Level of Education and Placement of Workers in Zamfara State Ministry of Finance

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(B.Sc. Sociology)

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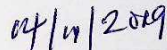
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DECLARATION

I hereby declare that this project is an original work undertaken by SUNDAY OLORUNTOBA OJO, under the supervision of Dr. TARGBA AONDOWASE of the Department of Sociology, Faculty of Management and Social Sciences, Federal University Gusau and is approved for Submission.

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CERTIFICATION

This is to certify that this project work entitled "Level of Education and Placement of Workers in Zamfara State Ministry of Finance" was carried out by **SUNDAY OLORUNTOBA OJO** with Admission N0: **1510207018** has been read and approved under the supervision of Dr. Targba Aondowase as meeting the requirements of the Department of Sociology, Faculty of Management and Social Sciences, Federal University Gusau, Zamfara for the Award of Bachelor of Science (B.Sc.) Degree in Sociology.

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DEDICATION

This project work is dedicated to God Almighty who in His infinite mercy has seen me through this study.

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My sincere appreciation goes to God almighty that has made it possible for me to successfully complete this program despite different hurdles. I am also grateful to my project supervisor, Dr. Aondowase Targba for his fatherly attention; mentorship, professionalism, exclusive words of advice and whose support has been so helpful in making this project a success. I also appreciate Prof. Dejo Abdulrahaman, Dr. Jimoh Hamzat, Dr. Ugba Dajo, Dr. J.O Ayodele, Mallam Bashir Bello, Mallam Usman Abubakar and other body of lecturers of the department in Sociology, who all have made diverse contributions in one way or the other to the success of my stay in Federal University Gusau and this project.

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ABSTRACT

This study examined the level of education and placement of workers in Zamfara State Ministry of Finance. The objectives of the study are to examine the criteria for workers placement and to also ascertain the significant influence of education on the criteria of workers placement in Zamfara State Ministry of Finance. The study adopted two-stage sampling technique. Stratified sampling was used in selecting the respondents used while simple random sampling was used in selecting participants for the study. The participants for this study consist of 171 staff members of Zamfara State Ministry of Finance. Bureaucratic theory of management by Max Weber was used in explaining the impact of education on workers placement, the theory further stress that workers should be employed and placed based on their academic qualification as a means to measure objectivity and meritocracy. Conclusions drawn based on the findings; show that there is significant relationship between workers levels of experience and their present position. Also the knowledge acquire through education has effect on the placement of workers, and the levels of academic qualification also has significant relationship on workers placement. In conclusion, employers are advised to always employ workers based on merit and the placement of workers should be embedded in the following features: The study recommended Academic qualification, Experience, and Educational knowledge.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Placement of workers is a big challenge in our modern market, as it affects almost half of the employed population. Organization for Economic Cooperation and Development (OECD, 2016) survey of Adult Skills Programme for the International Assessment for Adult Competencies (PIAAC) finds out that 12% of workers in (OECD, 2016) reported that they have higher qualification than those required for the jobs. In many less industrialized countries of the world today placement of workers has steadily increased in recent years. Quintin (2016) finds out that the average rate of over qualification in Europe has risen by 5% from (2004-2010). About 1.5% points of this total occurs during the economic recession (2008-2010).

It can be deduced from the above that because of strong job competition people accept jobs that did not match their qualification and skills, In Nigeria for instance a degree holder in agriculture may be forced to work in the bank without adequate skills of banking. Over qualification is also associated with the field of study mismatch, when people accept jobs with lower qualifications than they actually possessed, in an area in which they have little or no expertise. Quintin (2016) finds out that in advanced countries, as much as 40% of the over qualified people are working in areas outside their expertise. Therefore it can be presumed that it is because individuals are faced with lack of jobs, that is why they accept jobs that did not match their qualification and skills.

Further research by the (OECD, 2016) survey for Adult Skills (PIAAC) have shown that placement of workers is high particularly among the foreign-born workers and those employed in smaller sized establishments in part time jobs or non-fixed term contracts. The issue of placement of workers is also affecting our country Nigeria having looked at it from the world view; it is time to look at it from the local level which is our main objective. Very importantly the service rendered by government are been provided through a group of individuals known as the public servant under an umbrella of a system called the Public Service.

Research by David (2018) indicated that the Nigerian public service comprises of senior and junior staffs as well as executive and administration officers, who are largely, distinguish based on their educational qualifications, training skills, ranks and the various duties they

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discharge. It covers agencies at the Federal levels like the Federal civil service legislatives and the judiciary including their agencies and parastatals.

Public service is a dynamic structure of government which operates based on the rules that are reviewed every five years in Nigeria so as to keep in time with changing to serve the current needs of societies and to provide for the needs of people. One of the fundamental principles of a public service is Permanence. Elebolo (2018) defines public service as a permanent body of officials that carryout government decisions. It is permanent and its life is not tied to the life of any particular government.

From this it can be deduced that persons are employed into the service and at one time such person do exist the service example it may be through retirement, transfer, withdrawal from service. This is the fundamental reason or reasons why governments do recruit and offer appointment to different people to fill in the vacant positions with the view to keep the government work going. Recruitment also signifies the importance as government strategy for increasing the work force by employing people with the right qualification, attitudes, zeal to show commitment on the jobs. Problems of sectionalism, Nepotism, and tribalism which could be traced to rationalization and which bring about strong competitions among different ethnic group in the country who want to favour their ethnic clans.

The issue of meritocracy is very much lacking, meritocracy in a country or social system is whereby people get power, or money on the basis of their ability. Placement of workers and lack of meritocracy reflect the link between workers skill and job skill requirement also it reflect misalignment between peoples educational choices and labour market need. Therefore, having identified the challengers that brings set back in the Nigeria Public Service government should intervene by triggering policy interventions aimed at re-enforcing communication flow between education, training, and the labour or job market.

1.2   Statement of the Research Problem

Meritocracy in a country's social system takes place when people get employed on the basis of their ability. The issue of meritocracy is very much lacking as a result of consistent interference of political office holders in the issue of recruitment and placement. Aboyade (2016) finds out that whenever recruitment is taking place, politicians do interfere and make sure that their preferred candidates scale through irrespective of whether they are qualified or not. This eventually leads to recruiting staff that are in most cases incompetent. For any organization to achieve its objectives it must have people with proven competence. It was on the realization of the need for competence in organizations that made Max Weber (1947) to

state that candidates for positions in organizations must be selected on the basis of technical qualifications. However, in the case of Nigeria, recruitment and selection are based purely on sentimental reasons.

The culture of workers being placed where they do not belong and their placement not correlating with their qualifications has continued to hold Nigeria and Nigerians to ransom. Bankewi (2015) finds out that 60% of those holding one position or the other in work organizations are not placed on merit, misplacement has occurred based on whom they know, whom they are, where they come from, religious affiliation, ethnic background, gender bias etc. Opone (2013) opined that many organizations, companies and government parastatals already have their preferred candidates even before publishing any advertisement of vacancy for employment.

It has also been established by Beardwell (2017) that many workers do not have the required qualification for the position they are holding which is against the procedure of any formal organization as opined by Weber in his work on bureaucracy theory of management and the Nigeria general hiring procedures and policies of 2008.

The implication of placing an individual in a position that does not correlate with their level of education will render the individual dysfunctional, less productive in such an organization. Such implications that it will bring to the organization includes: low level of productivity, lack of effectiveness and efficiency, lack of experience.

Therefore, it is against this backdrop that this research work studied the level of education as a determinant of workers placement in Zamfara State Ministry of Finance. The research seeks to provide reliable data and also to create a data base for further enquiry on the subject matter.

1.3   Research Questions

The general research question of the study is what is the level of Education and placement of workers in Zamfara State Ministry of Finance. The specific research questions are:

1. What is the level of Education of workers in Zamfara State Ministry of Finance?
2. What are the criteria for workers placement in Zamfara State Ministry of Finance?
3. Does the level of education have significant influence on the criteria for workers placement in Zamfara State Ministry of Finance?
4. What effect does placement of workers has in Zamfara State Ministry of Finance?
5. Does the issue of meritocracy exist in Zamfara State Ministry of Finance?

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4.   What effect does placement of workers has in Zamfara State Ministry of Finance?
5.   Does the issue of meritocracy exist in Zamfara State Ministry of Finance?

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1.4 Objectives of the Study

The general research objective is to examine the level of Education and placement of workers in Zamfara State Ministry of Finance. The specific objectives are to:

1. To examine the level of education of workers in Zamfara State Ministry of Finance.
2. To assess the criteria for workers placement in Zamfara State Ministry of Finance.
3. To ascertain the significant influence of education on the requirement for workers placement in Zamfara State Ministry of Finance.
4. To assess the effectiveness of placement of workers in Zamfara State Ministry of Finance.
5. To examine the issue of meritocracy in Zamfara State Ministry of Finance.

1.5 Assumptions of the Study

The following assumptions are formulated to guide the study

1. Level of education is a determinant for workers placement in Zamfara State Ministry of Finance.
2. Placement of workers in Zamfara State Ministry of Finance is based on merit.

1.6 Significance of the Study

The study which is primarily aimed at explaining level of education and social placement of workers in Zamfara State Ministry of Finance will provided an insight for all organizations, employers and the government as a hole in understanding the problem and benefits associated with levels of education and social placement of workers most especially in Zamfara sate ministry of finance and how it affects productivity, efficiency and effectiveness of worker in an organization.

More so, this study will also be significant to the Nigeria government because proper placement of workers in relation their academic qualification i.e level of education will not only increase the level of the worker's productivity but it will also enhance effectiveness, efficiency and also curb corruption and eradicate poverty among employee, whereby increasing high level of employment towards stabilizing economic development.

1.7 Scope of the Study

The research work tries to explore the deficiencies of government parastals in relation to social placement of workers focusing particularly on Zamfara State Ministry of Finance.

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Another scope is the issue of meritocracy has discussed earlier its role in workers placement based on their level of education in both government and private organization.

The study will be carried out in Zamfara State Ministry of Finance; the respondents for this study are both the junior workers such as drivers, clerk administration assistant etc and the senior workers.

1.8   Operational Definition of Key Terms

a.   **Education**: This is simply the process of facilitating learning, or the acquisition of knowledge, skills, values beliefs and habits.

b.   **Level of Education**: Level of education are ordered set of categories, intended by group educational programs in relation to graduates of learning experience and the knowledge, skills and competencies which each program is designed to impact.

c.   **Placement**: This also simply means placing of something or someone in a particular place or position.

d.   **Ministry**: This means a government department that is responsible for one of the areas of government work.

CHAPTER TWO
LITERATURE REVIEW AND THEORETICAL FRAME WORK

This chapter is concerned with literature review and theoretical framework. The chapter is discussed under the following themes: conceptual clarification, the level of education, the criteria for workers placement, the significant influence of education, the effectiveness of placement of workers, and meritocracy.

2.1   Conceptual Clarification

In other to avoid conceptual terminologies mistakes, it is important to define the concept education, level of education, placement and Ministry.

2.1.1   Education: This is simply the process of facilitating learning, or the acquisition of knowledge, skills, values beliefs and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators, However learners may also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational.

The methodology of teaching is called pedagogy Formal education is commonly divided formally into such stages as preschool or kindergarten, primary school, secondary school and then college, university , or apprenticeship. Muller (2017) view education has a word we hear very familiar in everyday life, because education is considered the most significant activity in any society. Wangbara (2016) finds out that education as the process of training man to fulfill his aim by exercising all the faculties to the fullest extent as a member of society. Afebendeugne & Ugwu (2015) finds out that education is every interaction that happens is every association that occurs between adults with children is a field or a state where the educational work in progress. Education efforts that are deliberately chosen to influence and assist children with the aim of improving knowledge, physical and morals that can gradually deliver the child to the highest goal.

According to Usaka (2017) education is defined as a learning process for the individual to attain knowledge and understanding of the higher specific objects and specific. The knowledge gained formally resulting individual has a pattern of thought and behavior in accordance with the education.

2.1.2 Level of Education: Level of education are ordered set of categories, intended by group educational programs in relation to graduates of learning experience and the knowledge, skills and competencies which each program is designed to impact.

According to Spinter (2018) defines level of education as the years of formal instruction received and successfully completed, usually based on passing formal exams. the United Nations Educational, Scientific and Cultural Organization (UNESCO) recognizes seven levels of education in its International Standard Classification of Education System (ISCED, from Level 0 (Pre-Primary Education) through Level 6 (Second Stage of Tertiary Education). UNESCO's International Bureau of Education maintains a database of country-specific education systems and their stages. Education during childhood and early adulthood is typically provided through either a two- or three-stage system of childhood school, followed by additional stages of higher education or vocational education for those who continue their formal education: Early childhood education at preschool, nursery school, or kindergarten. Primary education at primary school or elementary school, and sometimes in the early years of middle school, Secondary education at secondary school or high school, and sometimes in the latter years of middle school. Higher education or vocational education

2.1.3 Placement: This simply means placing of something or someone in a particular place or position. Placement refers to the task of assigning specific job to employees. Placement helps to improve efficiency and satisfaction of employees. After the employee has been selected and recruited, the problem of placement arises. Glick (2017) finds out placement refers to the task of assigning specific job to employees. Placement is in no way less important than accurate selection. A competent employee may be efficient and satisfied if is properly placed in job market. Placement of workers helps to improve efficiency and satisfaction of employees. Funbi (2015) finds out that placement of an employee in the right job results in improvement of morale and performance, reduces absenteeism and employee-turnover, leads to better utilization of machines, equipments and materials and keeps the employee satisfied. While placing employees on jobs, the requirements of both the organization and the employees should be considered.,

According to Durka (2017) posited that placements occur for a set, finite period of time that is agreed upon between the workplace and the worker. Unlike temporary work, the purpose of a placement of this nature is usually to give the worker an opportunity to learn something from a new work environment or for them to contribute something to that environment for a set period of time. Macquine (2016) defines placement as the allocation of people to the job.

It is assignment or re-assignment of an employee to a new or different job. Placement includes initial assignment of new employees and promotion, transfer or demotion of present employees. The placement is arising out of promotion, transfer, demotion. Assignment of new employee to a job apparently seems to be simple task.

2.1.4 Ministry: This means a government department that is responsible for one of the areas of government work. A ministry is a high governmental organization, headed by a minister that is meant to manage a specific sector of public administration. Governments may have different types of ministries, such as Ministry of Interior, Ministry of Foreign Affairs, a Ministry of Defence (which may be divided into Ministries for Land, Naval, and Air Forces), Ministry of Justice, Ministry of Finance, and Ministry of Education or similar is also commonly present. Ministries are usually immediate subdivisions of the cabinet (the executive branch of the government), and subordinate to its chief executive who is called Prime Minister, Chief Minister, President , Minister-President, or (Federal) Chancellor. Bennet (2016) defines a ministry as a department of government, led by a political Minister. Ministries are usually subordinate to the cabinet, and prime minister, president or chancellor. A government will usually have several ministries, each with a specialized field of service.

2.2 The Level of Education of Workers

Educational level refers to the academic credentials or degrees an individual has obtained. Here, we use the term "educated employees" to refer to those individuals who hold at least bachelor's degrees because these degrees are necessary for entry into many higher-paying occupations (Howard, 1986), (Trusty & Niles, 2015). For practical reasons, we are not investigating differences among school majors. Because few organizational studies have considered differences in majors, we are constrained in that regard in the current meta-analysis. In any event, individuals with specialized skills (such as accounting) will gravitate to specific kinds of firms (such as major accounting firms). As a result, it is difficult to assess differences between accountants and non-accountants in the same firm in any meaningful way. For much the same reasons, we are not examining the effects of obtaining vocational education here. There is little previous research, for example, on the impact of vocational education on citizenship behaviours. Moreover, it is difficult to compare college graduates to those who received vocational training because they do not have similar access to, or similar rates of participation in, each other's Labour Markets.

2.2.1 Structure of the Education System in Nigeria

The structure of the education system in Nigeria continues to change based on the aspirations of the government, the education programme and the style of administration is therefore not

static. Maintaining a functioning structure is important not only for the education system, but also for the social and economic environment of the country. Fasasi (2017) views structure as an arrangement of persons, programmes, positions or units in a specific manner, with a view to achieving a specific objective. It is a framework that depicts the period of schooling. The structure of education in Nigeria, like other aspects of the education system, continues to change in line with the dynamics of education itself, aspirations of the government and style of administration.

However, Mccrystal and Mcaleer (2016) argued that the changing educational structure will prepare students to meet the changing demands. The structures have pushed the education sector to deal with the continuing changes at both an individual role level and an organizational level. The structure is thus designed to prepare the students to face future changes and enhance their higher education and social status with power and responsibility.

According to the federal government, education is the most important instrument of change, any fundamental change in the intellectual and social outlook of any society has to be preceded by an educational revolution (Federal Republic of Nigeria, 2006, p.8).

The hierarchical structure of the education system in Nigeria has its base in early childhood education (0–5 years of pre-primary school), in which the government's role has been limited to setting standards, providing curriculum guidelines and training teachers within the private sector providing educational service. Basic education consists of compulsory primary and junior secondary education. The senior secondary school level includes both an academic curriculum provided in general secondary schools and other curricula provided in technical colleges and vocational centers. The tertiary level of education comprising universities, polytechnics and colleges of education is charged with responsibility for the production of different categories of high-caliber manpower required for national development.

Education in Nigeria has evolved over a long period of time, with a series of policy changes. The 1976 Universal Policy Education Program gave every child the right to tuition-free primary education. The introduction of Universal Primary Education program in the Western region in 1955 and the Eastern region in 1957 led to the 6-5-4 or 6-5-2-3 system, that is, six years of primary, five years of secondary and four years of higher education, or for those who took a two-year Higher School Certificate (HSC) course after secondary education, there were three years of higher education.

In the Northern part of Nigeria, there was a five-year primary, three year middle school and five-year secondary school system. After independence in 1960, a variety of structures still

existed around the country. The 6-3-3-4 system was introduced in 1977 following the introduction of the National Policy on Education. This was introduced to bring uniformity to the structure of education throughout the country. The 6-3-3-4 system stipulates six years of primary education, followed by three years of junior secondary school and three years of senior secondary education. The last segment of four years is for university or polytechnic education. Tertiary education also includes colleges of education. The current structure of education in Nigeria based on the 6-3-3-4 system began with the implementation of the National Policy on Education (NPE) in 1977.

2.3   The Criteria for Workers Placement

Education is required for several reasons and it is a criterion for workers placement in work place. These include acquiring knowledge, preparing individuals for various social roles, status, transmitting culture, to escape from dull and unpleasant occupation, source of knowledge, skill, which enables people to begin new tasks and do old ones more effectively and lastly to supply the manpower need of the country (Schaefer, 2016).

In its broad sense, education embraces all those experiences of the individuals through which knowledge is acquired, the intellect enlightened or the will strengthened. In its strict sense, education designates the consciously planned and systematically acquired formal education or training carried on through the various social agencies of education especially the school (Marsh, 2018). Education is also important in terms of certification (regarded as eligible for a particular position) and socialization (meant to prepare individuals for adult roles). In contemporary Nigeria society, education is regarded as a basic yardstick for the placement of people into important social positions.

Educational level refers to the academic credentials or degrees an individual has obtained. Here, we use the term "educated employees" to refer to those individuals who hold at least bachelor's degrees because these degrees are necessary for entry into many higher-paying occupations (Howard, 1986), Trusty & Niles, 2015).

2.4   The Significant Influence of Education on Workers Placement

From the moment a child is born, his or her education begins. At first, education is an informal process in which an infant watches others and imitates them. As the infant grows into a young child, the process of education becomes more formal through play dates and preschool. There are several major manifest functions associated with education. The first is socialization. Beginning in preschool and kindergarten, students are taught to practice various

societal roles. The French sociologist Émile Durkheim (1858–1917), who established the academic discipline of sociology, characterized schools as "socialization agencies that teach children how to get along with others and prepare them for adult economic roles" (Durkheim 1898).

Education also provides one of the major methods used by people for upward social mobility. This function is referred to as placement. University and graduate schools are viewed as vehicles for moving students closer to the careers that will give them the financial freedom and security they seek. As a result, university students are often more motivated to study areas that they believe will be advantageous on the social ladder. A student might value business courses over a class in Victorian poetry because he or she sees business class as a stronger vehicle for financial success. In many societies of the world today, educational attainment is one of the most important factors determining the occupational and income level to which a person can aspire.

According to Yusuf (2016), in his work on impact of education on social mobility among Ilorin people, he opines that on the average, an individual's educational attainment tend to determine his occupational choice, income level and life style. The study found that respondents' educational attainment was not associated with fathers' educational level. On the other hand, close relationship were found between respondents' educational level and their income as well as social status. Most adolescents in contemporary society spend a greater part of their lives in institutions where they receive formal education. This form of education (formal) is regarded as a major agency of socialization in these societies Bilton, et. al. 1989; Giddens and Duneier, (2017).

In contemporary Nigerian society, education is regarded as a basic yardstick for the placement of people into important social positions. Education is required for several reasons. These include acquiring knowledge, preparing individuals for various social roles, status, transmitting culture, to escape from dull and unpleasant occupation, source of knowledge, skill, which enables people to begin new tasks and do old ones more effectively and lastly to supply the manpower need of the country (Schaefer 2018).

Sociologists have debated why formal education developed in modern societies by focusing on the social functions that it provides. For example, some have emphasized the important role of education in socializing the individual to fit into, and perpetuate the social system. Education is here seen as serving the function of passing the collective consciousness and culture, of a pre-existing society (Marsh, 2015). Social mobility refers to the amount of

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movement from one stratum to another. It describes the nature and amount of change in social position over time. In principle, this change can be defined for any social entity. For instance, one can consider the collective mobility of classes, ethnic groups, or the entire nation in terms of health status, literacy and education.

According to Haralambos and Horborn (2015) social mobility is significantly higher in industrial societies than in pre-industrial ones. In particular, status in pre-industrial societies is largely ascribed. Consequently, ascribed characteristics i.e. class of origins, sex, race and kinship relations have less and less influence on individual's social status... Rather, status is seen to be increasingly achieved on the basis of merit – talent, ability, ambition and hard work has replaced ascribed characteristics as the criteria for determining a person's position in the class system.

It is in this respect that Parson (2018) argued that achievement is one of the major values of most modern societies. Individuals are judged and accorded prestige in terms of their occupational status which is seen to be largely achieved by their own efforts and ability. Education has been considered as one of the instrument for attaining such achievement. In most modern society today, education has become the key element in the process of social placement. Educational qualification and the number of years completed at schools has become the most important yardstick needed for occupational attainment. The close association between years of schooling and level of occupational attainment and income is true of both developed and developing societies alike. Occupational attainment and entry into elite post in the society seems to be dependent more than anything else on credentials.

According to Imoagene (2017) in his study of western Nigerian new elite found that the difference in the occupational distribution in the father's generation is not significant. He argued that the factor for high occupation in the society i.e. top civil servants, and businessmen or Professors cannot be understood by referring to his/her origin status. Rather, education was the important single clue to understanding the career patterns and opportunity of the new elite. In other words, the type of first job taken on entry into workforce which is based on credentials determined a man's subsequent career. However access to this important institution in the society is not evenly distributed among people. Rather, while some individuals have access to educational opportunity others find it difficult to acquire knowledge through this formalized method of learning.

Inequality in educational opportunity has far reaching consequences on individuals, groups as well as the society as a whole. This is more so in developing societies where educational credentials more than anything else, determines a man's life chances (Imoagene, 2017). Thus,

those who have the opportunity to education tend to acquire certain privileges that can be ill-afforded by others who lack this basic training. Education, no doubt is an important instrument of change in modern societies. With education an individual or group can raise towards more highly valued positions and rewards in society.

According to Akerejola (2016) knowledge of the mobility function of education is the major motivating force for sending children to school. To these children in turn, educational success means fulfilled life. In the view of Kelsalet (2018) education has become the key element in the process of placement in today's societies. Educational qualification and the number of years completed at school have also become the most important criteria for occupational attainment. The positive association between years of schooling and level of occupational attainment is, in Kelsal's view, true both of developed and underdeveloped countries. In the same vein, Parelius (2018) in his study of incomes profile in the United States showed that the median income of all whites above eighteen years who are year-round full-time worker was higher if they had four years of college. The association is no less true of Nigeria Aboyade (2015) posited that where earnings vary between non-literate primary school leavers, secondary school and university graduates. In the Nigerian situation, Imoagene (2017) contends that occupational attainment and entry into elite position in the society seem to be dependent more than anything else on credentials.

For instance, Glick and Miller (2016) argued that limitations to educational attainment in society is brought about because some individuals who have the capacity to acquire more than a modest degree of education do not have the motivation or the means to do so. Also, others lack the mental ability to pursue their education as far as they wish and can afford. However, it would be reasonable to believe that majority of people who eventually complete their schooling can justifiably expect to receive considerably higher income on entering the labor market. Along this argument, Glick and Miller (2016) demonstrate that there is a progressive increase in the average amount of annual income associated with each increase in education. This is to say that each year invested in schooling can be associated with a monetary return.

2.5   Effectiveness of Placement of Workers

Historically, conventional wisdom has assumed that the best gift parents could give to their children is sound education which later gives way to the survival of the child in future and for life. With the advent of education evaluations it was discovered that the relationship between levels of education and performance of workers was not always clear. Cole (2017) finds out it

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is clear evidence to link accessibility in terms of access to education with economic development, while others have found little or no linkage stating that any correlations that may exist are as likely to come from existing political or natural resource. It is proposed in this review that accessibility should be thought of not just in terms of access to education but also in terms of placement of workers or employment opportunity. Without proper placement based on levels of education, workers are isolated, which perpetuates the deprivation trap by denying them the chance to perform as expected and also denying them access to their most basic needs. Wrong placement will slow down the diffusion of new technologies and techniques, decrease in levels of production, increase in level of unemployment, high rate of inefficiency, ineffectiveness and hereby leading to high rate of corruption and poverty.

In the technologically advanced countries normally the status gradation is defined by the occupational and educational levels of education. "Briefly, in view of the close relationship between education and occupation, and to the extent that occupation is an important, if not the only avenue, for income and social status, education acquires significance as a determinant of social placement and social stratification." It is noticeable that in the industrial societies the most prestigious jobs tend to be not only those that yield the highest incomes but also the ones that require the longest education. The more education people have, the more likely they are to obtain good jobs and to enjoy high incomes.

2.6 The Issue of Meritocracy in Placement of Workers

Meritocracy is whereby people get employed on the basis of their ability. Augusto (2017) posited that meritocracy refers to a system under which advancement within the system turns on merits, like performance, intelligence, credentials, and education. These are often determined through evaluations or examinations. Danny (2015) meritocracy can refer to any form of evaluation based on achievement. Dunlop (2015) finds out that merit is equated with intelligence-plus-effort, its possessors are identified at an early age and selected for appropriate intensive education, and there is an obsession with quantification, test-scoring, and qualifications. Meritocracy in the workplace simply mean that everyone has the right to express their opinions and are encouraged to share them openly and often. Those opinions are listened to and decisions are then made based on those that are deemed the best. This is the key distinction of the meritocracy. In many organizations that employ a meritocracy worker forge their own path to leadership, not simply by working hard and smart, but also by expressing unique ideas that have the ability to positively impact their team and their organization. Meritocracy ensures smooth running of the system. It promotes equal grounds

for people from different races and castes. It endorses efficiency and effectiveness of governmental organizations.

Marcus (2015) finds out that meritocracy is an efficient system of assigning power positions, be it in a government or some organization. It has proven to be effective over the time. However, it also requires a clear and definite description of 'merit' and it should be ensured that this merit is within the reach of all the members of a society. It was on the realization of the need for competence in organizations that made Max Weber the greatest exponent of bureaucracy to state that candidates for positions in organizations must be selected on the basis of technical qualifications.

2.6.1 The Complex Relationship between Education and Workers Placement

According to Pitfall (2017) he posited education acts as a generator of upward mobility it does not invariably do that, the reciprocal relationship between education and social stratification it is stratification that affects education primarily. This effect is greater than the effect of education on stratification. In many societies the facilities for education leading to higher levels of occupations and professions like medicine, engineering, management, etc., are limited. But the number of aspirants to make use of such facilities is very high.

Since the cost of higher education is very high and several constraints govern admission to such education courses, only a select section of the society can manage to enter such courses. This section is normally the privileged section of the society, which occupies a top position in the stratification system. Such a system of higher education with all its constraints etc., is often defended on meritocratic grounds. Thus education instead of being a generator of upward social mobility is forced to function as an agency of stratification, to function as an agency of status retention.

2.6.2 Recruitment and Selection in the Nigerian Public Service: Nature, Challenges

According to Ibrahim (2018) finds the services rendered by governments the world over are being provided through a group of individuals known as the public servants under an umbrella of a system called the public service. In Nigeria, public servants comprises of senior and junior staff, as well as executive and administrative cadres who are largely distinguished based on their educational qualifications, training, skills, ranks and the duties they discharge. The public service on the other hand refers to the totality of the administrative structures within which the work of government is carried out (Ademolekun, 2016). It covers agencies at the Federal levels like the Federal Civil Service, Legislatures and the Judiciary including

their agencies and parastatals. The term usually denotes a wider scope of governmental agencies than the civil service. In addition it encompasses the civil service in the strict sense of the ministries and department of the central government and the field administration; it also covers local governments, the military, the police and other security agencies. The concept also covers advisory governmental bodies and the public enterprises. Public Service is a dynamic structure of government which operates based on rules that are reviewed every five years in Nigeria so as to keep in tune with changing times, to serve the current needs of society and to provide for the future requirements of the people. One of the principles of a public service is "Permanence"

According to Pilbeam and Corbridge (2018) they finds out that the Public service is often defined as a permanent body of officials that carryout government decisions. It is permanent and its life is not tied to the life of any particular government. From this principle, it is pertinent to note that persons are employed into the service at one time and in some other time such persons do exit the service due to one reason or the other either retirement, transfer, withdrawal from service etc. This is why government from time to time do recruit and offer appointments to prospective candidates to fill in the vacant positions with a view to keep the government's work going. This again, signifies the importance of recruitment as a government tool for increasing the workforce by hiring candidates with the right qualifications, attitude and enthusiasm to demonstrate commitment on the job.

2.6.3 Meaning of Recruitment

The term recruitment simply means, "Securing the right people for particular jobs, and it may take the form of advertising for large groups of employees or tracking out a lightly skilled individual for specific work" (Scott 2017). This in essence means that not any person with paper qualification is eligible for recruitment into the service. A choice has to be made on who is the right candidate for the post; a person with maturity, high sense of belonging, skills and good moral attitude. This is very much paramount due to the fact that it is through this process that the government or an organization can achieve its sets of goals and objectives.

However, even when those that are eligible are attracted and they applied; care should be taken and select only those that have the zeal and enthusiasm to make contributions to the organization Newell and Shackleton, (2016).

According to Monday (2015) and Crawford (2018), "Recruitment is a process of attracting individuals on a timely basis, in sufficient numbers and with appropriate qualifications, developing their interest in an organization and encouraging them to apply for jobs within it." This is a clear indication that the exercise is not conducted all year round but at a designated

time when the need arises. The need arises as a result of vacant position created by those who
left the service as a result of either retirement, withdrawal from the service or other reasons.
During this process, efforts are made to inform the applicants fully about the selection criteria
of the required competencies that will lead to effective performance, as well as career
opportunities the organization can provide the employee. Clear knowledge of the job help the
potential employees to put in their best when employed because it is only when you know
what you are going to do that you can understand not only how to do it but how to do it best
indicates that "the process of recruitment has two important purposes.

Firstly, recruitment should focus on both attraction and retention of the interest of applicants
suitable for a given job. Secondly, it should create a positive image of the organization in the
eyes of people who come in contact with it". The first purpose implies that recruiters should
emphasize on retaining the qualified candidates and this can be done by first giving them the
job and then motivate them. This is very much necessary because the issue of just employing
the right candidate without proper motivation can lead to brain drain and as such the overall
aim of recruitment is defeated.

Apart from this the organization, department or ministry in question that is recruiting the
candidates should try as much as possible to portray its good image by demonstrating high
sense of fairness at the very time of selecting candidates. The candidates should be given
equal, fair and even treatment irrespective of ethnic background, religious differences and
other sentimental issues. This will definitely give the candidates a feeling that they make the
right choice and will try as much as possible to put in their best in achieving the stated aims,
goals and objectives. One of the reasons that most employees fail on the job is the fact that
they are not fairly treated. Openness, fairness and equity should therefore serve as one of the
guiding criteria for recruiting candidates.

Recruitment and selection of personnel into the service is often conducted through series of
stages known as the resourcing cycle. The resourcing cycle begins with the identification of a
vacancy and ends when the successful candidate is performing the job to an acceptable
standard. The first step in the recruitment process is to decide that there is a vacancy to be
filled. This can be done systematically using some strategic approach. If, for example, there is
a vacancy as a result of exit of an employee from the service, his immediate subordinate may
be appointed to fill in the gap. It is only when there is nobody from within the organization to
fill in the vacant position that another person may be sought from outside.

2.6.4 Selection

According to Mathis (2017) noticed that after attracting candidates through the recruitment process, the next step is to select from this pool those that will be employed. Selection therefore, is the process of choosing from the pool of applicants, those to be hired by the organization based on the specified organizational requirements. This stage in the recruitment circle is very crucial as it is through this that the employers will decide on who is the most appropriate candidate to be employed of all the job applicants that have the relevant qualifications Mathis (2017). It is in this stage that the recruiters are very much careful not to select candidates that will be a burden in the workforce.

According to Boxall and Purcell (2015), "The key point of selection is how to make fair and relevant assessment, which indicates strengths and weaknesses of applicant". A lot of candidates may apply for a particular position, candidates even though in most cases with same qualification but with different background, different experiences, different affiliations and different attitudes or characters. However, even if all of them are qualified to be offered the job, not all of them are going to get it as such the most suitable candidate is the one to be selected. If this is done, it is an indication that the organization is powerful and has strength. Strength in this sense connotes the ability to do the right thing. This is where most recruiters in the Nigerian bureaucracy are found wanting. Instead of going on the right direction by appointing only those that deserve to be employed, the reverse is the case.

This point is further highlighted by Pilbean (2016) where he asserts that: "recruitment and selection process is based on action between ''applicant and job'', which is dependent on stating a need by an organization, using the most appropriate recruitment and selection techniques and on ''reviewing, evaluating and modifying the recruitment and selection system in the light of experience''. Despite the fact that both activities are directed towards obtaining suitably qualified employees, in which recruitment activities lay the groundwork for the selection process by providing the pool of applicants from whom the selectors may choose, Bratton & Gold (2007) differentiate the two terms while establishing a clear link between them in the following way: "Recruitment is the process of generating a pool of capable people to apply for employment to an organization. Selection is the process by which managers and others use specific instruments to choose from a pool of applicants a person or persons more likely to succeed in the job(s), given management goals and legal requirements." This is a clear barking of the views of Newell, Shackleton (2016) who emphasized on recruiting only those that will show commitment and contribute to the organizations progress.

In setting out a similar distinction, Foot and Hook (2005) suggest that: "although the two functions are closely connected, each requires a separate range of skills and expertise and may in practice be fulfilled by different staff members". Perhaps there are certain protocols and processes involved. Even though the functions are carried out almost simultaneously i.e. within the same context at the same time, the process involved is conducted bit by bit i.e. in stages handled by an expert in each stage. First of all a written application has to be submitted which must be screened and then be forwarded to the next stage for sorting and filtering and finally selection of the right candidate.

2.6.5 The Selection Process

The selection process involves Preliminary interview this is usually the applicant's first contact with the organization. For the organization, it represents the first stage of the selection process. It is usually at this stage that those who are not qualified are weeded out. If the number of the applicants is on the high side, the preliminary interview helps to bring it to a manageable size. It is now those who pass this stage that are allowed to face other rigorous tests. Application Blanks is the form given to job applicants from which information about their qualifications, experience and any other information that are related to an applicant's ability to perform well on the job is gotten. In summary, the application blanks request for information that is job-related. Through the application blanks, the interviewer gets some specific information about the applicant which will be useful in the main employment interview. This helps to test the applicant's reliability and accuracy of facts. Tests are seen as the most objective method of judging applicants provided they are well exposed to the same test under the same condition. Tests are increasingly becoming an integral part of the selection process because of its obvious advantages. There are different types of tests and the one chosen by an organization depends on what that organization is engaged in and the type of personnel it wants to employ.

2.6.6 Types of Recruitment Tests

Throughout the recruitment process there are a number of ways that an applicant can be tested by a prospective employer. Nicolo (2016) finds out that such tests allow the employer to identify and recognize the applicant's potentials and also help to identify and develop those specific skills to match job requirements. Ivancevich (2015) posited that some of the tests in recruitment and selection process includes ability and aptitude tests which measures specific skill sets and the resultant score gives an indication of existing ability or potential to learn skills required for the job. They evaluate a particular ability such as numerical, verbal, diagrammatic etc. Often the tests are multiple choices and administered under exam

conditions. Practicing tests will help to increase applicant's familiarity with them and can be found on the Internet. These tests get more difficult towards the end, so it is important not to rush them, but to think carefully and to go back to those you cannot answer. Secondly Psychometric and personality tests assess individual's preferences in behavior, attitude and values through responses to questions or statements. These tests are un-timed and have multiple answers with each of the questions relating to different aspects of applicant's personality, such as team-working ability, leadership preferences. The tests must be answered honestly as they are trying to fit job applicants into a job role and if an applicant tries to guess what the employer wants, he may find himself in a job that does not suit him! For any of these tests the key is to remain positive! Job offering is not solely based on these tests - they are only used as one part of the recruitment process and thirdly:- Interview: An interview is a formal exchange of facts, impression and viewpoints between a prospective employer and a prospective employee with a view to their mutual selection or parting. Interviews vary greatly in their content, but are often used to assess such things as interpersonal skills, communication skills, and teamwork skills, and can be used to assess job knowledge. Well-designed interviews typically use a standard set of questions to evaluate knowledge, skills, abilities, and other qualities required for the job.

Employers generally conduct interviews face-to-face. Though interviews are quite popular in the selection process, its validity is increasingly being questioned. By validity we mean the extent to which the interview can suitably predict the right candidate(s) for the job from the pool of candidates. The reasons for doubt over the validity of the interviews is that it has been found out that most times the biases of the interviewers do affect their sense of judgment.

It is in order to reduce the impact of personal biases and improve validity of the interview, that the structured method is often advocated. A structured interview is one where the questions are prepared beforehand and all the candidates are asked the same questions. Using a structured interview method also increases reliability. Reliability in interview is the degree of agreement between the interviewers on the performance of the candidates. In a situation where the interviewers arrive at the same conclusions about the candidates, then the reliability is high. On the other hand if they come to different conclusions, the reliability is low. Interviews are used in the selection process for two main reasons. The first is to assess the candidate's motivation for the job. (Cole, 2017)

To have any value, interviews should be conducted or supervised by trained individuals, be structured to follow agreed set of questions mirroring the person specification or job profile, and allow candidates the opportunity to ask questions. The interview is more than a selection

device. It is a mechanism that is capable of communicating information about the job and the organization to the candidate, with the aim of giving a realistic job preview, providing information about the process and thus can minimize the risk of job offers being rejected. Organizations seeking high performance in their selection processes should therefore give considerable attention to maximizing the uses of the interview and ideally combine the method with other psychometric measures where appropriate.

2.6.7 Nature of Appointment in the Nigerian Public Service

According to the provisions of Federal Government of Nigeria, Public Service Rules 2008 and federal Government, Official Gazette 25th of August 2009 & Pension Reform Act 2004. Authority for recruitment into the public service is vested on the Public Service Commission. Appointments are made either:

(a) By letter written by the Director of the Public Service Commission or

(b) By formal agreement between the officer and the government or it's appointed agents.

2.6.8 Types of Appointment

According to the provisions of Federal Government of Nigeria, Public Service Rules 2008 and federal Government, Official Gazette 25th of August 2009 & Pension Reform Act 2004. Direct appointment to the public service may be made in any of the following categories:

(a) As trainee or pupil

(b) On probation in a pensionable post

(c) On non-pensionable contract to a non-pensionable post or against a pensionable post and

(d) On temporary basis. Eligibility for Appointment depends on the prospective employees of the public service are expected to satisfy the following conditions: must be over sixteen (16) years of age, Possess such minimum qualification as are specified from time to time, be certified by a government medical officer as sound in health and medically fit for the government service and possess a testimonial of good conduct from his last employer or if not previously employed, from the last school or college he attended, (Civil Service Rules).

However, every applicant for employment by government must state: Whether he has been convicted of criminal offence, all employment he has engaged in and if he has left employment, why he did so; or if he is still in any employment, whether he is under any obligation to remain in it and whether he is free from pecuniary embarrassment.

2.6.9 Conditions of Appointment

Daily-rated staff Heads of Departments are authorized to engage, without formality daily-rated staff in accordance with authorized rate of pay and Officers on probation officers on probation are required to serve for two years before being confirmed in the service. During

the period of probation an employee is required to pass the prescribed examination appropriate to his appointment. The white paper on the 1988 civil service reforms was enacted as Decree No. 43 of 1988. The decree made provisions for the sharing of the powers of appointment, promotion and discipline between the Federal Civil Service Commission and Ministries/Parastatals. The decree limited the powers of the commission to: Appointment of officers on GL 07-10 only, Participating as an observer in the Personnel Management Board of Ministries, Performing appellate functions on petitions by officers against the decision of ministries and that of the personnel management board, Provision of uniform guidelines on appointment, promotion and discipline.

Powers of appointment, promotion and discipline of other officers were transferred to the Ministries and Extra-Ministerial Departments. The Ayida (2016) review panel recommended that the power of the commission be restored but with modifications. The Panel recommended that the power of the Civil Service Commission over recruitment, promotion and discipline should be as follows: Recruitment Officers on GL 07-13, Promotion Officers on GL 14-17, Discipline Officers on GL 14-17. It is recommended that the commission should handle transfers and secondments in the civil service for officers on GL 07 and above. Contract Appointment is a temporary appointment which does not provide for the payment of a pension. The duration of a contract appointment is limited to the period specified in the contract itself. The appointment may be terminated by the government at any time in accordance with the terms specified in the contract agreement.

2.6.10 Challenges of Recruitment in the Nigerian Public Service

In the first instance the issue of meritocracy is very much lacking. This manifested as a result of consistent interference of political office holders in the issue of recruitment. Aboyade (2016) finds out that whenever there is recruitment taking place, politicians do interfere and make sure that their candidates scaled through irrespective of whether they are qualified or not.

This eventually leads to recruiting staff that are in most cases incompetent. It is however, a well-known fact that for any organization to achieve its objectives it must have people with proven competence. It was on the realization of the need for competence in organizations that made Max Weber the greatest exponent of bureaucracy to state that candidates for positions in organizations must be selected on the basis of technical qualifications. However, in the case of Nigeria, recruitment and selection are based purely on sentimental reasons. The principle of federal character has also compounded the problem, since it has legalized nepotism and segregation in employment in the form of ethnic balancing.

The principle of federal character is a principle saddled with the responsibility of given equal opportunity to all the six geopolitical zones in terms of employment into the federal civil service. But the problem is that some of the zones are backward in terms of paper qualification and as such their vacancies cannot be properly filled fully.

There is also the issue of recruitment purely based on skills rather than positive attitude. Recruitment in Nigeria is mostly based on the skills and technical know-how of the person to be employed without giving due considerations to the attitudes and character that the applicant possess. It is good to note here, that employees with improper or negative attitude in most cases do not strive hard towards the realization of the organizational goals. Their personal interest is superior to that of the organization. This has a strong and negative effect as it leads to workplace tension and also lowers productivity. (Ibrahim, 2014)

2.7   Theoretical Framework

For the purpose of this research, Bureaucracy Theory of Management is used as the theoretical foundation for this study.

2.7.1   Bureaucracy Theory of Management

Max Weber (1864-1920), who was a German sociologist, proposed different characteristics found in effective bureaucracies that would effectively conduct decision-making, control resources, protect workers and accomplish organizational goals. Max Weber's model of Bureaucracy is oftentimes described through a simple set of characteristics.Max Weber's work was translated into English in the mid-forties of the twentieth century, and was oftentimes interpreted as a caricature of modern bureaucracies with all of their shortcomings. However, Weber's work was indented to supplant old organizational structures that existed in the earlier periods of industrialization. To fully appreciate and understand the work of Max Weber, one therefore has to keep the historic context in mind, and not "just" see his work as a caricature of bureaucratic models.

Below, some characteristics of the bureaucratic model are presented. Each characteristic is described in relation to which traditional features of administrative systems they were intended to succeed.

Fixed Division of Labour the jurisdictional areas are clearly specified and each area has a specific set of official duties and rights that cannot be changed at the whim of the leader. This division of labour should minimize arbitrary assignment of duties found in more traditional structures, in which the division of labour was not firm and regular, and in which the leader could change duties at any time.

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Hierarchy of Offices each office should be controlled and supervised by a higher ranking office. However, lower offices should maintain a right to appeal decisions made higher in the hierarchy. This should replace a more traditional system, in which power and authority relations are more diffuse, and not based on a clear hierarchical order.

Rational-Legal Authority a bureaucracy is founded on rational-legal authority. This type of authority rests on the belief in the "legality" of formal rules and hierarchies, and in the right of those elevated in the hierarchy to posses authority and issue commands. Authority is given to officials based on their skills, position and authority placed formally in each position. This should supplant earlier types of administrative systems, where authority was legitimized based on others, and more individual, aspects of authority like wealth, position, ownership, heritage etc.

Creation of Rules to Govern Performance rules should be specified to govern official decisions and actions. These formal rules should be relatively stable, exhaustive and easily understood. This should supplant old systems, in which rules were either ill-defined or stated vaguely, and in which leaders could change the rules for conducting the daily work arbitrarily.

Separation of Personal from Official Property and Rights official property rights concerning e.g. machines or tools should belong to the office or department - not the officeholder. Personal property should be separated from official property. This should supplant earlier systems, in which personal and official property rights were not separated to the needed extent.

Selection Based on Qualifications officials are recruited based on qualifications, and are appointed, not elected, to the office. People are compensated with a salary, and are not compensated with benefices such as rights to land, power etc. This should supplant more particularistic ways of staffing found in more traditional systems, where officials were often selected due to their relation with the leader or social rank. Benefices such as land, rights etc. were also common ways of compensating people, which was to be replaced by a general salary matching qualifications.

Clear Career Paths employment in the organizations should be seen as a career for officials. An official is a full-time employee, and anticipates a lifelong career. After an introduction period, the employee is given tenure, which protects the employee from arbitrary dismissal.

This should supplant more traditional systems, in which employees' career paths were determined by the leader, and in which employees lacked the security of tenure.

Max Weber viewed these bureaucratic elements as solutions to problems or defects within earlier and more traditional administrative systems. Likewise, he viewed these elements as parts of a total system, which, if combined and instituted effectively, would increase the effectiveness and efficiency of the administrative structure.

The bureaucratic structure would to a greater extent protect employees from arbitrary rulings from leaders, and would potentially give a greater sense of security to the employees. Additionally, the bureaucratic structure would create an opportunity for employees to become specialists within one specific area, which would increase the effectiveness and efficiency in each area of the organization.

Finally, when rules for performance are relatively stable, employees would have a greater possibility to act creatively within the realm of their respective duties and sub-tasks, and to find creative ways to accomplish rather stable goals and targets.

2.7.2 Application of the Theory

The relevance of this theory to this research work is that for any organization to achieve their aims and objectives the procedure highlighted by Weber should be followed. For instance the aspect of selection based on qualification, Weber believe that that if selection is based on qualification that is levels of education, it will give room for right positioning which will in turn enhance efficiency and effective and high level of performance.

The theory also posited that employers should be value free. This is to say that during recruitment and selection, employers should employ based on qualification and not other social factors such as family background, economy status, religion affiliation, political party, ethnicity among others that may be considered.

2.7.3 Critics of Bureaucracy Theory of Management

Critically looking at the theory of Weber, the following are the shortcomings

Division of Labour may not be completely beneficial; especially when it is too excessive it will lead to alienation. Formalistic impersonality will lead to problem between the clients and the officials. He recommended that uniform rule be applied in every organization, however the uniform rule will prevent the exercise of innovation and creativity. He neglected the influence of environmental factors on organizations.

2.7.4 Strength of the theory

Goal consensus, Technical sanity, direct compensation, Recognition of service

CHAPTER THREE
RESEARCH METHODOLOGY

This chapter includes the, research design, study setting, population of the study, sampling size determination, sampling techniques, methods of data collection, and techniques of data analysis.

3.1   Research Design

The study adopted cross sectional design research to examine the level of education and placement of workers in Zamfara State Ministry of Finance. The choice of this design was because it helped the researcher to know the level of education and placement of workers in Zamfara State Ministry of Finance.

3.2   Study Setting

Gusau is a city and Local Government Area located in the northwestern Nigeria. It is the capital of Zamfara state. The local government has an area of $3364km^2$ and the population according to population projection (2016) is 4,515,400. Gusau is one of the towns established during the jihad of Sheikh Usman Dan Fodio. It was a small emirate comprising of various towns that had once been part of the western section of the kingdom of Katsina, namely "Katsina ta Yamma" or "Katsina laka" before colonial rule. It borders Chafe and Katsina in the east, Bungudu in the West, Kaura- Namoda in the north and Dansadau in the South.

Gusau, sits just north of a line drawn from Kebbe and Kano, and the town is located on the main railway between Kaura Namoda and Zaria, and it is on a secondary highway between Talata Marfara and funtua. Sharia practice was first declared in the city in 1999 by the then governor Ahmed Sani (Yariman Bakura).Gusau, city now has an Emir, Alh. Kabir Mohammed Danbaba which upgraded from district head Sarkin Katsina Gusau to Emir by former Governor Ahmed Sani (Yariman Bakura).

The town has two major Rivers; Sokoto river plain to the west which passes through Dandume, Kwaren Ganuwa, Gidan Fakkan, Gidan Malamai, then to Gusau, and Bungudu up to Kaura- Namoda. The area drives most of its drinking water from these rivers. Apart from that, the rivers have small Fadamas and marshlands where swamp rice, sugar Cain, and market gardening are cultivated. Gusau serves as a major industrial center of northern Nigeria. Industries in the city include groundnut and tobacco processing, textile manufacturing, and cotton ginning. The city is active in mining the deposits of gold and diamonds in the surrounding countryside. Gusau is linked by roads and a railroad to other

cities in the region; the city also has a regional airport. The city is part of the Hausa- Fulani cultural region of northern Nigeria. It has a substantial Muslim population and contains numerous mosques and Muslim organizations. Archeological evidence suggests that Gusau was occupied by Old Stone Age (37,000-15,000 years ago) people and many quartz tools from this period have been found in the area. Gusau once served as a leper colony.

In any Islamic society, like Gusau, education is geared towards understanding the Holy Quran' the source of inspiration. In terms of western education, the first school established in Gusau district was probably in 1925. Since the inception of western education many people of Gusau have been benefiting from it. At present there are many primary and post primary institutions in the town. A number of the products of these institutions and others outside include renowned administrators, Doctors (Academic or Medical) and other categories of workers in the public and private sectors of the Nigerian economy.

Gusau town grew after the arrival of the railway from Zaria, 105 Miles (169 km) southeast in 1927 and is now a major collecting point for cotton and peanuts (groundnuts) grown in the surrounding area. Although cotton ginning, weaving and dyeing are long established local activities, it was not until the late 1960s that a modern textile plant opened in the town. A seed - oil mill and soya bean- meal processing plant were also built. Besides cotton, cloth, and peanuts. Gusau exports tobacco grown in the Sokoto River's floodplains around Talata Mafara, (48 miles 77 northwest), chicken, and goats to Zaria. The town's Hausa and Fulani people also raise cattle, sheep, donkeys, horses and camels and trade in Millet, Rice, sorghum, cowpeas, beans, and floodplain- grown vegetables. Today, Gusau can be counted as one of the second largest town in Sokoto state. Within Gusau are number of entrepreneurs many of whom established modern industries and factories. These however go side by side

3.3 Population of the Study

The targeted population for this research work was the workers of Zamfara State Ministry of Finance comprised of both the permanent staff and the casual staff such as the director, senior accountant, secretary, unit heads, head of department and drivers, security, cleaners, office assistant, respectively. The total population of workers in Zamfara State Ministry of Finance was 671. Therefore, 400 respondents were chosen to cover the total population of Six Hundred and Seventy One (671). The sample was selected using purposive sampling technique.

3.4 Sampling Size Determination

Since the population of the study is known. The study employed Taro's Yamane (1961) sample size determination formula to determine the sample size for the study. The estimated population of staff worker in the Zamfara State Ministry of Finance was 671 (2019). Using Yamane's formula to determine sample size.

$$\frac{N}{1 + n\,(e)^2}$$

Where,

n = the sample size

N = the total population

e = the level significances (0.05) or 95%

1= constant

$$\frac{N}{1 + n\,(e)^2}$$

$$n = \frac{671}{1 + 671\,(0.05)^2}$$

$$n = \frac{671}{672 \times 0.00025}$$

$$n = \frac{671}{0.1680}$$

$$n = 399.4.04$$

$$n = 400$$

3.5 Sampling Techniques

The sampling techniques adopted for this research was purposive sampling techniques. Through purposive sampling techniques, the ministry was divided into different unit which includes: Administration Department 90, Expenditure Department 45, Main Account

Department 55, Finance Incorporated Department 35, Inspection and Control Department 40, Sub- Treasury Department 36, Store Control Unit 45, Board of Survey 54.

Purposive sampling techniques were used because the departments selected were relevant to the research study which includes both male and female without religion bias.

3.6   Method of Data Collection

Data was collected using questionnaire. A structured open and closed ended questionnaire was used in gathering data. It consisted of standard questions eliciting demographic information from participants; it captured the objectives of the study and enabled the exploration of the research questions. The questionnaire for the study was written in English Language and was translated to those who did not understand English language. Questionnaire was preferred for the study because it had the capacity of covering wide range geographical area. It assured anonymity, confidentiality and reduced cost.

3.7   Method of Data Analysis

Data was analyzed using simple percentage. Data was presented in the form of tables and percentages with explanations at the end of each table for easy comprehension and to answer research questions and assumptions of the study. Also, data gathered from questionnaire was incorporated and synthesized to show areas of convergence and divergence in the response to be obtained from the field work.

3.8   Problems Encountered in the Field.

The limitations of this work includes; Language barrier which was the greatest limitation or hindrance the researcher encountered in the course of this work, some the respondents do not understand English language, but with the help of the research assistance who helps in translating English language to Hausa for easy comprehension.

Another limitation was the issue of baa-shiga (No entry). This was a serious challenges encountered by the researcher, this prompted the researcher to employ a female assistant to help administer the questionnaire in some offices were male are not allowed to enter. Unwillingness of the respondents to give out information also contributes to the challenges; it was not easy for researcher to convince respondent that the study was merely on academic exercise due to high level of illiteracy among the people in the ministry.

All this constitute the challenges encountered by the researcher on the field, but inspite all the challenges the research was able to successfully collect the data for this research study.

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CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

This is the point where data gathered are presented in tabular forms. Here the information gathered was discussed, explained and recommendations were drawn. The chapter covers discussions from all sections of the questionnaire, the responses to the question was analyzed on the percentage bases for easy interpretation and overall discussion of findings. Four hundred (400) questionnaires were distributed to the respondent and one hundred and seventy one (171) was retrieved. One hundred and ninety two (192) was not returned due to the negligence of the respondents and thirty seven (37) out of the ones retrieved were invalid because some workers are illiterate.

4.1 Socio- Demographic Characteristics of Respondents

This section present the socio demographic data of all respondents as gathered through the use of questionnaire. It covers responses from Gender, Marital Status, Age, Religion, Academic Qualification and Categories of Staff.

Table 1. Gender Distribution of Respondents

Gender	Frequency	Percentage %
Male	65	38.0 %
Female	106	62.0%
Total	**171**	**100%**

Source: Researcher's Survey, 2019

As shown in table 1, out of a total of 171 respondents, 65 (38.0%) of the respondents was men, while 106 (62.0%) of the respondents was women.

Table 2. Marital Status Distribution of Respondents

Marital status	Frequency	Percentage %
Single	60	35.1%
Married	101	59.1%
Divorced	8	4.7 %
Separated	2	1.2 %
Total	**171**	**100 %**

Source: Researcher's Survey, 2019

As shown in table 2, out of a total of 171 respondents, 60 (35.1%) of the respondents was single, 101 (59.1 %) are married, 8 (4.7 %) was divorced, while 2 (1.2%) of the respondents was separated.

Table 3. Age Distribution of Respondents

Age	Frequency	Percentage %
18 – 26	25	14.6 %
27 – 35	30	17.5 %
36 – 44	40	23.4 %
45 – 53	60	35.1 %
54– 62	16	9.4 %
Total	**171**	**100 %**

Source: Researcher's Survey, 2019

As shown in table 3, out of a total of 171 respondents, 25 (14.6%) of the respondents was 18-26 years, 30 (17.5 %) was 27-35 years, 40 (23.4 %) was 36-44 years, 60 (35.1 %) was 45-53 years, while 16 (9.4 %) was 54-62 years.

Table 4. Religion Distribution of Respondent

Religion	Frequency	Percentage %
Christianity	65	38.0 %
Islam	90	52.6 %
Any other	16	9.4 %
Total	**171**	**100 %**

Source: Researcher's Survey, 2019

As shown in table 4, out of a total of 171 respondents, 65 (38.0%) of the respondents chose Christianity, 90 (52.6%) of the respondents chose Islam, while 16 (9.4%) of the respondents chose any other.

Table 5. Academic Qualification Distribution of Respondents

Academic qualification	Frequency	Percentage %
SSCE	20	11.7 %
OND/NCE	40	23.4 %
BSC/HND	57	33.3 %
MSC/MA	40	23.4 %
PhD	14	8.2 %
Total	171	100 %

Source: Researcher's Survey, 2019

As shown in table 5, out of a total of 171 respondents, 20 (11.7%) of the respondents was SSCE, 40 (2.4%) of the respondents was OND/NCE, 57 (33.3%) of the respondents was BSC/HND, 40 (23.4 %) was M.sc/ M.A, while 14 (8.2%) was PhD.

Table 6. Nature of Employment Distribution of Respondents

Nature of Employment	Frequency	Percentage %
Permanent Staff	106	62.0%
Temporary Staff	65	38.0%
Total	171	100 %

Source: Researcher's Survey, 2019

As shown in table 6, out of a total of 171 respondents, 106 (62.0.0%) of the respondents was permanent staff, while 65 (38.0%) of the respondents was temporary staff.

Table 7. Categories of Staff Distribution of Respondent

Categories of staff	Frequency	Percentage %
Junior Staff	56	32.7 %
Senior Staff	115	67.3 %
Total	171	100 %

Source: Researcher's Survey, 2019

As shown in table 7, out of a total of 171 respondents, 56 (32.7%) of the respondents was junior staff, while 115 (67.3%) of the respondents was senior staff.

4.2 Levels of Education of Workers in Zamfara State Ministry of Finance

This section present level of workers data of all respondents as gathered through the use of questionnaire.

Table 8. How long have you worked with Zamfara State Ministry of finance

How long have you worked with Zamfara State Ministry of Finance	Frequency	Percentage %
5 years below	25	14.6 %
6 – 10 years	45	26.3 %
11-15 years	60	35.1% %
16 years & above	41	24.0%
Total	**171**	**100 %**

Source: Researcher's Survey, 2019

As shown in table 8, out of a total of 171 respondents, 25 (14.6%) of the respondents had worked for 5 years below, 45 (26.3%) of the respondents had worked for 6-10 years, 60 (35.1) of the respondents had worked for 11-15 years, 41 (24.0%) of the respondents had worked for 16 years above.

Table 9. Response to what is your highest level of education in Zamfara State Ministry of Finance?

what is your highest level of education in Zamfara State Ministry of Finance	Frequency	Percentage %
SSCE	45	26.3 %
OND/NCE	15	8.8 %
BSC/HND	70	40.9 %
MSC/MA	30	17.5 %
PhD	11	6.4 %
Total	**171**	**100 %**

Source: Researcher's Survey, 2019

As shown in table 9, out of a total of 171 respondents, 45 (26.3%) of the respondents had SSCE, 15 (8.8%) of the respondents had OND/NCE, 70 (40.9%) of the respondents had BSC/HND, 30 (17.5 %) had M.sc/ M.A, while 11 (6.4%) had PhD

Table 10. Response to do you think the knowledge you have acquired through education makes you more competent?

Do you think the knowledge you have acquired through education makes you more competent	Frequency	Percentage %
Yes	135	78.9 %
No	33	19.3 %
Not Sure	3	1.8%
Total	171	100 %

Source: Researcher's Survey, 2019

As shown in table 10, out of a total of 171 respondents, 135 (98.9%) of the respondents chose yes, 33 (19.3%) of the respondents chose No, while 3 (1.8%) of the respondents chose Not sure.

Table 11. Responses to do you think that education is criteria for placement in Zamfara State Ministry?

Do you think that education is criteria for placement in Zamfara State Ministry	Frequency	Percentage %
Yes	100	58.5 %
No	64	37.4%
Not sure	7	4.1 %
Total	171	100 %

Source: Researcher's Survey, 2019

As shown in table 11, out of a total of 171 respondents, 100 (58.5%) of the respondents chose Yes, 64 (37.4%) of the respondent chose No, while 7 (4.1%) of the respondents chose Not sure.

Table 12.   Response to where you placed on your educational qualification?

Response to where you placed on your educational qualification	Frequency	Percentage %
Yes	7	4.1 %
No	100	58.5 %
Not sure	64	37.4%
Total	171	100%

Source: Researcher's Survey, 2019.

As shown in table 12, out of a total of 171 respondents, 7 (4.1%) of the respondents chose yes, 100 (58.5%) of the respondent chose No, while 64 (37.4%) of the respondents chose Not sure.

Table 13. Responses to would you say the education has significant influence on the requirement for workers placement in Zamfara State Ministry of Finance.

would you say the education has significant influence on the requirement for workers placement in Zamfara State of Finance	Frequency	Percentage %
Yes	15	8.8 %
No	141	82.5 %
Not sure	15	8.8 %
Total	171	100 %

Source: researcher survey 2019

As shown in table 13, out of a total of 171 respondents, 15 (8.8%) of the respondents chose yes, 141 (82.5%) of the respondents chose No, while 15 (8.8%) of the respondents chose not sure.

Table 14. Responses to do you think that placement of workers in Zamfara State Ministry of Finance is effective?

Responses to do you think that placement of workers in Zamfara State Ministry of Finance is effective	Frequency	Percentage %
Yes	70	40.9 %
No	96	56.1 %
Not sure	5	2.9 %
Total	171	100 %

Source: Researcher's Survey, 2019

As shown in table 14, out of a total of 171 respondents, 70 (40.9%) of the respondents chose yes, 96 (56.1%) of the respondents chose no, while 5 (2.9%) of the respondents choose Not sure

Table 15. Responses to do you think that placement in Zamfara State Ministry of Finance is based on merit?

Do you think that placement in Zamfara State Ministry of Finance is based on merit	Frequency	Percentage %
Yes	70	40.9 %
No	96	56.1 %
Not sure	5	2.9 %
Total	171	100 %

Source: Researcher's Survey, 2019

As shown in table 14, out of a total of 171 respondents, 70 (40.9%) of the respondents choose yes, 96 (56.1%) of the respondents chose no, while 5 (2.9%) of the respondents chose not sure.

Table 14. Responses to do you think that placement of workers in Zamfara State Ministry of Finance is effective?

Responses to do you think that placement of workers in Zamfara State Ministry of Finance is effective	Frequency	Percentage %
Yes	70	40.9 %
No	96	56.1 %
Not sure	5	2.9 %
Total	171	100 %

Source: Researcher's Survey, 2019

As shown in table 14, out of a total of 171 respondents, 70 (40.9%) of the respondents chose yes, 96 (56.1%) of the respondents chose no, while 5 (2.9%) of the respondents choose Not sure

Table 15. Responses to do you think that placement in Zamfara State Ministry of Finance is based on merit?

Do you think that placement in Zamfara State Ministry of Finance is based on merit	Frequency	Percentage %
Yes	70	40.9 %
No	96	56.1 %
Not sure	5	2.9 %
Total	171	100 %

Source: Researcher's Survey, 2019

As shown in table 14, out of a total of 171 respondents, 70 (40.9%) of the respondents choose yes, 96 (56.1%) of the respondents chose no, while 5 (2.9%) of the respondents chose not sure.

Table 16. Response to what do you think can be done to enhance placement of workers in Zamfara State Ministry of Finance?

what do you think can be done to enhance placement of workers in Zamfara state ministry of finance	Frequency	Percentage %
Merit	154	90.1 %
Experience	17	9.9 %
Total	171	100 %

Source: Researcher's Survey, 2019

As shown in table 15, out of a total of 171 respondents, 154 (90.1%) of the respondents chose merit, 17 (9.9%) of the respondents chose experience.

4.3   Assumptions

Assumption 1

Table 17. Level of Education is a determinant of workers placement in Zamfara State Ministry of Finance

Level of Education	Placement of workers	
	Frequency (f)	Percentage (%)
Yes	100	58.5%
No	71	41.5%
Not Sure	0	0%
Total	**171**	**100%**

Source: field Survey, 2019

As shown in table 17, out of a total of 171 respondents, 100 (58.5%) of the respondents chose yes, 71 (41.5%) of the respondents chose No, while 0 (0.0%) choose Not sure.

Findings from the study indicated there is no doubt that level of education is a determinant of placement in Zamfara State Ministry of Finance. Majority of the respondents agreed that level of academic qualification is a yardstick of placement of workers in Zamfara State Ministry of Finance. From the table above majority of the respondent 100 (58.5%) agreed that level of education is a determinant of placement of worker in Zamfara State Ministry of Finance as opposed to 71 (41.5%) respondents. The findings of the study agreed that with the assumption that level of education is a determinant of placement of workers in Zamfara State Ministry of Finance. At such it should be noted that level of education is a determinant of placing workers in Zamfara State Ministry of Finance.

Therefore the study assumption should be accepted that level of education is a determinant of placement of workers in Zamfara State Ministry of Finance.

Assumption 2

Table 18   Placement of workers in Zamfara State Ministry of Finance is based on merit

Placement of Worker	Merit	
	Frequency (f)	Percentage (%)
Yes	70	40.9%
No	96	56.1%
Not sure	5	2.9%

Source: Researcher's Survey, 2019

As shown in table 18, out of a total of 171 respondents, 70 (40.9%) of the respondents chose yes, 96 (56.1%) of the respondents chose No, while 0 (0.0%) chose Not sure.

Findings from the study indicated that placement of workers in Zamfara State Ministry of Finance is not based on merit. From the table above majority of the respondents 96 (56.1%) agreed that placement of workers in Zamfara State Ministry of Finance are not placed on merit as opposed to 70 (40.9%) respondents.

The findings of the study does not agreed that with the assumption that placement of workers in Zamfara State Ministry of Finance is based on merit. As such it should be noted that placement of workers in Zamfara State Ministry of Finance is not based on merit.

Therefore the study assumption should be debunked that placement of workers in Zamfara State Ministry of Finance is based on merit.

4.4 Discussion of Findings

This section is based on discussions of findings of the objectives of the study and responses gotten from the questionnaire administered.

4.4.1   To examine the level of education of workers in Zamfara State Ministry of Finance

Findings from the study indicated that majority of the respondents 70 (40.9%) agreed that the highest level of education of workers in Zamfara State Ministry of Finance is Bachelor of Science (Bsc) and Higher National Diploma (Hnd). It was established that the knowledge

acquired through education Bsc and Hnd improved workers competency in Zamfara State Ministry of Finance. The findings agreed with those of Sekute (2018) that education is a key factor for organization for better organization to function properly.

4.4.2 To assess the criteria for workers placement in Zamfara State Ministry of Finance

Findings from the study indicated that majority of the respondents 100 (58.5%) agreed that education is a criteria for placement of workers in Zamfara State Ministry of Finance. It was established that majority of the respondents 100 (58.5%) in Zamfara State Ministry of Finance testified that workers in Zamfara State Ministry of Finance are not placed on their educational qualification because of religious affiliation, political influences, ethnicity that is why workers are not placed on the bases of their educational qualifications.

The findings correlated with those of Sanatana (2015) that education is a criteria for placement of workers in an organization, and workers should be properly irrespective of their religious affiliations, ethnic backgrounds.

4.4.3 To ascertain the significant influence of education on the requirement for workers placement in Zamfara State Ministry of Finance

Findings from the study indicated that majority of the respondents 141 (82.5%) agreed that education has a significant influence on the requirement for workers placement in Zamfara State Ministry of Finance. It was established that education has a significant influence on the requirement of workers placement in Zamfara State Ministry of Finance because education is regarded as a yardstick for the placement of workers into important positions in an organization. The findings agrees with those of Yusuf (2016) that education has a significant influence on the requirement of workers placement in any organization.

4.4.4 To assess the effectiveness of placement of workers in Zamfara State Ministry of Finance

Findings from the study indicated that majority of respondents 96 (56.1%) agreed that placement of Workers in Zamfara State Ministry of Finance is not effective because workers are not placed on the bases of their educational qualification and experience.

The findings agree with those of Taylor (2017) that in other to get an organization to be effective they must recruit and place workers with proven competence appropriately.

4.4.5 To examine the issue of meritocracy in Zamfara State Ministry of Finance.

Findings from the study indicated that the majority of the respondents 96 (56.1%) agreed that workers in Zamfara State Ministry of Finance are not placed on merit. It was established that placement of workers in Zamfara State Ministry of Finance is based on particularistic principle such as bias, relationships, religious affiliation, ethnic group among others. It has also been established that to enhance placement of workers in Zamfara State Ministry of Finance, workers should be placed on the bases of their educational qualification, achievement, experience in the ministry this will bring about productivity, efficiency and effectiveness in the organization.

The findings agree with those of weber (1920) that employment and placement of works in organizations should be based on achievement.

CHAPTER FIVE

SUMMARY, RECOMMENDATIONS AND CONCLUSION

This chapter basically consists of the summary, conclusion as well as the recommendations of the research work. The summary aspect deals with the simplification of chapter one to chapter five. Lastly, the researcher put forth recommendations which serve as way forward.

5.1   Summary

. The first chapter is basically the introductory aspect of this research work. The research element discussed include; background to the study, the statement of the problem, the research questions, the aim and objectives of the study, the research assumptions, the significance of the study, the scope of the study, and lastly the operational definitions of terms.

The chapter two is titled the literature review and the theoretical framework, where in the researcher engaged in an in-depth consultation to extract scholarly literatures, to propose the state of knowledge on issues which include; introduction to the chapter, the level of education, the criteria for workers placement, the significant influence of education, the effectiveness of placement of workers, and meritocracy. It is imperative to note that, this research work employed the bureaucratic theory of management (propounded by Max Weber). The central thrust of bureaucratic theory of management is indented to supplant old organizational structures that existed in the earlier periods of industrialization. The theory open minds of managers, directors and board of directors to how organization can be structured to attain optimum and maximum profit and the goal of the organization both at the individual level and at the organizational level.

The applicability of this theory to placement of workers cannot be overemphasized, Nigeria as a country is faced with endemic, pandemic and pervasive nature of unemployment, poverty, limited education and great level of inequality, all of which transcends into involvement of wrong placement of workers.

The chapter three of this research is titled research methodology essentially, in the segment of research methodology, the research design adopted for the study is the survey research design. The study Zamfara State Ministry of Finance. This research adopted the stratified sampling technique and the simple random techniques in choosing the sample population for this study. Since the research work involves gathering information from a primary data source, the use of research questionnaire was effectively and efficiently used as the

instrument. The questionnaire which was divided into two sections, namely section; A and B. Section A covers the demographic data of the respondents which include; Gender, Marital status, Age, Religion, academic qualification and category of staff. Section B involves questions on levels of education and questions on placement.

The chapter four is labeled the presentation and analysis of data. The chapter is primarily concerned with the analysis of the data generated through the questionnaires administered in the course of this research work. It was reported in this chapter that, a total number of four hundred (400) questionnaires were administered. However, one hundred and seventy one (171) of this was recovered by the researcher, a figure which is equivalent to 100% of the total administered questionnaires. As stated earlier that the research questionnaire adopted in this research work is divided into two sections. These two sections were subjected into efficient analysis using frequency distribution and percentages.

Lastly, chapter five contains the summary, conclusion based on the findings of this research work as well as the recommendations which show case reliable and effective measures in tackling placement of workers.

5.2 Conclusion

Conclusively, this research work has been able to establish the fact that, level of education, experience, knowledge acquire by workers in the social structure determines a great extent of their placement. In other words, the level of education, experience, and knowledge acquire determines the position such worker should be placed without any bias or prejudice (meritocracy)

The findings also indicated that, low level of productivity, lack of experience, and low academic qualification leads to wrong placement of workers. Furthermore, the findings of this research work depicts that workers low level of education which is an important element of placement plays a significant role in the placement of workers, to this end, the majority of the respondents believe that, lack of education will lead to wrong placement.

Furthermore, the research shows that, wrong placement of workers still exist in the ministry and that the only and possible solution to solve this issue is to encourage education at every level. because wrong placement will not only increase social problems like unemployment, poverty, corruption but it will also increase the criminality of workers and individuals in such organization and the society at large.

5.3 Recommendations

In order to improve on placement of workers in Zamfara State Ministry of Finance, and to also solve other social problems that are associated with placement of workers, the following recommendations are considered to be of fundamental importance, thus these must be considered:

1. Education must be encouraged nationally. That is the government of Nigeria should encourage people to go to school by making policy that will encourage education nationally.

2. Employers should focus more on levels of academic qualification, levels of experience, and knowledge acquired by workers.

3. Skill acquisition is also a factor to be considered in placement of workers.

4. Employment should be seen as clear career path, this means that employment in organization should be seen as a career for officials. An official is a full time employee and anticipates a lifelong career. After an introduction period, the employee is given tenure which protects the employee from arbitrary dismissal. This should supplant more traditional systems, in which employee's career were determined by the leader and in which employees lacked the security of tenure.

5. Selection based on qualifications either skill acquisition or academic qualification. This means that employers should be bias free, and should select without prejudice.

5.4 Suggestions for Further Studies

This research is concerned with levels of education as a determinant to workers placement in Zamfara State Ministry of Finance. However, it should be clearly stated that the effect of wrong placement of workers is not limited to Zamfara alone; as such any future research should cover a wider area by considering other institutions, ministries and local governments in Zamfara State as well as other states in Nigeria.

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Appendix I: Letter of Introduction

<div align="right">
Department of Sociology,
Federal University Gusau,
4th November, 2019.
</div>

Dear Respondent,

My name is Sunday Oloruntoba Ojo, a final year student of the above named school and department, with Admission Number 1510207018. I am carrying out a research on *"Level of Education and Placement of Workers in Zamfara State Ministry of Finance"*. The study is purely an academic investigation for the completion of a research project in partial fulfillment of the requirements for the award of Bachelor of Science Degree (B.Sc) Sociology.

I will be grateful if you will kindly co-operate with me by completing the questionnaire. All information given will be treated in strict confidentiality and used for the purpose of this research work.

Thanks in anticipation.

Yours Faithfully,

Sunday Oloruntoba Ojo

Appendix II: Level of Education and Placement of Workers in Zmara State Ministry of Finance.

Instruction: Please indicate the appropriate response by ticking (√) where necessary in the various boxes provided.

SECTION A: Demographic Data

1. Sex: Male ( ) Female ( )

2. Marital Status: Single ( ) Married ( ) Divorced ( ) Separated ( )

3. Age: 18- 26 ( ) 27- 35 ( ) 36÷ 44 ( )) 45- 53 ( ) 54 -62 ( )

4. Religion: Christianity ( ) Islam ( ) Any others ( )

5. Academic qualification:
    SSCE ( ) OND/NCE ( ) B.SC/HND ( ) M.A/M.SC ( ) PhD ( )

6. Nature of Employment:
    Permanent staff ( ) Temporary staff ( )

7. Category of Workers
    Junior staff ( ) Senior staff ( )

SECTION B: Levels of Placement in Zamfara State Ministry of Finance

8. How long you have worked with Zamfara State Ministry of Finance?
    (a) 5 years below ( ) (b) 6 – 10 years ( ) (c) 11 – 15 years ( )
    (d) 16 years above

9. What is your highest level of Education in Zamfara State Ministry of Finance?
    (a) SSCE ( ) (b) OND/NCE ( ) (c) B.SC/HND ( ) (d) M.A/M.Sc ( )
    (e) Phd ( )

10. Do you think the knowledge you have acquired through education make you more competent?
    (a) Yes ( ) (b) No ( ) (c) Not sure

11. If Yes state your reasons;
    _____
    _____

12. Do you think that education is a criterion for placement in Zamfara State Ministry of Finance?
    (a) Yes ( ) (b) No ( ) (c) Not sure

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13. If yes, were you placed based on your educational qualification?

(a) Yes (　) (b) No (　) (c) Not sure

14. If no why?

_____

_____

15. Would you say that Education has a significant influence on the requirement for workers placement in Zamfara State Ministry of Finance?

(a) Yes (　) (b) No (　) (c) Not sure

16. If no why?

_____

_____

17. Do you think that placement of workers in Zamfara State Ministry of Finance is effective?

(a) Yes (　) (b) No (　) (c) Not sure

18. If No Why,

_____

_____

19. Do you think that placement in Zamfara State Ministry of Finance is based on merit?

(a) Yes (　) (b) No (　) (c) Not sure

20. If no why?

_____

_____

21. What do you think can be done to enhance placement of workers in Zamfara State Ministry of Finance

_____

_____