

# Optimising Recruitment and Selection Practices for Enhanced Employee Performance: Insights from the University for Development Studies, Ghana

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## Abstract

Recruitment and selection constitute critical human resource functions that significantly influence employee performance and institutional effectiveness. In higher education institutions (HEIs), efficacious hiring practices enhance workforce quality, academic output, and administrative efficiency. However, the literature on recruitment and selection in Ghanaian universities is limited, particularly regarding their impact on employee performance. This study examined recruitment and selection practices at the University for Development Studies (UDS) in Ghana and evaluated their efficacy in enhancing employee performance. A survey research design was adopted, targeting 606 employees across UDS campuses. A sample of 234 respondents was randomly selected, and data were collected through self-administered questionnaires. Descriptive statistics, correlation analysis, and linear regression were used to assess the relationship between recruitment and selection practices, and employee performance. The investigation revealed that UDS predominantly utilises internal recruitment methodologies such as promotions and employee referrals, with limited external recruitment initiatives. Unstructured interviews constitute the primary selection method, raising concerns about fairness and predictive validity. Regression analysis confirmed a positive and statistically significant relationship between recruitment and selection practices, and employee performance. Although internal recruitment engenders cost-effectiveness and employee retention, excessive reliance on this approach may constrain both diversity and innovation. The study recommends that the UDS implement structured selection methodologies, expand external recruitment strategies, and uti-

lise digital recruitment technologies. Future research should investigate the long-term impact of recruitment reforms and digital hiring trends in HEIs.

## Keywords

Recruitment, Selection, Employee Performance, Higher Education, Ghana

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## 1. Introduction

The recruitment and selection of employees constitute a critical component of human resource management (HRM) and are essential for ensuring the sustainability and competitiveness of organisations in an increasingly dynamic global labour market. Effective recruitment and selection strategies contribute to an organisation's ability to attract, retain, and develop a competent workforce, which is a fundamental driver of long-term success (Tarique & Schuler, 2010). In contemporary organisational discourse, human capital is recognised as a pivotal asset, with strategic HRM practices playing an instrumental role in enhancing employee performance and overall institutional effectiveness (Armstrong & Taylor, 2020). The evolution of workforce management strategies has been characterised by a transition from traditional hiring practices to more sophisticated, evidence-based approaches that leverage technology, analytics, and competency-based assessments (Breugh, 2008).

Globally, higher education institutions (HEIs) are experiencing increasing pressure to enhance their recruitment and selection processes to attract high-calibre academic and administrative talents. As institutions compete for qualified personnel, the capacity to employ effective and merit-based selection criteria is a crucial determinant of institutional quality, research output, and student satisfaction (Collings et al., 2019). In developed economies, HEIs have incorporated structured selection techniques, including psychometric assessments and competency-based interviews, to improve their hiring decisions (Gamage, 2014). However, in numerous developing countries, recruitment and selection practices frequently encounter inefficiencies, limited institutional autonomy, and regulatory constraints that impact the quality of appointments (Collings et al., 2019).

In the African context, recruitment challenges are exacerbated by skill shortages, inadequate human resource infrastructure, and resource constraints. Numerous higher education institutions (HEIs) in Africa operate within regulatory frameworks that impose stringent hiring restrictions, often resulting in delays and necessitating reliance on temporary staff to address critical gaps (Bratton & Gold, 2017). This has significant implications for knowledge production, faculty retention, and institutional stability.

In Ghana, this situation is not dissimilar. Public universities are perceived to encounter systemic challenges pertaining to funding limitations, bureaucratic hiring procedures, and increasing reliance on adjunct faculty. The University Teachers Association of Ghana has consistently advocated for increased government

clearance to enable HEIs to recruit full-time faculty, citing concerns regarding the quality of education and student-teacher ratios (GhanaWeb, 2023). These constraints underscore the need to reform recruitment and selection practices to enhance efficiency and institutional competitiveness.

Despite the extensive body of literature on recruitment and selection practices, a significant proportion of research has focused on private sector organisations, financial institutions, and small- and medium-sized enterprises (SMEs) (Omisore & Okofu, 2014). Few studies have examined recruitment and selection in the context of HEIs in Ghana. Existing research has not adequately explored the impact of recruitment and selection strategies on employee performance in public universities, resulting in a gap in understanding the effectiveness of current hiring models (Ekwoaba et al., 2015). Addressing this gap is crucial for informing policy reforms and optimising HR practices in HEIs.

## Research Objectives

This study examines how UDS utilises recruitment and selection strategies to meet its workforce needs and maintain competitiveness in the higher education sector. Specifically, this study sought the following:

- 1) The recruitment and selection methods employed by the UDS were analysed.
- 2) Evaluate the effectiveness of these methods in enhancing employee performance.
- 3) Identify challenges associated with recruitment and selection in the UDS.

This paper is structured as follows: Subsequent to this introduction, Section 2 provides a comprehensive review of the extant literature on recruitment and selection, with particular emphasis on higher education. Section 3 delineates the theoretical framework underpinning the study, drawing upon resource-based and strategic HRM perspectives. Section 4 elucidates the research methodology, including the study design, data collection procedures, and analytical techniques employed. Section 5 presents the findings and examines the key themes that emerge from the data. Section 6 offers a thorough discussion of the findings and contextualises them within the existing literature and theoretical perspectives. Finally, Section 7 provides the conclusions and policy recommendations for enhancing recruitment and selection practices in HEIs.

This investigation posits that the optimisation of recruitment and selection practices is imperative for enhancing employee performance and institutional competitiveness in Ghanaian Higher Education Institutions HEIs. Through a critical analysis of the recruitment strategies employed at UDS, this research contributes to the limited corpus of knowledge on HRM in public universities and offers policy recommendations for improving hiring practices in Ghana's higher education sector.

## 2. Literature Review

### 2.1. Recruitment and Selection

In an increasingly globalised and competitive market, recruitment and selection

are indispensable for organisations to fulfil their human resource requirements (Tarique & Schuler, 2010). The primary challenge lies in identifying appropriate candidates for vacant positions (Armstrong & Taylor, 2014). Consequently, the process has evolved from merely sifting through numerous curricula vitae to establishing efficient mechanisms that attract and employ exceptional and qualified applicants (Breugh, 2008). Zinyemba (2014) posits that recruitment and selection aid an organisation in determining its immediate and long-term human resource needs, as well as its capacity to accomplish its corporate objectives.

Although recruitment and selection are crucial for organisational performance and growth, they may not be the sole determinants. Organisations must implement recruitment and selection strategies that align with their legal and societal obligations pertaining to workforce diversity. Moreover, organisations must endeavour to prevent adverse impacts that occur when recruitment and selection methods result in a disproportionately low representation of women or ethnic minorities in employment. Adverse impacts not only undermine an organisation's commitment to diversity and inclusion but also expose it to potential legal ramifications (Bratton & Gold, 2017).

To mitigate these risks and ensure fair and equal opportunities for all candidates, organisations should implement evidence-based recruitment and selection practices (Kuncel et al., 2013). This includes utilising valid and reliable assessment tools, conducting structured interviews, and employing diverse hiring panels (Campion et al., 2019; Levashina & Campion, 2009). Furthermore, organisations should regularly review and audit their recruitment and selection processes to identify and address any potential biases or disparities (DeCenzo & Robbins, 2013).

### **2.1.1. Recruitment**

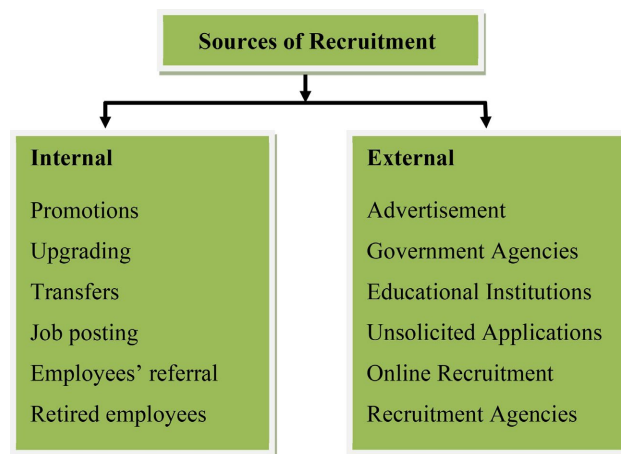
The human resource management functions of recruitment and selection are of paramount importance in the operations of any business enterprise (Rees & Smith, 2017). These functions are informed by the analysis of human resource requirements conducted through Human Resource Planning exercises. (Jackson et al., 2014). The primary objective of HRP is to ensure that an organisation possesses an adequate number of personnel with the requisite knowledge, competencies, and capabilities necessary for the efficient and effective provision of goods and services, ultimately facilitating the achievement of its corporate objectives.

Recruitment involves creating and attracting a pool of qualified candidates for vacant positions within an organisation (Muscalu, 2015). While various scholars have proposed different definitions of recruitment, there is consensus that it encompasses the identification of exceptional prospective employees who possess the requisite skills and knowledge (Gamage, 2014). The primary objective of recruitment is to meticulously select the most suitable candidates from this pool while concurrently adhering to the organisation's legal, social, and financial prerequisites (Ekwoaba et al., 2015). The methodology employed to identify individuals possessing the appropriate qualifications for available vacancies is called selection (McCarthy et al., 2017).

The recruitment process constitutes a critical component of HRM as it plays a significant role in determining the quality of human resources that an organisation can attract (Phillips & Gully, 2015). An effective recruitment process should be designed to attract a diverse pool of qualified candidates, while minimising the time and cost associated with filling vacant positions (Sinha & Thaly, 2013). This objective can be achieved by utilising various recruitment methods, including job advertisements, employee referrals, and recruitment agencies (Alshathry, 2015; Breugh, 2013).

### 1) Sources of Recruitment

Recruitment sources constitute the avenues through which organisations identify and attract potential job applicants. The two primary categories of recruitment sources are internal and external. Figure 1 provides a visual representation of the recruitment sources available to an organisation.



**Figure 1.** Sources of recruitment. Source: Author's elaboration (2023).

Internal sources of recruitment constitute a process that enables organisations to fill job vacancies by leveraging the skills, knowledge, and experience of their existing employees (Muscalu, 2015). This approach is often considered initially when job openings arise, as it allows organisations to capitalise on the valuable human capital they already possess (Breugh, 2013). Internal recruitment methods include promotion, upgrading, transfer, job posting, and rehiring of retired employees (Ekwoaba et al., 2015; Sinha & Thaly, 2013).

On the other hand, external recruitment is a process that involves sourcing candidates from outside the organisation (Armstrong & Taylor, 2014). This approach is typically utilised for entry-level positions or when qualified candidates cannot be identified internally (Bidwell, 2011). External recruitment sources include advertisements, government agencies, educational institutions, unsolicited applications, online applications, and recruitment agencies (Aravamudhan & Krishnaveni, 2015; Dhamija, 2012). While external recruitment can enable organisations to expand their operations and introduce new ideas, innovations, skills, experi-

ence, and technology from competitors, it also presents certain disadvantages (Breugh & Starke, 2000).

External recruitment processes can be costly, time-consuming, and potentially risky, as new employees may lack familiarity with the organisation's policies, procedures, and culture and may require additional time to acclimate to their new work environment (Jyoti & Rani, 2017; Sutanto & Kurniawan, 2016). The selection between internal and external recruitment sources is contingent on various factors, including the nature of the vacancy, temporal constraints, and available resources (Itika, 2011).

In addition to internal and external recruitment, there exists a third source of recruitment that is less commonly utilised, known as Intranal recruitment. This approach entails identifying and attracting prospective candidates from different staff groups within the same organisation based on their competencies. For instance, a non-teaching staff member may be employed to teach in a faculty or school, based on their teaching and research capabilities. Another example of intranal recruitment occurs when an organisation employs an individual following the completion of its national service or attachment to the organisation.

### 2.1.2. Selection

Selection entails the identification of the most competent and suitable candidate for a job vacancy within an organisation (Gusdorf, 2008). Conversely, the selection process encompasses the systematic evaluation of candidates' qualifications, skills, and experience to determine their suitability for available positions. Various authors have provided similar descriptions of selection, and they concur that it involves identifying the best candidates for the job and organisation (Bans-Akutey et al., 2021; Zinyemba, 2014). Manneh and Adesopo (2022) define selection as the process of choosing the best-fit for the job. Selection is also considered a decision-making process in which applicants are evaluated against the specific employment requirements of an organisation (Omisore & Okofu, 2014).

The primary objective of the selection process is to systematically identify the most suitable candidates from a pool of applicants while fulfilling the organisation's specific requirements and criteria (Ekwoaba et al., 2015; Yaseen, 2016). The selection strategy must ascertain the knowledge, skills, competencies, and aptitudes relevant to the position and congruent with the organisation's objectives and values (Sparrow & Makram, 2015). To optimise the efficacy of the selection process, the organisation must attract a sufficient number of potential applicants (Gamage, 2014; Muscalu, 2015).

The selection process typically encompasses several stages including initial screening, interviews, assessments, and reference checks (Armstrong & Taylor, 2020). Initial screening is frequently conducted through the evaluation of application materials, such as curricula vitae and cover letters, to ascertain which candidates fulfil the minimum qualifications for the position (Breugh, 2013). Interviews were subsequently conducted to evaluate the candidates' skills, experience, and organisational fit (Levashina et al., 2014). Assessments such as aptitude tests

and personality inventories may be utilised to gather additional information about candidates' abilities and characteristics (Sackett et al., 2008). Finally, reference checks were performed to verify the candidates' employment history and obtain feedback from previous employers (Taylor & Sprang, 2017).

The effectiveness of the selection process can have a significant impact on an organisation's performance and success (Sardar & Talat, 2015). Suboptimal selection decisions may result in elevated turnover rates, diminished productivity, and increased expenditures on training and development (Sutanto & Kurniawan, 2016). Conversely, efficacious selection practices can increase job satisfaction, enhance organisational commitment, and improve job performance among newly recruited personnel (Jyoti & Rani 2017).

## 2.2. Recruitment and Selection Process

The recruitment and selection process comprises a series of steps that an organisation undertakes to identify and hire the most suitable candidates for its open positions (Armstrong & Taylor, 2014). While the specific recruitment and selection processes may vary among organisations based on factors such as size, policies, and strategies, certain stages are common to most processes (Breugh, 2013). The initial stage in the recruitment and selection process is the identification of a job vacancy within the organisation (Muscalu, 2015). This may arise due to various factors, such as an employee's departure from the organisation, the creation of a new role, or an increase in workload (Ekwoaba et al., 2015).

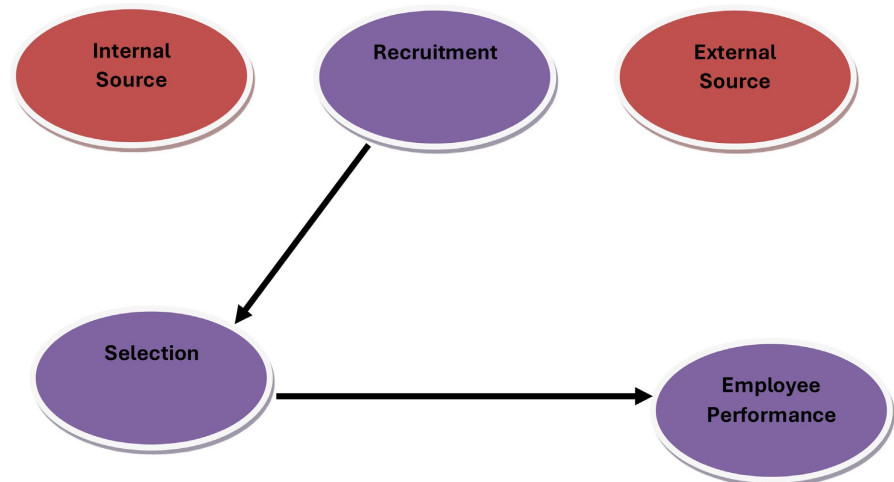
Upon identifying a vacancy, the subsequent step entails conducting job analysis to ascertain the specific requirements, duties, and responsibilities associated with the position (Sutanto & Kurniawan, 2016). Based on the job analysis, the organisation can subsequently develop a strategy to attract potential candidates (Aravamudhan & Krishnaveni, 2015). This may encompass various methods, such as advertising positions through diverse media channels, utilising employee referrals, or engaging recruitment agencies (Dhamija, 2012). As applications commence to arrive, the organisation must then screen the applicants to identify those who fulfil the minimum qualifications for the position (Jyoti & Rani, 2017).

The subsequent phase of the process involves conducting interviews with short-listed candidates (Levashina et al., 2014). This procedure affords the organisation an opportunity to evaluate the candidates' skills, experience, and compatibility with the organisational culture (Kristof-Brown, 2000). Following the interviews and other assessment methodologies, such as aptitude tests or reference checks, the organisation can then select the most suitable candidate and extend an offer of employment.

Upon acceptance of the offer by the candidate, it is incumbent upon the organization to provide comprehensive induction and training programs to facilitate the integration of new employees into the workplace and enable the acquisition of the requisite skills and knowledge for effective role performance (Stone & Deadrick, 2015). Subsequently, the organization should implement regular employee evalu-

ations to assess the new hire's performance and identify areas for improvement or professional development (Denisi & Murphy, 2017).

**Figure 2** illustrates the typical stages of the recruitment and selection process, including job vacancy identification, job analysis, attracting candidates, screening applications, interviewing candidates, selecting and appointing candidates, induction and training, and employee evaluation.



**Figure 2.** The stages in the recruitment and selection process.

As shown in **Figure 2**, the recruitment and selection process follows a cyclical eight-step workflow. The process initiates with Step 1, Job Vacancy, where organizations identify and advertise available positions. This leads to Step 2, Job Analysis, which involves creating comprehensive descriptions and specifications for both the position and ideal candidate.

Step 3, Attracting Candidates, follows where the organization publicizes the position through various channels such as advertisements, employment platforms, and professional networks. This feeds into Step 4, Screening Applications, where candidates' applications and CVs are evaluated against minimum criteria using various assessment protocols.

The process then moves to Step 5, Interviewing Candidates, where shortlisted applicants undergo various forms of interviews (phone, video, or face-to-face) to assess their suitability. Step 6, Selecting & Appointing Candidates, involves evaluating interview performance, conducting background checks, negotiating terms, and issuing offer letters.

Once selected, candidates progress to Step 7, Induction & Training, where they are oriented to the organization's vision, mission, values, and procedures through structured programmes and mentorship. The cycle completes with Step 8, Employee Evaluation, where the new employee's performance and satisfaction are monitored through regular feedback and appraisals. This final step can potentially lead back to Step 1 if new vacancies arise, maintaining the continuous cycle of recruitment and selection.

### 2.3. Effects of Recruitment and Selection on Employees' Performance

Employee performance is a critical determinant of organisational success as it directly influences the overall performance of a company (Alqudah et al., 2014). Consequently, the recruitment and selection of appropriate employees and their placement in suitable positions are crucial for optimising both individual and organisational performance (Ekwoaba et al., 2015). Ofori and Aryeetey (2011) emphasised that hiring errors can be costly, while effective and efficient recruitment and selection processes can reduce employee turnover and increase productivity.

Inadequate recruitment practices can result in significant costs for organisations, as they are required to invest in training and development for new employees, who may demonstrate suboptimal performance, engender interpersonal conflicts, exhibit higher rates of absenteeism, provide low-quality services, and display lower levels of employee loyalty (Sutanto & Kurniawan, 2016). Consequently, employers frequently encounter challenges in managing unsuitable employees, as they must allocate resources to their development without necessarily observing performance improvements (Jyoti & Rani, 2017). Conversely, employees who possess the requisite knowledge and skills for their roles are more likely to perform effectively, exhibit higher levels of confidence, demonstrate greater commitment to the organisation, and have a longer tenure (Ng & Feldman, 2009).

The impact of effective recruitment and selection on employee performance has been extensively documented in literature. Gamage (2014) demonstrated that the use of rigorous selection methods such as structured interviews and aptitude tests was positively correlated with employee performance in manufacturing SMEs in Japan. Similarly, Wright and Davis (2003) reported that the implementation of a competency-based selection process in U.S. public organisations resulted in significant improvements in employee performance and job satisfaction.

Organisations must adopt a strategic and evidence-based approach to optimise the recruitment and selection process (Rynes & Barber, 1990). This entails conducting comprehensive job analyses to identify the key competencies and requirements for each role, developing targeted recruitment campaigns to attract high-calibre candidates, and utilising valid and reliable selection tools to assess candidate suitability (Armstrong & Taylor, 2014). Furthermore, organisations should prioritise diversity and inclusion in their recruitment and selection practices to ensure that they access the broadest possible talent pool and foster a culture of innovation and creativity (Herring, 2009).

### 2.4. Challenges of the Recruitment and Selection Process

Organisational success and sustainability depend heavily on the quality of human resources. Employees possessing the appropriate knowledge, skills, and competencies can provide an organisation with a sustained competitive advantage in a globalised environment (Tarique & Schuler, 2010; Vaiman et al., 2012). However, attracting and retaining a high-quality workforce remains a significant challenge

for HR managers and organisations (Collings et al., 2019). Some key challenges include deficiencies in HR planning, skill shortages, and the dynamic nature of work in the 21st century (Cappelli & Keller, 2014).

Effective human resource planning enables an organisation to evaluate its human resources and identify deficiencies or shortages, subsequently implementing appropriate measures to address the demand for qualified and skilled human resources across various departments (Barney & Wright, 1998). Conversely, inadequate human resource planning may result in either an overestimation or underestimation of an organisation's human resource requirements, potentially leading to adverse effects on organisational performance (Ekwoaba et al., 2015).

Numerous studies have elucidated the challenges employers face in procuring skilled workers (Cappelli, 2015). Pompa (2007) referenced a PwC (2015) survey that indicated that 63% of executives required additional skilled employees. The survey further revealed regional disparities in this issue, with Africa experiencing the highest level of difficulty (91%) compared to Western Europe. Consequently, employers must implement effective recruitment strategies to attract, retain, and develop qualified and competent employees to enhance performance and competitive advantage (Beaumont et al., 2016; Rees & Smith, 2017).

Ployhart (2006) posited that staffing encounters numerous challenges in the 21st century, correlating them with the characteristics of contemporary work. He asserted that modern work necessitates profound knowledge and efficacious performance, prompting employers to prioritise the capabilities and qualifications of job holders, which many candidates lack. Furthermore, global shifts in demography, labour, society, and culture have diminished the pool of suitable and talented candidates. Drawing on these sources, Ployhart (2006) concluded that employers face difficulties in recruiting applicants with the requisite competencies, particularly in recent years.

The challenges associated with attracting and retaining skilled employees have far-reaching implications for organisational performance and competitiveness (Sparrow & Makram, 2015; Thunnissen et al., 2013). To address these challenges, organisations must adopt a strategic approach to HR planning and talent management (Collings et al., 2019). This entails developing a comprehensive understanding of the organisation's current and future HR requirements, implementing targeted recruitment and selection practices, and investing in employee development and retention initiatives (Cascio & Boudreau, 2016).

## **2.5. Improving the Recruitment and Selection Process**

In a contemporary, highly competitive business environment, organisations must acquire the most proficient workforce to achieve their corporate goals and objectives (Tarique & Schuler, 2010). A high-quality workforce is essential for success as it directly contributes to organisational performance and competitiveness (Jiang et al., 2012). Consequently, there is a pressing need for organisations, including Higher Education Institutions (HEIs), to develop and implement well-planned re-

recruitment and selection processes that can effectively attract and retain talented employees (Rees & Smith, 2017).

An effective recruitment policy is essential for HEIs to scientifically and systematically select qualified workforce. Research has demonstrated that organisations with clear and well-defined recruitment and selection guidelines, in conjunction with strategic human resource plans, tend to exhibit superior performance in terms of hiring competent employees (Allen & Shanock, 2012). Consequently, an organisation's recruitment policy should explicitly delineate the recruitment and selection procedures and methods to be followed (Itika, 2011). This clarity is crucial for managers, employees, and potential candidates as it mitigates the risk of bias and ensures a fair and transparent recruitment and selection process (Breugh, 2013).

## 2.6. Recruitment and Selection Practices at UDS

To ensure the efficacy of the recruitment policy, organisations should implement the policy and procedures comprehensively and collaborate closely with the heads of departments and line managers to systematically review and update them (Armstrong & Taylor, 2014). This collaborative approach ensures that recruitment and selection processes remain congruent with the organisation's human resource requirements, contemporary trends, and best practices in the field (Ekwoaba et al., 2015). By engaging key stakeholders in the review process, organisations can identify areas for enhancement and implement necessary modifications to improve the efficiency and effectiveness of their recruitment and selection practices (Guerci & Rami, 2014).

Moreover, a well-designed recruitment policy should consider the unique challenges and requirements of the organisation's industry and sector (Collings et al., 2019). For instance, HEIs may encounter challenges related to attracting and retaining academic talent, such as competition from other institutions, limited research funding, and changing student demographics (Altbach et al., 2009). By tailoring their recruitment policies to address these challenges, HEIs can position themselves to attract and retain their most qualified academic talent, thereby enhancing their research output, teaching quality, and overall institutional performance (Paisey & Paisey, 2018).

The University establishes an Appointments and Promotions Board (A & P) and committees to recruit suitable and qualified staff. There is one (1) A & P board for senior members and senior and junior staff appointments and promotion committees. The Senior Members Appointments and Promotions Board comprises the Vice-Chancellor as Chairman, Pro-Vice Chancellor, Registrar as Member Secretary, four (4) academic staff of Professorial Status, two (2) from the Humanities, and two (2) from the Sciences, the Dean of the Faculty/School, and the Head of Department, where the applicant/candidate for promotion is employed (UDS, 2017). The Pro-Vice-Chancellor and the Registrar chair the Senior and Junior Staff Appointments and Promotions Committees, respectively, with the sup-

port of Deans of the Faculty/School and Heads of Department, Unit or Section where the applicant or candidate for promotion is employed.

The University operates a multi-campus system; however, the Central Administration is responsible for all appointments and promotions, with the exception of junior staff. A Dean presides over the Junior Staff Appointments and Promotion Committee at the campus level, supported by the Heads of Department, Unit, or Section of staff seeking promotion and under the supervision of a representative of the Registrar from the Directorate of Human Resource and Organisational Development (DHROD).

Senior or Junior staff members seeking promotions are required to submit an application requesting a promotion form, which is subsequently evaluated to ensure that the staff member meets the minimum waiting period or qualifications for the desired position (Ekwoaba et al., 2015). If the requirements are met, DHROD provides an appropriate promotion form for completion (Sutantoâ & Kurniawan, 2016). The completed form is reviewed and endorsed by the candidate's Head of Department before being returned to the HR Department for assessment (Jyoti & Rani, 2017). If a staff member is deemed eligible for promotion, they are recommended to the Registrar for approval to proceed with the promotion interview (Aravamudhan & Krishnaveni, 2015).

Upon the occurrence of a vacancy, the Head of the Department submits a formal request through the Dean of the Faculty/School to the Registrar, whereupon the vacant position is subsequently advertised in newspapers and on the university's website (UDS, 2017). Qualified candidates were shortlisted and invited to participate in the interview (Dhamija, 2012). The University Statute confers upon the Vice-Chancellor the authority to appoint individuals to positions such as Deans of Faculty and Heads of Department for an initial tenure of one year, with the possibility of renewal for an additional year until suitable and qualified candidates are identified (UDS, 2017). However, positions such as Vice-Chancellor, Registrar, Librarian, Finance Officer, Director of Works and Physical Development, and internal auditors are subject to public advertisements (UDS, 2017).

A Search Committee is typically established to select candidates for the Vice-Chancellor and Registrar positions, while other positions are filled out through interviews conducted by the Appointment and Promotion Board. For all the aforementioned positions, selected candidates are proposed to the University's governing council for approval (UDS, 2017). In the selection process, whether conducted by the A&P Board or the Search Committee, existing employees possessing the requisite qualifications and experience are prioritised (Stone & Deadrick, 2015).

Unsolicited applications for new appointments are submitted to the Registry Department of the Central Administration, and those meeting the minimum requirements are forwarded to the respective schools and facilities for assessment (UDS, 2017). Upon receipt of an application, the Dean refers it to the relevant Head of the Department, who evaluates the necessity and suitability of the applicant. If the applicant is deemed necessary, the Dean and Head of the Department

recommend the applicant to the Registrar for approval to be shortlisted and processed for an interview (Edenborough, 2005). The Appointments and Promotions Board evaluates and recommends applicants for appointments or promotions to requested positions based on their qualifications, knowledge, skills, and competencies (Tarique & Schuler, 2010).

## 2.7. Theoretical Framework

Resource-Based View (RBV) theory, which is closely associated with recruitment and selection, has been extensively adopted and utilised by numerous researchers in Strategic Human Resource Management (SHRM) (Barney, 1991; Ployhart, 2006). Initially proposed by Penrose in 1959, the RBV theory was subsequently expanded by several researchers, including Wernerfelt (1984) and Barney (1991), to elucidate how firms' internal resources function as a sustained source of competitive advantage, acknowledging their strengths and weaknesses.

According to Purwohandoko (2018), the RBV is concerned with how managers expand their enterprises based on internal resources and capabilities. Barney (1991) posits that the resources possessed by firms can provide a sustained competitive advantage when they are rare, difficult to imitate, and non-substitutable. These resources, as identified by Barney (1991), encompass "experience, skills, knowledge, judgement, risk-taking propensity, and wisdom of individuals associated with a firm." The RBV theory proposes that organisations are unique and that their resources can become a sustained source of competitive advantage in their respective industries when acquired and utilised effectively (Collis & Montgomery, 2008).

Barney (2001) posits that the RBV suggests that organisations should systematically evaluate their human resources to ensure the availability of employees with appropriate competencies, positioned in suitable roles, to achieve sustained competitive advantage within their industry. Organisations are advised to recruit and select potential employees based on job characteristics essential for effective performance (Tett & Burnett, 2003). This approach aligns with the notion that human capital is a critical resource that contributes to an organisation's competitive advantage (Coff & Kryscynski, 2011).

In the context of the UDS, the effective implementation of its recruitment and selection policy and proactive efforts to ensure the efficient acquisition of employees can lead to the development of a workforce with unique competencies that are rare, challenging for competitors to emulate, and non-substitutable (Barney, 1991). Once these resources are available to UDS, they can facilitate efficient management and provide a competitive advantage over rivals (Augustine & Mary, 1994).

Through the utilisation of human capital, UDS can maintain a competitive advantage among HEIs in Ghana and beyond, demonstrating excellence in quality teaching and research activities. The application of RBV theory to the examination of recruitment and selection practices at UDS provides a valuable framework

for comprehending how an institution's internal resources, specifically its human capital, can contribute to its sustained competitive advantage.

By focusing on the acquisition and development of employees with unique skills and competencies, UDS can position itself as a leader in the higher education sector, driving innovation and excellence in teaching and research (Lepak & Scott, 2017). This approach underscores the strategic significance of effective recruitment and selection practices in the context of SHRM and highlights the potential of UDS to leverage human resources to achieve long-term success and competitive advantage (Becker & Huselid, 2006).

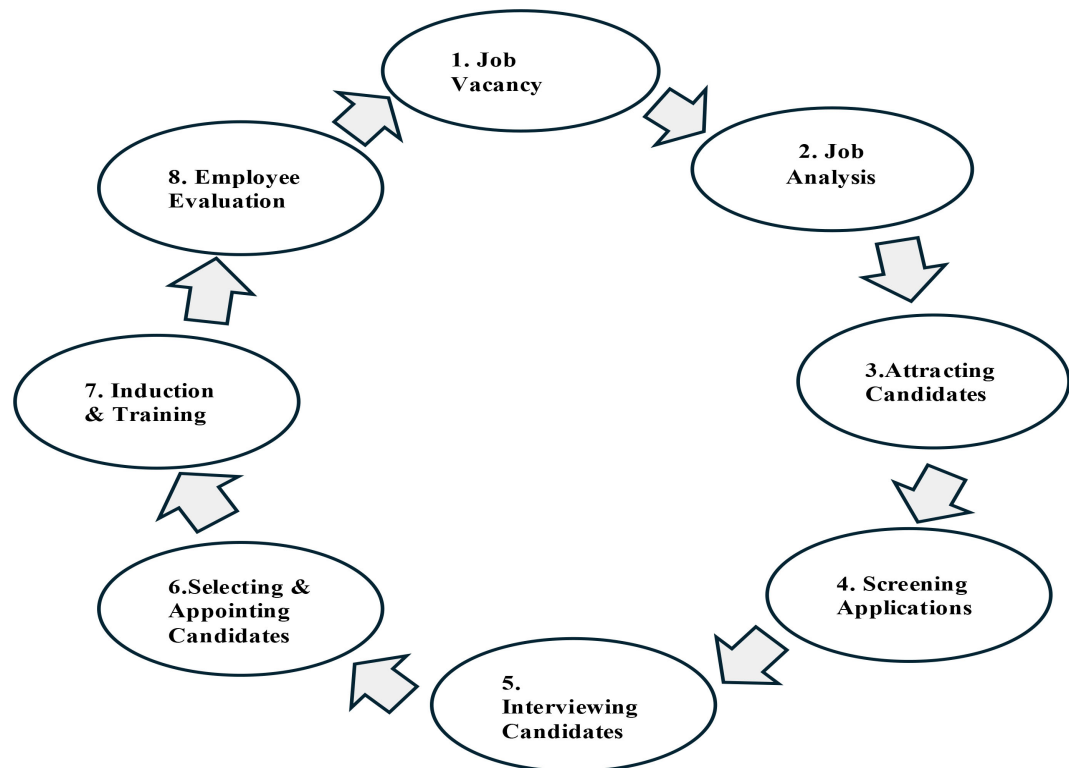
## 2.8. Conceptual Framework

Recruitment and selection are critical processes for organisations seeking to achieve their goals by hiring high-quality employees (Breugh, 2013). The decision between internal and external recruitment is contingent on the availability and suitability of candidates (Stone & Deadrick, 2015). Calibration of the recruitment pool directly influences the quality of the selected employees, who must possess the requisite knowledge, skills, abilities, and experience to perform effectively in their roles (Rynes & Barber, 1990).

Effective recruitment and selection practices have been demonstrated to enhance employee performance (Ekwoaba et al., 2015; Jyoti & Rani, 2017). Conversely, ineffective recruitment and selection processes may lead to suboptimal performance, as employees may lack the competencies required to fulfil their job requirements (Sutanto & Kurniawan, 2016). The relationship between recruitment and selection and employee performance has been the subject of numerous studies in the field of HRM (Gamage, 2014; Gina et al., 2023). **Figure 3** illustrates the conceptual framework of the relationship between recruitment and selection and employee performance. This framework posits that the efficacy of an organisation's recruitment and selection practices directly influences its employees' performance (Armstrong & Taylor, 2014). By attracting and selecting candidates who possess the required competencies and align well with the organisation's culture, HRM practitioners can ensure that their workforce is adequately equipped to meet the challenges and demands of their roles (Collings et al., 2019).

The conceptual framework also emphasizes the significance of aligning recruitment and selection practices with the organization's overall strategy and objectives (Tarique & Schuler, 2010). By adopting a strategic approach to HRM, organizations can ensure that their recruitment and selection processes are designed to attract and retain the talent necessary to achieve their objectives (Vaiman et al., 2012). This alignment is particularly crucial in the contemporary competitive business environment, where the capacity to attract and retain high-caliber employees can serve as a substantial source of competitive advantage (Sparrow & Makram, 2015).

**Figure 3** illustrates the conceptual framework, demonstrating the relationship between recruitment, selection, and employee performance.



**Figure 3.** Conceptual framework showing the relationship between recruitment, selection and employees' performance. Source: Author's elaboration (2023).

### 3. Methods

This study was conducted at the UDS, a multi-campus public university established in 1992 to serve the three regions of Northern Ghana (UDS, 2017). UDS has a heterogeneous staff population comprising diverse employee groups, which provides a valuable context for examining the efficacy of recruitment and selection practices and their impact on employee performance (Rees & Smith, 2017).

#### 3.1. Research Design and Justification for Survey Method

Given the objectives of this study, we adopted a survey research design. The survey method was selected because of its efficacy in collecting large-scale data efficiently, allowing for the generalisability of the findings. Survey techniques are also preferred when collecting quantitative data for subsequent quantitative analyses (Alhassan & Alhassan, 2019). Surveys are widely utilised in human resource management research because they enable researchers to analyse patterns, attitudes, and behaviours related to recruitment and selection practices (Alfes et al., 2013). Moreover, surveys facilitate the examination of relationships between key variables, such as recruitment and selection practices, and employee performance, in a structured manner (Creswell & Creswell, 2018). While surveys provide valuable quantitative insights, they may not fully capture the depth of personal experiences regarding recruitment and selection. However, combining survey findings with the existing literature may help mitigate this limitation.

### 3.2. Sample Size and Sampling Method

The study employed simple random sampling to ensure that each member of the target population had an equal probability of selection, thereby mitigating selection bias. The target population comprised 606 employees across the UDS campuses, from which a sample of 234 respondents was drawn. The sample size was determined using Krejcie and Morgan's (1970) table for sample size estimation, which recommends a minimum of 234 for a population of approximately 600 individuals.

The use of a random sampling technique was predicated on its advantages in enhancing the representativeness of the population and ensuring the inclusion of diverse staff categories (academic and non-academic) (Taherdoost, 2016). Moreover, a sample size of 234 was deemed sufficient to facilitate meaningful statistical analyses while minimising sampling errors (Cochran, 2005).

### 3.3. Data Collection and Instrument Pretesting

A self-administered questionnaire was used as the primary data-collection instrument. The questionnaire comprised structured items measuring recruitment and selection practices, and employee performance adapted from previously validated scales in HRM research (Campion et al., 2019). To ensure content validity, a pre-test was conducted with a pilot sample of 30 employees drawn from diverse staff categories within the UDS. The pre-test evaluated the readability, clarity, and relevance of the questions (Taherdoost, 2016). Feedback from the pre-test study resulted in minor revisions to the wording and structure to enhance comprehension and response accuracy. For instance, ambiguous terms were replaced with a more precise language, and certain Likert-scale items were restructured to improve measurement consistency (Aravamudhan & Krishnaveni, 2015).

Despite its advantages, self-administered questionnaires pose potential limitations such as response bias and social desirability bias (Podsakoff et al., 2012). Response bias arises when participants provide socially acceptable responses rather than truthful ones. To minimise this, anonymity and confidentiality were ensured, and neutral wording was used in question formulation (Fan & Yan, 2010). In addition, non-response bias was assessed by comparing early and late responses, revealing no significant differences in key variables.

### 3.4. Data Analysis and Reliability Assessment

The study achieved a response rate of 75.2% (176 usable questionnaires out of 234 distributed), which is considered high for HRM surveys (Baruch & Holtom, 2008). Data were analysed using SPSS version 25.0, with descriptive statistics, correlation analysis, and linear regression employed to examine the relationships between variables.

The internal consistency of the questionnaire was assessed using Cronbach's alpha, which yielded an overall reliability coefficient of 0.611. Although this falls within the acceptable range for exploratory research (Hair Jr. et al., 2019), it indi-

cates moderate reliability. To enhance reliability in future research, alternative methods such as composite reliability (CR) and factor analysis may be employed (Fornell & Larcker 1981). Furthermore, increasing the number of scale items and refining ambiguous statements can improve internal consistency (Tavakol & Dennick, 2011).

### 3.5. Ethical Considerations

This study adhered to ethical research guidelines. Participation was voluntary, and informed consent was obtained prior to data collection. Respondents were assured of anonymity and confidentiality, and the data were stored securely to prevent unauthorised access. This study provides a robust foundation for analysing recruitment and selection practices and their impact on employee performance within higher education institutions.

## 4. Findings and Discussions

### 4.1. Recruitment Sources and Preferences at UDS

The study evaluated the recruitment sources utilised by the UDS, analysing respondents' concurrence with internal and external recruitment practices. The findings revealed that 76.3% of respondents concurred that UDS predominantly employs internal recruitment sources, while 56.1% acknowledged the utilisation of external sources (Figure 4(a) and Figure 4(b)). This observation aligns with Muscalu (2015), who determined that organisations frequently favour internal recruitment due to their cost-effectiveness, cultural congruence, and potential for employee retention.

Internal recruitment enables organisations to utilise institutional knowledge and minimise onboard time (Bidwell, 2011). Nevertheless, excessive dependence on internal sources may result in limited external talent acquisition, potentially impeding innovation and diversity (Lazear & Oyer, 2016). Optimal practices suggest maintaining a balance between internal and external recruitment (Armstrong & Taylor, 2014), incorporating digital platforms such as LinkedIn, AI-powered screening, and targeted online job posts to expand the talent pool (Dhamija, 2012).

### 4.2. Recruitment Practices at UDS

Respondents evaluated various recruitment practices at the UDS. A significant majority (89.8%) agreed that recruitment was based on job descriptions and specifications. However, only 38.5% believed that the recruitment policy was effectively implemented. Additionally, 88.5% of respondents affirmed that the university considered existing employees for new vacancies, while 83.1% confirmed that vacant positions were advertised. Despite these affirmations, concerns were raised regarding the effectiveness of policy implementation (Table 1). University management cited the University Statute and Administrative Manual as the primary policy documents governing the recruitment and selection process, asserting that these policies were comprehensively documented and implemented.

**Table 1.** Recruitment practices at UDS.

Recruitment Practices	Agreement level					PAI
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
UDS has policy that guides recruitment and selection of employees	27 (17.3)	63 (40.4)	33 (21.2)	23 (14.7)	10 (6.4)	3.5
The University recruitment and selection policy is properly documented	13 (8.3)	53 (34.0)	68 (43.6)	21 (13.5)	1 (0.6)	3.4
The recruitment and selection policy of the University is fully and effectively implemented	9 (5.8)	51 (32.7)	66 (42.3)	30 (19.2)	0 (0)	3.3
The University always carries out job analysis before recruitment starts	14 (9.0)	110 (70.5)	23 (14.7)	7 (4.5)	2 (1.3)	3.8
Recruitment is based on the job description and job specification	16 (10.3)	124 (79.5)	9 (5.8)	6 (3.8)	1 (0.6)	4.0
Vacant positions in the University are usually advertised	19 (12.2)	109 (69.9)	11 (7.1)	17 (10.9)	0 (0)	3.8
The University do consider existing employees when there is a job vacancy	24 (15.4)	114 (73.1)	14 (9.0)	3 (1.9)	1 (0.6)	4.1

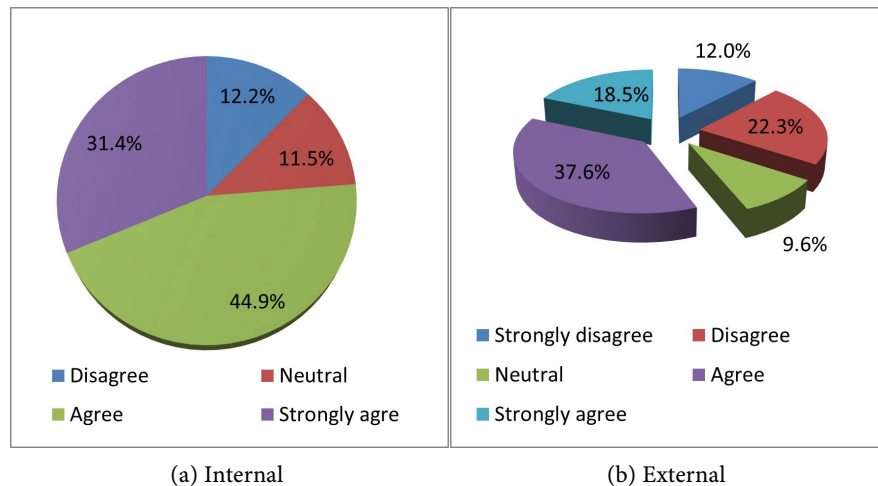
Note: Figures in parentheses are in percentages. Source: Field survey, 2023.

### 4.3. External Influences and Policy Considerations

Labour market conditions significantly influence recruitment practices (Rees & Smith, 2017). Ghana's public sector hiring constraints and government clearance requirements (GhanaWeb, 2023) affect the UDS's recruitment capacity. To enhance efficacy, aligning recruitment policies with internationally recognised frameworks, such as the UNESCO Higher Education HRM Guidelines, can foster transparency and equity.

### 4.4. Analysis of Sources of Recruitment

Respondents were requested to evaluate their level of agreement regarding the internal and external recruitment sources used by the UDS. A significant majority (76.3%) of respondents agreed that UDS predominantly employs internal sources, as illustrated in Figure 4(a). In addition, 56.1% of respondents concurred that UDS also utilizes external sources for recruitment, as depicted in Figure 4(b). These findings align with Muscalu (2015), who asserted that most organizations prefer filling vacancies at various organizational levels through internal recruitment sources.



**Figure 4.** Sources of recruitment. Source: Field survey, 2023.

#### 4.5. Recruitment Methods: Usage and Effectiveness

**Table 2** presents the Perceived Usage Index (PUI) of the recruitment methods. The highest-ranked method was promotion/upgrading (PUI = 4.69), which indicated the predominance of internal recruitment. However, online applications ranked lower (PUI = 2.79), suggesting a delay in the adoption of digital recruitment.

#### 4.6. Digital Transformation in Recruitment

Globally, universities are increasingly adopting artificial intelligence-driven recruitment systems to automate screening processes, enhance applicant tracking, and mitigate bias (Campion et al., 2019). The UDS can similarly benefit from electronic recruitment systems, reducing reliance on traditional newspaper advertisements, which currently have a PUI of 3.09 (**Table 2**). This transition to digital recruitment methods could significantly enhance operational efficiency and broaden applicant reach.

The Perceived Usage Index quantifies the frequency with which the University employs various recruitment methods, based on a scale from 1 (Never use) to 5 (Always use). A higher PUI value indicates a more frequently utilized method, while a lower PUI value signifies a less commonly employed approach. As shown in **Table 2**, promotion/upgrading (PUI = 4.69) and unsolicited applications (PUI = 4.26) were the most frequently used recruitment methods at UDS, while recruitment agencies (PUI = 1.30) and television advertisements (PUI = 1.33) were the least utilized.

The University utilised promotion/upgrading as the primary recruitment method, with a PUI of 4.69, indicating consistent reliance on internal sources. The second most prevalent method was unsolicited applications, with a PUI of 4.26 and 98% of the respondents' approval. Employees' referrals and newspaper advertisements ranked third and fourth, with PUIs of 3.15 and 3.09, and 93.6% and 98.1% of respondents' endorsement, respectively.

**Table 2.** Recruitment methods used by UDS.

Recruitment Method	PUI	Usage (%)	Rank
Promotion/Upgrading	4.69	100.0	1 <sup>st</sup>
Unsolicited application	4.26	98.3	2 <sup>nd</sup>
Employees' referral	3.15	93.6	3 <sup>rd</sup>
Newspaper advertisement	3.09	98.1	4 <sup>th</sup>
Online application	2.79	91.0	5 <sup>th</sup>
Headhunting	2.49	88.5	6 <sup>th</sup>
Educational institutions	1.82	75.4	7 <sup>th</sup>
Radio advertisement	1.34	27.0	8 <sup>th</sup>
TV advertisement	1.33	23.2	9 <sup>th</sup>
Recruitment agencies	1.30	25.0	10 <sup>th</sup>

Note:  $1 \leq \text{PUI} \leq 5$ ; Source: Field survey, 2023.

The online application was UDS's fifth (PUI = 2.79) predominant recruitment method. The University has not utilised radio, television, or recruitment agencies (PUIs = 1.34, 1.33, and 1.30, respectively) and has infrequently employed head hunting or educational institutions (PUIs = 2.49 and 1.82). This is in contrast to the 2008 survey of the Chartered Institute of Personnel and Development (CIPD), which found that the majority of organisations utilised recruitment agencies (78%) and local newspaper advertisements (75%). The university demonstrated a preference for internal over external recruitment sources, which are more cost-effective and expedient, potentially resulting in organisational homogeneity and a need for increased diversity (Muscalu, 2015).

#### 4.7. Selection Practices and Methods

Respondents' opinions regarding the selection practices of the UDS were assessed based on their level of agreement with various selection activities employed by the institution. The data collected were used to compute the Perceived Agreement Index (PAI) for each statement, as shown in **Table 3**.

The findings indicate that a significant majority (85.3%) of respondents agreed that UDS employs unstructured interviews as a key selection method, with a PAI of 4.1. Conversely, 66.9% of respondents disagreed with the assertion that the university uses structured interviews, which had a PAI of 3.6. The preference for unstructured interviews may stem from their perceived flexibility and ability to assess candidates' overall suitability for their roles. However, research suggests that structured interviews provide higher predictive validity and minimize bias compared to unstructured interviews (Levashina et al., 2014).

In addition, more than half of the respondents (56.7%) agreed that UDS should implement additional selection methods to comprehensively evaluate candidates'

abilities. This aligns with the increasing recognition that a multi-method approach—combining interviews, aptitude tests, work samples, and other assessment tools—provides a more accurate and holistic evaluation of candidates' suitability for roles (Sackett & Lievens, 2008).

As presented in **Table 3**, the most highly rated selection criterion was candidates' qualifications, experience, and competencies (PAI = 4.5), while the fairness of the selection process (PAI = 3.4) and the communication of interview outcomes (PAI = 3.4) received relatively lower agreement levels.

The reliance on unstructured interviews and the limited utilisation of additional selection methods in UDS may be attributed to resource constraints, insufficient expertise in administering alternative assessment tools, or a conviction in the efficacy of traditional interview-based selection (Sackett & Lievens, 2008). However, incorporating a more structured and diverse selection process can assist universities in identifying the most qualified candidates, mitigating bias, and enhancing the predictive validity of their selection decisions (Kuncel et al., 2013).

#### 4.8. Theoretical Link: Resource-Based View (RBV)

From the RBV perspective (Barney, 1991), effective selection should focus on acquiring candidates with rare, inimitable, and valuable skills. Unstructured interviews, while flexible, risk-overlooking competency-based assessments potentially result in suboptimal talent acquisition. Implementing structured behavioural interviews and psychometric tests enhances objectivity and reliability (Kuncel et al., 2013).

**Table 3.** Selection practices at UDS.

Selection Practices	Agreement level					PAI
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
UDS always uses the unstructured interview method to select suitable and qualified candidates for appointments	50 (31.8)	84 (53.5)	7 (4.4)	9 (5.7)	7 (4.5)	4.1
The University does not use the structured interview method in the selection of candidates	27 (17.2)	78 (49.7)	20 (12.7)	20 (12.7)	12 (7.5)	3.6
UDS uses the selection interview alone to determine the suitability of teaching and non-teaching staff for appointment	35 (22.3)	54 (34.4)	9 (5.7)	48 (30.6)	11 (7.0)	3.3
Selection of candidates is based on candidates' qualification, experience and competencies	91 (58.0)	58 (36.9)	4 (2.5)	2 (1.3)	2 (1.3)	4.5
The selection interview process of this University is fair	25 (16.0)	56 (35.7)	32 (20.9)	42 (26.8)	1 (0.6)	3.4

**Continued**

The process of employees' selection in UDS is very effective	18 (11.5)	67 (42.9)	46 (29.9)	25 (15.7)	0 (0.0)	3.5
The University usually informs both successful and unsuccessful candidates about the outcome of the selection interview	6 (3.8)	86 (54.8)	36 (22.9)	20 (12.7)	9 (5.7)	3.4

Source: Field survey, 2023.

This study investigated the selection practices employed by the UDS by examining respondents' perceptions of the university's candidate selection activities. The findings revealed that a substantial majority (94.9%) of respondents agreed that UDS selects candidates for employment based on their qualifications, experiences, and competencies. More than half of the respondents agreed that the selection process was fair (51.7%) or effective (54.4%). However, only 58.6% of the respondents agreed that UDS informs both successful and unsuccessful candidates of the selection outcome, while 18.4% disagreed and 22.9% remained neutral. These findings are consistent with certain aspects of the recruitment and selection literature which indicate that most organisations are reluctant to utilise structured employment interviews because of the time and individual differences involved in developing questions and conducting interviews (Levashina et al., 2014).

#### 4.9. Analysis of Selection Methods

The investigation also examined the selection methodologies employed by the UDS to recruit applicants. Participants were requested to articulate their perspectives on these methodologies; the findings are presented in **Table 4**.

**Table 4.** Selection methods used by UDS.

Selection Method	PUI	Usage (%)	Rank
Interview	4.88	100.0	1 <sup>st</sup>
Application form	4.83	100.0	2 <sup>nd</sup>
Curriculum vitae/resumes	4.77	100.0	3 <sup>rd</sup>
Reference checking/background investigation	3.80	98.1	4 <sup>th</sup>
Presentation	2.77	91.1	5 <sup>th</sup>
Testing	2.72	92.5	6 <sup>th</sup>
Teaching demonstration	2.48	90.4	7 <sup>th</sup>

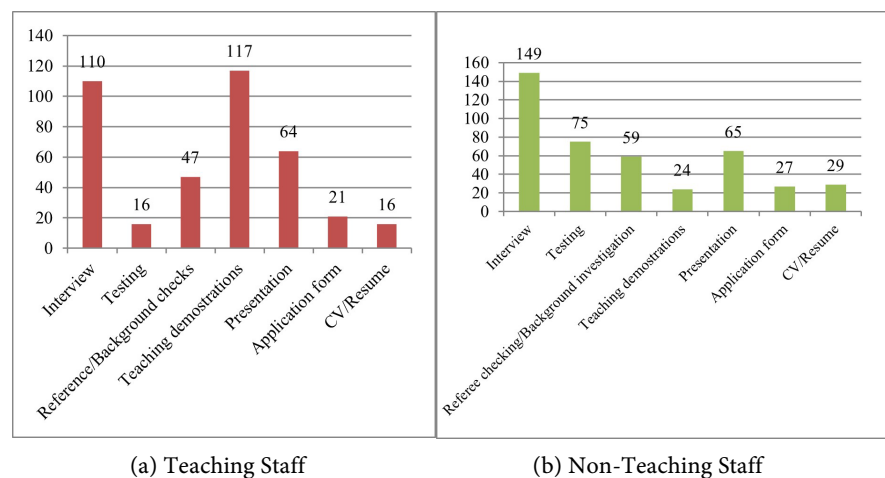
Note:  $1 \leq \text{PUI} \leq 5$ ; Source: Field survey, 2023.

The investigation revealed that UDS consistently employs interviews, application forms, and Curriculum Vitae (CV) in the candidate selection process for em-

employment, with unanimous agreement among respondents. Candidates were required to submit a completed application form and CV, irrespective of the recruitment source. The Perceived Usage Index (PUI) values of 4.88, 4.83, and 4.77 indicate that interviews, application forms, and CVs are the most frequently utilised selection methods by UDS, as ranked by the respondents (**Table 4**). This finding corroborates the results of other researchers (Sinha & Thaly, 2013; Zibarras & Woods, 2010), who assert that interviews are the predominant selection method among organisations.

Furthermore, 98.1% of the respondents reported that the university conducts reference checks/background investigations for candidates prior to their employment. The PUI value of 3.80 indicates that UDS frequently utilises this method, rendering it the fourth most prevalent selection method. This finding aligns with Robertson and Smith's (2001) observation that reference checks, application forms, and CVs are among employers' most commonly employed selection methods.

Presentation and testing were identified as the fifth and sixth most prevalent selection methods employed by the UDS, as reported by 91.1% (PUI = 2.77) and 92.5% (PUI = 2.72) of respondents, respectively. The University occasionally uses these methods. Demonstrating the required job competencies was the least utilised method by the UDS, ranked seventh by the respondents. Approximately 90% of the respondents indicated that UDS employs demonstration of the required job competencies for hiring candidates. The study also solicited suggestions from the respondents regarding suitable selection methods for UDS. The outcomes of their responses to the selection methods are shown in **Figure 5(a)** and **Figure 5(b)**.



**Figure 5.** Recommended selection methods by respondents. Source: Field survey, 2023.

As illustrated in **Figure 5(a)**, the majority of respondents indicated a preference for interviews and demonstrations of the requisite job competencies for the selection of teaching staff. Similarly, **Figure 5(b)** demonstrates that interviews and tests were the predominant methods favoured for the recruitment of non-teaching staff at UDS.

#### 4.10. The Role of External Factors: Labor Market and Technology

UDS operates within a dynamic labour market that is influenced by talent shortages, regulatory constraints, and technological advancements. Digital recruitment, including artificial intelligence-powered screening and remote hiring (Tarique & Schuler, 2010), is becoming a global standard in academia. Expanding UDS external recruitment endeavours can address skill deficiencies and enhance workforce diversity.

#### 4.11. Effect of Recruitment and Selection Practices on Employees Performance

One of the objectives of this study was to examine the effect of recruitment and selection practices on employees' performance in UDS. To achieve this, the study employed linear regression analysis to determine the impact of recruitment and selection practices (independent variables) on employee performance (dependent variable). The results of the analysis are presented in **Table 5**.

**Table 5.** Results of regression analysis on effect of recruitment and selection on employees' performance at UDS.

Model	Unstandardized Coefficients		Standardised Coefficients	t	Sig.	95.0% Confidence Interval for B		
	B	Std. Error	Beta			Lower Bound	Upper Bound	
1	(Constant)	3.017	0.266		11.357	0.000	2.492	3.541
	RSComb	0.144	0.071	0.162	2.040	0.043	0.005	0.283

Dependent Variable: Average performance. Source: Field data 2023.

The regression analysis revealed a positive and significant effect of recruitment and selection on employees' performance in UDS, with a P-value of 0.043 at a 95% confidence level (**Table 5**). This finding aligns with that of Kepha et al. (2014), who similarly reported a positive and significant relationship between recruitment and selection and employee performance. Kepha et al. (2014) posited that unbiased recruitment and selection practices would enhance employees' performance, thereby enabling the organisation to hire the most suitable candidates.

### 5. Conclusion and Recommendation

This study examined recruitment and selection practices in UDS and their impact on employee performance. The findings indicate that while UDS utilises both internal and external recruitment sources, there is a significant reliance on internal recruitment methods, such as promotions and employee referrals. Although this approach provides benefits, such as cost-effectiveness and employee retention, it may limit diversity and innovation within the institution.

Furthermore, the study found that UDS primarily employs unstructured interviews in its selection process, a practice that, while offering flexibility, raises con-

cerns about fairness, bias, and predictive validity. While selection is reportedly based on qualifications, experience, and competency, there is a need for greater transparency and standardisation of recruitment policies to enhance trust in the selection process. The findings align with human resource best practices, which emphasise a balanced and structured approach to recruitment and selection to enhance workforce quality and institutional effectiveness (Armstrong & Taylor, 2014; Kuncel et al., 2013).

The regression analysis confirmed a statistically significant positive correlation between recruitment and selection practices and employee performance, substantiating the proposition that efficacious hiring processes contribute to enhanced organisational productivity. Nevertheless, extant limitations, such as reliance on unstructured interviews and underutilisation of external recruitment channels, necessitate the optimisation of hiring outcomes.

### 5.1. Practical Recommendations for UDS

To enhance talent diversity and innovation, UDS should strengthen its external recruitment strategies by implementing structured mechanisms, such as expanding job advertisements through international academic job boards, professional networks, and industry collaborations. Universities should also augment the utilisation of online recruitment portals and AI-driven talent acquisition tools to optimise applicant screening and ensure congruence with job requirements (Campion et al., 2019). Furthermore, establishing partnerships with universities, research institutions, and private sector organisations will attract top-tier academic and administrative talent.

Given the increasing digitisation of human resource management, the UDS should enhance its digital and artificial intelligence-driven recruitment practices by adopting e-recruitment systems and AI-powered candidate assessment tools. This necessitates the development of an integrated HR technology platform that facilitates online application, applicant tracking, and automated candidate screening. Utilising social media platforms, such as LinkedIn, ResearchGate, and professional HRM networks, will aid in targeted recruitment and talent identification (Dhamija, 2012). The implementation of AI-driven applicant ranking systems will further minimise bias and improve selection accuracy.

To ensure equity and efficacy in the selection process, the UDS should standardise its selection procedures by transitioning from unstructured to structured interviews. Developing standardised interview guidelines based on competency frameworks will enhance consistency in candidate evaluations (Levashina et al., 2014). The selection process should also incorporate behavioural and situational judgement tests to provide a comprehensive assessment of candidates' capabilities. Additionally, recruited panel members should receive regular training on bias mitigation and structured interview techniques.

The UDS should implement policy reforms and develop an institutional HR strategy to enhance recruitment transparency and strategic alignment with insti-

tutional objectives. Establishing a formalised recruitment and selection policy review committee will ensure periodic updates based on industry best practices. Introducing employee feedback mechanisms will facilitate the evaluation of recruitment experiences and help identify areas for improvement. Furthermore, aligning recruitment policies with Ghanaian labour laws and global HRM frameworks will promote legal compliance and strategic hiring practices.

To maintain a competitive workforce, the UDS should integrate workforce planning and talent development by conducting regular skill assessments to identify competency gaps and inform recruitment requirements. Universities should develop a succession-planning framework that facilitates internal talent mobility while balancing it with external recruitment. Furthermore, continuous professional development programmes should be implemented to enhance the skills of existing employees and to improve their suitability for future roles.

## **5.2. Broader Theoretical and Practical Implications**

The findings corroborate the RBV theory, which postulates that organisations attain a sustainable competitive advantage by utilising valuable, rare, inimitable, and non-substitutable human capital (Barney, 1991). By enhancing recruitment and selection strategies, UDS can augment its capacity to attract, develop, and retain high-performance employees, thereby fostering institutional success. Furthermore, aligning hiring practices with global HRM best practices and digital innovations will position UDS advantageously in the higher education sector.

Therefore, to optimise recruitment and selection outcomes, the UDS must implement a structured, technology-driven, and strategically aligned Human Resource Management framework. By adopting artificial intelligence-enhanced recruitment tools, structured selection methodologies, and external talent acquisition strategies, universities can enhance their workforce capabilities, improve employee performance, and maintain competitiveness in an evolving academic landscape. Further research should investigate the longitudinal impact of recruitment reforms and examine how emerging trends such as remote hiring and digital workforce integration influence recruitment strategies in higher education institutions.

## **6. Future Research Direction**

Future research should explore the longitudinal impact of recruitment and selection reforms on institutional performance, employee retention, and organisational culture. Specifically, studies could examine how digital recruitment tools influence hiring efficiency and candidate quality, the role of structured interviews in minimising bias, and the effectiveness of hybrid recruitment models in balancing internal promotion with external hires. Furthermore, given the growing prevalence of remote work and digital workforce integration, future studies should investigate how virtual hiring practices, artificial intelligence-driven applicant tracking systems, and remote assessment techniques reshape recruitment strate-

gies in education institutions, particularly in resource-constrained environments.

## Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

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