



# Recruitment and Selection and Its Impact on Teachers' Effectiveness in Public Anglo Saxons Higher Education Institutions of Cameroon

## OPEN ACCESS

SUBMITTED 26 February 2025

ACCEPTED 21 March 2025

PUBLISHED 16 April 2025

VOLUME Vol.07 Issue 04 2025

## CITATION

Sumbong lesly ngolle, Prof. Joseph besong besong, & Prof. Endeley Margaret Nalova. (2025). Recruitment and Selection and Its Impact on Teachers' Effectiveness in Public Anglo Saxons Higher Education Institutions of Cameroon. The American Journal of Social Science and Education Innovations, 7(04), 16–29. <https://doi.org/10.37547/tajssei/Volume07Issue04-03>

## COPYRIGHT

© 2025 Original content from this work may be used under the terms of the creative commons attributes 4.0 License.

Sumbong lesly ngolle

Department of Educational Foundations and Administration, Faculty of Education of the University of Buea Cameroon.

Prof. Joseph besong besong

Professor of Educational Foundations and Administration, Faculty of Education of the University of Buea Cameroon.

Prof. Endeley Margaret Nalova

Professor of Educational Foundations and Administration, Faculty of Education of the University of Buea Cameroon.

**Abstract:** The main purpose of this study was to investigate the impact of recruitment and selection on teachers' effectiveness in public Anglo-Saxons higher education institutions of Cameroon. With lone objective to examine the relationship between recruitment and selection and teachers' effectiveness in public Anglo-Saxon higher education institutions in Cameroon. The survey research design using the mixed methods was chosen for the study. The population of the study is comprised of all the staff and administrators in the universities of Buea and Bamenda, which are the two Anglo-Saxon state universities in Cameroon. The target population of the study consists of full-time lecturers irrespective of their faculties and departments in the University of Buea and Bamenda with an accessible population of 456 academic staff and administrators selected from six faculties in the Universities of Buea, and four faculties from the University of Bamenda. The sample size consists of 436 lecturers with 20 administrators giving a total sample size of 456 participants. The four-point Likert scale response option questionnaires were used for data collection from lecturers, while the instruments for administrators were structured interview. Data from the questionnaires was analysed using SPSS 23.0, with the aid of descriptive and

inferential statistical tools while the interview was analysed thematically. The Spearman's rho was used to test the lone research hypotheses formulated in the study. Findings showed that descriptively, 91.7% of lecturers indicated that reward system influences teacher's effectiveness in public Anglo-Saxons higher education institution of Cameroon while 8.3% said reward system does not influence teacher's effectiveness. Among the participants that reiterate reward system influences teacher's effectiveness, many said individual lecturers are publicly recognized for brilliant work output, gifts are often given to outstanding lecturers, lecturers are often given incentives, only hard-working lecturers are promoted to higher heights, there is equity and fairness in the reward of lecturers, teacher's output at work is rewarded accordingly. Which help them to stay focus, perform better and motivate lecturers. And many of the administrators' said lecturers are satisfied with the reward system in the faculty. Finally, the hypothetical statistics showed that there is a significant, positive and weak reward system and teachers' effectiveness in public Anglo-Saxons higher education of Cameroon (R-value 0.003, p-value  $< 0.946 < 0.05$ ). The positive sign of the correlation value implies that reward system will contribute to the enhancement of teachers' effectiveness in public Anglo-Saxons higher education of Cameroon. Thus, the null hypothesis was rejected while the alternative that states there is a significant relationship between reward system and teachers' effectiveness in public Anglo-Saxons higher education of Cameroon was accepted. In this regard the researcher generally recommended that institutions should prioritize the recruitment processes to enhance educational outcomes. This can be achieved through; implementing stringent selection criteria that assess both academic qualifications and teaching competencies can lead to better hiring decisions.

**Keywords:** Recruitment and Selection, Teachers' Effectiveness, Public Anglo Saxons Higher Education Institutions and Cameroon.

**Introduction:** Teachers' effectiveness in higher education is a critical determinant of student success and institutional quality. It encompasses a range of competencies, including subject knowledge, pedagogical skills, and the ability to engage and motivate students. According to Hattie (2009), effective teaching significantly influences students' academic outcomes, making it essential for institutions to prioritize the recruitment and selection of qualified educators. In the context of public Anglo-Saxon higher

education institutions in Cameroon, the effectiveness of teachers is not only crucial for academic performance but also for fostering a conducive learning environment that promotes critical thinking and lifelong learning. The recruitment and selection processes play a pivotal role in ensuring that educational institutions attract and retain high-quality teaching staff. Research by Ingersoll (2001) emphasizes that effective recruitment strategies are linked to improved teacher quality, which subsequently enhances student learning experiences. In Cameroon, the challenge of attracting qualified academic staff is compounded by various factors, including low salaries, limited resources, and the competitive nature of the job market. As such, institutions must adopt comprehensive recruitment policies that align with institutional goals and the needs of the educational community.

Moreover, the impact of recruitment and selection on teachers' effectiveness is further underscored by the need for diversity and inclusivity in educational settings. According to Darling-Hammond (2000), a diverse teaching workforce can better address the varied learning needs of students and contribute to a richer educational experience. In public Anglo-Saxon higher education institutions in Cameroon, understanding the dynamics of recruitment and selection is vital for enhancing teachers' effectiveness and ultimately improving student outcomes, thereby contributing to the overall advancement of the educational sector in the country. In essence, in an ideal educational landscape, the recruitment and selection of teachers in public Anglo-Saxon higher education institutions in Cameroon would ensure that the most qualified and effective educators are placed in teaching positions (Mbulle, Etomes, & Ntui, 2023). Effective recruitment processes would not only attract highly skilled candidates but also promote diversity and inclusivity, resulting in improved student outcomes and institutional performance. However, the reality is starkly different. According to the Ministry of Higher Education in Cameroon (2020), over 60% of public universities face significant challenges in attracting qualified academic staff, primarily due to inadequate salaries and limited professional development opportunities. This shortfall has led to a significant gap between the ideal and actual teacher quality, directly impacting students' academic experiences and success.

The consequences of this recruitment and selection gap are profound. Research indicates a strong correlation between teacher effectiveness and student achievement; for instance, Kohout-Diaz, & Deyrich, (2021) found that quality teaching can account for up to 30% of student learning variance. In Cameroon, where

only 40% of educators possess advanced degrees relevant to their teaching disciplines (UNESCO, 2021), many students are left with inadequate support and guidance. This deficiency not only undermines the educational standards of institutions but also hampers the overall development of human capital necessary for the country's socio-economic growth. In response to these challenges, the Cameroonian government has initiated several reforms aimed at improving the recruitment and selection processes for teachers. Programs designed to enhance teacher training and incentives for professionals to enter the public sector have been implemented (Ministry of Higher Education, 2020). However, despite these efforts, the problem persists, as systemic issues such as bureaucratic inefficiencies, inadequate funding, and a lack of clear policies continue to hinder progress. As a result, the effectiveness of teachers remains compromised, perpetuating a cycle of underachievement in higher education that stifles both individual and national potential. Thus, this paper investigates the impact of recruitment and selection on teachers' effectiveness in public Anglo-Saxon higher education institutions of Cameroon. With one objective to:

- i. Examine the relationship between recruitment and selection and teachers' effectiveness in public Anglo-Saxon higher education institutions in Cameroon.

### LITERATURE REVIEW

From a theoretical point of view, the performance management theory of Walter D. Scott of WD Scott & Co. of Sydney (1914-1918) developed during the early 20th century, emphasizes the importance of measuring and managing employee performance to enhance organizational effectiveness. One of Scott's key ideas was that systematic evaluation and feedback mechanisms could significantly improve employee productivity and satisfaction. He advocated for clear performance standards and the use of objective criteria for assessing employee contributions. In the context of recruitment and selection, this theory underscores the necessity of incorporating performance metrics and evaluations into the hiring process, ensuring that the selected candidates not only possess the required qualifications but also align with the institution's performance expectations. For public Anglo-Saxon higher education institutions in Cameroon, applying Scott's principles could lead to more effective recruitment strategies that prioritize candidates who demonstrate a commitment to educational excellence.

Scott's theory also posits that effective performance management involves continuous feedback and development opportunities for employees. This principle is particularly relevant in the context of teacher effectiveness in higher education. By integrating ongoing performance assessments into the professional development of educators, institutions can foster an environment of continuous improvement. This approach aligns with the need for teachers in Cameroon to engage in regular training and development, particularly given the challenges of attracting qualified educators. By utilizing Scott's insights, institutions can enhance their recruitment processes to ensure that new hires are not only skilled but also receptive to professional growth, ultimately leading to improved teaching outcomes for students. Scott's focus on the psychological aspects of performance management highlights the importance of motivation and job satisfaction in employee effectiveness. In the realm of education, motivated teachers are more likely to engage their students and contribute positively to the academic environment. By applying Scott's principles, public Anglo-Saxon higher education institutions in Cameroon can create a more supportive and rewarding workplace for educators. This involves not only selecting candidates with strong qualifications but also implementing systems that recognize and reward effective teaching practices. As a result, the application of Scott's performance management theory could lead to a more effective recruitment and selection process that significantly enhances teachers' effectiveness, contributing to improved student learning outcomes and overall institutional success. Performance management theory allows employers and employees to clearly state the objectives that have to be achieved and ways to achieve them. In the Anglo-Saxon higher education system in Cameroon, during the recruitment and selection process, administrators set their objectives, which they strictly follow to get the best candidate. Also, Effective performance of a candidate recruited is one of the successes of the university. Good performance means productivity, quality, and effective teaching.

Recruitment and selection are the process of attracting individuals on a timely basis, in sufficient numbers, and with appropriate qualifications (Walker, 2019). Recruitment, according to Koontz (2014), involves attracting candidates to fill the positions in an organisational structure. It is the process of finding and attracting suitably qualified people to apply for job vacancies in the organisation (Opatha, 2010). Recruitment and selection is a set of activities an organisation uses to attract job candidates who have the needed abilities and attitudes. Recruitment is the

process of generating a group of qualified applicants for organisational job vacancies. However, Freeman and Gilbert (2013) stated that the purpose of recruitment is to provide a group of candidates that is large enough to let managers select the employees they need. Before recruiting begins, the position's requirements, which should relate to the task, must be clearly identified.

Some of the processes in selection include screening applications and resumes, testing and reviewing work samples, interviewing, and checking references and backgrounds. Organisations use these processes to increase the likelihood of hiring individuals who possess the right skills and abilities to be successful at their jobs (Walker, 2013). However, most recruitment and selection processes have elements of biased judgement inherent in them. But treating job applicants in a professional and positive manner is more likely to leave them, whether they are successful or not, with a positive view of the organisation and how it has dealt with the applicants (National University of Ireland, 2016). The challenge for many researchers then has been to demonstrate how scientifically derived recruitment and selecting practices add value to an organisation's performance. Recruitment and selecting staff is expensive both in terms of time and money, and it is therefore important that the process is carried out effectively and efficiently so that the results in the appointment of a person who fits the job being occupied (Djabatey, 2012).

Better recruitment and selection strategies result in improved organisational outcomes. The more effectively organisations recruit and select candidates, the more likely they are to employ and retain satisfied employees. Freeman and Gilbert (2010) stated that the purpose of recruitment is to provide a group of candidates that is large enough to let managers select the employees they need. In addition, the effectiveness of an organisation's selection system can influence bottom line business outcomes, such as productivity and financial performance. The methods of recruiting will depend upon the source of recruitment the organisation intends to utilise (Ejiofor, 2015). Where an organisation decides on a policy of recruitment from within, then the methods of recruitment will include job posting on public boards in order to inform all employees and so allow open competition; the secret review of the records of employees and giving the jobs to chosen employees; and finally, announcement to employees and unions that there are vacancies and that new hands will be welcome. Employees and unions are then in a position

to inform friends, relations, and colleagues. These methods of recruitment will work well for filling low-paid positions in the organisation. It has been argued that, no matter how much a company may design its manpower requirements to take account of internal skill developments, it still becomes necessary to bring in new talents into the organisation through external recruitment. Details of these sources are discussed below:

Advertising is one of the most important things present in our society today. It can be carried on everywhere, from television to billboards, newspapers, and the Internet. "Advertising is the nonpersonal communication of information, usually paid for and usually persuasive in nature, about products, services, or ideas by identified sponsors through the various media." Advertisement is the most common form of external sources of recruitment. Organisations advertise vacant positions on both electronic print and media to access a larger pool of applicants. As cited by Nel et al. (2013), an advertisement has communication as its basic underlying principle, and it should be worded in a manner that triggers responses from job seekers. Recruiters should formulate the wording of advertisements in a manner that is not discriminatory.

There are two types of recruitment in any organisation. These are internal and external recruitment. Internal recruitment is the process of selecting current employees for open positions within an organization. So, this strategy enables businesses to fill positions with workers who are already familiar with the organisation's culture and policies (Altman, Baruch, Zoghbi Manrique-de-Lara, & Viera Armas, 2020). As well as the company's processes and whether the candidate has a proven track record of success in the organization. There are several ways to recruit internally, including job postings, internal job fairs, and employee referral programs (Ireland, 2006). Additionally, it may entail providing employees with chances to progress their careers inside the company. In order to achieve this, they can use programs like mentoring, training, or job shadowing.

Some advantages of internal recruitment are higher employee retention rates, improved job satisfaction among current employees, and lower recruitment expenses. These are just a few advantages that internal recruitment may offer firms. Additionally, it can assist businesses in spotting and nurturing talent already present among their employees, which can result in a more qualified workforce and stronger leadership pipelines.

External recruitment is a process wherein companies get help from other external players in their hiring. Therefore, it involves filling job openings within an



organization. On the other hand, job boards and hiring platforms like consulting companies attract and hire candidates (Ireland, 2011). Also, use social media and other sources by publicising the vacancy and encouraging external candidates to apply. Many methods of external recruitment exist, including job fairs, university recruiting activities, and internet job advertisements. Additionally, it might entail making focused outreach to certain candidate pools, including business professionals or fresh grads. Organisations may profit from external recruitment in several ways, including access to a larger talent pool with a variety of talents and experiences. It may also inject the company with new ideas and perspectives that foster innovation and expansion. However, external hiring can be more time- and money-consuming than internal hiring. If new hires do not fit well with the corporate culture, it may also result in poorer employee retention rates.

There are different types of external recruitment, among which are the Internet, online e-recruitment, campus recruitment, referral recruitment, employment agencies, labour offices, walk-in interviews, and headhunting.

Internet recruiting is the process of posting job openings, finding candidates, and managing the hiring process. E-recruitment, or online or internet recruitment, uses web-based tools such as a firm's public internet site or its own intranet to recruit staff (Djabatey, 2012). The processes of e-recruitment consist of attracting, screening, and tracking applicants; selecting; and offering jobs or rejecting candidates (Cappelli, 2011). Hence, the rising significance of virtual recruitment, like pre-recorded video interviews, has gained popularity in recent years.

Campus recruitment is a form of recruitment where businesses find and hire recent graduates for internships or full-time job openings. Hence, to draw in top talent, this strategy entails having a presence on college campus drives or hiring drives. Also, interacting with students through a range of activities and events. Recruiting on campus can take many different forms, including participating in employment fairs, organising on-campus activities, supporting student clubs, and providing internship and co-opportunities. Organisations can engage with kids through these events, teach them about the business and its culture, and gauge their potential as future employees (Nel et al., 2019).

Referral recruitment is one of the most important employee engagement platforms for employees. Using referral recruitment types by giving credits and benefits to the employee on their referral recruiting will happen fast. On the other hand, it encourages staff

in their work. Also, recruiters and companies can use this method from time to time to source trustworthy employees via referral. A referral program may be aggressively promoted to employees through internal communication channels, offer monetary rewards for successful recommendations, offer employees user-friendly referral portals, or use any number of other strategies. Further, this source enhances the effectiveness of recruitment. HR managers offer various incentives/rewards, including cash incentives, to the current employees for referring the best candidates (Rajarao, 2010).

Employment agencies, sometimes referred to as labour brokers, even though they can face criticism from labour unions, tend to be fast and efficient in recruiting applicants for specialised positions. For a fee collected from either the employee or the employer, usually the employer, these agencies do some preliminary screening for the organisation and put that organisation in touch with applicants. Private employment agencies differ considerably in the level of service, costs, policies, and types of applicants they provide. Employers can reduce the range of possible problems from these sources by giving a precise definition of the position to be filled (Sims, 2012).

Labour offices are sources of certain types of workers within an organisation. In some industries, such as construction, unions have traditionally supplied workers to employers. A labour pool is generally available through a union, and workers can be dispatched to particular jobs to meet the needs of the employers. In some instances, the union can control or influence recruiting and staffing needs. An organisation with a strong union may have less flexibility than a non-union company in deciding who will be hired and where that person will be placed. Unions also can work to an employer's advantage through cooperative staffing programs, as they do in the building and printing industries (Keshav, 2013).

Headhunting is a recruitment strategy that involves identifying and approaching individuals for jobs. For example, individuals who are employed in other companies and intending to recruit them for a job opening. Interestingly, this approach is typically used to target highly skilled, experienced, or specialised candidates. Also, who may not be actively looking for a job. Walk-in interviews involve inviting candidates to attend interviews without prior appointments. This type of recruitment is common in industries such as retail, hospitality, and customer service. Walk-in interviews offer several advantages, including faster recruitment processes as well as low recruitment costs or screening. However, walk-in interviews also have some

disadvantages, including the risk of unqualified or unsuitable candidates. Also, the need for additional screening and verification processes. Recruitment types vary across different organisations and industries. Hence, each type of recruitment practice has its advantages and disadvantages. So, organisations need to choose the best recruitment types that align with their business objectives and organisational culture. It is important to adopt and partner with proper recruitment tools and strategies for it to be successful.

**METHODOLOGY**

The survey research design using the mixed methods was chosen for the study. The population of the study is comprised of all the staff and administrators in the universities of Buea and Bamenda, which are the two Anglo-Saxon state universities in Cameroon. The target population of the study consists of full-time lecturers irrespective of their faculties and departments in the University of Buea and Bamenda with an accessible population of 456 academic staff and administrators selected from six faculties in the Universities of Buea, and four faculties from the University of Bamenda. The sample size consists of 10 administrators and 234 lecturers drawn from six faculties were selected from the University of Buea, and a sample of 10 administrators and 202 lecturers drawn from four faculties were selected from the University of Bamenda. This gave a total sample size of 456 participants, with 20 administrators and 436 full-time lecturers being the sample size of the study in relation to the total population of 1014 respondents. The four-

point Likert scale response option questionnaires were used for data collection from lecturers, while the instruments for administrators were structured interview. Data from the questionnaires was analysed using SPSS 23.0, with the aid of descriptive and inferential statistical tools while the interview was analysed thematically. The Spearman’s rho was used to test the lone research hypotheses formulated in the study.

**FINDINGS AND DISCUSSION**

This section presents the findings of the study from data successfully collected from 431 lecturers and 20 administrators from two state universities in Cameroon on recruitment and selection and their impact on teachers’ effectiveness in public Anglo-Saxon higher education institutions of Cameroon. The returned rate of questionnaires for lecturers stood at 98.7%, while that for administrators was 100%. All statistics are presented at a 95% confidence interval with an error margin set at 0.05. Quantitative data are displayed in two formats: a stretched format showing frequencies and percentages based on a four-point scale, and a collapsed format that combines "strongly agree" and "agree" into "Agree," while "disagree" and "strongly disagree" are combined into "Disagree" for clearer interpretation of responses.

**The relationship between recruitment and selection and teacher’s effectiveness in public Anglo-Saxon higher education institutions in Cameroon**

The tables below depict lecturers’ opinions on recruitment and selection and teachers’ effectiveness.

**Table 1: Lecturers’ opinions on Recruitment and Selection in Higher Education**

Statements	Stretched				Collapsed	
	SA	A	D	SD	SA/A	D/SD
Qualifications of lecturers have an impact on students’ performance	187 (43.3%)	244 (56.6%)	0 (00.0%)	0 (00.0%)	431 (100%)	0 (00.0%)
Advertising academic staff vacancies on appropriate media is the major tool to attract the right candidates with required qualifications and experience	187 (43.4%)	244 (56.6%)	0 (00.0%)	0 (00.0%)	431 (100%)	0 (00.0%)
Head hunting is practised as part of the recruitment and selection process	127 (29.5%)	141 (32.7%)	148 (34.3%)	15 (3.5%)	268 (62.2%)	163 (37.8%)
The current recruitment and selection process is assisting to employ the right candidates to meet the intended objectives	83 (19.3%)	111 (25.8%)	163 (37.8%)	74 (17.2%)	194 (45.0%)	237 (55.0%)
The recruitment and selection process is ensuring privacy and observance of equal opportunity legislation.	76 (17.6%)	160 (37.1%)	39 (9.0%)	156 (36.2%)	236 (54.8%)	195 (45.2%)
Low salaries and limited benefits are affecting the recruitment and selection of qualified academic staff	69 (16.0%)	158 (36.7%)	173 (40.1%)	31 (7.2%)	227 (52.7%)	204 (47.3%)

Cultural background play a significant role in the recruitment and selection process of lecturers in your faculty	205 (47.6%)	226 (52.4%)	0 (00.0%)	0 (00.0%)	431 (100%)	0 (00.0%)
The recruitment and selection process is ensuring conformity to legal requirements as required by your institution	87 (20.2%)	147 (34.1%)	39 (9.0%)	158 (36.7%)	234 (54.3%)	197 (45.7%)
The recruitment and selection policy of establishment ensures consistency in hiring staff and reducing the risk of bias or discrimination.	135 (00.0%)	261 (60.6%)	19 (4.4%)	16 (3.7%)	396 (91.9%)	35 (8.1%)
Applicants who are graduates from Teachers' Training Colleges are giving priority during recruitment because of their mastery of pedagogy	28 (6.5%)	146 (33.9%)	112 (26.0%)	145 (33.6%)	174 (40.1%)	257 (59.6%)
<b>Multiple Responses Set (MRS)</b>	<b>1184</b> <b>(27.5%)</b>	<b>1838</b> <b>(42.6%)</b>	<b>693</b> <b>(16.1%)</b>	<b>595</b> <b>(13.8%)</b>	<b>3022</b> <b>(70.1%)</b>	<b>1288</b> <b>(29.9%)</b>

*n=431*

In aggregate, a significant majority (70.1%) of lecturers believe that recruitment and selection processes directly influence teacher's effectiveness in public Anglo-Saxon higher education institutions in Cameroon. This perspective is supported by the consensus among all 431 lecturers surveyed, who acknowledged that the qualifications of lecturers significantly impact student performance. Furthermore, the recognition of cultural background as a crucial factor in the recruitment and selection process highlights the need for institutions to consider diversity and inclusivity when hiring academic staff. The emphasis on advertising academic vacancies through appropriate media underscores the importance of strategic recruitment practices to attract qualified candidates. This aligns with the findings of Fong-Yee (2013), who noted that effective recruitment strategies are essential for improving teacher quality, which in turn enhances student learning outcomes. Therefore, the data suggests that a well-structured recruitment and selection process is vital for fostering effective teaching and improving overall educational quality in these institutions.

Also, findings reveal that a substantial majority of lecturers 396 (91.9%) believe that the recruitment and selection policy of their institutions promotes consistency in hiring practices while minimizing the risk of bias or discrimination. This perception is crucial, as it indicates that the established policies are perceived to uphold fairness and equity in the hiring process, which is essential for fostering a diverse and inclusive academic environment. Additionally, the practice of headhunting, reported by 268 (62.2%) of lecturers, suggests that institutions are actively seeking out qualified candidates, which can enhance the quality of teaching staff. Furthermore, the fact that 236 (54.8%) of lecturers feel that the recruitment and selection process ensures privacy and adheres to equal

opportunity legislation underscores the importance of compliance with legal standards in hiring practices. This aligns with the findings of Scott (1914), who emphasized that structured recruitment processes not only enhance organizational effectiveness but also promote fairness and reduce discrimination in hiring. Therefore, these results highlight the critical role of recruitment and selection policies in shaping a competent and equitable academic workforce in public Anglo-Saxon higher education institutions in Cameroon.

Furthermore, findings indicate that just over half of the lecturers 234 (54.3%) believe that the recruitment and selection process adheres to legal requirements set by their institutions, which is essential for maintaining compliance and ethical standards in hiring practices. This conformity to legal frameworks is crucial in ensuring that recruitment processes are fair and transparent, thereby fostering trust among potential candidates. However, the concern raised by 227 (52.7%) of lecturers regarding low salaries and limited benefits affecting the recruitment of qualified academic staff highlights a significant barrier to attracting top talent. This situation reflects broader trends in higher education, where financial incentives play a critical role in recruitment strategies. According to Hafeez (2021), competitive compensation packages are vital for attracting and retaining qualified educators, as they directly influence job satisfaction and commitment. Therefore, while adherence to legal requirements is important, addressing the financial constraints faced by institutions is equally critical to enhance the effectiveness of recruitment and selection processes and ensure that qualified candidates are drawn to the academic workforce.

The findings reveal a significant disconnect between the perceived effectiveness of the recruitment and selection process and the actual prioritization of candidates from teachers' training colleges. Specifically,

257 (59.6%) of lecturers disagreed that graduates from these institutions are favored due to their mastery of pedagogy, suggesting that the recruitment process may not adequately recognize the pedagogical skills that these candidates possess. This is concerning, as effective teaching is often linked to a strong foundation in pedagogical principles, which are typically emphasized in teacher training programs. Additionally, 237 (55.0%) of lecturers expressed skepticism about the current recruitment and selection process's ability to employ the right candidates to meet institutional objectives. This skepticism raises questions about the alignment of recruitment practices with the strategic goals of the institutions, indicating a potential gap in the effectiveness of the hiring process. According to

Hattie (2009), the quality of teaching significantly impacts student outcomes, and thus, ensuring that the right candidates are selected is crucial for educational success. Furthermore, Albaroudi (2024) emphasizes that recruitment strategies must be designed to attract qualified educators who can meet the specific needs of the institution. Therefore, while (70.1%) of lecturers believe that recruitment and selection are well executed, the concerns raised highlight the need for a more nuanced approach that prioritizes pedagogical expertise and aligns hiring practices with educational objectives.

The tables below depict administrators' opinions on recruitment and selection and teachers' effectiveness.

**Table 23: Administrators Opinion if the current recruitment and selection process help in the employment of the right candidates to meet the intended objectives**

Does the current recruitment and selection process in your faculty help in the employment of the right candidates to meet the intended objectives?	Themes	Quotations
Yes	MINESUP framework	<p><i>The MINESUP framework is often strictly followed up because the ministerial policy of selection is always followed. It does because the criteria used for selection is given by the Ministry and applied by the authorities in the university.</i></p> <p><i>Yes because Higher Education has modalities. It does because only the best candidates are selected.</i></p> <p><i>Yes because the Ministerial laid down selection criteria is universal and highly respected.</i></p>
	University criteria	<p><i>Yes because there is a universal procedure from the ministry to follow.</i></p> <p><i>Yes, this is because the university criteria for selection are always followed.</i></p> <p><i>Yes due to the implementation of the university selection policy.</i></p> <p><i>Because there is a common procedure to follow by the university.</i></p> <p><i>Yes because recruitment and selection start from the base.</i></p>
No	Favoritism	<p><i>Not quite because in some cases some less qualified staff are favoured.</i></p> <p><i>Not really due to tribalism and unjust Favouritism of some candidates.</i></p> <p><i>Not quite because of interpersonal relationship and favouritism.</i></p> <p><i>Not really because a candidate shortlisted at the faculty can later be rejected and vice versa due to favouritism</i></p>
	Influence of some hierarchy	<p><i>Not quite because of the influence of some hierarchy who may have particular interest on some candidates.</i></p> <p><i>Not really because despite MINESUP selection modalities, there are several bottle necks in the process.</i></p>

The findings indicate that administrators perceive the current recruitment and selection process as effective in employing the right candidates to meet institutional objectives, largely due to adherence to the MINESUP framework and university-specific criteria. Administrators emphasized the importance of following established guidelines, stating, "The MINESUP framework is often strictly followed up because the ministerial policy of selection is always

followed," which underscores the role of governmental policies in shaping recruitment practices. This adherence to a structured framework is crucial for ensuring that selection criteria are consistently applied, thereby enhancing the likelihood of hiring candidates who align with the institution's goals. Additionally, the affirmation that "the university criteria for selection are always followed" highlights the importance of institutional policies in guiding recruitment efforts.



According to Leppin (2021), structured recruitment processes not only improve organizational effectiveness but also ensure that the right candidates are selected based on clear and consistent criteria. Furthermore, Stafford-Cotton (2021) notes that effective recruitment practices are essential for achieving educational objectives, as they directly influence the quality of teaching and learning outcomes. Therefore, the administrators' confidence in the recruitment process reflects a broader understanding of the importance of systematic approaches in hiring, which are vital for meeting the intended objectives of higher education institutions.

On the other side, findings indicate a significant concern among some administrators regarding the effectiveness of the current recruitment and selection process, as they believe it fails to employ the right candidates to meet institutional objectives. This skepticism stems from perceptions of favoritism and hierarchical influences that undermine the integrity of the selection process, even within the framework

established by MINESUP. As noted, “the current recruitment and selection process is full of favouritism and is influenced by some hierarchy,” suggesting that personal connections and power dynamics may overshadow merit-based criteria. Such issues can create bottlenecks that hinder the recruitment of qualified candidates, as highlighted by the challenges of decentralized hiring and manual candidate screening, which can lead to inconsistencies and subjective decision-making. In this context, it is crucial to address these bottlenecks to ensure that recruitment practices align with the intended objectives of higher education institutions. According to Buchanan (2012), effective recruitment strategies must be free from bias and favoritism to attract and retain qualified educators who can contribute positively to student outcomes. Therefore, while the MINESUP framework provides a structured approach, the presence of favoritism and hierarchical influences poses significant challenges that need to be addressed to enhance the overall effectiveness of the recruitment and selection process.

**Table 24: Administrators Opinion if the recruitment and selection policy ensure consistency in hiring staff and reducing the risk of bias or discrimination**

Themes	Quotations
Evaluation sheet	<p><i>There is an evaluation sheet by the central administration that is used to evaluate candidates with clear criteria. Only staff who are well qualified are recruited and because of this they put in their best given that they have the expertise.</i></p> <p><i>Candidates in my faculty go through a skill tests, cognitive ability tests, and personality assessments that is always design to minimize bias.</i></p> <p><i>An evaluation form from the central administration is always respected to eliminate bias.</i></p>
Guiding principles	<p><i>Guiding principles are set down by the Ministry and the Ministry sends representatives to ensure that the principles are respected.</i></p> <p><i>The faculty always goes for the best candidates</i></p> <p><i>Consistency is ensured by various instances involve during the recruitment process.</i></p> <p><i>The interview organised always help in the selection of the best candidates.</i></p> <p><i>The different evaluation exercise always help in the selection of outstanding candidates.</i></p>
Respect of recruitment criteria	<p><i>There is high respect of recruitment criteria established by the Ministry of Higher Education.</i></p> <p><i>The stipulated recruitment criteria are always highly respected.</i></p> <p><i>Identifying information such as names, ages, and other personal details from resumes of a candidate are always remove before reviewing them. This practice helps eliminate unconscious biases related to ethnicity, gender and age. As a result, recruiters’ always focus solely on the candidate’s qualifications and experience.</i></p>
Recruitment team	<p><i>My faculty always create a new recruitment panel during different recruitment period to avoid bias and discrimination.</i></p> <p><i>A diverse panel is always created to foster a more inclusive atmosphere during the interview process.</i></p> <p><i>An interview is always organised to enable the faculty to get the best candidate.</i></p> <p><i>Recruitment team are always provided with training on unconscious bias and its impact on hiring decisions.</i></p>
Social media	<p><i>Information about the recruitment and selection process are send to social media and radio houses for advertisement.</i></p> <p><i>Information about vacancies are made known to the general public through advertisement on social media.</i></p>

The findings indicate that some administrators believe the recruitment and selection policy in their faculties effectively ensures consistency in hiring staff and

reduces the risk of bias or discrimination. This belief is supported by several mechanisms in place, including the use of evaluation sheets, skill tests, and adherence to guiding principles set by the Ministry. Those who

mentioned that an evaluation sheet provided by the central administration is utilised to assess candidates based on clear criteria. "There is an evaluation sheet by the central administration that is used to evaluate candidates with clear criteria; candidates in my faculty go through skill tests, cognitive ability tests, and personality assessments that are always designed to minimise bias." This structured approach helps ensure that only well-qualified staff are recruited, which can enhance the overall quality of teaching and learning within the institution. By having defined criteria, the recruitment process becomes more objective, minimising the potential for bias in hiring decisions.

The use of evaluation sheets not only aids in selecting qualified candidates but also encourages those hired to perform at their best, as they are aware that their expertise is being recognised and valued. This can lead to improved job satisfaction and performance among faculty members. The administrators noted that candidates in their faculties undergo various assessments, including skill tests, cognitive ability tests, and personality assessments. These tests are designed to evaluate candidates objectively and minimise bias in the selection process. Research supports the use of such assessments, as they can provide valuable insights into a candidate's suitability for a role beyond what is captured in interviews or resumes (Hewage, 2023). Some administrators highlighted that guiding principles established by the Ministry of Higher Education (MINESUP) are strictly followed during the recruitment process. The presence of ministry representatives ensures that these principles are respected, which adds an additional layer of accountability and consistency to the hiring process. This oversight helps to reinforce the commitment to fair and equitable recruitment practices. The emphasis on seeking the best candidates at various stages of the recruitment process further supports the notion of consistency. By prioritising qualified individuals, faculties can enhance their academic standards and ensure that they are meeting their educational objectives effectively (Greenhill, 2010).

Also, administrators emphasised that the recruitment criteria set by MINESUP are highly respected within their faculties. This adherence is crucial for maintaining a standardised approach to hiring, which helps to ensure that all candidates are evaluated based on the same benchmarks. Research indicates that clear and consistent criteria can significantly reduce the potential for bias in recruitment processes (Rajarao, 2010). By following these established criteria, faculties

can effectively mitigate unconscious biases related to ethnicity, gender, and age. When recruitment decisions are based on objective qualifications and experience rather than subjective perceptions, the likelihood of discrimination decreases. Studies have shown that structured recruitment processes that emphasise qualifications over personal characteristics can lead to more equitable hiring outcomes (Kubiak, 2023). As a result of the rigorous application of recruitment criteria, administrators noted that recruiters focus solely on candidates' qualifications and experience. This merit-based approach not only enhances the quality of hires but also fosters a more inclusive environment where all candidates have an equal opportunity to succeed based on their capabilities. Research supports the notion that a focus on qualifications can lead to improved organisational performance and employee satisfaction (Opatha, 2010).

Similarly, administrators noted that their faculties create new recruitment panels for each recruitment period. This practice helps to ensure that different perspectives are included in the hiring process, which can reduce the risk of bias. By rotating panel members, faculties can minimise the influence of any individual biases that may arise from having the same people involved in multiple recruitment cycles. Research suggests that diverse hiring panels can lead to more equitable outcomes and better decision-making (Munyoro et al., 2016). The organisation of structured interviews is another key strategy mentioned by administrators. Structured interviews, where all candidates are asked the same set of predetermined questions, can help ensure that evaluations are based on consistent criteria. This approach not only enhances fairness but also allows for a more objective assessment of candidates' qualifications and fit for the role. To further reduce bias and discrimination, faculties advertise their recruitment processes through social media and radio. By disseminating information about vacancies to the general public, they increase the pool of applicants and ensure that opportunities are accessible to a broader audience. This transparency can help attract diverse candidates and promote inclusivity in the hiring process. Utilising social media and radio for recruitment not only informs potential candidates about job openings but also engages the community. This outreach can enhance the institution's reputation and demonstrate a commitment to fair hiring practices, as it shows that the faculty is actively seeking qualified candidates from various backgrounds (Darling-Hammond, 2000).

**Table 25: Administrators Opinion on how the recruitment and selection process contribute in enhancing teaching effectiveness**

Themes	Quotations
Improve Productive	<p><i>Only the qualified candidates in the required area of specialization are selected. Hence maximum output is expected from them and this is confirmed from feedback we have from the students.</i></p> <p><i>Recruiting good teachers directly contributes to teaching effectiveness by ensuring that classrooms are led by individuals with the necessary skills, knowledge, and passion for education.</i></p> <p><i>When qualified staff are selected and recruited, it is obvious that they will deliver the goods and perform their best.</i></p> <p><i>The objective is always to recruit qualified staff and this is always the key criteria for selection bringing about proactivity.</i></p> <p><i>The teachers selected are always very productive.</i></p>
Improve student's outcome	<p><i>Recruiting high quality lecturers contribute in impacting student learning, and ultimately improve overall student outcomes.</i></p> <p><i>The lecturers recruited always do their best to ensure efficiency and effectiveness in the teaching learning process.</i></p> <p><i>The recruitment criteria from MINESUP are higher respected so as to have the best teachers to improve student's outcome.</i></p> <p><i>Getting qualified teachers helps to increase students' engagement.</i></p> <p><i>It enhances quality feedback from students.</i></p> <p><i>Contributes in helping students achieve their learning goals.</i></p>
Respect field	<p><i>Only those qualified are recruited in respective specialties.</i></p> <p><i>Those qualified are recruited in respective field.</i></p> <p><i>The selection of qualified staff always gives room for division of labour.</i></p>
Collaboration	<p><i>Division of labour and collaborative teaching.</i></p> <p><i>The newly recruited staff always bring in an extra force of collaboration that the faculty needs.</i></p> <p><i>It gives an opportunity for division of labour.</i></p>

The findings indicate that the recruitment and selection process play a crucial role in enhancing teaching effectiveness and productivity by ensuring that only qualified candidates in the required areas of specialization are selected. This approach is essential as it leads to maximum output from educators, which is corroborated by positive feedback from students. As one administrator noted, "recruiting good teachers directly contributes to teaching effectiveness by ensuring that classrooms are led by individuals with the necessary skills, knowledge, and passion for education." This aligns with the assertion by Koontz (2014) that the quality of teaching significantly impacts student learning outcomes, emphasizing the importance of hiring educators who possess both expertise and enthusiasm for their subjects.

Moreover, the recruitment of high-quality lecturers is seen as instrumental in impacting student learning and improving overall student outcomes. Administrators highlighted that "the lecturers recruited always do their best to ensure efficiency and effectiveness in the teaching-learning process." This sentiment reflects the understanding that effective recruitment not only fills

vacancies but also enhances the educational experience for students. Ingersoll (2001) supports this view, stating that effective recruitment strategies are vital for attracting qualified educators who can positively influence student achievement. When institutions prioritize the hiring of skilled lecturers, they create an environment conducive to learning and academic success.

Additionally, the findings suggest that recruiting qualified individuals allows for a division of labor, which can lead to more specialized and effective teaching practices. As some administrators pointed out, "newly recruited staff always bring in an extra force of collaboration that the faculty needs." This collaborative spirit fosters a supportive academic community where educators can share best practices and resources, ultimately benefiting students. According to Scott (1914), structured recruitment processes enhance organizational effectiveness by ensuring that the right candidates are selected based on clear criteria, which in turn promotes collaboration and innovation within educational institutions. Therefore, the recruitment and selection process is not merely a procedural formality

but a strategic component that significantly contributes to teaching effectiveness and productivity.

Verification of Hypothesis

**Ho:** There is no significant relationship between recruitment and selection and teachers' effectiveness

in public Anglo-Saxon higher education in Cameroon.

**Ha:** There is a significant relationship between recruitment and selection and teachers' effectiveness in public Anglo-Saxon higher education in Cameroon.

**Table 27: Relationship between recruitment and selection and teachers' effectiveness in public Anglo-Saxons higher education of Cameroon**

		Recruitment and Selection	Teacher' Effectiveness
Spearman's rho	R-value	1.000	.839**
	p-value	.	.000
	N	431	431

**\*\*.** Correlation is significant at the 0.01 level (2-tailed)

The hypothetical statistics showed that there is a significant, positive, and very strong relationship between recruitment and selection and teachers' effectiveness in public Anglo-Saxon higher education in Cameroon (R-value 0.839\*\*, p-value < 0.000 < 0.05). The positive sign of the correlation value implies that proper and adequate recruitment and selection will contribute to the enhancement of teachers' effectiveness in public Anglo-Saxon higher education in Cameroon. Thus, the null hypothesis was rejected while the alternative that states there is a significant relationship between recruitment and selection and teachers' effectiveness in public Anglo-Saxon higher education in Cameroon was accepted. Effective recruitment and selection processes ensure that only qualified and competent candidates are hired. This is essential for maintaining high teaching standards and improving student outcomes. Research shows that the quality of teachers directly impacts student learning and achievement (Fong-Yee, 2013). Proper recruitment practices help align the skills and competencies of lecturers with the strategic goals of the institution. When lecturers possess the necessary qualifications and fit the institutional culture, they are more likely to perform effectively and contribute positively to the educational environment. A strong recruitment and selection process not only attracts qualified candidates but also helps in retaining effective teachers. When teachers feel that they are part of a well-structured and supportive environment, they are more likely to remain in their positions, which contributes to overall institutional stability and effectiveness (González Gómez, 2019).

In conclusion, the findings of this study underscore a significant majority of lecturers (70.1%) believe that the recruitment and selection process substantially influence teaching effectiveness in public Anglo-Saxon higher education institutions in Cameroon. The findings underscore the critical role that qualified lecturers play in enhancing student performance, with effective advertising and appropriate selection methods being paramount in attracting candidates with the necessary qualifications and cultural backgrounds. While many administrators acknowledge adherence to the MINESUP framework and university criteria, concerns regarding favoritism and hierarchical influences suggest that the recruitment process may not be entirely free from bias. Nevertheless, the strong correlation (R-value of 0.839) between recruitment and selection practices and teacher effectiveness highlights the importance of proper hiring procedures in achieving educational objectives. The performance management theory posited by Walter D. Scott emphasizes that structured recruitment processes are essential for organizational success, advocating that "the right people must be placed in the right positions" (Scott, 1914). This theory aligns with the study's findings, as it suggests that effective recruitment and selection directly contribute to improved teaching outcomes by ensuring that qualified individuals are appointed. Scott's insights into systematic recruitment processes point to the necessity of clear criteria and evaluation methods to mitigate bias and enhance the overall effectiveness of educational institutions. Ultimately, the study underscores the need for continuous improvement in recruitment practices to foster a more effective teaching workforce, thereby ensuring that public Anglo-Saxon higher education institutions in Cameroon can meet their intended educational objectives. In this regard the researcher

**CONCLUSION AND RECOMMENDATION**



generally recommended that institutions should prioritize the recruitment processes to enhance educational outcomes. This can be achieved through; Implementing stringent selection criteria that assess both academic qualifications and teaching competencies can lead to better hiring decisions. Providing ongoing training and development opportunities for newly recruited lecturers can further enhance their effectiveness in the classroom. Establishing feedback systems that allow for the evaluation of teaching effectiveness can help in refining recruitment and selection processes over time.

## REFERENCES

- Albaroudi, M. (2024). The talent management challenges and opportunities in the UAE public sector. *Public Personnel Management*, 53(1), 3-26. <https://doi.org/10.1177/00910260221105549>
- Altman, Y., Baruch, Y., Zoghbi Manrique-de-Lara, P., & Viera Armas, M. M. (2020). What academics do when approaching retirement: A reflection on the process and consequences. *Studies in Higher Education*, 18(8), 1-12.
- Buchanan, J. (2012). *The impact of digital technology in education*. Routledge.
- Cappelli, P. (2011). *Talent management: Challenges and opportunities*. Center for Effective Organizations.
- Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1). <https://doi.org/10.14507/epaa.v8n1.2000>
- Djabatey, R. (2012). Employee recruitment and selection practices: A case study of goldfields Ghana limited, Tarkwa.
- Ejiofor, E. (2015). Recruitment and selection as determinants of organizational performance. *Management*, 5(3), 71-78.
- Fong-Yee, S. (2013). Talent management: Aligning strategy, people and processes. *Journal of Knowledge Management*, 1(1), 1-14.
- Freeman, R. E., & Gilbert, D. R. (2010). *Stakeholder theory and management: A roadmap*. Cambridge University Press.
- Freeman, R. E., & Gilbert, D. R. (2013). *Stakeholder management*. In *Managing for stakeholders* (pp. 25–47). Springer.
- González Gómez, S. (2019). The transformation of the model of university organization in Spain. *Journal of New Approaches in Educational Research*, 17, 23-39.
- Greenhill, A. (2010). *Stakeholder engagement: A road map for meaningful engagement*. Routledge.
- Hafeez, K. (2021). Linking talent management practices with sustainable competitive advantage: The mediating role of knowledge worker engagement. *Business Perspectives and Research*, 10(1), 109-127. <https://doi.org/10.1177/22785337211026385>
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.
- Hewage, C. (2023). Impact of talent management practices on employee performance in Sri Lankan banking sector.
- Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38(3), 499-534. <https://doi.org/10.3102/00028312038003499>
- Ireland, R. D. (2006). Achieving and maintaining strategic competitiveness. *Academy of Management Executive*, 20 (1), 39-44.
- Ireland, R. D. (2011). Strategic entrepreneurship: Creating competitive advantage through streams of innovation. *Business Horizons*, 54 (1), 19-29.
- Keshav, S. (2013). *How to do research*. Cambridge University Press.
- Kohout-Diaz, M., & Deyrich, M.-C. (2021). Teacher entitlement and its links to inclusive educational practice. In *Advances in Research on Teaching* (pp. 1-20). Emerald Publishing Limited.
- Koontz, H. (2014). *Management: A global and entrepreneurial perspective*. McGraw-Hill Education.
- Kubiak, C. (2023). The talent management challenges and opportunities in the tourism sector. University Press.
- Leppin, A. (2021). Talent management practices for innovation: A systematic literature review. *Business and Management Studies*, 7(3), 74-88. <https://doi.org/10.11114/bms.v7i3.5304>

- Mbulle, E. S., Etomes, S. E., & Ntui, A. M. (2023). Teachers' membership in professional associations provides opportunities for continuous education because such associations often hold meetings to update teachers on issues to improve their productivity in Anglo-Saxon Universities in Cameroon. *African Educational Research Journal*, 12, 1-19.
- Ministry of Higher Education. (2020). Report on the state of higher education in Cameroon. Government of Cameroon.
- Munyoro, G., et al. (2016). Recruitment and selection practices in small to medium enterprises. University Press.
- National University of Ireland. (2016). Strategic plan 2016-2020. Retrieved from <https://www.nuigalway.ie/media/nuigalwaywebsite/contentassets/files/aboutus/Strategic-Plan-English-Final.pdf>
- Nel, P. S., Kirsten, M., Swanepoel, B., Erasmus, B., & Tshilongamulenzhe, M. C. (2019). South African human resource management: Theory and practice. Oxford University Press Southern Africa.
- Nel, P. S., Werner, A., Poisat, P., Botha, M., & Sono, T. (2013). Human resources management. Oxford University Press.
- Opatha, H. H. (2010). Human resource management. Department of Human Resource Management, University of Sri Jayewardenepura.
- Rajarao, K. N. (2010). Human resource management: Text and cases. PHI Learning Private Limited.
- Scott, W. D. (1914). The theory of performance management. WD Scott & Co.
- Scott, W. D. (1918). Principles of management. WD Scott & Co.
- Sims, R. R. (2012). Ethics and corporate social responsibility: Why giants fall. Praeger.
- Stafford-Cotton, R. (2021). Talent Management in Practice: Developing, Deploying, Connecting and Sustaining your Best People. Kogan Page Publishers.
- UNESCO. (2021). Global education monitoring report 2021: Inclusion and education: All means all. United Nations Educational, Scientific and Cultural Organization.
- Walker, J. W. (2013). Human resource planning. McGraw-Hill.
- Walker, J. W. (2019). Human resource forecasting and planning. Routledge