

# Recruitment Process and Staff Performance in the Ministry Of Basic and Secondary Education, the Gambia.

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CHAPTERS ONE, THREE, AND FOUR.

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**Abstract:** *This paper examines the recruitment process and staff performance in the Ministry of Basic and Secondary Education (MoBSE). This is done with a particular view of knowing how the staff is recruited in MoBSE and knowing the relationship between the recruitment process and staff performance. It is also aimed at knowing some of the basic measures that MoBSE is supposed to take to enhance good staff performance. The study adopted a survey research design with the aim of describing how MoBSE recruitment is done for schools and administration across The Gambia. The total population of the study as of August 2022, is 17,882 (Seventeen Thousand Eight Hundred and Eight-Two staff), which included all the staff on the MoBSE payroll. The sampling technique used to obtain the sample size is the Krejcie and Morgan, (1970) sampling method, leading to a sample size of 376 staff members. The source of the study's primary data is obtained from the responses of the sampled population. The findings of the study reveal that there is a close relationship between the way staff are recruited to work in MoBSE and their performance. Also, most of the respondents attributed poor staff performance to poor salaries and lack of motivation from the central level of administration. The lack of awareness of certain policy documents by many staff members is also another leading factor in staff's poor performance. Therefore, there is a high need for MoBSE to consider and prioritize the welfare of staff and provide them with good motivation, incentives, and opportunities for professional development, in a quest to enhance effective service delivery for the education sector.*

**Keyword:** Recruitment process, Performance, Staff, Selection, Reward and punishment.

**RECRUITMENT PROCESS AND STAFF PERFORMANCE IN THE MINISTRY OF  
BASIC AND SECONDARY EDUCATION, THE GAMBIA.**

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**DESERTATION FOR MASTER OF PUBLIC ADMINISTRATION  
CHAPTERS ONE, THREE, AND FOUR.**

**May, 2023.**

**CERTIFICATION**

We certify that this project has been adjudged to be Dauŋa Ceesay's original work and hereby approved to enable him to meet part of the requirements for the award of a Master of Public Administration (MPA) Degree by the University of The Gambia.

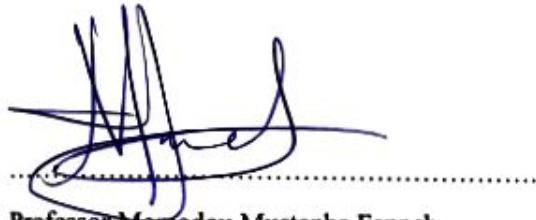


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# CHAPTER ONE

## Introduction

### 1.1 Background to the study

In The Gambia, the recruitment process of staff could be considered one of the most fundamental pillars in the employment of staff, because it determines who to select for a particular job.

According to the United Nations report on The Gambia profile (February 2010), the Gambian Public Service sourced its operational mandate from Chapter XI section 166-171 of the 1997 constitution. This body comprises the civil service, local government authorities, public enterprises, and executive agencies. There is also a legislative framework for human resource management in the Public Service which has been powered by the 1997 constitution, and the 1991 Public Service Act. Hence, the power of the Public Service Commission is to make appointments, deployments, redeployments, transfers, and reinstatements among others.

Globally, the sole aim of recruitment is to identify individuals that are to be used to fill vacant positions in an organization. The term recruitment, essentially, refers to the art or process of luring sufficient and well-qualified candidates to occupy a vacant position in an organization. Organizations spent lot of resources in identifying and recruiting good individuals for their institution or organization as a determinant for the efficiency and effectiveness of service delivery. (Beardwell et al. 2004). Based on the above, it is believed that recruitment and selection of new staff into an organization is very vital in the structural formation of an institution.

The overall aim of recruitment and selection of employees is seen as a rigorous process of scouting potential skills and qualities of interested job seekers for an available vacant

position in an organization. Thus, the credibility of any Human Resource Management lies heavily on the kind of applicants who lured the recruitment of employees to fill an available position. (Okusanya & Oseji, 2012).

The Ministry of Basic and Secondary Education, like other sectors in The Gambia, continues to battle with the issue of recruiting for highly professional and managerial positions and grades. Most of the time, positions at these levels are occupied through internal arrangements or promotions, requiring Directors and Department heads to identify potential candidates who are due for promotion to the Personnel Management Office and the Public Service Commission. This lack of independence for the Ministry of Basic and Secondary Education in terms of appointments and promotions has been seen as a great stumbling block to its smooth operations. In essence, vacancies in the Ministry of Basic and Secondary Education are only advertised when there is no suitable candidate within. And when the candidates are not overwhelmingly many, then the available position is given based on seniority. (World Bank Document, 2010).

## **1.2 Statement of Research Problem**

One of the major problems of recruitment in the Ministry of Basic and Secondary Education is the lack of thorough job advertisement and selection process. Mainly recruitment of staff is done internally from within the affected departments. Thus, this research seeks to unearth the nature and steps involved in staff recruitment and staff performance monitoring in the Ministry of Basic and Secondary Education.

Lack of effective monitoring of staff, failure to provide rewards for good staff performance, as well as lack of enforced punishment for poor staff performance, over the years, constituted serious staff underperformance in the Ministry of Basic and Secondary Education.

### **1.3 Research Questions**

Answers will be provided to the following research questions in this study:

- Does the recruitment process have any influence on staff performance in the Ministry of Basic and Secondary Education?
- What are the goals and objectives of recruitment for the Ministry of Basic and Secondary Education?
- What have been the effects of recruitment processes on staff performance in the Ministry of Basic and Secondary Education?
- What are the challenges of the recruitment process in the Ministry of Basic and Secondary Education?

### **1.4 Objectives of the study**

The broad objective of the study is to evaluate the effect of the recruitment process and staff performance in the Ministry of Basic and Secondary Education.

This study has the following specific objectives:

- (a) examine the goals and objectives of the recruitment process in MoBSE.
- (b) assess the effects of the recruitment process and staff performance in MoBSE.
- (c) investigate challenges militating against the recruitment process in MoBSE.

### **1.5 Research Hypothesis**

The hypothesis formulated for this study is:

There is a significant relationship between the recruitment process and staff performance in the Ministry of Basic and Secondary Education is not done properly. And, there is no sufficient motivation for staff to improve their performance in the Ministry of Basic and Secondary Education.

### **1.6 Scope of the study**

The study focuses on the recruitment process and staff performance in the Ministry of Basic and Secondary Education in The Gambia. As such, the study makes use of the literature available to fulfill its requirements. Various policy documents of MBSE and other documents shall be reached out to enrich the data being gathered for this purpose. A research questionnaire would also be administered to MoBSE staff, to prove the assumptions made in this research. This is a comprehensive study of the entire Ministry of Basic and Secondary Education and other relevant stakeholders.

### **1.7 Significance of the Study**

This study is important as it looks at the factors affecting recruitment processes and staff performance. The study tries to unearth some of the problems in a quest to proffer good alternatives to yield better results. According to the Revised General Orders (GO), recruitment of staff or employees for the Gambian Civil Service remains the sole responsibility of the Personnel Management Office (PMO) and Public Service Commission (PSC). Therefore, the issue of the recruitment process needs to be studied to investigate the issues of deteriorating effectiveness in the education sector and come up with recommendations.

# CHAPTER THREE

## Methodology

This section deals with the methodology employed in collecting data and presenting the techniques deployed for the interpretation and analysis of the data. Specifically, this section details the research design, area of study, the population of the study, sampling technique and sample size, type and sources of data collection, definition and measurement of variables, validity, and reliability of research instruments, as well as methods of data analysis.

### 3.1 Research Design

The research design for this research has meticulously adopted the use of available literature as well as survey research design. The design is such that a percentage of the Ministry of Basic and Secondary Education staff would be used to represent the entirety of the staff population. The use of this population sampled from among the total staff would ideally help the researcher has to accomplish his study by generalizing the research findings the on-staff recruitment process and staff performance. Thus, the research would conduct an in-depth investigation with a systematic data collection strategy in a bid to gather accurate information as it may be deemed fitting for the targeted goals. The data generated would be well analyzed to know the how recruitment process and staff performance affect efficiency and effectiveness in service delivery in the Ministry of Basic and Secondary Education. To solidify the research findings from the available literature, the researcher would administer a questionnaire to a random population of the staff of MoBSE. Undoubtedly, the use of different research mechanisms helped in the collection of data from a good population sample within the Ministry of Basic and Secondary Education in the service delivery exercise in making a collective decision.



### **3.2 Area of Study**

This research looks at the Ministry of Basic and Secondary Education as a sampled institution from the Gambian government civil service. If the staff of MoBSE is concerned its area extends countrywide – from Kartong to Koina. The ministry's headquarters is in the capital city of Banjul. The staff of MoBSE are posted across the country, in different capacities to fulfill the required human resource needs. Thus, the random sampling method used for this research attracted the inclusion of every region or every place where MoBSE staff are found.

### **3.3 Population of the Study**

The study shall concentrate on a population that is strictly limited to the staff of MoBSE. However, the targeted population within the ministry included teachers, cluster monitors, education officers, senior education officers, principal education officers, directors, etc. The total number of employees on MoBSE payroll, as of August 2022, is 17,882 (Seventeen Thousand Eight Hundred and Eight-Two staff). The population for this study was therefore randomly selected from among the above-mentioned dispensations under the Ministry of Basic and Secondary Education.

### **3.4 Sampling Technique and Sample Size**

The sampling technique used is the Krejcie and Morgan, (1970) sampling method obtained from KENPRO, (2012). The sample size for the population is 376 staff members.

The Gambia is divided into seven (7) regions namely: Banjul City, Kanifing Municipality, West Coast Region, North Bank Region, Lower River Region, Central River Region, and Upper River Region. There are 7 Regional Education Directorates in The Gambia, namely: Region One Directorate, Kanifing; Region Two Directorate, Brikama; Region Three

Directorate, Kerewan; Region Four Directorate, Mansakonko; Region Five South Directorate, Janjanbureh; Region Five North Directorate, Wassu; and Region Six Directorate, Basse. All the regions have similar structural representation, and the same mandate is given to them all. Hence, the research was executed on the ideal basis of random sampling, by giving equal access to all the regions.

### **3.5 Types and Sources of Data Collection**

This research paper has been conducted from secondary sources, by reviewing past literature obtained from various useful and fundamental sources, as much as information dealing with the recruitment process and staff performance in the Ministry of Basic and Secondary Education is concerned. The reviewed materials include policy documents, strategic plans, General orders, websites, books etc. these materials as mentioned above are very crucial and constitute the bedrock on which the pedestal of operations, maintenance, monitoring, and upkeep of the Ministry of Basic and Secondary Education are found. Essentially, the reviewed literature concentrates genuinely on how recruitment and selection of employees into MoBSE is done; and by extension, the literature highlights the organization and scope of concentration of MoBSE. Important key terms were closely looked at from the available literature, in a quest to the knowledge content and veracity of the available information. The relevant information to this research paper was carefully identified and supported by other relevant sources. Thus, according to the definitions and explanation of qualitative and quantitative research methodologies given by Beatty (2005), this research paper is qualitative, as it depends on secondary data for the accomplishment of the task given. Nonetheless, in no small way has this research methodology fallen short of its expectations in gathering enough information as deemed fitting for this research. The methodology is artfully able to address the questions of how recruitment and selection are done in MoBSE, and how staff performance is monitored and ensured. Consequently, despite the faithful reliance on the available secondary

data/information (qualitative) to accomplish this research, there was a need to administer quantitative research in a bit to justify or unearth some relevant underground issues about the recruitment process and staff performance in MoBSE.

### **3.6 Definition and measurement of Variables**

This research is mainly based on two variables. These are the recruitment process of staff and staff performance in MoBSE. The recruitment process of staff is the independent variable while staff performance is the independent variable. This study tries to establish whether the recruitment process of staff has a positive impact on the performance of staff in MoBSE. Thus, the study generates four objectives with variables measured based on the Likert rating scale. Consequently, the selected measurement of the variables was based on standardizations such as: Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. These were to help in measuring the intensity of the respondents on their ideas on the subject matter.

### **3.7 Validity and Reliability of Research Instruments**

In a quest to ensure the validity of this study, the researcher endeavored to make sure that the instruments used for the research were highly based on the administration of a questionnaire or the conduction of an interview to various respondents. Additionally, the instruments used in the research were also subjected to tight scrutiny by people who have a good mastery of the topic of research and its implications. This was done under the close supervision of the supervisor, to ensure the smoothness and credibility of the work being done. Moreover, the questions set for the research were developed with a special attention to ensure that all the nitty-gritty of the research topic were meticulously catered for. In order to establish the viability of the research questions targeted for respondents, the researcher conducted a pilot

administration of the questions on some respondents outside the study area, from which the researcher made some necessary adjustments and deductions where deemed fit in the research instrument.

### **3.8 Method of Data Analysis**

The data collected for this research is analyzed by describing the outcome of the research with appropriate statistical tools, which include the use of frequency distribution tables, pie-charts, bar-charts, and percentages. Tables and graphs are used to present the data, accompanied with a well comprehensive explanation of the interpretations.

## CHAPTER FOUR

### 4.0 Data Presentation, Analysis and Discussions

This chapter focuses on the presentation of the findings of the study. The presentation of the findings is done in various subheadings that define the objectives of the study. The respondents of the study were entirely MoBSE employees (the teaching staff and those working in the administration). A total of 376 was sampled for the study, all 376 responded. Findings from the respondents are presented concurrently to facilitate the clarity of the discussion.

### 4.1 Socio-Demographic Characteristics of Respondents

In analyzing the demographic characteristics of the respondents, the study looks at the nature of distribution of MoBSE employees across The Gambia. The main items of analysis in this research includes age, level of education, region of posting, recruitment style, and status. Findings in respect of each of these characteristics are presented below:

### 4.2 Data Presentation on Research Issues (Objective by Objective)

Table 1. Age distribution of respondents.

<i>Gender</i>	<i>Frequency</i>	<i>Valid Percentage (%)</i>
<i>Less than 20 years</i>	1	0.3
<i>21 to 30 years</i>	133	35.4
<i>31 to 40 years</i>	154	41
<i>41 to 50 years</i>	76	20.2
<i>51 to 60 years</i>	12	3.2
<b><i>Total</i></b>	<b>376</b>	<b>100</b>

The age distribution of the respondents to this study was one of the things considered during the research. The table 1 above shows that out of the total number of respondents only 0.3%

(1) of the respondents are below 20 years. The table also indicates that majority of MoBSE staff are between 21 to 40 years, constituting 76.4% (287) of the total respondents. While the remaining 23.5% (88) are 41 to 60 years.

SECTION A (BioData) 1. What is your current age?  
376 responses

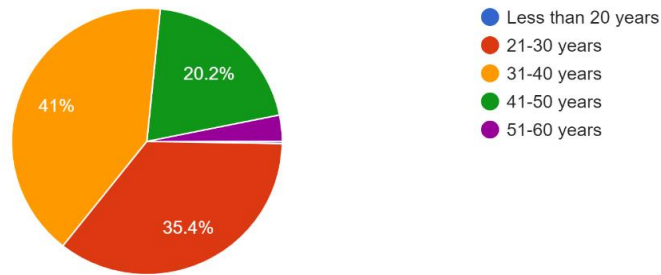


Figure 1. This figure shows the age distribution of respondents.

Table 2. Education background of respondents.

<i>Education background</i>	<i>Frequency</i>	<i>Valid Percentage (%)</i>
<i>Diploma/PTC</i>	72	19.1
<i>Advance Diploma/HTC</i>	133	35.4
<i>Bachelor's degree</i>	159	42.3
<i>Master's degree</i>	12	3.2
<i>PhD</i>	0	0
<b>Total</b>	<b>376</b>	<b>100</b>

Table 2 above shows the educational backgrounds of respondents or their academic qualifications. Out of the total respondents, 19.1% representing 72 respondents are Diploma/Primary Teacher's Certificate holders. The table also shows that 35.4% representing 133 of the respondents hold Advanced Diploma/Higher Teacher's Certificate. The results further indicate that 42.3% representing 159 out of the total number of respondents are holders

of a bachelor's degree, 3.2% representing 12 respondents hold a master's degree, and 0% of the respondents hold PhD.

2. What is your level of education?  
376 responses

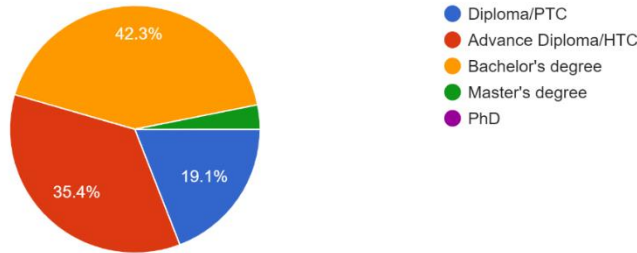


Figure 2. This figure shows the level of education of the respondents.

Table 3. Length of service of respondents

<i>Length of service of respondents</i>	<i>Frequency</i>	<i>Valid Percentage (%)</i>
<i>1 – 5 years</i>	94	25
<i>6 – 10 years</i>	119	31.6
<i>11 – 15 years</i>	82	21.8
<i>16 – 20 years</i>	43	11.4
<i>Above 20 years</i>	38	10.1
<b><i>Total</i></b>	<b>376</b>	<b>100</b>

Source: Fieldwork, 2022.

Table 3 above shows information about length of service of each of the respondents. As shown in the table above, out of the 376 respondents to this study, 25% representing 94 respondents have served under the Ministry of Basic and Secondary Education for 1 to 5 years. The study further indicates that 31.6% of the total respondents representing 119 respondents have served MoBSE for 6 to 10 years; 21.8% of the total respondents representing 82 respondents served

for 11 to 15 years; 11.4% of the total respondents representing 43 respondents served for 16 to 20 years; while 10% of the total respondents, representing 38 respondents served MoBSE for over 20 years.

3. What is your length of service?  
376 responses

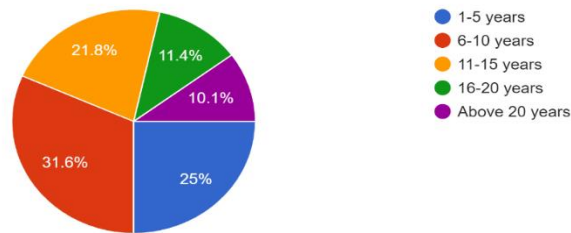


Figure 3. This figure shows the length of service of the respondents.

Table 4. Current employment status

<i>Status of respondents</i>	<i>Frequency</i>	<i>Valid Percentage (%)</i>
<i>Teacher</i>	278	73.9
<i>Principal/Headteacher</i>	12	3.2
<i>Sector manager (administration)</i>	57	15.2
<i>Cluster monitor</i>	29	7.7
<b>Total</b>	<b>376</b>	<b>100</b>

Source: Fieldwork, 2022.

Table 4 above shows information about the employment status of the respondents. Out of the 376 respondents, 73.9% of them are teachers, representing 278 respondents. The table above also shows that 3.2% of the respondents, representing 12 respondents, are principals/headteachers. The table further disclosed that 15.2% of the respondents, representing 57 respondents of the total respondents, work as sector managers/administrators. And the remaining 7.7% of the respondents, representing 29 respondents of the total 376, cluster



monitors. The data interpretation highlighted above is also provided below for further clarification.

4. What is your current position?

376 responses

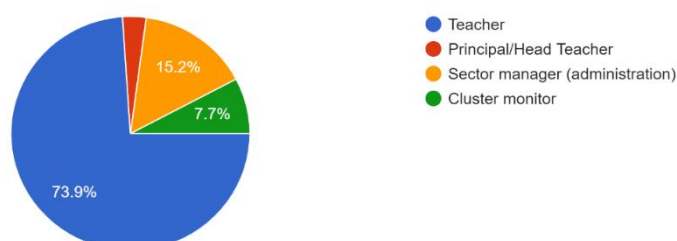


Figure 4. This figure shows employment status of respondents.

Table 5. Regions of respondents.

<i>Regional posting of respondents</i>	<i>Frequency</i>	<i>Valid Percentage (%)</i>
<i>Region One</i>	61	16.2
<i>Region Two</i>	156	41.5
<i>Region Three</i>	52	13.8
<i>Region Four</i>	48	12.8
<i>Region Five South</i>	16	4.3
<i>Region Five North</i>	17	4.5
<i>Region Six</i>	16	4.3
<i>Headquarters</i>	10	2.7
<b><i>Total</i></b>	<b>376</b>	<b>100</b>

Source: Fieldwork, 2022.

Table 5 above shows the distribution of the respondents to this study by region. According to the above table, 16.2% of the respondents are in Region One Directorate, representing 61 of

the total 376 respondents. The table further states that 41.5% of the respondents, representing 156 of the total respondents are posted in Region Two; 13.8% of the total 376 respondents, representing 52 respondents, are posted in Region Three; 12.8% of the total respondents, representing 48 respondents from the total 376 respondents, are posted in Region Four; the above table further shows that 4.3% of the respondents are posted in Region Five South, representing 16 out of the total 376 respondents; 4.5% of the respondents are posted in Region Five North, representing 17 of the total 376 respondents; 4.3 of the total respondents to this study are posted in Region Six, representing 16 out of the total 376 respondents; and 2.7% of the total respondents are working in the headquarters, representing 10 of the total respondents to this research. Below is a bar chart illustrating the respondents by region.

5. Thick your region of posting.  
376 responses

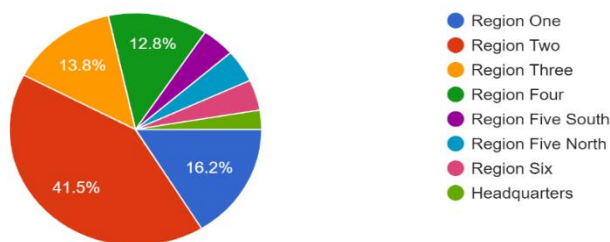


Figure 5. This figure shows the distribution of respondents by region.

## SECTION B (Goals of recruitment in MoBSE)

Table 6. Method of recruitment of respondents.

<i>Recruit process of respondent.</i>	<i>Frequency</i>	<i>Valid Percentage (%)</i>
<i>Through job application</i>	88	23.4
<i>Selective promotion</i>	27	7.2
<i>Longevity promotions</i>	29	7.7

<i>Academic merits</i>	200	53.2
<i>Recommendation from authority</i>	27	7.2
<i>Others</i>	4	1.3
<b>Total</b>	<b>376</b>	<b>100</b>

Source: Field work, 2022.

Table 6 above is a representation of the nature of recruitment of the respondents. Out of the 376 total respondents, 23.4% of the respondents were recruited through advertisement and application, representing 88 of the respondents. The study further revealed that a small percentage of 7.2% of the respondents were recruited in their current jobs through selective promotion, representing 27 out of the total 376 respondents to this study. The table above further shows that out of the 376 respondents to this study, 7.7% were recruited in their current jobs through longevity promotions. The research also shows that the highest percentage of the respondents were recruited for their current positions through academic merits, representing 53.2% (200) out of the total respondents. Furthermore, the table shows that 7.2% of the respondents were recruited through recommendation from authorities, representing 27 out of the total 376 respondents. And 1.3% of the respondents were recruited in other forms, representing 4 out of the total respondents. This information is further explained below.

SECTION B (Goals of recruitment in MoBSE)  
 appointment?  
 376 responses

6. How were you recruited for your current

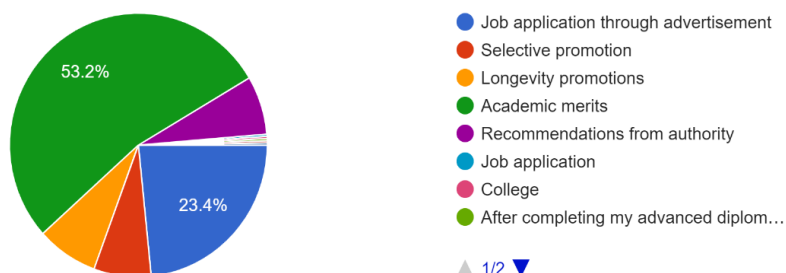


Figure 6. This figure shows the nature of recruitment of respondents.

Table 7. MoBSE has always been recruiting staff suitable for the available jobs.

<i>Responses</i>	<i>Frequency</i>	<i>Valid Percentage (%)</i>
<i>Strongly agree</i>	64	17
<i>Agree</i>	146	38.8
<i>Neutral</i>	75	19.9
<i>Disagree</i>	82	21.8
<i>Strongly disagree</i>	11	2.9
<b>Total</b>	<b>376</b>	<b>100</b>

Table 7 above shows responses of respondents on the issue of recruiting the suitable people for MoBSE, the table above shows information regarding that subject. According to the table above, 17% of the respondents strongly agree that MoBSE recruits suitable candidates for the job, representing 64 out of the 376 respondents, while 38.8% of the respondents agree that MoBSE recruits suitable candidates for the job, representing 146 out of the total 376 respondents. The study also shows that 19.9% of the respondents chose to be neutral about the recruitment of suitable applicants, representing 75 out of the total 376 respondents. Similarly, the research has also shown that 21.8 of the respondents to this study disagree to MoBSE recruiting suitable people, representing 82 respondents out of the 376, while 2.9% of the total respondents strongly disagree, representing 11 out of 376 respondents. This above interpretation is shown on the bar chart below.

7. MoBSE has always been recruiting staff suitable for the available jobs.

376 responses

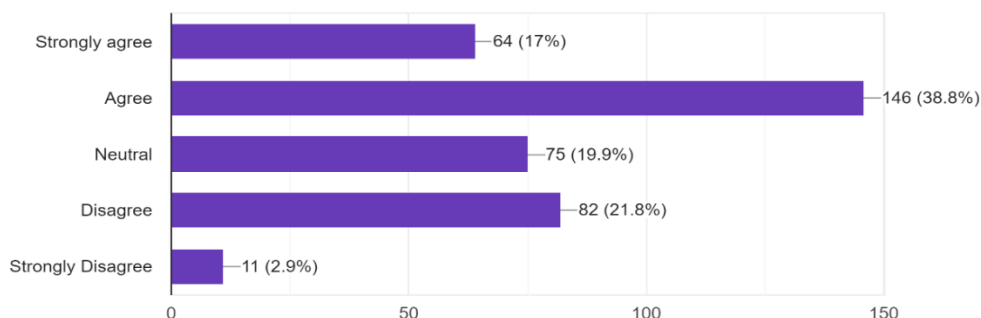


Figure 7. This figure shows information on suitable recruitment in MoBSE.

Table 8. Are you aware of any recruitment process of staff in MoBSE?

<i>Responses</i>	<i>Frequency</i>	<i>Valid Percentage (%)</i>
<i>No</i>	203	54
<i>Yes</i>	173	46
<b><i>Total</i></b>	<b>376</b>	<b>100</b>

Source: Field work, 2022.

Table 8 shows the data interpretation of respondents as per their awareness of any recruitment being conducted in MoBSE. According to the collected data, 54% of the respondents claim not to be aware of MoBSE recruitment process for new staff or vacancies, representing 203 of the total 376 respondents to the study. On the other hand, 46% of the respondents claim awareness of MoBSE recruitment process, representing 173 of the total respondents. The pie chart below shows the interpretation explained on the table.

8. Are you aware of any recruitment process of staff in MoBSE?

376 responses

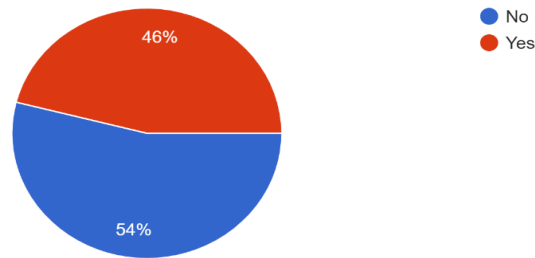


Figure 8. This figure shows information on the awareness of MoBSE recruitment process.

Table 9. Recruitment in MoBSE is more geared towards filling capacity than competence.

<i>Responses</i>	<i>Frequency</i>	<i>Valid Percentage (%)</i>
<i>Strongly agree</i>	73	19.4
<i>Agree</i>	145	38.6
<i>Neutral</i>	68	18.1
<i>Disagree</i>	81	21.5
<i>Strongly disagree</i>	9	2.4
<b>Total</b>	<b>376</b>	<b>100</b>

Source: Field work, 2022.

Table 9 above shows information on whether MoBSE prioritizes competence over filling capacity, the above responses were generated. According to the table above table, 19.4% (73) of the respondents to this study strongly agree that MoBSE recruits for filling capacity than considering competence during recruitment, while 38.6% of the respondents also agree that recruitment in MoBSE is mainly to fill capacity rather than considering competence. The table further shows that 18.1% of the respondents chose to be neutral, representing 68 out of the total respondents to this study. On the other hand, 21.5% of the respondents to this study disagree

that MoBSE considers filling capacity over competence, representing 81 of the total respondents, and 2.4% of the respondents strongly disagree, representing 9 out of the total respondents. The pie chart below illustrates the data interpreted above.

9. Recruitment in MoBSE is more geared towards filling capacity than competence.  
376 responses

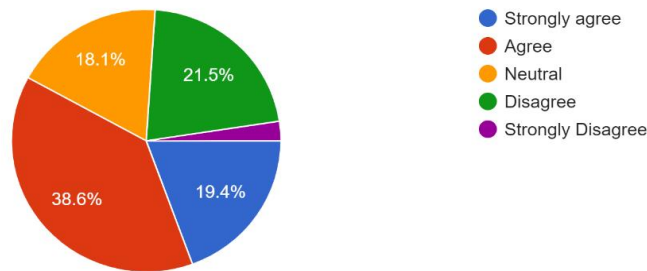


Figure 9. This figure shows the priorities of MoBSE recruitment.

Table 10. Effective recruitment in MoBSE has led to overall good performance of staff.

<i>Responses</i>	<i>Frequency</i>	<i>Valid Percentage (%)</i>
<i>Strongly agree</i>	51	13.6
<i>Agree</i>	135	35.9
<i>Neutral</i>	96	25.5
<i>Disagree</i>	89	23.7
<i>Strongly disagree</i>	5	1.3
<b>Total</b>	<b>376</b>	<b>100</b>

Source: Field work, 2022.

Table 10 above shows the data collected from respondents in response to the positive effects of recruitment in terms of staff performance. According to the table, 13.6 % (51) of the total respondents to the study strongly agree that effective recruitment in MoBSE has led to good staff performance, while 35.9% (135) also agree that effective recruitment has led to good

performance of staff. The table further shows that 25.5% (96) of the total number of respondents chose to be neutral about the issue. On the other hand, 23.7% (89) of the respondents disagree that effective recruitment has led to good staff performance in MoBSE, while 1.3 (5) of the total 376 respondents strongly disagree to effective recruitment having led to good staff performance in MoBSE. The pie chart below is a representation of the above interpretation.

10. Effective recruitment in MoBSE has led to overall good performance of staff.  
376 responses

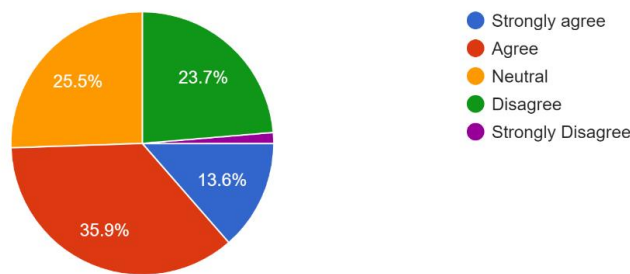


Figure 10. This figure shows information on the effects of recruitment on staff performance.

### SECTION C (Staff performance in MoBSE)

Table 11. Is your performance in your position being monitored?

<i>Responses</i>	<i>Frequency</i>	<i>Valid Percentage (%)</i>
<i>Yes</i>	347	92.3
<i>No</i>	29	7.7
<b><i>Total</i></b>	<b>376</b>	<b>100</b>

Source: Field work, 2022.

Table 11 above shows data collected from the respondents on the monitoring of their works. Out of the 376 respondents, 92.3% claim that they are being monitored, representing 347



respondents. The table further shows that 7.7% of the respondents are not being monitored in their performance, representing 29 respondents.

SECTION C (Staff performance) 11. Is your performance in your position being monitored?  
376 responses

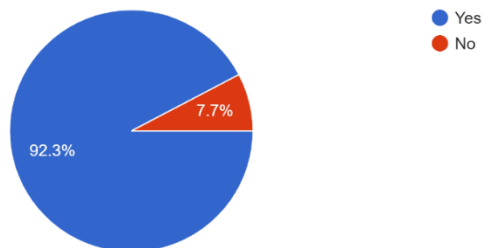


Figure 11. This figure shows responses on whether respondents are being monitored.

Table 12. Who monitors your performance?

<i>Responses</i>	<i>Frequency</i>	<i>Valid Percentage (%)</i>
<i>Head of department</i>	245	65.2
<i>Cluster monitor</i>	143	38
<i>Regional Director</i>	89	23.7
<i>Human Resource Management</i>	21	5.6
<i>Coordinating Committee Meeting (CCM)</i>	37	9.8
<i>None</i>	22	5.9
<b><i>Total</i></b>	<b>376</b>	<b>100</b>

Source: Field work, 2022.

Table 12 above shows information on who monitors the respondents' performance, the following responses were generated. The table above shows that out of the 376 respondents, 65.2% (245) are being monitored by their head of department. The table also shows that 38% of the total respondents, representing 143, are being monitored by cluster monitors. The table further shows that 23.7% of the respondents, representing 89 respondents, are being monitored by Regional Directors; and 5.6 (21) of the respondents are being monitored by the Human Resource Department. Furthermore, 9.8% (37) of the respondents are being monitored by the Coordinating Committee Meeting (CCM), while 5.9% (22) of the total respondents claim not to be monitored. The above interpreted data is shown on the table below.

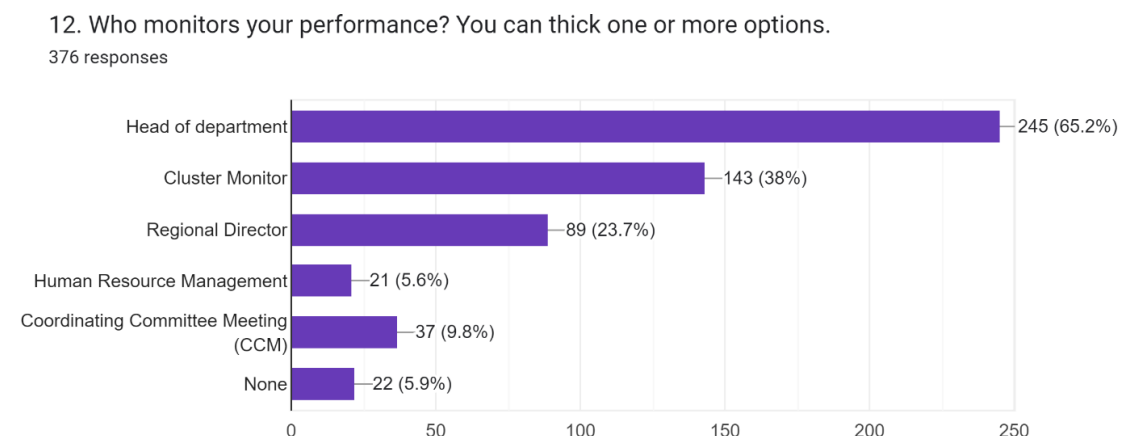


Figure 12. This figure shows who monitors the performance of respondents.

Table 13. How often do you see monitors?

<i>Responses</i>	<i>Frequency</i>	<i>Valid Percentage (%)</i>
<i>Very rare</i>	78	20.7
<i>Monthly</i>	175	46.5
<i>Annually</i>	5	1.3
<i>Weekly</i>	90	23.9

<i>Daily</i>	7	1.9
<i>Never</i>	6	1.6
<i>Other</i>	15	4.1
<b>Total</b>	<b>376</b>	<b>100</b>

Source: Field work, 2022.

Table 13 above shows the data from respondents, responding to how often they see monitors. Out of the 376 respondents, 20.7% of the respondents, representing 78 respondents, see monitors very rarely. The table also shows that 46.5% of the respondents see monitors monthly, representing 175 of the respondents. The table further shows that 1.3% (5) of the total respondents see monitors annually. It further shows that 23.9% (90) of the total respondents claim to have been seeing monitors weekly, while 1.9% (7) of the total 376 respondents see monitors daily. The table also shows that 1.6% (6) of the total 376 respondents never saw monitors. Moreover 4.1% (15) of the respondents chose other monitoring schemes, like “when the need be to be monitored” or “when necessary.”

13. How often do you see monitors?

376 responses

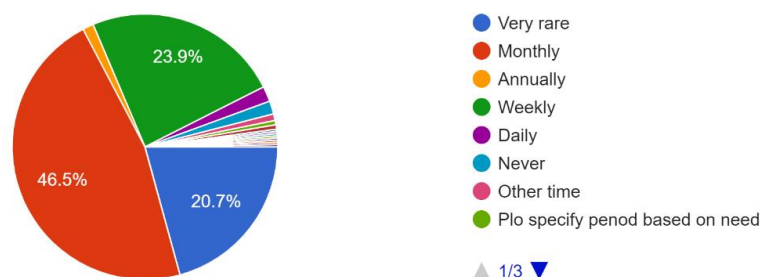


Figure 13. This figure show how often respondents are monitored.

Table 14. Have you ever been rewarded based on good performance?

<i>Responses</i>	<i>Frequency</i>	<i>Valid Percentage (%)</i>
<i>No</i>	291	77.4
<i>Yes</i>	85	22.6
<b><i>Total</i></b>	<b>376</b>	<b>100</b>

Source: Field work, 2022.

Table 14 above shows information of responses from respondents on the issue of rewards for good performance. Out of the 376 respondents to this study, 77.4% of the respondents revealed that they have never been rewarded for good performance on their jobs, representing 291 respondents. On the other hand, 22.6% of the respondents answered ‘yes’ for having been rewarded for good performance. The pie chart below shows the information in detail.

14. Have you ever been rewarded based on good performance?

376 responses

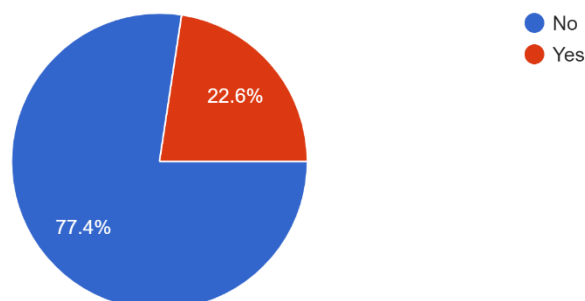


Figure 14. This figure shows responses regarding rewards for respondents on their jobs.

Table 15. Have you received any punishment due to bad performance on your job?

<i>Responses</i>	<i>Frequency</i>	<i>Valid Percentage (%)</i>
<i>No</i>	337	89.6
<i>Yes</i>	39	10.4

<b>Total</b>	<b>376</b>	<b>100</b>
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Table 15 above shows the data collected from the respondents to this study about whether they have been punished for bad performance in their jobs. From the 376 respondents to this study, 89.6% of the respondents do not receive any punishment for bad performance in their jobs, representing 337 respondents. The remaining 10.4% of the respondents answered yes for being punished for bad performance, representing 39 respondents. The pie chart below will further clarify the above information.

15. Have you received any punishment due to bad performance on your job?  
376 responses

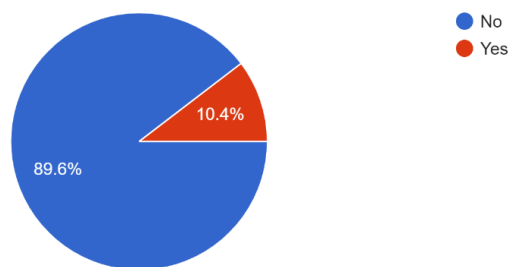


Figure 15. This figure shows responses regarding punishment for respondents on their jobs.

#### SECTION D (Challenges of recruitment and staff performance in MoBSE)

Table 16. Which of the following is a factor affecting recruitment in MoBSE?

<b>Responses</b>	<b>Frequency</b>	<b>Valid Percentage (%)</b>
<i>Lack of special recruitment committee</i>	142	37.8
<i>Nepotism</i>	180	47.9
<i>Problem of outsourcing</i>	49	13
<i>Limited vacancies</i>	64	17

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**Total****376****100**

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Source: Field work, 2022.

Table 16 above shows information about the factors affecting recruitment in MoBSE, the following responses were generated. Out of the 376 respondents to this study, 37.8% believe that lack of a specially established recruitment committee in MoBSE hinders its recruitment needs. The table also shows that 47.9% of the total respondents believe that nepotism affect the effective recruitment process for MoBSE, representing 180 respondents. The table further shows that 13% (49) of the respondents believe that the problem of outsourcing affects the recruitment process in MoBSE. Consequently, 17% (64) believe that the lack of sufficient vacancies in MoBSE constitutes a factor in effective recruitment. The bar chart below further explains the above information.

SECTION D (Challenges of recruitment and staff performance in MoBSE) 16. Which of the following is a factor affecting recruitment in MoBSE?  
376 responses

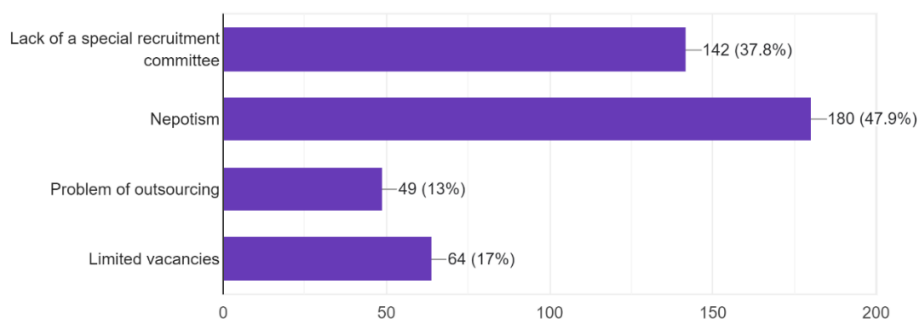


Figure 16. This figure shows the factors affecting recruitment in MoBSE.

Table 17. Which of the following is responsible for poor performance of staff in MoBSE?

Responses	Frequency	Valid Percentage (%)
Lack of passion for the job	94	25

Bad attitude towards work	112	29.8
Poor salary	233	62
Red-tapism or limited access to innovation	57	15.2
<b>Total</b>	<b>376</b>	<b>100</b>

Source: Field work, 2022.

Table 17 above contains information from respondents on the factors responsible for poor performance of staff in MoBSE. Out of the total respondents to this study, 25% of the respondents, representing 94, believe that lack of passion for the job is responsible for poor performance in MoBSE. The table also shows that 29.8 of the total respondents, representing 112, claim that bad attitude towards work is responsible for poor performance in MoBSE. The table further shows that 62% of the respondents believe that poor salary for staff leads to poor performance in MoBSE, representing 233 respondents. While the remaining 15.2% (57) of the total respondents to this study believe that red-tapism or limited access to innovation for staff is responsible for bad performance in MoBSE.

17. Which of the following is responsible for poor performance of staff in MoBSE?

376 responses

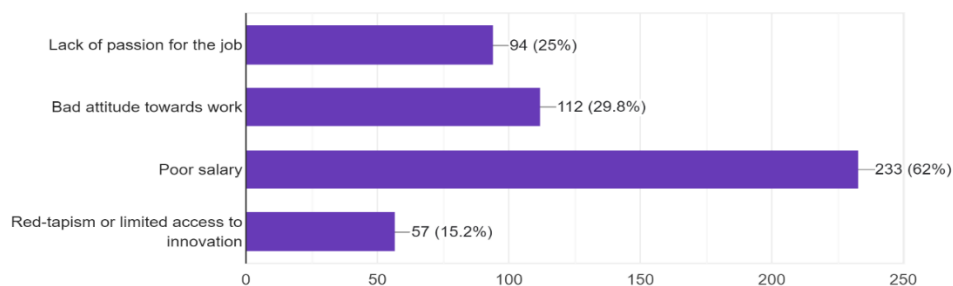


Figure 17. This figure shows responses on the factors responsible for poor performance in MoBSE.

Table 18. The lack of knowledge of the following documents is a constituent to poor staff performance in MoBSE?

- Revised General Orders (GO)
- Education Sector Policy (ESP)
- MoBSE Human Resource policy
- The Teacher Policy
- Public Service Act

<i>Responses</i>	<i>Frequency</i>	<i>Valid Percentage (%)</i>
<i>Strongly agree</i>	145	38.6
<i>Agree</i>	139	37
<i>Neutral</i>	67	17.8
<i>Disagree</i>	16	4.3
<i>Strongly disagree</i>	9	2.4
<b><i>Total</i></b>	<b>376</b>	<b>100</b>

Source: Field work, 2022.

Table 18 above shows information on the effects of MoBSE staff knowing the mentioned policy documents in relation to effective performance. Out of the 376 respondents to this study, 145 strongly agree that lack of knowledge of the above documents leads to poor performance of staff in MoBSE, representing 38.6% of the respondents; while 139 respondents agree that the lack of knowledge of the mentioned policy documents among MoBSE staff leads to poor performance, representing 37% of the total respondents. The table also shows that 67 respondents chose to remain neutral in this regard, representing 17.8% of the respondents. On the other hand, 16 respondents to this study disagree that lack of knowledge of the above policy documents leads to poor performance, representing 4.3% of the respondents; and 9 respondents to this study strongly disagree to the above claim, representing 2.4% of the total respondents. The pie chart below further explains the above information.



18. The lack knowledge of the following documents is a constituent to poor staff performance in MoBSE? -Revised General Orders (GO) -Education Se...e policy -The Teacher Policy -Public Service Act  
376 responses

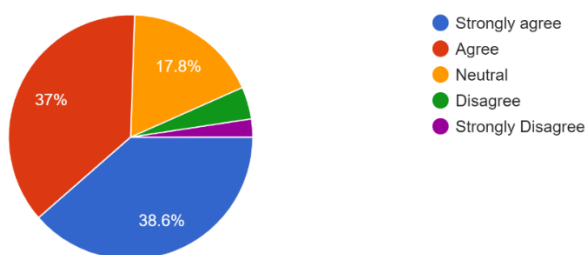


Figure 18. This figure shows how lack of knowledge of policy documents affects performance in MoBSE.

Table 19. Lack of continuous training opportunities for staff demotivates them from effective performance.

<i>Responses</i>	<i>Frequency</i>	<i>Valid Percentage (%)</i>
<i>Strongly agree</i>	197	52.4
<i>Agree</i>	143	38
<i>Neutral</i>	19	5.1
<i>Disagree</i>	9	2.4
<i>Strongly disagree</i>	8	2.1
<b>Total</b>	<b>376</b>	<b>100</b>

Source: Fieldwork, 2022.

Table 19 above shows responses from the respondents on the effects of the lack of continuous training opportunities for MoBSE staff. Out of the 376 respondents, 197 strongly believe that lack of continuous training opportunities for staff demotivates them from effective performance, representing 52.4% of the total respondents; also 143 respondents agree to the above claim, representing 38% of the total respondents. The table further shows that 19 respondents chose to remain neutral on the relationship between continuous training and staff performance, representing 5.1% of the respondents. On the other hand, 9 respondents disagree with the claim that lack of training opportunities demotivates staff, representing 2.4% of the

respondents; and 8 of the respondents strongly disagree with the above claim, representing 2.1% of the total respondents. The pie chart below clearly illustrates the above information.

19. Lack of continuous training opportunities for staff demotivate them from effective performance.

376 responses

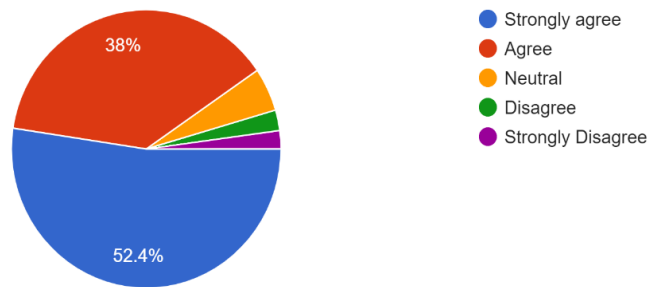


Figure 19. This figure shows how a lack of continuous training affects staff performance in MoBSE.

Table 20. The lack of sufficient human resources suitable for MoBSE affects its recruitment needs.

<i>Responses</i>	<i>Frequency</i>	<i>Valid Percentage (%)</i>
<i>True</i>	253	67.3
<i>False</i>	71	18.9
<i>Neutral</i>	52	13.8
<b><i>Total</i></b>	<b>376</b>	<b>100</b>

Source: Fieldwork, 2022.

Table 20 above shows information from respondents on the effects of insufficient suitable human resources for MoBSE. Of the total 376 respondents, 253 believe that the lack of suitable human resources affects the MoBSE recruitment process, representing 67.3% of the total respondents. The table further shows that 71 of the respondents deny the claim that the lack of human resources suitable for MoBSE affects its recruitment process, representing 18.9% of the

respondents. Moreover, 52 of the respondents chose to remain neutral, representing 13.8% of the total respondents. The pie chart below further explains the above information.

20. Lack of sufficient human resources suitable for MoBSE, affects its recruitment needs.  
376 responses

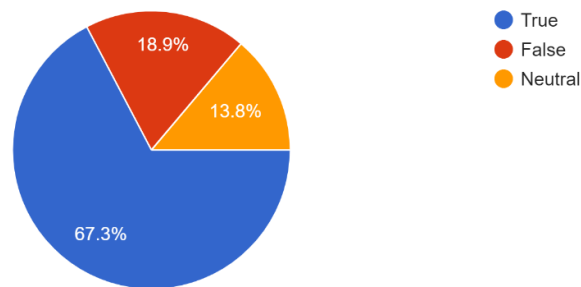


Figure 20. This figure shows how insufficient human resource affects MoBSE recruitment needs.

#### 4.3 Test of Hypotheses

In a quest to establish a justification for the set hypotheses, the research has proven that there is a good connection between the recruitment process and staff performance in the Ministry of Basic and Secondary Education and that lack of good motivation for staff has also dampened the spirit of staff to perform to their top best. Hence, the hypothesis of this study is positive.

#### 4.4 Discussion of Findings

The Ministry of Basic and Secondary Education officials (MoBSE), cluster monitors, teachers, and headteachers who were interviewed in this study believe that a lot needs to be done for the improvement of the recruitment process and staff performance for the welfare and progress of the sector. The respondents believe that MoBSE recruitment is highly nepotistic, and most of the respondents admit lack of awareness of the MoBSE vacancy announcement or recruitment process. Furthermore, the study unearths that the main aim of recruitment in

MoBSE is to fill vacancies, and not for competence. Most of the respondents believe that MoBSE is not particular about competence in its recruitment of staff, rather they are eager to fill available positions with candidates. However, most of the respondents indicated that they were recruited based on academic merits, and many respondents also believe that MoBSE recruits suitable people for the available vacancies.

However, the results from respondents suggest that the majority of those recruited in MoBSE were based on academic merits. This as a result makes it fundamentally important for effective service delivery to be possible. Recruiting the right candidates for a job is one great thing but getting them to deliver up to expectations is another. No matter the qualifications and competence possessed by MoBSE employees, effective staff performance remains a very big problem.

On the issue of staff performance, the respondents believe that there are so many factors responsible for poor staff performance in MoBSE. These factors primarily include poor salaries. While the majority of the respondents claim that their performance is being monitored, MoBSE staff are neither being rewarded for good performance, nor are they punished for poor performance in their service delivery. The importance of staff appraisal and incentives cannot be over-emphasized. To achieve the targeted goals from staff, appraisals, and incentives can be used. No doubt staff deserves a tap on their backs to keep them working even harder for more success. Equally, when staff is underperforming in their jobs, there should be mechanisms for either punishing them or boosting their morale. To confidently punish staff for poor performance, their day-to-day needs must be a primary concern and be fully provided for. Some of the respondents lamented on the issue of bad attitude towards work and lack of passion for the job by some MoBSE staff, however, this could all be linked to poor salary and wages, lack of appraisals, and insufficient incentives to staff.

The study also revealed that there are some serious factors militating against the recruitment process and staff performance in MoBSE. A good number of the respondents believe that nepotism is one of the main factors affecting recruitment, as positions or jobs are selectively given to people based on whom you know or based on the relationship one has with the authorities responsible. On the other hand, the lack of a recruitment committee that will critically look at recruitment needs impartially is another problem affecting MoBSE. The MoBSE human resource department lacks a specific unit that will look at recruitment issues holistically to come up with the best recruitment alternatives, instead what is found at HRD is overriding functions of officers, who already have a lot on their tables, to take care of recruitment needs.

As it is very common for MoBSE staff to say, “I did not know, and I was never told”, the respondents to this study have unequivocally confirmed that lack of knowledge of major important policy documents in MoBSE staff has kept many in illusions of what is required of them and what their entitlements are. Lack of knowledge of certain policy documents like the Revised General Orders (GO), Education Sector Policy (ESP), MoBSE Human Resource policy, The Teacher Policy, and the Public Service Act has been disclosed as a great constituent to poor staff performance in MoBSE.

The study also reveals that training opportunities and continuous professional development for staff are serious constituents of poor staff performance. Low and slow access to training opportunities and underserved restrictions of staff for further academic endeavor demotivates them a lot. Due to insufficient capacity-building training in MoBSE, many of its staff remain stagnated in one academic qualification for years, sometimes the opportunity never comes for them to upgrade. Thus, the responses from respondents suggest that there is a big connection between the lack of training opportunities for MoBSE staff and their performance.

Moreover, there is a dire need for adjustment in the recruitment process of MoBSE staff and the boosting of staff performance. Essentially, staff should be informed of recruitment needs and vacancies so that they can also prove their worth, while staff should be provided good incentives and appraisals to keep them motivated on their performance.

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