Leaders' Role in Recruitment Procedures and Effectiveness of Office Workers in Educational Institutions in Rivers State

Igweka Ugochi V.
Department of Educational Mgt (Leadership Option)
Ignatius Ajuru University of Education
Email: ugochiigweka67@gmail.com/emy1242000@yahoo.com

Abstract: *The study delved into Leaders' Role in Recruitment Procedures effectiveness of Office Workers in Educational Institutions in Rivers State. The study covered Ignatius Ajuru University of Education and Captain Elechi Amadi Polyechnic, Rumuola, Port Harcourt. The instrument used in carrying out the study was questionnaire. A total of 100 questionnaires were distributed 100 staff of the two educational institutions in Rivers State but only 80 were duly returned. The Study based its analysis on the returned 80 questionnaires. Three research questions and three hypotheses were raised upon which 15 variables were generated in the research questionnaire to obtain responses from the respondents. The statistical of Chi-square was used to analyse the hypothesis, using the SPSS Version 23. The research questions were also tested using SPSS Version 23 using Mean and Standard Deviation. The testing of Ho2 and 3 showed significant, thereby annulling the raised null hypotheses, while it did not in Ho1. Based on the findings, recommendations were reached encouraging to allow for suitable recruitment procedures to be adopted in recruiting staff in order to achieve the set goals of the institutions.*
Key words: *Recruitment, Procedures, Educational institutions, Leaders, Effectiveness*

INTRODUCTION

Leaders in various times are called managers. It is the role of the managers to ensure the right and quality staff are recruited into the organization. It is the responsibility of the leaders to ensure that quality staff are attracted and retrained in the organizations. The way and manner staffs like staff are recruited contribute to very great extent their performance in such organizations. For any organization to restructure and achieve organizational goals there is need to imbibe the appropriate recruitment procedure. It is alarming to see a staff not capable of carrying out task for which he or she was specifically employed for, efficiently. Most staff nowadays lack the knack in the mastering of their technical area. All of this boils down to the point that they were not properly scrutinized to ascertain their suitability at the point of recruitment. Recruitment procedures refers to list of the policies and guidelines that define, regulate and inform how you and your organization operate on how to develop a policy on employment matters. For any organization to be successful in the achievement of its corporate objectives and its operational activities, it requires good employees. This therefore, makes the employee recruitment selection process one of the most critical aspects for an organization's success. Effectiveness is the ability of the staff to use all resources available to it to achieve sets goals of the organization with a specified time. Goals of the organization differ, for example in an educational institution the goals may include, to produce students who are morally sound, pass required exams, office staffs who are able to discharge their duties within the school policies and procedures. Agi (2009), identified recruitment style, material provisions, community, culture and climate as some of the features of the school effectiveness from which the office staff's effectiveness is rated. The staff must show commitment, skill and capability for executing organizational programme. Staff commitment is very important to

staff effectiveness. The quality of the office staff should be determined from the recruitment process. Office staff quality in terms of skills, education, aptitude and interest in task should be assessed before releasing the theatre of learning, which is the class room. With the education industry fast evolving and becoming more and more complex, coupled with advancing technology and the constant emergence of different employee genre, recruitment and selection, which is the process that provides the live-wire of the organization has to be well understood by all intending and practicing human resources practitioners because this is one of the most important process that determines if a human resources manager is successful or not in providing strategic support to the business of task and learning (Kotter, 2012). Employment of staff (office staffs) to both private and public educational institutions should be strictly on policies that should be in tandem with global best practice. Such policies should be geared towards achieving organizational set goals. Employment is a relationship between two parties, usually based on a contract where work is paid for, where one party, which may be corporation, for profit, not-for-profit organization, co-operative or other entity is the employer and the other is the employee. Employees work in return for payment, which may be in the form of an hourly wage, by piecework or an annual salary, depending on the type of work an employee does and/or which sector she or he is working in. Employees in some fields or sectors may receive gratuities, bonus payments. In some types of employment, employees may receive benefits in addition to payment (Stephen, 2015).

The processes involved in agencies/organizations getting their employees into schools starts from the recruitment process and terminates with the induction (Fred, 2012). Recruitment implies the process of attracting potential employees to the organization. It also means that the recruiting organization should also attract the job seekers to tango. However, David (2013) defines recruitment to mean the overall process of attracting, selecting and appointing suitable candidates for jobs (either permanent or temporary) within an organization. Recruitment can also refer to processes involved in choosing individuals for unpaid positions, such as voluntary roles or unpaid trainee roles. Managers, human resource generalists and recruitment specialists may be tasked with carrying out recruitment, but in some cases public-sector employment agencies, commercial recruitment agencies, or specialist search consultancies are used to undertake parts of the process.

Review of Related Literature
Theoretical Framework of Recruitment
This study will adopt the Social cognitive theory (SCT), used in psychology, education, and communication, holds that portions of an individual's knowledge acquisition can be directly related to observing others within the context of social interactions, experiences, and outside media influences. This study adopted this theory because of its observation approach. It will entail that employers of labour will observe their prospective employees on recruitment process and their learned experiences, competences before engaging them to any organization. This theory was advanced by Albert Bandura as an extension of his social learning theory. The theory states that when people observe a model performing a behavior

and the consequences of that behavior, they remember the sequence of events and use this information to guide subsequent behaviors. Observing a model can also prompt the viewer to engage in behavior they already learned. In other words, people do not learn new behaviors solely by trying them and either succeeding or failing, but rather, the survival of humanity is dependent upon the replication of the actions of others. Depending on whether people are rewarded or punished for their behavior and the outcome of the behavior, the observer may choose to replicate behavior modeled. Media provides models for a vast array of people in many different environmental settings.

Concept of Recruitment

Barber (2008) defines Employee recruitment as "practices and activities carried on by an organization for the purpose of identifying and attracting potential employees". Many large corporations have employee recruitment plans that are designed to attract potential employees that are not only capable of filling vacant positions but also add to the organization's culture. According to Costello (2006) recruitment is described as the set of activities and processes used to legally obtain a sufficient number of 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. According to Montgomery (2010) is on matching the capabilities and inclinations of prospective candidates against the demands and rewards inherent in a given job. Jovanovic (2014) said recruitment is a process of attracting a pool of high quality applicants so as to select the best among them. For this reason, top performing companies devoted considerable resources and energy to creating high quality selection systems. Due to the fact that organizations are always fortified by information technology to be more competitive, it is natural to also consider utilizing this technology to re-organize the traditional recruitment and selection process through proper decision techniques, with that both the effectiveness and the efficiency of the processes can be increased and the quality of the recruitment and selection decision improved.

Need of the Recruitment and Selection Process

Dessler, (2009) found in his study that the Recruitment and selection forms a core part of the central activities underlying human resource management: namely, the acquisition, development and reward of the workers. It frequently forms an important part of the work of human resource managers – or designated specialists within work organizations and in this case school organizations. However, and importantly, recruitment and selection decisions are often for good reason taken by non-specialists, by the line managers. Recruitment and selection also have an important role to play in ensuring worker performance and positive organizational outcomes. Recruitment and selection had the capacity to form a key part of the process of managing and leading people as a routine part of organizational life, it is suggested here that recruitment and selection has become even more important as organizations increasingly regard their workforce as a source of competitive advantage. Of course, not all employers engage with this proposition even at the rhetorical level. However, there is evidence of increased interest in the utilization of employee selection methods which are valid, reliable and fair. Dessler (2009) listing the

essence of these in the following; build a pool of candidates for the job, have the applicant staffs fill out application forms, utilize various selection techniques to identify viable job candidates, send one or more viable job candidates to their supervisor, have the candidate(s) go through selection interviews, and determine to which candidate(s) an offer should be made. Mullins (1999) indicated that to be a high performing organization, human resource management must be able to assist the organization to place the right person in the right job. The human resource management practices include recruitment, selection, placement, evaluation, training and development, compensation and benefits, and retention of the employees of an organization. Educational institutions have developed human resource information systems that support: (i) recruitment, selection, and hiring, (ii) job placement, (iii) performance appraisals, (iv) employee benefits analysis, (v) training and development, and (vi) health, safety, and security.

Recruitment Procedure

Odiorne (2012) indicated that the quality of new institution depend upon the institution's recruitment practice, and that the relative effectiveness of the selection phase is inherently dependent upon the caliber of staffs attracted. Smith et al. (2009) argue that the more effectively the recruitment stage is carried out, the less important the actual selection process becomes. When an organization makes the decision to fill an existing vacancy through recruitment, the first stage in the process involves conducting a comprehensive job analysis. This may already have been conducted through the human resource planning process, particularly where recruitment is a relatively frequent occurrence. Once a job analysis has been conducted, the organization has a clear indication of the particular requirements of the job, where that job fits into the overall organization structure, and can then begin the process of recruitment to attract suitable candidates for the particular vacancy. According to Odiorne, (2014) one result of effective recruitment and selection is reduced labour turnover and good employee morale. Recruiting ineffectively is costly, since poor recruits may perform badly and/or leave their employment, thus requiring further recruitment. In a cross national study of recruitment practices, suggests that, in reality, recruitment practices involve little or no attempt to validate practices. Personnel managers tend to rely on feedback from line managers and probationary periods and disciplinary procedures to weed out mistakes. Firms with high quit rates live with them and tend to build them into their recruitment practices and they do not analyze the constitution of their labor turnover. A number of recent studies have suggested that some recruitment methods are more effective than others in terms of the value of the employees recruited. Miyake, (2013) indicated that while advertising is usual for job vacancies, applicants were sometimes recruited by word of mouth, through existing employees. Besides being cheaper, the "grapevine" finds employees who stay longer (low voluntary turnover) and who are less likely to be dismissed (low involuntary turnover). People recruited by word of mouth stay longer because they have a clearer idea of what the job really involves. The study reviewed five studies in which average labor turnover of those recruited by advertising was 51 percent. The labor turnover for spontaneous applicants was 37 per cent and turnover for applicants recommended by existing employees was 30 percent. One hypothesis proposed to account

for this was the "best information" hypothesis. It was argued that people who were suggested by other employees were better and more realistically informed about the job than those who applied through newspapers and agencies. Thus, they were in a better position to assess their own suitability. Better informed candidates are likely to have a more realistic view of the job, culture of the organization and job prospects. Burack, (2005) argues that recruitment sources are significantly linked to differences in employee performance, turnover, satisfaction and organizational commitment. In a survey of 201 large US schools, Burack asked respondents to rate the effectiveness of nine recruitment sources in yielding high-quality, high-performing staffs. The three top ranked sources were employee referrals, college recruiting and executive search firms. However, cautions that, while these general results are useful, there is a need for greater internal analysis of the relative quality of recruits yielded by different sources. Kersley et al (2007) reiterated the anticipatory socialization stage for students planning to enter professions, and in particular the effects of recruitment and selection experiences on career expectations and orientation.

They agreed that the nature of students' job search activity, the possession of relevant work experience, and exposure to employers through recruitment and selection activities may form part of the "evolving sequence of a person's work experiences" which contributes to anticipatory socialization. It has been argued that exposure to employers through recruitment and selection is a social process where employers and potential employees gradually perceive a match. Through job search activities and awareness of employers' recruitment literature and events, students gather information about the organization's goals, values, climate and work practices to guide their ultimate decision. Exposure to selection procedures provides information about the culture and attributes of an organization, and candidates form judgments from their perceptions of the fairness of the selection methods used. Delery and Doty (2006) argued that providing students with a greater awareness of employment opportunities, and equipping them with the ability to be proactive in approaching potential employers, will lead to more effective career self-management and selection processes.

The Selection Decision

Gould, (1984) argues that most mistakes are caused by the fact that managers generally give little thought to the critical nature of the decisions. Employers are surprised and disappointed when an appointment fails, and often the person appointed is blamed rather than recognizing the weaknesses in the process and methodology, even the soundest of techniques and best practice (in selection) contain scope for error. Some of this is due to the methods themselves, but the main source is the frailty of the human decision makers. Selection tools available to organizations can be characterized along a continuum that ranges from the more traditional methods of interviews, application forms and references, through to the more sophisticated techniques that encapsulate biographical data, aptitude tests, assessment centres, work samples, psychological testing, and so forth. Each method of selection has its advantages and disadvantages and comparing their rival claims involves comparing each method's merit and psychometric properties. The degree to which a

selection technique is perceived as effective and perhaps sophisticated is determined by its reliability and validity. Miyake, (2010) In a comparison of personnel selection practices in seven European countries explored the utilization of a range of established selection methods. They reported a general trend towards structured interviews in all countries and, while the general validity and acceptability of methods such as work samples, group exercises and assessment centres were widely recognized, reported usage of these methods was infrequent. Burton (2011) in his study of recruitment and selection practices in the USA, found that approximately 25 percent of respondent organizations conducted validation studies on their selection methods. Furthermore, in a rating of various selection methods, those perceived to be above average in their ability to predict employees' job performance included work samples, references/recommendations, unstructured interviews, structured interviews and assessment centres. Cran (2005) suggests that developments in the realm of selection lend some support to those who propound the HRM thesis, where a key feature has been the increase in testing designed explicitly to assess behavioral and attitudinal characteristics. He further indicates that the extent to which these more sophisticated and systematic approaches can be, and are, deployed, depends to a large degree, on sectoral circumstances and on the wider employment-management policies being pursued.

Recruiting Sources/Methods and Quality of Staff

Armstrong (2001) studied the issues to consider include the type of sample (random or convenience), cost, ease, participant time demands (e.g., total time, days of the week, and time of day), and efficiency (e.g., staff hours per recruited participant). Researchers have a number of methods from which to choose, including advertising, direct mail, and telephone. French (2010) found that there are two options of recruitment. First, Institutions or events (such as medical offices, schools, community sports organizations, health fairs, community events, and churches) often are used as a setting for recruitment. Schools present a promising avenue for the recruitment and assessment of youth. Recruitment at schools may not be appropriate in studies having a family or neighborhood context, requiring a greater dispersal of participants from a larger area, or focusing on data collection in the home. Door-to-door recruitment is another option. For large studies, this recruitment method can be costly in terms of staff time and travel expenses, and it is difficult to assure that recruiters randomly sample homes. Despite these concerns, door-to-door recruitment may be a necessary recruitment strategy for certain potential participants (e.g., those who do not have a residential phone. Kaplan and Norton (2014) found that the number of people who refused to provide screening information tended to be higher by telephone than in person. However, refusals over the telephone tend to be less likely than with mailed surveys (Kelly, 2006). It should be noted that telephone methods can be used not only for recruitment, but also for data collection. Recent advances in telephone survey methodology have made telephone recruitment and surveying an increasingly attractive option in many research fields. Drucker (2009) has studied that Recruitment procedures need not be limited to one method. It is possible and often desirable to combine methods to enhance the recruitment success of a particular project. For example, use of focus groups and pilot studies that involve the community and pre-recruitment, publicity can lead to higher rates of consent.

From the above review of literature, it is observed that the sources of recruitment and selection are through advertising, via the internet and so forth. However, recruitment and selection are faced with lots of challenges.

Challenges of Recruitment and Selection

According to Kaplan and Norton, (2004) a common problem in recruitment and selection is poor HR planning. Rigorous HR planning translates business strategies into specific HRM policies and practices. This is particularly so with recruitment and selection policies and practices. The key goal of HR planning is to get the right number of people with the right skills, experience and competencies in the right jobs at the right time at the right cost. Past research shows that the competency level of HR managers has a major influence on recruitment and selection and experienced HR experts within the HR department will not only shorten vacancy duration, but also improve the quality of the applicants. Moreover, effective recruitment and selection is possible only if there is a dedicated and competent HR team. Whitmell Associates, (2004) observed that the extent of recruitment and selection strategy integration can be gauged through four distinctive indicators.

These indicators are: the timely supply of an adequately qualified workforce, effective job analysis and descriptions, effective selection, and the involvement of line managers in the recruitment and selection practices. A key source of uncertainty in the business strategy implementation is whether there is a timely supply of adequately qualified people, and to a great extent this uncertainty involves the quality of employees. An organization can successfully eliminate this uncertainty if its recruitment and selection policies and practices are strategically integrated with the business. Johnston, (1999) analyzed that for every job in the organization, a thorough job analysis, which includes the job description and job specification, is necessary and based on this, an appropriate selection criteria is vital. The job description provides indications of the duties to be undertaken, and the job specification usually prescribes relevant personal qualities and attitudes as well as skills and knowledge required for the job.

Measuring Staff Effectiveness in Education Institution

There are two types of decisions formative, which uses the evidence to improve and shape the quality of our task, and summative, which uses the evidence to "sum up" our overall performance or status to decide about our annual merit pay, promotion, and tenure. The former involves decisions to improve task; the latter consists of personnel decisions. As faculty, we make formative decisions to plan and revise our task semester after semester. Summative decisions are final and they are rendered by administrators or colleagues at different points in time to determine whether we have a future. These decisions have an impact on the quality of our professional life. The various sources of evidence for task effectiveness may be employed for either formative or summative decisions or both.

National Standards

There are national standards for how task effectiveness or performance should be measured the Standards for Educational and Psychological Testing (AERA, APA, & NCME Joint Committee on Standards, 1999). They can guide the development of the measurement tools, the technical analysis of the results, and the reporting and interpretation of the evidence for decision making. The Standards address WHAT is measured and then HOW to measure it: WHAT The content of any tool, such as a student or peer rating scale, requires a thorough and explicit definition of the knowledge, skills, and abilities (KSAs), and other characteristics and behaviors that describe the job of "effective task". HOW the data from a rating scale or other tool that is based on the systematic collection of opinions or decisions by raters, observers, or judges hinge on their expertise, qualifications, and experience Student and peer direct observations of WHAT they see in the classroom furnish the foundation for their ratings. However, other sources, such as student outcome data and publications on innovative task strategies, are indirect, from which task effectiveness is inferred. These different data sources vary considerably in how they measure the WHAT. We need to be able to carefully discriminate among all available sources.

Beyond Student Ratings Historically, student ratings have dominated as the primary measure of task effectiveness for the past 30 years (Seldin, 1999a). However, over the past decade there has been a trend toward augmenting those ratings with other data sources of task performance. Such sources can serve to broaden and deepen the evidence base used to evaluate courses and assess the quality of task (Arreola, 2000; Braskamp&Ory, 1994; Knapper&Cranton, 2001; Seldin& Associates, 1999). Several comprehensive models of faculty evaluation have been proposed (Arreola, 2000; Braskamp and Ory, 2007). More over a very viable measurement index would be at the end of a school year, there are so many measurements which could indicate that a staff was "effective" -- graduation rates, grades, test scores -- quantifiable and ostensibly objective. Whether a staff was effective must definitely be measured by how much his/her students' learning increased over a period of time, but it cannot be the only measurement.

Statement of the Problem

The issue of office staffs not being effective has become the bane of our nation. A situation where an office staff cannot carry out his or her basic duties is alarming. An office staff lacking in primary task or foremost assignment leaves a lot to be desired. This study will therefore find out if recruitment procedures involved in the office staff employment has any impact on the office staff effectiveness.

Purpose of the Study

This study seeks to determine the following:
To find out whether recruitment procedures impact on the office staff effectiveness.
To determine the relationship between recruitment procedures and quality of office staff
To find out if office staff effectiveness is determined by a school's recruitment method.

Research Questions
The following research questions will guide the study:
Do recruitment procedures impact on the office staff effectiveness? Is there any relationship between recruitment procedures and quality of office staff? Can office staff effectiveness be determined by a school's recruitment method?

Research Hypotheses
The following null hypotheses have been proposed for investigation for the study. HO1. There is no significant relationship between recruitment procedures and office staff effectiveness in educational institutions in Rivers State. HO2. There is no significant relationship between recruitment procedures and quality office staff effectiveness in educational institutions in Rivers State. HO3.There is no significant relationship between office staff effectiveness and recruitment method.

Scope of the Study
This study covered the recruitment procedures and restructuring of office workers for effectiveness in educational institutions in Rivers States.

Population and Sample Size
This study investigated a cross section of 120 staff of Captain Elechi Amadi Polytechnic and Ignatius Ajuru University of Education, Rumuolumeni Port Harcourt. The 120 staff cross-sectioned was purposively adopted as the sample size. However only 100 copies of the distributed questionnaires were returned and the analysis was therefore based on the returned copies of the instrument.

Presentation, Analysis and Interpretation of Data
This chapter will present and analyse the information collected from the research respondents. The chapter will also provide an interpretation of the data presented and analysed. It will be discussed under the following sub-headings: Tabular presentation and analysis of respondents demographics Analysis of research questions Test of hypotheses

Table 1: Tabular Presentation and Analysis of Respondents Demographics

Gender	Frequency	Percent
Male	44	44.0
Female	56	56.0
Total	100	100.0

Institutions	Frequency	Percent
Capt Elech Poly	48	48.0
Ignatius Ajuru University	52	52.0
Total	100	100.0

Age brackets	Frequency	Percent
31-40	34	34.0
41-50	14	14.0
51-60	32	32.0

60-above	20	20.0
Total	100	100.0

Educational Qualification	Frequency	Percent
OND/NCE	9	9.0
DEGREE/HND	40	40.0
MASTERS	34	34.0
PHD	17	17.0
Total	100	100.0

Marital Status	Frequency	Percent
Single	18	18.0
Married	80	80.0
Separated	2	2.0
Total	100	100.0

From table 1 above it that there were 44 males respondents representing 44% and 56 female respondents representing 56%. There 48 respondents or 48% from Capt. Elechi Amadi Polytechnic and 52 or 52% of the Ignatius Ajuru University of Education. The age brackets of 31-40 representing 34%, 41-50 were 14 or 14%, 51-60 or 32% and 60-above were 20 representing 20% were the age brackets of the respondents. The respondents had the following qualifications, OND/NCE were 9 or 9%, degree/HND were 40 or 40%, Masters were 34 or 34% and PhD 17 representing 17%. 80 or 80% of the respondents were married while 18 or 18% were single and 2 or 2% of the total respondents were separated.

Testing of Research Questions:
The research questions were tested using Standard Deviation and Mean benchmark of 2.5. SPSS version 23 was used.

Table 2

S/N. ITEMS	N	Mean	Std. Deviation	Remark
The institution's recruits staff through consultancy outfits	100	1.3700	.48524	Disagree
My recruitment was through the rigours of invitation to apply	100	2.5600	1.32518	Agree
My recruitment process included aptitude testing	100	1.7900	1.10367	Disagree
Part of my recruitment process was micro-task assessment	100	2.1300	1.11604	Disagree
I was subjected to written and oral testing during my recruitment process	100	2.53300	1.47258	agree
I was employed in line with what I studied	100	2.5700	1.37753	Agree
I have task qualifications	100	2.3800	1.23730	Disagree
My qualification is in line with my job	100	1.8500	1.12254	Disagree

I have B.Sc/HND as my basic degree qualification	100	2.0100	1.17632	Disagree
I have had experience or have worked in similar place before my present employment.	100	1.3300	.47258	Disagree
I do not have the requisite qualification but was trained in the job with my present role	100	1.8300	1.18964	Disagree
I meet management deadline	100	1.2100	.40936	Disagree
I understand more one methods of carrying out tasks	100	2.3800	1.23730	Disagree
My boss always goes through my tasks before submission	100	1.820	1.1580	Disagree
I deliver my tasks on time without reminders	100	2.0100	1.17632	Disagree
Total	100			

From table 2 above item 1 with mean score of 1.37 and STD of .48524 shows that the respondents disagreed that their institution's recruit's staff through consultancy outfits. In item 2 mean score of 2.6 and STD 1.32578 shows that respondents agreed that their recruitment was through the rigours of invitation to apply. Item 3, mean score of 1.79 and STD 1.10367 showed that the respondents disagreed that their recruitment process included aptitude testing. In item 4, mean score of 2.13 and STD 1.11604 shows that the respondents equally disagreed that part of my recruitment process was micro-task assessment. In item 5, mean score of 2.53 and STD 1.47258 shows that the respondents agreed that they were subjected to written and oral testing during my recruitment process. In item 6 mean score of 2.57 and STD 1.37753 showed that the respondents agreed that they were employed in line with what they studied. Item 7 mean score of 2.38 and STD 1.23730 shows that the respondents disagreed that they have task qualifications.

In item 8, mean score of 1.85 and STD 1.12254 shows that the respondents disagreed that their qualification is in line with their job. Item 9, mean score of 2.00 and STD of 1.7632 equally showed that the respondents disagreed that they have B.Sc/HND as their basic degree qualifications. In item 10, mean score of 1.33 and STD .47258 indicate that the respondents disagreed that they had experience or have worked in similar place before their present employment. In item 11 mean score 1.83 and STD 1.18964 shows that respondents disagreed that they do not have the requisite qualification but was trained in the job with my present role. Item 12, mean score of 1.21 and STD .40936 indicate that the respondents disagreed that they meet management deadline. In item 13, mean score of 2.38 and STD 1.23730 showed that disagreed that they understand more than one methods of carrying out tasks. In item 14, mean score 1.82 and STD 1.1580 prove that the respondents disagreed that their bosses always go through their tasks before submission. In item 15 mean score of 2.01

and STD 1.17632 showed that the respondents disagreed that they deliver their tasks on time without reminders.

Analysis of Hypotheses

The posed null hypotheses was analysed using SPSS version 23 with a significant value of .05. Chi-square statistical tool will be used in the analysis. Ho1: There is no significant relationship between recruitment procedures and office staff effectiveness in educational institutions in Rivers State.

Table 3: Chi-square statistical table analysis of Ho1

/N. ITEMS	Chi-square	Df	Asymp. Sig.
The institution's recruits staff through consultancy outfits	6.760^a	1	.009
My recruitment was through the rigours of invitation to apply	32.800^b	3	.000
My recruitment process included aptitude testing	92.240^b	3	.000
Part of my recruitment process was micro-task assessment	6.620^c	2	.037
I was subjected to written and oral testing during my recruitment process	11.560^a	1	.001

From table 3 above all four variables show there is a .009>.05 which shows there is no significant relationship between recruitment procedures and office staff effectiveness in educational institutions in Rivers State. The null hypothesis is therefore upheld. The respondents opined that recruitment procedures is not significantly related to the effectiveness of the office staff. The position of the respondents is line with several comprehensive models of faculty evaluation which was proposed by (Arreola, 2000; Braskamp and Ory, 2007). More over a very viable measurement index would be at the end of a school year, there are so many measurements which could indicate that a staff was "effective" -- graduation rates, grades, test scores -- quantifiable and ostensibly objective. Whether a staff was effective must definitely be measured by how much his/her students' learning increased over a period of time, but it cannot be the only measurement. In other words, there are other variables which can form staff effectiveness other than recruitment procedure adopted in the employment of such staff.

Ho2: There is no significant relationship between recruitment procedures and quality office staff effectiveness in educational institutions in Rivers State.

Table 5: Chi-square statistical table analysis of Ho2

S/N. ITEMS	Chi-square	Df	Asymp. Sig.

S/N. ITEMS	Chi-square	Df	Asymp. Sig.
I do not have the requisite qualification but was trained in the job with my present role	29.660[a]	2	.000
I meet management deadline	33.640[b]	1	.000
I understand more one methods of carrying out tasks	19.360[c]	3	.000
My boss always goes through my tasks before submission	46.940[a]	2	.000
I deliver my tasks on time without reminders	7.340[a]	2	.025
I was employed in line with what I studied	43.560[a]	1	.000
7. I have teaching qualifications	25.840[b]	3	.000
My qualification is in line with my job	42.980[c]	2	.000
I have B.Sc/HND as my basic degree qualification	23.060[c]	2	.000
I have had experience or have worked in similar place before my present employment.	11.560[a]	1	.001

Table 5, above shows all five variables .001<.05 which implies that there is a significant relationship between recruitment procedures and quality office staff effectiveness in educational institutions in Rivers State. The null hypothesis is therefore rejected. The respondents were of the opinion that there is a significant relationship between recruitment procedures and quality of office staff effectiveness in educational institutions in Rivers State. Koplan and Norton (2009) buttressed the position of the respondents positing that recruitment procedures determines the quality of staff any organization will have as staff.
Ho3: There is no significant relationship between office staff effectiveness and recruitment method

From table 6 above all five variables show .004>.05 which implies there is a significant relationship and recruitment method. This means that the null hypothesis is therefore rejected. The respondents opined that recruitment method is related to the quality and the effectiveness of staff. Armstrong (2001) affirmed the stance of the respondents stating rigours subjected applicants to during recruitment and the method involved will go a long way to determining enduring and quality staff.

SUMMARY OF FINDINGS
Hypothesis 1 showed that there is there is no significant relationship between recruitment procedures and office staff effectiveness in educational institutions in Rivers State. This implies that staff can also be effective irrespective of the recruitment procedure that brought

them into the organization. Hypotheses 2 there is a significant relationship between recruitment procedures and quality office staff effectiveness in educational institutions in Rivers State. This implies that there is a significant relationship between recruitment procedure and the quality of staff an organization can have. Hypothesis 3 also showed significance, that office staff effectiveness cannot be determined by a school's recruitment method. The respondents opined that recruitment method is related to the quality and the effectiveness of staff.

CONCLUSION

Recruitment procedure to be adopted in employing staff into any organization including educations organizations should be properly vetted to find that it conforms to the required standard in hiring such category of staff. Due diligence should be ensured to ensure that the right staff in terms of competence and skills set are subjected to the crucibles before being selected to the organization.

RECOMMENDATIONS

Based on the findings, the following recommendations have been reached.
Educational institutions should ensure the appropriate recruitment procedures are adopted in recruiting staff into the organization. Since the research question item that inquired if the organizations use consultants as recruitment agencies in their recruitment, showed negative (disagreed), it is recommended that recruitment agencies should be used in the recruitment of staff to minimize bias. The quality of staff from the findings showed that the recruitment procedure determines the quality of staff, there is need to adapt the best recruitment procedure. The best recruitment method should be adopted to suit the goals of the institutions which will be achieved by the staff.

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