

IMPACT OF RECRUITMENT AND SELECTION ON ORGANIZATIONAL PRODUCTIVITY. EVIDENCE FROM STAFF OF A UNIVERSITY IN SOUTH AFRICA

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Abstract

The study aimed to understand the recruitment and selection-productivity fit within a tertiary institution in South Africa. Essentially, by examining this relationship, it will be easier to obtain a better understanding of the essential components of recruitment and selection that contribute to the productivity of a tertiary institution. The unit of analysis of this study comprised academic and non-academic staff of the institution. This study adopted a quantitative approach utilising a Likert scale questionnaire to serve as the primary source of data collection. A future study could emphasise the development of a theoretical framework that links specifically to the peculiarities of the tertiary education sector in South Africa. A further study could also unpack how the components of recruitment and selection can be better harnessed to attract the interest of young South Africans to academe. The paper addresses a matter of significance both to HR practice and scholarship. The paper concludes thus: Recruitment and selection processes impact productivity; hence management MUST adopt best practice for these crucial HR functions.

Keywords: Recruitment, Organizational Productivity, Selection, South Africa

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1 Introduction and background

Productivity can be enhanced by a suitable work environment. It can also be a product of effective recruitment and selection process (Catano et al., 2010). An effective recruitment and selection process can ensure that an institution hires the right candidate for a particular job or role. However, research has consistently indicated that human resource practitioners do not follow their institution's recruitment and selection processes in the appropriate manner (Aswathappa, 2007). Hence, institutions experience high labour turnover, high staff absenteeism, job reworks, high training expenses, labour unrest and low productivity (Robbins et al., 2009). This study, therefore, seeks to investigate staff perceptions of the relationship between recruitment and selection processes, and organisational productivity. The study was set in a tertiary institution in South Africa.

Tertiary institutions are amongst the most important institutions in any nation, as they play a significant role in the development of the country (Khalid, 2012). Countries that promote education become more developed, and they are able to formulate, implement and manage their own

development. Monama (2012) affirms that South Africa recognizes the importance of education. In June 2010, Khumalo (2010) reported that the president of the Republic of South Africa, Jacob Zuma, made a speech at the Sports for Peace Gala Dinner in Johannesburg, where he stated that education was a key weapon in the government's arsenal of strategies to halve poverty and unemployment by 2014. This is also evident in the government's expenditure in education, and the sum invested annually in universities, FET colleges and high schools (BuaNews, 2012).

This study focuses on a tertiary education institution in the Western Cape province of South Africa. Due to the position taken by the institution regarding privacy issues, the institution will be referred to as "institution X". Institution X offers competitive salaries and excellent benefit packages for the staff. Institution X also assists several communities in through donations to their charity projects. The institution is, therefore, an attractive proposition for prospective employees.

According to Schultz (2009), it is the responsibility of every manager to look after its human resource because they are the most important assets of any tertiary institution. In the past, the human

resources management function was not seen as important, and as a result many institutions did not place any premium on hiring people (Zhou, 2006). This obviously resulted in human resource managers' unhappiness with the quality of candidates, and long recruitment cycle times. Few institutions still hire staff the same way that they used to hire staff many years ago (Zhou, 2006). This is an indication that many human resources managers and officers still do not consider recruitment and selection as important tasks within the human resource department. Perhaps this is the reason why institutions complain that it is difficult to find a suitable candidate for job openings.

While there have been discussions as to the relevance of university qualifications, there is also a universal acceptance of the pivotal role of university education as a critical human development component. Universities have been recognized as providers of not only the high-level skills necessary for every labor market but also the training essential for teachers, doctors, nurses, civil servants, engineers, humanists, entrepreneurs, scientists, social scientists, and many other personnel (Educational Pathways International, nd). It is further argued that the knowledge generated by universities is the empowering mechanism for those who are trained in universities to develop the capacity and analytical skills that drive local economies, support civil society, teach children, lead effective governments, and make important decisions which affect entire societies. Within this context, it is therefore vital that universities (and in fact any other player in the education sector) considers the proper utilization of recruitment and selection processes in order to attain the right caliber of teaching and administrative team.

Given that the institution covered in this study plays within the education sector, it is imperative that they attract, recruit and retain the right candidates, especially considering the massive role of educational institutions in any economy. Using the incorrect type of recruitment and selection processes may impact the institution's efficiency in producing great talents. However, certain problems exist in recruitment and selection processes such as unclear job descriptions, unskilled personnel who conduct interviews, and many more. Such problems affect the productivity of the organisation. According to Vijay (2011), to avoid these kinds of problems, the human resource department should be familiar with the vacancy, and identify the best recruitment mechanism to attract and hire the best candidate who is available in the market.

Richardson (2011) states that as the job market becomes increasingly more competitive and the available skills become more diverse, recruiters should be more selective in their choices. This is because poor recruiting decisions can produce long-term negative effects. The effects are high training expenses to reduce poor performance and high turnover within the institution which in turn impacts on staff morale (Richardson, 2011). Consequently, this

process should be done properly so that organisational productivity can improve. Improving organizational productivity requires that appropriate recruitment and selection tools or techniques be utilized in order to hire suitable candidates for the job.

The main objective of this study therefore was to identify factors that impede or can be used to improve the recruitment and selection processes of productivity. In order to achieve the main objective of the study, we utilised the following research question: What are the perceptions of staff of the recruitment and selection processes of their institution?

2 Literature review

Syverson (2010) defines productivity simply as efficiency in production obtained from a given set of inputs. According to Syverson, productivity is primarily expressed as an output-input ratio. Several factors drive organisational productivity. These include staffing, structure, communications, and training and development. Others include sound objectives and supportive culture, planning, better control systems, focused strategy, and proper processes (Dechert-Hampe Consulting [DHC], nd). It is apparent that these drives are impacted by the human factor. In fact, most empirical studies have underscored the human element as a vital competitive advantage thus implying that proper staffing processes are a critical ingredient to an organisation's productivity.

Finding, attracting and keeping the best people can however be an arduous task, but with effective recruitment and selection processes, an organisation will be guaranteed the right calibre of people for the organisation's needs. However, this is not to say that effective recruitment and selection processes guarantee total success for an institution. Nel et al. (2008) support that there is no guarantee in making the correct selection decisions, but one can only attempt to make it as successful as possible by best utilising all the tools at one's disposal.

Brewster and Mayrhofer (2012) assert that recruitment and selection processes are crucial as they ensure that the right staff joins the organisation thereby helping the institution to meet its short-and long term objectives. Recruitment and selection are totally different from one another. According to Niles (2013), recruitment is an organisation's process of attracting applicants to jobs in an institution. Ofori and Aryeetey (2011) also define recruitment as the process of generating a pool of capable people to apply for employment in an institution. On the other hand, Rothwell (2010) defines selection as a related process, which involves management nominating for openings to see how equipped internal applicants are to meet current needs. For Marquis and Huston (2009), selection means a process of choosing from among applicants the best qualified individual or individuals

for a particular position. The aim of selection is to choose the right calibre applicant for the job.

Figure 1. Drivers of organisational productivity



Source: Dechert-Hampe Consulting

According to Cameron (2008), the cost of poor recruitment and selection processes can be significant. Therefore, recruitment and selection must be done properly, or else it may result in high labour turnover, high absenteeism, more errors, and high training expenses for the organisation and reduced or low productivity (Richardson, 2011). When the right people are hired, it is important that they work in a conducive work environment so that they are able to increase the productivity of the organisation. According to Gupta (2006), if workers are mentally assured that they are operating under safe working conditions, their morale will be high and they will work with more consideration and thus productivity will increase. Another way to increase productivity is when the staff is given a clear job description on the first day that he/she is hired. Stahl (2004) says that institutions can improve productivity by giving employees clear and specific descriptions of their job, roles, responsibilities, performance, performance expectation and job requirements. It will cost the institution high training expenses when selecting a wrong candidate as he/she will require lots of training in order for her/him to perform. Tertiary educational institutions should invest in training so that staff can improve productivity by doing their jobs more efficiently.

3 Research methodology

3.1 Research design

Research design is the blueprint for conducting a study. A good research design will assist the researcher in planning a study that will yield valid data pertinent to the research question. The research design of this study was planned and structured to investigate employee perceptions of the relationship between

recruitment and selection processes and organisational productivity at a university in the Western Cape province of South Africa. This study adopted a quantitative approach. According to Gravetter and Forzano (2009), quantitative research is based on measuring variables in order to obtain scores, usually numerical values that are submitted for statistical analysis, summary and interpretation therefore suggesting that the main purpose of quantitative research is to make the research valid by means of numbers. Kazadi (2011) holds the same view by stating that the purpose of quantitative research methodology is to evaluate data objectively by rendering numbers.

A Likert scale questionnaire was therefore developed to serve as the primary source of data collection. The reason for using a Likert scale questionnaire as the data collection instrument was that it allowed for degrees of opinion, ranging from strongly agree to strongly disagree. Questionnaires also curtail the time that would otherwise have been used in an interview. The Likert scale questionnaire, together with a covering letter, was e-mailed to respondents. The covering letter explained the purpose of the study and the importance of the questionnaire to this study. The Likert scale questionnaire was divided into two sections. Section A comprised questions on demographic data and section B comprised questions on recruitment and selection processes and organisational productivity.

The unit of analysis of this study comprised academic and non-academic staff of Institution X. Variables such as gender, race, age, marital status, management level, and years of experience were considered. The researchers also made use of secondary sources such as journals, the Internet, books and various publications to attain theoretical insight into the subject matter.

3.2 Instrument validity and reliability

It is essential to check that the survey instrument is both reliable and valid. A reliable instrument is consistent; a valid instrument is accurate and usually if an instrument is reliable it will be valid, and vice versa.

Validity is how an instrument measures what it is intended to measure. Kimberlin and Winterstein (2008) define validity as the extent to which an instrument measures what it purports to measure. Validity requires that an instrument is reliable, but an instrument can be reliable without being valid (Kimberlin and Winterstein, 2008). After receiving the completed questionnaires back from respondents, the researchers went through the questionnaire to check for validity of responses. A statistician from Institution X went through the questionnaire to double check. Responses that did not make sense were removed and ultimately the questionnaires were considered to contain valid data.

Reliability is the consistency of the measurement. Each respondent must answer the same questions. Instrument reliability refers to whether an instrument provides consistent results across items, raters, and time at the unit of analysis (i.e. item-instrument, and decision threshold level) (Lum and Kennedy, 2012). It is crucial for the reliability of the study that the instrument measures what it was intended to measure and even if one has to repeat the test on different people with similar characteristics. To ensure that the questionnaire was reliable, each questionnaire item was given a code value which was captured into a computer. Software used to produce statistical data was the Statistical Package for Social Science (SPSS).

3.3 Instrument administration

Instrument administration is how the questionnaires are handled. Permission was obtained from Institution X to proceed with the study. The researchers therefore requested and obtained the e-mail addresses of academic and non-academic staff members in the selected faculty. The Likert scale questionnaire, together with a covering letter which explained the questionnaire, was e-mailed these staff members. A total of 370 questionnaires were administered, but only 106 questionnaires were returned. An assistant researcher was utilised to give each questionnaire item a code value.

Respondents were given a week to complete the Likert scale questionnaire. This was deemed sufficient time, taking into consideration that they also have their own workload and deadlines. The assistant researcher reminded respondents three days before the due date to submit their questionnaires. Once a respondent completed the questionnaire, this was sent to the researchers via e-mail. Each received questionnaire (filled out properly) was assigned a code

value by using the SPSS. The respondents remained anonymous to allow them freedom of opinion. After receiving the completed questionnaires, there was no further personal contact between the researchers and the respondents.

3.4 Population

According to Wathington et al. (2012), a population consists of all individuals or things that the researcher wants to describe. In this study the population comprised only members of a particular faculty within Institution X. Institution X consists of five different faculties, namely Applied Sciences, Business and Management Sciences, Engineering, Education, Health and Wellness Sciences and Informatics and Design. According to Institution X's Equity Report (2013), the total population of the faculty was three hundred and seventy (N=370). The selected faculty is one of the biggest faculties in terms of student population and program offerings. The population consisted of both academic and non-academic staff members and were deemed able, based on their knowledge of and experience within Institution X, to give meaningful input in answering the question of whether there was a relationship between recruitment and selection processes, and organisational productivity

3.5 Sample frame

Denscombe (2007) defines sample frame as an objective list of the population from which the researcher can make a selection. Babbie (2010) also defines sample frame as the list or quasi list of units that make up a population from which a sample is selected. From the above definitions, the researchers believed that a sample frame is a complete list of the accessible population from which the researcher can select the sample. Therefore, the sample frame helps the researcher to reach his/her objectives in an appropriate manner. The sample frame for this study was composed according to the following information:

- The faculty's total population for this study is 370 staff of which 74 are temporary academic staff members, while 45 are temporary non-academic staff members. 186 are permanent academic staff members while 65 are permanent non-academic staff members. The staff comprises three levels:

- Junior level staff – junior lecturers and junior administrators;
- Middle level staff – senior lecturers and supervisors; and
- Senior level staff – associate professors, professors, heads of department and managers.

Variables such as gender, race, age, marital status, management level, and years of experience were considered. Staff received a questionnaire (in English) via e-mail, and were not forced to participate in the research study.

3.6 Sample size

A sample is a proportion, which is drawn from the targeted population (De Vos, Strydom et al., 2005). For this study the minimum anticipated sample size was 30% of the population. This was due to the counsel of Sekaran (2000) who argued that a response rate of 30 percent was acceptable for most research purposes. Unfortunately, the final actual sample size was 106 and not 111 as originally projected. This was due to some staff members not wishing to fill in the questionnaire. 106 participants were however deemed a suitable size sample to use because Ormrod and Paul (2010) believe that it is generally best to use the largest sample possible. A large sample is likely to be more representative of a population and yield more accurate data, when compared to a small sample. Essentially, a sample size is selected according to the size of the chosen population.

The sample included both academic and non-academic staff of the faculty in review at Institution X.

3.7 Sample technique

A systematic sampling technique was employed in this study. Systematic sampling is useful when the researcher uses a big sample size, and wants to reduce it to a smaller size for various reasons. Systematic sampling was deemed a suitable technique as its variances are most often smaller than alternative sampling techniques, and because it is simple, cheap and fast.

According to Johnson and Christensen (2012), a systematic sample is a sample that is obtained by determining the sampling interval k , selecting a random starting point between 1 and K and then selecting every k th element. In this study systematic sampling was used to discover whether there is a theoretical and empirical relationship between employee perceptions of recruitment and selection and organisational productivity. Therefore, every tenth name on the list that represents the population was selected. The reason for choosing every tenth name was to reduce the sample size to a manageable number.

3.8 Data collection

Data is the basic material with which researchers work (Terre Blanche et al., 2006). Data is used by the researcher to obtain relevant information, and to keep them on record for later reference. This study adopted the quantitative approach to acquire data using a Likert scale questionnaire. The researchers sent the Likert scale questionnaire to staff via e-mail. The Likert scale questionnaire was straightforward and easy to understand. However, in order for the researchers to receive the correct information and to achieve the goals of this study, participants were asked questions relating to recruitment, selection and organisational productivity. The aim of this was to

improve the recruitment and selection processes in order to improve the productivity of Institution X.

3.9 Ethical consideration

Before conducting any study, it is expected that the researcher familiarises himself or herself with guidelines of ethical research behaviour. This provides the researcher with the rules on how to conduct research in an appropriate manner so as to ensure the dignity and wellbeing of the research participants. In this study, we followed the ethical guidelines of Institution X, such as receiving compliance letter from the Ethics Review Committee, before e-mailing and distributing the questionnaire to the participants.

The following points were employed in this study for ethical consideration:

1) Informed consent: Permission to conduct the research was granted in a letter of consent from the HR department at Institution X. The purpose and instructions concerning the questionnaire were explained in the covering letter to make it easier for participants to understand how to complete them.

2) Confidentiality: The researchers assured participants that the information they shared would not be disclosed to any person. Strict confidentiality was maintained.

3) Voluntary participants: Participants were not forced to answer the questionnaire. It was voluntary.

4) Anonymity: All participants were guaranteed anonymity to afford freedom in answering to the questionnaire. After receiving the completed questionnaires, there was no further personal contact between the researchers and the respondents.

5) Avoid plagiarism: In this study the researchers avoided plagiarism and all sources of reference were duly acknowledged.

4 Analysis

Data analysis is a process, which brings order, structure and meaning to the mass of collected data (De Vos et al., 2005). Data for this study was gathered via the Likert scale questionnaire (primary source). Secondary data was collected from the literature review of books, journals and Internet sources. Since English is the official language at the institution, an English questionnaire was developed to ensure that all participants understood the questionnaires. The questionnaires were collected by the researchers and each questionnaire item was assigned a code value. The code value was entered and encoded into a computer to produce statistical data. SPSS software was used to produce the collected data in table form. The use of the SPSS helped the researchers to analyse the data in an appropriate manner. Nsabimawa (2010) states that the software examines the relationship among the variables and performs test of statistical significance based on the research questions, where possible. Thereafter, the results were presented in graphs, table and charts.

5 Findings

5.1 Sample representativeness and composition

The representativeness of a sample is the extent to which the characteristics of that sample are similar to

the characteristics of the universe (Anson et al., 2012). In other words, a sample is representative if it shows the same characteristics as the source population.

Table 1. Demographic characteristics of the respondents

Gender	Male	52.83%
	Female	47.17%
Age Bracket	20 or less	4.72%
	21-30	21.70%
	31-40	23.58%
	41-50	29.25%
	51-60	16.98%
	61+	3.77%
Marital Status	Married	54.81%
	Non-married	45.19%
Ethnicity	Black	36.79%
	Coloured	29.25%
	Indian or Asian	12.26%
	White	21.70%
Level of Management	Senior management	2.86%
	Middle management	43.81%
	Junior management	53.33%
Tenure	1-5 years	35.85%
	5-10 years	19.81%
	10-15 years	17.92%
	15 years and up	26.42%

The study sample consisted of male and female staff who are employed in a particular faculty, of which 59 are academic and 47 are non-academic staff. Institution X has staff from diverse racial backgrounds, varying age groups, different levels of education and staff with varying length of service. These factors all contribute to a 'different' way of doing things. The diversity of the composition of this study sample should result in varying opinions regarding recruitment, selection and productivity. The education levels of the staff include Grade 12, diploma, baccalaureate degree(s) and post-graduate degree(s).

5.2 Discussion of results from questionnaire items

Recruitment and selection are seen as the most important processes within the institution and these processes have a great impact on organisational productivity. It is suggested that the institution should improve the recruitment and selection processes in order to increase productivity. Proper implementation of recruitment and selection processes can reduce high labour turnover, absenteeism and increase

performance (Richardson, 2011). When asked whether proper implementation of recruitment and selection process can reduce high labour turnover, 70.76% of respondents (Please see Figure 1 below) agreed with the statement. The literature reviewed support this finding.

Like any other tertiary education institution, a goal of Institution X is to be profitable. Profitability may be enhanced if the recruitment and selection team follows the right processes and hires the right person for the job. Hiring the right candidate for a position can increase productivity of the institution. According to Djabatay (2012) staff are hired based on their qualifications, work experience and communication or interpersonal skills. When staff are hired using the criteria mentioned it is likely that the staff will perform well and the productivity of the institution will increase. The hiring of unqualified, unsuitable staff could lead to a drop in productivity. It was significant that 77.4% of the respondents agreed that poor work performance decreases overall productivity. Staff performance needs to be monitored and productivity needs to be measured.

Figure 2. Recruitment and selection processes have a huge impact on organisational productivity

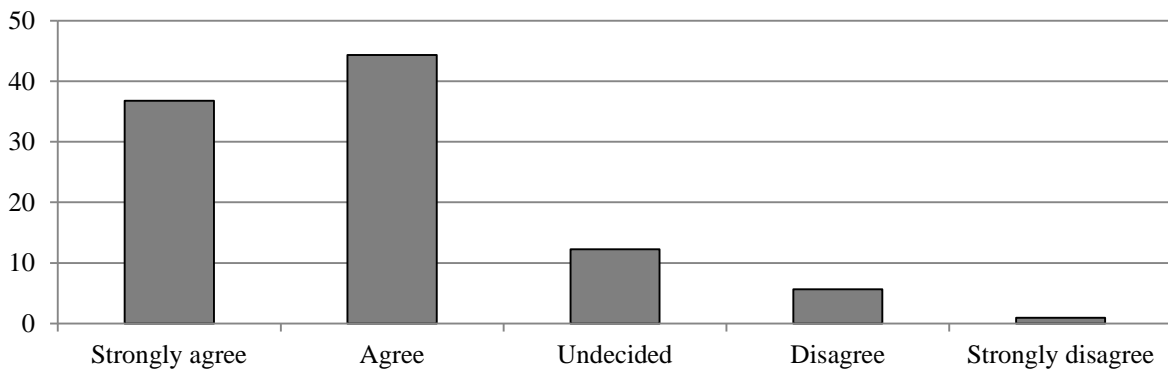


Table 2. Poor employee performance decreases overall productivity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	48	45.3	45.3	45.3
	Agree	34	32.1	32.1	77.4
	Undecided	17	16.0	16.0	93.4
	Disagree	5	4.7	4.7	98.1
	Strongly Disagree	2	1.9	1.9	100.0
	Total	106	100.0	100.0	

There are various ways in which productivity can be measured. The result from the survey confirms that productivity of the institution can be measured by the pass rate of students and published peer-reviewed papers. The literature by Salerno (2003) supports that at higher education, examples of single-input and single-output productivity measure might include the number of students (educated) per faculty member or the number of journal articles published per researcher. It is clear that the research findings support the literature.

Increased productivity is likely to lead to profitability. Institution X rewards staff members with a token of appreciation when the institution makes a profit. When asked whether good performance is linked to bonuses, the majority of respondents agreed with the statement although 20.8% of the respondents were undecided and 18% of respondents disagreed.

When productivity is measured it shows how well or poorly the staff are performing and whether they have met the institution's performance targets. Staff performance should improve (actually get better) each day. Participants strongly believed that recruitment and selection processes have an impact on productivity.

When asked whether recruitment and selection processes have a huge impact on organisational productivity, a resounding 81.13% agree that recruitment and selection processes do have a huge impact on organisational productivity. 12.26% of the respondents remained undecided and 15.6% of respondents disagreed.

From the above findings it may be seen that employees do perceive that there is a relationship

between recruitment and selection processes, and productivity at the institution. Therefore, the researchers believe that it is important for the recruitment and selection team to be aware that organisational productivity can be affected by the calibre of staff that is hired. It is suggested by Stahl (2004) that giving employees clear job descriptions with clearly defined roles and responsibilities, can contribute to productivity.

6 Limitations and recommendations for future research

In the quest for perfection, often challenges arise which have to be faced and overcome. A major challenge faced by the researchers was that most of the staff members in the particular faculty of the selected institution were not interested in completing the questionnaire via e-mail. The researchers implemented a contingency plan which was to, in association with the research assistant, knock on staff doors and give them a hard copy of the questionnaire to complete.

Another challenge faced was that the research assistant was not always available due to other commitments. This made it difficult for the researchers to know which staff members had been given a questionnaire or not. Furthermore, it was also challenging for the researchers to get non-academic staff to complete the questionnaire. Non-academic staff do not appear to grasp the importance of research; they were tardy in completing the questionnaire and some of them even lost their questionnaires.

The biggest challenge encountered in the study was that the questionnaires were distributed at a time when the academic staff were preparing examination papers, marking assignments and tests and invigilating students writing examinations, while the non-academic staff had deadlines to meet that week. Hence, most of the staff was not available.

Aside from the above, this study notes a key methodological limitation namely the simplistic nature of data analysis. A future study would likely benefit from a much more rigorous deployment of complex statistical methodologies such as regression/correlation analysis (ANOVA, factor analysis, and so on). For instance, it will be interesting to see how staffing (recruitment and selection); structure (appropriate deployment), and communications (goal/role clarity) correlate to impact productivity. DCH (nd.) puts it succinctly thus:

‘In order to improve the standing of any organisation, the productivity drivers must work together. Therefore, it is necessary to understand how well these drivers work together and function as a whole. Effective Assessment involves understanding how each driver contributes to overall productivity. Changes to one driver might (and probably will) have an effect on others.’

A future study could also emphasise the development of a theoretical framework that links specifically to the peculiarities of the tertiary education sector in South Africa. This last suggestion is made against the backdrop of the dearth of empirical reports on the recruitment and selection-organisational productivity relationship. By examining this relationship, it will be easier to obtain a better understanding of the essential components of recruitment and selection that contribute to the productivity of a tertiary institution. For instance, recent studies (Jansen, 2003; Ramdass, 2009) have revealed that South African tertiary institutions are suffering from an ageing population; especially an ageing white population of South African science and scientific output. A further study could unpack how the components of recruitment and selection can be better harnessed to attract the interest of young South Africans to academe.

7 Conclusion

A major limitation of this study was finding information on recruitment and selection processes that focused at the selected institution thus suggesting that no previous studies on recruitment and selection processes had been conducted at this institution. The researchers had to rely on studies conducted elsewhere in order to gain an understanding of recruitment and selection processes and organisational productivity. Unfortunately, most available literature focused on human resources management and productivity and not specifically on recruitment and selection process. Many respondents ignored their e-mailed

questionnaires and this forced the researchers to utilise a door-to-door technique to distribute hard copies of the questionnaire.

Nevertheless, this study has relevance in that it has opened up the conversation around the relationship between recruitment and selection, and productivity at this institution. Beyond this, it also has significant practical implications. Firstly, the result has shown that there are significant positive returns in terms of increased productivity, lower labour turnover and profitability associated with proper recruitment and selection practice. For instance, majority of respondents are in agreement that appointing the right candidates to jobs increases productivity. The literature also indicates that selecting the best candidate for a job can increase productivity (BizAgi, 2011). The researchers conclude that this study can be used by organisations, tertiary institutions and non-profit organisations to improve their recruitment and selection processes in order to increase productivity. Management of tertiary institutions should therefore adopt best practice for these crucial HR functions.

Part of the best practice could be for management to ensure that the institution employs more modern recruitment methods (such as the use of social media) when hiring staff. It has been argued that the younger generation tend to use social media to search for job opportunities. All legislation and policies pertaining to recruitment and selection should also be made available to all staff members of the institution. This will increase the awareness of the legal appurtenances of recruitment and selection. The stakeholders of the institution should regularly report on the productivity of the institution so that the staff are aware of how well or poorly the institution is doing. It is equally important to regularly review incentive and reward systems for both academic and non-academic staff of tertiary institutions. There is no doubt that this study contributes to literature on organisational productivity, recruitment and selection and organisational behaviour.

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