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The Effect of Competency Based Recruitment and Selection Practice on the Job
Performance in the Case of Information Network Security Agency

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The Effect of Competency Based Recruitment and Selection Practice on the Job Performance

In Case of Information Network Agency

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DECLARATION

I, Aklile Solomon, hereby declare that this Master Thesis titled “Effects of competency based Recruitment and Selection Practices on job Performance” is an original work. I have carried out the present study independently with the guidance and support of the research advisor Dr. Abdurezak Mohammed. Any other research or academic sources used here in this study have been duly acknowledged. Moreover, this study has not been submitted for the award of any Degree or Diploma Program in this or any other institution.

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List of Abbreviations

INSA – Information Network Security

Agency

HR – Human Resources

HRM - Human Resources Management

JD - Job Description

KSA's - Knowledge, Skills and Abilities

SPSS –Statistical Packages for Social Science

Abstract

Human Resources are critical to an organization's success. Human resource management is critical to an organization's success. As a result, by designing and implementing human resource (HR) plans that are integrated with the business strategy, human resource management must ensure that the organization has the talented, skilled, and engaged people needed to fulfill organizational objectives (strategic HRM). All businesses rely on the performance of their employees. Employees have a critical role in ensuring the long-term viability of companies and the achievement of their objectives. As a result, firms should improve their recruitment and selection procedures in order to hire and retain the best people. One concern that comes to mind when considering a shift from traditional to competency based recruiting and selection is: How might a competency based approach increase the organization's capacity to forecast successful job performance from prospective applicants? The goal of this research is to see how competency based recruiting and selection affect employee performance in the context of an information network security agency. To get a higher quality in the research outcomes, the researcher employed an explanatory/casual study with quantitative research methodologies. The researcher were use Tables to utilized to compile the responses using descriptive statistics including percentage, frequency, measures of central tendency, and mean. A descriptive statistic where used to describe the respondents' overall level of agreement. Analysis was conducted using SPSS (Statistical Package for Social Science) version 23.0. Participants in the data collection process were chosen using simple random sampling approaches. To sample, 248 people were enlisted. A total of 276 personnel were chosen from a target population of 900. Standard questionnaires were used to collect the primary data. Inferential statistics revealed the nature and magnitude of relationships established between competencies based recruitment and selection practice (independent variable) and job performance (dependent variables) using analysis to make inferences from the data collected to more generalized conditions. Descriptive statistics used frequencies in their absolute and relative forms (percentage), whereas inferential statistics used analysis to make inferences from the data collected to more generalized conditions. Inferential statistics were used to perform Pearson Correlation. Correlation result reveal that there is statistically significant relation between dependent and independent variables. In general, one may deduce

from the correlation study that competency based recruitment and selection practices and job performance are related. This conclusion is also corroborated by earlier literatures by Ballantyne (2009), who stated that job performance and competency based hiring and selection are strongly positively correlated. Regression results show that A unit change in competency would lead to change in job performance by a factor of 0.463. And a unit change in recruitment and selection would lead to change in job performance by a factor of 0.380 this means competency and recruitment and selection would increase job performance with 25.1%, 46% and 38% respectively.

Generally, all the independent variables (competency and recruitment and selection) influence the dependent variable (job performance) since the coefficients for each variable are non-zero (p-value for each variable is <0.05).

Key Words: Competency, Recruitment, Selection, job Performance.

CHAPTER ONE

1 INTRODUCTION

The study aims at assessing the effects of competency based recruitment and selection process on employee performance in the case of Information network security agency. Employee competency, job performance, and recruitment and selection practices will be the focus of the research. This chapter specifically provides an introductory part that includes background of the study, statement of the problem, research question, and objective of study, significance of the study, scope of the study, limitation of the study, definition of terms and lastly gives an overview of the organization of the study.

1.1 Background of the Study

Human resource management (HRM) encompasses all aspects of how people are hired and managed in businesses. Strategic HRM, human capital management, knowledge management, corporate social responsibility, organization development, resourcing (workforce planning, recruitment and selection, and talent management), learning and development, performance and reward management, employee relations, employee well-being, and employee service provision are all covered. It also has a global aspect to it (Armstrong, 2014 P, 4).

Human Resources are critical to an organization's success. Human resource management is critical to an organization's success. As a result, by designing and implementing human resource (HR) plans that are integrated with the business strategy, human resource management must ensure that the organization has the talented, skilled, and engaged people needed to fulfill organizational objectives (strategic HRM).

As the sources used to attract new personnel, recruitment and selection are essential and centrally significant human resource management responsibilities. As a result, employers seem to be like rivals in seeking to obtain the best possible staff. However, the practice is crucial as by possessing the required competencies and being competent workforce at the same time, employees can fulfill the needs of the customers in enhancing the quality of products and services as demanded by them (Fish & Macklin, 2004).

Individuals' competencies are traits that they possess and apply in suitable, consistent ways in order to attain desired results. Knowledge, abilities, and parts of self-image, social motives and attributes, thought patterns, mind-sets, and methods of thinking, feeling, and acting are among these characteristics (McClelland's, 1973).

As a result, the primary goal of this research is to determine how competency based recruiting and selection improve INSA job performance. It investigates the impact of competency based hiring and selection approaches on job performance. The outcomes of this study could help with the establishment of successful competency based recruitment and selection procedures that lead to better job performance.

1.2 Statement of the problem

Randall (1987) argues that poor recruitment decisions affect organizational performance and limit goal achievement, and that significant effort should be put into recruitment and selection processes.

One concern that comes to mind when considering a shift from traditional to competency based recruiting and selection is: How might a competency based approach increase the organization's capacity to forecast successful job performance from prospective applicants?

According to the findings of a qualitative study conducted in Ghana on the Competence Based Approach to Recruitment and Selection Process in Private Tertiary Institutions, studying and comparing Competence Based Approach to Recruitment and Selection applications in different universities may yield different results, according to the findings. Furthermore, the worth of skill differs. Because each organization is dominated by its own organizational/environmental conditions, competencies are less important in service industries such as hospitality, universities, and the capital market compared to manufacturing industries such as automotive, defense, and computer and electronic equipment. (2018, p.151, Abdoullah Karimi, Hadi Teimouri, Arash Shahin, and Ali Shaemi Barzoki).

Adoption of competency models, according to Lucia and Lepsinger (2009), addresses a number of business needs, including providing clarity for both job and work expectations, assisting in the creation of effective recruitment practices, enhancing productivity, creating effective 360-degree feedback processes, providing a tool that can help address current and growing needs, as well as aligning behaviors with the organization's core values.

In Ethiopia, research has been done on a Competence based Approach to Recruiting and Selection, and the recruiting and selection process in all government agencies is conducted in the Same traditional manner (Ethiopian Ministry of Civil Service Recruitment and Selection Guide, 2014). Because the concept is new in our country's governmental institutions, it's critical to conduct research on the subject to increase our grasp of the concept, and address the issue mentioned by the agency below.

Since 2016, by understanding the value and necessity for human resource development INSA design career development and use as a critical component to achieve its goal. Based on the agency mission and vision, core processes, competencies, job titles and job analyses, and job descriptions have been identified to deploy this career development in a structured manner (Agency Annual report, 2018). According to the agency's report on the career development implementation status, there is a competency framework that can be developed, but it must be aligned with other human resource management practices to achieve agency-wide uniformity and eliminate gaps (Agency Annual report, 2018). To determine the problem Statement, the researcher consults with leading human resource specialists in the agency. The researcher revealed that the stakeholders in the recruitment and selection process, as well as the participants in the process, had no understanding how to hire employees in a competency based manner. They also had no idea what a competency based recruitment and selection technique was. This enables for a traditional recruitment and selection process. In the recruiting process, there are also gaps in the recruitment and selection, evaluation, or evaluation process of the required human resources.

The agency's recruitment and selection practices, as well as their impact on performance, are not well known or researched. The agency's HR practices were not assessed against several job performance measures. The agency's recruitment and selection methods were not reviewed based on job performance, therefore HRM's contribution to the organization's performance was unclear.

1.3 Objectives of the study

1.3.1 General objectives

The general objective of this study is to assess competency based recruitment and selection process with in INSA and determine its effects on employee performance.

1.3.2 Specific objectives

- To assess competency based recruitment and selection practice in the INSA
- To determine the methods used to hire employees using competency based recruitment and selection.
- To identify the effects of competency based recruitment and selection process on employee performance

1.4 Research Questions

- How competency based recruitment and selection is practiced in INSA?
- What is the effect of competency based recruitment and selection on employee job performance?
- How does the current competency based recruitment and selection process enhance employee performance?

1.5 Significance of the Research

The findings of the study will help the business understand the nature of competency based recruiting and selection, as well as its relationship to employee performance. This information would be used to provide feedback to INSA's top and middle management, allowing them to establish appropriate staff hiring strategies. The researcher will gain more knowledge and expertise in the field of competency based recruitment and selection processes as a result of the research. Future scholars will benefit from the study because it will serve as a guide and reference material for further research. The study will also motivate and promote more research and investigation into how competency based recruiting and selection may be used to improve job performance.

1.6 Scope of the Research

The purpose of the study was to evaluate the effects of competency-based recruitment and selection practices on job performance at the Addis Ababa headquarters of the information network security agency. The respondents were INSA staff members and managers. Only Headquarter was included in the survey. The study looked at how much competency-based recruitment and selection affect job performance.

1.7 Limitation of the Research

There are other aspects from competency based recruitment and selection, that influence employee job performance, and these factors include reward, managerial practices, employee personalities, organizational climate, and employee involvement in decision-making (Liao, 2004). The researcher will try to evaluate only the effect of competency based recruitment and selection on job performance due to time constraint.

Because INSA is a security organization, gathering various manpower data and disclosing it in the study document is prohibited. In addition, Information obtained using self-administered questionnaire is tend to respondents to make recall errors (“systematic error caused by differences in the accuracy or completeness of the recollections retrieved by respondents regarding events or experiences from the past and social desirability biases (“the tendency of respondents to answer questions in a manner that will be viewed favorably by others”).

1.8 Organization of the research

The research is divided into five sections. The first chapter provided background information, the research topic, aims, research question, and significance of the study, as well as definitions of words and the study's scope. The second chapter examines relevant material from three perspectives: theoretical literature, conceptual framework, and empirical literature. The third chapter discusses the study's research methods as well as any pertinent justifications. It describes the methods for collecting secondary and primary data, as well as the study's reliability and validity, demographic, sample size, sampling strategy, and data analysis.

The main body of the paper's result and analysis will be presented in Chapter 4. It will include the analysis and interpretation of the major findings in light of the basic issues posed in the

problem statement by organizing, analyzing, and interpreting the data gathered. The conclusions drawn from the research findings and recommendations for improving organizational effectiveness through training and ensuring a stable and dedicated human resource will be presented in Chapter 5.

CHAPTER TWO

2 REVIEW OF RELATED LITERATURE

In this part of the study, relevant literatures on competency based recruitment and selection processes were reviewed. This chapter includes issues of competency, recruitment and selection, and competency based recruitment and selection and job performance from previous related works and finally conceptual framework has been formulated. Furthermore, lessons drawn from literature were forwarded.

2.1 Theoretical Framework

2.1.1 Competency

McClelland (1973) created a method for predicting competency that differed significantly from commonly used intelligence tests at the time. Although intellect influences performance, he claims that personal factors such as drive and self-image distinguish successful from failed performance and may be observed in a variety of life roles, including employment ones.

McClelland, who explored techniques to testing individuals, is credited with inventing the concept of measuring competency in 1973. He demonstrated that success is not solely based on intelligence, but also on competences displayed in terms of conduct, and he is still regarded as a fundamental contributor in this field (Jevscek, 2016). Prior to this, assessment for possible candidates was mostly focused on academic ability, with minimal emphasis on personal or behavioral characteristics. McClelland is widely acknowledged as one of the first academics to argue that intelligence alone was not a sufficient predictor of great achievement.

Management based on skills the notion of competency and the results of competency analysis are used in HRM to inform and improve performance management, recruiting and selection, employee development, and employee reward practices. As a result, it's critical in every major HR function.

Competencies are defined as the information, behaviors, and skills that a person must possess or develop in order to perform well in a certain role (CEB, 2006) Competencies are frequently developed top-down from a strategic perspective, reflecting a recognition that work performance

encompasses not only results but also conduct and attitude. Creating a shared set of competencies promotes the organization's vision and principles by connecting employees' competencies to the organization's goals, mission, and values.

Prahalad and Hamel (1990) address competences from the perspective of competitiveness, which contrasts with Boyatzis' definition of excellent performance (1982). Competences are a source of competitive advantage by allowing individual organizations to adapt rapidly to new opportunities, according to the report. Competences provide a source of competitive advantage by allowing individual businesses to adapt quickly to changing opportunities. Competitor advantage can be acquired by building competencies unique to an organization that are difficult to duplicate. Competencies as a source of competitive advantage is a well-known concept in the literature, and it is one of the key reasons why organizations have used competency frameworks. Competencies, according to Edgar and Lockwood (2011), lead to the creation of products and services that contribute to a competitive edge in the marketplace.

Competency mapping has become an important technique in the "knowledge centric" economy since current business settings push organizations to think in highly inventive ways in order to stay competitive (Sengupta et al., 2013). Employee competencies and work requirements that are aligned can improve organizational and employee performance, resulting in increased job satisfaction (Spencer, McClelland and Spencer, 1992).

The competency framework, is the first step in competency based recruitment and selection. It identifies the competencies necessary by an organization to achieve its goals, missions, and objectives.

Competency is defined as a manner of describing both the anticipated outcomes of an individual's activities and how they are carried out. To put it another way, competencies are meant to provide a consistent framework for assessing employee performance. Competency is primarily concerned with performance. The language of performance is represented by competencies. They can describe the intended outcomes of an individual's actions as well as how these activities are carried out. Competencies provide a single, globally recognized approach of articulating expected performance in a variety of circumstances because they can be learned by everyone in the company (Rankin 2004).

Different authors define competency as follows:-

The term ‘competency’ refers to an underlying characteristic of a person that results in effective or superior performance (Armstrong, 2010)

Competency is underlying characteristic of an individual that is casually (change in one variable cause change in another) related to superior performance in a job” (Boyatzis 1982, 2007).

Competency is a specific, identifiable and measurable knowledge, skill, ability and/or other deployment related characteristic (e.g. attitude, behavior, physical ability) which a human resource may possess and which is necessary for or material to the performance of an activity within a specific business context (Draganidis and Mentzas, 2006).

Rankin (2002) describes competencies as ‘definitions of skills and behaviors that organizations expect their staff to practice in their work’.

According to Mansfield (1999) defines competency is ‘an underlying characteristic of a person that results in effective or superior performance’.

Competency is an underlying characteristic of a person which results in effective and/or superior performance on the job (Klemp 1980).

Competency is the ability to perform effectively the functions associated with management in a work situation (Hornby and Thomas 1989).

Competence is an ability that adds clear economic value to the efforts of a person on the job (McClelland 1973).

2.1.1.1 Types of competency

Boyatzis was a crucial figure in the development and popularization of the competency idea (1982). He conducted research that demonstrated that successful versus less successful performance was determined by a combination of elements rather than a single trait. Personal features, motivations, experience, and behavioral factors were all taken into account. Since his contribution, three categories of competences have been identified: behavioral competencies, technical competencies, and NVQs/SNVQs (Armstrong, 2010 p.86)

1. Behavioral competencies

Behavioral competencies describe behavioral expectations, or the type of behavior needed to achieve objectives in areas like teamwork, communication, leadership, and decision-making. They're sometimes referred to as 'soft skills.' A competency framework is frequently used to define behavioral competencies. McClelland was the first to argue for the behavioral competency approach (1973).

2. Technical competencies

Technical competences, often known as 'hard skills,' define what someone must know and be able to accomplish (knowledge and skills) in order to carry out and meet performance standards. They are either generic (groups of comparable roles) or individual ('role-specific competences') in nature. Although the two are linked when analyzing and assessing position demands and requirements, they are not normally part of a behavioral based competency framework.

3. NVQ/SNVQ competences

The concept of competence was developed in the United Kingdom as part of the development of standards for National Vocational Qualifications (NVQs) / Scottish Vocational Qualifications (SNVQs), which entails learning practical, work-related tasks that will help you develop the skills and knowledge needed to do a job effectively. These provide out the bare minimums for performing various jobs and activities in a way that can be observed and assessed in order to be certified. An element of competence is a description of anything that employees in a certain job area should be able to do, according to NVQ language. They are given a grade based on whether or not they are competent. No attempt is made to determine the level of skill.

2.1.1.2 Competency framework

The concept of competency modeling or competency framework development originated from the term competency. A competency framework is a set of guidelines for describing organizational performance excellence in general. A competency framework is a model for describing organizational performance excellence in general. This type of competency framework often includes a number of competencies that can be applied to a variety of job roles

inside a corporation. By defining excellence in working behavior in broad terms, each skill creates the benchmark against which individuals are evaluated.

Within an organization, a competency framework can be used to shape selection procedures, training and development programs, and performance appraisal, resulting in an integrated and coherent approach to human capital management" (Sutton and Watson, 2013, P. 1025).

A competency model is a conceptual framework that organizes defined competencies into a way for employees in an organization to understand, discuss, and apply them (Marrelli, 1998). A competency model is both a set of competencies and a tool for expressing, assessing, and measuring them (Strebler et al., 1997).

Competencies must be included into a competency model or framework before they can be used as a strategic HRM tool. Competency based frameworks, which were first created in the 1980s, grew in popularity in the 1990s for recruitment and selection, as well as in day-to-day HR functions.

A competency model attempts to describe the abilities required for various positions within a company. A competency model also aims to rank the skills required for various jobs. It uses signals to describe these talents, allowing them to be measured. Each competency can be scored on a scale of one to ten based on its value in relation to each job. This paper will serve as the foundation for the organization's competency management efforts.

A competency model is a framework for organizing a set of abilities, behaviors, and attitudes that can be observed. Establishing a set of core competences that apply to all employees is one of the most important aspects of creating a framework (Bonder, Bouchard and Bellemare, 2011).

A fully developed competency model contains the following elements: categories or clusters of competencies (i.e., a group of homogeneous and/or similar competencies); competencies that make up each cluster; a definition of each competency; and several behavioral indicators of each competency (i.e., behavioral examples that an individual should demonstrate if the specified competency is possessed) (Draganidis & Mentzas, 2006; Marrelli, 1998).

A competency framework is a written description of the skills required to perform fully successfully or excellently in a certain job category, work team, department, division, or organization. Competency assessment and conceptualization can serve as a springboard for strategic development programs geared to both company and individual demands.

Competency frameworks are used rigidly in many businesses. When they are extremely complex and thorough, or when they are implemented without thought, they can be a negative impediment to finding and hiring talented people. Worse, they give managers a sense of security in their judgments by compelling them to follow pre-determined procedures rather than relying on their own judgment, observation, and common sense.

Competency frameworks can assist organizations and their teams structure themselves and their teams in order to connect what is required for successful performance with organizational objectives. Organizations can also utilize well-designed competency frameworks to provide performance evaluations for current employees, conduct behavioral interviews for new hires, and decide succession requirements.

A competency framework is a descriptive tool that describes the skills and abilities required to perform a certain profession, occupation, organization, or industry position. Simply said, a competency framework is a behavioral job description that each occupational function and employment must define (Fogg, 1999).

Competency frameworks outline what success in each particular job should look like within the organization. The framework is used in the areas of recruitment, talent management, training, and performance evaluation.

A competency framework is a set of genuine, observable, and measurable knowledge, abilities, and attributes that are demonstrated via behavior and lead to outstanding performance in a certain work context. A competency framework is a set of abilities that encompasses the key behaviors required to succeed in a certain role (Lucian Cernusca and Cristina Dima, 2007). Depending on the work and organizational environment, a collection of 7 to 9 overall skills is typically required for a certain position and articulated in a competency framework (Shippman et al., 2000).

Competency frameworks are usually heavily adjusted to meet the business's demands. As a result, the components of a competency framework speak plainly about the circumstances and conditions of performance. Individual competencies are organized into competency frameworks so that firm or profession personnel can understand, discuss, and apply them in the workplace.

A competency framework is a written description of the skills required to successfully or wonderfully accomplish a job category, work team, department, division, or organization. Competency identification and conceptualization can act as a springboard for strategic development plans tailored to the organization's and individual's needs.

Although competency frameworks are a relatively new notion in our country. Competency frameworks have been around for decades and are now being utilized by a growing number of industries to define successful performance and its requirements.

2.2 Recruitment and Selection

2.2.1 Recruitment

A company's most valuable asset is its human resources. As a result, a company's success or failure is heavily reliant on the recruitment and selection of acceptable people resources. Human resource management (HRM) is a complete and well-coordinated approach to people's employment and development. People are vital to organizations because they bring a variety of viewpoints, values, and qualities to the table; and when these human attributes are skillfully managed, they can be extremely valuable to the organization. Human resource management should be able to predict the organization's human resource needs. The recruitment process begins once the needs have been identified.

Human resource planning is the initial step in the hiring process. The first step in human resource planning is to do a job analysis, which includes creating job descriptions (tasks) and determining the qualities required for each position. A job description is a complete outline of a person's job duties, including what they do, how they do it, and why they do it. It typically shows the job's nature, as well as the working environment and conditions. The job specification outlines the basic needs for an employee to complete the job properly. It identifies the knowledge, skills, and abilities required to properly do the task.

The most successful recruitment approach will attract a large number of qualified individuals who will take the position if it is offered. It should also include information that permits unqualified applicants to opt out of job consideration; in other words, a good recruiting campaign should focus on attracting qualified candidates rather than unqualified individuals.

In competency-based HRM, the notion of competency and the findings of competency analysis are used to guide and enhance processes like as performance management, hiring and selection, employee development, and employee reward. As a result, it's critical in every major HR function.

Employee recruitment and selection are critical to a company's success for a variety of reasons. Individuals that are ineffective detract from the effectiveness of the business, invalidate incentive and development plans, are often unfair to individual recruits, and can be distressing to supervisors.

It is impossible to overestimate the importance of recruiting and selection in ensuring worker performance and positive organizational outcomes (Armstrong, 2009). Employee selection is commonly said to be done not only to replace retiring employees or to add to a workforce, but also to put in place personnel who can perform well and demonstrate dedication, according to Daniels et al (2011).

According to research and studies on competency based recruiting, this concept often includes underlying abilities, skills, qualities, knowledge, and attitudes that are required for successful job performance (Boyatzis, 2011; Spencer & Spencer, 2009).

The identification of the competencies required by an organization to fulfill its goals, missions, and objectives, also known as the competency model and competency framework, is the first step in competency based recruitment and selection.

Competency-based recruitment and selection practices would be able to develop more accurate, consistent, and job-related selection methods, increasing the chances of hiring the best individual for the position, because competency models and frameworks that contain the competencies needed to improve performance would be used as pre-determined criteria in selection decisions.

This will undoubtedly lower recruitment, selection, and training costs, as well as cut staff turnover and boost productivity (Malek & Liew, 2002).

The scope of screening procedures used to rapidly and efficiently choose a small number of strong candidates from a big population of applicants is characterized as competency based recruitment and selection (PDSM, 2004).

A competency-based approach to recruitment and selection places additional demands on an organization as compared to the effort required for a typical strategy. The company should focus its recruiting and hiring efforts on a competency-based plan for the agency's most critical tasks or jobs.

The use of competency based recruitment for employee evaluation and development has exploded in popularity. Organizations have shifted their focus away from skill acquisition and assessment and toward the competence modeling approach for establishing business and employer requirements (Armstrong, 2009).

Competency models can be used in recruiting and selection to determine the skills needed to perform well in a position. Organizations can focus their recruitment efforts on identifying the biggest number of candidates with the correct balance of skills for the position at hand (Chung-Herrera et. al., 2003, p.18). When you evaluate a candidate against certain skills, you can see their strengths and shortcomings, making it easy to pinpoint any areas where they need to improve if they are hired.

In a recruitment situation, competencies are defined as a candidate's behavioral qualities, personality traits, knowledge, talents, and qualifications. The company often creates competency standards for each position on a range of levels, including job-specific, departmental, and organizational levels. A company's skill requirements are offered to potential applicants after identifying the talents required to fulfill its objectives. Candidates demonstrate that they meet these standards during the interview stage by offering examples from their professional backgrounds.

According to Wood and Payne (1998), incorporating competences into the recruitment and selection process improves the assessment of people's suitability and potential for a variety of

occupations. Additionally, it aids in preventing interviewers and assessors from making decisions based on characteristics that are irrelevant to the job in question.

2.2.2 Definition of Recruitment

Recruitment is the process of identifying possible applicants for current or future organizational openings. Or, to put it another way, it's a linking activity that connects those who have jobs to fill with those who are looking for work. Various scholars describe recruitment as follows:

Recruitment is the process of generating a pool of competent individuals to apply for employment within an organization (Ofori and Aryeetey 2011).

Recruitment is the process of finding and attracting suitably qualified people to apply for job vacancies in the organization. It is a set of activities an organization uses to attract job candidates who have the needed abilities and attitudes. Recruitment is the process of generating a pool of qualified applicants for organizational job vacancies (Opatha 2010).

In the opinion of Omale (2006) recruitment is that process which begins from getting an applicant is motivated to write an application for a particular job in a particular organization and the process stops when his application has been received by the organization.

Walker, Feild, Giles, Armenakis, and Bernerth (2009) defined recruitment as the process of attracting a large pool of qualified people for employment.

Recruitment is the process of searching the candidates for employment and stimulating them to apply for the job seekers (Armstrong 2006)

According to Monday and Noe (2005) recruitment is a process of attracting employable candidates on a timely basis, in sufficient numbers and with appropriate qualifications, developing their interest and desire in the organization and encouraging them to apply for jobs within it.

Fatiregun (as cited in Onah 2003) defines that recruitment is the process of assessing a job, announcing the vacancy, arousing and stimulating people to apply.

Recruitment is defined as the set of activities used to obtain a sufficient number of the right people at the right time from the right places (Nickels, McHugh, & McHugh, 1999).

Croft (1996:93) defines recruitment as “the analysis of a job and the features the organization will look for in a potential employee and attracting candidates to apply to the organization and the offering of various terms and conditions of employment to a chosen potential employee”.

“Recruitment is the process of searching the candidates for employment and stimulating them to apply for jobs in the organization.” Recruitment is the activity that links the employees and the job seekers (Edwin B. Flippo 1984).

The recruitment process begins with the search for new recruits and finishes with the submission of their applications. The primary purpose of the recruitment process is to expedite the selection process. Even if specific positions are not available, recruitment is a continuous process in which the company tries to build a pool of qualified applicants for future human resource needs.

From the aforementioned definitions by various scholars, we can deduce that an efficient recruitment process must inspire and motivate a large pool of qualified persons to apply for a vacant position in an organization.

2.2.3 Goals of recruitment

The recruitment and hiring process is crucial for assuring employer satisfaction as well as the organization's ability to accomplish its business targets and goals. Finding new personnel is one of the goals of recruitment. When recruiting is based on rigorous design of the job description and job specification, most applicants with unneeded qualifications are eliminated from the list of potential applicants, making the process more effective and easier.

The goal of recruitment is to build a pool of qualified job candidates. The major purpose of organizational recruiting and selection, according to Ofori & Aryeetey (2011), is to obtain the number and quality of people needed to accomplish the organization's strategic objectives at a low cost.

Because the firm will pick individuals from those who were attracted, the quality of human resources in a company is heavily determined by the quality of applicants recruited. The overall goal of, according to Gamage (2014), is to offer the company with a pool of possibly qualified job prospects.

The following are some of the recruitment objectives:

- In collaboration with the organizations people planning and job analysis activities, establish the organization's current and future requirements.
- Increasing the number of employment applicants while spending as little money as feasible.
- Begin the process of finding and preparing possible candidates for job openings.
- To improve short- and long-term organizational and individual effectiveness.

2.2.4 Sources of Recruitment

The term "recruitment sources" refers to a variety of methods for communicating with job seekers with the purpose of attracting new staff. In layman's terms, sources of recruitment are the methods by which potential candidates are notified of open positions. Internal and external talent sources are the two most common strategies of recruitment.

2.3 Selection

After they have been correctly appraised using appropriate selecting tools, selection entails making intelligent picks utilizing a systematic process in order to select exceptional candidates from a pool of accessible applicants. Selection is used to forecast work performance, and applicants must meet this criterion in order to be considered. Although the selection process falls within the recruiting umbrella, it is distinct from head hunting. When there are several job applicants for an existing position or job opportunity, managers or recruiting authorities in both the public and private sectors must choose who is the best qualified, according to Bedeian (1999). A decision like this is made throughout the selection process.

2.3.1.1 Definition of Selection

Different scholars define selection as follows:

Selection is also the process whereby human resource management uses techniques to choose qualified and capable employees from a large pool of applicants (Bratton & Gold, 2007).

Selection is that part of the recruitment process concerned with deciding which applicants or candidates should be appointed to jobs (Armstrong, (2010,.

Selection is the process by which specific instruments are engaged to choose from the pool of individuals most suitable for the job available (Ofori & Aryeetey, 2011).

According to Gamage (2014) the objectives of selection function are to get the right person to the right job, establish and maintain a good image as a good employer, and maintain the selection process as cost effective as possible.

According to Casteller as cited in Otoo, and Agyei (2018) Assuming that the goals of a good selection process are:

- a. To gather relevant information about the applicants.
- b. To analyze, organize, and evaluate information of applicants to make a good choice;
- c. To assess and evaluate each applicant in order to determine their suitability to the job, and
- d. To provide information of the company to applicants for them to make a decision whether to work for the company or not.

2.4 Job Performance

Employees' capacity to manage resources to fulfill organizational goals, as well as their talent, skill, knowledge, and experience, are crucial to a company's long-term success. The contribution of an employee to the achievement of an organizational goal is referred to as job performance. Employees are expected to perform well, and managers are responsible for tracking and evaluating employee performance in order to meet the company's stated objectives (Armstrong, 2009).

According to Porter and Lawler, who are referenced in Pushpakumari, performance is defined as a function of individual talent, skill, and effort in a specific situation (2008, p.91). Job performance, according to Porter and Lawler, is defined as the talent, skill, and effort put into a job.

According to Pushpakumari (2008, p.91), an employee's skill and talents are relatively stable in the short term, and performance is defined in terms of effort applied to a task, with higher effort resulting in improved performance.

As a result, work performance is defined as the behaviors that employees are expected to display in order to fulfill company objectives.

A metric that determines whether or not a person does a good job is job performance. It's a branch of industrial and organizational psychology that's also applied to human resources. Employee performance has a significant impact on organizational results and success (International Journal of Current Research Vol. 10, Issue, 05, pp.69591-69593, May, 2018, P.2).

According to John P. Campbell, job performance is an individual-level variable, or something that only one person can do.

Others, on the other hand, considered that job performance is the overall expected value from an employee's behaviors over a period of time. Motowidlo (Motowidlo, 1997).

Motowidlo (2003) defines work performance as an employee's total expected value to the organization over a set of discrete behavioral events over a set time period. This definition, according to experts, has two major flaws. To begin with, performance is the total of a number of different behaviors that take place throughout time. Second, the desired value to the company is the property of action to which performance refers.

According to Mark et al. (2014), work performance assesses employees against their objectives, focusing on whether the outcomes are comparable to expected outcomes.

Work duties, work competence, quality of work, work passion, and innovative potential are the six elements of workplace performance, according to Sulaiman (2012).

Employee performance has become a hot topic in management circles in recent years. The fact that the effectiveness of an organization's human resources has a considerable impact on its outcomes and success helps explain this pattern (Hedge, Borman & Lammelein 2006). The determining variables that are crucial in stimulating employee job performance at the organizational level are incredibly important in today's fast-paced working environment, because managers may be able to deal with policies and practices impacting employees more effectively and efficiently (Penny & Joanne 2013).

Employees who are able to perform better (high performers) usually have a higher chance of being employed than those who are not. To achieve corporate goals (high levels of production) and maintain competitive advantages, high-performing individuals are required (Sonnentag and Frese, 2002).

People plan their activities ahead of time, according to the pre-planned conduct theory. As an alternative, Ajzen (2011), which focuses on the proximal antecedents of job effort and performance, is recommended. According to the theory, attitudes, subjective norms, and perceptions of control in relation to these behaviors determine intentions to exert effort and achieve certain performance levels; and these variables are, in turn, a function of readily accessible beliefs about the likely outcomes of effort and performance, normative expectations of important others, and factors that facilitate or hinder effective performance.

A company must first find ways for enhancing staff performance before it can reach high productivity. According to Pushpakumari, employees must put in a lot of effort to obtain great job performance (2008). Employees that are happy in their jobs are more driven and eager to put in more effort and commitment.

An employee's performance is measured against the organization's performance standards, according to Becker et al (2011). Employees' "good performance" refers to how well they fulfilled the tasks assigned to them. Every company has a set of performance requirements for its employees. When they perform up to the standards and meet organizational expectations, they are referred to as good performers.

Job performance is influenced by a variety of elements, including effectiveness, efficiency, productivity, quality, and conduct (Obadan, 2009). The sub-concepts of work performance are explained as effectiveness, which assesses how well an employee meets the output criteria of his or her role, with a focus on organization or employee effectiveness rather than how it is attained. The effectiveness with which resources are used to achieve output or results is defined as efficiency. It's a time-based comparison of actual accomplishment. The anticipated features of the final product or outcome are referred to as quality. Punctuality, dependability, correctness, frequent accessibility, convenience, mating time, and response time are all examples of desirable qualities.

The act of completing a task is referred to as work performance. Job performance is a means of achieving a goal or set of goals within a job, role, or organization (Campbell, 1990), but it is not the

outcome of work actions. Job performance, according to Campbell (1990), is a "complex activity" rather than a single action (p. 704). Job performance is solely defined by one's behavior, as opposed to the job's results, which are determined by success and production.

Job performance, according to Campbell mentioned in Jex (2002, p.89), refers to the activities that employees engage in while at work. However, in order to be recognized in the domain of work performance, such behaviors must contribute to organizational goals..

2.5 Empirical Evidence

Empirical findings are an important part of the literature review process in any type of research effort. As a result, the researcher would like to discuss a few crucial topics related to the understudy investigation. According to researchers, the most common reasons for introducing competencies for managing human resources are to improve organizational performance, promote competitiveness, aid in career and success, support cultural change, improve training and development effectiveness, minimize turnover, clarify managerial and specialist responsibilities, raise emphasis on business objectives (Pickett, 1998).

A number of research have looked into the impact of competency on performance. After controlling for career demographics, Mayer (2003) discovered that public health workers' abilities explained 2% to 20% of the variance in key service performance.

Workers with a strong sense of competence, i.e., a high level of self-esteem or confidence in their own talents, have superior job performance, according to Sekaran and Wagner (1980). Using qualitative approaches such as telephone interviews, Wallick and Stager (2002) discovered that healthcare managers must be aware of their responsibilities and possess the competencies associated with these roles in order to produce higher outputs and improve organizational performance. Finally, according to Dulewicz and Herbert (1999), managers' competences are a better predictor of management growth and success than their personalities. The fact that the competences are more performance-related and have been defined by firms prior to employment may explain these outcomes. As a result, it will virtually surely ensure that the performance is achieved.

In the Malaysian private sector, Rahmah and Syahida (2010) evaluated the influence of competency-based personnel interviewing on organizational performance. According to a study that used a descriptive survey approach, competency-based interviews have a considerable impact on performance. The conclusion reached was that a competency-based approach necessitates the development of human capital within the company. In a separate study, Ainon (2003) investigated the relationship between employees' acknowledged individual competencies and their performance in a wood-based firm and chemical manufacturing. The research was conducted as a descriptive survey, and the results demonstrated that skills are strongly linked to individual and team performance in the workplace. According to the conclusions of the study, employee competence is a critical component in accomplishing organizational objectives.

In a related study, Sutherland (2011) investigated the impact of an organization's recruitment procedures on employee performance. A descriptive survey design was used to perform the study. The data demonstrated a strong and significant correlation between the capabilities of their personnel and their performance. Competency-based employee recruiting, according to the study's findings, embodies the organization's mission and vision in terms of employee performance and goal achievement. Raisova (2012) compared the competency-based interview model to the behavioral event interview in her study. The study was carried out at a well-known Czech financial services firm. The researchers employed a descriptive survey technique and discovered that managers selected through competency-based interviews performed significantly better than those selected through the behavioral event method.

According to the Competency and Emotional Intelligence Study conducted in 2003/4, 95% of respondents used behavioral competencies and 66% used technical competencies. Because the latter are concerned with specific actions and tasks, discrete sets of abilities have been shown to emerge inexorably for groups of related roles, functions, or activities. The top four uses of competencies were as follows:

1. Performance management – 89 per cent.
2. Training and development – 85 per cent.
3. Selection – 85 per cent.
4. Recruitment – 81 per cent and only 35 per cent of organizations link competencies to reward (Armstrong, 2006, p.165)

2.6 Conceptual Framework

The relationship between competency based recruitment and selection and job performance is depicted in the conceptual framework. In INSA, a conceptual framework is proposed to explain the connection between competencies based recruitment and selection methods and job performance. Job performance is a dependent variable in this study, whereas competency based recruitment and selection is independent variables. The following model shows the link between the two variables.

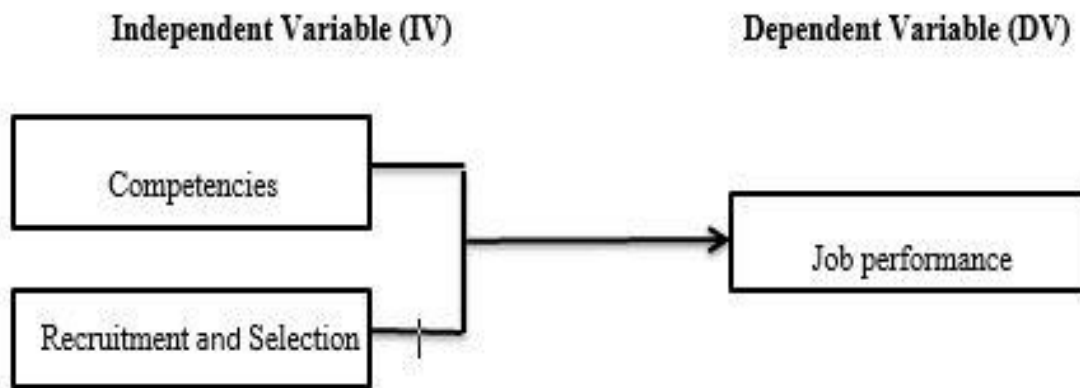


Figure 1 Effect of competency based recruitment selection on job performance

CHAPTER THREE

3 Methods

This chapter discusses the study's methodology, including a description of the research area and the data collection methods that will be employed in the field. It summarizes the research approach, sample size and population, data collection instruments, data type, data processing and presentation, and issues discovered during the data collection and analysis process.

3.1. Description of the Organization

Information Network Security Agency (INSA) is established for the first time in a year 2006 by Council of Ministers Regulation No.130/2006 with an objective to defend our country's information and information infrastructure from attack, and protecting our national interest. However, as it was necessary to amend the agency's power and functions to prevent cybercrimes that becomes gradually complex and to protect our national interest, its establishment regulation was amended by Council of Ministers Regulation No.250/2011 and recently re-amended by Proclamation No.808/2013.

3.1.1. Vision

In 2025 to see a globally competent National Cyber Security Institution that plays a key role in the renaissance of the country

3.1.2. Mission

To protect the national interest through building a capability that enables safeguards the country's information and information infrastructures.

3.2. Research approach and Design

To investigate the impact of competency-based recruiting and selection processes on job performance, the researcher used an exploratory research design with a Descriptive design. Exploratory research is a large-scale, systematic data gathering effort targeted at maximizing generalization discovery based on a topic's description and firsthand knowledge (Stebbins, 2008). On the other hand, Descriptive research presents a picture of the specific details of a situation, social setting, or relationship. The major purpose of descriptive research is to describe characteristics of a population or phenomenon.

As a result, for this study, the researcher used an explanatory research design to explore a topic or an issue in order to learn more about it. On the other hand, the researcher used Descriptive research design presents a picture of the specific details of a situation, social setting, or relationship. The major purpose of descriptive research is to describe characteristics of a population or phenomenon or informal research technique to characterize existing behaviors or patterns and discover cause-and-effect linkages. The goal of explanatory or casual research is to determine whether there are any causal correlations between the components or variables that are relevant to the research problem. The researcher picked an explanatory and descriptive design of research method with quantitative research approaches to achieve a greater quality in the study results. The quantitative research approach is used because it examines the relationships between variables that are assessed quantitatively and analyzed using a variety of statistical and graphical tools. A questionnaire will be used in this study.

3.3. Sampling of the study population

It might be difficult to collect data from every person in a community when conducting research, especially if the population is big. Choosing a sample, on the other hand, is the best alternative. The study's sample is the group of persons who take part in it. A proper sample size is required for any study; sample size is one of the most critical predictors of the accuracy of research findings.

The study's entire population is made up of 900 regular employees and managers. After determining the target population the researcher used simple random sampling for selection of items, by using Yamane (1967, p; 886), sample size calculation formula, the total sample size is

276 with an assumption of 95% level of confidence and 5% margin of error and for respective divisions proportionally.

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

The sample size is n, the population size is N, and the level of precision is e. With an accuracy of 5% and a sample size of 900,

Where n is the sample size, N is the population size, and e is the level of precision.

With the level of precision e= 5% and N= 900

$$n = \frac{900}{1+900(5\%)^2}$$

$$n = \underline{276}$$

3.4. Source and Tools/Instruments of Data Collection

Primary and secondary sources will be used to gather data for this project. The primary data will come from responses to questionnaires delivered to a random sample of research participants. Closed-ended questions will be used to design the questionnaire. Single-select questions with a five-point Likert scale ranging from 1 to 5, as well as binary questions with only two potential answers, yes or no, are examples of closed-ended questions.

Secondary data was gathered from textbooks, academic journals, other human resource management publications, agency re-establishment Proclamations, Human Resource Police and Procedure, and other sources for this study.

3.5. Methods of data Analysis

After gathering, the data must be processed and analyzed to produce results. Tables were utilized to compile the responses using descriptive statistics including percentage, frequency, measures of central tendency, and mean. A descriptive statistic can be used to describe the respondents' overall level of agreement. It demonstrates how consistently respondents responded. Using SPSS (Statistical Package for Social Science) version 23.0, analysis was conducted in addition to correlation and regression to determine the link between each independent variable, the dependent variable, and the aggregate effect.

3.6. Validity and Reliability

Validity is the degree to which an idea is accurately quantified in a quantitative study (Roberta Heale and Twycross, 2015). Validity is a phrase that refers to a concept's precise measurement range. Validity can take several forms, including content validity, face validity, criterion validity, and construct validity. It is easier to assure study validity if participants provide accurate and truthful information, which can be accomplished by providing respondents with clear and understandable questionnaires. Furthermore, by eliminating bias in data collection and analysis, as well as preconceived preconceptions, the researcher ensures the study's validity.

The term "reliability" relates to a measurement's consistency (Roberta Heale and Twycross, 2015). Reliability refers to the degree to which a measurement of a phenomenon delivers consistent and predictable findings (Taherdoost, 2016). This is used to see if the responses of each respondent are consistent.

To improve the validity and reliability of research or findings evaluation, Cronbach Alpha-based approaches will be used. Cronbach's coefficient is a statistic that measures how reliable something is. It's a technique for determining a group's internal consistency or reliability of a psychometric test score.. According to Lombard, coefficients of 0.90 or more are almost always acceptable, 0.80 or higher is acceptable in most cases, and 0.70 may be reasonable in some exploratory research for specific indices (Lombard, 2010).

3.7. Ethical Consideration

To conduct this research the consequent ethical issues will be considered, the researcher will inform for all participants of the study about the purposes of the study, and will consciously consider ethical issues in seeking consent, avoiding deception, maintaining confidentiality, respecting the privacy of all respondents. On top of that, to keep the anonymity of study participants, code numbers rather than personal identifiers will be used.

CHAPTER FOUR

4 DATA PRESENTATION AND ANALYSIS

This chapter covers the Presentation, analysis, and interpretation of data collected via questionnaire and interview. The demographics of the respondents, such as managerial and employees of INSA, are the key topics discussed. To address the study's aims, data is % ed in the form of tables, charts, and correlations.

4.1. Response Rate

The data for this study was gathered in April 2022, using a survey questionnaire sent to 279 INSA employees, of whom 248 completed and returned to the researcher. The survey questionnaires were completed by 46 managers out of a total of 107. Only 246 non-management staff responded to the survey, resulting in an 89 % response rate According Mugenda (2003), a respondent of over 50%is recommended.

4.2. Demographic Characteristics of Respondents

The first part of the questionnaire consists of six items about demographic information of the respondents. It covers the personal data of respondents such as: gender, age, educational level, and service year and job responsibilities.

Table 4. 1: Summary of Demographic Profile of Respondents

	<i>Issues</i>	<i>Number</i>	<i>%%</i>
1. Gender	Female	66	26.6
	Male	182	73.4
	Total	248	100%
2. Age	18-25	2	8
	26-34	101	40.7
	35-54	131	52.8
	55-64	13	5.2
	65 or over	1	4
	Total	248	100%

3. Level of Education	College Diploma	1	4
	BA/BSc	157	63.3
	MA/MSc	90	36.3
	Total	248	100%
4. Job Responsibility	Expert	148	59.7
	team leader	71	28.6
	V/Director	18	7.3
	Director	11	4.4
	Total	248	100%
5. Work Experience	0 - 1 years	3	1.2
	2 - 4 years	18	7.3
	4 – 6 years	77	31
	6 and above	150	60.5
	Total	248	100%

(Source: Research Data)

As can see the demographic, Table 4.1: Item 1, majority of the respondents, that is 73.4 % (182) are Male, and 26.6 % (66) of the respondents are Female, and according to agency April, 2022 human recourse monthly report 28.29 % (255) are Female, and 71.71 % (645) are Male in general the INSA work force is Male dominant, and Most of the Research participants are Male.

The age groupings of the respondents are shown in Table 4.2.1; 8 % of the total respondents are between the ages of 18 and 25, 40.7 % are between the ages of 26 and 34, and 52.7 % are between the ages of 35 and 44. 8% of respondents are between the ages of 35 and 54, 5.2 % are between the ages of 55 and 64, and 4% are 65 and older. The sample population is largely dominated by the age group of 26-34 and 35-54, this indicates that most participants are young and adult employees.

The great thing about having a young employees is that they bring fresh ideas and fresh perspectives and the most innovative initiatives that would help to the organization. Nowadays most young and adults are digital *natives* they grew up using computers, portable devices, the internet, and social media (Marc Prensky, 2001). As a result, they often learn

and integrate technology more quickly than older employees did when it was originally introduced. As a result, the agency must devise a strategy for making the most of this relatively youthful and grownup workforce, as well as recognize the value of having young, motivated, and skilled employees.

The regards of academic background of respondents in item 3 of Table 4.1: shows that the majority of respondents 63.3 % (157) have a Bachelor's degree, While 36.3 % (90) respondents have a second Degree, the remaining 4 % (1) respondents have a Diploma.

In relation to respondents' job responsibilities, Table 4.1: item 4 shows that 40.3 % (100) are employees who are served as managerial positions, while 59.7 % (148) respondents are non-managerial employees.

Work experience, item 5 of Table 4.1: 1.2 % (3) of respondents have served for zero to one years, 7.3 % (18) have served for two to four years, and 31 % (77) have served for four two to six years, and the rest 60.5 % (150) have served for six years and above. As a result, the majority of respondents have enough Agency experience to provide reliable data and analyze the agency's competency-based recruitment and selection methods, as well as their impact on job performance.

To summarize, the respondents' demographic backgrounds were sufficient for gathering sufficient and relevant data on the research topic in general.

4.3. Analysis of Data Pertaining to the a Study

The data acquired with the data gathering tools has been evaluated and interpreted in this section as follows:

4.3.1. Assessment of the practice of competency based recruitment and selection in INSA

Table 4. 2 : the practice of competency based recruitment and selection

No	Items	SD		D		N		A		SA	
		F	%	F	%	F	%	F	%	F	%
1	The Vacancy Announcements Display Educational Requirement, Knowledge, Skill And Associated Behavioral Competencies	8	3.2	13	5.2	42	16.9	121	48.8	64	25.8
2	Key Competencies Are Identified	7	2.8	20	8.1	51	20.6	113	45.6	57	23.0
3	The Practice Of Competency-Based Recruitment And Selection Is Effective In Hiring Appropriate Candidates	9	3.6	18	7.3	52	21.0	97	39.1	72	29.0
4	Competency Based Recruitment And Selection Is Practice Enabled To Reduce Bias In Selection	5	2.0	12	4.8	51	20.6	97	39.1	83	33.5
5	Priorities Are Given To Qualified And Skilled Candidates.	9	3.6	28	11.3	48	19.4	88	35.5	75	30.2
6	The Recruitment And Selection Process Transparency.	10	4.0	17	6.9	73	29.4	93	37.5	55	22.2
7	Planning For Recruitment And Selection Process.	10	4.0	50	20.2	70	28.2	83	33.5	35	14.1
8	Curriculum Vitas, References And Qualifications Are Checked Clearly.	9	3.6	29	11.7	86	34.7	76	30.6	48	19.4

9	Candidates Are Selected Based On Their Competency, Skills, Qualifications, And Experience	9	3.6	24	9.7	57	23.0	98	39.5	60	24.2
10	Process Fairness	7	2.8	23	9.3	85	34.3	92	37.1	41	16.5
11	The Assessment Has Improved Objectivity, Leading To Truer Talent Acquisition	4	1.6	24	9.7	78	31.5	108	43.5	34	13.7

(Source: Survey Result, 2022)

Table 4.2 item 1 shows that 3.2 % of the 248 employees strongly disagreed that vacancy announcements display educational requirements, knowledge, skill, and associated behavioral competencies, 5.2 % disagreed, 16.9 % of the respondents were neutral, and 48.8 % and 25.8% of the respondents agreed and strongly agreed on this question, respectively. This implies that the majority of respondents (48.8%) believed that the agency's vacancy announcements include the necessary information about educational requirements, knowledge, aptitude, and essential behavioral qualities.

Based on the evidence, from the above table 4.2 item 2, 7 (2.8%) of the respondent are strongly disagree, 20 (8.1%) of the respondents are disagree, 51 (20.6%) of the respondents were neutral, 113 (45.6 %) of the respondents are agree and 57 (23%) of the respondents are strongly agree that the organization identified key competency. This implies that the majority of the respondents believe that key competencies are identified.

You can see from item 3 of Table 4.2: the majority of the respondents that is 29 %(72); strongly agree that the practice of competency based recruitment and selection is effective in hiring appropriate candidates. In addition to this 39.1 % (97) respondents agree and 21 % (52) of the respondents are Neutral on the statement respectively. The rest 7.3 % (18) of respondent and, 3.6 % (9) are disagreed and strongly disagreed on the issues respectively. From the above table 4.2 item 3 result proof that, the practice of competency based recruitment and selection allows you to get to know potential candidates on a more personal level and get a sense of how their personalities and level of knowledge fit into your organizational culture.

Item 4 of Table 4.2 shows that the majority of respondents, 39.1 % (97) and 33.5 % (83), agree

and strongly agree, respectively, that competency-based recruiting and selection practices enabled to eliminate bias in the selection process. On the other hand, 20.6 % (51) of respondents are neutral on the topic, 4.8 % (12) disagree, and 2.0 % (5) strongly disagree. The majority of respondents stated that competency- based recruitment and selection eliminates biases from one candidate to the next and allows for a fair and careful assessment based on the person's personal and professional skill, abilities and knowledge.

Item 5 of Table 4.2 shows that the majority of respondents, 35.5 % (88) and 30.2 % (75), agree and strongly agree, respectively, that Candidates who are qualified and skilled are given first priority. However, on the other hand, 19.4 % (48) of respondents are neutral on the topic, 11.3 % (28) disagree, and 3.6 % (9) strongly disagree. Candidates who are competent and skilled are given first preference, according to the majority of respondents.

Item 6 of Table 4.2 shows that the majority of respondents, 37.5 % (93) and 22.2 % (55), agree and strongly agree, respectively, in addition, 29.4 % (73) of respondents are neutral on the topic, 6.9 % (17) disagree, and 4.0 % (10) strongly disagree. Item 6 of Table 4.2 respondent results demonstrate that the recruitment and selection process was conducted in an open and transparent way.

Table 4.2 item 7 shows that the majority of respondents (33.5 % (83) and 14.1 % (35), respectively, agree and strongly agree, while 28.2 % (70) are neutral. Despite their involvement in the recruitment process, respondents are unsure if the recruitment and selection process is planned or not, with 20.2 % (50) disagreeing and 4.0 % (10) strongly disagreeing. The recruitment and selection process is designed based on Item 6 of Table 4.2 responder results.

Table 4.2 item 8 reveals that the majority of respondents strongly disagree and disagree on the subject, with 30.6 % (76) and 19.4 % (48), respectively, while 34.7 % (86) are neutral and the rest 9 % (9) and 11.7 % (29), respectively, strongly agree and agree. As a result of Table 4.2 item 8 response result, the curriculum vitae and reference are not evaluated throughout the recruitment and selection process.

The majority of respondents strongly agree and agree on the subject, with 24.2 % (60) and 39.5 % (98), respectively, while 23.0 % (57) are neutral, and the remainder 3.6 % (9) and 9.7 % (24), respectively, strongly disagree and disagree. As a result of Table 4.2 item 9 responses, candidates are selected based on their competency, skill, qualification, and experience.

The majority of respondents strongly agree and strongly disagree on the matter, with 16.5 % (41) and 37.1 % (92), respectively, while 34.3 % (85) are neutral and the rest 2.8 % (7) and 9.3 % (23) strongly disagree and strongly disagree. According to Table 4.2 item 10 response findings, the organization's competency based recruiting and selection system is fair.

As shown in Table 4.2, item 12 the majority of respondents, 43.5 % (108) agree and 13.7 % (34) strongly agree that competency based recruitment and selection processes can increase objectivity and lead to true talent acquisition. Additionally, 31.5 % (78) of respondents are indifferent, with the remaining 4.0 % (4) and 9.7 % (4) strongly disagreeing and disagreeing on the issues respectively.

4.3.2. Competency based interviewing

Table 4.3 Selection Practice of Respondents

No	Items	SD		D		N		A		SA	
		F	%	F	%	F	%	F	%	F	%
1	The behavioral interviewing method employed assesses the soft competencies required in the job position	4	1.6	17	6.9	68	27.4	116	46.8	43	17.3
2	The interviews mostly include structured and unstructured questions	1	0.4	13	5.2	65	26.2	118	47.6	51	20.6
3	Interviews measure the potential employees' abilities	9	3.6	27	10.9	62	25.0	102	41.1	48	19.4
4	Interviews conducted are objective and free from bias	5	2.0	24	9.7	80	32.3	106	42.7	33	13.3
5	Interviewers create the necessary rapport before beginning the interview	5	2.0	25	10.1	101	40.7	87	35.1	30	12.1

6	The interviews are not offensive and infringe privacy	5	2.0	24	9.7	79	31.9	99	39.9	41	16.5
7	The interviewers and examiners are well trained	8	3.2	47	19.0	80	32.3	76	30.6	37	14.9

(Source: Survey Result, 2022)

Item 1, of Table 4.3 indicate that, The majority of respondents, 17.3 % (43) and 46.8 % (116), strongly agree and agree, respectively, on the assertion that the behavioral interviewing approach used measures the soft abilities required in the job role, based on evidence from Table 4.3 of item 1. On the other hand, on the matter, 1.6 % (4) and 6.9 % (17) strongly disagree and disagree, respectively. The remaining 27.4 % (68) of respondents are neutral.

The overall result on Table 4.3 of item 1 reveals that the agency behavioral interviewing method assesses the candidate's soft competency for a certain work role, according to the majority of respondents.

Item 2, of Table 4.2 indicate that, 20.6 % (51) of the respondents and 47.6 % (118) strongly agree and agree, respectively, on the statement mostly interview questions include structure and unstructured questions. While the other 4 % (1) of the respondents and 5.2 % (13) of the respondents, respectively, strongly disagree and disagree on the issue. On the other hand, 26.2 % (65) of the respondents are neutral.

From Table 4.2: item 3, evidence show that, 19.4 % (48) and 41.1 % (102) of respondent strongly agree and agreed on the statement that interview can measure potential candidates abilities. On the other hand, 3.6 % (9) and 9.7 % (24) of respondent are strongly disagreed and disagree on the statement, and the rest 10.9 % (27) and 3.6 % (9) of respondents are disagree and strongly disagree on the statement respectively

Item 4, of Table 4.2: evidence show that the majority of the respondents, that is, 42.7 % (106) and 13.3 % (33) agreed and strongly agreed, respectively, that interviews are conducted objectively and without bias. . In the other hand, 9.7 % (24) and 9.7 % (24), of respondents are strongly agreed and disagree on the issue, respectively. The rest 32.3 % (80) of respondents are neutral on the Statement.

Table 4.2, item 5 demonstrates that the majority of respondents, 40.7 % (101), are neutral and

unable to comment on the interviewer prior to the interview procedure. Before conducting the interview, interviewers establish and maintain the required rapport. Furthermore, 12.1 % (30) and 35.1 % (87), respectively, of respondents are strongly agreed and agreed. On the other hand, 2.0 (5) and 10.1 % (25) of respondents strongly disagree and disagree on the issue, respectively. According to Table 4.5, item 6 the majority of respondents, or 16.5 % (41) of respondents strongly agree and 39.9 % (99) of respondents believe that the interview procedure is not insulting or infringes on privacy. On the other hand, 2.0 % (5) and 9.7% (24) of respondents, respectively, strongly disagree and disagree with the statement. The remaining 31.9 % (79) of respondents are undecided on the topic.

According to Table 4.5, item 7 the majority of respondents, 32.3 % (80), are neutral and unwilling to comment on the interviewers and examiners' substantial training, as shown in Table 4.2, item 5. In addition, 14.9 % (37) and 30.6 % (76) of respondents are strongly agreed and agreed, respectively. 3.2 (8) and 19.0 % (47) of respondents, on the other hand, strongly disagree and disagree on the topic, respectively.

4.3.3. Psychometrics and competency-based selection

Table 4.4 psychometrics and competency based selection

No	Items	SD		D		N		A		SA	
		F	%	F	%	F	%	F	%	F	%
1	Cognitive Ability Tests Add Value To The Selection Process	5	2.0	11	4.4	55	22.2	125	50.4	52	21.0
2	Cognitive Ability Tests Predict Problem Solving Skill And Job Performance Of Employees	5	2.0	14	5.6	49	19.8	135	54.4	45	18.1
3	Personality Questionnaires Add Value To The Selection Process	9	3.6	15	6.0	55	22.2	119	48.0	50	20.2
4	The Psychometric Tests Employed Are Fair, Reliable And Valid Measures	9	3.6	14	5.6	82	33.1	100	40.3	43	17.3
5	Behavioral Competencies Are Effectively Assessed With Psychometrics	9	3.6	20	8.1	81	32.7	101	40.7	37	14.9

(Source: Survey Result, 2022)

Table 4.4 shows that out of the total 248 employees, 21.0 % (52) and 50.4 % (125) strongly agreed and agreed, respectively, that there is a cognitive test that can add value in the selection process, 22.2 % (55) were neutral, and 2.0 % and 4.4 % (11) strongly disagreed and disagreed on this question. This suggests that the majority of respondents (71.4 % (177) felt that the business should include a cognitive test to bring value to the selection process.

Table 4.4 item 2 shows that the majority of respondents, 18.1 % (45) and 54.4 % (135), strongly agreed and agreed, respectively, that a cognitive test can predict problem solving skill and job performance of employees, 19.8 % (49) were neutral, and 2.0 % (5) and 5.6 % (14) strongly disagreed and disagreed on this question. This implies that the majority of respondents, 72.5 % (180), agree that tests given to candidates or employees aid the organization in predicting candidates' or employees' problem-solving skill and job performance.

Table 4.4 item 3 shows the majority of respondents, 20.2% (50) and 48.0% (119) of the respondents strongly agreed and agree, respectively, that a Personality tests are beneficial to the selection process, 22.2 % (55) of the respondents were neutral while 3.6% (9) and 6.0% (15) of the respondents strongly disagreed and disagreed on this question. This indicates that the majority of the respondents, agreed that personality questionnaires add a value to the selection process.

Table 4.4 item 4 shows the majority of respondents, 17.3% (43) and 40.3% (100) of the respondents strongly agreed and agree, respectively, that a personality questionnaires add value to the process of selection, 22.2 % (55), 33.1 % (82) of the respondents were neutral while 3.6% (9) and 5.6% (14) of the respondents strongly disagreed and disagreed on this question. This indicates that the majority of the respondents, agreed that the organization's psychometric tests are fair, reliable, and valid measures.

Table 4.4 item 5 shows the majority of respondents, 14.9% (37) and 40.7% (101) of the respondents strongly agreed and agree, respectively, that behavioral competencies can effectively assessed with psychometrics, 32.7 % (55), 33.1 % (81) of the respondents were neutral while 3.6% (9) and 8.1% (20) of the respondents strongly disagreed and disagreed on this question. This indicates that the majority of the respondents, agreed that Psychometrics can be used to examine behavioral abilities.

4.3.4. The agency uses assessment center to recruit candidates

Table 4.5 the agency uses assessment center to recruit candidates

No	Items	SD		D		N		A		SA	
		F	%	F	%	F	%	F	%	F	%
1	Written Test Assesses Technical Competencies And Skills Required.	5	2.0	9	3.6	56	22.6	126	50.8	52	21.0
2	Measurement Of Skills And Knowledge Of Applicants Is Accurate	4	1.6	20	8.1	79	31.9	108	43.5	37	14.9
3	Recommendation Method Of Recruitment Is Competency Based	25	10.1	39	15.7	80	32.3	73	29.4	31	12.5

(Source: Survey Result, 2022)

According to Table 4.5, item 1 the majority of respondents, or 21.0 % (52) of respondents strongly agree and 50.8 % (126) of respondents are agree. On the other hand, 2.0 % (5) and 3.6% (9) of respondents, respectively, strongly disagree and disagree with the statement. The remaining 22.6 % (56) of respondents are undecided on the topic. This implies that the majority of respondents, 71.8 % (178), agree that written tests given to candidates or employees aid the organization to assess candidates' or employees' skill for a certain job.

Table 4.5, item 2 show that the majority of respondents, or 14.9 % (37) of respondents strongly agree and 43.5 % (108) of respondents are agree. On the other hand, 1.6 % (4) and 8.1% (20) of respondents, respectively, strongly disagree and disagree with the statement. The remaining 31.9 % (79) of respondents are neutral on the topic. This implies that the majority of respondents, 58.4 % (145), agree that the assessment of applicants' abilities and knowledge is precise.

Table 4.5, item 3 show that the majority of respondents, or 12.5 % (31) of respondents strongly agree and 29.4 % (73) of respondents are agree. On the other hand, 10.1 % (25) and 15.7% (39) of respondents, respectively, strongly disagree and disagree with the statement. The remaining 32.3 % (80) of respondents are neutral on the topic. This implies that the majority of

respondents, 58.4 % (145), agree that recommendation method of recruitment is competency based.

4.3.5. Assessment tools and advertisement method

Table 4. 6 the assessment tool and advertisement method

No	Items	Yes		No	
		F	%	F	%
1	The Use of Interviews	243	98.0	5	2.0
2	The Use of Psychological Tests (Mental Measurement)	235	94.8	13	5.2
3	Does The Agency Use Job Specific Tests	22	89.5	26	10.5
4	The Use Of Reference Checks in the Agency	106	42.3	142	57.3
5	The Use Of Recommendation in the Agency	42	16.9	206	83.1
6	The Use Of Assessment Center in the Agency	164	66.1	84	33.9
7	The Use Of Internet Recruitment in the Agency	130	52.4	118	47.6
8	The Use Of Radio/TV Advert in the Agency	98	39.5	150	60.5
9	The Use Of Newspaper Advert in the Agency	175	70.6	73	29.4
10	The Use Of Recruitment From University in the Agency	239	96.4	9	3.6
11	The Use Of Talent Hunting in the Agency	235	94.8	13	5.2

(Source: Survey Result, 2022)

As indicated in table 4.7 item 1, 98.0 % (243) of respondents said that interviews are utilized in the selection process, whereas the remaining 2.0 % (5) said that interviews are not used. The above table 4.5 item 1 result indicates that the organization uses interviews in the selection process.

As indicated in table 4.7 item 2, 94.8 % (235) of respondents answered the organization uses psychological tests (mental measurement), whereas the remaining 5.2 % (13) said psychological tests (mental measurement) are not utilized in the selection process.

As indicated in table 4.7 item 3, 89.5 % (222) of respondents answered the organization uses job specific tests to select a qualified employees, whereas the remaining 10.5 % (26) said job specific tests are not utilized in the selection process.

As shown in the above table 4.7, 96.0% (238) of the respondent said that the reference checks are not used in the screening process and the remaining 4% (10) of the respondent replied that the reference checks are used in the screening process. This implies that reference checks are not conducted during the screening procedure. One of the most crucial aspects of a successful competency based recruitment and selection process is the reference check. Based on a performance assessment by former/current colleagues or supervisors, the organizations can quickly demonstrate and/or verify candidates Competencies throughout his or her employment time, such as handling problems, coping with different tasks from a candidate's previous job. Therefore To ensure that applicants perform the fundamental components of the post for which they applied, INSA should plan, choose questions, prepare protocols, and schedule and conduct reference checks.

According to table 4.7 item 5, 83.1 % (206) of respondents claimed recommendations are used in the selection process, whereas 16.9 % (42) said recommendations are not used. The above table 4.5 item 1 result indicates that the organization employs recommendation in the recruitment and selection process, according to the above table 4.5 item 1 outcome. Employees with long-term experience in the organization, experts, or top-level management can recommend applicants to individuals with more experience or particular talents in the institute's sphere of operation, according to the INSA employee directive (2012). As a result, the outcome of table 4.5 item 5 is the same as the one specified in the directive.

As indicated in table 4.7 item 6, 66.1 % (164) of respondents answered the organization uses assessment centers, whereas the remaining 33.9 % (84) said assessment centers are not utilized.

As shown in table 4.7 item 7, 60.5 % (52.4) of respondents claimed INSA does use Internet Recruitment to advertise unfilled positions, while the remaining 47.6 % (118) said Internet Recruitment are not used

As shown in table 4.7 item 8, 60.5 % (150) of respondents claimed INSA does not utilize radio or television to advertise unfilled positions, while the remaining 39.5 % (98) said radio or television are used.

As shown in table 4.7 item 9, 70.6 % (175) of respondents claimed INSA use Newspaper to advertise unfilled positions, while the remaining 29.4 % (73) said Newspaper is not used.

As shown in table 4.7 item 10, 96.4 % (239) of respondents claimed INSA use recruitment from university to fill vacant positions, while the remaining 3.6 % (9) said recruitment from university is not used.

According to table 4.7 item 11, 94.8 % (235) of respondents believe INSA has a Talent Hunting program to find and hire talented individuals, whereas 5.2 % (13) believe there is no such program.

4.4. Employee performance

The scale: (1) Not at all, (2) To a Low Extent, (3) To a Moderate Extent (4) To a large Extent (5) To a very large Extent.

Table 4. 7 Employee performance

No	Items	NA		LE		ME		LE		VLE	
		F	%	F	%	F	%	F	%	F	%
1	Employees' Have Knowledge And Skills Of The Job To Deliver Superior Quality Work And Services	3	1.2	23	9.3	64	25.8	114	46.0	44	17.7
2	The Overall Quality Of Services Provided By Employees Are Excellent.	4	1.6	36	14.5	78	31.5	97	39.1	33	13.3
3	Employees Are In Tune Of All Customers Rather Than Specific Individuals	4	1.6	22	8.9	96	38.7	93	37.5	33	13.3
4	Employees Know, Do Their Duties And Their Jobs In Accordance To Their Job Description.	9	3.6	34	13.7	67	27.0	101	40.7	37	14.9
5	Employees Have Appropriate, Unbiased, And Good Manner With All Citizens.	9	3.6	19	7.7	82	33.1	101	40.7	37	14.9
6	Employees Understand Specific Needs Of Customers.	2	0.8	25	10.1	81	32.7	111	44.8	29	11.7
7	Employee's Own Delivery Is Monitored Against A Plan	9	3.6	43	17.3	84	33.9	90	36.3	22	8.9

8	Employees Need Less Training On The Job	35	14.1	73	29.4	58	23.4	59	23.8	23	9.3
9	Performance Objectives Are Linked To Organizations Goals	9	3.6	32	12.9	66	26.6	105	42.3	36	14.5
10	Employees Have A Competency Improvement Action Plan	12	4.8	53	21.4	70	28.2	85	34.3	28	11.3
11	Performance Of INSA Employees	10	4.0	38	15.3	70	28.2	95	38.3	35	14.1
12	Efficiency And Effectiveness Of INSA	16	6.5	40	16.1	75	30.2	90	36.3	27	10.9

(Source: Survey Result, 2022)

According to table 4.7 item 1, the majority of respondents (63.7.0%) believe that employees have the necessary knowledge and skills to provide excellent work quality and service. This was followed by 10.5 % of respondents who stated that INSA staff lacked the skills and knowledge necessary to improve work quality and service. Concerns about the overall quality of service offered by employees received 64 responses, or 25.8%, resulting in a Moderate Extent.

According to table 4.7 item 2, the majority of respondents 52.4 % (130) agreed that employees provide great service, whereas 16.1 % (40) disagreed. The remaining 31.5 % of respondents are neutral.

Based on the evidence, from item 3 of Table 4.7 the majority of respondents, that is, 38.7 % (96) of respondents are neutral on the issues. On the other hand, 37.5 % (93) and 13.3 % (33) of the respondents, respectively, slightly agree and strongly agreed on that Employees are aware of all customers than of specific customers. While the 10.6 % (26) of the respondents are strongly disagree on the item.

Employees are aware of their responsibilities and accomplish their jobs in line with their job descriptions, according to the evidence in item 4 of Table 4.7, with 40.7 % (101) and 14.9 % (37) of respondents slightly agreeing and strongly agreeing, respectively. On the other hand, 17.3 % (43 %) of respondents disagree, while 67 % (27) are neutral.

According to the evidence from item 5 of Table 4.7, the majority of respondents, 40.7 % (101) and 14.9 % (37) of respondents slightly agreeing and strongly agreeing, respectively that employees know, do their duties, and perform their jobs in accordance with their job descriptions. On the other hand, 7.7 % (19) and 3.6 % (9) of the respondents, respectively, slightly disagree and strongly disagreed, while the 33.1 % (82) of the respondents are neutral.

According to the evidence from item 6 of Table 4.7, the majority of respondents, 44.8 % (111) and 11.7 % (29) of respondents slightly agreeing and strongly agreeing, respectively that Employees are aware of customers' specific requirements. On the other hand, 10.1 % (25) and 0.8 % (2) of the respondents, respectively, slightly disagree and strongly disagreed, while the 32.7 % (81) of the respondents are neutral. According to the evidence from item 7 of Table 4.7, the majority of respondents, 36.3 % (90) and 8.9 % (22) of respondents slightly agreeing and strongly agreeing, respectively that Employee Deliveries Are Measured Against A Plan. On the other hand, 17.3 % (43) and 3.6 % (9) of the respondents, respectively, slightly disagree and strongly disagreed, while the 33.9 % (84) of the respondents are neutral.

According to the evidence from item 8 of Table 4.7, the majority of respondents, 43.5 % (108) disagreeing that Employees require less on-the-job training. It implies that employee needs training on the job. On the other hand, 23.8 % (59) and 9.3 % (23) of the respondents, respectively, slightly agree and strongly agreed that employees require less on-the-job training. While the 23.4 % (58) of the respondents are neutral.

According to data from Table 4.7 item 9, the majority of respondents agree that organizational goals are linked to performance objectives, with 42.3 % (105) and 14.5 % (36) of respondents slightly agreeing and strongly agreeing, respectively. On the other hand, 12.9 % (32) and 3.6 % (9) of respondents slightly disagree and strongly disagreed on the topic, respectively, while the remaining 26.6 % (66) are neutral.

The majority of respondents agree that employees have a strategy to enhance their skills, according to data from Table 4.7 question 10, with 32.3 % (85) and 11.3 % (28) of respondents agreeing slightly and firmly, respectively. On the other hand, 21.4 % (53) and 4.8 % (12) of respondents disagree slightly and strongly, respectively, on the topic, with the remaining 28.2 % (70) neutral.

The majority of respondents agree that employees have a strategy to enhance their skills, according to data from Table 4.7 question 11, with 32.3 % (85) and 11.3 % (28) of respondents agreeing slightly and strongly, respectively. On the other hand, 21.4 % (53) and 4.8 % (12) of respondents disagree slightly and strongly, respectively, on the topic, with the remaining 28.2 % (70) neutral.

According to data from Table 4.7 question 12, the majority of respondents rate INSA staff' overall performance as very good or exceptional, with 38.3 % (95) and 14.1 % (35), respectively. On the other hand, 15.3 % (38) and 4.0 % (10) of respondents believe that general INSA employee performance is satisfactory and poor, respectively, on the topic, with the remaining 28.2 % (70) believing that general INSA employee performance is good.

According to data from Table 4.7 question 13, the majority of respondents think INSA is generally efficient and effective, with 36.3 % (90) and 10.9 % (27) of respondents rating it very good and excellent, respectively. On the other side, 30.2 % (75) of respondents believe that INSA's overall efficiency and effectiveness is good, while the remaining 16.1 % (40) and 6.5 % (16) believe that INSA's overall efficiency and effectiveness are satisfactory and poor, respectively.

4.5. Descriptive Analysis (mean and Standard deviation)

Table 4. 8 Mean and standard deviation values

Item	N	Mean	Std. Deviation
Assessment of the practice of competency based recruitment and selection practice INSA	24 8	3.61	0.97
Methods of selection and recruitment	248	3.2	0.325
Job Performance	248	3.42	0.985

(Source: Survey Result, 2022)

A mean value of 2.9 or less is thought to indicate disagreement, 2.9 to 3.1 is thought to indicate neutrality or agreement, and 3.1 or more is thought to indicate agreement. The analysis here is based on (Scott, 1999). Therefore, the combined mean value for the assessment of the practice of competency based recruitment and selection, is 3.61, which

suggests that respondents agreed on the assessment of the practice of competency-based recruitment and selection practice with the standard deviation of 0.97, indicating a higher level of agreement regarding the competency-based recruitment and selection practice among respondents.

The combined mean value for item of methods of selection and recruitment is 3.21, and which implies that respondents agreed on the methods of recruitment and selection with the standard deviation of 0.0325, which implies respondents agreed with INSA methods of recruitment and selection.

The combined mean value for item of job performance is 3.42, which implies that respondents agreed on the job performance of INSA with the standard deviation of 0.985, which implies that there is a higher level of agreement among respondents about the job performance of INSA employees.

4.6. Pearson Correlations Analysis

The presence of a relationship or correlation between two or more variables is determined through correlation analysis. In this study, bivariate Karl Pearson's coefficient of correlation (product moment correlation coefficient) is used in correlation analysis to assess the association between competency based recruiting and selection practices and job performance (r). The correlation analysis is performed using Pearson correlation with a two-tailed test of significance to evaluate the relationships. The direction and intensity of the relationship between the variables is determined and interpreted in this section. According to Cohen (1998) cited by Warokka et al. (2012, p. 12) the correlation coefficient (r) ranging from 0.10 to 0.29 may be regarded as indicating a low degree of correlation, r ranging from 0.30 to 0.49 may be considered as a moderate degree of correlation, and ranging from 0.50 to 1.00 may be regarded as a high degree of correlation. Hence, correlation analysis shows only the existence of positive or negative relationship between the dependent and independent variables and shows if there is any significance.

4.6.1.1. *Correlation of competencies based recruitment and selection and job performance*

Table 4. 9 correlation of competency based selection and recruitment and selection and job performance

		Competency Based Selection And Recruitment Practice	Job Performance
Competency Based Selection And Recruitment Practice	Pearson Correlation	1	.697**
	Sig. (2-tailed)		.000
	N	248	248
Job Performance	Pearson Correlation	.697**	1
	Sig. (2-tailed)	.000	
	N	248	248

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

(Source: Survey Result, 2022)

The statistically significant ($r=0.676$, $N=248$, $P=0.001$) relationship between competency based recruitment and selection practices and job performance. This indicates that both variables are moving in the same direction. Competency based recruitment and selection practice increase along with job performance, or vice versa: job performance rises with competency-based recruitment and selection practices, while job performance falls with competency-based recruitment and selection practices. This suggests that employing competency-based hiring and selection procedures can help to maximize employee job performance.

In general, one may deduce from the correlation study that competency based recruitment and selection practices and job performance are related. This conclusion is also corroborated by earlier literatures by Ballantyne (2009), who stated that job performance and competency based hiring and selection are strongly positively correlated.

4.7. Multiple Regression Analysis

4.7.1. Normality Test

Table 4. 10 Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Job Performance	.043	248	.200*	.991	248	.106

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

(Source: Survey Result, 2022)

The Normality test Kolmogorov-Smirnov and Shapiro-Wilk test result was found to be normally distributed on dependent variable (job performance) with Kolmogorov-Smirnov^a test result 0.200 and Shapiro-Wilk test result 0.106, which is ($p > 0.05$). The results of the above normality test demonstrate that the data are normally distributed, which is one of the requirements for using a parametric test. As a result, the requirement is met, and the researcher may apply a parametric test.

4.7.2. MultiCollinearity Test

Table 4. 11 Coefficientsa for multicollinearity

Model		Collinearity Statistics	
		Tolerance	VIF
1	Competency	.491	2.038
	Recruitment and Selection	.491	2.038

a. Dependent Variable: Job Performance

(Source: Survey Result, 2022)

The independent variables should have little to no association, in accordance with the multicollinearity principle. Bivariate correlations, which shouldn't be higher than 0.80, as well as the Variance Inflation Factor (VIF), which needs to be lower than 10 or the Tolerance (TOL), which needs to be higher than 0.2, will all be checked at by the researcher. According

to table 4.11, multicollinearity is not present because all correlation coefficients for this study are below 0.80, and the VIF value is below 5, which is shown by the collinearity statistical results.

4.7.3. Regressions Analysis

Given that the data meets the assumptions of normality and multicollinearity, the researcher uses multiple linear regression to arrive at their conclusion. There are two or more independent variables and one dependent variable in multiple linear regressions. To investigate the impact of competency based recruiting and selection practices on job performance, multiple regression analysis was used in this study.

Table 4. 12 ANOVA result for the combined effect of competency based recruitment and selection practice on job performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9291.316	2	4645.658	116.367	.000 ^b
	Residual	9781.003	245	39.922		
	Total	19072.319	247			
a. Dependent Variable: Job Performance						
b. Predictors: (Constant), Recruitment and Selection, Competency						

(Source: Survey Result, 2022)

According to the ANOVA table 4.12 p-value =0.000 <5%, indicating that the regression relationship is highly significant in predicting how competency and recruitment and selection practice influenced job performance.

Table 4. 13 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-4.031	3.310		-1.218	.224
	Competency	.463	.070	.432	6.617	.000
	Recruitment and Selection	.380	.077	.320	4.906	.000
a. Dependent Variable: Job Performance						

(Source: Survey Result, 2022)

The coefficients table revealed that competency and recruitment and selection are significant with (p-value = 0.00, 0.000, respectively which is <0.05) in influencing job performance. The p values of the independent variables (competency and recruitment and selection) in this study are 0.000 and 0.000, respectively, which are both > 0.05 , indicating that the study's independent variables, are statistically significant. And has a significant relationship with the research's dependent variable, job Performance.

A unit change in competency would lead to change in job performance by a factor of 0.463. And a unit change in recruitment and selection would lead to change in job performance by a factor of 0.380

This means competency and recruitment and selection would increase job performance with 25.1%, 46% and 38% respectively.

Generally, all the independent variables (competency and recruitment and selection) influence the dependent variable (job performance) since the coefficients for each variable are non-zero (p-value for each variable is <0.05).

4.7.4. Reliability analysis

Table 4. 14 reliability statistics for Cronbach

Construct	N of Items	Cronbach's Alpha
Competency	24	0.901
Recruitment and Selection	23	0.863
Job Performance	12	0.921

(Source: Survey Result, 2022)

Methods based on Cronbach Alpha are used to assess the reliability and validity of study results. According to Table 4.7 reliability data, the Cronbach Alpha, Coefficients for the independent variables (competency and recruitment and selection) and dependent variable (job performance) have values of 0.901, 0.863, and 0.921, respectively, and there are 59 items. We might say that acceptable coefficients are those of 0.80 or higher (Lombard, 2010).

CHAPTER FIVE

5. Summary of Findings, Conclusion and Recommendations

5.1. Summary of Findings

The impact of competency based recruitment and selection practices on job performance was investigated in this study. The study gathered primary data by sending a survey questionnaire to 279 INSA employees, 248 of whom completed and returned it. Statistical methodologies and tools were used to analyze the responses of the sample respondents. On the basis of the collected primary data, descriptive statistics were used to describe the organization's competency based recruitment and selection practices; in addition, correlational and regression methods were used to examine the relationship between competency based recruitment and selection practices and their contribution to job performance.

Based on the response obtained from the questionnaire questions, analysis were

~~made~~ The summery of finding are stated as follows:-

The agency uses 3 source of recruitment talent seeking program, external/internal and universities to recruit competent candidates. The agency uses the most of vacancy announcements in the newspaper for external applicants and notice and portal-based announcements for internal applicants and advertisements indicate the relevant educational requirements, as well as knowledge, skill, and behavioral competency, Based on the INSA mission vision and goals, the key core competency. Are identified and based on identified core competencies job description and job analysis are undertaken.

The agency use structure and unstructured interview questions to examine the candidate's soft competency, that can measure the potential employee's ability also use cognitive ability tests to predict employee problem-solving abilities and job performance, INSA assesses technical competencies and skills required for a certain job using written tests. It also use deferent type of psychometrics test (critical thinking test, numerical, aptitude test) to assessing behavioral competencies. The majority of respondents believe competency based recruitment and selection methods improve objectivity and lead to actual talent acquisition. They also agree that competency-based recruiting and selection processes can be used to choose individuals based on their knowledge, skills, certifications, and experience. Competency based recruitment and selection practices and job performance was found to be moderately positive

relationship and statistically significant this show that competency based recruitment and selection practices can would lead to a maximize employee job performance. INSA employees have the requisite knowledge and skills to deliver excellent work quality and service based on their knowledge and expertise. Respondents agreed to a large extent that performance of INSA employees and the efficiency and effeteness of INSA is good and performance objectives are linked to the organization goals.

Regarding the reliability and validity of the instrument, Cronbach Alpha method is used, and according to the reliability statistics the result shows Coefficients is 0.863, we can conclude that coefficients of 0.80 or larger are acceptable, (Lombard, 2010).

5.2. Conclusion

Human resources are critical to an organization's success; as a result, human resource management must ensure that the organization has the talented, skilled, and engaged people it needs to achieve its goals by developing and implementing human resource (HR) strategies that are integrated with the business strategy (strategic HRM).

Recruitment and selection are important and key human resource management duties since they are the sources used to attract new individuals. The quality of new recruits is determined by the recruitment and selection techniques used by an organization.

The findings of the study indicate that there is moderately positive relationship between competencies based recruitment and selection practices and job performance. The moderate positive relationship have been established with competency based recruitment and selection practices and job performance, $r (0.697)$; $P < 0.001$. Equally, a multiple regression indicated a positive correlation exist between competency based recruitment and selection practices and job performance, $r (0.697)$;

According to the conclusions of the study Effective competency based recruitment and selection methods result in improved job performance. As a result, in order to maximize work performance, the study emphasizes the need of competency based recruitment and selection procedures.

5.3. Recommendation

Based on the analysis made and findings obtained, the following recommendations were made.

- Regarding the vacancy announcement The INSA mostly uses newspaper based vacancy announcement and internet recruitment only social Medias to attract external applicants. However it is recommended that other means of vacancy announcement methods (Radio/TV advert, job sites).
- To find the top applicants, INSA uses job-specific assessments, interviews, and psychological testing (mental measurement). It was also suggested that INSA employ references and recommendations while selecting finalist candidates. Because conducting a reference check is an important component of the hiring process, it also aids the organization in making better hiring decisions by providing a basic idea of how the candidate fared in previous employment.
- Regarding training, because the industry is a technological sector with a dynamic environment, it must provide continuous and up-to-date professional training to maximize technical competency and to produce an ecologically conscious workforce.
- Building awareness is an important. HR staff, Employees or management staff who engage in the competency based recruiting and selection process should be prepared with the appropriate rapport before commencing the process, and interviewers and examiners should be highly trained.
- During recruitment and selection process the Human Resource Department must continuously evaluate the competency based recruitment and selection process and make revisions as necessary
- The practice of competency based recruitment and selection is effective in hiring appropriate candidates therefore in the process of competency based selection such as competency based interview, job specific exams and Psychological tests (mental measurement) ... etc. should be align with job description, job analysis and job grade.
- The recruitment and selection practice should be aligning with organizational objectives and values into the recruitment and selection process

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Appendix

Appendix A: questionnaire

Dear Respondent,

I am a graduate student pursuing Master of Human Resource Management (HRM). I am currently undertaking a research on assessment of competency based recruitment and selection practice and its effect on job performance. This is a requirement in partial fulfillment of the Master of Human Resource Management (HRM) degree program at AA University College of Business and Economics School of Commerce.

The study will be based on assessing the practice of competency based recruitment and selection practice and its effect on job performance in INSA and you have been requested as one of the respondents to participate in the survey. The results of the survey will be instrumental for INSA in assessing the extent to which; competency based recruitment and selection is practiced, to identify the methods used in competency based recruitment and selection is practiced and analyze the effect of competency based recruitment and selection practiced on job performance.

This is an Academic research and confidentiality shall strictly be adhered to. Your name will not appear anywhere in the report. Kindly spare few minutes to complete all sections of the questionnaire attached.

Yours sincerely,

Aklile solomon

RESEARCH QUESTIONNAIRE

SECTION A: Demographic Information

Kindly respond to the following questions by checking on the appropriate box (X)

1. What is your gender?

☐ Male ☐ Female

2. How old are you?

☐ 18-25 ☐ 26-34 ☐ 35-54

☐ 55-64 ☐ 65 or over

3. What is your highest level of education?

☐ High School ☐ Level I-IV ☐ College Diploma

☐ BA/BSc ☐ MA/MSc ☐ PHd

4. What is your major job responsibility?

☐ Expert ☐ supervisor ☐ team leader

☐ V/Director ☐ Director ☐ If other_____

5. How long have you been working with INSA?

☐ Under one year ☐ 1-5 years

☐ 5-10 years ☐ 10-15 years ☐ 15+ year

ASSESSMENT OF THE PRACTICE OF COMPETENCY BASED SELECTION AND RECRUITMENT IN INSA

Rating scale

5 – Strongly agree

4 -Agree

3 – cannot say/ Neutral

2 -Disagree

1 -Strongly disagree

Question	5	4	3	2	1
The vacancy announcements usually display the necessary educational requirement, knowledge, skill and associated behavioral competencies of the job					
Key competencies required to carry out the job are identified					
The practice of competency-based recruitment and selection is effective in hiring appropriate candidates					
Competency based recruitment and selection is practice enabled to reduce bias in selection					
Priorities are given to qualified and skilled candidates.					
The recruitment and selection is carried out in transparency.					
There is an appropriate and proper planning for recruitment and selection process.					
Curriculum vitas, references and qualifications are checked clearly.					
Candidates are selected based on their competency, skills, qualifications, and experience.					
The process is done and monitored in fairness.					
The assessment has improved objectivity, leading to truer talent acquisition					
Competency based interviewing					
The behavioral interviewing method employed assesses the soft competencies required in the job position					

Question	5	4	3	2	1
The interviews mostly include structured and unstructured questions					
Interviews measure the potential employees' abilities					
Interviews conducted are objective and free from bias					
Interviewers create the necessary rapport before beginning the interview					
The interviews are not offensive and infringe privacy					
The interviewers and examiners are well trained					
Psychometrics and competency-based selection					
Cognitive ability tests add value to the selection process					
Cognitive ability tests predict problem solving skill and job performance of employees					
Personality questionnaires add value to the selection process					
The psychometric tests employed are fair, reliable and valid measures					
behavioral competencies are effectively assessed with psychometrics					
The agency uses assessment center to recruit candidates					
Written test assesses technical competencies and skills required.					
Measurement of skills and knowledge of applicants is accurate					
Recommendation method of recruitment is competency based					

METHODS OF SELECTION AND RECRUITMENT

What selection methods do you use in the selection process? Please tick where appropriate to indicate your opinion.

Question	Yes	No
SELECTION		
Does the agency use Interviews		
Does the agency use Psychological tests (mental measurement)		
Does the agency use Job specific tests		
Does the agency use Reference checks		
Does the agency use Recommendation		
Does the agency use Assessment center		
RECRUITMENT		
Does the agency use Internet recruitment		
Does the agency use Radio/TV advert		
Does the agency use Newspaper advert		
Does the agency use Recruitment from University		
Does the agency use Talent hunting		

Employees' Performance

Please indicate the extent to which competency-based recruitment and selection improve employee job performance at INSA.

Directions: Please indicate/Place an "X" mark in the box of your answer. The scale: (1) Not at all, (2) To a Low Extent, (3) To a Moderate Extent (4) To a large Extent (5) To a very large Extent.

Question	5	4	3	2	1
Employees' have knowledge and skills of the job to deliver superior quality work and services.					
The overall quality of services provided by employees are excellent.					
Employees are in tune of all customers rather than specific individuals.					
Employees know, do their duties and their jobs in accordance to their job description.					
Employees have appropriate, unbiased, and good manner with all citizens.					
Employees understand specific needs of civilians.					
employee's own delivery is monitored against a plan					
Employees need less training on the job					
Performance objectives are linked to organizations goals					
Employees have a competency improvement action plan					
How do you perceive the general performance of INSA employees					

THANK YOU FOR YOUR TIME & COPERA

