

# Practice and Challenges of Recruitment and Selection of Teachers in Private Primary School of Bahir Dar City, Ethiopia

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## Abstract

The purpose of the study was to examine the practice and Challenges of recruitment and selection of teachers in private primary school of Bahir dar city. Objective of the study was to investigate the implementation of recruitment and selection of teachers in private primary schools. Design of the study was descriptive survey method. A total of 8 private primary schools were selected on the basis of comprehensive sampling method. Currently, there are a total of 97 teachers in the private primary schools. Both quantitative and qualitative data analysis methods were used. The major findings of the study revealed that the current practice in the study area showed that recruitment and selection practice is not appropriate. The observed mean and the expected mean were found to be 2.693 and 3.00 respectively. It seems that the observed mean score is less than the expected mean score. However, the one sample t-test value asserted that there is no significant difference between the two mean scores. It was concluded that the recruitment and selection criteria of private primary school teachers were not properly implemented. The researcher recommended that teachers should be selected on the basis of clear and well defined criteria. The schools have to apply diversified methods to invite applicants; they have to give the value to academic qualification by eliminating the practice of selecting teachers based on the personal relationship in school.

## Keywords

Practice, Challenges, Recruitment, Selection and Private Primary Schools

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## 1. Introduction

The selection process is a later stage of recruitment. It involves choosing competent and qualified applicants suited to the position Oxford University Press [1]. Excellent selection procedures are essential for obtaining a workforce that becomes a source of competitive advantage. While training and employee development also are critical, it is very difficult to overcome the built-in headwind of poorly qualified or mismatched employees. Furthermore, while some skill deficiencies can be overcome by training, the additional financial outlays required making up for poor selection that can place a firm at a disadvantage to its

customers. High-performing companies are very selective in their staffing decisions.

In the world we live in, rapid changes are taking place politically, socially as well as technologically. These changes are manifested in the day - to-day activities of people and may have a negative or positive influence. Humans are resources common to all organization, so the effective management of people influences not only the expenses associated with achieving the organization's mission but also efficiency and effectiveness of the organization. Without effective human resource management, it is impossible for an organization to achieve its goals Gomez, L. [2].

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One of the parts of effective human resource management is proper staffing emphasizing on recruitment and Selection. In line with this idea, Tripathy, P. and Reddy, H. [3] indicated that the most important resource of an organization are its human resources, in the case of educational institution the teachers who supply the school with their teaching, talent, creativity and drive. Therefore, among the most critical tasks of a manager is the staffing function. This includes manpower planning, recruitment and selection of organization members.

It is important to have a good organizational structure, but it is even more important to fill the job with the right people. Filling and keeping the position provided for the organization structure filled with the right people is staffing phase of management function which includes recruitment and selection of the best qualified professionals. Accordingly, the acquisition and development of teachers' skill through the use of sophisticated recruitment and selection has a positive impact on school effectiveness and efficiency. Thus, the practice of recruitment and selection is increasingly important from human resource perspective. Scholars suggest that proper staffing helps in discovering talented and competent workers and developing them to move up, it ensures greater service by putting the right man to the right position. It avoids under utilization of workers through manning and high labor cost and low benefit margins. Cartwright, K. [4]; Paterson, B. [5]; Tripathy, P. and Reddy, H. [6]. In addition, Tekeste, N. [7] stated that the decline of quality education at the primary level of school generally, deals with the capacity of the sector including teaching staff to provide permanent literacy to many students as possible.

Organizations such as educational institutions are established to achieve certain objectives, in order to run effectively and arrive at their established goals. It is necessary to have financial, material, time and human resources. Among these, human resource is the most fundamental and decisive factor to any organization. Based on this fact, most organizations have human resource department that facilitates the most effective use of employees to achieve organization goals Gomez, L. [8].

As Coline, L. [9] indicated, human resource management clearly covers a wide area of activities like manpower planning, recruitment and selection, appraisal and evaluation, wage and salary administration, industrial relations, management development, organizational development and welfare.

Even though human resource management contains the above activities, this study focuses mainly on recruitment and selection of private primary school teachers. These activities are radical changes; the most visible and highly regulated functions in today's organization Tyson, S. [10].

Mondy, R. and Noe, M. [11] defined recruitment as the process of attracting individuals on a timely basis with

sufficient numbers and with appropriate qualifications, and encouraging them to apply for jobs with an organization. Whereas selection is the process of choosing from a group of applicants the one that best fits for a particular position.

Due to teachers' critical contribution to the organization, great attention should be given for recruitment and selection activities by human resource managers. As John, S. [12] pointed out, a variety of key human resource management levels have been employed, but chief among them have been viewing recruitment and selection activities as integrated key tasks for the organizations.

The importance of the human element in an educational institution is increasing along with the pace of change. Change demands innovation, and innovation demands that we unleash the creative potential of change Margaret, F. and Caroline, H. [13].

Primary schools in Ethiopia have been recognized as the major responsible organizations, aimed at producing children for secondary school force. To attain these goals, primary schools have to establish a well-developed and organized human resource management system. This helps to attract, hire and utilize the required teachers properly.

Accordingly, Strake, F. and Sexty, A. [14] state that, any primary school is determined by the quality of its academic staff working in. Thus, Ministry of education [15] indicates that highly competent, qualified, motivated, flexible and creative teachers and instructors are the backbone of any system, capable of adjusting to environment and creating conducive learning environments for different target group.

The challenges of recruitment and selection are aggravated by the inefficient and improper human resource management system of the school. In addition to this, private primary schools are given more preferential treatment than government primary schools.

Recruitment and selection procedures are designed not only to provide best practice, but also to enable the appointment of the candidate best suited to the requirement of the post and the department. In addition, recruitment and selection procedure must be demonstrably efficient. Selection is a subjective process, so a systematic framework is attracting to ensure that decisions are soundly based, consistent and defensible.

Thus, private primary schools have to be serious in the activity of recruitment and selection of teachers. There should be a constant need to devise strategies in ways that attract and retain teachers. If not, the teachers of the private primary school will be severely impeded.

Dely, K. [16] also concluded that it is the goal of the government and schools to provide a high quality education to every student. To do so, schools require an adequate

supply of competent individuals who are willing and able to serve as teachers. Districts and schools are constantly engaged in activities related to the recruitment and selection of teachers in private primary schools.

It is true that many qualified individuals are available and are willing to accept a position. Dessler, R. [17] identified that some personnel administrators do not recognize the benefits accrued by good recruitment program and simply hire from swell the non-solicited applicants. Administrators, therefore, overlook the major thrust of a recruitment program and are happy to hire employees without having to expend effort and money on recruitment. In fact, personnel administrators should not hire just to fill a position.

School administrators should share a common interest in selecting the right persons necessary to the present and future success of the school. Distinguishing the excellent teachers from the acceptable can significantly affect the use of both material and non-material resource Attwood, M. and Dimmock, S. [18].

Some form of teachers' selection does exist in private primary school, no matter how informal the practices are. School management committee or owners themselves may have developed their own practice for staff recruitment. Such practice may vary from one school to another school, from non-exist to a somewhat elaborate system. Usually, open applicants to vacant posts are invited via notices board, newspaper advertisement, the principals and the owners of the school, who most probably hold divergent personal values, beliefs and philosophies, interview prospective teachers. There is little consensus among these people about the goals of the school and objectives of teaching, about the roles of teachers, about what makes for effective teaching and how it is to be measured. In the absence of an absolute set of criteria based on universally agreed definition of the work of teachers and expectations for teachers, it is quite true that the recruitment of teachers in local school is to a certain extent, dependent on the diplomacy of individuals.

Private schools should employ strategies to the existence of the best possible pool of qualified applicants from which they can fill vacancies when it is needed. And also the function of selection of teachers should be based on broadly defined merit. Selection decisions should be made within the institutions by these closets to the issues, with peer review and wide consultation helping to set appropriate standards.

Dereje, D. [19] conducted similar study in public schools with title of "Recruitment, selection and placement practices in private primary school teachers". Accordingly, absence of private primary school teachers' regulation, teachers turnover due to lack of motivating factors and location of schools that caused fear about personal safety, overemphasis affirmative action rather than giving attention for effective and efficient

candidates, the mismatch between teachers hiring time and budget release time were the major constraints challenged the recruitment, selection and placement practice. These increase turnovers of teachers, have influence on quality of education, make the school staff unsatisfied, hinder on time teachers responsibility, lose of more qualified candidates and shifting of candidates to neighbor district.

#### *Limitation of the Study*

Limitation of the study was lack of up-to-date information, lack of organized secondary data or document, and difficulties to easily obtain required responses from respondents. These factors hinder smooth running of the research. Furthermore, English usage issues may have clarity problems for the paper to read and understand since English is second language for the writer. Lack of the latest books and journals handicapped organization of the review literature.

The objective of this study was to investigate the practice and challenges of recruitment and selection of teachers in private primary schools of Bahir dar city. To this end, the research had to answer the following basic research questions:

1. What are the practices of private primary schools in the recruitment of the pool applicants?
2. How do private primary schools select their teachers from the pool of applicants?  
What criteria do the private primary schools use to select applicants?
3. What are the major challenges that the private primary schools encounter in recruitment and selection of teachers?

The general objective of this study was to investigate the practice and challenges of recruitment and selection of teachers in private primary schools of Bahir dar city. Accordingly, the specific objectives of the study were to assess the practice of private primary schools recruitment of teachers, to identify criteria for the private primary school teachers used to select applicants and to examine the major challenges that the private primary school teachers encounter in recruitment and selection of teachers.

## **2. Methodology**

The descriptive survey method was employed to study this problem. Because, descriptive survey method helps to gather data from large number of samples within a limited period of time. Moreover, descriptive survey method was typically used to examine and describe problems and determine the distribution of variables that are difficult to observe.

### **2.1. Sample of the Study**

Eight (8) private primary schools were selected on the basis

of comprehensive sampling method. 97 teachers have participated in the study under these private primary schools of Bahir dar city. Questionnaire was distributed for all teachers of 8 schools in the private primary schools included in the sample area. However, 4 teachers did not return the questionnaire. In addition to this, 8 principals of the sample schools were interviewed regarding recruitment and selection of teachers at private primary schools.

**2.2. Sources of Data**

Both primary and secondary sources of data were employed. The primary data were obtained from different level of teachers, principals and officials through interview and questionnaire.

**2.3. Data Collection**

To collect relevant data for the study, quantitative and qualitative data collection methods were used. Questionnaires and interviews were the main data gathering instrument used for the study. Self developed questioners with open and close-ended question items were administered for teachers. The questionnaire has three parts that the first part deals with recruitment practices, the second part deals with the selection process and the third deals with the challenges encountered in the recruitment and selection of private primary school teachers.

The five point likert scale with responses ranging from very low (1) to very high (5) were used in close ended items.

The appropriateness of the questionnaires was checked by experts and pilot test was conducted for the purpose of validity and reliability of the instrument. Reliability of the questionnaire was calculated and results of the test were found to be 0.83 for the recruitment and selection of private primary school teachers.

**2.4. Data Analysis**

After collecting and coordinating both primary and secondary data, the researcher was analyzed and presented by the use of descriptive tools to get sufficient information. Both quantitative and qualitative data analysis methods were used. Hence, in order to analyze and interpret the data collected about the practice employed by the schools in the activities of recruitment and selection of teachers and challenges that schools encounter in the practice, mean and standard deviation were computed. The data through close ended questioners were analyzed quantitatively and the data through interviews were analyzed qualitatively. Descriptive statics such as, frequency, mean scores and t-test were used. SPSS editor version 20 software was employed to feed and process likert-scales to check whether there is a significance difference between the means to test at  $\alpha=0.05$  significance level were employed.

**3. Results and Discussion of the Study**

**3.1. Recruitment Practices**

**Table 1.** Mean and standard deviations on items related to the recruitment practices.

Recruitment Practices	Mean	SD	G. Mean	Expected Mean	t-statistics
Degree of application using notice board methods to recruit teachers in your school	3.6452	1.03887	2.693	3	21.78 (sig. 0.000)
Degree of application using job advertisement in newspaper, magazine etc method to recruit teachers in your school	1.9355	1.05095			
Degree of application using personal contacts with employees to recruit teachers in your school	3.7634	1.06728			
Degree of application using school and universities to recruit teachers in your school	2.5054	1.05936			
Degree of application using internet methods to recruit teachers in your school	1.3871	.83448			
The degree of following the necessary steps, rules, and personal policies to conduct the recruitment of teachers in your school.	2.8172	1.08293			
All opening are posted or publicized with appropriate media before positions are filled up.	2.2366	1.09741			
Your knowledge level about the reason why of recruitment teacher is	2.7527	1.24809			
Label the level of your knowledge about successful recruitment and its benefit	2.7204	1.04638			
The concerning methods and techniques of attracting ideal teacher candidates	2.6344	1.10123			
The skill you have to measure successfully recruitment	2.6559	1.09836			
The level acquired to determine the qualification needed to meet the recruitment of the job	2.7312	1.00152			
Your knowledge level about who are decision makers while recruitment and selection.	2.8280	1.06958			
The level of your knowledge about constraints and risk in recruitment	2.7419	1.03107			
The knowledge you have what option to be used apart from recruitment process	2.7204	.98207			
Your knowledge and skill to analyze the advantages and disadvantages of different sources of recruitment.	2.6882	1.02128			
The vacancy announcement are official, clear and understandable	2.8925	1.09805			
There is no discrimination between ethnic groups while recruitment for the nation of the region.	2.8172	1.25928			

Among the recruitment practices, the few part of the respondents give least value to degree of application using personal contacts with employees to recruit teachers in your school with a mean score of 3.7634 and standard deviation of 1.067 followed by the degree of application using notice board methods to recruit teachers in you school (M=3.645, SD=1.0388). On the other hand, other recruitment practices like the vacancy announcement are official, clear and understandable (M=2.893, SD=1.0981), your knowledge level about who are decision makers while recruitment and selection (M=2.828, SD=1.069), the degree of following the necessary steps, rules, and personal policies to conduct the recruitment of teachers in your school (M=2.817, SD=1.0829), there is no discrimination between ethnic groups while recruitment for the nation of the region (M=2.8172, SD=1.2592), your knowledge level about the reason why of recruitment teacher is (M=2.7527, SD=1.248), the level of your knowledge about constraints and risk in recruitment (M=2.742, SD=1.031), the knowledge you acquired to determine the qualification needed to meet the recruitment of the job (M=2.731, SD=1.0), the knowledge you have what option to be used apart from recruitment process (M=2.7204, SD), label the level of your knowledge about successful recruitment and its benefit (M=2.7204,

SD=1.046), your knowledge and skill to analyze the advantages and disadvantages of different sources of recruitment (M=2.688, SD=1.0219), the skill you have to measure successfully recruitment (M=2.656, SD=1.098), your knowledge concerning methods and techniques of attracting ideal teacher candidates (M=2.6344, SD=1.101), degree of application using school and universities to recruit teachers in your school (M=2.51, SD=1.059), all opening are posted or publicized with appropriate media before positions are filled up (M=2.24, SD=1.0974), degree of application using job advertisement in newspaper, magazine etc method to recruit teachers in your school (M=1.94, SD=1.051), and degree of application using internet methods to recruit teachers in your school (M=1.387, SD=0.834) were rated the least values. From this one can infer that recruitment practices take low value.

Moreover, the observed mean and the expected mean were found to be 2.693 and 3 respectively. It seems that the observed mean score is less than the expected mean score. However, the one sample t-test value asserted that there is no significant difference between the two mean scores ( $t=21.78$ ,  $df=92$ ,  $p<0.05$ ). That is, it indicates that there are recruitment practices but, these practices are not frequently implementing.

### 3.2. Selection Practices

**Table 2.** Mean and standard deviations on items related to selection practices.

Selection Practices	Mean	SD	Grand Mean	Expected Mean	t-statistics
Academic qualification is used in selection of teachers	3.1828	1.08293	2.835	3	39.34(sig. 0.00)
Friendship or any relations is/are used in selection of teachers	3.8817	1.07187			
Cumulative GPA during graduation is used in selection of teachers	3.1398	.87962			
Past teaching experience is used in selection of teachers	2.9462	1.03594			
Interview is used in selection of teachers from pool of applicants	2.6344	1.09132			
The degree of dominance of favoritism while efforts made to fill some position in selection	2.4839	1.11913			
The involvement of pertinent & concerned bodies in the selection process.	2.4409	1.07807			
The extent of using clear criteria for selecting teachers from pool of application	2.4301	.96005			
Your level on prequalification to be screening process that can be used when selection of teachers candidates	2.5376	1.11861			
The familiarity you have concerning the importance of teacher selection	2.6774	1.13407			
The understanding level you have about the teacher selection methods and criteria	2.6989	1.07121			
Your ability to check whether the candidates have mastery of fundamental knowledge, instruction and skill that fits the needs of the school.	2.8602	1.23879			
The level and skill to prepare question, templates, exercise, profile, or test to be used for primary school teachers selection	2.8065	1.15399			
Information you have to identify whether to use group interview or assessment while selection	2.7634	1.07741			
The level of your knowledge to identify who fit and who does not fit the position	2.6989	1.17755			
The ability and skill you have to evaluate the key responses expected from candidates.	2.6882	1.08326			
The ability you have to make decision if two or more candidates seem to fit the ideal candidates' profile.	2.8387	1.12569			
Principals participate in the selection process	2.8387	1.13531			
Department heads participate in the selection process	2.7634	1.02573			
Teachers are participate in the selection process	3.2473	.96297			
Human Resource personnel participate in the selection process.	2.9892	1.26401			

Considering the result of Table 2, it seems that the respondents' rated selection practices in various rate. The result shows that the most frequently used selection practices are friendship or any relations is/are used in selection of teachers from pool of applicants ( $M=3.882$ ,  $SD=1.0718$ ), Teachers participate in the selection process ( $M=3.247$ ,  $SD=0.963$ ), academic qualification is used in selection of teachers from pool of applicants ( $M=3.1828$ ,  $SD=1.0829$ ), and Cumulative GPA during graduation is used in selection of teachers from pool of applicants ( $M=3.1398$ ,  $SD=0.8796$ ). On the other hand, the participants revealed that there are human resource personnel participate in the selection process ( $M=2.989$ ,  $SD=1.264$ ), past teaching experience is used in selection of teachers from pool of applicants ( $M=2.946$ ,  $SD=1.0359$ ), your ability to check whether the candidates have mastery of fundamental knowledge, instruction and skill that fits the needs of the school ( $M=2.86$ ,  $SD=1.239$ ), the ability you have to make decision if two or more candidates seem to fit the ideal candidates' profile ( $M=2.838$ ,  $SD=1.125$ ), principals participate in the selection process ( $M=2.838$ ,  $SD=1.135$ ), the knowledge and skill to prepare question, templates, exercise, profile, or test to be used for primary school teachers selection ( $M=2.807$ ,  $SD=1.154$ ), information you have to identify whether to use group interview or assessment while selection ( $M=2.763$ ,  $SD=1.077$ ), department heads participate in the selection process ( $M=2.763$ ,  $SD=1.025$ ), the level of your knowledge to identify who fit and who does not fit the position ( $M=2.699$ ,  $SD=1.177$ ), understanding level you have about the teacher selection methods and criteria ( $M=2.698$ ,  $SD=1.071$ ), the awareness and skill you have to evaluate the key responses expected from candidates ( $M=2.688$ ,  $SD=1.083$ ), the familiarity you have concerning the importance of teacher candidate selection ( $M=2.677$ ,  $SD=1.134$ ), interview is used in selection of teachers from pool of applicants ( $M=2.634$ ,  $SD=1.091$ ), your awareness on prequalification to be screening process that can be used when selection of teachers candidates ( $M=2.538$ ,  $SD=1.118$ ), the degree of dominance of favoritism while efforts made to fill some position in selection ( $M=2.484$ ,  $SD=1.119$ ), the degree of involvement of pertinent and concerned bodies in the selection process ( $M=2.441$ ,  $SD=1.078$ ), and the extent of using clear criteria for selecting teachers from pool of application ( $M=2.43$ ,  $SD=0.96$ ) are the least frequently practiced of selection.

In addition, the one sample t-test ( $t=39.34$ ,  $df=92$ ,  $p<0.05$ ) results indicated that both the observed mean score and the expected mean score have not significant difference. But, the observed mean and the expected mean score found to be 2.835 and 3. This means that if the t-test tells us the

difference groups is not significant, we should conclude there is no difference even though the two mean scores are not identical. Hence, it is possible to conclude that there are selection practices though they are not frequently occurred.

The results of open-ended item participants' responses on practices of recruitment and selection in the schools are different from the questionnaire. Some of the participants respond that there are some proper recruitment practices and selections. On the other hand, majority of the respondents mentioned that there is no proper recruitment and selection practices because they mostly depend on friendship. In relation to techniques that they use to advertise, some of the teachers reported that they usually use notice board. But, majority of the respondents stated that they frequently use personal contact with teachers. From this we can deduce that the schools do not have proper recruitment and selection practices.

In light of semi-structure interview responses on recruitment and selection conducting committee, most of the respondents indicated that they do not have a committee but, one of the respondent replied that there is a committee. This tells us that almost all schools do not have recruitment and selection conducting committee.

For schools and concerning departments report their additional human resource needed item, majority of the participants pointed out that they could report to school administration if there is a need to have additional human resources. But, few respondents mentioned that they carry out by themselves without informing the school owners. This shows that they do not have proper mechanism to report about additional human resource.

The findings of interview on supply of teachers within diversified discipline, all of the respondents stated that they do have supply of teachers but there is lack of diversification. That is, there is supply of teachers though there is limitation to have different disciplines.

The result of the interviewee on participation of school stakeholders in recruitment and selection process, all of the respondents revealed that there is no involvement among principal, PTA (parent teacher association) and department head. From this it is possible to conclude that there is no stakeholders' participation in recruitment and selection process.

In light of the methods of recruitment advertisement item interview results, some of the interviewees noted that the schools are used notice board than any other methods. But, majority of the respondents mentioned that personal contact with employee is highly utilized advertisement methods. This indicates that the schools depend on personal advertisement strategies.

### 3.3. Criteria for Selection.

**Table 3.** Mean and standard deviations on items related to criteria of selection.

Criteria of Selection	Mean	SD	G. Mean	Exp. Mean	t-statistics
The selection process involves review of application for employment	2.8280	1.07969	2.795	3	38(sig.0.000)
The selection process involves review of application for employment	2.7742	1.05428			
The selection process involves selection test	2.9140	1.09996			
The selection process involves employment interview	2.7419	1.04156			
The selection process involves reference and background checks	2.6882	1.16076			
The selection process involves selection decision	2.8710	.99155			
The selection process involves physical examination.	2.7527	1.00710			

Table 3, presents items related to criteria selection. From the result, it can be seen least practiced the selection process involves selection test (M=2.914, SD=1.0999) followed by the selection process involves selection decision (M=2.871, SD=0.99155), the selection process involves review of application for employment (M=2.828, SD=1.07969), the selection process involves review of application for employment (M=2.7742, SD=1.05428), the selection process involves physical examination (M=2.7527, SD=1.01), the selection process involves employment interview

(M=2.7419, SD=1.0999), and the selection process involves reference and background checks (M=2.6882, SD=1.16076).

The observed mean score (2.795) is less than the expected mean score (3). But, one sample t-test (t=38, df=92, p<0.05) showed that the two mean scores do not have significant difference between them though they have difference in their mean scores. This shows that there are selection criteria practices but they do not employ them properly.

### 3.4. Problems of Recruitment

**Table 4.** Mean and standard deviations on items related to problems of recruitment.

Problem of Recruitment	Mean	SD	G. Mean	Exp. Mean	t-statistics
Organizational promotional policy encounter the recruitment process	2.7742	1.05428	2.795	3	93.6(sig.0.000)
Academic freedom encounter the recruitment process	2.9140	1.09996			
Geographical location encounter the recruitment process	2.7419	1.04156			
Labor market encounter the recruitment process	2.6882	1.16076			
Government and union restriction based law and regulation encounter the recruitment process	2.8710	.99155			
Candidate performance encounter the recruitment process	2.7527	1.00710			

Table 4, shows that the responses given by the participants about problems of recruitment. According to the results of the participants, it is possible to say that problem of recruitment has different level. In light of this, the mean scores and the standard deviation of each item were compared to examine problem of recruitment. The result showed that problem of recruitment present with varying degree.

From the problem of recruitment, all participants give low values to academic freedom encounter the recruitment process (M=2.914, SD=1.0996), government and union restriction based law and regulation encounter the recruitment process (M=2.871, SD=0.99155), organizational promotional policy encounter the recruitment process (M=2.7742, SD=1.05428), candidate performance encounter the recruitment process (M=2.7527, SD=1.0071), geographical location encounter the recruitment process (M=2.7419, SD=1.04156), and labor market encounter the recruitment process (M=2.6882, SD=1.16076) respectively.

Moreover, the observed mean score and the expected mean score were found to be 2.795 and 3 respectively. It looks that the observed mean is less than the expected mean score.

However, the one sample t-test value (t=93.6, df=92, p<0.05) asserted that there is no significant difference between the two mean scores. That is, it possible to say that there are problems of recruitment but they are not occurred usually.

However, the result of the open-ended item is different from the questionnaire. In relation to the results of open-ended responses on current problems in teacher recruitment process, some of them revealed that there are lack of advertisement and less promotion policy. But, majority of the respondents indicated that geographical distance and lack of labor market are the current problems of recruitment. This implies that there are different problems in recruitment process.

On the other hand, the result of the interview on factors that affect recruitment and selection practices, majority of the respondents showed that the schools lack advertising method because they usually used personal contact. In relation to hiring policy document, they also explained that they did not have any document. That is, there are limitations on recruitment and selection practices like they did not follow policy document and they did use advertising methods exhaustively.

### 3.5. Problems of Selection

**Table 5.** Mean and standard deviations on items related to problem of Selection.

Problem of Selection	Mean	SD	G. Mean	Exp. Mean	t-statistics
Inability to predict technological growth encounter the selection process	4.0860	.92849	3.43	3	9.19 (sig.0.001)
Globalization encounter the selection process	3.8602	1.14770			
Giving priority to female encounter the selection process	2.4731	1.19411			
Minority race application encounter the selection process	2.5806	1.04593			
Friendship/any relation encounter the selection process	4.1613	1.28782			

Table 5, indicates that item related to problem of selection. Majority of the respondents give high values to friendship/any relation encounter the selection process (M=4.1613, SD=1.28782), inability to predict technological growth encounter the selection process (M=4.0860, SD=0.92849), and globalization encounter the selection process (M=3.8602, SD=1.1477). On the other hand, like minority race application encounter the selection process (M=2.5806, SD=1.04593) and giving priority to female encounter the selection process (M=2.4731, SD=1.19411) are the least rated values. This indicates that there are problem of selection in various degree.

In addition, one sample t-test was calculated at the degree of freedom 92 and at significant level of 0.05 in order to assure whether the mean score is significant or not. It revealed that there is no significant difference between the observed and expected mean score (t=9.19, df=92, p<0.05). But, the comparison of the observed mean (3.43) and the expected mean (3) also showed that the observed mean score has higher value rate. Hence, from this we can deduce that there are problems of selection though they are not frequently practiced.

Regarding participants’ responses on the current problems in teachers’ selection process interview, some of the respondents noted that lack of following selection criteria, personal relationship with employees, and vagueness of the criteria. That is, the schools have serious problem in recruitment and selection process. This can be seen from their responses that they depend on personal relationship, their limitation on using clear criteria. On the other hand, majority of the participants said that lack of concerned body involvement in selection and ethnic or tribe based selection. Hence, it is possible to say that there are various problems in teachers’ selection process.

*Highlights of the Study*

1. There are recruitment practices but these practices are not frequently implemented
2. The study shows that there are selection criteria practices but they do not employ these criteria frequently.
3. From the problem of recruitment, all participants gave low values to academic freedom encountered during the

recruitment process,

4. The schools have serious problem in recruitment and selection process. This can be seen from their responses that they depend on personal relationship, they have limitation on using clear criteria.

*Implication*

- a. The study used to show the current practice of primary schools in recruitment of teachers from the pool of applicants.
- b. The study helps to know the practice of private primary schools in the process of teachers’ selection.
- c. The study helps to identify the criteria in the selection of teachers in private primary schools.
- d. The study helps to reveal the extent of the problems in recruitment and selection of teaching staff in the private primary schools.
- e. By showing the extent of the recruitment and selection problems of the private primary schools, the study may draw the attention of decision makers, to the issues and problems that may help to take the necessary measures to address the prevailing problems.
- f. It serves as ground knowledge for further studies.
- g. It also serves as a document for the same issues.

### 4. Conclusion

The current practice in Bahir dar city shows that recruitment and selection practice is not appropriate. The observed mean and the expected mean were found to be 2.693 and 3 respectively. It seems that the observed mean score is less than the expected mean score. However, the one sample t-test value asserted that there is no significant difference between the two mean scores. It indicates that there are recruitment practices but these practices are not frequently implemented. This means that if the t-test tells us the difference groups is not significant, we should conclude there is no difference even though the two mean scores are not identical. Hence, it is possible to say that there are selection practices though they are not frequently occurred. Teachers were using personal contact with employees as a method of recruitment



that does not give the school the opportunity to attract reasonable number of potential applicants from which they select competent teachers. Thus, they were not using clear criteria as far as possible to attract applicants and this limits the chance of getting competent teachers.

## 5. Recommendations

1. Formal hiring committee should be assigned at school level, it looks indispensable to provide more training to the formally assigned committee and concerned bodies on how to recruit and select private primary school teachers.
2. Interviewers who form the selection board should train on the techniques of interviewing so that they could collect all the information about the candidates.
3. Interviewers should also be trained in understanding the recruitment process of the interview information to justify the decision they have made.
4. Regional education bureau should assist districts to design, manage and implement proper recruitment and selection practice in private school.
5. Further research should be conducted on the cause of recruitment and selection practice of private primary schools in the city.

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## Biography



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