UNIVERSITY OF EDUCATION, WINNEBA

RECRUITMENT AND SELECTION PRACTICES OF NON-PROFESSIONAL

TEACHERS IN GHANA EDUCATION SERVICE IN ATWIMA MPONUA

DISTRICT OF ASHANTI

BEATRICE ABATEY

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BEATRICE ABATEY

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DECLARATION

STUDENT'S DECLARATION

I, BEATRICE ABATEY, declare that this Project Report, with the exception of quotations and references contained in published works which have been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree in the University of Education, Winneba or elsewhere.

SIGNATURE:………………..……………..…….

DATE:…………………………...…………….….

SUPERVISOR'S DECLARATION

I, hereby declare that, the preparation and presentation of this Project Report was supervised in accordance with the guidelines for supervision of thesis laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: **DR. HINNEH KUSI**

SIGNATURE:……………..…………..…….

DATE:…………………………...…………………

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DEDICATION

I dedicate this work to my lovely daughters, Maame Nyarkoa Owusu-Amoako and Maa Afia Apianitiwaa Owusu-Amoako.

TABLE OF CONTENTS

LIST OF TABLES

ABSTRACT

The main aim of this study was to investigate and analyze the effectiveness of recruitment & selection of non professional teaching staff in the Ghana Education Service, keeping in view procedural fairness, transparency, line manager role, human resource competency in the organization. The study would assist and motivate the HRMD to recruit & select the best potential candidate to fill vacancies that exist in the district education office and other offices in GES. It further assist the non professional teaching staff in GES to also get information before they could apply for specific position in GES. The population of the study was targeted to HRMD, other officials in the district education office and in the senior high schools. The sample size was 96 and main instrument used for the study was the questionnaire. The results of the study indicated that the human resource department should be given in service training on the procedure for recruitment and selection of non-professional teaching staff in GES. Also, generally, all Ghanaian staffs of the GES irrespective of their area of specialization would have to go through lay down procedure in recruitment and selection of non-professional teaching staff by GES. There is also a clear indication in Ghana today, human resource department collect kick-becks before they recruit them. The study recommended that the ministry of education as a short measure should review the procedure that the human resource department followed in the recruitment and selection of non-professional teaching staff in the Ghana Education Service. Notwithstanding, the ministry of education should also assist to develop system that the human resource departments could use to recruit and select qualified potential candidates to fill a vacant position in the service, and make sure that the departments have a strategy and action plan for recruitment and selection process, and research in it.

CHAPTER ONE

INTRODUCTION

1.1   Background to the Study

The development of the public sector in Ghana began in the 1920‴s with the scope of operations of the education service division. The division was undesired making it responsible for the planning design, construction, operation and maintenance of the education sector in Ghana. Since the trade insurgency nations started growing rapidly in the advanced countries and later in the process of growing trade and markets stretched to the whole world which bowed into large achievement among big companies operating in both public and private sectors. The world turned into global village which encouraged movement of knowledge, skills and abilities across the traditions in the diverse countries in the world that caused the researchers focus towards the human resource management field to address different aspects related to the employees behaviour particularly recruitment and selection of non professional teaching staff in the Ghana education service, one of a key human resource management function. Effectual recruitment and selection has been one of the most pivotal for organizations in the educational sector because there is no absolute methodology for attracting, screening and finally finding the right person for the right job in an organization (Pounder, 2010). Effectiveness of recruitment and selection means meeting the basic objectives or generating large pool of applications and selection that is picking the best appropriate applicant among a lot. Pounder and Young, (2011) stated that the effective recruitment and selection is becoming more and more difficult and challenging. Many human resource management researchers also argued that the survival and success of an organization lies on how

1

effective the practices of recruitment and selection are taking place (Ofori & Aryeetey, 2011).

In the public sector like Ghana Education Service, notices advertisement is the only source of recruitment of non professional teaching staffs on which entire selection depends. Recruitment is important because effectiveness of the selection directly depends on how large and qualitative is the pool of applications (Murphy and Barham (2012). If the recruitment process will not be effective to bring enough pool or applications, the right selection becomes very difficult for any specific job (Carless, 2007). The effective recruitment and selection of employees is a fundamental Human Resource Management activity and if managed well can have a significant impact on the organisational performance as well as lead to a more positive organisational image (Pilbeam and Corbridge, 2006).

Ineffective recruitment has a number of cost implications for employers: low morale which can affect employee performance; lost business opportunities, as well as higher levels of labour turnover. Given the relationship between effective recruitment and organisational performance, organisations need to adopt a more strategic approach to Human Resource planning before moving on to the actual recruitment and selection process (Pilbeam and Corbridge, 2006; Bratton and Gold, 2007). Human Resource planning involves defining job roles and the associated competencies, as well as developing an understanding of the labour market, both internal and external, in order to match the availability of potential labour to organisational needs. A lack of specialist skills was cited as the primary cause of skills shortages reported by two thirds of organisations.

Barber et al., (2009) argued that it is hard to measure the effectiveness of recruitment and selection appropriately because most of the organizations have different systems of measurement. Ghana education service (GES) operates under the Act 506 of the 1995 general directions of the ministry of education and is governed by the directors who oversee the overall responsibility and implementation of the ministry of education policies and programmes. The day-to-day administration of the GES are managed by director-general and assisted by two deputies, Metropolitan Directors, Municipal Directors, District Directors of Education headmasters/headmistresses and non professional teaching staff. GES recognizes the fact that the success of any organization in today"s globalised computerized environment depends largely on the human resource base. Employees with the right skills, knowledge, experience, attitude, abilities, judgment and influence among others will assist the industry to achieve its goals and objectives.

The service membership is made up of the teachers and non teaching personnel in the pre-tertiary educational institutions in the public system, managers of educational units and their supporting staff and other persons that may be employed for the service. The latter includes the Regional, Metropolitan and District Directors of Education, Accountants/Bursars, Internal Auditors and Administrative Clerks. However, by far, the group with the largest presence in the GES is the teaching staff. While the teachers can be said to be professionals, all other staff are either academically trained individuals or learned on the job. It is a fact that the attainment of the goals of GES is dependent on all categories of staff mentioned and not on the teachers alone. Thus, both teaching and non-teaching staff are involved in the crucial issue of human resource management practices such as recruitment, induction and orientation, training, placement, re-training,

3

promotion, motivation and retention in GES. The changing trend of events in this computer age makes such human resource management practices prominent.

According to Okumbe (1998), human resource management in educational management is the process by which educational managers identify, develop and effectively release the maximum potential of employees for the benefit of both the organization and the individual. He categorizes human resource in educational institutions to include workers and students. The combined effort of workers and students, he says, enhances teaching and learning. Preparing people to do their jobs well is a specialized and very practical form of education (Sperber & Lerbinger, 1982). Sperber and Lerbinger (1982) stress that when companies change the designation of their personnel department into department of human resource; they indicate an awareness of the need for employee training. Such companies also refer to this function as investment in human capital and assign great importance to it. The quality of education, which is dependent on the quality of human resource, thus, plays a very important role in the socio-economic development of a nation. The GES has a major role to play in Ghana"s development effort as enshrined in the Vision 2020 document.

Every company is made up of employees and it is the duty of management of the company to employ or recruit, train, develop and motivate its employees so that the personnel can utilize the company"s physical and material resource effectively to attain the organisation"s goals. The principal purpose of recruitment is to attract suitable and sufficient potential candidates to apply for vacancies in GES non professional teaching staff or other organisations.

Selection activities are to identify the most suitable and appropriate candidates and persuade them to accept positions in the GES. Vacancies in the intermediate grades are filled by promotion. Non-teaching staff and untrained teachers are recruited through advertisements, interviews etc. When appointments by recruitment or promotion are discussed, the issue of vacancy management comes up. In the lower grades of the education service, the staff establishments are clearly specified and consequently, the numbers of vacancies are known and appropriate steps are taken to fill those vacancies. Some element of strict selection is introduced here as eligible candidates attend selection interviews.

One aspect of personnel management that is being badly performed in the sector is supervision. This has resulted in indiscipline, laziness, lack of punctuality and absenteeism in the system. Indiscipline has become a major issue in the public sector.

1.2   Statement of the Problem

Ghana Education Service has a recruitment and selection policy which it uses to employ their staff, both professional teaching and non professional teaching staff. The appropriate directors or departments submit a staff requisition to the director of administration. After the approval has been made, the director will indicate on the form the preferred method of recruitment and return it to the appropriate officer to arrange applicants for the interview. The positions are opened to all parties and the officer should use data from the job description, invite candidates through the most suitable and appropriate recruitment sources, the officer in-charge then screen the applications received for references to minimum qualification and high qualification applicants are

5

call to be interview by the experience and relevant director or departmental head. Selection is made based on the applicants" abilities and capabilities.

It supposes to consider first, current workers before or thereafter the vacancies that exist and open to the external applicants when there are no current employee. The above lay down regulations that the GES should follow to employ non professional teaching staff but it has not been the case. Ineffective recruitment has cost implications for employers that is low morale which can affect employee performance; lost business opportunities, as well as higher levels of labour turnover. The GES needs to adopt a more strategic approach to Human Resource planning before moving on to the actual recruitment and selection process. Employees always come across new faces that have not gone through the recruitment and selection processes. This could be some favorite of top administrators or relatives of management. This necessitated the researcher to research on the topic „evaluating recruitment and selection of non professional teaching staff in Ghana Education Service".

1.3   Objectives of the Study

The general aim of this research was to investigate and analyze the effectiveness of recruitment & selection of non professional teaching staff in the Ghana Education Service, keeping in view procedural fairness, transparency, line manager role, human resource competency in the organization. The following are the specific objectives of the study:

1. To examine the existing staff recruitment procedure being carry out in employing non professional teaching staff in GES.

2. To examine the existing staff selection procedure being used by the GES.

3. To find out the challenges associated with the recruitment and selection processes in GES

1.4 Research Questions of the Study

This dissertation focused on the following research questions:

1. What is the existing staffing recruitment procedure being used in employing non professional teaching staff in GES?

2. What is the existing staff selection procedure being used in employing non professional teaching staff in GES?

3. What are the challenges associated with the recruitment and selection processes in GES?

1.5 Significance of the Study

This study is highly significant as the main focus is to investigate the fairness of effectiveness of recruitment and selection of non professional teaching staff practices in the Ghana education service as it is education that helps the country to make social and economic development. Therefore, this research is needed specially to conduct a thorough analysis of the various aspects of the recruitment and selection and how effectively these primary practices are taking place in the Ghana education service which imparts education and skills to the future generation of Ghanaian.

This research work will serve as a reference to students who want to research on the same research topic and a guide to government of Ghana to implement the GES recruitment and selection policy. It will also assist researchers and the authorities of

ministry of education and GES intend to implement the recruitment and selection polices of GES. It will help comparatively in knowing dos and don"ts for not using the recruitment and selection policy of GES.

1.6   Scope of the Study

The study perimeter was to Atwima Mponua District with its aim is to investigate and evaluate the recruitment and selection processes of non professional teaching staff in GES.

1.7   Limitations of the Study

Challenges that the researcher encountered during questionnaire administration comprise unwillingness of respondents to answer questionnaire. Getting sample size became difficult because many people were not knowledgeable about the recruitment and selection of non professional teaching staff in Ghana education service.   Another challenge was time lost thus booking appointment with the respondents for number of days before getting the respondents to answer the questionnaire to achieve the intended purpose. This delayed the analysis of questionnaire of the study.

Lastly, financial constraint was also a major challenge; insufficient finance made it difficult for the researcher to go beyond the study area but was compelled to research within Atwima Mponua District in the Ashanti Region of Ghana. It was difficult obtaining reliable data. Mostly for security purposes and confidentiality sake, the staffs were not willing to reveal information concerning the ways they were recruited. It therefore became difficult to state the procedure that the directorate used to recrcuited the non professional teaching staffs.

It must be clarified that as the case considered one district selected and conclusions drawn may not be representative of the entire population. Also as the information was provided by different personnel in a descriptive manner, this may leave room for important information to be left out.

Despite all these problems, an effort was made to gather much information through a tactfully prepared questionnaire to ensure information accuracy and also give a true representation of the findings.

1.8   Organization of the Study

The study is divided into five chapters. The first chapter introduces the background of the study; statement of the problem, objective of the study; research questions; significance of the study; limitations and organization of the study.

Chapter two also deals with the review of related literature. Chapter three focuses on the appropriate methodology that comprises of the population, sampling technique and sample size, sampling procedure, data collection method, instruments for data collection, ethical consideration and data analysis.

Chapter four looks at the results and discussion of the study while chapter five contains the summary of the findings and conclusions of the study and recommendations offered based on findings of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

In this chapter, the researcher explores relevant and related literature in support of the goals of the study. The literature review is therefore from published books and any relevant information on what others have said about the „evaluating the recruitment and selection processes of non professional teaching staff in GES in Atwima Mponua District Education".

2.2   The Concept of Recruitment

The issue of recruitment and selection of employees is seen as significant as all aspects of Human Resource Management.   Recruitment according to the Oxford Advanced Learner's Dictionary is a means to find new people to join a company or an organization. Recruitment is also refers to as the act of getting applicants to join an industry or a company.

Many authors have come up with different views on recruitment and different procedures that some organizations use to recruitment their employees.   Tyson and York, 2010 stated that recruitment is the phase which immediately proceeds selections and the objectives of recruitment procedure is to attract suitable and genuinely applicants and carefully examine their credentials in order to produce a short list for further research in the selection. They further argued that organizations should adopt some steps on order to have efficient and systematic recruitment.

Diagrammatically the steps are:

10

Determining the vacancies

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Considering the sources

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Preparing and publishing information

↓

Processing and assessing applications

↓

 Notify   applicants
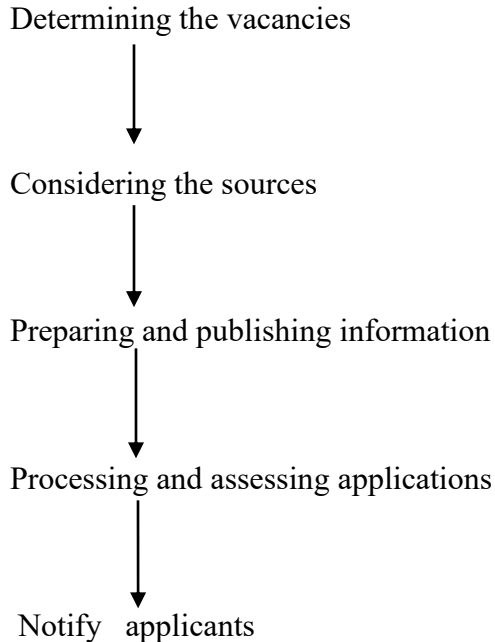
Source: Tyson and York, 2010

From the diagram, Tyson and York suggested that organizations should follow the above procedures in recruitment of their employees.   Some organizations follow Tyson and York idea but others prefer to determine the vacancies and poaching candidates to fill those vacancies direct without following the Tyson and York suggestion.

De Cenzo and Robbins (2012) explained recruitment as the process of discovering potential applicants   for actual or anticipated organizational vacancies. They argued that certain constraints limit the recruiting staff. These are the image of an organization internal policies and recruiting cost. Recruitment of employees can be done in two main sources that are internal and external. According to Bateman and Snell   2012 defined internal recruitment to the organization as the organization considering current employees for promotions and transfers as the case may be. This is in contrast to external recruitment which brings new blood to the organization and can inspire innovation, since outsiders could bring their expertise to the organization. One advantage of international

11

recruitment is that the employers know their employees and the employees also know their organization. The employees are familiar with the organization and may not even find working there interesting. Also, internal recruitment assists employees to maintain their morals and there is an opportunity for the employees to be promoted the higher rank and this will encourage the worker to remain in the company, work hard to achieve the organizational goals. Normally recruitment from outside the organization can be demoralizing to the workers in the organization.

Holbeche2001 argued that recruitment needs to take place within the human resource cycle as a strategy in building the organisation"s capability in changing market places. Recruitment should ideally not be simply question of filling gaps but be focused proactively on bringing into the organization the kind of skills and experiences which cannot be built from within.

Recruitment from outside is the only means by which senior positions are filled, internal candidates soon realized that they must leave the organization they want to be promoted. A well designed recruitment process can attract potential good candidates and give the employees useful indicate of performance. Candidates are usually more positive about the organization if they can see a clear link between the recruitment process and the job.

Armstrong (2001) gave the primary objectives of recruitment (which is an essential step in staffing an organization) as trying to attract the best qualified candidates to fill the vacancies.

However, even before acquiring the applicants it is necessary to have knowledge about the job that need to be filled. When the needed human resources are not available from within the organization outside sources must be tapped. Thus recruitment is so important to the well-being of the organization that companies use bonuses to recruit managers to change organizations. In locating experience employees, the organization can use private employment agencies, employ executives search organizations or use the state employment agencies. As regards to out sourcing of recruitment exercises, Holbeche (2001) added that for the senior management and other key positions, such agencies are often be used, though it is thought that 40-50% of top appointments are filled by contacts.

Goss (1997) stated that recruitment process deals with the diverse choices that are made by the potential employers and potential employees. Goss emphasizes that screening out the candidates by using criteria, which are not closely linked to the job performance. For instance, testing for a course competency for routine cleaner"s job may result in wrong choices. This assessment by Goss that some criteria used are out of placed holds a lot in our present day recruiting processes.

Bediako (2009) argued that it is the responsibility of the every human resource manager to develop and guide the organization to have an effective and efficient recruitment systems and procedures. Bediako further identifies and discusses two key stages in recruitment of employees. The first stage deals with defining the job, as well as defining the person who is to do the job. The second stage involves the activities related to attract applicants such as placement of advertisement or the use of employees" referrals and employment agencies.
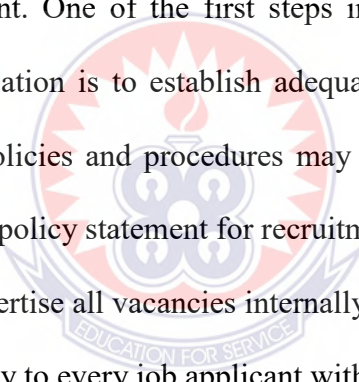
13

Szilagyi (2013) divided recruitment process into three main groups. The first is for lower level positions; the organisation should employ a method called general recruitment. This is a continuous process of filling the positions that frequently open in most of the organizations. Recruitment of clerical personnel and other unskilled or semi-skilled employees are examples of such category. The next category that the service or the organization should adopt is to employ personnel to fill in positions in management. Such categories of employees include nurses and certain skilled ones. The final category is also known as college recruitment and it can fall into either of the categories. Most of the organizations hire a number of college graduates for management training programmes. These trainees are trained in the programmes for specific period of time after which they would join a particular department where there is a match between the needs of the unit and the skills of the employee. Szilagyi also identifies the issue of job analysis and recruitment sources. Job analysis includes a description of identifying the title, duties and responsibilities for a position and acknowledgement of the designed background, experience and personal characteristics of an individual have in order to perform effectively in that position. Moreover, sources of recruitment re-echoes on what the other authors said as internal and sources. Szilagyi observed that internal sources have benefited many organisations by reducing significantly excessive recruiting and placement costs, as well as improving morale and loyalty among employees. These employees believe their good performance can be rewarded with a promotion.

External sources include walk-ins, agencies or placement/search firms, newspaper, schools and college recruiting, professional association, etc. The significance of this is that there is vast variety of external sources which ensures that an organisation

14

is able to find adequate number of candidates. But the negative side of it is being costly; especially college recruiting about twenty to thirty (20-30) candidates must be interviewed before one is hired. Newspaper and journal adverts can also be expensive, as a use of placement for firm for specialised or high-level managerial positions.

Cole (2002) stated that the principal significance of recruitment activities is to attract sufficient and suitable potential employees to apply for vacancies that exist in the organization and further admonishes organisations to search and employ staff who will consistently fulfill their roles and take on their responsibilities. These staff will immeasurably better be placed to deal with the opportunities and threats arising from their operating environment. One of the first steps in planning for the recruitment of employees into an organisation is to establish adequate policies and procedures (Cole, 2002). However, these policies and procedures may differ from company to company and further states a typical policy statement for recruitment. These comprise of five steps.

Step 1   -   Advertise all vacancies internally

Step 2   -   Reply to every job applicant with a minimum delay

Step 3   -   Aim to process all applications with efficiency and courtesy

Step 4   -   Seek candidates on the basis of their qualification for the vacancy concerned, and

Step 5   -   Aim to ensure that every person invited for interview will be given a fair and thorough hearing.

Cole also argued that the organisation should not discriminate unfairly against potential applicants on grounds of sex, race, age, religion or physical disability. The steps are necessary to ensure that recruitment practices are systematic, consistent and

15

responsive to internal needs. Systematic approach with clear procedures is significant for cost of effective recruitment and is responsiveness. Recruitment procedures should be flexible enough to permit staff to respond flexibly to demands made by recruiting departments and potential candidates.

2.3   Internet Recruitment

The modern tool for recruiting employees is by the use of internet facility. The growth of technology has led to some organisations resorting to the use of the internet to recruit their employees both internally and externally. Even where a vacancy exists internally, a candidate would have to access it on the internet and same applies to external prospects.

When search consultants have made their money by identifying candidates for posts, they start to make this information freely available to employers (Holbeche, 2001). It is possible to put job advertisement on the internet, and this allow for cheap communication of job opportunity worldwide, supposing the organisation is connected to the internet.

2.4   Selection Process

According to Oxford Advanced Learner's Dictionary, 6th Edition, Selection is defined as "the process of choosing somebody carefully from a group of people". It is also defined as the process of gathering information and deciding who should be hired or employed under legal guidelines for the best interest of the individual and the organization (Nickels et al, 2002).

16

The success of a work in the organisation is ultimately depends on its employees, the initial selection is one of the most important of all the decision-making processes that employers have to undertake (Tyson and York, 2010). Tyson and York (2010) stated that the quality of employees that an organisation selects will determine the future of the organisation. Making a mistake in selection can be very costly.

The essence of selection is to examine the qualifications of people whom they usually have on personal knowledge and to choose who is potentially suitable for employment in the organisation. When people are employed but cannot perform satisfactorily their tasks or cannot co-operate with their colleagues, then employers will be "sowing the seed for future harvest of problems which may be far-reaching in the gravity of the consequences." The selection decision is so critical that no amount of motivation will help improve performance if the wrong person is selected for the job (Bediako, 2009).

Szilagyi (2013) stated that the basis of the selection process as matching either the organisation decides whether the candidate's qualification matches the needs of the job; or the candidate decides whether or not the job in the organisation matches personal goals and needs. In whichever the case may be that of the organisation is paramount. Ideally, both the organisation and the candidate enter the selection process on an equal basis. In reality, many factors particularly the nature of the external environment, create a state of inequality. For instance, if the labour market is "tight" which is also known as a buyer's market- there are more candidates than jobs that the organisation can usually choose from a number of qualified candidates.

17

Cole (2002) adds that the principal purpose of selection activities is to identify the most suitable applicants and persuade them to accept positions in an organization and further makes the organizations or services aware that "once the organisation"s recruitment activities have succeeded in attracting sufficient numbers of relevant applications from the external labour market. The aim of the subsequent selection activities is to identify the most suitable applicants and persuade them to join the organisation."

Bediako (2009) also argued that the first thing in the selection process is the short listing of applicants, then to the completion of application forms, organising selection test and interviewing, background investigation about successful applicants, medical or physical examination, and the job offer. This is depicted in the diagram below:

Short listing of applicants

↓

Completion of application forms

↓

Selection test and interview

↓

Background investigation for successful applicants

↓

Medical/ physical examination

↓

Job offer
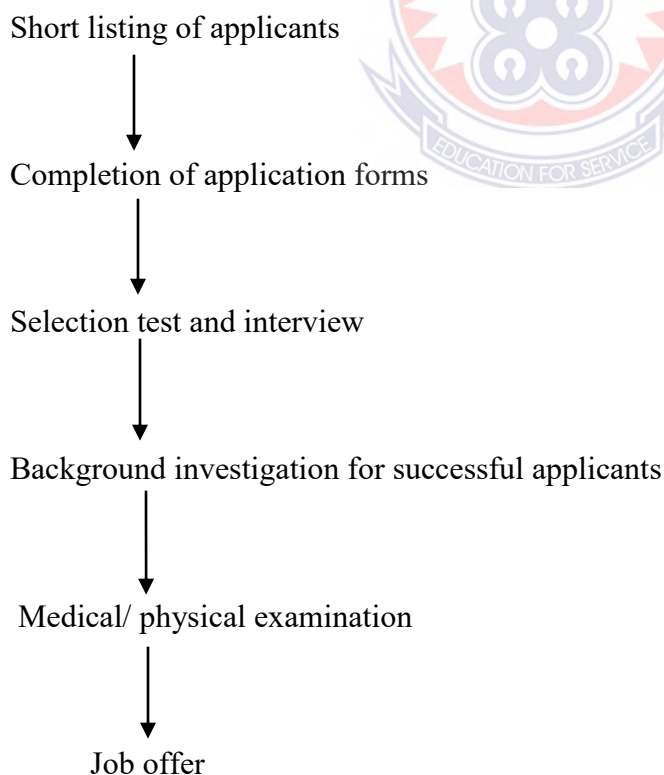
Source: Bediako, 2009

Szilagyi (2013) seem to have similar steps with slight variations. According to Szilagyi there are many variations in the degree of formality that organisations adopt, the detailed steps below are usually followed.

In step one the organisation first establishes the criteria for selection. As in the job analysis procedure, the criteria usually consist of information related to formal education, experience, physical characteristics, and other specific skills. Step two includes the initial screening interview and the completion of an application form. The objectives of this step are;

to get basic information,

- ➢ to determine the level of interest of the candidates,

- ➢ to determine if the selection process should continue.

The third step which is a formal interview is part of almost all selection procedures and probably one of the most important steps. It is important for two major reasons that is it provides a great variety and volume of information about the candidates (for the organization) and the organisation (for the candidates) and the candidate generally meets face to face with many organisational members, which is valuable for determining whether individual and organisation fit or matches each other.

There are three general types of interviews that are most frequently used. They are structured, semi-structured, and unstructured. In the structured interview, the interviewer prepares a list of questions in advance and does not deviate from the list and the responses are to be made in a forced-choice manner (i.e. yes or no), a great deal of objective information can be gathered because the structured interview eliminates idle chatter. The semi-structured interview consists of a limited set of questions asked of the

19

candidate. This procedure allows needed data to be collected, while the extra time permits the interviewer or interviewee to delve deeper on a number of points. Finally, the unstructured interview uses little preparation other than a set of example topics. The overriding advantage of this type of interview is that is allows a great deal of freedom to the interviewer to adapt to the situation and cover areas of interest to the candidate.

The fourth step, employment testing, involves a number of different procedures, each attempting to estimate the candidate's ability to perform effectively on the job. Two general categories of tests are usually employed by organizations. The performance test or simulations is used where candidates actually perform the work or a portion of it and examples are typing tests for secretaries, speed and accuracy tests for computer users and a standardized driving exam for forklift drivers. The second category concerns with the pencil-and-paper tests designed to measure the general intelligence and aptitude levels of the candidates.

In the use of employment tests, the manager needs to be concerned with three characteristics. Does the test relate to actual performance on the job? If not, it may possibly lead to a charge of discrimination. And, is the test valid? The growth body of research that has investigated the relationship between recruiting source and rates of turnover has yielded surprisingly consistent results. These studies indicate that internal sources, particularly employee referrals, were consistently good in hiring people who remained in the organisation for a significant length of time. Employment agencies, on the other hand, were poor sources of long-term employees.

20

Background and reference checks represent the fifth step. They are one of the most valuable, but equally controversial of the selection process. Usually the candidate is asked to provide letters of reference or the names of people who are knowledgeable about his or her background. If the reference person is sufficiently knowledgeable and is truthful, then valuable information is obtained. However, many times this does not occur. Either the references do not know the person well enough or they hide the truth for a variety of reasons. For this reason, reference checks have been criticized for their lack of reliability.   Some organizations want their future employees to take up a physical examination for reasons best known to them.

Cole (2002) further suggests some key stages in the selection process, which if an organisation adopts will give it the best applicants to fill the positions available.

> ➢ Sorting the application forms
>
> ➢ drawing up a shortlist of candidates sort through
>
> ➢ inviting these candidates for interview
>
> ➢ conducting interviews (supported by tests where appropriate)
>
> ➢ making a decision about choice of candidates
>
> ➢ making an attractive offer and confirming it
>
> ➢ writing to successful candidates
>
> ➢ notifying appropriate managers of decisions

2.5   Effective Recruitment and Selection

The most crucial and difficult human resource management strategy for achieving organizational goals is recruitment and selection strategies. The outcome of recruitment and selection strategy is productive for the organization if the organization selected

21

potential and suitable person in terms of appropriate skills but non productive if wrong candidate was selected and this can lead to failure of the organizations (Compton, 2009 and Canton, 2004).

Polychart (2006) argued that the success and failure of an organization depends on its staffing. Effective recruitment and selection has always been one of a most pivotal for the organizations in the educational sector because of not having any absolute methodology for attracting, screening and finally finding the right person for the right job in an organization (Pounder, 2006).

The applicants" always examine the violation of the procedural rules and found that job relatedness and interpersonal treatment of the selection procedure were more concerned to the applicants while as applicants showed concerns over not receiving timely feedback and biasness. Applicants" perception and reaction to selection procedures have attached enormous interest among different researchers and among these are the fairness of selection procedures, that has impact not only on the organizations attractiveness (Bauer et al., 2001) but also on the applicants motivation regarding a particular selection test (Chan et al., 1997). It has been argued that fairly treated applicants recommend the organization to others while as in case of not fairly not treated may go for litigation for their possible remedy (Bauer et al., (2001).

Zolttoli & Wanous, (2000) argued that advertisements place in the different newspapers have been found least effective source of recruitment in both public and private sector as well. Fullerton (2010) argued that in order to remove discrimination, the main principle is that the process should be made in such a way that, applicants will experience sameness in treating them during the whole selection process.

22

Vianen et al, (2004) argued that in making selection of an employee the situational judgment test has higher rating as compare to the cognitive ability and personality test.   It has been argued that by using technology in the field of recruitment and selection has many advantages and this can enhance the level of validity, acceptance and also will be able to bring efficiency in an organizational recruitment and selection activities (Chan & Schmitt, 1997). Researchers have raised various concerns over the transparency of the selection procedures that is very critical (Brink, et al., 2006). Some researchers argued that women candidates qualify more in open competition as compare to male candidates which has found that this is because of the lack of the transparency in selection procedures. Human resource Personnel and Line management have suggested and agreed that human resource policies must be integrated with the overall strategic objectives of the organization, human resource managers and specialists needs very special attention to the recruitment and selection of employees to align its consistency with the overall organizational strategy and other subsequent functions of human resource management, this function should be treated as integrated process not taken as casual or an ad hoc activity (Hsu, 2000).

The first interaction between an organization and applicant is actually happening on the recruitment and selection stage when a new candidate perceive fairness treatment from the organization which has long lasting effects after this candidate joins the organization as employee (Cropanzana et al., 2007).

Plychart (2006) has noted that the effective selection of an employee is only possible when the organizations have the capability to generate a larger pool of potential applicants.

23

It has been argued that fairly treated applicants recommend the organization to others while as in case of not fairly not treated may go for litigation for their possible remedy (Bauer et al, 2001).

Kandola and Fullerton, (2004) have argued that in order to remove the discrimination, the main principle is that process should be made in such a way that applicants will experience sameness in treating them during the whole selection process. Gilliland, (2013) suggested that fairness reaction by the applicants may have a relationship with the legal action against the recruiter.

Mitsuhashi et al, (1998) has found in the context of Chinese firms effectiveness of HR practices between the line and HR executive and he noted that Line executive perceive lower HR department performance as compare to the them which they argued that are due to the lack of appropriate authority and huge governmental influences in their activities.

Tulubas & Celep, (2012) have argued that it is the supervisor who has direct impact on the daily activities of the faculty members as they remain physically and personally very close to these faculty members. Armstrong, (1992) has described that the basic job of the human resource specialist is to provide assistance and support to the line managers, which doesn"t mean that they control their activities.

Recruitment and selection had been a very key area of research among the researchers of human resource management field. In such case the coordination between line and Human Resource Management is very crucial to make the right selection, (Hsu, 2000) stated that Human Resource officials do share their responsibilities with the line

24

management and this effect seems stronger in the field of recruitment and selection, especially when it is the matter of the final selection.

In Ghana education service, once an employee is being selected on regular bases, employee remains in the service serving till 60 years of their age which implies that by average employees in Ghana education service served the nation almost more than 35 years of their age .this means that the employees serve the organization under different capacities which matters continuously during their period of service in terms of survival and competitive advantage by the organization regardless of public sector. while as this research paper will focus more on to probe about the effective recruitment & selection of non professional teaching staff practices that is the base to bring the right blood into the Ghana education service mainstream, so that Ghana education service can deliver the best for the development of the country because in case of non effectiveness of recruitment and selection Ghana has to suffer non professional teaching staffs" are not working effectively.
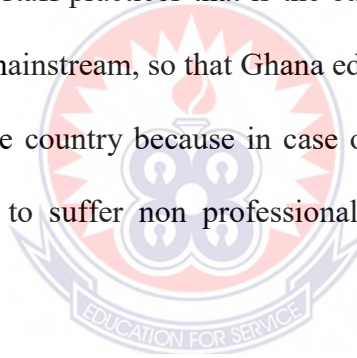
2.6   Conditions of Service for the Non-Teaching Staff of GES

The conditions of service for the non-teaching staff of the GES were promulgated on 23ʳᵈ June, 2000 between the Ghana Education Service (Employer) and the Teachers and Educational Worker"s Union (TEWU) of the TUC (Ghana) (Union) and became effective from 1ˢᵗ April, 1999. According to the conditions and scheme of service document for staff of Ghana Education Service (Non-teaching), promotions shall be made according to merit Eyiah-Wilson et al. 167 and in accordance with the scheme of service. It is also mentioned that in determining an employee"s claim for promotion,

25

account shall be taken of qualification, experience, efficiency, seniority, sense of responsibility, initiative, general behaviour, and where relevant, powers of leadership and expression and requisite attendance of in-service training courses.

It is also a policy that senior officers shall be considered for promotion after a minimum of three years" satisfactory service and on passing the prescribed interview. Promotion out of turn for exemplary conduct/excellent performance shall be upon recommendation by the Director-General to the GES Council. All recommended personnel shall be subjected to interview. The Appointments and Promotions Board of GES shall recommend the effective date of promotion. These interviews shall be conducted in the northern and southern sectors, depending on the category and number of officers due for promotion. In the case where a promotion test is required, no employee shall be promoted unless he passes the test. However, after two unsuccessful attempts but with a satisfactory service and having attended and passed an interview the employee may be promoted. For the teaching staff members of the Ghana Education Service as well, all the above conditions, such as academic/professional qualification, years of satisfactory service and conduct before promotion and application accompaniments, apply in their equivalence of ranks (GES, 2000).

2.7 Remuneration - Salaries and Allowances

In Ghana, the salaries, allowances, fringe benefits and working conditions for non-teaching personnel of GES are spelt out in their conditions of service. Articles 12 and 13 of the statutes shed light on salaries and allowances. Article 12 states that salary scale appropriate to each grade of the service shall be determined by the Ghana Education Service, acting on behalf of the Government in consultation with the Teachers and

Educational Worker's Union representing employees of the Service. The policy states further that all employees shall draw their salaries from the date on which they assume duty.

The point of entry of a newly appointed or promoted employee shall be determined by the Ghana Education Service or any other authority appointed to do so. On allowances, Article 13 of the Scheme of Service states, among others, that Maintenance and Mileage/Kilometric Allowances shall be paid to all members of the service who are entitled to and own means of transport at rates to be determined by management and union from time to time. The policy also mentions that Night Allowance shall be paid to employees travelling on duty at rates to be determined by Management and Union from time to time. By the scheme of service, Tools Allowance shall be paid to artisans who use their own tools at the rate to be determined by Management and Union from time to time. Drivers of Divisional/Regional/District Directors, Boarding institutions and Heads of Institutions of the Ghana Education Service shall be paid monthly overtime allowance. On Acting Allowance, the policy indicates that, where an officer performs the duties of a higher officer under circumstances where acting allowance is not applicable, a charge allowance of 15% of his basic pay per month shall be paid to him during the period of performance of such duties. According to the conditions and scheme of service, all categories of staff who have their own means of transport shall be paid commuted travelling allowance and also all heads of units (including the Chief Administrative Officer, Chief Accountant and the Chief Internal Auditor) shall be paid Responsibility Allowance. Article 19 of the conditions and scheme of service document stipulates that, an employee, who qualifies under existing regulations, shall be paid overtime allowance

27

for approved official duties undertaken outside and in excess of the employee‟s normal working hours.

It is also the policy of the service to pay all categories of junior employees, including watchmen‟s overtime in accordance with existing regulations as follows;

- ➢ Saturdays, Sundays and Public Holidays – Double Time

- ➢ Mondays to Friday – one and a half Study leave, maternity leave and sick leave Article 15 (D) (i-vi) of the conditions of service states that:

- ➢ Study leave with pay may be granted by the Service to employees who have served for minimum period of three years for approved courses leading to the improvement of their professional and academic qualifications;

- ➢ The grant of study leave with pay shall be governed by regulations relating to courses, duration, qualification, etc, as may from time to time be laid down by the Director-General, in consultation with the Union;

- ➢ Employees granted study leave with pay shall be required to enter into bond to return to the service;

- ➢ The Period spent on study leave with pay shall count for service and shall be increment earning subject to satisfactory work and conduct during the service;

- ➢ Employees who do not qualify under the prevailing regulations or who wish to undertake courses not approved for grant of study leave with pay may, at their own request, be granted study leave without pay;

- ➢ Period of study leave without pay shall earn increment and shall count as service, provided the course is considered relevant to the service by the Director-General

28

and is completed within the normal period. On the issue of maternity leave, the conditions of service provides in Article 15 (F) (I-V), the following provisions:

❖ An employee is entitled to three months maternity leave on full pay on becoming pregnant on the certification of a medical officer or recognized medical practitioner;

❖ If on the expiry of the maternity leave a medical officer or recognized medical practitioner certifies that the employee concerned is not fit to assume duty, she may be granted an extension of the maternity leave up to three months but this period will be without pay;

❖ Maternity leave shall be additional to annual leave entitlement or leave earned in the year;

❖ Women employees shall be permitted, at their own request, to take additional unpaid leave of up to one year after child birth without loss of employment or of rights resulting from employment;

❖ On resumption of duty from maternity leave, female employees will be given the opportunity for the first six months to take two hours off duty each working day to enable them nurse their babies.

Housing and working conditions With regards to housing, Article 17 (A-C) makes the following provisions:

➢ Housing loan may be granted to an employee subject to availability of funds to enable him own a house provided that such an employee has done not less than five years continuous service; and

29

➢ Rent advance of one million old Ghana Cedis (or hundred Ghana Cedis) may be granted to an employee to enable him rent a decent accommodation. This would be "subject to availability of funds.

2.8   Retention

The attainment of organizational goals does not solely depend on the high calibre of personnel recruited, but, most importantly, retaining them in the organization. From the literature several factors help to retain staff in organizations. Prominent among them are; salary, job satisfaction, training, job description, promotion and other motivational factors. Locke (1976), cited in Wagner and Hollenbeck (1998, p45) defined job satisfaction as "a pleasurable feeling that results from the perception that one fulfils or allows for fulfillment of one"s important job values." He stressed that job satisfaction is built on three important components: values; importance of values; and perception. Locke defined values in terms of "what a person consciously desires to obtain" or what he referred to as "subjective requirements" that exist in the person"s mind. The second component identified by Locke (1976) is importance, which, in his words, implies that people differ not only in the values they HOD, but also in the importance they place on those values. The third and the last component is perception. He argues that employee satisfaction is based on the organization"s perception of the present situation in terms of its values.

Locke (1976) further argues that job satisfaction is closely related to employee retention. He identifies seven working conditions that lead to job satisfaction for most people, as follows:

❖ Mentally challenging work with which the individual can cope successfully;

❖ Personal interest in the work itself;

❖ Work which is not too tiring physically;

❖ Rewards for performance which are just, informative, and in line with the individuals" personal aspirations;

❖ Working conditions which are compatible with the individuals physical needs and which facilitate the accomplishment of his work goals;

❖ High self-esteem on the part of the employee; and

❖ Agents in the workplace who help the employees to attain job values, such as interesting work, pay and promotions, and whose basic values are similar to his own, and who minimize role conflict and ambiguity. On his part, Rebore (2001) suggests a number of activities aimed at retaining employees on the job. These include: staff development, appraisal, rewards and collective bargaining. He notes that staff development is an activity to which each school system must commit human and physical resources in order to attain a viable and knowledgeable staff. On appraisal, he contends that the business of appraisal should cover all personnel. This is in view of the integral relationship between all employees and because one employee"s performance can affect the performance of other employees. He argues that the establishment and the implementation of an appraisal process are aimed at fostering the self-development of each employee, helping to identify a variety of tasks that an employee is capable of performing, helping to identify staff development needs, helping to improve performance, helping to know if an employee should be retained in the school district, helping

31

to determine the amount of a salary-increase the employee should be given, and finally helping to Eyiah-Wilson et al. 165 determine the placement, transfer or promotion of an employee.

Okumbe (1998) has outlined the following as objectives of appraisal:

❖ It helps in determining the strength and weakness of individual workers so that remedial measures can be taken to improve productivity;

❖ It enables management to determine training needs of workers as individuals or as groups;

❖ It provides the basis for promotion, transfers or dismissal;

❖ It helps in increasing job satisfaction of workers by developing their potentials through a proper feedback mechanism;

❖ It is an important tool for human resource planning;

❖ It is an important source of feedback on the effectiveness of selection and training; and

❖ It helps educational researchers to carry out research in the most crucial areas in order to provide solution to educational problem.

2.9   The Concept of Motivation

Various researchers and authors have put forward several theories of motivation. Lahey (1995) views motivation as an internal state that activates and gives direction to our thoughts. On their part, Desmone and Harri (1998) define motivation as a psychological process that causes arousal, direction and persistence of voluntary action that are goal oriented. DeCenzo and Robbins (1996) narrow the scope of their definition

32

to employee motivation. They view employee motivation as an individual''s willingness to exert effort to achieve the organization''s goals, conditioned by the efforts and ability to satisfy individual needs. Cole (2002) describes motivation as a behaviour caused by some stimulus that is directed towards a desired outcome.

Steer and Porter (1983) have identified three important components of any definition of the concept of motivation. The first component refers to energetic forces within individuals that "drive" them to certain types of behaviour. The second component refers to goal orientation, with behaviour being directed towards something. The third component is concerned with forces within the individuals and within their environment that reinforce the intensity of their decisions and the direction of their energy.

2.10   Theories of Motivation

In this hierarchy of needs theory, Maslow (1954) suggests that people in organizations are motivated to perform by a desire to satisfy a set of internal needs. Maslow identifies five basic needs, which are organized into successive levels of importance. These are: Physiological need; Safety/Security Need; Social/Belonging Need; Esteem or Ego Need; and Self Actualization Need.

2.10.1 Maslow's Framework has Three Basic Assumptions

➢ People are Beings whose needs influence their behaviour, and that only unsatisfied needs can influence behaviour. Satisfied needs are not motivators

➢ A person''s needs are arranged in order of importance from the most basic (food and shelter) to the complex (ego and achievement)

33

➢ A person advances to the next level of the hierarchy or from basic towards complex needs only when the lower need is, at least, minimally satisfied. The implication of Maslow‟s hierarchy of needs is that organisations cannot, therefore, apply uniform measures to all employees, as one form of motivation cannot stimulate all employees at the same time.

Hertzberg (1966) conducted a research to examine the relationship between job satisfaction and productivity, and came out with a two-factor theory to motivation that is the satisfiers (motivators) and dissatisfies Hygiene factors). Hertzberg concluded that there are extrinsic job conditions whose absence or inadequacy brings about dissatisfaction among employees. However, if these conditions are adequate, it does not necessarily mean the employees are motivated. Hertzberg termed them as dissatisfiers or hygiene factors and classified them to include job security, salary, working conditions, status, company policies and quality of technical supervisors, among others. The study also came out with what he termed satisfiers or motivators (i.e. factors that motivate employees or people to perform). According to Hertzberg (1966), in a job environment, the presence of factors, such as recognition, job challenges, advancement and growth, is motivational. However, when they are absent, the level of satisfaction is almost non-existing. Job satisfiers are called motivators because they fulfill an individual‟s need for psychological growth.

Hertzberg‟s findings imply that worker motivation can be improved by changing the nature of the job through job enrichment. Management should, thus, make it possible for staff to have maximum control over the mechanisms of the task performance. Workers‟ jobs should be designed in a way that would enable them to experience a

34

feeling of accomplishment of assigned duties. Hence, institutional managers and administrators should see to it that staffs are given direct, clear and regular feedback on their performance in particular and the organizational performance in general. Furthermore, institutional managers and administrators should provide an enabling working environment to motivate workers to learn new and different experiences on the job.

Henne and Locke (1985) are of the opinion that, when workers are not satisfied, it creates a workforce who is more likely to exhibit high turnover, high absenteeism, low corporate citizenship, more grievances, industrial strikes, poor mental and physical health. Terborg and Miller and (1978), cited in Stoner and Freeman, (1989), are also of the view that factors, such as fringe benefits, over all salary system, allocation of status, openness of communication, good degree of interaction and interdependence and cooperation may, at times, affect an individual's satisfaction and decision to perform. The study by Kyndt et al. (2009) offers the most comprehensive approach with respect to finding out the factors influencing employee retention, in the sense it considers both personal and organizational factors.

Specifically, the study sought to find out the relationship between:

1. the perception of the learning and working climate and employee retention;

2. a high potential and employee retention;

3. personal characteristics (such as level of education, number of children, seniority, age and gender) and employee retention.

35

The study involved 349 employees from 57 different companies. Factor analysis as well as the multiple stepwise linear regressions was employed to determine the factors that determine employee retention in the study area. Kyndt et al. (2009) found that work climate, including appreciation and stimulation positively affected staff retention. Also self-perceived leadership skills and seniority positively related to employee retention. For example, respondents who had worked longer in the company tended not to leave. However, the level of education as well as the readiness and initiative of staff negatively affected employee retention. It is against this backdrop that in this present study we seek to contribute to the already laid down tools used to analyze the reasons for the recruitment or otherwise of staff in an important organization like the Ghana Education Service.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

This chapter outlines the methodology used in gathering relevant data for the research. The chapter involves a detailed discussion of the research technique, data source, sampling population, sampling selection/technique, research instrument and data analysis.

3.2   Research Design

The study intended to report the situation as it is at Atwima Mponua Education Office. The design was used to describe the assessment of the recruitment and selection of non-professional teaching staff in Ghana education service for employing the right applicants to fill the various vacancies that exist in the Ghana education office and to recommend some basic practices to help improve the recruitment and selection of non-professional teaching staff in Ghana education service. This study is therefore structured within the framework of descriptive research approach. Descriptive research studies are designed to obtain information, which concerns the current status of phenomenon (Saunders, Lewis and Thornhill, 2007). The approach was chosen because the researcher did not manipulate the variable but rather described the phenomenon that existed at the time of the research. This was to ensure the integration of indigenous knowledge and hand-on experience in identifying and finding solutions to any problem relating to the recruitment and selection of non professional teaching staff in Ghana education service for enhancing the best selection for education service at Atwima Mponua District of

37

Ashanti Region in Ghana. All key stakeholders were involved in the study through intensive and extensive consultations and discussions. Instrument used was questionnaire.

However, it is documented that the descriptive research may fall short of disclosing new insights into a development, because it does not manipulate the variables concern and it only focuses on explaining what already exist. The method may also produce results that are unreliable because it may dig into private and emotional matters that respondents may not be completely truthful about. In spite of these weaknesses, the descriptive research design is considered as the most appropriate for researching into the evaluating recruitment and selection of non professional teaching staff in Ghana Education Service.

3.3 Population

The target population for the study involves all members of staff of the Atwima Mponua District Education. The members of staff were made up of officers from the various departments, units and sections of the education service. The size of the population was 150 respondents from the district education office and other senior high schools within the district. However, the research primarily focused on the members of staff at Ghana Education Service who are directly involved in the recruitment and selection of non professional teaching staff for education service in Ghana.

3.4 Samples Selection and Techniques

The sampling technique used was purposive sampling. In all a total sample size of ninety-six (96) was chosen these are the non-professional teaching staff in Ghana education service at Atwima Mponua District.

3.5 Research Instrument

The instruments used in data collection were the researchers own designed questionnaire approved by the supervisor. The questionnaires were divided into two main sections. section „A", sought data about the background of the respondents, section „B" was used to obtain data about the respondents recruitment and selection of non-professional teaching staff in Ghana Education service for enhancing the selection of the best candidates for the job, the processes, problems faced and measures to improve the recruitment and selection of non-professional staff in Ghana Education Service.

The questionnaires were simple and short. Both open ended and closed ended questionnaires were employed. The open ended questionnaire provided possible options for the respondents to choose among them. However, the closed ended questionnaire enabled the respondents to provide brief information by writing in a provided space.

3.6 Validity and Reliability

The test was validated by a supervisor who is a supervisor in the Department of Educational Leadership in University of Education, Winneba campus. The criticism and recommendations from the supervisor were taken into consideration before the final draft was produced.

3.7 Data Collection Procedure

A multi-analysis and participatory approach was adopted throughout the study. This was to ensure the integration of indigenous knowledge and hand-on experience in identifying and finding solutions to any problem relating to the recruitment and selection processes in Ghana education service at Atwima Mponua District of Ashanti. All key

stakeholders were involved in the study through intensive and extensive consultations and discussions. A comprehensive review of documentation made by other researchers and employees in Ghana Education Service were also conducted. Instrument used was questionnaire. Triangulation method of data collection was employed for the study. Triangulation is the employment of more than one research methods (both quantitative and qualitative methods) in a single study. It is esteemed to be very valid means of collecting research data. Many researchers have used this method (Carter & Little, 2003), and attest to its accuracy.

Grant & Booth (2009) advocates triangulation as a way of improving the validity of research results. The main advantage for its usage is its perceived accuracy. Additionally, triangulation presents common grounds for the opposing methodological camps, where each has something to identify with, and it may be a platform to elicit mutual validation from these opposing camps. These arguments present a good enough reason. In addition to the inherently positive attributes of these research methods for their usage. The researcher therefore adopted triangulation method of data collection.

Data analysis consist of examining, categorizing, tabulating, testing, or otherwise recombining both qualitative and quantitative evidence collected to address the initial propositions of the study. Questionnaires were administered personally to the respondents in their various offices with the support of two members of staff of the Atwima Mponua District Education office who had initially been briefed.

Quantitative data analysis software was used on data expected to be voluminous. Tables, percentages and other appropriate methods were the main tools used to analyze the data collected from the respondents.

The researcher obtained an introduction letter from the supervisor to formally introduce the researcher to Atwima Mponua district Education office, non professional teaching staff; this made it possible for the researcher to collect data from the respondents. After the data were collected, it was tallied and analyzed. This took two weeks after the collection of the questionnaires. The whole data collection took a period of one month and three weeks. A total of twenty-five questionnaires were administered to obtain a cross - sectional data for the study. The cross - sectional data are those collected from the field by the researcher from Atwima Mponua district Education office, non professional teaching staff. Before that a pre-test of the instruments were conducted on fifteen staff. This was done to ensure the validity of the instruments. The questionnaires were administered to the staff at their respective offices. The questionnaires received were vetted to ascertain their acceptability.

3.8   Data Analysis

Raw data can only be meaningful when it is processed into information for the purpose of making analysis. To this end, immediately after the field survey, data obtained were first edited to ensure consistency and accuracy in the responses and to check the response rate. The data was analyzed using descriptive statistics, namely frequency and where applicable graphs and tables were used for illustrations. The analysis was based on the mix method that is both quantitative and qualitative methods were used.

3.9   Ethical Consideration

Importance of adherence to accepted ethical behaviour is recognised in any research work (Khan & McCleary, 1996; Schmidgall, 1992). This is necessary so that the rights of respondents are not infringed upon. The researcher observed certain ethics that were not considered obstructive and deceptive. Before administration of the questionnaires and the conduct of the interviews, the respondents were educated on the purpose of the research and their consent was obtained devoid of coercion, inducement, deception and presence. Permission was also sought from the respondents before asking questions about them. The information obtained from the respondents was treated with the highest level of confidentiality and only used for the purpose of this study.

CHAPTER FOUR

ANALYSIS OF RESULTS AND DISCUSSION

4.1   Introduction

This chapter deals with the presentation of data collected from the respondents. The expected number of the respondents was 120 but 24 respondents failed to return their questionnaire issued to them.

4.2   Socio-Demographic Characteristics of the Respondents

Under the Socio-Demographic characteristics four issues were picked on the personal information of the respondents. They include gender, age in years, educational level and number of years in the service affects the response people give to questions. Thus, it was necessary for data to be collected on these demographic variables. This section presents the data relating to the demography of the respondents. The socio-demographic characteristics were established to know the nature of the respondents who participated in the study.

Table 4.1: Socio-Demographic Characteristic of Respondents

Response	Frequency	Percentage
Gender:		
Male	50	52
Female	46	48
Total	**96**	**100**
Age:		
20-29	20	21
30-39	48	50
40-49	18	19
50 and above	10	10
Total	**96**	**100**
Educational background:		
SHS/GCE O‟ and A‟ Level	25	26
Diploma	8	8
Teachers‟ Certificate „A‟	9	9
Advance Diploma/ First Degree	40	42
Master‟s Degree	10	11
Other	4	4
Total	**96**	**100**
Number of years worked in the organization:		
Less than 3	18	19
4-5	21	22
6 and above	57	59
Total	**96**	**100**

Source: Field Study, 2016

44

4.2.1 Gender Distribution of Respondents

From table 4.1 it reveals that 52% of the respondents were males while 48% were females. The data clearly indicates that majority of the respondents were males. This shows that in the Ghana education service more male worked at the education offices than male counterpart.

4.2.2 Age Distribution of Respondents

The age distribution of the respondents was also ascertained. The data obtained indicated that majority of the respondents representing 50% were between the ages of 30 and 39. Again, 21% of the respondents were between the ages of 20 and 29, 19% of the respondents were between 40 and 49 years. The number of respondents who were above 50 years and above was 10% of the respondents. It is expected that the chance of the respondents to increase their career level is influenced by their age. The young shall be motivated to increase their career level because of the number of years left in their working life and the opportunity to develop. Table 4.1 analyses the age distribution of the respondents.

4.2.3 Educational Level of Respondents

The response obtained indicated that 40 respondents representing 42% hold Advance Diploma/ First Degree qualification,25 respondents representing 26% hold SHS/GCE O" and A" Level qualification. On the other hand, 10 respondents that represented 11% had a master "s degree,9 respondents that represented 9% had a Teacher certificate „a" 8 respondents representing 8% of the respondents had diploma, while 4 respondents that represented 4% had other respectively.

45

This shows that majority of the respondents hold Advance Diploma/ First Degree qualification. This is because most of the respondents were selected from education office whose minimum required qualification was a degree.

4.2.4 Number of Years Worked in the Service

The response obtained indicated that 59% have worked in the service for 5 and above years 22% have worked in the organization for 4 t0 5 years while 19% have worked in the service for less than 3 years. This shows that majority of the respondents have worked in the service for 5 and above years in the service. Basically, a direct line of correlation can be drawn between the attainment of first degree and the number of years that the respondents had served. Some respondents initially had HND certificate and later proceed to read the degree.

Table 4.2: Type of existing Staffing Recruitment Procedure being used in

Employing Non -Professional Teaching Staff in GES

Response	Frequency	Percentage
External Recruitment Procedures	26	27
Internal Recruitment Procedures	70	73
Total	**96**	**100**

Source: Field Study, 2016.

The type of existing staffing recruitment procedure being used in employing non-teaching staff in GES was also ascertained. The data obtained indicated that majority of the respondents representing 73% stated that the human resource department always used internal form of recruitment to employ their workers. While 27% of the respondents also stated that the human resource department always used external form of recruitment to

46

employ their workers. This means majority of the respondents stated that the human resource department always used internal form of recruitment to employ their workers. This indicates that most of the non-teaching staff holds teaching professional certificates.

Table 4.3: Existing Staffing Recruitment Procedure being used in Employing Non-Professional Teaching Staff in GES

Response	Frequency	Percentage
External Recruitment Procedures	48	50
Internal Recruitment Procedures	48	50
Total	**96**	**100**

Source: Field Study, 2016.

The existing staffing recruitment procedure being used in employing non-professional teaching staffs in GES were both internal and external recruitment procedures. This has been indicated in Table 4.3 that 48 respondents representing 50% stated that GES used both internal and external recruitment procedures for employment of their employees into the service. This normally happens when the need arises for the GES to employ special area in the interest of the service.

Table 4.4: Existing Staffing Selection Procedure being used in Employing Non-Professional Teaching Staff in GES

Item	Rel. Frequency	Rel. Frequency (%)
Recruitment and selection policy of GES help employ suitable and potential candidates	0.423	42.3
Recruitment and selection policy subscribe to notion of openness by giving full force to principles of transparency and fairness	0.167	16.7
Office scrutinizes applications been received for recruitment and selection	0.41	41
Total	**1.00**	**100**

Source: Field Study, 2016.

From table 4.4, 42.3% of the respondents stated that Ghana education service recruitment and selection policy help them to employ suitable and potential candidates, 41% of the respondents stated that office scrutinizes applications been received for recruitment and selection while 16.7% of the respondents stated that recruitment and selection policy subscribe to notion of openness by giving full force to principles of transparency and fairness. This indicates that majority of the respondents stated that Ghana education service recruitment and selection policy help them to employ suitable and potential candidates. Plychart (2006) argued that the effective selection of an employee is only possible when the organizations have the capability to generate a larger pool of potential applicants. Holbeche (2001) also added that for the senior management and other key positions, such agencies are often be used, though it is thought that 40-50% of top appointments are filled by contacts.

48

Table 4.4: Challenges associated with the recruitment and selection processes in GES for recruitment of professional Teaching Staff

Item	Rel. Frequency	Rel. frequency (%)
Majority of the applicants pass through the recruitment and selection processes before they are employed in the Ghana Education Service	0.100	10
Positive impacts of the recruitment and selection of non-teaching staff in the service	0.148	14.8
The technological drivers for the adoption of internet recruitment and selection of non-teaching staff in the service.	0.050	5
What are some of the challenges faced by your organization in the quest to implement the recruitment and selection policy in the service?	0.160	16
What are the challenges that the administrators face in using recruitment and selection policy of Ghana Education Service?	0.300	30
Do the administrators show conflict of interest in the recruitment and selection of non teaching staff in the service?	0.052	5.2
Do the administrators receive bribe or „kick-back" before recruiting the employees?	0.19	19
Total	**1.00**	**100**

Source: Field Study, 2016.

On the question of the challenges associated with the recruitment and selection processes in GES for recruitment of professional teaching staff. The response obtained from the respondents indicated that most of them stated that the challenges that the administrators face in using recruitment and selection policy of Ghana Education Service were inadequate information about the candidates, delay in inviting the candidates to attend interview, Ghana government policy on employment of the non professional

49

teaching staff into the service were 30%. 19% of the respondents stated that the administrators receive bribe or „kick-back" before recruiting the employees, 16% of the respondents indicated that some of the challenges faced by their organization in the quest to implement the recruitment and selection policy in the service was the organization not prepare to implement this policy, 14.8% also indicated that the positive impacts of the recruitment and selection of non-teaching staff in the service was good, 10% of the respondents stated that majority of the applicants pass through the recruitment and selection processes before they are employed in the Ghana Education Service, 5.2% stated that the administrators show conflict of interest in the recruitment and selection of non teaching staff in the service while 5% indicates that there was technological drivers for the adoption of internet recruitment and selection of non-teaching staff in the service. This revelation is not however surprising as it is widely acknowledged that majority of the respondents stated that the challenges that the administrators face in using recruitment and selection policy of Ghana Education Service were inadequate information about the candidates, delay in inviting the candidates to attend interview, Ghana government policy on employment of the non professional teaching staff into the service.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1   Introduction

This chapter deals with the summary of findings, conclusion and recommendations made from the findings. Lastly areas of suggested to be considered for further research are also included in this chapter.

5.2   Summary of Findings

The following summary of the findings is based on the objectives of this study. The major findings are stated to reflect the objectives of the study. The main aim of this study was recruitment and selection of non- professional teaching staff in the Ghana Education Service in the Atwima Mponua District of Ashanti. Recruitment and selection of non- professional teaching staff in the Ghana Education Service was significant in the public employment sector in the country as this study is concerned.

The human resource department used both internal and external form of recruitment to employ the non professional teaching staffs in the district. Also, the challenges that the administrators face in using recruitment and selection policy of Ghana Education Service were inadequate information about the candidates, delay in inviting the candidates to attend interview, Ghana government policy on employment of the non professional teaching staff into the service. There is also a clear indication in Ghana today, human resource department collect „kick-becks" before they recruit them.

In the internal recruitment and selection of the non-professional teaching staff opportunities were given to the teaching staff before they considered the outside for vacant position in the GES.

5.3   Conclusion

Recruitment and selection of non- professional teaching staff in the Ghana Education Service in the Atwima Mponua District of Ashanti should be highly valued in all endeavors, with mechanism in place; qualified people would be selected to fill vacant positions in GES. Recruitment and selection of non- professional teaching staff assist government to reduce the unemployment rate in the country. Again, the structure of the recruitment and selection of non- professional teaching staff in the Ghana Education Service has not undergone any major changes so far as recruitment and selection are concerned; recruitment and selection innovations seek to fill the vacations that exist in the service.

5.4   Recommendations

Evidence from the findings indicated that the respondents did not hesitate to provide the information relating to the study of recruitment and selection of non-professional teaching staff in the Ghana Education Service in the Atwima Mponua District of Ashanti. As a result the following recommendations were made for consideration to address the challenges of recruitment and selection of non- professional teaching staff in the Ghana Education Service.

1. As a short measure, it is suggested that the Ministry of Education should review the procedure that the human resource department followed in the recruitment and selection of non-professional teaching staff in the service. Because most of the human resource department officers do not follow the laydown procedures for recruitment of non professional teaching staffs in Ghana Education Service.

2. Notwithstanding, the Ministry of Education should assist to develop an internet recruitment system that the human resource departments could use to recruit and select qualify potential candidates to fill a vacant position in the service.

3. The Ministry of Education and Ghana Education Service should also make sure that the departments have a strategy and action plan for recruitment and selection process, and research in it.

4. It also suggested that GES should organize programmes and workshops that must assist the prospective HRM departments to identify and select qualified potential candidate for the vacant positions declared by the office.

5. Finally, the rigid bureaucratic way of recruitment and selection in Ghana education service should be revised to cater for today"s needs. This could be done by the Ministry of Education decentralized the recruitment system of the non professional teaching staffs in the country.

5.5   Suggestion for Further Research

The study targeted Atwima Mponua District of Ashanti Education Office on the topic „recruitment and selection of non- professional teaching staff in the Ghana Education Service". Due to time and financial difficulty the study did not cover all the

53

Ghana Education Service offices in country. It was limited to Atwima Mponua District of Ashanti Education Office further research on the topic should cover other Ghana Education Service offices in country and enough funds should be sought before the researcher embarks on this study.

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APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA
COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

DEPARTMENT OF EDUCATIONAL LEADERSHIP

P. O. Box 1277
Kumasi

23rd December, 2016

TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION: BEATRICE ABATEY
INDEX NO: 7141770059

This is to confirm that Beatrice Abatey Is an MA student pursuing a programme in Educational Leadership at the Department.

Beatrice is currently engaged in a research on "**Recruitment and Selection Practices of Non-professional Teachers in Ghana Education Service in Atwima Mponua District of Ashanti.**" as part of the requirements for the award of the Master of Arts Degree.

We should appreciate any courtesies that could be extended to her as she collects data for writing the Project Work.

Thank you.

DR. PHILIP OTI-AGYEN
Head of Department

HEAD OF DEPARTMENT
DEPT. OF EDUCATIONAL LEADERSHIP
COLLEGE OF TECH. EDUCATION, KSI.
UNIV. OF EDUCATION, WINNEBA

APPENDIX B

UNIVERSITY OF EDUCATION, WINNEBA

(COLLEGE OF TECHNOLOGY EDUCATION KUMASI)

QUESTIONNAIRE ON RECRUITMENT AND SELECTION

TOPIC: RECRUITMENT AND SELECTION OF NON- PROFESSIONAL

TEACHING STAFF IN THE GHANA EDUCATION SERVICE

QUESTIONNAIRE FOR STAFF OF ATWIMA MPONUA DISTRICT

EDUCATION OFFICE

Dear Sir/Madam,

With regards to the above subject, I am a final year student of University of Education, Winneba -College of Technology Education Kumasi and wish to administer questionnaires and conduct an interview to assist in writing a thesis. It is for academic purpose, in fulfillment for the award of MA Leadership. Any contribution either on paper or verbal will be strictly confidential.

I will therefore be grateful, if you could spend part of your time to answer the following questions. Please tick [√] or write where applicable.

PART A: Socio-Demographic Characteristics

1. Gender:

Male   [   ]

Female   [   ]

61

2. Age in years:

20 – 29   [   ]

30 to 39   [   ]

 40 to 49   [   ]

50 and above   [   ]

3. Educational background:

SHS /GCE O" & A level   [   ]

Diploma   [   ]

Advance diploma/First degree   [   ]

Master"s Degree   [   ]

Other specify…………………………………………….…………………………

4. Number of years worked in the organization:

 Less than 3   [   ]

4-5   [   ]

 6 and above   [   ]

PART B: The existing Staffing Recruitment Procedure being used in Employing Non -Professional Teaching Staff in GES

5. Comparatively internal and external recruitment procedure of recruiting non-teaching staff applicants into GES, which one do you prefer………………. ……………………..

6. What type of recruitment procedures do you use in employing applicants into the service?

Internal   recruitment procedures   [ ]

External recruitment procedures   [ ]

Do not know   [ ]

7. What is the existing staffing recruitment procedure being used in employing non-professional teaching staff in GES?……………………………………………………

PART C: The existing Staffing Selection Procedure being used in Employing Non-Professional Teaching Staff in GES

8. Will the recruitment and selection policy of Ghana Education Service help to employ the suitable and potential candidates for a specific job?

Yes   [ ]

No   [ ]

9. Do the recruitment and selection policy subscribe to the notion of openness by giving full force to the principles of transparency and fairness?

Yes   [ ]

No   [ ]

10. Do your office scrutiny the applications that have been received for recruitment and selection of non-teaching staff in Ghana Education Service?

Yes   [ ]

 No   [ ]

11. What is the existing staffing selection procedure being used in employing non-professional teaching staff in GES?

PART D: THE CHALLENGES ASSOCIATED WITH THE RECRUITMENT AND SELECTION PROCESSES IN GES

12. Are majority of the applicants pass through the recruitment and selection processes before they are employed in the Ghana Education Service?

Yes   [ ]

No   [ ]

13. What are the positive impacts of the recruitment and selection of non-teaching staff in the service?..

14. What are the technological drivers for the adoption of internet recruitment and selection of non-teaching staff in the service?...

15. What are some of the challenges faced by your organization in the quest to implement the recruitment and selection policy in the service? ………………………………..

16. What are the challenges that the administrators face in using recruitment and selection policy of Ghana Education Service?..

17. Do the administrators show conflict of interest in the recruitment and selection of non teaching staff in the service?

Yes   [ ]

No   [ ]

18. Do the administrators receive bribe or „kick-back" before recruiting the employees?

Yes   [ ]

No   [ ]

19. What are the structural weaknesses of the recruitment and selection process of non-teaching staff in Ghana Education Service?…………………………………………………

20. In your own opinion, what do you think should be done to address this problem and also to achieve the objectives of the recruitment and selection policy of Ghana Education Service on recruitment and selection of non-teaching staff?………………………………

APPENDIX C

UNIVERSITY OF EDUCATION, WINNEBA

(COLLEGE OF TECHNOLOGY EDUCATION KUMASI)

QUESTIONNAIRE ON RECRUITMENT AND SELECTION

TOPIC: RECRUITMENT & SELECTION OF NON- PROFESSIONAL

TEACHING STAFF IN THE GHANA EDUCATION SERVICE

QUESTIONNAIRE FOR NON-TEACHING STAFF

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Female   [ ]

66

2. Age in years:

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30 to 39   [   ]
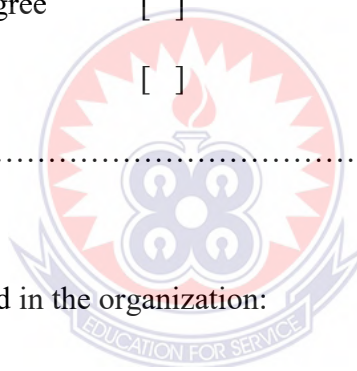
40 to 49   [   ]

50 and above   [   ]

3. Educational background:

SHS /GCE O" & A level   [   ]

Diploma   [   ]

Advance diploma/First degree   [   ]

Master"s Degree   [   ]

Other specify…………………………………….………………………

4. Number of years worked in the organization:

Less than 3   [   ]

4-5   [   ]

6 and above   [   ]

PART B: The existing Staffing Recruitment Procedure being used in Employing Non -Professional Teaching Staff in GES

5. Comparatively internal and external recruitment procedure of recruiting non-teaching staff applicants into GES, which one do you prefer………………. ……………………..

67

6. What type of recruitment procedures do you use in employing applicants into the service?

Internal   recruitment procedures   [   ]

External recruitment procedures   [   ]

Do not know   [   ]

7. What is the existing staffing recruitment procedure being used in employing non-professional teaching staff in GES?……………………………………………………

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8. Will the recruitment and selection policy of Ghana Education Service help to employ the suitable and potential candidates for a specific job?

Yes   [   ]

No   [   ]

9. Do the recruitment and selection policy subscribe to the notion of openness by giving full force to the principles of transparency and fairness?

Yes   [   ]

No   [   ]

10. Do your office scrutiny the applications that have been received for recruitment and selection of non-teaching staff in Ghana Education Service?

Yes   [   ]

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12. Are majority of the applicants pass through the recruitment and selection processes before they are employed in the Ghana Education Service?

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13. What are the positive impacts of the recruitment and selection of non-teaching staff in the service?..

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17. Do the administrators show conflict of interest in the recruitment and selection of non teaching staff in the service?

Yes   [ ]

No   [ ]

18. Do the administrators receive bribe or „kick-back" before recruiting the employees?

Yes   [ ]

No   [ ]

69

19. What are the structural weaknesses of the recruitment and selection process of non-teaching staff in Ghana Education Service?……………………………………………

20. In your own opinion, what do you think should be done to address this problem and also to achieve the objectives of the recruitment and selection policy of Ghana Education Service on recruitment and selection of non-teaching staff?………………………………