

KWAME NKRUMAH UNIVERSITY OF SCIENCE AND TECHNOLOGY, KUMASI

**THE IMPORTANCE OF RECRUITMENT AND SELECTION AS A PREREQUISITE
FOR EMPLOYEE PERFORMAMNCE. A CASE STUDY OF NON-PROFESSIONAL
TEACHERS IN THE GHANA EDUCATION SERVICE-JOMORO DISTRICT**

BY

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**A THESIS SUBMITTED TO THE DEPARTMENT OF MANAGERIAL SCIENCES,
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DECLARATION

I hereby declare that this thesis is my own work towards the Master of Business Administration (MBA) and to the best of my knowledge, it contains no material previously published by other person or persons nor material which has been accepted for award of any degree of the University, except where due acknowledgement has been made in the text.

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DEDICATION

This thesis is dedicated to brother Anthony Miezah Kaku (I.R.S) whose advice has helped brought me this far. God bless you for your kindness, generosity and sense of direction.

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This work was not completed without the contribution of my friends and family. While it would be difficult to acknowledge all by names probably because they prefer to remain anonymous; others too are obvious.

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ABSTRACT

The Ghana Education Service, generally, offers appointments to non professional teachers to supplement its staffing needs in the country. This is due to the fact that many of the professional teachers leave the classrooms each year for further studies. As to whether or not these non professional teachers go through proper recruitment and selection processes to meet the level of expected employee performance remains puzzle.

In this Thesis the researcher examined the recruitment and selection processes of the Ghana Education Service (G.E.S) regarding non-professional teachers in the Jomoro District in the Western Region and made some recommendations for improvement.

Stratified, purposive and simple random sampling techniques were used for the study. The main areas of the recruitment processes addressed were the sources and methods of recruitment. With regard to the selection process, the study placed much emphasis on realistic job preview, selection interview and reference checks. In addition, considerations were given to the criteria and methods used to assess employees' performance at the Ghana Education Service.

The findings indicate that the recruitment and selection processes adopted by the Ghana Education Service were not in line with laid down human resource best practices. This, thus, calls for improvement in a number of areas. With regards to the selection processes, the researcher recommended that non professional teachers should be thoroughly screened and interviewed before they are selected and posted to schools. They should also go through medical examination, among other things, to discover any medical limitation that should be taken into account in placing the candidates.

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TABLE OF CONTENTS

TITLE	PAGE
Declaration	i
Dedication	ii
Abstract	iii
Acknowledgement	iv
Table of contents	v
List of Tables	x
List of Figures	xi
CHAPTER ONE INTRODUCTION	1
1.0 Background to the study	1
1.1 General Objective	4
1.2 Specific Objectives	4
1.3 Problem Statement	4
1.4 Justification of the study	5
1.5 Limitations	5
1.6 Organization of the Study	6
1.7 Scope of the study	6
1.8 The Profile of Ghana Education Service (GES)	7
1.8.0 Functions of the Ghana Education Service	8
1.8.1 Ghana Education Service Council	8
1.8.2 Director-General	9
1.8.3 Basic Education Division	10
1.8.4 Some Achievements of GES	10

CHAPTER TWO: LITERATURE REVIEW	13
2.0 Recruitment Sources	13
2.1 The Internal Source of Recruitment	13
2.2 Internal Methods of Recruitment	15
2.3. External Sources of Recruitment	16
2.4 External Methods of Recruitment	17
2.4.1 Unsolicited Applicants and Resumes	17
2.4.2 Employee Referrals	17
2.4.3 Advertisement	18
2.4.4 Educational institutions	19
2.4.5 E – Recruitment	20
2.4.6 Evaluating the Quality of Recruitment Sources	21
2.5 Selection	22
2.6 The Selection Process	23
2.6.1 Initial Screening	23
2.6.2 Application Blank	24
2.6.3. Employment Testing	25
2.6.4 Types of Test for Occupational Use	25
2.6.5. Personality Test	26
2.6.6. Physical Ability Tests	27
2.6.7. Attainment / Achievement Tests	27
2.6.8 Reliability	27
2.6.9 Validity	28

LIBRARY
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SCIENCE AND TECHNOLOGY
KUMASI-GHANA

2.6.10 Problems with Using Tests	28
2.7 Selection Interview	29
2.8 Types of Interviews	32
2.8.0 Unstructured Interview	32
2.8.1 Panel Interview	33
2.8.2 Realistic Job Preview	33
2.9 Background Investigation	33
2.10 Medical or Physical Examination	35
2.11 The Job Offer	35
2.12 Employee Performance	36
2.13 Sources of Performance Information	36
2.14 Conditions that Contribute to Employees Performance	38
2.14.0 Job Satisfaction	38
2.14.1 Training and Development	38
2.14.2 Compensation	38
2.15 Methods for Measuring Performance	39
2.15.0 Result Oriented Rating Methods	39
2.15.1 Behaviour – Oriented Rating Methods	40
2.15.2 Critical Incident Methods	40
CHAPTER THREE: METHODOLOGY	41
3.0 Introduction	41
3.1 Method of Data Collection	41
3.2 Administration of Questionnaires	42

3.3 Population	42
3.4 Sampling Technique	42
3.5 Sources of Data	45
3.6 Classification of Respondents	45
3.7 Data presentation and analysis tools	45
3.8 Research questions	46
 CHAPTER FOUR: DATA PRESENTATION, DISCUSSION AND ANALYSIS	 47
4.0 Background of the data collected	47
4.1 Sex of Respondents	47
4.2 Levels of Education	48
4.3 Respondents View on Sources of Recruitments	49
4.4 Types of recruitment sources	50
4.5 Respondents view on interview	50
4.6 Employment Test	51
4.7 Reference check	52
4.8 Offer or rejection of appointment	53
4.9 Standard of performance	54
4.10 Methods used to Access performance	55
4.11 Job Preview and Meeting Set Target	56
4.12 Most Important prerequisite for employee performance	57
4.13 Category of Appointment	57

4.14 Teaching Subjects of the Respondents	58
4.15 Subject Applied For	59
4.16 Prior Opinion and How Respondents see their Job	60
4.17 Initial Job Experience	61
4.18 Number of years the Respondents Served	62
4.19 Information about Vacant Job Position	63
4.20 Job Requirement and Job Details	64
4.21 Evidence of Previous experience	65
4.22 Satisfaction toward the Recruitment and Selection Processes	66
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	67
5.0 Introduction	67
5.1 Conclusion	70
5.2 Recommendations	71
5.3 Implication for Further Study	74
REFERENCES	75
APPENDICES	77-84

LIBRARY
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SCIENCE AND TECHNOLOGY
KUMASI-GHANA

LIST OF TABLES

Table (A) Sample (Administrative Staff)	
Table (B) Breakdown of Non Administrative Staff Sample (Non Administrative Staff)	
Table 1 Sex of Respondents	47
Table 2 Educational Background of the Respondents	48
Table 3 Respondents View on Sources of Recruitment	49
Table 4 Respondents View on Interview	51
Table 5 Types of Tests Undertaken by Non Administrative Staff	52
Table 6 Offer or Rejection of Appointment	53
Table 7 Performance Standard	54
Table 8 Job Preview and Meeting Set Target	56
Table 9 Subjects Taught by the Respondents	59
Table 10 Subject Applied For	60
Table 11 Prior Opinion and How Respondents see their Job	61
Table 12 Initial Job Experience	62
Table 13 Number of Years Served by the Respondents	62
Table 14 Did you meet the Job Requirement and did you know the Job Details?	65
Table 15 Satisfaction towards Recruitment and Selection Processes	66

LIST OF FIGURES

Figure 1 Types of Recruitment Sources	50
Figure 2 Reference Check	53
Figure 3 Methods Used to Assess Performance	55
Figure 4 Most Important Prerequisite for Employee Performance	57
Figure 5 Category of Appointment	58
Figure 6 Information about vacant job position	64
Figure 7 Evidence of Previous experience	65

CHAPTER ONE

INTRODUCTION

1.0 Background to the study

Successive governments of Ghana have never relented in their efforts to improve education over the years. This is evidenced through the various interventions such as the educational reforms, Ghana Educational Trust fund, Capitation Grant and Free Compulsory Universal Basic Education. The interventions are imperative and partly explain the significant role that education plays in the development of a nation. No country in the world could make any meaningful impact in a suitable socio economic development without “purposeful education”.

Although all the various interventions are commendable once they aim at preparing a pool of highly skilled, technologically advanced and dynamic workforce for all levels of the economy, it is not only the idealism and cogency of the policies by themselves that will ensure their successful realization (Daily graphic Monday-Sept. 10,2007: page 1). The role of teachers at every stage of the educational system in Ghana cannot be underestimated. This, therefore, calls for effective recruitment and selection processes in appointing teachers into the Ghana Education Service to ensure expected employee performance.

The ‘normal’ human resourcing position regarding recruitment and selection according to Leopold et al (1999) is to assert that if the organization gets the wrong people, it will get problem. The symptoms of these problems emerge as high labour turnover, absenteeism, disciplinary problem, disputes and low performance. Having the right people in the organization is crucial. The notion of the right people, by inference, means there are ‘wrong’ people, and this indicates that difference between people are relevant for organizations.

People differ in their physical appearance but psychological differences in terms of personality, abilities, motivation, emotion and others are equally important. It is also obvious that jobs and organizations differ and that some individuals will be more suited to some jobs or organizations, recruitment and selection should be thought of as a process by which the organization match the individual to the job. These two facets (recruitment and selection) of human resource management provide the life-blood of organization.

However, successful recruitment practices begins with systematic human resource planning which ensure that the required numbers of employees with the required skills are available when they are needed. This (human resource planning) has the purpose of ensuring that the personnel needed to run the organization are being used effectively in order to accomplish the goals of the organization (Stewart, 2001).

"Best practice" from the system perspectives begins with a thorough job analysis. If the job analysis is carried out superficially, then any subsequent judgments and decisions could well be flawed (Algera and Granter, 1993). Although the human resource plans and forecasts identify general personnel needs, job analysis is used specifically to determine the types of individuals the organization wishes to offer employment. It provides the information necessary for recruitment and selection of employees.

Once the human resource personnel/manager knows what work is to be done and skills required doing the work successfully, the task of recruiting and selecting the right people begins. The recruitment process provides the organization with a pool of potentially qualifies job candidates from which judicious selection can be made to fill vacancies. The recruitment process should ensure that, for every position available, in the organization, there is a

sufficient number of qualified applicants. In this case internal and external sources and the various recruitment methods are given considerations to ensure the best candidates are recruited and selected to occupy the vacant positions.

1.1 Problem Statement

The quality of an organization's human resource depends on the quality of its recruits, but the 2006 membership survey undertaken by the International Public Management Association (IPMA-HR), indicated that the ability to recruit and retain high performing employees ranked as the top challenge facing human resource professionals.

In Ghana, about 15,000 certificates "A" teachers leave the classroom each year for further studies. The situation continues to create vacancies that are difficult to fill, which affect teaching and learning (Daily Graphic Feb, 12, 2008). This problem does not only confront Junior High Schools but also a big challenge in Senior High Schools. Statistics on the posting of 3,826 teachers from study leave in tertiary institutions for the 2007/2008 academic year indicated that there was a shortage of 532 Mathematics teachers, 549 English / Linguistics teachers, 502 Integrated / Agriculture Science teachers, 129 Biology teachers and 8 Technical Vocational Skills teachers.

It explained that for instance, out of a national request of 739 mathematics teachers, there was a total allocation of 207, while there was only 167 English out of a national request of 716. It added, among other things, that 272 Integrated/ Agriculture science teachers came out this year out of a national need of 774 etc (Daily Graphic, Aug 6, 2006). Presently, there are about 24,000 untrained teachers teaching in the Basic schools. (Manu, 2008).

To address the shortage of teachers, G.E.S liaises with the National Service Secretariat (NSS) to request that about 80% of NSS personnel to GES be posted to the classroom. According to the Ghanaian Times (Sep, 7, 2007), 24, 027 teaching assistance have been engaged by the Ministry of Education under the National Youth Employment Program to augment the teaching strength. In addition, the GES in the study areas offers appointments to non professionals as permanent staff to help resolve the problem of the vacancies created. Lack of proper procedure in recruiting and selecting these teachers affect their performance. The study therefore seeks to examine recruitment and selection process of the GES regarding non professional teachers.

1.2 General Objective

The purpose of this study is to examine the recruitment and selection process of the GES regarding non professional teachers.

1.3 Specific Objectives

- i. To identify and examine the sources and methods of recruitment used by the GES for non professional teachers.
- ii. To identify the selection techniques used by the GES.
- iii. To find out the performance appraisal method (s) use to assess non professional teachers at the GES.
- iv. To identify the standard against which the performance of non professional teachers are measured.
- v. To make recommendations on how best to improve on the recruitment and selection processes of the GES.

1.4 Justification of the Study

A study of this kind is justifying the sense that education has a major role to play in the attainment of Ghana's millennium goal with teachers being the main players or implementors of any policy to a success. Therefore, a study that seeks to examine the recruitment and selection of these implementors cannot be underestimated. Thus, the nation stands to benefit from the outcomes of this study, since the findings can be inculcated in educational policies.

Another basic justification for this study is that it will help uncover some of the challenges that confront the recruitment and selection process of the district education service in the study area. Thus, the findings and recommendation of the study will enable the district education service to formulate and implement effective and efficient recruitment and selection programmes, particularly in offering appointment to non professional teachers. Again the study will add to knowledge in the academic sphere and open rooms for further studies in the phenomenon.

Finally, the research is justified, since the researcher stands to gain wider scope of knowledge in the area of study.

1.5 Limitations

The study was conducted without anticipated problems. The first of these was finance. The investigator faced financial limitations, since he had to travel from the Ashanti region to the study area in the Western Region. This problem was compounded by the high cost of fares as a result of high increases in fuel prices.

The second limitation concerns itself with the time available for this study. The researcher had to combine taught courses with it concomitant involving assignments, quizzes etc with the research. This left disposable time for the research very limited. The time spent in traveling from the Ashanti to the Western Region where the study was conducted cannot be ignored.

Thirdly, the researcher anticipated the possibility of some respondents failing to return their questionnaires. This problem was likely to occur since the study was focused only on non professional teachers who might doubt the reason of the research.

1.6 Scope of the Study

The scope of the research was limited to the significant role that recruitment and selection have on employees' performance. Again, the study was limited only to non professional teachers in public junior high schools in the Jomoro District.

1.7 Organization of the Study

This project consists of five chapters. Chapter one outlined the background of the study. The second chapter focused on the theoretical perspectives within which the study had been placed; while the third chapter talked about the methodological tools that were employed in gathering data for the study. In chapter four data collected were analyzed, discussed and effort made to interpret. The final chapter dwelled on the conclusions and recommendations.

1.8 The Profile of Ghana Education service (GES)

The Ghana Education Service (GES) was established as part of the Public Service of Ghana in 1974 by NRCD 247 and subsequently amended by NRCD 252, 357 and SMCD 63. The GES is governed by a fifteen-member council

Vision

The Vision of Ghana Education Service is to create an enabling environment in all educational institutions and management positions that will sustain effective teaching and learning in school and promote management efficiency within the Service.

Mission

The GES is charged with the responsibility of implementing pre-tertiary education policies of government. This is to ensure that all Ghanaian children of school-going age are provided with quality formal education and training through effective and efficient resource management that will facilitate the making of education delivery relevant to manpower and social needs of the nation.

Divisions of the GES

- (i) Secondary Education Division
- (ii) Human Resource Management and Development Division (HRMD)
- (iii) Administrative and Finance Division
- (iv) Basic Education Division

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(v) Technical/Vocational Education Division

(vi) Teacher Education Division

1.8.0 Functions of the Ghana Education Service

The Ghana Education Service is responsible for the implementation of approved national policies and programmes relating to pre-tertiary education. Its mandate is as follows:

- (i) To provide and oversee basic education Senior Secondary Education, Technical Education and Special Education.
- (ii) To register, supervise and inspect private pre-tertiary educational institutions.
- (iii) To submit to the Minister, recommendations for educational policies and programmes.
- (iv) To promote the efficiency and full development of talents among its members.
- v To register teachers and keep an up-to-date register of all teachers in the public system.
- (vi) To carry out such other functions as are incidental to the attainment of the functions specified above.
- (vii) To maintain professional standards and the conduct of its personnel.

1.8.1 Ghana Education Service Council

The Ghana Education Service has a Governing Council known as the Ghana Education Service Council. It is headed by a Chairman. The Chairman and the other members of the Council are appointed by the President of the Republic in consultation with the Council of State.

In 1982, PNDC Law 42 section 33 sub section 2 (1982) dissolved the council and transferred its function under NRCD 247 to the Secretary for Education. It was, however, restored by Act 506 (1995) to continue to govern the activities of the GES. The Ghana Education Service

Council has general control over the management of the Service and performs the following functions:

- (i) Ensure the implementation of the functions of the Service.
- (ii) Submit to the Minister recommendations for pre-tertiary educational policies and programmes.
- (iii) Promote collaboration between the Ministry of Education and the Service, and
- (iv) Advise the Minister on such matters as the Minister may request.

1.8.2 Director-General

The Director-General is the Chief Executive of the Service and oversees the day-to-day management of the Service. He/she is directly assisted by two Deputy Directors-General, namely: Deputy Director-General (Management Service - M/S) and (Deputy Director-General - Q/A). The two Deputies supervise the work of the ten (10) Divisional Directors at the Headquarters and ten (10) Regional Directors in the Regions as well as One Hundred and Thirty-Eight (138) District Directors.

Coordinating Units at the GES Headquarters

- (i) Public Relations Unit
- (ii) Guidance and Counseling Unit
- (iii) Girls Education Unit
- (iv) Physical Education Unit
- (v) Cultural Education Unit

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(vi) School Health Education Unit

(vii) Early Childhood Care and Development Unit

(viii) Private Schools Unit

(ix) School Social Service Unit (Welfare)

(x) Science Resource Unit

1.8.3 Basic Education Division

The Basic Education Division is to provide good quality education for all children of school going age, irrespective of gender, religion, culture and geographical location and increase participation of girls in science technology and mathematics.

Operational Plan

- i. As part of its operational plan, the Basic Education Division ensures improvement in pupil's achievements through effective management of districts.
- ii. It strengthens supervision and governance of basic schools. The Division also improves access, participation and creates equal opportunity to all school going age children.
- iii. It also ensures effective implementation of the Free Compulsory Universal Basic Education Programme.

1.8.4 Some Achievements of GES

Capitation Grant

The Government has introduced Capitation Grant to assist all children of school-going age to be in school. Under the scheme, the Government has provided a grant of ₦30,000 per head.

This amount is to assist the public schools to under-take various activities in the school. With the introduction of the grant, all levies have been abolished in all public basic schools throughout the country. The Capitation Grants Scheme has led to substantial increase in enrollment numbers across public schools in the country.

Gross Enrollment Ratios

Whereas the increase in gross enrollment ratios over the past few years has been an average of 1.73%, preliminary figures received from the districts.

Computerized Schools Selection and Placement System (CSSPS)

The Computerized Schools Selection and Placement Programme took off in 2005. Over 553,000 students were placed in various Secondary and Technical School all over the country. There are plans to review the system during the 2005/2006 academic year.

Buses for Training Colleges As part of Government's plan to produce transportation to all Teacher Training Colleges, the Ministry of Education and Sports presented thirty-eight (38) buses to all the Teacher Training Colleges in Ghana.

Training Colleges Upgraded into Diploma Awarding Institutions

The Government has upgraded all the thirty-eight (38) Teacher Training Colleges in Ghana into Diploma Awarding Institutions. To this end, the Training Colleges would award Diploma in Basic Education after three (3) years course.

Text Books for Basic Schools

The Ministry of Education and Sports has supplied textbooks to all basic schools throughout the country. The textbooks which included core subjects such as Mathematics, English Language, Social Studies, were provided on one-on-one basis.

CHAPTER TWO

LITERATURE REVIEW

2.0 Recruitment Sources

Once management has determined an organization's staffing requirements, the recruitment process begins. The first decision made is whether a particular job opening should be filled by someone already employed or by an applicant from outside. Normally, organizations recruit both internally and externally. In each case, the advantages of recruiting outside the organization must be weighed against the disadvantages of recruiting inside the organization. The exact mix depends on the organization's strategic plan. Factors such as the amount of money that can be expended, how quickly the position is to be filled, as well as careful consideration of the organization business environment, all feed into decisions regarding the internal / external recruitment mix (Olian and Rynes, 1984). In the views of Noe et al (2004), and Conrad and Ashworth (1986), the methods the organization chooses for communicating its labour needs and the audience it targets will determine the size and nature of the labour market the organization taps to fill its vacant positions. Bohlander and Snell (2004), argued that whether a particular job vacancy would be filled by someone from within the organization or from outside would, of course, depend upon the availability of personnel, the organization's human resource policies, and the requirements of the job to be staffed.

2.1 The Internal Source of Recruitment

According to Globler (2005), probably the most important advantage to recruiting within the organization is the increase morale for employees who believe that the organization will reward successful performance and that they will be promoted to higher opportunities. Dessler (2005) argued that there is no substitute for knowing a candidate's strength and

weaknesses. It is often therefore safer to promote employees from within, since you are likely to have a more accurate view of the person's skills. Inside candidates may also be more committed to the organization: Dessler added.

It is a great deal and less expensive to recruit internally, there may be no need to spend money on job advertisements or recruitment agencies. Instead a message can simply be placed on a company newsletter or posted on its internet or staff notice boards. Further cost savings and efficiency gains can be made because internal recruits are typically able to take up view posts much more quickly than people being brought in from outside. The other advantage stems from the fact that internal candidates, as a rule are more knowledgeable than new starters coming in from other organizations about what exactly the job involves. They are also more familiar with the organization culture, rules and philosophy, and so take less time to settle into their new jobs and to begin working at full capacity (Torrington, 2005).

Chan (1996) suggested that work incentive for the internal promotion candidates can be maintained if external competitors are handicapped in the contest. Such favoritism for existing employees implies that senior positions tend to be filled internally more often than not, and that a worker is recruited from the outside only if he or she demonstrates a significant margin of superiority over the internal candidates. This is consistent with the observations that external recruits account for only about 15% to 20% of all appointments to top management positions (Denis and Denis, 1995; Warner et al 1988) and that roughly the same percentage of chief executive officers (CEOs) of large U.S. firms are outsiders (Agrawal et al 2002; Parrino, 1997; Chan, 1996).

According to Wright et al (1996), a strictly applied promotion from within policy eventually leads to inbreeding, a lack of cross – fertilization and a lack of creativity. A good goal is to

fill eighty percent (80%) of openings above entry - level positions from within. From time to time, new blood is needed to provide the new ideas and innovation that must take place if organizations are to remain competitive.

The management of internal recruitment practices is difficult to carry out effectively. In practice research carried out by the Institute of Employment Studies (2002) shows that serious problems often occur when internal candidates fail to be selected. This is because they tend to enter the selection process with higher expectations of being offered the position. This is not the case with external candidates. Bitterness, antipathy and low morale are likely to follow.

2.2 Internal Methods of Recruitment

Finding qualified applicants within the organization is the main goal of the internal recruiting effort. Perhaps the most common methods according to Grobler (2005) is **job posting**. Job posting informs employees about openings and required qualifications and invite qualified employees to apply. The notices usually posted on organization bulletin boards or are placed in the organization newspaper. The purpose of job posting in the views of Werther Jnr, and Davis (1996) is to encourage employees to seek promotions and transfer that help the human resource department fill internal openings and meet employees 'personal objectives. They observed that job posting is most common for lower – level, clerical, technical, and supervisory positions. According to Harris (2000), organization publicize job openings on bulleting boards, electronic media and other media .Dessler (2000), asserts that some union contracts require job posting to ensure union members get first choice of new and better positions. Moreen (1999), believes that internal recruitment is a means to motivate own personnel and strengthen their bond with the organization.

The system of job posting and bidding can provide many benefits to an organization. However, these benefits may not be realized unless employees believe the system is being administered fairly. Furthermore, job bidding is more effective when it is part of a career development program in which employees are made aware of opportunities available to them within the organization (Bohlander and Snell, 2004). In the views of Wright et al (1996), the bidding procedure minimizes the complaint, commonly heard in many organizations that insiders never hear of a job opening until it has been filled. The process reflects openness that most employees value high. An organization that offers freedom of choice and encourages career has a distinct advantage.

Skills inventory: Another internal recruiting method is the use of skills inventories. Essentially, a skill inventory includes a list of employees' names, their education, training, present position, work experience, relevant job skills and abilities, and other qualifications. The organization can search through the organisation skills inventory to identify potential candidates for the position openings (Anthony et al 2002).

2.3. External Sources of Recruitment

Despite the advantages of internal recruitment, organizations often have good reasons to recruit externally (Breaugh, 1992). For entry – level positions and perhaps for specialized upper level positions, the organization has no internal recruits from which to draw. Also bringing in outsiders may expose the organization to new ideas or new ways of doing business (Noe et al, 2004). An organization that uses only internal recruitment can wind up with a workforce whose members all think alike and therefore may be poorly suited to innovation (Schular and Jackson, 1987). Dessler (2000) asserts that, external sourcing may require forecasting general economic conditions, occupational and market conditions.

2.4 EXTERNAL METHODS OF RECRUITMENT

2.4.1 Unsolicited Applicants and Resumes

Direct applicants; Recruitment is an active and often aggressive process. To find the best candidates for employment, organization gets out and search for them. From time to time, however, excellent applicants turn up unexpectedly. One advantage is that many direct applicants are to some extent already "sold" on the organization. Most have done some research and concluded there is enough fit between themselves and the vacant position to warrant submitting an application, a process called **self selection**, which, when it works, eases the pressure on the organization recruiting and selection system (Noe et al, 2004). According to Bohlander and Snell (2004), even though the percentage of acceptable applicants from this source may not be high, it is a source that cannot be ignored. In fact, it is often believed that individuals who contact the employers on their own initiative will be better employees than those recruited through college placement services or newspaper advertisements, they added.

2.4.2 Employee Referrals:

According to Noe et al (2004), Referrals are people who apply because someone in the organization prompted them to do so. Many job seeker look to friends, relatives, and acquaintances to help find employment. Using these social networks not only helps the job seekers, but also simplifies recruitment for employers (Wanberg et al, 2000). An additional benefit of using such source is that it cost much less than formal recruiting efforts. (Halcrow, 1988). Managers have found that the quality of employee – referred applicants is normally quite high, since employees are generally hesitant to recommend individuals who might not perform well (Stewart et al, 2001).

Some administrators avoid employee referrals because inbreeding and nepotism can cause employee morale problem, as well as a lack of successful and productive employees in future years. For example, friends of an employee rejected for promotion will also feel rejected. Naturally, employees who recommend applicants are dissatisfied when their applicants are not hired; they may show their dissatisfaction by not cooperating with the new employee (Grobler, 2005), the new employees may also come with a more realistic picture of what working in the firm is like. But the success of the campaign depends a lot on employee morale. And the campaign can backfire, if an employee's referral is rejected and the employee becomes dissatisfied (Dessler, 2005). According to Cascio (1992), employee referrals is an internal recruitment method, since internal rather than external sources are used to attract candidates.

2.4.3 Advertisement:

Advertising is the most obvious method of attracting candidates. The objectives of an advertisement should be to: attract attention, create and maintain interest, and stimulate action (Armstrong, 2006). According to Grobler (2005) and Hodes (1983), a successful recruitment advertisement is based on the answers to four questions, namely;

- (1) What do you want to accomplish?
- (2) Who do you want to reach?
- (3) What should the advertising message convey?
- (4) How and where should you advertise?

While newspapers and trade journals are the media used most often; radio, television, billboards, posters, and electronic mail are also utilized (Stewart et al, 2001)

Advertising has the advantage of reaching a large audience of possible applicants. Some degree of selectivity can be achieved by using newspapers and journals directed toward a particular group of readers.

The preparation of recruiting advertisement is not only time – consuming, it also requires creativity in developing design and message content. Advertising can sometimes place a severe burden on an organization's employment office. Even though the specifications for openings are described thoroughly in the advertisement, many applicants who know they do not meet the job requirements may still be attracted. They apply with the hope that the employer will not be able to find applicants who do meet the specifications (Bohlander and Snell, 2004)

2.4.4 Educational institutions

According to Bohlander and Snell (2004), educational institutions are typically a source of young applicants with formal training but with relatively little full time experience. The authors maintained that for technical and managerial positions, colleges and universities are generally the primary source (Bohlander and Snell). In their views some employers fail to take full advantage of college and university resources because of a poor recruitment program. Consequently their recruitment efforts fail to attract many potentially good applicants. Mathis and Jackson (1994) observed that, the extent and scope of recruiting programs will depend on employer needs for employees. However, maintaining good relations even when there was no need for new employees makes sense from long-range points of view. In the views of Anthony et al (2002), college recruiting can very expensive, so resource managers should be certain that a college degree is needed for successful performance in the position openings.

2.4.5 E – Recruitment:

According to Torrington (2005), the use of the internet for recruitment purposes is undoubtedly the most striking recent development in the field, but its practical significance remains a question of debate. The processes of e- recruitment consist of attracting, screening, and tracking applicants, selecting and offering jobs or rejecting candidates. According to Frankland (2000) the cost of setting up a good website is roughly equivalent to that associated with advertising a single high – profile job in a national newspaper. In addition, it has been estimated by Cappeli (2001) that it costs only about one – twentieth as much to hire someone online, if that is the only method used, as it does to hire the same person through traditional methods.

E – Recruitment not only saves cost but also enables organizations to provide much more information to applicants, which can easily be updated. There is more scope to present the ‘employment proposition’ in terms that increase the attractiveness of the organization as a place in which to work (Armstrong, 2005). The other big advantage in Torrington’s (2005) view is speed. People can respond within seconds of reading about an opportunity by emailing their CV to the employer. However, Anthony et al, (2002) observed that several disadvantages also surfaced. For example, not everyone has access to the internet, so some qualified applicants are not being considered. Also, the increased volume of applicants can be a problem. Some organization without a computerized tracking system is flooded by applications and has insufficient time to review and respond to them.

2.4.6 Evaluating the Quality of Recruitment Sources

In general, there are few rules that say what recruitment source is best for a given job vacancy. Therefore, it is wise for employers to monitor the quality of all their recruitment sources. One way to do this is to develop and compare the **yield ratios** for each source. A yield ratio expresses the percentage of applicants who successfully move from one stage of the recruitment and selection process to the next. For example, the organization could find the number of candidates interviewed as a percentage of the total number of resumes generated by a given source (that is, number of interviews divided by number of resumes). A high yield ratio (large percentage) means that the source is an effective way to find candidates to interview. By comparing the yield ratios of different recruitment sources, human resource professionals can determine which source is the best or most efficient for the type of vacancy. Another measure of recruitment success is the **cost per hire**. To compute this amount, factor the cost of using a particular recruitment source for a particular type of vacancy. Then divide that cost by the number of people hired to fill that type of vacancy. A low cost per hire means that the recruitment source is efficient; it delivers qualified candidates at minimal cost (Noe et al 2004).

The third influence on recruitment outcomes is the **recruiter**, including his person's characteristics and the way he or she behaves. The recruiter affects the nature of both the job vacancy and the applicants generated. However, the recruiter often becomes involved late in the recruitment process. In many cases, by the time a recruiter meets some applicants, they have already made up their minds about what they desire in a job, what the vacant job has to offer, and their likelihood of receiving a job [sterens,1997] from external sources [Anthony ,et al 2002].

2.5 Selections

The selection process is a series of steps through which applicants pass. Although the sequence of steps may vary from organization to organization, with some steps taking place simultaneously, the process seeks candidates who are likely to be successful and strives to eliminate those who are likely to fail. Within each step, multiple approaches help distinguish between performance and non-performance issues. Ultimately, the selection decision must focus on performance related issues if it is to contribute to the organization's success. At the same time, selection is strongly influenced by whether candidates are being picked from within or outside the organization, the availability of applicants Werther (jnr) et al (1996). According to Mullins (1998) there is the need for planned and systematic approach to recruitment and selection.

According to Stewart et al (2001) Mathis and Jackson (2002) selection is the process of choosing individuals who have relevant qualifications to fill existing or projected openings. The authors observed that those responsible for making selection decisions should have adequate information on which to base their decisions. Human resource selection in the views of Carrell (2000) is the process of choosing qualified individuals who are available to fill positions in an organization. Mondy and Noe (1996), Borman et al (1997) view selection as the process of choosing from a group of applicants the individuals' best suited for a particular position.

Selections task is to cream off the most appropriate applicants, turn them into candidates and persuade them that it is their interests to join the organization, for, even in times of high unemployment. Selection is very much in two-way process – the candidate is assessing the organization, just as much as the organization is assessing him. The main objective of

selection, therefore, is to be able to make an acceptable offer to the candidate who appears, from the evidence obtained to be the most suitable for the job in question (Cole, 2004)

2.6 The Selection Process

2.6.1 Initial Screening

According to Carrell et al (2000), Grobler et al (2005), the initial screening minimizes the time the human resource department must spend during the selection process by removing obviously unqualified or undesirable applicants. The authors maintained that the initial screening determines primarily, if the applicants possess the critical job specification and expedites the departure of the unqualified applicants to minimize the total cost of the selection process. Jordan (1998) observed that while curriculum vitae can provide effective descriptions of individuals' works histories, the validity of their content should be questioned since 36 percent contain misleading or false information. Most distortions involve:

- (1) Education –degrees claimed, but not earned
- (2) Dates of employment – stretching to cover gaps due to unemployment
- (3) Inflation – of past job titles or Salaries
- (4) Embellishment – of past duties or achievements
- (5) Omission – of criminal convictions, firings.

Mondy and Noe (1996) maintained that curriculum vitae should not be longer than one page. Anthony et al (2001), explained that the initial screening of potential employees is usually done by examining resumes and having the applicants fill out application blank.

2.6.2 Application Blank

An application blank is a formal record of an individual's application for employment (Carrell, 2000). Mathis and Jackson (1996), pinpoint that the application blank form is used to take record of the applicant's desire to obtain a position.

The information obtained from a completed application blank is compared to the job specification to determine whether a potential match exists between the organization's requirements and the applicant's qualification. The comparison according to Mondy and Noe (1996) is not always easy as applicants sometimes present. Allan (1990) stressed that in the age of word processors there is no excuses for failing to produce separate application forms for each vacancy advertised, or for not personalizing forms and making them more user friendly. According to Cherrington (1995), since no more than six or seven pieces of information are used in making an appointment decision, the best method for evaluating an application is a weighted application blank procedure. This procedure involves placing a value or score for items on the application blank that have been found to predict successful job performance. Applicants receive points according to the information they report on the form and can then be ranked on the basis of their total points.

According to Mathis and Jackson (2002), a properly prepared application form serves four purposes:

- i. It is a record of the applicant's desire to obtain a position
- ii. It provides the interviewer with a profile of the applicants that can be used in the interview.
- iii. It is a basic employee record for applicants who are hired
- iv. It can be used for research on the effectiveness of the selection process.

2.6.3. Employment Testing

Anthony et al (2001), asserts that selection test means standardized information from potential employees. Standardization means that the test contains the same content for each applicant and is administered and scored in the same way for everyone. According to Torrington et al (2000), the use of tests in employment procedures is surrounded by strong feelings for and against. Those in favour of testing in general point to the unreliability of the interview as a predictor of performance and greater accuracy and objectivity of test data. Stewart et al (2001) viewed employment test as an objective and standardized way to assess a person's KASs and other characteristics in relation to other individuals. They maintained that when an organization decides to use a particular employment test, it is critical that the attribute or skill being tested is used in the work. Selection tests are often used to assist in assessing an applicant's qualifications and potential for success (Wright, 1996).

2.6.4. Types of Test for Occupational Use

Cognitive Ability Tests: According to Stewart et al (2001) cognitive ability tests measure mental capabilities such as general intelligence, verbal fluency, numerical ability, and reasoning ability. Carrell (2000), asserts that it is the natural ability in a particular discipline or the ability to learn quickly or to understand a particular of study reveals an aptitude for the area or discipline. Ability to score highly on such tests correlates with the capacity to retain new knowledge, to pass examinations and to succeed at work. However, the intelligence tests used would still need to be carefully validated in terms of the job for which the candidate was applying. And Ceci and Williams (2000) note that intelligence is to some extent determined by the context, so an individuals test score may not reflect capacity to act intelligently. Indeed practical intelligence, associated with success in organizations, may be different from the nature of intelligence as measured by tests (Williams and Sternberg, 2001).

2.6.5. Personality Test

Personality test is a test given to an applicant that will supposedly predict the type of personality a candidate has and how that personality will affect job performance (Harries, 2000). There was much evidence to suggest that personality is also context dependent, and Iles and Salaman (1995) also argued that personality change overtime. Personality test falls into one of five dimensions:

extroversion, emotional stability, openness to experience, agreeableness, and conscientiousness (Roberson 2001). The conscientiousness scale is the most consistently predictive of job performance. People who are persistent and who feel a sense of obligation generally perform better on the job (Barrick and Mount, 1991).

As a selection tool, Carrell (2000) noted three primary problems with personality tests. First, they are generally not reliable or valid predictors of job performance (Wright et al, 1996). Second, to be useful, such tests assume that job applicants have sufficient insight to describe themselves accurately-often an unjustified assumption. Third, in a desire to perform well, candidates may give false responses to produce what they believe to be the desired "test score", despite there being no right or long answers on personality tests. Dalen et al. (2001) did show that tests are manipulable but not sufficiently for the candidate to match an ideal profile, and that such manipulation would be exposed to detection measures within the test. There is further problem that some traits measured by the test will not be relevant in terms of performance on the job. Myers -Briggs is a well used personality test (Mcctenry, 2002).

2.6.6. Physical Ability Tests:

In addition to learning about a job candidate's mental capabilities, employers may need to assess a person's physical abilities as well. Particularly for demanding and potentially dangerous jobs like those held by fire-fighters and police officers, physical abilities such as strength and endurance are important attributes for successful job performance (Stewart et al, 2001).

2.6.7. Attainment / Achievement Tests

According to Torrington et al. (2005), where as aptitude tests measure an individual's potential, attainment or achievement tests measure skills that have already been acquired. They noted that there is much less resistance to such test of skills. Because achievement tests measure current behaviour, they may be an excellent predictor of future employee behaviour. Therefore human resource departments may use achievement tests to determine whether a person can do the job and aptitude tests to measure whether or not someone can be trained to do the job (Carrell, 2000).

2.6.8 Reliability:

Using test as a selection device is useful only when the tests are reliable and valid. Reliability is the extent to which a test provides consistent result. Reliable data reveals the degree of confidence that can be placed in a test. The authors observed that if a test has low reliability its validity as a predictor will also be low. However, the existence of reliability does not in itself guarantee validity. Gomez-Mejia et al (1995) viewed reliability of a test as the consistency of measurement, usually across time but also across judges. Put differently, reliability is a measure of how much error is present in a measure. According to Werther (2000), reliability is the ability for the test to yield consistent results each time an individual takes it. Thus the test should be consistent in its measurement. Anthony et al asserts that for

the test to be consistent in measuring, it must be free from errors. Thus the more errors in the measurement, the less reliable it will be.

2.6.9 Validity:

Validity is the extent to which scores on a test or interview correspond to actual job performance. It represents how well the technique being used to assess candidate for a certain job is related to performance in that job. According to Wright et al (1996), Validity is the basic requirement for a selection test. Anthony et al (2001), defined validity as the ability for the test to accurately and consistently measure what it purports to measure.

2.6.10 Problems with Using Tests

According to Torrington et al (2005), a number of problems can be incurred when using tests

- i. Test score that was highly related to performance criteria has a good validity. The Relationship between test scores and performance criteria is usually expressed as a Correlation coefficient r .
If $r = 1$ then test score and performance would be perfectly related; if $r=0$ there is no relationship whatsoever. A correlation coefficient of $r=0.4$ is comparatively good in the testing world and this level of relationship between test scores and performance is generally seen as acceptable. Tests are therefore, not outstanding predictors of future performance.
- ii. Validation procedures are very time consuming, but are essential to the effective use of tests. There are concerns that with the growth of web testing, new types of tests, such as emotional intelligence tests are being developed without sufficient Validation (Tulip 2002).

- iii. The criteria that are used to define good job performance in developing the test are often inadequate. They are subjective and may account to some extent for the mediocre correlations between test results and job performance.
- iv. Tests are often job specific. If the job for which the test is used changed, then the test can no longer be assumed to relate to job performance in the same way.
Also personality tests only measure how individuals see themselves at certain time and cannot therefore be reliably reused at a later time.
- v. Tests may not be fair as there may be a social, sexual or racial bias in the questions and scoring system. People from some cultures may, for example, be unused to working against the clock.
- vi. Increasingly organizations are using competencies as a tool to identify and develop the characteristics of high performance. However, as Fletcher (1996) has pointed out, it is difficult to relate these readily to psychological tests. Rogers (1999) reports research which suggests the two approaches are compatible –but there is little evidence to support this so far.

2.7 Selection Interview.

According to Mathis and Jackson (2002: 72), a selection interview is designed to identify information on a candidate and clarify information from other sources. This in-depth interview is designed to integrate all the information from application forms, tests, and reference checks, so that a decision can be made. The authors maintained that because of the integration required and the desirability of face-to-face contact, the interview is the most important phase of the selection process in many situations. Dessler (2005) viewed a selection interview as a selection procedure designed to predict future job performance on the

basis of applicants' oral responses to oral inquiries. According to Wright et al (1996), the employment interview is a goal-oriented conversation in which the interviewer and applicant exchange information. The authors stressed that the employment interview is especially important because the applicants who reach this stage are considered to be the most promising candidates. Armstrong (2006), explained interviewing as involves processing and evaluating evidence about the capacities of a candidate in relation to the person specification. Some of the evidence will be on the application form, but the aim of the interview is to supplement this data with the more detailed or specific information about competencies, attitude, experience and personal characteristics that can be obtained in a face-to face meeting for judgments by the interview on whether the individual will "fit" the organization, and by both parties as to how they would get on together (Armstrong, 2006).

According to Fincham et al. (2003) though the most widely used method – particularly in the selection process – the interview has for a long time, had a number of fierce critics who claim it is of little use in predicting actual job performance or is even potentially discriminatory (e.g. Word, 1997,; Sylvester and Chapman 1996). However, there is some evidence which shows, that under some circumstances, the interview can be a reasonably good predictor of job performance – at least as good as other more expensive methods-and can provide accurate assessments of key psychological Variables (e.g. Anderson, 1997). According to Grobler (2005), the purpose of the interview is to determine three things about the applicant:

- i. Does the applicant have the ability to perform the job?
- ii. Will the applicant be motivated to be successful?
- iii. Will the applicant match the need of the organization?

Research has constantly shown that the selection interview is low in both reliability and validity. Reliability is a particular concern with interview because the interview

technique does not have the consistency of form that the writing test or the reference check may have. Thus the interview is not a consistent or a reliable selection technique as other methods. (Word, 1999, Cadwell and Burger, 1998).

Armstrong (2005) observed that the selection interview can lack validity as a means of making sound predictions of performance, and lack reliability in the sense of measuring the same things for different Candidates. Whilst halo effects can reflect personal preoccupations such as neatness or accent, some general ones do seem to exist. For example, Marlow et al, (1996) found clear evidence of gender and attractiveness having an impact on ratings of suitability, particularly amongst less experienced managers. Ethnocentric bias; One problem interviews face is some how taking into account differences in attributional styles of interviewees (Sylvester and Chapman, 1996). The lack of preparation for interviews allows the selection decision to be biased by information or characteristics that are not related to the performance of the job. These biases can take the form of first impression, the degree to which the applicant matches the stereotypes formed by the interviewer before the interview and even the amount of Silence or nonverbal cues present in the interview (Cascio, 1998).

According to Nankervis et al (1996), the use of structured interviews may result in the interview being dominated by the interviewer and, as a consequence, the interviewees may feel overwhelmed and unable to perform their best.

However, today, studies confirm that the "validity of the interview is greater than previously believed" (Timothy Judge et al 2000) According to Dessler (2005), structured interviews yield a higher mean validity than do job-related (or behaviour) interviews which in turn yield a higher mean validity than do psychological interviews. However, structured interviews, regardless of content, are more valid than unstructured interviews. Cascio (1998)

had stressed further, that standardized scoring systems help compare applicants in an objective manner, further eliminating the biases associated with selection interviews.

2.8 Types of Interviews

According to Anthony et al (2001), this is a type of interview which the interviewer asks questions from a prepared list and thus not deviates from the list except for some follow-up questions. The interviewer relies on a predetermined set of questions. In the views of Werther and Davis (2001), structured interview is useful for valid results especially when scaling with large numbers of applicants. In the views of Mathis and Jackson (1994) with structured interview, every applicant is asked the same basic question so comparisons among applicants can more easily be made. The authors maintain that this type of interview allows an interviewer to prepare job-related questions in advance and then complete a standardized interviewee evaluation form. According to these authors, research on interviews consistently has found the structured interview to be more reliable and valid than other approaches. The format for the interview ensures that the same interviewer has similar information on each candidate, so there is higher interrater reliability. Also the fact that several interviewers ask the same questions of applicants has led to a better interrater reliability.

2.8.0 Unstructured Interview

According to Harris (2000), it is the most common type and it allows the interviewer a great deal of discretion in terms of which questions are asked and in what order. Werther (2001), observed that it is useful when trying to help interviewers solve personal problems or understand why they are not right for the job. The difficulty observed with unstructured type of interview includes keeping it job related and obtaining comparable data on each applicant (Mathis and Jackson; 1994).

2.8.1 Panel Interview

According to Mathis and Jackson (2002), in a panel interview, several interviewers interview the candidate at the same time. The authors maintained that all interviewers hear the same responses. On the negative side, applicants are frequently uncomfortable with the group interview format. Harris (2000), asserts that this panel interview reduces personal biases any individual interviewer may have.

2.8.2 Realistic Job Preview:

A realistic job preview informs applicants about all aspect of the job, including both its desirable and undesirable facets. In contrast, a job preview presents the job in only positive terms. Proponents of realistic preview believe that applicants who are given realistic information regarding position are more likely to remain on the job and be successful, because there will be fewer unpleasant surprises (Bohlander and Snell 2004) According to Mathis and Jackson (2004), the purpose of realistic preview is to inform candidates of the organizational realities of a job so that they can more accurately evaluate their own job expectations. The authors maintained that by presenting applicants with a clear picture of a job, the organization hopes to reduce unrealistic expectations, thereby reducing employee disenchantment and ultimately employee satisfaction and turnover. Philips (1998), found that realistic job preview tend to result in applicants having lower expectations..

2.9 Background Investigation

According to Bohlander et al(2001), as a legal protection for all concerned ,it is important to ask the applicant to fill out forms permitting information to be solicited from former employers and other reference sources. The author maintained that many organizations are reluctant to put into writing an evaluation of a former employee. This, the authors explained

that several firms have been sued by former employers who discovered that they had been giving poor recommendation. They stated that a survey by the society for Human Resource Management (SHRM) found that although 75% of companies do provide reference, many reported the information consists only of employment dates and position. According to Carrell et al (2000), the primary reason for conducting reference checks are to verify information about the candidate and to uncover information not provided such as poor attendance, inability to work with team members, criminal record, suspended driver's license

In the view of Asare-Bediako (2002), after the interview, the next step in the selection process is to undertake a background investigation. The Human Resource Department has the responsibility to investigate the background of each potential candidate. But many managers are becoming increasingly skeptical about the reliability of information provided by referees. Bediako maintained that the problem is compounded by the fact that many past employers are reluctant to give any information to another organization other than factual information (e.g. Date of employment, length of service etc.) If the candidate has not resigned his or her current job, there may be a problem contacting the employer for background information. This author gave a reason that the candidate may not like the current employer to know that they are planning to leave. Mathis and Jackson (2002), Howo (1995), however, disagreed with Bediako (2002) that the background investigation is next to the selection interview. In the opinion of these authors, the background investigation may take place either before or after the in-depth interview. They stressed instead, that's some applicants misrepresent their qualifications and background. The author observed that, the most common false data given length of prior employment, past salary, criminal record, and former job title.

2.10 Medical or Physical Examination

According to Bohlander et al (2001), a medical examination, though one of the latest steps in the selection processes because it can be costly, is generally to ensure that the health of an applicant is adequate to meet the job requirement. It also provides a baseline against which subsequent medical examinations can be compared and interpreted. Grobler et al (2005), argued that a job offer is usually made contingent on the applicant's passing a medical exam. Dessler (2000), gave five reasons for conducting physical examination as; (1), whether applicants qualifies for the physical requirements of the job. (2) to discover medical limitation in placement of the applicant. (3) gives a record and baseline of applicants' health for future insurance and compensation claims. (4) to reduce problems absenteeism accidents and finally (5) detect communicable disease unknown to applicant. Anthony et al (2002) however, maintained that the reason for the exam must be deemed a bona fide occupational qualification. The authors stressed that physical examinations can also include drug and alcohol testing. Again, the authors maintained that Acquired Immune Deficiency Syndrome (AIDS) testing in organization is unnecessary because the disease cannot be contracted from AIDS patients under normal working conditions.

2.11 The Job Offer

Bohlander et al (2001), observed that while all of the steps in the selection process are all important, the most critical step is the decision to accept or rejects applicants. For administrative purposes, the offer typically is made by the Human Resource Department but this department's role is only administrative. The actual decision to offer employment should be made by the line manager in department where the vacancy exists. While this may not be the situation in all organization, the line manager should have this authority. There are two reasons for this. Firstly, the candidate will eventually work for this manager and therefore a

good "fit" between boss and employee is necessary. Secondly, if the decision made is not correct, the employing manager has no one else to blame (Asare Bediako 2002). According to Anthony et al (2001), the important documents are completed and signed at this stage and the new employee beginning his or her new job and new roll as a member of an organization

2.12 Employee Performance.

According to Decenzo and Robbins (2002), employees are performing well when they are productive. Yet productivity itself implies both concern for effectiveness and efficiency. Is a teacher effective when all his/her students pass? When students say he/she is doing a good job? If they go on to graduate school? The authors maintained that satisfactory performance implies a combination of things. In the authors' views, it means doing job effectively and efficiently, with a minimum degree of employee-created disruptions.

Tilkovich and Boudreau (2004) in their model suggested that performance (P) equals ability (A) times motivation (M) ($P = A \times M$), but the precise nature of the ability motivation/performance relationship is unclear. In the views of Byars and Rule (1994), performance is the degree of accomplishment of tasks that make up an employee's job. This portrays how employee is doing his/her work. The authors stressed that performance is measured in terms of results. Performance is generally seen to be the contribution made by employees toward the achievement of organizational goals.

2.13 Sources of Performance Information

All the methods of performance measurement require decisions about who will collect and analyze the performance information. To qualify for this task, a person should have an understanding of the job requirements and the opportunity to see the employee doing the job

(Noe et al, 2004). In the views of Noe et al (2004), the most used source of performance information is the employee's manager. Managers possess the basic qualifications for this responsibility. Another advantage of using managers to evaluate performance is that they have an incentive to provide accurate and helpful feedback, because their own successes depend so much on their employees' performance (Heneman et al 1987). According to Becker and Klimoski (1989), when managers try to observe employee behaviour or discuss performance issues in the feedback session, their feedback can improve performance and employees tend to perceive the appraisal as accurate.

Another source of performance information is the employee's peers or coworkers. Peers are excellent source of information about performance in a job where supervisor does not often observe the employee. Peers bring different perspective to the evaluation and can provide extremely valid assessments of performance (Noe, 2004, Wexley and Klimoski, 1984). However, when the evaluations are done to support administrative decisions, peers are uncomfortable with rating employees for decisions that may affect themselves. Generally, peers are more favourable toward participating in reviews to be used for employee development (Noe 2004, MCEvoy and Buller, 1987).

No one has a greater chance to observe the employee's behaviour on the job than does the employee himself or herself. A common approach is to have employees evaluate their own performance before the feedback session. This activity gets employees thinking about their performance. Also social psychologists have found that in general, people tend to blame outside circumstances for their failures while taking a large part of the credit for their successes. Self-appraised are not appropriate as the basis for administrative decisions (Noe 2004, Smither 1998).

2.14 Conditions that Contribute to Employees Performance

2.14.0 Job Satisfaction: According to Noe et al (2004), a condition underpinning any high-performance organisation is that employee's experience job satisfaction – they experience their jobs as fulfilling or allowing them to fulfill important values. Research supports the idea that employee's job satisfaction and job performance are related (Judge et al 2001). One study looked at job satisfaction in teachers and the overall performance of their schools. It found a significant link between teachers' satisfaction and the school performance (Ostroff, 1992).

2.14.1 Training and Development: like recruitment and selection, training is focused on ensuring that employees have skills needed to assume greater responsibility in a high-performance work environment (Bohlander and Snell, 2004). According to Dessler (2005), training refers to the methods used to give new or present employees the skills they need to perform their jobs. The authors stressed that having high-potential employees does not guarantee they will succeed.

2.14.2 Compensation: According to Dessler (2005), employee compensation refers to all forms of pay or rewards going to employees arising from their employment. It has two main components, direct financial payments (wages, salaries, incentives, commissions and bonuses), and indirect payments (financial benefits like employer-paid insurance and vacations). Noe et al (2004) admitted that compensation systems also can help to create the conditions that contribute to high performance, including job satisfaction. In the view of Bohlander and Snell (2004), when rewards are connected to performance, employees will

naturally pursue outcomes that are mutually beneficial to themselves and the organization. The authors emphasised, that connecting rewards to organisational performance also ensures fairness and tends to focus employees on the organization.

2.15 Methods for Measuring Performance

Organizations have developed a wide variety of methods for measuring performance. Some methods rank each employee to compare employees' performance. Others break down the evaluation into ratings of individual attributes, behaviours, or results (Noe et al, 2004). Cascio (1995) in his study separated the methods to two broad groups, namely Result – Oriented Rating Method and Behaviour – Oriented Rating System.

2.15.0 Result Oriented Rating Methods

Management by Objectives (MBO).

According to Noe et al (2004), this is a system in which people at each level of the organisation set goals in a process that flows from top to bottom, so employees at all levels are contributing to the organisation's overall goals; these goals become the standards for evaluating each employee's performance. Dessler (2000), indicated that the processes of MBO are:

- i. Setting organizational and departmental goals.
- ii. Discuss departmental goals with subordinates.
- iii. Define expected results, that is, short – term performance target.
- iv. Performance reviews, that is, compare actual with the expected
- v. Provide feedback concerning subordinates progress achieving expected results.

2.15.1 Behaviour – Oriented Rating Methods

Behaviourally Anchored Rating Scale (BARS)

In the views of Robbins (2001), this is an evaluating method in which actual job – related behaviours (i.e. quality of work, dependability, job knowledge, attendance, accuracy of work and cooperativeness) are rated along a continuum. Noe et al (2004), observed that behaviourally anchored rating scale rates behaviour in terms of a scale showing specific statements of behaviour that describe different levels of performance.

2.15.2 Critical Incident Methods

This method gives a written description of a highly effective performance (Anthony et al, 2002). Robbins noted that this method focuses the evaluator's attention on those behaviours that are key in making the difference between executing a job effectively and executing ineffectively. The main drawback is that the manager is required to write down incident regularly and this can be burdensome and time consuming. Cascio (1995) observed that this method does not permit comparison to be made across individuals or departments.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discusses the sources of data used for the study, the population and research instruments used for the data collection. Also discussed are the sample size determination, sample technique, data presentation and methods of analysis for the data collected.

Research Design: The research design employed in the study is the descriptive design which according Gay (1992) involves collecting data in order to test hypothesis or answer question concerning status of the subject of the study. Such a study reports the way things are. Taking the purpose of this study into consideration, the descriptive design was found to be the most appropriate design that could lead to the drawing of meaningful conclusions from this study.

3.1 Method of Data Collection

The main instrument employed by the researcher was a set of questionnaires developed by the researcher, through extensive review of relevant literature. Two sets of questionnaire were used to solicit respondents' views. This was because they were grouped into administrative and non administrative staff. The questionnaires were also very more appropriate and convenient because of the busy schedules of people in management positions. In the views of Cohen and Marion (1995), the questionnaire tends to be more reliable since its anonymity encourages greater honesty than the interview. The questionnaire was made up of both close-ended and open-ended items.

3.2 Administration of Questionnaires

The questionnaires were distributed by hand to all the sampled respondents by the researcher. They were given two days to study the items and note areas that were probably unclear for discussion. However, nearly all the respondents understood with few having little difficulties. On the average, all respondents used one week to complete the questionnaires. The completed questionnaires were retrieved from the respondents by the researcher.

3.3 Population

The main population for the study involved all the Ghana Education Service Officials in the Jomoro District Office responsible for the recruitment and selection of teachers including circuit supervisors in charge of assessing teachers' performance. The population included all the non-professional teachers in the study area who had their appointment under National Youth Employment Programme, National Service Scheme, or appointed by the G. E. S as pupil teachers and were actively teaching in any of the Junior High Schools at the time this study was being undertaken. The head teachers of the various Junior High Schools also formed part of the population. As of September 2008, there were forty three Junior High Schools and for that matter forty three(43) headteachers, five(5) circuit supervisors and one hundred and seventeen (117) non professional teachers grouped under five circuits in the Jomoro District directorate of education.

3.4 Sampling Techniques

Ideally, the researcher should have used all the Regional Directors and their deputies, heads of schools and all non-professional teachers of the G. E. S. This would have enhanced the outcome of the research. However, Adjei-Asamoah (2004) cited from Best and Kahn (1989) that the primary purpose of research is to discover principles that have universal applications

but to study a whole population to arrive at generalization would be impracticable, if not impossible.

Due to the above reason, the researcher sampled from the population in the attempt to obtain a representative sample for the study and to ensure valid generalization. The respondents were thus, grouped under administrative and non administrative staff. The administrative staff included employees in managerial positions such as the Regional and District Directors of Education, the Human Resource Personnel, circuit supervisors and heads of Junior High Schools. The non administrative staffs also included the non-professional teachers who do the actual teaching work.

Three sampling techniques were used for the sample selection. These were the stratified sampling, purposive and simple random. The stratified sampling technique was used to group respondents into administrative and non administrative staffs. The purposive sampling was used to select mainly district and regional directors of education, personnel managers at the district and regional offices of the G. E. S. These respondents were considered to be key informants because they possessed vital information concerning recruitment and selection by virtue of the positions they occupy in the G. E. S. All such respondents were included in the study because of their small number. The simple random technique, however, was used to sample the circuits, headteachers, circuit supervisors and non-professional teachers for the study.

Table 3(A) below shows the breakdown of the administrative staff used for the study.

3.5 Classification of Respondents

Table 3(A) Sample (Administrative Staff)

Administrative Staff	Number of Respondents
Regional Director	1
District Director	1
Personal Managers	2
Circuit Supervisors	3
Head teachers	17
Total	24

Source: G.E.S. office, Jomoro-September 2008

The sample in table 3(A) consists of 24 administrative staff that is made up of 1 regional director, 1 district director, 2 personnel managers, 3 circuit supervisors and 17 head teachers.

Table 3(B) Breakdown of Non Administrative Staff Sample (Non Administrative Staff)

No.	Circuit	No of Junior High School	National Service Personnel	National Youth Employment	Ghana Education Service	Total No. of Non Professional Teachers
1	Half-Assini	11	1	8	17	26
2	Bonyere	9	3	7	9	19
3	Tikobo No.1	9	5	18	35	58
Total		29	5	18	37	60

Table 3(B) also consists of 3 circuits made up of Half Assini circuit, Bonyere circuit and Tikobo no.1 circuit, with a total of 29 Junior High Schools within these circuits. The table also shows a randomly selected total number of 60 non professional teachers within the three circuits made up of 5 National Service Personnel, 18 employed under the National Youth Employment Programme and 37 employed by G.E.S. In short, a total of 84 respondents representing 44.44 %(24) of the administrative staff and 51.28 %(60) of the non administrative staff were used for the study.

3.6 Sources of Data

The data for the investigation were drawn from primary and secondary sources. The primary data were gathered from all the officials in charge of recruitment and selection at the District Education Office, head of Junior High School and the non-professional teachers. The secondary data were derived from extensive library research from journals, official reports and books.

In undertaking the research, the researcher upon a letter of introduction collected from the Dean of Business School called at the office of the Ghana Education Service to present the letter which sought to introduce him to the District Director and to seek his consent to carry out the study.

3.7 Data presentation and analysis tools

The data analysis relied extensively on qualitative data. Information gathered were coded and with the aid of the Statistical Package for Social Science (SPSS) data were imputed and

descriptive statistics generated. Frequencies and tables were the main statistical techniques used for evaluations. The data analyses are shown in chapter four.

3.8 Research questions

The following research questions were posed as a guide to the study.

- i) What are the main sources of recruitment for Ghana Education Service (GES)?
- ii) Which of the sources of recruitment provides the most qualified applicant to the GES?
- iii) Are vacancies publicly advertised and made available to all eligible candidates?
- iv) What are the criteria for selecting non professional teachers?
- v) What are the criteria for measuring the performance of non professional teachers?
- vi) What performance appraisal method does the G. E. S. use in assessing non professional teachers?

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.0 Background of the Data Collected

A total of 84 questionnaires were prepared and administered to a sampled population of the G. E. S. staff in the Jomoro District in the Western Region. Twenty four (24) were answered by the administrative staff and the remaining sixty (60) were answered by the non administrative staff. These answered questionnaires were analysed by Statistical Package for Social Sciences (S. P. S. S.). The data were analysed quantitatively.

4.1 Sex of Respondents

It is seen from the table below that, 66.7% out of 24 administrative staff were male whilst 33.3% were female. Also, a total of 71.7% out of the 60 non administrative staff was male whilst 17 representing 28.3% were female. This implies that males dominate in both the administrative and the non administrative levels.

Table 1 Sex of Respondents

Sex	Administrative Staff		Non Administrative Staff	
	Frequency	Percentage	Frequency	Percentage
Male	16	66.7	43	71.7
Female	8	33.3	17	28.3
Total	24	100	60	100

Source: Field work.

4.2 Levels of Education

From table 2, it could be seen that 1.7% out of the 60 respondents was a degree holder, 7 representing (11.7%) had Higher National Diploma (H.N.D) Certificate, 35(58.3%) were holders of senior secondary school (WAEC) certificate. A total of 4 representing (6.7%) had middle school leaving certificate, another 7 representing (11.7%) had advance level certificate, while 2(3.3%) had ordinary level certificate and 4 representing (6.7%) were holders of other certificates. This indicates that the respondents were made up of people with various levels of academic background.

However, majority of them were Senior Secondary School (SSS) graduates. Also on the same table, it could be seen that 10 respondents representing (41.7%) were degree holders, 13 representing (54.2%) were holders of Diploma in education and only 1 representing (4.2%) was "O" level holder. These suggest that the academic qualifications of the administrative staff at the G.E.S were high.

Table 2 Educational Background of the Respondents

Non Administrative Staff			Administrative staff		
Qualification	Frequency	Percentage		Frequency	Percentage
Degree	1	1.7	Degree	10	41.6
O level	2	3.3	"O" level	1	1.2
MSLC	4	6.7	Dip. in Edu.	13	54.2
A Level	7	11.7			
HND	7	11.7			
SSS	35	58.3			
Total	60	100		24	100

Source: Field work

4.3 Respondents View on Sources of Recruitments

The table below shows that, the most predominantly used internal method of recruiting non professional teachers by the GES was transfers and promoting representing 79.1% (19). This is followed by skilled inventory which represents 16.7 %(4) and job posting representing 4.2 %(1). The majority (79.1%) response for transfer and promotion supports Grobler (2005) view that, probably the most important advantage to recruiting within the organization is the increase morale for employees who believe that the organization will reward successful performance and that they will be promoted to higher opportunities. It also supports the view of Dessler (2005) who argued that, there is no substitute for knowing a candidate's strength and weaknesses .It is often therefore safer to promote employees from within, since you are likely to have a more accurate view of the person's skills. Also on the same table, the analysis shows that 58.3% (14) of the candidates were recruited from universities and colleges, 29.2% (7) from the use of advertisement and 3 representing (12.5%) were recruited through employment agency. The majority (58.3%) recruited from the universities and colleges supported the views of Bohlander and Snell (2004), who argued that educational institutions are typically a source of young applicants with formal training but with relatively little full time work experience.

Table 3 Respondents View on Sources of Recruitment

Internal Sources			External Sources		
Sources	Frequency	Percentage	Sources	Frequency	Percentage
Trans.& prom	19	79.1	Univ.& Col.	14	58.3
Job posting	1	4.2	Advertisement	7	29.2
Skill inventory	4	16.7	Emp. Agency	3	12.5
Total	24	100	Total	24	100

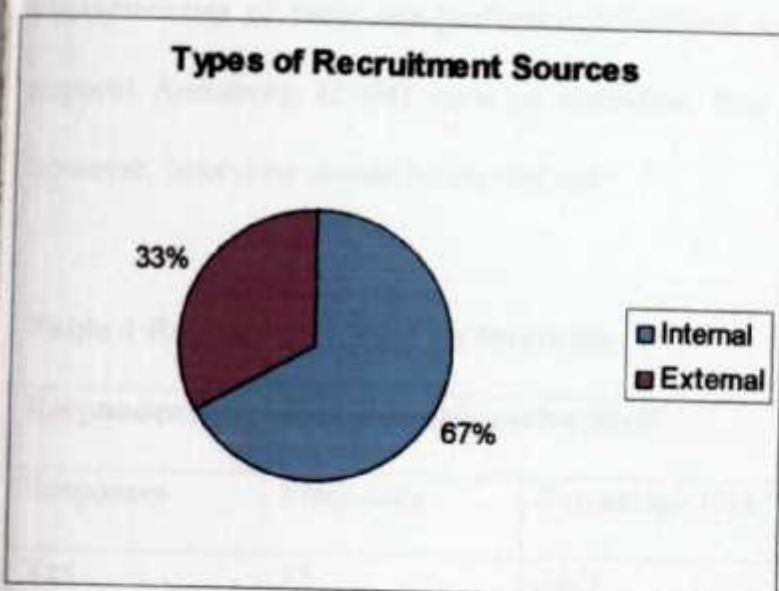
Source: Field work

4.4 Types of recruitment sources

Also as to which of the two sources (internal and external) provides the most qualified candidates? The pie chart below shows that 66.7 % (16) of the respondents answered in favour of internal source and 8 representing (33.3%) responded in favour of external..

Thus table 3 above has revealed that the main source of recruiting non professional teachers by the G. E. S. is internal with transfer and promotion being the internal method of recruitment predominantly used by the G. E. S. These therefore answered the first objective of the study which sought to identify and examine the sources and method of recruitment used by the G. E. S.

Figure 1 Type of Recruitment Sources



Source: Field work

4.5 Respondents View on Interview

The table below indicates that 15 of the respondents said they were interviewed while 45 representing 75% said they were not interviewed. This implies that most applicant's skills, knowledge and abilities were not properly assessed before offered appointments. This

neglects the three objectives which in the opinion of Globbler (2005) served the purpose of interview:

- i Does the applicant have the ability to perform the job? ;
- ii Will the applicant match the need of the organization?
- iii And will the applicant be motivated to be successful?

Also on the same table, 9 representing (37.5%) of the administrative staff indicated that applicants went through interview process whilst the majority (62.5%) said that applicants did not go through the interview process. This implies that future job performance could not be predicted since in the opinion of Dessler (2005), that is what the selection interview seeks to achieve. Again, specific information about competencies, attitude, and other Professional characteristics of most non-professional teachers could not be obtained. This did not also support Armstrong (2004) view on interview, that to obtain the required job applicant, however, interview should be carried out.

Table 4 Respondents View on Interview

Respondents	Non Administrative Staff		Administrative Staff	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Yes	15	25.0	9	37.5
No	45	75.0	15	62.5
Total	60	100	24	100

Source: Field work

4.6 Employment Test

The table (5) indicates that only 4(6.7%) said they were subjected to personality test, while 56 respondents representing (93.3%) said they did not go through any test. This contradicts the response provided by the administrative staff when asked: Do you subject applicants to

any test?: If yes, which of the tests? Where as many as (79.2%) of the administrative staff claimed they subjected candidates to various selection test. Again the 84.2% claim of the use of personality tests against the 6.7% response provided by the non professional teachers appears to be exaggeration.

Table 5 Types of Tests Undertaken by Non Administrative Staff

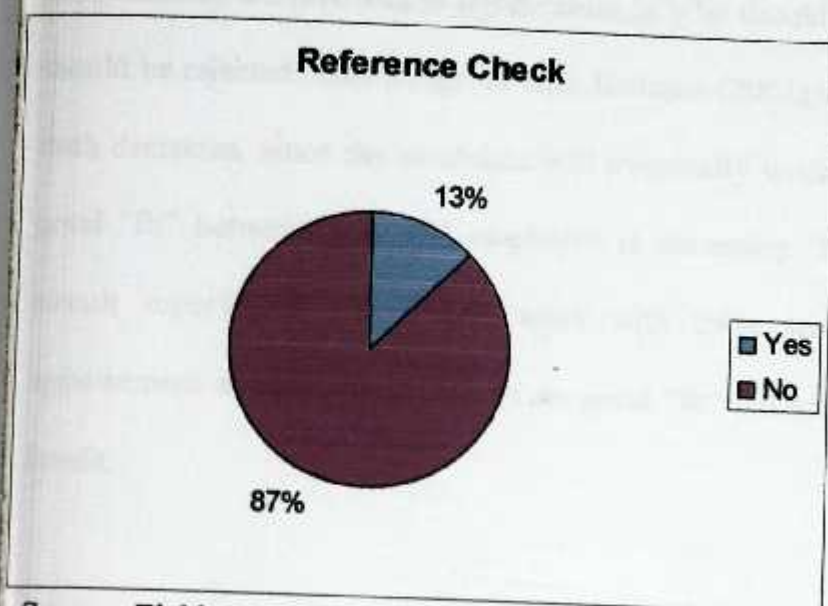
Types of Test	Frequency	Percentage
Medical	0	0
Personality	4	6.7
Cognitive	0	0
Attainment / Achievement	0	0
No test	56	93.3
Total	60	100

Source: Field work

4.7 Reference check

The pie chart below shows that 21 respondents representing 87.5% of the G. E. S .fail to conduct reference check and 3 respondents representing 12.5% of the G. E. S. conduct the reference check. It could be inferred from the data that the human resource managers in the G. E. S. do not perform their duties regarding selection well since in the views of Bediako (2002) it is their duty to so. Again the analysis might confirmed Bediako (2002), view that many managers are becoming increasingly skeptical about the reliability of information provided by references and the fact that many past employees are reluctant to give any information to another organization other than factual information (e.g. date of employment, length of services etc.)

Figure 2 Reference Check



4.8 Offer or rejection of appointment

Table 6 Offer or Rejection of Appointment.

Staff	Frequency	Percentage (%)
Head teachers	-	-
Circuit Supervisors	-	-
Personnel manager	-	-
District Director	1	4.2
Regional Director	3	12.5
Director General	20	83.3
Total	24	100

Source: Field work

It is clear from table (6) that 20 out of the 24 respondents (83.3%) agreed that the final offer of appointments is made by the Director General, 3 representing (12.5%) respondents agreed it is the Regional Director while only 1 (4.2%) is with the view that final employment offer is

made by the District Director. Thus, neither the personnel manager, circuit supervisors nor head teachers are involved in the decision of who should be offered the appointment and who should be rejected. This disagrees with Bediako (2002) view that line managers should make such decisions, since the candidate will eventually work for these managers and therefore a good "fit" between boss and employee is necessary. This implies that head teachers and circuit supervisors who finally work with these teachers do not have hand in their appointment and therefore there is no good "fit" between boss and employee at the school levels.

4.9 Standard of performance

Table 7 Performance Standard

Standard	Frequency	Percentage (%)
Attendance	4	16.7
Punctuality	1	4.1
Cooperatives	3	12.5
Outcome of exams results	16	66.7
Total	24	100

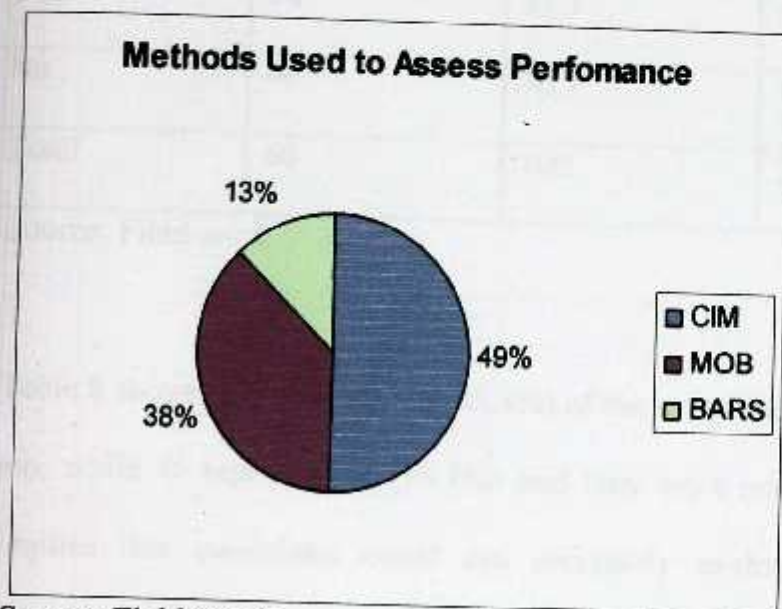
Source: Field work

It is evidenced from the above table that 16(66.7%) respondents considered outcome of exams results as the standard against which performance was measured .4 representing (16.75%) saw attendance as the criterion, 3 (12.5%) thought cooperativeness, while only one representing (4.1%) was with the view that punctuality was the criterion. This implies that among other things assessment of non- professional is based on the outcome of the final

BECE results. That is to say excellent grades made by pupils among other things implied excellent work performed and vice-versa.

4.10 Methods used to assess performance

Figure 3 Methods Used to Assess Performance



Source: Field Work

The pie chart above illustrates that 12(49%) out of the 24 respondents use critical incidence method(CIM), 9 (37.5) use management by objective (MBO) method, while 3 representing 12.5% use behavioral anchored rating scale (BARS). Thus both table 7 and figure 3 above indicate that outcome of exams results and the critical incidence methods are the most predominant performance standard and method used by the G.E.S. Again, the use of critical incidence methods might be due to Robbins (2001) view that the method focuses the evaluator's attention on those behaviors that are keys in making the difference between executing a job effectively and executing ineffectively. There is therefore an effective method of assessing performance. It has also been revealed that performances are also assessed by Head teachers (87.5%) followed by 12.5 % (3) representing circuit supervisors.

4.11 Job Preview and Meeting Set Target

Table 8 Job Preview and Meeting Set Target

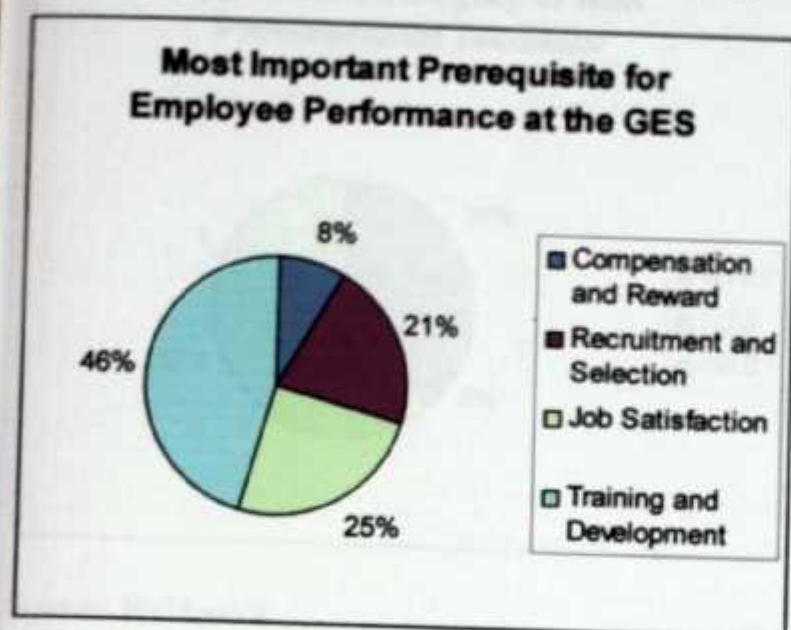
Job Preview			Meeting set target	
Response	Frequency	Percentage	Frequency	Percentage
Yes	14	23.3	6	25.0
No	46	76.7	18	75.0
Total	60	100	24	100

Source: Field work

Table 8 above indicates that 14 (23.3%) of the respondents said these were introduced to their job, while 46 representing (76.7%) said they were not given a preview of their jobs. This implies that candidates could not accurately evaluate their job expectations, the job requirements and the details of the job as well. The researcher agrees therefore that much of the desirable and undesirable facets of the teaching profession were not known by the respondents. As to whether non-professional teachers meet the target set for them, 6 representing (25%) answered yes, while 18 (75%) said no. If most of the administrative staff did not agree that non-professional teachers meet target, then the researcher find it difficult to accept that training and development as emphasized in the pie chart below gives the G. E. S. the requisite skills needed for effective job performance. The inability of teachers to meet set targets, among other things, might be as a result of the relatively less importance attached to the recruitment and selection processes. Thus there is a mismatch between job and person specification due to poor recruitment and selection processes. The pie chart below shows what the G. E. S. considered to be the most important prerequisite for employee performance.

4.12 Most Important Prerequisite for Employee Performance

Figure 4 Most Important Prerequisite for Employee Performance

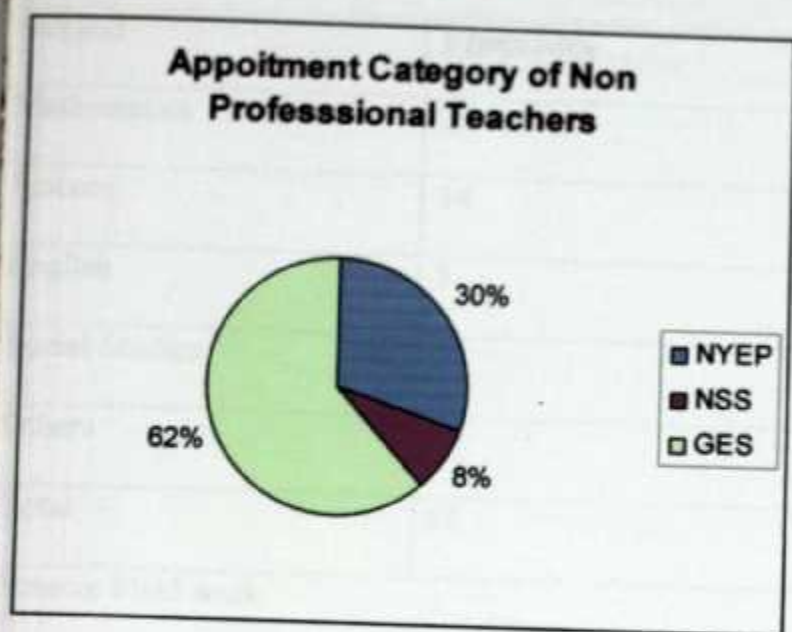


Source: Field work

4.13 Category of Appointments

It is clear from the bar chart below that 18 (30%) out of the 60 respondents were employed under the National Youth Employment Programme (N.Y.E.P), 5 (8.3%) were National Service Personnel, while 37 representing (61.7%) were appointed by the G.E.S. This indicates that the G.E.S has not been able to acquire or meet its desire to fill all vacancies with professional teachers. It also confirmed the Ghanaian Times report (7 September, 2007 p4) stated in chapter one of this work that there were 24,027 teachers engaged under the N.Y.E.P. to argument the teaching strength and that of Manu (2008), that there are about 24,000 untrained teachers teaching in Basic Schools.

Figure 5 Category of Appointment



Source: Field work

4.14 Teaching Subjects of the Respondents

With regard to the kind of subject respondents teach, 27 (41.7) out of the 60 respondents teach mathematics, 14 (23.3%) said they teach science, 7 (11.7) said they teach English language, another 7 (11.7) said they teach social studies, while another 7 representing (11.7%) said they teach other subjects. It could be deduced from the analysis that mathematics and science continue to be a major problem, hence the appointment of these high number of non professional teachers in the area. The data below depicts the above analysis

Table 9 Subjects Taught by the Respondents

Subject	Frequency	Percentage
Mathematics	27	41.7
Science	14	23.3
English	7	11.7
Social Studies	7	11.7
Others	7	11.7
Total	60	100

Source: Field work

4.15 Subject Applied For

When respondents were asked whether the subjects they were teaching were exactly what they applied for? 11(18.3%) answered yes and 49 representing (81.7%) said no. This indicates that there is no proper placement at the G.E.S. It further explains the high number (Table 9 above) of non professional teachers taking mathematics and science at the Junior High Level. It could be possible most of them are SSS graduates as their number (58.3%) was more than half of the 60 respondents of non administrative staffs selected for the study. It could further be inferred from the analysis that most of the respondents might not have sound Knowledge in the subject they have been assigned to teach and therefore there is a mismatch between job and person specification. This is illustrated below.

Table 10 Subject Applied For

Subject Applied for	Frequency	Percentage
Yes	11	18.3
No	49	81.7
Total	60	100

Source: Field work

4.16 Prior Opinion and How Respondents see their Job

It is seen from the table below that 5 representing 8.3% said their job tallied with their prior opinion, whilst 55 representing 91.7% said their job did not tally with their prior opinion.

With regards to how respondents see their job, 9 (15%) said they found it easy, while 51 respondents representing (85%) said they found their job challenging (table 11). Since majority (91.7%) did not meet their prior opinion of the job, they found the job challenging (85%). Again, this confirmed the fact in table (7) where 75% of the administrative staff said

most non professional teachers could not meet the targets set for them.

Table 11 Prior Opinion and How Respondents see their Job

Job Tallying with Prior Opinion			How Respondents See their Jobs		
Response	Frequency	Percentage	Response	Frequency	Percentage
Yes	5	8.3	Easy	9	15
No	55	91.7	Challenging	51	85
Total	60	100	Total	60	100

Source: Field work

4.17 Initial Job Experience

When respondents were asked about their initial experience on the job, 35 (58.3%) said it was poor, 16 (26.7%) said it was fair, while 9 (15%) said it was good with no response for very good and excellent. This means that prior knowledge on the job did not tally with the expectation of most of the respondents. This was evidenced when 91.7% (table 11) out of the respondents said that the job they were doing did not tally with opinion they had about the job prior to their appointments. This emphasised the fact that respondents could not meet their expectation on their jobs. This analysis is illustrated below.

Table 12 Initial Job Experience

Responds	Frequency	Percentage
Poor	35	58.3
Fair	16	26.7
Good	9	15
Very Good	—	—
Excellent	—	—
Total	60	100

Source: Field work

4.18 Number of years the Respondents Served**Table 13 Number of Years Served by the Respondents**

Year	Administrative Staff		Non Administrative Staff	
	Frequency	Percentage	Frequency	Percentage
1-5	0	0	43	71.7
6-10	0	0	12	20.0
11-15	5	20.8	3	5.0
16 Above	19	79.2	2	3.3
Total	24	100	60	100

Source: Field work

Table 13 above shows the number of years served by the respondents. The statistics shows that most of the administrative staff had been working for GES for 16 years and above. The

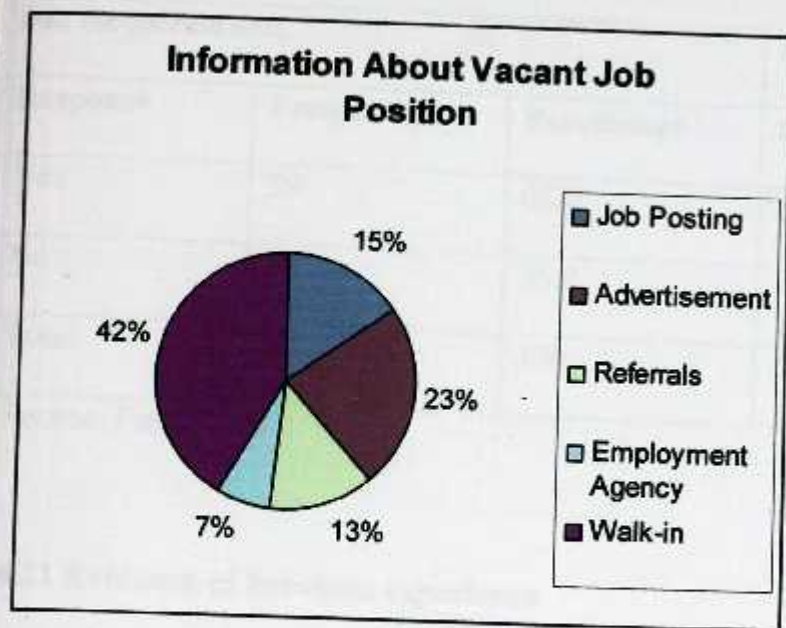
analysis indicates that none of the administrative staff had worked for less than 11 years. Thus 5 representing 20.8% had worked between 11- 15 years whilst 19 representing 79.2% had work for 16 years and above. This implies that the administrative staffs are conversant with the recruitment and selection processes of the GES since the minimum of 11 years served is enough to equip them with the necessary experience. Also on the same table (10) 43 (71.7%) said they had worked between 1 and 5 years, 12 (20.0%) said they had worked between 6 and 10 years whilst 3 representing 5.0% said they had worked between 11 to 15 years and only 2 (3.3%) out of the 60 non administrative staff said they had worked 16 years and above. This suggests that there is high rate of turnover at the GES since majority (71.7%) of the nonprofessional teachers had worked for less than 6 years.

4.19 Information about Vacant Job Position

As regards how respondents had information about the positions they occupied, 9(15.0%) said it was through job posting, 14(23.3%) said it was through advertisement, 8(13.3) said it was by way of referrals, 25(41.6) said it was by walk-in, while 4 representing (6.7%) said they got to know about the vacant position through the employment agency. This implied that applicants got information through various sources. But again contradicts table 3 above which indicates no response for referrals from the administrative staff.

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Figure 6 Information about vacant job position



Source: Field Work

4.20 Job Requirement and Job Details

From the table above it is clear that 39 representing 65.0% said they met the job requirement whilst 21 (35.0%) said they did not meet the job requirement. Again on the same table 16 representing 26.7% said they knew the details of their job whilst 44 (73.3%) said they did not know details of their job. This implies that performance was likely to be low since the majority (73.3%) did not know details of the teaching profession. This confirmed the analysis in table 8 above when as many as 76.7% said they were not introduced to their job.

Table 14 Did you meet the Job Requirement and Did you know the Job Details?

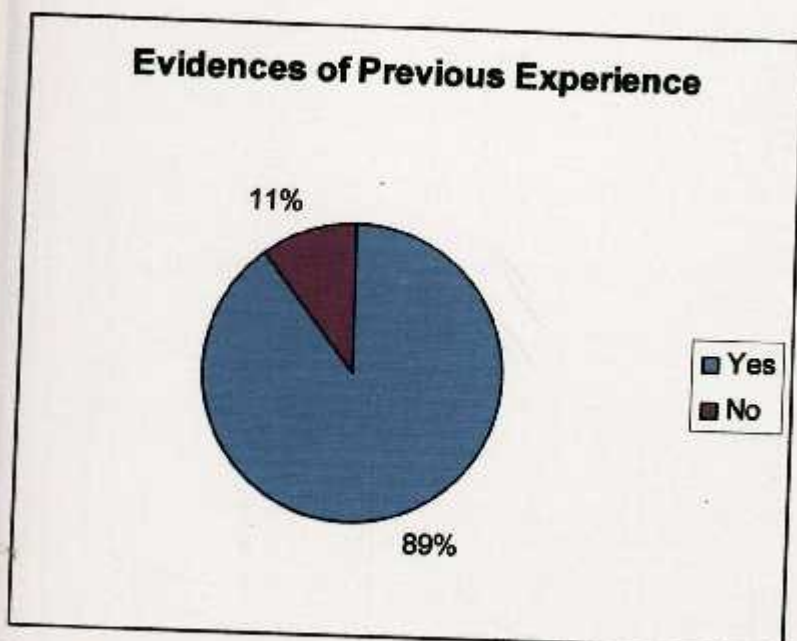
Job Requirements			Job Details	
Response	Frequency	Percentage	Frequency	Percentage
Yes	39	65.0	16	26.7
No	21	35.0	44	73.3
Total	60	100	60	100

Source: Field work

4.21 Evidence of Previous experience

As regards to whether or not most respondents were asked of their previous experience? ; 51(85%) said no, while 9 representing 15% of the respondents answered yes. This implies that much importance was not attached to previous experiences of the respondents. The high response for no might be due to the fact that most of them did not go through interview (75.0%) which provides the platform for such questions.

Figure 7 Evidence of Previous experience



Source: Field work

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4.22 Satisfaction toward the Recruitment and Selection Processes

On the question of whether candidates were satisfied with the recruitment and selection process that they went through? 44 (73.3%) said yes, while 16 (26.7%) said no. The higher response for yes might be as a result of the fact that most of the candidates did not go through proper selection processes such as the interview, the selection tests and realistic job preview to have the prior assessment of the undesirable or otherwise aspects of their jobs. The respondents may be found the entire recruitment and selection processes so easy and uncompetitive, hence their high response for yes. This is illustrated below.

Table 15 Satisfaction towards Recruitment and Selection Processes

Response	Frequency	Percentage
Yes	44	73.3
No	16	26.7
Total	60	100

Source: Field work

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction.

This final chapter of the study deals with summary of finding, conclusions drawn from the results, recommendations and suggestion for further research work on the topic of the study

5.1 Summary of Findings

- i. The study revealed that though the GES used both internal and external sources with transfer and promotions (79.2%) and universities and colleges (58.3%) being the methods commonly used, the internal source provides the most qualified (66.7%) candidates to the G.E.S. Thus internal search in the G.E.S was done through transfer and promotion, job posting and skill inventory. External search, on the other hand, was undertaken mainly through universities and colleges, advertising, and employment agencies.
- ii. The result revealed that the G.E.S mostly failed to conduct reference checks. This is because as many as 87.5% of the administrative staff admitted that they did not conduct reference checks.
- iii. The result showed that about 75% of the non professional teachers did not go through any employment interview. Another 93.3% said they were not subjected to any selection test. However, while 62.5% of administrative admitted they did not invite applicant for interview, as many as 72.2% claimed they subjected applicants to various tests such as personality test etc. the study therefore revealed inconsistencies in the selection processes of the G. E. S. For example, while 84.2 % (16) of the administrative staff said they subjected applicants to test and 15.8 % (3) claimed they

subjected applicants to personality and attainment/achievement tests, only 4 (6.7%) out of the sixty (60) non administrative staff confirmed that they were subjected to personality test. The study therefore failed to identify specific selection technique commonly used by the G.E.S.

- iv. The study further revealed that the G.E.S considered training and development as the first and most important prerequisite for employee performances as against recruitment and selection, job satisfaction of employees, compensation and reward. The implication of this is that the G. E. S. attaches relatively less importance to recruitments and selection which in the opinion of the researcher were the most significant prerequisite for employee performance.
 - v. Another finding of the study was that the outcome of exams was the benchmark or criteria against which performance was measured. However the standard or target set for most non professional teachers (75%) could not be met as indicated in tables seven (7) and eight (8). Also, critical incidence method was the main performance appraisal method mostly used by the G.E.S.
- Head teachers were, however, the administrative staff in charge of assessing the performance of the non- administrative staff.
- vi. The study further revealed that the final selection decision as to offer appointments or rejects candidates were made by the Director General of Education. It further showed that head teachers who serve as line managers were not actively involved in the selection processes.
 - vii. The study revealed that applicants got to know about vacant positions through various sources such as job posting, advertisement, referrals and walk-in.
- Most of these non professional teachers were appointed to teach mathematics and science. However, as many as 49 (81.7) out of a total of sixty (60) were teaching

subjects they did not applied for. Thus the study revealed poor job placement at the G. E. S. which has the implication of negatively affecting job satisfaction and job performance.

- viii. The study revealed that only few (23.3%) non professional teachers employed were introduced to their job before appointment. Thus many of the non professional teachers (76.7%) did not have clear picture of the teaching profession before being offered appointment. This made it difficult for most of them to know the details of their job. Consequently, the study revealed that most of the non professional teachers found their job challenging.
- ix. The respondents were predominantly male, representing 70.2% of the total number of respondents and only 29.8% were females. The 70.2% male dominants were made up of 51.2% (43) non administrative staff and 19.0% (16) administrative staff. This implies that G.E.S has few female non administrative at the junior high levels.
- x. The study revealed that most (71.7%) of the non administrative staff had been working between one and five years .Only 3.3% had worked for sixteen years and above. This implies that there is high turnover rate at the non administrative level of the G.E.S. This might be due to the fact that most of these non professional teachers (58.3%) were holders of Senior Secondary Certificate and might have seen the need to further their career.

5.2 Conclusion

Staff turnover and attrition necessitate organizations to constantly search for talents. Recruitment and Selection, as human resource management functions are some of the activities that impact most critically on the performance of employees. While it is understood and accepted that poor recruitment and selection decisions continue to affect organization's performance and limit good achievement; it is taking a long time for the G.E.S in the Jomoro District to identify and implement new, effective employment processes and procedures.

Recruitment and selection enables organizations to have high performing employees who are also satisfied with their jobs, thus contributing positively to the organization's bottom line.

On the contrary, poor recruitment and selection often result in mismatches which can adversely affect the morale and commitment of co-workers and negate the efforts to foster team work. Training employees out of wrong employment can be expensive. Recruitment and selection are therefore not only the first steps towards organizational excellence, but are important cost control mechanisms as well.

In examining the recruitment and selection of the G.E.S, it was found that the areas which deserved much attention for improvement was selection interview, realistic job preview, background investigation and medical exams.

With regards to the selection interview, the G.E.S mostly fails to conduct it for non-professional teachers being appointed into the service. Thus the essence of interview to elicits information from applicants to determine their suitability or otherwise in performing the job is not adhered to at the G.E.S.

The other area of concern was the absence of realistic job preview which is the process of giving applicants a more accurate picture of the job and the organization during the interview, including the negative aspects. This, supposedly to be done during interview failed because the job interview itself is not conducted. It therefore leaves most non-professional teachers disenchantment, or unrealistic expectations and increased turnover and employee dissatisfaction.

Another area revealed by the study was the failure by the administrative staff of the G.E.S to conduct background investigation or reference checks of most non-professional teachers. Thus certain factual information provided by applicants was not verified and probably damaging information such as criminal records ever not uncovered.

5.3 Recommendations

In the light of the findings and the conclusions of the study, the following recommendations are made

- i. *Recruitment and Selection Processes must be Relevant to Management Practice.* The study revealed that head teachers who work directly with non professional teachers are not involved in the selection process. It is recommended, therefore, that the Ghana Education Service should design its recruitment and selection processes within the framework of its human resource plan. This could be achieved if the G. E. S deems it necessary to include head teachers who play the role of line managers in the entire selection processes.

- ii. *Reference checks or background investigation must be conducted for each non professional teacher employed.* The results revealed that the GES mostly fail to conduct reference checks. In view of this finding, it is recommended that head teachers, district directors, regional directors, personnel managers should understand the fact that references contribute positively to the selection processes. However, a guideline to ensure reliable information is to base questions on job analysis and interviewing the referees.
- iii. *Recruitment and selection processes should be seen as the prime tool for achieving or obtaining expected employee performance.* The study further revealed that the GES considers training and development as the most important prerequisite for employee performance. Based on this finding, it is recommended that the G.E.S should pay much attention to the recruitment and selection processes as the prerequisite for employee's performance before supporting it with the training and development for better enhancement in the performance of employees. Performance of employees could be improved through training. There is the need for management to sponsor employees for them to attend training courses and seminars which will expose them to new skill and techniques as far as their job are concerned. For example in view of the rapid advancement in technology as far as computers are concerned, there is the need for employees to be computer literates to enable them accomplish their task more effectively.
- iv. *Realistic job preview should be part of the entire recruitment and selection processes.* The result showed that many of the non professional teachers (76.7%) did not have clear picture of the teaching profession before been offered appointment. Consequently they found their work challenging. It is recommended that realistic job preview which

reveals both the negatives and the positives aspects of the work should be included in the recruitment and selection processes. This will enable the non-professional teachers to have accurate pictures of the teaching profession and also reduce unrealistic expectations which are likely to culminate in high labour turnover.

- v. *All non-professional teachers should be thoroughly screened and interviewed.* The findings indicate that about 75% of the non professional teachers did not go through any selection interview. It is recommended, therefore, that non professional teachers should be interviewed to ensure a proper match between job and person's specification before they are selected and posted to schools.

- vi. *The performance levels of non professional teachers should be made known to them.* The study revealed that the outcome of examination results were the benchmark or standard against which performance is measured. However, non professional could not meet the standard set for them. It is recommended that headmasters who according to the study assess the performance of non professional teachers should let these teachers know how well or how poor they are performing. If a non professional teacher is not doing well on his job and he is not informed he/she may continue to perform poorly. However, if an employee is doing well and he is informed and commended for the good work done, it will boost his/her moral thereby encouraging him/her to perform better. Their moral can further be enhanced by giving recognition to those employees with outstanding performance by promoting or recommending them for further studies. Performance feed back is therefore essential.

vii. *The job offer should be made contingent upon the applicant passing the medical examination.* The results revealed that non professional teachers did not go through any medical examination before being offer the job. It is recommended, therefore, that adequate attention should be given to medical exams since this will help the G. E. S. place its employees in suitable positions. Once the employer extends the person a job offer, a medical exam is often the next step in the selection process.

There are several reasons for pre-employment medical exams One is to verify that the applicant meets the physical requirements of the position; another is to discover any medical limitation that should be taken into account in placing the applicant. The exam will also establish a record and baseline of the applicants' health for future insurance or compensation claims. By identifying health problems, examination can also reduce absenteeism and accidents and of course, detect communicable diseases that may be unknown to the applicants.

5.4 Implication for Further Study

This study was carried out taking only the employees (non professional teachers) in three circuits of the Jomoro District, one District out of thirteen (13) districts in the whole of the Western Region as a case study. However, it is possible that, the data collected from these three circuits may not be a true reflection of the recruitment and selection processes that exist in all the districts in the Western Region. There would therefore be the need for further research work to be carried out on the topic, taking all the non professional teachers in Western Region into consideration.

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APPENDIX A

QUESTIONNAIRE

KNUST SCHOOL OF BUSINESS

HUMAN RESOURCE DEPARTMENT

This questionnaire is only for an academic exercise that is in partial fulfillment of the award of a **MASTER OF BUSINESS ADMINISTRATION (MBA) in Human Resource Management**. It will therefore not be used in any other way except for academic purposes; your responses will be treated strictly confidential. You have therefore been chosen as one valuable non administrative staff of the G.E.S. to provide information to enable the researcher undertakes a research on the topic **'The importance of Recruitment and Selection as a Prerequisite for Employee(s) Performance.'** (A case study of Non Professional Teachers in the G.E.S. - Jomoro District).

QUESTIONNAIRE TO NON ADMINISTRATIVE STAFF

GENERAL BACKGROUND INFORMATION

1. Sex: a. Male [] b. Female []
2. Marital Status: a. Married [] b. Single [] c. Divorced [] d. Widow []
3. Number of Children.....
4. Academic Status a. Degree [] b. HND [] c. "A" Level [] d. "O" Level []

e. SSS [] f. J.S.S. [] g. MSLC [] h. Others, please specify.....

5. How long have you been working with the G.E.S. a. 1- 5yrs [] b. 6- 10yrs []
c. 11-15yrs [] d. above 16yrs []

Questions on recruitment and selection

6. How did you get to know there was a vacant position?

- a. job posting []
- b. Advertisement []
- c. Referrals []
- e. Walk-in []
- f. Through the internet []
- g. Employment agency []
- I. any other, please specify []

7. What subject(s) do you teach?

8. Did you have any knowledge in the subject you are teaching?

- a. Yes [] b. No []

9. Is the subject(s) you are teaching exactly what you applied for?

- a. Yes [] b. No []

10. Were you interviewed? a. Yes [] b. No []

11. Were you asked to give evidence of previous experiences?

- a. Yes [] b. No []

12. Under which category does your appointment fall?

- a. National Youth Employment []

b. National Service Scheme []

c. G.E.S - Pupils Teacher []

13. Were you introduced to the job before your appointment? (Job preview)

a. Yes [] b. No []

14. Did you know the details of your job?

a. Yes [] b. No []

15. Did you know the job requirements?

a. Yes [] b. No []

16. Did you know what was expected of you

a. Yes [] b. No []

17. Which of the following tests were you subjected to during the selection process?

a. Medical test []

b. Personality test []

c. Cognitive test []

d. Attainment/Achievement test []

e. No test []

18. What was your initial experience on the job?

a. poor [] b. fair [] c. good [] d. very good [] e. excellent []

19. How do you see your job?

a. easy [] b. challenging []

20. Does the job you are doing now tally with the opinion you had about the Job prior to your appointment?

a. Yes [] b. No []

21. Are you able to meet the job requirements?

a. Yes [] b. No []

22. Was the recruitment and selection you went through to be appointed Satisfactory to you?

- a. Yes [] b. No []

APPENDIX B

QUESTIONNAIRE

KNUST SCHOOL OF BUSINESS

HUMAN RESOURCE DEPARTMENT

This questionnaire is only for an academic exercise that is in partial fulfillment of the award of a **MASTER OF BUSINESS ADMINISTRATION (MBA) in Human Resource Management**. It will therefore not be used in any other way except for academic purposes; your responses will be treated strictly confidential. You have therefore been chosen as one valuable administrative staff of the G.E.S. to provide information to enable the researcher undertakes a research on the topic **'The importance of Recruitment and Selection as a Prerequisite for Employee(s) Performance.'** (A case study of Non Professional Teachers in the G.E.S. - ELLEMBELE District).

QUESTIONNAIRE TO ADMINISTRATIVE STAFF

GENERAL BACKGROUND INFORMATION

1. Sex: a. Male [] b. Female []
2. Marital Status: a. Married [] b. Single [] c. Divorced [] d. Widow []
3. Number of Children.....
4. Academic Status a. Degree [] b. HND [] c. "A" Level []
d. "O" Level [] e. SSS [] f. J.S.S. [] g. MSLC []
h. Others, please specify.....
5. How long have you been working with the G.E.S. a. 1- 5yrs [] b. 6- 10yrs []
c. 11-15yrs [] d. above 16yrs []

6. What position do you occupy in the GES? a. regional director [] b. district director []
 c. personnel manager [] d. circuit supervisor [] e. head teacher []
7. What are the sources of internal recruitment for the G.E.S?
- a. Transfer and promotion []
 - b. Job posting-publication on bulletin boards and other internal media []
 - c. Inventory maintained to provide the qualification of each employee []
8. What are the sources of external recruitment for the G.E.S.?
- a. Advertising []
 - b. Employment Agency []
 - c. Universities, Colleges and Schools []
 - d. The Internet []
9. Which of the two main sources of recruitment provides the most qualified applicants?
- a. Internal Sources []
 - b. External Sources []
10. What skills do you consider during recruitment?
- a. Leadership Skills []
 - b. Proficiency Skills []
 - c. Job relatedness skills []
11. Do those who apply possess the necessary qualifications?
- Yes []
- No []
12. Does the G.E.S. conduct Reference Checks?
- a. Yes []
 - b. No []

13. Do you invite applicants for interview(s)?
- a. Yes []
 - b. No []
14. Do you subject applicants to any test?
- a. Yes []
 - b. No []
15. If yes, which of the following tests?
- a. Medical test []
 - b. Personality test []
 - c. Cognitive test []
 - d. Attainment/Achievement test []
 - e. Physical Ability test. []
16. Who make(s) the final decision on whether to offer appointment or reject applicants at the .E.S.?
- a. Director General [] b. regional director [] c. district director []
 - d. personnel manager
 - e. circuit supervisor [] f. head teacher []
17. Against what criteria is performance measured?
- a. Attendance [] b. punctuality [] c. Cooperativeness
 - d. Outcome of exams results []
 - e. Others (specify) []
18. What performance appraisal methods do you use to assess the non-professional teachers?
- a. Management by objective method (MBO) []
 - b. Behavioral anchored rating scale (BARS) []
 - c. Critical incident method. (Keeping written records of incidence as they occur) []

d. Others please specify []

19. Who assess the performance of non-professional teachers?

a. Head teachers []

b. Circuit supervisor []

c. Fellow teachers []

d. Personnel managers []

20. Which of the following would you consider as most important prerequisite for employee's performance?

a. Recruitment and selection []

b. Job satisfaction []

c. Training and development []

d. Compensations and reward []

21. In general do non professional teachers meet the target set for them?

a. Yes [] b. No []

22. Are there other comments that you would like to make about the recruitment

and selection processes used to appoint non-professional teachers?.....