

# Recruitment and Selection of Employees as an Aspect of Human Resource Management in Cameroon Universities

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## ABSTRACT

Human resources are the pivotal variable without which other inanimate assets are worthless. It is therefore the aim of the Human Resource department to get the right person with the right qualification, experiences and still in the right place and at the right time who will be able to manage effectively and efficiently all the other resources of the organisation. This research work tries to analyse and evaluate the problem of recruitment, selection and placement of employees in Institutions of Higher learning in Cameroon. The research employed quantitative research approach with a descriptive survey design. Questionnaire was used to collect data from 331 respondents. Simple random sampling techniques were used to select the sample from the targeted population. Data processing was done using SPSS version 22. On the whole, based on the statistical results above, Universities in Cameroon are approved of the need for effective and efficient recruitment and selection in their institutions. From the analysis and findings, I will recommend that: The Human Resource department should be given a free hand to discharge its functions without undue interference and good recruitment and selection panel should be put in place to conduct the exercise so as to avoid the issue of favouritism, waste of resources and recruiting unqualified workers.

**KEYWORDS:** Recruitment, Selection, Human Resource Management, and Higher Education in Cameroon

## INTRODUCTION

According to Costello (2006) recruitment is described as the set of activities and processes used to legally obtain a sufficient number of qualified people at the right place and time so that the people and the organization can select each other in their own best short and long term interests. In other words, the recruitment process provides the organization with a pool of potentially qualified job candidates from which judicious selection can be made to fill vacancies. Successful recruitment begins with proper employment planning and forecasting. In this phase of the staffing process, an organization formulates plans to fill or eliminate future job openings based on an analysis of future needs, the talent available within and outside of the organization, and the current and anticipated resources that can be expanded to attract and retain such talent. Also related to the success of a recruitment process are the strategies an organization is prepared to employ in order to identify and select the best candidates for its developing pool of human resources. Organizations seeking recruits for base-level entry positions often require minimum qualifications and experiences. These applicants are usually recent high school or university/technical college graduates many of whom have not yet made clear decisions about future careers or are contemplating engaging in advanced academic activity. At the middle levels, senior administrative, technical and junior executive positions are often filled internally. The

push for scarce, high-quality talent, often recruited from external sources, has usually been at the senior executive levels. Most organizations utilize both mechanisms to effect recruitment to all levels.

The focus of recruitment and selection according to Gary, D. (2000) is on matching the capabilities and inclinations of prospective candidates against the demands and rewards inherent in a given job. Jovanovic (2004) said recruitment is a process of attracting a pool of high quality applicants so as to select the best among them. For this reason, top performing companies devoted considerable resources and energy to creating high quality selection systems.

Recruitment and selection process are important practices for human resource management, and are crucial in affecting organizational success Jovanovic (2004). Due to the fact that organizations are always fortified by information technology to be more competitive, it is natural to also consider utilizing this technology to re-organize the traditional recruitment and selection process through proper decision techniques, with that both the effectiveness and the efficiency of the processes can be increased and the quality of the recruitment and selection decision improved. A human resource information system is a system exploited to acquire, store, manipulate, analyse, retrieve, and distribute

**How to cite this paper:** Nforbi Shalotte Lem | Nnane Peter Ebontane "Recruitment and Selection of Employees as an Aspect of Human Resource Management in Cameroon Universities" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-4 | Issue-4, June 2020, pp.526-532, URL: [www.ijtsrd.com/papers/ijtsrd31121.pdf](http://www.ijtsrd.com/papers/ijtsrd31121.pdf)



IJTSRD31121

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relevant information regarding an organization's human resources (Huselid, 1995). The purpose of the system is to support human resource services from the strategic level down to the tactical and operational levels. Many decision-making problems, including recruitment and selection, are herein involved. The system facilitates automated or computerized procedures to solve the problems, and is of vital importance as an aggressive tool in the information age.

Researchers indicate that effective recruitment practices and policies enable boards to find the best candidate for their organization. The personnel function becomes especially important when recruiting and selecting new administrators. A critical role for human resource management is how to elicit positive reactions from candidates when discussing administrative roles. When opportunities are presented to employees to move towards careers in administration (i.e., tapping shoulders of potential candidates), often a negative reaction occurs. People without administrative experiences have negative perceptions and views of the role of the administrator. In attempts to attract and support individuals to the administrator's position it is necessary to identify what barriers prevent potential candidates from applying to the pool. Job complexity and workload are perceived by employees as the two considerations having had the greatest impact on the number of applicants for administrative positions. Other factors include poor remuneration as it relates to demands and expectations of the job and lack of resources and support structures in. Many highly qualified, competent, and talented employees dismiss careers in administration because they do not want to sit in an office all day. Until some alternative image is understood, or at least some support and resources put in place, a problem of pre-screening and identification will not likely improve (Mullins, 1999).

Specifically, this paper will;

1. Examine the Recruitment and Selection of Employees as an Aspect of Human Resource Management in Cameroon Universities
2. To suggest possible solutions that will help higher institutions of learning to have a better personnel procurement programme especially in Higher Education.

## LITERATURE REVIEW

### Recruitment of academic staff in Higher Education Institutions

According to Dubosc and Kelo (2012), recruitment of staff is one of the most crucial aspects in ensuring that an institution has good quality staff with appropriate skills, knowledge and attitudes for the needs of the institutions. Appropriate recruitment procedures that are transparent, fair and open, are likely to enable institutions to better select the best candidates from the available pool and the ability of institutions to set their own recruitment requirements according to their specific needs that supports the institutional level of human resource management.

In general terms, institutions across the countries are becoming more autonomous in the recruitment of staff. In most cases however, a formal approval and monitoring of the procedures or setting the (minimum) recruitment criteria remain tasks for the national authorities. In

countries where staff are civil servants, the procedures and criteria are determined by the national authorities to a greater degree, or entirely. In all cases, national guidelines or legal frameworks need to be respected. Regardless of persisting challenges, the tendency is towards a more professionalised selection of staff, with more open and transparent selection mechanisms. These procedures support efforts to combat recruitment based on personal connections – a practice which still seems to be a problem in some of the countries investigated. The development in student numbers has had an impact on the need and quantity of staff for higher education institutions. Most Higher Institutions have witnessed important increases in student numbers and have reported a need to increase the total number of staff in higher education, in the next five years. Some of these countries already started to increase staffing levels some years ago. In some countries, rather than numbers, the problem concerns the quality of candidates, the constant development of already recruited staff and the development of procedures that enable the best-suited candidates to be selected.

### Recruitment Procedures

The number of posts available at higher education institutions are often related to financial possibilities on the one hand and national level or accreditation requirements concerning the staff-student ratio on the other. In most cases the available state budget has a significant impact on the institutions' staff planning. The minimum number of staff at an institution, when determined by the national authorities, is usually based on the number of students and has to correspond to a nationally approved ratio. Most institutions express their staff needs to the Ministry which approves the figures in consideration of the available budget. However, this is not always an option in practice due to insufficient additional resources. According to Dubosc and Kelo (2012), three main models of recruitment procedures for academic staff in higher education include:

- Open selection or competition organised by the institutions
- Internal selection within the institutions
- Open selection of competition organised by the national authorities

### Open selection or competition organised by the institutions

This is the most common selection method. This model aims at guaranteeing transparency and fair treatment of all candidates, leaving institutions the autonomy to decide on (additional) recruitment criteria, processes to be used and the individuals and entities to be involved in the selection processes. This is indeed the most wide-spread model, though officially open procedures are not always actually open in practice. In most Higher Institutions, the recruitment of academic staff follows an open competition after a public announcement of available positions. In spite of the recent efforts to introduce more transparent and open selection procedures, some staff interviewed or surveyed reported that while the procedures may seem perfect on paper, they are not always implemented perfectly in practice. Indeed, personal connections sometimes continue to play an important role in appointments. The consequent high frequency of internal recruitments is considered a significant problem for the development of higher education.

### **Internal selection or appointment without public announcement of positions**

The second option is wide-spread, especially for some of the positions available at higher education institutions. Internal recruitment may create problems of fairness and transparency, as well as quality, as an internal recruitment or direct appointment may not always be the best way to identify the most qualified candidates for the available position. However, for several positions, recruitment is organised internally in order to offer staff at lower positions, a privileged possibility to advance in their careers. Such internal recruitment may also be used as retention measures for well qualified staff. Internal recruitment is less frequent for academic positions than for administrative positions, but may persist – even in countries with officially open and transparent selection procedures. Some institutions recruit at least part of their staff through internal means and the recruitment to senior academic posts is rather a question of promotion or a change of title, than of appointment. Consequently, posts are only rarely advertised publicly. In a similar manner, junior academic posts are often filled by nominating some of the best students of the institution.

### **Open selection by national authorities**

The third model – an open competition organised at the national level is-applied only in a limited number of countries. Here, the recruitment of staff to higher education institutions is carried out entirely by the national authorities through an open competition. The institutions play no role in the recruitment processes.

According to Windolf (1986) the recruitment process consists of three distinct steps. The first step is to create a job description and profile of the ideal candidate for the job. The precision of the profile varies, but it can for example contain requirements for age, sex, region of origin and education. A more precise description will reduce the number of potential applicants. The second stage of the recruitment process is to choose the channels that will be used to find the candidates described in the profile. The organization has many different options here; they could for example advertise in newspapers, journals, radio stations or on the internet, recruit internally or use their employees' social networks. The internal labor force and social networks are closed channels with restricted access and therefore also reduce the number of potential applicants. At the third stage of recruitment, the applicants will pass through specific filters that the institution has chosen (at this stage the process change from recruitment to selection). These filters could be for example interviews, application forms or tests. Interviewing is the most common filter, but different institutions use different filters. There are no recruitment practices that are right or wrong, but Ployhart (2006) opinion, it is important to use structured procedures where job descriptions are detailed and where the recruitment is consistent and coherent. He argues that if recruitment is carefully managed, the most suitable employees will be found and this will increase organizational effectiveness. The selection process starts when enough applicants have shown interest in a specific position. The goal of this process is to find the most suitable candidate by testing their potentials for a certain job, but also by testing their compatibility with the organization (Harel & Tzafirir, 1999). Selection is an important phase in order to find the best candidate, but it is

important that the recruitment phase first ensures that there are a sufficient number of applicants. When a candidate has been selected and becomes an employee in the organization, another phase starts for the HR department.

### **Recruitment Requirements**

Recruitment of academic staff usually follows nationally set minimum qualification requirements, while additional criteria may be set by the institutions in countries where recruitment is organised, at the institutional level. Criteria used by institutions are often set in the institutions' statutes or regulations, in an attempt to increase transparency of recruitment procedures. Some authorities set the recruitment requirements entirely and others decide on recruitment criteria independently.

In terms of qualifications levels, in most cases a Master degree and show of proof for enrolment in to a Ph.D program is required for junior teaching positions and increasingly, a Doctor in Philosophy (Ph.D) for senior academic posts. Additional recruitment requirements may include international publications, other international activities, teaching experience and in some cases voluntary service to the university community. The requirements are particularly detailed and developed. A Ph.D is becoming a standard requirement for all or at least senior academic positions in many countries. However, at the moment, there are still great variations in the proportion of Ph.D holders among senior academic staff, both between and within regions. On average, the proportion of senior staff with a Ph.D is the highest.

Based on University Standards a document applicable to all Higher Education Institutions in Cameroon in January 2015, a school must organize the recruitment of instructors and part-time lecturers. Instructors are students at the Master's and Doctorate Degree levels who are given opportunity and responsibility to teach a certain number of their fellow students, under the pedagogic guidance of a full-time lecturer of the school. Part-time lecturers are individuals whom a school calls up to carry out specific and prompt pedagogic task. They work under the responsibility of the Head of Department. Thus instructors and part-time lecturers must be committed by the head of a school for one academic year, after the recommendation of the recruitment commission. They must be available, have good morals and the required qualifications in terms of certificates and experience (within the framework of experiential or lifelong learning) to accomplish their task. Heads of departments must take part in the recruitment commission of instructors and part-time lecturers. The officials in charge of teaching in the First Cycle, where the instructors have to carry out their teaching duties, are also members. A list of the available job positions must be advertised by the head of the school before the month of August. Besides the financial benefits of the instructors and part-time lecturers are taken care of by the school which commits them, through the supervisory body of HEIs. These financial benefits are budgeted and the terms of contracts duly sign. Institutions have to make provisions for the replacement of lecturers who go on mission, which will last for a long time, by transferring their teaching load to other lecturers in the same discipline or to qualified part-time lecturers.



## Recruitment and Selection Process and Development of the Organization

Recruitment and selection forms a core part of the central activities underlying human resource management: namely, the acquisition, development and reward of workers. It frequently forms an important part of the work of human resource managers – or designated specialists within work organizations. However, and importantly, recruitment and selection decisions are often for good reason taken by non-specialists, by the line managers. There is, therefore, an important sense in which it is the responsibility of all managers, and where human resource departments exist, it may be that HR managers play more of a supporting advisory role to those people who will supervise or in other ways work with the new employee.

Recruitment and selection also has an important role to play in ensuring worker performance and positive organizational 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 (Dessler, 2000).

Recruitment and selection is a topical area. While it has always had the capacity to form a key part of the process of managing and leading people as a routine part of organizational life, it is suggested here that recruitment and selection has become ever more important as organizations increasingly regard their workforce as a source of competitive advantage. Of course, not all employers engage with this proposition even at the rhetorical level. However, there is evidence of increased interest in the utilization of employee selection methods which are valid, reliable and fair.

Mullins (1999) indicated that to be a high performing organization, human resource management must be able to assist the organization to place the right person in the right job. The human resource management practices include recruitment, selection, placement, evaluation, training and development, compensation and benefits, and retention of the employees of an organization. Businesses have

developed human resource information systems that support: (i) recruitment, selection, and hiring, (ii) job placement, (iii) performance appraisals, (iv) employee benefits analysis, (v) training and development, and (vi) health, safety, and security. The first few activities of human resource management are recruiting and selecting which deal with the actions concerned, and the recruiting is also less frequently alerted in human resource information system recently. Besides, e-recruitment on the web being the current trend for the recruitment and selection processes can further distinguish many activities of the processes. Dessler (2000) lists the essence of these in the following; build a pool of candidates for the job, have the applicants fill out application forms, utilize various selection techniques to identify viable job candidates, send one or more viable job candidates to their supervisor, have the candidate(s) go through selection interviews, and determine to which candidate(s) an offer should be made.

## Problems in recruitment and selection

Problems in recruitment and selection

You can avoid problems in recruitment and selection as follows:

1. No weighting of interview questions
2. Poor setting for the interview
3. Insufficient follow-up questions
4. Failure to check with former employers
5. Use of hiring quotas
6. Failure to post openings
7. Tapping successors
8. Vague selection criteria
9. Untrained interviewers
10. Inappropriate questions
11. Failure to provide reasonable accommodation of disabled applicants
12. Failure to notify unsuccessful contenders of the selection decision
13. Failure to provide the new employee with a substantive orientation of the job.
14. Rushed selection process
15. Unclear job requirements
16. Insufficient outreach
17. Recruitment outside of the personnel system

## Demographic information

Demographic Information was necessary because it provided information or data about research participants and this information was necessary to determine whether the individuals in the study were a representative sample of the target population for generalisation purposes.

**Table 1: Distribution of lecturers by socio-demographic information**

Socio-demographic information	Categories	Frequency	Percentage
Age range	Less than 30 years	75	22.8
	30-40 years	157	47.7
	41-50 years	39	11.9
	50 years and above	58	17.6
	No response	2	
	<b>Total</b>	<b>331</b>	<b>100</b>
Gender	Male	210	63.4
	Female	121	36.6
	<b>Total</b>	<b>331</b>	<b>100</b>
Longevity in service	0-5years	94	28.4
	5-10years	137	41.4
	10 years and above	100	30.2
	<b>Total</b>	<b>331</b>	<b>100</b>

Highest qualification/Grade	DIPET II	177	53.8
	Master's	61	18.5
	PhD	79	24.0
	Professor	12	3.6
	No response	2	
	<b>Total</b>	<b>331</b>	<b>100</b>
University	Buea	215	65.0
	Bamenda	116	35.0
	<b>Total</b>	<b>331</b>	<b>100</b>

**Age range**

Among the 329 lecturers who specified their age range, 157(47.7%) of them were between 30-40 years of age, followed by 75(22.8%) who were less than 30 years of age. 58(17.6%) of the lecturers were more than 50 years of age and 39(11.9%) were between 41-50 years of age.

**Gender**

With reference to gender, a majority of the lecturers sampled for the study were male with a proportion of 210(63.4%) against 121(36.6%) who were female.

**Longevity in service**

Also, based on the lecturers' longevity in service, 137(41.4%) of them sampled for the study had taught for 5-10 years, followed by 100(30.2%) of the lecturers who have taught for more than 10 years and 94(28.4%) less than 0-5 years.

**Highest qualification**

Furthermore, distributing the lecturers based on their highest qualification, findings showed that 177(53.8%) of them were holders of DIPET II, 79(24.0%) were holders of PhD, 61(18.5%) were Master's degree holders, and 12(3.6%) of the lecturers were professors.

**University**

Finally, distributing the lecturers by university, 215(65.0%) were from the university of Buea and 116(35.0%) from the University of Bamenda. More lecturers were sampled from University of Buea because its number of lecturers exceeded that of University of Bamenda.

**Method of data processing and analysis**

Quantitative method was used for this study. For the quantitative data, a pre-designed EpiData Version 3.1 (EpiData Association, Odense Denmark, 2008) database which has an in-built consistency and validation checks was used to enter. Before the quantitative data were entered using the pre-designed EpiData Version 3.1, the demographic information and the test items were coded with numbers. The questionnaire of individual respondents was also assigned with serial numbers. The reason for this coding of the test items was to ensure easy traceability of the participants' individual responses per test items if need arises. The data were then exported to SPSS version 21.0 (IBM Inc., 2012) for further consistency check, data validation, to identify invalid codes and eventually cleaning of the data in areas where some inconsistency and invalid codes were observed.

After the data had been thoroughly check the descriptive statistical tools (frequency count, percentages and multiple responses set) and inferential statistics (Spearman's Rho test) were used in analyzing the quantitative data. The reason the Spearman's Rho test was used was because the data for all the variables (recruitment and selection, human resource development programmes, motivation, performance appraisal and internal efficiency) were not approximately normally distributed. The normality assumptions test was computed using advanced statistical tests such as Shapiro-Wilk test and the Komogorov test of significance as seen on the table of test of normality below. To know if a data is normally distributed the P-value will be greater than 0.05 which was not the case as seen on the normality test table with all P-values less than 0.05. This therefore justify the reason while the Spearman rho test was used in testing the hypotheses of the study. Checking for normality assumption is very important to avoid faulty generalization like committing the type 1 or type 2 errors during the verification of the research hypotheses. The Chi-square test was equally used to compare students' ability to validate all their courses per semester by faculties to appraise for significant differences.

Finally, findings were presented using frequency distribution tables, and charts with all inferential statistics presented at 95% level of confidence interval with alpha set at 0.05 levels accepting 5% margin of error.

$$\text{Formula for calculating Percentage (\%)} = \frac{\text{Frequency count (n)}}{\text{Total number of persons (N)}} \times \frac{100}{1}$$

**Conceptual formula for calculating Spearman's Rho**

$$\text{Spearman's rho} = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

**Where;**

$\Sigma$  = Summation

D=difference in rank  
N=Number of observations

**Conceptual formula for calculating Chi-square**

$$\chi^2 = \sum \frac{(O-E)^2}{E}, \text{ where}$$

$\chi^2$ =chi-square calculated value

$\Sigma$ = Sum of

O= observed frequencies

E= Expected frequencies

**CALCULATION OF RETURN RATE OF QUESTIONNAIRE****Lecturers**

Number of questionnaire administered=375

Number returned=331

Return rate=331/374\*100=88.3%

**RESULTS AND DISCUSSIONS**

**Research Question One:** Examine the Recruitment and Selection of Employees as an Aspect of Human Resource Management in Cameroon Universities

Test items	Stretched				Collapsed	
	Strongly agree	Agree	Disagree	Strongly disagree	Agree	Disagree
If an organization is able to find and employ the right people with the right knowledge, abilities and skills in the right numbers, the organization is immeasurably better placed to deal with the opportunities and threats arising from their operating environment.	270 (81.6%)	59 (17.8%)	0 (0.0%)	2 (0.6%)	329 (99.4%)	2 (0.6%)
There are some staff in the school whom to you are not well qualified.	164 (49.5%)	110 (33.2%)	57 (17.2%)	0 (0.0%)	274 (82.8%)	57 (17.2%)
Effective selection systems will lead to the recruitment and selection of highly qualified lecturers.	170 (51.4%)	158 (47.7%)	3 (0.9%)	0 (0.0%)	328 (99.1%)	3 (0.9%)
Appropriate recruitment procedures, that are transparent, fair and open, are likely to enable institutions to better select the best candidates.	228 (68.9%)	100 (30.2%)	3 (0.9%)	0 (0.0%)	328 (99.1%)	3 (0.9%)
Most often, the recruitment and selection of staff is based on connection power.	141 (42.6%)	130 (39.3%)	57 (17.2%)	3 (0.9%)	271 (81.9%)	60 (18.1%)
There are no recruitment practices that are right or wrong, but it is important to use structured procedures where job descriptions are detailed and where the recruitment is consistent and coherent.	155 (46.8%)	167 (50.5%)	9 (2.7%)	0 (0.0%)	322 (97.3%)	9 (2.7%)

n=331.

Although findings showed that a majority of the lecturers 329(99.4%) agreed that organizations are more likely to withstand threat in their operating environment if the organization has the qualified manpower, 328(99.1%) of the lecturers equally agreed that appropriate recruitment procedures, that are transparent, fair and open, are likely to enable institutions to better select the best candidates and that effective selection systems will lead to the recruitment and selection of highly qualified lecturers. On the other hand, 274(82.8%) and 271(81.9%) of the lecturers agreed that there are some staff in the school whom to them are not well qualified and that most often, the selection and recruitment of staff is based on connection power.

**Research question two:** To suggest possible solutions that will help higher institutions of learning to have a better personnel procurement programme especially in Higher Education

Test items	Stretched				Collapsed	
	Strongly agree	Agree	Disagree	Strongly disagree	Agree	Disagree
Friends or relatives who work in this organization	137 (41.4%)	72 (21.8%)	122 (36.9%)	0 (0.0%)	209 (63.1%)	122 (36.9%)
I was employed based on the basis of employment	155 (46.8%)	176 (53.2%)	0 (0.0%)	0 (0.0%)	331 (100%)	0 (0.0%)

The employment process was based on influence	229 (69.2%)	102 (30.8%)	0 (0.0%)	0 (0.0%)	331 (100%)	0 (0.0%)
Those selected were fit into the job	141 (42.6%)	190 (57.4%)	0 (0.0%)	0 (0.0%)	331 (100%)	0 (0.0%)
You were placed on the job position you applied for	141 (42.6%)	75 (22.7%)	56 (16.9%)	59 (17.8%)	216 (65.3%)	115 (34.7%)
Qualified people handled the recruitment, selection and placement process.	166 (50.2%)	92 (27.8%)	73 (22.1%)	0 (0.0%)	258 (77.9%)	73 (22.1%)
I have a laid down policy on recruitment selection and placement	162 (48.9%)	162 (48.9%)	7 (2.1%)	0 (0.0%)	324 (97.9%)	7 (2.1%)
Candidates always meet the recruitment and selection criteria	233 (70.4%)	98 (29.6%)	0 (0.0%)	0 (0.0%)	331 (100%)	0 (0.0%)
Multiple response set	<b>1145</b> <b>(43.2%)</b>	<b>865</b> <b>(32.7%)</b>	<b>477</b> <b>(18.1%)</b>	<b>161</b> <b>(6.1%)</b>	<b>2010</b> <b>(75.9%)</b>	<b>638</b> <b>(24.1%)</b>

n=331

From the above table, 209 lecturers agreed while 122 disagreed that friends or relatives who work in this organization. 331 said their employment process was based on influence which represents 69.2% people said it is not based on influence. Also, 331 of those selected meet the recruitment and selection criteria while 0% said those selected do not meet the selection criteria. 324 people said they have a laid down policy on recruitment, selection and placement while 7 people said they don't. 258 people said Human Resource department handle the recruitment, selection and placement process while 73 people said employment agencies while 15 people said it is HR department with executive management. 216 people said they were placed on the job they applied for while 115 other people said no. 331 people said those selected fit into the job while 0 people said they are not fit. 331 people were employed on merit while 0 were employed based on friends and relatives.

## DISCUSSION OF FINDINGS

Statistically, there was a significant, moderate and positive effect of recruitment and selection of Employees as an Aspect of Human Resource Management in Cameroon Universities and the attainment of University goals ( $P=0.000<0.05$ ). The positive sign of the correlation value ( $R=0.353^{**}$ ) implied that students' efficiency is more likely to increase when competent/qualified staff are selected and recruited.

## CONCLUSION AND RECOMMENDATIONS

On the whole, based on the statistical results above, Universities in Cameroon are approved of the need for effective and efficient recruitment and selection in their institutions. It is known and unchallengeable fact that quality procurement of efficient and adequate personnel organisational activities is a vehicle for arriving at the set objectives. It should therefore be borne in mind that no personal skills are so good that it cannot be improved upon. From the analysis and findings, I will recommend that:

1. The Human Resource department should be given a free hand to discharge its functions without undue interference.
2. A good recruitment and selection panel should be put in place to conduct the exercise so as to avoid the issue of favouritism, waste of resources and recruiting unqualified workers.
3. Multiple selection criteria should be set in order to get the right people for the right positions
4. Teaching certification should be less emphasis as most people with the qualification are underperforming. Interest and experience should play a major role as such people can go for on-the-job training and CPD

5. Government, professional and awarding bodies should review their policies on teachers' selection to reflect the realit

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