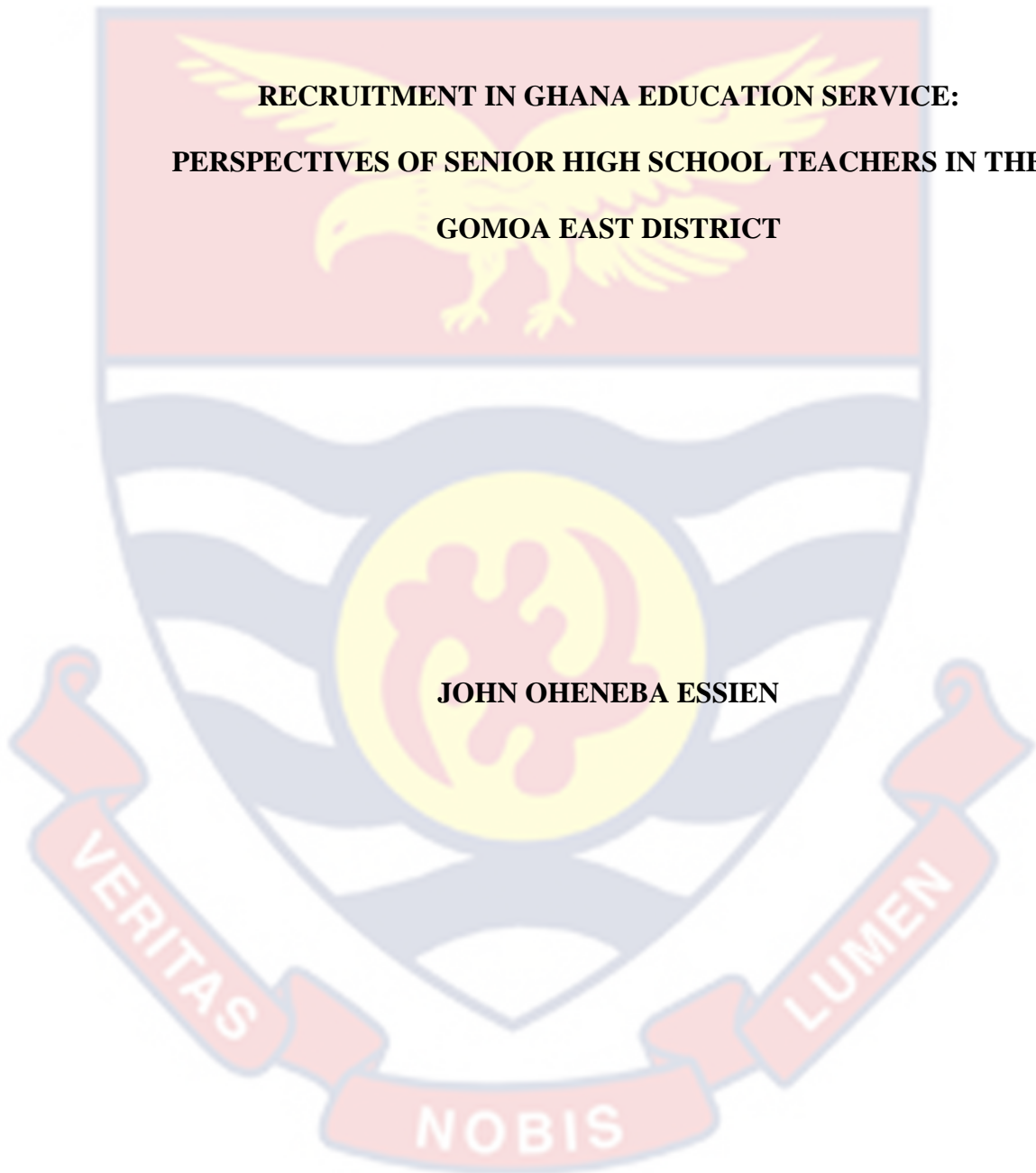**UNIVERSITY OF CAPE COAST**

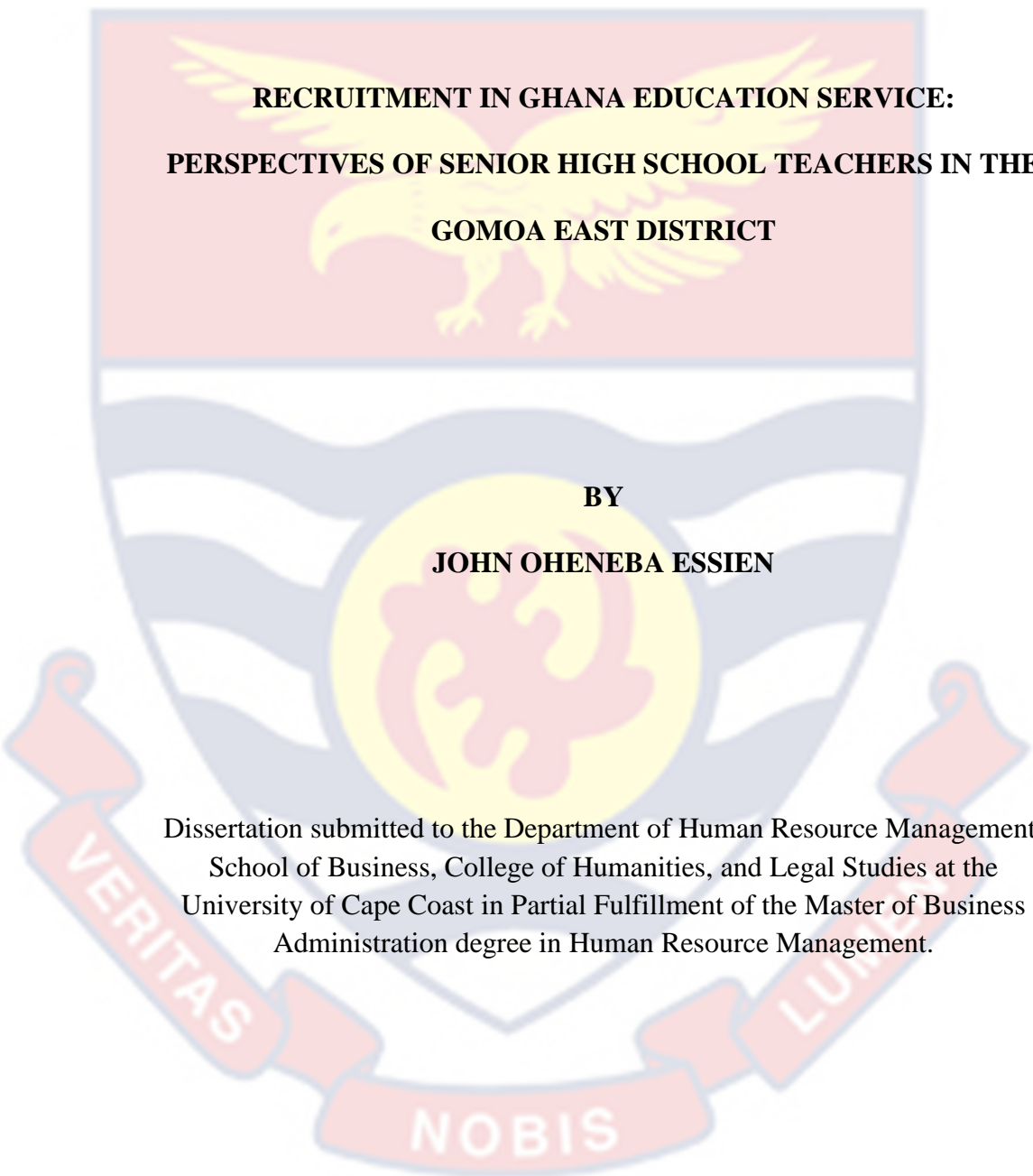**RECRUITMENT IN GHANA EDUCATION SERVICE:**

PERSPECTIVES OF SENIOR HIGH SCHOOL TEACHERS IN THE

GOMOA EAST DISTRICT

JOHN OHENEBA ESSIEN

2022

UNIVERSITY OF CAPE COAST

RECRUITMENT IN GHANA EDUCATION SERVICE:

PERSPECTIVES OF SENIOR HIGH SCHOOL TEACHERS IN THE

GOMOA EAST DISTRICT

BY

JOHN OHENEBA ESSIEN

Dissertation submitted to the Department of Human Resource Management, School of Business, College of Humanities, and Legal Studies at the University of Cape Coast in Partial Fulfillment of the Master of Business Administration degree in Human Resource Management.

OCTOBER 2022

DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original research

and that no part of it has been presented for another degree in this University

or elsewhere.

Signature…………………………   Date…………………………………

Candidate's Name: John Oheneba Essien.

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were

supervised in accordance with the guidance on the dissertation laid down by

the University of Cape Coast.

Signature………………………   Date……………………………………

Supervisor's Name: Prof. (Mrs) Rebecca Dei Mensah.

ABSTRACT

The issue of recruitment confines to attract the attention of researchers. In Ghana, one of the public institutions that are said to employ a lot of people in the public sector is Ghana Education Service (GES). However, their method of recruitment has attracted a lot of public concern. People continue to critique the methods used to attract and retain staff. It is against this background that the study sought to investigate the recruitment methods in the GES in the Senior High Schools (SHSs,) in the Gomoa East District. The Gomoa East District was chosen because it is a newly created district that could have newly posted teachers as well as old teachers and also close to the researcher. To achieve this, the descriptive designed was used. The sample size comprised of 80 SHSs graduate professional and nonprofessional teachers. Data were collected through questionnaires from teachers about recruitment methods, commonly used recruitment methods and challenges in recruitment. The study found that GES has a formal policy. The findings show that there is poor interpersonal treatment, poor timely feedback, and a lack of policy and selection biases in GES recruitment. Others are the involvement of agents, lack of transparency, discrimination, high cost in recruitment and poor quality of staff in GES recruitment. The study indicated that the common methods used in the recruitment of GES are job posting, internet, newspaper advertisements, social media, direct application and college recruitment. It was recommended that in order to hire the best teacher for the job, the organization should make a formal workable recruitment policy.

ACKNOWLEDGEMENT

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Unto God be Praise

DEDICATION

To my children Princess Nana Adjeiwah Essien, Kelvin Quayson Essien,

Stacy Esi Sarmah Essien and wife, Priscilla Ama Arthur

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CHAPTER ONE

INTRODUCTION

Overview

This   chapter covers the following areas: The background to the study, problem of the study, purpose of the study, objectives of the study, research questions, significance of the study, limitation, delimitation, and organisation of the study, as well as the definition of terminologies.

Background to the Study

Recruitment is one of the most crucial part of human resource management (HRM) (Ullah, 2010). As elaborated by Djabatey (2012), an organisation's success is directly proportional to the quality of its employees. Human capital is housed in organisations making them crucial (Biles and Holmberg) as cited in (Ekwoaba, Ikeije & Ufoma (2015). The human resource is therefore the most important asset of every organisation (Ekwoaba et al., 2015). A company's success hinges on its ability to attract and keep talented people. An organization formulates plans to fill or eliminate future job vacancies based on need assessment, the talent pool within and outside of the organisation and the resources that can be dispensed to attract and retain such talent (Boadum, 2017). In Ghana recruitment has been a tool for most organisations to fill vacant positions in their establishments. It has also been argued that in order for the organisation to obtain and sustain the competitive advantage proper recruitment is critical (Djabatey, 2012, Ekwoaba et al., 2015).

In spite of the importance of recruitment in staffing an organization, studies in the last two decades have constantly revealed a well-established problem area for human resource (HR) managers (Adeyeni, Dumade & Fadare, 2015). Indeed, as competition has risen, recruitment has become a major issue for many businesses, as they try to find the best possible person to fill an open position (Adeyeni, Dumade & Fadare, 2015). According to (Holden & Biddle, 2017), in rural areas in developing countries such as Ghana, organisations are faced with a lot of difficulties in recruiting good quality public services personnel. The main issue confronting recruitment deals with how recruitment is done to attract and retained qualified personnel who are ready to give off their best to the success of the organization (French & Rees, 2010). After a company determines a need for a specific skill set, it will go about recruiting that skill set (O'Leary, 2013). The recruitment process begins after a need has been established (Mufu, 2013). According to Atuahene and Owusu-Ansah (2013) recruitment is just the first step of HRM.

Despite the crucial role recruitment and human resource management process play in the success of any organisation, a variety of economic, technological, and demographic shifts have had far-reaching effects on the workplace and have thus emphasised the necessity of efficient human resource management and recruitment strategies (Caballero & Walker, 2010). Indeed, 84% of firms encounter recruitment challenges, according to the Chartered Institute of Personnel and Development (CIPD) (Smita & Sarika, 2015), which indicates continuing tight labour market circumstances and the necessity to select effective means to reach labour markets. As a result, Ekwoaba et al. (2015) argue that recruiting is crucial for businesses because it allows them to

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bring in qualified workers when they need them and in the quantities they require. Recruitment is critical because the quality of the applicant pool has a direct impact on the success of the selection process (Ofori & Aryeetey, 2011). Selection for any open position is extremely challenging if the recruitment procedure does not attract a sufficient number of qualified candidates (Carless, 2007).

Recruitment includes those practices and activities carried out by the organisation with the primary purpose of identifying and attracting potential employees (Breaugh & Starke, 2000). For the past decade, the already competitive recruiting market has become even more so due to labour market shortages and recruitment issues (Boydell, 2002). Atuahene & Owusu-Ansah (2013) state that recruitment start with a clear statement of objectives of the firm based on the types of knowledge, skills, abilities and other characteristics. Organisations cannot just ask for resumes and applications without first establishing and employing some sort of recruitment goals and criteria (Breaugh & Starke, 2000). Job descriptions and specifications must be developed for the open post. Having the right people with the right talents for the right duties is becoming increasingly important as the business climate grows more competitive (O'Leary, 2013). Apanga (2016) posits that recruitment results do not only directly affect the organisation but also creates a kind of image of the organisation itself.

The success or failure of an organisation is dependent on the caliber of its recruiters (Li, 2015). For an organisation to maintain its competitive edge and reap the economic benefits it deserves, it must invest in the recruitment of the best talent available (Li, 2015). In their research, Purcell, Wright, and

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McMahon (1992) identified five key issues that must be addressed by any organization that is serious about building a successful recruitment procedure. Whom to recruit? Where to recruit? What recruitment sources to use? When to recruit and what message to send? Recruiting is a common technique in all types of companies, including schools (Li, 2015). Since the dawn of human history, education has been one of the most crucial pillars of every society (Atuahene & Owusu-Ansah, 2013). It has been crucial in helping countries develop, and Ghana is no exception (Johnson & Strange (2007). Teachers are the central figures in the educational system, as they are responsible for the students' whole development in terms of their health, intellect, and character (Yeboah, 2011). Effective recruitment has always been one of the most pivotal for the organisaations in the educational sector because of the methodology for attracting, screening and finally finding the right person for the right job in the organisation (Parker-Allotey, 2014).

Many parents and education professionals believe that a child's teacher is one of the most important variables in their child's success in school (Berry, Daughtery & Weider, 2009). Education for All (EFA) and the Global Monitoring Report (GMR) agree with this view, stating that, "in a comprehensive analysis of twenty-eight such variables, the two most significant were determined to be closely related to the teacher". It is important to note, however, that the educational sector faces competition from other sectors in the employment market when it comes to hiring new employees (Parker-Allotey, 2017). In this context, it is crucial to give teacher recruitment the attention it needs in order to entice the proper candidates into the field. If proper recruitment procedures are used, an employee who

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possesses the necessary knowledge, abilities, and character traits to flourish in the company's environment may be found and hired (Parker-Allotey, 2017). Furthermore, recruitment is fraught with peril, and it is important to stay current on educational reform (Atuahene & Owusu-Ansah, 2013).

The GES is the biggest and the main agency of the Ministry of Education (MOE) responsible for the implementation of pre-tertiary educational policies in line with Education Act 2008 (Act 778) and GES Act 506 of 1995 (Asante & Agbee, 2021). It was established by National Research Curriculum Development (NRCD) 247 as the Ghana Teaching Council and subsequently amended in 1975 by the NRCD 357 as GES (Asante & Agbee, 2021). The GES council is the governing body as captured by the GES Act 506 of 1995 (Atuahene & Owusu-Ansah, 2013). It has 15 members appointed by the president of Ghana in consultation with the Council of State (Asante & Agbee, 2021). Membership of the GES is composed of all teaching and non-teaching staff in the pre-tertiary public schools, all professional staff in civil service in the MOE, all persons in the administrative, executive, accounting, secretariat and clerical staff in pre-university public schools and all managers of schools and their supporting staff (Atuahene & Owusu-Ansah, 2013).

The functions of the GES is to provide and supervise basic, secondary technical and vocational education, implement the policies of MOE, promote the professional development of its members, distribute educational materials to schools and offices, design curriculum, recommend to the MOE some educational matters, keep register of teachers and non-teachers in the public pre-tertiary institutions, keep register of private pre-tertiary schools and ensures that they operate within the stipulated guidelines (Asante & Agbee,

2021). They also provide statistical data to stakeholders for planning, ensures that the citizenry including the physically challenged get quality education and ensure attendance of students and teachers. Its core function is to recruit, promote and discipline members (Asante & Agbee, 2021).

The success of any plan to improve the quality of secondary school education depends on the policy that is put in place to attract teachers (Johnson & Strange, 2007). Until 2016, GES headmasters and mistresses were responsible for the unadvertised recruitment of SHS teachers (Atuahene & Owusu-Ansah, 2013). Prospective teachers were National Service Persons who applied for the teaching job in the schools in which they have served. Others were University and Polytechnic graduates job seekers either professional or nonprofessional (Atuahene & Owusu-Ansah, 2013). A few came from the district sponsorship scheme. The district sponsorship scheme is a plan where districts pay for teachers-to-be trained, and they agree to teach in those districts for at least three years after they finish their training (Baiden-Amissah, 2006). These applicants were required to submit their certificates and other vital documents to the heads of schools. These documents were forwarded to the Metropolitan, Municipal or District Education Directorate then to GES headquarters, Accra through the Regional Education Directorate (Atuahene & Owusu-Ansah, 2013).

This arrangement took two years for processing and subsequent issuance of appointment letters and placement whilst the applicants were already on the job. This resulted into overstaffing, understaffing and poor distribution of quality of professional and nonprofessional teachers as well as poor retention since proper statistics were not available (Atuahene & Owusu-

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Ansah, 2013). Asante and Agbee (2021) posit that recruitment in GES for 2018 was a bit different to the one in late 2017 as it dealt with the teaching staff. Recruitment into GES in 2017 dealt more with non-teaching staff (Ghanaeducate.com). The recruitment had limited positions and the vacancies were advertised after clearance from the Ministry of Finance.

The mode of application was diverse as it could be achieved both digitally and through analogue. Applicants that were shortlisted had to register with the GES before they could have access to the list (eagle.com). Applicants that were appointed purchased an appointment voucher at GHS10.00 with MTN mobile money account for registration. In 2018 GES applicants completed an online registration at a cost of GHS5.00 (Ghana/Adomonline.com). Job seekers were shortlisted to write a test to determine their suitability for the advertised positions. According to (Asante & Agbee, 2021) the GES advertised for various positions for teachers for all second-cycle institutions. The GES contracted the West African Examinations Council to conduct a selection test for the shortlisted applicants in English, Mathematics and Science for a fee. In 2018 GES recruited 968 teachers in the Central Region alone including 33 NABCO (Nation Builders Corps) staff for the Educate Ghana model of which about 12 have left and taking new jobs elsewhere (Asante & Agbee, 2021).

Statement of the Problem

Even though policymakers, parents, and educational experts almost all agree that good teachers make a big difference in how well students learn, not all schools have the same access to good or high-quality teachers (Berry, Daughtrey & Weider, 2009). This is because schools, districts, and educational

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departments all over the world have trouble finding qualified teachers (Guarino, Santibanez & Daley, 2000). According to (Asante & Agbee, 2021) headmasters and mistresses were responsible for the unadvertised recruitment of SHS teachers including Gomoa East District. This kind of recruitment lead to recruitment of unqualified personnel due to favoritism and nepotism hence not effective.

In order to mitigate the problems of recruitment of GES staff, Asante and Agbee (2021) conducted a comparative study on GES recruitment in 2017 and 2018 and posit that recruitment in GES for 2017 was a bit different to the one in late 2018 because in 2018, selection of qualified staff was based on aptitude test but in, 2017 was just random selection. From 2018 till now, there has been no screening or whatsoever before recruiting GES staff. Therefore, there is a growing need to look at the process of recruiting, screening, and hiring teachers, since it is one of the most important ways to get good teachers for elementary, basic, and high schools (Abdou, 2012). Even if governments put money, time, curriculum, textbooks, infrastructure, and supervision into education, getting the results they want will not happen if there are not enough qualified, motivated, and dedicated teachers who are willing to do their jobs well (Adams, 1996).

It is the goal of the basic/secondary school system in Ghana to provide high-quality education to every student as Ghana is a signatory to the Sustainable Development Goals which mandate states to provide quality and equal educational opportunity for all (SDG, 2015 goal 2) as cited in (Asante & Agbee, 2021). It is, therefore, of particular importance at this time to turn to empirical research to assess the recruitment practices of teachers and its

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shortcomings. Additionally, Adams (1996) claimed that there is difficulty for regional and district education offices to recruit and maintain good quality teachers due to living conditions especially in the rural areas. According to Kozma and Isaacs (2011) over 60% of teachers posted to rural areas abandon class and this rate is higher in the three northern regions. They however, indicated that some selected districts (Mion, Kpandai and Gushiegu) that had a few good quality teachers were not affected. It is interesting to note that poor quality of teachers and the abandonment of class by teachers is observed in recent times at the Gomoa East and West Districts (Atuahene & Owusu-Ansah, 2013). This development has been a source of concern for the Districts in Gomoa.

Throughout the last few decades, there has been a pervasive worry about the state of teacher education and teacher preparation programmes, which are one of the input-driven methods to educational reform (Atuahene & Owusu-Ansah, 2013). Yeboah (2012) claims that schools in the Cape Coast Metropolis face challenges in attracting new teachers and that human resource practices and policies directly affect teacher recruitment and retention. Hence the need for this study to evaluate the key methods of recruitment in Ghana Education Service and comprehend the efficacy of these diverse components.

Purpose of the Study

The purpose of this study is to assess the recruitment methods and challenges in Ghana Education Service.

Objectives of the Study

Specifically, the study sought to:

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1. Identify the recruitment methods used by GES in the Gomoa East District.

2. Determine the recruitment methods that is commonly used in recruiting SHS teachers in Gomoa East.

3. Examine the challenges associated with the recruitment methods used by the GES in Gomoa East District.

Research Questions

To address the stated objectives the following research questions were formulated:

1. What are the recruitment methods used by GES in the Gomoa East District?

2. What are the recruitment methods that is commonly used in recruiting secondary teachers in Gomoa East?

3. What are the challenges associated with the recruitment practices used by the GES in Gomoa East District?

Significance of the Study

This research finding would be of immense importance to HRM and management of organisations since management will then understand and adopt current and frequently used recruitment methods for effective and smooth running of the organisation. The findings would also serve as a platform for employers to be abreast with current recruitment practices and then plan and evaluate the teacher recruitment programmes. The result will enable policy makers to formulate policies to address recruitment problems in GES.

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Delimitation of the Study

If the researcher could have had the way, he would have visited each and every school in the Gomoa East and West districts that are located in the central region. However, because of the large population, the time commitment, and the financial costs, the research would be restricted to the SHSs in the Gomoa East District in the Central Region of Ghana. The district is newly created and has a dense population, so it is an ideal choice for the research. The research would solely include members of the teaching staff of the district's senior high schools. Financial constraint also would limit coverage of other districts in the central region. The retrieving of the questionnaires would be with difficulty and the staffs involved might not be willing to provide information on such a sensitive issue. These limitations would not affect the validity of the study.

Scope of the Study

If the researcher could have had the way each and every school in the Gomoa East District that is located in the central Region could have been visited. However, because of the large populations, the time commitment, and the financial cost, the research was restricted to the Gomoa East. The district is newly created and have a dense population also the teachers could be a mixture of newly posted and those who have been in GES for a long time. The research would sorely include members of the teaching staff of the district's SHSs. Financial constraints also would limit coverage of other districts in the central region. The retrieving of the questionnaires would be with difficulty and the staffs involved might not be willing to provide information on such a sensitive issue. These limitations would not affect the validity of the study.

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Limitations of the Study

The study was limited to four senior high schools within the Gomoa East District. This makes generalizing the results to represent the views of the entire district erroneous. The major limitation of the research design used in this study is the inability of the descriptive research to verify problems.

Operational Definition of Terms

Referrals

These are people that apply because they were encouraged to do so by a member of the promotion of a business is typically accomplished through word-of-mouth (Kumari, 2012).

Job posting

This tactic entails making use of many forms of internal communication, including but not limited to, postings on physical and virtual bulletin boards, newsletters, and memoranda (Kumari, 2012)

College recruitment

This is sending an employer's representatives to college campuses to prescreen applicants and create an applicant pool from that

colleges graduating class (Apanga, 2016).

Job fairs

This is to bring those interested in finding a job into those organizations that are searching for applicants (Kumari, 2012).

Direct applicants

These are people who apply for a vacancy without prompting from the organization (Apanga, 2016).

Professional associations

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These are groups that belong to professions where job seekers can consult for employment (Kumari, 2012).

Employee agencies

These are groups that employers register with to find suitable employees for their organisations (Atuahene & Owusu-Ansah, 2013).

Internal recruitment

This is the practice of filling a job opening with an applicant already working within the same organization (Atuahene & Owusu-Ansah, 2013).

External recruitment

This is where a company recruits skilled workers or new employees from outside (Kumari, 2012).

Internet recruitment

This is where organisations incorporate technology into the recruitment process (Kumari, 2012).

Organisation of the Study

There would be five chapters in the research. The introduction to the dissertation would be the main point of the first chapter. This would include the study's background, a statement of the problem, the study's purpose, research questions, and an explanation of why the study's scope and limits are important. The second chapter discusses a number of different economic theories, including the Resource-Based View, the Equity Theory, and the Human Capital Theory. It also talks about the idea of recruiting, the ways to do it, and the challenges. The design, study area, population, sampling method, research tool, data collection, and data analysis are all broken down and discussed in detail in the third chapter of the dissertation. In Chapter four

(4), the findings and the analysis are presented, and in Chapter five (5), a summary, a conclusion, and some recommendations are presented.

Summary of the Chapter

This Chapter looked at the background of the study which gives an overview of the study, statement of the problem that motivated the investigation and research gap, purpose of the study, objectives of the study, research questions, significance of the study, delimitation, limitations of the study, operational definition of terms and the organisation of the study which states the number of chapters, their content and how the chapters have been arranged.
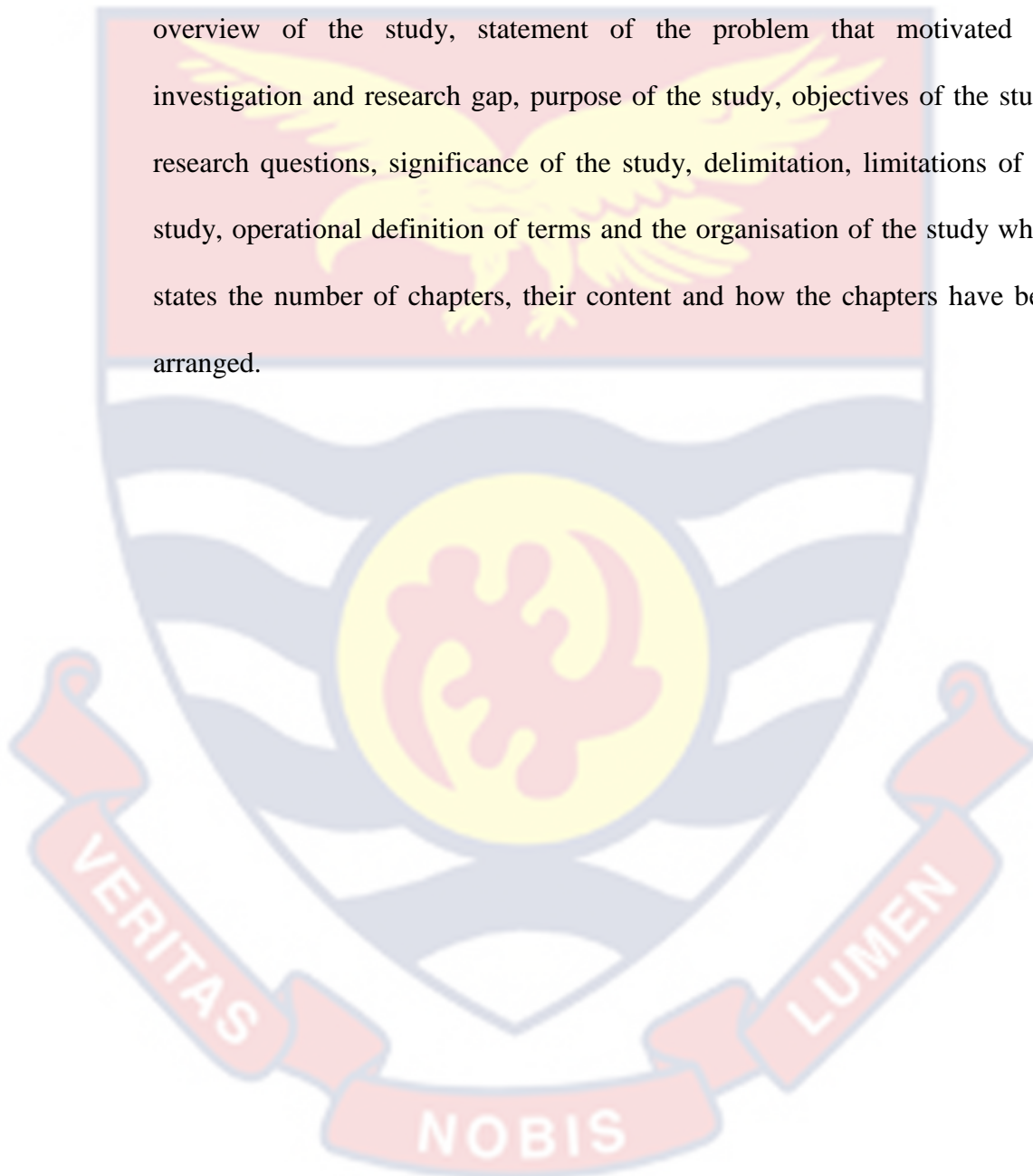
CHAPTER TWO

LITERATURE REVIEW

Overview

This review aims to give academics and policymakers with a consolidated and critical overview of the literature on recruitment strategies. This study aims to provide a guide on recruitment strategies, and the review of the empirical papers chosen for discussion will help achieve that goal. The purpose of this chapter is to critically examine the contributions of multiple authors from relevant textbooks and academic periodicals. The Capital Theory, the Resource Based View, and the Equity Theory provide the theoretical framework for the study, and this chapter discusses these theories as well as various recruitment techniques and typical recruitment obstacles.

Theoretical Review

This study is underpinned by the Human capital theory, Resource Based View theory and the Equity theory. Capital theory, Resource Based View theory and the Equity theory are thought to have inspired recruitment methods and the challenges associated with recruitment of many organisation. Therefore, detailed description of what Human capital theory, Resource Based View theory and the Equity theory entails with regards to recruitment were provided.

The human capital theory (HCT)

The human capital theory has its foundation in 1961 by Schultz who proposed that it consisted of "knowledge, skills and abilities of people employed in organization" (Ployhart, Nyberg, Reilly & Maltarich, 2014). The theory trace it roots from the economic theory by Petty, Smith, and Richards

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(Khaylhin, Lapinskas & Kocherrgina, 2020). They were the first people who introduced the ideas of the importance of human capital and human abilities for the growth of organisations. HCT is basically about knowledge or characteristics, skills, attitudes, aptitudes and other acquired traits that workers have that could contribute to productivity in any organisation (Fleischkauer, 2007, Holden & Biddle, 2017). According to El Sebai (2018), the two main components of HC with strong complementarity are early ability (acquired or innate) and skills acquired through formal education or training on the job.

Human capital differs from other assets because it yields market returns only in proportion to the worker's supply labour (Hall & Johnson, 1980). Becker (1962) claimed that investing in HC means "all activities that influence future real income through the embedding of resources in people". Human Capital Theory's basic tenet is that human beings, like machines, are fixed capitals with their own unique set of skills and capacities that have their own real-world costs and return on investment. The capacity to effectively utilize these in the service of one's employer has become widely acknowledged as contributing significantly to organisational performance and providing a key source of competitive advantage (Ghimire, 2021). The human capital theory forms the foundation for proper recruitment processes and retention of quality human resource (Becker, 1962; Ghimire, 2018). It is therefore, necessary to consider human capital ideas when it comes to recruiting quality workers for organisation.

Resource Based View (RBV)

The resource-based view deals with the concept of value. The theory was propounded by Jay Barney in 1965. According to the theory value emerges from the configuration of resources as a result of their interaction (Barney) as cited in Al-Zawahrel and Al-Madi (2012). Theory is related to a configuration of resources, routines and embedded assets. Firms should therefore protect themselves from interactions with other firms to prevent imitation (Salazar & Armando, 2017). Imitating another firm may create value, but it can also destroy the imitating firm (Salazar & Armando, 2017). To stay competitive firms can create substitutes through recruitment. A firm can stay ahead of the competition over time if it has a pool of human resources that its competitors cannot easily copy or replace (Smita & Sarika, 2015).

According to the RBV, companies should perform staff evaluations on a regular basis to ensure that the right people with the right skills are working in the right jobs in order to maintain a long-term competitive advantage (Nabi, Wei, Husheng, Shabbir, Altaf & Zhab, 2014). When this is not the case, businesses need to ensure that they use the appropriate recruitment methods in order to fill the voids (Ekwoaba et al., 2015). According to RBV school of thought, the personalities of a company's workers and the way in which they collaborate with one another determine whether or not the company is successful (Ekwoaba et al., 2015). The RBV also gives a different way to think about recruitment decisions, one in which the stock of resources and skills that give the company a competitive edge is more important than the budget (Barney, 1991). The RBV idea says that a scarce resource could help its owner keep a competitive edge in the market. It may be more efficient to

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handle this task internally through a path-dependent process of building up resources (Dierickx, Cool & Peteraf) as cited in Creswell (2005).

The main claim of RBV, which was that the firm's competitive advantage was mostly due to its own internal resources and not to outside factors, supported the idea that people were a big part of the company's success (El Sebai, 2018). RBV presupposes, among other things, that cost drivers have a larger impact on basic recruiting, while competitive effect accounts for more strategic selection processes (Ordanini and Silvestri, 2008). It is easy to acquire a ready pool of highly skilled and motivated personnel, but technology and cash may be bought by most enterprises at any time for a price (Sparrow) as cited in Nabi et al. (2014). According to RBV view on recruitment process, companies that want to stand out in a crowded marketplace need to be selective in their recruitment practices.

The Equity Theory (ET)

When it comes to the Equity Theory (ET), fairness is stressed. The theory is a motivational theory propounded by Jane Stacy Adams in 1963. According to the equity theory, business owners and organisations make comparison of their job input and outcome with others and respond by eliminating any inequalities (Adams, 1996). Adams posits that the inputs are time, efforts, loyalty, hard work, commitment, ability, adaptability, flexibility, tolerance, determination, enthusiasm, personal sacrifice, trust in superiors, support from co-workers and colleagues and skill. The outcomes include job security, salary, employment benefit, expenses, recognition, reputation, responsibility, sense of achievement and praise. He claimed that comparisons are made to friends, neighbours, co-workers, colleagues' present job and past

job. Equal opportunity given to employees appears to be the best recruitment criterion that every company should practice when it comes to recruitment of effective personnel with the requisite skills needed to execute the organisational ideologies (Adams) as cited in Khaylhin et al. (2020).

According to the propounds of equity theory, the higher the individual's perception of equity the more motivated the individual becomes in terms of job performance. The main factor that motivates people to work is their perception of equitability and in-equitability (Al-Zawahrel & Al-Madi, 2012). Equity theory deals with human motive and has applications in understanding recruitment processes and organisational behaviour (Al-Zawahrel & Al-Madi, 2012). Human Resource Management has an administrative role for job performance outcome and also play major role in employer fairness outcome (Mufu, 2013). Recruitment processes should therefore involve fairness in advertisement, shortlisting, interviewing, placement, performance appraisal towards women and people living with disability (Mufu, 2013).

Mufu (2013) argues that job equity should focus on four groups: women, people from indigenous groups, people from visible minority groups, and people with disabilities. Even though there are laws in every country that protect people and vulnerable groups from the harmful effects of discrimination, it is often hard to find and keep fairness or equity in the hiring process. There are already in place or must be created mechanisms, comprehensive protocols, and processes to reduce discrimination in those cases when it comes to recruitment.

Conceptual Review

All companies want to hire the greatest possible workers, but few understand how to maximize their chances of doing so (Lele, 2015). In order for an organization to run smoothly, human resources are essential (Griffin, 2006). Human resource managers have an increasing difficulty as the value of excellent workers rises. The outcome of the recruitment strategy can be very productive for the organization if the right persons are selected in terms of the appropriate skill mix; however, the outcome can also be very nonproductive if the wrong one was selected, which can lead to the failure of the organisation (Compton, Morrissey, Nankervis & Morrissey, 2009).

Human resources professionals today face a more difficult and intricate recruitment process than ever before. Undoubtedly, the ultimate goal of the recruitment process is to find people that are a good fit for the open position and the HR Strategy as a whole (Ullah, 2010). Because of the rise of KSAOs, staffing has become crucial to an organization's success or failure, as Nabi et al (2014) has accurately observed. However, neither organizational management nor researchers have been able to appreciate the importance of this top HR role. Wei, Hammond, Andree, Richardson & Orphanos (2014) reported that the process of finding and hiring qualified applicants was the single most important factor in attracting and keeping skilled knowledge employees. Sarkar and Kumar (2018) argue that an organisation's success is directly tied to its hiring practices. One of the methods they discussed was a "holistic approach" of hiring. Munyon, Summers, Ferris, and Gerald (2011), however, cautioned that a company's competitive edge should be reflected in its team staff's practices.

The best way for businesses to fill open positions is to find and evaluate candidates from the most relevant pools of potential hires (Adu-Darkoh, 2014). Recruitment, as noted by El-Kot and Leat (2008), starts with posting open positions. Sinha and Thaly (2013) pointed out that there are numerous recruitment strategies, and that most companies use a mix of two or more of these to carry out their recruitment process or overall recruitment strategy, depending on the nature of the position being filled and the available time, money, and human resources.

Recruitment Methods

For the purpose of streamlining our discussion, we will categorize the different recruitment strategies as either internal or external (Kumari, 2012). Sinha and Thaly (2013) provided a list of a variety of distinct kinds of recruitment channels, some of which include employee referrals, campus recruitment, advertising, recruitment agencies' and consultants' employment sites and portals, company websites, social media, and so on. However, the best channels for hiring are context and resource dependent (Ekwoaba et al., 2015). It is essential for a company to have a well-thought-out recruitment strategy, and one of the most important parts of that strategy is determining where it will find its new employees (Sasan & Peter, 2004). There is a large pool of potential employees from whom to choose, so that a single company need only hire a small percentage of the available workforce. Recruiting can be handled either centrally or independently (Abdou, 2012).

A unified policy framework for hiring educators, as proposed by Cooper and Alvadro (2006), has been shown to be successful. Centralized policy frameworks have the advantage of avoiding the ad hoc outputs of decentralized policy frameworks while also facilitating consistency and mutual understanding. Just having the hiring process be decentralized isn't enough to provide the candidate and the hiring institution a good idea of what's in store. More timely and effective hiring procedures and decisions would result from increased communication between the district office and individual schools. Many school systems rely on interviews as a screening tool, and a central recruiting and hiring office can alleviate some of the obstacles associated with this practice by better training hiring committees and school principals. The goal of the decentralized hiring process, which is part of the recruiting and hiring process, is to provide candidates with as much relevant background information as possible about the organization they will soon be joining (Murnane & Levy, 1996).

Internal Recruitment

Employees, friends, and family members can all have a role in the recruitment process by recommending people they know who would be a good fit for the company (Ullah, 2010). Internal recruitment is the practice of filling a job opening with an applicant already working within the same organization. Internal hiring is broken down into job-specific work elevation (Lynham & Cunningham, 2004). For this role, the person possesses the necessary level of technical expertise and skills. Since they are already familiar with the business's norms and values, they will require less time and money to train and will have a lower turnover rate. Job posting is a way of publicizing available

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positions within an organization, typically through the use of traditional and digital bulletin boards, newsletters, and internal memoranda. Referrals are a low-cost per hire method of recruitment, typically taking the form of word-of-mouth marketing. Someone from within the company serves as a prompt.

When an organization's internal hiring efforts fall short of meeting its staffing goals, it may turn to more traditional forms of external recruitment, such as holding job fairs and partnering with universities to attract qualified candidates (Ulla, 2010). There are a number of benefits for a company to rely on internal recruitment. It produces a pool of candidates already familiar with the company. Potentially unrealistic expectations regarding the position have been reduced because these candidates have done their research about the company and its open positions. Hiring from inside can save money and time (Li, 2015).

Recruitment from External Sources

When a company is in need of skilled workers or new employees, it may turn to the outside world for candidates (Li, 2015). Companies may go outside the company for employees for a variety of reasons, including a shortage of qualified in-house candidates, the need to fill highly specialized positions at higher levels, or both. Including fresh perspectives and perspectives from outside the company may help it grow and thrive. When companies simply look within for new hires, they risk building a team composed of people who share similar values and are therefore less open to new ideas. When a corporation actively seeks out new talent, it both improves its own standing and hurts its rivals (Nabi et al., 2014). During economic

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downturns, counter-cyclical hiring practices present a once-in-a-lifetime chance to make a great hire (Li, 2015).

There are two broad categories of external recruitment techniques: informal and formal. Rehiring former employees and selecting among walk-in applicants whose resumes were kept on file are examples of informal recruitment strategies that attract a limited market. According to studies by Kandola and Fullerton (1994) and Zottoli and Wanous (2000), informal recruitment is preferred by job seekers because it is more likely to yield accurate and comprehensive information about a certain position.

The formal approach involves a wider search of the labor market for unaffiliated candidates. Newspaper, magazine, and journal advertisements, as well as the usage of job agencies and executive search organizations, as well as college recruitment, are all examples of these tactics. Advertisements in newspapers have been proven to be the least effective method of recruiting in both the public and commercial sectors, according to research by Zottoli and Wanous (2000). The market of people looking for work is increasingly being reached through online recruiting and job or career fairs. It has been found by Abdou (2012) that advertising in local newspapers and radio stations is the most cost-effective method of recruitment for school districts.

Putting out feelers to the general public by advertising openings in the press or through employment agencies increases the pool of qualified applicants from whom to select. Employers post openings with the state employment agency in their area, and the agency searches its database of job seekers for a match. Potential openings in the company can be filled by interviewing or testing these individuals. However, the preliminary

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advertising, shortlisting, interviewing, and other activities that precede selection can be costly and time-consuming for the business. The best positions, it is believed, are not posted but spread through word of mouth. As a result, networking remains an effective method of hiring, especially at the executive level.

Recruitment on the Internet

According to Nabi et al. (2014), numerous academics have noted the prevalence of recruiters who give job seekers ample and detailed information to help them evaluate whether or not they are a good fit for the position. It has been stated that incorporating technology into the recruitment process has various benefits, including increasing authenticity, acceptance, and efficiency in an organization's hiring process (Chan & Schmitt) as cited in Zibarass and Woods (2010). Due to the many potential advantages, it offered, the popular management press heralded the advent of the internet as a recruiting tool around the year 2000. According to Lele (2015) as a matter of fact, some writers have said that the internet has completely altered the employment search process. and introduced "dramatic transformation to corporate recruiting" (Salazar & Armando, 2017; Al-Zawahrel & Al-Madi, 2012).

Internet recruitment is both more efficient and less expensive than more conventional approaches. Internet job postings typically stay up for thirty or sixty days and can be accessed anytime, day or night. Having this feature allows educational institutions to publish online job postings. Applicants can save time by downloading and filling out application forms in advance, then uploading or sending them via the school's web mail (Abdou, 2012). The internet streamlines the recruitment procedure by allowing for

instantaneous job postings, instantaneous applicant responses, and instantaneous resume processing. Most companies that post job ads online also have a website where interested applicants can get more information about the company and its culture. In addition to serving as a marketing tool for upper management, the website can help prospective employees learn more about the company's values and work environment. Internet connection increases the pool of potential teachers, but many rural schools still lack it.

College Recruitment

Employers have relied heavily on recent college graduates as a source of new employees for some time (Ullah, 2010). According to Abdou (2012), this is an excellent resource for inexperienced educators and aides. Graduate recruitment has become an annual ritual and an integral part of human resources strategy, especially in large firms (Slaughter, Stanton, Mohr & Schoel, 2005). Employing recent college graduates has several positive effects for businesses. Hiring people with high levels of skill and past successes is widely acknowledged as the greatest strategy to increase organizational effectiveness. Graduates, by these standards, are an abundant and useful supply of measurable ability and success (O'Leary, 2013).

Employers often send recruiters to college campuses to meet with students and conduct preliminary screenings in order to build a pool of qualified candidates from within the graduating class. If you're looking to hire professionals or technicians, this is a great place to start. In order to promote the company as an attractive place to work, college recruitment strategies include the timely and frequent distribution of literature, internships, and awards for academic and social excellence. Many recent colleges graduates

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work for the government in the short term to gain the experience that will make them marketable in the long run (Mufu, 2013), with the intention of returning to school or moving on to another sector once they have acquired the requisite skills and experience to make them marketable.

Thus, public sector recruitment and retention strategies need to take this reality into account and focus on maximizing the value added by recent graduates before they move on. On the other hand, the company may need to make preparations to recruit kids whose grades indicate they will likely remain in a lower-paying organization. Opportunities for intensive training and development, with an emphasis on skill improvement and individual fulfillment, will be a primary focus of retention initiatives. College internship programs give employers access to highly qualified candidates.

Job fairs

A job fair's premise is that it will attract people who are actively seeking employment and will funnel them into the arms of hiring businesses. At a jobs fair, potential employers can meet a wide variety of competent individuals who have demonstrated interest, dedication, and initiative, while job seekers can meet with dozens of companies in one convenient location (Ullah, 2010). According to Abdou (2012), job fairs are a good way for school districts to increase their pool of potential new hires; nonetheless, they are best suited for supplying new instructors.

Commonly used Methods

At the senior high school level, it is important to have a policy on how many teachers to hire, how much experience they should have, and what qualifications they should have. Headmasters and mistresses were in charge of

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hiring Senior High School (SHS) teachers for GES schools until 2016 (Asante & Agbee, 2021). National Service Persons who wanted to become teachers applied for jobs in the schools where they had served. These are direct applicants, and some people apply for jobs without being asked to do so by the company. Others were people who had graduated from college or polytechnic school and were either professional or nonprofessional. Some of them were sponsored by the district. It's a plan where districts pay for teachers-to-be, and the students agree to teach in those districts for at least three years after they finish their training (Baiden-Amissah, 2006). The applicants had to give the heads of schools their certificates and other important documents.

These papers were sent to the Metropolitan, Municipal, or District Education Directorate, and then the Regional Education Directorate sent them to the GES headquarters in Accra. This plan took two years to process, and the applicants were already working when the letters of appointment and placement were sent out. This led to too many teachers, too few teachers, a bad mix of professional and nonprofessional teachers, and a low retention rate because there were no good statistics. Nabi et al. said in 2014 that hiring decisions for teachers in India have always been made at the state level, and teachers have been hired as civil servants with permanent contracts.

Challenges in Recruitment

Many school districts are having trouble finding qualified educators to fill teaching positions because of increased state pressure to improve teacher quality in accordance with the No Child Left Behind Treaty and the anticipated significant increase in demand for teachers over the next decade (Nabi et al., 2014). Unfavorable interpersonal treatment, a lack of policy, bias,

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a lack of openness, and discrimination are only a few of the reported problems. According to Sakar and Kumar (2007), if prejudice is to be eliminated, the primary idea is for the process to be designed such that all applicants are treated equally throughout the whole hiring procedure. Concerns have been voiced by researchers about the lack of openness in the recruitment processes, which (Brink, Bronus & Waslander, 2006) argue is crucial. They argue that having a sizable proportion of women on the selection committee increases the chances of appointing a woman. Recruitment problems in state institutions are sometimes exacerbated by bureaucracy and political interference (Nabi et al., 2014). According to Istvan (2010), there are problems with the methodologies in terms of validity, objectivity, applicability, and cost. It is important to weigh the benefits of hiring a new employee against the costs in order to prevent squandering company resources. In this paper, we will discuss some of the difficulties that can arise while developing recruitment criteria for a company. According to Istvan (2010), there are many ways now in use for hiring and recruitment, some of which are not widely approved by experts or are not advised.

Administrators in rural school districts have had it tough when it comes to retaining qualified instructors (Johnson & Strange, 2007). Many rural school superintendents claim they have trouble filling teaching positions or are unable to do it at all (Provasnik, Kewal, Coleman, Gilbertson, Herring & Xie, 2007). Ineffective retention strategies may be implemented due to a lack of trained educators. Educators in rural areas are in low supply, thus less-qualified candidates may be hired. It's possible that educators are delivering services to children that are beyond the scope of their credentials

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(Schwartzbeck, Prince, Redfield, Morris & Hammer, 2003). Significant obstacles exist in rural districts due to a lack of competent teachers and the difficulty of recruiting suitable teachers (Purcell, East & Rude, 2005).

The ratio of students to teachers, the number of students enrolled, and the percentage of teachers who leave all play a role in determining the equilibrium between supply and demand (Cooper & Alvaradro, 2006; Zafeirakou, 2007). Educator shortages are a widespread problem in the world's poorest nations. For instance, secondary school teachers are in limited supply in many sub-Saharan African countries (Abdou, 2012). Providing schools with enough teachers, of both high quality and sufficient number, is a major concern for the countries in the sub-Saharan region. Varying locations within the same country may have different supply and demand balances for teachers, a phenomenon that occurs in both industrialized and developing nations. Policymakers in the field of education must devise and execute viable methods for attracting qualified educators to underserved schools and areas.

Empirical Review

Research conducted by Cropanzama and quoted by Nabi et al. (2014) concluded that applicants were more worried about whether or not the recruitment procedure was connected to the applicant's desired profession and whether or not the applicant received timely feedback. Researchers have shown a great deal of interest in the applicants' and employees' perspectives and reactions to the recruitment procedures, with a primary focus on the fairness of these processes. It has been stated that applicants who are handled honestly will recommend the company to others, while those who are not treated fairly may seek legal redress (Lele, 2015). Research of this type has

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been conducted for over 60 years, and it focuses on the opinions of employees about the efficiency and success of various recruitment strategies (Sinha & Thaly, 2013).

The rates of employee turnover, job survival, and job performance, in addition to organizational factors such as employee referrals, internal job listings, and the rehiring of former employees, have been utilized as primary indicators of an organization's level of success (Holden & Biddle, 2017). Due to the lack of a foolproof process for recruiting, screening, and ultimately finding the right people for the right job in a business, effective recruitment has always been one of the most crucial for institutions in the educational sector (Sinha & Thaly, 2013). However, there is a lack of data on the methods districts employ to recruit new teachers and whether or not these strategies are successful (Balter & Duncombe, 2008). As pointed out by Ployhart (2014), a wide applicant pool is essential for successful personnel recruitment. The success of the company's recruitment efforts has a significant impact on the caliber of its human resources (Gamage, 2014). Productivity rises when the finest people are hired for a position (Osemeke, 2012).

Balter and Duncombe (2008) found that districts using multiple recruitment strategies had more highly qualified teachers on average than those using fewer strategies, and that the number and types of strategies used by a district varied with the size of its student body. There are a number of reasons why better methods of finding and hiring teachers could benefit student populations: The first question is whether or not financial or other incentives could increase the number of applicants. A considerable body of evidence shows that teachers' decisions regarding quitting and relocating are

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heavily influenced by pay (Imazeki, 2005). Teachers' decisions about whether or not to change schools may be impacted more by working circumstances than by wages, say (Balter and Duncombe, 2008; Hanushek, Kain & Rivkin, 2004; Falch & Strom, 2005; Scafidi, Sjoquist & Stinebrickner, 2007). Secondly, districts may be able to increase applications by advertising in newspapers, journals, and other types of media such as the internet if applicants' ability to search for teaching jobs, especially from outside the local area, is hindered by a lack of accurate information about the school or district, as is the case when applications are hindered by the high cost of entry into teaching created by state certification requirements and districts' policies (Glazerman, Mayer & Decker, 2006; Boyd, Hampton, Loeb &Wyckoff, 2005). The scant data on public school districts' real recruitment procedures suggests that many only look at a limited area (Balter & Duncombe, 2008).

There is a widespread problem with unfair recruitment practices in government agencies, where cronyism and nepotism are the norm (Brink, Bronus & Waslander, 2006). He asserted the political and ethical weight of the recruitment process alongside its practical and technical considerations. Nabi et al. (2014) claims that presidents of states are under greater pressure than ministers to select close relatives or supporters to positions in state-owned institutions and lower-level occupations. Brink, Bronus and Waslander (2006) state that honesty during the hiring process is critical. Fair treatment from an employer is one of the first things a new hire experiences, and it may have a significant impact on how long they stay with the company. It has also been stated that applicants who are treated fairly recommend the company to others, while those who are not may seek redress through lawsuit (Lele, 2015).

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To provide a level playing field and a transparent selection procedure, schools use a score guide for applicant interviews as part of their hiring operations. Selection is based on a combination of the applicant's score on a set of parameters and their professional certifications. The policy of school-based recruitment faces dangerous challenges. Possible obstacles include partiality, tribalism, and nepotism in which qualified applicants are passed over in favor of "identified ones" by school administration. A further risk is the inefficiency of the school administration in finding and hiring qualified educators. All relevant parties must be consulted during the hiring and screening processes to guarantee the reliability of the results (Kipsoi & Anthony, 2008). Getting in touch with nearby universities is one approach to ensure there will be enough potential instructors to fill open positions, since many recent graduates would rather stay close to home and work in the same schools where they themselves were educated. This is consistent with the 'build your own' philosophy (Berry, Daughtrey, & Weider, 2009, p.4), which advocates for developing the necessary teaching staff from within existing communities.

Lessons Learnt

A policy is a declaration of purpose and direction that informs decision making and standard operating procedure. One of the most important things to consider when analyzing the success or failure of a policy reform is who it is meant to affect. When this rule was put in place, what motivation did it serve? Just how would it be put into action? Specifically, how so? How soon will this policy take effect, and what areas will it cover? Faubert (2012). Ahmad, Rauf, Imdabullah, and Zeb (2012) conducted a study that backs up what Maroun,

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Samman, Mouajaes, and Abouchakra (2008) say: that stakeholders need to be included or informed on policy development execution in order to close the understanding gap. Furthermore, Maroun et al. (2008) claim that the quality of the instructor is a critical factor in the success of their students' educational experiences. Teachers play a critical role in determining whether or not a kid is academically prepared for school and in keeping tabs on their development throughout the year. Research by Ghartey-Ampiah (2010) suggests that the low-quality conditions that are pervasive in the educational environment in Ghana put teachers' academic skills at risk, arguing for the need for effective methods of attracting and retaining qualified educators.

Providing all students with a high-quality education at the secondary school level requires a well-thought-out policy on the deployment of teachers in terms of numbers, experience, and qualifications. One further tactic for bettering teacher deployment is the district sponsorship plan. In this program, districts pay for the education and certification of future teachers in exchange for a binding three-year contract from the graduates (Baiden-Amissah, 2006). According to Sakar and Kumar (2007), hiring choices for teachers in India have always been made at the state level, and educators have historically been hired on permanent contracts as public officials.

According to Asante and Agbee (2021), GES's 2018 recruitment process was different from the one in late 2017 because it focused on faculty. In 2017, non-teaching staff recruitment dominated at GES (Ghanaeducate.com). Only those positions approved by the Ministry of Finance were filled, and those openings were publicized.

Digital and analogue methods of implementation added variety to the application process. Successful applicants were required to create an account with the GES in order to view the finalized list (eagle.com). Appointed candidates used their MTN mobile money accounts to purchase a GHS10.00 appointment ticket to use during registration. 2018 saw a new requirement for GES hopefuls: an online registration fee of GHS5.00 (Ghana/Adomonline. com). Candidates were narrowed down to those who would take an examination to determine their qualifications for the open jobs. Kozma and Isaacs (2011) claim that the GES placed job ads for a variety of teaching openings at all secondary schools. For a price, the GES had the West African Examinations Council administer an English, Mathematics, and Science test to the remaining candidates.

Summary of the Chapter

In all, this Chapter looked at a review of the literature on recruitment methods and explained what recruitment is, what the most common ways to hire people are, and what staff thinks about those methods. The study also considered the challenges and the lesson learnt. The chapter also reviewed the relevance of the Human Capital Theory, the Resource Based Theory and the Equity Theory on recruitment of SHS teachers. Finding from the related literature suggest that there should be a laid down procedure for recruitment of qualified personnel to the work force. Fairness and equity were also found to be one of the best techniques for recruiting and retaining personnel in organisations.

CHAPTER THREE

RESEARCH METHODS

Overview

This chapter explains the methodology used in the research. Participants and how they were selected are mentioned here as well as approach or the design. The chapter ends with description of the instrument used to gather data and how the data obtained were analysed to gain insights into the recruitment and selection of teachers in GES in the Gomoa East District.

Research Design

As this research main purpose is to assess the recruitment methods and challenges in GES, a descriptive design (Creswell, 2005) was adopted. The rationale behind the choice of descriptive design in this study was to gain insight on how recruitment is done in GES as well as challenges faced by GES in recruitment qualified teachers.

Study Area

The study was in Central Region of Ghana. There are sixteen Regions in Ghana. Central Region was conveniently selected. It has about 22 Districts. Gomoa East District was selected for the data collection. The Capital is Potsin. According to GSS (2020) the population is 308,677. The population represent 9.4% of the region's total population. Males constitute 47.5% and female constitute 52.5%. 46.1% of the population is rural. Overall men constitute the highest proportion in each employment category.

Gomoa East District shares boundary in the north with Agona East Municipal, the south with Effutu Municipal the east with Awutu Senya East Municipal and the west with Gomoa Central District. The district has more than six ethic groups which includes Akan, Ewe, Fulani, Hausa, Agona, Gao and others. The mission of District is to attract, develop and retain quality teaching staff (Johnson & Strange, 2007). The study sought to find the recruitment methods used to achieve the mission.

Population of the Study

Population is a group of people living in a particular area at a given time *(*Ampofo-Nuako, 2012) and it is the group of people the researcher is interested to study (Lele, 2015). According to Mensah-Williams (2014) the population is the large group that contains all the elements that have common characteristics. The population for the research comprised 150 teachers in the Gomoa East district.

Sample of the Study

The study sample included 100 senior high school teachers out of 150 teachers in the two selected schools in the Gomoa East District of the Central Region. The teachers were made up of graduate teachers, some professionals and others nonprofessionals.

Sampling Procedures

This study made use of a multistage sampling strategy (Shaughnessis, Zechmeister & Zechmeister) as cited in Mensah-Williams (2014). Multi-stage sampling refers to the use of more than one sampling approach in a single investigation. Two (2) public senior high schools out of the total of four (4) schools in the Gomoa East District in the Central

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Region were randomly selected using computer generated random numbers to participate in the study. This was done to ensure that all of the schools had an equal chance of being chosen for the study. From the two schools which were selected to take part in the study, fifty (50) teachers each were purposively chosen from the two schools to participate in the study. This was done to ensure that only permanent staff of GES in the selected schools were considered.

Data Collection instrument

The instruments used to gather data were questionnaires. To obtain data from teachers on their views on recruitment methods employed by GES. The questionnaires on recruitment were developed by the researcher. The items were closed- ended questions. The consisted of two sections. The first section contained questions that required teachers to provide demographic data about their sex, age, level of education, marital status, and number of years in the teaching profession. Part two of the items contained information which sought to elicit responses from teachers about recruitment methods used by GES and the challenges facing recruitment in GES. The items were developed on a Likert scale of 1-5 such as agree, strongly agree, disagree, strongly disagree and indifferent. This was done after extensive review of relevant literature. The development of the instrument was also informed by the research objectives.

Validity

For content validity, the items were created based on the issues concerning recruitment as found in literature. The items then were given to

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my supervisor from the Department of Human Resource Management as well as other experts for their judgment and input.

Pilot Testing

To obtain the final version of the instruments used for collecting the data, based on the inputs of experts, the items / instruments were pilot tested. The instruments were administered on teachers in two schools in the Komenda Edina Eguafo Abrem (KEEA) educational district of the Central region of Ghana. This district had similar characteristics as the ones selected for the main study. The pilot testing of the instruments facilitated the determination of their validity and reliability. Hence, the KEEA educational district was not used in the main study.

Reliability

The reliability coefficient for both the pilot test items and the items used for data collection for the main study were found to .75 and .80 respectively. According to Nunnally as cited in (Ghartey-Ampiah, 2010), these values surpassed the reliability coefficient threshold value of 0.60 which is acceptable for research purposes. Cronbach's Alpha was used to analyse the reliability because the questionnaires were developed on the Likert scale.

Data Collection procedures

Prior to data collection, the Department of Human Resource Management provided an introductory letter seeking permission from the head teachers of the schools where the study was conducted. The head teachers of the selected schools agreed to allow me conduct the study and subsequently introduced me to the teaching staff. Rapport was then established after which discussion on the purpose of the study as well the

methods of administering the instrument. After the discussion, almost all the teachers in the selected schools were willing to participate in the study but due to the conditions attached, only those qualified were allowed to participate also assured them that their responses to the questionnaires would be kept confidential. The data collection finally commenced on 20th March, 2020 and ended on 3rd April, 2020.

The recruitment strategies questionnaires for gathering the data were administered on teachers who are permanently employed by GES. This was done by distributing the questionnaires to the qualified teachers individually in their respective schools. In order to ensure high rate of the data been return, it was instructed that, teachers complete the questionnaires and returned it the same day. Even though almost all the teachers were willing to participate in the study, they were challenges in completing the response because some of the teachers wanted to take the items home and complete it at a time that is convenient for them. This leads to return rate of 93%.

Data Processing and Analysis

During the process of analysing the data, patterns in the answers that the educators provided to each of the research questions were looked at. It provides a presentation of the information obtained through the survey that was carried out by means of the administration of the questionnaire. According to Martin (2001), data analysis involves conducting a detailed and in-depth analysis of a completed questionnaire to determine whether or not it complies with the method of collecting meaningful data in order to address the questionnaires that were not properly filled out. The questionnaire was broken up into two sections: the first contained demographic information

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about the teachers, while the second contained open-ended, closed-ended, and Likert scale questions.

In order to compile their findings, both instruments polled respondents regarding their thoughts on various recruitment strategies. The data collected were processed by the researcher by ways of checking, editing, coding and analysed based on the research questions formulated to guide the study using descriptive statistics based on the research questions. Teachers' demographic data including responses on the recruitment methods and recruitment challenges were analysed using frequencies and percentages.

Ethical consideration

Ethics in research establishes the clarity about the nature of the agreement entered into by the researcher and his respondents or informants (Bell) as cited in Brako (2016). It entails obtaining informed consent from the people being researched (Bell, 2005). Ethical consideration was strictly adhered to in the research. The researcher sought ethical clearance from GES and the Headmasters/Headmistresses of teachers whose views were sought in the survey. The respondents were assured of their confidentiality and anonymity for the information they provided. Further to that, the data obtained did not include the names, date of birth, and place of work, hometown and residential address of respondents such that anyone who reads this work could trace the identity of any respondents

Summary of the Chapter

This Chapter looked at the research methods on recruitment method. The study employed descriptive design under research design. The study also discussed the study area, population of the study, sample of the study,

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sampling procedure and the data collection instrument. The population was teachers in the Gomoa District in central region where 100 were selected from 150 teachers. Questionnaires were used for the purposive sampling. The researcher created a section for validity and reliability, pilot testing at KEEA district, data collection procedure and data processing analysis. Ethical consideration which closed the chapter explained how the consent of the teachers were sought.
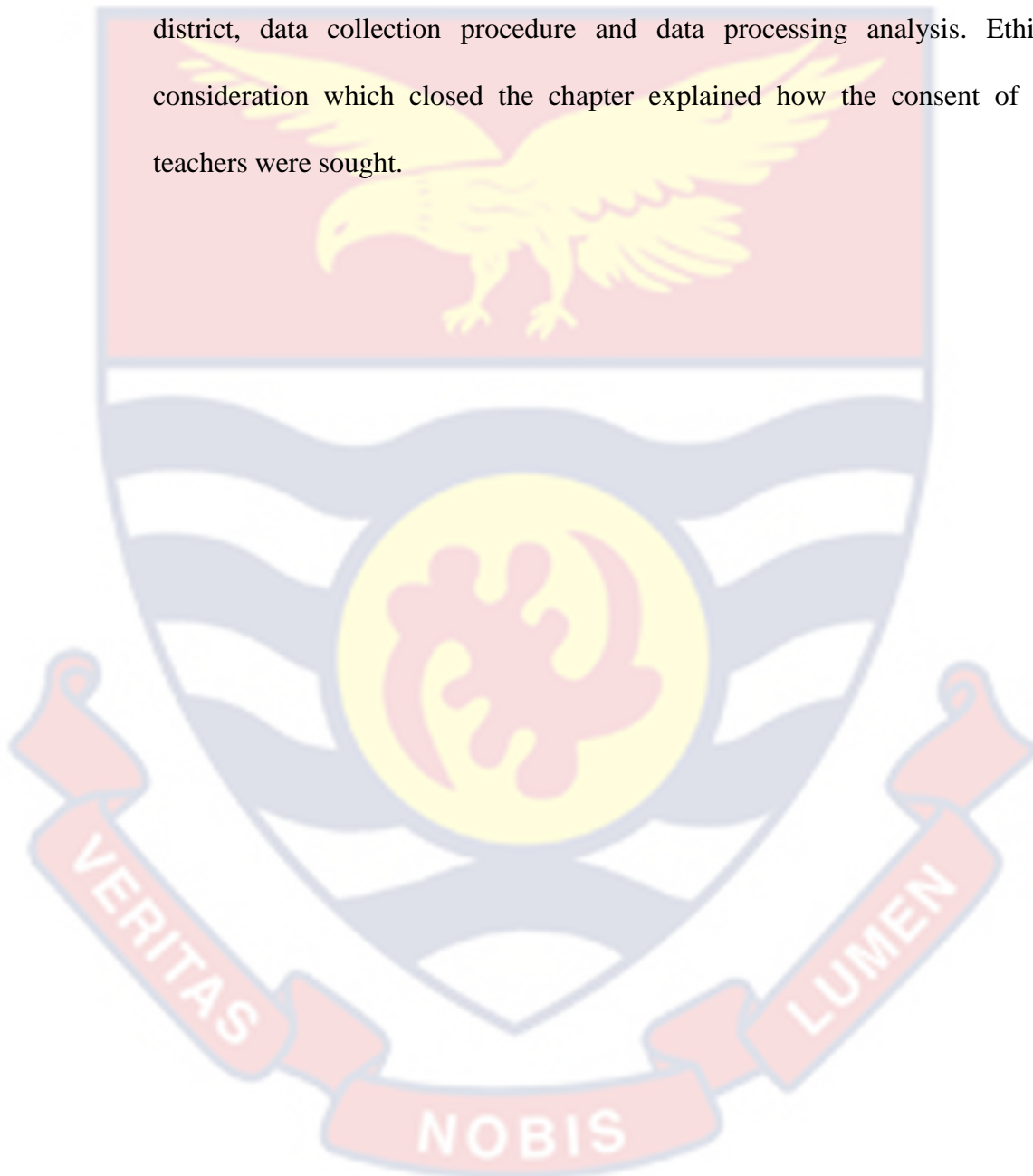
CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This research examined how GES recruits people. This chapter talks about how to present data and talk about what the study found. It is split into two parts, "A" and "B." In section "A," the name of the group that was sampled and demographic information about the respondents are written down. In Section B, the analysis of the data is given. Based on the research questions, a questionnaire was put together. The information was shown and talked about in three sections (A, B, C and D). In Section "A," we looked at teachers' demographic information. Section "B" looked at the ways people were recruited for the first research question. Section "C" looked at the ways that GES usually hires people, and Section "D" looked at the problems that come with the ways that GES hires people.

Characteristics of the Sample

Gender Distribution of Respondents

Gender was crucial in this study because a fair representation of males and females substantiated the reliability of the study since both sexes are recruited into the GES. Since recruitment affect both sexes it was important that males and females were involved to show which group is in majority.

Table 1: Gender Distribution of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	50	59.5	59.5	59.5
Female	34	40.5	40.5	100.0
Total	84	100.0	100.0	

Source: Field Data (2021).

According to the table 59.5% were males and 40.5% females. This means majority of the respondents were males.

Age Distribution of Respondents

Age distribution of the respondents was also important for the study. It depicted the age bracket that would be most affected. Age again showed the type of school climate, socialization and the demeanour of the teachers.

Table 2: Age Distribution of Respondents

Age range	Frequency	Percent	Valid Percent	Cumulative Percent
20-30years	26	31.0	31.0	31.0
30-40years	38	45.2	45.2	76.2
50-60years	20	23.8	23.8	100.0
Total	84	100.0	100.0	

Source: Field Data (2021).

Table 2 depict the age range of the number of respondents who participated in the study. It si significant to note that majority of them (45.2%) fall in the ranges of 30-40 which represent the middle age. Perhaps these are the ages when one engages in activities for employment and progress in life. Also 31% were between ages 20-30 and 23.8% were between ages 50-60.

Level of Education of Teachers

Level of education of teachers though relevant to the study was not crucial since one could easily imagine the level in SHSs. Notwithstanding, it made the knowledgeable to make informed decisions on recruitment. It also informs whether recruitment is done based on quality of staff or on demand and supply.

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Table 3: Level of education

Level	Frequency	Percent	Valid Percent	Cumulative Percent
Post-Graduate Degree	26	31.0	31.0	31.0
First Degree	58	69.0	69.0	100.0
Total	84	100.0	100.0	

Source: Field Data (2021).

Table 3 shows that 69% has first degree and 31% had post-graduate. This could be attributed to the closeness of the Gomoa District to University of Education, Winneba.

Marital Status of Teachers

Marital status was relevant and precise to the study. It shows whether people were discriminated based on their marital status

Table 4: Marital Status of Teachers

Marital Status

Marital status	Number	Percent	Valid Percent	Cumulative Percent
Married	54	64.3	64.3	64.3
Single	25	29.8	29.8	94.0
Divorced	2	2.4	2.4	96.4
Separated	3	3.6	3.6	100.0
Total	84	100.0	100.0	

Source: Field Data (2021)

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Table 4 depicts marital status of the respondents. It indicates that, 64.3% were married while 29.8% were unmarried. This stems from the fact that majority of the respondents were between ages 30-40.

Years of Experience

Years of experience in the school was also important to the study. The more years one spent in a school the more one became familiar with issues with employment in GES. It was believed that respondents that have spent more years in the school might have experienced recruitment policies in the GES.

Table 5: Years of Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
0-5years	28	33.3	33.3	33.3
5-10years	18	21.4	21.4	54.8
10-20yers	22	26.2	26.2	81.0
20-30years	14	16.7	16.7	97.6
30-40years	2	2.4	2.4	100.0
Total	84	100.0	100.0	

Source: Field Data (2021).

Table 5 indicates that 33.3% of the teachers have served between 0-5 years, 26.2% have served between 10-20 years, 21.4% have served between 5-10 years, 16.7% have spent between 20-30 years and 2.4% have served between 30-40 years in the school. Majority of the respondents have served between 0-5 years. It means that they are abreast with current recruitment issues.

Department of the Teachers

Department of teachers was important to the study. It provides information on the number of teachers in each department. This gives a fair representation of teachers' notion of recruitment in the GES.

Table 6: Department of Teachers

Department	Number	Percent	Valid Percent	Cumulative Percent
Science	28	33.3	33.3	33.3
Home Economics	14	16.7	16.7	50.0
Business	6	7.1	7.1	57.1
General Arts	15	17.9	17.9	75.0
Technical	2	2.4	2.4	77.4
Agriculture	1	1.2	1.2	78.6
Mathematics	10	11.9	11.9	90.5
Languages	3	3.6	3.6	94.0
Social Studies	4	4.8	4.8	98.8
Visual Art	1	1.2	1.2	100.0
Total	84	100.0	100.0	

Source: Field Data (2021).

Table 6 shows that 33.3% were Science teachers, 17.9% General Arts, 16.7% Home Economics, 11.9% Mathematics and 7.1% Business teachers. Others were 4.8% Social Studies whilst 3.6% were Languages teachers. The rest were 2.4% in Technical Department and 1.2% both in the Agriculture and the Visual Art Departments.

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Research Question One

"What are the recruitment methods used by GES in the Gomoa East Districts?".

According to the MOE (2016) the recruitment into GES was effected by headmasters/mistresses of SHSs. This was direct application from professional and nonprofessional job seekers. In 2018 the GES advertised for vacant positions where job applicants were shortlisted. These were made to write a test before they were finally placed (GES, 2018).

The above question was necessary to identify the recruitment methods used in GES. Here two set of different items in the questionnaire (7 & 8) then (9) (with serial numbers 1 to 14) were used to answer this research question (Appendix A) and displayed in table 7-21.

In an answer to a question "Which of these recruitment methods identified in the study does GES use" the tables below show the responses of teachers.

Table 7: Methods of Recruitment

Items	SA	%	A	%	IND	%	D	%	SD	%
Formal policy for recruitment in GES	14	16.7	32	38.1	20	23.8	9	10.7	9	10.7
Employee referral	4	4.8	22	26.2	21	25.0	13	1.5	24	28.6
Telephone	7	8.3	13	15.5	21	25.0	16	19.0	27	32.1
Job posting	17	20.2	36	42.9	13	15.5	7	8.3	11	13.1
Internet	5	6.0	34	40.5	24	28.6	11	13.1	10	11.9
Radio advert	2	2.4	28	33.3	13	15.5	15	17.9	26	31.0
Tv advert	2	2.4	19	22.6	21	25.0	16	19.0	26	31.0
Newspaper Advert	16	19.0	32	38.1	20	23.8	8	9.5	8	9.5
Professional association	7	8.3	23	27.4	25	29.8	7	8.3	22	26.2
Employee agents	4	4.8	18	21.4	21	25.0	17	20.2	24	28.6
College recruitment	9	10.7	31	36.9	27	32.1	3	3.6	14	16.7
Job fairs	3	3.6	18	21.4	26	31.0	12	14.3	25	29.8
Social media	8	9.5	33	39.3	23	27.4	7	8.3	13	15.5
Labour office	4	4.8	24	28.6	17	20.2	17	20.2	22	26.2
Direct application	17	20.2	35	41.7	18	21.4	8	9.5	6	7.1

Source: Field Data (2021).

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Table 7 shows that 38.1% claimed GES has a formal policy for recruitment. 23.8% of teachers were not sure GES has formal policy for recruitment. The percentage of teachers that strongly agree that GES has a formal policy is 16.7%. 10.7% of teachers disagree that GES has a formal policy. The percentage is akin to those who strongly disagree that there is a formal policy in GES. In all 54.8% supported the fact that GES has a blue print for recruitment of teachers. The percentage that claimed that GES has a formal policy underpins table 5 where majority of respondents have spent between (0-5) years with their employer. This age bracket could be those whose recruitment was done through some recruitment practices like vacancy declaration, shortlisting, examination and selection GES (2018). Respondents that strongly disagree, disagree and were indifferent could be those who were recruited directly by their headmasters/mistresses.

The table shows that 28.6% strongly disagree whilst 15.5% disagree that GES use employee referral for recruitment. This implies that employee referral is seldom used by the institution. 26.2% and 4.8% strongly agree and agree respectively that GES adopt employee referral during recruitment. A substantial number of teachers, 25% were indifferent. The GES does not adopt referrals for recruitment of fresh graduates but for promotions. According to Ullah (2010) referrals are done through promotions and transfers of existing personnel by current staff members, friends and family members.

Again, the table indicates respectively that 32.1% and 19% strongly disagree and disagree that telephone calls are employed in the institution's recruitment strategy. 25% of teachers were not sure if telephone calls are adopted by GES. The implication is that GES does not employ phone calls in

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reaching its prospective job applicants. 15.5% agree and 8.3% strongly agree that GES use phone calls in contacting job seekers in recruitment. The GES employs over thousand teachers in a period and may deem that as expensive and time-consuming. Thus, the disagreement of that percentage. A few teachers might have been called in the process of recruitment.

GES adopts job posting in recruitment according to table 7. This is because 42.9% agree whist 20.2% strongly agree that job posting is used in recruitment by GES. 15.5% were indifferent. 13.1% and 8.3% of teachers strongly disagree and disagree to job posting by GES. The percentage that strongly agree and agree might have seen copies of bulletins of advertisement that are pasted on notice boards in schools and offices by Management. Respondents that strongly disagree, disagree and indifferent might have not seen the notices declaring vacancy.

The table shows that GES employs the internet for recruitment because 40.5% of teachers claimed they agree and 6.0% said they strongly agree. 28.6% of teachers are not sure whilst 11.9% and 13.1% strongly disagree and disagree respectively. The GES has adopted the use of the internet as underscores by table 11 because according to Abdou (2012) it is time-saving strategy in downloading and uploading application forms via the web mail. It is also faster and cheaper. Respondents that disagree and are not sure could be those who were recruited other than the internet.

Table 7 suggests that 33.3% and 2.4% of teachers agree and strongly agree respectively that radio advert is used in GES recruitment. 31% and 17.9% respectively claimed they strongly disagree and disagree but 15.5% were indifferent. This implies that GES does not adopt this strategy. The

percentage that claimed they agree might have heard it being said on the radio during a 'headlines' segment of a particular station's programme or news item. Those who disagree and were indifferent might have missed the news item. The table above shows that 31% of teachers strongly disagree that GES uses TV advert in recruitment. 19% also disagree with the TV advert, 25% are indifferent. 22.6% and 2.4% agree and strongly agree to the use of TV advert by GES. This indicates that the education agency does not advertise its vacancy on TV. The percentage that claimed they agree might have heard it being said on the TV during a 'headlines' segment of a particular station's programme or news item. Those who disagree and were indifferent might have missed the news item.

Again table 7 exhibits that 38.1% of teachers agree to newspaper advert for vacancy in GES. 19% strongly agree whilst 23.8% are indifferent. 9.5% of teachers each claimed GES doesn't advertise in the newspaper. This shows that newspaper advert is employed by the GES. This method of recruitment allows searching widely from the labour markets for candidates with no previous connection to an organization. Mkhize (2018) posits that most organisations resort to advertising in newspapers because they are least expensive means of recruitment. That is why majority of respondents chose newspaper. Respondents that were indifferent and didn't agree might have no access to newspapers.

The table indicates that 29.8% of teachers are indifferent. 27.4% and 8.3% respectively agree and strongly agree with engaging professional associations by the GES in recruitment whilst 26.2% and 8.8% respectively strongly disagree and disagree. The respondents were nearly split over the

engagement of professional associations by the GES during recruitment. Quite a number of teachers were not sure GES engages professional associations. Others claimed professional associations recommend and provide job seekers for consideration. These might be people who benefited from this arrangement. Those who felt otherwise might have not benefited from this.

Table 7 indicates that 28.6% of respondents strongly disagree. 25% said they were indifferent. 21.4% agree that GES contracts employee agents for job applicants during recruitment. 20.2% disagree whilst 4.8% strongly agree. The table suggests that the GES doesn't depend on employee agents in their bid to fill vacant positions. This is because this method is relatively expensive and time consuming because employers register their job vacancies with them after which there is advertisement, shortlisting and interviewing. Those who agreed might have benefited from political agents of the employer.

According to table 7 exhibits that 36.9% and 10.7% of respondents agree and strongly agree respectively to the fact that GES rely on college recruitment to fill vacant positions the sector. 32.1% were indifferent. 16.7% and 3.6% respectively strongly disagree and disagree to recruiting directly from tertiary institutions. The table suggests that the GES does resort to college recruitment. The percentage that agree might have benefited from GES representatives that are sent to campuses to prescreen applicants. Respondents that disagree might have not benefited from such privileges. Those who were indifferent didn't know this facility.

The table above shows that 31% of teachers are indifferent when it comes to job fairs recruitment by GES. 29% strongly disagree and 14.3% disagree. 21.4% and 3.6% agree and strongly agree respectively. This

indicates that GES does not recruit teachers during job fairs. Job fairs according to Abdou (2012) is more suitable to supply novice and inexperienced teachers. Respondents who didn't agree seemed to have some experience before they were recruited into GES and therefore didn't go through job fairs. Those who agree didn't have any experience and might have gone through job fairs.

According to table 7, 39.3% of respondents agree that GES has use the social media for recruitment of its staff. 9.5% agree whilst 27.4% remained indifferent. 15.5% and 8.3% chose strongly disagree and disagree respectively. The implication is that the GES use the social media in its recruitment. Respondents that agree were recruited through the social media. GES adopts this strategy because it reaches a wider audience and turn up a great number of potential candidates from which the organization can choose. Teachers that disagree could be those who were recruited through direct application.

According to Table 7, 28.6% and 4.8% of the respondents respectively selected agree and strongly agree. Also 26.2% and 20.2% respectively strongly disagree and disagree whilst 20.2% of respondents were not sure of the use of the labour office for recruitment by GES. This shows that the labour office is not contacted during recruitment by the GES. The percentage that agree might have registered with the labour office and got recruited by the governmental organization. Respondents that disagree were recruited through other means apart from the labour office. Those who were indifferent felt the office is no longer into recruitment.

Table 7 indicates that 41.7% of the respondents agree that GES employs direct application in the recruitment of its staff. 20.1% strongly agree whilst 21.4% are indifferent. 9.5% and 7.1% respectively claimed they disagree and strongly disagree respectively. This implies that the GES adopt direct application in recruitment. Those who agree were recruited through direct application. The age bracket is from (10-40) years. Respondents that didn't agree were recruited by other strategies.

Research Question Two:

"What are the recruitment methods that is commonly used in

recruiting SHS teachers in Gomoa East?"

Headmasters/mistresses were in charge of recruitment in Senior High School (SHS) teachers into GES until 2016 without advertisement (Asante & Agbee, 2021). Prospective teachers were holders of National Service Certificate who applied for the teaching job in the schools in which they have served or not. These are direct applicants and there are people who apply for vacancy without prompting from the organization. Others were University and Polytechnic graduates job seekers either professional or nonprofessional. Currently prospective job seekers in the teaching profession are obliged to possess license after sitting for the licensure examination conducted by National Teaching Council (NTC). The above question was necessary to determine the commonly used recruitment methods used in GES. To answer this research question item 10 (with serial numbers 1 to 14) from the questionnaire was used to elicit responses to answer the question and displayed in table 22-27.

In an answer to "Which of the underlisted recruitment methods are commonly used in GES" the tables below show the responses of teachers.

Table 8: Recruitment methods commonly used in GES

Items	SA	%	A	%	IND	%	D	%	SD	%
Job posting	17	20.2	36	42.9	13	15.5	7	8.3	11	13.1
Internet	5	6.0	34	40.5	24	28.6	11	13.1	10	11.9
Newspaper Advert	16	19.0	32	38.1	20	23.8	8	9.5	8	9.5
Social Media	8	9.5	33	39.3	23	27.4	7	8.3	13	15.5
Direct Application	17	20.2	35	41.7	18	21.4	8	9.5	6	7.1
College Recruitment	9	10.7	31	36.9	27	32.1	3	3.6	14	16.7

Source: Field Data (2021).

The table indicates that GES adopts job posting in recruitment. This is because 42.9% agree whist 20.2% strongly agree that job posting is used in recruitment by GES. 15.5% were indifferent. 13.1% and 8.3% of teachers strongly disagree and disagree to job posting by GES.

The percentage that strongly agree and agree might have seen copies of bulletins of advertisement that are pasted on notice boards in schools and offices by Management. Respondents that strongly disagree, disagree and indifferent might have not seen the notices declaring vacancy.

Table 8 shows that GES employs the internet for recruitment because 40.5% of teachers claimed they agree and 6.0% said they strongly agree. 28.6% of teachers are not sure whilst 11.9% and 13.1% strongly disagree and disagree respectively. The GES has adopted the use of the internet as

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underscores by table 22 because according to Parker-Allotey (2017) it is time-saving strategy in downloading and uploading application forms via the web mail. It is also faster and cheaper. Respondents that disagree and are not sure could be those who were recruited other than the internet.

According to table 8, 38.1% of teachers agree to newspaper advert for vacancy in GES. 19% strongly agree whilst 23.8% are indifferent. 9.5% of teachers each claimed GES doesn't advertise in the newspaper. This shows newspaper advert is employed by the GES. This method of recruitment allows searching widely from the labour markets for candidates with no previous connection to an organization. Mkhize (2018) posits that most organisations resort to advertising in newspapers because they are least expensive means of recruitment. That is why majority of respondents chose newspaper. Respondents that were indifferent and didn't agree might have no access to newspapers.

According to table 8, 39.3% of respondents agree that GES has use the social media for recruitment of its staff. 9.5% agree whilst 27.4% remained indifferent. 15.5% and 8.3% chose strongly disagree and disagree respectively. The implication is that the GES use the social media in its recruitment. Respondents that agree were recruited through the social media. GES adopts this strategy because it reaches a wider audience and turn up a great number of potential candidates from which the organization can choose. Teachers that disagree could be those who were recruited through direct application.

Table 8 indicates that 41.7% of the respondents agree that GES employs direct application in the recruitment of its staff. 20.1% strongly agree whilst 21.4% are indifferent. 9.5% and 7.1% respectively claimed they

disagree and strongly disagree respectively. This implies that the GES adopt direct application in recruitment. Those who agree were recruited through direct application. The age bracket is from (10-40) years. Respondents that didn't agree were recruited by other strategies.

The table exhibits that 36.9% and 10.7% of respondents agree and strongly agree respectively to the fact that GES rely on college recruitment to fill vacant positions the sector. 32.1% were indifferent. 16.7% and 3.6% respectively strongly disagree and disagree to recruiting directly from tertiary institutions. The table suggests that the GES does resort to college recruitment. The percentage that agree might have benefited from GES representatives that are sent to campuses to prescreen applicants. Respondents that disagree might have not benefited from such privileges. Those who were indifferent didn't know this facility. The trends in table 8 to table 27 indicate that the commonly used recruitment methods in the GES are the job posting, internet, newspaper advert, social media direct application and college recruitment.

Research Question Three:

"What are the challenges associated with the recruitment practices used by the GES in Gomoa East District".

According to Istvan (2010) some of the challenges facing recruitment criteria in an organization are the plenty of techniques used in recruitment and hiring today among which are some methods not accepted by expert universally, or not recommended for the hiring process. The human factor applied in the use of the techniques results in some challenges.

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To answer the above research question, responses to Item 11 (with serial numbers 1 to 10) of the questionnaire was used to elicit responses to answer the research question and displayed in table 28-37.

In an answer to "Bellow are some identified challenges in recruitment in GES" the table below shows the responses of teachers.

Table 9: Challenges in Recruitment in GES

Items	SA	%	A	%	IND	%	D	%	SD	%
Poor interpersonal treatment	12	14.3	28	33.3	29	34.5	5	6.0	10	11.9
Lack of Policy	13	15.5	17	20.2	35	41.7	13	15.5	6	7.1
Selection Biases	18	21.4	31	36.9	19	22.6	9	10.7	7	8.3
Involvement of Agents	22	26.2	29	34.5	19	22.6	8	9.5	6	7.1
Transparency	7	8.3	34	40.5	22	26.2	12	14.3	9	10.7
Discrimination	9	10.7	24	28.6	29	34.5	15	17.9	7	8.3
Cost of Recruitment	5	6.0	34	40.5	28	33.3	10	11.9	7	8.3
Quality of Staff	7	8.3	24	28.6	30	35.7	18	21.4	5	6.0
Demand and Supply	9	10.7	29	34.5	27	32.1	10	11.9	9	10.7

Source: Field Data (2021).

According to table 9, 34.5% of respondents were not sure whether there is poor interpersonal treatment during recruitment. 33.3% and 14.3% claimed they agree and strongly agree respectively that there is poor interpersonal treatment during recruitment. 11.9% and 6% strongly disagree and disagree respectively. This shows that majority of respondents claim that

job seekers in GES are given ill-treatment in the course of recruitment. Respondents that agree could be teachers that suffered poor interpersonal treatment in the course of recruitment. Teachers that were indifferent and disagree might have not be subjected to ill-treatment in their recruitment

According to table 9, 44% and 25% of respondents respectively agree and strongly agree. 13.1% are indifferent. 11.9% disagree whilst 6% strongly disagree. The indication is that there is timely feedback is poor in GES recruitment. The percentage that agreed were respondents that were not contacted in the process of recruitment. Respondents that disagreed might have received feedback. Those who were not sure of the feedback claimed indifferent. According to the table 41.7% of the respondents are indifferent. 20.2% agree whilst 15.5% strongly agree. 15.5% disagree whilst 7.1 strongly disagree. In total 35.7% agree that there is lack of policy on recruitment in GES. The percentage that are indifferent might not be sure of a policy on recruitment in GES because of the erstwhile direct application, the current system through licensing coupled with recruitment of non-professional teachers and NABCo personnel. Respondents that agree could be teachers who have witnessed the inconsistencies in recruitment strategy. Those who disagree might be respondents that were recruited in the licensing era.

Again, the table shows that 36.9% and 21.4% of the respondents said they agree and strongly agree respectively. 22.6% were indifferent. 10.7% and 8.3% disagree and agree respectively. This indicates that there are selection biases in recruitment in GES. This is what Taylor (2006) indicated that in the public institutions it has become common that recruitment practices are facing the issue of unfair practices as nepotism and cronyism is the main acquisition

upon these public institutions. He claimed that recruitment has a political and ethical aspect just as it has economic and technical aspects. According to Schneider (1992) presidents of states have more pressure as compared to the ministers to appoint near relatives or supporters in the state-owned institutions and lower-level jobs. According to Brink et al. (2006) transparency in recruitment is very crucial.

According to table 9, 34.5% and 26.2% of respondents agree and strongly agree respectively agent agents are involved in recruitment in GES. 22.6% were not sure whether agents are involved. 9.5% disagree whilst 7.1% strongly disagree. These agents could be people who are affiliated to politicians who work under cover on behalf of their masters to recruit prospective teachers based on concession or protocols allotted them for a fee. Table 9 indicates that 40,5% of respondents agree and 8.3% strongly agree. 26.2% were indifferent. 14.3% disagree whilst 10.7% strongly disagree. This shows that there is no transparency in recruitment in the GES. According to Brink et al. (2006) women are more appointed if the selection committee consist of a significant number of women.

Table 9 shows that 34.5% of the respondents were indifferent. 28.6% agree that there is discrimination during recruitment GES. 10.7% strongly agree. 17.9% disagree whilst 8.3% strongly disagree that there is discrimination in GES. Deductions from the table is that there is discrimination in GES recruitment. Istvan (2010) claimed challenges in recruitment are validity and impartiality. The table shows that 40.5% respondent agree that cost of recruitment is a challenge for the GES recruitment. 33.3% are not sure whether cost of recruitment is a challenge in

GES. 11.9% and 8.3% disagree and strongly disagree that the GES has no challenge concerning the cost of recruitment. However, 6.0% strongly agree. This shows that cost of recruitment is a challenge in GES. Istvan (2010) posit that it is costly to recruit and avoid unnecessary waste of money and valuable resources.

According to table 9, 35.7% of respondents are indifferent on quality of staff as a challenge in GES recruitment. 28.6% and 8.3% agree and strongly agree respectively that quality of staff is a challenge in GES recruitment. 21.4% disagree whilst 6.0% strongly disagree. This indicates that quality of staff is a challenge in GES recruitment. Purcell et al. (1992) claimed that the challenges in recruitment are the difficulties in recruiting qualified teachers. Table 9 shows that 34.5% and 10.7% of respondents agree and strongly agree respectively that demand and supply is a challenge in GES. 32.1% are indifferent. 11.9% and 10.7% respectively claimed they disagree and strongly disagree that demand and supply is a challenge in GES. This indicates that demand and supply is a challenge during recruitment in GES. Provasnik et al. (2007) observed that either there is difficulty in finding teachers to fill vacancies or are unable to fill positions at all.

Discussion

The previous section discussed the results to some extent but this section presents summary of the results based on the research objectives. It also addresses the practical, policy and theoretical implications of the findings. Research objective one sought to identify the recruitment methods used by GES in the Gomoa East District. The result from table 7 indicate that 54.8% of respondents strongly agree that GES has a formal policy on recruitment. This

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finding is similar to Mkhize (2018) and Mufu (2013) who found that institutions have recruitment and selection policy. Finding from this current study is inconsistent with other studies which suggested that organisations do not have a formal policy but few have a policy for internal departments (Adu-Darko, 2014). Again, the result does not resonate with the findings of Zibarras and Woods (2010) who claimed that smaller organisations used formalized methods.

Research objective two sought determine the recruitment methods that is commonly used in recruiting SHS teachers in Gomoa East. The results from table 8 indicates 63.1% agree that job posting is the frequently used recruitment method in GES. This is followed by direct application, newspaper advert, social media, college recruitment and the internet respectively. These findings are consistent with those of earlier research Mkhize (2018) and Mufu (2013) who claimed that majority of organisations depend on traditional recruitment and personnel techniques over online assessment instruments.

Ghimire (2021) finding is also in agreement with this study that the most frequently used methods are newspaper, internal recruitment, labour office, employee referrals, radio advert and the internet. He however, found in contrary to this study that the most key methods were job offers, internet, newspaper, radio and in house; the internet being the second in order. Depending on the traditional methods (job posting, newspaper, internal recruitment, labour office, employee referrals, and radio advert) by organisations could be more convenient to candidates than the use of portals. Kumari (2012) also found out that employee referrals is the most reliable source adopted by organisations. The study of Mufu (2013) showed that all

public organisations use new approaches in recruitment but the internet is more pervasive. This is inconsistent with the current study. The studies of Feichtinger and Harold (2015) also found that each of the recruitment methods makes an important contribution to attract talents whilst Lele (2015) found that online/ internet recruitment is not always suitable for organisations.

Research objective three sought to examine the challenges associated with the recruitment methods used by the GES in Gomoa East District. Table 9 shows lack of policy, cost of recruitment, quality of staff, discrimination and involvement of agents among other challenges in recruitment in GES. The findings in this study shows similar characteristics in Adu-Darko (2014) who also found poor HR planning, competence level of candidates and cost of recruitment which match lack of policy, quality of prospective staff and recruitment cost respectively. Kumari (2012) found cost benefit ratio as the main challenge of recruitment and so organisations take into consideration the ratio between the turn-up and line-up candidates. The findings also resonate with that of Mkhize (2018) who found that poor HR planning, low competence level on the part of prospective candidates and cost of recruitment and selection of prospective candidates are recruitment challenges organisations face. Ghimire (2021) found discrimination and corruption as the most challenges in recruitment. This is consistent to the current study as the involvement of agents result in corrupt practices in recruitment.

Summary of Chapter

This chapter presents an overview of how the data was presented. It discusses the characteristics of the sample including gender, age, level of education of

teachers, marital status, years of experience and department of teachers. The chapter also shows how the research objectives are presented in tables and discussed. The chapter ends with a section where the findings are discussed with practical, policy and theoretical implications backed with empirical studies.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

Introduction

This chapter gives an overview of the research work. The chapter has three subdivisions. The first part, the summary, gives a brief outline of the research problem, methodology and the implications of the findings. The second part forms the conclusion while the last deals with the recommendations of the study.

Summary of the Study

The study was to access the recruitment methods and challenges in Ghana Education Service. It focused on the SHSs in the Gomoa East District of the central region. The study was a descriptive research sought to identify the recruitment methods used by GES in the Gomoa East Districts and also determining the recruitment methods that is commonly used in recruiting secondary teachers in Gomoa East and examining the challenges associated with the recruitment methods used by the GES in Gomoa East District. The specific objectives of the study were:

1. To identify the recruitment methods used by GES in the Gomoa East Districts.

2. To determine the recruitment methods that is commonly used in recruiting secondary teachers in Gomoa East.

3. To examine the challenges associated with the recruitment methods used by the GES in Gomoa East District.

The target of the study was premised on Senior High School Teachers in the Gomoa East District. The instrument used in the study was questionnaire. Descriptive survey was employed to select the teachers. The sample size was 80 from the four SHSs in the Gomoa East District. The entire questionnaires were analysed using IBM Statistical Package for Social Sciences (SPSS), version 21 for windows (SPSS Inc 2012) and computed frequencies, percentage, tables and figures.

Summary of key Findings

The following are key findings of the study:

Research objective one sought to identify the recruitment methods used by GES in the Gomoa East District. The results from this study revealed that GES has a formal policy on recruitment.

Research objective two sought determine the recruitment methods that is commonly used in recruiting SHS teachers in Gomoa East. The results showed that job posting is the frequently used recruitment method in GES. This is followed by direct application, newspaper advert, social media, college recruitment and the internet respectively.

Research objective three sought to examine the challenges associated with the recruitment methods used by the GES in Gomoa East District. The findings indicated that lack of policy, cost of recruitment, quality of staff, discrimination and involvement of agents among others are the challenges in recruitment in GES. The findings in this study shows similar characteristics in Ghimire (2021) who also found poor HR planning, competence level of candidates and cost of recruitment which match lack of policy, quality of prospective staff and recruitment cost respectively.

Conclusion

Although a larger study is required to provide a representative overview of the recruitment methods in GES, this study validly tested the existence of a formal workable recruitment policy in GES. The study has succeeded in bringing out certain challenges in the recruitment methods in GES and therefore will serve as a panacea to the ineffective methods.

Recommendations

The recommendations are based on the findings of the study. These are for the Divisional Director, Regional Director, District Director, and headmasters/mistresses to think about.

- Even though a lot of research found that GES has a formal policy, other researchers have found otherwise. Therefore, in order to recruit the best teacher for the job, it is recommended that, the organisations should make a formal, workable policy for recruitment.

- GES should try as much as possible to adopt job posting as a recruitment method since it is the most frequently used method for recruitment by most organisations.

- GES should put some incentives in place to attract quality and experienced staff and eschew discrimination and involvement of agents in recruitment so as to reduce corruption.

Suggestions for Further Studies

Due to constraints on time and funding, this investigation was limited to secondary schools in the Gomoa East District. Additional research into the topic, including all SHSs in the central region, would be most beneficial.

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APPENDIX

UNIVERSITY OF CAPE COAST

SCHOOL OF BUSINESS AND LEGAL STUDIES

DEPARTMENT OF MANAGEMENT STUDIES

QUESTIONNAIRES

RECRUITMENT METHODS IN THE GHANA EDUCATION

SERVICE FOR SENIOR HIGH SCHOOL TEACHERS IN THE

GOMOA EAST DISTRICT.

Dear Sir/Madam,

I am investigating the recruitment methods in the Ghana Education Service for Senior High. This study is purely for academic purposes. You will be contributing to its success if you answer the items as frankly and honestly as possible. Your response will be kept confidential. Moreover, your anonymity is assured by not writing your name or indicating your school. Thank you.

GENERAL INSTRUCTION

Please tick (√) the appropriate bracket or column or fill in the blank spaces where necessary.

SECTION A

Demographic information about respondents

1. Sex : (a) Male [   ]   (b) Female [   ]

2. Age : (a) 20-30 yrs [   ]   (b) 30 -40 [   ]

    (c) 40 – 50 yrs [   ]   (d) 50 -60 [   ]

3. Level of education :

   (a) Post-Graduate Degree [   ]   (b) First Degree [   ]

   (c) Teacher's Diploma [   ]

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4. Marital status :

(a) Married [   ]   (b) Single [   ]

(c) Divorced [   ]   (d) Separated [   ]

5. How many years have you worked with your employer

(a) 0-5 yrs [   ]   (b) 5-10 [   ]   (c) 10 -20 [   ]

(d) 20-30 [   ]   (e) 30-40 [   ]

6.   Your department…………………………………………………….

SECTION B

Recruitment Methods

Use scale 1-5 to rank them.

1=Strongly Disagree   2=Disagree   3=Indifferent   4=Agree

5=Strongly Agree

Ranking

S/N			1	2	3	4	5
	7	There is a formal policy for recruitment in GES					
	8	GES advertises job vacancy to the general public.					

9. Which of these recruitment methods does GES use?

S/N	Recruitment methods	1	2	3	4	5
1	Employee referrals					
2	Telephone					
3	Job posting					
4	Internet					

5	Radio advert					
6	TV advert					
7	Newspaper advert					

		1	2	3	4	5
8	Professional Associations					
9	Employee Agents					
10	College recruitment					
11	Job fairs					
12	Social media					
13	Labour office					
14	Direct application					

Commonly used Recruitment Methods

10. Which of the underlisted recruitment methods are commonly used in GES.

Rank them using 1-5 scale

Ranking

S/N	Commonly used Recruitment Methods	1	2	3	4	5
1	Employee referrals					
2	Telephone					
3	Job posting					
4	Internet					
5	Radio advert					
6	TV advert					

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7	Newspaper advert					
8	Professional Associations					
9	Employee Agents					
10	College recruitment					
11	Job fairs					
12	Social media					
13	Labour office					
14	Direct application					

Challenges in Recruitment

11. Below are some identified challenges in recruitment in GES. Rank them using 1 to 5 scale.

S/N	Recruitment Challenges	1	2	3	4	5
1	Poor interpersonal treatment					
2	Timely feedback is poor					
3	Lack of policy					
4	Selection biases					
5	Involvement of agents/political involvement					
6	Transparency					
7	Discrimination					
8	Cost of recruitment					
9	Quality of staff					
10	Demand and supply					

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