Factors Affecting Effective Selection of Teachers for Promotion to

Management Positions in the Education System:

A Case Study of Mazabuka District.

By *MANGABA DARLINGTON ARNOLD*

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By

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(Cert. Ed., B.Ed. Agric.)

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April   2016

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A Research Proposal Submitted to the School of Education in Partial Fulfilment of the

Requirement for the Contemporary Issues in Education Course.

Information and Communications University

Declaration

I, Darlington Arnold Mangaba, hereby declare that the work presented herein is my own and that it has never been presented for any academic award, either in part or as a whole. However, where works of others have been included in this compilation, appropriate acknowledgement has been made.

………………………………………………….

MANGABA DARLINGTON ARNOLD

Certification of the Research Project

We, the undersigned, hereby certify that **Darlington Arnold Mangaba,** candidate for a Master of Science in Agriculture with Education, has presented before us a research thesis in Contemporary Issues in Education with the title:

FACTORS AFFECTING EFFECTIVE RECRUITMENT, SELECTION AND APPOINTMENT
OF STAFF FOR PROMOTION IN THE EDUCATION SYSTEM:
A CASE STUDY OF MAZABUKA DISTRICT.

We further confirm that the research was accepted both in form and content and that the researcher demonstrated satisfactory knowledge of the subject under investigation.

SUPERVISORS:

MS. K. CHIPUTA …………………………………….. Date ………………………

MR. W. PHIRI …………………………………….. Date ………………………

Dedication

This thesis is dedicated to my late wife, Freyness Mwaayo Mangaba, for her distinct faith, support, encouragement and sacrifice, without which this work would not have been a success.

Acknowledgement

Operational definitions of terms

~ Recruitment – the process of attracting sufficient and suitable potential candidates for vacant positions in the organisation.

~ Selection – the process of identifying the most suitable candidates that meet the requirements for the vacant positions in the organisation.

~ Appointment – the confirmation of offer of a position or job to a deserving candidate that has duly met the requirements of the job position as justified by the authorities responsible for filling up the vacant position.

~ Promotion – an advancement to a more senior job or a higher rank, grade, or position

~ Assumption – belief or opinion.

~ Stakeholders – people involved in some operations/operating authorities.

~ Respondents – people providing feedback to the questions asked.

Abbreviations or Acronyms

~ CSO   -   Central Statistical Office.

~ GDP   -   Gross Domestic Product.

~ ICT   -   Information Communications Technology.

~ EMIS   -   Education Management Information System.

~ IRMT   -   International Records Management Trust.

~ UNIP   -   United National Independence Party.

~ CMI   -   Chr. Michelsen Institute.

~ CMO   -   Charter Management Organisation.

~ DEO   -   District Education Office.

~ AF   -   Achievement First.

~ UNESCO   -   United Nations Educational, Scientific and Cultural Organisation.

Organisation of the study

The study was organised into six chapters as follows;

~ Chapter One   -   Presentation of the research proposal.

~ Chapter Two   -   Review of literate in the related areas.

~ Chapter Three   -   Presentation of the study methodology.

~ Chapter Four   -   Gives the presentation of the study findings and their

interpretation.

~ Chapter Five   -   Presents the discussion of the study findings and

their applicability.

~ Chapter Six   -   Presents the conclusion and recommendations of the study.

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Abstract

There is no doubt that education is an important sector in the development of any economy. Education is one of the most powerful instruments for reducing poverty and inequality (World Bank, 2011). The Education sector's contribution to the growth and development of the economy is however difficult to measure because it is immaterial and non-quantitative.

Despite the education sector's vivid contribution to the national development, serious concerns exist regarding the various lapses in the sector. Of great concern is the inadequate adoption and utilisation of Information and Communications Technology, which seems to be hampering efficiency in most management processes.

The study purported to establish the causes of and solutions to ineffective promotion procedures in the education sector. The major focus having been put on the evaluation of the effects of the lack or underutilisation of effective information management and information communications systems. The focus also extended to addressing the impact of corruption in the processes of recruiting, selecting and appointing staff for promotion.

The study employed a quantitative survey design approach. The findings of the study indicated that ineffective data capturing, poor record management and storage, ineffective communication, as well as corruption are detrimental to staff promotion hence hindering sound school management and the quality of education in the final end.

In anticipation of achieving an effective staff promotion process, the government ought to consider reinitiating and fully supporting the provision of cost effective information management and communications infrastructure and facilities, streamline the staff promotion policy framework that will take care of political interference in the Public Administration and foster transparency and accountability.

Contents

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background

Education is one of the most powerful instruments for reducing poverty and inequality (World Bank, 2011). Education is equally a key factor to enhancing Zambia's competitiveness in the global economy. Therefore, ensuring access to quality education for all, in particular for the poor and rural population, is central to the economic and socio-cultural development of Zambia. The Education sector's contribution to the growth and development of the economy is however difficult to measure because it is immaterial and non-quantitative. Education forms the backbone for every society. This has been recognised by the subsequent Zambian governments and indeed huge investments have been made in the educational sector by the Zambian government and other organisations (Sikazwe et' al., 2003).

Since the establishment of the third republic of Zambia, the Zambian economy has been liberalized, which also had an effect on the educational sector. Private organizations, individuals, religious bodies and local communities were vested with the right to establish and control their own schools and educational institutions. This has contributed to the expansion of educational opportunities. However issues of quality of education being provided from these many varied institutions are a source of concern and challenge to the sector. Even with liberalization, the education sector is greatly influenced and to some extent regulated by the National Education Policy. The Ministry of Education, being the major participant in the provision of education, has been eager to respond to the challenges of the need to increase access to education, improve quality and efficiency of education, ensure equity and equality of education provision and to provide relevant education via curriculum change. The quality of education has taken shape from the calibre of the professionals put in charge of the management of education in schools. The selection and appointment of such professionals determines the ultimate 'shape' of the education being provided. The staff appointed on merit usually perform better with high self-confidence and self-esteem.

There are policies aimed at attracting and retaining effective teachers, recruiting competent people into the profession, and providing support and incentives for professional development

and on-going high performance (Sikazwe et' al., 2003). Despite the existence of such policies, the system has been corrupted and there have been several appointments made on the basis of nepotism and other biased preferences. Corruption in the education system can take several faces such as bribes paid by parents to teachers to ensure good examination results, bribes paid by teachers to public officials to get preferred posting and promotion. In the past years, most promotions in the teaching fraternity were made on tribal and nepotistic lines (Phiri, 2013).

We are currently living in a world which is totally networked with communication. With the advent of fast technology, the world has become a global village. The sharing of information among various groups in society at national and international levels has become very smooth, effective and efficient. It is just impossible to think of a world or situation where there is no exchange of ideas, feelings, emotions, reactions, propositions, facts, and figures. From time immemorial, communication has been one of the most important activities of the human lives. For a well-coordinated series of activities, success has been owing to the quality of information management and communication systems employed. The integration of the world economy has been made possible with strong and efficient channels of communication. The nature of communication has undergone significant changes during the past few years. Now the economic power lies in the hands of the countries having very sound information technology networks. Communication is important from the point of view of understanding it in terms of a process, system, interactional base and structuring. There are various objectives of communication in business organisations. Prudence, coordination and enhanced economic, social, political and cultural growth are all products of good information systems. If the intended massage does not get to the right person, in the right format, then this could affect the entire organisation. Worse still, the wrong messages might be passed on to the wrong people. This could actually harm the organisation (Shariq, 2014).

The Ministry of Education has been active in the implementation of Information and Communications Technology in a bid to facilitate the development of reliable 'information banks', quick and accurate access and retrieval of information, fast and accurate communication and good information utilisation. To this effect, most of the offices in the Ministry of Education have been equipped with computers and an intensive programme has started in computer literacy. Having established an Education Management Information System (EMIS), the

Ministry of Education has now embarked on training school managers in methods of how best to make use the technology. The aim is to have computers and their use aid managers in making management decisions. Schools, districts and regional offices ought to start to use computers to store useful information and data for future use. Given the fact that data and information management has remained perhaps the weakest link in the Ministry of Education, Education Management Information System (EMIS) is expected to bring about profound changes and improvements in the way information is stored, managed and used. Effective use of data and information at middle and lower levels is of absolute necessity. Through a carefully controlled programme, schools and managers in the education system will be trained to improve not just the management of their institutions but make informed decisions based on the available information and what they are able to access on-line from other regions (Sikazwe et' al., 2003).

Between January and March, 2007, the Government of Zambia had introduced major reforms in the public sector, including a computerised human resource and payroll system. The system was intended to introduce better control of the establishment, improve information handling, eliminate the loss of vital information and improve work flow. However, paper-based record systems still needed to be enhanced, and strategies for managing electronic records and digital information needed to be developed, to strengthen data quality, ensure that important evidence was preserved and support transparency in government (IRMT, 2007).

Recruitment and selection policies in local authorities can be traced back to the 1970s when Councils were recruiting staff from the United Kingdom. The term recruitment refers to the process of attracting sufficient and suitable potential candidates for vacant positions in the organisation. The aim is to ensure that the organisation's demand for employees is met by attracting employees in a cost-effective manner. Selection on the other hand, is the process of identifying the most suitable candidates that meet the requirements for the vacant positions in the organisation (Cole, 2004).

Vacant positions in the Teaching Service are advertised to promote fair and open competition and provide the best opportunity to attract a wide field of applicants. Unfortunately, competition for the advertised vacancies has not been fair over the years. There have been concerns with regard to the way advertisements have been run. It is questionable that information about the availability of vacancies has really been reaching all the prospective contenders.

1.2 Problem statement

The quality of education offered depends highly on the calibre of the people entrusted with the management of educational institutions. The existing problem is the presence of ill-qualified and incompetent individuals at the helm of education management in the education system. These ill-qualified and incompetent individuals have acquired education management positions due to the lack of effective promotional selection processes, which in turn compromise their competence and professionalism.

1.3 Objectives

1.3.1 General Objective:

The general objective of this study was to establish the challenges that Education Administrators and Managers face in recruiting, selecting and appointing staff for promotion.

1.3.2 Specific Objectives:

The specific objectives of the study were:

1. To assess the impact of the information management system used in the district's education system on the quality of teacher promotion.
2. To establish the fairness of the criteria used in the selection of teachers for promotion to management positions in the district's education system.
3. To investigate the reliability of the information communication system used in the district's education system in the promotion of teachers to management positions.

1.4 Research Questions

1. How effective is the information management system used in the district's education system in as far as selection of teachers for promotion to management positions?
2. Are all records regarding teacher qualifications and professional upgrading kept up-to-date, by the district education office, all the time?
3. Are the criteria used in the selection of teachers for promotion to management positions in the district's education system fair?
4. Are all teachers promoted to management positions selected and appointed on merit?
5. Is the information communication system used in the district's education system reliable for effective promotion of teachers to management positions?

4

6. Is the information concerning the need to recruit, select and appoint teachers for promotion to management positions well and timely disseminated to reach all the prospective contenders?

1.5 Justification of the Study

The researcher undertook the study due to the following reasons; firstly, to provide adequate explanation about the factors that impede effective and efficient recruitment, selection and appointment of staff for promotion in the education system in districts, provinces as well as at national level. Secondly, to provide evidence based on statistical information, regarding the existence of feasible constraints faced by the recruiting, selecting and appointing authorities in Mazabuka district's education system which lead to the recruitment, selection and appointment of ill-qualified and incompetent personnel. The other reason was to validate the significance of sound information management and information dissemination systems towards achieving effective and efficient recruitment, selection and appointment processes. This study was seen to be important in that the findings may be of help in the efforts to control the problem of inefficiency in the promotion process in the education system. The sought constraints to successful and efficient promotion exercises, if availed to all relevant stakeholders in the education sector, may be used, together with the already existing strategies, in the improvement and enhancement of the effective and prudent recruitment, selection and appointment processes based on merit. The problems emanating from corrupt and unjust conduct, such as nepotism, political alignment bias, faulty information storage and dissemination and bribery for selfish gain give rise to the placement of ill-qualified and incompetent persons in strategic positions in which they cannot successfully perform thereby leading to low ultimate motivation and productivity. Since such a situation requires immediate intervention, this study and its findings, if made available to education institutions, may act as a guide and reference point towards the development of more reliable and beneficial systems that will promote prudent promotions whose core values will be anchored on merit.

1.6 Assumptions of the study

This study was carried out under the assumption that;

~ All the respondents would cooperate and provide accurate information as it were to the best of their perception.

~ The findings of this study would be meaningful and made available to the relevant stakeholders, in the education system, to facilitate the development of sound recruitment, selection and appointment procedures in order to achieve effective promotions that would foster the implementation of quality service delivery.

~ The findings obtained from this study would be a good supplement to the already existing information regarding the constraints and solutions to the conceptual and practical application of promotion procedures, to enhance the making of informed decisions as well as the establishment of effective promotion procedures.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

To be precise in this study existing literature related to the research problem was reviewed. The problem was the escalating levels of ineffective and inefficient promotion procedures coupled with diminishing standards of education management that result from unfair promotion of staff in the education sector. It was deemed paramount to investigate the roles of efficient recruitment, selection and appointment of staff for promotion in increasing and stabilising educational productivity and progressive service delivery, by the fact that every learner, primary, secondary or tertiary, relies on the qualification and competence of the persons entrusted to manage educational programmes. To this effect, any administrator or manager in the education sector needs to competently employ strategies that will foster effective learning and academic and professional success through strategic education management. The achievement of quality education is a direct product of well managed recruitment, selection and appointment of staff done solely on merit. It was therefore, important to investigate this question as there is need to enhance sustainable and productive education through prudent management of education structures.

2.2 Definition and Scope of Recruitment, Selection and Appointment of Staff

There is some significant degree of universality and integration among the terms recruitment, selection and appointment. These may be viewed as a single process involving several stages. The term recruitment refers to the process of attracting sufficient and suitable potential candidates for vacant positions in the organisation. The aim is to ensure that the organisation's demand for employees is met by attracting employees in a cost-effective manner. Selection on the other hand, is the process of identifying the most suitable candidates that meet the requirements for the vacant positions in the organisation. The aim is to identify, individuals that are most likely to fulfil the requirements of the organisation (Cole, 2004). Appointment is the confirmation of offer of a position or job to a deserving candidate that has duly met the requirements of the job position as justified by the authorities responsible for filling up the vacant position. Mckinney (2014) defines recruitment as the process of finding and hiring the best-qualified and competent candidates (from within or outside an organisation) for a job

opening, in a timely and cost-effective manner. He further highlights that the recruitment process involves analysing the requirements of a job, attracting employees to that job, screening and selecting applicants, hiring and integrating the new employee into the organisation.

Recruitment and selection policies in local authorities can be traced back to the 1970s when Councils were recruiting staff from the United Kingdom. Achievement First (AF) is an organisation established to ensure that prudence is upheld in the recruitment process through adherence to merit. The organisation has invested heavily in its recruitment process and focused intensively on putting in place systems and processes that yield the highest quality teachers.

An extensive body of research shows that teacher quality is one of the most important factors related to increasing student achievement. Teachers who are committed, engaged, and skilful in their approach to instruction and tactical management have a powerful, long-term impact on students' lives. Educational leaders recognize the critical importance of teacher quality, yet they struggle with the question of how to find and recruit the best and the brightest within a relatively limited talent pool. From an organizational standpoint, tapping into this talent requires a significant upfront investment of human and financial resources, aided by a sound information management system (Cole, 2004).

2.3 Global Perspective of Recruitment, Selection and Appointment of Staff

An Education Management Information System (EMIS) can monitor performance and enhance quality by countering the problem of inadequate information about activities in the education sector. It is used in many countries, and its overall purpose is to improve accountability for public spending, as well as understanding of school programmes and accomplishments. It provides information on the needs of school districts, including student performance and participation indicators (CMI, 2006).

In Gambia the introduction of EMIS provided an objective means of tracking and ranking teachers by seniority, language skills, specialisation, and other relevant factors for appointment. The EMIS thus laid grounds for appointments and promotions made on the basis of merit. The information prevented appointments based on personal connections and other invalid grounds (Department of State Education of Gambia 2001, in B. I. Spector et al. 2005).

When assessing applicants, selection panel members must ensure that they do not directly or indirectly discriminate. Panel members should be aware of individual bias, assumptions and stereotyping which may impede the selection of the best applicant for the position. Panel members should be aware of the diverse pathways of experience and approaches which male and female candidates may bring to the interview and to the workplace, including people of diverse cultural and linguistic backgrounds and people with a disability. This diversity should be viewed as an attribute and should in no way diminish the assessment of the applicant's suitability for the position. Panel members should be aware that the Recruitment Department has a positive duty under the Equal Opportunity Act of 2010, to provide reasonable and proportionate measures to eliminate discrimination and a duty to provide reasonable adjustments for people with a disability.

Panel members should also be aware that it is unlawful to discriminate against an applicant on the ground of an attribute or ask a discriminatory question, in contravention of the Equal Opportunity Act of 2010. Panel members should focus on abilities, skills, knowledge, potential and qualifications required for the position and not seniority, length of experience or familiarity with the position. This is important as to focus too much on length and continuity of experience may impact negatively on women or 'carers' who take career breaks for family reasons and on those who have not had an opportunity to 'act' in the position. Principals and panel members are to avoid any real or perceived conflict of interest in the selection process including the selection decision. A conflict may arise where it could be reasonably perceived that a principal or panel member is influenced by the private interest of facilitating employment (for example the employment of a family member). Where there could be a perception of possible favouritism and bias, the principal and/or panel member may need to remove him or herself from the selection process and/or selection decision (CMI, 2006).

Research has shown that teacher quality is one of the most important factors related to increasing student achievement. It is generally proven that teachers who are highly committed, engaged, and skilful in their approach to instruction have a powerful, long-lasting impact on students' lives. Educational leaders have over the years recognised the critical importance of teacher quality, yet they struggle with the question of how to find and recruit the best and the brightest within a relatively limited talent pool. From an organisational standpoint, tapping into this talent

requires a significant upfront investment of human and financial resources. Achievement First (AF) is a Charter Management Organisation (CMO) that runs high-quality schools in New York and Connecticut. Its mission is to deliver on the promise of equal educational opportunity for all of America's children. We believe that all children, regardless of race or economic status, can succeed if they have access to a great education (CMI, 2006).

In 2006-07, Achievement First served 1,704 students in 10 schools. Its experience has relevance to many other CMOs for which teacher recruitment is an on-going challenge. Unique, Replicable Approach Achievement First has identified teacher recruitment as an organisational priority which drives decision-making around staffing and allocation of resources. As a result, the organisation is highly systematic and proactive in its approach to teacher recruitment. Achievement First's recruitment team oversees all aspects of teacher recruiting, including conducting outreach to potential candidates, processing and reviewing applications, communicating with school principals about hiring needs and candidate prospects, and shepherding candidates through the application process. One key component of the process is the on-going communication flow between the central office and school sites (CMI, 2006).

2.4 Zambian Perspective of Recruitment, Selection and Appointment of Staff

As the criteria for recruitment are repeatedly bypassed, unqualified personnel are often appointed to critical positions. Placements in rural schools tend to be unpopular, especially among unmarried and female teachers, and can sometimes be avoided by bribing public officials. Skewed distributions of teacher postings can leave some schools overstaffed and others in crisis. For promotion purposes candidates may bribe or otherwise influence promotion committees. Despite the rigid academic hierarchy in universities, senior academics often promote unqualified friends or colleagues to new positions. Lack of transparent regulations and criteria in the promotion process exacerbates higher opportunities for corruption. Without clear standards and regulations, the line between acceptable and unacceptable behaviour becomes blurred. Most administrators in schools are teachers, just picked and appointed to management positions, usually undeservingly, without any form of in-service or pre-service management training and they often lack the knowledge to analyse audits and financial information. Such skill deficiencies are often prevalent at district, provincial and national levels, too (CMI, 2006).

The policies of an organisation can affect its recruitment and selection of personnel. A recruitment and selection policy will state whether the organisation will recruit from within or outside the organisation. A recruitment and selection policy will also state the requirements for particular positions in the organisation. (Bhaskar, 2007) states that, policies and practices of every organisation have an effect on recruitment and selection. This is because a policy statement for recruitment will state, for example, whether or not an organisation will seek candidates on the basis of their qualifications for the vacant position that may be available. A recruitment and selection policy that reminds recruiters and selectors about the implications of recruiting ill-skilled personnel can go a long way towards ensuring that the right people with the right qualifications are hired (Cole, 2002). A lack of a recruitment and selection policy can make it difficult to recruit and select the most desired human resources. This may result into staff shortages for qualified people in the organisation. According to Cole (2002), one of the first steps in planning for recruitment of employees into the organisation is to establish adequate policies and procedures. He stressed that a recruitment policy represents the organisation's code of conduct in this regard. An example of a typical policy statement for recruitment may include: advertising all vacancies internally (ensuring that the advertisement message reaches the target population on time and in good form), replying to every job applicant with minimum delay, informing potential recruits in good faith, about the basic details and job conditions of every job advertised, processing all applications with efficiency and courtesy, seeking candidates on the basis of their qualifications and competence.

Literature by Cole is important to this study because it provides information on the importance of developing adequate policies on recruitment and selection which deter corrupt indulgence and bias. These are necessary in order to ensure that recruitment practices are consistent, systematic and responsive. In view of the observation made by Cole, this study does not only focus interest in establishing whether or not recruitment and selection policies exist in the education system, but also establishing factors, examining constraints and identifying recruitment and selection methods used and their shortcomings. The findings of the studies suggest that there were variations in the factors that impede operations of the education authorities in Zambia. Literature also revealed that factors such as political interference have had adverse effects on the quality of personnel that education authorities have been recruiting over the years and that there is need for organisations to develop adequate policies on recruitment and selection because these are

essential in guiding the process. Literature further revealed that educational authorities have lamentably failed to provide quality services due to, among other things, the lack of sufficiently qualified personnel in the right positions.

2.5 Comparative Studies

As demand in school management increases globally on a daily basis, the available resources may become over-stressed. Therefore, adequate record keeping of the human and material resources is needed to address the issue of the ever-increasing demand for education managers. With the growing need to provide schools with human and material resources that can help them achieve sustainable educational objectives, professional teacher promotion stands out as a key solution to meeting the demand. According to Ololube (2012) the rising cost of running school systems leaves some schools with low quality and inadequate human and material resources. This is because there is no cheap education the world over. Thus, the need for alternative ways of utilizing slim resources to attain set objectives makes school record keeping imperative. The complexity in school administration, its constraints, contingencies, and other difficulties also make record keeping a necessity (Nwaoku, 2005; Obi, 2005; Ololube, 2011).

The scarce resources in schools may be wasted if their utilization and underutilization is not properly recorded (Usen, Udofia, & Offiong, 2012; Ololube, 2009). There is a need to keep record of all school activities as part of effective school administration. Record keeping and the management of records is a vital responsibility of the education administrators because of the indispensable role of records and information in the day-to-day activities of the education system. Education managers rely on the short and long-term data captured in records to make effective decisions about immediate issues and more comprehensive policies (Okpetu & Peretomode, 1995). According to Ibara (2010), without records there can be no accountability. He further maintains that quality performance, task accomplishment, and measurable outcomes are increasingly important responsibilities, all of which depend on the accessibility of usable records. Without access to records, it is virtually impossible to determine responsibility for actions, taking rightful actions and to hold individuals accountable for their actions.

Additionally, records in the education system include those pertaining to personal details of staff, their academic and professional achievements and individual attributes. According to Ololube (2013), school or educational records can thus be said to comprise all existing and accessible

records, books, files and other documents containing useful information that relates to what goes on in the system. These records may also be in the form of reports, letters, memos, pictures, films, journals, diaries, and so on.

Record keeping generally concerns the administrative activities that are concerned with achieving cost-effectiveness and efficiency in the creation, maintenance, use and disposal of the records of educational institutions throughout their entire life cycle and in making the information they contain accessible in support of the educational business administration (UNESCO, 2005). It is essential that records are kept in school for effective administration, because proper record keeping facilitates retrieval of valuable information that might be helpful in day-to-day operations and decision making in educational systems globally (Durosaro, 2002). According to Ololube (2013), the importance of good record keeping transcends into short and long term benefits and affects the overall achievement of educational objectives. He identified some additional and important reasons for records keeping in schools. Record keeping is vital to an education system's information cycle as a whole, because of its fundamental role in the process of efficient information production and collection, and retrieval and utilisation. This is a form of accountability. Educational records help education administrators to make decisions. Records provide raw data that enable coherent, balanced and objective decisions on issues such as promotion, student and staff discipline, and teaching and learning performances. Properly kept records on the human resources are useful for employment and planning related purposes. The number of staff, their areas of specialization, qualifications, age, gender, and so on will help the authorities to determine the human resource needs and assets of his or her functional jurisdiction. Consistent information kept about employees can also be used in employee performance appraisals and promotions. Accurate data assists educational planners to identify areas of need that should be addressed or accorded priority attention.

A study conducted by Moonga on the Lusaka City Council shows that a recruitment based on appeasing political supporters in the local government service may result into recruiting ill-qualified personnel. Therefore, because of political interference, ill-qualified people may be recruited and placed in positions where they fail to perform. Political interference may arise from, for example, councillors or ministers serving in the government. In view of the above, it becomes difficult for councils to recruit adequately qualified and competent personnel based on

merit. Lolojih (2008) noted that during the reigns of governors in particular councils such as Lusaka City Council, councils were influenced to employ party cadres in order to appease UNIP supporters and that the employment of party functionaries had nothing to do with the need to boost output and service delivery. Therefore, because of political interference Lusaka City Council may be compelled to recruit party cadres that are not qualified.

Moonga's study added some focus to this study by providing a comprehensive foresight of the presence of political influence in the recruitment process. It is therefore justifiable that political and other influence exist in the recruitment process with the education systems. The kinds of influence give rise to the employment and promotion of ill-qualified and incompetent personnel in the education sector. Such misdirected promotions result in mismanagement of educational institutions.

A report by the United Nations Development Programme in Indonesia revealed that strengthening of local capacity in local authorities meant improving the professional standards of central officials stationed at the lower levels of government. The study revealed that local authorities in Indonesia did not have adequate professional staff. This was essential since many local authorities were ill-equipped to implement development projects due to the lack of qualified personnel (Human Development Report, 1993). This study benefited from the United Nations report because it highlighted the importance of recruiting individuals with the right qualifications and competence. The study noted constraints by local authorities in undertaking developmental projects due to lack of qualified personnel. This study was also interested in establishing some of the constraints that Mazabuka district education office faces in the recruitment and selection of qualified personnel.

Alikipo (2007) conducted a study under the title; A Comparative Study of Recruitment and Selection Policies and Practices for Academic Staff at first Appointment in Higher Education. In this study, he explored and analysed recruitment and selection policies and practices with emphasis on the extent of formality in the processes of manpower planning, implications of budgetary situations on recruitment and selection, effects of various influences like government intervention or political interference, the economy and trade unions on recruitment and selection and further determining adjustments and adaptations in policy and practices arising from those changes. The study established that among the major factors that influenced recruitment in the

two university colleges were: corporate policy, the economy, labour market, government intervention, remuneration and management style. Although the subject area for the study was broad, this investigation benefited from it because it highlighted factors that influenced recruitment and selection of professional staff at the two higher institutions of learning in the United Kingdom. It was also important in directing this research because the highlighted study dwelt on the significance of good education management, which is the direction of this research. However, unlike Alikipo's study, this one seeks to establish factors that affect recruitment and selection in the education sector, as opposed to higher learning institutions.

2.6 Personal Critique

Accountable education systems rely on laws promoting transparency, a free press, and an active civil society. Additionally, organisational structures and administrative procedures must be clear-cut and built on principles of accountability and transparency. Necessary factors for success include: politically independent administrations, clear-cut management rules and procedures, clear standards and rules for merit-based teacher recruitment and promotion (CMI, 2006). Any deviation from the right course of the standard requirements of recruitment, selection and appointment for promotion gives way to a faulty and ineffective system. Any organisation that overlooks the guidelines and expectations of the recruitment procedures and the associated ethical implications directly influences its fall. A management team that is ushered into office without adherence to the implications of qualifications and competence will definitely operate without confidence and proficiency thereby exacerbating conflicts, frustrations and a downgraded productivity in the system. This is a common phenomenon in the education sector today in which such importance norms as merit and professionalism are consistently lacking.

2.7 Establishment of the Gap

All the reviewed studies show some ineffectiveness in the selection of staff for promotion to management or other senior positions. The identified gaps are basically as a result of lack of supported autonomy among the bodies responsible for the promotional exercise.

There seems to be a widening gap between the need for a stable and reliable information management system and the actual scenario in district education offices. Information about staff qualifications and professional achievements is not gathered and stored reliably and never up to date. This then effects the professional identification of the right candidate to be earmarked for

promotion. The disbursement of information about such vacancies has serious shortcoming. Many are the times that such information is issues only to a selected group of individuals. The majority and usually potentials contenders are either do not get hold of this information or get it late. Corrupt practices such as nepotism and other forms of unfair considerations in the recruitment process hinder the achievement of a high-class, professional and highly competent education management team.

The intent of this study is to provide evidence of the presence of lapses in the promotional processes and elicit measures and strategies that might improve the effectiveness of the selection of teachers for promotion to management positions in the education system. It is hoped that the achievement of effective teacher promotion criteria will result in an improved school management system that fosters the provision of quality education.

2.8 Conceptual Framework

The study used the following conceptual framework.

INDEPENDENT VARIABLES   **DEPENDENT VARIABLE**

Lack of an effective information management system.

Lack of fair criteria for recruiting, selecting and appointing staff.

Lack of a dependable information communication system.

Lack of continuous update of staff professional achievements.

Corruption in the public administration fraternity.

Effective staff recruitment, selection and appointment for promotion.

The above framework proposes that the perceived inefficiency and ineffectiveness in the process of recruiting, selecting and appointing members of staff, in the education system, for promotion is most likely to be influenced by five major variables. These variables include; the lack of an

effective information management system for storing and verifying information about professional achievements and competences of the existing members of staff. The other factors attributed to are the lack of fair and dependable criteria for recruiting, selecting and appointing staff for promotion as well as the lack of a reliable system for communicating vital information to all the stakeholders or prospective contenders. Lack of a mechanism to enable continuous update of staff professional progress and achievements and the prevalence of corruption in the public administration fraternity are other variables seen to have influence on staff recruitment, selection and appointment.

2.9 Theoretical Framework

The policies of an organisation can affect its recruitment, selection and appointment of personnel. A recruitment and selection policy states the requirements for particular positions in the organisation. (Bhaskar, 2007) states that policies and practices of every organisation affect the quality of staff recruitment, selection and appointment processes. This is because a policy statement for recruitment states, for example, whether or not the organisation will seek candidates on the basis of their qualifications and competence for the vacant position that may be available. A recruitment and selection policy that reminds recruiters and selectors about the implications of recruiting ill-skilled personnel can go a long way towards ensuring that the right people with the right qualifications and competences are hired (Cole, 2002). A lack of a good recruitment and selection policy or just a lack of adherence to it can make it difficult for an organisation to recruit, select and appoint or promote the most desired human resources. This may result in staff shortages and misplacement of qualified people in the organisation and consequently giving rise to a haphazard way of carrying out functional and productive operations.

Recruitment based on unprofessional preferences such as appeasing political supporters in government departments may result in recruiting ill-qualified personnel. Therefore, because of political interference, ill-qualified people may be recruited and placed in positions where they fail to perform. In view of the above, it becomes difficult for non-autonomous authorities to recruit adequately qualified personnel based on merit. Lolojih (2008) noted that during the reigns of governors in particular councils such as Lusaka City Council, councils were influenced to employ party cadres in order to appease UNIP supporters and that the employment of party

functionaries had nothing to do with the need to boost output and service delivery. Therefore, because of political interference Lusaka City Council was compelled to recruit party cadres that were neither qualified nor competent. The theoretical framework shows that recruitment and selection policies are crucial in guiding local authorities towards engaging well qualified and competent personnel.

CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction

This chapter presents the details of the way the study was designed. The information hereunder includes; the description of the study area, the study population, sample size and sampling procedures, data collection instruments and procedures, validation of the data collection instruments, data analysis and an account of the variables and their effects, if any.

3.2 Research Site: Description of the Research Area

The study was conducted in Mazabuka district of Southern province. The targeted area was the whole of Mazabuka district, covering all the 103 schools in the district, both primary and secondary.

The research area lies in zone 2 of Zambia's three distinct agro-ecological zones. The area has an altitude of 950 m above sea level, with annual temperatures ranging from 0^0C to 38^0C, and average annual rainfall of 850 mm. The soils of this area are reddish loamy clay, deep well structured and well drained, with a sandy clay top soil of pH 5.5 to 6.0 (ZARI, 2013). The district's population is 261, 268 (CSO, 2010).

3.3 Research Design

The research design used in this study is a quantitative survey design. To this accord, the study relied on quantitative data. A quantitative survey design is a type of a research method used to gather information about some phenomenon and to draw conclusions about it based on empirical facts or quantities of feedback, in respect to conditions or variables that are found in a given situation (Kombo & Tromp, 2006). This design was suitable, for this study, because it provided for the collection of information regarding the naturally occurring characteristics of a particular group without changing the environment.

3.4 Target Population

Bryman (2004) defines study or target population as the universe of units from which the study sample is to be selected. The study intended to cover school administrators in the education system because the nature of the information required was highly associated with administration

and management in schools. For this reason, the study involved Head teachers and deputy head teachers, as respondents. Mazabuka district has a total of 103 schools (DEBS' Office, 2015), both primary and secondary. Since only Head teachers and deputy head teachers participated in the study, the study population was therefore 206, represented by 2 administrators from each of the 103 schools.

3.5 Sample Size

The selection of the district was done using purposive or non-probability sampling, owing to the observations made. Random sampling was used in the selection of the sample to ensure that there was no bias in the selection process of the study units. The sample that was selected comprised one hundred thirty-six (136) Head teachers and deputy head teachers. The sample size was determined as follows;

$n = N / 1 + N(e)^2$ where n = sample size, N = population and e = margin of error.

Total district sample:

$$n = N / 1 + N(e)^2$$
$$= 206 / 1 + 206\,(0.05)^2$$
$$= 206 / 1 + 206 \times 0.0025$$
$$= 206 / 1 + 0.515$$
$$= 206 / 1.515$$
$$= 135.9735974$$
$$= 1\textbf{36}.$$

The study involved a total of 136 study units or respondents drawn from among the administrators in schools in the education system.

3.6 Sampling Procedures

The selection of the study units was done using Excel Randomisation, a form of probability sampling. All the members or elements of the study population were coded and randomised in Microsoft Excel, in which each element had an equal but non-zero chance of participating in the study. This entails that every individual holding an administrative position (Head teacher/deputy head teacher) was accorded an equal opportunity of being part of the study sample. This approach intended to ensure that only the pre-desired study units or respondents (Head

teachers/deputy head teachers) were selected for the sake of achieving a provision of insight with regard to the study direction.

3.7 Data Collection Instruments

The study relied on structured questionnaires and interviews to gather primary data. Secondary data was obtained from the local District Education Office (DEO), School Administrative Offices, Teachers' Unions and any other relevant sources, including publications.

3.8 Validation of the Data Collection Instruments

The data collection instruments were both face and content validated. They were submitted to the research supervisors for scrutiny and authentication. All recommendations from the supervisors were effected before administering the instruments. The research instruments were further validated by means of a pilot study.

3.9 Data Collection Procedures

Data were collected within a period of 20 days. The researcher distributed the data collection instruments to the respondents in their respective schools and collected the questionnaires by the agreed time, within 20 days. Secondary data was sought during the visits to schools for the distribution and collection of the data collection instruments.

3.10 Data Analysis

The data gathered were systematically coded in Microsoft Excel spread sheets and then subjected to statistical analysis using STATA in order to generate tabulations, cross tabulations, t-tests, regression tests, and the Chi square test of association.

3.11 Triangulation

To facilitate validation of the data, the collected data were cross-verified by comparing it to the data that would be obtained from a parallel source that would involve respondents that were not holding any administrative positions. The data collected from a pilot study were also used to cross-verify and validate the collected data.

3.12 Ethical Considerations

In most social science researches, the participants are known to the researcher and anonymity is thus exclusively impossible. In such an instance, the researcher must assure the participants that

their identities as well as their feedback would be treated with prime confidentiality, and never to be revealed to any third party (Parahoo, 2006). The researcher assured the respondents that their identity would not be disclosed by both parties and the feedback would equally be treated with high confidentiality. The respondents were also assured that their responses would only be used for the research and academic purposes and none of them would be disclosed to any person or office for any ill purposes to disadvantage any of the respondents. The findings of the study would only be used for purposes of implementing change in and for the improvement of the education system, should there be need.

3.13 Limitations of the Study

This study was conducted under the following constraints;

~ The period of time in which the study was to be completed was short.

~ The financial challenges hindered the production of better work as the study was not externally funded and all expenses were met by the researcher. This fact contributed to the limiting of the study population as well as the sample size, which is likely to produce findings that might not be very representative hence limiting their generalisation.

CHAPTER FOUR

4.0 STUDY FINDINGS

4.1 Demographic Characteristics of the Respondents

Below is a presentation of the demographic attributes of the study units. The covered characteristics include institutional residence, gender, age group and position of the respondents as well as their management and educational level achievements.

Table 4.1   Demographic Characteristics of the Respondents

Characteristic	Classification	Frequency	Percentage
Residence	Rural	87	64
	Urban	49	36
Gender	Male	90	66
	Female	46	34
Age	31 - 35	2	1.47
	36 - 40	10	7.35
	41 - 45	14	10.29
	46 - 50	32	23.53
	51 +	78	57.35
Position	Head teacher	68	50
	Deputy head teacher	68	50
Ed. Management Training	Trained	84	62
	Not trained	52	38
Highest Qualification	Primary certificate	25	18.38
	Primary diploma	22	16.18
	Primary degree	1	0.74
	Secondary Certificate	2	1.47
	Secondary diploma	54	39.71
	Secondary degree	32	23.53

Table 4.1 shows that, both rural and urban institutions participated in the study, with 49 (36%) urban and 87 (64%) rural representatives. There were more males than females that participated, 46 (34%) females and 90 (66%) males. There was equal representation by Head teachers and deputy head teachers at 68 (50%). Only 1 respondent (0.74%) had a Primary Degree while the highest proportion (54; 39.71%) held Secondary Diplomas. Of all the respondents, none

possessed either a Master's or Doctoral degree. 52 (38%) respondents did not have any official training or qualification in education management or administration. Further, the age pattern of the respondents was in ascending order with none below 31 years, only 2 (1.47%) between 30 and 36 while the majority (78; 57.35%) were above 50 years of age.

4.2 Management of District Staff Records

This part presents the details about the nature and quality of management of educational staff records in the district.

4.2.1 Database and Website Use

The following table gives details pertaining to the presence and use of a database and a website by the district education boarding in managing district staff information.

Table 4.2.1   Database and Website Use

Variable	Response	Frequency	Percentage
Website use	Yes	39	28.68
	No	97	71.32
Database use	Yes	59	43.38
	No	77	56.62

Table 4.2.1 shows that 59 (43.38%) of the total responses agreed that the district had a database in place which it used for the management of district staff information while 77 (56.62%) of the responses said that the district did not have a database in place. In addition, 39 (28.68%) of the respondents said the district had a website in place while the other 97 (71.32%) indicated that the district did not have a website.

4.2.2 Types of Systems used to Submit and Store Staff Data/Records

This part presents the details of the types of systems that the district used for data submission and keeping of staff records.

Table 4.2.2   Types of Systems used to Submit and Store Staff Data/Records

Variable	Response	Frequency	Percentage
Record keeping	Manual	95	69.85
	Electronic	41	30.15
Data submission	Manual	95	69.85
	Electronic	41	30.15

Table 4.2.2 indicates that the district uses manual systems for both data submission and record keeping. Only 41 (30.15%) responses indicated that the district was using an electronic system to keep and manage staff records while 95 (69.85%) of the responses said the district used a manual system for keeping and managing staff records. All the 136 responses, representing 100%, indicated that teachers were using manual systems for submitting data to the district office.

4.2.3 Updating of Teacher Qualifications

The following chart gives details of the quality of record updating following professional achievements of teachers that upgrade their qualifications.

Chart 4.2.3   Updating of Teacher Qualifications

Chart 4.2.3   Updating of Teacher Qualifications
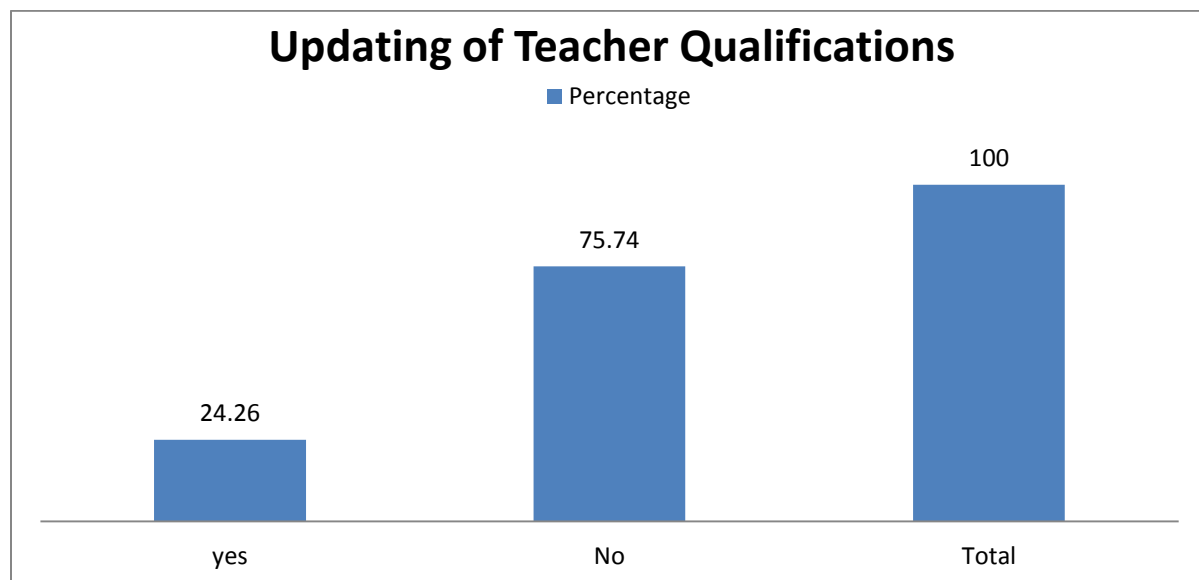
Chart 4.2.3 shows that the records of teacher professional qualifications are not timely and sufficiently updated. This is justified by the 33 (24.26%) of the total responses that agreed to say the district always had an updated record of teachers by their current/latest qualifications. The majority, 103 (75.74%) responses said that the district did not always have an updated record of teacher qualifications.

4.2.4 Contact Details of Teachers

Below is a presentation of the information regarding the state of the contact details of teachers, as kept by the district education office.

Chart 4.2.4   Contact Details of Teachers
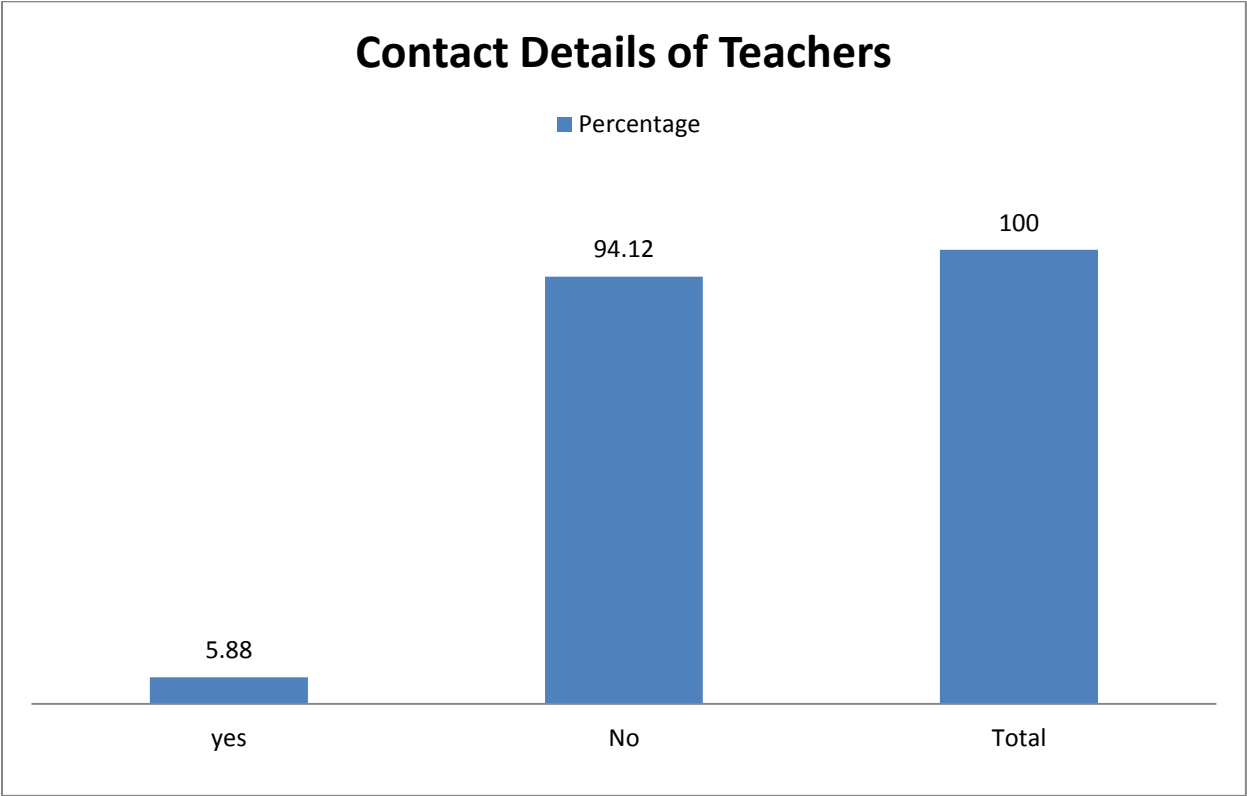
Chart 4.2.4 shows that only 8 (5.88%) of the total respondents said the district had an up-to-date record of the contact details of teachers while the majority, 128 (94.12%) indicated that the district did not have a record of contact details of teachers which is up-to-date.

4.2.5 Updating of Information Management System and Teacher Records

This part presents the details of how often the district staff record management system was being updated and also whether or not the district record of staff data was up to date.

According to the findings, the district's information management is rarely updated. Only 26 (19.12%) responses said that the system was often updated. 71 (52.21%) responses, representing more than half of the total number of respondents, said that the system was rarely updated. 39 (28.67%) responses indicated that the system was very rarely updated.

4.3 District Information Communication System

This part presents the details about the nature and quality of the Information Communication System and its management in the district.

4.3.1 Modes of Communication used in the District

Below is a presentation of the modes of information dissemination that the district uses to communicate with its staff regarding advertisements.

Chart 4.3.1 Modes of Communication used in the District
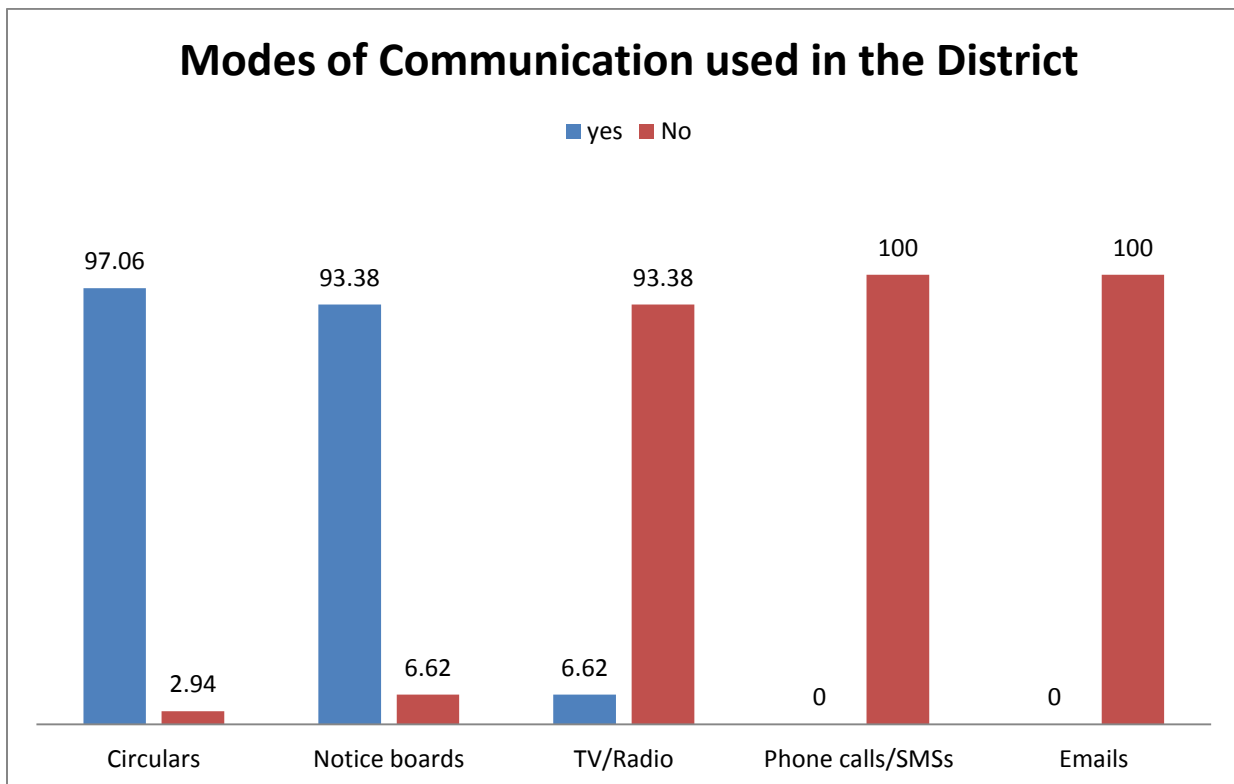
Chart 4.3.1 shows that communication in the district is majorly through circulars sent through Head teachers and the notice boards at the district office. Out of 136 valid responses, 127 (93.38%) indicated that communication was mainly done through the notice boards at the district office while 132 (97.06%) responses showed that communication was also majorly done through circulars sent to schools through Head teachers. Only 9 (6.62%) responses indicated that the district communicated the advertisements through televisions or radios. The findings further show that advertisements are never communicated through phone calls, short massage services (SMSs) and emails.

4.3.2 Effectiveness of Information Communicated through Head Teachers

The following section gives details of the assessment of the effectiveness of information communicated by means of circulars through Head teachers.

The findings showed that only 7 (5.15%) responses of the 136 supported that the information communicated through Head teachers reached the teachers timely and in its correct form while the other 129 (94.85%) indicated that information communicated through Head teachers did not reach all teachers in correct form and on time.

4.3.3 Complaints about the Effectiveness of Advertisement Messages

This part presents the details regarding the effectiveness of advertisement messages as well as the levels of complaints about the inefficiencies in the dissemination of vacancy messages.

According to the study findings, only 7 (5.15%) responses of the 136 supported that the advertisement information reached all eligible teachers timely and in its correct form while the other 129 (94.85%) indicated that information regarding promotion advertisements did not reach all eligible teachers in correct form and on time. The table also confirms that Head teacher were aware of teachers having complained about not receiving promotion advertisement messages on time and in their correct form. This was backed by 134 (98.53%) responses out of the 136 valid responses.

4.4 District Staff Promotion Procedures

This part presents the details about the reliability of the staff promotion procedures in the district. The section gives a clear picture of the state in which promotion procedures are in the district.

4.4.1 Effectiveness of the dissemination of the Vacancy Advertisement

Below is a chart giving data regarding the effectiveness of the vacancy advertisement procedures in the district.

Chart 4.4.1   Effectiveness of Dissemination of the Vacancy Advertisements

Effectiveness of Vacancy Advertisements

■ Percentage

	Yes	No	Total
Percentage	18.38	81.62	100
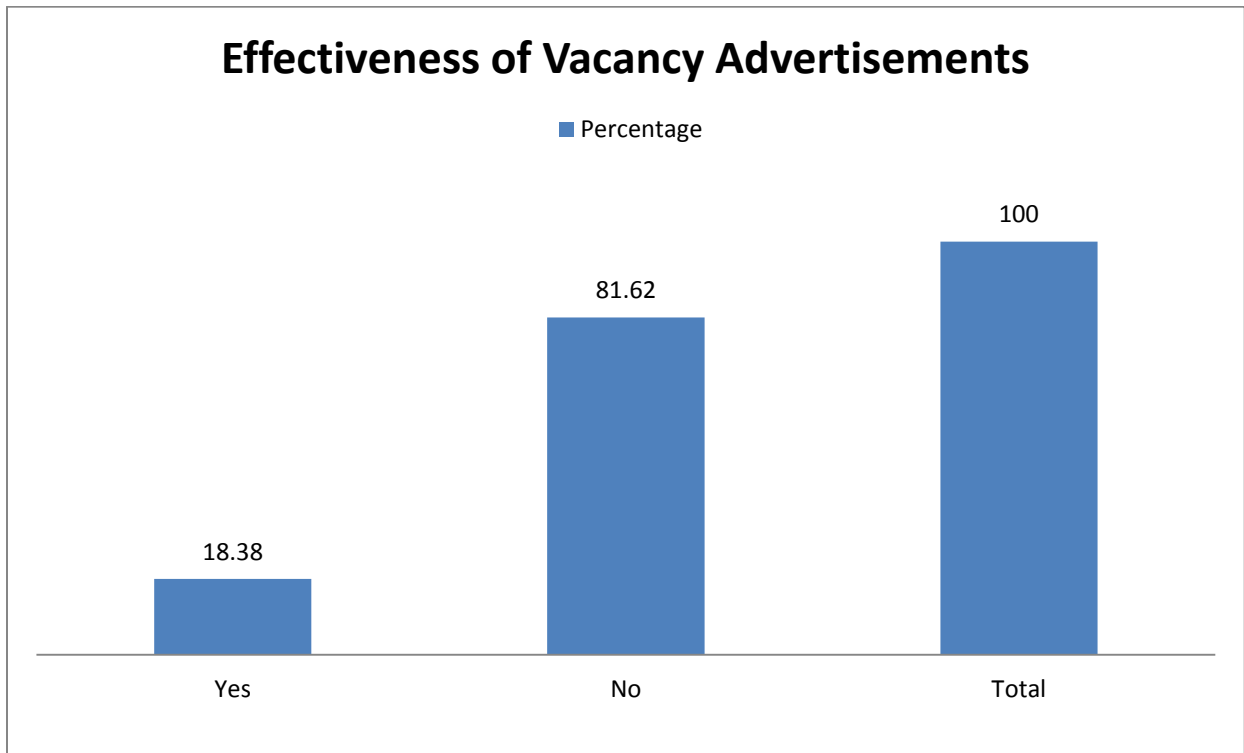
Chart 4.4.1 depicts that only 25 (18.38%) responses agreed that every eligible teacher was made aware of the existing vacancy and the need for it to be filled up on time while the majority, represented by 111 (81.62%) responses indicated that not every teacher was made aware of the existence of a vacancy and the need to fill it up on time.

4.4.2 Rising of Teachers to Administrative/Management Positions

The chart below presents information regarding the rising of teachers to Administrative/Management positions in the district.

Chart 4.4.2   Rising of Teachers to Administrative/Management Positions

Chart 4.4.2 indicates that only 7 (5.15%) responses claimed that all the teachers holding Administrative/Management positions in schools obtained those positions purely on merit. To the contrary, the majority responses, 129 (94.85%) said that some of the individuals in Administrative/Management positions did not rise to the positions purely on merit.

4.4.3 Existence of Corruption in the Promotion Process

The table below presents the perception of the study respondents about the prevalence of some forms of corruption in the process of staff promotion in the district.

Table 4.4.3   Existence of Corruption in the Promotion Process

Variable	Response	Frequency	Percentage
Corruption present	Yes	133	97.79
	No	3	2.21
Promotions on merit	Yes	7	5.15
	No	128	94.85

Table 4.4.3 indicates that only 7 (5.15%) responses claimed that all the teachers holding Administrative/Management positions in schools obtained those positions purely on merit while the majority responses, 129 (94.85%) said that some of the individuals in administrative/management positions did not rise to the positions purely on merit. The table further shows that 3 (2.21%) respondents indicated that there were no forms of corruption in the promotion process while 133 (97.79%) respondents out of the 136 alluded to the prevalence of some forms of corruption in the promotion process.

4.4.4 Reliability of the Selection/Promotion Procedures

Below is a presentation of the details pertaining to whether the selection/promotion procedures are reliable or not.

The findings indicated that only 3 (2.21%) responses said the promotion procedures were very reliable or fair, 26 (19.12%) respondents said the promotion procedure were just reliable or fair and the majority, 107 (78.67%) said that the promotion procedure were not reliable or fair at all. The table also shows that 7 (5.15%) responses claimed that all the teachers holding Administrative/Management positions in schools obtained those positions purely on merit while the majority responses, 129 (94.85%) said that some of the individuals in administrative/management positions did not rise to the positions purely on merit. The table further shows that 5 (2.21%) respond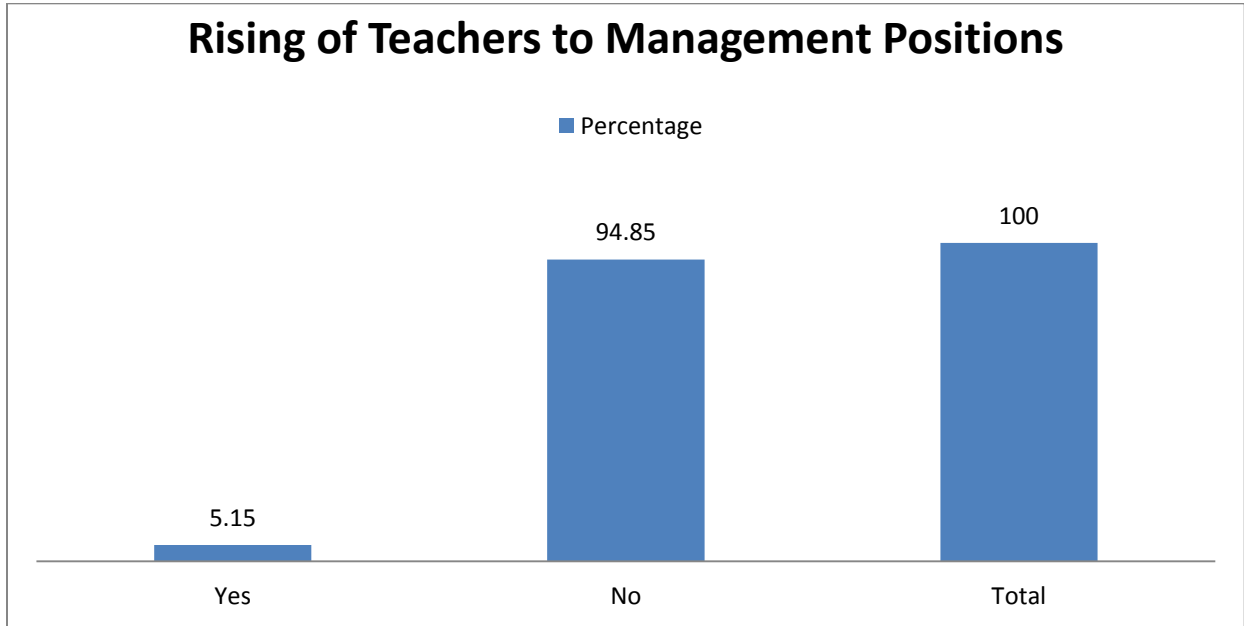ents indicated that there were not forms of corruption in the promotion process while 133 (97.79%) respondents out of the 136 alluded to the prevalence of some forms of corruption in the promotion process.

4.4.5 Reasons for Promoting Incompetent Teachers to Administrative Positions

The following section presents the relationship between the presence of incompetent teachers in administrative/management positions and the reasons why that is the case.

According to the findings, there are various forms of corruption in the promotion process because there are teachers that have ascended to administrative/management positions beyond merit provisions as justified by 133 (97.79%) responses in support of this fact against the 3 (2.21%) denying the vice (table 4.4.3). The findings also showed that 93 (68.38%) responses alluded to nepotism, 113 (83.08%) responses alluded to bribery and 90 (66.17%) responses alluded to political influence as some forms of corruption existing in the promotion process that

have given way to the rising of incompetent and ill-qualified persons to positions of responsibility in the education system.

4.4.6 All eligible Teachers Apply for Advertised Positions/Promotion

The tabulation below gives the details pertaining to applications for promotion by eligible teachers.

Table 4.4.6   Do all eligible Teachers Apply for Advertised Positions/Promotion?

Variable	Response	Frequency	Percentage
All eligible staff apply for promotion	Yes	7	97.79
	No	129	2.21
Total		136	100.00

Table 4.4.6 shows that, only 7 (5.15%) responses supported that all eligible teachers do apply for promotion to advertised positions while the 129 (94.85%) respondents indicated that not all eligible teachers do apply for promotion.

4.4.7 Reasons Why not All Eligible Teachers Apply for Promotion

The following section presents the reasons why not all eligible teachers apply for promotion to advertised position.

According to the study findings, not all eligible teachers apply for promotion. This was vindicated by the 129 (94.85%) responses in support against a total of 136. Further, 109 (80.15%) of the total valid responses identified the perceived biasness (no confidence) and lack of adequate and timely information in the selection/promotion process as the major reasons why not all eligible teachers apply for promotion.

4.4.8 Reliability of the Selection/Promotion Procedures

The following table presents the rating details of the perceptions regarding the reliability of the selection/promotion procedures used in the education system.

Table 4.4.8   Reliability of the Selection/Promotion Procedures

Variable	Response	Frequency	Percentage
Reliability	Very reliable	3	2.21
	Reliable	26	19.12
	Not reliable	107	78.67
Total		136	100.00

Table 4.4.8 shows that the selection/promotion process is not reliable. This evidence is drawn from the findings that only 3 (2.21%) responses said the process was very reliable/fair, 26 (19.12%) responses said the process was reliable/fair while the majority, 107 (78.67%) respondents cited that the selection/promotion process was not reliable/fair at all.

4.5 Statistical Tests for the Hypotheses

Below are presentations of the statistical tests done on the hypotheses. The relationship between variables (predictors and responses) was tested and the findings are as below.

4.5.1 Chi Square Test of Association

The following table shows the relationship between the overall update-status of the district's Information Management System and how regular teachers' records are updated.

Table 4.5.1   Chi Square Test of Association

Updating of MIS	Yes	No	Total
Very Often	8	18	26
Rarely	16	55	71
Very Rarely	1	38	39
Total	25	111	136

Pearson chi 2 (2)   =   9.9793   Pr   =   0.007

The statistics showed that the Pearson Chi-Square result was 0.007, measured with the assumed $\alpha = 0.05$ (at 95% level of significance). The calculated probability is less than $\alpha = 0.05$, and in this regard, the corresponding specific objective was achieved and we reject the null hypothesis and accept the alternative hypothesis. Therefore, there is a significant relationship between the overall update-status of the district's Information Management System and regular updating of staff records.

4.5.2 Regression Test

The following table shows the relationship between the overall update-status of the district's Information Management System and how regular teachers' records are updated.

Table 4.5.2   Regression Test

Source	SS	df	MS		No. of obs.	=	136
Model	4.32095654	1	4.32095654		F(1, 134)	=	9.74
Residual	59.4363964	134	0.4435552		Prob. > F	=	0.0022
Total	63.7573529	135	0.47227669		R-squared	=	0.0678
					Adj. R-squared=		0.0608
					Root MSE	=	.666
Yes	Coef.	Std. Err.	t	P>|t|	[95% Conf. Interval]		
No	0.4601802	0.1474388	3.12	0.002	0.1685719		0.7517884
_cons	1.25982	0.273797	4.60	0.000	0.718297		1.801343

The statistics showed that the Regression test result was at p = 0.002, measured with the assumed α = 0.05 (at 95% level of significance). The calculated probability is less than α = 0.05, and in this regard, the corresponding specific objective was achieved and we reject the null hypothesis and accept the alternative hypothesis. Therefore, there is a significant relationship between the overall update-status of the district's Information Management System and regular updating of staff records.

4.5.3 T-Test

The following table shows the relationship between the overall update-status of the district's Information Management System and how regular teachers' records are updated.

Table 4.5.3   T-Test

Two-sample t test with equal variances						
Group	Obs.	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
Yes	25	1.72	0.1083205	0.5416026	1.496437	1.943563
No	111	2.18018	0.0655078	0.6901673	2.050359	2.310001
Combined	136	2.095588	0.058929	0.6872239	1.979045	2.212132
diff		-0.4601802	0.1474388		-0.7517884	-0.1685719

diff = mean (1) - mean(2)	t = -3.1212
Ho: diff = 0	degrees of freedom = 134

Ha: diff < 0	Ha: diff! = 0	Ha: diff > 0
Pr (T < t) = 0.0011	Pr (|T| > |t|) = 0.0022	Pr (T > t) = 0.9989

The statistics above showed that the t-test result was 0.002, measured with the assumed $\alpha = 0.05$ (at 95% level of significance). The calculated probability is less than $\alpha = 0.05$, and in this regard, the corresponding specific objective was achieved and we reject the null hypothesis and accept the alternative hypothesis. Therefore, there is a significant relationship between the overall update-status of the district's Information Management System and regular updating of staff records.

4.5.4 Chi Square Test of Association

The following table shows the relationship between advertising using circulars through Head teachers and the effectiveness of this mode of communication.

Table 4.5.4   Chi Square Test of Association

	(Circulars)		
Response	None	Yes	**Total**
(Method Effectiveness)			
Very Effective	0	1	1
Effective	4	53	57
Not Effective	5	73	78
Total	9	127	136

Pearson chi 2 (2)   =   0.0910   Pr   =   0.955

The statistics showed that the Pearson Chi-Square result was 0.955, measured with the assumed $\alpha = 0.05$ (at 95% level of significance). The calculated probability is greater than $\alpha = 0.05$, and in this regard, the corresponding specific objective was achieved and we accept the null hypothesis and reject the alternative hypothesis. Therefore, the use of circulars in the communication system is not a factor of significant influence on the effectiveness of the communication system.

4.5.5 Chi Square Test of Association

The following table shows the relationship between advertising using notice boards at the district office and the effectiveness of this mode of communication.

Table 4.5.5   Chi Square Test of Association

Response	(Method Effective) Very Effective	Effective	Not Effective	Total
(Notice boards)				
None	0	1	2	3
Yes	1	56	75	132
No	0	0	1	1
Total	1	57	78	136

Pearson chi 2 (4)   =   0.8794   Pr   =   0.927

The statistics showed that the Pearson Chi-Square result was 0.927, measured with the assumed $\alpha = 0.05$ (at 95% level of significance). The calculated probability is greater than $\alpha = 0.05$, and in this regard, the corresponding specific objective was achieved and we accept the null hypothesis and reject the alternative hypothesis. Therefore, the use of notice boards at the district office in the communication system is not a factor of significant influence on the effectiveness of the communication system.

4.5.6 Regression Test

The following table shows the relationship between advertising using circulars through Head teachers and the effectiveness of this mode of communication.

Table 4.5.6   Regression Test

Source	SS	df	MS		No. of obs.	=	136
Model	0.000258078	1	0.000258078		F(1, 134)	=	0.00
Residual	8.40415369	134	0.062717565		Prob. > F	=	0.9489
Total	8.40441176	135	0.062254902		R-squared	=	0.0000
					Adj. R-squared=		-0.0074
					Root MSE	=	.25043
Yes	Co-eff.	Std. Err.	t	P>|t|	[95% Conf. Interval]		
No	0.0026999	0.0420887	0.06	0.949	-0.0805443		0.0859441
_cons	0.9268951	0.1101213	8.42	0.000	0.7090944		1.144696

The statistics showed that the Regression test result was at p = 0.949, measured with the assumed α = 0.05 (at 95% level of significance). The calculated probability is greater than α = 0.05, and in this regard, the corresponding specific objective was achieved and we accept the null hypothesis and reject the alternative hypothesis. Therefore, the use of circulars in the communication system is not a factor of significant influence on the effectiveness of the communication system.

4.5.7 Regression Test

The following table shows the relationship between advertising using notice boards at the district office and the effectiveness of this mode of communication.

Table 4.5.7   Regression Test

Source	SS	df	MS				
					No. of obs.	=	136
Model	0.000494777	1	0.000494777		F(1, 134)	=	0.02
Residual	3.97009346	134	0.029627563		Prob. > F	=	0.8974
Total	3.97058824	135	0.029411765		R-squared	=	0.0001
					Adj. R-squared=		0.0073
					Root MSE	=	0.17213
Yes	Coef.	Std. Err.	t	P>|t|	[95% Conf. Interval]		
No	0.0037383	0.0289281	0.13	0.897	-0.0534763		0.060953
_cons	0.9757009	0.0756876	12.89	0.000	0.8260041		1.125398

The statistics showed that the Regression test result was at $p = 0.897$, measured with the assumed $\alpha = 0.05$ (at 95% level of significance). The calculated probability is greater than $\alpha = 0.05$, and in this regard, the corresponding specific objective was achieved and we accept the null hypothesis and reject the alternative hypothesis. Therefore, the use of notice boards at the district office in the communication system is not a factor of significant influence on the effectiveness of the communication system.

4.5.8 Chi Square Test of Association

The following table shows the relationship between the reliability of the selection/promotion process and poor communication in the process of staff promotion.

Table 4.5.8   Chi Square Test of Association

Response	(Poor Communication) None	Yes	Total
(Process Reliability)			
Very Reliable	0	3	3
Reliable	2	24	26
Not Reliable	33	74	107
Total	35	101	136

Pearson chi 2 (2)   =   6.9278   Pr   =   0.031

The statistics showed that the Pearson Chi-Square result was 0.031, measured with the assumed $\alpha = 0.05$ (at 95% level of significance). The calculated probability is less than $\alpha = 0.05$, and in this regard, the corresponding specific objective was achieved and we reject the null hypothesis and accept the alternative hypothesis. Therefore, there is a significant relationship between poor communication in the selection/promotion process and the reliability of the promotion procedures.

4.5.9 Chi Square Test of Association

The following table shows the relationship between the reliability of the selection/promotion process and nepotism in the process of staff promotion.

Table 4.5.9   Chi Square Test of Association

	(Nepotism Presence)		
Response	None	Yes	**Total**
(Process Reliability)			
Very Reliable	3	0	3
Reliable	23	3	26
Not Reliable	17	90	107
Total	43	93	136

Pearson chi 2 (2)   =   57.5901   Pr   =   0.000

The statistics showed that the Pearson Chi-Square result was 0.000, measured with the assumed $\alpha = 0.05$ (at 95% level of significance). The calculated probability is less than $\alpha = 0.05$, and in this regard, the corresponding specific objective was achieved and we reject the null hypothesis and accept the alternative hypothesis. Therefore, there is a significant relationship between nepotism in the selection/promotion process and the reliability of the promotion procedures.

4.5.10 Chi Square Test of Association

The following table shows the relationship between the reliability of the selection/promotion process and bribery in the process of staff promotion.

Table 4.5.10   Chi Square Test of Association

Response	(Bribery Presence) None	Yes	**Total**
(Process Reliability)			
Very Reliable	3	0	3
Reliable	7	19	26
Not Reliable	13	94	107
Total	23	113	136

Pearson chi 2 (2)   =   18.3206   Pr   =   0.000

The statistics showed that the Pearson Chi-Square result was 0.000, measured with the assumed $\alpha = 0.05$ (at 95% level of significance). The calculated probability is less than $\alpha = 0.05$, and in this regard, the corresponding specific objective was achieved and we reject the null hypothesis and accept the alternative hypothesis. Therefore, there is a significant relationship between bribery in the selection/promotion process and the reliability of the promotion procedures.

4.5.11 Chi Square Test of Association

The following table shows the relationship between the reliability of the selection/promotion process and political influence among selecting authorities in the process of staff promotion.

Table 4.5.11   Chi Square Test of Association

Response	(Political Influence) None	Yes	**Total**
(Process Reliability)			
Very Reliable	3	0	3
Reliable	7	19	26
Not Reliable	36	71	107
Total	46	90	136

Pearson chi 2 (2)   =   6.4242   Pr   =   0.040

The statistics showed that the Pearson Chi-Square result was 0.040, measured with the assumed $\alpha = 0.05$ (at 95% level of significance). The calculated probability is less than $\alpha = 0.05$, and in this regard, the corresponding specific objective was achieved and we reject the null hypothesis and accept the alternative hypothesis. Therefore, there is a significant relationship between political influence among selecting authorities in the selection/promotion process and the reliability of the promotion procedures.

4.5.12 Regression Test

The following table shows the relationship between the reliability of the selection/promotion process and poor communication in the process of staff promotion.

Table 4.5.12   Regression Test

Source	SS	df	MS		No. of obs.	=	136
Model	1.49576504	1	1.49576504		F(1, 134)	=	6.92
Residual	28.9748232	134	0.216230024		Prob. > F	=	0.0095
Total	30.4705882	135	0.225708061		R-squared	=	0.0491
					Adj. R-squared=		0.0420
					Root MSE	=	0.46501
Yes	Coef.	Std. Err.	t	P>|t|	[95% Conf. Interval]		
No	-0.2398868	0.091208	-2.63	0.010	-0.4202803		-0.0594934
_cons	2.942857	0.0786003	37.44	0.000	2.7874		3.098315

The statistics showed that the Regression test result was at $p = 0.01$, measured with the assumed $\alpha = 0.05$ (at 95% level of significance). The calculated probability is less than $\alpha = 0.05$, and in this regard, the corresponding specific objective was achieved and we reject the null hypothesis and accept the alternative hypothesis. Therefore, poor communication has a significant effect on the reliability/fairness of the selection/promotion process.

4.5.13 Regression Test

The following table shows the relationship between the reliability of the selection/promotion process and nepotism in the process of staff promotion.

Table 4.5.13   Regression Test

Source	SS	df	MS		No. of obs.	=	136
Model	12.125502	1	12.125502		F(1, 134)	=	88.57
Residual	18.3450863	134	0.136903629		Prob. > F	=	0.0000
Total	30.4705882	135	0.225708061		R-squared	=	0.3979
					Adj. R-squared=		0.3934
					Root MSE	=	0.37
Yes	Coef.	Std. Err.	t	P>|t|	[95% Conf. Interval]		
No	0.6421605	0.0682341	9.41	0.000	0.5072055		0.7771156
_cons	2.325581	0.0564252	41.22	0.000	2.213982		2.437181

The statistics showed that the Regression test result was at p = 0.00, measured with the assumed $\alpha = 0.05$ (at 95% level of significance). The calculated probability is less than $\alpha = 0.05$, and in this regard, the corresponding specific objective was achieved and we reject the null hypothesis and accept the alternative hypothesis. Therefore, nepotism has a significant effect on the reliability/fairness of the selection/promotion process.

4.5.14 Regression Test

The following table shows the relationship between the reliability of the selection/promotion process and bribery in the process of staff promotion.

Table 4.5.14   Regression Test

Source	SS	df	MS		No. of obs.	=	136
Model	3.01310459	1	3.01310459		F(1, 134)	=	14.70
Residual	27.4574836	134	0.204906594		Prob. > F	=	0.0002
Total	30.4705882	135	0.225708061		R-squared	=	0.0989
					Adj. R-squared=		0.0922
					Root MSE	=	0.45267
Yes	Coef	Std. Err.	t	P>|t|	[95% Conf. Interval]		
No	0.3970758	0.1035486	3.83	0.000	0.1922747		0.6018769
_cons	2.434783	0.0943874	25.80	0.000	2.248101		2.621464

The statistics showed that the Regression test result was at p = 0.00, measured with the assumed α = 0.05 (at 95% level of significance). The calculated probability is less than α = 0.05, and in this regard, the corresponding specific objective was achieved and we reject the null hypothesis and accept the alternative hypothesis. Therefore, bribery has a significant effect on the reliability/fairness of the selection/promotion process.

4.5.15 Regression Test

The following table shows the relationship between the reliability of the selection/promotion process and political influence among selecting authorities in the process of staff promotion.

Table 4.5.15   Regression Test

Source	SS	df	MS				
					No. of obs.	=	136
Model	0.15561239	1	0.15561239		F(1, 134)	=	0.69
Residual	30.3149758	134	0.226231163		Prob. > F	=	0.4084
Total	30.4705882	135	0.225708061		R-squared	=	0.0051
					Adj. R-squared=		-0.0023
					Root MSE	=	0.47564
Yes	Coef.	Std. Err.	t	P>|t|	[95% Conf. Interval]		
No	0.0714976	0.0862076	0.83	0.408	-0.099006		0.2420012
_cons	2.717391	0.0701289	38.75	0.000	2.578688		2.856094

The statistics showed that the Regression test result was at p = 0.408, measured with the assumed α = 0.05 (at 95% level of significance). The calculated probability is greater than α = 0.05, and in this regard, the corresponding specific objective was achieved and we accept the null hypothesis and reject the alternative hypothesis. Therefore, political influence among selecting authorities does not have a significant influence on the reliability/fairness of the selection/promotion process.

4.5.16 T-Test

The following table shows the relationship between the reliability of the selection/promotion process and poor communication in the process of staff promotion.

Table 4.5.16   T-Test

Two-sample t test with equal variances						
Group	Obs.	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
None	35	2.942857	0.0398075	0.2355041	2.861959	3.023756
Yes	101	2.70297	0.0517889	0.520472	2.600223	2.805718
Combined	136	2.764706	0.0407384	0.4750874	2.684138	2.845274
diff		0.2398868	0.091208		0.0594934	0.4202803
diff = mean (0) - mean(1)				t = 2.6301		
Ho: diff = 0				degrees of freedom = 134		
Ha: diff < 0			Ha: diff! = 0		Ha: diff > 0	
Pr (T < t) = 0.9952			Pr (|T| > |t|) = 0.0095		Pr (T > t) = 0.0048	

The statistics in the table above showed that the t-test result was 0.0095, measured with the assumed $\alpha = 0.05$ (at 95% level of significance). The calculated probability is less than $\alpha = 0.05$, and in this regard, the corresponding specific objective was achieved and we reject the null hypothesis and accept the alternative hypothesis. Therefore, there is a significant relationship between poor communication and the reliability of the selection/promotion procedures.

4.5.17 T-Test

The following table shows the relationship between the reliability of the selection/promotion process and nepotism in the process of staff promotion.

Table 4.5.17   T-Test

Two-sample t test with equal variances						
Group	Obs.	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
None	43	2.325581	0.0924679	0.6063525	2.138974	2.512189
Yes	93	2.967742	0.0184207	0.1776423	2.931157	3.004327
Combined	136	2.764706	0.0407384	0.4750874	2.684138	2.845274
diff		-0.6421605	0.0682341		-0.7771156	-0.5072055
diff = mean (0) - mean(1)				$t = -9.4111$		
Ho: diff = 0			degrees of freedom = 134			
Ha: diff < 0		Ha: diff! = 0		Ha: diff > 0		
Pr (T < t) = 0.0000		Pr (|T| > |t|) = 0.0000		Pr (T > t) = 1.0000		

The statistics above showed that the t-test result was 0.000, measured with the assumed $\alpha = 0.05$ (at 95% level of significance). The calculated probability is less than $\alpha = 0.05$, and in this regard, the corresponding specific objective was achieved and we reject the null hypothesis and accept the alternative hypothesis. Therefore, there is a significant relationship between nepotism in the selection/promotion process and the reliability of the selection/promotion procedures.

4.5.18 T-Test

The following table shows the relationship between the reliability of the selection/promotion process and bribery in the process of staff promotion.

Table 4.5.18   T-Test

Two-sample t test with equal variances						
Group	Obs.	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
None	23	2.434783	0.1517498	0.7277666	2.120073	2.749492
Yes	113	2.831858	0.0353389	0.3756579	2.761839	2.901878
Combined	136	2.764706	0.0407384	0.4750874	2.684138	2.845274
diff		-0.3970758	0.1035486		-0.6018769	-0.1922747
diff = mean (0) - mean(1)				t = -3.8347		
Ho: diff = 0				degrees of freedom = 134		
Ha: diff < 0		Ha: diff! = 0		Ha: diff > 0		
Pr (T < t) = 0.0001		Pr (|T| > |t|) = 0.0002		Pr (T > t) = 0.9999		

The statistics in the table above showed that the t-test result was 0.0002, measured with the assumed $\alpha = 0.05$ (at 95% level of significance). The calculated probability is less than $\alpha = 0.05$, and in this regard, the corresponding specific objective was achieved and we reject the null hypothesis and accept the alternative hypothesis. Therefore, there is a significant relationship between bribery in the selection/promotion process and the reliability of the selection/promotion procedures.

4.5.19 T-Test

The following table shows the relationship between the reliability of the selection/promotion process and political influence among selecting authorities in the process of staff promotion.

Table 4.5.19   T-Test

Two-sample t test with equal variances						
Group	Obs.	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
None	46	2.717391	0.086046	0.5835921	2.544086	2.890697
Yes	90	2.788889	0.0432582	0.4103833	2.702936	2.874842
Combined	136	2.764706	0.0407384	0.4750874	2.684138	2.845274
diff		-0.0714976	0.0862076		-0.2420012	0.99006
diff = mean (0) - mean(1)				t = -0.8294		
Ho: diff = 0				degrees of freedom = 134		
Ha: diff < 0		Ha: diff! = 0		Ha: diff > 0		
Pr (T < t) = 0.2042		Pr (|T| > |t|) = 0.4084		Pr (T > t) = 0.7958		

The statistics above showed that the t-test result was 0.408, measured with the assumed $\alpha = 0.05$ (at 95% level of significance). The calculated probability is greater than $\alpha = 0.05$, and in this regard, the corresponding specific objective was achieved and we accept the null hypothesis and reject the alternative hypothesis. Therefore, there is no significant relationship between political influence in the selection/promotion process and the reliability of the selection/promotion procedures.

CHAPTER FIVE

5.0 DISCUSSION

The study findings show that the process of recruiting, selecting and appointing staff for promotion in the education system is not effective. Further indications are that there is poor management of information, poor information communications system, uncertain or ambiguous criteria for promoting staff and the whole process of recruiting, selecting and appointing staff for promotion is marred with corruption. These findings correlate with the literature by Ibara (2010), Okpetu & Peretomode (1995), Durosaro, (2002) and Ololube (2013). There is also a substantial correlation between the findings of this study and the findings of the studies conducted by Lolojih (2008), Alikipo (1987), Moonga, (2005).

The findings of this study revealed that, clear, fair and sound promotion criteria or procedures, free from corruption, and an effective information management system, which enhances prudent record keeping, easy access to vital information as well as its retrieval, have a significant influence on the overall effectiveness of the recruitment, selection and appointment process with regard to promotion of staff to administrative/management positions. The study further found out that a good and reliable information communication system is an instrumental tool in fostering the existence of an effective promotion process, right from recruitment, through selection to appointment of staff.

The above facts have been arrived at as evidenced by the results of the statistical tests carried out on the hypotheses or the predictors associated with the specific objective. For specific objective number one; to assess the effectiveness of the information management system used in the district's education system, the information management system was found not be effective because it was not regularly updated. 111 out of 136 responses indicated that the system used in managing information was mostly not up to date (table 4.2.5). The Chi Square test result was $p=0.007$ (table 4.5.1), the Regression test result was $p=0.002$ (table 4.5.2) and the t-test result was $p=0.0022$ (table 4.5.3). All these statistical tests results show a p-value less than the assumed or theoretical p-value of 0.05 thus confirming the existence of a significant correlation between an up to date information system and an effective recruitment, selection and appointment process.

With reference to specific objective number two; to establish the fairness of the criteria used in the recruitment, selection and appointment of staff for promotion in the district's education system, the relationship between corruption and the reliability/fairness of the promotion criteria or procedures was investigated. The findings showed that there was presence of corruption in the promotion process as justified by 133 out of 136 responses (table 4.4.7). The major forms of corruption identified were nepotism, bribery and political influence. Nepotism is one form of corruption that was found to be playing a key role in compromising the quality of the recruitment, selection and appointment processes in the promotion of staff in the education system. The presence of nepotism was supported by 93 responses out of 136, representing 68.38% (table 4.4.5). The Chi Square test result was p=0.000 (table 4.5.9), the Regression test result was p=0.000 (table 4.5.13) and the t-test result was p=0.000 (table 4.5.17). All these statistical tests results show a p-value less than the assumed or theoretical p-value of 0.05 thus confirming the existence of a significant relationship between nepotism, a form of corruption, and an effective recruitment, selection and appointment process.

Bribery is one other form of corruption that was found to be playing a pivotal role in compromising the quality of the recruitment, selection and appointment processes in the promotion of staff in the education system. The presence of bribery was supported by 113 responses out of 136, representing 83.09% (table 4.4.6). The Chi Square test result was p=0.000 (table 4.5.10), the Regression test result was p=0.000 (table 4.5.14) and the t-test result was p=0.0002 (table 4.5.18). All these statistical tests results show a p-value less than the assumed or theoretical p-value of 0.05 thus confirming the existence of a significant relationship between bribery, a form of corruption, and an effective recruitment, selection and appointment process.

The third and final form of corruption cited in the study is political influence. The presence of bribery was supported by 90 responses out of 136, representing 66.18% (table 4.4.7). The Chi Square test result was p=0.040 (table 4.5.11). The statistical test result of the Chi Square test of association shows a p-value less than the assumed or theoretical p-value of 0.05 thus confirming the existence of a significant relationship between political influence, a form of corruption, and an effective recruitment, selection and appointment process.

The third specific objective; to investigate the reliability of the information communication system used in the district's education system, had the information communication system in

place weighed against the effectiveness of the recruitment, selection and appointment processes by statistical means. The findings showed that the statistical tests results were; the Chi Square test result was p=0.031 (table 4.5.8), the Regression test result was p=0.01 (table 4.5.12) and the t-test result was p=0.0095 (table 4.5.16). All these statistical tests results show a p-value less than the assumed or theoretical p-value of 0.05 thus confirming the existence of a significant relationship between a reliable information communication system and an effective recruitment, selection and appointment process.

According to Cole (2002), one of the first steps in planning for recruitment of employees into the organisation is to establish adequate policies and procedures. There are policies aimed at attracting and retaining effective teachers, recruiting competent people into the profession, and providing support and incentives for professional development and on-going high performance (Sikazwe et' al., 2003). Despite the existence of such policies, the system has been corrupted and there have been several appointments made on the basis of nepotism and other biased preferences.

It is prudent, according to the researcher's view, to agree with Cole and Sikazwe and others. A well formulated and observed policy direction is essential for successful recruitment, selection and appointment of staff in any organisation. The saddest side of all is that there are several policies in the education sector that are aimed at enhancing effectiveness and professionalism yet there existence is merely paper-bound. There are no stringent measures put in place to ensure the successful implementation of such policies.

For every successful professional undertaking, central to its success is an effective information management system. Record keeping and the management of records is a vital responsibility of the education administrators because of the indispensable role of records and information in the day-to-day activities of the education system. Education managers rely on the short and long-term data captured in records to make effective decisions about immediate issues and more comprehensive policies (Okpetu & Peretomode, 1995). According to Ibara (2010), without records there can be no accountability. The three writers justify the significance of good record keeping which is enhanced by the presence and utilisation of an effective information management system. It is indeed true and logical that accountability, fairness and professionalism may never be realised in the absence of a sound record keeping mechanism.

Educational leaders recognize the critical importance of teacher quality, yet they struggle with the question of how to find and recruit the best and the brightest within a relatively limited talent-pool. From an organizational standpoint, tapping into this talent requires a significant upfront investment of human and financial resources, aided by a sound information management system (Cole, 2004). Therefore, for the education sector to succeed in its endeavour to tap the best personnel during recruitment, selection and appointment processes, it should devise and sustain a sound information management system that will facilitate real-time record updating, access to data, data retrieval as well as information utilisation.

Effective use of data and information at middle and lower levels is of absolute necessity. Through a carefully controlled programme, schools and managers in the education system will be trained to improve not just the management of their institutions but make informed decisions based on the available information and what they are able to access on-line from other regions (Sikazwe et' al., 2003). The researcher agrees with Sikazwe and others that good decision-making is a product of sound information management.

In Gambia the introduction of Education Management Information Systems (EMIS) provided an objective means of tracking and ranking teachers by seniority, language skills, specialisation, and other relevant factors for appointment. The EMIS thus laid grounds for appointments and promotions made on the basis of merit. The information prevented appointments based on personal connections and other invalid grounds (Department of State Education of Gambia 2001, in B. I. Spector et al. 2005). According to statistics, 133 out of 136 responses, representing 97.79%, indicated that there were teachers that did not get promoted on merit. This fact suggests that in Zambia, Mazabuka district in particular, the EMIS has not served its purposed due to the presence of a number of lapses that it should have taken care of.

The integration of the world economy has been made possible with strong and efficient channels of communication. The nature of communication has undergone significant changes during the past few years. Now the economic power lies in the hands of the countries having very sound information technology networks. Communication is important from the point of view of understanding it in terms of a process, system, interactional base and structuring. There are various objectives of communication in business organisations. Prudence, coordination and enhanced economic, social, political and cultural growth are all products of good information

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systems. If the intended massage does not get to the right person, in the right format, then this could affect the entire organisation. Worse still, the wrong messages might be passed on to the wrong people. This could actually harm the organisation (Shariq, 2014). The researcher remains in agreement with Shariq. Statistics have shown that it is more often that the right information does not reach the right people at the right time. 129 out 136 (94.85) responses said that the right information did not reach the rightful persons on time and in its correct form.

The ideal thing is that vacant positions in the Teaching Service be advertised to promote fair and open competition and provide the best opportunity to attract a wide field of applicants. Unfortunately, competition for the advertised vacancies has not been fair over the years. There have been concerns with regard to the way advertisements have been run. It is questionable that information about the availability of vacancies has really been reaching all the prospective contenders. Statistics have shown that some prospective contenders do not get the right information at the right time and this fact has been vindicated by statistics. It has been confirmed that teachers have complained about not receiving the right information on time and in good form. 129 out 136 (94.85) responses said that the right information did not reach the rightful persons on time and in its correct form.

Corruption is a compounding variable in most remunerable circumstance. Corruption in the education system can take several faces such as bribes paid by parents to teachers to ensure good examination results, bribes paid by teachers to public officials to get preferred posting and promotion. ICT facilities have been adopted in most systems and organisations world-over in a bid to curb bias and enhance professionalism. It is however saddening to learn that, despite the presence of ICT facilities that aid professionalism, processes of staff recruitment, selection and appointment in the education sector are still being conducted in unprofessional ways, marred with various forms of corruption. In the past years, most promotions in the teaching fraternity were made on tribal and nepotistic lines (Phiri, 2013). The above citation from Phiri confirms the researcher's assertion that the promotion process in the education sector is not effective as it is not free of corruption. The fact that some members of staff in the teaching service have not been promoted on merit, justifies that the recruitment, selection and appointment process has not been fairly and professionally conducted over the years.

CHAPTER SIX

6.0 CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

The study revealed that education administration/management in schools in Mazabuka district was dominated by people who do not have official qualifications in education administration/management. It was also found that there were about twice the number of males than females holding administrative/management positions in schools. The study further indicated that the information management system being used in the district was rarely updated hence rendering it ineffective in as far as dependability of the information was concerned. The information communications system being used was equally ineffective because most of the targeted people did not receive the intended information at the right time and, in most cases, in the right form. The promotion procedures were found to be marred with corruption. The most common forms of corruption identified were nepotism, bribery and political influence. The above findings justify that the entire process of staff promotion, from recruitment, selection and finally to appointment, had serious lapses that compromised professionalism and efficiency in a bid to promote only the duly deserving individuals based on merit. It is therefore clear that the processes of recruitment, selection and appointment of staff for promotion in the district were not effective.

6.2 Recommendations

Having successfully conducted the study and understood the interpretations of the findings, the Researcher recommends that;

1. The government revisits and refines the policy framework on staff promotion so that transparency and accountability are enhanced in the course of promoting staff in the education sector so as to ensure that only those people duly qualified, competent and fairly selected rise to positions of responsibility.

2. The Ministry of Education, in partnership with other stakeholders, both public and private, taking advantage of ICT facilities, works on the development and sustainability of an information system that will enhance effective data capturing, record keeping, information retrieval and information dissemination mechanisms aimed at identifying all

the suitable contenders and reaching out to them correctly and timely in a fair and transparent manner.

3. The government draws a distinct boundary between Politics and Public Administration and devises a deliberate policy that will deter politicians from interfering with management structures within the operations of government.

4. Other academicians conduct similar or related studies in other areas in order to fully justify the authenticity and credibility of the findings of this study.

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Appendix 1: Questionnaire

Course Project

Dear respondent,

You have been picked randomly via the use of probability techniques to participate in this research project. Therefore, your full participation will be highly appreciated.

It is my sincere assurance that the findings generated in this study will be handled with the highest level of confidentiality and for this academic exercise only.

Educational System Questionnaire

Teachers in Administrative Positions

ICU

(Contemporary Issues in Education 2015)

Please respond to the following questions as truthfully as possible. Write your response or the number corresponding to your response of choice in the "response" box.

A. BACKGROUND INFORMATION

Q. id	Question	Response	For official use
A1	Name of Institution (school)		
A2	Residence (of the institution) 1. Rural 2. Urban		
A3	Ownership of the Institution 1. Public 2. Private		
A4	What position do you hold? (At your school/institution) 1. Head teacher 2. Deputy head teacher		
A5	How old are you? 1. Below 31 2. 31 – 35 3. 36 – 40 4. 41 – 45 5. 46 – 50 6. 51 and Above		

B. OTHER BACKGROUND CHARACTERISTICS OF THE RESPONDENT

Q. id	Question	Response	For official use
B1	Management (Do you hold any official qualification in education management/administration)? 1. Yes 2. No		
B2	Gender 1. Female 2. Male		
B3	What is your highest level of education? 1. Primary/Basic school certificate 2. Primary/Basic school diploma 3. Primary/Basic school degree 4. Secondary school certificate 5. Secondary school diploma 6. Secondary school degree 7. Master's degree 8. Doctoral degree		

C1	Do you have a system(s) in place to manage all district staff records?
	    1. Yes
	    2. No		

C2	Do you have a database you use to manage district staff records?
	    1. Yes
	    2. No		

C3	Do you have a district education website?
	    1. Yes
	    2. No		

C4	How often is the system(s) you use for staff record management updated?
	    1. Very often
	    2. Rarely
	    3. Very rarely		

C5	What kind of system do you use to keep and manage district staff information/records?
	    1. Manual
	    2. Electronic		

C6	How do teachers submit their data to the district office for updating of their records?
	    1. Manually
	    2. Electronically		

C7	Does the district office always have a correct record of the total number of teachers it has?
	    1. Yes
	    2. No		

C8	Does the district office always have an updated record of all teachers by their current/latest qualification?
	    1. Yes
	    2. No		

C9	Is there a district record of all teachers currently pursuing higher qualifications at different levels?
	    1. Yes
	    2. No		

C10	Is there a district record of all teachers that graduated last year (2014) with higher qualifications?
	    1. Yes
	    2. No		

C11	Is there a district record of all teachers graduating this year (2015) with higher qualifications?
	    1. Yes
	    2. No		

C12	Does the district office update teacher qualification records as soon as new credentials are attained?
	    1. Yes
	    2. No		

C13	Does the district office have up-to-date contacts of all teachers (phone numbers or email addresses)?
	    1. Yes
	    2. No		

Q. id	Question	Response	For official use

C14	Are staff records at the district office always up to date?
	   1. Yes
	   2. No		

D.   INFORMATION COMMUNICATION SYSTEM

Q. id	Question	Response	For official use

D1	Are there times when some positions fall vacant and need to be replaced / filled up?
	   1. Yes
	   2. No		

D2	If 'yes' to D1 above, are such vacancies always advertised?
	   1. Yes
	   2. No		

D3	If vacancies are advertised, through which medium are they communicated to all teachers (indicate all that apply)?
	   1. Circulars through Head teachers
	   2. Radio/TV
	   3. Notice boards at district office
	   4. Phone contacts to all teachers		

D4	Do you think the information about vacant positions reaches all eligible teachers on time/in right form?
	   1. Yes
	   2. No		

D5	For information communicated through Head teachers, do you think it reaches all teachers at the right time and in right form?
	   1. Yes
	   2. No		

D6	Have you by any chance heard about teachers complaining that they do not receive certain information correctly and timely?
	   1. Yes
	   2. No		

D7	Does the district office regularly make follow-ups to teachers to ascertain the effectiveness of the dissemination of information sent through Head teachers?
	   1. Yes
	   2. No		

D8	What could be the cause of some Head teachers not giving information to all teachers correctly/timely (select all that apply)?
	   1. Selfishness
	   2. Fear of losing their positions
	   3. Incompetence
	   4. Other, specify……………………………		

D9	Do you think that everything Head teachers communicate to higher authorities about their teachers is true and just?
	   1. Yes
	   2. No		

Q. id	Question	Response	For official use
D10	How would you rate the mode/method used by the district office to communicate to teachers? 1. Very effective 2. Effective 3. Not effective		

E. STAFF PROMOTION PROCEDURES

Q. id	Question	Response	For official use
E1	Do you know what promotion is? 1. Yes 2. No		
E2	When there is need to promote some staff to fill vacant positions, is every teacher made aware of such a need, on time? 1. Yes 2. No		
E3	Do Head teachers, at times, make promotion recommendations to the district office? 1. Yes 2. No		
E4	Are there prescribed and known criteria for selecting staff for promotion? 1. Yes 2. No		
E5	Do you think all the teachers holding administrative positions in the district deserve and obtained them on merit? 1. Yes 2. No		
E6	Is there any form of corruption (favouritism), based on religion, tribe, relations, etc. when selecting staff for promotion? 1. Yes 2. No		
E7	Do all eligible teachers apply for advertised positions? 1. Yes 2. No		
E8	What challenges do you think are faced during the selection of staff for promotion (select all that apply)? 1. Lack of updated staff records 2. Poor communication 3. Political/outside influence 4. Undue preferences among selecting authorities 5. Other, specify …………………………….		
E9	Why do you think some eligible teachers don't apply for the advertised positions (select all that apply)? 1. Fear of responsibilities 2. Perceived biasness in selection processes 3. Lack of confidence 4. Lack of information about the advertisements 5. Information reaches them late 6. Other, specify		

E10	Are there incompetent teachers holding administrative positions?
	   1. Yes
	   2. No		

E11	If your answer to E10 is 'yes', why are there some incompetent teachers in administrative positions (select all that apply)?
	   1. Nepotism
	   2. Bribery
	   3. Political influence
	   4. Lack of competent teachers in the system
	   5. Unfair selection/promotion criteria
	   6. Other, specify		

E12	How would you rate the selection/promotion criteria/procedures?
	   1. Very reliable/very fair
	   2. Reliable/fair
	   3. Not reliable/not fair		

Interviewee's Signature: ……………………………………………………
Date: ....

Name of Interviewer: ……………………………………………….................
SIN ……………………………………………………………….................
Signature: …………………………………………………….................
Date: …………………………………………………………….................

Thank you for participating in this survey!!

13th November, 2015

The District Education Board Secretary
Ministry of Education, Science, Vocational Training and Early Education
P.O. Box
Mazabuka

No objection

Byn

DEBS
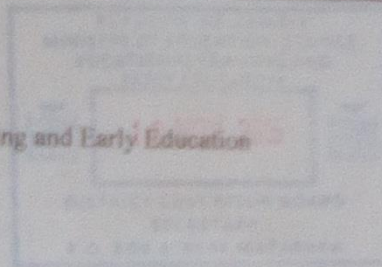
Dear Sir/Madam,

RE: DARLINGTON MANGABA, SIN: 1501345210

I hereby write to introduce the above named student to your good office. He is a full time student of the Information and Communications University, and currently undertaking a research project for Contemporary Issues.

Therefore, this serves to ascertain that; as part of the academic requirement for the fulfillment of the course program, he will be involved in data collection in the topic; **"Factors affecting effective recruitment, selection and appointment of staff for promotion in the education system" a case study of Mazabuka District.** The data collected and the subsequent research Results are solely used for academic purposes.

I take this opportunity to thank you for your cooperation.

Yours faithfully,

Dr. R. Silumbe
Programmes Coordinator

Members of the Editorial Board

Editor in chief

International Journal of

Sciences: Basic and Applied Research

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Published by:
GSSRR

ISSN 2307-4531 (Print & Online)

International Journal of

Sciences:
Basic and Applied Research

Print & Online