

**RECRUITMENT, SELECTION & PLACEMENT OF TEACHING STAFF IN
INSTITUTIONS OF LEARNING WITH REFERENCE TO HIGHER
EDUCATION**

BY

EDOBOR FESTUS OSARETIN

A project submitted to Milton Keynes Language Centre in partial fulfilment of the requirement
for the award of Diploma in Teaching in the Lifelong Learning Sector

April 2012

ABSTRACT

Human resources are the pivotal variable without which other inanimate assets are worthless. It is therefore the aim of the Human Resource department to get the right person with the right qualification, experience and still in the right place and at the right time who will be able to manage effectively and efficiently all other non human resources of the organisation.

This research work tries to analyse and evaluate the problem of recruitment, selection and placement of employees in an institution of Higher learning, with a view of finding a possible solution to them. It is a very sincere aim of this study to ensure that the higher institution achieves optimum utilization of human resources.

Finally, it is the aim of this study to ensure improvement in the Human resource procurement policy, programme and practice in Higher Education

This project therefore is divided into five chapters. The first chapter is an introduction in which there is the research aim and objectives, significance study, problem definition, scope of study. The second chapter focuses on the literature review on recruitment, selection and placement policy, procedure and programmes.

The third chapter is the methodology of study. This includes administered questionnaire and personal interview analysis. Chapter four covers data presentation and analysis as well as a test for hypothesis. The last chapter covers the findings, conclusion and recommendation which include the following:

Multiple selection criteria should be set in order to get the right people for the right positions

Teaching certification should be less emphasised as most people with the qualification are underperforming. Interest and experience should play a major role as such people can go for on –the- job training and CPD

Government, professional and awarding bodies should review their policies on teachers' selection to reflect the reality of the environment in which they operate.

TABLE OF CONTENTS

Title Page.....	i
Abstract.....	ii
Table of Content.....	iii
CHAPTER ONE: INTRODUCTION-----	5
CHAPTER TWO: LITERATURE REVIEW-----	13
CHAPTER THREE: RESEARCH METHODOLOGY	21
CHAPTER FOUR: DATA PRESENTATION & ANALYSIS----	24
CHAPTER FIVE: FINDINGS, & RECOMMENDATIONS	34
References-----	37

CHAPTER ONE

INTRODUCTION

1.1 Action Research

Many attempts have been made, over the years, to identify the characteristics that highlight the uniqueness of action research and distinguish it from other methodologies. Carr and Kemmis (1986: 164) in their seminal text on action research included the underlying features of the action research approach. These include its

- participatory character;
- democratic impulse;
- simultaneous contribution to social science (knowledge) and social change (practice).

Meyer contends that *participation* is fundamental in action research as it is an approach which demands that participants perceive the need to change and are willing to play an active part in the research and change process. Conflicts may arise in the course of the research. It is vital that outside researchers working with practitioners must obtain their trust and agree the rules for the control of the data and their use, as well as acknowledging how any potential conflict will be resolved.

In order to address the feature of *democratic impulse*, according to Meyer, this requires participants to be seen as equals. The researcher works as a facilitator of change, consulting with participants not only on the action process but also on how it will be evaluated. One benefit to this is that it can make the research process and outcomes more meaningful to practitioners by rooting these in the reality of day-to-day practice. Throughout the research process the findings are fed back to participants for validation. In the formative process involved in the spirals of planning, observing, reflecting, and re-planning care needs to be taken because this can be threatening, something which is common in healthcare settings.

With regard to the role of action research to contribute to social science and social change, Meyer highlights the concern about the theory-practice gap in clinical practice; practitioners have to rely on their intuition and experience since traditional scientific knowledge – for example, the results of randomized controlled trials – often do not seem to fit with the

uniqueness of the situation. Action research, Meyer maintains, is one way of dealing with this because it draws on a practitioner's situation and experience and can therefore generate findings that are meaningful to them. In this context we are thus made aware of an important feature – that the contributions to knowledge arising from action research and any generalizations are different from other conventional forms of research. Reports from action research projects will rely on readers underwriting the accounts by drawing on their own knowledge of human situations and therefore it is important for action researchers to describe their work in rich contextual detail.

Purpose of Action Research

- Contributes to the theory & knowledge base to enhance practice
- Supports the professional development of practitioners
- Builds a collegial networking system
- Helps practitioners identify problems & seek solutions systematically
- Can be used at all levels & in all areas of education

The goal of such research is to enable the practitioner to bring about an improvement in their own practice (Birley and Moreland, 1998; 34).

As such it is:

focused on one's own practice

develops through reiterations of incremental changes

aims at creating change, either individually or institutionally, through a "bottom-up" approach (Kemmis and McTaggart, 1988)

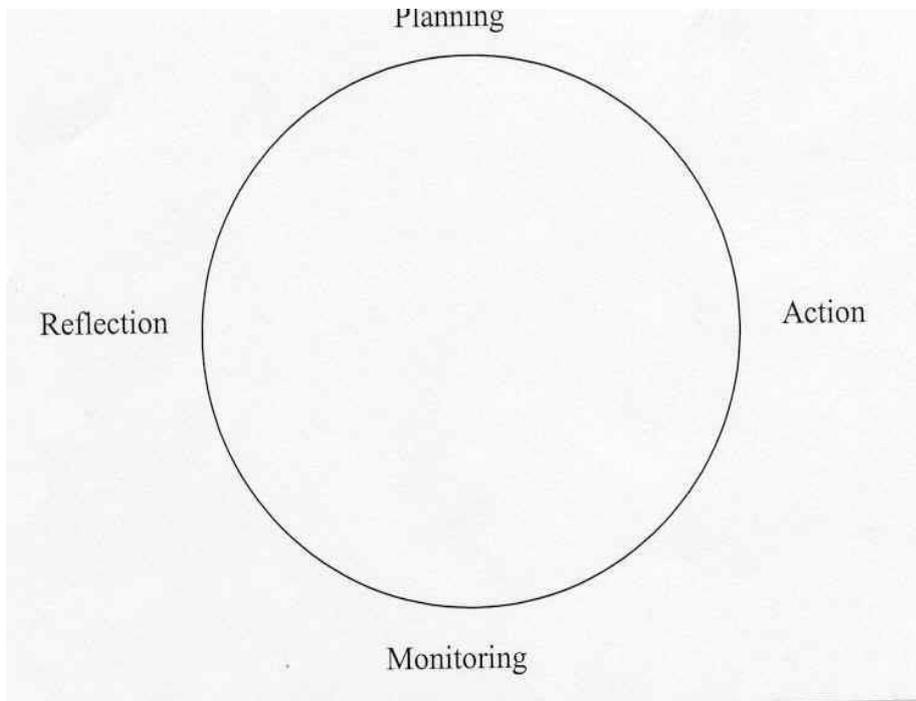
It is therefore an essential element of any professional or practitioner development, since it promotes a greater awareness of one's own practice (Selepe, 2001).

Action research can thus be used to:

- understand one's own practice;
- understand how to make one's practice better;
- understand how to accommodate outside change in one's practice;

- understand how to change the outside in order to make one's practice better.

1.2 The action research cycle



This sequence underpins the process of the inquiry but be prepared to find fuzzy edges between the stages as your inquiry proceeds. For a start, you will probably not start with planning; there may be much monitoring and observation of existing practice (reconnaissance) before you are ready to plan and implement a change. As you become more involved with your research, you may find it hard to detach one element of the process from another. You may find yourself reflecting as you are acting – something that Donald Schön (1983) calls ‘knowing-in-action’ – and monitoring also will take place as action proceeds. However, once that first change is implemented the action research cycle proceeds generally in the above manner.

Before you make things happen, you need to make a plan.

Planning the action research is the best starting point. This is to decide what exactly to do, how to do it and when to do it. Here background study is carried out and problem is

identified, alternative course of action is also identified. After the planning is the action which is the actual implementation of the plan and selecting course(s) of action. At this point seek solutions to address the problem defined. Observe/collect data and monitor the actions as well as studying the consequences of the action and the next step is reflect and evaluate the process which is the identification of the general findings . There is the need to discuss what has happened., decide if anything has changed. You need to:

- ask yourself what you think
- ask what other people think
- decide if things did get better
- decide if there are more things to do.

Contextual Action Research (Action Learning)

Contextual Action Research, also sometimes referred to as Action Learning, is an approach derived from Trist's work on relations between organizations. It is contextual, insofar as it entails reconstituting the structural relations among actors in a social environment; domain-based, in that it tries to involve all affected parties and stakeholders; holographic, as each participant understands the working of the whole; and it stresses that participants act as project designers and co-researchers. The concept of organizational ecology, and the use of search conferences come out of contextual action research, which is more of a liberal philosophy, with social transformation occurring by consensus and normative incrementalism.

1.3 Identify and evaluate the implications of a model for action research

Carr and Kemmis (1986) and Elliott (1991) have chosen to represent action research as a number of clearly distinct processes, linked in some kind of hierarchy of effectiveness. Their justification for a hierarchy resides around either the level of collaborative activity or the mode of analysis used. Elliott distinguishes between 'isolated' and what he sees as the necessarily **collaborative 'educational' action research**, claiming that when teachers reflect in isolation from each other they are likely to 'reduce action research to a form of technical

rationality aimed at improving their technical skills' (Elliott 1991, p.55). What he calls 'educational' action research is, he claims, concerned more with the process of inquiry than its products and is empowering, enabling teachers to 'critique the curriculum structures which shape their practices and the power to negotiate change within the system that maintains them' (p.55). The aim of action research for Elliott is to promote a teacher's 'practical wisdom' (Elliott, 1989) and can be thought of as a 'moral science' in which the aim is to realise moral values in practice.

Carr and Kemmis also suggest that action research can be differentiated into **three clearly distinct types: 'technical', 'practical' and 'emancipatory'**. They draw parallels between these types and general modes of inquiry in the social sciences, claiming that they relate to three 'general forms that the human and social sciences can take (empirical, interpretive, critical)' (Carr, 1985, p.6, in Whitehead and Lomax (1987) p.178)) and that they represent the three 'knowledge-constitutive' interests identified by Habermas (Habermas 1972). Within these 'interests', the supposed objectivity of the positivist (scientific) paradigm actually conceals a 'technical' need for prediction and control. In contrast, interpretative social science has the 'practical' interest of understanding why a situation is as it is and how effective communication is promoted within it, but it works at the level of subjective understandings. Only a reflexive, 'critical', stance which exposes the context within which subjective understandings are formed, will serve the 'emancipatory' interests of people by freeing them from the 'dictates of compulsions of tradition, precedent, habit, coercion, as well as self-deception' (Grundy and Kemmis, 1982, p. 16, in Wallace, (1987) p.108). According to Carr and Kemmis, such 'emancipatory' action research is, like Elliott's 'educational' process, necessarily collaborative.

Carr, Kemmis and Elliott leave little doubt as to which kind of action research they value most. But they are not without critics. Whitehead and Lomax (1987) objected strongly to the proposal that action research could be 'subsumed by traditionally competing social science paradigms' (p.178), claiming that, 'educational action research is an educational way of understanding education, with its own distinctive educational values underpinning it.' (p.178). Whitehead's conception of action research locates the heart of the process very firmly with the individual, proposing that each participant is involved in the formation of her own '**living theory**' (Whitehead 1985) out of the dialectical reality of her practice.

Jennings and Graham (1996) emphasise the individual perspective further by applying a **postmodern critique** to the framework of technical, practical and empowering action research. Locating their argument in the work of Foucault (1980) and Lyotard (1984), they reject the notion of emancipation as defined in ‘critical’ action research, suggesting that the postmodern interpretation of the relationship between truth and power means that ‘knowledge is based on nothing more than a number of diverse discourses, each with its own rules and structures, with no discourse being privileged’ (Jennings and Graham, 1996, p. 273). They suggest that whilst there has been ‘a concern among educators to define action research in more precise terms’, it is possible that ‘a static definition is neither feasible nor appropriate in a postmodern world’ (p.276).

Although there are many characterisations of the process of action research, there can be seen to be certain common elements within them. These common elements can be thought of as constituting a ‘bottom line’ in any definition of action research:

- Action research is about teachers striving to understand and to improve their practice. At the ‘bottom line’, this operates at a personal level. It may lead on to collaboration and a critique of the situation in which the practice is carried out, but this does not have to be a fundamental aim.
- Action research proceeds through a process of planning, action and reflection upon action. This can be thought of as an action-reflection ‘cycle’.
- Action research involves the gathering of evidence about practice.
- Action research involves teachers trying to see the effects of planned change in their practice.
- Action research strives to be systematic and rigorous.
- Analysis and knowledge formation in action research belong to the practitioner.

Procedures to be used when initiating action research

- Identification of the problem
- Diagnosing the causes of the problems
- Formulation of action hypothesis

- Review relevant literatures
- Designing & Implementing the action plan
- Simple Procedures of analysing data
- Findings, conclusion and recommendation

1.1 RESEARCH AIMS AND OBJECTIVES

The purpose of the action research is to evaluate recruitment, selection and placement process in institutions of learning with particular reference to Higher Education

Secondly, to suggest possible solutions that will help institutions of learning to have a better personnel procurement programme especially in Higher Education

1.2 SIGNIFICANCE OF STUDY

This research is useful to governmental and non-governmental organisations, Institutions of learning, Awarding bodies, Regulatory institutions, Employment Agencies, students, business executives as well as researchers.

This research will be carried out within four weeks using both primary and secondary research methodologies. Simple percentage will be used to analyse the data and interpreted using tabular format.

1.3 PROBLEMS DEFINITION

Man is the vehicle through which organizational aims and objectives are realised. Without man, the management cannot be in motion because, if the capital and resources are not there, it cannot derive any output, thereby making the organisation inefficient and unproductive.

In recent times, getting the right calibre of people for positions become a problem, these problems are classified as internal and external factors.

The Internal factors such organisational policies, procedures and programme, leadership and management culture

The external problems are the government policies, and the prevailing economic situation.

Another problem is immigration status of applicants. Most people suffer unemployment because they do not have the right to work. To this effect, recruitment, selection and placement are greatly affected while skilled and experienced people will not be given a job.

This is a clear way of losing qualified and effective employees.

1.4 Hypothesis

Hypothesis I (H_0): Candidates with teaching qualifications are not always the best for the job.

Hypothesis II (H_1): Government policies impacts on the recruitment and selection process

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

To prepare for this study, the researcher consulted a number of databases, both paper and electronic in search for literature on the topic. The aim of the literature review is to show gaps, inconsistencies and debatable concepts in the existing literature Gold (2007). This study attempts to fill some of those gaps or discrepancies. The review identified some gaps and lack of available data relevant to the study population.

2.2 Definition of Terms

Recruitment is the process of finding and attracting applicants for employment. The process begins when new recruits are sought and ends when their applications are submitted. The result is a pool of applicants from which new employees are selected... Donell (1980).

“It is the process of searching for prospective employees and stimulating and encouraging them to apply for jobs in an organization... Batty (1999)

Recruitment is discovering of potential applicants for actual or anticipated organizational vacancies... Novit (1976)

2.3 Factors Governing Recruitment

External Forces		Internal Forces
Supply & Demand		Recruitment policy

Unemployment Rate		HRP
Labour Market	Recruitment	Size of the Firm
Political-Social		Cost
Sons of Soil		Growth & Expansion
Image		

2.4 Recruitment Process

The process comprises five integrated steps: 1. Planning, 2. Strategy Development, 3. Searching, 4. Screening, 5. Evaluation & Control. An ideal recruitment program is one that attracts a larger number of applicants able to survive the screening process & accept a position in the organisation.

2.5 Selection:

While recruitment refers to the process of identifying & encouraging prospective employees, selection is a process of picking individuals (out of the pool of job applicants) with requisite qualifications & competence to fill the jobs in the organisation. Recruitment attracts many but selection seeks to eliminate as many are unqualified for the job. The key to employee selection is 'to choose those who are most likely to perform their jobs with maximum effectiveness & tend to remain with the organisation based on the job specification. (www.humanresources.com)

2.6 Placement

Placement basically refers to the system of assessment and selection by which vacancies are filled by staff serving in an organization. Placement can also be defined as the internal filling of vacancies as distinguished from external recruitment. Placement is a process of assigning a

specific job to each of the selected candidates. It involves assigning a specific rank and responsibility to an individual. It implies matching the requirements of a job with the qualifications of the candidate. Yoder (1990)

Placement is highly significant in the HR process because it improves employee morale, helps in reducing employee turnover, reduces absenteeism, and reduces accident rates, as well in avoiding a misfit between the candidate and the job. It helps the candidate to work as per the predetermined objectives of the organization. Usually the placement process starts after an applicant is selected, the offer is made to him and it is accepted. Once an employee is selected and placed in an appropriate job, the process of familiarizing him with the job and the organization is known as **Induction**. Yoder (1990)

2.7 Induction

After a new employee is hired into an organization, it is necessary he or she be familiar to organization's philosophies, goals and objectives, policies, procedures, rules and regulations and practices. This orientation is called employee induction. It is basically a systematic attempt to introduce the new employee to the organization, the relevant department, the relevant job and the relevant personnel. Moreover, the new employee will know who his/her superiors, subordinates and peers are. Yoder (1990)

2.8 WORKFORCE PLANNING

Workforce Planning is a critical step in planning for staff and achieving the goals of the University's Strategic Plan. It is the first step in the human resource planning cycle and links up to preparing to recruit, attracting staff, recruiting and selecting staff and developing staff.



Workforce Planning is the planned strategic process of linking business directions with planning for resources, growth strategies, together with planned activities including succession planning, work design and staff development. Portel (2011)

Workforce Planning links up to the broader strategic planning processes of the organisation and addresses the following questions in the context of a changing environment –

- What are the strategic drivers impacting on your business over the next 5-10 years?
- What are the requirements to meet the Operational Priorities Plan (OPP)?
- What work needs to be done to achieve these outcomes?
- What organisational structure would best meet this need?
- What are the high level capabilities required to successfully do the work?

- How can these capabilities be acquired and/or developed in the workforce in the short, medium and long term?
- How can these requirements be best met with current financial resources?
- What are the capabilities of the current workforce? Are they near retirement or going on leave?
- What are the consequences of not engaging in workforce planning to meet future strategic directions? (www.pearsoned.com)

2.9 Recruitment methods

Recruitment can conduct by 9 methods as follows:

1. Recruitment by Campus method

Campus is the location of a university, college, or school's main buildings. This method is based on recruitment at university, colleges...

2. Recruitment by Job centres

Job centres often specialize in recruitment for specific sectors. They usually provide a shortlist of candidates based on the people registered with the agency. They also supply temporary or interim employees.

3. Head hunting.

Head hunting are recruitment agents who provide a more specialized approach to the recruitment of key employees and/or senior management.

4. Recruitment by Advertisements

They can be found in many places such as:

- Newspaper
- Job posting on job sites
- Ads on websites related to positions recruited.

5. Database search on job sites.

Company can buy data from job websites for a week or a month to search candidates.

6. Employee referral

This method often refers to as 'word of mouth' and can be a recommendation from a colleague at work.

7. Contract staffing.

Company can buy staffing contract from HR outsourcing.

8. Word-of-mouth recruitment

9. Free online ads

You can post your recruitment ads at free websites such as forums, blogs...

2.10 Problems in recruitment and selection

Problems in recruitment and selection

You can avoid problems in recruitment and selection as follows:

1. No weighting of interview questions
2. Poor setting for the interview
3. Insufficient follow-up questions
4. Failure to check with former employers
5. Use of hiring quotas
6. Failure to post openings
7. Tapping successors
8. Vague selection criteria
9. Untrained interviewers
10. Inappropriate questions
11. Failure to provide reasonable accommodation of disabled applicants
12. Failure to notify unsuccessful contenders of the selection decision
13. Failure to provide the new employee with a substantive orientation of the job.
14. Rushed selection process

15. Unclear job requirements
16. Insufficient outreach
17. Recruitment outside of the personnel system

2.11 University recruitment and selection

The institutions selected for the study are University of East London, Greenwich University, South London College and Alfred the Great College

1. Greenwich University Employment Policy Excerpts:

Teaching Qualification Programme Enrolment for New Teachers

It is the policy of Academic Council that teaching staff with no formal teaching qualification and with less than three years relevant successful teaching experience should register for the Postgraduate Certificate in Higher Education.

Arrangements have been put in place to include enrolment and satisfactory progress on the Postgraduate Certificate in Higher Education as a condition of probation for new teaching staff. The implementation of the policy will be monitored by the Human Resources Office on a case by case basis seeking updates on progress and other relevant details from Deans and the School of Education as necessary.

Chairs of selection panels are therefore requested to: consider the teaching qualifications and experience of applicants if necessary, explore teaching experience at interview judge whether the criteria set by Academic Council are met complete the details concerning teaching qualifications and experience and indicate on the green cover sheet whether enrolment on the Postgraduate Certificate in Higher Education is recommended (www.gre.ac.uk)

2. University of East London Policy on Recruiting and Selecting Staff

We recognise that we rely on the skills, competencies and contribution of all our staff to deliver high quality teaching, scholarship, research and support services. The overall aim of this policy, therefore, is to recruit and retain high quality staff in order to meet the needs of our corporate and HR strategies, and our school and service plans.

We are also committed to tackling unfair and unlawful discrimination and actively promoting and celebrating equality and diversity.

Our aim is that our staff should reflect the diverse profiles of our students and the communities we serve. If necessary, positive action employment measures will be considered to ensure we meet our aims of employing women and men from a wide range of ethnic and cultural backgrounds, and those with disabilities.

We are committed also to ensuring that we make the best possible use of the considerable talent that exists within our workforce and for creating a future pipeline of talent that is ready to compete for roles within the university.

To deliver on these commitments, our recruiting processes should, wherever possible:

1. identify the most suitably qualified individual to fill our roles;
2. provide the widest appropriate pool from which to draw diverse and high quality talent; acknowledge that for some roles, UEL may have sufficient high quality staff to constitute an 'appropriate pool', thereby providing an outlet (and link) to our talent management process;
3. ensure that where an appropriate pool is not identified within UEL, that the role is advertised in the external market at the same time as it is advertised internally;
4. ensure candidates are normally selected for permanent roles on the basis of open competition, whether internal or external, and defined as a field of at least three credible candidates to be interviewed;
5. For some roles where appropriate, consider applications from within the student cohort at UEL, allowing successful students to undertake fixed-term roles (where all other considerations allow) for as long as they remain in education at UEL;
6. not confirm staff who are externally recruited (including those recruited as students - see 6 above) until they have satisfactorily completed their probationary period. (www.uel.ac.uk)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is the systematic collection, recording, analysis, interpretation and reporting of information about a project work. (Wilkinson 2008)

In this chapter, the population to be studied, the research instrument used in the data collection are under analysis.

Population and sample size

The population used in this investigation is considered to be Institution of Higher Learning. This embraces both males and females in various institutions. Therefore, for the purpose of this research, selected institution of higher learning has been chosen as the main population.

3.2 Sources of data collection/research instrument.

In carrying out this research work, two sources were used for data collection. These are primary and secondary sources.

- Primary Source: - This involves the use of structured questionnaire and personal interview of some staff of the organizations under study.
- Secondary Sources: - Basically, relevant textbook, journals and magazines were used. In addition, company records and news letter were also used.

3.3 Procedure for data analysis

When the relevant and required data were collected, the procedure for analyzing the data in this project is simple percentage (%). The percentage is used in order to create easy understanding and simplicity.

3.4 Sample size.

About fifty respondents were administered questionnaire which comprises of top management, lecturers, administrative staff of institutions under study.

The **Data Protection Act 1998** is a United Kingdom Act of Parliament which defines UK law on the processing of data on identifiable living people. It is the *main* piece of legislation that governs the protection of personal data in the UK. Although the Act itself does not mention privacy, it was enacted to bring UK law into line with the European Directive of 1995 which required Member States to protect people's fundamental rights and freedoms and in particular their right to privacy with respect to the processing of personal data. In practice it provides a way for individuals to control information about themselves. Most of the Act does not apply to domestic use. For example keeping a personal address book. Anyone holding personal data for other purposes is legally obliged to comply with this Act, subject to some exemptions. The Act defines eight **data protection principles**. It also requires companies and individuals to keep personal information to themselves. Viz:

- Data may only be used for the specific purposes for which it was collected.
- Data must not be disclosed to other parties without the consent of the individual whom it is about, unless there is legislation or other overriding legitimate reason to share the information (for example, the prevention or detection of crime). It is an offence for Other Parties to obtain this personal data without authorisation.
- Individuals have a right of access to the information held about them, subject to certain exceptions (for example, information held for the prevention or detection of crime).
- Personal information may be kept for no longer than is necessary and must be kept up to date.

- Personal information may not be sent outside the European Economic Area unless the individual whom it is about has consented or adequate protection is in place, for example by the use of a prescribed form of contract to govern the transmission of the data.
- Subject to some exceptions for organisations that only do very simple processing, and for domestic use, all entities that process personal information must register with the Information Commissioner's Office.
- The departments of a company that are holding personal information are required to have adequate security measures in place. Those include technical measures (such as firewalls) and organisational measures (such as staff training).
- Subjects have the right to have *factually incorrect* information corrected (note: this does not extend to matters of *opinion*).

(http://en.wikipedia.org/wiki/Data_Protection_Act_1998)

Gathering relevant data for action research is not an easy task. I considered ethical issues, political and confidentiality in the course of the research. At first it was difficult to convince participants of the objective of the action research but with persuasion and encouragement I was able to gather the necessary data with the following practice:

To maintain the confidentiality of the participants, I suggested signing an agreement with those that were hesitating to give me information during the survey and referred them to the 8 principles of data protection above.

I considered the fact that the participants for the survey are from different cultural background and orientation.

I informed them of their rights and the conditions and use of their information, I asked them not to include their name but their positions were included, this was included in the introductory/cover letter.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Questionnaire analysis.

Fifty copies of questionnaire were administered to respondents, which were all retrieved.

The analysis is as follows:

Table 1: Relative

Question: Do you have friends or relatives who work in this organization?

	No. of Respondent	% of Respondent
Have relatives	0	0%
Don't gave relatives	50	100%
Total	50	100%

From the table, nobody said he has relative while fifty people said they don't have relatives.

Table 2.

Question: How did you get to know about this Institution?

	No. of Respondent	% of Respondent
Advert	5	10%

friends	4	8%
Web search	6	12%
Referrals	35	70%
Total	50	100%

TABLE 3. Basis for Employment.

On what basis were you employed?

	No. of respondent	% of respondent
Merit	41	70%
Friends/relatives	9	30%
Total	50	100%

From the above table, 21 people were employed on merit, which represent 70%, 9 were employed based on friends and relatives which represent 30%.

TABLE 4: Employment process Influence

Do you think the employment process was based on influence?

	No. of respondent	% of respondent
Yes	0	0%

No	45	90%
I don't know	5	10%
Total	50	100%

From the above table, nobody said their employment process were based on influence which represent 0%, 45 people said it is not based on influence which represent 90% while 5 people said they don't know which represent 10%.

TABLE 5: Job fitness

Do you think those selected fit into the job?

	No. of respondent	% of respondent
Yes	35	70%
No	15	30%
Not at all	-	-
Total	50	100%

35 people said those selected fit into the job which represent 70%, 15 people said they are not fit which represent 30%.

TABLE 6: Rating of Employment Process

How would you rate the recruitment selection and placement process in your Institution?

	No. of respondent	% of respondent
Very good	21	42%
Good	14	28%
Fair	10	20%
Poor	5	10%
Total	50	100%

From the above table, 21 people said the recruitment, selection and placement process is very good which represent 42%, 14 people said it is good which represent 28%, 10 people said it's fair which represent 20% while 5 people said it is poor which represent 10%.

TABLE 7: Job Placement

Were you placed on the job position you applied for?

	No. of respondent	% of respondent
Yes	42	84%
No	8	16%
Total	50	100%

From the table, 42 people said they were placed on the job they applied for, which represent 84%, while 8 other people said no which represent 16%.

TABLE 8: Handling of Employment process

Who handle the recruitment, selection and placement process?

	No. of respondent	% of respondent
Human resource department	25	50%
Employment Agencies	10	20%
HR dept. with Executive mgt.	15	30%
Total	50	100%

From the table, 25 people said Human Resource department handle the recruitment, selection and placement process which represent 50%, 10 people said employment agencies which represent 20% while 15 people said it is HR department with executive management which represent 30%.

TABLE 9: Employment process policy

Do you have a laid down policy on recruitment selection and placement?

	No. of respondent	% of respondent
Yes	32	64%
No	18	36%
Total	50	100%

From the above table, 32 people said they have a laid down policy on recruitment, selection and placement which represent 64% while 15 people said they don't which represent 36%.

TABLE 10: Recruitment and Selection criteria

Do candidates always meet the recruitment and selection criteria?

	No. of respondent	% of respondent
Yes	45	90%
No	5	10%
Total	50	100%

The analysis above shows that 90% of those selected meet the recruitment and selection criteria while 10% said those selected do not meet the selection criteria.

TABLE 11: Adherence to employment policies

Do you adhere strictly to these policies?

	No. of respondent	% of respondent
Yes	25	59%
No	25	50%
Total	50	100%

From the above table 25 people said the policy is strictly adhere to which represent 50% while 25 people said no which also represent 50%.

TABLE 12: Candidates with teaching qualifications

Are candidates with teaching qualifications the best candidate for the roles?

	No. of respondent	% of respondent
Yes	15	30%
No	35	70%
Total	50	100%

15 respondents said those with teaching qualifications are always the best for the role which represent 30% while 35 respondents said those with teaching qualifications are not always best for the roles which represent 70%

4.2 INTERVIEW ANALYSIS

For more emphasis, it was necessary to carry out personal interview with some of the staff in addition to the questionnaire administered. This personal interview was carried out with management staff, administrative officers and other departmental heads.

PERSONAL INTERVIEW QUESTIONS AND ANSWERS

1. Is the recruitment, selection and placement process in consistent with sound personnel management theory and practice?

Answer: Yes. There is recruitment, selection and placement process is consistent with the sound personnel management theory and practice in our institution

2. Is there sufficient pool of applicant available from which to draw?

Answer: There is always enough pool to draw candidates but sometimes as a result of this there is the problem of selecting the best people. I.e. matching their academic performance with the interview performance is always a problem.

3. Those that are charged with carrying out the employment, programme been adequately trained?

Answer: There are qualified HR practitioners and those charged with executing the programme are adequately trained and further training facilities are provided for them as at when due.

4. Do you think those selected are actually fit in best for the roles?

Answer: Not always, sometimes they are not the best for the roles

5. Does government policies have any influence on the recruitment process?

Answer: Very well. Government, professional and awarding bodies most times determine the minimum requirement for the job and the institution only implement those policies.

4.3 Test for hypothesis

Hypothesis I (H_0): Candidates with teaching qualifications are not always the best for the job.

From the questionnaire analysis, 70% of the respondents said those selected for the job with teaching qualifications are not always the best while 30% said those with teaching qualifications are the best. Based on this analysis, people with teaching qualifications are not always the best in teaching roles.

Therefore, this hypothesis is accepted

Hypothesis II (H₁): Government policies impacts on the recruitment and selection process

From the interview analysis, respondents agreed that government policies, professional and awarding bodies all have part to play in the recruitment process as they set the grand rules for the recruitment and selection.

Therefore, this hypothesis is accepted

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 FINDINGS

The followings are some of the findings of the questionnaire and interview analysis.

1. From the research, I discovered that the majority of employees were employed through the normal recruitment and selection process
2. The analysis of the questionnaire shows that greater number of employees had no friends and relatives before they were employed.
3. Most of the employees employed were based on merit
4. From those employed and selected, not all fit into the job. (Interview question no. 4). This problem can be tackled during the probationary period according to the research. Further investigation revealed that selection errors and bias are sometimes inevitable in the recruitment process which makes it difficult to pin point the best candidate.
5. The recruitment, selection and placement process is good by the implication of the questionnaire, since greater population said that it is good.
6. It was also discovered that government policies can influence the employment process as seen in interview question no. 5
7. It was discovered that some institutions have strict employment policy though this policy is subject to amendment.
8. Greater number agrees that they were placed on the job they applied for.
9. The recruitment exercise were not handle by the HR department alone (table 8)

10. It was also my finding that not everyone with teaching qualification is the best for teaching positions as seen on Table 12.

5.2 Conclusions

From the analysis and findings, the following conclusions were deduced;

Not all the employees employed were based on influence, majority of the staff were employed in accordance with the company's policy and procedure.

Government policies can influence the employment process

Not everyone with teaching qualification is the best for teaching positions

Not all those that are employed fits into the job

5.3 Recommendations

It is known and unchallengeable fact that quality procurement of efficient and adequate personnel organisational activities is a vehicle for arriving at the set objectives. It should therefore be borne in mind that no personal skills are so good that it cannot be improved upon. From the analysis and findings of this research, I will recommend that:

1. The Human Resource department should be given a free hand to discharge its functions without undue interference.
2. Multiple selection criteria should be set in order to get the right people for the right positions
3. Teaching certification should be less emphasise as most people with the qualification are underperforming. Interest and experience should play a major role as such people can go for on –the- job training and CPD

4. Government, professional and awarding bodies should review their policies on teachers' selection to reflect the reality of the environment they operate.

Learning is a continuous process. As the system and the environment changes, there is the need to move in the same direction. To develop and improve on my paper, I will be consulting relevant textbooks and online materials, journals, magazines, career updates to be able to identify current issues in my field of study and update accordingly.

Through research, case studies, survey and analysis of **existing research**, and review of relevant literature, I am able to improve on my existing paper in the future.

I intend to publish some of my papers in both local and international journals by building on the existing information as well as writing a book, I could do this personally or through collaboration.

REFERENCES

- Acuff, H.A.(1981); Quality control Employee Selection, *Personnel Journal*.. Page 563.
- Altricher, H., Posch, P. & Somekh, B. (1993); *Teachers Investigate their Work: An Introduction to the Methods of Action Research*, London, Routledge.
- Batty, J. (1999); , *Industrial Administration and Management*, Second Edition, Macdonald and Evans London, page 227 and 228.
- Bratton, J. and J. Gold (2007); *Human Resource Management: Theory and Practice* by 2nd edition, MacMillan business
- Beardwell, J. and T. Claydon (2010); *Human Resource Management: A Contemporary Approach* 6th edition prentice hall
- Carr, W. & S. Kemmis (1986); *Becoming Critical: education, knowledge and action research*. Lewes, Falmer.
- Cohen, L., Manion, L. Morrison (2000); *Research Methods in Education* (5th edition), London, Routledge Falmer
- Cole, G.A. (2009); *Management Theory and Practices*: second edition, pages 411 & 412.
- Corey, S. (1953); *Action Research to Improve School Practices*. New York, Columbia University, Teachers College Press.
- Creswell, J.W. (2009); *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: SAGE.
- Dessler, G. (1989); *A Contingency Approach, Organisation and Management*. Prentice Hall Inc. Singlewood Cilliffs N.Y. USA, page 98.
- Ebbutt, D. (1985) ; Educational Action research: some general concerns and specific quibbles, in: Burgess, R. (ed.) *Issues in Educational Research: qualitative methods*. Lewes, Falmer.
- Elliot, J. (1991); *Action Research for Educational Change*. Buckingham: Open University Press.
- Elliott, J. (1981) *Action research: a framework for self-evaluation in schools*. TIQL working paper no.1. Cambridge, Cambridge Institute of Education.

Gibson, R. (1985) Critical times for action research. *Cambridge Journal of Education*, 15 (1): 59-64.

Hamilton, D. (1981) ;Generalization in the Educational Sciences: problems and purposes. In: Popkewitz, T.S. and Tabachnik, B.R. (eds.) *The Study of Schooling: field based methodologies in educational research and evaluation*, New York, Praeger.

Hollingsworth, S. (ed.) (1997) ;*International Action Research: a casebook for educational reform*. London, Falmer

Hopkins, D. (1993); *A Teacher's Guide to Classroom Research*, 2nd edition, Milton Keynes, Open University Press.

House, E.F. (1979); *The Modern Manager*, West Publishing Company Minnesota Page 72.

Hustler, D., Cassidy, A. & Cuff, E. (eds.) (1986); *Action Research in Classrooms and Schools*, London, Allen and Unwin.

Jennings, L. & A. Graham (1996) ;Postmodern perspectives and action research: reflecting on the possibilities. *Educational Action Research*, 4 (2): 267-278.

Kemmis, S. & S. McTaggart (1982); *The Action Research Planner*. Victoria, Deakin University Press.

Koen, C. Jr.(1980); *Personnel Journal*, The Pre-employment inquiry Guide, October A.L. Croy Inc. California USA, page 8-10.

Koontz, H. and C. O. Donell (1980); *Principles of Management*. 2nd Edition Mc Graw-Hill book Company Inc. New York Page 88 & 89.

Koshy, V. (2005); *Action research for improving practice. A practical guide*. London: Paul Chapman Publishing.

Leatherbarrow , C. (2010); *Introduction to Human Resource Management: A Guide to HR in Practice* CIPD Online resource 2nd edition

Lewis, I. (1987); Encouraging reflexive teacher research. *British Journal of Sociology of Education*, 8 (1): 95-105.

McKernan (1991); *Curriculum Action research: a handbook of methods and resources for the reflective practitioner*. London, Kogan Page.

McNiff , J. (1988) *Action Research: Principles and Practice*, Basingstoke, Macmillan.

Redman, T. and A. Wilkinson (2008); *Contemporary Human Resource Management: Text and Cases* 3rd edition, prentice hall

Sarah, G. and S. Williams (2009); *Human Resource Management* Oxford university press 6th edition

Schön, D. (1983) *The Reflective Practitioner: How Professionals Think in Action*. New York, Basic Books

Somekh, B. (1988); *The role of action research in collaborative inquiry and school improvement*. Paper to CARN conference, Cambridge, 25-27 March.

Taba, H. (1962); *Curriculum Development: theory and practice*. New York, Harcourt, Brace and World.

Warburton, A.R. (1981); *The role of the elementary principal in the implementation program*. A major paper for degree of Master of Education, University of British Columbia, Vancouver, BC.

Whitehead, J. (1989) Creating a living educational theory from questions of the kind 'How do I improve my practice?' *Cambridge Journal of Education*, 19 (1): 41-52

Whitehead, J. & P. Lomax (1987) ;Action research and the politics of educational knowledge. *British Educational Research Journal*, 13 (2): 175-190.

Winter, R. (1987); *Action Research and the Nature of Social Inquiry*. Aldershot, Gower.

Winter, R. (1989); *Learning from Experience: principles and practice in action research*. Lewes, Falmer.

Yoder, O. (1990); *Personnel Management and Industrial relations*. Prentice-Hall Inc. 6th Edition.

Zeichner, R.M. (1993); Action research: personal renewal and social reconstruction. *Educational Action Research*, 1 (2): 199-219.

Websites

<http://www.amazon.co.uk>

<http://www.uel.ac.uk/hrservices/services/handbook.htm>

<http://www.gre.ac.uk/offices/hr/ppga/employment-guidance>

<http://www62.gu.edu.au/policylibrary.nsf/binders/1f8d7aa5464729d44a2572f10063d56e?opendocument>

<http://www.humanresources.hrvinet.com/hiring-process/>

<https://intranet.secure.griffith.edu.au/employment/recruitment-selection-position-management/toolkits>

http://www.sagepub.com/upm-data/36584_01_Koshy_et_al_Ch_01.pdf

Ref: http://en.wikipedia.org/wiki/Data_Protection_Act_1998

www.pearsoned.com/research/white-papers/