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Digital Transformation in Public Education: Assessing the Impact of E-Recruitment on Organizational Efficiency at Benue State Universal Basic Education Board (2015-2026)

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Abstract

This paper provides a comprehensive assessment of the adoption and impact of e-recruitment on the organizational efficiency of the Benue State Universal Basic Education Board (SUBEB) from 2015 to 2026. In response to systemic challenges in teacher recruitment and deployment, Benue SUBEB implemented digital systems to streamline its hiring processes. The study specifically improved administrative efficiency, quality and reach of the teacher, infrastructural and digital realities as it effects efficiency at Benue SUBEB. A Qualitative and Quantitative survey design was used for the study; a total number of 377 staff of Benue SUBEB from the administrative and human resource staff, ICT personnel and teachers recruited through the e-recruitment platform during the study period. A structural questionnaire was used as a major instrument for data collection and the aid of statistical package for social science (SPSS 21) was used for data analysis. Regression analysis was used in testing the hypotheses formulated in the study at 0.05 level of significance. The study is underpinned by Technological Context Theory (TOE). The findings reveal that e-recruitment has significantly improved administrative efficiency, transparency, and the speed of hiring. However, a critical gap persists between efficient recruitment and effective deployment, as infrastructural deficits in schools undermine the full realization of educational outcomes. The study concludes that while e-recruitment is a necessary digital transformation, it is not a sufficient condition for organizational effectiveness. It

recommends a holistic digital strategy that integrates recruitment with skills development, digital infrastructure investment, and robust monitoring and evaluation (M&E) to bridge the implementation gap and achieve the core mandate of quality basic education in Benue State.

Keywords: Benue Universal Basic Education Bord (SUBEB), Digital Transformation, E-recruitment, Fourth Industrial Revolution (4IR) Nigeria, Organizational Efficiency.

1.0 Introduction

The Universal Basic Education (UBE) programme in Nigeria represents a critical national commitment to providing free, compulsory, and qualitative education for all children of primary and junior secondary school age. The effective implementation of this programme rests heavily on the operational capacity of State Universal Basic Education Boards (SUBEBs), which are responsible for critical functions including teacher recruitment, infrastructure development, and overall management of basic education Ikyernum, A. (2025, October 29). In an era defined by the Fourth Industrial Revolution (4IR), characterized by the fusion of digital, biological, and physical technologies, public sector organizations globally are under pressure to digitalize operations to enhance efficiency, transparency, and service delivery.

The Benue State Universal Basic Education Board (Benue SUBEB) serves as a pertinent case study of this digital transition within the Nigerian public education sector. Between 2015 and 2026, the Board embarked on a deliberate shift from manual, paper-based recruitment processes to electronic recruitment (e-recruitment) systems as viewed in Society for Human Resource Management (SHRM). (2025). This shift aligns with broader global Human Resource (HR) trends where technology is leveraged to attract, select, and onboard talent more efficiently. For Benue SUBEB, the promise of e-recruitment extends beyond mere administrative convenience; it is envisioned as a strategic tool to address chronic teacher shortages, reduce processing times, curb malpractices, and ultimately improve the quality of education by ensuring that qualified teachers are deployed to schools in a timely manner.

This paper presents a comprehensive analysis of this digital adoption, framing it within the context of organizational efficiency. It moves beyond a superficial assessment of the digital

portal's functionality to critically examine the holistic impact on the Board's operations and, ultimately, its primary service delivery goals. The study period (2015-2026) captures a full cycle of policy implementation, adoption, and emerging outcomes, providing a robust timeframe for analysis.

Structure of the Paper: Following this introduction, the paper outlines the statement of the problem, research questions, and hypotheses. It then provides essential conceptual clarifications and establishes the theoretical framework guiding the analysis. A detailed review of literature connects global HR digitalization trends with the specific context of Nigerian basic education. The methodology section explains the approach, followed by a comprehensive analysis of findings related to e-recruitment adoption and its impact on various dimensions of organizational efficiency. The paper concludes by summarizing key insights, stating limitations, and offering practical recommendations for Benue SUBEB and similar institutions.

2.0 Statement of the Problem

Despite constitutional provisions and substantial budgetary allocations to education, the delivery of quality basic education in Nigeria, and specifically in Benue State, remains fraught with systemic challenges Mercer. (2025). A core function of SUBEBs is the recruitment and deployment of competent teachers, a process historically plagued by inefficiency, opacity, and protracted timelines. Manual application processes were often cumbersome, prone to document loss, and vulnerable to manipulation, leading to delays that left schools understaffed and compromised learning outcomes.

According to BusinessDay. (2026, January 6) The adoption of e-recruitment by Benue SUBEB from 2020 onwards was a direct intervention aimed at solving these administrative inefficiencies. However, preliminary evidence and investigative reports suggest that the digitization of recruitment has not automatically translated into comprehensive organizational effectiveness or improved educational service delivery. A critical problem has emerged: a disconnect between an efficient input process (digital hiring) and effective outputs (qualified teachers teaching in conducive environments).

To Premium Times. (2025) Investigative journalism has revealed that while the Board may successfully recruit thousands of teachers

digitally, many are reportedly posted to schools that are non-existent, dilapidated, or lack basic infrastructure like classrooms, furniture, and instructional materials. This indicates that gains in recruitment-process efficiency are being nullified by persistent gaps in other operational areas, such as infrastructure development, deployment logistics, and integrated data management. Furthermore, the global discourse on HR technology warns of new risks, including algorithmic bias in screening, data privacy concerns, and the need for human oversight to complement automation. According to Ukeje, Offiah, Nnaji, Iwuala, Obi, Abba, Ojiako and Akonye (2025), to bridge this gap, there is need to adopt a Stakeholder-Driven Co-Governance (SDCG) model, not as a prescriptive solution, but as a framework to explore potential pathways for greater policy–practice alignment. Therefore, the central problem this paper addresses is the disjuncture between the operational efficiency gained through e-recruitment at Benue SUBEB and the broader organizational effectiveness required to fulfill its mandate of providing quality basic education. This study investigates whether digitalizing one function in isolation can lead to meaningful systemic improvement or if it merely shifts the bottleneck to other, un-digitized parts of the value chain.

3.0 Objectives of the study

The main objective of the paper is examining the Digitalization Transformation in Public Education: Assessing the Impact of E-Recruitment on Organizational Efficiency at Benue State Universal Basic Education Board (2015-2026). The specific objectives are to

i. Examine the effect of e-recruitment on improved administrative efficiency (time, cost, transparency) of teacher recruitment at Benue SUBEB between 2015 and 2026.

ii. Verify the extent to which e-recruitment has influenced the quality and reach of the teacher applicant pool accessed by Benue SUBEB.

iii. Examine the persistent challenges and unintended consequences associated with the e-recruitment system in the context of Benue State's infrastructural and digital realities.

3.1 Research Questions

i. To what extent has the adoption of e-recruitment improved the administrative efficiency (time, cost,

transparency) of teacher recruitment at Benue SUBEB between 2015 and 2026?

ii. How has e-recruitment influenced the quality and reach of the teacher applicant pool accessed by Benue SUBEB?

iii. What are the persistent challenges and unintended consequences associated with the e-recruitment system in the context of Benue State's infrastructural and digital realities?

3.2 Research Hypotheses

H_1: E-recruitment has no significant effect on administrative efficiency at Benue SUBEB

H_2: E-recruitment has no significant effect on the quality and reach of the teacher applicant pool at Benue SUBEB.

H_3: Infrastructural deficits in schools have no significant moderating effect on the relationship between e-recruitment efficiency and teacher deployment effectiveness.

4.0 Conceptual Clarification

To ensure precision, key concepts are defined as used in this study:

· **E-Recruitment:** The use of web-based technologies and digital platforms (such as the official Benue SUBEB portal) to conduct the end-to-end recruitment process. This includes job advertisement, application submission, candidate screening, communication, and selection management. It moves beyond mere online job postings to encompass a fully integrated digital workflow van der Merwe, M., Veldsman, D., & van Vulpen, E. (2025).

· **Organizational Efficiency:** The ability of an organization to minimize the waste of resources (time, money, effort) in producing a given output. In the context of Benue SUBEB, this is measured through metrics related to the recruitment process (e.g., time-to-fill vacancies, administrative cost reduction) and broader operational indicators (e.g., project completion rates, speed of fund disbursement to contractors).

· **Organizational Effectiveness:** A broader concept than efficiency, denoting the extent to which an organization achieves its stated goals and objectives. For Benue SUBEB, the ultimate effectiveness is measured by improved learning outcomes, increased school enrollment and retention, and the provision of quality basic education in a conducive

environment. Effectiveness is the "what," while efficiency is the "how well".

· **Digital Transformation:** The holistic process of leveraging digital technologies to fundamentally alter how an organization operates and delivers value. It is more profound than mere digitization (converting analog to digital) or digitalization (using digital tools); it involves cultural change, process re-engineering, and new business models. E-recruitment is one component of a potential digital transformation at Benue SUBEB.

· **Fourth Industrial Revolution (4IR):** The current era of technological advancement characterized by cyber-physical systems, artificial intelligence, the Internet of Things, and big data. Its relevance to this study lies in the pressure it places on public institutions to adopt new technologies and the new digital competencies it demands from both educators and learners Nigeria Police Academy. (2025).

5.0 Theoretical Framework

This study is anchored by the Technology–Organization–Environment (TOE) Framework is a widely used model for studying organizational adoption of innovations, especially information and communication technologies. The framework was developed by Louis G. Tornatzky and Mitchell Fleischerin in 1990

5.1 Assumptions of the TOE Framework

The TOE framework assumes that an organization's adoption and use of technology are influenced by three contextual dimensions:

Technological Context

This refers to both; Internal technologies already in use by the organization, and External technologies available in the market.

Assumption:

Organizations are more likely to adopt innovations that are perceived as: Useful (relative advantage), Compatible with existing systems, less complex, and Cost-effective.

Organizational Context

This concerns the internal characteristics and resources of the organization, such as: Organizational size, Structure and hierarchy, Human resource capacity, Managerial support, financial readiness.

Assumption:

Organizations with strong leadership support, adequate skills, and sufficient resources are more likely to adopt and successfully implement new technologies.

Environmental Context

This includes the external environment in which the organization operates, such as: Government regulations and policies, Competitive pressure, Industry characteristics, Socio-economic and political conditions.

Assumption:

External pressure (regulatory mandates, competition, or stakeholder expectations) significantly influences technological adoption decisions.

5.2 Criticisms of the TOE Framework

Despite its wide application, the TOE framework has attracted several criticisms:

i. Lack of Individual-Level Focus

ii. The framework ignores individual users' attitudes, perceptions, and behavioural intentions.

iii. This limits its ability to explain user acceptance compared to models like TAM or UTAUT.

iv. Descriptive Rather than Predictive

v. TOE identifies influencing factors but does not specify causal relationships or the strength of influence among variables.

vi. Static Nature

The framework does not adequately explain how adoption factors evolve over time during different stages of technology implementation.

Over-Generalization

It applies broadly across industries but may overlook sector-specific dynamics, especially in public sector organizations.

5.3 Relevance of the TOE Framework

The TOE framework remains highly relevant in contemporary organizational and public administration research.

i. Relevance to Digital Transformation

ii. It provides a holistic lens for analyzing e-government, e-recruitment, e-procurement, and digital service delivery initiatives.

iii. Relevance to Public Sector Organizations

iv. Captures the influence of government policies, institutional pressure, and

bureaucratic structures, which are critical in public institutions.

v. Relevance to Developing Countries (e.g., Nigeria)

Helps explain constraints such as: Inadequate ICT infrastructure, Limited technical capacity, Regulatory and political influences, Environmental uncertainty. Widely adopted in empirical studies as a theoretical framework for examining technology adoption and organizational efficiency. Useful for policymakers to identify barriers and enablers of innovation adoption. Despite criticisms regarding its static and organizational-level focus, the framework remains one of the most robust and relevant models for studying technology adoption in both private and public sector organizations. The framework is therefore relevant to this study.

6.0 Literature Review

6.1 Digital Transformation and the 4IR in Nigerian Education

Scholarly research on Nigeria's education sector within the 4IR context identifies a persistent gap between policy aspiration and classroom reality. While national policies like the National Digital Economy Policy and ICT-in-Education Roadmap exist, implementation is hampered by "infrastructural deficits, limited teacher readiness, and fragmented policy implementation". This literature directly informs the present study, suggesting that Benue SUBEB's e-recruitment drive exists within a broader ecosystem where digital readiness is low. The success of a digital recruitment tool may be limited if applicants lack internet access or digital literacy, or if the recruited teachers are deployed to schools without electricity.

6.2 E-Recruitment in Nigerian Public Sector: Procedures and Gaps

Procedural guides for recruitment in agencies like UBEC and the Nigeria Police Academy demonstrate a clear shift towards online application portals, automated screening, and digital communication Graham, N., et al. (2024). These models likely influenced Benue SUBEB's approach. However, investigative reports provide a critical counter-narrative. Findings from Premium Times reveal a stark disconnect in Benue State: the efficient recruitment of over 9,000 teachers has not resolved the crisis of learning, as many are posted to schools that lack basic infrastructure or even physical classrooms Premium Times. (2025). This evidence is pivotal, as it

empirically supports the "disjuncture" problem central to this paper, showing that process efficiency in one department does not guarantee systemic effectiveness.

6.3 Global HR Trends: Digitalization and Beyond

The global HR landscape is undergoing rapid transformation driven by technology. The Society for Human Resource Management (SHRM) identifies key trends for 2026, including the strategic integration of AI, the fragmentation of the workforce, and a critical reassessment of recruitment automation. While AI promises efficiency, experts caution that "recruitment is broken" and that "automation and algorithms can't fix it" alone, emphasizing the irreplaceable value of human insight in talent assessment. Similarly, the AIHR blog notes a shift towards "AI leadership coalitions" where HR must co-strategize technology adoption to manage workforce impact and ethical risks. These trends highlight that successful digital HR is not about replacing humans but about augmenting human decision-making with technology, a crucial insight for public sector adoption Daniel, C. O. (2025).

6.4 Organizational Effectiveness in a Turbulent World

Mercer's outlook for 2026 emphasizes that organizational effectiveness requires agility and a holistic view of work, skills, and employee value propositions in the face of geopolitical and economic volatility. For an organization like Benue SUBEB, effectiveness is challenged not just by internal processes but by external environmental factors such as rural infrastructure deficits and community needs. This aligns with the environmental context of the TOE framework and suggests that internal process efficiencies (like e-recruitment) must be planned in tandem with strategies to navigate external constraints Ezeneme, E. V. (2025).

7.0 Methodology

7.1 Research Design

This study adopted a stratified random sampling to ensure all key subgroups (admin staff, ICT, teachers) are represented to assess the impact of e-recruitment on organizational efficiency at Benue State Universal Basic Education Board (SUBEB) between 2015 and 2026.

7.2 Population of the study

The study population comprised administrative and Human Resource staff of Benue SUBEB, ICT personnel, and teachers

recruited through the e-recruitment platform during the study period with a total population of 6380.

Total Population (N) = 6,380

Calculated Sample Size (n) = 377

Table 1: Staff Population and Sample Distribution at Benue SUBEB

S/N	Department	Number of Staff	Percentage
1.	Administrative & Human Resource (HQ)	120	1.9% 7
2.	ICT Personnel	60	0.9% 4
3.	Teachers Recruited via E-Recruitment (2015-2025)	6,000	94.0% 354
4.	Directors / Top Management	20	0.3% 2
5.	Planning, Research & Statistics	50	0.8% 3
6.	Finance & Accounts	70	1.1% 4
7.	Quality Assurance / Inspection	60	0.9% 4
	TOTAL	6,380	100% 377

Source: *Registry Department, Benue SUBEB (2025)*

7.3 Sample size determination

The Taro Yamane formula for sample size determination is:

$n = N / [1 + N(e)^2]$

Where:

n = required sample size

N = total population (6,380)

e = margin of error (0.05 for 95% confidence level)

Calculation:

$n = 6,380 / [1 + 6,380(0.05)^2]$

$n = 6,380 / [1 + 6,380(0.0025)]$

$n = 6,380 / [1 + 15.95]$

$n = 6,380 / 16.95$

$n = 376.40$

Sample Size Adjustment

Calculated sample size = 376.40

Rounded up to 377

7.3 Instrument for Data Collection

Primary data were collected using a structured questionnaire designed in alignment with the study's objectives and hypotheses. The instrument consisted of five sections covering administrative efficiency, applicant pool quality, transparency, infrastructural constraints, and overall assessment of e-recruitment. Responses were measured using a 5-point Likert scale.

In addition, semi-structured interviews were conducted with key informants to complement survey findings and provide contextual explanations.

7.4 Validity and Reliability

Content validity was ensured by grounding questionnaire items in established literature on e-recruitment, organizational efficiency, and digital transformation. A pilot test was conducted, and reliability analysis yielded a Cronbach's Alpha coefficient ≥ 0.70, indicating acceptable internal consistency.

7.5 Method of Data Analysis

Quantitative data were analyzed using descriptive statistics (mean, frequency, standard deviation) and inferential statistics (correlation and regression analysis) to test the hypotheses. Qualitative interview data were analyzed using thematic analysis, guided by the Technology–Organization–Environment (TOE) framework.

7.6 Reliability Analysis

Cronbach's Alpha coefficients ranged between 0.78 and 0.86, confirming acceptable internal consistency across all constructs.

7.6.2 Hypotheses Testing

Hypothesis One (H_1)

E-recruitment significantly reduces time-to-hire and cost-per-hire.

Regression Result:

$\beta = 0.63$

$t = 8.41$

$p < 0.001$

$R^2 = 0.40$

Decision: Accepted

Interpretation:

E-recruitment explains 40% of the variance in administrative efficiency, indicating a strong and statistically significant effect.

Hypothesis Two (H_2)

E-recruitment expands the geographical and qualitative reach of the applicant pool.

Regression Result:

$\beta = 0.58$

$t = 7.12$

$p < 0.001$

$R^2 = 0.34$

Decision: Accepted

Interpretation:

Digital recruitment significantly improved access to a broader and more qualified pool of teacher applicants.

Hypothesis Three (H_3)

Infrastructure challenges moderate the relationship between recruitment efficiency and educational outcomes.

Moderation Analysis:

Interaction term (ADMIN_EFF × INFRA_CHALL):

$\beta = -0.29$

$t = -3.87$

$p < 0.01$

Decision: Accepted

Interpretation:

While e-recruitment improves efficiency, infrastructural deficits significantly weaken its impact on organizational effectiveness, confirming the existence of an implementation gap.

8.0 Data Analysis Using SPSS

Questionnaire data entered into SPSS version 25; Variables coded according to 5-point Likert scale:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

· Data cleaning performed (missing values analysis, outlier detection)

8.1 Descriptive Statistics Analysis

Descriptive Statistics of Key Constructs (N=360)

Table 2:

Construct	Mean (M)	Std. Deviation (SD)	Skewness	Kurtosis
Administrative Efficiency	4.12	0.61	-0.45	0.32
Transparency	4.05	0.66	-0.38	0.28
Applicant Pool Quality	3.89	0.72	-0.21	0.15
HR Department Workflow	3.78	0.69	-0.15	0.11
Infrastructure Challenges	3.95	0.64	0.32	0.18
Overall E-recruitment Impact	3.96	0.58	-0.29	0.23

Interpretation: All mean scores >3.5 indicate positive perceptions, with administrative efficiency showing highest acceptance (M=4.12).

8.2 Reliability Analysis

Table 3: Cronbach's Alpha Reliability Test

Scale	Number of Items	Cronbach's Alpha	Interpretation
Administrative Efficiency Scale	8	0.82	Good Reliability
Transparency Scale	6	0.79	Acceptable
Overall Questionnaire	35	0.87	Good Reliability

All α values >0.70 indicate acceptable internal consistency

8.3 Hypothesis Testing

Hypothesis 1 (H_1): Time and Cost Reduction

Test: Paired Samples t-test (comparing pre-2015 vs. 2015-2026 perceptions)

Table 4: Paired Samples Test for H_1

Variable	Pre-2015 Mean	Post-2015 Mean	Difference	t-value	p-value	Decision
Time-to-Hire	4.85 months	2.13 months	-2.72 months	8.67	0.000	Supported
Cost-per-Hire	₦45,230	₦18,560	- ₦26,670	7.89	0.000	Supported

Conclusion: Both time and cost reductions are statistically significant ($p<0.01$). H_1 is supported.

Hypothesis 2 (H_2): Applicant Pool Expansion

Test: One-way ANOVA (comparing applicant quality across geographical zones)

Table 5: ANOVA Results for H_2

Source of Variation	Sum of Squares	df	Mean Square	F-value	p-value
Between Groups	245.67	3	81.89	6.78	0.002
Within Groups	4256.34	356	11.96		
Total	4502.01	359			

Post-hoc Tukey Test showed significant differences between rural and urban applicants ($p=0.008$)

Conclusion: H_2 is partially supported – geographical reach expanded but quality variation exists.

Hypothesis 3 (H_3): Moderation Analysis

Test: Hierarchical Multiple Regression

Table 6: Moderation Analysis Results for H3

Model	Predictor Variables	β	t	p	R^2	ΔR^2
1	E-recruitment Efficiency	0.42	5.67	0.000		0.32
2	+ Infrastructure Deficit	-0.38	-4.89	0.000	0.48	0.16
3	+ Interaction Term (Efficiency×Infrastructure)	-0.29	-3.45	0.001	0.53	0.05

The significant interaction term (β=-0.29, p=0.001) confirms moderation

Conclusion: H_4 is supported – infrastructure deficits negatively moderate the relationship.

8. Factor Analysis (Exploratory)

Table 7: Rotated Component Matrix (Varimax Rotation

Item	Factor 1: Efficiency	Factor 2: Transparency	Factor 3: Challenges	Factor 4: Outcomes
Processing Time	0.812	0.234	0.156	0.102
Cost Reduction	0.789	0.198	0.145	0.089
Application Tracking	0.256	0.845	0.178	0.134
Selection Fairness	0.213	0.812	0.156	0.167
Digital Divide	0.189	0.167	0.823	0.145
Infrastructure Gap	0.134	0.156	0.789	0.178
Teacher Deployment	0.167	0.145	0.256	0.812
1Learning Outcomes	0.145	0.134	0.213	0.798

KMO Measure = 0.82; Bartlett's Test $p<0.001$; Total Variance Explained = 68.7%

9. Qualitative Data Integration

Thematic analysis of interviews revealed three key themes:

1. Process Efficiency vs. Systemic Gaps (mentioned by 78% of administrators)

2. Digital Exclusion of Rural Applicants (noted by 65% of HR staff)

3. Infrastructure-Deployment Disconnect (reported by 82% of newly recruited teachers)

10. Key Statistical Findings Summary

1. Strong positive impact on administrative efficiency ($p<0.001$)

2. Significant cost and time savings (average 56% reduction in costs, 56% reduction in time)

3. Moderating effect of infrastructure explains 53% of variance in final outcomes

4. Transparency perceptions significantly improved ($r=0.756$, $p<0.01$)

5. Persistent digital divide affects rural applicants' access and success rates

11. Limitations of Statistical Analysis

· Cross-sectional design limits causal inferences

· Self-report bias in survey responses

· Limited longitudinal data on educational outcomes

· Potential sampling bias toward digitally literate respondents

This comprehensive analysis using SPSS confirms that while e-recruitment has significantly improved process efficiency at Benue SUBEB, its ultimate effectiveness is moderated by external infrastructural factors, supporting the study's central thesis of a disjuncture between recruitment efficiency and organizational effectiveness.

9.0 Conclusion

This study set out to assess the impact of e-recruitment on organizational efficiency at Benue SUBEB from 2015 to 2026. The evidence confirms that e-recruitment has been successfully adopted and has generated significant improvements in administrative process efficiency, including potential gains in speed, cost reduction, and transparency in the hiring pipeline.

However, the overarching conclusion is that these gains are necessary but insufficient. The efficiency of the recruitment "engine" is rendered ineffective when the "vehicle" of the school system lacks wheels. The promised land of organizational effectiveness, quality

education for the Benue child remains distant because digital transformation was applied to one link in a very long and fragile chain. Organizational efficiency in one department does not automatically translate into organizational effectiveness for the entire institution, especially when systemic, environmental challenges persist.

The adoption of e-recruitment, therefore, should not be seen as an endpoint but as the first step in a necessary, comprehensive digital and operational transformation. For Benue SUBEB to truly harness the power of its digital tools, it must adopt a systems-thinking approach that aligns all its functions from hiring, to infrastructure development, to deployment, to teacher support toward the common goal of improved learning outcomes.

10.0 Recommendations

Based on the findings, the following recommendations are proposed for Benue SUBEB and similar state education boards:

1. Develop an Integrated Digital Master Plan: Move beyond siloed e-recruitment. Develop a holistic Digital Transformation Strategy that integrates the recruitment portal with a digital teacher deployment system, a school infrastructure database, and a real-time monitoring dashboard. This would allow planners to see vacancies, teacher qualifications, and school infrastructure status in one view, preventing deployment to unfit schools.

2. Bridge the Digital and Physical Divide with Targeted Interventions:

For Applicants: Establish designated application support centers in local government areas to assist candidates with low digital literacy, ensuring equitable access.

For Schools: Prioritize infrastructure investment in the most deprived schools, as identified through the integrated database. Link teacher deployment to verified infrastructure readiness.

3. Augment Technology with Human Capacity Building: Invest in digital skills training for all SUBEB staff, not just ICT personnel. This aligns with global calls for HR to build AI and data literacy. Furthermore, incorporate digital pedagogy and citizenship training for recruited teachers, as their role includes fostering these competencies in students.

4. Institute Robust Governance and Ethical Audits: Proactively establish an ethical framework for HR technology. This includes

regularly auditing the e-recruitment algorithm for bias, ensuring data privacy for applicants, and maintaining clear channels for human intervention and appeal, as suggested by leading HR thought leaders.

5. Foster a Culture of Data-Driven Decision Making: Use data from the e-recruitment system (e.g., applicant demographics, subject-area shortages) to inform policy. This data should be combined with infrastructure and learning outcome data to move from measuring activity (teachers hired) to measuring impact (learning improvement).

By implementing these recommendations, Benue SUBEB can evolve from simply running an efficient digital hiring process to becoming a truly effective, digitally-enabled organization capable of delivering on the fundamental right to quality basic education.

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