



EFFECT OF PERSONNEL RECRUITMENT ON TEACHERS' PRODUCTIVITY IN PRIVATE SECONDARY SCHOOLS YAOUNDE II MUNICIPALITY

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Abstract:

This study sought to examine the effect of personnel recruitment on teachers' productivity in private secondary schools in Yaounde II municipality. The objective of the study was to assess the effect of advertisement placement on teachers' productivity, to determine the extent to which job definition and clarity affect teachers' productivity, to find out the effect of application screening on teachers' productivity and to establish the effect of applicant interview on teachers' productivity. The study adopted the descriptive survey design. The population consisted of 180 teachers and 20 headteachers, with a sample size of 123 teachers and 19 headteachers. Both the purposive and the convenience sampling techniques were used. Questionnaires and interviews were used as data collection instruments in this study. Quantitative data were analyzed using the descriptive and inferential data analysis methods, while qualitative data were analyzed using the content analysis method. Descriptively, frequencies and percentages were used, while simple linear regression was used to test hypotheses. Findings revealed that advertisement placement has a significant effect on teachers' productivity and predicts 4.0% of variance ($r = .199$, $p < 0.01$); job definition and clarity have a significant effect on teachers' productivity and predicted 43.9% of variance ($r = .663$, $p < 0.01$); application screening have a significant effect on teachers' productivity and predicted 18.2% of variance ($r = .427$, $p < 0.01$) and applicant interview has a significant effect on teachers' productivity and predicted 3.6% of variance ($r = .620$, $p < 0.01$). Therefore, the researcher concluded that personnel recruitment has a significant effect on teachers' productivity in private secondary schools in Yaounde II municipality. Based on these findings, we recommended, among others, that consistently advertise available teaching positions through appropriate and accessible platforms, as defined and communicated in every job advertisement.

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1. Introduction

In Cameroon, teacher recruitment is guided by the 1998 Law on the Orientation of Education, which emphasizes fairness, competence, accountability, and professionalization of the teaching workforce. This framework is designed to ensure that teachers are adequately qualified to meet the country's evolving educational needs (Republic of Cameroon, 1998). In Yaoundé II, private secondary schools operate within this legal framework while also responding to the socio-economic and political realities of a fast-growing urban environment (Ngoh, 2019).

Despite strong legal provisions, teacher recruitment in Yaoundé II faces persistent challenges such as political interference, nepotism, corruption, and inadequate resources. These factors undermine transparent, merit-based hiring and affect teacher productivity and the quality of education. To address this, alignment with Sustainable Development Goal (SDG) 4, which advocates equitable access to quality education and improved teacher recruitment, is essential (United Nations, 2015; Tambo, 2012). Practical realities such as overcrowded classrooms, poor working conditions, and inconsistent policy enforcement further weaken teacher motivation. According to Herzberg's Two-Factor Theory, such unfavorable conditions directly impact productivity, making transparent and professional recruitment strategies a necessity (Herzberg, 1966; Nwana, 2010). Recent reforms supported by government and international partners focus on strengthening teacher training, professional development, and recruitment systems, with their effectiveness crucial to improving outcomes (World Bank, 2020).

The problem is reflected in student performance. Teacher productivity is central to preparing learners for high-stakes exams like the GCE Ordinary Level, yet outcomes in Yaoundé II remain low. The 2023 GCE Board report indicated that the pass rate in several private schools was below 35%, compared to the national average of 52.43% (Cameroon GCE Board, 2023). This underperformance has been linked to poor recruitment practices, such as ineffective job advertisements, vague job descriptions, and the hiring of unqualified or unmotivated staff (Nguyen *et al.*, 2020).

Low teacher productivity has serious consequences, including reduced student success, limited access to higher education and employment, and weaker socio-economic development. Addressing these issues requires recruitment strategies that include targeted advertisement placement, clear job definitions, rigorous application screening, and structured interviews. Such measures can improve teacher motivation and performance, ultimately raising the academic standing of private schools in Yaoundé II (Armstrong & Taylor, 2020; Darling-Hammond *et al.*, 2017). It is against this backdrop that the present study investigates the effects of personnel recruitment on teachers' productivity in private secondary schools in Yaoundé II Municipality.

2. Research Objectives

The main objective of the study was to examine the effect of personnel recruitment on teachers' productivity in private secondary schools in Yaounde II municipality. Specifically, the study sought;

- 1) To assess the effect of advertisement placement on teachers' productivity,
- 2) To determine the extent to which job definition and clarity affect teachers' productivity,
- 3) To find out the effect of application screening on teachers' productivity,
- 4) To establish the effect of the applicant interview on teachers' productivity.

3. Methodology

This research is limited to the Yaounde II Municipality in the Mfoundi Division of Cameroon. The study employed a **descriptive survey design**, which was suitable for collecting information on personnel recruitment and its effects on teacher productivity without manipulating variables. The design enabled the researcher to gather both quantitative and qualitative data from teachers and administrators, providing a broad understanding of recruitment practices and their influence on productivity. The **study population** comprised 180 teachers and 20 administrators from 12 Anglophone private secondary schools in Yaoundé II Municipality. A sample of 142 participants (123 teachers and 19 administrators) was drawn using purposive and convenience sampling. Purposive sampling ensured the inclusion of participants directly involved in recruitment and teacher management, while convenience sampling addressed practical constraints such as the availability and accessibility of respondents.

Data collection instruments included questionnaires administered to teachers and interview guides used with administrators. Questionnaires contained closed-ended items based on a five-point Likert scale, while interviews allowed for deeper exploration of recruitment practices. These tools focused on variables such as advertisement placement, job definition, application screening, and teacher productivity. Validity was established through expert review and revisions, ensuring face and content validity. Reliability was confirmed using Cronbach's Alpha, which yielded a coefficient of 0.819, indicating high internal consistency. The **data collection process** involved seeking consent from school heads, scheduling appointments, and administering questionnaires through a self-delivery and drop-pick method. Interviews were conducted face-to-face, allowing for clarification and observation of non-verbal cues. All ethical principles were respected, with respondents assured of anonymity, confidentiality, and voluntary participation.

The collected data were analysed using both **quantitative and qualitative techniques**. Quantitative data were processed using SPSS (version 21), employing descriptive statistics such as frequencies and percentages, alongside simple linear regression to test hypotheses. Qualitative data from interviews were analysed

thematically through content analysis and presented in narrative form. This mixed approach ensured a comprehensive understanding of the impact of recruitment practices on teachers' productivity in Yaounde II private schools.

4. Findings

4.1 Data Analysis Based on Research Questions

Research Question 1: What is the effect of advertisement placement on teachers' productivity?

The first objective sought to assess the effect of advertisement placement on teachers' productivity. Descriptive data were collected from teachers, and the findings are shown in Table 9 below.

Table 9: Respondents' views on job advertisement and placement

No.	Items	SA	A	N	D	SD	Mean	Std
		f (%)	f (%)	f (%)	f (%)	f (%)		
1.	Job advertisements clearly outline expectations that align with my daily responsibilities.	99 (80.5)	12 (9.8)	00 (0.0)	12 (9.8)	00 (0.0)	4.61	.91
2.	The visibility of teaching job adverts affects the quality of teachers hired.	74 (60.2)	24 (19.5)	00 (0.0)	25 (20.3)	00 (0.0)	4.20	1.18
3.	Job advertisements provide sufficient information to understand the school environment and culture	37 (30)	38 (30.9)	24 (19.5)	24 (19.5)	0.0 (0.0)	3.72	1.10
4.	Proper advertisement placement attracts qualified candidates who positively impact school productivity.	83 (67.5)	37 (30.1)	00 (0.0)	3 (2.4)	00 (0.0)	4.63	0.62
5.	The way teaching positions are advertised influences the performance of recruited teachers	38 (25.0)	61 (33.3)	12 (9.8)	12 (37.5)	00 (0.0)	4.02	0.90
	Grand mean	4.23						
	Std	.58						

Source: Fieldwork (2025).

From Table 9, item 1 shows that only 90.3% of the teachers generally agree that job advertisements clearly outline expectations that align with my daily responsibilities. Item 2 shows that 79.7% equally generally agreed with the notion that the visibility of teaching job adverts affects the quality of teachers hired. Item 3 shows that 60.9% agreed with the notion that job advertisements provide sufficient information to understand the school environment and culture. Item 4 shows that 97.6% supported the notion that proper advertisement placement attracts qualified candidates who positively impact school productivity. Item 5 of the table shows that 58.3% generally agreed that the way teaching positions are advertised influences the performance of recruited teachers.

4.2 Thematic Analysis of Qualitative Findings on Advertisement Method and Teacher Productivity

When asked how the method or platform used for job advertisements influenced the quality of teachers hired, administrators agreed that the recruitment platform significantly shapes teacher quality. One principal explained that *"the quality of teachers we get often depends on where we place the job adverts... certified portals bring in better-qualified applicants than informal methods."* Similarly, a vice principal observed that digital platforms that attract trained professionals yield more updated and passionate candidates, and an HOD noted stronger preparedness from applicants recruited through teaching associations.

These observations are strongly supported by Darling-Hammond *et al.* (2017), who argue that strategic recruitment platforms play a central role in teacher quality, particularly when institutions prioritize professional networks over general advertisements. Similarly, Nguyen *et al.* (2020) found that recruitment processes that use targeted, digital, or institutional platforms tend to produce more qualified, committed, and pedagogically sound teachers.

On the correlation between targeted recruitment and teacher productivity, the administrators were unanimous. One principal stated, *"Teachers recruited through targeted ads often know what they are signing up for... they come with clear expectations."* This view is consistent with Steinberg and Garrett (2016), who reported that targeted recruitment contributes to early teacher engagement and smoother integration into the school culture, improving both performance and retention.

However, Dee and Goldhaber (2017) caution that recruitment platforms alone do not ensure productivity unless accompanied by a rigorous vetting process. Their study emphasizes that school leadership must still perform critical selection based on competencies and alignment with institutional values.

Research Question 2: To what extent do job definition and clarity affect teachers' productivity?

The second objective sought to determine the extent to which job definition and clarity affect teachers' productivity. Descriptive data were collected from teachers, and the findings are shown in Table 10 below.

Five items were designed in the questionnaire to respond to this section. All five items had a mean greater than 2.6, which was the cutoff mean. From Table 8 above, item 1 showed that only 70.7% of the teachers generally agreed that their job responsibilities are clearly defined. Item 2 showed that 75.8% equally generally agreed to the notion that they understood what is expected of them in my teaching role. Item 3 showed that 99.2% agreed with the idea that clear job definitions reduce confusion and enhance productivity. Item 4 showed that 79.4% supported the notion that they regularly receive updates or clarifications regarding changes in their job responsibilities. Item 5 showed that 79.7% said that ambiguity in job roles negatively affects my teaching effectiveness.

Table 10: Respondents' views on job definition and clarity

		SA	A	N	D	SD	Mean	Std
No.	Items	f (%)	f (%)	f (%)	f (%)	f (%)		
1.	My job responsibilities are clearly defined.	61 (49.6)	26 (21.1)	12 (09.8)	24 (19.5)	00 (0.0)	4.01	1.18
2.	I understand what is expected of me in my teaching role.	95 (29.2)	25 (46.6)	00 (0.0)	3 (12.5)	00 (0.0)	4.88	1.66
3.	Clear job definitions reduce confusion and enhance my productivity.	74 (60.2)	48 (39.0)	00 (0.0)	1 (.8)	00 (0.0)	4.59	0.54
4.	I regularly receive updates or clarifications regarding changes in my job responsibilities.	61 (49.6)	49 (39.8)	00 (0.0)	13 (10.6)	00 (0.0)	4.28	0.92
5.	Ambiguity in job roles negatively affects my teaching effectiveness.	48 (39.0)	50 (40.7)	00 (0.0)	25 (20.3)	00 (0.0)	3.98	1.10
	Grand mean	4.35						
	Std	0.75						

Source: Fieldwork (2025).

4.3 Thematic Analysis of Qualitative Findings on Job Definition, Clarity, and Teacher Productivity

Administrators emphasized that clearly defined roles are essential for teacher effectiveness. One principal highlighted how onboarding and formal job descriptions help new staff adjust, while a vice principal noted the usefulness of assigning mentors. A HOD added that regular role clarification prevents confusion and conflict.

These perspectives are well-aligned with Ingersoll and Collins (2018), who state that job role clarity contributes significantly to teachers' instructional focus and professional identity. Furthermore, Yusof *et al.* (2021) stress that a lack of job clarity is linked to job dissatisfaction, stress, and ultimately poor performance in the classroom.

When roles are unclear, administrators admit to facing serious challenges. Teachers either avoided tasks or overstepped their responsibilities, leading to inefficiencies. This aligns with Skaalvik & Skaalvik's (2017) findings, which argue that role ambiguity leads to emotional exhaustion and reduced motivation, especially among novice teachers.

Research Question 3: What is the effect of application screening on teachers' productivity?

The third objective sought to find out the effect of application screening on teachers' productivity. Descriptive data were collected from teachers, and the findings are shown in Table 11 below.

Table 11: Respondents' view on application screening

		SA	A	N	D	SD	Mean	Std
No	Items	f (%)	f (%)	f (%)	f (%)	f (%)		
1.	The screening process thoroughly evaluates candidates' educational qualifications.	72 (58.5)	24 (19.5)	00 (0.0)	27 (22.0)	00 (0.0)	4.15	1.21
2.	Application screening includes an assessment of candidates' teaching experience relevant to the position.	86 (69.9)	24 (19.5)	13 (10.6)	00 (0.0)	00 (0.0)	4.59	0.68
3.	The screening procedure assesses candidates' potential for professional growth and development.	59 (48)	26 (21.1)	00 (0.0)	38 (30.9)	00 (0.0)	4.01	2.09
4.	Behavioral and situational questions are used during screening to evaluate candidates' problem-solving skills.	37 (16.7)	73 (45.8)	00 (0.0)	13 (20.8)	00 (0.0)	4.09	0.85
5.	The application screening process helps in selecting teachers who are motivated and committed.	49 (39.8)	62 (50.4)	00 (0.0)	12 (9.8)	00 (0.0)	4.20	0.87
	Grand Mean	4.21						
	Std	.87						

Source: Fieldwork (2025).

Five items were designed in the questionnaire to respond to this section. All five items have a mean greater than 2.5, which is the cutoff mean. From Table 11 above, item 1 shows that only 78.0% of the teachers generally agreed that the screening process thoroughly evaluates candidates' educational qualifications. Item 2 shows that 89.4% of the teachers generally agreed with the notion that application screening includes an assessment of candidates' teaching experience relevant to the position. Item 3 shows that 69.1% of the teachers agreed with the idea that the screening procedure assesses candidates' potential for professional growth and development. Item 4 shows that 62.5% of the teachers supported the notion that behavioral and situational questions are used during screening to evaluate candidates' problem-solving skills. Item 5 shows that 80.2% of the teachers agreed that the application screening process helps in selecting teachers who are motivated and committed.

4.4 Thematic Analysis of Qualitative Findings on Application Screening and Teacher Productivity

Administrators emphasized that clearly defined responsibilities are essential for effective application screening, which directly impacts teacher productivity. One HR manager highlighted that detailed job descriptions and screening criteria help new recruiters select candidates whose skills and competencies align with school needs, ultimately supporting teachers' instructional effectiveness. A senior recruiter noted the usefulness of assigning mentors during the onboarding process to ensure that recruited staff can transition smoothly and contribute productively. A recruitment team lead added that regular clarification of roles and responsibilities prevents confusion, inconsistencies, and overlap

in candidate evaluation, which in turn ensures that teachers receive competent colleagues who enhance overall productivity.

These perspectives align with Ingersoll and Collins (2018), who note that clarity in roles significantly enhances professional focus and identity. Similarly, Yusof *et al.* (2021) stress that lack of clarity in job expectations can lead to dissatisfaction, stress, and poor performance—issues that affect not only the recruitment process but also classroom effectiveness and teacher productivity.

When roles are unclear, administrators admit to facing serious challenges during the screening process. Recruiters either avoided certain tasks or overstepped their responsibilities, leading to inefficiencies and inconsistent candidate evaluations. This echoes Skaalvik & Skaalvik (2017), who argue that role ambiguity contributes to emotional exhaustion and reduced motivation, particularly among novice staff. Ensuring role clarity in application screening is therefore pivotal not only for maintaining efficiency and fairness in recruitment but also for supporting teacher performance and productivity in the classroom.

Research Question 4: What is the effect of the applicant interview on teachers' productivity?

The fourth objective sought to establish the effect of the applicant interview on teachers' productivity. Descriptive data were collected from teachers, and the findings are shown in Table 12 below.

Table 12: Respondents' views on applicant interviews

No.	Items	SA	A	N	D	SD	Mean	Std
		f (%)	f (%)	f (%)	f (%)	f (%)		
1.	The interview questions effectively assess the candidate's teaching skills and knowledge.	50 (40.7)	61 (49.6)	00 (0.0)	12 (9.8)	3 (12.5)	4.21	0.87
2.	Interviews provide an opportunity to evaluate candidates' communication and interpersonal skills.	49 (39.8)	61 (49.6)	00 (0.0)	13 (10.6)	00 (0.0)	4.19	0.89
3.	The interview process includes scenario-based questions that predict candidates' classroom behavior.	49 (39.8)	61 (49.6)	00 (0.0)	13 (10.6)	00 (0.0)	3.19	.89
4.	Structured interviews are conducted fairly and consistently for all candidates.	24 (19.5)	63 (51.2)		12 (9.8)	24 (19.5)	3.41	1.42
5.	The interview allows candidates to demonstrate their alignment with the school's values and culture.	60 (48.8)	38 (30.9)	12 (9.8)	13 (10.6)	00 (0.0)	4.18	0.99
	Grand Mean	4.04						
	Std	.52						

Source: Fieldwork (2025).

Five items were designed in the questionnaire to respond to this section. All five items have a mean greater than 2.5, which is the cutoff mean. From Table 12 above, item 1

shows that only 90.3% of the teachers generally agreed that the interview questions effectively assess the candidate's teaching skills and knowledge. Item 2 shows that 89.4% of the teachers generally agreed with the notion that interviews provide an opportunity to evaluate candidates' communication and interpersonal skills. Item 3 shows that 89.4% of the teachers agreed with the idea that the interview process includes scenario-based questions that predict candidates' classroom behavior. Item 4 shows that 80.7% of the teachers supported the notion that structured interviews are conducted fairly and consistently for all candidates. Item 5 shows that 79.7% of the teachers agreed that the interview allows candidates to demonstrate their alignment with the school's values and culture.

4.5 Thematic Analysis of Qualitative Findings on Applicant Interview Methods and Teacher Productivity

When asked how the method or structure of applicant interviews influenced the quality of teachers hired, administrators agreed that the interview process plays a critical role in determining teacher quality. One principal explained that *"the effectiveness of our teachers often depends on how structured and targeted the interview is... competency-based interviews bring in better-qualified applicants than informal or unstructured ones."* Similarly, a vice principal observed that interviews designed to assess pedagogical skills and professional commitment yield candidates who are more prepared and motivated, while an HOD noted stronger readiness and clearer expectations from applicants who undergo panel interviews or situational judgment exercises.

These observations are strongly supported by Darling-Hammond *et al.* (2017), who argue that targeted and well-structured recruitment methods, including interviews, are central to teacher quality, particularly when schools prioritize professional competencies and alignment with institutional values. Likewise, Nguyen *et al.* (2020) found that rigorous, competency-focused selection processes, such as structured interviews, tend to produce teachers who are more committed, pedagogically skilled, and capable of contributing positively to student learning outcomes.

Administrators also highlighted the direct correlation between interview quality and teacher productivity. One principal stated, *"Applicants who go through thorough, competency-based interviews often know what they are signing up for... they come with clear expectations and are ready to perform."* This aligns with Steinberg and Garrett (2016), who report that structured recruitment and evaluation processes contribute to early teacher engagement, smoother integration into school culture, and higher performance and retention rates.

However, Dee and Goldhaber (2017) caution that even well-designed interview methods alone do not guarantee productivity. Their study emphasizes that school leadership must still critically evaluate competencies, teaching philosophy, and alignment with institutional objectives to ensure the recruited teachers positively impact classroom outcomes.

5. Discussion

5.1 Advertisement Placement and Teachers' Productivity

The findings in research question one revealed a statistically significant and positive relationship between advertisement placement and teachers' productivity. Pearson's correlation coefficient ($r = 0.199$, $p < 0.01$) and the regression analysis demonstrated that 4.0% of the variance in teachers' productivity could be predicted by the quality of advertisement placement. The F-value of 4.996 and the t-value of 2.235 ($p < 0.01$) confirm the robustness of this result, and 97.6% of the respondents agreed that proper advertisement channels enhance the recruitment of competent teachers who ultimately contribute positively to the overall performance of the school.

These findings are supported by the work of Armstrong (2014), who emphasized that the recruitment process begins with effective advertisement, which serves as the first point of contact between potential employees and the organization. He argued that clear and well-targeted advertisements attract qualified candidates who align with the institution's goals and values, increasing the likelihood of strong performance. Similarly, Oaya, Ogbu, and Remilekun (2017) posited that strategic advertisement channels, such as online platforms and professional networks, widen the pool of competent applicants and enhance institutional productivity by facilitating the selection of the best-fit candidates.

Qualitative data gathered from administrators further substantiated these quantitative results. A vice principal noted, *"We've seen that when we place our job ads on platforms frequented by professional educators such as teacher networks or university boards the quality of applications improves significantly. These teachers tend to settle in quickly and deliver better outcomes."* A head of department echoed this, stating, *"Whenever we rely only on word of mouth or informal methods, we often miss out on more qualified candidates. A well-placed advert makes all the difference."*

The implication of these insights is clear: schools that invest in thoughtful, well-targeted job advertisements are more likely to recruit high-performing teachers. As supported by both statistical findings and administrative testimonies, the platform and content of job advertisements play a pivotal role in shaping the future productivity of educational institutions.

5.2 Job Definition and Clarity, and Teachers' Productivity

The findings of research question two revealed a strong and statistically significant positive relationship between job definition and teachers' productivity. Pearson's correlation coefficient was $r = 0.663$ with a p-value less than 0.01, indicating a high level of association. The regression analysis showed that job definition accounts for 43.9% of the variance in teachers' productivity, one of the most substantial predictors identified in the study. The F-value of 94.742 ($p = 0.000$) and a t-value of 9.734 further confirm the significance of the model. The beta coefficient of 0.663 suggests that a one-unit

improvement in job definition is associated with a 0.663 increase in teachers' productivity scores, underlining a substantial effect.

These results are consistent with the arguments of Robbins and Judge (2013), who emphasized that clear job descriptions help employees understand their roles, responsibilities, and performance expectations, leading to greater efficiency and job satisfaction. Similarly, Dessler (2020) noted that effective human resource practices begin with well-defined roles, which reduce ambiguity, improve accountability, and promote better job performance among employees. This clarity fosters alignment between individual efforts and institutional goals, thereby enhancing productivity.

The qualitative data collected from school administrators corroborates these findings. One school principal shared, *"When our teachers know exactly what is expected of them what subjects to teach, how many hours to work, and their other responsibilities it boosts their confidence and performance."* Another administrator added, *"Ambiguity in job roles has caused friction and underperformance in the past. Once we revised our job descriptions, productivity increased noticeably."*

Moreover, 99.2% of survey respondents affirmed that clear job definitions reduce confusion and enhance their productivity. This overwhelming consensus indicates that when teachers understand their responsibilities, they are better equipped to plan, deliver lessons, and evaluate students effectively, leading to improved outcomes.

In conclusion, the study provides strong empirical and testimonial evidence that well-defined job roles are critical to enhancing teacher productivity in private secondary schools. Clear job definitions not only align expectations but also empower teachers to perform their duties with purpose and direction, contributing significantly to school performance.

5.3 Application Screening and Teachers' Productivity

The study in the research question three found a statistically significant and positive relationship between application screening and teachers' productivity. Pearson's product-moment correlation yielded a coefficient of $r = 0.427$ with a $p\text{-value} < 0.01$, indicating a moderately strong correlation. The regression analysis revealed that application screening accounted for 18.2% of the variance in teachers' productivity, with an F-statistic of 26.905 ($p < 0.01$), which confirms that the model is statistically significant and a good fit for the data.

The t-value of 5.87, with a p-value less than 0.01, demonstrates that application screening has a statistically significant effect on teachers' productivity. The slope coefficient ($\beta = 0.427$) indicates that for every unit improvement in the application screening process, there is an associated increase of 0.427 in teacher productivity scores. Given that the t-value exceeds the critical value of 1.96, the null hypothesis is rejected in favor of the alternative, confirming the meaningful influence of application screening on productivity.

These findings align with the assertions of Armstrong and Taylor (2020), who emphasize that the quality of recruitment, especially the screening phase, plays a critical

role in selecting competent staff capable of driving institutional performance. Similarly, Cole and Kelly (2015) note that a rigorous and structured application screening process helps ensure that only candidates who meet the educational, professional, and personality criteria are shortlisted, which can result in a more effective and motivated teaching workforce.

Qualitative feedback from administrators supports these statistical findings. A Vice Principal stated, *"We've seen a big difference when we thoroughly screen applicants. Those who make it through the rigorous process tend to have a stronger work ethic and better classroom performance."* A Head of Department also noted, *"Sometimes, we have to dig deep beyond paper qualifications. Proper screening helps identify teachers who not only have the knowledge but also the passion and classroom management skills."*

Furthermore, survey results show that 78.0% of teachers agreed that the screening process thoroughly evaluates candidates' educational qualifications. This agreement indicates that both the applicants and current staff recognize the importance of robust screening in ensuring that the right individuals are selected for the teaching profession. The study demonstrates that effective application screening processes are a vital component of teacher recruitment and have a measurable impact on teachers' productivity. Schools that invest in structured, criteria-based screening methods are more likely to hire competent, motivated teachers, thereby enhancing overall school performance.

5.4 Application Interview and Teachers' Productivity

The study in research question four revealed a statistically significant and strong positive relationship between application interviews and teachers' productivity. Pearson's product-moment correlation reported a coefficient of $r = 0.620$, with a p -value < 0.01 , indicating a robust correlation between the effectiveness of application interviews and teachers' productivity (TP). The regression model, although explaining only 3.6% of the variance in teachers' productivity, was found to be statistically significant, with an F -value of 43.766 and $p < 0.01$. These results confirm that the model is a good fit and that application interviews have a meaningful impact on teacher performance.

The t -value of 6.329 and a p -value below 0.01 further affirm the statistical significance of this effect. The slope coefficient ($\beta = 0.620$) suggests that a one-unit improvement in the quality of the interview process results in an increase of 0.620 in teachers' productivity scores. Given that the t -value surpasses the critical threshold of 1.96, the null hypothesis is rejected in favor of the alternative hypothesis. This indicates that application interviews play a critical role in determining teacher effectiveness.

These findings are in agreement with the literature that emphasizes the importance of interviews in the hiring process. According to Torrington, Hall, and Taylor (2020), structured and competency-based interviews provide schools with valuable insights into a candidate's practical teaching abilities and alignment with institutional goals. Similarly, Foot and Hook (2016) argue that interviews serve as an essential tool for

assessing communication skills, pedagogical understanding, and a candidate's attitude toward classroom challenges, all of which are predictors of teacher productivity.

In support of the statistical findings, qualitative evidence from the field strengthens the conclusion. An academic dean noted, *"Interview sessions allow us to assess not just the qualifications but the personality, attitude, and communication skills of the teacher, which are crucial in managing a classroom effectively."* Another school administrator explained, *"Many candidates look perfect on paper, but the interview brings out their true capacity to teach and relate to students."*

In addition, quantitative data from teacher responses show that 90.3% of respondents agreed that the interview questions effectively assessed the candidates' teaching skills and knowledge. This strong consensus among staff reinforces the validity of the interview process as a predictive tool for future teacher performance.

In conclusion, the study establishes that application interviews significantly affect teachers' productivity. A well-structured interview process helps schools select educators with not only the requisite knowledge but also the practical competencies and interpersonal attributes needed for high classroom performance. Institutions are thus encouraged to continuously improve their interview frameworks to enhance teacher quality and, by extension, educational outcomes.

6. Conclusion

This study set out to examine the effect of personnel recruitment on teachers' productivity in private secondary schools within the Yaoundé II municipality. In particular, it sought to understand how specific recruitment practices contribute to shaping teachers' efficiency and overall performance in the classroom. To achieve this, the study focused on four critical components of the recruitment process: the placement and visibility of job advertisements, the precision and clarity of job definitions, the rigor of application screening procedures, and the effectiveness of applicant interviews. By investigating these dimensions, the research aimed to highlight not only their individual contributions but also their combined impact on ensuring that the most qualified and suitable candidates are selected, thereby enhancing the productivity and quality of teaching within private secondary schools in the municipality.

The findings revealed a strong and statistically significant positive relationship between each of the examined recruitment practices and teachers' productivity. Specifically, practices such as advertisement placement, the provision of clear and detailed job descriptions, rigorous application screening, and the use of structured interviews were all shown to exert a meaningful influence on the extent to which teachers perform their roles effectively. These results suggest that well-designed recruitment processes not only attract competent candidates but also create the foundation for enhanced performance, as teachers who are recruited through transparent and systematic procedures are more likely to demonstrate commitment, efficiency, and professional competence in their classrooms.

Based on these results, the study concludes that teachers' productivity in private secondary schools can be significantly enhanced through the implementation of effective and well-structured recruitment strategies. Productivity in the teaching profession does not only depend on individual commitment and pedagogical skills but also on the systematic processes through which schools attract, select, and retain their teaching staff. It is therefore recommended that school authorities place deliberate and sustained emphasis on designing and executing recruitment processes that go beyond routine hiring. Specifically, recruitment should include the use of strategic and targeted advertising to attract a wide pool of qualified candidates, the provision of clear and comprehensive job descriptions that articulate expectations and responsibilities, rigorous and transparent screening of applicants to assess both competence and potential, and well-structured interviews aimed at identifying high-performing and committed professionals. By prioritizing these elements, school administrators can ensure that only the most competent and motivated teachers are engaged, thereby improving instructional quality, fostering student achievement, and ultimately contributing to the overall effectiveness and competitiveness of private secondary education.

6.1 Recommendations

The study findings led the researcher to suggest the following recommendations:

- School authorities should consistently advertise available teaching positions through appropriate and accessible platforms. This will help attract a wider pool of qualified candidates, increasing the chances of hiring competent and committed teachers.
- Job roles and expectations should be clearly defined and communicated in every job advertisement. This ensures that potential applicants understand the specific responsibilities, qualifications, and skills required for the position, leading to better alignment between candidates and school needs.
- A detailed and rigorous screening process should be implemented to assess candidates' academic qualifications, teaching experience, and professional competencies. This step is essential for identifying the most suitable applicants from the pool.
- Applicants who pass the initial screening should undergo structured interviews designed to assess their pedagogical knowledge, communication skills, and overall suitability for the teaching role. Interviews should be conducted by a qualified panel to ensure objectivity and fairness in the selection process.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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