical to accomplishment of any organization goals. Therefore, it is important to understand from the beginning that recruitment, selection, placement, promotion and transfer are activities entrusted to the personnel department of the agency to take the final decision as to which candidates should be employed. This can only be done when the qualified personnel are recruited. Following the same procedure and practices of recruitment, selection, placement, promotion and transfer in the other sector or organization. Therefore, the study will present conceptual definitions of the following terms:

2.2.1 Meaning of Recruitment: Recruitment is an important process in the success of any organization particularly in education organization. It involves a number of issues. First, there must be determination of the projected number of positions expected to be filled in an organization. This is done on the basis of required number of personnel needed in the organization. The personnel department has the support and expertise of employment specialist who assist the recruiting officer with the procedure to ensure that the management are making wise decision in the recruitment processes. Singer and Ojo (2000) sees recruitment as a process of actively identifying potentially qualified employee and encouraging them to apply for position in the organization. Aminu (2002) stated that the main purpose of recruitment is to provide an organization with a pool of potentially qualified candidate to select from. Sheila et al (1999) sees recruitment as the processes of identifying and attracting potential candidates from within and outside the organization to begin evaluating them for future employment. Once candidate are identified, an organization can begin the selection process. This includes collecting, measuring and evaluating information about the candidates' qualifications for specific positions.

2.2.2 Meaning of Staff Selection: Selection is part of the recruitment processes, it involves screening of candidates in order to identify from those coming forward the individual must likely to fulfill the requirement of the organization. Torrington and Hall (2003) sees selection as one of the most difficult procedure of recruitment due to interest. Similarly, Druker (2001) sees selection as the process that represents the final stage of the decision-making in the recruitment process. He further explained that a wide range of technique is

available to assist in carrying out selection which include among others, the interview test and references. Selection as a process of screening of candidate may involves going into records, data sheet and curricula vitae (CV).Testing may be introduced to examine the quality of human resources relevant to perform available jobs or the task.

Also, according to Olulekan (2006), some of the tests usually used in selection of human resource are aptitude test, achievement, vocational interest and personality tests. The final stage of the selection process is what may be called the decision to offer employment. Normally a decision is made to offer employment to the most suitably qualified candidates after completion of the entire screening exercise. Therefore, selection findings indicate that organizations with highly effective selection systems experiences higher employee outcomes. Also, organization with effective selection system appears better at identifying and selecting employee with right skills and motivation to succeed in available positions as well as in the organization. According to Williams (2006), selection is a choice choosing pick, option or preference. This implies assessing the candidate by various means and making a choice, followed by an offer of employment. In other words, it is the process of making a choice by preference based on comparison between two factors:

i. What the job requires for successful execution and;
ii. What the applicant has to offer, (Daniel, 2006).

2.2.3 Meaning of Staff Placement: Placement is the process of placing people who have been selected for the job into certain position. Once a letter of employment has been given, the next stage is to place newly recruited staff into their area of

specializations. The professional education can then take over to find out area of the candidate's skills and knowledge, can be suitable Egunyomi (2000) stressed that what is critical is that newly recruited candidates should be objectively placed in order to get the desire outcome. Most organizations place their newly recruited staff on temporary and probationary appointment for a period of time usually for the period of a year, at the end of this period, appointment could be confirm if the performance of newly recruited staff is satisfactory, this should be applicable in the Ministry of Education in Nasarawa State.

2.2.4 Meaning of Staff Promotion: Promotion refers to employee purposefully changed to a position at a higher grade level within the same job classification system and pay schedule. It can be changed to a position with a higher rate of basic pay in a different job classification system and pay schedule. The promotion potential of any position is the highest grade to which a person may be promoted without additional competition for the position, e.g., career ladder promotion, education, experience, and other prerequisites to employment in a position. Ojo (1998) asserted that; "promotion is a position of greater authority and responsibility more prestige, status and increase in pay" it is a vertical movement in rank and responsibility. Fund has been always a critical factor in the success or failure of any educational system. Sources of funding education in Nigeria according to Albert (2007) are: Federal Government, State Government, Local Government, Foreign support, Corporate organization, Individuals and Parents. However, Albert (2007) asserted that promotion shall not be made strictly on the basis of competitive merit by selection from among all suitable candidates. In assessing the merits of officers a clear distinction shall be made between their

record of performance or efficiency in the lower grades and their potentials for promotion, i.e. ability and competence to perform efficient duties and responsibilities of the higher post. Seniority and previous record of performance will be taken into account in choosing between candidates with equal potential promotion. The Office of Personnel Management is used to determine basic qualifications of applicants for promotion to a specific position.

2.2.5 Meaning of Staff Transfer: By transfer it simply means a system in an organization through which vacant positions or posts are filled through an internal source. Through this system a staff can be conveniently transferred to take over an existing post. However, transfer is for the good or bad of the affected staff. This means that in the process of transfer a staff is either promoted or demoted. An organization can transfer its members from one unit to the other with the aim of rewarding that individual. But sometimes an individual is transferred within an organization to serve as a punishment for his wrong doing. When taken to a place where he is redundant it may suffice him to put in his resignation. Nevertheless, transfer in whatever dimension is meant to bring positive changes to the organization. According to Ngu (1990), transfer is an internal source within which an organization fills vacant position, and through this system an officer is conveniently transferred from one unit to the other to boost the productivity of the organization. Certain organizations see transfer of their employees from one unit to the other as a means of expanding their job experience, which serves as another form of training. This concurred with Longenecker (2007) where she noted that one method of expanding direct job experience is to broaden that experience through a system of rotation. Such a job

rotation plan seeks to maximize experience by shifting staff periodically from one job to another. She further stated that individual selected for such programmes are moved at the end of a stipulated period and the position they hold at any given time are viewed as training position. In the Nigerian Secondary Education system, it is common to hear of the case of teachers' transfer from the school to the other, because of extreme dimension of conflict in the school. Take for instance, a teacher in a girls' school who cannot control his emotions needs to be transferred to a boys' school lest his bad behaviour is copied by other teachers.

2.5 Procedure for Recruitment of Staff in Education Sector in Nasarawa Sate

Provision of adequate human and material resources in education organization determines its functions and commitments. Every organization is made up of two major components the human and material resources. Without suitable and adequate human and material resources, the objectives of any organization will be difficult to achieve. Human and material resources are input into the system through process in order to achieve the desired output. Human resources are important because it comprise the workforce of organizations. Rogers (2006) noted that limited success of any educational programmes is often attributed to inadequate resources as well as the utilization of the resources available.

Thus, the quality, effectiveness and overall success of educational programmes depend on the provision of adequate resources. Even if adequate material resources are available, the qualification, experience and commitment of personnel are critical to the success of education programmes in an organization. According to Adebayo (2000), the functions of a personnel department and personnel manger includes recruitment,

selection, training and development, job evaluation and formulation of manpower policies in an organization. In view of the critical importance of personnel in the achievement of the objectives of educational programme in any organization. Stuart-Greenfield (2009) a contributor to the American society for public administration, sees recruitment process as the best way to achieve success of any organization, he further stated that implementing more effective process to recruit candidates and select the best and the brightest will improve one's ability to meet the organizational human resources needs.

In opinion of Gomez-Mejia, Balkin and Candy (2004), recruitment is the process of generating a pool of qualified candidates for a particular job. The process involves determining the characteristics required for effective performance and then measuring applicant on these characteristics. Similarly, Olalekan (2006) noted that, the aim of recruitment is to attract qualified job candidates. He further stressed that in order to avoid waste of fund, recruiting efforts should be targeted solely to applicant who have the basic qualification for the job. Recruitment of individuals to fill a particular post within an organization can be done either internally by recruitment within the firm or externally by recruiting people from outside. Internal recruitment could be done by encouraging the current employees to apply for positions within the organization, such recruitment gives staff opportunity to move into firms for more desirable jobs, which may also create further openings that require to be filled by particularly education staff who are mostly on part time basis. Also, Carble and Judge (2006), stated that organizations use internal job posting and employee referral to recruit and these relatively easy and inexpensive ways to identify candidates both inside and outside the organization. Internal job posting programme according to them, are also an excellent method of providing promotion

opportunities for employees and minimizing employee complains of unfair treatment and discrimination.

According to Aminu (2005), the quite number of potential employees with the ambitions of changing their job exist, but with the opportunity that most of the personnel department exploit attempts to fill the vacant position within the organization, by doing so it will help the organization to utilize their own personnel in filling the vacant positions before recruiting from outside the organization. The internal sources of recruitment can be done through any of the following:

i. Transfer;
ii. Promotion;
iii. Recalls from layoff and reorganization of the organizational chart and demotion; and
iv. Employing casual workforce.

Recruitment can also be done through external sources, in this; opening may be advertised on both print and electronic media as well as on the internet. External source makes it possible to draw a wide range of talent and provide the opportunity to bring new ideas and experience into the Ministry of Education. According to Boone and Kurtz (1984), external recruitment can be done through:

i. Unsolicited Application
ii. Advertisement
iii. Employee Agencies
iv. Professional bodies and also through recommendation.

However, external sources of recruitment are more costly, though the organization may end up with an employee who proves to be effective in practice. Liberman, Jenskinson, Neave and Brocke (2007) stressed on the effective recruitment of

staff, and further emphasized on the careful control over recruitment should be considered when recruiting education personnel. Similarly, all Government of African continents including the Federal Government of Nigeria (2008) stated that recruitment of staff in the Ministry of Education was imperative in order to boost the morale of education sector in all African countries. Daniel (2006) sees recruitment as the process of identifying possible candidates for job vacancy. He stressed that it starts with a job analysis, after which a job specification is drawn up. This suggests, ideally this process should be the logical outcome of manpower planning and the stage of a coherent policy of personnel management that continues until retirement.

2.5.1 **Recruitment Policy in Education Sector in Nasarawa Sate**

Recruitment is a human resources management functions which impact most critically on the performance of an organization. It is described as the set of activities and processes used to legally obtain a sufficient number and qualified people at the right place and time so that the people and the organization can select each other in their own best short and long term interests (Richardson, 1996). This implies that recruitment process provides the organization with a pool of potentially qualified job candidates from which judicious selection can be made to fill vacancies in an organization.

Similarly, Randall (1998), posited that recruitment begins with proper employment planning and forecasting in which an organization formulates plans to fill or eliminate future job openings based on an analysis of future needs, the talent available within and outside the organization and the current and anticipated resources that can be expended to attract and retain such talent. In addition, Beach (1999), opined that recruitment may be selective or pre-selective through choosing among the various resources of supply as well as the decision on which candidates should be permitted to go

through subsequent screening procedures. This means that, recruitment is a process that involves a careful phrase of examinations in order to meet up with specified standards of the vacancies declared and organization's objectives. The recruitment process involves two broad categories such as internal and external sources, or within and outside the organization, (Ojo, 1998).

2.3.2 Sources of Staff Recruitment in Educational Sector

The sources of recruitment have been broadly classified into two: Internal and external source as accounted by Ojo (1998). He further discussed an organization among current employees through transfer or promotion which can be done either through a formal process of announcement or advertisement on job vacancy and allows employees to bid for them or through the search skills inventory to identify those with requisite qualifications. The notifications are given through magazines, bulletin and department's memoranda as well as the print media to all interested candidates who are expected to apply within a specific period of time in response to the advisement thereby awarding them equal opportunity.

On the other hand, skills inventory of candidates consists of names, relevant, skills and characteristics of the individual should be requested. The details are expected to cover names, age, education, present job positions and location, past jobs, training, and performance and salary levels. This is done to provide easy way of searching for candidates with special skills or abilities who can fill vacant or newly created positions. While, the external sources of recruitment according to Ojo (1998), involves the areas discussed below:

a) **Unsolicited applications:** Unsolicited applications are sources through which employers received applications by letters or in-person from people. This could also

be referred as casual application or walking and considered to be a major source of recruitment for unskilled and to a lesser extent for highly skilled candidates.

b) **Public Recruiting Agencies:** Public recruitment agency such as the Nigeria Federal Civil Service Commission, which was established by section 153 1. (d) paragraph II of the third schedule of the 1999 constitution of the Federal Republic of Nigeria and charged with the mandate to:

   i. appoint persons to offices in the Federal Civil Services; and

   ii. dismiss and exercise disciplinary control over person holding such offices.

   In fulfilling this obligation, Federal Civil Services commission has the responsibility to ensure that proper personnel decisions are taken objectively and promptly. Similarly, the Civil Service Commission in each state of the federation and local government services commission were established to recruit personnel into various positions in the state civil service.

c) **Private Recruitment Agencies:** Private recruitment agencies consult with firms to provide services for referrals and specific vacancies listed with them and placement services for individual seeking employment.

d) **Advertisement:** Advertisement is a place in trade or professional journals, magazines, newspapers, radios, television and internet through which the organization or employer communicates relevant information on vacancies indicating the nature of the job and its requirements. This implies that advertisement are placed to enable the employer to pre- screen applicants and to quickly eliminate those who do not the required qualifications.

e) **Candidate Recommendations:** Employee recommendations cover all level of personnel classified as junior or unskilled, senior and executive manpower. This

implies that relevant information about a job opening and skills required are announced to candidates who then convey same to friends and relatives who may possess such required skills.

f) Educational Institutions: Educational institutions have deals with organization as a good source of young applicants with various types of formal education. The candidates are recommended by the organizations counselors and placement officers who recommend candidates to the employer.

g) Recruiting on the Internet: The internet according http./www.edu/research is a source where jobs are posted on sites for a modest amount. First-time job seekers are now more likely to search websites for job posting then to peruse newspapers, magazines and journals. The prevalence of e- advertisement has made it easier. Internet speeds up the hiring process in three basis stages:

- ***Faster Posting of Jobs:*** This means that on the internet, the advertisement appears immediately and can be kept alive for as long as the recruiter requires it.
- ***Faster Applicant Response:*** Jobs posted on the internet that requires responses via the same medium receive responses on the same day.
- ***Faster Processing of Resumes:*** This explain the fact that an applicant sending a resume electronically, can immediately have the applications processed, received and acknowledged, screened electronically and have details of the application and resume dispatchs to several employers at the same time.

From the above, it is discovered that organizations who decide to advertise on-line usually have a website that allows potential candidate to learn about the organization before deciding whether to apply, hence lowering the incidence of time-wasting through submission of unsuitable applications. The website, therefore, can be used as a tool to

encourage potential job seekers to build an interest to join the organization. Consequently, recruitment process involves the formal announcement of vacancies and through a specific duration of time, a lot of candidates with the opportunity to apply and show interest through a response application. Therefore, the recruitment process involves various stages through which employment is carried out within the organization.

2.3.3 Factors Affecting Recruitment Procedures in Education Sector

There are a number of factors that have influences over the kind of recruiting plan an organization enacts. Such could include the following as asserted by Nmadu (1999):

a) **Organizational Recruiting Policies:** The preferred policy in most vacancy arises the organizations often prefer to fill it internally. It is pertinent to note that large organizations have a greater pool of candidates from which to choose in filling vacancies. due to the differences in the policy and philosophy, some organizations provide opportunities for personnel development which ensures growth and at the same time gives room for internal recruiting. Due to the diverse differences in policies for instances, the practices of nepotism and gender disparity make an ideal recruitment plan difficult.

b) **Type of Labour to be Recruited:** The number of labour required and the type must be specified which in turn affects the scope of recruitment. This means that each person to be recruited has an own labour market while highly specialized labour has a smaller market compared to less skilled labour. This suggests to get the type of personnel required means that, search for such labour has to be broader in scope and all encompassing.

c) **Conditions of Labour Market:** Labour market conditions could also affect the nature of recruitment plans in organizations have and, therefore, depend on the following as opined by Nmadu (1999):

   i. ***Geographical location*:** Geographical location means the forces of demand and supply for a particular labour. This is to say, jobs that requires less skills can be found abundantly in the immediate local Market. But, specialized personnel are normally in cities where competitions between organizations will make the search for potential qualified personnel wide.

   ii. ***Labour Mobility**:* it is assumed that the willingness of workers to travel a reasonable distance to get work determines the labour market. This implies personnel who have to relocate for labour reasons and supply of labour should be flexible enough to couple with such variable especially geographical mobility.

d) **Economic Trends:** Structurally, computer scientists are taking over most white collar jobs. This shows the transitions is demanding on the labour market. This implies that computer specialists have taken over other jobs and this has led to a social attitude to labour particularly types of employment like civil service jobs, teaching and so on, which are looked upon as non-paying jobs.

e) **Environmental Factors:** The use of equal employment opportunity, an affirmative action and regulations for federal and state has affected recruiting efforts and plans of organizations. This explained the fact that because of the use of equal employment opportunities, many unqualified personnel are employed and while some states are more overpopulated than others.

f) **Cost and time Constraints:** An organization with comparative little money budgeted for recruiting materials could pose obvious limitations on recruiting efforts. As such, an organization may use employee referrals, job service and other cheap not necessary the best options. therefore, more recruiting options are open to organizations with larger recruiting budgets because they can place employment advertisements in dailies, television and other scientific journals. On the other hand, cost constraints could cause problems for organizations if less cost method proves unsuccessful, because methods deemed less costly may turn out to be a waste of money and thus costly methods may be more effective. To this, time constraint limits one's choice of recruiting method and an organization that has little money budgeted for recruiting materials it can cause problems for the organization.

g) **Condition of Employment:** Recruitment process, especially the relative attractiveness of working conditions in sections of the Nigerian economy has changed over the years. As a result, the differences that exist in the conditions of employment affect the recruitment process as unqualified personnel may be recruited and well qualified staff may move the organization forward, therefore, this condition seems to be favourable. Aliyu (2003), stated that the following could also affect recruitment procedure in Nigeria.

h) **Political Interference:** This is a situation whereby those in politics could affect recruitment procedures by enforcing applicants to be recruited whether they qualified or not. This suggests that politics play a significant role by interfering with the laid down rules of recruitment. Those highly placed, are always given opportunity for their applicants to be recruited. Candidates who may be employed as a result of the above could hamper the recruitment process.

i) **Religious Inclination:** This also means that because of one's faith, it could either make employment difficult or easy. Applicants could be favored base on their faith. When such is considered, definitely the right caliber of workers may not be employed and the achievement of the goals of the organization may be visible.

j) **HIV/AIDs:** This is one of the greatest problem facing the recruitment procedure of personnel because, any one found with such ailment becomes a victim, during the recruitment process such persons are not always recruited. Despite the fact that government's policy does not allow discrimination, but secretly applicants are not employed on the job, if they are tested positive to HIV/AIDS. Because of this problem most applicants are not employed. This warrants the recruitment of unqualified personnel to fill the existing vacancies in the organization that have been advertised.

k) **Quota System (Allocation):** The principle of Federal Character in recruitment exercise to state that the Nigeria Civil Services should reflect "Federal Character". Therefore, Federal Character Principle is a constitutional matter and an important factor that determines appointment into the Federal Civil Service.

2.6 Guidelines for Selection of Staff in Educational Organization

Selection guideline is the process of differentiating between applicants in order to identify and employ the greater livelyhood of success in a job. It is also a process where the most suitable candidate in term of job performance potential is picked from a pool of applicants (Nmadu, 1999). The concept of selection in an organization as defined by Lemay (2002), is seen as an examination test skills used in various agencies. Yet, they must be specific enough to test for the skills and competence needed for a given agency and position. However, he identified that increasingly, Government uses multiple

examinations, one test general skills and more specialized test, interviews and written work submitted by each applicant. Thus, he further sees selection as a means of sorting out or eliminating those applicants considered unqualified to meet the job and organizational requirements. He deduces, therefore, that for an effective selection, the administrator should have the following:

1) An employment requisition form;
2) A standard against which he will compare applicants as written in job specification; and
3) A number of applicants from whom to select people for the job. Hence, this involves a series of methods of obtaining relevant information about an applicant.

Therefore, the goal of an evaluation and selection programme is to identify applicants who score high. Also, Nwachukwu (2008) sees selection as a systematic effort made to identify position. He explained further that, selection is a very important process which requires planning and objectivity. This is to say that no organization is better than the people who make it up. He further stressed that a selection exercise should not be left in the hand of armatures or the less initiative in the art of selection, this mean that selection is crucial so that unqualified personnel should not handle it they may end up selecting staff that are unqualified and the standard of the selection process could be compromised.

Furthermore, Ojo (1998) defined selection as the process that strives to sort out, eliminate those unqualified to meet the requirements. He viewed that selection tends to be "negative" since it rejects many of those who apply. This indicates that the importance of selection to an organization cannot be overemphasized. This is because an organization achieves its stated goals on the soundness of its recruitment policy and correctness in

selection methods. This suggests the criteria against which applicants will be measured, it is impossible to make credible selection procedure and approach, and it will be difficult to validate the selection process. Organizations differ in their applications of the selection tools and sequencing of the various steps as the selection process.

2.4.1 Principles of Selection of Staff in Education Sector

Selection of staff is a very vital issue in every organization. To prove this, Onwuchunubu (2008) described these as the selection procedures which involves a series of activities aimed at identifying the best candidates for the job positions:

a) **Initial or Preliminary Interview:** it is aimed at eliminating at short notice those that this initial interview may also be used to receive all relevant information from the candidates.

b) **Application Blank:** This is to be filled by applicants in their own handwriting and for the purpose of obtaining first hand information on such things as their names, addresses, sex, age, height, weight and to enable management make tentative deduction about candidates suitability for jobs they applied. However, it is important to note that the use of applications blank as a selection tool in Nigeria varies. Some employers will request for the mentioned information while others will need information covering hobby, sporting activities and professional associations among others.

c) **Check up Reference:** This is to determine the applicants' character, work experience and schools attended. In other words, there are procedures used in obtaining additional information with previous employers and officials of education institutions. This implies information about an applicant that will assist the

organization in having some first hand information about the applicant whether he has the ability to take up the new employment or not.

d) Test: test is used for determining ability to reason, capacity for learning temperament, specific attitude and physical abilities. This suggests that, selection procedures are used for sampling human behaviour relevant for new employers and this contains vital information that would help the organization to make the right choices.

e) Employment interview: This is conversation or verbal interaction between two or more persons for a particular purpose with an intention to explore certain subject area. Decree 43 of 1988 also encouraged interview for eligible candidates as it is important tool in selection. Hence, it gives the applicant information about the employing organization and the general conditions for employment. And whether the applicant is employed or not, and it help in maintaining goodwill towards the organization.

f) Approval of appointment: the process is seen as final decision made by the management to offer employment to the applicants and on what term. However, it is pertinent to note that for an effective selection, the department where the employees are likely to be placed must be involved. This is only to ensure that the qualified candidates are selected and given offer for greater productivity and enhancement for the organization.

g) Placement and Induction: this process is carried out fairly and without any element of discrimination in evaluating job applicants in view of their individual difference and capabilities. The essence is to employ qualified and competent hand that can meet the job requirements of the organization. Induction, therefore, suggest

that the employees are exposed to the unfamiliar environment. This also introduces the new employee to his job and co-workers. This implies that the familiarization of the employee in the work environment will in no small way require input of the employers.

2.4.2 Manpower Planning and Establishment

In order to achieve constructive recruitment and selection of employees, management must engage in human resources (manpower) planning job analysis. In the view of Jones and George (2006), human resources planning include all activities that managers engage into forecasting their current and future needs for human resources. Similarly, Leslie and Lioyd (2007) see human resources planning (HRP) as personnel planning. It involves getting the right number of qualified people into the right job at the right time. They further explained, human resources (manpower) planning involves matching the supply of people internally (existing employee) and externally (those to be hired) with the openings, the organization expects to have for a given time frame. This connotes that human resources (manpower) planning involves applying the basic planning process to the human resource needs of the organization through its plans in achieving the specific objectives.

a) Job Analysis: Job analysis tells what is to be done and why. It is a standard of functions; Onuwuchunuba (2008) posited that the appropriate and authorized content of a job consists of the following characteristics:

1. Job identification through title, department or division concerned;
2. Job summary;
3. Duties performed, that is what to be done and how it is done and purpose behind each duty;

4. Supervision given and received;
5. Machines tools and material used in performing it; and
6. Working conditions.

From the above, it was discovered that job analysis is crucial for manpower planning, since it determines through observation and study the pertinent information relating to the nature of a specific job.

b) Job Design: The concept of job design according to Diwan (2007) is the organization (or structuring) of job to satisfy the technical organizational requirements of the person performing the work. These include:

1. Identifying job boundaries.
2. Identifying the factors at work in jobs.
3. Determining methods of estimating and controlling these factors; and
4. Developing criteria for evaluating designs.

It is a vital instrument for assigning tasks, duties, activities, and performance results required in a particular job. This suggests that the accuracy of the job design can help or hinder recruiters in their efforts to attract qualified applicants for positions within the organization. It is the best interests of each party to be as candid and honest as possible. Inaccurate fraudulent job design, is likely that individual will be dissatisfied with their job or organization will be dissatisfied with employees.

c) Job Specification: As viewed by Obisi (1996), it specified the minimum acceptable human qualities necessary to perform a job properly. It tells about the standard of personnel required for acceptable performance. It is prepared in a separate form from that of job description. It normally contains two sections,

namely job title and human requirements, which includes such attributes as education. experience, age and so on. This implies that it is a written statement that identifies the abilities, skills, taints or attributes necessary for successful performance in a particular job which is important to the applicant and the organization. The personnel employed in an organization according to Vickerstaff and Sarah (1979), serve as a hub around which other resources revolve. This allows the entire wheel of the organization to turn smoothly, efficiently and economically. Thus, this suggests staff employed in any organization eventually become bread winners of the family and an instrument of progress for the society which have to be well structured. The implication is that getting the right people into position in the organization is not easy. There is a need for effective intake process in which skills and knowledge of individual are matched with demands of jobs. Recruitment needs planning to meet all its objectives.

2.4.3 Problem for Selection of Staff in Education Sector

According to Knootz (2000), organizational effectiveness relate to the extent to which an organization attains its goals. These goals cannot be achieved according to Lander (1968), except such organization must be profitable and satisfy its staff and contribute to the development of the society. This implies that the personnel to be selected must be qualified and the concise job description and specifications stating the clearing the title of the job and the responsibility required to achieving the goals of the organization. Well and Holden (2009) identified the following as barriers to effective selection procedure in Nigeria.

a. **Halo effects:** when the candidates present themselves before an interview panel, a very strong impression about the suitability of the candidates would have already

been made. Hence the real interview session is reduced to make free discussion without delving so much into the cognitive domain of the candidates. In the same manner, when a candidates is sponsored by either an influential person in the community such as politicians, military officer, traditional ruler and a big time contractor, by a member of the interview panel, it goes with this saying that candidate would be given some preferential consideration at the interview even when such a candidates does not perform to the expectation of the selection board very well like his colleagues.

b. **Perception:** the personnel opinions of membership of the committee have on the person to be recruited matters alot. Such perception could either be positive or negative and therefore, could lead to hiring of wrong people. This suggest that wrong perception of the candidates to be recruited could certainly have an adverse effects on the job. As deduce by Hodgetts and Luthans (2000), that attitude towards others affects persons.

c. **Stereotyping:** this is a generalized opinion about groups of people. The interviewers assess a candidate from a particular ethnic group may be affected by a stereotype, than the actual interview performance. Other sentimental consideration, hence, leads to poor selection.

d. **Gender Issue:** This is one of the problems facing developing countries like Nigeria, hence some organization prefer female on certain positions while some prefer male on the same position. Some also prefer males, because they feel that males make better managers. Some prefer female accountants because most females are better treasurers (truly working more than males). This implies that because of the differences in opinion on what gender to be selected to handle

jobs, leads to selection of wrong people to handle sensitive positions and create an atmosphere of inequality of gender balance in the organization.

According to Derek, Laura and Stephen (2005), an important part of employment law in the United Kindom, is concerned with deterring employers from discriminating unfairly at any stage in their relationship with an individual worker. Discrimination law operates differently. As on the ground of sex, it provides a greater degree of protection against discrimination to union members and races. This suggest the comparison of opposite gender in developed countries, legal action can then follow or be threatened if reasons given are unsatisfactory. Steers, Ungon & Mowday (1985) opined that in the United State of America, the Federal and State laws prohibit organizations from discriminating against employers on the basis of race, age, colour, religion, sex or natural origin. Hence, exceptions are made only when employers can establish that one or more of this attributes are directly related to the individual ability to perform the job.

Thus, the law governing employment practices are designed to end unfair discrimination. However, it's pertinent to note that some discrimination that is done is fair. It is important to recognize that the primary intent of selection procedures in organization is to discriminate those applicants who can successfully perform the job from those who cannot. This indicates that where selection is done to pick the right applicant must be done fairly. This therefore suggests the right man or woman for the job would enhance the individual and organizational development.

2.5 Criteria for Placement of Staff in Educational Organization

Once employee has been recruited in an organization, the task is to understand and capitalize on each person's individually. Since human attributes vary along many relatively independent ability, interest, biographical sketch and the personality

dimensions, a person's individuality is best viewed as his/her unique profile of scores on a variety of individual measures. But the task of placement is not that simple as it appears. As the time changes, in the work ethics, it reflects the demand for meaningful work. All these factors cause organizations and individuals to determine the placement process more closely. We are entering the age when applicants must be considered for several jobs rather than one. According to Daniel (2006), placement means placing the right man at the job. This connotes that proper placement reduces labour turnover, eliminates waste, increases production and improves morale.

Once a unique profile has been established for each individual, people and jobs can be matched optimally within the constraints set by available jobs and available people. If the number of individuals is large in relation to the available jobs, only the best qualified persons can be selected and placed. Thus, when more jobs are available, optimal placement is possible. Thus the number of people and the number of jobs determine the placement process in any organization. Williams (2006) sees placement as positioning, stationing, arrangement, location, ordering, distribution, locating, installation, deployment, disposition and employment. By implication, Collins Cobuild Learners Dictionary (1996), viewed placement as something or is the act of placing a candidate in a particular place or position. This means once an applicant is selected by an organization as a member of its personnel, the next duty is to place him/her in the right job and provide him/her with training and development facilities needed for him/her to fit the present job as well as the future career for such individual. According to Williams (2006), basic principles that should be followed at the time of placement of workers on the job are as follows:

1. Man should be placed on the job according to the requirements of the job. The job should not be adjusted according to the qualifications or requirements of the man. Job first; man next, should be the principle of the placement.
2. The job should be offered to the person according to his qualification. These should neither the higher nor lower than the qualification.
3. The employee should be made conversant with the working conditions prevailing in the organization and all things relating to the job. He should also be aware of the penalties if he commits wrong.
4. While introducing the job to the new employees, an effort should be made to develop a sense of loyalty and cooperation in him so that he may realize his responsibility better towards the job and the organization.
5. The placement should be ready before the due date of the newly selected person.
6. The placement in the initial period may be temporary as changes are likely after the completion of training. The employee may be later transferred to the job where they can do better.

Henceforth, other prerequisite issues to be considered in staff selection as stated by Williams (2006) are:

1) Collect details of the employee
2) Construct his/her profile
3) Which sub-group profile to job family profile?
4) Which job family profile does subgroup profile best fit?
5) Assign the individual to job family
6) Assign the individual to specific job after further counseling and assessment

2.5.1 Problems of Placement in Education Sector

Proper placement helps to improve the employees' morale in an organization. The capacity of the employees can be utilized fully. The right placement also reduces labour turnover, absenteeism and also the accident rate. Thus, the employee can adjust to the required environment of the organization effectively and the performance of the employee will not be hampered. The main problem of placement according to Daniel (2006), is when the recruiters look at the individuals but not the job. Often the individual does not work independent of the others. Jobs in this context are classified into the three categories:

1) **Independent Jobs:** In the independent jobs the non-overlapping territories are allocated to each employee e.g., in the sales. In such situations, the activities of the one employee have little bearing on the activities of the other workers. The independent jobs do not pose great problems in placement. Each employee has to be evaluated between his capabilities and the interests and those required on the job. The objective of the placement is to fill the job with people who have at least the minimum required qualifications. People should be placed on the job that will make the best possible use of their talents, given available job or HR constraints.
2) **Dependent Jobs:** The dependent jobs may be sequential or pooled. In sequential jobs, the activities of the one employee are dependent on the activities of the fellow employee e.g., assembly lines are the best example of such job.
3) **In the Pooled Jobs**: In this category, there is a high interdependence among the jobs. The final output is the result of the contribution of all the workers.

The difficulty with placement is that we tend to look at the individual but not the job. Often, the individual does not work independent of others. Whether the employee

works independent of others or is dependent depends on the types of jobs. Jobs in this context can be classified into the three categories:

- ☞ Independent (in such activities of one worker have little bearing on the activities of the other workers; here the placement is simple to conduct).
- ☞ Sequential (activities of the workers are dependent on activities of a fellow worker example assembly line sequential jobs).
- ☞ Pooled (where the job are high degree of interdependence among activities. The final output of is the result of contribution of all workers. It is team work which matters. Placement for this is quite difficult).

2.8 **Procedure for Promotion of Staff in Educational Organization**

Promotion is a positive way of rewarding people for their effort and services. This simply means that a promotion is an increased in responsibilities, more prestige or status and increased pay. Nwachukwu (1988) sees promotion as a reward for past performance, an encouragement to help him to continue to excel. It is a vote of confidence and a blessing the further viewed promotion as a motivator of behavior. The implication is that an employee who is denied promotion for a long time gets frustrated. This implies that, how an employee perceives his opportunity for promotion influences his job satisfaction. To buttress, this fact, it is pertinent to note that promotion enhances productivity and gives room for progression both in quality and quantity which often involves improvement in the process of work as well as capabilities.

In human resources management, people and productivity are entities which require careful balanced attention. This suggests the supervisors need a well developed skill to seize opportunities for enhancing the quality and quantity of products. Similarly, Nmadu (1999) posited that to recognize work achievement, the performance underlying it must

be evaluated. This requires sound opportunities for personnel growth on the job, standard of performance must be planned and set and their achievement encouraged. Furthermore, work progress must be assessed and a clear connection between achievement and reward made. Therefore, for a staff to be promoted, it is expected that a periodic assessment of subordinate work is done for pay increase.

National Open University of Nigeria (2006) connotes that promotion helps to boost staff morale and motivates staff to work harder, thereby increasing productivity and efficiency. This implies that lack of promotion can lead to lower staff morale, resulting in resignation and premature retirement from the job. This further indicates the policy of excellence, competence and qualification could really help to guide against the prevailing principle that promotes sectionalism and favouritism which could hamper the productivity of the organization.

Similarly, Leslie and Lloyd (2007) suggest that promotion moves an employee to a job involving higher pay, higher status and thus higher performance requirement. They viewed two basic criteria used by most organization in promotions are merit and seniority. It assumed that union contracts often require that seniority be considered in promotions. It is believed that many organizations prefer to base promotions on merit as a way to reward and encourage performance.

This implies that each organization has method for evaluating performance and determining merit. As such, an organization must to also consider the recruitment of the job in question. Promotion is a necessary tool for motivation, when management fails to motivate an employee; he becomes a liability to the organization. Hence as asserted by National Open University of Nigeria (2006), promotion is another system through which an organization can easily fill a vacancy internally. This implies that though this system

servicing officers who demonstrated some professional skills of high standard may be given promotion.

2.8.1 **Conditions for Promotion of Staff in Education Sector**

The New Websters Dictionary (2004) defines promotion as promoting or being promoted, advancement to higher rank or status. In other words, the researcher in her opinion sees promotion as rise, updating, move up, advancement, elevation, exaltation, preferment, ennoblement aggrandizement or rewarding outstanding employees. According to Nmadu (1999), performance appraisal is vital for promotion purposes. Thus, it give the management the opportunity to identify persons with weak performance appraisal that should not be promoted and vice-versa.

Similarly, judging employees potential not only in term of higher level positions through promotions but also in assignment of duties among employee. This implies performance appraisal is a condition used to effectively promote personnel who have really distinguished themselves through hard work and are potentially qualified to be promoted or given higher responsibilities and ensuring that the goals of organization are attained with greater productivity. As contained in FRN (2004), Condition for promotion are highlighted as follows:

a. **Confirmation of Appointment**: This implies that it is after confirmation of appointment that a staff is promoted after three years of active unbroken service; even at federal level, promotions is based on confirmation of staff appointment, this usually takes effect after two (2) years;
b. **Completion of APERS**: The form is normally filled by reporting officer. It is expected that subordinate who performed exceptionally good or poor must be backed with proof and evidence;

c. **Vacancies:** promotion shall be subject to availability of vacancies except otherwise indicated in the scheme of service. This implies that ministries shall declare vacancies to the commission as approved in the budget;

d. **Promotion Interview**: all officers due for promotion shall take written examinations. Officers on grade level 7-13 shall be interviewed and examined. Therefore, to ensure fairness to all attending a promotion interview, they shall all be asked the same questions;

e. **Seniority:** Seniority determine by the date of appointments which includes state of origin, date of birth, date of first appointment, confirmation and present appointments; and

f. **Special Promotion:** Special promotion is done to employee for excellence. it is stated the promotion in the Federal Civil Service shall be based on merit. This simply means that officers who show commitment and responsibilities shall be identified by department and offer special promotions to the officers.

In agreement to the above conditions for promotion mentioned earlier, National Open University of Nigeria (2006), identified the following conditions necessary for consideration when promoting teachers:

i. Teaching effectiveness;

ii. participating and effectiveness in co-curricular and out of class activities and responsibilities;

iii. Attitude to work and general impression;

iv. Present salary and date of last promotion;

v. Academic qualification and teaching experience;

vi. Judgment and qualities of leadership;

vii. Creativity includes ability to organize people and projects; and

viii. Responsibility and work load of the positions in question.

Other conditions of staff promotion according to Ministry of Education Nasarawa State (2014) are:

a) Adoption of Public Service Rules Section 7 (2005) of Nigeria, that no promotion shall become effective until they have been approved by the state civil service. Officers must spend some years in a rank before being considered eligible for promotion to other ranks as follows:

i. Grade level 01-06 two (2) years;

ii. Grade level 07-13 three (3) years;

iii. Grade level 14-17 four (4) years.

b) Promotion shall be made strictly on the basis of competitive merit from amongst all eligible candidates.

c) According to TSBR (2009), officers from G.L 01-16 their promotion is handled by the board and thus recommended to the Ministry of Education for approval and subject to confirmation by the Civil Service commission.

d) Grade Level 13-17, the Teachers Service Board makes recommendation to the Ministry of Education through the Head of Service of the State.

e) Teachers to be promoted must have written Civil Service Commission (CSC) examination and the staff is confirmed.

f) Interviews are conducted by the Board to get qualified candidate to match the job specification of that level.

g) Candidate must fill APER forms for a duration of three (3) or four (4) years as it may be required. This implies that promotion in the Ministry of Education in

Nasarawa State, for one to be eligible, a staff needs to fulfill the laid down conditions as stated above. Failure to meet the above conditions could delay a staff promotion and this means that, such staff may not enjoy the promotion he/she has been enjoying based on the seniority.

In the past promotion was automatic but today the board conducts written examinations and oral interview to pick qualified staff. Hence, scores are awarded for one to be qualified.

The scores are awarded as follows:

a. Written examination	-	60 marks
b. Verbal interview	-	10 marks
c. APER Forms	-	30 marks
Total	-	**100 marks**

This also suggests that candidates must have a complete file. This means that staff must have all the necessary documents in the files completed, failure to have the document complete could delay a staff being promoted. This therefore means that the above mentioned criteria are relevant for promotion exercise and it is expected that reports should be handle with respect which implies that when there is a sound policy in respect of staff promotion, this will ensure that justice and fairness prevail in dealing with personnel.

2.8.2 **Factors Affecting the Promotion Procedure**

In view of Weichrich and Koontz (2005), promotion is a movement within the organization to a higher position, with greater responsibilities and requires more advanced skills. This suggests that promotion may be a reward for past performance, hence only if there is evidence of potential competence, otherwise, the person may be

promoted to a level at which they are incompetent. Promotion procedure is a matter of policy and could be of detriment to employees; hence some organizations prefer promotion from within. As asserted by Weirich and Koontz (2005), that the banning of outsiders reduces competition for positions and gives employees an established monopoly as managerial openings. This implies that employees come to doubt the wisdom of the policy and are confronted with specific case of selection of one of their own for promotion.

One reason for people leaving an organization as posited by Diwan (2007) is lack of opportunity for internal movement. This means that it could mean opportunity for promotion, however, but not all internal movement is promotion. This indicates that there should be some plan in the organization to replace the executive at the management level to take care of employees on retirement, deaths, resignation and other forms of attrition in the workforce. Jealousy is present at all level of organization and could be hindrance to promotion procedure as opined by Weihrich and Koontz (2006). This implies, there is rivalry for promotion especially where personnel are to be selected from amongst them. Every staff would like to be the one to be selected. He further suggested that if morale is to be protected in applying an open competition policy, the organization must have fair and objective method of appraising and selecting its people. It is expected that the organization should also do everything possible to help people develop so that they can qualify for promotion. This implies that staff appraisal is vital for promotion of personnel. Therefore, it is expected that staff performance should evaluated properly and fairly and the staff should be given room for development so that such openings may not go to an outsider.

2.9 **Procedure for Staff Transfer in Educational Organization**

By transfer it simply means a system in an organization through which vacant positions or posts are filled through an internal source. Through this system a staff can be conveniently transferred to take over an existing post. However, transfer is for the good or bad of the affected staff. This means that in the process of transfer, a staff is either promoted or demoted. An organization can transfer its members from one unit to the other with the aim of rewarding that individual. But sometimes an individual is transferred within an organization to serve as a punishment for his wrong doing. When taken to a place where he is redundant it may suffice him to put in his resignation.

Nonetheless, transfer in whatever dimension is meant to bring positive changes to the organization. According to Ngu (1999), transfer is an internal source within which an organization fills vacant position, and through this system an officer is conveniently transferred from one unit to the other to boost the productivity of the organization. Certain organizations see transfer of their employees from one unit to the other as a means of expanding their job experience, which serves as another form of training. In the Nigerian secondary education system, it is common to hear of the case of teachers' transfer from one school to the other, because of extreme dimension of conflict in the school. Take for instance, a teacher in a girls' school who cannot control his emotions needs to be transferred to a boys' school lest his bad behaviour is copied by other teachers.

2.7.1 Conditions for Staff Transfer

Certain transfers are meant to control conflicts in an organization. If, for instance, two individuals working in a particular unit of an organization always fight over a little thing, it means they do not fit to stay together, then transfer is inevitable. By this, it means permanent physical separation of warring persons. They are moved from

each other to make them not have direct contact. This is confirmed in Blake and Mouton (2009), when they noted that by means of organization policy, arrangements are worked out to provide an assignment in another location to the person who seems to be the focus for a problem. Blake and Mouton went further to propose more solutions to the problem of conflict through transfer when they noted that organization needs to redraw the organization chart, where the function of one of the contending parties is transferred, in terms of its reporting line so that both individual in conflict no longer have a common boss.

When this is done the two conflicting groups do not have base to maintain close interpersonal relationship. With transfer of function it is possible to establish new arrangement where the two officers report from different levels, which becomes an automatic means of separating them. With this the problem of people who were in conflicts before is now solved. In any organization informal grouping such as cliques should not be allowed to develop. Where it develops the chances is that it becomes an impediment to the attainment of organizational goals. This is because it is common to observe some members of an organization pursuing the activities of their informal group at the expense of their primary assignment.

In view of the adverse effect the emergence of informal group has in the organization, Frean (2011) maintains that, leaders should not allow old cliques to stay in an organization. Where they exist it becomes necessary that members are disbanded through separation or transfer so that people's energies are directed towards organization's objectives and not clique's interest. This is concurred in Roy (2008) when he noted that managers in formal organizations must be aware that transfer

becomes necessary in a situation where members consider personal issues more important than the tasks of the organization.

However, its persistent occurrence means that there is something wrong with the system. What needs to be done in this kind of situation is to overhaul the organization; here transfer of certain members from one unit to the other becomes necessary. Even then care has to be taken to ensure that only right people are transferred. This is because the morale of certain people in their places of work is become low when they are transferred at a time they do not expect, especially if the transfer is to their disadvantage. In school organization constant transfer of teachers and principals is not good for the system because it affects them psychologically, by implication means learning is affected. This is in agreement with Robinson's view (2002) who noted that constant transfers of heads of schools and different members of their staff do not enhance the motivation of teachers who are not allowed to remain long enough in one school to see the climax of the fruits of their labour.

It is not only as a result of conflicts that staff is transferred in educational organizations. Most organizations utilize transfers as a system of filling existing vacancies. Through this medium a very senior teacher with a sound knowledge of school system can be conveniently transferred from his position as a classroom teacher/head of department to become the school's vice principal. The transfer of teachers and their heads take place regularly and should be seen as normal. The transfer could be motivated by the teacher himself, the head of the school and the students as well. Whoever is responsible for transfer in an establishment should consider the stipulated minimum period of service a teacher could render before a transfer can be contemplated.

In this way the school head has opportunity of evaluating the performance of the teachers so as to determine his effectiveness and productivity since being posted to the school. Sudden interruptions in the teaching programme can be avoided if teachers have to serve for a reasonable period of time before being transferred to another school. Also, there should be established procedures for processing transfer requests. The teacher must understand the purpose of his transfer; this will help him to adjust to his new piece of work. This is especially important if a teacher is transferred because of his unsatisfactory work or behaviour.

2.7.2 Reasons for Staff Transfer

The Ministry of Education may initiate the transfer as a disciplinary action following a behaviour problem or because of weakening personal relationship among teachers, change in the organization of instruction, promotion, or the need to maintain well balanced staff in every school. Transfers can be requested by teachers themselves because they desire to work in a new school, personal friction in the present place or work, a desire to work near home, a desire for advancement in status or in terms of promotion. Transfer means a process (system) through which vacant posts or positions are filled through an internal source.

Transfer may be initiated by the Ministry of Education, the school head or the teacher himself because of weakening personal relationship among teachers and changes in the organization of instruction.

2.8 Empirical Studies

This study assesses the procedure for Recruitment, Selection, Placement and Promotion of Staff in Ministry of Education, Nasarawa State. In the process of literature

review, many studies were reviewed in relation to the same topics under study. For instance, Aminchi, Amina and Andrew (2014) from Mathematics and Statistics Department, University of Maiduguri, titled: Recruitment, Selection and Placement of Human Resource in Education Organisation: Implications for the Management of Education Borno State Nigeria. A survey design is used in this research work. The researcher interviewed 150 Adult literacy instructors, 50 each from the three Senatorial District of Borno State. The hundred and fifty covers the whole state. Different centres of the Adult literacy sectors were interviewed in regards to how they rate the performance of these three factors in their sectors as regard to the procedure of Recruitment, Selection and Placement of Human Resource in Education Organization and the implications for the Management of Adult Education. The findings and conclusion of the study revealed that it is important to determine the strategy by which to recruit, select and place organization employee and the contingent workforce in terms of their skills and technical abilities, especially in education organization.

Moreover, a study was carried out by Rakib (2013) in Eastern University, Dhaka, Bangladesh, titled: "Employee Recruitment and Selection Procedures of NGOs in Bangladesh: A Study on Bangladesh Rural Advancement Committee (BRAC); The study assesses the recruitment and selection strategies result in improved organizational outcomes. The basic objective of this research is to explore the recruitment and selection procedures of NGOs based on Bangladesh Rural Advancement Committee (BRAC); with analyzing these some recommendations were made to improve recruitment and selection practices. Here both primary and secondary sources were used for data collection and a structured questionnaire/ check lists was used to keep the research. The findings suggest that the largest NGOs emphasize professionalism and career orientations and implement

long-term, forward looking approaches in their selection, recruitment, and remuneration. The small and mid-size NGOs, however, do not possess HR personnel management practices of their own; rather they follow and imitate larger members. The implications for HRM practitioners and scope for further research are discussed here.

In his bid to find out the extent of compliance to the procedure for recruitment, selection and placement, Kuri (2011) carried out a study on assessment of the procedure for recruitment, selection, placement and promotion of staff in Kaduna State Ministry of Education. It was a survey study that used 340 stakeholders of education derived from 3936 population of the study. The data for the study were collected through the use of questionnaire and personal interview. The hypotheses were tested using statistical tool of Analysis of Variance (ANOVA) at 0.05 level of significance. The findings of the study revealed that the process of recruitment in the Ministry of Education, Kaduna State has been faulted hence recruitment is based on personal contact; selected staff were not placed on the basis of national guidelines and intelligence. It was recommended that the Ministry of Education, Kaduna State should use a more reliable and valid guidelines for selection, placement and promotion of staff so as to eliminate all forms of bias and tribalism accordingly.

A study was also carried out by Shery, Larson, Amy and Hewitt (2003), titled: Staff Recruitment, Retention, Training Strategies for Community Human Services. The study examined the strategies and interrelated issues concerning recruitment, retention, and training challenges in organizations. The study opened with a comprehensive literature review of recruitment, retention, and training challenges of such issues in organizations. The work focuses on specific recruitment strategies and describes the problems and solutions associated with it. It further discussed recruitment, selection, and

hiring process and suggests strategies to improve performance and outcomes in those areas. Nevertheless, the study introduced condition of a newly hired employee to an organization and on interventions that assist all employees to develop and apply new skills. Finally, supervisory and management interventions for staff motivation and support were examined. The relationship between the study and the current one, is that both the two are on staff recruitment, selection, placement and promotion. The difference is on the area and scope of the study.

2.9 Summary

This chapter discussed procedure for recruitment, selection placement and promotion of employees in school organization. Most of the scholars reviewed examined that; organization requirement, employers should plan to recruit, select, place and promote staff base on prescribed guidelines and intellectual ability, skills, attitudes and experience. Theoretical/conceptual framework reviewed the issues related to organizational plans concerning recruitment, selection, placement, promotion and staff transfer. Therefore, the review gave the insight to realize the organizational structure, level of compliance to the guidelines and policy of recruitment, selection, placement and promotion of personnel.

The review revealed that good employee needs an open system approach in treating the organizational policies, which in turn harmonizes the smooth administration of the organization. The review equally revealed that internal factors of the organization, such as personnel policies, the organizational climate and the reward system must be taken into cognizant. Hence, regular promotion of staff boosts employee morale and improves their skills and productivity. Thus, this attracts and keeps quality employees. In discharging the above roles, government needs to be fair in carrying out such functions.

In fact this is the reason why government is compelled to employ the best materials (personnel) available, so that the good relationship of social contract between government and the governed is maintained.

The uniqueness of the study is based on the fact that the researcher use Descriptive Survey Design as the methodology for the study. This enables the collection of data base on the research problem through the use of questionnaire and personal interview. Also, the study is unique based on the fact that experts and professional of the Ministry of Education and Inspectorate division of Nasarawa State form the principal source of data upon which generalizations were made on the study. The study is also unique as it presents the procedures through which vacancies are filled in the Ministry of Education and other educational institutions. This is further illustrated a chain of administrative function in the sense that advertisement are carried out to declare vacancies upon which selection, recruitment, replacement and promotion precede. The study is also unique in the sense that it has not been presented nor considered for a higher degree before. Hence, the declaration made by the researcher for it to be considered and undertaken in other states of the federation is highly recommendable.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the method through which the study was conducted. It consists of research design, population, sample and sampling technique, instrumentation, validity of the instrument, pilot study, reliability of the instrument, methods of data collection, and the methods of data analysis.

3.2 Research Design

A descriptive survey design was adopted for this study. Ajayi (1991) viewed descriptive survey research as "a study which involved an investigation on entire population of people or items by collecting data from samples drawn from population and assuming that those samples are true representatives of the entire population". Using survey research design enables the researcher to come up with reliable and acceptable data through the technique of questionnaire. The choice of this research design is based on the fact that it allows for the collection of the data from heterogeneous groups. This means that inferences and generalizations can be made on the entire population where data is collected.

3.3 Population of the Study

The population for the study consists of all government secondary schools teachers, Ministry of Education officials and Science and Technical Management Board staff. Specifically, the total number of population for the study is 6,523 teachers**,** 94 Ministry of Education officials and 60 Science and Technical Management Board Officials. Table 1 shows the details:

Table 1: Population of the Study

S/No.	Education Zones	No. of Schools	No. of Teachers	MOE Officials	STMB Officials
1.	Akwanga	51	825	12	11
2.	Doma	46	592	7	7
3.	Keffi	64	1133	11	9
4.	Lafia	72	1697	25	9
5.	Nasarawa	37	514	9	6
6.	Nasarawa Eggon	39	665	14	6
7.	Obi	38	570	7	5
8.	Toto	36	224	4	3
9.	Wamba	34	303	5	4
	Total	**417**	**6523**	**94**	**60**

Source: Nasarawa State Ministry of Education (2015)

3.4 Sample and Sampling Technique

Stratified random sampling was adopted for the selection of sample for this study. The technique was a selection of education zones based on 3 senatorial zones in Nasarawa State. Also, the selection of the respondents was through stratified random sampling techniques. But to ensure adequate representation of the respondents, the cluster sampling technique was derived from the strata. Thus, a purposive method was also adopted to determine the sample size in the case of Ministry of Education Officials and STMB officials. 10 percent of the population was the sample for the study. Olayiwola (2007) stated that 10-30% of a population can be used as a sample to represent the entire population. Therefore, 360 teachers, 57 Ministry of Education Officials and 28 Science and Technical Management Board Officials were used to make a total of 445 respondents as a sample for the study. Find the details in table 2:

Table 2: Sample of the Study

S/N	Educ. Zones	Populations and Samples					
		Teachers		MOE Officials		STMB Officials	
		Population	Sample	Population	Sample	Population	Sample
1.	Lafia	1697	170	25	25	9	9
2.	Nasarawa Eggon	665	70	14	14	6	6
3.	Wamba	303	35	5	5	4	4
4.	Nasarawa	514	60	9	9	6	6
5.	Toto	224	25	4	4	3	3
	Total	**3403**	**360**	**57**	**57**	**28**	**28**

3.5 Instrumentation

The instrument used for data collection in this study was a self constructed questionnaire. The five (5) Likert scale options was also used which included Agree, Strongly Agree, Undecided, Disagree, and Strongly Disagree. The questionnaire consist of request letter; personal data of the respondents; and opinion statements for testing the hypotheses.

3.5.1 Validity of the Instrument

The content and face validity of the instrument were determined through vetting of the content by expert in Educational Administration and Planning. Kerlinger (1986) hold the view that, the validation of the content of the research instruments by experts is an important and acceptable technique.

3.5.2 Pilot Study

A pilot study was conducted in Government Secondary School and Inspectorate Education office Lafiya to ascertain whether the instrument will able to measure what is meant to measure. This served as a security to the final result of the study. 30 copies of questionnaire were distributed. The copies of the questionnaire consist of three sections such as request letter; bio-data; and items statement section to test the opinions of the respondents based on the hypotheses of the research.

3.5.3 Reliability of the Instrument

The reliability of instrument was determined by ensuring the ability of the instruments in providing consistent result when several tests have been made. The reliability coefficient of the instrument was determined using Cronbach's Alpha technique at 0.77 alpha value which indicated that the research instrument was reliable. Ajayi, (1991) stressed that "the instruments are reliable if they were consistently measured what they are expected to measure".

3.6 Methods of Data Collection

The researcher used official visit to selected areas within the respective sampled schools and other inspectorate offices within the local governments of the state. The questionnaire was structured for data collection from teachers, Ministry of Education officials and Science and Technical Management Board officials within the selected areas. The questionnaire consists of fifty (50) items; the items were drawn based on the hypotheses. A research assistant was used and trained on how to distribute and collect the filled questionnaire.

3.7 Methods of Data Analysis

The data collected from the respondents were compiled and tabulated in chapter four, using frequency counts and percentages and followed by interpretation of the data analysis for each table. At the end, to test the postulated hypotheses, inferential statistics of Analysis of Variance (ANOVA) and the Post-Hoc test with Scheffe multiple comparisons were used to test significant difference among the respondents at 0.05 significant level. This statistical technique was used because it determines whether the mean of independent variable is the same in two or more categorical (unrelated) groups. The research have independent observation which means that there is no relationship between the observation in each group or between the groups themselves; there should be no significant outliers an outliers is single case within the data; the variance is homogeneous. The variable is aprozemitly normal distributed for each category of the independent variable.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter deals with the presentation of analysis and discussion of the data collected in the study. The data collected were divided into two sections. Section 'A' presented bio-data and demographic data of the respondents such as status, gender, ownership of school, type of school and location of school. While, section 'B' presents data analysis and discussion of item statements (1-50) from the data collected.

Out of 360 copies of questionnaire distributed to the teachers, only 352 copies were returned. Also, 57 copies of questionnaire were distributed to principals but only 51 were returned. And out of 28 copies of the questionnaire distributed to the Ministry of Education Officials, 27 copies were returned. Thus, the total of 445 copies of questionnaire were distributed, but only 430 copies of questionnaire were retrieved, that represents 95% of the total respondents of the study.

The presentation and analysis of the data were based on the retrieved copies of questionnaire. The data were presented in tables. The tables were numbered serially, category of respondents, item statements, and respondents' opinions which were presented in frequency counts and percentages. In addition, the interpretation of hypotheses testing in tabular forms, with explanations of acceptance or otherwise based on Analysis of Variance (ANOVA) was also contained in the chapter. In this regard, fifty item statements were used in the assessment of the respondents' opinions (Appendix A). Thus, five tables were presented and item analysis was done in the discussion of the findings.

4.2 Result and Analysis of Personal Data of the Respondents

This section gives details on bio-data of the respondents using frequency table and simple percentage; it covers items 1-5 which include: status, gender, qualification, years of experience, types of school and location of school.

Table 3 presents the bio-data of the respondents by category.

Table 3: Bio-Data of the Respondents

Variables	Frequency	Percentage
Status of the Respondents		
Teachers	352	81.9%
MOE Officials	51	11.8%
STMB Officials	27	6.3%
Total	**430**	**100**
Gender of the Respondents		
Male	287	66.7%
Female	143	33.3%
Total	**430**	**100**
Qualifications of Respondent		
Diploma	110	25.6%
NCE	168	39.1%
B. Ed	130	30.2%
M. Ed	22	5.1%
Total	**430**	**100**
Years of Working Experience		
1 – 10 years	87	20.3%
10 - 20 years	198	46.%
20- and above years	145	33.7%
Total	**430**	**100**
Location of Schools		
Rural	298	69.3%
Urban	132	30.7%
Total	**430**	**100**

Table 3 shows details on respondents' bio-data starting by their status, the result revealed that 81.9% of the respondents were teachers, 11.8% were MOE officials; while,

6.3% of the respondents were STMB Officials. This means that teachers had the higher population among the respondents in this study. Henceforth, gender of the respondents were presented in the table, it was found that 66.7% of the respondents were male. While, 33.3% of the respondents were female. This means that male had the higher population among the respondents. As regard to the qualifications of the respondents, it was accounted that 35.6% of the respondents are diploma holders, 39.1% obtained Nigerian Certificate in Education, 30.2% have their 1st Degree in education, and 5.1% of them hold M.Ed qualification. From the distributions of the table, it was deduced that NCE holders have the higher percentage among the respondents.

As regard to the respondents' years of work experience, it was discovered that those with 10—20 years' experience are the majority of the respondents with 46%, followed by 20 years at 33.7% of the respondents. While, 1-10 working experience representing 20.3% have the lower population among the category. These demographic information revealed that there was many experienced staff in Ministry of Education in Nasarawa State; they can handle the information with the sense of integrity and academic excellence. Finally, the table presented distribution of school location of the respondents by category; it was discovered that urban teachers have the higher percentage with 69.3% ahead of their rural counterparts that have only 30.7% respectively. From the bio-data information of the respondents, it was believed that confidential data will be generated from the respondents of the study.

4.3 Presentation of Opinions of Respondents on the Procedure for Recruitment, Selection, Placement and Promotion of Staff in the Ministry of Education, Nasarawa State

This section (B-F) presents the analysis and discussion using frequency tables and percentages based on agree and disagree scales as concluded by Sorrel (2010) who

outlined that Likert "undecided" ordinal scale is considered disagree on the measurement of hypothetical responses in social science researches. The analysis is also based on the collected data related to the raised variables of the study as presented below:

4.3.1 Assessment of the Procedure for Recruitment of Staff in the Ministry of Education, Nasarawa State

This section covers items 1 to 10 in the questionnaire. It presents analysis of the respondents' responses using frequency table and simple percentage. Item 1 attempted to find out whether recruitment of staff is based on the public advertisement in Nasarawa State Ministry of Education; item 2 attempts to find out whether quarter system affects staff recruitment in the state Ministry of Education, hence, item 3 investigates whether personal quality is considered in staff recruitment in the state Ministry of Education. Item 4 investigated whether staff are recruited on qualification in the state Ministry of Education.

In respect of item 5, opinion of respondents was asked whether the religious background influences staff recruitment in the state Ministry of Education. Item 6 asked whether working experience is highly considered in recruiting staff in the state Ministry of Education. Item 7 attempted to find out whether political interference affects staff recruitment in the state Ministry of Education. However, item 8 investigated whether staff recruitment is based on radio advertisement in the state Ministry of Education. Item 9 attempted to find out news paper is used to advertise staff recruitment in the state Ministry of Education. Item 10, investigated whether recruitment is done through the giving of a reference letter in the state Ministry of Education. Details of the responses by teachers, MOE officials and STMB officials were explained in table 4.

Table 4: Opinions of Respondents on the Procedure for Recruitment of Staff in the Ministry of Education, Nasarawa State

RESPONSES

S/N	Item Statement	Category of Respondents	Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
1	Recruitment of staff is based on the public advertisement in Nasarawa State Ministry of Education	Teachers	178	51	31	9	143	41	352	100
		MOE officials	25	49	4	8	22	43	51	100
		STMB officials	13	48`	5	19	9	33	27	100
2	Quarter system affects staff recruitment in my state Ministry of Education.	Teachers	194	55	27	8	131	37	352	100
		MOE officials	27	53	4	8	20	39	51	100
		STMB officials	17	63	-	-	10	37	27	100
3	Personal quality is considered in staff recruitment in my state Ministry of Education.	Teachers	204	58	22	6	126	36	352	100
		MOE officials	30	59	2	4	19	37	51	100
		STMB officials	18	67	1	4	8	29	27	100
4	Staff are recruited on qualification in my state Ministry of Education	Teachers	211	60	26	7	115	33	352	100
		MOE officials	31	61	3	6	17	33	51	100
		STMB officials	19	70	-	-	8	30	27	100
5	Religious background influences staff recruitment in my state Ministry of Education.	Teachers	185	53	28	8	139	40	352	100
		MOE officials	30	59	3	6	18	35	51	100
		STMB officials	17	63	1	4	9	33	27	100
6	Working experience is highly considered in recruiting staff in my state Ministry of Education.	Teachers	185	53	28	8	139	40	352	100
		MOE officials	32	63	2	4	17	33	51	100
		STMB officials	18	68	-	-	8	30	27	100
7	Political interference affects staff recruitment in my state Ministry of Education.	Teachers	199	57	31	9	122	35	352	100
		MOE officials	34	67	2	4	15	29	51	100
		STMB officials	19	70	-	-	8	30	27	100
8	Staff recruitment is based on radio advertisement in my state Ministry of Education.	Teachers	171	47	33	9	148	42	352	100
		MOE officials	31	61	4	8	16	31	51	100
		STMB officials	16	59	-	-	11	41	27	100
9	News paper is used to advertise staff recruitment in my state Ministry of Education.	Teachers	155	44	29	8	168	48	352	100
		MOE officials	30	59	4	8	17	33	51	100
		STMB officials	21	78	1	4	5	19	27	100
10	Recruitment is done through the giving of a reference letter in my state Ministry of Education.	Teachers	135	38	32	9	185	52	352	100
		MOE officials	27	53	4	8	20	39	51	100
		STMB officials	17	63	1	4	9	33	27	100

Table 4, shows congruent in opinions of teachers, MOE Officials and STMB officials in response to the computed items. Item 1 attempted to find out whether recruitment of staff is based on the public advertisement in Nasarawa State Ministry of Education. The stance taken by the respondents indicated that only 51% of teachers agreed with the idea. While, 51% of MOE officials and 52% of STMB officials disagree with the statement. Item 2 attempts to find out whether quarter system affects staff

recruitment in the state Ministry of Education. The computed result indicated that all the 55% of teachers, 53% of MOE officials and 63% of STMB officials agree with the statement. Hence, item 3 investigated whether personal quality is considered in staff recruitment in the state Ministry of Education. The analyzed result indicated that the total of 58% of teachers, 59% of MOE officials and 67% of STMB officials supported the idea. The discovered result of item 4 indicated that 60% of teachers, 61% of MOE officials and 70% of STMB officials agreed that staff are recruited on qualification in the state Ministry of Education. From the gathered responses, it was found that due processes have being followed by the Ministry of Education in the staff recruitments in Nasarawa state.

In respect of item 5, opinion of respondents was asked whether the religious background influences staff recruitment in Nasarawa Ministry of Education. The discovered result has showed that 53% of teachers, 59% of MOE officials and 63% of STMB officials agreed with the idea. Item 6 asked whether working experience is highly considered in recruiting staff in the state Ministry of Education. The shared views of the respondents indicated that all 53% of teachers, 63% of MOE officials and 68% of STMB officials agreed with the statement. Likewise, item 7 attempted to find out whether political interference affects staff recruitment in the state Ministry of Education. According to the responses, it was found that 57% of teachers, 67% of MOE officials and 70% of STMB officials agreed with the statement. In respect of item 8, opinions of respondents, were solicited whether staff recruitment is based on radio advertisement in the state Ministry of Education. Based on the result, the both 61% of MOE officials and 59% of STMB officials agreed with the idea. But, 53% of teachers rejected the statement. Item 9 attempted to find out whether news paper is used to advertise staff recruitment in

the state Ministry of Education. The stance taken by the respondents indicated that only 59% MOE officials and 78% of STMB officials accepted the statement. While, 56% of teachers didn't agree with idea.

Item 10 of this section investigated whether recruitment is done through the giving of a reference letter in the state Ministry of Education. The compiled result indicated that only 53% of MOE officials and 63% of STMB officials agreed with the statement. While, 62% of teachers diligently opposed the idea. Based on the result, it was understood that the State Ministry of Education is doing good in the process of staff recruitment, eve though, some of the respondents were not satisfied with the their level of effort on this important operation. Thus, they should intensify effort to meet the community challenges on the process of staff recruitment in the Nasarawa State.

4.3.2 Assessment of the Guidelines for Selection of Staff in the Ministry of Education Nasarawa State

This section covers items 11 to 20 in the questionnaire. It presents analysis of the respondents' responses using frequency table and simple percentage. Item 11 solicits the opinion of respondents on whether staff selection is done on submission of an application in the Ministry of education, Nasarawa State. Item 12 asked whether check up reference is a criteria for selection to ascertain the quality of staff. Also, item 13 investigated on whether written test is used to determine the ability of staff selected in the state. While, Item 14 attempted to find out whether verbal interview is carried-out during the selection process to give the staff information about the organization.

In addition; item 15 investigated whether working experience is considered in staff selection in state Ministry of Education. Item 16 asked whether qualification plays vital role in staff selection in state Ministry of Education. Item 17 attempted to find out whether physical fitness is considered in staff selection in the state Ministry of Education.

In addition, item 18 investigated whether staff are selected based on area of specialization in the state. Item 19 further attempted to find out whether record of candidate's hard working gives him chance of being selected in the state. And item 20 investigated whether staff selection is judiciously conducted in the state Ministry of Education. Details of the responses by teachers, MOE officials and STMB officials were explained in table 5:

Table 5: Opinions of Respondents on the Assessment of the Guidelines for Selection of Staff in the Ministry of Education Nasarawa State

S/N	Item Statement	Category of Respondents	RESPONSES							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
11	Staff selection is done on submission of an application in the Ministry of education, Nasarawa State.	Teachers	131	37	22	6	199	57	352	100
		MOE officials	29	57	2	4	20	39	51	100
		STMB officials	15	56	-	-	12	44	27	100
12	Check up reference is a criteria for selection to ascertain the quality of staff.	Teachers	140	40	35	10	177	50	352	100
		MOE officials	28	55	5	10	17	33	51	100
		STMB officials	16	59	-	-	11	41	27	100
13	Written test is used to determine the ability of staff selected in my state.	Teachers	131	37	37	11	184	52	352	100
		MOE officials	29	57	5	10	17	33	51	100
		STMB officials	15	56	1	4	11	41	27	100
14	Verbal interview is carried-out during the selection process to give the staff information about the organization.	Teachers	141	40	16	5	195	55	352	100
		MOE officials	29	57	1	2	21	41	51	100
		STMB officials	13	48	-	-	14	52	27	100
15	Working experience is considered in staff selection in my state Ministry of Education.	Teachers	147	42	17	5	188	53	352	100
		MOE officials	30	59	1	2	20	39	51	100
		STMB officials	15	56	-	-	12	44	27	100
16	Qualification plays vital role in staff selection in my state Ministry of Education.	Teachers	147	42	18	5	187	53	352	100
		MOE officials	28	55	2	4	21	41	51	100
		STMB officials	14	52	-	-	13	48	27	100
17	Physical fitness is considered in staff selection in my state Ministry of Education.	Teachers	150	43	12	3	190	54	352	100
		MOE officials	31	61	-	-	20	39	51	100
		STMB officials	14	52	2	8	11	41	27	100
18	Staff are selected based on area of specialization in my state.	Teachers	143	41	11	3	198	56	352	100
		MOE officials	31	61	1	2	19	37	51	100
		STMB officials	17	63	-	-	10	37	27	100
19	Record of candidate's hard working gives him chance of being selected in my state.	Teachers	145	41	14	4	193	55	352	100
		MOE officials	33	65	1	2	17	33	51	100
		STMB officials	15	57	3	11	9	33	27	100
20	Staff selection is judiciously conducted in my state Ministry of Education.	Teachers	148	42	17	4	187	53	352	100
		MOE officials	31	61	2	4	18	35	51	100
		STMB officials	13	48	3	11	11	41	27	100

In table 5, there were disagreements among teachers, MOE officials and STMB officials in the collected responses on the procedure of staff selection in Nasarawa State Ministry of Education. For instance, Item 11 solicited the opinion of respondents on whether staff selection is done on submission of an application in the Ministry of

education. The stance taken by the respondents indicated that only 57% of MOE officials and 56% of STMB officials satisfied with the statement. While, 63% of teachers did not agree with the idea. Item 12 asked whether check up reference is a criteria for selection to ascertain the quality of staff. The computed result indicated that only 55% of MOE officials and 59% of STMB officials agreed with the idea. While, 60% of teachers did not agree with the statement. Also, item 13 tried to investigate on whether written test is used to determine the ability of staff selected in the state. According to the response, 57% of MOE officials and 56% of STMB officials supported the statement. While, 67% of teachers opposed the idea. As regard to item 14 which attempted to find out whether verbal interview is carried-out during the selection process to give the staff information about the organization. The analyzed result indicated that only 57% of MOE officials agreed with statement; whereby 60% of teacher and 52% of STMB officials disagree with the statement. The discovered result of this section indicated that people were not satisfied with the procedure of staff selection in the state. Therefore, the state ministry of education should regularize the guidelines for the exercise accordingly.

In respect of item 15, it was investigated whether working experience is considered in staff selection in the state Ministry of Education. The respondents responses revealed that both 59% of MOE officials and 56% of STMB officials agreed with the idea. Whereas, 58% of teachers did not agree. Like wise, item 16 asked whether qualification plays vital role in staff selection in the state Ministry of Education. The gathered responses revealed that both 55% of MOE officials and 52% of STMB officials satisfied with the statement. And 58% of teachers opposed the idea. The stance taken by the respondents in item 17 indicated that only 61% of MOE officials and 52% of STMB officials agreed that physical fitness is considered in staff selection in the state Ministry

of Education. Whereby 57% of teachers totally rejected the idea. In view of item 18 which investigated whether staff are selected based on area of specialization in the state. The result has shown that 61% of MOE officials and 63% of STMB officials supported the statement. While, 59% of teachers opposed their views. A disagreement exited between the respondents in item 19 which attempted to find out if record of candidate's hard working gives him chance of being selected in the state; in which 65% of MOE officials and 57% of STMB officials supported the idea. And 59% of teachers opposed the motion.

The same result was found on item 20 which investigated whether staff selection is judiciously conducted in the state Ministry of Education. The computed result pointed out that only 61% of MOE officials agreed with the idea. While, 52% of STMB officials and 58% of teachers did not agree with the idea. From the discovered responses, it was empirically evidenced that problems existed in the process of staff selection in the Ministry of Education in the state. The concerned stakeholders should review the process for effective compliance to the recommended guidelines of staff selection in the state.

4.3.3 Assessment of the Criteria for Placement of Staff in the Ministry of Education in Nasarawa State

This section covers items 21 to 30 in the questionnaire. It presents analysis of the respondents' responses using frequency table and simple percentage. Item 21 asked whether staff placement is based on working experience in the Ministry of education, Nasarawa State. Item 22 attempted to find out whether intelligence is considered in staff placement in the state Ministry of Education. In respect of item 23, effort was made to investigate whether politicians play vital roles on staff placement in the state Ministry of

Education. Nevertheless, item 24 attempted to find out whether area of specialization is considered during staff placement in the state Ministry of Education.

However; item 25 investigated whether placement is done based on staff interest in the state Ministry of Education. Hence, in item 26, opinions of respondents were asked whether placement of staff is marched on the basis of job recruitment in the state. Item 27 tries to confirm whether staff placement is based on quarter system in the state Ministry of Education. Item 28 further investigated whether gender difference is considered on staff placement in the state Ministry of Education. Item 29 also attempted to find out if placement is done based on religious background in the state Ministry of Education. And item 30 investigated whether staff placement is done based on quarter system in the state Ministry of Education. Details of the responses by teachers, MOE officials and STMB officials were vividly explained in table 6.

Table 6: Opinions of Respondents on the Assessment of the Criteria for Placement of Staff in the Ministry of Education in Nasarawa State

S/N	Item Statement	Category of Respondents	RESPONSES							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
21	Staff placement is based on working experience in the Ministry of education, Nasarawa State.	Teachers	154	44	24	7	174	49	352	100
		MOE officials	32	63	3	6	16	31	51	100
		STMB officials	14	52	2	8	11	41	27	100
22	Intelligence is considered in staff placement in my state Ministry of Education.	Teachers	161	46	17	5	174	49	352	100
		MOE officials	34	67	1	2	16	31	51	100
		STMB officials	18	67	3	11	6	22	27	100
23	Politicians play vital roles on staff placement in my state Ministry of Education.	Teachers	159	45	28	8	165	47	352	100
		MOE officials	34	67	2	4	15	29	51	100
		STMB officials	18	67	2	8	7	26	27	100
24	Area of specialization is considered during staff placement in my state Ministry of Education.	Teachers	175	48	20	6	157	45	352	100
		MOE officials	36	71	1	2	14	28	51	100
		STMB officials	17	63	1	4	9	33	27	100
25	Placement is done based on staff interest in my state Ministry of Education.	Teachers	196	56	21	6	135	38	352	100
		MOE officials	33	65	1	2	17	33	51	100
		STMB officials	17	63	1	4	9	33	27	100
26	Placement of staff is marched on the basis of job recruitment in my state.	Teachers	209	59	43	12	100	28	352	100
		MOE officials	32	63	4	8	15	29	51	100
		STMB officials	15	56	3	11	9	33	27	100
27	Staff placement is based on quarter system in my state Ministry of Education.	Teachers	208	59	35	10	109	31	352	100
		MOE officials	35	69	4	8	12	24	51	100
		STMB officials	18	67	1	4	8	30	27	100
28	Gender difference is considered on staff placement in my state Ministry of Education.	Teachers	193	55	45	12	114	32	352	100
		MOE officials	32	63	6	12	13	26	51	100
		STMB officials	18	67	1	4	8	30	27	100
29	Placement is done based on religious background in my state Ministry of Education.	Teachers	206	57	42	12	104	30	352	100
		MOE officials	34	67	5	10	12	24	51	100
		STMB officials	19	70	1	4	7	26	27	100
30	Staff placement is done based on quarter system in my state Ministry of Education.	Teachers	213	61	30	9	109	31	352	100
		MOE officials	35	69	3	6	13	26	51	100
		STMB officials	20	74	-	-	7	26	27	100

In table 6, there was sharing of opinions among teachers, MOE officials and STMB officials in respect to item 21-30. The item asked whether staff placement is based

on working experience in the Ministry of education, Nasarawa State. The computed result pointed out that only 56% of teachers disagreed with the idea. Both 63% of MOE officials and 52% of STMB officials agreed with the statement. Item 22 attempted to find out whether intelligence is considered in staff placement in the state Ministry of Education. The computed result indicated that 67% of MOE officials and 67% of STMB officials agreed with the statement. Whereby, 54% of teachers disagreed with the statement. In view of item 23, effort was made to investigate whether politicians play vital roles on staff placement in the state Ministry of Education. The same respondents' responses were found on this item which indicated that 67% of MOE officials and 67% of STMB officials agreed with the aforementioned statement. While, 55% of teachers disagreed with the statement. In item 24, the respondents' responses revealed that 71% of MOE officials and 63% of STMB officials agreed that area of specialization is considered during staff placement in state Ministry of Education. Only, 52% of teachers disagreed with the statement. The discovered responses indicated that teachers are not well satisfied with the procedure of staff placement in the Ministry of Education in Nasarawa State. Therefore, authority should improve the situation for effective personnel management in the state.

As regard to item 25, there was sharing of opinions among the respondents in which the result indicated that 56% of teachers, 65% of MOE officials and 63% of STMB officials agreed that placement is done based on staff interest in the state Ministry of Education. Henceforth, in item 26 opinions of respondents were asked whether placement of staff is marched on the basis of job recruitment in the state. The respondents' responses indicated that 59% of teachers, 63% of MOE officials and 56% of STMB officials agreed with the idea. Item 27 tries to confirm whether staff placement is

based on quarter system in the state Ministry of Education. The respondents' responses indicated that 59% of teachers, 69% of MOE officials and 67% of STMB officials agreed with the statement. Item 28 further investigated whether gender difference is considered on staff placement in the state Ministry of Education. The computed responses have shown that 55% of teachers, 63% of MOE officials and 67% of STMB officials agreed with the statement. The stance taken by the respondents in item 29 signified their consensus in the responses, whereby 57% of teachers, 67% of MOE officials and 70% of STMB officials agreed placement is done based on religious background in the state Ministry of Education. Likewise, the analyzed result indicated that 61% of teachers, 69% of MOE officials and 74% of STMB officials confirmed that staff placement is done based on quarter system in the state Ministry of Education. From the analyzed result, a conclusion was made that staff place is done judiciously in the Ministry of Education in Nasarawa State.

4.3.4 Assessment of the Procedure for Promotion of Staff in the Ministry of Education in Nasarawa State

This section covers items 31 to 40 in the questionnaire. It presents analysis of the respondents' responses using frequency table and simple percentage. Item 31 endeavour to find out whether staff promotion is done based on performance appraisal in the State Ministry of education. Item 32 asked whether staff promotions are carried out based on annual performance evaluation report in the state. However, item 33 tries to investigate whether qualifications determine staff promotion in the state Ministry of Education. Item 34 attempted to discover if promotion on grade level 01-06 is after 2 years in State Ministry of Education.

Item 35 further investigated whether promotion on grade level 07-13 is after 3 years in State Ministry of Education. Likewise, item 36 asked the opinion of respondents on whether promotion exams must be passed before staff promotion in the state Ministry of Education. On item 37 respondents were asked whether promotions are based on staff hardworking in the state Ministry of Education. Nevertheless, item 38 further investigated whether writing test and verbal interview are done before staff promotion in the state Ministry of Education. Item 39 asked the respondents if staff promotion is based on confirmation of staff appointment in the state Ministry of Education. Lastly, item 40 investigated whether staff promotion is strictly on merit in the state Ministry of Education. Details of the responses by teachers, MOE officials and STMB officials were vividly explained in table 7.

Table 7: Opinions of Respondents on the Procedure for Promotion of Staff in the Ministry of Education in Nasarawa State

S/N	Item Statement	Category of Respondents	RESPONSES							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
31	Staff promotion is done based on performance appraisal in my State Ministry of education.	Teachers	221	63	32	9	99	28	352	100
		MOE officials	36	71	3	6	12	24	51	100
		STMB officials	22	82	-	-	5	19	27	100
32	Staff promotions are carried out based on annual performance evaluation report in my state.	Teachers	206	59	23	7	123	35	352	100
		MOE officials	32	63	2	4	17	33	51	100
		STMB officials	20	74	-	-	7	26	27	100
33	Qualifications determine staff promotion in my state Ministry of Education.	Teachers	209	59	26	7	117	33	352	100
		MOE officials	32	63	2	4	22	43	51	100
		STMB officials	20	74	2	8	5	19	27	100
34	Promotion on grade level 01-06 is after 2 years in State Ministry of Education.	Teachers	176	50	18	5	158	45	352	100
		MOE officials	28	55	1	2	22	43	51	100
		STMB officials	17	63	-	-	10	37	27	100
35	Promotion on grade level 07-13 is after 3 years in State Ministry of Education.	Teachers	101	29	48	14	203	58	352	100
		MOE officials	13	26	8	16	30	59	51	100
		STMB officials	8	30	3	11	16	59	27	100
36	Promotion exams must be passed before staff promotion in my state Ministry of Education.	Teachers	73	21	70	20	209	59	352	100
		MOE officials	12	24	12	24	27	53	51	100
		STMB officials	8	30	7	26	12	44	27	100
37	Promotions are based on staff hardworking in my state Ministry of Education.	Teachers	111	32	49	14	192	55	352	100
		MOE officials	22	43	7	14	22	43	51	100
		STMB officials	13	48	5	19	9	33	27	100
38	Writing test and verbal interview are done before staff promotion in my state Ministry of Education.	Teachers	114	32	42	12	196	56	352	100
		MOE officials	23	45	7	14	21	41	51	100
		STMB officials	15	56	3	11	9	33	27	100
39	Staff promotion is based on confirmation of staff appointment in my state Ministry of Education.	Teachers	144	41	43	12	165	47	352	100
		MOE officials	28	55	6	12	17	33	51	100
		STMB officials	18	67	1	4	8	30	27	100
40	Staff promotion is strictly on merit in my state Ministry of Education.	Teachers	110	31	39	11	201	57	352	100
		MOE officials	24	47	5	10	22	43	51	100
		STMB officials	15	56	1	4	11	41	27	100

From table 7, there was consensus of opinions among the teachers, Ministry of Education officials and STMB officials in response to item 31-40. Item 31 endeavour to find out whether staff promotion is done based on performance appraisal in the State

Ministry of education. The respondents' responses indicated that 63% of teachers, 71% of MOE officials and 82% of STMB officials agreed with the statement. Item 32 asked whether staff promotions are carried out based on annual performance evaluation report in state. The computed result indicated that 59% of teachers, 63% of MOE officials and 74% of STMB officials agreed with the idea. Indeed, item 33 checked whether qualifications determine staff promotion in the state Ministry of Education. From the responses, it was found that 59% of teachers, 63% of MOE officials and 74% of STMB officials agreed with the statement. In respect of item 34, the total of 50% of teachers, 55% of MOE officials and 63% of STMB officials agreed that promotion on grade level 01-06 is done after 2 years in State Ministry of Education.

In item 35 of this section, opinions of respondents were asked whether promotion on grade level 07-13 is done after 3 years in State Ministry of Education. The gathered responses revealed that all the 71% of teachers, 74% of MOE officials and 70% of STMB officials agreed with the idea. Likewise, item 36 asked the opinion of respondents on whether promotion exams must be passed before staff promotion in the state Ministry of Education. It was found that all 79% of teachers, 76% of MOE officials and 70% of STMB officials did not agree with the statement. Similar responses were also discovered on item 37 in which 68% of teachers, 57% of MOE officials and 58% of STMB officials rejected the idea that promotions are based on staff hardworking in the state Ministry of Education. Thus, item 38 investigated whether writing test and verbal interview are done before staff promotion in the state Ministry of Education. The respondents' responses indicated that 68% of teachers, 55% of MOE officials agreed with statement. While, 56% of STMB officials opposed the others' view.

The result of item 39 which asked the respondents whether staff promotion is based on confirmation of staff appointment in the state Ministry of Education confirmed that 55% of MOE officials and 67% of STMB officials accepted the statement. Only 59% of teachers did not agree with the idea. The computed result of item 40 investigated on whether staff promotion is strictly on merit in the state Ministry of Education. The respondents' responses indicated that 69% of teachers, 53% of MOE officials opposed the motion; only 56% of STMB officials agreed with the statement. This result also ascertained that most of the respondents were not fully satisfied with process through which staff are being promoted in the Ministry of Education in Nasarawa State.

4.3.5 Assessment of the Procedure for Staff Transfer in the Ministry of Education in Nasarawa State

This section contained items 41 to 50 in the questionnaire. It presents analysis of the respondents' responses using frequency counts and simple percentage. Item 41 investigated whether staff transfer is based on experience in the Ministry of Education in Nasarawa State. Item 42 asked whether staff transfer is done based on subject specialization in the state. Item 43 tried to investigate whether staff transfers are carried out based on skills and productivity in the state Ministry of Education. Whereas, item 44 attempted staff transfer is based on staff punishment in the state Ministry of Education.

Item 45 further investigated whether staff transfer is based on gender differences in the state Ministry of Education. In item 46, opinions of respondents were asked whether transfer is based on staff interest in the state Ministry of Education. Item 47 tries to confirm whether staff transfer is done for conflict resolution in the state Ministry of Education. Nevertheless, item 48 investigated whether staff transfer is based on political interest in the state Ministry of Education. Item 49 further asked whether record of

candidate's dedication determines staff transfer in the state. Finally, item 50 intended to ask whether staff transfer is based on tribalism in the State Ministry of Education. Details of the responses by teachers, MOE officials and STMB officials were vividly explained in table 8.

Table 8: Opinions of Respondents on the Procedure for Staff Transfer in the Ministry of Education in Nasarawa State

S/N	Item Statement	Category of Respondents	RESPONSES							
			Agree		Undecided		Disagree		Total	
			F	%	F	%	F	%	F	%
41	Staff transfer is based on experience in the Ministry of Education in Nasarawa State.	Teachers	115	33	36	10	201	57	352	100
		MOE officials	26	51	4	8	21	41	51	100
		STMB officials	16	59	1	4	10	37	27	100
42	Staff transfer is done based on subject specialization in my state.	Teachers	136	37	43	12	173	49	352	100
		MOE officials	29	57	5	10	17	33	51	100
		STMB officials	16	59	2	8	9	33	27	100
43	Staff transfers are carried out based on skills and productivity in my state Ministry of Education.	Teachers	142	40	35	10	175	50	352	100
		MOE officials	31	61	5	10	15	29	51	100
		STMB officials	16	59	4	15	7	26	27	100
44	Staff transfer is based on staff punishment in my state Ministry of Education.	Teachers	164	47	29	8	159	45	352	100
		MOE officials	32	63	4	8	15	29	51	100
		STMB officials	19	70	2	8	6	22	27	100
45	Staff transfer is based on gender differences in my state Ministry of Education.	Teachers	166	47	30	9	156	44	352	100
		MOE officials	33	65	4	9	14	28	51	100
		STMB officials		20	74	2	8	5	19	100
46	Transfer is based on staff interest in my state Ministry of Education.	Teachers	174	49	28	8	150	43	352	100
		MOE officials	32	63	4	8	15	29	51	100
		STMB officials	20	74	1	4	6	22	27	100
47	Staff transfer is done for conflict resolution in my state Ministry of Education.	Teachers	175	48	37	11	140	40	352	100
		MOE officials	33	65	4	8	14	28	51	100
		STMB officials	21	78	1	4	5	19	27	100
48	Staff transfer is based on political interest in my state Ministry of Education.	Teachers	186	53	25	7	141	40	352	100
		MOE officials	35	67	3	6	13	26	51	100
		STMB officials	21	74	1	4	5	19	27	100
49	Record of candidate's dedication determines staff transfer in my state.	Teachers	207	59	25	7	120	34	352	100
		MOE officials	38	75	2	4	11	22	51	100
		STMB officials	20	74	1	4	6	22	27	100
50	Staff transfer is based on tribalism in my State Ministry of Education.	Teachers	222	63	17	5	113	32	352	100
		MOE officials	40	78	1	2	10	20	51	100
		STMB officials	18	67	1	4	8	30	27	100

From table 8, there was concurrent of opinions among teachers, Ministry of Education officials and STMB officials in response to the item statements 41-50. Item 41 of this section investigated whether staff transfer is based on experience in the Ministry

of Education in Nasarawa State. From the responses, it was found that 51% of MOE officials and 59% of STMB officials agreed with the statement. Only 67% of teachers argued the idea. Item 42 asked whether staff transfer is done based on subject specialization in the state. It was found that 59% of MOE officials and 57% of STMB officials agreed with the statement. While, 63% of teachers opposed the declaration. Indeed, item 43 tried to investigate whether staff transfers are carried out based on skills and productivity in the state Ministry of Education. The respondents' responses confirmed that 61% of MOE officials and 59% of STMB officials supported the statement. Whereby 60% of teachers rejected the statement. Similarly, the analyzed result of item 44 highlighted that 63% of MOE officials and 70% of STMB officials belived that staff transfer is based on staff punishment in the state Ministry of Education. While, 53% of the teachers did not agree with statement respectively.

Similar result was found in item 45 which investigated on whether staff transfer is based on gender differences in the state Ministry of Education. The gathered response ascertained that 63% of MOE officials and 74% of STMB officials agreed with the statement. Whereas, 53% of teachers opposed the idea. In item 46, opinions of respondents were asked whether transfer is based on staff interest in the state Ministry of Education. From the responses, it was found that 63% of MOE officials and 75% of STMB officials supported the idea; in which 51% of teachers rejected the idea. In item 47 opinions of respondents were asked whether staff transfer is done for conflict resolution in the state Ministry of Education. According to the responses, it was revealed that 65% of MOE officials and 78% of STMB officials agreed with the statement. While, 52% of teachers opposed the idea. Henceforth, item 48 investigated whether staff transfer is based on political interest in the state Ministry of Education. From the responses, it was

found that 51% of MOE officials and 59% of STMB officials agreed with the statement. Only 67% of teachers argued the idea.

Item 49 asked the respondents whether record of candidate's dedication determines staff transfer in the state. The gathered responses revealed that 59% of teachers, 75% of MOE officials and 74% of STMB officials agreed with the statement. Finally, the corresponded result was found from the respondents of item 50 in which asked whether staff transfer is based on tribalism in the State Ministry of Education. It was found that 63% of teachers 78% of MOE officials and 67% of STMB officials agreed with the statement. The respondents' responses confirmed that many community members are not fully satisfied with the process of staff transfer in the Ministry of Education in Nasarawa State. Therefore, these stakeholders should intensify their efforts to improve the situation for sustainable education development and effective service delivery.

4.4 Hypotheses Testing

This section presents summary of hypotheses testing in line with raised objectives and null hypotheses of the study. The parametric statistics of Analysis of Variance (ANOVA) and the Post-Hoc Analysis with Scheffe test were used to test significant difference among the respondents i.e. teachers, Ministry of Education officials and STMB officials at 0.05 significant level. Five hypotheses were formulated and tested. Hypothesis was retained when the probability value was more than 0.05 significant level. While, hypothesis was rejected when the probability value was below the stated level of significance. These hypotheses are based on the data collected from items related to the procedure for recruitment, selection, placement and promotion of staff in the Ministry of Education, Nasarawa State. Details of these are as follows:

4.4.1 Hypothesis 1: There is no Significant Difference in the Opinions of Teachers, MOE Officials and STMB officials on the Procedure for Recruitment, of Staff in the Ministry of Education, Nasarawa State

The One Way Analysis of Variance was used to determine whether there were significant differences or otherwise in the perception of respondents on the data collected for items 1-10 in the questionnaire. As such, all the items were analyzed and presented in table 9:

Table 9: Summary of Analysis of Variance on the Procedure for Recruitment, of Staff in the Ministry of Education, Nasarawa State

Variable	Sum of Squares	df	Mean Square	f-value	Prob.	Critical value
Between Groups	166.517	2	83.258	1.611	.201	3.15
Within Groups	22065.530	427	51.676			
Total	**22232.047**	**429**				

From table 9, statistical results of hypothesis testing was presented for effective conclusion and decision making. The computed result indicated that the result of the tested hypothesis revealed that the f-ratio value (1.611) and 2 df 427 at 0.05 significant level; the critical value (3.15) is greater than f-ratio values (1.611), the observed probability value P(.201) is greater than 0.05 level of significance. Thus, the null hypothesis is retained. It is therefore concluded that there is no significant difference in the opinions of teachers, MOE officials and STMB officials on the procedure of staff recruitment in the Ministry of Education in Nasarawa State.

4.4.2 Hypothesis 2: There is no Significant Difference in the Opinions of Stakeholders on the Guidelines for Selection of Staff in the Ministry of Education in Nasarawa State

The One Way Analysis of Variance was used to determine whether there were significant differences or otherwise in the perception of respondents on the data collected

for items 11-20 in the questionnaire. As such, all the items were analyzed and presented in table 10.

Table 10: Summary of Analysis of Variance on the Guidelines for Selection of Staff in the Ministry of Education in Nasarawa State

Variable	Sum of squares	df	Mean square	f-value	Prob.	Critical value
Between Groups	639.185	2	319.592	4.711	.009	3.15
Within Groups	28966.685	427	67.838			
Total	**29605.870**	**429**				

From table 10, statistical results of hypothesis testing was presented for effective conclusion and decision making. The computed result indicated that the f-ratio value (4.711) and 2 df 427 at 0.05 significant level; the critical value (3.15) is less than f-ratio values (4.711), the observed probability value P(.009) is less than .0.05 significant level. Thus, the null hypothesis is rejected. It is therefore concluded that there was a significant difference in the opinions of teachers, MOE officials and STMB officials on the procedure of staff selection in the Ministry of Education in Nasarawa State.

To determine which group significantly differed among teachers, MOE officials and STMB officials as regard to the guidelines for selection of staff in the Ministry of Education in Nasarawa State; a Post-Hoc test was carried out on the mean scores of the group with Scheffe procedure. Table 11 presents the result in details:

Table 11: Post-Hoc Scheffe Test on Multiple Comparisons of Means in the in the Opinions of Stakeholders on the Guidelines for Selection of Staff in the Ministry of Education in Nasarawa State

Group/ (I) Status	N	Mean	(J) Status	Mean Diff. (I-J)	Std. Error	Sig. value	Remarks
Teachers	352	18.6790	Moe Officials	-3.43867*	1.23405	.021	Significant
			STMB Officials	-2.54324	1.64476	.304	No significant
MOE Officials	51	22.1176	Teacher	3.43867*	1.23405	.021	Significant
			STMB Officials	.89542	1.96027	.901	No Significant
STMB Officials	27	21.2222	Teachers	2.54324	1.64476	.304	No significant
			MOE Officials	-.89542	1.96027	.901	No Significant

Total	**430**	**19.2465**

From the computed Scheffe result of table 11, it was noticed that there were differences between the opinions of stakeholders on the guidelines for selection of staff in the Ministry of Education in Nasarawa State. Thus, the mean scores of (22.1176) and (21.2222) at mean difference of -3.43867 and -2.54324 for the MOE and STMB officials are in agreement with one another and shared views on the procedure of staff selection guidelines. While, teachers' views differed with low mean score of (18.6790) at mean difference of 3.43867. This implies that MOE and STMB officials' views differed from that of teachers. Perhaps the existence of difference is due the nature of their official responsibilities and schedule of duties in the Ministry; MOE and STMB officials charged with the responsibility of selection and placement of staff. While, teachers are the ones to be selected for the service. Therefore, their perceptions to the compliance to staff selection guidelines should be actually considered. Hence, the study calls for effective compliance to such guidelines so as due process would be followed to ensure effective personnel management in the Ministry of Education in Nasarawa State.

4.4.3 Hypothesis 3: There is no Significant Difference in the Opinions of Stakeholders on the Criteria for Placement of Staff in the Ministry of Education in Nasarawa State

The One Way Analysis of Variance was used to determine whether there were significant differences or otherwise in the opinions of respondents on the data collected for items 21-30 in the questionnaire. As such, all the items were analyzed and presented in table 12.

Table 12: Summary of Analysis of Variance on the Criteria for Placement of Staff in the Ministry of Education in Nasarawa State

Variable	Sum of squares	df	Mean Square	f-value	Prob.	Critical value
Between Groups	47.032	2	23.516	.492	.612	3.15
Within Groups	20427.296	427	47.839			
Total	**20474.328**	**429**				

From table 12, statistical results of hypothesis testing was presented for effective conclusion and decision making. The analyzed result indicated that the f-ratio value (.492) and 2 df 427 at 0.05 significant level; the critical value (3.15) is greater than f-ratio values (.492), the observed probability value P(.612) is greater than .0.05 level of significance. Thus, the null hypothesis is retained. It is therefore concluded that there was no significant difference in the opinions of teachers, MOE officials and STMB officials on the criteria for staff placement in the Ministry of Education in Nasarawa State.

4.4.4 Hypothesis 4: There is no Significant Difference in the Opinions of Stakeholders on the Process of Promotion of Staff in the Ministry of Education in Nasarawa State

The One Way Analysis of Variance was used to determine whether there were significant differences or otherwise in the perception of respondents on the data collected for items 31-40 in the questionnaire. As such, all the items were analyzed and presented in table 13.

Table 13: Summary of Analysis of Variance on the Process of Promotion of Staff in the Ministry of Education in Nasarawa State

Variable	Sum of squares	df	Mean square	f-value	Prob.	Critical value
Between Groups	207.944	2	103.972	1.866	.156	3.15
Within Groups	23798.030	427	55.733			
Total	**24005.974**	**429**				

From table 13, statistical results of hypothesis testing was presented for effective conclusion and decision making. The analyzed result indicated that the f-ratio value (1.866) and 2 df 427 at 0.05 significant level; the critical value (3.15) is greater than f-ratio values (1.866), the observed probability value P(.156) is greater than 0.05 level of significance. Thus, the null hypothesis is retained. It is therefore concluded that there was no significant difference in the opinions of teachers, MOE officials and STMB officials on the procedure of staff promotion in the Ministry of Education in Nasarawa State.

4.4.5 Hypothesis 5: There is no Significant Difference in the Opinions of Stakeholders on the Procedure for Transfer of Staff in the Ministry of Education in Nasarawa State

The One Way Analysis of Variance was used to determine whether there were significant differences or otherwise in the perception of respondents on the data collected for items 41-50 in the questionnaire. As such, all the items were analyzed and presented in table 14.

Table 14: Summary of Analysis of Variance on the Procedure for Transfer of Staff in the Ministry of Education in Nasarawa State

Variable	Sum of squares	Df	Mean square	f-value	Prob. Value	Critical value
Between Groups	770.465	2	385.232	7.889	.000	3.15

Within Groups	20850.003	427	48.829
Total	**21620.467**	**429**	

From table 14, statistical results of hypothesis testing was presented for effective conclusion and decision making. The computed result indicated that the f-ratio value (7.889) and 2 df 427 at 0.05 significant level; the critical value (3.15) is less than f-ratio values (7.889), the observed probability value P(.000) is less than 0.05 significant level. Thus, the null hypothesis is rejected. It is therefore concluded that there was a significant difference in the opinions of teachers, MOE officials and STMB officials on the process of staff transfer in the Ministry of Education in Nasarawa State.

To determine which group significantly differed among teachers, MOE officials and STMB officials as regard to the procedure for transfer of staff in the Ministry of Education in Nasarawa State; a Post-Hoc test was carried out on the mean scores of the group with Scheffe procedure. Table 15 presents the result in details:

Table 15: Post-Hoc Scheffe Test on Multiple Comparisons of Mean Difference in the Opinions of Stakeholders on the Procedure for Transfer of Staff in the Ministry of Education in Nasarawa State

Group/ (I) Status	N	Mean	(J) Status	Mean Diff. (I-J)	Std. Error	Sig. value	Remarks
Teachers	352	20.4517	Moe Officials	-3.15614*	1.04697	.011	Significant
			STMB Officials	-3.99274*	1.39542	.017	Significant
MOE Officials	51	23.6078	Teacher	3.15614*	1.04697	.011	Significant
			STMB Officials	-.83660	1.66310	.881	No Significant
STMB Officials	27	24.4444	Teachers	3.99274*	1.39542	.017	Significant
			MOE Officials	.83660	1.66310	.881	No Significant
Total	**430**	**21.0767**					

From the computed Scheffe result of table 15, it was noticed that there were differences between the opinions of stakeholders on the procedure for transfer of staff in the Ministry of Education in Nasarawa State. Thus, the mean scores of (23.6078) and (24.4444) at mean difference of -.83660 and .83660 for the MOE and STMB officials are

in concurrent with one another which determine their sharing of opinions on the procedure of staff transfer. While, the teachers' means differed with low mean scores of (20.4517) at mean difference of 3.15614. From the differences, conclusion was made that MOE and STMB officials' opinions were differed from that of teachers due the fact that they are the executive managers and supervisors responsible for all types of staff transfer in secondary schools and central administration. While, teachers may have different perception with them to the extent that they are directly or indirectly victims of staff transfer in their duty stations. To this end, the call is made toward the related authorities to strictly carry out free and fair staff transfer among the teaching and non-teaching staff in the Ministry of Education in Nasarawa State.

Table 16: Summary of Hypotheses Testing

Hypotheses	Hypothesis Statements	Statistical Tool	Results	Level of Significance	Conclusion

1.	There is no significant difference in the opinions of teachers, Ministry of Education officials and Science and Technical Management Board officials on the procedure for recruitment of staff in the Ministry of Education in Nasarawa State.	ANOVA	Prob. value is .201	0.05	There is no significant difference in the opinions of teachers, Ministry of Education officials and Science and Technical Management Board officials on the procedure for recruitment of staff in the Ministry of Education in Nasarawa State. The hypothesis is retained.
2.	There is no significant difference in the opinions of teachers, MOE officials and STMB officials on the guidelines for selection of staff in the Ministry of Education Nasarawa State.	ANOVA	Prob. value is .009	0.05	There is a significant difference in the opinions of teachers, MOE officials and STMB officials on the guidelines for selection of staff in the Ministry of Education Nasarawa State. The hypothesis is rejected.
3.	There is no significant difference in the opinions of teachers, MOE officials and STMB officials on the criteria for placement of staff in the Ministry of Education in Nasarawa State.	ANOVA	Prob. value is .612	0.05	There is no significant difference in the opinions of teachers, MOE officials and STMB officials on the criteria for placement of staff in the Ministry of Education in Nasarawa State. The hypothesis is retained.
4.	There is no significant difference in the opinions of teachers, MOE officials and STMB officials on the procedure for promotion of staff in the Ministry of Education in Nasarawa State.	ANOVA	Prob. value is .156	0.05	There is no significant difference in the opinions of teachers, MOE officials and STMB officials on the procedure for promotion of staff in the Ministry of Education in Nasarawa State. The hypothesis is retained.
5.	There is no significant difference in the opinions of teachers, MOE officials and STMB officials on the procedure for staff transfer in the Ministry of Education in Nasarawa State.	ANOVA	Prob. value is .000	0.05	There is a significant difference in the opinions of teachers, MOE officials and STMB officials on the procedure for staff transfer in the Ministry of Education in Nasarawa State. The hypothesis is rejected.

From table 16, it was discovered that hypotheses 2 and 5 were rejected. While, hypothesis 1, 3 and 4 were retained. Therefore, the results mean that:

i. Null hypothesis one was retained meaning that there is no significant difference in the opinions of teachers, Ministry of Education officials and Science and Technical

Management Board officials on the procedure for recruitment of staff in the Ministry of Education in Nasarawa State.

ii. Null hypothesis two was rejected to mean that there is no significant difference in the opinions of teachers, MOE officials and STMB officials on the guidelines for selection of staff in the Ministry of Education Nasarawa State.

iii. Null hypothesis three was retained to mean that there is no significant difference in the opinions of teachers, MOE officials and STMB officials on the criteria for placement of staff in the Ministry of Education in Nasarawa State.

iv. Null hypothesis four was retained to mean that there was no significant difference in the opinions of teachers, MOE officials and STMB officials on the procedure for promotion of staff in the Ministry of Education in Nasarawa State. And

v. Null hypothesis five also was rejected to mean that there was no significant difference in the opinions of teachers, MOE officials and STMB officials on the procedure for staff transfer in the Ministry of Education in Nasarawa State.

4.5 Summary of Major Findings

From the opinions of teachers, principals and Ministry of Education officials, the following findings were discovered in the study:

1. There was compliance with civil service policies on staff recruitment procedure in the Ministry of Education in Nasarawa State;
2. There was no adequate implementation of guidelines for selection of staff in the Ministry of Education in Nasarawa State;
3. There was abidance by criteria for placement of staff in the Ministry of Education in Nasarawa State;

4. There was conformity with the promotion guidelines in the Ministry of Education in Nasarawa State; and
5. There was poor compliance to the procedure of staff transfer in the Ministry of Education in Nasarawa State.

4.6 Discussions of the Findings

Base on the interpretation and analysis, it was found that there was sharing of views among teachers, MOE officials and STMB officials as regard to the method of staff recruitment in Nasarawa State Ministry of Education. Most respondents are of the view that recruitment of staff is organized and carried out based on the public advertisement, quarter system, personal quality and qualification of an applicant in my state Ministry of Education. Also, the responses revealed that due processes have being followed by the Ministry of Education in the staff recruitments in Nasarawa state.

Although, some respondents believed that sometime religious background and political interference affects staff recruitment in the state Ministry of Education. But, considering the percentage of those who confirmed the due process compliance, it was concluded that recruitment process of staff was based on the prescribed guidelines of the ministry of education accordingly. To ensure that every interested candidate participated in the exercise, the respondents attested that staff recruitment is publicized on radio sets, magazines, news paper and other social media in the Ministry of Education of the state.

From the findings of this study, the researcher found that Nasarawa State Ministry of Education complied with official guidelines of staff recruitment to employ candidates through the giving of a reference letter with special consideration to the working experience of the said candidate. Based on the result, it was deduced that due process are duly followed in the State Ministry of Education during staff recruitment respectively. As

regard to those who were not satisfied with their level of effort on this important operation; a call was made to the Ministry to intensify effort to meet the community challenges on the process of staff recruitment in the Nasarawa State.

On the other hand, the study found that there were disagreements among teachers, MOE officials and STMB officials in the collected responses on the procedure of staff selection in Nasarawa State Ministry of Education. For instance, it was found that most of the respondents disagreed that staff selection is done on submission of an application and other aptitude test references. Also, they did not believe that check up reference, written test a well as verbal interview are carried-out during the selection process to give the staff information about the organization and to determine the ability and quality of staff selected. The discovered result of this section indicated that people were not satisfied with the procedure of staff selection in the state. Therefore, the state ministry of education should regularize the guidelines for the exercise accordingly.

However, it was found that most of the respondents did not agree that working experience and additional qualification are considered in staff selection in the state Ministry of Education. Rather they held the view that selfish, god-fatherism and bias influence the process of staff selection in their State Ministry of Education. The stance taken by most respondents in the selection of staff selection indicated that no physical fitness is considered in staff selection, and frequently staff are not selected based on area of specialization A disagreement exited between the respondents on whether record of candidate's hard working gives him chance of being selected in the Ministry. This implies that staff selection is not judiciously conducted in this state Ministry of Education. From the discovered responses, it was empirically evidenced that problems existed in the process of staff selection in the Ministry of Education in the state. The

concerned stakeholders should review the process for effective compliance to the recommended guidelines of staff selection in the state.

Thus, there was sharing of opinions among the respondents in respect to the staff placement in the Ministry of education, Nasarawa State. The respondents believed that after selection of the staff, intelligence and working experience are really considered in staff placement in the state Ministry of Education. Even though, some portion of the respondents testified that politicians play vital roles on staff placement. In the same vain, the findings revealed that area of specialization is considered during staff placement in the State Ministry of Education. The discovered responses indicated that many respondents were satisfied with the procedure of staff placement in the Ministry of Education in Nasarawa State. Therefore, authority should improve the situation for effective personnel management in the state.

The respondents also shared opinions on the statementship which asked whether that placement is done based on staff interest, quarter system and gender status or difference in the state Ministry of Education. Their responses certified that staff placement is based on the basis of job description and specification of organizational management. From the findings, it was discovered that placement is done with special consideration to the talent attitude of the candidate with a little bit consideration to religious background and quarter system. From the analyzed responses, a conclusion was made that staff place is done judiciously in the Ministry of Education in Nasarawa State.

In respect of staff promotion, there was consensus of opinions among the respondents in this section. The responses confirmed that staff promotion is done based on performance appraisal, annual performance evaluation report and qualifications in the State Ministry of Education. From the responses, it was discovered that promotion on

grade level 01-06 is done after 2 years in State Ministry of Education. Therefore, these findings should be an encouragement to the Ministry of Education in Nasarawa State; in order to intensify more efforts on their personnel management accordingly.

From the responses, the study found that staff promotion on grade level 07-13 is done after 3 years, and the qualifying exams must be passed before staff promotion in the State Ministry of Education. According to many respondents staff promotions are based on staff hardworking and intellectual ability of a candidate. The respondents recommended the efforts of Ministry on compliance to the guidelines of staff promotions in the state, where they clarified that staff have being promoted as soon as they were confirmed as permanent staff in the State Ministry of Education. These findings ascertained that most of the respondents were satisfied with process through which staff are being promoted in the Ministry of Education in Nasarawa State.

As regard to the process of staff transfer in the Ministry of Education in Nasarawa State, there were disagreement among the respondents in this section. Most of them argued that staff transfer is based on length stay, working experience, and subject specialization the state. They also argued that staff transfers are carried out based on skills and productivity in the state Ministry of Education. Some of them believed that some staff promotions are based on staff punishment and bias in the state Ministry of Education. However, they held the opinions that in many occasions, staff are transferred due to their gender differences and personal interest in the State Ministry of Education. Even though, some of them ascertained that staff transfer is done for conflict resolution in the State Ministry of Education. They claimed that political interest and tribalism influence staff promotion in the Ministry. The respondents' responses confirmed that many community members are not satisfied with the process of staff transfer in the

Ministry of Education in Nasarawa State. Therefore, these stakeholders should intensify their efforts to improve process of staff transfer for effective service delivery and education development.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study focuses on the assessment of the procedure for recruitment, selection, placement and promotion of staff in the Ministry of Education in Nasarawa State, Nigeria. The chapter consists of summary of the study, conclusions, recommendations and suggestion for further studies.

5.2 Summary

The study sought the opinions of the procedure for recruitment, selection, placement and promotion of staff in the Ministry of Education in Nasarawa State, Nigeria. The study covered areas such as background to the study, statement of the problem, objectives of the study, research questions, research hypotheses, basic assumptions, significance of the study and scope of the study. The study also reviewed many related literature which were sourced from books, journals, magazines, news papers, previous researches, internet accesses etc. the review presented the conceptual framework which consisted of concept of staff recruitment, selection, placement, promotion and transfer to guide the study. The study also reviewed literature related to set objectives of the study which centered on the procedure of staff recruitment, selection, placement, promotion and transfer with particular reference to the Ministry of Education in Nasarawa State.

As regard to the research methodology, the study presented research design, population of the study, sample and sampling techniques, research instrument, validity of the instrument, pilot study, reliability of the instrument, methods of data collection and analysis of the collected data from the respondents. The study also presented, analyzed

and discussed the data collected from the respondents based on the topic under study using frequency tables and simple percentages in order to measure the significant difference or otherwise among the variables of the study. The Analysis of Variance statistical technique was used in testing the hypotheses of the study; in which out of the five hypotheses, all the three of them were retained, while the remaining two were rejected. Structured questionnaire was administered on three groups of respondents i.e. the teachers, MOE officials and STMB officials from the sampled area of the study. The collected data was statistically analyzed for empirical referencing, conclusion and recommendations accordingly.

5.2 Conclusions

The research assessed the procedure for recruitment, selection, placement and promotion of staff in the Ministry of Education in Nasarawa State, Nigeria. Based on the gathered stakeholders' response, the following conclusions were drawn:

1. staff were employed in compliance with recruitment policies in the Ministry of Education in Nasarawa State;
2. the guidelines for selection of staff were not adequately implemented by the Ministry of Education in Nasarawa State;
3. the criteria for placement of staff were well abide by the Ministry of Education in Nasarawa State;
4. staff were promoted in compliance with the promotion guidelines in the Ministry of Education in Nasarawa State; and
5. there was poor compliance to the procedure of staff transfer in the Ministry of Education in Nasarawa State.

5.3 Recommendations

Based on the research findings and conclusions, the study hereby recommends that:

1. due process should be strictly maintained by compliance to the civil service rules in recruitment of staff so as to give equal chance for all interested candidate in the Ministry of Education in Nasarawa State;
2. a candidate's quality and qualification should prioritized in selection of staff in the Ministry of Education Nasarawa State;
3. placement of staff should be strictly on working experience and area of specialization in the Ministry of Education in Nasarawa State;
4. staff promotion should be done in accordance with civil service guidelines and job performance appraisal in the Ministry of Education in Nasarawa State; and
5. staff transfer should be free from intimidation and bias; rather, it should aim at developing staff skills, competence and experience in the Ministry of Education in Nasarawa State.

5.4 Suggestions for Further Studies

From the outcomes of study, the following suggestions for further studies were made:

1. several occurrence of misconducts in the process of recruitment of staff in most Nigerian institutions call to the need of conducting a study on assessment of the procedure for recruitment, selection, placement and promotion of staff in Universities in Nigeria;

2. Another study should be carried out on assessment of the procedure for recruitment, selection, placement and promotion of staff in Federal Polytechnics in Nigeria; and
3. Likewise, another research should be conducted on assessment of the procedure for recruitment, selection, placement and promotion of staff in Federal Polytechnics in Nigeria.

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APPENDIX A

QUESTIONAIRE ON THE ASSESSMENT OF PROCEDURE FOR RECRUITMENT, SELECTION, PLACEMENT AND PROMOTION OF STAFF IN NASARAWA STATE, NIGERIA

Department of Educational
Foundations and Curriculum,
Faculty of education,
Ahmadu Bello University,
Zaria,
12th October, 2016.

Dear Respondent,

REQUEST TO PROVIDE RELEVANT DATA FOR THE STUDY

This questionnaire is designed to investigate the assessment of the procedure for recruitment, selection, placement and promotion of staff in Nasarawa State, Nigeria. Therefore, your contributions in bringing out honest opinion as a Teacher, Principal or Ministry of Education Official, will definitely aid this work. Your responses will also help me to fulfill the criteria for the award of Master of Education (M,Ed) in Educational Administration and Planning.

All information given will be treated strictly confidential.

Yours Sincerely,

Fatima Yusuf
07067036615

APPENDIX II

SECTION A: BIO DATA

Tick as appropriate, please [√]

Status:

a. Teacher [ ]
b. Principal [ ]
c. MOE Official [ ]

Gender:

1. Male [ ]
2. Female [ ]

Qualification

1. Diploma [ ]
2. NCE [ ]
3. B.Ed [ ]
4. M.Ed [ ]
5. Others [ ]

Type of school

1. Day school [ ]
2 Boarding [ ]
3 Boarding/Day [ ]

Location of school

1. Rural [ ]
2. Urban [ ]

SECTION (B): Assessment of the procedure for recruitment of staff in the Ministry of Education in Nasarawa State

S/N	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	Recruitment of staff is based on the public advertisement in Nasarawa State Ministry of Education					
2	Quarter system affects staff recruitment in my state Ministry of Education.					
3	Personal quality is considered in staff recruitment in my state Ministry of Education.					
4	Staff are recruited on qualification in my state Ministry of Education					
5	Religious background influences staff recruitment in my state Ministry of Education.					
6	Working experience is highly considered in recruiting staff in my state Ministry of Education.					
7	Political interference affects staff recruitment in my state Ministry of Education.					
8	Staff recruitment is based on radio advertisement in my state Ministry of Education.					
9	News paper is used to advertise staff recruitment in my state Ministry of Education.					
10	Recruitment is done through the giving of a reference letter in my state Ministry of Education.					

SECTION (C): Assessment of the guidelines for selection of staff in the Ministry of Education Nasarawa State

S/N	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
11	Staff selection is done on submission of an application in the Ministry of education, Nasarawa State.					
12	Check up reference is a criteria for selection to ascertain the quality of staff.					
13	Written test is used to determine the ability of staff selected in my state.					
14	Verbal interview is carried-out during the selection process to give the staff information about the organization.					
15	Working experience is considered in staff selection in my state Ministry of Education.					
16	Qualification plays vital role in staff selection in my state Ministry of Education.					
17	Physical fitness is considered in staff selection in my state Ministry of Education.					
18	Staff are selected based on area of specialization in my state.					
19	Record of candidate's hard working gives him chance of being selected in my state.					
20	Staff selection is judiciously conducted in my state Ministry of Education.					

SECTION (D): Assessment of the criteria for placement of staff in the Ministry of Education in Nasarawa State

S/N	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
21	Staff placement is based on working experience in the Ministry of education, Nasarawa State.					
22	Intelligence is considered in staff placement in my state Ministry of Education.					
23	Politicians play vital roles on staff placement in my state Ministry of Education.					
24	Area of specialization is considered during staff placement in my state Ministry of Education.					
25	Placement is done based on staff interest in my state Ministry of Education.					
26	Placement of staff is marched on the basis of job recruitment in my state.					
27	Staff placement is based on quarter system in my state Ministry of Education.					
28	Gender difference is considered on staff placement in my state Ministry of Education.					
29	Placement is done based on religious background in my state Ministry of Education.					
30	Staff placement is done based on quarter system in my state Ministry of Education.					

SECTION (E): Assessment of the procedure for promotion of staff in the Ministry of Education in Nasarawa State; and

S/N	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
31	Staff promotion is done based on performance appraisal in my State Ministry of education.					
32	Staff promotions are carried out based on annual performance evaluation report in my state.					
33	Qualifications determine staff promotion in my state Ministry of Education.					
34	Promotion on grade level 01-06 is after 2 years in State Ministry of Education.					
35	Promotion on grade level 07-13 is after 3 years in State Ministry of Education.					
36	Promotion exams must be passed before staff promotion in my state Ministry of Education.					
37	Promotions are based on staff hardworking in my state Ministry of Education.					
38	Writing test and verbal interview are done before staff promotion in my state Ministry of Education.					
39	Staff promotion is based on confirmation of staff appointment in my state Ministry of Education.					
40	Staff promotion is strictly on merit in my state Ministry of Education.					

SECTION (F): Assessment of the procedure for staff transfer in the Ministry of Education in Nasarawa State

S/N	Item Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
41	Staff transfer is based on experience in the Ministry of Education in Nasarawa State.					
42	Staff transfer is done based on subject specialization in my state.					
43	Staff transfers are carried out based on skills and productivity in my state Ministry of Education.					
44	Staff transfer is based on staff punishment in my state Ministry of Education.					
45	Staff transfer is based on gender differences in my state Ministry of Education.					
46	Transfer is based on staff interest in my state Ministry of Education.					
47	Staff transfer is done for conflict resolution in my state Ministry of Education.					
48	Staff transfer is based on political interest in my state Ministry of Education.					
49	Record of candidate's dedication determines staff transfer in my state.					
50	Staff transfer is based on tribalism in my State Ministry of Education.					