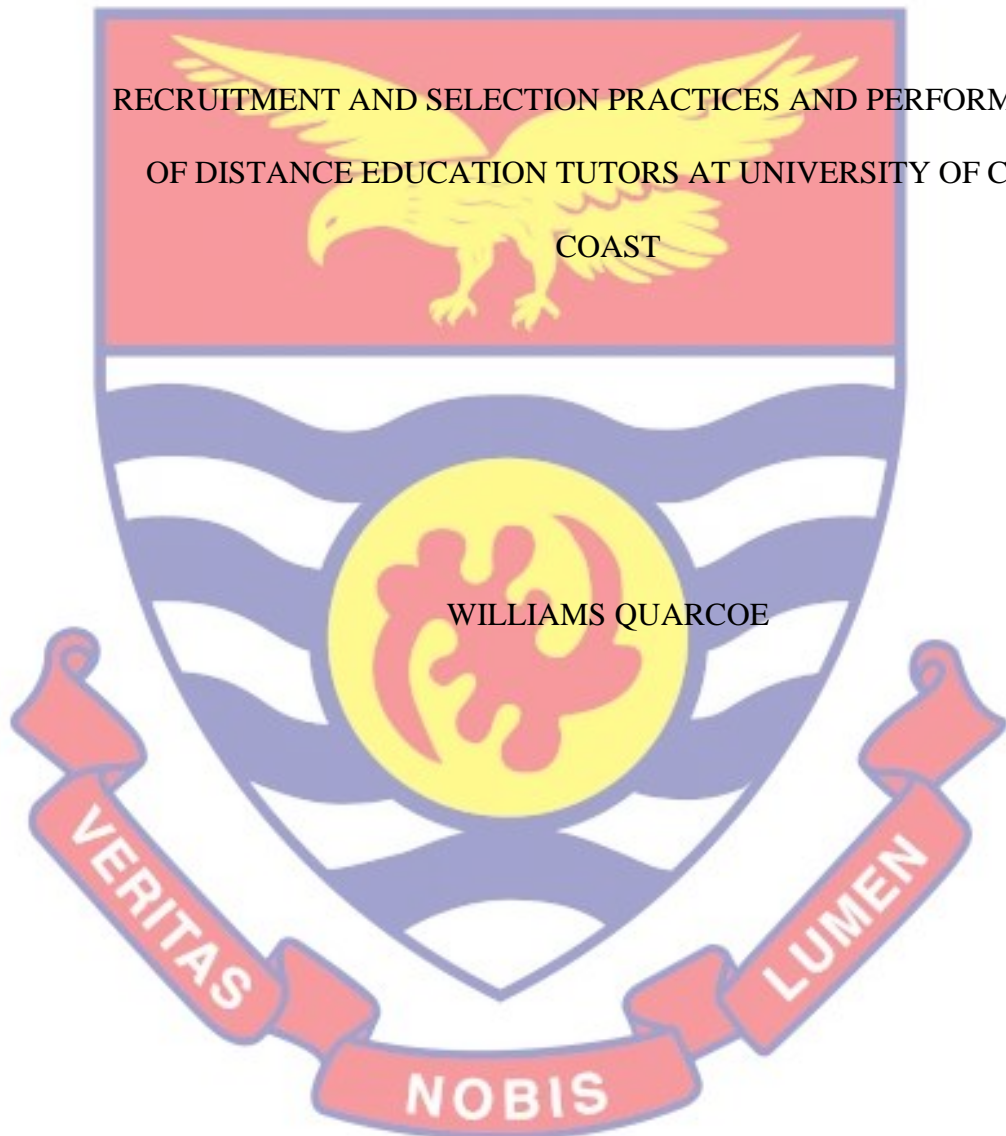


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2022

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RECRUITMENT AND SELECTION PRACTICES AND PERFORMANCE  
OF DISTANCE EDUCATION TUTORS AT UNIVERSITY OF CAPE  
COAST

BY

WILLIAMS QUARCOE

Thesis submitted to the Department of Human Resource Management of the  
School of Business, College of Humanities and Legal Studies, University of  
Cape Coast, in partial fulfilment of the requirements for the award of Master  
of Commerce degree in Human Resource Management

FEBRUARY 2022

## DECLARATION

### Candidate's Declaration

I, the author of this work, do hereby declare that this thesis is solely my handwork except for references made to another people's work which have been duly acknowledged.

Candidate's Signature: ..... Date.....

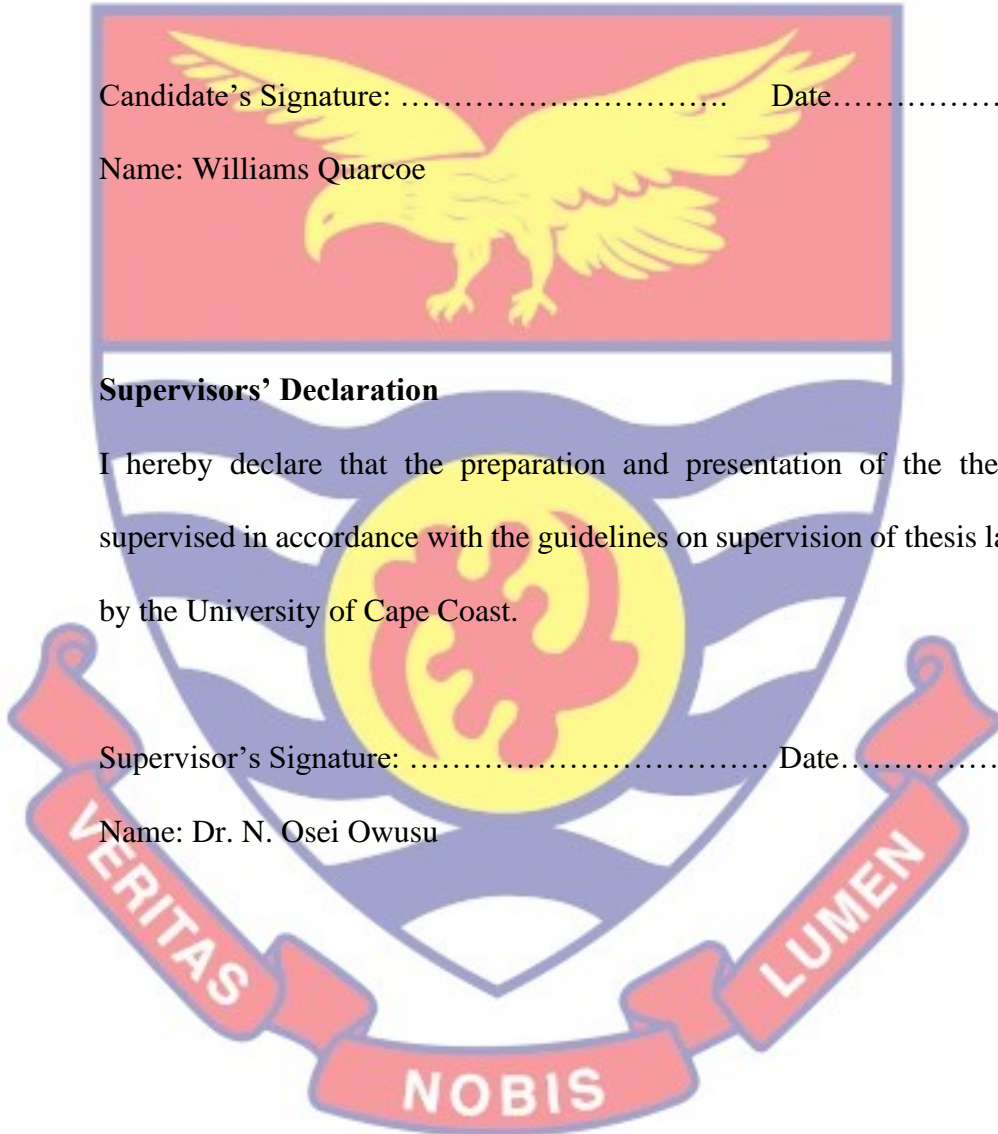
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### Supervisors' Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature: ..... Date.....

Name: Dr. N. Osei Owusu



## ABSTRACT

The research was to find out the recruitment and selection practices and performance of Distance Education tutors at University of Cape Coast. The specific objectives that directed the study were; to ascertain tutors recruitment practices; to ascertain tutors selection practices, to examine the influence of recruitment practices on tutors performance and to assess the influence of selection practices on tutors performance at College of Distance Education (CoDE), UCC. The research adopted a quantitative research approach with the research design being the descriptive and correlation research design. The sample size used was 160 out of a population of 254. Out of the 160 tutors sampled, 154 responded to the study. The study adopted a convenience sampling technique with a self-structured questionnaire as the main instrument. The quantitative data were analysed with Statistical Product and Service Solutions (SPSS 20 version) software. It was found that some major recruitment and selection practices are avoided by CoDE, UCC. The study also revealed that there is a significant positive relationship between recruitment practices and performance of tutors of College of Distance Education, University of Cape Coast. The results of the study also pointed out that, there is a very strong positive impact between selection practices and the performance of the tutors. The study recommends that CoDE UCC should invest more in recruitment and selection practices in general to help employ the right and qualified tutors. The recruitment and selection practices should involve the creation of recruitment awareness policies and the selection criteria of the organisation should be reviewed.



## KEYWORDS

Recruitment Practices

Selection Practices

Tutors Performance

Distance Education

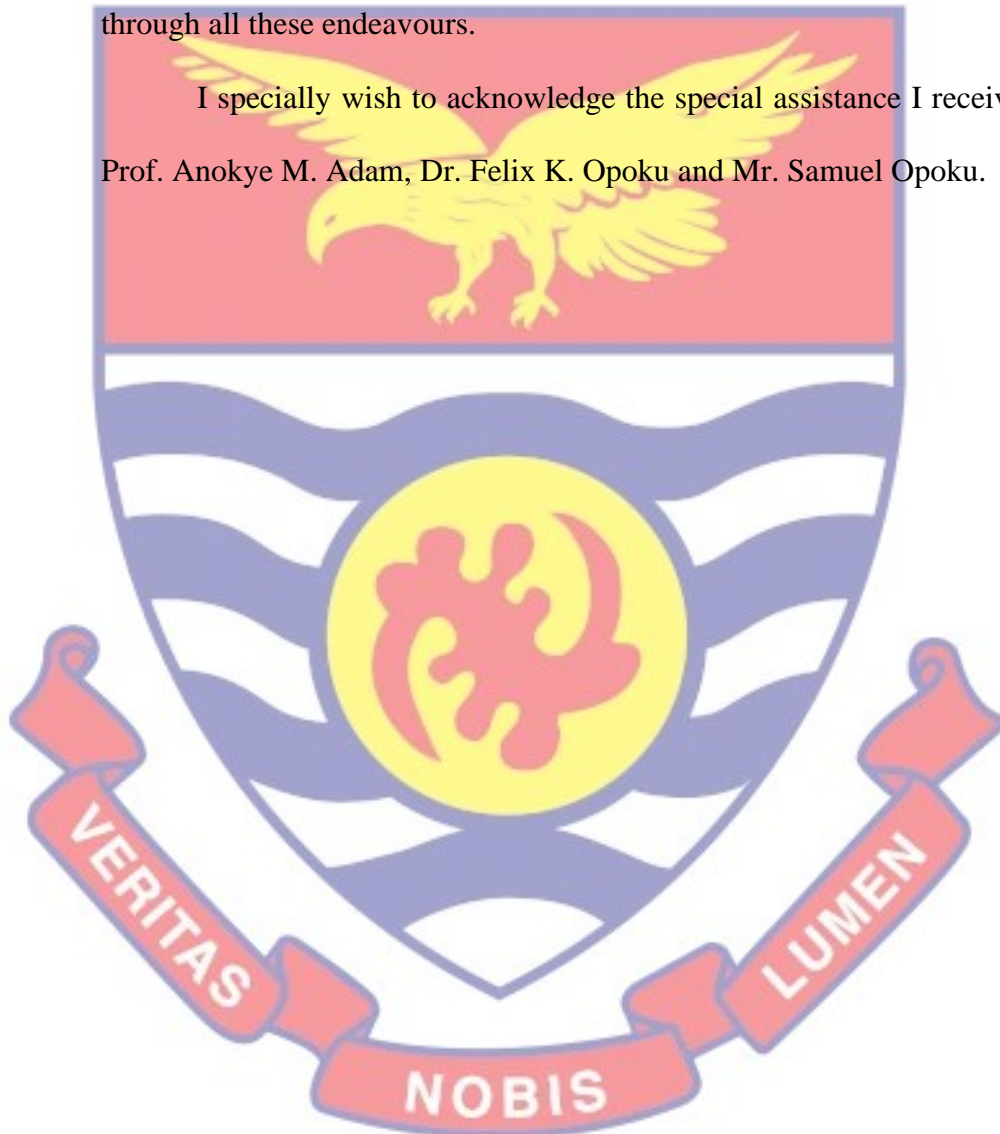
Tutors



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## DEDICATION

To my family



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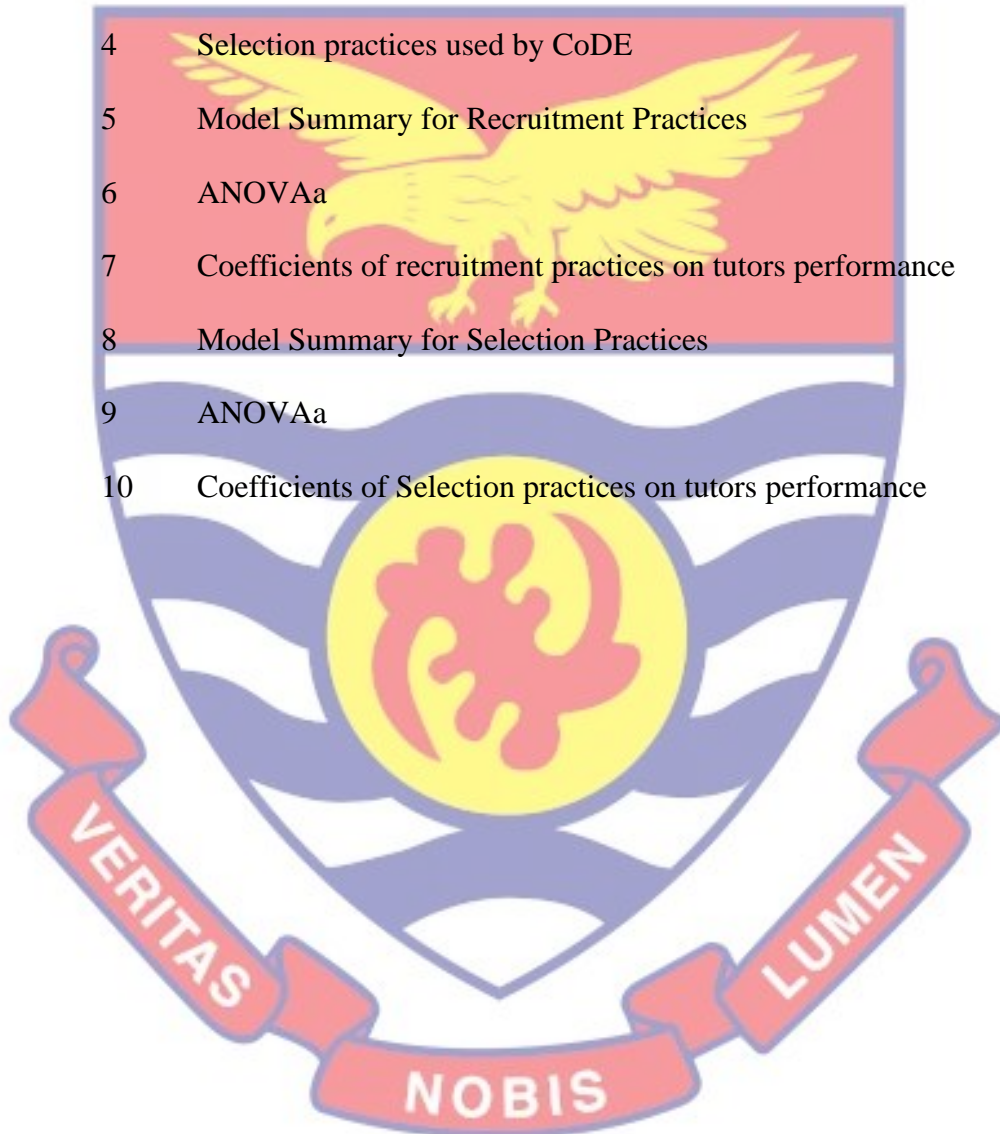
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## CHAPTER ONE

### INTRODUCTION

This section presents the overview of the study which includes the background to the study, statement of problem, purpose of the study, objectives of the study, hypotheses of the study, significance of the study, delimitation of the study, and organisation of the study.

#### **Background to the Study**

One of the most significant recent advancements in the world of management is the rising significance placed on an organisation's human resource (Ekwoaba, Ikeije & Ufoma, 2015). People are essential to organisations because they bring different views, beliefs, and characteristics to the table. These human qualities may be extremely beneficial to an organisation if they are controlled properly. According to Djabatey (2012), the growing need for human talents or skills has resulted in a greater focus on the human side of organisational wealth. This is because the fulcrum of human resource management is the growth of people and the process development of the entire organisation. The emergence of this development is the assertion that the continued growth of the enterprise depends on its ability to recruit high quality personnel at all levels (Djabatey, 2012; Mullins, 1999).

Recruitment is one of the phases of the employment process and it imbibed in it the sets of activities an organisation uses to attract job candidates who have the needed abilities and attitudes. It is through this process where a pool of qualified applicants who apply for organisational job vacancies is generated (Ofori & Aryeetey, 2011). Evidence has also shown that larger corporations are more likely than smaller organisations in implementing



sophisticated recruitment processes (Bacon & Hoque, 2005) with majority of smaller organisations relying on referrals and advertising as their recruitment practices of choice (Barber, Wesson, Roberso & Taylor, 1999).

The recruitment process should inform qualified individuals about employment opportunities, create a positive image of the company, provide enough information of the jobs so that applicants can make comparisons with their qualifications and interests, and generate enthusiasm among the best candidates so that they will apply for the vacant positions. This is not so because most recruitment processes have elements of subjective judgment inherent in them. But treating job applicants in a professional and positive manner is more likely to leave them, whether they are successful or not, with a positive view of the organisation and how it has dealt with the applicants (Ekwoaba, Ikeije & Ufoma, 2015).

As part of the recruitment process for successful organisational performance is selection. Selection is the process by which specific instruments are engaged to choose from the pool of individuals most suitable for the job available (Ofori & Aryeetey, 2011). One or more methods are employed in selection process to assess applicant's suitability in order to make the correct selection decision and can be alternatively seen as a process of rejection as it rejects a number of applicants and select only a few applicants to fill the vacancy (Gamage, 2014; Adeyemi, Dumade & Fadare, 2013). However, research has consistently indicated that human resource practitioners do not follow their institution's selection processes in the appropriate manner (Aswathappa, 2007). Organisations make decisions about who will or who will not be allow to join the organisation through selection process. The selection process varies from



organisation to organisation, job to job, and country to country. Some of the processes include screening applications and resumes, testing and reviewing work samples, interviewing, checking references and background. Organisations use these processes to increase the likelihood of hiring individuals who possess the right skills and abilities to be successful at their jobs (Walker, 2009).

Available literature has also argued that the success of the enterprise is directly linked to the performance of those who work for that business. By the same token, under-achievement can be a result of workplace failures. Because hiring the wrong people or failing to anticipate fluctuations in hiring needs can be costly. It is important that conscious efforts are put into human resource planning (Djabatey, 2012; Biles & Holmberg, 1980). It has also been argued that in order for the enterprise to build and sustain the competitive advantage, proper staffing is critical (Djabatey, 2012). Recruitment and selection have become imperative in organisations because individuals need to be attracted on a timely basis, in sufficient numbers and with appropriate qualifications.

There is an established relationship between recruitment and selection and organisational performance (Kanu, 2015; Saifalislam, Osman & AlQudah, 2014; Mustapha, Ilesanmi & Aremu, 2013). Ekwoaba, Ikeje and Ufona (2015) found that there is significant correlation between recruitment and selection with the performance of the organisation. Effective recruitment and selection is a key to organisational commitment while a well-planned recruitment and selection contributes to organisational performance but in the opposite way, the poor recruitment and selection could lead to selection of poor applicants.

Moreover, recruitment and selection have an important role to play in ensuring worker performance and positive organisational outcomes. It is often claimed that selection of workers occurs not just to replace departing employees or add to a workforce but rather aims to put in place workers who can perform at a high level and demonstrate commitment (Ballantyne, 2009). Recruitment and selection play a pivotally important role in shaping an organisation's effectiveness and performance. If work organisations are able to acquire workers who already possess relevant knowledge, skills and aptitudes and are able to make an accurate prediction regarding their future abilities, recruiting and selecting staff in an effective manner can both avoid undesirable costs for example those associated with high staff turnover, poor performance and dissatisfied. Existence of effective recruitment and selection process enables the organisation to get a hold of potential employees who can perform effectively (Adeyemi, Dumade & Fadare, 2013). Therefore, this study sets to examine the recruitment and selection practices and performance of College of Distance Education (CoDE) tutors at the University of Cape Coast.

### **Statement of the Problem**

The quality of the workforce that directs the day-to-day operations of an organisation determines its success in today's commercial climate. Many people are concerned about the process of recruiting and choosing all types of personnel into both private and public firms, and it has to be addressed. Despite the fact that any organisation wishes to acquire the greatest human resources in order to channel their combined effort into exceptional results, unusual recruiting and selection processes might detract from any performance. Recruiting and choosing the proper individuals for positions in organisations is

a significant issue at both the strategic and organisational levels. Human resources are well managed and developed in alignment with the organisational goals and strategies. It has been observed that for any organisation to achieve its stated objectives and goals there is the need for management to put in place policies or strategies that will help attract the best of employees to strive towards the achievement of organisational objectives.

The most important resource of every organisation that can be placed to attain competitive advantage is its Human Resource. However, according to (Gamage, 2014), for an organisation to possess quality human resource, there must be effective recruitment and selection. Organisations face problem of recruiting and selecting competent and qualified employees who will work for organisation to attain its sets objectives (Priyanath, 2006). According to Armstrong (2009), increased turnover of labour and high cost of training are some of the negative effects that organisations face when wrong recruitment and selection of people is done. In worst situations, the objectives of organisation would not be achieved. In addition, its market share will not also be retained.

A careful study of literature indicates that there have been many researches on recruitment and selection on employee performance (Gamage, 2014; Ofori & Aryeetey, 2011) which did not consider the institutions that train employees for various sectors. Whiles it is important that, every organisation's objective is to improve its performance possibly to achieve competitive advantage and to make profit, the ability of the organisation to achieve this objective would depend on the stock of human capital available to the organisation (Gamage, 2014). Organisations hire people by going through some



processes such as recruitment and selection. In the recruitment, the human resource manager or human resource identifies vacancy, prepares job description and person specification, advertises the vacancy, manages the response, short-lists, arranges interviews, conducts interview, and finally, makes decision where the right person is picked for the job. In the case of the selection, the human resource manager interviews, makes decision, convey the decision and the appointment formalities follow (Torrington, Hall & Taylor, 2005). It seems institutions such as College of Distance Education (CoDE) of the University of Cape Coast that trains human resource is turning away from the recruitment and selection norms.

Though studies have been conducted on influence of recruitment and selection on employee performance in Africa and Ghana (Ofori & Aryeetey, 2011) there has not been any research on recruitment and selection practices and performance of Distance Education Course Tutors at University of Cape Coast in Ghana. The choice of Distance Education Course Tutors as the unit of analysis is based on the fact that recruitment and selection can best be assessed on the output of tutors who are hired by the institution to offers their services to achieve the university's objective. Also, the choice of the tutors was informed by the focus of the study. The lack of research in this area in Ghana has necessitated for empirical study that will fill the gap.

### **Purpose of the Study**

The purpose of this study is to analyse recruitment and selection practices and performance of College of Distance Education tutors at the University of Cape Coast.

## Research Objectives

The specific objectives that the study will seek to achieve are:

1. To ascertain tutors recruitment practices at CoDE, UCC
2. To ascertain tutors selection practices at CoDE, UCC
3. To assess the level of performance of CoDE, UCC tutors.
4. To examine the influence of recruitment practices on tutors performance at CoDE, UCC
5. To assess the influence of selection practices on tutors performance at CoDE, UCC

## Research Questions

The following research questions will be asked in order to solicit answers to them:

1. What are the tutors recruitment practices at CoDE, UCC?
2. What are the tutors selection practices at CoDE, UCC?
3. What is the level of performance of CoDE, UCC tutors?
4. How recruitment practices influence tutors performance at CoDE, UCC?
5. How selection practices influence tutors performance at CoDE, UCC?

## Research Hypotheses

$H_1$ : Recruitment practices have a significant relationship on tutors performance at CoDE, UCC

$H_2$ : Selection practices have significant relationship on tutors performance at CoDE, UCC



### **Significance of the Study**

Organisations are intricate social systems that interact with their surroundings. Their capacity to effectively and efficiently manage human resources for the achievement of organisational goals is crucial to their existence. Any corporate operation's recruiting and selection policy is widespread since it provides rules aimed at operational excellence. The goal of this research is to improve knowledge of current recruiting and selection policies and their relevance at UCC's CoDE. Many organisations, policymakers, academicians, and all interested individuals will benefit from the knowledge gained as a result of this study in realizing the importance of establishing a recruitment and selection policy when conducting recruitment practices for the success of a business organisation.

The study specifically recommends some measures on addressing and revising the recruitment and selection policy at CoDE in order to make their recruitment and selection programme more effective so that the college may benefit very well with costs spent in recruitment activities. Further, the study shall make a good reference material for future research students in the same area of study.

### **Delimitations of the Study**

As with almost all research, there is delimitation in this study. The first delimitation has to do with the participants that were used for the study. The selection is limited to tutors at the College of Distance Education (CoDE). The geographical coverage of this study is the employees at CoDE as indicated early on because these workers have different conditions prevailing there. The whole idea for the study on the two is to be able to come up with results that will be

generalized and replicable. The study concentrated on recruitment and selection practices and performance of tutors at College of Distance Education though many Human Resource practices are available at CoDE, the study could not tackle all of them due to time limit.

### **Limitations to the Study**

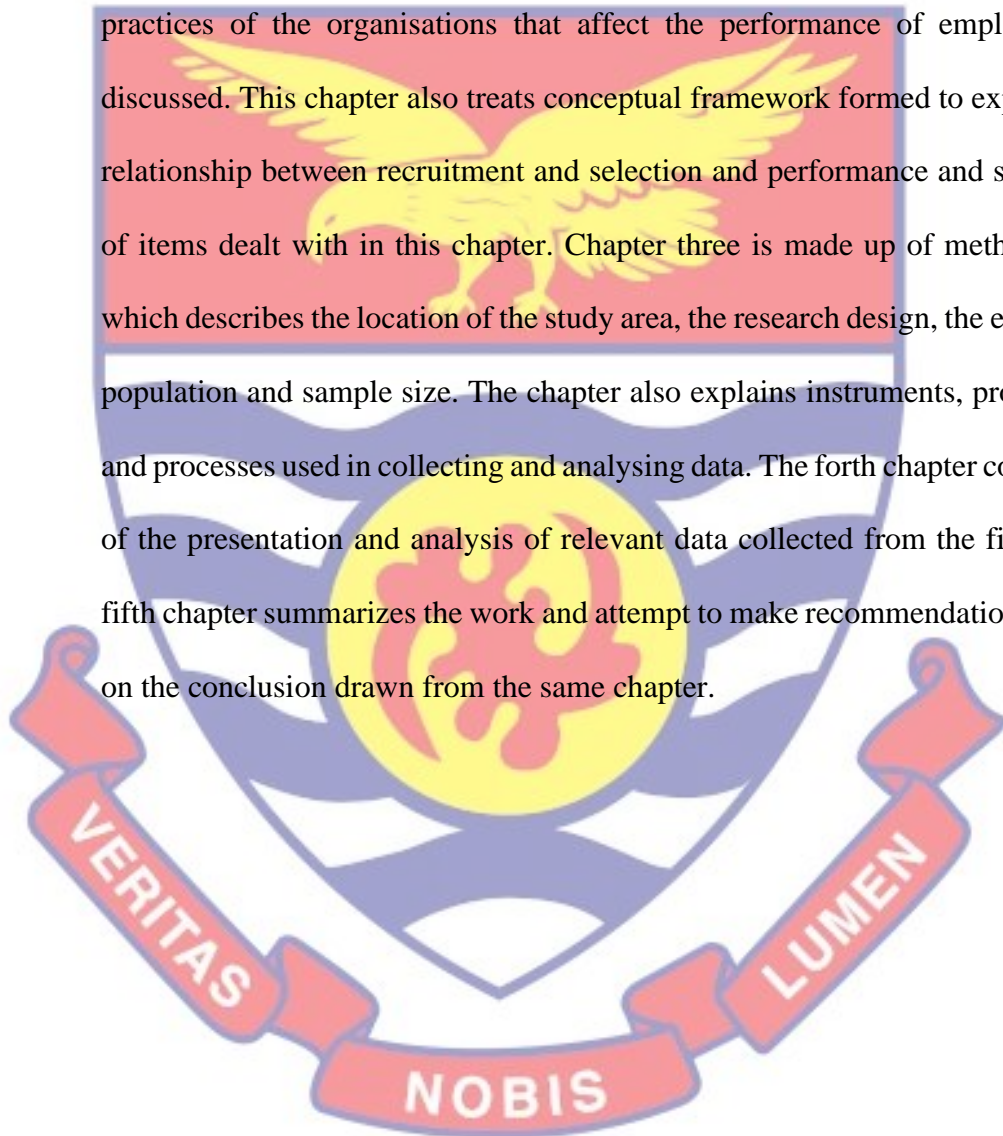
The study was carried successfully with few setbacks. It was very difficult to obtain the figure for the total number of course tutors for Central region so the number provided in the study was confirmed after the researcher had finished collecting data from all the centres. Some of the respondents (tutors) were not willing to answer the questions within same day therefore they returned them the next day and this forced the date for the collection of filled questionnaires to be pushed to later date. The use of course tutors as the only respondents brings questions on bias and the Likert type scale and close ended questions used also limited the tutors to the information needed. Quantitative method of this study also scaled down the responses to the instrument used.

### **Organisation of the Study**

The study is grouped into five main chapters. The first chapter is made up of the introduction which contains the background to the study, statement of the problem, purpose of the study, research objectives, research questions, hypothesis, significance of the study, delimitations and limitations of the study as well as organisation of the study. The chapter also indicates variables included and also explains together with a definition of key variables in connection with how they are used in the study. Organisation of the study is finally treated in this chapter. Chapter two is made up of literature review of the

study. It explains relevant theories in connection with the topic to enable readers to acquire a greater level of understanding on the key concepts.

It also explains the concepts and methods of recruitment and selection, concepts performance and recruitment and selection quality and organisational Performance. Empirical review that examines the recruitment and selection practices of the organisations that affect the performance of employees is discussed. This chapter also treats conceptual framework formed to explain the relationship between recruitment and selection and performance and summary of items dealt with in this chapter. Chapter three is made up of methodology which describes the location of the study area, the research design, the estimated population and sample size. The chapter also explains instruments, procedures and processes used in collecting and analysing data. The fourth chapter comprises of the presentation and analysis of relevant data collected from the field. The fifth chapter summarizes the work and attempt to make recommendations based on the conclusion drawn from the same chapter.





## CHAPTER TWO

### LITERATURE REVIEW

This chapter presents the review of relevant literature on recruitment, selection and performance of tutors at the College of Distance Education of the University of Cape Coast. It sets out the theoretical foundation of the study into three sections. The first section discusses the theoretical foundations including the definition of recruitment and selection, employee performance, and some theories relating to the subject under study. The second section examines empirical literature of interest to the topic, and the last section draws conclusions from both the theoretical and empirical literature.

#### **Theoretical Review**

Several theories such as the Human Capital Theory exist to explain the human factor of organisations but Attraction-Selection-Attrition Theory, Resource Based Theory and Equity Theory are selected to describe, explain and predict events in this study.

#### **Attraction-Selection-Attrition Theory**

Attraction–selection–attrition (ASA) theory as proposed by Schneider (1987) models the emergence of organisational characteristics as a function of three processes that reflect members’ decisions to join, remain in, and ultimately leave an organisation. The theory begins with the premise that these same three processes are central to the emergence of discussion community characteristics.

#### **Attraction**

According to the theory, prospective employees are attracted to organisations based on organisational characteristics they infer but cannot fully know in advance (Turban & Keon, 1993). Depending on the information they

can gather, some will be more likely than others to conclude that an organisation is attractive (Schneider et al. 1995). Differences in perceived attractiveness are also influenced by individuals' varied preferences regarding employment conditions, job characteristics, and organisational features (Judge & Bretz, 1992). Alignment between individuals' interests and the organisational information they obtain from published sources and interpersonal contacts makes an organisation more attractive to them. As a result, they are more likely to seek to join it. Analogous processes operate in the educational institutions particularly tertiary institutions. Thus, potential members are attracted to the institution by their expectations of congruency between their personal interests and the institution's topics, goals, and activities (Wasko & Faraj 2005).

### **Selection**

The selection process picks up after individuals join an organisation and involve ongoing evaluation of congruence between their interests and the organisations based on actual experience (Ryan, Sacco, McFarland & Kriska, 2000). Things like work assignments, enacted values, and work climate provide new information that causes members to re-evaluate congruence. This continual reassessment may change how each individual engages with the organisation. A good person–organisation fit is associated with increased job satisfaction and commitment (Cable & Judge, 1996). Conversely, perceived incongruence in interests or values can lead to dissatisfaction, re-evaluation of the person–organisation relationship, and, ultimately, turnover (Posner, 1992). A similar selection process takes place in tertiary institutions as employees' direct exposure to discussions after joining changes their fit expectations. Consistent with work on individual–group socialization, these expectations evolve as a



function of the benefits individuals believe they stand to gain by engaging a group.

### **Attrition**

The attrition process refers to an employee's decision to leave an organisation because of a mismatch between their expectations and that of organisation's characteristics (Ryan et al., 2000). Employees may leave for a wide range of reasons, but ASA considers the misalignment between what they want and what organisations provide as central (Schneider, Goldstein & Smith, 1995). Attrition means forgoing the benefits associated with membership—perhaps an appealing alternative when those benefits no longer matter to an individual. Regardless, employees' departures reduce organisational size and, therefore, reduce the resources available to perform organisational activities.

Over time, attrition reshapes an organisation as a whole (Schneider et al., 1995) in ways that alter the benefits it can provide to those who remain. Attrition alters the institution's size and changes its characteristics; when members leave, they cease contributing, and discussion topics shift toward the interests of the remaining members. These changes, in turn, influence other members' ongoing evaluations of the institution. Together, such changes significantly alter an institution's long-term trajectory by altering the benefits available to members, thereby affecting a community's viability over time (Spagnoletti & Resca, 2012).

ASA theory provides a useful foundation for this study in terms of modelling employees' performance as a function of members' participation decisions that are driven by their expectations of fit. The theory also provides a general theoretical framework upon which future theoretical and empirical

studies (including feature-oriented studies) can build, and through which such studies can be integrated. With this, the study extends ASA theory by articulating the causal connections through which recruitment and selection functions can influence employee performance. Additionally, this theory is significant to this study simply because it is able link human resource practices to performance of people within an organisation.

### **Resource Based Theory**

Resource Based View (RBV) of Barney (1991) suggests that sustainable competitive advantage is attainable when firms have a human resource pool which cannot be imitated or substituted by rivals. According to the Resource-Based view, firms should constantly evaluate their workforce to ensure that they have the right people with the right skills in the right places to ensure sustained competitive advantage (Barney, 2001) and when this is not the case, firms should make-up for the shortfall by employing appropriate recruitment and selection criteria. Here, the RBV theory maintained a major part of any firm's strength or weakness stem from the calibre of the people employed and the quality of their working relationships.

Identifying what is most valuable and protecting it with “barriers to imitation” is at the heart of resource-based thinking. To this end, Boxall (1998) revealed that firms which recruit and retain exceptional individuals have the capability of generating human capital advantage. According to Sparrow et al. (2002), technology and capital can be acquired by most firms any time, for a price, but it is not easy to acquire a ready pool of highly qualified and motivated employees. In order to be differentiated, the companies need to be very careful with the recruitment and selection process. In relative terms Kahindi (2016)

reveals that firms which recruit and retain exceptional individuals have the capability of generating human capital advantage. However, he nonetheless, notes that a difference should be established between ‘human capital advantage’ and ‘human process advantage’. The latter, however, follows from the establishment of difficult to imitate, highly evolved processes within the firm, such as cross-departmental cooperation and executive development. In which case, the use of the human resource management systems is necessary for firms to gain a competitive advantage.

Sparrow, Ghen, Krauss and Rogets (2013) indicate that, technology and capital can be acquired by most firms at any time, for a price, but it is not easy to acquire a ready pool of highly qualified and motivated employees. The Company's HR practices would therefore need to emphasize “selecting highly skilled individuals”. Companies should consider recruitment as a key tool to achieve the overall business goal because according to Boxall and Purcell (2014), the new employee is always active, ready to learn new things and easy to adapt to the new environment. It is better for them to find the right person directly from the recruitment process than having them trained later because training and development can be quite costly. This is one case of how the HR strategy fits with the competitive strategy. Catano, Wiesner and Hackett (2010) stress that employers must aspire to hire applicants who possess the knowledge, skills, abilities or other attributes (KSAs) required to successfully performing the job most effectively. To them, recruitment, screening and selection procedures should yield the best qualified candidates within the context of agreed-upon equity programs.



The resourced based theory is relevant to this study in the sense that it provides a theoretical rationale for why effective recruitment and selection processes could have implications for strategy formulation as well as implementation in an organisation. This theory will help situate the study in the context suitable for analysing recruitment and selection dimensions in relation to employees' performance. The theory helps to understand the sources of a firm's economic rents and its competitive advantages and improve resources of an organisation through a well-structured recruitment and selection methods.

### **Equity Theory**

Equity Theory as proposed by Adams (1963), underlines the principle of fairness. According to the principles of the Equity Theory, the best recruitment and selection criteria in the organisation is that which portrays the firm as Equal Opportunity Employer. It can be stressed that, finding competent workers is an important organisational challenge (Deshpande & Golhar, 1994; Atkinson & Storey, 1994; McEvoy, 1984), with the difficulty centering on recruiting and selecting employees with the correct qualifications to help achieve goals (Priyanath, 2006). As further argued in Priyanath (2006) this problem is compounded by the lack of systematic method for recruiting and selecting employees. For companies to strive to adapt their equal opportunity policies (EOP) to their recruitment and selection programs, Straw (1989) identified three levels of equal opportunity policies as; equal opportunity as equal chance (non discriminatory), equal opportunity as equal access (fair procedures), equal opportunity as an equal share (outcomes and positive action). Also, Healy (1993) provided a typology of organisations according to their approach to equal opportunity.



Additionally, Negative organisations are those that have no knowledge of equal opportunity policies (EOP) and also no knowledge of legislative requirements. This is based on the assumption that the organisation does not discriminate whereas they might consciously discriminate. Minimalist/Partial organisations are those with espoused EOP. Here, equal opportunity has a low priority or profile focus on informality as the method to management; Complaint organisations take a more conscious and professional approach to EOP and fulfils legal obligations; comprehensive organisations have a dynamic approach to EOP but will have more of the features of the complaint organisations.

However, the expectation is that, this equity approach should be implemented in a way to promote the organisation by making it a desirable workplace for all future employees. This implies an appropriate application of the diversity policies. According to the Chartered Institute of Personnel and Development (CIPD) (2011) factsheet on Good Employment Practices and Diversity Management in the Workplace, organisations/ should ensure that recruitment and selection processes are fair and diversity friendly. This means they should be careful in drafting advertisements in a manner that will avoid discrimination and stereotyping through either language or images and should aim to attract candidates from diverse backgrounds. In addition, organisations should strive to operate transparent and consistent appraisal and performance management processes. They should have clear career pathways including promotion and training opportunities for all categories of employees. For this to be feasible, organisations should be able to create a culture of respect and

dignity of all employees through effective implementation of well-designed policies and procedures which support both individual and business needs.

Furthermore, management should think inclusively when designing diversity policies and procedures to ensure they are transparent, fair and address different needs and also make sure that there are continuous checks to make sure that policies and practices are bias free and working across the organisation.

This will help to enhance the effectiveness in the practice of such policies. In his study of a large manufacturing company, Omanović (2009) notices that diversity management does not only entail the attitude of organisations to welcome many different “types” of participants because there is likelihood for contradictions to occur in the production of diversity especially when conflicting or opposite ideas and interest meet.

This theory is very appropriate for this study in the sense that it is able to indicate how recruitment and selection processes influence the performance of employees within an organisation as seen above. The equity theory helps to achieve the objectives of the study by indicating that, the best recruitment and selection criteria in the organisation is that which portrays the firm as Equal Opportunity Employer. However, this theory has some drawbacks which is in the area that it did not indicate the actual recruitment and selection practices that have the potential of influencing employee performance.

### **The Concept of Recruitment**

Recruitment is a vital function of human resource management for any type of business organisation. These terms refer to the process of attracting and choosing candidates for employment. The quality of the human resource the firm has heavily depends on the effectiveness of these two functions (Gamage,

2014). It can be indicated that, recruiting the wrong candidates who are not capable come with a huge negative cost that businesses cannot afford. The overall aim of recruitment and selection within the organisation is to obtain the number and quality of employees that are required to satisfy the strategic objectives of the organisation at minimal cost (Ofori & Aryeetey, 2011).

Brewster and Mayrhofer (2012) asserted that recruitment processes are crucial as they ensure that the right staff joins the organisation thereby helping the institution to meet its short-and long term objectives.

Recruitment is totally different from one another. According to Niles (2013), recruitment is an organisation's process of attracting applicants to jobs in an institution. Marquis and Huston (2009) also added that the process generates a pool of capable people to apply for employment in an institution. In the same vein, Rothwell (2010) defines recruitment as a related process, which involves management scouting for openings to see how equipped internal applicants are to meet current needs.

Evidence has shown that smaller organisations relying on referrals and advertising as their recruitment practices (Bacon & Hoque, 2005) of choice which Barber, Wesson, Roberso and Taylor (1999) see it as not the best way of acquiring quality human resource. The quality of human resource in an organisation highly depends on the quality of applicants attracted because organisation is going to select employees from those who were attracted. In the same vein, Henry and Temtime (2009) construed recruitment as the entry point of manpower into an organisation and the path an organisation must follow from there on in order to make sure that they have attracted the right individuals for their culture and vibes so that the overall strategic goals are achieved.



## The Concept of Selection

Selection on the other hand, is the process of making the choice of the most suitable applicant from the pool of applicants recruited to fill the relevant job vacancy (Opatha, 2010). Selection is the process by which specific instruments are engaged to choose from the pool of individuals most suitable for the job available (Ofori & Aryeetey, 2011). Selection involves the use of one or more methods to assess applicant's suitability in order to make the correct selection decision and can be alternatively seen as a process of rejection as it rejects a number of applicants and select only a few applicants to fill the vacancy.

According to Gamage (2014) the objectives of selection function are to get the right person to the right job, establish and maintain a good image as a good employer, and maintain the selection process as cost effective as possible. Selection is an extremely important aspect to consider for businesses due to a number of reasons. Often the performance of businesses relates directly to the people working within it, meaning the right people need to be hired to ensure organisational success (Henry & Temtime, 2009). It is also an expensive process to hire someone new into the organisation. So it is not something organisations want to put time and money into just to find they have hired somebody who is not suitable for the job and at the end of the day, the organisation's reputation is also held by the people it employs (Henry & Temtime, 2009).

## Methods of Recruitment

A number of recent studies have suggested that some recruitment methods are more effective than others in terms of the value of the employees recruited. Miyake (2002) indicated that while advertising is usual for job



vacancies, applicants were sometimes recruited by word of mouth, through existing employees. Besides being cheaper, the “grapevine” finds these employees as those who stay longer (low voluntary turnover) and who are less likely to be dismissed (low involuntary turnover). People recruited by word of mouth stay longer because they have a clearer idea of what the job really involves.

Miyake, (2002) reviewed five studies in which average labour turnover of those recruited by advertising was 51 per cent. The labor turnover for spontaneous applicants was 37 per cent and turnover for applicants recommended by existing employees was 30 per cent. One hypothesis proposed to account for this was the “better information” hypothesis. It was argued that people who were suggested by other employees were better and more realistically informed about the job than those who applied through newspapers and agencies. They were in a better position to assess their own suitability. Better informed candidates are likely to have a more realistic view of the job, culture of the organisation and job prospects.

Recruiting is seen as a “positive process of generating a pool of candidates by reaching the right audience, suitable to fill the vacancy” (Leopold, 2002), is the process of searching the candidates for employment and stimulating them to apply for jobs in the organisation”. Leopold (2002), stated further that the first step of recruitment is to put forward a job analysis that is important for both the organisation and the candidates. If a job is not needed in an organisation, recruitment and selection of a candidate is not necessary. However, if the job is needed, a job description usually consists of the job title, where the job is located, what the key purpose of the job is, what are the main

duties that the job entails and what role it plays in the success of the organisation, is compiled.

In agreement with Leopold, Wanous (1992) highlighted that the steps involved in the formal recruitment and selection process are often fairly standard, but there are a number of factors to consider along the way. Initially, the recruiting manager should draw up a job description and person specification for the vacant role if these are not already available, and steps are; (a) Identify vacancy (b) Prepare job description and person specification, (c) Advertising the vacancy (d) Managing the response (e) Short-listing (f) Arrange interviews and (g) Conducting interview and decision making.

### **Methods of Selection**

Selection is another major function of the human resource department and selection method is the first step towards creating the competitive strength and the recruitment strategic advantage for the organisations. Selection method involves a systematic procedure from sourcing the candidates to arranging and conducting the interviews and requires many resources and time, Sisson (1994).

Uses of selection strategies may differ based on types of jobs. The selection method of non-managerial position is also differing from managerial selection method (István, 2010). Selection strategy of an organisation will be effective if suitable persons are selected by focusing suitable combination of skills as per job requirement.

Organisations may practice from the available set of selection methods such as completed application form, assessment centers, work sampling test, aptitude or work ability test, mental ability test, face to face individual or panel interview, medical examination, reference check etc. (Wickramasinghe, 2007).

Employee selection methods include initial screening of prospective candidates, conducting a test, arranging interviews, choosing applicants based on test or interview scores and placing them to certify that they will be capable to accomplish their assigned roles effectively (Montan & Charnou, 2002). The interview is the most common selection method because of its easy execution, quick outcome and cost-effectiveness. Evaluation of applicants' employment record or resumes, written application and reference checks are also widely used selection tools (Van Vianen, Taris, Scholten & Schinkel, 2004). The situational based test is more useful than the personality and mental ability test.

Similarly, Hall and Torrington (1998) stated that a general selection and recruitment method is related which is as follows: The recruitment process begins with the human resource department receiving requisitions for recruitment from any department of the company. These contain: Preparing the job description and person specification. Locating and developing the sources of required number and type of employees (Advertising etc.). Short-listing and identifying the prospective employee with required characteristics as well as arranging the interviews with the selected candidates, conducting the interview and decision-making. The recruitment process is immediately followed by the selection process i.e. the final interviews and the decision-making, conveying the decision and the appointment formalities.

### **Concept of Performance**

Performance is a multi-dimensional construct, the measurement of which varies depending on a variety of factors. It is important to determine whether the measurement objective is to assess performance outcomes or behaviour. Latham, Sulsky and Macdonald (2007) emphasised that an



appropriate definition of performance is a prerequisite for feedback and goal setting processes. They state that a performance theory is needed that stipulates: The relevant performance dimensions; The performance standards or expectations associated with different performance levels; How situational constraints should be weighed, if at all, when evaluating performance; The number of performance levels or gradients; The extent to which performance should be based on absolute or comparative standards.

There are different views on what performance is. It can be regarded as simply the record of outcomes achieved. On an individual basis, it can be a record of the person's accomplishments. Performance is something that the person leaves behind and that exists apart from the purpose. Performance could be defined as the outcomes of work because they provide the strongest linkage to the strategic goals of the organisation, customer satisfaction, and economic contributions. Also performance is about outcomes but the concept is linked to the idea of a balanced scorecard.

Fletcher (2001) mentioned contextual performance deals with attributes that go beyond task competence and that foster behaviours that enhance the climate and effectiveness of the organisation. The Oxford English Dictionary defines performance as: "The accomplishment, execution, carrying out, working out of anything ordered or undertaken". This refers to outputs/outcomes (accomplishment) but also states that performance is about doing the work as well as being about the results achieved. Performance could therefore be regarded as behaviour - the way in which organisations, teams and individuals get work done. Performance is behaviour and should be distinguished from the outcomes because they can be contaminated by systems



factors. A more comprehensive view of performance is achieved if it is defined as embracing both behaviour and outcomes. Performance means both behaviours and results. Behaviours emanate from the performer and transform performance from abstraction to action. Not just the instruments for results, behaviours are also outcomes in their own right, the product of mental and physical effort applied to tasks and can be judged apart from results.

This definition of performance leads to the conclusion that when managing the performance of teams and individuals both inputs (behaviour) and outputs (results) need to be considered. This is the mixed model of performance management that covers competency levels and achievements as well as objective setting and review. Thus, it is for this model that research (Armstrong & Baron, 2004) has shown to be the one that is now interesting many organisations. Performance is the behaviour or action relevant to the attainment of the organisation's goals that can be scaled and measured.

### **Recruitment and Selection Quality and Organisational Performance**

The effectiveness of different recruitment and selection criteria of employees has been the topic of research for over 60 years (Sinha & Thaly, 2013). The effectiveness has primarily been assessed by examining the rates of turnover, job survival and job performance along with organisational issues such as referrals by current personnel, in-house job postings, and the re-hiring of former employees (Zottoli & Wanous, 2000). The study by Sen and Saxena (1997) has emphasized the importance of a quality process during the time of recruitment and hiring given that the right type of labour is hard to come by. In fact, while lending credence to the importance of hiring quality candidates who are hard to find Tendon (2006) warned that talent deficiency is unrelated to huge

population. While reporting that recruitment is the only component for attracting and retaining knowledge workers, Unwin (2005) gave significance to the process involved during the time of recruiting and hiring good candidate.

Although the study conducted by Subbarao (2006) explained the recruitment sources used by individual job seekers at various levels, the study further highlighted the importance of different types of approaches used at the time of recruitment which in turn makes any organisation well-established or less established. According to Sarkar and Kumar (2007) organisational performance is hinged on the approach which the organisation adopts in the recruitment and selection of employees. To this end, Sarkar and Kumar (2007) spoke of a holistic model of recruitment i.e. emphasizing the importance of the whole process of recruitment and the interdependence of its parts (Sinha &Thaly, 2013).

Vyas (2011) asserted that the current trend is that organisations are looking for methods of reducing the time and effort in the recruitment and selection process. However, Munyon, Summers, Ferris and Gerald (2011) admonished that methods of team staffing should translate to competitive advantages to a firms. In similar vein, DeVaro (2008) demonstrated that recruitment strategies can lead to positive organisational outcomes. Sinha and Thaly (2013) adopting qualitative system in recruitment and selection has helped organisations to grow as they have been able to get the right people for their vacancies. In addition, the appropriate channels have helped the organisations to get the different and varied sources to which they can turn to for effective hiring (Sinha &Thaly, 2013).

Recruitment and selection in any organisation is a serious business as the success of any organisation or efficiency in service delivery depends on the quality of its workforce who were recruited into the organisation through recruitment and selection exercises (Ezeali & Esiagu, 2010). Since recruitment and selection involve getting the best applicant for a job (Obikeze & Obi, 2004), it has been emphasized that recruitment procedures that provide a large pool of qualified applicants, paired with a reliable and valid selection regime, will have a substantial influence over the quality and type of skills new employees possess (Okoh, 2005). For Mullins (1999) the important thing is for some suitable plan to be used, complying with all legal requirements relating to employment and equal opportunities, to follow recommended codes of practice and to ensure justice and fair treatment for all applicants.

Bohlander, Snell and Sherman (2001) reported that it is important for managers to understand the objectives, policies and practices used for selection. More importantly, those responsible for making selection decisions should have adequate information upon which to base their decisions. As Robbins (2005) observed, organisation's human resource policies and practices represent important forces for shaping employee behaviour and attitudes. According to Okoh (2005), not just that organisational selection practices determine who is hired, the use of the proper selection criteria will increase the probability that the right person will be chosen. When the best people are selected for the job, productivity increases (Osemeke, 2012).

### **Empirical Review**

This section presents the empirical studies relating to recruitment, selection and performance of employees.



Little wonder that literature such as Terpstra and Rozell (1993) reported of a positive association between the extensiveness of recruiting, selection test validation and the use of formal selection procedures and firm profits. Huselid (1995) used eleven HRM practices in his study which are personnel selection, performance appraisal, incentive compensation, job design, grievance procedures, information sharing, attitude assessment, labour management participation, recruitment efforts, employee training and promotion criteria. Huselid (1995) found a significant relationship between high work practices such as compensation and employees' outcome. This study unlike Shahzad et al. (2008) examines the impact of three HR practices (that is, compensation, performance evaluation and promotion practices) on perceived performance of psychiatry nurses in Ghana.

Recruitment and selection form a major part of an organisation's overall resourcing strategies, which identifies and secures people needed for an organisation to survive and succeed in the short to medium-term (Elwood & James, 1996). In fact, the basic purpose of recruitment and selection is to choose the right candidate to fill the various positions in the organisation and available evidence indicates that there is a positive and significant relationship between recruitment and selection and the performance of an enterprise (Gamage, 2014). Sang (2005) for example discovered a positive association between recruitment and selection and business performance. Such were also of positive results between recruitment and selection and performance as seen in Katou and Budhwar (2006), Wright et al. (2005), and Ichniowski and Shaw (1999). Other studies such as Syed and Jama (2012) have equally shown that implementing



an effective recruitment and selection process is positively related to organisational performance.

With specific reference to recruitment and selection criteria and organisational performance, Montana and Charnov (2000) maintained that recruitment and selection include sourcing candidates by advertising or other methods, screening potential candidates using tests and interviews, selecting candidates based on the results of the tests or interviews, and on-boarding to ensure that the candidates are able to fulfil their new roles effectively. According to Huselid (1995), it is recruitment procedures that provide a large pool of qualified applicants, paired with a reliable and valid selection regime that will have a substantial influence over the quality and type of skills new employees possess. The implication of this line of thought is that an organisation's human resource policies and practices represent important forces for shaping employee behaviour and attitudes.

Tessema and Soeters (2006) tested the relationship between eight HRM practices and performance of employees in Eriteria civil service. These HR practices included recruitment and selection practices, placement practices, training practices, compensation practices, employee performance evaluation practices, promotion practices, grievance procedure and pension or social security. They found a significant relationship between HRM practices and perceived employee performance. According to Cameron (2008), the cost of poor recruitment and selection processes can be significant. Therefore, recruitment and selection must be done properly, or else it may result in high labour turnover, high absenteeism, more errors, and high training expenses for the organisation and reduced or low productivity (Richardson, 2011). When the

right people are hired, it is important that they work in a conducive work environment so that they are able to increase the productivity of the organisation.

According to the study by Chanda and Bansal (2010) on strategic integration of recruitment practices and its impact on performance in Indian enterprises, recruitment and selection is a foundation of human resource management (HRM) practices and its integration to business is critical to achieve organisational strategic goals. The study investigated the level at which recruitment and selection practices strategically integrate with business and the relative effects of different levels of such strategic integration on organisational performance. The results of the study indicated that the majority of the companies in India have a high level of recruitment and selection strategic integration in both strategy formulation and implementation.

Further, the results indicated that the majority of the companies in India have a high level of recruitment and selection strategic integration in both strategy formulation and implementation. A salient conclusion was that majority of the investigated Indian enterprises tended to have high levels of strategic integration in recruitment and selection. This finding also indicated that there is robust HR input into business strategies, and business strategies are generally interpreted into HRM policies and practices in Indian enterprises. Also, a high level of strategic integration in business strategy formulation is often accompanied with a high level of strategic integration in business strategy implementation. This finding can be explained in a way that when HR strategy and policies are driven by business strategies they tend to be implemented to meet strategic needs.

Also study on recruitment and selection process with a case study of Hindustan Coca-Cola Beverage Pvt. Ltd, was conducted in Gangyal, Jammu, India in October, 2010. The study was mainly to observe the degree of satisfaction levels of the employer as well as the employees towards the process of recruitment and selection techniques adopted by the company. The conclusion from the study was that the performance of the company is nice. Thus, 120 out of 120 employers said that company maintains and manage candidate's file including maintenance of database to ensure comprehensive data collection of candidates. Again, 70 out of 120 employers said that the company spends about (20%-30%) of its total expenditure on recruitment and selection. 120 out of 120 employees' accepted the fact that Coca-Cola follows recruitment and selection procedure. It basically depends on the post the candidate is applying for, in most of the cases the company does compensate the employees for the expenses incurred by them. 70 out of 120 employers said that the company compensates the employees for the expenses incurred by them, while 50 employers said no. It can be concluded that this company is doing very well in the area of soft drinks if it is compared with the other competitors.

Some of the challenges facing recruitment and selection criteria in organisations, István (2010) observed that there are a plenty of techniques used in recruitment and hiring today among which are some methods not accepted by experts universally, or not recommended for the hiring process. As argued by István (2010), selection methods can be evaluated in several ways. One possible approach is to compare hiring techniques on the basis of their validity, impartiality, scope of usage, and cost. On top, Marcus (2010) on his study



assessed the effect of selection process to the performance of public institutions in Tanzania. The findings came out with the conclusion that there is direct correlation between selection process and the performance of public institutions in Tanzania. Being the case, the study justified the need for further research on the impact on recruitment and selection policy to the performance of business organisation in Tanzania.

According to Jonathan et al. (2012), a lot regarding recruitment and selection policy against the performance of business organisation stipulated. A study conducted on effect of recruitment and selection of employees on the performance of small and medium enterprises in Kisumu Municipality- Kenya indicated that recruitment and selection have a significant effect on the performance of SMEs in Kisumu Municipality. Kepha, Mukulu and Waititu (2012) used descriptive research design to study the influence of recruitment and selection on the performance of employees in research institutes in Kenya. A sample size of 256 employees of the population was drawn from all government owned research institutes, and the study revealed that the correlation between employee performance and recruitment and selection was highly significant at 0.374 ( $P=0.000$ ).

Sinha and Thaly (2013) also noted that there is a variety of recruitment approaches (e.g. employee referral, campus recruitment, advertising, recruitment agencies/consultants, job sites/portals, company websites, social media etc.); and most organisations will use a combination of two or more of these as part of a recruitment process or to deliver their overall recruitment strategy. However, which recruiting channels should be used depends on the job position, on the company's employer brand, on the resources the company has



on its recruiting team, on how much recruiting budget the company has, etc. One can use them all and find out which suits the best. Every recruiting channel offers different benefits and limitations and works better for certain situations and companies. The key is collecting real-time recruitment metrics on these recruiting channels to figure out what works best for the company in different situations. The recruiting experience of each company is different and the best way to figure out what works best is to analyse metrics based on the past recruiting efforts, not the efforts of everybody else. Once the company has its recruiting metrics solution in place, it is time to start using the recruiting channels that the company thinks will work for it.

Olatunji and ugoji (2013) in a study of the effect of personnel recruitment on organisational development used a survey of selected Nigerian workplace. The study used primary data to study certain recruitment procedures adopted in organisations and revealed that the recruitment procedures used in the organisation influence personnel behaviour and performance, though the study did not use any variable to measure organisational development or performance rather it measures the perception of male and female toward recruitment. Stephen, Cowgill, Hoffman and Housman (2013) studied impact of hiring through referral using novel and detailed productivity and survey data from nine large firms in three industries. The study revealed that employee referrals allow firms to select workers that better suit for particular jobs in the organisation that firms benefit from referrals predominantly by selecting workers with a better fit for the job, as opposed to referrals selecting workers with higher overall quality. The study revealed that employee referrals enhance monitoring and coaching and make work environment more enjoyable as they

work with friends because workers refer others like themselves, not only in characteristics but in behaviour.

Adeyemi, Dumade and Fadare (2015) in the study of the influence of recruitment and selection on organisational performance used questionnaire to study a sample of only twenty respondents of Access Bank branch. The study indicated that, advertising of job vacancies to general public, use of employment agent(s), and employee referrals are mostly the mode for recruiting potential employees. The study further indicated that the method used in the recruiting and selection process was very effective. The study made use of a very small sample which cannot be generalized to represent the entire access bank employees.

### Conceptual Framework

This framework has been taken from the theoretical principles of the research in which the variables such as recruitment and selection been considered as independent variables and the variable such as tutors performance has been thought of as the dependent variable.

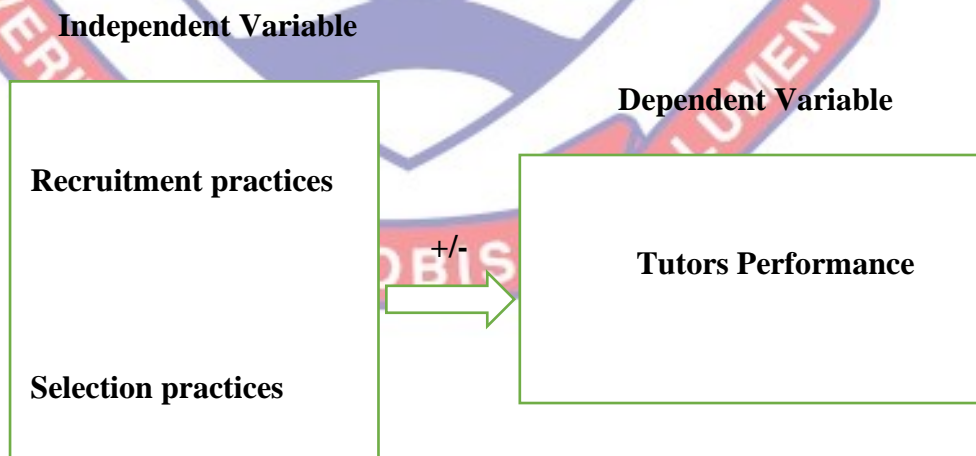


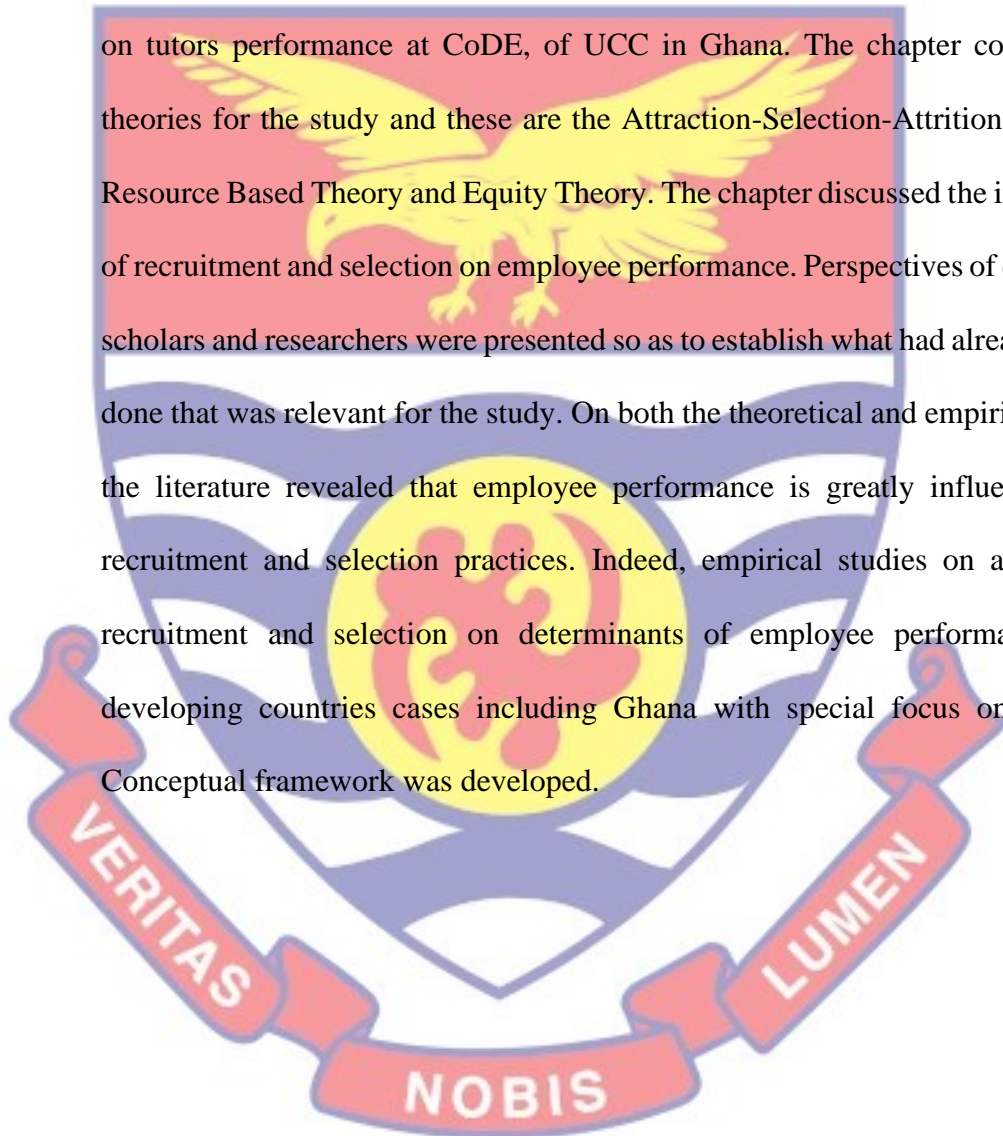
Figure 1: Conceptual Framework

Source: Author's Construct (2019)

From the above conceptual frame, tutors performance can be seen to be influenced by the above recruitment and selection practices.

### Chapter Summary

The purpose of the above literature review was to review the various studies in connection with recruitment and selection practices and their effect on tutors performance at CoDE, of UCC in Ghana. The chapter considered theories for the study and these are the Attraction-Selection-Attrition Theory, Resource Based Theory and Equity Theory. The chapter discussed the influence of recruitment and selection on employee performance. Perspectives of different scholars and researchers were presented so as to establish what had already been done that was relevant for the study. On both the theoretical and empirical side, the literature revealed that employee performance is greatly influenced by recruitment and selection practices. Indeed, empirical studies on analysing recruitment and selection on determinants of employee performance for developing countries cases including Ghana with special focus on CoDE. Conceptual framework was developed.





## CHAPTER THREE

### RESEARCH METHODS

This chapter looks at the methodology to be employed to undertake the study. It explains the research design, study area, population, sample, sampling procedure, research instruments, procedure for data collection and data analysis.

#### Research Approach

Yates (2004) asserted that there are two main approaches to conducting research namely, quantitative and qualitative approach. This study used a quantitative approach. Quantitative research has been defined by Burns and Grove (2005) as a formal, objective, systematic process to describe and test relationships and examines cause and effect interactions among variables. This approach is mostly employed in the natural sciences and based on information that can be measured numerically. According to Eldabi, Irani and Love (2002) quantitative approach is a logical and linear structure in which hypotheses take the form of expectations about likely causal links between the constituent variables stated in the hypotheses, therefore leading to the rejection or acceptance of the theoretical proposition. Quantitative research techniques are employed for this study given the nature and interactions between the variables examined as well as the need to test hypotheses.

#### Research Design

This study adopted both the descriptive survey and correlation research designs. Kothari (2001) observed that a descriptive research design is used when one wants to get information on the current status of a person or object. Mugenda and Mugenda (2008) on the other hand indicated that correlation

research design is basically concerned with assessing relationships among the variables and these are used because of the focus of the study. Thus, descriptive survey study is the method of research which concerns itself with the present phenomena in terms of conditions, practices beliefs, processes, relationships or trends (Salaria, 2012). He also suggested that it deals with the gathering of information about prevailing conditions or situations for the purpose of description and interpretation.

Moreover, he stated that this research method focused on proper analyses, interpretation, comparisons, identification of trends and relationships. This author further opined that the descriptive survey method is an important one because it provides information which is useful to the solutions of local issues or problems. Ary et al. (2010) also proposed that a survey permits the researcher to summarise the characteristics of different groups or to measure their attitudes and opinions toward some issues. The survey employed in this study was the quantitative research type.

### **Study Area**

The study was conducted in the Central Region of Ghana where College of Distance Education, University of Cape Coast have study centres. The study used study centres of CoDE in the Central region and as at the time of the study, the centres were Obiri Yeboah Senior High School, Dunkwa-On-Offin Senior High School, Breman Asikuma Senior High School, University of Cape Coast study centre, Ngleshi Amanfro Senior High School, Mary Star of the Sea, Apam Senior High School, SWESBU AND SWESCO Senior High School and Mfantsiman Girls Senior High School study centres. Employees of CoDE, UCC consist of administrative and academic staff both at regional offices of regional

capitals of Ghana and University of Cape Coast main campus at Cape Coast. The other aspect of staff of CoDE, UCC consist of course tutors who some of them serve as both administrative and academic staff. Empirical study of existing works on recruitment and selection on employee performance concentrated on some aspect of employees. Similarly, this work also focused on course tutors of CoDE, UCC and measured the recruitment and selection practices on their performance.

University of Cape Coast has two campuses namely southern campus and northern campus. The university is situated at the south-western part of Cape Coast and it is about four and half kilometres drive from Cape Coast. The university is established by law and became full independent in 1971. It was initially training to feed the labour needs of Ministry of Education but now providing the needs of the various sectors of the economy. Like many universities, University of Cape Coast has five colleges and College of Distance Education is one of them. College of Distance Education, which was established in 1999, has many study centres across the length and breadth of Ghana with ten regional offices in the previous regional capitals of Ghana. The college has mounted education and business programmes on distance education mode which assemble students at its study centres on Saturdays and Sundays for teaching and learning. Students who are studying these programmes are taught by course tutors recruited from the vicinities of the study centres which centres in the central region is not excluded. Study centres in Central region were considered for this study because of proximity to the researcher and familiarity. The tutors were anticipated to cooperate with the researcher to have a successful study.



## Population

Population is a well-defined group of people or objects that share common characteristics (Lunsford & Lunsford, 1995). They further opined that in a research study, population refers to a group about which some information is sought. The target population of this study comprised all the CoDE course tutors in the Central region of Ghana. The total number of CoDE course tutors in the Central region of Ghana is Two Hundred and Fifty- Four (254). This sample frame was provided by the Academic Unit of CoDE, UCC

## Sample

A sample is defined as "A subset of the population. It comprises some members selected from the population" (Sekaran, 2000). Somekh and Lewin (2005) refer to a sample as a selection of individuals from the entire population, who would be included in the data collection. Lunsford and Lunsford (1995) suggested that a sample should represent the population and should have sufficient size. According to Salaria (2012), a sample is a group chosen from a population with the aim of yielding information about this population as a whole. A total population of two Hundred and Fifty- Four (254) course tutors were targeted for this study. The distribution of the population of course tutors from each study centre within Central region is shown in Table 1.

**Table 1-**Distribution of the Course Tutors in the population

Study Centre	Population
Obiri Yeboah SHS	29
University of Cape Coast	105
Breman Asikuma SHS	20
Dunkwa-On-Offin SHS	12
Ngleshi Amanfro SHS	31
Mary Star of the Sea SHS	26
Mfantsiman Girls SHS	17
Apam SHS	14
<b>Total</b>	<b>254</b>

Therefore, out 254 tutors which represented all the course tutors in the Central region targeted for the study, the sample size of 160 was drawn from the general population. The selection of the sample size was done using the Krejciec and Morgan (1970) sample size determination criterion cited by Sarantakos (2005) (See Appendix A)

### **Sampling Procedure**

Sampling refers to the method, criteria and procedures used to select subjects for the study (Lunsford & Lunsford, 1995). They also proposed that the researcher should have a clear understanding of the research question and the study design before the selection of the subjects for the study can begin. Salaria (2012) also defined sampling as the process by which relatively small number of individuals or measures of individuals, objects or events is chosen and analysed in order to find out something about the entire population from which it was chosen.

Convenience sampling technique was used for the research. Convenience sampling is the process where subjects are selected because of their convenient accessibility to the researcher. It is also chosen to enable the

researcher to elicit vital and quality information from respondents who have reasonable knowledge about the issues under investigation and were in position to provide the information needed for the study. This sampling technique was also used due to time constraint.

The subjects are chosen since they are the easiest to get for the study and an advantage of this method is that it is easy, fast and less expensive to carry out. (Lunsford & Lunsford, 1995).

### **Data Collection Instrument**

The instrument used for the study was a questionnaire (containing closed-ended questions). Questionnaires are data collection instruments that enable the researcher to pose questions to subjects in his/her search for answers to the research questions. A covering letter was attached to the questionnaire to assure respondents of their anonymity. In addition, the Likert scale format was used. A Likert scale format involves the use of a special rating scale that asks respondents to indicate the extent to which they agree or disagree with a series of statements about a given subject (Sekaran, 2003). However, the questionnaire was pretested on a smaller size of the sampled respondents for the research. This was to ensure that the questionnaires designed solicited the appropriate responses from the respondents to answer the research questions for the achievement of research stated objectives. The use of closed ended questions allowed the study to make easy categorization and analysis.

The questionnaire was divided into three (3) sections linked to the objective of the study. Section A which consisted with five (5) questions was on the socio-demographic information of respondents, Section B sought for information on recruitment practices used by CoDE in employing course tutors



and fifteen (15) questions were used for that purpose, Section C consisted of ten (10) questions centred on selection practices used by CoDE after recruitment of course tutors and Section D consisted of fifteen (15) questions also sought information on the performance of course tutors. It is to be noted that the development of the questionnaire was based on the literature reviewed.

### **Pre-test, Reliability and Validity of the Instruments**

The study ensured that instrument developed was reliable and valid by the following means. Firstly, the researcher pre-tested the questions on 15 respondents in the nearby study centres with similar characteristics of recruitment and selection. This exercise enabled the study to identify the ambiguous, unrealistic, and a wrong question which emanated from the responses and corrected them before the actual fieldwork. The pre-testing helped to update the instrument as well as gave a clue to the researcher as to the length of time the data collection was likely to take and this helped in drawing up a proper schedule for the main data collection activity.

Another pilot study with a convenience sample of 35 tutors from the University of Education Winneba. Specifically, distance tutors who are on their programme were selected to conduct the pilot study. The same set of questions were given to the tutors to respond to it. The purpose of the pilot testing of the instruments among the tutors with similar characteristics in the University of Education, Winneba was to ensure validity and reliability of the instruments. The reliability of the instrument was ensured by performing a test retest to determine the stability of the responses of the respondents. This was done in an informal manner to afford the researcher the opportunity to correct the

instrument for the main study and also enable the researchers to determine the reliability of the instrument.

### **Sources of Data**

The researcher, being conscious of the exploratory and analytical nature of the study, used data from primary and secondary sources respectively. Indeed, the primary data came from information that participants (residents) in the study area, provided the researcher. These were so to give more clarifications and trajectory to the nature of the work and what the study seeks to inform. The study further made extensive use of information through searching for significant and relevant information to enrich the study.

### **Data Collection Procedure**

The main source of data for this study was self-administered questionnaires which was administered within a period of two and half months. To facilitate easy collection of the questionnaire and better responses being solicited, the researcher went to most of the centres and explained the motive of the study to the respondents and assisted them to understand every bit of information and the various aspects of the questionnaire. Answered questionnaires were delivered to the researcher by the centre coordinators and national service personnel who assisted with this study. However, out of the 160 questionnaires that were administered, 154 were filled and returned.

### **Data Processing and Analysis**

Data processing operations carried out included data editing, cleaning and classification. Data editing cleaning is the examination of the collected data so as to detect omissions and errors and to correct them whenever possible. Data classification is the arranging of the collected data in classes or groups with

common characteristics. Similar data were then tabulated, and further analysis was conducted. The tabulated data were then analysed using quantitative techniques. Descriptive statistics were used for the analysis of the collected data which included parameters such as measures of central tendencies and the measure of dispersion. Inferential data analysis techniques such as correlation analysis and regression analysis were also used to analyse the collected data.

The Product-Moment Correlation Coefficient was used to examine the existence of a relationship between recruitment and selection practices and employee performance and regression analysis were used to ascertain the number of variations in the tutors performance which can be associated with changes in the degree of recruitment and selection practices. Other tests that were done were an analysis of variance (ANOVA), and t-test was undertaken. Linear regression was used to ascertain the relationship between recruitment and selection practices and tutors performance. The model treated tutors performance as the dependent variable while independent variables were dimensions of recruitment and selection practices. A regression equation describes how the mean value of a response variable relates to specific values of the predictor variable (Kessler et al., 2004).

The study used regression analysis to test the statistical significance of the independent variables on the dependent variables. The regression equation used to analyse the relationship between variables under study was expressed as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \epsilon$$

Where; Y = Tutors Performance of CoDE UCC

$\beta_0$  = the constant or the coefficient of intercept.



X1 = Recruitment practices

X2 = Selection practices

$\epsilon$  = Error term

$\beta_1, \dots, \beta_2$  = Corresponding coefficients for the respective independent variables

The correlation was used to describe the degree of relationship between the dependent and independent variable, in this case, the influence of recruitment and selection practices on the tutors performance. The results were presented using tables. The quantitative data collected was organized in accordance with the research questions. The data analysis and presentation of findings were carried out using the Statistical Package for Social Sciences (SPSS) Version 22. The responses received from the respondents were initially tabulated according to four Likert-Scale (options) contained in the questionnaire. These scales were 1 – Strongly Disagree, 2 – Disagree, 3 – Agree, and 4 – Strongly Agree.

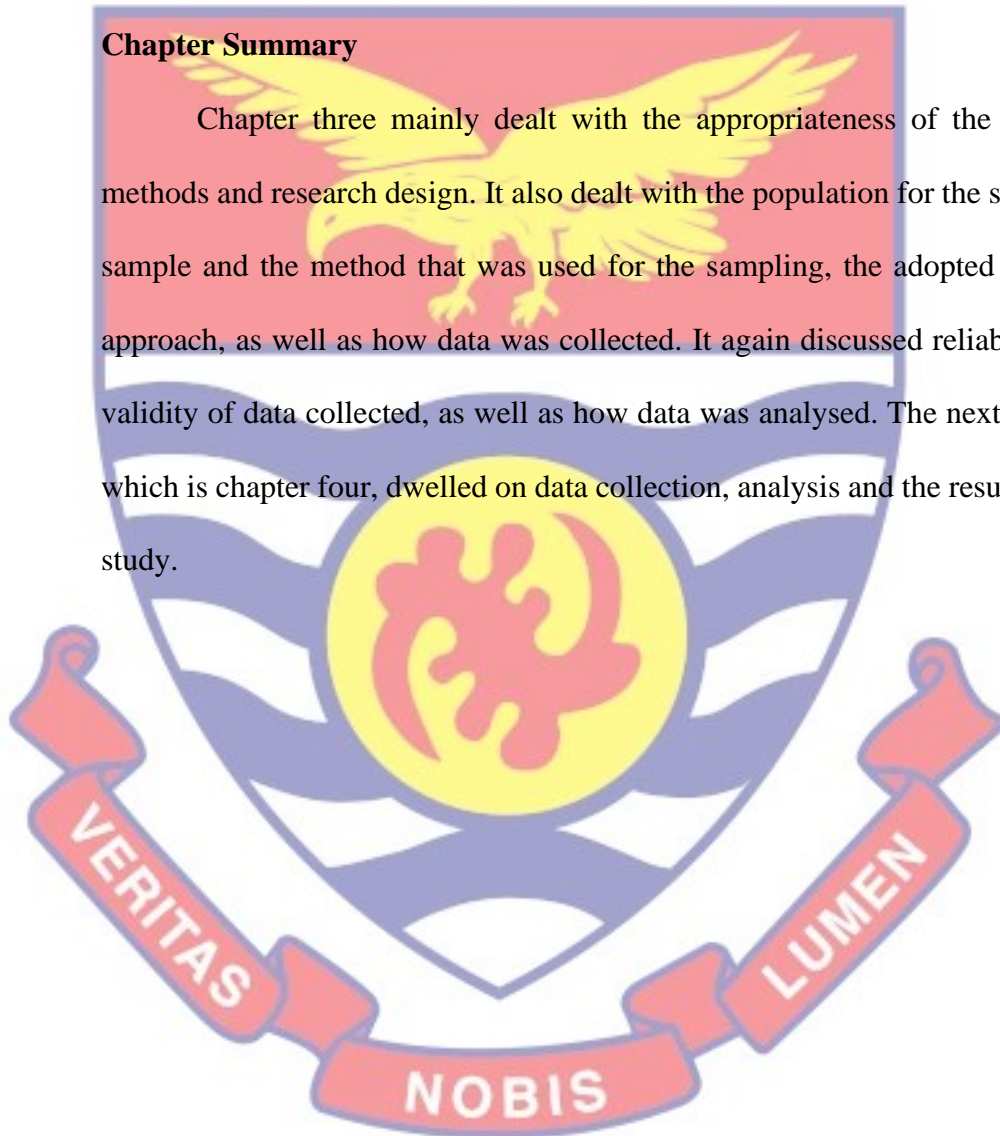
### **Ethical Considerations**

Ethical consideration is a collection of principles and values that should be followed while doing human affairs. The ethical considerations make sure that no-one acts in such a way that is harmful to society or an individual. It refrains people and organisations from indulging in vicious conduct. The essential ethical considerations in social research ethics remains professional competence, integrity, professional and scientific responsibility, respect for research participants' rights, dignity and diversity, and social responsibility of social researchers/scientists. The study assured the respondents that whatever they would say by way of information would remain confidential. The researcher explained the purpose of the study to the respondents. This was done

to avoid any deception. Not only the above, the researcher also sought consent of the appropriate authorities before collecting the data. As a result, the respondents gave out information voluntarily for the study. The goal of ethics in research is to ensure that no one is harmed or suffered adverse consequences from participating in research activities (Cooper & Schindler, 2007).

### Chapter Summary

Chapter three mainly dealt with the appropriateness of the research methods and research design. It also dealt with the population for the study, the sample and the method that was used for the sampling, the adopted research approach, as well as how data was collected. It again discussed reliability and validity of data collected, as well as how data was analysed. The next chapter, which is chapter four, dwelled on data collection, analysis and the results of the study.



## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

The previous chapter dealt with the research methodology that guided the study. This chapter presents and analyses the data collected from the field. The findings are then discussed and referred to the literature reviewed. Out of 160 questionnaires administered, 154 were duly completed and returned, giving 95.25% return rate. This return rate was considered sufficient for analysis for this type of study (Saunders & Thomhill, 2007). The results from the data analysis are presented in Sections A and B. Section A looks at demographic information of the research participants, while Section B deals with the results from the analysis of data on the four research questions that guided the study. Tables have been drawn to support results from the data analysis. Findings from the study have also been discussed in relation the empirical literature reviewed.

#### **Descriptive Results for Socio-Demographic Characteristics**

This section provides results on the nature of the respondents for this study. The demographic characteristics describe the nature of the senior staff used as respondents for the study. The data was collected across various biographical details. It describes the nature of the respondents of the study. The results are presented in Table 2.



**Table 2: Demographic Characteristics for Respondents**

		<b>Frequency</b>	<b>Percent</b>
<b>Gender</b>	Male	98	64
	Female	56	36
<b>Age</b>	20-30	23	15
	31-40	60	39
	41-50	45	29
	51 and above	26	17
<b>Rank</b>	Senior Tutor	73	47
	Tutor	81	53
<b>Academic Qualification</b>	1st Degree	34	22.1
	Masters' Degree	120	77.9

Source: Field Survey (2019)

The gender of respondents was considered essential to the study; therefore, researcher established the gender distribution of respondents. Table 2 presents the results of the analysis of the response on the gender distribution of the respondents. Table 2 above shows that male respondents were of the majority and were 98 in number, representing 64% of the total respondents. This shows that a majority of tutors are males. The gender representation of females was also 56 in number, which represents 36% of the total respondents. With respect to the age distribution of the respondents, the results indicate that the highly represented age group are those in the 31-40 age brackets (39%). This is followed by those in the brackets of 41-50 (29%). The third highest age group are those in the 50 and above brackets (17%). The least group are the 20-30 year group (15%). The age distribution shows that CoDE has a relatively younger senior staff who will occupy the position for long and boast of experience in later years.

The Table also shows that majority of respondents, that is, 81 representing (53%) of the sampled population were in junior tutors' positions,

whilst 73 respondents representing (47%) of the population were in senior tutors' positions. This implies that the bulk of workers fall within the junior tutors' positions in the institutions. Also, with respect to academic qualification, the results in Table 2 shows that 120 (77.9%) of the respondents were second degree holders (2.2%) while 34 (22.1%) were first degree holders. This implies that majority of course tutors who are employed by CoDE are highly qualified educationally and may have MPhil, M.Ed., MSc. or MBA qualification. Though Diploma qualification was included in the questionnaire, it was not selected by any of the respondents.

### **Findings of the Research Objectives**

This section presents results and analysis based on the four key questions of this study. Both descriptive and inferential statistics are used in analysing the data. As it has been indicated in the methods, the design of this research is quantitative as adopts a descriptive and inferential method. The results and analysis are presented chronologically based on the stated objectives of this study.

#### **Objective One: Tutors recruitment practices at CoDE, UCC**

Research objective one aimed to assessing the recruitment practices that is used by CoDE, UCC to employ course tutors for the various courses that are taught by the institution. A total of 15 recruitment practices were identified with the aid of literature and respondents were required to answer appropriately. The table 5 below shows the item analysis (using means and standard deviations) of the response provided by the study participants. Item analysis using means and standard deviation would help identify the major recruitment practices that are

employed by the organisation; thus, items with the highest means are considered as the major recruitment practices used by CoDE, UCC.

**Table 3- Recruitment practices used by CoDE**

<i>Items</i>	<b>M</b>	<b>SD</b>
The organisation advertises job vacancies on TV, radios, newspapers etc.	2.09	.942
Related information is given on the job that has been advertised	2.18	.814
Information on the work hazard is given to the potential candidates	2.01	1.00
The organisation makes use of internal recruitment	2.35	1.063
The organisation uses recruitment agencies (headhunters) to recruit employees	2.14	.935
The working conditions are clearly defined by the organisation	2.11	1.248
The organisation recruits employees from schools	2.47	1.091
The organisation has a rigid eligibility criteria	2.64	1.077
The organisation makes use of aptitude tests during the recruitment process	2.13	1.143
Interviews are conducted during recruitment	2.42	1.512
The organisation offers potential employees equal opportunity during recruitment	2.49	1.218
The recruitment process takes a long period of time	2.27	1.127
Candidates are required to undergo medical examination during recruitment	1.93	1.122
The organisation organizes job fairs as part of its recruitment process	1.99	1.06
Candidates are mostly satisfied with the organisation recruitment process	2.51	1.352

Source: Field Survey (2019)

*M= Mean*

*SD= Standard Deviation*

Table 3 above shows the mean scores and standard deviations from the item analysis conducted on the various recruitment practices used by CoDE, UCC. Table 3 shows that the item “The organisation has a rigid eligibility criteria” has the highest mean score of 2.64 (SD= 1.77) followed by the item “Candidates are mostly satisfied with the organisation recruitment process”



with a mean score of 2.5 (SD= 1.352). The next item with a relatively high mean score is “The organisation offers potential employees equal opportunity during recruitment” which obtained a mean of 2.49 (SD= 1.512); this is preceded by the statement “The organisation recruits employees from schools” (M= 2.47, SD= 1.091). However, table 3 also shows that the item with the lowest mean score is the statement “Candidates are required to undergo medical examination during recruitment” with a mean of 1.92 (1.122). This is also followed by the items “The organisation organizes job fairs as part of its recruitment process” and “Information on the work hazard is given to the potential candidates” with mean scores of 1.99 (SD= 1.06) and 2.01 (SD= 1.00) respectively.

These results as shown by the item analysis go to depict that during the recruitment process of CoDE, UCC, has a stringent and absolute way of determining the applicants who qualify to occupy a particular position. Thus if an individual does not fit the eligibility criteria the individual is not considered under any circumstance. Also the results show that CoDE, UCC gives all applicants the same opportunity during the recruitment process, thus all candidates who fit the eligibility criteria have an equal chance of being selected for the position in question. Based on the results another recruitment practice used by CoDE, UCC is that the institution recruits candidates who are eligible to become course tutors from other institutions like schools. It can be deduced that some of the candidates CoDE, UCC recruits either are teachers or higher level students in other institutions. The findings also point out that the applicants are more often satisfied with the recruitment procedure as well as the outcome of the recruitment process.

The finding from this study on the other hand points out that during the recruitment process, CoDE, UCC it is not required that candidates undergo any form of medical or physical examination before they are considered eligible to apply for the position at stake. Also, CoDE, UCC does not make use of job fairs as recruitment strategy to advertise for candidates to apply for various positions.

Finally, the results reveals that the institution does not outline to candidates the potential job hazards that they may face in their line of work if they are selected for the position they have applied. It can be argued that potential job hazards are not outlined to the candidate because of the nature of the job (teaching); thus, it is noted that there are no clear cut and obvious dangers or hazards related to teaching as there are in other jobs such as mining and building construction.

Findings from this study are consistent with other empirical findings. For example, the realization that CoDE, UCC uses particular eligibility criteria is supported by evidence provided by Miyake (2002) who indicated it is important to set standards during the recruitment process so as to help in identifying the best candidates and also individuals who have the potential to excel on the job. Also, Miyake (2002) states that an innovative way of pulling candidates for a job vacancy is through advertising and the use of mainstream media. Miyake (2002) however emphasizes that while advertising is usual for job vacancies, applicants were sometimes recruited by word of mouth, through existing employees. Besides being cheaper, the “grapevine” finds employees who stay longer (low voluntary turnover) and who are less likely to be dismissed (low involuntary turnover). Also, the fact that CoDE, UCC gives all applicants equal opportunity for employment show that there is some form of fairness in their recruitment process. This finding is in line with that of Straw (1989) and Healy

(1993) who identified three levels of equal opportunity policies as; equal opportunity as equal chance (non-discriminatory), equal opportunity as equal access (fair procedures), equal opportunity as an equal share (outcomes and positive action) as a major recruitment method that should be practiced by organisations.

CoDE, UCC does not rely on medical and physical examination during its recruitment process and this is contrast with the findings of Wickramasinghe (2007) and Montan and Charnou (2002). These researchers state that it is important that during the recruitment process, candidates should be subjected to medical examination in order to establish that they are medically and physically fit to occupy the position in question.

Though some of the findings from this study is not supported by literature, the findings effectively answer research question one and gives insight into the major recruitment practices that CoDE, UCC uses in its recruitment process. It also throws light on the various recruitment practices that are not used by CoDE, UCC; and raises questions on the need to include the sparsely used recruitment practices in their recruitment process.

### **Objective Two: Tutors selection practices at CoDE, UCC**

Research objective two focused on determining the selection practices that is used by CoDE, UCC to employ course tutors for the various courses that are taught by the institution. A total of 10 selection practices were identified with the aid of literature and respondents were required to answer appropriately. The table 6 below shows the item analysis (using means and standard deviations) of the response provided by the study participants. Item analysis using means and standard deviation helped in identifying the major selection



practices that are employed by the organisation; thus, items with the highest means are considered as the major recruitment practices used by CoDE, UCC.

**Table 4-Selection practices used by CoDE**

<i>Items</i>	<b>M</b>	<b>SD</b>
The organisation selects employees based on recommendation	3.18	1.252
Employees are selected based on academic credentials and merit	3.60	1.303
Employee selection is dependent on relevant work experience	2.45	1.225
Personality, problem solving skills and communication ability is considered during selection	2.92	1.449
The government interferes in the final selection on employees	2.13	1.027
The selection process makes use of innovation techniques	2.78	1.003
Employees are selected based on their ideas for organisational development	2.48	1.292
Physical and medical fitness is considered during selection of employees	1.85	1.090
Selected employees are taken through further training before they begin their work	1.84	1.105
The organisation makes room for career development after employees are selected	1.98	1.188

Source: Field Survey (2019)

*M= Mean*

*SD= Standard Deviation*

Table 4 shows the mean scores and standard deviations from the item analysis conducted on the various selection practices used by CoDE, UCC. Table 4 shows that the item “Employees are selected based on academic credentials and merit” has the highest mean score of 3.60 (SD= 1.303) followed by the item “The organisation selects employees based on recommendation” with a mean score of 3.18 (SD= 1.252). The next item with a relatively high mean score is “Personality, problem solving skills and communication ability is considered during selection” which obtained a mean of 2.92 (SD= 1.449); this is proceeded by the statement “The selection process makes use of innovation techniques” (M= 2.78, SD= 1.003). However, table 4 also shows that the item

with the lowest mean score is the statement “Selected employees are taken through further training before they begin their work” with a mean of 1.84 (1.105). This is then followed by the items “Physical and medical fitness is considered during selection of employees” and “The organisation makes room for career development after employees are selected” with mean scores of 1.85 (SD= 1.09) and 1.98 (SD= 1.188) respectively.

The result from the item analysis as shown in table 4 reveals that CoDE, UCC under normal circumstance select employees based on academic achievement and also based on qualification. This is obvious from the qualification of the respondents (see Table 5: Educational Qualification of respondents) that majority of them are second degree holders and thus they are high qualified for the job. Furthermore, this study also makes it clear that CoDE, UCC selects employees based on recommendations. Recommendations and suggestion or proposal as to the best course of action, especially one put forward by an authoritative body. It goes to imply that individuals or organisation of high relevance bases selection of employees by CoDE, UCC on suggestions. In addition, recommendation could be done by who are able to identify high performing candidates.

The finding from this study also point out that educational qualification is not the only thing considered during the selection process of CoDE, UCC. The institution takes into consideration an individual’s ability to solve problem in their line of work, ability to communicate effective (since this is needed in teaching) as well as the individuals’ personality and relevant work experience. The result also shows that CoDE, UCC applies innovative ways in selecting the employees for the course tutor position. Thus, the selection process uses

appropriate ways to select tutors. However, it is obvious that CoDE, UCC does not take individuals who are duly selected through any form training before they begin their work. The findings also make it clear that after selection, the organisation does not make any room for career development.

Findings from this study are consistent with some empirical literature.

For example, Sisson (1994) who states the use of selection strategies by organisations consider the qualification as well as work experience of the candidate supports the selection of employees based on merit and academic credentials. These entire processes have a way of determining positive organisational performance and high job performance. Also, the findings from this study are also back by empirical studies by István (2010) who states that selection is influenced by recommendations that have been made by people in authorities. István (2010) also points out that selection strategy of an organisation is effective if suitable persons are selected by focusing suitable abilities and this can only be known through recommendation. In this study, it is found that CoDE, UCC does not take selected applicants through any form of training before they begin their work. For instance, the work of Fletcher (2001) mentions the need to train employees before they begin their work. Fletcher (2001) states that training new employees helps them become conversant with the daily activities of the organisation and how to help the organisation to develop. These findings from this study are also in disagreement with the findings of Gamage (2014) who argues that objectives of selection function are to get the right person to the right job, establish and maintain a good image as a good employer, and maintain the selection process as cost effective as possible. Thus for the organisations work to be effective, employees should be given



constant training and development and the opportunity for career development; this is however not the case with CoDE, UCC according to this study conducted. These results, finding and discussion duly answers research question two.

**Research Objective three: To assess the level of CoDE, UCC tutors performance**

The third objective of this study sought to assess the level of performance of CoDE, UCC tutors. In achieving this objective, nine indicators were measured on a five-point Likert scale as shown in Table 10 below. Score ‘5’ showed the strongest agreement while score ‘1’ showed the strongest disagreement. These scores are generalised based on respondents’ level of agreement with each of the statements provided under “Employee Performance” on the questionnaire.

**Table 5-Level of Performance of CoDE Tutors**

<i>Items</i>	<b>M</b>	<b>SD</b>
Adequately complete assigned duties	3.71	1.102
Fulfill responsibilities specified in my job description	3.41	1.117
Perform tasks that are expected of me	3.04	1.008
Meet formal performance requirements of my job	3.38	1.018
Help co-workers who have heavy work-load	3.27	1.219
Take over the work of colleagues who are absent	3.20	0.981
Assist supervisors with their work	3.24	0.936
Take time to listen to co-workers problems and worries	3.34	1.187
Help new employees adapt to work conditions	3.13	1.004
Take personal interest in other employees	2.98	0.993
Pass along information to co-workers	3.01	1.007
Attendance and punctuality is above normal	2.87	1.010
Give advance notice when unable to come to work	2.89	1.117
Show above average task commitment	2.79	0.891
Adhere to formal and informal rules to maintain order at work		

Source: Field survey (2019)

*M= Mean*

*SD= Standard Deviation*

Table 5 shows the mean scores and standard deviations from the item analysis conducted on the performance levels of CoDE tutors. Table 5 shows that the item “Adequately complete assigned duties” has the highest mean score of 3.71 (SD= 1.102) followed by the item “Fulfill responsibilities specified in my job description” with a mean score of 3.41 (SD= 1.117). The next item with a relatively high mean score is “Meet formal performance requirements of my job” which obtained a mean of 3.38 (SD= 1.018); this is preceded by the statement “Take time to listen to co-workers problems and worries” (M= 3.34, SD= 1.187). The next item with a relatively high mean score is “Help co-workers who have heavy work-load” which obtained a mean of 3.27 (SD= 1.219); this is preceded by the statement “Assist supervisors with their work” (M= 3.24, SD= 0.936). The next item with a relatively high mean score is “Take over the work of colleagues who are absent” which obtained a mean of 3.20 (SD= 0.981); this is preceded by the statement “Help new employees adapt to work conditions” (M= 3.13, SD= 1.004).

However, table 5 also shows that the item with the lowest mean score is the statement “Adhere to formal and informal rules to maintain order at work” with a mean of 2.79 (0.891). This is then followed by the items “Give advance notice when unable to come to work” and “Show above average task commitment” with mean scores of 2.87 (SD= 1.010) and 2.89 (SD= 1.117) respectively. The results show somewhat an increasing level of tutor performance at the University of Cape Coast, Ghana.

**Objective Four: Influence of recruitment practices on tutors performance at CoDE, UCC**

Research objective four aimed to assessing the recruitment practices that is used by CoDE, UCC to employ course tutors for the various courses that are taught by the institution. A total of 15 recruitment practices were identified with the aid of literature and respondents were required to answer appropriately. The results were transformed and regressed against tutors performance level. The summary of the model of recruitment practices on tutor performance is presented in Table 6 below.

**Table 6: Model Summary for Recruitment Practices**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.807 <sup>a</sup>	.652	.650	.669

**a. Predictors: (Constant), RECRUITMENT**

Source: Field Survey (2019)

The results from Table 6 shows two values of concern, the R-Correlation Coefficient and the R-Square- Coefficient of Determination. The coefficient of Determination indicates the relationship between the Independent and the dependent variable. It is the proportion of variation in the dependent (Tutor Performance) variable explained by the regression model. An R Square value of .652 indicates that about 65.2% of the variation in the Performance of tutors of CoDE of UCC is accounted for by recruitment practices, the remaining variation in performance may be due to other factors not captured in this study. The R value represents the Pearson Correlation coefficient. The R value of 0.459 indicates a medium relationship between recruitment practices and tutor performance.



Cohen (1992) suggests the following guidelines for the interpretation of the magnitude of correlation coefficient;  $r=.10$  to  $.29$  or  $r=-.10$  to  $-.29$  small,  $r=.30$  to  $.49$  or  $r=-.30$  to  $-.4.9$  medium,  $r=.50$  to  $1.0$  or  $r=-.50$  to  $-1.0$  large. The results indicate a significant positive relationship between Tutor performance and Recruitment practices. Table 7 assess the statistical significance of the regression model.

**Table 7: ANOVAa**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	144.836	1	144.836	323.902	.000 <sup>b</sup>
	Residual	77.359	173	.447		
	Total	222.194	174			

**a. Dependent Variable: TUTORS PERFORMANCE**

**b. Predictors: (Constant), RECRUITMENT**

Source: Field Survey (2019)

The results of the ANOVA form Table 7 indicate a statistically significant figure of  $p=.000$ , as held up by Fidell, Tabachnick, Mestre and Fidell (2013), a significant level of less than or equal to  $.05$  is necessary for social science research. If such a condition is met, then the independent variable does a good job explaining the variation in the dependent variable. In this analysis, the  $p$ -value is well below  $.05$  ( $p = .000$ ). Therefore, it can be concluded that the  $R$  and  $R^2$  between recruitment practices and tutor performance is significant and therefore recruitment practices can significantly influence tutors performance. However, the ANOVA fails to indicate the extent of the effect. Table 8 shows the extent of the impact of recruitment practices on the performance of tutors at CoDE UCC.

**Table 8: Coefficients of recruitment practices on tutors performance**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.248	.196		-1.263	.208
	RECRUITMENT	.508	.028	.807	17.997	.000

**a. Dependent Variable: TUTORS PERFORMANCE**

Source: Field survey (2019)

The table in the SPSS output labelled coefficients (table 8) provides information that is useful for understanding the regression equation. Under the column marked unstandardized coefficient and sub-column B, the numerical value for the first row, labelled (constant), is the value for the intercept (a) in the regression equation. The significant value  $p = 0.000$  is less than 0.05 for both the independent variable and the constant. Pallant (2013) points out that a significant value of  $< 0.05$  indicates that the variable has a significant impact on the dependent variable. It can therefore be concluded that Recruitment practices has a significant impact on Tutors performance. The table further shows a Beta of .807 which according to Fidell, Tabachnick, Mestre and Fidell (2013) indicates a very strong impact of the independent variable on the dependent.

The result of this objective implies that the use of good recruitment practices such as, conducting job analysis (building a job description, review job description, set minimum qualifications for the employee who will do the job and defining salary range), sourcing of talent (networking, posting, print and media advertising, developing and using proper techniques, and using the reputation of the company), and screening of applicants (preliminary screening, initial interview, conduct of various tests for recruitment, and final interview). As postulated by Terpstra and Rozell (1993), recruitment has positive

association with firm's profit, which basically related to tutors performance. Tessema and Soeters (2006) also, came out with the conclusion that there is a positive relationship between recruitment and tutors performance evaluation, as recruitment is part of human resource practices. The cost of recruitment and selection has significant relationship with the tutors performance, Cameron (2008).

Therefore, according to the analysis of this third objective of this study, the research is in line with the empirical studies and hypothesis one of the study. That is,  $H_1$ : *Recruitment practices have a significant relationship on tutors performance at CoDE, UCC.*

#### **Objective Five: Influence of selection practices on tutors performance at CoDE, UCC**

The fourth research objective sought to examine the influence of selection practices on the performance of tutors at CoDE UCC. A total of 10 selection practices were identified with the aid of literature and respondents were required to answer appropriately. The table 6 below shows the analysis (using regression) of the response provided by the study participants. Item analysis using regression would help identify the influence of selection practices on tutors performance by the organisation. The respondents were to indicate on a scale of 1-5 the extent to which these selection practices in the organisation are been conducted to help the organisation achieve its goal. The results were transformed and regressed against tutors performance level. The summary of the model of selection practices on tutors performance is presented in Table 9.



**Table 9: Model Summary for Selection Practices**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.802 <sup>a</sup>	.643	.641	.677

**a. Predictors: (Constant), SELECTION**

Source: Field survey (2019)

The results from Table 9 shows the R- Correlation Coefficient and the R-Square- Coefficient of Determination. The R Square value of .643 indicates that about 64.3% of the variation in the Performance of tutors CoDE UCC is accounted for by selection practices, the remaining variation in performance may be due to other factors not captured in this study. The R value represents the Pearson Correlation coefficient. The R value of 0.802 indicates a very strong relationship between selection practices and tutors performance. The results indicate a positive relationship between Tutors performance and selection practices. Table 10 assess the statistical significance of the regression model.

**Table 10: ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	142.930	1	142.930	311.954	.000 <sup>b</sup>
	Residual	79.265	173	.458		
	Total	222.194	174			

**a. Dependent Variable: TUTORS PERFORMANCE**

**b. Predictors: (Constant), SELECTION**

Source: Field survey, (2019)

The results of the ANOVA form Table 10 indicate a statistically significant figure of  $p=.000$ , as held up by Tabachnick and Fidell (2013), a significant level of less than or equal to .05 is necessary for social science

research. In this analysis, the  $\rho$ -value is well below .05 ( $\rho = .000$ ). Therefore, it can be concluded that the R and R<sup>2</sup> between Selection practices and tutors performance is significant. However, the ANOVA fails to indicate the extent of the effect. Table 11 indicates the magnitude of the impact of Selection practices of the performance tutors of CoDE UCC.

**Table 11: Coefficients of Selection practices on tutors performance**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.426	.163		2.609	.010
	SELECTION	.846	.048	.802	17.662	.000

**a. Dependent Variable: TUTORS PERFORMANCE**

Source: Field survey (2019)

The table in the SPSS output labelled coefficients (table 10) provides information that is useful for understanding the regression equation. Under the column marked unstandardized coefficient and sub-column B, the numerical value for the first row, labelled (constant), is the value for the intercept (a) in the regression equation. The significant value  $p = 0.000$  is less than 0.05 for both the independent variable and the constant. Pallant (2015) points out that a significant value of  $<0.05$  indicates that the variable has a significant impact on the dependent variable. It can therefore be concluded that Selection practices has a significant influence on tutors performance. The table further shows a Beta of .802 which shows a very strong influence of the independent variable on the dependent.

Elwood and James, (1996) also found out that there is a positive and significant relationship between recruitment and selection and the performance of an enterprise. Where the performance of an organisation always involves the

employees. Therefore, it can be concluded that selection practices have a positive influence on tutors performance. Other studies such as Syed and Jama (2012) have equally shown that implementing an effective recruitment and selection process is positively related to organisational performance. This further goes to pinpoint that employee performance is positively influenced by selection practices of the organisation.

The results concluded that selection practices had a positive significant influence on the performance of tutors of CoDE, UCC. Therefore, this also confirms the hypothesis  $H_2$ : *Selection practices have significant relationship on tutors performance at CoDE, UCC*. The study also found out that when organisations put in better selection practices they approached towards improving the performance of employees and the organisational performance in general.

### Chapter Summary

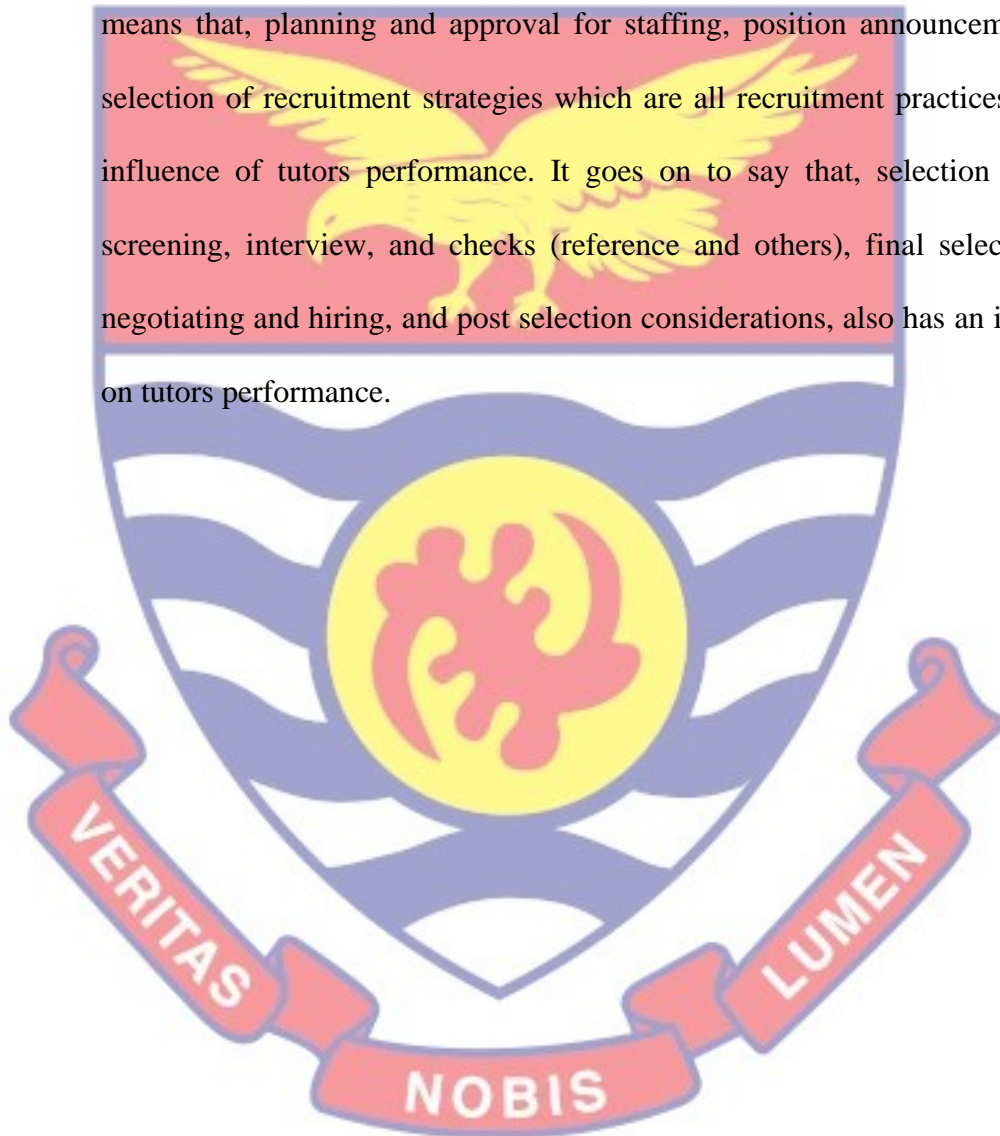
The chapter has provided an analysis of the data with respect to the key objectives of the study. The chapter began with a provision of key descriptive characteristics to understand the nature of the respondents of this study. The key demographic results have indicated that males are more than female tutors at CoDE, UCC and the age group of 31-40 are more. The first and the second objectives were analysed using mean and standard deviation to ascertain recruitment and selection practices used at CoDE, UCC and the result indicated that some of the modern practices were not used by CoDE, UCC.

The third objective was concerned with the examining the influence of recruitment practices on tutors performance at CoDE, UCC. The results



indicated that recruitment practices had a positive significant effect on the performance of tutors at CoDE, UCC.

The fourth objective was to examine the influence of selection practices on the performance of tutors at CoDE, UCC. The results showed that Selection practices at CoDE had a positive effect on the performance of the tutors. This means that, planning and approval for staffing, position announcement, and selection of recruitment strategies which are all recruitment practices, has an influence of tutors performance. It goes on to say that, selection of tests, screening, interview, and checks (reference and others), final selection and negotiating and hiring, and post selection considerations, also has an influence on tutors performance.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents an overview of the entire study. The overview is presented in terms of the purpose of the study, the objectives that guided the study and the research design. In addition to that, the chapter presents an overview of the analytical tools employed in this study and the results based on the objectives of this study. Included in the chapter is a conclusion based on the results of the study and recommendations. The chapter concludes with a suggestion for further research to be conducted in the area of service quality.

#### Summary of the Study

The purpose of this study was to examine recruitment and selection practices and the performance of Distance Education tutors at University of Cape Coast. There were four main specific objectives, which the study aimed to achieve, and these included:

1. To ascertain tutors recruitment practices at College of Distance Education of University of Cape Coast.
2. To ascertain tutors selection practices at College of Distance Education of University of Cape Coast.
3. To assess the level of tutors performance at the College of Distance Education of University of Cape Coast.
4. To examine the influence of recruitment practices on the performance of tutors at College of Distance Education of University of Cape Coast.
5. To assess the influence of selection practices on performance of tutors at College Distance Education of University of Cape Coast.

The study was a survey study which adopted a quantitative methodology. The population considered for the study was two hundred and sixteen (254) tutors, made up of senior non-academic staff in the university. From a population of 254 tutors, a sample of one hundred and sixty (160) tutors were selected for the study based on study conducted by Krejeie and Morgan (1970). Questionnaires were used in the collection of information from respondents on their respective knowledge on some conditions under which they work and how it affects their performance on the job. Out of the 160 questionnaires administered, one hundred and fifty-four (154) were filled and returned representing a response rate of 95.25% which according to Mugenda and Mugenda (2003) is very good for analysis. A self-administered questionnaire was the main research instrument. The questionnaire contained several questions (items) and was subdivided into subscales. The instrument consisted 40 items that are used on a five-point Likert scale with the following description (1 indicating least level of agreement and 5 indicating highest level of agreement).

### **Key Findings**

The results from the survey were analysed with the help of the Statistical Package for the Social Sciences (SPSS 22.0 version) software. The major findings as they related to the specific objectives of the study have been summarized as follows. Beginning with the socio-demographic part of the results, more than half of the respondents (64%) were males while the remaining respondents, (that is 36%) were females. This implies that a lot of males appeared to have been employed in the university. On the age distribution of the respondents, it was found out that most of the respondents (60) are between the



ages of 31 and 40 years representing 39%. Again, the result shows that 45 respondents representing (29%) were between 41 to 50 years. In addition, 26 of the respondents representing (17%) were between the ages of 51 and above. The least age group was those between 23 to 30 representing (15%) in the university.

It was also noted that majority of respondents, that is, 81 representing (53%) of the sampled population were tutors, whilst 73 respondents representing (47%) of the population were in senior tutors. Also, with respect to academic qualification, it can be noted that 120 respondents representing (77.9%) had master's degree education from various fields, while 34 respondents representing (22.1%) had first degree education.

The initial goal was to determine CoDE, UCC's tutor recruiting processes, and the study found that CoDE, UCC has highly tight eligibility standards during the recruitment process. In most cases, tutors are hired based on a set of criteria (for example, education level), and all applicants must meet these requirements. During the recruiting process, CoDE, UCC also provides all applicants the same opportunity, ensuring that all individuals who meet the qualifying requirements have an equal chance of being chosen for the post in question. During recruiting, however, the organisation does not employ aptitude tests or medical examinations.

The second objective is to ascertain the tutors selection practices use by CoDE, UCC and the study therefore revealed that Academic credentials, level of education and work experience are considered during the selection process of CoDE, UCC. Thus, it can be seen that majority of respondents are second degree holders and thus they are high qualified for the job.

The study also makes it clear that CoDE, UCC selects tutors based on recommendations. Recommendations or suggestions put forward by an authoritative body. It goes to imply that individuals or organisation of high relevance bases selection of employees by CoDE, UCC on suggestions. However, selected candidates are not taken through any form of training before they begin their work.

The third research objective sought to examine the influence of recruitment practices on the performance of tutors at Distance Education of University of Cape Coast. The respondents were presented with fifteen (15) questions. The study measured the independent variable recruitment practices using the Likert scale of 1-5. This was to show the extent to which these recruitment practices were in CoDE, UCC. The results indicated that the R Square was equal to .652, representing 65.2% has a positive and significant influence on the dependant variable (performance of tutors of CoDE, UCC).

The fourth research objective sought to answer the question ‘how selection practices influence tutors performance at CoDE, UCC? With this regression analysis was ran to determine the extent as well as the significance of the selection practices on the performance of tutors of CoDE, UCC. The R value of 0.802 per the regression analysis indicated a very strong positive effect of Selection practices on tutors performance. This was followed by assessing the statistical significance of the regression model. The  $p$ -value was found to be well below .05 ( $p = .000$ ); followed by a Beta of .802 showing a very strong impact of the independent variable on the dependent. On the bases of the analysis it can be said that Selection practices had a very strong and significant impact on Tutors performance.

## Conclusions

The purpose of the study was to determine recruiting and selection processes as well as the effects of these practices on tutor performance at the University of Cape Coast's College of Distance Education. The procedures of recruiting and selection were investigated, and decisions were made on each basis, that is, recruitment and selection practices. The study's findings indicated that, first, CoDE UCC tutors perform well or give their all to boost their output since recruiting processes tend to shape the best and provide a pool of qualified candidates from which to choose. As a result, they will have a large number of eligible applicants from whom to pick the best. Recruitment practices such as planning and approval for staffing, how the job is being announced, and selection of recruitment strategies to be used. There was a prove from the result that even in an academic institution such as CoDE UCC, the availability of recruitment practices has a positive means of increasing tutors performance. That is, if the practices are better, they tend to increase the performance of the tutors, and when the practices are limited, it will have inverse impact on the performance of tutors.

Furthermore, it can be concluded that, tutors of CoDE UCC perform better if they are selected through a better selection practices. This is because, when the best selection practices are used and implemented, it will help for the best qualified person for the job to be selected. It will then boils down to help the organisation to improve, which will then be apportioned or allocated to the performance of the employees in general. This basically shows that the selection practices used by CoDE UCC have an influence on tutors performance. It was evidenced by the findings of the research that, selection practices have positive



and significant impact on tutors performance. Hence, the better the selection practices used, the better the performance of the tutors.

In a nutshell, this study has been conducted in CoDE UCC and concluded that, the proper recruitment and selection practices has enormous impact on tutors performance. The human resource management and administration of CoDE UCC should incorporate the best recruitment and selection practices. The effective recruitment and selection practices of human resource management of the institution will create and sustain the performance of the tutors and other employees that will be employed. That is, it is imperative for the management to invest more in recruitment and selection practices to help attract and retain better, best and talented tutors to perform better with the required task given to them.

### **Recommendations**

Based on the study's results and conclusions, the following suggestions are made. To assist engage the finest fit and qualified teachers, CoDE UCC should invest more in recruiting and selection methods in general. This aids the institution in achieving its goal. This may be accomplished by adding medical and aptitude exams as part of their recruiting and selection process. This is because it not only gives a clear image of how possible instructors would do on the job, but it also aids in the selection of people who are medically and physically qualified for the work.

Recruitment and selection practices should involve awareness creation. Unless the organisation has a large area of influence, creating awareness is very necessary. This can be done by getting involved in job fairs, registering with colleges and speak for a few moments in front of students, asking current tutors

to spread the word about the organisation to family and friends and asking for referrals from top employees and advertising. Providing opportunity and expectation of career growth and development. Researchers agree that the best way to hire and keep top talent is to create a company culture where the best employees want to work, a culture in which people are treated with respect and consideration at all times. This means that by taking care of your current employees first, you can accomplish a couple of different goals. Selection criteria of organisations must be reviewed. Choosing the right person for a position is a delicate decision and care must be taken in order not to select a candidate with the wrong attitude. When hiring an individual who is new to the organisation, two criteria are important: attitude and motivation.

### **Suggestions for Further Research**

It is highly recommended that further studies would increase the scope of the study to include a wide range of colleges and institutions in the University to further establish the influence the recruitment and selection practices have on individual job performance. Institution could include banks, construction agencies, and insurance companies among others. This is because there is the likelihood that results and findings may differ since this current study focused on an educational institution. Research in the area should have a larger sample size. This current study used a relatively small sample size but other studies could increase the sample size so as to help gain insight from a much broader perspective. Further studies should build on this study exploring hidden variables such as organisational culture, organisational structure, availability of needed resources for work and these variables can moderate or mediate the relationship between recruitment and selection practices and job performance.

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APPENDICES

APPENDIX A: Table of Sample Selection

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

**APPENDIX B: Research Instrument**

**UNIVERSITY OF CAPE COAST**

**SCHOOL OF BUSINESS**

**DEPARTMENT OF HUMAN RESOURCE MANAGEMENT**

**QUESTIONNAIRE**

This questionnaire is designed to elicit information on recruitment and selection practices and employee performance at CoDE, UCC. Information given is solely for academic purpose. Participation is voluntary, and also the respondent is assured that no information will be revealed to any third party without their consent. Thank you.

**SECTION A**

**DEMOGRAPHIC INFORMATION**

Respondents are required to please tick (✓) the appropriate responses.

1. Gender Male [ ] Female [ ]
2. Age: 1. 20-30 [ ] 2. 31-40 [ ] 3. 41-50 [ ] 4. 50 and above [ ]
3. Current position Tutor [ ] Senior Tutor [ ]
4. Course Title.....
5. Qualification
  1. Diploma [ ] 2. First Degree [ ] 3. Master's Degree [ ]
  4. Other.....

**SECTION B**

**RECRUITMENT PRACTICES**

Please tick (√) the appropriate responses

**1=Strongly disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly agree**

<i>Statement</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. The organisation advertises job vacancies on TV, radios, newspapers etc.					
2. Related information is given on the job that has been advertised					
3. Information on the work hazard is given to the potential candidates					
4. The organisation makes use of internal recruitment					
5. The organisation uses recruitment agencies (headhunters) to recruit employees					
6. The working conditions are clearly defined by the organisation					
7. The organisation recruits employees from schools					
8. The organisation has a rigid eligibility criteria					
9. The organisation makes use of aptitude tests during the recruitment process					
10. Interviews are conducted during recruitment					
11. The organisation offers potential employees equal opportunity during recruitment					
12. The recruitment process takes a long period of time					
13. Candidates are required to undergo medical examination during recruitment					
14. The organisation organizes job fairs as part of its recruitment process					
15. Candidates are mostly satisfied with the organisation recruitment process					



**SECTION C**

**SELECTION PRACTICES**

Please tick (√) the appropriate responses

**1= Strongly disagree, 2= Disagree 3= Neutral 4= Agree 5= Strongly agree**

<i>Statement</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. The organisation selects employees based on recommendation					
2. Employees are selected based on academic credentials and merit					
3. Employee selection is dependent on relevant work experience					
4. Personality, problem solving skills and communication ability is considered during selection					
5. The government interferes in the final selection on employees					
6. The selection process makes use of innovation techniques					
7. Employees are selected based on their ideas for organisational development					
8. Physical and medical fitness is considered during selection of employees					
9. Selected employees are taken through further training before they begin their work					
10. The organisation makes room for career development after employees are selected					

**SECTION D**  
**JOB PERFORMANCE**

Please tick (✓) the extent to which these statements are true about you  
1= **Strongly disagree** 2= **Disagree** 3= **Neutral** 4= **Agree** 5 = **Strongly agree**

<i>Statement</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Adequately complete assigned duties					
2. Fulfill responsibilities specified in my job description					
3. Perform tasks that are expected of me					
4. Meet formal performance requirements of my job					
5. Help co-workers who have heavy work-load					
6. Take over the work of colleagues who are absent					
7. Assist supervisors with their work					
8. Take time to listen to co-workers problems and worries					
9. Help new employees adapt to work conditions					
10. Take personal interest in other employees					
11. Pass along information to co-workers					
12. Attendance and punctuality is above normal					
13. Give advance notice when unable to come to work					
14. Show above average task commitment					
15. Adhere to formal and informal rules to maintain order at work					

*Thank you for your valuable time*