



Staff Recruitment and Promotion as Correlates of Lecturers' Teaching Effectiveness in Federal Colleges of Education in North Eastern, Nigeria

Diana Beatrice Gayus¹, Abdulhamid Zaiyanu²

¹Department of Educational Foundations, School of General Education, Federal College of Education, Yola, Adamawa State, Nigeria
dainagayus@gmail.com

²Department of Educational Foundations, School of General Education, Federal College of Education, Yola, Adamawa State, Nigeria
Email: dainagayus@gmail.com

ABSTRACT

The purpose of the study is to investigate staff recruitment and promotion as correlate of Lecturers' Teaching Effectiveness in Federal Colleges of Education in North Eastern Nigeria. Two research questions were raised and two research hypotheses were formulated to guide the study. Correlational research design was adopted for this study. The area of the study is North-Eastern Nigeria, which is made up of six states namely Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe. The population of this study is 1,652 respondents. This comprised of 140 administrators (Provosts, Deputy Provosts, Deans and HODs) and 1,512 lecturers in three Federal Colleges of Education in North-Eastern Nigeria. The sample size for this study is 330 respondents. This sample size comprises of 22 administrators and 308 lecturers in the Federal Colleges of Education in North Eastern Nigeria. The sample represents 50% of the population of the entire population as recommended by Gall, Gall and Borg (2007). Hence, proportionate sampling technique will be adopted to select the sample. The questionnaire is titled: staff recruitment and staff promotion Questionnaire "(SRaPQ)" was used for data collection. The instrument has 14 items structured in a five-point Likert rating scale of VHL = Very High Level (5); HL = High Level (4); ML = Moderate Level (3); LL = Low Level (2) and VLL = Very Low Level (1). To ensure the validity of the instrument, the questionnaire was submitted to four experts, which included three senior lecturers from the Department of Physical Science Education, Faculty of Education, Modibbo Adama University, Yola and one senior lecturer from the Department of Educational Foundation of the Federal College of Education, Yola for face and content validation. In order to ascertain the reliability of the instruments for the study, the researcher administered 40 copies of questionnaire to 10 administrators and 30 lecturers from two Federal Colleges of Education in Kaduna State and Kano State which did not form part of the main study but possess similar characteristics as those of the study. The data were collated and analysed for reliability using Cronbach Alpha Statistic. Cronbach Alpha Statistics was used because it helped the researcher to determine the internal consistency of items of the instrument. The instrument revealed a reliability co-efficient of 0.86. The face-to-face method of data collection was used to enable the researcher and research assistants to thoroughly explain the purpose of the study to the respondents and also, to ensure all completed questionnaire copies are retrieved on the spot. Descriptive and inferential statistics will be used in analysing the data. Specifically, descriptive statistics of Mean and Standard Deviation will be used in answering the research questions raised for the study. In answering the research questions, a criterion mean, of 3.50 (upper limit of 3.00) was established. Product Moment Correlation Co-efficient (PPMC) was used in testing hypotheses 1 and 2 at 0.05 level of significance. The decision rule is that, if the p-value is less than the significance level ($\alpha = 0.05$), the null hypothesis would be rejected; otherwise, the researcher retains the null hypothesis. Based on the findings of this study, it is evident that staff recruitment and staff promotion play a critical role in shaping lecturers' teaching effectiveness in Federal Colleges of Education in North Eastern Nigeria. The significant relationships identified between teaching effectiveness, staff recruitment and staff promotion underline the interconnected nature of these elements within the educational environment. Based on the findings of the study, the following recommendations were made. Management of Colleges of Education should ensure that recruitment practices are refined to attract and retain highly qualified and motivated lecturers and management of Colleges of Education should ensure that a fair and transparent promotion system is established, with clear criteria that recognize and reward teaching excellence, research contributions, and community service.

Introduction

Throughout human history, education has been a driving force behind the advancement of civilization. At its core, education is a transformative process that empowers individuals to navigate the complexities of the world and contribute meaningfully to society. Within the continuum of education, tertiary education and particularly college of education assumes a pivotal role, representing a stage where individuals engage in specialized learning that prepares them for specific professions or fields of study. The college of education does not only impart subject-specific knowledge but also cultivates the analytical, creative, and interpersonal skills necessary for a holistic personal and professional development of students (Suleiman, 2015). In the realm of colleges of education, the effectiveness of teaching emerges as a linchpin that directly influences the realization of educational goals. As students delve into more specialized and intricate domains of knowledge, the role of lecturers become increasingly crucial. This may be because colleges of education are evaluated based on the value they impart to their students and the industry that uses them (Afe, 2019). Hence, the achievement of colleges of education goals and objectives relies heavily on the ability of lecturers to teach effectively.

To be effective, Federal Colleges of Education (FCE) lecturers employ diverse teaching strategies, incorporate innovative technologies, and tailor their instruction to meet students' diverse needs and learning styles. With the necessary institutional support, lecturers provide timely feedback, guidance, and support that facilitate students' academic growth and personal development. The FCE lecturers inspire students to excel academically, pursue lifelong learning, and contribute positively to society (Suleiman, 2015; Simonson, Earl, & Frary, 2021). Whereas it may be common knowledge that effective lecturers help students to excel academically, it is not yet clear how staff recruitment and promotion mediate teaching effectiveness in Federal Colleges of Education in the Northeast of Nigeria. This is because many factors within the FCE system affect teaching effectiveness (Ukpabi & Kenneth, 2021; Foluso & Wilfred, 2021; Samuel, Oyibo and Terna, 2019).

Staff recruitment in Federal Colleges of Education is a set of operations used to obtain a sufficient number of the appropriate personnel especially lecturers at the right time and from the right places. The goal of recruiting is to pick people who best suit the needs of the workplace, as well as to build and maintain a qualified and appropriate staff that allows an organisation to fulfil its human resource plan (Armstrong, 2019). According to Igbokwe-Ibeto and Agbodike (2015), recruitment is the process of obtaining individuals who are available and competent to fill a vacancy in an organisation. However, recruitment entails finding the best candidate for the job. An effective staff recruitment process in Federal Colleges of Education contributes to the selection of highly qualified and experienced lecturers. According to Hohoev (2019), recruiting lecturers with strong academic backgrounds, teaching expertise, and a passion for teaching positively influences the overall quality of teaching. Also, a well-planned recruitment strategy could result in a diverse pool of lecturers with various skills and specializations. This diversity may help enrich the learning environment, providing students with exposure to a range of perspectives and expertise, thereby enhancing the effectiveness of teaching. However, inconsistent recruitment standards may result in variations in the qualifications and competencies of lecturers. This lack of uniformity could affect the overall coherence and quality of education, as lecturers may differ significantly in their preparedness for teaching roles. In the same vein, prolonged or frequent vacancies in teaching positions may lead to overburdened existing staff, potentially impacting lecturers' teaching effectiveness. Lecturers may have to take on additional responsibilities, leading to burnout and a compromise in the quality of instruction.

Staff promotion has become an important personnel policy in many organisations. Staff promotion, according to Wey-Amaewhule and Umor (2021), is critical in shaping lecturers' instructional delivery. Promotion is intended to reward lecturers' efforts by advancing them to positions of greater authority and responsibility. A promotion may necessitate wage adjustments to a higher level. Promotion is a critical component of staff management that focuses on a lecturer's identified potential based on an objective measurement of ability to undertake tasks at a higher level in a specific field or other connected areas requiring similar skills. Transparent and merit-based staff promotion systems recognize and reward lecturers for excellence in teaching, research, and service (Mohammed & El-Jajah, 2019). This recognition could motivate lecturers to continually improve teaching effectiveness, thereby contributing to the overall quality of education. However, Monyamane (2020) stated that a lack of clear promotion pathways or subjective promotion criteria may demotivate lecturers. If career advancement is perceived as arbitrary or unattainable, lecturers may feel less inclined to invest in improving teaching effectiveness. In addition, a stagnant or slow promotion process may lead to complacency among lecturers. Without clear incentives for advancement, some lecturers may become less proactive in pursuing continuous improvement in their teaching practices (Ngalomba, 2022). Hence, when regular staff promotion opportunities are available in Federal Colleges of Education, this may serve as an incentive for lecturers to engage in staff development opportunities, research, and educational innovation.

Furthermore, the North Eastern region of Nigeria has faced various socio-economic and security challenges, impacting the educational sector. Federal Colleges of Education in this region play a vital role in nurturing educators who, in turn, contribute to the educational development and stability of the region. As Federal Colleges of Education in the region continue to evolve in response to changing societal needs and technological advancements, the demand for effective teaching methodologies becomes more pronounced. Lecturers, as integral components of the academic machinery, play a pivotal role in shaping students' intellectual development and professional growth (Setka & Gyang, 2019). This has made it imperative to explore staff recruitment and staff promotion that may either enhance or impede lecturers' effectiveness in the teaching role. This is necessitated as there is a dearth of specific research focusing on Nigerian's North Eastern Federal Colleges of Education based on the correlation between the independent variable (staff recruitment and staff promotion) and dependent variable (lecturers' teaching effectiveness). Therefore, this study aims to fill a critical gap in the existing literature by providing valuable insights on the study variables, that could inform policy decisions, institutional practices, and professional development initiatives tailored to the unique context of the North Eastern Nigerian educational landscape. As a result, this study seeks to explore the institutional factors that correlate with lecturers' teaching effectiveness in Federal Colleges of Education in North Eastern, Nigeria.

Purpose of the Study

The purpose of the study is to investigate staff recruitment and promotion as correlate of Lecturers' Teaching Effectiveness in Federal Colleges of Education in North Eastern Nigeria. Specifically, the study intends to determine the relationship between:

1. Staff recruitment and lecturers' teaching effectiveness in Federal Colleges of Education in North Eastern Nigeria.
2. Staff promotion and lecturers' teaching effectiveness in Federal Colleges of Education in North Eastern Nigeria.

Research Questions

The following research questions are raised to guide the study:

RQ₁. What is the level of staff recruitment in Federal Colleges of Education in North Eastern Nigeria?

RQ₂. What is the level of staff promotion in Federal Colleges of Education in North Eastern Nigeria?

Research Hypotheses

The following hypotheses were formulated to guide the study, will be tested at 0.05 Alpha level of significance:

HO₁: There is no significant relationship between staff recruitment and lecturers' teaching effectiveness in Federal Colleges of Education in North Eastern Nigeria.

HO₂: There is no significance relationship between staff promotion and lecturers' teaching effectiveness in Federal Colleges of Education in North Eastern Nigeria.

Literature Review

Concept of Teaching Effectiveness

Teaching effectiveness has been conceptualized as a multidimensional construct which measures a variety of different aspects of teaching such as; subject mastery, effective communication, lesson preparation and presentation (Marshall, 2016). Teaching effectiveness can be said as the power to realize socially valued objectives agreed for teachers' work, especially, but not exclusively, the work concerned with enabling students to learn (Islahi & Nasreen, 2013). It has become an adage that the effectiveness of education is very much dependent on the effectiveness of its teachers (Islahi & Nasreen, 2013). Teaching effectiveness in this study, simply means focusing on the student learning outcomes, use proper teaching methods to communicate to the students for effective understanding, use adequate and proper materials and has good classroom control in order to achieve the set goals and objectives of the institution. Effective teaching is a term synonymous with teaching effectiveness (Afe, 2019).

Recruitment which is the process of generating a pool of capable people to apply for employment to an organization and selection which is the process by which managers and others use specific instruments to choose from a pool of applicants a person or persons more likely to succeed in the job(s) given management goals and legal requirements" (Usmani, 2020). Recruitment and selection can play a pivotal role in shaping of organization's effectiveness and performance, if organizations are able to acquire workers who already possess relevant knowledge, skills and aptitudes and are also able to make an accurate prediction regarding their future abilities (Gamage, 2014). Recruitment is now very important and a subject of concern to many organizations due to the increase in competition which makes it necessary to get the right candidate who can fill vacant positions effectively (Adeyemi, Dumade & Fadare, 2015). This is particularly important in higher institutions as there is a need to create a competitive advantage for the institution (Zirra et al., 2017). Recruitment process refers to the art of attracting and choosing candidates for employment. Finding employees who are competent is a great organizational issue and the challenge centres on recruiting and selecting employees with accurate qualifications and needed skills (Priyanath, cited in Ekwoaba, Ikeije & Ufoma, 2015). This indicates that it is imperative for organizations to recruit and select the right person for a role and as such, need to devise strategies for recruitment of the most suitable employees in order to attract qualified, interested and ideal candidates in sufficient numbers on a timely basis.

Ukpabi and Kenneth (2021) investigated recruitment process and employee performance in University of Ibadan, Nigeria. The study found out that there was significant relationship between recruitment, selection, and placement and employee performance; there was significant joint influence of recruitment, selection and placement on employees' performance; there was significant independent influence of placement and employee performance, there was no significant independent influence of recruitment and selection on employee performance.

Promotion is an increase of labour or employee at a field of better job compared with previous responsibility with greater achievement, higher status, demands proficiency is higher, and the addition of wages or salaries as well as other allowances. Promotion generally refers to a higher post carrying greater responsibilities, higher status, and better salary. Sikula (2018) reiterated that a promotion is technically a move in one position to another that involves both wages and status increases. He stressed that promotion is the movement from one position to another which has a higher status and responsibility. Promotion is the advancement of an employee's rank or position in an organizational hierarchy system". One of the important factors such as promotion is affecting staff performance (Obajemu, Ojo & Dekpen, 2012). According to Garba, Mohammed and Hussaini (2021) adequate and steady promotion is critical to staff and which could determine their inputs in the library. Steady promotion of library staff is very important in motivating them and explaining library staff behaviours because, along with ability, it determines how well library staff perform their duties. Almost all higher educational institutions in Nigeria have adopted same procedures and criteria for promotion of academic staff. A call for promotion is usually done by the registrar of institutions to all departments to submit the names of those eligible for promotions, recommendation for promotion comes from heads of departments and deans then to promotion committee whose secretary is the registrar of the institution and headed by the head of the institution these can be Rector/Provost/V.C if approved then a letter of promotion will be issued to the individual lecturer concerned. The state institution of higher learning has adopted same procedure and criteria which is used nationwide in the promotion of its academic staff which is centred on three areas that is research, teaching, and service.

Criteria for the Promotion of Academic Staff in the State Higher Educational Institutions: (i) loyalty to the institution and display of good character; (ii) certificate of conference presentation; (iii) effective teaching, service to the college; (iv) progress or reports of research undertakings; (v) publications in recognized journals; (vi) seminar papers based on research; and (vii) chapters in books relevant to the candidate's discipline. A great damage has been done by the state government with non-implementation of the financial benefits of academic staff promotions in the state higher education. In line with

this view the academics dissatisfaction and below performance always count on student's performance this point is stressed by Asiyai (2013), opined that the poor-quality delivery is responsible for the abysmal low performance of graduates of institutions of higher learning in Nigeria in their world of work and the alarming incidence of examination malpractice. Whenever there is promotion exercise in the state terms like 'don't mind them with their type of promotions or terms like 'to hell with their promotions' has become the common terms of the day and these are open signs of dissatisfaction or frustration.

Aji (2021) examined the impact of promotion on academic staff development in the State higher educational institutions of Borno State. The study revealed that there is a significant relationship between promotion and academic staff development. The study concluded that promotion influence academic staff development. It is recommended that the state government should offer the academics the financial benefits of their promotions to boost morale and for effective and efficient performance.

RESEARCH METHODOLOGY

Correlational research design was adopted for this study. The choice of correlational research design is because it enabled the researcher to determine the level of relationship between staff recruitment, staff promotion and teaching effectiveness in Federal Colleges of Education in North Eastern Nigeria.

The area of the study is North-Eastern Nigeria, which is made up of six states namely Adamawa, Bauchi, Borno, Gombe, Taraba and Yobe. This, the researchers perceived that it might be linked to staff recruitment and promotion. Thus, the choice of Federal Colleges of Education in North Eastern Nigeria.

The population of this study is 1,652 respondents. This comprised of 140 administrators (Provosts, Deputy Provosts, Deans and HODs) and 1,512 lecturers in three Federal Colleges of Education in North-Eastern Nigeria. This population also entail 426 staff (46 administrators and 380 lecturers) in FCE, Yola; 761 staff (47 administrators and 714 lecturers) in FCE, (Technical), Potiskum, Yobe State and 465 staff (47 administrators and 418 lecturers) in FCE (Technical) Gombe. The population is derived from the establishment Division of the various institutions.

The sample size for this study is 330 respondents. This sample size comprises of 22 administrators and 308 lecturers in the Federal Colleges of Education in North Eastern Nigeria. The sample represents 50% of the population of the entire population as recommended by Gall, Gall and Borg (2007). Hence, proportionate sampling technique was adopted to select the sample.

A questionnaire titled: staff recruitment and staff promotion Questionnaire "(SRaPQ)" was used for data collection. The instrument is structured into two parts; Part 'A' contains the instruction to how the items are to be answered by the respondents based on the scaling procedure of the questionnaire. Part 'B' of the questionnaire has 28-item statements structured in a five-point Likert rating scale of VHL = Very High Level (5); HL = High Level (4); ML = Moderate Level (3); LL = Low Level (2) and VLL = Very Low Level (1)

To ensure the validity of the instrument, the questionnaire was submitted to four experts, which included three senior lecturers from the Department of Physical Science Education, Faculty of Education, Modibbo Adama University, Yola and one senior lecturer from the Department of Educational Foundation of the Federal College of Education, Yola for face and content validation. The series of corrections and suggestions on the simplicity of wordings used in selecting items of the instrument made by the experts helped the researcher in restructuring the items of the instrument which affirmed that the items in the instrument were no more ambiguous and the language was clear enough to measure what it is expected to measure.

In order to ascertain the reliability of the instruments for the study, the researcher administered 40 copies of questionnaire to 10 administrators and 30 lecturers from two Federal Colleges of Education in Kaduna State and Kano State which did not form part of the main study but possess similar characteristics as those of the study. 40 copies of questionnaires were given to the respondents to answer and were collected back by the researcher the same day of visit to each of the two Federal Colleges of Education in Kaduna State and Kano State.

The data were collated and analysed for reliability using Cronbach Alpha Statistic. Cronbach Alpha Statistics was used because it helped the researcher to determine the internal consistency of items of the instrument. The instrument revealed a reliability co-efficient of 0.86 and 0.84 (IFQ) and (LTEQ) respectively. This reliability co-efficient was considered high enough and reliable to be used for the study.

The direct delivery or face-to-face method of data collection was used to enable the researcher and research assistants to thoroughly explain the purpose of the study to the respondents and also, to ensure all completed questionnaire copies are retrieved on the spot. Where the researcher and research assistants are unable to retrieve completed copies of the questionnaire on the spot, a repeated visit was paid to such college(s) within two working days so as to ensure that all 330 (100%) questionnaire copies are completely returned, so as to reduce mortality rate during sorting and coding of data.

Descriptive and inferential statistics was in analysing the data. Specifically, descriptive statistics of Mean and Standard Deviation was used in answering the research questions raised for the study. In answering the research questions, a criterion mean, of 3.50 (upper limit of 3.00) will be established such that; item(s) with mean values of 3.50 and above will be considered High Level (HL), while items with mean values below 3.00 will be considered Low Level (LL). Product Moment Correlation Co-efficient (PPMC) will be used in testing hypotheses 1 and 2 at 0.05 level of significance. The decision rule is that, if the p-value is less than the significance level ($\alpha = 0.05$), the null hypothesis would be rejected; otherwise, the researcher retains the null hypothesis.

RESULTS AND DISCUSSION

Research Question 1

What is the level of staff recruitment in Federal Colleges of Education in North Eastern Nigeria?

Table 1: Mean and Standard Deviation of Level of Staff Recruitment in Federal Colleges of Education in North Eastern Nigeria

S/N	Item	Mean	S. D	Remark
1.	Lecturer recruitment is designed to attract a targeted range of applicants to fill the vacancy	3.56	1.16	HL
2.	Trained recruitment staff are used to screen all applicants	3.32	1.01	ML
3.	The selection panel are trained in current employment legislation	3.22	1.00	ML
4.	Recruitment/selection of teaching staff is informed by current research	3.20	1.14	ML
5.	A structured induction is part of the employment process for all lecturers	3.27	1.06	ML
6.	Lecturer recruitments are based on diversity	3.21	1.11	ML
7.	Recruitments include extensive campaigns to attract top-tier talent nationals.	2.99	1.16	ML
8.	The college engage in faculty exchange programmes with other institutions to attract experienced educators.	2.98	1.20	ML
Grand Mean		3.22	1.10	

Table 1 illustrates the level of staff recruitment practices, with a grand mean of 3.22 and a standard deviation of 1.10. Lecturer recruitment designed to attract a targeted range of applicants scored the highest ($M = 3.56$, $SD = 1.16$), indicating a somewhat effective recruitment strategy. However, several key aspects of recruitment, such as the use of trained recruitment staff ($M = 3.32$, $SD = 1.01$) and recruitment based on diversity ($M = 3.21$, $SD = 1.11$), are only rated as moderate. Lower scores are observed in areas like faculty exchange programs ($M = 2.98$, $SD = 1.20$) and extensive recruitment campaigns ($M = 2.99$, $SD = 1.16$), highlighting areas that need significant improvement to enhance the recruitment process.

Research Question 2

What is the level of staff promotion in Federal Colleges of Education in North Eastern Nigeria?

Table 2: Mean and Standard Deviation of Level of Staff Promotion in Federal Colleges of Education in North Eastern Nigeria

S/N	Item	Mean	S. D	Remark
1.	Promotion of lecturers based on Chapters in books relevant to the candidate's discipline	4.13	1.08	HL
2.	Promotion of lecturers based on certificate of conference presentation	3.95	1.03	HL
3.	Promotion of lecturers based on effective teaching service to the College	3.53	1.11	HL
4.	Promotion of lecturers based on reports of research undertakings	3.58	1.02	HL
5.	Promotion of lecturers based on publications in recognised journals	3.99	0.95	HL
6.	Promotion of lecturers based on years of service	3.58	1.15	HL
7.	Promotion of lecturers based on community service	3.35	1.22	ML
8.	Promoting individuals who have demonstrated leadership in academic initiatives	3.25	1.17	ML
Grand Mean		3.67	1.09	

Table 2 addresses the level of staff promotion, which overall shows a high level with a grand mean of 3.67 and a standard deviation of 1.09. Promotion based on chapters in books relevant to the candidate's discipline scored the highest mean of 4.13 ($SD = 1.08$), followed closely by promotion based on conference presentations ($M = 3.95$, $SD = 1.03$) and publications in recognized journals ($M = 3.99$, $SD = 0.95$). However, promotion based on community service ($M = 3.35$, $SD = 1.22$) and demonstrated leadership in academic initiatives ($M = 3.25$, $SD = 1.17$) were rated moderately, indicating that these criteria may not be as strongly emphasized or recognized in the promotion process.

HO₁: There is no significant relationship between staff recruitment and lecturers' teaching effectiveness in Federal Colleges of Education in North Eastern Nigeria.

Table 3a: Summary of ANOVA from Regression of Relationship between Staff Recruitment and Lecturers' Teaching Effectiveness in Federal Colleges of Education in North Eastern Nigeria

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	29.136	1	29.136	81.882	.000 ^b
	Residual	116.710	328	.356		
	Total	145.845	329			

a. Dependent Variable: LECTURERS' TEACHING EFFECTIVENESS

b. Predictors: (Constant), STAFF RECRUITMENT

Table 3a shows ANOVA Summary. The results of the ANOVA show a significant relationship between staff recruitment practices and lecturers' teaching effectiveness ($F(1, 328) = 81.882, p < 0.05$). This suggests that effective staff recruitment has a meaningful impact on teaching effectiveness.

Table 3b: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.447 ^a	.200	.197	.59651

a. Predictors: (Constant), STAFF RECRUITMENT

Table 3b present the Model Summary. The R-square value of 0.200 indicates that 20% of the variance in teaching effectiveness can be attributed to staff recruitment practices.

Table c: Coefficients of Beta

Model		Unstandardized		Standardized	t	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	2.641	.133		19.858	.000
	Staff recruitment	.362	.040	.447	9.049	.000

a. Dependent Variable: LECTURERS' TEACHING EFFECTIVENESS

Table 3c presented the Coefficients of beta for the regression analysis. The unstandardized coefficient (B) for staff recruitment is 0.362 ($p < 0.001$), meaning that improving staff recruitment by one unit is expected to increase teaching effectiveness by 0.362 units. The standardized beta coefficient of 0.447 suggests a moderately strong relationship between the two variables.

HO₂: There is no significance relationship between staff promotion and lecturers' teaching effectiveness in Federal Colleges of Education in North Eastern Nigeria.

Table 4 a: Summary of ANOVA from Regression of Relationship between Staff Promotion and Lecturers' Teaching Effectiveness in Federal Colleges of Education in North Eastern Nigeria

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	25.367	1	25.367	69.060	.000 ^b
	Residual	120.479	328	.367		
	Total	145.845	329			

a. Dependent Variable: LECTURERS' TEACHING EFFECTIVENESS

b. Predictors: (Constant), STAFF PROMOTION

Table 4a: ANOVA Summary The ANOVA results show a significant relationship between staff promotion and lecturers' teaching effectiveness ($F(1, 328) = 69.060, p < 0.05$). This suggests that staff promotion is a significant factor influencing teaching effectiveness.

Table 4b: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.417 ^a	.174	.171	.60606

a. Predictors: (Constant), STAFF PROMOTION

The model summary is presented in Table 4b. The R-square value of 0.174 indicates that 17.4% of the variance in lecturers' teaching effectiveness can be explained by staff promotion practices, suggesting a moderate impact, though less than administrative procedures or instructional facilities.

Table 4c: Coefficients of Beta

Model		Unstandardized		Standardized	T	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	2.458	.166		14.835	.000
	Staff promotion	.367	.044	.417	8.310	.000

a. Dependent Variable: LECTURERS' TEACHING EFFECTIVENESS

Table 4c shows the Coefficients of beta for the regression analysis. The unstandardized coefficient (B) for staff promotion is 0.367 ($p < 0.001$), indicating that each unit increase in effective staff promotion practices is expected to increase teaching effectiveness by 0.367 units. The standardized beta coefficient of 0.417 signifies a moderate to strong positive relationship between the variables.

Summary of the Major Findings

The following are the major findings of the study.

1. The finding reveals that there is a significant relationship between staff recruitment practices and lecturers' teaching effectiveness ($F(1, 328) = 81.882, p < 0.05$).
2. Additionally, the finding reveals that there is a significant relationship between staff promotion and lecturers' teaching effectiveness ($F(1, 328) = 69.060, p < 0.05$).

Discussion of the Findings

The finding of the study reveals that there is a significant relationship between staff recruitment practices and lecturers' teaching effectiveness. The relationship between staff recruitment practices and teaching effectiveness highlights the importance of hiring qualified and competent educators. Effective recruitment processes ensure that only those with the necessary skills and qualifications are employed, which in turn impacts the quality of instruction. This finding emphasizes the need for rigorous and merit-based recruitment procedures in educational institutions. This finding is supported by findings of some studies. The finding corroborated that of Ukpabi and Kenneth (2021) who found a significant relationship between recruitment, selection, and placement practices and employee performance, though they noted that the independent influence of recruitment and selection on performance was not significant. This finding supports the idea that recruitment practices are crucial to performance outcomes, which can be extended to teaching effectiveness.

Additionally, the finding reveals that there is a significant relationship between staff promotion and lecturers' teaching effectiveness. The study also finds a significant relationship between staff promotion and teaching effectiveness, indicating that clear and fair promotion pathways are vital for maintaining lecturer motivation. Opportunities for career advancement can incentivize lecturers to continuously improve their teaching practices, contributing to overall educational quality. The finding is in agreement with that of Taiwo (2014), although the study focused on organizational climate rather than promotion specifically, it found a positive correlation between an open organizational climate and job performance. The finding that staff promotion significantly affects lecturers' teaching effectiveness is well-supported by Aji' study, which explicitly links promotion to staff development and effectiveness. Taiwo's study, while not directly focused on promotion, provides indirect support by demonstrating that a positive organizational climate, which could be influenced by promotion practices, enhances job performance. Together, these studies reinforce the idea that promotion, particularly when accompanied by financial incentives, plays a crucial role in improving teaching effectiveness.

Conclusion and Recommendations

Based on the findings of this study, it is evident that staff recruitment and staff promotion play a critical role in shaping lecturers' teaching effectiveness in Federal Colleges of Education in North Eastern Nigeria. The significant relationships identified between teaching effectiveness and staff recruitment and staff promotion underline the interconnected nature of these elements within the educational environment. Effective teaching is not solely a product of individual effort but is deeply influenced by the institutional context in which educators operate. Therefore, enhancing these institutional factors is essential for improving teaching effectiveness, ultimately leading to better educational outcomes in these colleges. This holistic approach to understanding and addressing the needs of lecturers can contribute to more sustainable and impactful educational practices in the region.

Based on the findings of the study, the following recommendations were made.

1. Management of Colleges of Education should ensure that recruitment practices are refined to attract and retain highly qualified and motivated lecturers. This may involve revising recruitment criteria, ensuring transparency in the hiring process, and offering competitive incentives to attract top talent.
2. Management of Colleges of Education should ensure that a fair and transparent promotion system is established, with clear criteria that recognize and reward teaching excellence, research contributions, and community service. This can help in motivating lecturers and fostering a culture of meritocracy.

ACKNOWLEDGEMENTS

We would like to express our deepest gratitude to **TETFund Abuja** for their generous support and funding of the research project titled “*Institutional Factors as Correlates of Lecturers’ Teaching Effectiveness in Federal Colleges of Education in North Eastern, Nigeria*” from where this paper was extracted. Their financial assistance has been instrumental in enabling the successful execution of this study.

References

- Adeyemi, O. S., Dumade, E. O. & Fadare, O. M. (2015). The influence of recruitment and selection on organizational performance the influence of recruitment and selection on organizational performance. *International Journal of Advanced Academic Research (IJAAR)*, 3(4), 1-9.
- Afe, J. O. (2019) Teacher effectiveness: Imperative for implementing Universal Basic Education (UBE) in Nigeria. *Journal of Nigeria Academy of Education*, 1(1) 1-9.
- Aji, A. (2021). Impact of promotion on academic staff development in the State Higher Educational Institutions of Borno State. *International Journal of Advanced Research in Public Policy, Social Development and Enterprise Studies*, 4(1), 12-24.
- Armstrong, M. (2019). *A handbook of human resource management practice*. 9th Edition. London: Kogan Page.
- Asiyai, R. I. (2013). Challenges of quality in higher education in Nigeria in the 21st Century. *International Journal of Educational Planning & Administration*, 3, 159-172.
- Ekwoaba, J. O., Ikeije, U. U. & Ufoma, N. (2015). The impact of recruitment and selection criteria on organizational performance *Global Journal of Human Resource Management*, 3(2), 22-33..
- Foluso, P. A. & Wilfred, U. (2021). Influence of minimum wage on teachers’ effectiveness in public secondary schools in Ibadan North Local Government Area of Oyo State, Nigeria. *Problems and Perspectives in Management*, 19(1), 116-126.
- Gamage, A. S. (2014). Recruitment and selection practices in manufacturing SMEs in Japan: An analysis of the link with business performance. *Ruhuna Journal of Management and Finance*, 1(1), 37-52.
- Garba, S. M, Mohammed, A. A. & Hussaini, M. (2021). Influence of promotion on the job performance of professional and para-professional library staff in tertiary institutions in Niger State, Nigeria. *Gombe State University Journal*, 9(3), 1244- 1256.
- Hohoev, T. (2019). Assessment center and staff recruitment. *Scientific Development Trends and Education*, 12, 11-17. <https://doi.org/10.18411/lj-04-2019-177>
- Islahi, F. & Nasreen, A. (2013). Who make effective teachers, men or women? An Indian Perspective. *Universal Journal of Educational Research*, 1(4), 285-293.
- Marshall, J. C. (2016). *The highly effective teacher: 7 classroom tested practices that foster student success*. Retrieved on 20th July, 2018 from <https://books.google.com.ng/book>
- Mohammed, A. & El-Jajah, G. W. (2019). Payment of teachers’ salary and promotion as correlate of teachers’ job performance in senior secondary schools in Adamawa State, Nigeria. *International Journal of Philosophy and Social-Psychological Sciences*, 5(4), 39-46.

- Monyamane, L. (2020). The influence of promotion opportunities and professional development on the job satisfaction of secondary school teachers in the Central Region of Botswana. *American Based Research Journal*, 9(7), 19-27.
- Ngalomba, S. P. (2022). Influence of salary and promotion on academic staff's job performance in Tanzanian Universities. *African Journals Online (AJOL)*, 40(1), 59-76.
- Samuel, T. A., Oyibo, G. I. & Terna, S. M. (2019). Influence of training opportunities on staff job performance in Public Universities in Benue State, Nigeria. *Benue State University Journal of Educational Management*, 1(1), 1-9.
- Setka, G. W. & Gyang, T. S (2019). Lecturers' moonlighting and job effectiveness in public universities in North-Central Nigeria. *KIU Journal of Humanities*, 4(4), 395-405.
- Sikula, A. E. (2018). *Personnel administration and human resources management*. Toronto: John Wiley & Sons, Inc.
- Simonson, S. R., Earl, B., & Frary, M. (2021). Establishing a framework for assessing teaching effectiveness. *College Teaching*, 70(2), 164-180. <https://doi.org/10.1080/87567555.2021.1909528>
- Suleiman, H. A. (2015). Evaluation of staffing strength of colleges of education in Nigeria. *Sokoto Educational Review*, 16(2), 11. <https://doi.org/10.35386/ser.v16i2.143>
- Ukpabi, I. D. S. & Kenneth, K. (2021). Recruitment process and employee performance in University of Ibadan, Nigeria. *European Journal of Education Studies*, 8(10), 175-188.
- Wey-Amaewhule, B. & Umor, G. I. (2021). Teachers' job satisfaction and instructional delivery in public senior secondary schools in Rivers West Senatorial District of Rivers State. *International Journal of Modern Innovation & Knowledge*, 2(4), 62 – 73.
- Zirra, C. T. O., Ogbu, J. O. & Ojo, G. R. (2017). Impact of recruitment and selection strategy on employees' performance: A study of three selected manufacturing companies in Nigeria. *International Journal of Innovation and Economic Development*, 3(3), 32-43. <https://doi:10.18775/ijied.1849-7551-7020-2015-33-2003>