



**EMPLOYEE PERCEPTIONS OF THE RELATIONSHIP BETWEEN RECRUITMENT
AND SELECTION PROCESSES AND ORGANISATIONAL PRODUCTIVITY AT A
UNIVERSITY IN THE WESTERN CAPE PROVINCE OF SOUTH AFRICA**

by

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DECLARATION

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Date

ABSTRACT

This research examines staff perceptions of the recruitment and selection processes in a tertiary education setting in South Africa. It aims to determine if there is a correlation between these perceptions and the productivity of staff. The benefit of this research lies in the fact that tertiary education institutions are at the last rung of the ladder of any nation's human capacity development initiatives. Thus, if the processes by which they recruit and select their staff are perceived to be flawed, the consequences in the fulfilment of their afore-mentioned mandate would be compromised.

There are many tertiary educational institutions in the Western Cape province of South Africa. These include traditional universities, comprehensive universities, a university of technology and FET colleges. This study focuses on one particular tertiary institution in the Western Cape. Due to the position taken by the institute in the current study on privacy issues, the said institution will be referred to as "Institution X".

The research adopted a quantitative data collection and analysis approach because it was deemed to be the most effective, objective and unobtrusive in the circumstance. Data was collected from the population of academic and non-academic staff of an identified faculty within a campus of the institution. The population of this study was 370 staff and the actual sample size represented 30% of the population. Unfortunately the final actual sample size was 106 and not 111 as originally planned. The sample technique that was used for this study was a systematic sample. Therefore, every tenth name on the list that represented the population was selected. The data collection instrument was a researcher-developed, self-administered questionnaire (a Likert-type attitude scale).

Ethical clearance was obtained from the institution. Furthermore, a clear statement of informed consent was contained in the questionnaire that was distributed to participants, in addition to clear instructions on how to complete the questionnaire with assurances of strict anonymity and confidentiality of the process.

The research revealed that there is a relationship between employee perceptions of recruitment and selection and organisational productivity. Further studies can be initiated to investigate what strategies may be used for recruitment and selection in order to increase productivity, ways in which tertiary educational institutions can

increase productivity using recruitment and selection processes and identify challenges and benefits of recruitment and selection processes with regard to productivity. Further studies can also evaluate the impact of recruitment and selection processes on an institution of higher learning.

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DEDICATION

This thesis is dedicated to the memory of my late sisters Hilma and Helena Kanyemba who passed on 5 August 1982. May your souls rest in peace.

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GLOSSARY

Terms	Definition
Human Resource Practitioners	Basic Antenatal Care Staff that are hired to work the in Human Resources Department at an institution (Baker, 2010).
Human Resources Management	Activities that are undertaken to attract, develop, and maintain an effective workforce within an institution (Daft, Kendrick & Vershinina, 2010).
Productivity	Is the institution's output of goods and services divided by its input (Vallabhaneni, 2013).
Recruitment	Recruitment is the process of looking for the right people who are willing to work hard and at the same time offer great services to an institution (Nde, 2012).
Selection	Selection is the process of choosing the right people who have the relevant qualifications, skills and experiences to fill jobs at the institution (Kumari, 2012).
Staff	Persons who are hired by a company and who earn a salary.

ABBREVIATION

Abbreviations

Explanations

BCEA

Basic Conditions of Employment Act

EEA

Employment Equity Act

LRA

Labour Relations Act

OHSA

Occupational Health and Safety Act

SAQA

South African Qualifications Authority Act

SPSS

Statistical Package for the Social Sciences

CHAPTER ONE OVERVIEW OF THE RESEARCH

1.1 INTRODUCTION AND INTRODUCTION AND BACKGROUND TO THE STUDY

Tertiary educational 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 recognises the importance of education. Khumalo (2010) reports that in June 2010 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 on education and the sum invested annually in universities, FET colleges and high schools (BuaNews, 2012).

This study focused on a tertiary education institution in the Western Cape province of South Africa. Due to the position taken by the institute on privacy issues, in this study the institution is referred to as Institution X. Institution X offers competitive salaries and excellent benefit packages to staff. Institution X helps the community of South Africa by donating and sponsoring their staff. The institution is, therefore, an attractive proposition to prospective employees. Institution X has its own policies, vision and mission statement that makes it different from other institutions. This institution also has rules and regulations pertaining to hiring of staff.

According to Schultz (2009), staff are the most important assets of any tertiary institution, and human resource management is the responsibility of every manager. In the past, the human resources management function was not seen as important and many institutions paid little attention when hiring people (Zhou, 2006). Human resource managers are not happy with the quality of candidates, long recruitment cycle times and the general lack of awareness of human resource departments about progress. Human resource functions begin their restructuring with the most important changes being in the recruitment process (Luke, 2011). Few institutions hire staff using the same procedures used to hire staff many years ago (Zhou, 2006). In addition, many human resource managers and officers forget that recruitment and selection are important tasks within the whole human resources department (Zhou, 2006). Perhaps this is the reason why institutions complain that it is often difficult to find a suitable candidate for a job.

Given the fact that it is an educational sector, it is imperative that institutions attract, recruit and retain the right candidates. Using the incorrect type of recruitment and selection processes may impact on 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 resources department should be familiar with the vacancy, identify the best recruitment mechanism to attract and hire the best available candidate in the market. Human resources departments handle the recruitment and selection processes and it is managed by the line manager (McGraw, 2010).

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 have 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 increase. Appropriate recruitment and selection tools or techniques must be utilised to hire suitable candidates for the job.

This study sought to investigate the perceptions of staff regarding the relationship between recruitment and selection processes and organisational productivity in a university in the Western Cape province. This study focused on one particular faculty within the institution. The findings of this research will be used to improve recruitment and selection processes to increase the productivity of Institution X.

1.2 STATEMENT OF THE RESEARCH

Productivity can be enhanced by a suitable work environment. It can also be a product of effective recruitment and selection processes (Catano, Wiesner, Hackett & Methot, 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, Judge, Odendaal & Roodt, 2009). This study, therefore, seeks to

investigate staff perceptions of the relationship between recruitment and selection processes, and organisational productivity at a university in the Western Cape province. The researcher believes that improved recruitment and selection processes will increase the productivity of the institution.

1.3 PRELIMINARY LITERATURE REVIEW

1.3.1 Recruitment and selection

BizAgi (2011) states for a higher institution to be successful, it must be able to find the right people, attract the right people and keep the best people in the market. Finding, attracting and keeping the best people can be an arduous task, but with effective recruitment and selection processes, an institution will be guaranteed of employing the right calibre of people for the institution's needs. However, this is not to say that effective recruitment and selection processes guarantee total success for an institution. Nel, Haasbroek, Schultz, Sono and Werner (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.

While an examination of the impact of individual personality on recruitment and selection does not fall within the scope of this study, it is necessary to note, perhaps on the basis of Nel *et al.* (2008) and many other studies, that the recruitment and selection department has a major role to play in finding, attracting and keeping the best people in the market.

Brewster and Mayrhofer (2012) assert that recruitment and selection processes are crucial as they ensure that the right staff joins the institution and it helps the institution to meet its short- and long-term objectives. Meyer and Kirsten (2005) agree with the above argument by stating that the ultimate objective of the recruitment and selection process is to get the right people into the right jobs in order to minimise the probability of poor performance, high labour turnover or disciplinary issues.

Sutherland and Jordaan (2004), cited in Sutherland and Wöcke (2011) argue that the human resources department makes critical decisions regarding recruitment and selection. The above argument is supported by Nde (2012) who adds that recruitment and selection are activities that are at the origin of human resource management, while the recruitment process is different from the selection process (Maree, 2007). According to Redrup-May (2010), the recruitment process is about identifying the suitable candidate for the specific job. Kumari (2012) is supported by Absar (2012) who believes that selection is the process of collecting information about the

applicants; the information is used to decide upon the suitable candidate for the job. From the above, it is clear that the main purpose of selection is to choose the right candidate to fill a particular position.

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 institution and reduced or low productivity (Richardson, 2011). When hiring staff, human resource practitioners must consider the Employment Equity Act to avoid discrimination in the workplace. Levy (1999), cited in Mettler (2004), argues that since recruitment and selection is now part of legislation, it can be generally assumed that time spent to consider, plan and do a proper job of the recruitment and selection process, is indirectly related to the time that will be spent to manage industrial relations problems at a later stage. Furthermore, in South Africa higher educational institutions fall under the jurisdiction of the Department of Higher Education and Training. Higher education institutions in South Africa are governed by the Higher Education Act (No. 101 of 1997). In Institution X where the research was conducted, the majority of the staff belong to the National Education Health & Allied Workers' Union (NEHAWU). Like any other union, the main goal for a union is to promote the interest of its membership (Glober, Warnich, Carrell, Elbert & Haffield, 2006). The union is there to make sure that the selection process is conducted fairly.

South Africa has many laws that protect its people. The laws are set as parameters for good practice, and protect people and institutions from unfairness and inequality (Dessler, Barkhuizen, Bezuidenhoud, Braine, Du Plessis, Nel, Schultz, Stanz & Van der Walt, 2011). According to Ekermans, Moerdyk, Schoombee, Swanepoel and Van Aardt (2006), in South Africa laws that relate to recruitment and selection are the Employment Equity Act and the Labour Relations Act. These laws protect employees, job seekers and employers in South Africa. When hiring, recruiting, selecting or screening a candidate in South Africa, it is important to apply the laws of the country. Dessler *et al.* (2011) state that any one of, or any combination of the following should be taken into consideration:

- Formal education;
- Prior learning;
- Relevant experience; and
- Capacity to acquire, within a reasonable time, the abilities to do the job.

1.3.2 Organisation productivity

According to Mathis and Jackson (2012), human resources management plays an important role in the institution by helping to create a culture that emphasises effectiveness and productivity. Efficiency is also part of productivity, hence HR focus (2005) states that productivity (and its first cousin, efficiency), is on the minds of HR professionals now more than ever.

However, Prokopenko (1987) and Amos, Hellriegel, Jackson, Klopper, Louw, Oosthuizen, Slocum and Staude (2008) describe productivity as the relationship between the output that is generated by a production or service system, and the input that is provided to create this output. Linna, Pekkola, Ukko and Melkas (2010) define productivity as a measure of the amount of output generated per unit of input. When calculating productivity it requires measures of inputs and outputs. From the above, it is clear that productivity has a huge impact on the country, organisations and their staff members.

Productivity has a significant impact on peoples' lives. According to Afroz, Rahim, Noor and Chin (2011), productivity can have major effects at national, industrial and individual levels. Pritchard, Weaver and Ashwood (2012) support the same view that the effect of productivity can be broken down into effects at a national level, industrial and firm level, and individual level. These can result in absenteeism, poor job match, poor work ethic and weak managers and may contribute to poor productivity.

The human resources department can increase its productivity in many ways. For the recruitment and selection department to increase its productivity, the staff should be motivated. Motivation is one way to improve transformation (Buhler, 2002). Motivated staff perform better than staff that are not motivated. The employment contract of the staff will also increase productivity, as they will know what is expected of them. According to Stahl (2004), institutions can improve productivity by giving staff clear and specific descriptions of their job, roles, responsibilities, performance, performance expectation, and job requirements. Training staff is another way of increasing productivity. When organisational productivity increases, many institutions give their staff bonuses. Bebachuk and Fried (2003) say that the term "bonus" suggests a payment for a particularly good performance. Good performance motivates the staff to work hard since they know that good performance is linked to a bonus.

1.4 RESEARCH HYPOTHESES

The **H0** - There is no relationship between employee perceptions of recruitment and selection processes and organisational productivity.

H1 - There is a relationship between employee perceptions of recruitment processes and selection and organisational productivity.

1.5 OBJECTIVES OF THE STUDY

The **main objective** of this study is:

- To determine whether there is a theoretical and empirical relationship between employee perceptions of recruitment and selection and organisational productivity.

The **sub-objectives** of this study are:

- To investigate recruitment and selection methods which are used by Institution X;
- To analyse legislative requirements for recruitment and selection in Institution X; and
- To determine whether employees perceive that recruitment and selection processes have a relationship with productivity at Institution X.

1.6 RESEARCH QUESTION

The **main research question** of this study is:

- Is there a theoretical and empirical relationship between employee perceptions of recruitment and selection and organisational productivity?

The following are **sub-questions**, which emanate from the research objectives:

- What recruitment and selection methods are used by the Institution X?
- Why is it important to be aware of the legislative requirements for recruitment and selection?
- Do recruitment and selection processes have a relationship with productivity at Institution X?

1.7 RESEARCH DESIGN AND METHODOLOGY

Burn and Burn (2008) outline research as a process of systematic enquiry or investigation into a specific problem or issue that leads to new or improved knowledge.

1.7.1 Research design

This study adopted the quantitative approach to acquire data. According to Maree (2007), quantitative research is a process that is systematic and objective in its ways of using numerical data from only a selected sub-group of the universe or population to generalise the findings to the universe that is studied. Gravetter and

Forzano (2009) also argue that quantitative research is based on measuring variables for individual participation in order to obtain scores, usually numerical values that are submitted to statistical analysis for summary and interpretation. The purpose of quantitative research methodology is to evaluate objective data, which comprises numbers (Kazadi, 2011). Likert scale questionnaires were developed for this research study. The aim of using Likert scale questionnaires as the data collection instrument was because it allows for degrees of opinions from respondents, ranging from strongly agree to strongly disagree.

1.7.2 Population

Neuman (2002), cited by Heynes (2008) defines a research population as a specific pool of cases, individuals or group(s) of individuals, which the researcher wishes to investigate. Institution X comprises five different groups. According to the Equity Report (2013) of Institution X, the target staff population of this study is (N=370), and focused on one particular faculty within the institution. The population that was chosen would help the researcher to discover perceptions of employees regarding the relationship between recruitment and selection processes, and organisational productivity. The researcher focused on academic and non-academic participants as they have an understanding of the study, and would be able to apply their knowledge based on their experiences in Institution X.

1.7.3 Sample frame

Denscombe (2007) defines sample frame as an objective list of “the population” from which the researcher can make his or her selection. Babbie (2010) further defines sample frame as the list or quasi list of units composing a population from which a sample is selected. The sample frame helps the researcher to reach his/her objectives in an appropriate manner. The faculty’s total population for this study was 370 staff of which 74 are temporary academic staff members, 45 are temporary non-academic staff members, 186 are permanent academic staff members and 65 are permanent non-academic staff members. The staff comprises three levels, namely:

- Junior level staff, who are junior lecturers and junior administrative assistants;
- Middle level staff, who are lecturers and supervisors; and
- Senior level staff, who are senior lecturers, associate professors, professors, heads of department and managers.

Variables such as gender, race, age, marital status and years of experience were also considered. Systematic sampling is deemed a suitable sampling technique for this study, as it has fewer errors. Staff received a research questionnaire in English, via e-mail. Respondents were not forced to participate.

1.7.4 Sample size

A sample is a proportion, which is drawn from the targeted population (De Vos, Strydom, Fouche & Delport, 2005). The actual sample size represented 30% of the entire population. The sample size comprised 106 participants and not 111 as originally planned. The sample included academic and non-academic staff. The researcher decided to target the academic and non-academic staff in this particular faculty because it is the biggest faculty at the selected institution. In agreement with Ormrod and Paul (2010: 205-207) cited by Kazadi (2011), sample size is selected according to the size of the chosen population. However, it is better to choose a large sample than a small sample. The researcher chose a large sample which be more representative of the population than a small sample.

1.7.5 Sample technique

As mentioned earlier, the sampling technique for this study is the systematic sample. According to Johnson and Christensen (2012), a systematic sample is a sample which is obtained by determining the sampling interval k , selecting a random starting point between 1 and K and selecting every K th element. In this study systematic sample was used to find out whether there is a theoretical and empirical relationship between employee perception for recruitment and selection and organisational productivity. A Likert scale questionnaire was sent to participants via email. There are 370 staff members at the selected faculty in Institution X. Every tenth name on the list that represents the population was selected. The reason why the researcher chose the systematic sampling technique is because it is simple, cheaper, faster and there are less errors. The final sample size comprised 106 participants.

1.7.6 Data collection procedure

This study adopted the quantitative approach to acquire data by using a Likert scale questionnaire. A Likert scale questionnaire is one of the most popular instruments that is used to collect data and it allows for degrees of opinion. The Likert scale questionnaire was designed to meet the objective of this study, which was to investigate employee perceptions of the relationship between recruitment and selection processes, and organisational productivity at Institution X. A covering letter (Appendix A) and the questionnaire (Appendix B) were e-mailed to respondents. The covering letter explained the purpose of this study and why this study is important. Academic and non- academic staff had an option to rate from strongly disagree to strongly agree. The questionnaire was divided into two sections, Demographic data, and Recruitment and Selection perceptions. A

reason for the researcher choosing a Likert scale questionnaire as the data collection instrument was because the sample size is big and the researcher has knowledge on how to use questionnaires. The data gathered from the questionnaires allowed the researcher determine whether male/female, academic/non-academic staff from diverse racial backgrounds think alike or not.

1.7.7 Sample representativeness and composition

The sample consisted of males and females who are employed in a particular faculty, where there are 59 academic and 47 non-academic staff. These staff members come from diverse racial backgrounds, the age groups and levels of education differ. These variables would contribute to differing opinions regarding recruitment and selection. Length of employment was also considered.

1.7.8 Research procedure

The respondents were given a week in which to complete the Likert scale questionnaire. Respondents were reminded three days before the submission due date for them to participate in the study. In completing the questionnaire, the respondents remained anonymous in order to answer freely. After receiving the completed questionnaires, there was no further personal contact between the researcher and the respondents.

1.7.9 Data analysis

Data analysis involves the process of bringing order, structure and meaning to the mass of collected data (De Vos *et al.*, 2005). An English questionnaire was developed. The questionnaires were collected by the researcher. Each questionnaire item was given a code value. The code value was entered and encoded into a computer to produce statistical data. Statistical Package for the Social Sciences (IBM SPSS) software was used to produce tables containing the data collected from the questionnaires.

1.8 DELIMITATION OF THE RESEARCH

The aim of the study was to investigate the relationship between employee perceptions of the recruitment and selection processes, and organisation productivity at the particular faculty in a selected institution. The other purpose for conducting this research was to determine if human resource practitioners follow the recruitment and selection processes in an appropriate manner. This study was conducted at Institution X in the Western Cape Province, South Africa, in one particular faculty. Other universities were not part of the study.

1.9 SIGNIFICANCE OF THE RESEARCH

This study will provide useful information, which deals with recruitment and selection processes at the particular faculty of the selected institution. The study will reveal how staff members perceive recruitment and selection at the institution. Furthermore, the study will benefit all institutions in the country, as well as international universities. Small businesses and non-government organisations will also benefit because they also have recruitment and selection processes in their organisations. Conversely, the selected institution will determine how it manages its recruitment and selection processes.

This study will offer recommendations on how to manage recruitment and selection processes in an appropriate manner.

1.10 EXPECTED OUTCOMES, RESULTS AND CONTRIBUTIONS OF THE RESEARCH

Upon completion of this study, the selected institution will discover how their staff perceive the recruitment and selection processes at the institution. This study will also serve as a guideline to the human resources department within the institution when hiring staff. The researcher hopes to publish a paper on this topic.

1.11 ETHICAL CONSIDERATIONS

Permission was obtained from Institution X. The questionnaire that the researcher distributed via email clearly stated that it is voluntary, and that no one will be forced to participate. The researcher also informed the participants that the information that they shared would not be disclosed to other people, except the supervisor and co-supervisor.

1.12 SUMMARY

Tertiary education institutions are among the most important institutions in a nation, as they play an important role in developing the country (Khalid, 2012). Tertiary education institutions provide education to students so that they can gain knowledge. The main purpose of this study was to determine whether there is a theoretical and empirical relationship between recruitment and selection, and organisational productivity. The study focuses on a tertiary education institution in the Western Cape province of South Africa. The findings are used to improve this institution's recruitment and selection processes in order to increase productivity.

1.13 OVERVIEW OF CHAPTERS

This study focuses on employee perceptions of the relationship between recruitment and selection and organisational productivity at a university in the Western Cape province of South Africa. This study has five chapters, which are outlined below.

Chapter 1: Overview of the research

This chapter describes a brief background of the research. It outlines the problem statement; objective of the study; research problem of the study; research question of the study; research design and methodology; delimitation of the study; significance of the study and gives an overview of the chapters.

Chapter 2: Recruitment and selection process and organisational productivity

This chapter outlines the theoretical foundation that provides a basis for the study. Relevant legislation, online publications on the Internet, books and journal articles reviewed. This chapter begins with recruitment, then selection and ends with organisational productivity in a selected tertiary education institution. Recruitment and selection processes are discussed and diagrams are provided and explained to support this chapter. Furthermore, recruitment and selection legislation in South Africa are also discussed.

Chapter 3: Research Methodology

Herein the researcher presents the methodological framework and research design used. The researcher undertakes data collection by using a Likert scale questionnaire, data analysis and data verification. Furthermore, limitations of the study are discussed. The problems experienced during the distribution of the questionnaire also is discussed.

Chapter 4: Presentation and Data Analysis Four

This chapter focuses on analysis of the data which was collected via a Likert scale questionnaire (quantitative data). IBM SPSS software was used to analyse the data and data are presented in tables, graphs and pie charts.

Chapter 5: Discussion, conclusion and recommendations

This is the final chapter of this study. It provides the discussion, conclusion and recommendations. Limitations of this study are also included.

The following chapter, Chapter Two, presents the literature review, which focuses on the general theoretical principles of recruitment and selection, as well as productivity.

CHAPTER TWO LITERATURE REVIEW

Probably the most important attribute of a world-class company is the ability to attract, develop and keep talented young people so that they turn into talented old people
(Clem Sunter, 1998. *What it really takes to be world class*).

2.1 INTRODUCTION

A good literature review provides information about what has been done by other people in a research area. A good literature review should be in line with the purpose of the study. This chapter focuses on literature, which relates to recruitment, selection and organisation productivity. The aim of this study was to elicit employee perceptions of the relationship between recruitment and selection processes and organisational productivity at a university in the Western Cape province of South Africa.

2.2 GENERAL THEORETICAL PRINCIPLES OF RECRUITMENT AND SELECTION

2.2.1 Recruitment

Recruitment is the first variable in this study. The literature review of this section will only focus on recruitment. Recruitment is a word that has many meanings and plays a major role in tertiary educational institutions. According to Marr (2007), recruitment is just one component of human resources management. However, it is important for the success of the institution, as it is one of the methods used to acquire human capital for the institution. Many researchers have tried to define recruitment and thus there are different definitions. Authors define recruitment as follows:

- Recruitment is an institution process of attracting a applicants for opening jobs in an institution (Niles, 2013);
- Recruitment is the process of generating a pool of capable people to apply for employment in an institution (Ofori & Aryeetey, 2011);
- Recruitment is the process of attracting prospective staff and stimulating them to apply for jobs at institutions; and
- Recruitment is the process of hiring the suitable candidate for the job, and looking for suitable candidates willing to offer services to an institution (Nde, 2012).

Based on the definition provided by Nde (2012), recruitment can be a process of hiring new people at an institution in order to increase the productivity of the institution. According to Catano *et al.* (2010), the main goal of recruitment is to create a large pool of people who are available and potentially interested to work for a particular institution. The purpose of recruitment is not just to attract any candidate –

it is to attract the right candidates and hopefully repel the wrong sort of candidates (Yeung, 2011). The aim of recruitment is to attract many applicants to apply for a vacancy and to fill that opening. Furthermore, Lewis, Goodman, Fandt and Michlitsch (2007) state that recruitment can occur in a variety of settings, both inside and outside of the institution. Lewis *et al.* (2007) add that both approaches have certain advantages and disadvantages.

2.2.2 Benefits and importance of recruitment

Recruitment is the most common tool used by many tertiary educational institutions around the world. No tertiary educational institution can survive without recruiting people. The benefits and importance of recruitment are:

- Helps to create a talent pool of potential candidates for the benefit of the institution;
- Increases the pool of job seeking candidates at a minimum cost;
- Helps to increase the success rate of the selection process by decreasing the number of qualified or over-qualified job applicants; and
- Helps in identifying and preparing potential job applicants who will be the appropriate candidate for the job (Kumari, 2012).

2.2.3 Recruitment for diversity

Paludi (2012) says that one method that tertiary institutions may employ to select a talented and diverse workforce is diversity recruitment. According to Paludi (2012), diversity is a multifaceted construct that includes equal employment opportunities, a bricolage of race, sex, ethnic, origin, colour, age, abilities and disabilities. Dessler and Phillips (2008) mention that managers do not only recruit diverse staff out of altruism or because it is the socially responsible thing to do. For many tertiary educational institutions there must be a set of human resources management (HRM) policies that stipulate staff diversity for the institution to have effective recruitment and management with diverse racial backgrounds. A reason for having staff with diverse racial backgrounds is to ensure that the applicants are not treated unfairly. Gusdorf (2008) adds that it helps to have staff who share such common traits:

- An ethnically diverse workforce enhances creativity and facilitates expansion into the global market;
- Recruitment must generate applicants from a wide variety of individuals;
- Training and recruitment to use objective standards;
- Include pictures of minority and disabled employees on the recruitment flyers; and
- Make sure that advertisements and interviews are bi-lingual.

According to Catano *et al.* (2010), one strategy to improve diversity would to ensure the use of highly informative recruitment sources when recruiting minorities.

2.2.4 Challenges in recruitment

Effective recruitment requires certain expertise to hire suitable candidates. Recruitment managers and recruitment officers at tertiary educational institutions must have marketing skills, diplomacy, expertise in the field and so forth. Sule (2012) is of the opinion that recruitment requires diplomacy, marketing skills and wisdom to align to the strategic goals of the institution. Recruitment managers or recruitment officers at tertiary institutions sometimes lack some of those skills or do not meet the requirements mentioned above, which means that there will be a challenge when recruiting suitable candidates. Anderson (2010) argues that the biggest challenge is finding candidates who have the right balance of leadership and technical skills, since jobs have in the past few years required more knowledge of technology. Corpuz (2006) also adds that new technology and management approaches have added to the challenges which face HR managers.

2.2.5 Recruitment sources

Recruitment sources can be defined as specific areas from where tertiary institutions attract suitable candidates for a job. There are two types of recruitment sources that are used by tertiary education institutions and these are presented below.

2.2.5.1 Internal recruitment sources

Skills inventories: It provides a snapshot of the institution's current capabilities and can be used to diagnose resource shortages and gaps based on the organisation's needs that are represented in baseline competencies (Carralli, Allen & White, 2011). It is critical for any institution to understand its competitive strengths in terms of the skills sets available within the institution and to benchmark it against the best in the industry and work towards bridging these gaps (Raj, 2007). A skills inventory has information of staff's skills, current qualifications, job competencies, work experience, abilities and many more.

Internal moonlighting: According to Van Aswegen, Botha, Kleynhans, Lotz, Markham, Meyer, O'Neill and Schlecter (2009), when a small job must be done, which does not entail a lot of extra work and is only short-term, the institution could use internal staff.

2.2.5.2 External recruitment sources

External recruitment sourcing involves looking outside of the institution for potential candidates who are suitable for a job. It is important for any tertiary educational institution to do external recruiting because institutions are growing and there is a high demand for highly talented professionals such as technical, skilled and

management staff. Some of the external recruitment sources which are used in tertiary education institutions are described below.

Colleges and universities: Many institutions find their potential candidates from colleges or universities. The reason being is that they are educated and they will become professionals in what they studied. Institutions prefer to obtain their technical and management staff from colleges or university.

The unemployed: Qualified applicants may lose their jobs and become unemployed for different reasons, such as when companies go out of business or merge with another institution (Van Aswegen *et al.*, 2009).

Persons with disabilities: Many staff with disabilities face negative attitudes within the workplace and sometimes they are taken for granted by the general public. Discrimination against them in the workplace may affect their ability to do their jobs properly.

Competitors: When experience for a specific job is necessary, competitors and other institutions in the same industry or geographic area can be a good source of employees (Van Aswegen *et al.*, 2009).

Former staff: Staff may leave an institution for another institution or for personal reasons, such as women leaving work to take care of their children. Randhawa (2007) identifies former staff as persons who were once staff members of the institution, but were for example, laid off or were seasonal workers. Durai (2010) has a different view, saying that former employees are also considered as internal sources of recruitment, as they are acquainted with the policies and practices of the institution.

Community colleges: Many community colleges know the specific employment needs in their labour market and train students to develop skills that the market needs (Van Aswegen *et al.*, 2009). The students are therefore, prepared for further education such as a four-year degree from any accredited university or college.

2.2.6 Technology and social networking as modern recruitment sources

Technology and social networks are the modern recruitment sources, which are used at tertiary educational institutions in today's world. They are the best tools of communication to get the message across to the public and to staff for job

opportunities. Technology and social networking have become part of our lives. Kleynhans, Markham, Meyer, Van Aswegen and Pilbeam (2006) refer to technology as anything that is used for any information, process or technique to change or transform inputs such as raw material, labour, knowledge, and so on. Aswathappa (2007) adds that technological advancement has made it easier for people who are applying for new jobs to gain better access. Cushway (2012) asserts that technology can be used to:

- Advertise vacancies on your institution website, on commercial job sites or job board, or on social network sites;
- Track and process applications; and
- Select candidates through the use of online testing and by gathering details.

Furht (2010) states that a social network is formally defined as a set of social actors, or nodes, or members that are connected by one or more types of relations. Social networking is used to connect people with others in the same profession, around the world. Many people use social networking as a tool of communication to inform others about job opportunities at their institution and to introduce them to the right people in their profession. Facebook, Twitter and LinkedIn are the most-used social networking sites globally. According to Huff and Lee Roth (2012), social networking sites such as Facebook, Twitter and LinkedIn all enable users to create a profile on the website to represent them. Popular social networking sites differ in their primary purpose.

Facebook: Is one of the world's biggest social networks. Elefant and Black (2010) define Facebook as a global social networking site, which allows everyone to join. Gunster (2010) adds that Facebook seeks to create an environment in which members log in regularly to keep track of what friends and colleagues are doing, share their own activities, interact about interests and hobbies, send messages and join groups and networks – just to name a few.

LinkedIn: Is the leading network web site for business professionals (Wallance & Webber, 2012). LinkedIn allows professionals to stay in touch, get introduced to potential business partners and share information about their area of interest (Wallance & Webber, 2012).

Twitter: Has become the one of the most popular social networks. McEachern (2012) defines Twitter as a social networking and micro blogging service that allows users to send and receive 'tweets', which are messages that are limited to 140 characters.

According to Wallance and Webber (2012), human resource departments are increasingly using networking applications such as Facebook, together with personal information about potential staff. For example, if you post anything on your Facebook page that makes the hiring decision-makers uncomfortable, you are not likely to be hired. Therefore, it is important for Facebook and Twitter users to make sure that they do not post anything that will prevent them from being hired. Technology and social networking sites play a huge role in tertiary educational institutions. All tertiary educational institutions must make sure that they have Facebook, Twitter and LinkedIn accounts in order to post jobs on their sites. Staff should also have Facebook, Twitter and LinkedIn accounts to investigate new opportunities.

Table 2.1 lists the advantages and disadvantages of internal and external recruiting sources.

Table 2. 1: Advantages and disadvantages of internal vs external recruiting sources

Internal versus external recruitment sources		
	Advantages	Disadvantages
Internal recruitment	<ul style="list-style-type: none"> ▪ Motivator for good performance ▪ Cause succession of promotion ▪ Better assessment of abilities ▪ Increased commitment and morale ▪ Lower cost for same jobs ▪ Have to hire only at entry level 	<ul style="list-style-type: none"> ▪ Strong personnel development, training needed ▪ Possible morale problems of those not promoted ▪ Political infighting for promotion
External recruitment	<ul style="list-style-type: none"> ▪ New ideas, insights ▪ Possibly cheaper than training a professional ▪ No group of political supporters in institution of higher education already exist 	<ul style="list-style-type: none"> ▪ Selected persons may not fit job or institution of higher education ▪ Possible morale problems for internal candidates not promoted ▪ Long adjustment time may be needed

(Adapted from Lewis, Goodman, Fandt & Michlitsch, 2007)

2.2.7 Recruitment methods

Recruitment methods are tools that tertiary education institutions use to attract the attention of people who wish to apply for a job at the institution. Breaugh and Frye (2007) state that recruitment methods concern the means by which institutions recruit desirable applications. The recruitment methods are either internal recruitment methods (inside the institution) or external recruitment methods (outside the

institution). Without recruitment methods the institutions will not hire staff. These methods are discussed below.

2.2.7.1 Internal recruitment methods

Job posting: Job posting is one of the popular tools used by human resource departments to hire suitable candidates. As stated by Rothwell (2010), job posting is a planned recruitment method that relies on internal staffing. Werner, Schuler and Jackson (2012) state that job postings are usually the most commonly used methods to generate a pool of internal applicants. According to Glober *et al.* (2006), job posting methods include at least three proven, effective processes:

- Traditional bulletin boards;
- Computer e-mail based systems; and
- Telephone voicemail based systems.

Job posting usually provides complete job descriptions (Werner *et al.*, 2012).

Staff referrals: Staff can be transferred from one sector to another or be referred from one department to another. Staff referrals are one of the best means of securing applicants. Caruth, Caruth and Pane (2009) support this by saying that staff referrals have emerged as one of the best source of long-tenure staff. Niles (2013) maintains that most referrals will be quality referrals because a poor referral will reflect poor staff. If the referral happens to be successful, the institution may reward the staff for the successful referral. Grobler *et al.* (2006) elaborates that staff can be encouraged to help their employers locate and hire qualified applicants by rewards, either monetary or by recognition for those who assist the recruitment process. Staff referrals are quick and a relatively inexperienced means of recruitment.

2.2.7.2 External recruitment methods

Advertising: Many tertiary educational institutions use advertising as a recruitment method, through placing of an advertisement. Riley (2012) argues that advertisements are a common form of external recruitment. Advertising is done through various forms of media such as radio, newspapers and notice boards. According to Cushway (2012), the aim of an advertisement is to encourage applications from suitable candidates for the job, and to promote the image of the institution. The advertisement must contain relevant information such as post title, salary grading, duty station, a brief description of the job, brief details of the essential person specification and closing date. This will inform a person as to whether they meet the job requirements or not.

Employment agencies: An institution appoints an agency to recruit on behalf of them. Some employment agencies use their own database or advertise the post on behalf of the company. The selection process is either done by the institution itself, or by the agency. Some institutions also prefer that their selection process is done by both the institution and the agency. Niles (2013) asserts that agencies often charge an expensive fee for the service, but they are responsible for the entire process and typically generate qualified applicants.

Internship: Internship is when a student works while studying to complete his or her qualification. It helps students to gain experience in the field in which they are studying. Caruth *et al.* (2009) explain that internship may involve temporary jobs during the summer, part-time jobs during the school year, or alternate periods of employment and school attendance in which case the internship is called a co-op arrangement. There is no obligation between the institution and the student in terms of whether the student will get a job or not.

Internet recruiting: Internet recruitment has become the most popular external recruitment method that is used by institutions to search for suitable candidates and for interested applicants to look for jobs (Mathis & Jackson, 2012). Internet recruitment is whereby the institution advertises posts by using the Internet. Internet recruitment is the best way of recruiting prospective candidates for jobs, while prospective candidates can access the advertisement 24 hours a day, 7 days a week. Aamodt (2010) states that institutions are finding that there are many advantages to using Internet recruitment compared with traditional newspaper 'help wanted' advertisements. It is important for institution's web sites to include current vacancies.

Campus recruiting: Rao (2005) refers to campus recruiting as a method of recruitment by visiting and participating in college campuses and their placement centres. Sathiyamoorthy, Caroline and Jayanthi (2012) further believe that campus recruitment provides a platform for the institution to meet aspirants, and to source intelligent, committed youth from various colleges and education institutions who have the requisite enthusiasm and realism to prove themselves. Institutions have an option to interview the students either at the campus or at the institution's office. Tertiary educational institutions are interested in recruiting students who are in their final year of study, and to work as graduate trainees in the field of their studies. Campus recruitment can be costly for the institution if situated in another city,

incurring costs such as airfare, boarding and loading expenses of recruiters, site visit of applicants, if allowed (Rao, 2005).

Walk-In: This form of recruitment is becoming common for all types of jobs. Some individuals become applicants simply by walking into an institution's employment office, and declaring their interest to work for the institution (Werner *et al.*, 2012). The walk-in may be self-initiated or in response to an advertisement placed by institution in a newspaper (Durai, 2010). This type of recruitment method requires people to carry their CV with them, as well as other important documents.

A comparison of internal and external recruitment methods is tabulated in Table 2.2.

Table 2. 2: Comparison of internal and external recruitment methods

Methods	Advantages	Disadvantages
Internal recruitment		
Job postings	Inexpensive Rewards performance Discover talent	Time-consuming Produces instability Demoralising process
Nominations	Based on known Human resources	Random process May lead to discrimination
External recruitment		
Newspaper ads	Quick and flexible Specific market	Expensive Short lifespan for ads
Radio and TV	Mass audience Target specific groups Image advantages	Very expensive Short duration Provides little information
Public display	Inexpensive	Provide like information
Direct mail	Target specific groups and skills Can provide much information	Expensive and inefficient Requires mailing list Often not read
Employee referral	Inexpensive	May lead to discriminate and inbreeding
Networking	Inexpensive	May lead to discriminate and inbreeding
Walk-ins	Inexpensive	Random process Inefficient
Private employment agency	Person-job fit	Expensive
Recruitment of at school	Known talent pool	Time-consuming Very expensive
Internet	Mass audience Inexpensive Specific audience	Random process Unknown audience

(Adapted from Catano, Wiesner, Hackette & Methot, 2010)

2.2.8 Selection

This section deals with selection, the second variable. The literature review in this section will only focus on selection. Selection is an important element within HR functions because the selected staff have close relationships and a connection with the institution's development (Sun, 2009). According to Rothwell (2010), selection is the 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. Kumari (2012) expands on Marquis and Huston's (2009) viewpoint by stating that selection is the process of selecting individuals who have relevant qualifications to fill jobs in the institution. Finally, Singla (2009) defines selection as the process of choosing among candidates for employment.

Gatewood, Field and Barrick (2011) state that the purpose of selection is to distinguish between suitable candidates who have the necessary experience, knowledge, skills and abilities to work well on the job. A basic component of selection is to separate from the pool of applicants those who have the appropriate knowledge, skills, and abilities to perform well on the job (Gatewood *et al.*, 2011). The aim of selection is to choose the right calibre applicant for the job.

2.2.9 Importance of selection

Performance

Our own performance depends in part on our subordinates. It is important for staff to have the right skills in order for them to perform better. Unskilled staff will not perform effectively. This may lead to low productivity of the institution. So there is a time to screen out undesirables and chose a suitable candidate who can effectively contribute to the success of the institution (Kumar, 2011).

Cost

It is costly when it comes to hiring staff, especially those that cannot perform their duties properly. According to Dessler *et al.* (2011), hiring a manager is expensive and the total cost increases tenfold once costs such as interviewing time, reference checking, travelling, possible relocation expenses are added.

Legal obligation

Mismanaging the hiring process has three serious legal implications (Dessler, *et al.*, 2011). According to the Employment Equity Act of South Africa no one is allowed to be discriminated against in the selection process. All South African citizens must be treated equally and fairly in the selection process. It is every human resource manager's duty to make sure that they adhere to the provisions of the Employment Equity Act when hiring staff.

2.2.10 Essentials and prerequisites for selection

According to Kumari (2012) essentials and prerequisites for selection are:

- Choosing individuals who possess relevant qualifications;
- Matching job requirements with the profile of candidates;
- Using different types of tools and techniques to find the most suitable candidate; and
- Achieving success on the job.

2.2.11 Challenges in selection

The challenges that tertiary educational institutions face in selection are mainly faced by the selectors. Selectors are people that select candidates for a particular job. Wood and West (2010) point out that the challenges which selectors face in institutions are twofold. Firstly, they should be able to measure individual differences that are often difficult to perceive. Secondly, they should be able to make judgments on whether those individual differences are suitable for a particular job in a particular institution of higher education.

2.2.12 Workforce planning and its relationship to recruitment and selection

In order to be fully understood, Meyer (2007) states that as the term implies, workforce planning simply means to plan your work force. In other words, the number of people that you will need and specific skills you may require. Meyer and Kirsten (2005) opine that in most large institutions the human resource management would drive the human resource planning process. In small institutions, the manager or director of the institution would be responsible for workforce planning (Meyer & Kirsten, 2005). As part of workforce planning it is necessary that the human resource department assesses the rate for workforce shortages and internal workforce organisational changes owing to employee turnover, layoffs, and any strategic changes (Niles, 2013). Erasmus and Schenk (2008) refer to internal factors or issues such as the number of staff leaving the institution who will have to be replaced, the number of staff retiring in future and career progression within in the institution. Meyer (2007) believes that external factors such as talent shortages or specific industry requirements may also impact on recruitment and selection.

2.2.13 Strategic planning and its relationship to recruitment and selection

Strategic planning involves a set of procedures for making decisions about the institution's long-term goals and strategies (Snell & Bohland, 2012). It is important for any institution to have clear strategic planning so that it can increase its productivity, efficiency and effectiveness. According to DeCenzo and Robbins (2005) human resource managers must engage during the strategic planning process, in employment planning to ensure that appropriate staff are available to meet the set requirements. DeCenzo and Robbins (2005) add that the purpose of this planning effort is to determine what human resource management requirements exist for current and future supplies and demands for staff. For example, if the department sets its goals to expand service delivery capabilities for five years, suitable staff with the right skills are required to do the job. The strategic plan is evaluated periodically because conditions may change and managers must react to the ever-changing environment (Mathis & Jackson, 2012).

2.2.14 Job analysis

Stone (2011) asserts that job analysis is a systematic investigation of tasks, duties, and responsibilities of a job and the necessary knowledge, skills and abilities that a person needs to perform the job adequately. Rehman (2009) defines job analysis as a process of looking at exactly what a job entails, and to identifying the particular job duties and requirements in detail, reflecting on the importance of these duties for a given job. According to Lussier and Kimball (2009), job analysis means the process of determining what the position entails and what qualifications are needed from staff for the position. Job analysis provides indispensable information that is used when determining which jobs are classified into which category (Hernandez & Connor, 2010). Deb (2006) states that the purpose of job analysis is to collect information about work performance within the institution, and this purpose remains unchanged.

The most important information provided by the job analysis is the knowledge, skills and competencies for the job. Knowledge, skills and competencies are useful information in the description and classification of a job. Pynes (2009) supports that information is commonly collected on job activities, educational requirements, types of equipment or tools used, working conditions, supervisory or management responsibilities, interpersonal or communication skills, agency contracts, external contacts and the Knowledge Skill Abilities and Other Competencies (KSAOCs). Rehman (2009) points out that the importance of job analysis has been narrated in the subject of personnel psychology, which determines personal attributes such as

knowledge, skills and abilities (KSA), which are imperative for thriving job performance.

Job analysis plays a vital role in any tertiary educational institution. There are four different aspects to job analysis. The first one is a job description that identifies the tasks, duties, and responsibilities of a job (Mathis & Jackson, 2012). Second, job specification is a written statement of the formal education, knowledge, abilities, skills, and personal characteristics that a person requires to perform a given job successfully (Stone, 2011). Third, job evaluation is the use of job analysis data to establish the worth of a job and to set a compensation rate (Catano *et al.*, 2010). Fourth, job design is defined as the process of laying out job responsibilities and duties and describing how they should be performed (DuBrin, 2009).

2.2.15 Labour market

The Centre for Development and Enterprise (2007), cited in Mulenga (2007), says that the South African labour market is characterised by a shrinking pool of skilled personnel, a continuous brain drain and a slow pace of skills development. Employment, unemployment, participation rates and wages are issues in the labour market. According to Wilton (2011), the labour market can be understood as the mechanism through which labour is sold as a commodity, and the means by which labour demand (the number and type of available jobs) is matched with labour supply (the number and type of available candidates). Therefore, the labour market provides a clear structure of staff within organisations in relation to jobs, working conditions and pay.

Conversely, Booie (2005) adds that labour market conditions dictate the availability of potential staff. Booie (2005) further states that if there is a shortage of skills in the market, few candidates will apply and conversely, if there is a surplus of skills, many applicants will be available. It should be said that both scenarios have a big influence on the recruitment process and activities of the institution. Erasmus, Swanepoel, Schenk, van der Westhuizen and Wessels (2005) note that recruiters must be aware of factors which influence job choice, as this will enable them to provide better advice and to make better choices when recruiting candidates. Job choice, for most people, consists of three components, namely occupational choice, job search and institution commitment. There are three models of the labour market. According to Roberts (2005), the first one is the economic market, which considers the internal (within the institution or industry) and external (outside the institution or industry). Secondly, the social market considers different social classes or socio-economic groups.

Thirdly, the geographic market considers the availability of labour on a local, regional, national or continental basis. It is always important to decide on which model one should use.

2.2.16 Steps in selection process

It is important for any tertiary educational institution to follow the steps of the selection process to avoid hiring the wrong candidates. The steps are designed in a way to help human resource practitioners to do their job effectively. Selection processes differ from one institution to another, depending on the need of the institution.

2.2.17 Requirements for a good selection process

The procedure will be successful if it satisfies the following:

- There should be a sufficient number of applicants from whom the required number of candidates can be selected. If there are few candidates, selection will not be done properly.
- There should be a person who is responsible for the selection of the candidates. Authority is given on the basis of the type of persons that should be selected and the nature of the work that they will be doing.
- There should be the same standard of personnel with whom a prospective staff member may be compared, or comprehensive job specifications which should be available beforehand, as developed by job analysis (Kumar, 2011).

2.2.18 Selection process

2.2.18.1 Environmental factors that affect selection

External and internal factors have an impact on selection. Selection is influenced by the following:

2.2.18.1.1 Internal environmental factors

Type of institution: This depends on the economy of the institution (private, governmental or non-profit), which can affect the selection process.

Institution hierarchy: Institutions take different approaches to selection for different levels.

Speed of decision-making: The amount of time available for the panel to make a decision can affect the selection process.

2.2.18.1.2 External environmental factors

- 1) Supply and demand of qualified persons in the market.
- 2) Institution (a) Decide about the job; and
(b) Make it attractive.
- 3) Candidate (a) Decides about the job offer; and
(b) Whether it fits his needs and goals (Dutt, 2006).

2.2.19 Preliminary interview

Van Aswegen *et al.* (2009) refer to a preliminary interview as a short interview where applicants are deemed unsuitable because they are unqualified, or not appropriate for the job, and therefore are not included in the rest of the selection process. The objective of the preliminary interview is to ensure that the applicant is physically and mentally fit for the job (Singla, 2009). Human resource practitioners are usually responsible for the interviews. The interviewers must ask questions based on the applicant's qualifications, experience, age etc. Successful candidates are asked to complete an application form.

2.2.20 Selection test

There are different types of employment tests that are used when hiring staff at institutions. The most common tests which are used in tertiary institutions include: personality tests, aptitude tests and tests which assess an applicant's ability. The whole point of using the tests is to identify applicants who will be productive staff members. The types of tests are discussed below.

Aptitude test: This test tests the abilities of people that are needed for a specific job. The test can be used to cover a range of areas, with the most common relating to clerical and numerical aptitude, and a mechanical or physical dexterity test (Taylor, Doherty & McGraw, 2008). In addition, Cushway (2012) adds that an aptitude test can examine such things as verbal and numerical reasoning skills, spatial ability and manual dexterity.

Psychomotor abilities test: This test involves the co-ordination of the limbs in response to a situational factor (Landy & Conte, 2010). Psychomotor abilities are useful for such jobs as a carpenter, police officer, sewing machine operator, post office clerk, and truck driver (Aamodt, 2010).

Personality test: The test is used to determine applicants' personalities in relation to the job. Williams (2009) states that a personality test can determine the extent to which an applicant possesses different kinds of job-related personality dimensions. Cushway (2012) maintains that a personality test can take a number of different forms and testing, for example, individual traits or characteristics, interests or values.

Intelligence test: In order to test the intelligence of candidate, their reception power, memory power and reasoning power are examined (Singla, 2009). This type of test measures the applicant's intelligence. Abilities that one should have in this regard include verbal, reasoning and mathematic skills.

Job knowledge test: This test measures the amount of job-related knowledge that an applicant possesses (Aamodt, 2010). Schmitt (2012) correctly states that tests are used primarily as criteria to assess outcome training in the institution. Therefore, it is important for the institution to test the knowledge of an applicant to see whether the applicant has knowledge of the particular job.

2.2.21 Employment interview

According to Price (2005), the interview is a social ritual, which is expected by all participants, including applicants. It is flexible device, which can be adopted to select unskilled, skilled, managerial, and professional employees (Kumar, 2011). The importance of conducting an interview is to test the applicant's communication skills. Gitman and McDaniel (2009) partially support this view by stating that an interview is designed to determine a person's communication skills and levels of motivation. The interviewee must at all times be treated with dignity and respect. The kinds of interviews include a structured interview, unstructured interview, in-depth interview, stress interview, panel interview and computerised interview (Durai, 2010). The human resources manager must decide which type of interview is suitable to use.

2.2.22 Checking reference

The next step is reference checking. According to Shilling (2012), reference checking has become much more common as the economy has dipped and employers become more sensitive to potential problems and liability relating to the hiring process. Arthur (2012) says that the purpose of a reference check is to verify what applicants have stated on the application form. Gatewood *et al.* (2011) feel that reference checks can help to reduce costs of negligent hiring. Tertiary educational institutions have the right to contact friends of the applicant and past and present employers, to avoid negligent hiring.

2.2.23 Selection decisions

Selection is handled by recruitment managers or recruitment officers up to this stage. The recruitment manager or recruitment officer must then decide which candidate scores the highest points during the interview. The decision should be done according to the Employment Equity Act of South Africa. The suitable

candidate is thus identified. Kumar (2011) mentions that since the persons are employed to work in different offices, the candidates are referred to their managers. Kumar (2011) further states that the Line Officer will finally decide about the work that is assigned to them. At this stage normally no candidates are rejected.

2.2.24 Physical examination

It is important for candidates to have medical examinations to see if they are fit for the job. One reason for a physical test is to detect if the individual carries any infectious diseases (Aswathappa, 2007). It is usually done following selection and before the job offer is made. Not all institutions require medical examinations as some institutions regard it as a waste of time. According to Erasmus and Schenk (2008), the Employment Equality Plan stipulates in Section 7 that medical testing of an employee is prohibited unless legislation permits or requires it, or unless it is justifiable in light of medical facts, employment conditions, social policy, the fair distribution of employee benefits, or is an inherent requirement of the job.

2.2.25 Job offer

However, an applicant's decision to accept or reject a job offer is influenced by the presence or absence of the following factors:

- Alternative job opportunities that are available, including the number and nature of alternative opportunities;
- Job attraction features such as the nature and extent of supervisors, work schedule, and the amicability of co-workers;
- Positive features of the institution such as salary, benefits, career advancement opportunities and the institution's reputation as a good place to work; and
- Recruitment activities such as the manner in which the candidate is recruited and in which information is conveyed to the candidate (Durai, 2010).

2.2.26 Employment contract

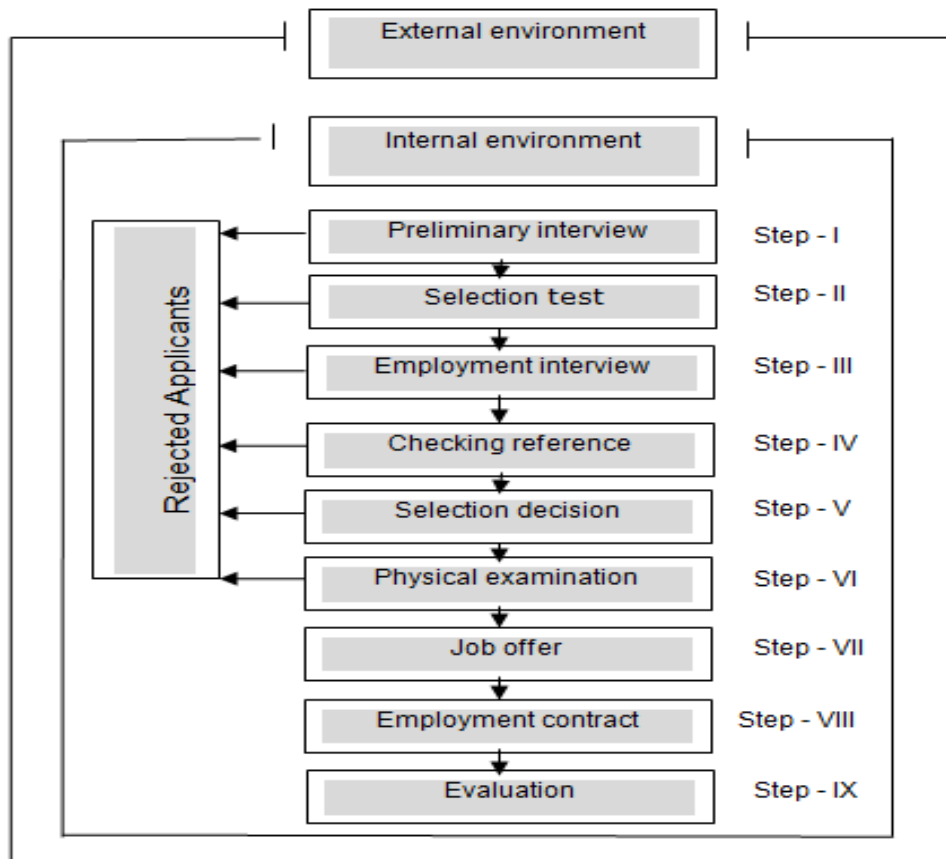
Once the employment contract is signed, the selected candidate becomes a staff member of the institution. Singla (2010) argues that at this phase the appointee signs various documents, the main document among them is the Attestation Form (Singla, 2010). Generally, the written contract contains information such as job title, working hours, grievance procedure, allowances and more.

2.2.27 Evaluation

This is the final stage of the selection process. The purpose of evaluation is to see whether human resource practitioners have followed the appropriate criteria when hiring staff. To some extent the procedures of selection and criteria that are used

will always be speculative. Therefore, it is important to follow all the steps of the selection process in order to meet the goals of the institution (see figure 2.1 below).

Figure 2. 1: Selection process



(Adapted from Mondy & Robert, 2006)

2.2.28 Barriers in the selection process

Time consuming: The selection process is time consuming and it is expensive. A large amount of time is spent designing the advertisement, conducting the interviews, and possibly arranging accommodation and transport for candidates who are selected to be interviewed.

Selection bias: When it comes to selection, human resource practitioners must apply fairness towards all the candidates. There should be absolutely no discrimination based on his or her race, gender, religion, and so on. Geet and Deshpande (2008) point out that if there is any selection bias on the part of the selectors, suitable candidates may not be selected.

Pressure amongst selectors: The selectors may be pressurised by friends, colleagues or politicians to select a particular candidate to fill the position. This may also result in an unsuitable candidate being chosen for the job.

2.3 RECRUITMENT AND SELECTION LEGISLATION IN SOUTH AFRICA

2.3.1 Employment Equity Act (No. 55 of 1998)

The Employment Equity Act (EEA) was passed by parliament in 1998. The objectives of the Employment Equity, No. 55 of 1998 are that it seeks to:

- Promote equal opportunities and fair treatment in employment through the elimination of unfair discrimination;
- Implement AA measures to redress the disadvantages in employment experienced by the designated groups in order to ensure their equitable representation in all occupational categories and levels in the workplace; and
- Achieve a diverse workforce broadly representative of the South African population.

The Employment Equity Act of South Africa states that no person may unfairly discriminate against, directly or indirectly, an employee, in any employment policy or practice, on one or more grounds, including race, gender, sex, pregnancy, marital status, family responsibility, ethnic or social origin, colour, sexual orientation, political opinion, culture, language and birth, or on any other arbitrary ground.

According to Mulenga (2007), institutions in South Africa are targeting applicants from previously disadvantaged groups to comply with legal requirements such as the Employment Equity Act (No. 55 of 1998) (EEA) which requires favourable consideration of applicants who are not classified as White in all categories and levels of the institution. The institution, staff, and job seekers are protected by this Act, which makes it easier for the staff and job seekers to apply for jobs without fear of discrimination. Dessler *et al.* (2011) argue that when hiring, recruiting, selecting or screening a candidate in South Africa, it is important that *any one of, or any combination of the following, should be taken into consideration:*

- Formal education;
- Prior learning;
- Relevant experience; and
- Capacity to acquire, within a reasonable time, the abilities to do the job.

2.3.2 The Labour Relations Act, 1995 (No. 66 of 1995)

The Labour Relations Act (LRA) became law on 11 November 1995. South Africa (1995) states that the purpose of the LRA is to advance economic development,

social justice, labour peace and the democratisation of the workplace by fulfilling the primary objectives of this Act, which are:

- a) to give effect to and regulate the fundamental rights conferred by Section 27 of the Constitution;
- b) to give effect to obligations incurred by the Republic as a member state of the International Labour Institution of higher education;
- c) to provide a framework within which employees and their trade unions, employers and employers' organisations can:
 - i. collectively bargain to determine wages, terms and conditions of employment and other matters of mutual interest; and
 - ii. formulate industrial policy; and
- d) to promote:
 - i. orderly collective bargaining;
 - ii. collective bargaining at sectorial level;
 - iii. employee participation in decision-making in the workplace; and
 - iv. the effective resolution of labour disputes.

Van Aswegen *et al.* (2009) states that this law deals with various procedures of hiring and firing, disciplinary steps, unions and negotiations between parties, just to mention a few. The Commission for Conciliation, Mediation and Arbitration (CCMA) plays a role in resolving strikes and disputes between employees and employers. Bargaining Councils also fall under the LRA and each council has their own rules and regulations which it follows. The Act is for all employers, workers, trade unions and employers in South Africa. According to the South African Constitution, the Act does not apply to members of the following organisations:

- National Defence Force;
- National Intelligence Agency; and
- South African Secret Service.

The reason why the above organisations are not governed by the Act is because they form part of the country's essential services. McQuoid-Mason, Dada and Geyer (2011) define essential services as any service whose interruptions endanger the lives, personal safety and health of any population. The LRA plays a major role in recruitment and selection, as it guides recruitment officers and recruitment managers on the procedures of hiring staff. The Act is a guide to hiring staff without any discrimination, and recruitment officers and recruitment managers will know the procedures of disciplinary processes, as well as employment termination procedures.

2.3.3 Basic Conditions of Employment Act, 1997 (No. 75 of 1997)

The Basic Conditions of Employment Act of 1997 (No. 75 of 1997) (BCEA) replaced the Basic Conditions of Employment Act, No. 3 of 1983, and the Wage Act, No. 5 of 1957. Van Aswegen *et al.* (2009) elaborate that the Act sets certain basic working conditions in the workplace and ensures that staff work under fair conditions relating to the number of hours worked, the leave that may be taken, etc. South Africa (1997) states that the purpose of the BCEA is to advance economic development and social justice by fulfilling the primary objectives of this Act, which are:

- (a) to give effect to and regulate the right to fair labour practices conferred by Section 23(1) of the Constitution:
 - (i) by establishing and enforcing basic conditions of employment; and
 - (ii) by regulating the variation of basic conditions of employment.
- (b) to give effect to obligations incurred by the Republic as a member state of the International Labour Organisation.

Standard Bank (2012) explains more clearly by stating that the BCEA ('the Act') deals with, but is not limited to, the following:

- Conditions of employment service;
- Maximum working hours;
- Annual, sick and maternity leave;
- The particulars and termination of employment;
- Payment of remuneration and wages, deductions and other acts concerning remuneration and payment of contributions to benefit funds; and
- Monitoring, enforcement of the law and legal proceedings.

According to Pilbeam and Singh (2008), the objectives of the BCEA are to state the minimum working conditions such as hours of work, overtime and overtime pay, and annual and sick leave. Barrett, Biesheuvel, Jennings, Koen, Koornhof, Pilbeam and Singh (2009) add that if staff have complaints about the amount of overtime that they have to work, then they can check the Act to see what the law says about it.

2.3.4 South African Qualifications Authority Act, 1995 (No. 58 of 1995)

The South African Qualifications Authority Act (No. 58 of 1995) is an Act that oversees the improvement of the National Qualifications Framework (NQF), and it was established by the Minister of Education and Labour in 1995. Florence (2011) states that the Act makes provision for the South African Qualification Authority (SAQA), as well as the NQF. According to Coetzee, Both, Kiley and Truman (2007), the tasks of SAQA are to register qualifications and standards on the NQF and to ensure that education and training programmes help learners to reach these qualification and standards. SAQA ensures that foreign qualifications are accredited and also align foreign qualifications with South African qualifications. This would allow

foreign students to participate in the South African education and training system.

South Africa (1995) outlines the objectives of the SAQA Act as follows:

- To accomplish the aims and goals of the National Qualification Framework;
- To generate criteria that can be used for the registration, delivery and evaluation of all anticipated qualifications; and
- To ensure that appropriate systems are put in place when awarding credits in the recognition of the prior learning process.

The National Qualification Framework was developed by the National Qualification Authority with the hope of ensuring that the NQF is implemented as planned. Carl (2009) defines the NQF as the curriculum framework within which qualifications may be obtained. Carl (2009) continues by stating that it makes provision for an Education and Training Certificate, Further Educational and Training Certificate and Higher Education and Training Certificate. South Africa (1995) objectives of the NQF are as follows:

- To create an integrated national framework for learning achievements;
- Facilitate access to, and mobility and progression within education, training and career paths;
- Enhance the quality of education and training;
- Accelerate redress of past unfair discrimination in education, training and employment opportunities; and
- Contribute to the full personal development of each learner and the social and economic development of the nation at large.

This Act ensures that all staff members have the right to education. The Act helps the staff to equip themselves with knowledge so that they can apply it at work. The form of education can either be formal or informal.

2.3.5 Occupational Health and Safety Act, 1993 (No. 85 of 1993)

The Department of Labour developed legislation in 1993 that protects employees and employers in the country. The Machinery and Occupational Safety Act (No. 6 of 83) was replaced by the Occupational Health and Safety Act No. 85 of 1993 (OHSA). According to Gordon-Davis (2011), the Occupational Health and Safety Act No. 85 of 1993 determines that employer must, as far as is responsibly practicable, render and maintain a work environment that is safe and without risk to the health of employment. Gordon-Davis (2011) explains in depth that this means that the employer must make the workplace free of anything that may cause injury, damage or disease. From the above statement it is clear that the OHSA ensures that all staff members are safe within their workplace. South Africa (1993) states that the aims of the Occupational Health and Safety Act are to:

- Provide for the health and safety of employees while they use machinery and work in institutions of higher education;

- Protect other people that may become sick or injured due to employees' activities at work; and
- Establish a committee in institutions of higher education for dealing with the health and safety of employees.

In line with the provisions of the Act, it is the staff and the institution's duty to ensure that the workplace is a safe, clean and healthy environment. The health and safety of staff comes first.

2.4 INTERNATIONAL RECRUITMENT: A COMPARATIVE ANALYSIS

South It is important to understand how human resource practitioners in other parts of the world recruit and select their candidates. Compton, Morrissey and Nankervis (2009) mention that with the development of electronic recruitment practices, applicants are able to access information about job vacancies around the world. Compton *et al.* (2009) continue to add that recruitment policy and practice should be adjusted to allow this rich resource to be fully utilised in the appropriate circumstances. In order for one to understand, Heikkonen (2012) asserts that international recruitment refers mostly to the selection process of people for expatriate assignments, although it can deal with other issues such as host-location recruitment. Certain qualities must be considered before hiring a suitable candidate for the position. Some of the factors that Heikkonen (2012) list are cultural adaptability, compatible work history, family circumstances and previous international experience. Countries such as America regard recruitment and selection processes as the most important processes within their institutions. Comparing America with other regions, Laroche and Rutherford (2007) mention that the steps that are taken to recruit new staff members are approximately the same (job creation and post, resumé, collection and screening, interview, candidate selection, and probation period), but each of these steps is conducted in a different manner.

2.4.1 Recruitment and selection in China

According to Cooke (2005), China has one of the largest labour forces in the world with a population of nearly 1.3 billion, over half of whom were in employment in 2002. Therefore, it is important for institutions in China to hire the best candidates with the right skills and the right qualifications in order to avoid a high turnover in the country. Zhou (2006) believes that back then the human resource management function was not considered to be as important as in today's world, and hence the institution paid little attention when hiring staff for their institution. Chen (2006) also added that the recruitment and selection process is not seen as a significant part in the entire corporate strategy. Lin (2001) cites in Chen (2006) that the limited functionality of the

Human Resource Department tightly restricted the development of human resource practice. From the above, this shows that in China institutions do not understand the importance of having a human resources department. One of the reasons would be that not many people have studied human resources management or industrial psychology to improve human resources departments, especially in the area of recruitment and selection. Recruitment challenges in China are that professionals move quickly between jobs, particularly in first-tier cities such as Shanghai, Beijing and Guangzhou (Ellis, Scott & Woollard, 2011). Due to this common job-hopping trend, coupled with high drop-out rate during the on-boarding process, continuous recruitment planning is a challenge (Ellis *et al.*, 2011).

Ding and Warner (2001) note that within the centrally planned HRM system in China there were two policies which related to recruitment and reward: one entitled employees to a “job for life”, and the other to an “egalitarianism in pay system”, which are known as the ‘two irons’, namely the ‘iron rice-bowl’ and ‘iron wages’. Under this system staff had guaranteed job security but no right to choose a job freely or to move among different units. These policies ensured that workers in China knew their rights when they were hired.

It is important for any tertiary educational institution in China or elsewhere to decide on the roles of HR and line managers when hiring. Fey, Pavlovskaya and Tang (2004) state that one manager at Ericsson explained the roles of HR and line managers in terms of hiring:

Firstly, I provide the requirements of the position to the HR Department and HR will help to advertise the vacancy by using both internal and external media. Thereafter, HR will do the first round of selection after processing all applications. Then line managers are responsible for second-round selection and for conducting interviews.

In most cases Chinese people are hired through *guanxi*. Zhou (2006) says that hiring through *guanxi* was a popular informal recruitment channel in Chinese recruitment practices. Zhou (2006) further explains that *guanxi* is a Chinese term which literally means relationship. Dickie and Dickie (2005) assert that a good personal relationship can promote more open and frank communications between managers and subordinates.

2.5 RECRUITMENT AND SELECTION IN AFRICA

Recruitment and selection in Africa is done slightly differently compared to international recruitment. This is owing to a lack of education, poverty, lack of experience and lack of technology, to mention a few. Andrews (2009) supports this view by stating that in regions that have large working populations such as South Asia, South America and Africa, the shortage lies in qualified personnel and not in numbers. Such problems have a negative impact on hiring suitable candidates in Africa as a whole.

As in any other country, it is often difficult to obtain employment without having contacts with people within an institution (Budhwar & Debrah, 2001). This would make it difficult for suitable candidates not to be hired because someone else has already contacted the person who is in charge of hiring people. According to Komoche, Debrah, Horwitz and Muuka (2004), such contacts who engage in acts of favouritism, nepotism or bribery are summed up by the well-known Algerian concept of the 'piston'. Budhwar and Mellahi (2006) add that the purpose of piston is to get jobs, goods and services, easily, while many managers are given enhanced social prestige and have strengthened their positions. Although such activities do happen, all African countries have policies and procedures that relate to recruitment and selection, but they are not followed at all. From the above statement it is clear that human resource practitioners in Africa use nepotism, favouritism and bribery. Snelgar and Potgieter (2003) mention that ensuring fairness should be the priority of any selection strategy, particularly in South Africa, where attempts are being made to rectify past practices that have had a discriminatory effect on certain sections of the population.

According to Branine (2011), the process of recruitment and selection in Africa depends on the type of institution, job and sector. Branine (2011) further adds that there is a difference in the process, nature and methods of recruitment between public, private and foreign-owned institutions. Nigeria and Zambia use various recruitment methods to attract people to apply for the jobs that are advertised. Research shows that in the context of developing economies such as Nigeria, with regards to recruitment and selection, a majority of respondents indicate that they rely on word-of-mouth when selecting new employees (Robbins *et al.*, 2009). Komoche *et al.* (2004), aver that Zambia relies on radio (Zambia National Broadcast Service, Radio Ckikuni, Radio Mazabuka and Radio Maria), television (Zambia National Broadcast Service) and newspapers (Times of Zambia, Zambia Daily Mail, The Post

and The Monitor). It appears that institutions in different countries in Africa use recruitment methods best suited to themselves.

It is best for all African recruitment managers and recruitment officers to know what to consider when hiring candidates. Djabatey (2012) lists that qualifications, work experience and communication or interpersonal skills are the most frequently identified qualities. If all human resource practitioners in any country in Africa use the above criteria that Djabatey (2012) mentions, it will mean that the selection process is properly conducted.

2.5.1 Recruitment and selection in Ghana

Ghana is on the west coast of Africa and has an estimated population of 22 million. IMF (2012) states that Ghana faces significant unemployment and under-employment problems, which need to be addressed. Thompson (2007) maintains that this phenomenon is largely influenced by the Ghanaian “who you know” culture (the practice whereby people recommend relatives and friends to be employed by an institution). The “who you know” culture makes it more difficult for a suitable candidate not to be hired for a position. In many tertiary educational institutions staff members are hired by family or friends, which may lead to unfair promotion within the institution. Bediako (2008, cited in Sule (2012) asserts that HRM in Ghana relies heavily on assertive norms, while decisions are influenced by personal relationships between managers and staff, which in turn affects the recruitment and selection procedures. However, Sule (2012) is quick to add that it does not mean that merit is out of the question, but rather that it is in line with personal interest rather than with the institution. According to Thompson (2007) for Ghanaians to hire the appropriate person, the criteria which are normally used for recruitment and selection include interviews, use of curriculum vitae and more recently, written and oral examinations which are set by the institution, which are more academic in nature than the general type of assessment that is offered in psychometric testing.

2.5.2 Recruitment and selection in South Africa

South Africa falls within the category of developing countries - a country seeking to become more advanced economically and socially. According to Laroche and Rutherford (2007), in many developing countries there are few candidates who have a high level of formal education, hence corporations actively seek candidates who have the ability to quickly move between positions and a new role. It is clear that South African institutions want human resource practitioners who can easily move from one role to another, for example, a recruitment specialist who can also become a training and development specialist.

South African tertiary educational institutions and other institutions in Africa use the same recruitment and selection process to hire staff. Common recruitment methods that are used in the country are job postings, staff referrals, advertising, employment agencies, internships and walk-in. Komoche *et al.* (2004) mention that like any other country, selection happens mostly once interviews have been conducted and references, including electronic references have been checked. There are certain criteria that South African recruitment managers or recruitment officers consider when hiring staff at an institution. Komoche *et al.* (2004) assert that staff are often hired based on objective criteria such as education, experiences and skills.

Once recruitment managers or recruitment officers have considered the curriculum vitae of a candidate, they are able to tell the competence of the candidate. Djabatey (2012) points out that work experience and qualifications are measures of competence in relation to an applicant's technical skills, whereas the concept of communication skills appears to be a generic term, which incorporates different specific skills. The decision is made immediately, and the suitable candidate then joins the institution in the capacity of either an academic or non-academic member of staff.

2.6 ORGANISATIONAL PRODUCTIVITY

Productivity isn't everything. But in the long run it is almost everything... (Paul Krugman. 1994. *Who will survive the crisis? - and who should?*)

This section deals with organisational productivity. Therefore, the literature review focuses on the concept of productivity. Productivity is one of the most important factors in any tertiary educational institution. It allows the institution to operate efficiently. Productivity has different meanings to different people. Oyeranti (2000) states that as a phenomenon, it ranges from efficiency to effectiveness, to rates of turnover and absenteeism, to output measures, to measure of client or consumer satisfaction, to intangibles such as disruption in workflow and to further intangibles such as morale, loyalty and job satisfaction.

Vallabhaneni (2013) refers to productivity as the institution's output of goods and services divided by its input. On the other hand, Linna *et al.* (2010) defined productivity as a measure of the amount of output generated per unit of input. Productivity has dimensions of effectiveness and efficiency. According to Vallabhaneni (2013), effectiveness is the degree to which an institution achieves a stated goal or objective. Vallabhaneni (2013) defines efficiency as the use of minimal

resources of raw material, money and people to provide a desired volume of output. Mathis and Jackson (2012) believe that productivity can be a competitive advantage because when the cost to produce goods and services are reduced by effective processes, lower prices can be charged or more revenue made.

2.6.1 Significance of productivity

Productivity is important in many ways. Parham (n.d.) states that productivity is important to the growth in output, income and to the living standards of the people. Productivity growth is calculated as follows:

Productivity growth = Output growth minus Input growth

At institutional level it is important because it meets its obligations to staff, shareholders, and governments. At a broader level, the institution is also competing with other institutions around the world. The benefits of productivity growth can be distributed through better wages for staff and safer working conditions (Pritchard *et al.*, 2012). At a national level it is important because when productivity growth increases, the living standards of people improve and they can afford to buy goods and services (Kalaiselvi, 2009). Productivity growth improves housing for people to live in a better shelter and it also contributes to for people getting a better education.

2.6.2 Effects on productivity

Productivity has a major impact on our lives. According to Afrooz *et al.* (2011), productivity can have major effects at national, industrial and individual levels. Pritchard *et al.* (2012) support the same view that productivity effects can be broken down into effects at the national level, the industrial and firm level, and individual level. Pritchard *et al.* (2012) further mention that at organisational and industry level, increases in productivity can create more competition, which can lead to industry and firm growth. Afrooz *et al.* (2011), add that at the individual level, productivity growth can lead to improvements in the quality of life, increased leisure time and advancement within an organisation. If productivity in those levels is not managed properly it may result in employee absenteeism, poor job match, poor work ethic and poor management.

2.6.3 Measurement of productivity

Productivity measurement is difficult in most service industries and education is certainly no exception. To be specific, measuring productivity in higher education institutions requires a measure of both efficiency and effectiveness. Therefore, it is important for any institution to measure productivity as it reveals how well or not staff members are doing and whether they have met the institution's expectation or performance standard. Mathis and Jackson (2012) opine that one useful way of measuring the productivity of human resource departments is to consider unit labour cost, which is compared by dividing the average cost of an employee by their level of output. Black (2013) expands on the Mathis and Jackson (2012) viewpoint by stating that any measure of productivity is simply the total output compared to the chosen resource input, whether it is labour hours, material, or whatever. Salerno (2003) says that in 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.

2.6.4 Improvement on productivity

Garrett and Pool (2006) state that recruitment and selection play a significant role when it comes to productivity in tertiary educational institution. Therefore, tertiary educational institutions should encourage a culture that promotes effectiveness and productivity (Garrett & Pool, 2006). By promoting effectiveness and productivity, institutions reach their expectations and performance standard. Productivity should always be uppermost in every human resource practitioner's mind. From the above statements it can be seen that human resources professionals have a major role to play in organisational productivity.

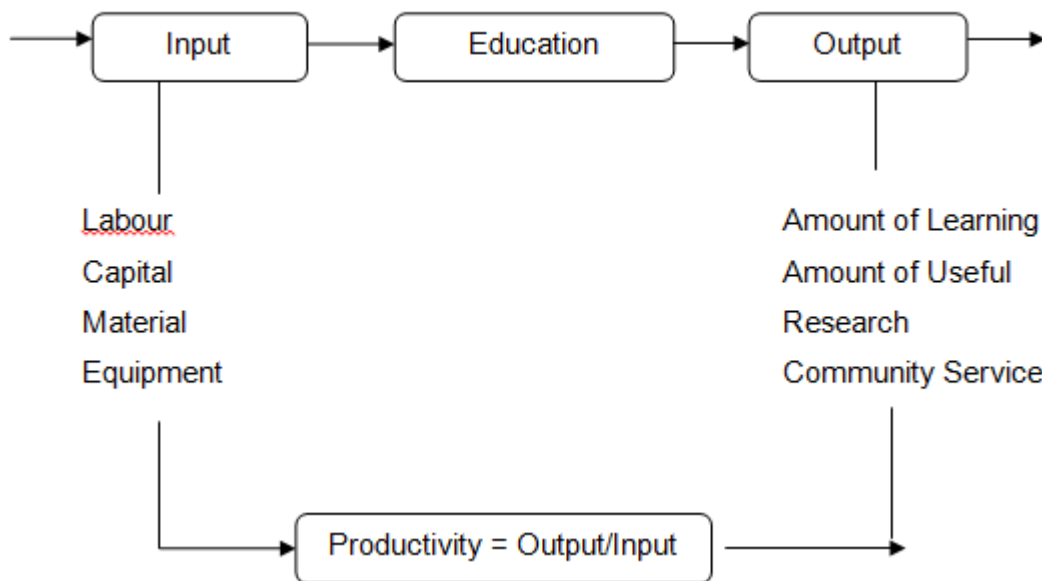
Grobler *et al.* (2006) mention that South Africa has one of the lowest productivity rates in the world, which complicates the issue considerably. Perhaps the reason for South Africa having such low productivity is cause by hiring wrong people. On the other hand, BizAgi (2011) states that it is difficult to find the right candidate for the position to increase productivity. It is recommended by Komoche *et al.* (2004) that staff should be hired based on objective criteria such as education, experiences and skills. Rangriz (2010) has a different view, saying that in most cases, many managers tend to equate their own performance with institution performance, and in the process, institutional productivity suffers because without a focus on the whole institution, functional performance is likely to work against each other. Below, different authors add their contributions on how to improve productivity within the recruitment and select department.

- 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. Tertiary educational institutions should invest in training so that staff can improve productivity by doing their jobs more efficiently.
- According to Buhler (2002) motivation is one way to improve productivity. Recruitment managers must motivate the human resource and institutional staff to hire suitable candidates. For academic units, the head of department is responsible for planning activities that focus on increasing capabilities. It is therefore important for the head of department to improve the lecturers' technical and conceptual skills for them to perform better at work.
- Productivity can be improved by a safe working environment. According to Gupta (2006), if workers are mentally assured that they are working under safe working conditions, their morale will be high and they will work with more consideration and thus productivity will increase.
- Training and development is needed to improve productivity. Staff requires regular training to maintain a high level of productivity.
- Buhler (2002) adds that an institution can improve productivity levels of staff by cutting the cost of input and/or improving the transformation of input into output.

According to Cronje, Du Toit, Motlatla, and Marais (2003) there are five ways in which improvements in productivity can be achieved.

- Firstly, increased production of goods and services is achieved using fewer resources;
- Secondly, increased production of goods and services is achieved using the same resources;
- Thirdly, the same production of goods and services is produced with fewer resources;
- Fourthly, a smaller quantity of goods and services is produced by using even fewer resources;
- Finally, a larger production of goods and services is produced with more resources, but "the marginal increase in output is larger than the marginal increase in inputs.

Figure 2. 2: illustrates the Higher Education Institution Productivity Model



(Adapted from Oke, 2004)

Higher education institution input resources include labour, capital, material and equipment. Examples for labour are salaries and fringe benefits of staff employed at the institution. Labour input of higher education institutions are academic staff (lecturers, associate professors and heads of departments) and non-academic staff (administrators, technologists, supervisors and managers). Oke (2004) supports the same view, that senior staff (academics) includes the head of department and other lecturers while the senior staff (non-academic) is composed of technologists and secretaries. Oke (2004) further adds that junior staff could further be classified as artisans, clerical officers, drivers and office assistants. Materials are items that staff use to enable them to do their job properly. Examples of materials for an academic and non-academic include: stationery, writing boards, chalks, projectors, laptops, notepads and teaching aids. Capital outlay of a higher education institution would be for investments, equipment, machines and so forth. Oke (2004) adds other expense input is classified into travelling, information processing, telephone, e-mail, fax and electricity costs.

2.6.5 Factors affecting productivity

There are many factors that affect productivity at higher educational institutions. Some of the factors are discussed below.

Natural factor: Natural factors are factors that cannot be controlled by anybody. Factors such as fuel, fire, water and minerals can affect productivity to certain extent (Gundecha, 2012).

Materials/tools: Materials/tools affect the productivity of the institution. At higher institutions, productivity can be affected when there are insufficient materials or tools to work with. Materials may be books, stationery and computers. Tools may be databases, spread sheets, software programs.

Government factor: Government factors may also affect productivity. It is important for the management of the institution to understand how laws, rules and regulations of the government work. A relationship between the institution and the government must be created.

Managerial factor: The skills of a manager and attitude play an important role in productivity. Productivity is low in many institutions even though staff are well-trained to perform and use the latest technology (Gundecha, 2012). Productivity is low because of inefficient and indifferent management. Gundecha (2012) adds that experienced and committed managers can obtain surprising results from average people. It is important for any manager to be committed and willing to work and have the right skills and knowledge for the job. Today's technology requires knowledge to derive optimal use from it.

2.7 SUMMARY

The literature reviewed described how important recruitment and selection processes are and how an institution can increase its productivity. The literature review defines what recruitment and selection is and the importance of recruitment and selection, as well as recruitment methods, sources and challenges in the recruitment and selection process. Furthermore, the literature review also focused on recruitment and selection legislation in South Africa and organisational productivity.

The following chapter, Chapter Three, deals with research methodology.

CHAPTER THREE RESEARCH METHODOLOGY

3.1 INTRODUCTION

This study was undertaken 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. Quantitative research methodology was employed in order to answer the research questions. A Likert scale questionnaire was deemed the appropriate research instrument to use for this study. This chapter presents an in-depth description of the theoretical aspects of research methodology. It further discusses research design, population, sample frame, sample size, sample technique, data collection procedure, instrument validity and reliability, sample representativeness and composition, research procedure, data analysis, data cleaning and presentation, and ethical consideration.

3.2 THEORETICAL ASPECTS OF RESEARCH METHODOLOGY

The Burn and Burn (2008) define research as a process of systematic enquiry or investigation into a specific problem or issue that leads to new or improved knowledge. It is one of several ways of collecting and understanding information and finding answers to questions that are posed (Kumar, 2008). Gratton and Jones (2010) describe best research as a systematic process of discovery and advancement of human knowledge. According to Denscombe (2010), good research does three things:

- 1) Firstly, it provides a description of various components of the investigation;
- 2) Secondly, the research design provides a rationale for the choice of research strategy in relation to the research questions; and
- 3) Thirdly, strategy, in relation to key components of the research project.

The Concise Oxford English Dictionary (2003) defines methodology as a system of methods, which is used in a particular field. One can choose which methodology to use, depending on the research questions. According to Kothari (2004), research methodology is a way to systematically solve the research problem. Kumar (2008) adds that it may be understood as a science of studying how research is done scientifically.

3.3 RESEARCH DESIGN

Research design is the blueprint for conducting a study. A good research design will assist the researcher in planning and affecting a study that will yield valid data pertinent to the research question(s). According to Gupta and Gupta (2011), research design is the plan, structure and strategy of investigation that is conceived in order to obtain answers to research questions and to control variables. Sule (2012) adds that it provides the glue which holds the research project together, deals with questions of the study, what data is relevant, what data to collect and how to analyse the results. 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 for individual participants to obtain scores, usually numerical values that are submitted for statistical analysis, summary and interpretation. 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 developed. The reason for using a Likert scale questionnaire as the data collection instrument was that it allows for degrees of opinion, ranging from strongly agree to strongly disagree. The unit of analysis of this study comprises academic and non-academic staff of Institution X. Variables such as gender, race, age, marital status and years of experience were considered. The primary source was a Likert scale questionnaire and the researcher also made use of secondary sources such as journals, the Internet, books and various publications.

3.4 POPULATION

According to Wathington, Cunningham and Pittenger (2012), a population consists of all individuals or things that the researcher wants to describe. Wathington *et al.* (2012) add that by developing criteria, this determines membership in the population. In this study the population was contained in one particular faculty within Institution X. Institution X consists of five different faculties, namely Applied Sciences, Business, Engineering, Education & Social Sciences, Health & Wellness Sciences and Informatics and Design. According to Institution X's Equity Report (2013), the target faculty's population is (N=370). The selected faculty is one of the biggest faculties in the institution. However, the population that was chosen within this particular faculty

is manageable. The population contained 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 composing a population from which a sample is selected. From the above definitions, this researcher 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, 45 are temporary non-academic staff members, 186 are permanent academic staff members and 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, and years of experience were considered. Staff received a questionnaire via e-mail in English, 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, *et al.*, 2005). For this study the sample size represented 30% of the population. 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 was deemed a suitable size sample to use. 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. In agreement with Ormrod and Paul (2010: 205-207, cited in Kazadi, 2011), a sample size is selected according to the size of the chosen population.

The sample included both academic and non-academic staff particular faculty at Institution X. This is biggest faculty at the selected institution and this faculty promotes research within the institution.

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. The Likert scale questionnaire was sent to the staff via email. There are 370 staff members in the particular faculty within Institution X. 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 PROCEDURE

For this study to be successful, the procedure for data collection must be followed in an appropriate manner. Procedures for a Likert scale questionnaire were applied. Data collection is discussed in detail below.

3.8.1 Research data collection procedure

Data is the basic material with which researchers work (Terre Blanche, Durrheim & Painter, 2006). Data is used to 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 through a Likert scale questionnaire. The researcher 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 researcher 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 increase the productivity of Institution X.

3.8.2 Research instrument

This study adopted the quantitative approach and collected data through a Likert scale questionnaire. A Likert scale questionnaire is one of the most popular instruments used for data collection, easily understood and is a simple way to measure attitudes and opinions. A statement is presented in question-form and respondents answer in a multiple choice answer type format. Academic and non-academic staff were given an option to rate from strongly disagree to strongly agree. Questions were designed in line with the research objective which was to investigate employee perceptions of the relationship between recruitment and selection processes, and organisational productivity in a university in the Western Cape province. 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 such as:

- Age bracket;
- Marital status;
- Population group;
- Nature of employment;
- Level of education;
- Highest education qualification; and
- How long have you been employed.

Section B comprised recruitment and selection processes and organisational productivity (see Table 3.1).

Table 3. 1: Questions relating to the variables in recruitment and selection process and productivity

Questions	Variables
Q11-Q23, Q32a, 32b and 33	Relate to recruitment and selection processes
Q9 and Q10	Relate to recruitment and selection legislative in South Africa
Q25 to Q31	Relate to organisational productivity

Academic and non-academic staff were required to rate the questions according to degrees of strongly agree, agree, undecided, disagree and strongly disagree

within the questionnaire. The reason for the researcher choosing a questionnaire as the data collection instrument is because the sample size was big, and the researcher has knowledge of how to use questionnaires.

3.8.3 Instrument Administration

Instrument administration is how the questionnaires are handled. Permission was obtained from Institution X to proceed with the study. The researcher 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.

3.9 INSTRUMENT VALIDITY AND RELIABILITY

It is essential to check that the survey 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 (Perry & Nichols, 2015).

Bhandari and Joensson (2009) mention that validity is how an instrument measures what it is intended to measure. Ask clear, non-ambiguous questions which are targeted specifically to give relevant information sought.

Reliability is the consistency of the measurement (Matthews & Kostelis, 2011). Each respondent must answer the same questions (Mosher, Miethe & Hart, 2011).

3.9.1 Validity

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 supervisor and co-supervisor of the researcher went through the questionnaire to check 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.

3.9.2 Reliability

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 & Kennedy, 2012). It is crucial for the reliability of the study to measure what it was intended to measure and even if one has to repeat 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 was used, Statistical Package for the Social Sciences (IBM SPSS), to produce statistical data. The results were interpreted into graphs, tables and pie charts.

3.10 CHALLENGES ENCOUNTERED

In the quest for perfection often challenges arise which have to be faced and overcome. A major challenge faced by the researcher 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 researcher implemented a contingency plan which was to 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 researcher to know which staff members had been given a questionnaire or not. Furthermore, it was also challenging for the researcher 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.

3.11 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, Chambers, Black & Kazemi, 2012). In other words, a sample is representative if it shows the same characteristics as the source population.

According to the researcher, composition of this study sample is the list staff in the targeted faculty of Institution X. 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, since they all think differently. 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) or post-graduate degree(s).

3.12 RESEARCH PROCEDURE

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 researcher reminded respondents three days before the due date to submit their questionnaires. Once a respondent completed the questionnaire, this was sent to the researcher via e-mail. The researcher then printed the questionnaires and assigned each one a code value by using the Statistical Package for the Social Sciences (IBM SPSS). The respondents remained anonymous to allow them freedom of opinion. After receiving the completed questionnaires, there was no further personal contact between the researcher and the respondents.

3.13 DATA 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 researcher and each questionnaire item was assigned a code value. The code value was entered and encoded into a computer to produce statistical data. Statistical Package for the Social Sciences (IBM SPSS) software was used to produce the collected data in table form. The use of the IBM SPSS helped the researcher to analyse the data in an appropriate manner. Nsabimawa (2010) states that the software examined the relationship among the variables and performed test of statistical significance based on the research questions, where possible. Thereafter, the results were presented in graphs, table and charts

3.14 DATA CLEANING AND PRESENTATION

The data are presented in a rational and logical manner. The researcher studied material from different sources, analysed the important information, and evaluated the data in an appropriate manner in order to find out whether there was indeed a theoretical and empirical relationship between employee perceptions of recruitment and selection, and organisational productivity. The researcher gained an understanding of the topic and became aware of certain recommendations to improve recruitment and selection processes within Institution X.

3.15 ETHICAL CONSIDERATIONS

Before conducting any study, guidelines of ethics are provided to the researcher. This provides the researcher with guidelines on how to conduct research in an appropriate manner. Therefore, it is important to maintain ethical consideration in a study because it ensures the dignity and wellbeing of the participants. The researcher followed the ethical guidelines of Institution X, such as an Ethics Review process, 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 (Appendix A) to make it easier for participants to understand how to complete them.
- 2) *Confidentiality*: The researcher assured participants that the information they shared would not be disclosed to any other people, except the supervisor and co-supervisor. The completed questionnaires were locked in a cupboard which is protected by a password. 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 researcher and the respondents.

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

3.15 SUMMARY

The research methodology used in this study was a quantitative approach and a Likert scale questionnaire was administered. The questionnaire as a research instrument was used to discover employee perceptions of the relationship between recruitment and selection processes, and organisational productivity at the selected institution. The data collected could possibly contribute towards improvement of the university's recruitment and selection processes and in so doing, increase the productivity of the institution. A total of 106 respondents participated, namely 59 academic and 47 non-academic staff.

In the next chapter, Chapter Four, data is analysed and presented in tables, bar charts and pie charts.

CHAPTER FOUR PRESENTATION AND DATA ANALYSIS

4.1 INTRODUCTION

The study investigated staff perceptions of the relationship between recruitment and selection processes, and organisational productivity at a selected institution. It was important to analyse data collected to test the hypothesis. It was also important to analyse the data collected to answer the research questions. As stated earlier, the research questions were:

- Is there a theoretical and empirical relationship between employee perceptions of recruitment and selection and organisational productivity?
- What recruitment and selection methods are used by the Institution X?
- Why is it important to be aware of the legislative requirements for recruitment and selection?
- Do recruitment and selection processes have a relationship with productivity at Institution X?

This chapter presents an analysis of data that was collected in the study. The data was collected through a Likert scale questionnaire. A total of 370 questionnaires were distributed via e-mail. 106 questionnaires were received, 38 were via e-mail and 71 were hand-collected. The received questionnaires were given coded values and those coded values were captured in a computer. SPSS software was used to analyse data. The data were summarised and presented in frequency distribution tables, pie charts and graphs to compare parts of the whole. The findings of this study are discussed according to the sections of the questionnaire. The questionnaire is divided into two sections, namely:

- Section One: Demographic data
- Section Two: Recruitment process, selection process and organisational productivity

4.2 SECTION ONE: DEMOGRAPHIC DATA

The demographic data of the study population comprised gender, age bracket, marital status, population group, nature of employment, level of employment, highest educational qualification, as well as years of service. Data was collected to see the distribution of the respondents with regard to demographic properties, thus helping with profiling purposes.

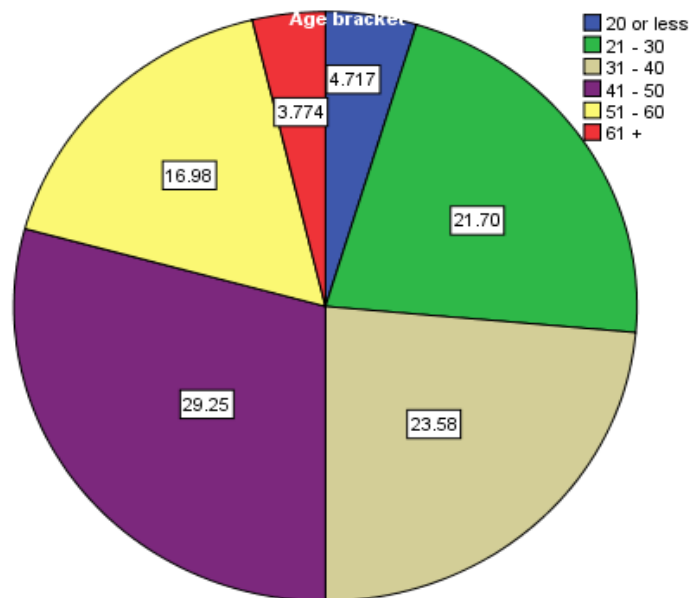
Figure 4. 1: Gender of respondents



(n=106)

Gender of the respondents was a questionnaire item. Findings from Figure 4.1 show that of the total 106 respondents, 52.83% were male and 47.17% were female. Although very close, there were slightly more male respondents than female.

Figure 4. 2: Age bracket



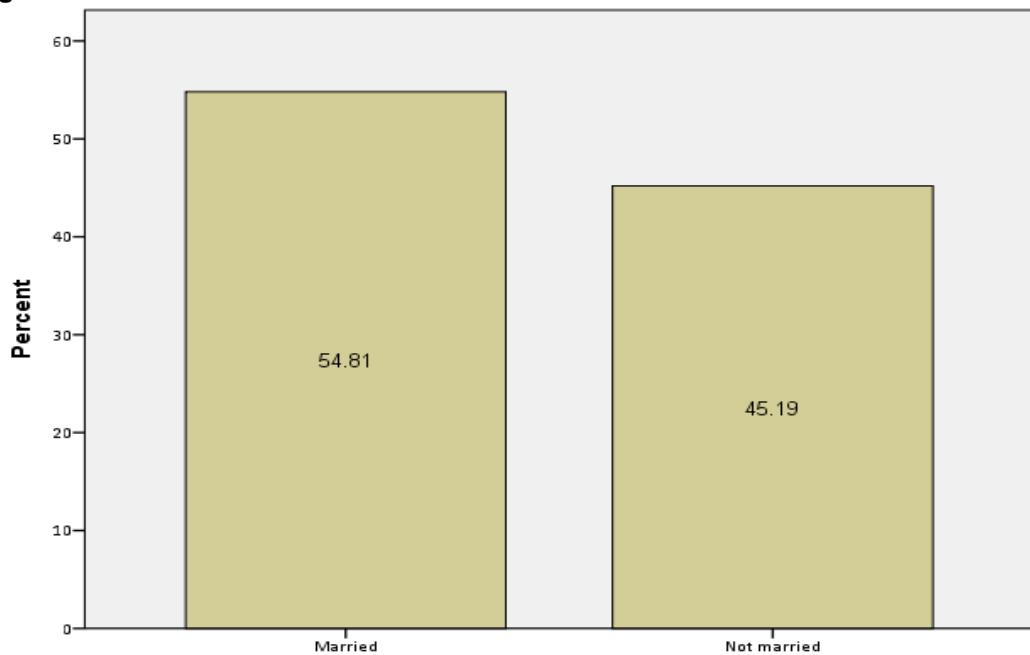
(n=106)

Figure 4.2 above shows the age range of staff employed at the institution. Results indicate that the largest number of respondents (29.25%) occupy the category of between 41-50 years old. 23.58% of the respondents were between 31-40 years old, 21.70% were between 21-30 years old, followed by 16.98% of

respondents who were in the age group of 51-60 years old. The smallest group of 3.77% comprised staff members in the 61 years and older category.

It can be seen that most staff members are mature people between the ages of 41 to 50 years. It would be expected of these respondents to be knowledgeable and have an awareness of events within the institution.

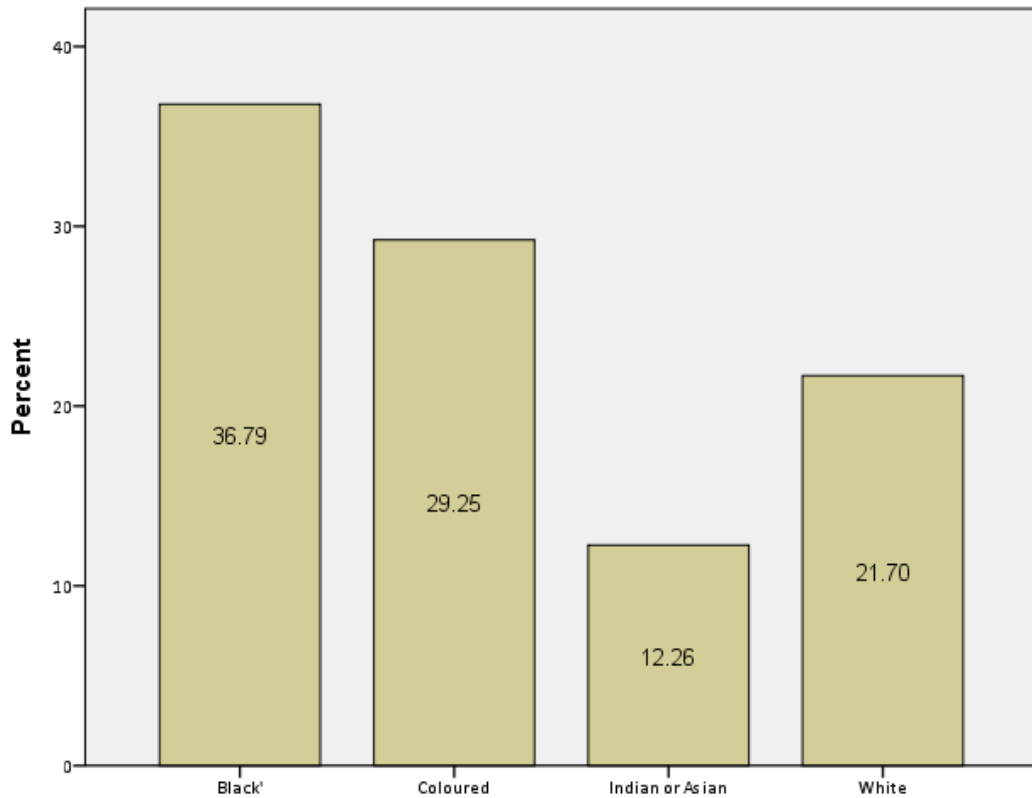
Figure 4. 3: Marital status



(n=106)

Figure 4.3 indicates the marital status of the respondents who participated in the study. The marital status question was divided into two categories. The results indicate that 54.81% of the total respondents were married while 45.19% of the total respondents were not married. There was 100% response to this question.

Figure 4. 4: Population group

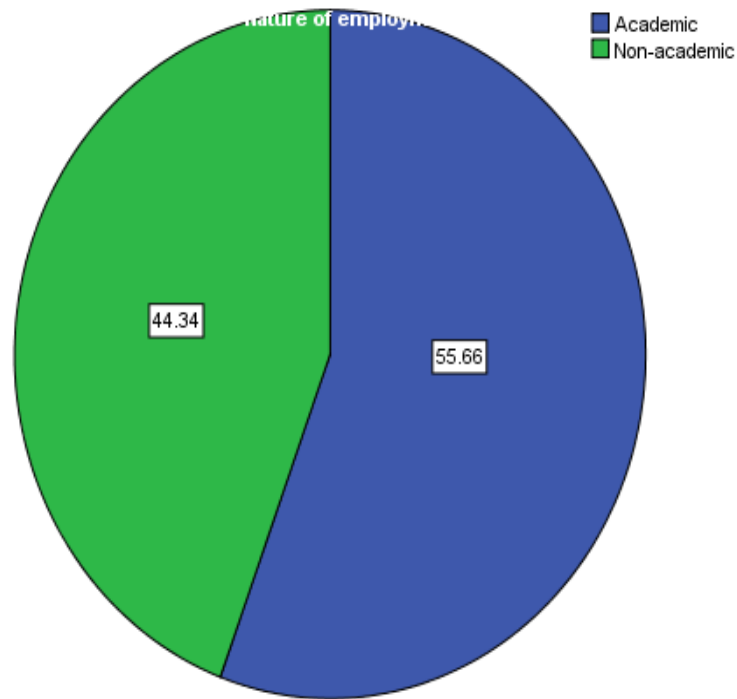


(n= 106)

Figure 4.4 presents the population groups of 106 respondents. Staff members of the institution are recruited from all population groups. This data reflects the population of every group employed at the institution.

The majority of the respondents were black (36.79%), followed by coloured (29.25%) and white (21.70%). The smallest population group was Indian and Asian combined, at 12.36%. It may be concluded that the institution has more black staff members than any other ethnic group.

Figure 4. 5: Nature of employment

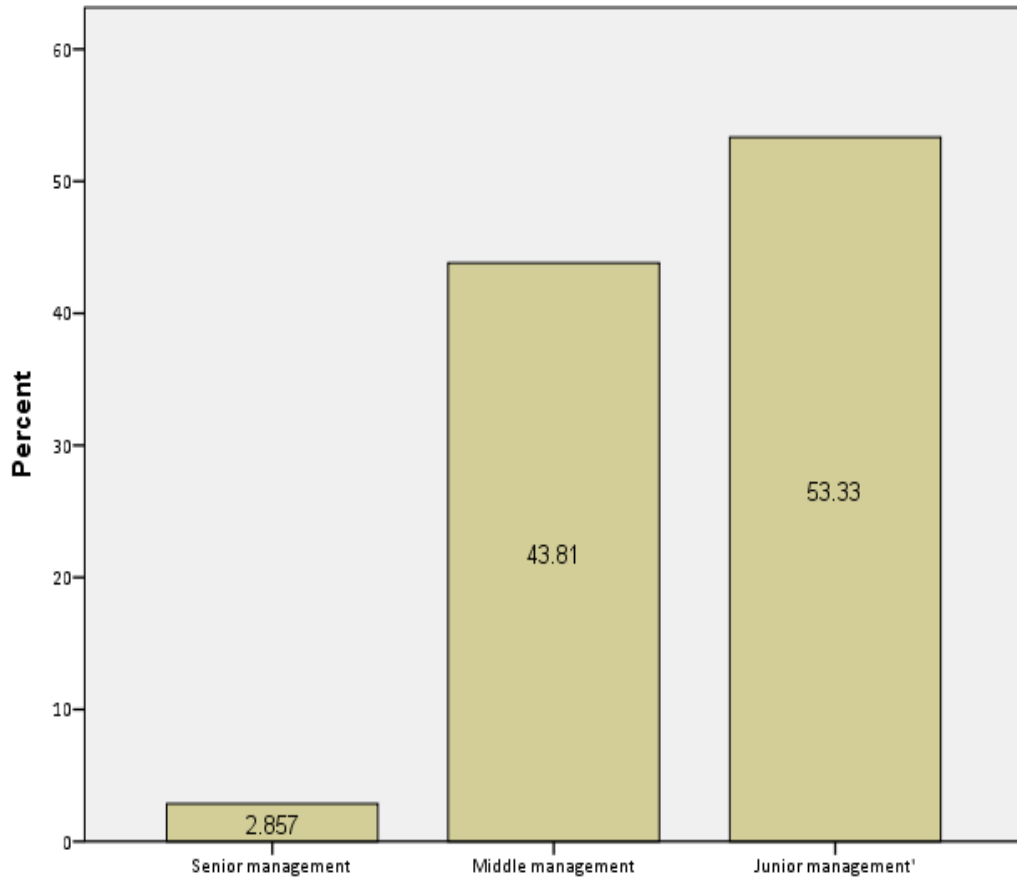


(n=106)

Figure 4.5 below shows the nature of employment of participants, either academic or non-academic.

It is clear that staff members comprise largely academic staff (55.66%) and fewer are non-academic staff (44.34%). Non-academic staff would include administrative staff, supervisors, technicians, support staff and managers. The results indicate that the respondents are working class with experience, knowledge and skills.

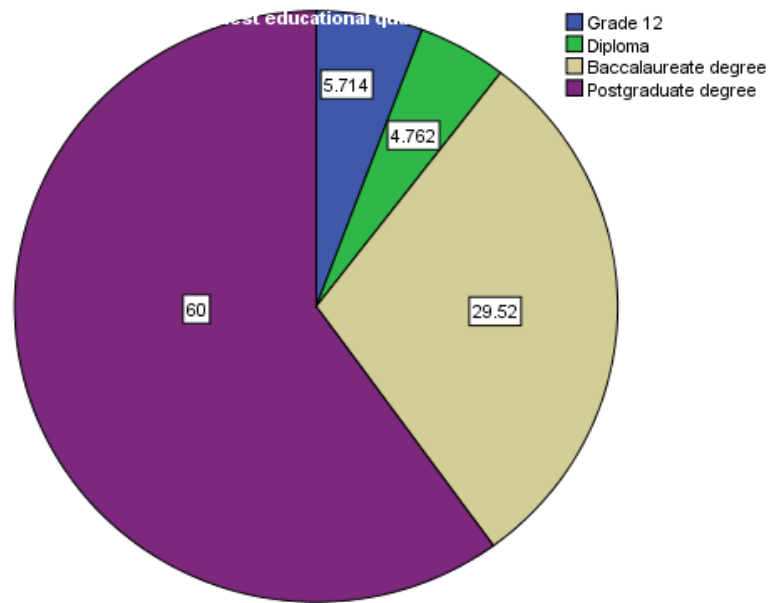
Figure 4. 6: Level of employment



(n=106)

In order to make the results more interpretable, respondents were requested to indicate their level of employment. It is clear from Figure 4.6 above that junior management makes up the largest level of employment group (53.33%) followed by middle management at 43.81%. Senior management make up only 2.86% of the level of employment groups. These results indicate that most staff members fall within the junior management group. The researcher concluded that junior management is the entry level for many staff.

Figure 4. 7: Highest educational qualification

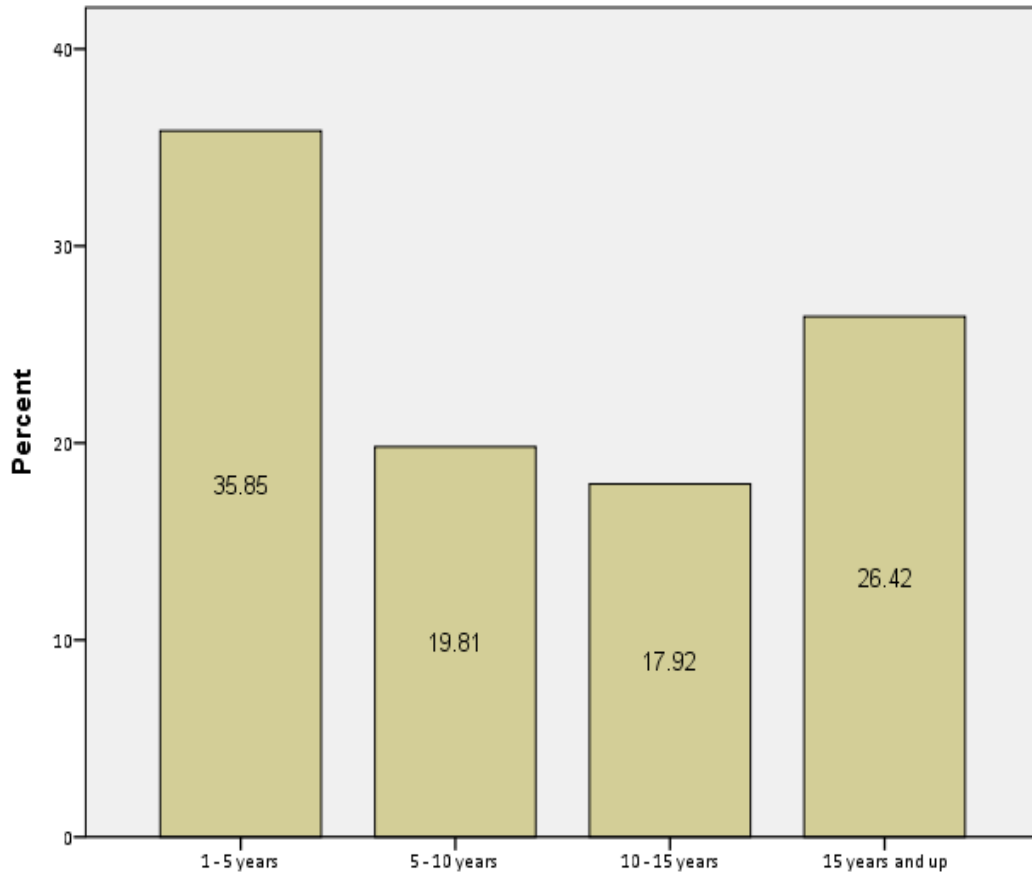


(n=106)

This question determined the highest level of qualification of staff members at the institution. Most staff with a postgraduate degree are employed as academic staff.

Figure 4.7 illustrates that the majority of the respondents hold a postgraduate degree (60%). Postgraduate degree can either be honours, masters or doctoral degree. Staff who have a baccalaureate degree made up 29.52% of the sample. The minority of the respondents have Grade 12 (5.71%) and a diploma (4.76%). It is observed that the majority of the respondents have a tertiary education qualification such as diploma, baccalaureate degree and postgraduate degree. It is interesting to note that 94.28% of the respondents have tertiary education. The researcher concluded that most respondents have studied at a higher educational institution.

Figure 4. 8: How long have you been employed?



(n=106)

This item was used to determine the number of years that staff had been employed at the selected institution. Staff that have been employed for a long period of time would be more likely to have knowledge of how recruitment and selection processes are conducted at the institution and whether the productivity of the institution had improved or not.

Figure 4.8 shows the number of years the respondents have been employed at the institution. The results indicate that 35.85% of respondents have worked at the institution for between 1 to 5 years. 19.81% of the respondents have worked between 5-10 years and 26.42% of respondents have worked for more than 15 years. Respondents with long service of between 10-15 years made up only 17.92% of the sample. The respondents who have worked at the institution longer would know how the recruitment and selection processes work and whether the institution is productive.

4.3 SECTION TWO: RECRUITMENT AND SELECTION PROCESSES AND ORGANISATIONAL PRODUCTIVITY

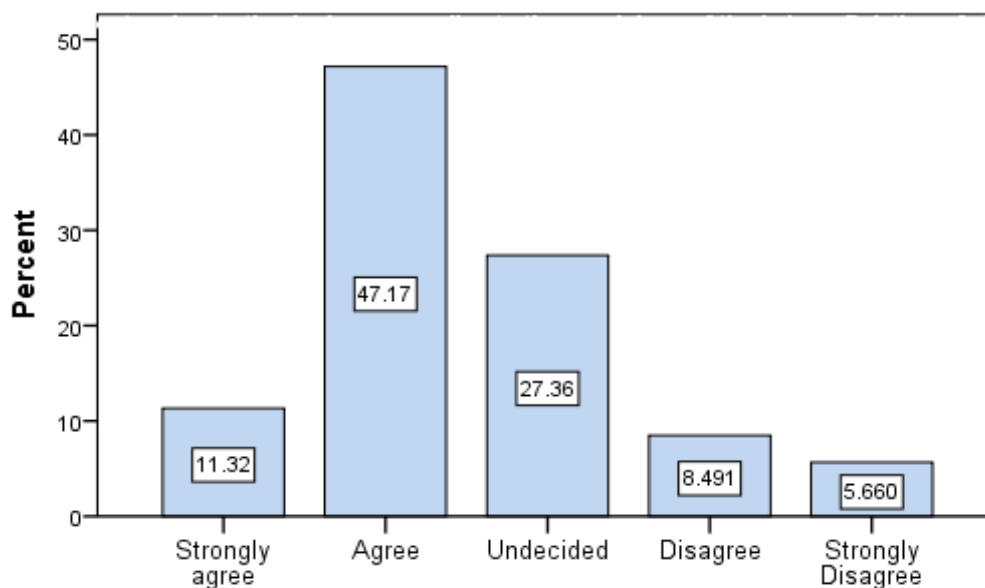
Table 4. 1: I am aware of the affirmative action policy of the university

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	18	17.0	17.3	17.3
	Agree	53	50.0	51.0	68.3
	Undecided	18	17.0	17.3	85.6
	Disagree	11	10.4	10.6	96.2
	Strongly Disagree	4	3.8	3.8	100.0
	Total	104	98.1	100.0	
Missing	System	2	1.9		
Total		106	100.0		

(n=104)

Respondents' awareness of the affirmative action policy was tested using the statement 'I'm aware of affirmative action policy of the university'. Results from the table above show that a total of 67% of the respondents (17.0 % strongly agree, 50% agree) agree that they are aware of affirmative action policy of the university. 17.0% of the respondents are undecided regarding the statement, while 14.2% (10.4% disagree, 3.8% strongly disagree) of the respondents are not aware of the affirmative action policy of the university. 1.9% of the total respondents did not respond. The reason for not responding to the statement could be that these respondents did not feel free when answering the above statement.

Figure 4. 9: Recruitment and selection is done according to the provisions of the LRA and BCEA



(n=106)

When asked to respond on whether recruitment and selection is done according to the provisions of the Labour Relations Act and the Basic Conditions of Employment Act, a total of 58.49% (11.32% strongly agree, 47.17% agree) of the respondents agreed with the statement. A total of 14.15% (8.49% disagree, 5.66% strongly disagree) of the respondents disagreed with the above statement. 27.36% of respondents were not sure whether recruitment and selection was done according to the provisions of the Labour Relations Act and the Basic Conditions of Employment Act.

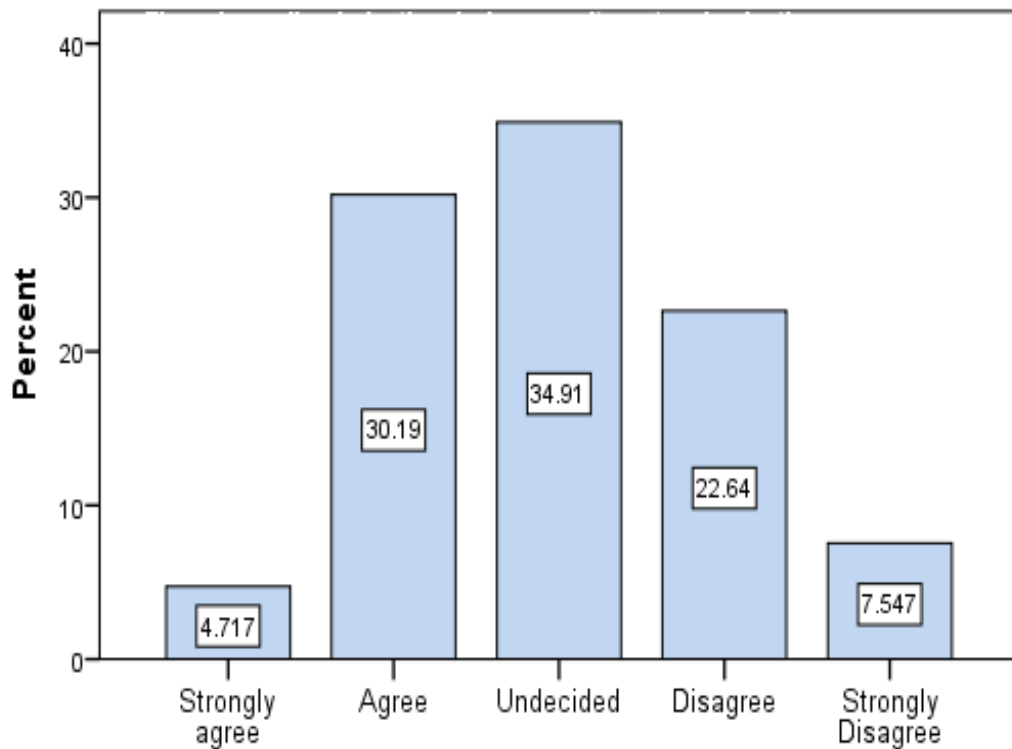
Table 4. 2: Recruitment and selection is done fairly at this institution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	7	6.6	6.7	6.7
	Agree	36	34.0	34.3	41.0
	Undecided	34	32.1	32.4	73.3
	Disagree	18	17.0	17.1	90.5
	Strongly Disagree	10	9.4	9.5	100.0
	Total	105	99.1	100.0	
Missing	System	1	.9		
Total		106	100.0		

(n=105)

Table 4.2 indicates that of the 105 respondents, 6.6% of them strongly agreed and 34.0% agreed, which gives a total of 40.6% who believed that recruitment and selection was done fairly at the institution. 32.1% of the total respondents are undecided whether recruitment and selection was done fairly at the institution. 17.0% disagree and 30% strongly disagree, which gives a total of 26.4% who disagree with the statement. 0.9% of the respondents did not respond to the statement.

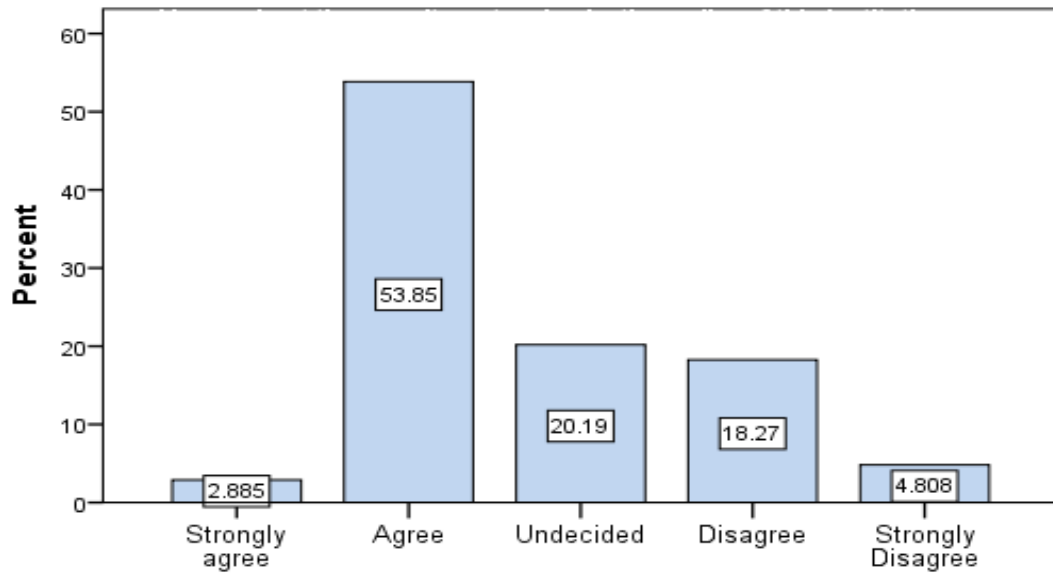
Figure 4. 10: There is no discrimination during recruitment and selection processes



(n=106)

Figure 4.10 above reveals that 4.72% of total respondents strongly agreed and 30.19% agreed, which totals 34.91% who agree that there is no discrimination during recruitment and selection processes. 34.91% were not sure about this statement. 22.64% disagree and 7.56% strongly disagree, in total which is 30.19% who disagree. A total of 106 respondents responded to the statement. It would be said that the statement was not personal.

Figure 4. 11: I know about the recruitment and selection policy of this institution



(n=106)

Figure 4.11 shows that 56.74% (2.89% strongly agree, 53.85% agree) of the respondents agreed that they know about the recruitment and selection policy of this institution. This shows that the majority of the respondents have read the recruitment and selection policy of the institution. 20.19% of the respondents were undecided with above statement. A total of 23.08% (18.27% disagree, 4.81% strongly disagree) of the total respondents disagree with the above statement.

Table 4. 3: The most common recruitment method used at the institution is advertising

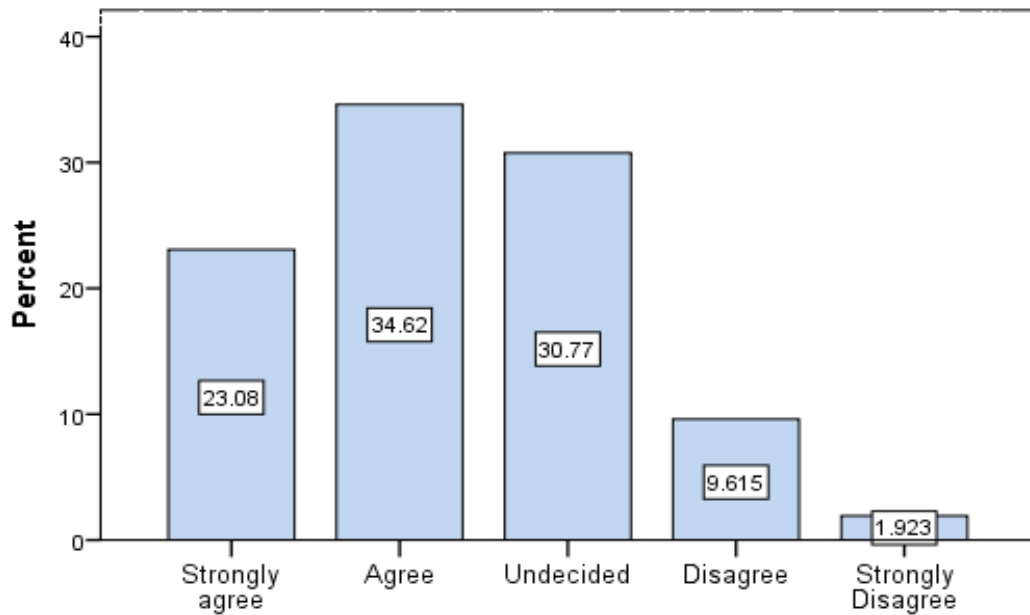
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	12	11.3	11.3	11.3
	Agree	53	50.0	50.0	61.3
	Undecided	23	21.7	21.7	83.0
	Disagree	14	13.2	13.2	96.2
	Strongly Disagree	4	3.8	3.8	100.0
	Total	106	100.0	100.0	

(n=106)

Table 4.3 above shows that of the 106 respondents, 11.3% strongly agree, 50.0% agree, 21.7% are undecided, 13.2% disagree and 3.5% strongly disagree with the statement that the most common recruitment method used at the institution is

advertising. Based on these results, the most common recruitment method used at the institution is advertising. This shows that the majority of the respondents know that the institution announces new and available positions in the media such as newspapers. 100% of respondents answered to this statement.

Figure 4. 12: Posts should also be advertised in social media such as LinkedIn, Facebook and Twitter



(n=106)

Findings from figure 4.12 above there is an indication that posts should also be advertised in other media such as LinkedIn, Facebook and Twitter. 23.08% of the respondents strongly agreed and 34.62% of the total respondents agreed with this statement. 30.77% of the total respondents are undecided and 9.62% total of respondents disagree, while 1.92% strongly agrees with the above statement. It may be said that LinkedIn, Facebook and Twitter are the modern methods of recruitment.

Table 4. 4: Internal staff should get the first preference in any recruitment exercise

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	35	33.0	33.3	33.3
	Agree	31	29.2	29.5	62.9
	Undecided	21	19.8	20.0	82.9
	Disagree	13	12.3	12.4	95.2
	Strongly Disagree	5	4.7	4.8	100.0
	Total	105	99.1	100.0	
Missing	System	1	0.9		
Total		106	100.0		

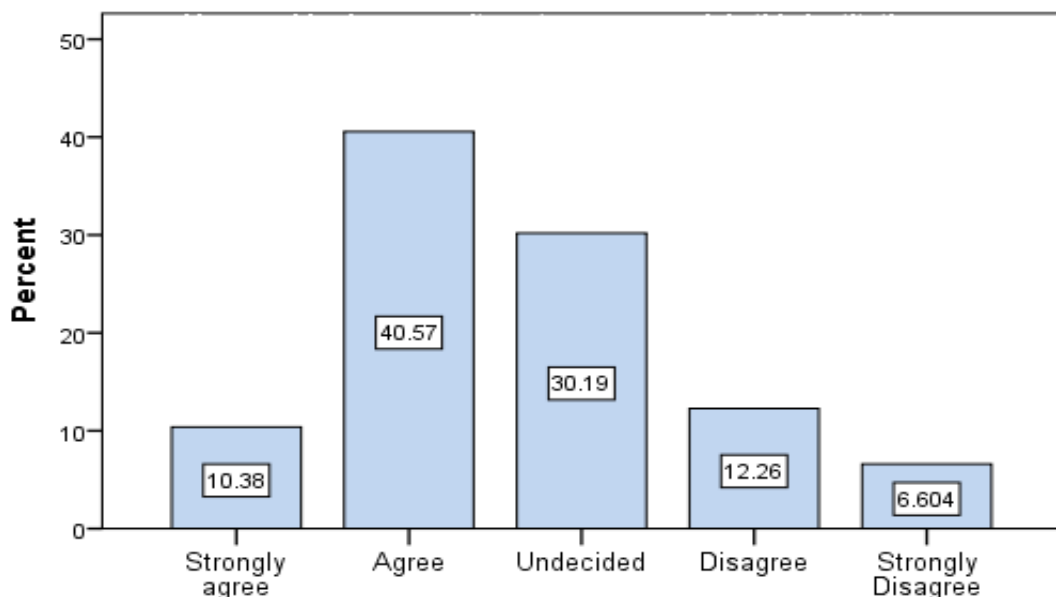
(n=105)

The statement was that internal staff should get the first preference in any recruitment exercise.

Table 4.4 above shows that from the 106 respondents, 33.0% strongly agree, 29.5% agree, 19.8% undecided, 12.3% disagree and 4.7% strongly disagree. 0.9% of the total respondents chose not to respond to the statement. This could be due to respondents not really caring whether internal staff get first preference or human resources department appoint someone from outside.

It is clear that most respondents want to be given first preference when applying for jobs.

Figure 4. 13: I have an idea how recruitment process work in this institution

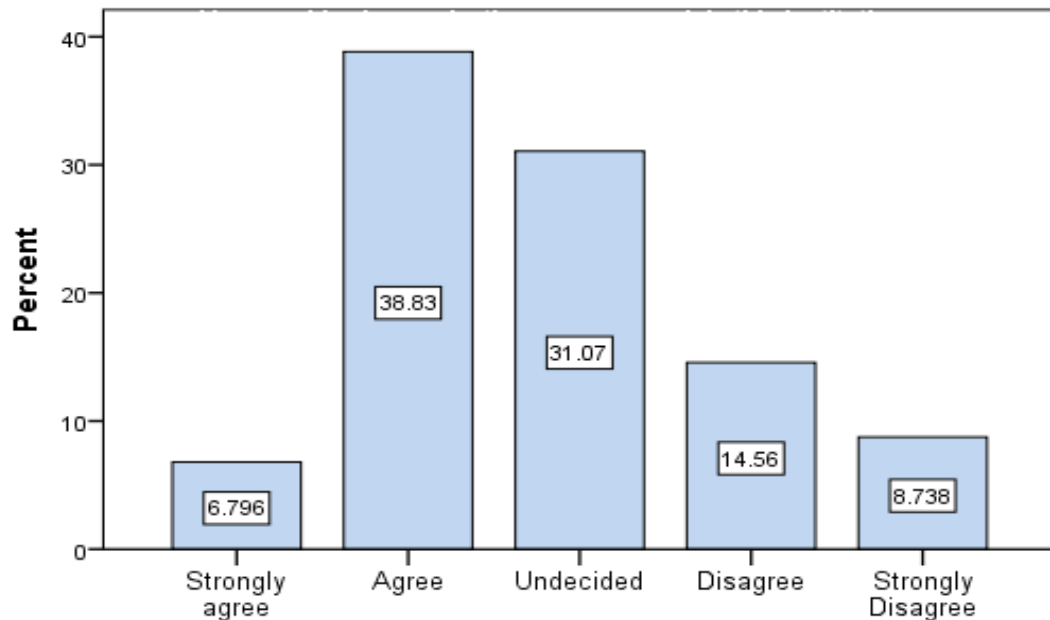


(n=106)

The statement is: I have an idea how recruitment process work in this institution. Results from figure 4.13 illustrate that 10.38% of the respondents strongly agree and 40.57% of the respondents agree. In total, 50.96% of the respondents agree that they do have an idea of how recruitment works at the institution.

30.19% of the respondents are undecided whether they know or do not know how recruitment works at this institution. 12.26% the respondents disagree, while 6.60% of the respondents strongly disagree. In total, 18.86% of the respondents disagree that they have an idea of how recruitment works at the institution.

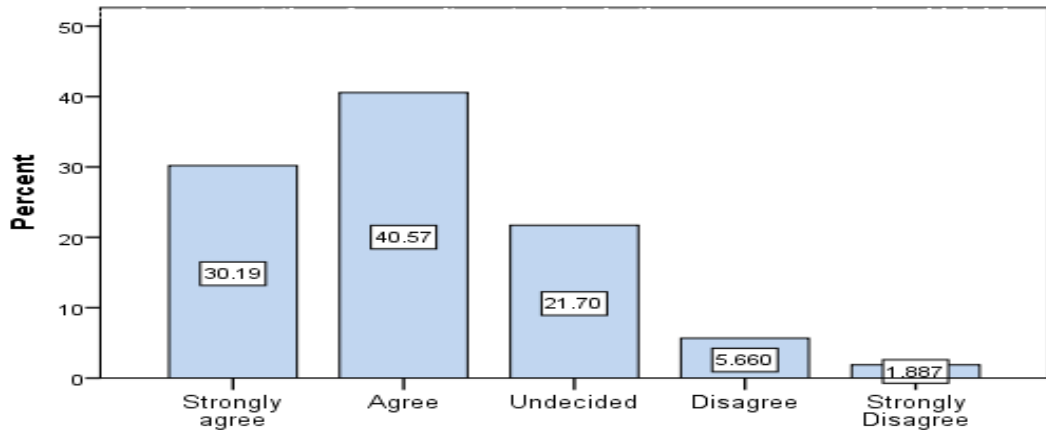
Figure 4. 14: I have an idea how selection process work in this institution



(n=106)

Figure 4.14 above shows that 6.80% of respondents strongly agree, 38.83% of the respondents agree, 31.07% of the respondents were undecided, 14.2% of the respondents disagree and 8.74% of the respondents strongly disagree. This indicates that in total 45.63% of the respondents agree while 23.3% of respondents disagree with the statement. 31.07% of respondents were unsure whether they have an idea of how the selection process works at this institution.

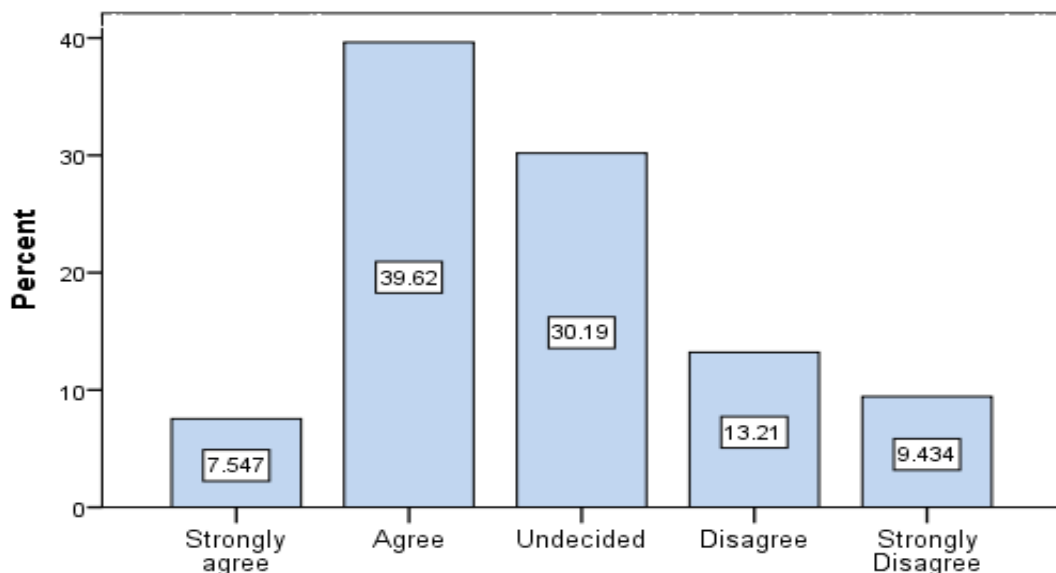
Figure 4. 15: Proper implementation of a recruitment and selection process can reduce high labour turnover



(n=106)

Figure 4.15 above reveals that an overwhelming 70.76% of respondents agree (30.19% strongly agree, 40.57% agree) that proper implementation of recruitment and selection processes can reduce high labour turnover. However, 21.7% of respondents were undecided with the statement. 7.55% (5.66% strongly agree, 1.89% agree) disagree with the statement. The number respondents that disagreed were relatively insignificant. A total of 100% of respondents responded to the statement.

Figure 4. 16: Recruitment and selection processes are clearly published on the institution's website

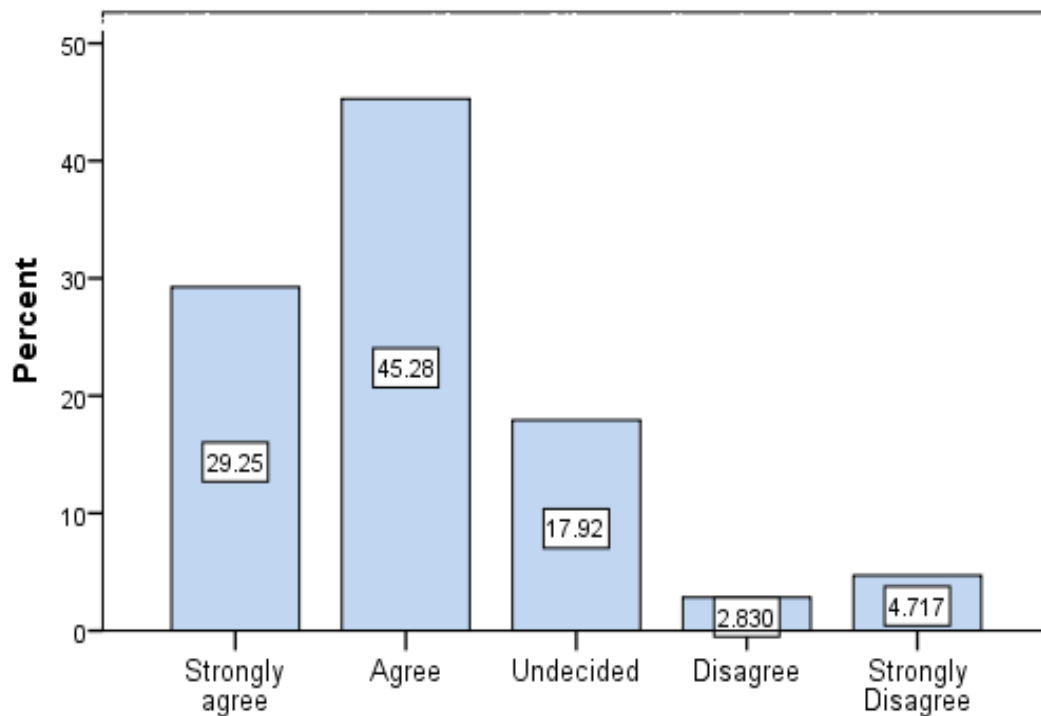


(n=106)

Figure 4.16 illustrates that of the 106 respondents, 7.5% strongly agreed and 39.62% agreed that recruitment and selection processes are clearly published on the

institutions website. This shows that 47.17% (7.55% strongly agree, 39.62% agree) of the total respondents have seen the recruitment and selection processes on the institution's website. However, 30.19% of the respondents were undecided, 13.21% of respondents disagreed and 9.43% of the respondents strongly disagrees that recruitment and selection processes are clearly published on the institutions website.

Figure 4. 17: Departmental management must be part of the recruitment and selection processes

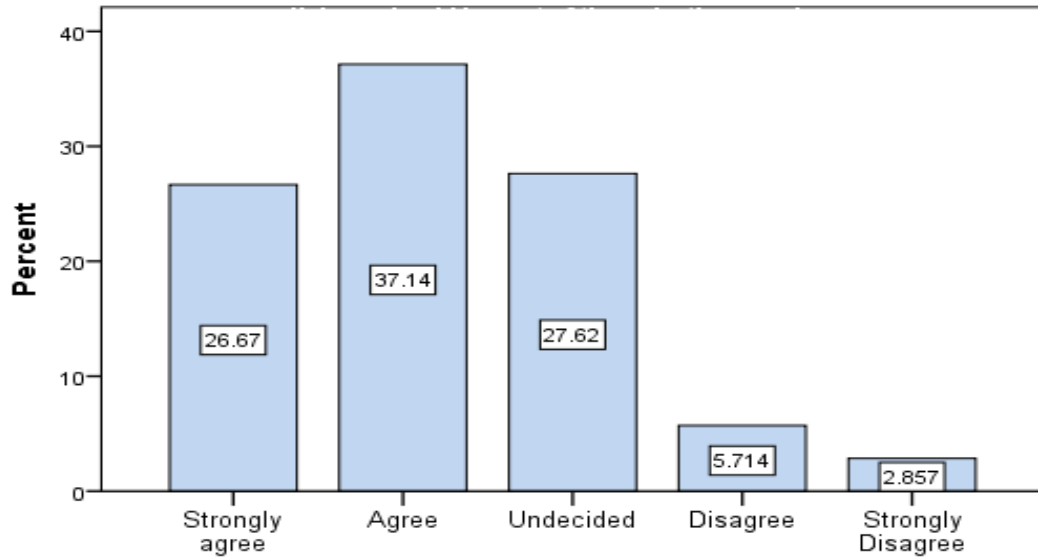


(n=106)

Figure 4.17 shows that 29.25% of the respondents strongly agreed that departmental management must be part of the recruitment and selection processes and 45.28% of the respondents agreed, while 17.92% were undecided, 2.83% disagreed and 4.72% strongly disagreed with the statement.

The majority would want the departmental management to be part of the recruitment and selection processes. The reason could be that departmental management knows how the recruitment and selection processes work and they are able to identify a suitable candidate for the job.

Figure 4. 18: Unions should be part of the selection panel



(n=106)

The data in Figure 4.18 confirms that a total of 63.81% (26.67% of strongly agree, 37.14% agree) of the respondents agree that unions should be part of the selection panel. This indicates that the majority of the respondents want the union to be part of the selection panel. 8.57% (5.71% disagree, 2.86% strongly disagree) of the respondents disagree with the statement while 27.62% were undecided on the statement.

Table 4. 5: Both genders are appointed to senior/executive management positions at this institution

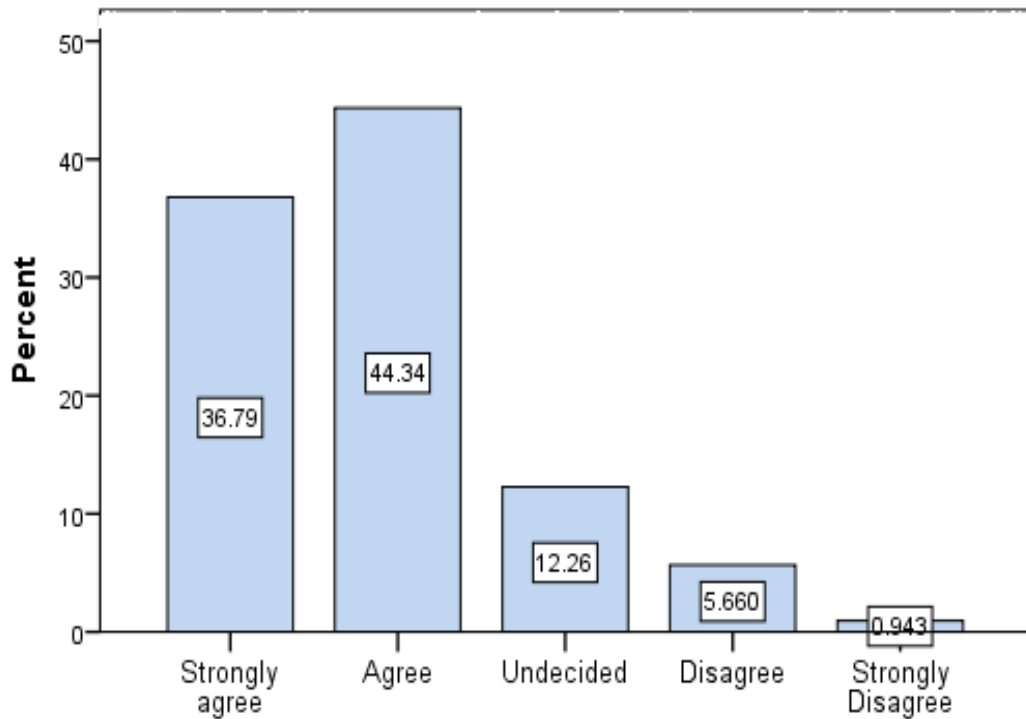
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	29	27.4	27.6	27.6
	Agree	50	47.2	47.6	75.2
	Undecided	19	17.9	18.1	93.3
	Disagree	5	4.7	4.8	98.1
	Strongly	2	1.9	1.9	100.0
	Total	105	99.1	100.0	
Missing	System	1	.9		
Total		106	100.0		

(n=105)

The data in table 4.5 above shows that 27.4% strongly agreed and 47.2% of the respondents agreed that both men and women are appointed to senior or

executive management positions at this institution. 17.9% of the respondents were undecided, 4.7% of the respondents disagreed and 1.9% of the respondents strongly disagreed. 99.1% of the sample respondents answered the statement while 0.9% of the respondents declined to respond to the statement.

Figure 4. 19: Recruitment and selection processes have a huge impact on organisational productivity



(n=106)

As reflected in Figure 4.19 above, 36.79% of the respondents agreed strongly that recruitment and selection processes do have a huge impact on organisational productivity and 44.34% of the respondents agreed to the statement. 12.26% of the respondents indicated that they were undecided, while 5.66% of the respondents indicated that they disagree and 0.94% strongly disagreed.

This shows that majority of the respondents agree that recruitment and selection processes do have a huge impact on organisational productivity.

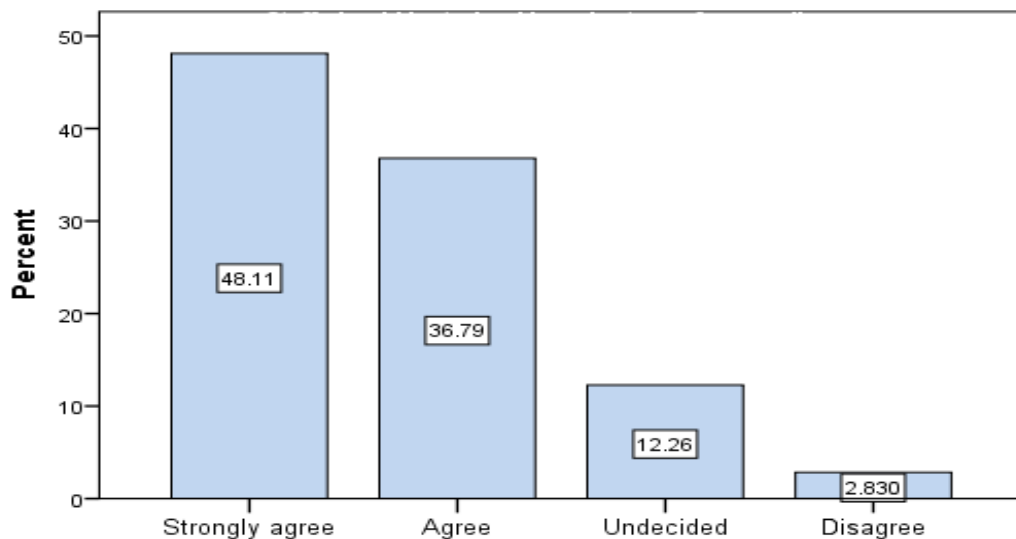
Table 4. 6: Poor employee performance decreases overall productivity

		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	

(n=106)

106 respondents responded to the above statement. A total of 77.4% (45.3% strongly agree and 32.1% agree) of the respondents agree with above statement, while 6.6% (4.7% disagree and 1.9% strongly disagreed) disagree. 16.0% of the respondents indicate that they were undecided. From the above table, it is evident that respondents believe that poor employee performance does decrease overall productivity of the institution.

Figure 4. 20: Staff should be trained in order to perform well



(n=106)

The above figure presents the responses of the respondents who were asked whether staff should be trained in order to perform well. As seen from the graph an overwhelmingly percentage 84.9% (48.11% strongly agree, 36.79% agree) of

agreed with the statement. Based on this finding, one can say that training is very important for all staff in order for them to perform well. However, 12.26% of the total respondents were undecided on the statement and 2.8% of respondents disagreed.

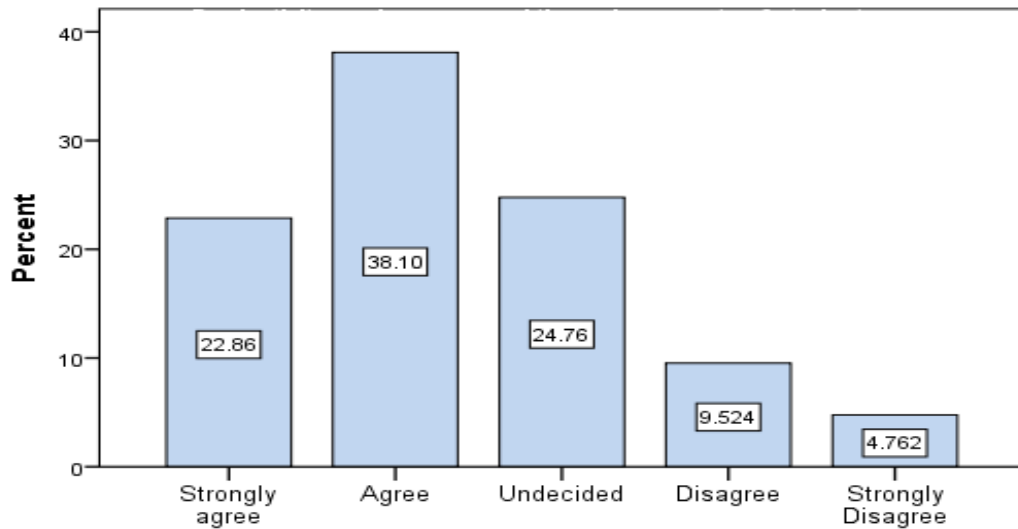
Table 4. 7: Good performance is linked to bonuses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	27	25.5	26.0	26.0
	Agree	36	34.0	34.6	60.6
	Undecided	22	20.8	21.2	81.7
	Disagree	13	12.3	12.5	94.2
	Strongly Disagree	6	5.7	5.8	100.0
	Total	104	98.1	100.0	
Missing	System	2	1.9		
Total		106	100.0		

(n=104)

A total of 59.5% (25.5% strongly agree and 34.0% agree) of the respondents agreed that good performance is linked to bonuses. However, 20.8% of the respondents were undecided, while 18% (12.3% disagree and 5.7% strongly disagree) disagreed with the above statement. 98.1% of the respondents answered the statement but 1.9% chose not to respond to the statement. While majority of the participants responded in the affirmative that performance is linked to bonuses, there is no evidence to support this at Institution X. This no doubt presents an opportunity for further enquiry on the subject matter to determine the gap between participants' perceptions and the reality at Institution X.

Figure 4. 21: Productivity can be measured through pass rate of students



(n=106)

A total of 60.96% (22.86% strongly agree and 38.10% agree) of the respondents were of the view that productivity can be measured through pass rate of students, while 14.28% (9.52% disagree and 4.76% strongly agree) were of the view that productivity cannot be measured through pass rate of students. 24.76% were undecided.

Table 4. 8: Productivity can be measured through articles published in peer-reviewed journals by researchers

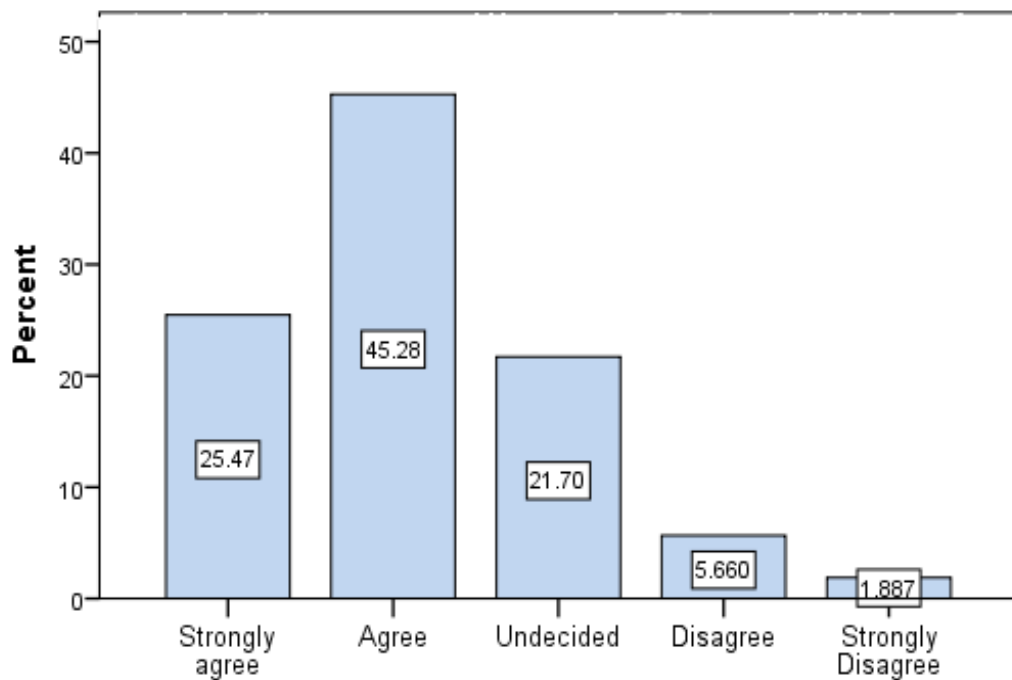
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	22	20.8	20.8	20.8
	Agree	40	37.7	37.7	58.5
	Undecided	23	21.7	21.7	80.2
	Disagree	19	17.9	17.9	98.1
	Strongly Disagree	2	1.9	1.9	100.0
	Total	106	100.0	100.0	

(n=106)

A total of 58.5% (20.8% strongly agree, 37.7% agree) of the respondents agree with the above statement, while 21.7% were undecided and 19.8% (17.9% disagree, 1.9% strongly disagree) with the statement.

Based on the above, it is seen that the majority of respondents believed that productivity can be measured through articles published in peer-reviewed journals by researchers. This shows that the researchers should continue to publish articles in peer-reviewed journals.

Figure 4. 22: Recruitment and selection processes could have a major effect on an individual's performance



(n=106)

In response to the above statement, 21.70% of total respondents indicated that they were undecided. The major positive response was 70.75% (25.47 strongly agree, 45.28% agree) of total respondents who felt that recruitment and selection processes could have a major effect on an individual's performance. 7.55% (5.66% disagree agree, 1.89% strongly agree) of respondents disagreed with the statement.

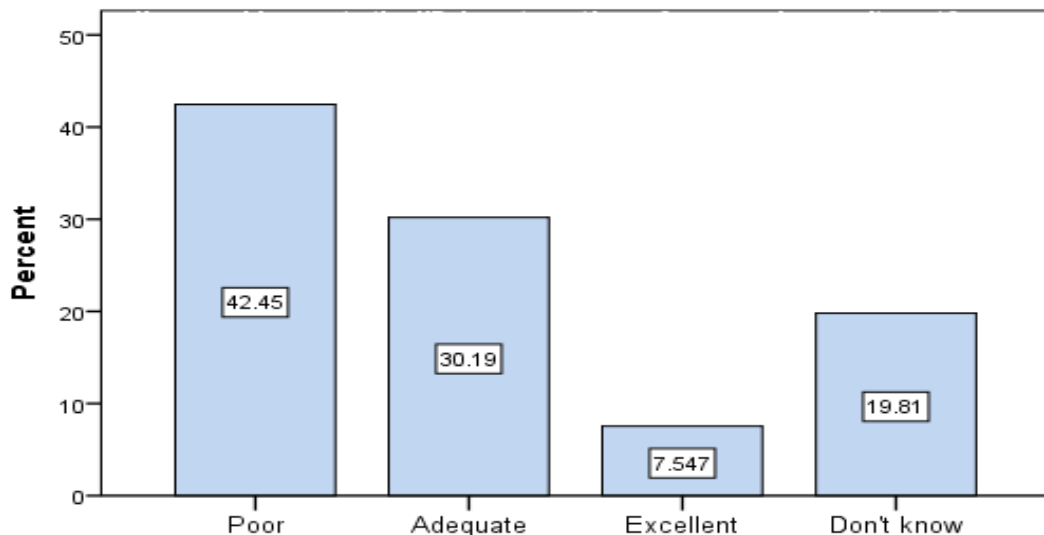
Table 4. 9: Performance depends on the management of the institution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	25	23.6	24.0	24.0
	Agree	40	37.7	38.5	62.5
	Undecided	26	24.5	25.0	87.5
	Disagree	11	10.4	10.6	98.1
	Strongly Disagree	2	1.9	1.9	100.0
	Total	104	98.1	100.0	
Missing	System	2	1.9		
Total		106	100.0		

(n=104)

Table 4.9 illustrates that 23.6% of respondents strongly agreed and 37.7% agreed that performance depends on the management of the institution. It is clear that the performance of the institution does depend on the management. 24.5% of respondents were undecided regarding this statement, while 10.4% of the respondents disagreed and 1.9% of respondents strongly agreed. The respondents who disagreed believed that the performance of the institution does not depend solely on the management. 1.9% of respondents chose not to respond to the statement.

Figure 4. 23: How would you rate the HR department's performance in recruitment?



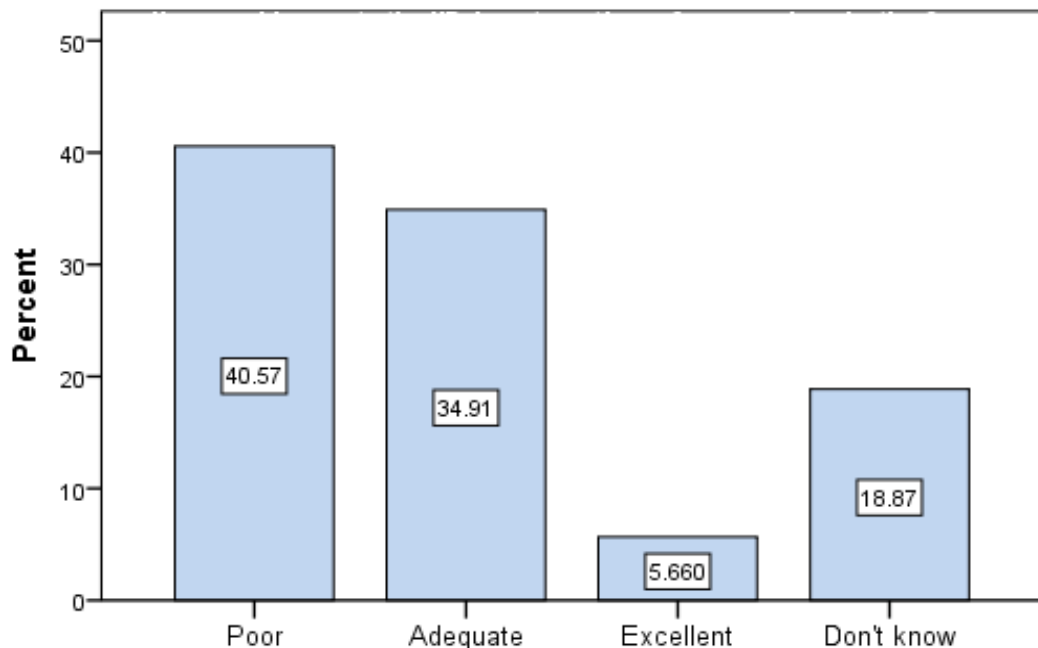
(n=106)

Figure 4.23 above shows that the majority of the respondents rate the HR department's performance in recruitment as poor (42.45%). This is followed by 30.19% of total respondents that felt that the HR department's performance was adequate. Only 7.55% of total respondents rated the HR department as excellent.

19.81% of the respondents elected not to rate the HR department's performance in recruitment.

This result creates a very negative impression of the HR department's performance in recruitment.

Figure 4. 24: How would you rate the HR department's performance in selection?



(n=106)

Figure 4.24 illustrates that of the 106 respondents, 40.57% thought the HR department's performance in selection was poor; 34.91% felt it was merely adequate. Only 5.66% rated the HR department's performance in selection excellent and 18.87% felt they did not know.

Again a negative impression is created, showing that majority of the respondents are of the view that HR department's performance in selection is poor. It would appear that improvement in the HR department's performance is required.

Table 4. 10: Which recruitment method was used when you applied for employment at this institution?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Recruitment agency	1	.9	1.0	1.0
	Headhunting	5	4.7	4.8	5.8
	Walk-ins	4	3.8	3.8	9.6
	Referrals	11	10.4	10.6	20.2
	Job Adverts	82	77.4	78.8	99.0
	Skills inventory	1	.9	1.0	100.0
	Total	104	98.1	100.0	
Missing	System	2	1.9		
Total		106	100.0		

(n=104)

Table 4.10 explains that the majority of the respondents were recruited through a job advertisement (77.4%). 10.4% of the respondents were by referral, 0.9% were through skills inventory and 3.8% of the respondents were walk-ins. 4.7% of the respondents were headhunted and 0.9% of the respondents were employed through recruitment agency.

The high percentage (77.4%) for job adverts would clearly indicate that the preferred method of recruitment of the institution is job advertisements.

4.4 SUMMARY

The results of the study have been presented in this chapter. The collected data are presented in frequency distribution tables, pie charts and graphs. Data was collected from a Likert scale questionnaire, with multiple choice answers offered: strongly agree, agree, undecided, disagree or strongly disagree.

The next and final chapter, Chapter Five, is the discussion, recommendations and conclusion.

CHAPTER FIVE DISCUSSION, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The discussion of the findings is based on data collected from the survey questionnaires. Literature was used to determine whether there is any correlation or contradiction in the findings. Recommendations for further studies on this topic are also provided in this chapter.

5.2 STAFF RESPONDENTS

5.2.1 Demographic characteristics/staff respondents

The respondents of this study consisted of 106 staff members, both academic and non-academic staff. Respondents were selected randomly (systematic sample) from the institution in order to answer the objectives of the study. The survey targeted the largest faculty within a selected institution in the Western Cape province.

The findings show that the majority of respondents that participated in the survey were males (52.83%). Table 4.5 shows that the majority of the respondents want both men and woman to be appointed to senior and executive management position. One can see that the respondents want equal opportunity for both genders. The Employment Equity Act 1998 of South Africa states that promote equal opportunities and fair treatment in employment through the elimination of unfair discrimination (South Africa, 1998).

The graph in Figure 4.3 shows that 54.81% of respondents were married and 45.19% were unmarried. Whether a candidate is married or single, the recruitment and selection team must make sure that the right recruitment and selection process is followed. Once a candidate is appointed, their performance is judged as an individual and marital status is not a consideration.

Figure 4.22 reveals that 70.75% of respondents agreed that recruitment and selection processes do have effect on an individual's performance.

The study found that 55.66% of respondents were academic staff and 44.34% of the respondents were non-academic staff. The findings show that the majority of respondents have tertiary education but 5.7% of non-academic staff have Grade

12. However, this finding does not support Laroche and Rutherford (2007) who found that in many developing countries there are a few candidates who have a high level of formal education, hence corporations actively seek candidates who have the ability to quickly move between positions and a new role. It is possible that the higher a person's level of education, the more likely that person is to seek further academic opportunity.

A common question asked is "Does age play a major role when hiring staff?" When analysing the responses in figure 4.2 the study found out that there were no less than 21 years old people who were employed at the institution. The reason would be that they are less experience and they do not have relevant qualifications because they are young. The group with the highest number of employees was that between ages 41 to 50. These age groups know how to increase productivity of the institution because have the relevant qualifications and experiences. Salerno (2003) says that educated staff can increase productivity of the institution by number of students (educated) per faculty member or number of journal articles publish per researcher. This study shows that the staff are recruited and selected on the basis that they have tertiary education and experience which may contribute to productivity in the institution.

The majority of the respondents were Black (36.79%), followed by Coloureds (29.25%) and Whites (21.70%). Indians and Asians combined were 12.26%. From the findings it is clear that racial diversity exists in the institution and that staff are hired from different population groups. Diversity is a multifaceted construct that includes equal employment opportunities bricolage of race, sex, ethic, origin, colour, age, abilities, and disabilities (Paludi, 2012).

Figure 4.6 illustrates the level of employment of staff employed at the institution. It was found that regarding the level of employment of staff at the institution, junior management comprised 53.33%, while middle management and senior management comprised 43.81% and 2.86% respectively. It was observed that the majority of respondents were at a junior management level.

Results in figure 4.20 reveal that staff want training in order for them to perform better. This would indicate that the institution does not provide sufficient training opportunities to its staff. This could explain the high percentage of staff members still at a junior management level as they lack skills. An improved training

programme will mean more skilled staff, more promotions and more staff will progress to middle and senior management level.

Findings displayed in figure 4.8 indicate that the majority of respondents (35.85%) have been employed at Institution X for less than five years. An explanation for the high number of staff members who had a relatively short length of service could be that many had only recently joined the institution.

5.2.2 Recruitment and selection processes and organisation productivity

1. I am aware of the affirmative action policy of the university

Table 4.1 confirmed that 67% of respondents were aware of the affirmative action policy of the selected institution. Only 17.0% of participants were not aware and 14.2% strongly disagreed that they were aware. It is very important for staff to be familiar with the institution's policies in order to understand a fair recruitment and selection process. Dessler *et al.* (2011) argue that when hiring, recruiting, selecting or screening a candidate in South Africa, it is important that any one of, or any combination of the following be taken into consideration:

- Formal education;
- Prior learning;
- Relevant experience; and
- Capacity to acquire, within a reasonable time, abilities to do the job.

From findings obtained from the survey questionnaire only a few staff members are not aware of such policy.

2. Recruitment and selection is done according to the provisions of the LRA and BCEA

In support, Levy (1999), cited in Mettler (2004) argues that since recruitment and selection is now part of legislation, it can be generally assumed that time spent to consider, plan and do a proper job of the recruitment and selection process, is indirectly related to the time that will be spent to manage industrial relations problems at a later stage. Both the literature review and the findings agree that recruitment and selection is done according to the provisions of the LRA and BCEA. From this finding, it is clear that recruitment managers or recruitment officers understand the importance of LRA and BCEA when recruiting staff at the institution. These findings are consistent with other research which found that the LRA deals with various procedures of hiring and firing, disciplinary steps, unions and negotiations between parties, just to mention a few (Van Aswegen *et al.*, 2009).

The BCEA also plays an important role when hiring staff because certain rules and procedures need to be followed. As mentioned in the literature review, Barrett *et al.* (2009) state that if staff have complaints about the amount of overtime that they have to work, then they can check the BCEA to see the laws on overtime worked.

When asked about whether recruitment and selection is done according to the provisions of the LRA and BCEA, the majority of respondents confirmed that recruitment and selection was indeed done in accordance with the provisions of the LRA and BCEA.

3. Recruitment and selection is done fairly at this institution

Snelgar and Potgieter (2003) maintain that ensuring fairness should be the priority of any selection strategy, particularly in South Africa, where attempts are being made to rectify past practices which had a discriminatory effect on certain sections of the population. South Africa has laws that protect its people. According to Ekermans *et al.* (2006), in South Africa laws that relate to recruitment and selection are the Employment Equity Act and the Labour Relations Act. The EEA talks about equal representation in all occupational categories and levels in the workplace, while the LRA talks about procedures of hiring.

The results shown in table 4.2 demonstrate the view of the respondents on whether recruitment and selection was done fairly at the institution. The findings revealed that 40.6% of respondents (6.6% strongly agree and 34% agree) that recruitment and selection is conducted fairly at the institution. 32.1% of the respondents were undecided, 26.4% (17.0% strongly disagree and 9.4% disagree) and 0.9% of respondents did not respond. From the findings one can see that most of the respondents agreed. In other words, the respondents have faith in the recruitment team.

4. There is no discrimination during recruitment and selection process

South African government introduced the Employment Equity Act (No. 55 of 1998) in 1998. This legislation is there to ensure that no discrimination occurs in the workplace. It is clearly stipulated in the EEA of South Africa that no person may unfairly discriminate against, directly or indirectly, an employee, in any employment policy or practice, on one or more grounds, including race, gender, pregnancy, marital status, sexual orientation, family responsibility, ethnic or social

origin, colour, sexual and political opinion, culture, language and birth, or on any other arbitrary ground.

The findings reveal that 34.9% of respondents agreed that there is no discrimination during the recruitment and selection process, while 34.91% were undecided and 30.19% of the respondents disagree with the statement. It can be seen that the number of respondents that agreed with the statement was nearly identical to the number of respondents who were undecided. A significant 30.19% of respondents disagree with the statement and it is apparent that they feel that discrimination still exists within the institution's recruitment and selection process.

5. I know about the recruitment and selection policy of this institution

It is noted from the results shown in figure 4.11 that the majority of the respondents know about the recruitment and selection policy. Awareness of such policy is important as it helps staff to know that the recruitment team are being guided by the institution's recruitment and selection policy. A breakdown of the findings obtained from the survey questionnaires is:

- 56.74% (2.89% strongly agree, 53.85% agree) of the total respondents agree;
- 20.19% undecided; and
- 23.08% (18.27% disagree, 4.81% strongly disagree) of the total respondents disagree.

A surprising 20.19% of the respondents are undecided and appear unaware or unsure if the institution has a recruitment and selection policy.

6. The most common recruitment method used at the institution is advertising

Both literature review and the findings reveal that advertising is one of the common recruitment methods used by many institutions. Riley (2012) is of the opinion that advertising is the most common form of external recruitment. According to Cushway (2012), the aim of an advertisement is to encourage applications from suitable candidates for a job, and to promote the image of an institution. A significant 61.3% of respondents agreed that advertising is the most common recruitment method employed at Institution X.

7. Posts should also be advertised in social media such as LinkedIn, Facebook and Twitter

Social media platforms are new technology used to communicate and create awareness of job opportunities that exist in the marketplace. Social media have become part of most people's daily lives and makes it easy to find job vacancy advertisements online. Aswathappa (2007) supports this notion and opines that technological advancement has made it easier for work-seekers to become aware of available job opportunities.

This study found that majority of the respondents (57.7%) agree that jobs should be advertised on social network sites such as LinkedIn, Facebook and Twitter. However, 30.77% of the respondents were undecided. Only 11.54% of respondents felt that job vacancies should not be advertised on social media platforms such as LinkedIn, Facebook and Twitter. The findings are consistent with Wallance and Webber (2012) who state that human resources departments are increasingly using social network sites such as Facebook to advertise. Human resources departments should consider using social networking sites to advertise job vacancies. It is fast, cost-effective and accessed by a vast number of people.

8. Internal staff should get first preference in any recruitment exercise

The findings from this study confirm that staff members want first preference in securing jobs within Institution X. Possibly the respondents believe that internal staff possess the requisite skills, experience and qualifications. It was confirmed in a previous finding that most respondents are well-educated and have a tertiary education, which is usually one of the requirements when applying for a position.

Table 4.4 shows that of the 106 respondents, 33.0% strongly agree and 29.5% agree that internal staff should get first preference in any recruitment exercise, while 19.8% were undecided, 12.3% disagreed and 4.7% strongly disagreed. 0.9% of the respondents chose not to respond to the statement.

There was no literature to support or contradict these findings. However, the few respondents who were undecided or disagreed might feel they prefer external recruitment because then fresh ideas would be introduced at the institution.

9. I have an idea how recruitment process works in this institution

Recruitment is a process of attracting applicants to jobs in an institution (Niles, 2013). It is important for the staff to know how the recruitment process works at the institution so that they know what is expected of them.

Figure 4.11 depicts the views of the respondents on the above questionnaire item. According to the findings, more than half of the respondents knew how recruitment works at the institution. This knowledge would allow these respondents to be aware of whether the recruitment manager or recruitment officers do or do not follow the recruitment process in the appropriate manner.

However, 30.19% of the respondents were undecided and 18.86% of respondents disagreed with the statement. It can be concluded that these respondents do not have any knowledge of how the recruitment process works in Institution X.

The literature review section dealt with both recruitment and selection processes. McGraw (2010) states that recruitment and selection processes tend to be managed by the HR department together with line management. Based on the literature, there is evidence that it is the HR department's responsibility to ensure that the recruitment processes are up to standard.

10. I have an idea how selection process works in this institution

The selection process is as important as the recruitment process. The findings from the survey confirm that 44.3% of the respondents know how the selection process works at this institution. Laroche and Rutherford (2007) aver that the steps that are taken to recruit new staff members are approximately the same (job/post creation, resumé collection and screening, interview, candidate selection, and probation period), but each of these steps is conducted in a different manner. Komoche *et al.* (2004) add that staff is often hired based on objective criteria such as education, experiences and, skills.

Of the total respondents 23.3% disagree, feeling they do not have an idea how the selection process works at this institution, while 31.07% of respondents were undecided about the above statement. It may be assumed that the undecided respondents do not know how the selection process works. Some (2.8%) the respondents declined to answer.

11. The proper implementation of a recruitment and selection process can reduce high labour turnover

Proper implementation of recruitment and selection can have positive results for an organisation. This is because the staff are being motivated. Meyer and Kirsten (2005) state that the ultimate objective of the recruitment and selection process is to get the right people into the right jobs in order to minimise the probability of poor performance, high labour turnover or disciplinary issues. The literature reviewed and the findings obtained from this study support the statement that proper implementation of recruitment and selection process can reduce high labour turnover.

Figure 4.15 reveals that 30.19% of respondents strongly agreed and 40.57% agreed, a very significant total of 70.76% positive response to the statement that the proper implementation of a recruitment and selection process can reduce high labour turnover.

However, 21.7% of respondents were undecided and 7.55% of respondents disagreed with the statement.

It may be concluded that if a recruitment and selection process is not properly implemented, there will be a negative impact on the institution, including high training and development costs to minimise the incidence of poor performance and high turnover, which in turn negatively impacts on staff morale, the production of high quality goods, services and the retention of institutional memory (Richardson, 2011).

12. Recruitment and selection processes are clearly published on the institution's website

The findings show that 47.17% of the respondents agree that the recruitment and selection processes are clearly published on Institution X's website. This positive response to the statement indicates that the recruitment team wants internal and external people to know how the recruitment and selection processes work at the institution.

Brewster and Mayrhofer (2012) assert that the process of recruitment and selection is crucial in ensuring that the right people join the workforce and help the institution to meet its short and long-term objectives. Meyer and Kirsten (2005) agree with the above argument by stating that the ultimate objective of the

recruitment and selection process is to get the right people into the right jobs in order to minimise probability, poor performance, high labour turnover or disciplinary issues.

What was surprising is that 30.19% of the respondents were undecided. This could mean that these respondents do not have Internet access or are not interested in reading such information.

13. Departmental management must be part of the recruitment and selection processes

The results in figure 4.17 demonstrate the view of respondents on this statement. A very significant 74.53% of respondents want departmental management to be part of the recruitment and selection processes. The respondents see that there is a need for management to be involved in this process. This positive response may be attributed to respondents acknowledging that departmental management have experience and expertise in this area and would select correct candidates for specific jobs. The recruitment and selection policy of the institution states that specialists/professionals in a particular field may be invited to sit on selection panels in an advisory capacity, to offer their expertise in the process. Few respondents were undecided and very few respondents disagreed.

14. Unions should be part of the selection panel

Unions are present to ensure that selection is conducted fairly. The main goal for any union is to promote the interest of its membership (Grobler *et al.*, 2006). The recruitment and selection policy of the institution states that the unions ensure that equity considerations are factored into the decision-making process. It is apparent unions play an important role in a selection panel. The research findings confirm that the majority of the respondents want unions to be part of the selection panel. One may conclude that the majority of the respondents were union members and enjoyed protection by the union.

15. Both men and women are appointed to senior and executive management positions at this institution

The findings from the survey reveal that both men and women are appointed to senior and executive management positions at this institution. Very few respondents disagreed or were undecided on this statement.

It may be concluded that Institution X promotes equal opportunity for both men and women and this is in line with the provision in the Employment Equity Act (No. 55 of 1998) which prohibits unfair discrimination towards people on grounds of gender.

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

Brewster and Mayrhofer (2012) assert that the process of recruitment and selection is a crucial one in ensuring that the right people join the workforce, helping the institution to meet its short- and long-term objectives. If long-term and short-term objectives are not met then organisational productivity will decrease.

The survey indicates that 81.1% of respondents agree that recruitment and selection processes have a huge impact on organisational productivity. Of the remaining respondents 12.26% were undecided and 6.6% disagreed.

From the findings it is clear that the vast majority of the respondent believed that recruitment and selection processes certainly do have a huge impact on organisational productivity. A recruitment team who follows the right process and appoints the right candidate will greatly contribute towards an increase in organisational productivity. BizAgi (2011) states that having the best qualified staff results in an increase in productivity, but to find those people is not an easy task.

17. Poor employee performance decreases overall productivity

The majority of respondents (77.4%) agreed that poor employee performance decreases overall productivity, while 6.6% disagreed and 16.0% were undecided.

The response to the above statement was encouraging. It indicated that most respondents were aware of the negative impact that poor performance has on overall productivity. DuBrin (2009) states that the cause of poor performance can be rooted in the person, the job, the manager, or the company.

18. Staff should be trained in order to perform well

Good staff are an asset to any institution. An institution needs to train staff for them to perform better and become successful. Well-trained staff are usually efficient and productive. The result from the survey questionnaires are shown below.

The majority of respondents (84.94%) agreed with this questionnaire item, while 12.3% of respondents were undecided and 2.8% respondents disagreed.

Unfortunately, there was no literature reviewed on the topic of training but it is evident from the findings that staff should be trained in order to perform well. It may be concluded that well-trained staff who are productive, efficient and and perform effectively, will contribute significantly to the productivity of the institution.

19. Good performance is linked to bonuses

Table 4.7 shows that 59.5% of the respondents agreed that there is a link between good performance and receiving a bonus. However, 20.8% of the respondents were undecided, while 18% disagreed with the above statement. 1.9% of respondents declined to answer. As earlier reported, there is no evidence to support this claim of participants at Institution X. However, the researcher gets the impression that Institution X does incentivize staff using a bonus system, which indicates that good performance is rewarded with a bonus. Bebchuk and Fried (2003) support these findings by stating that the term “bonus” suggests a payment for a particularly good performance. Good performers are an asset and greatly contribute to the overall success of the institution.

20. Productivity can be measured through pass rate of students (figure 4.1)

Productivity can be measured through articles published in peer-reviewed journals by researchers (table 4.8)

Garrett and Poole (2006) state that productivity measurement is difficult in most service industries and education is certainly no exception. Findings from the survey indicate that 60.3% of respondents agreed that productivity can be measured through the pass rate of students, while 58.5% of the respondents agreed that productivity can be measured through articles published in peer-reviewed journals by researchers. The outcome is supported by Salerno (2003) that in 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.

While few respondents disagreed with the two statements above, 24.76% were unsure if productivity can be measured through pass rate of students and 21.7% of respondents were undecided about whether productivity can be measured through articles published in peer-reviewed journals by researchers. An explanation for the respondents who disagreed or were undecided about the

above statements, might be that they know of other methods to measure productivity. Mathis and Jackson (2012) mention that one useful way of measuring the productivity of human resource departments is to consider unit labour cost, which is compared by dividing the average cost of ways by their level of output. Garrett and Poole (2006) mention that measuring productivity in higher education requires a measure of both efficiency and effectiveness.

21. Productivity has a major effect on an individual's performance

According to Afrooz *et al.* (2011), productivity can have major effects at a national, industrial and individual level. This study focused on an individual level. The findings identified that recruitment and selection processes could have a major effect on an individual's performance. The literature review complements the findings of the study. Few respondents disagreed or were undecided about whether productivity has a major effect on an individual's performance. Pritchard *et al.* (2012) maintain that at the individual level, productivity growth can lead to improvements in the quality of life, increased leisure time, and advancement within an institution. Individual performance can have a negative impact on productivity when an individual is absent from work.

22. Performance depends on the management of the institution

Management is part of the staff at the institution. According to Schultz (2009) staff is the most important component of any tertiary educational institution, and the management of people or human resource management is a major part of every manager's job. It is seen in the literature review that good staff are an asset to an institution.

The majority of respondents believed that performance depends on the management of the institution. It is apparent that the management team of the institution plays a major role in the performance of staff members. Certain criteria are used when appointing managers at the institution. Komoche *et al.* (2004) state that staff are often hired based on objective criteria such as education, experience and skills.

The findings in table 4.9 reveal that 61.3% of the respondents agreed that performance depended on the management of the institution, 24.5% were undecided and 12.3% disagreed with the statement. Respondents who disagreed obviously felt that performance depended on staff themselves and not only on the management. Rangriz (2010) mentions that in most cases, many managers tend

to equate their own performance with institution performance. Rangirez (2010) adds that in the process, institutional productivity suffers because without a focus on the whole institution, functional performance is likely to work against each other.

23. How would you rate the HR department's performance in recruitment and selection?

As indicated in figures 4.23 and 4.24, the respondents were dissatisfied with the manner in which the HR department handled recruitment and selection.

When participants were asked to rate the human resources department's performance in recruitment, 42.45% responded it was poor, 30.19% felt it was adequate, 7.55% thought it was excellent and 19.81% were unsure.

When participants were asked to rate the human resources department's performance in selection, 40.57% felt it was poor, 34.91% said adequate, 5.66% thought it was excellent and 18.87% were undecided. The findings are disappointing because it is apparent that staff members have no confidence in the recruitment and selection processes of the department.

According to Cameron (2008) the cost of poor recruitment and selection processes can be significant. If not done properly this may result in high labour turnover, high absenteeism, errors, and increased costs for the institution and reduced or low productivity. It is suggested that the human resources department staff should attend training courses in order to improve their performance.

24. Which recruitment method was used when you applied for employment at this institution?

Breaugh and Frye (2007) state that recruitment methods are the means by which organisations recruit desirable applicants. There are many types of recruitment methods. This questionnaire item revealed the following responses:

- Job advertisement (77.4%);
- Referral (10.4%);
- Skills inventory (9%);
- Walk-ins (3.8%);
- Headhunting (4.7%);
- Recruitment agency (9%); and
- 1.9% did not respond.

The findings reveal that job advertisement was the main method used to recruit at Institution X. Job advertisement reaches a large number of potential candidates.

Other methods of recruitment such as referral, skills inventory, walk-in, headhunting and recruitment agency are not really used by the institution. It is interesting to note that 10.4% of the respondents were recruited via referrals and this is a successful internal recruitment. Niles (2013) states that most referrals will be quality referrals because a poor referral will reflect poor staff.

5.3 KEY FINDINGS BY RESEARCH OBJECTIVES

Main objective (1) of the research: to determine whether there is a theoretical and empirical relationship between employee perceptions of recruitment and selection and organisational productivity

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 agreed with the statement. The literature reviewed supported the findings from the survey.

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 Djabatey (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.

There are various ways in which productivity can be measured. This 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.

Sub-objective (1) of the research: to investigate recruitment and selection methods which are used by the Institution X

As stated earlier, recruitment methods are tools that tertiary education institutions use to attract the attention of people who wish to apply for a job at the institution. Recruitment methods are divided into two categories namely internal and external. Internal recruitment can be job posting or staff referrals while external can be internet recruiting, campus recruiting, internet advertising, employment agency or walk-in, to mention a few. The institution decides which recruitment methods best suit their institution.

It is believed that job advert is the same as advertisement. Job adverts are the best recruitment method used by the institution (Riley, 2012). The study found that the selected institution uses job advert as a recruitment method to employ candidates. According to Cushway (2012), the aim of a job advert is to encourage applications from suitable candidates for the job and to promote the image of the institution. The advantages of using job advertisements as a recruitment method include being cheap to use and most staff have access to newspapers. The study notes that not all recruitment methods are appropriate for the institution to use. Therefore, recruitment methods such as referral, skills inventory, walk-ins, headhunting and recruitment agency are only used by the institution when there is a need.

Social networks are as the modern way of adverting posts. Furht (2010) defines social networks as a set of social actors, or nodes, or members that are connected by one or more types of relations. In today's world it is important to educate staff on how to use social networks in order to receive job announcements and connect people to their professions around the world. The study found that staff members would like the recruitment and selection unit of the human resources department to post jobs on social networks such as Facebook, Twitter and LinkedIn.

It is believed that the majority of the staff are already Facebook, Twitter and LinkedIn users, or they would like to become users. It is also believed that social networks are the fastest way of advertising job vacancies.

Sub-objective (2) of the research: to analyse legislative requirements for recruitment and selection in Institution X

There are laws that protect the people of South Africa. Dessler *et al.* (2011) state that the laws are set as parameters for good practice, and protect people and institutions from unfairness and inequality. As stated in literature review in Chapter Two Levy (1999), cited in Mettler (2004) argues that since recruitment and selection is now part of legislation, it can be generally assumed that time spent to consider, plan and do a proper job of the recruitment and selection process, is indirectly related to the time that will be spent to manage industrial relations problems at a later stage. From above statement, one can see that there is legislation covering recruitment and selection in South Africa. They are discussed below.

Employment Equity Act (EEA): This law states that no person may unfairly discriminate against, directly or indirectly, an employee, in any employment policy or practice, on one or more grounds, including race, gender, sex, pregnancy, marital orientation, family responsibility, ethnic or social origin, colour, sexual political opinion, culture, language and birth, or on any other arbitrary ground. Based on the EEA, it is clear that discrimination is prohibited during recruitment and selection processes. Therefore, all persons applying for jobs should be treated equally. The questionnaire item that related to discrimination was “There is no discrimination during recruitment and selection process”. The results from the survey questionnaire indicate that 34.91% of respondents agree, 34.91% of respondents were undecided and 30.91% disagreed. What is surprising is that the number of respondents who agreed, was the same as those who were undecided. It was because the undecided respondents would not make up their mind whether there is no discrimination during recruitment and selection process or whether there is. The researcher concluded that the respondents were not interested in the statement for various reasons. The number of respondents who disagreed was similar to the number of “agree” and “undecided” respondents.

Labour Relations Act (LRA): This is the law that deals with various procedures when hiring and firing, disciplinary steps, unions and negotiations between parties, just to mention a few (Van Aswegen *et al.*, 2009).

This law guides the recruitment and selection team to follow the correct procedures when hiring staff. Fairness should be uppermost in the minds of recruitment and selection managers or recruitment and selection officers. When following the procedures it is important that recruitment and selection teams display fairness towards recruits. When asked whether recruitment and selection is done fairly at the institution, 40.6% of respondents agreed with the statement, while 32.1% were undecided and 26.4% disagreed. 9% of the respondent declined to respond. From the findings it can be seen that the majority of the respondents agreed. This indicates that many staff members have confidence in the recruitment and selection team and that recruitment and selection is conducted fairly at the institution. However, it is a concern that such a large number of staff are either unsure or disagree that there is fairness in the recruitment and selection process.

Basic Conditions of Employment Act (BCEA): According to Pilbeam and Singh (2008), the objectives of the BCEA are to state the minimum working conditions such as hours of work, overtime and overtime pay, and annual and sick leave. Recruitment teams may reference the provisions of the BCEA when dealing with staff complaints regarding working conditions. Survey results reveal that 58.49% of the respondents agree that recruitment and selection is conducted according to the provisions of the LRA and BCEA, while 14.15% disagreed and 27.36% of respondents were undecided. It is concluded that recruitment and selection is conducted in line with the provisions of the LRA and BCEA.

Sub-objective (3) of the research: to determine whether employee perceptions of recruitment and selection processes have a relationship to productivity at Institution X

According to Brewster and Mayrhofer (2012), the process of recruitment and selection is a crucial one, as ensuring that the right people join the workforce helps the institution to meet its short- and long-term objectives. When productivity is measured it shows how well or poorly the staff are performing and whether they have met the institution's performance targets. Every day the staff should perform better than the previous 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 researcher believes 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.

5.4 CONCLUSION

This study comprised five chapters, namely introduction, followed by literature review, research methodology, presentation and data analysis and the final chapter which is discussion, recommendations and conclusion. Each chapter focused on the main aim of the study, which was to investigate staff perceptions of the relationship between recruitment and selection processes, and organisational productivity at the selected institution.

Chapter One is the introduction to the study; it explains how the study was conducted and why the study was undertaken. The hypotheses were identified whether there is a relationship between employee perception of recruitment and selections and organisational productivity or not. The objectives of the study were divided into two categories, the main objective and the sub-objectives. The objectives of the study were to answer the research questions to provide better information on the issue that was researched. Research design and methodology was included and the study adopted the quantitative approach to collect data through a Likert scale questionnaire. The literature review provided further information on the aim of the study. The chapter outlined the delimitation, significant and expected outcomes, results and contributions of the research. Ethical considerations were noted and the chapter was summarised.

Literature review is the second chapter in this study. The general theoretical principles of recruitment and selection were discussed, as well as recruitment and selection legislation in South Africa and organisational productivity.

Recruitment is the first variable of this study. The chapter explained what recruitment is, the benefits and importance of recruitment, challenges in recruitment and recruitment sources. Social networks such as Facebook, Twitter and LinkedIn were identified as modern recruitment sources and recruitment methods. The chapter also explained the second variable, which is selection. Its definition and importance, followed by essential prerequisites and challenges in selection, was discussed. Workforce and strategic planning and their relationship to recruitment and selection were included in the chapter. Information on job analysis was provided in order to identify what a job entails and what qualification is needed. The labour market was discussed with regard to the availability of potential staff. The chapter also outlined legislation such as the EEA, LRA, BCEA and SAQA, which guide the recruitment and selection team when hiring staff. Organisational productivity was discussed and a diagram on higher educational productivity model was presented. Explanations were given on the significance of productivity, effects on productivity, measurement of productivity and improvement on productivity. The chapter was concluded with a discussion of the factors affecting productivity.

Chapter Three dealt with research design and methodology. The particular research design and methodology were chosen because of their fit with the research topic and objectives. The study focused on employee perceptions of the relationship between recruitment and selection processes, and organisational productivity at a selected university in the Western Cape province, with the objective of determining if there is a relationship between employee perceptions of recruitment and selection processes and organisational productivity, or not. Various literature sources were consulted to give the reader a clearer understanding of the research area. A quantitative research method was applied. The staff were presented with a Likert scale questionnaire. The population size was 370 which included academic and non-academic staff from the selected institution within a particular faculty and the sample size was 106 staff members. The chapter was concluded with a summary.

Chapter Four contained presentation and analysis of data. Results were derived from the responses to the questionnaires which sought to investigate employee perceptions of the relationship between recruitment and selection processes and organisational productivity at the selected institution. This chapter presented the findings in form of tables, bar graphs and pie charts. Each table, bar graph and pie chart was explained and chapter was concluded with a summary.

The final chapter, Chapter Five, was discussion, recommendations and conclusion. The discussion was taken from the literature review and the survey questionnaires to see whether there is a correlation or contradiction. The literature review in Chapter Two shows that there is a theoretical relationship between employee perceptions of recruitment and selection and organisational productivity. The literature review also indicates that selecting the best candidate for a job can increase productivity (BizAgi, 2011). The findings from the survey also show that there is a relationship between employee perceptions of recruitment and selection and organisational productivity. The findings further indicate that recruitment and selection processes are perceived to have an impact the organisation productivity. Both literature review and the findings are in agreement. Given the foregoing, it is clear that the study does not reject the null hypothesis. The researcher concluded that this study can be used by organisations, tertiary educations and non-profit organisations to improve their recruitment and selection processes in order to increase productivity. There is no doubt therefore that this study contributes to literature on organisational productivity, recruitment and selection and organisational behaviour.

5.5 RECOMMENDATIONS

Recommendations for the main objective are:

- It is recommended that the institution should implement improved recruitment and selection processes. The processes must be strictly followed when hiring staff.
- The human resources department of Institution X should have a suggestion box at all campuses to gather input from staff members regarding the recruitment and selection processes at the institution.
- It is the responsibility of the institution to ensure that all staff undergo training in order to maximise performance. Staff members should receive training on how to write journal articles, how to lecture to students, time management, etc.

Recommendations on sub-objective 1:

- Although job advertisement was deemed to be the best-suited recruitment method for the institution, the institution should also employ more modern recruitment methods when hiring staff. Posts should be advertised on social networks sites such as Facebook, Twitter and LinkedIn.

Recommendations on sub-objective 2:

- It is recommended that all members of the recruitment and selection team should undergo training to ensure that hiring of staff is conducted in line with the provisions of legislation relating to recruitment and selection.
- Recruitment and selection managers or recruitment and selection officers must be qualified and possess relevant certification in the field of recruitment and selection.
- All legislation and policies pertaining to recruitment and selection should be made available to all staff members of the institution.

Recommendation on sub-objective 3:

- Recruitment and selection teams should be aware at all times they are hiring staff in order to increase the productivity of the institution.
- The stakeholders of the institution should report on the productivity of the institution so that the staff can know how well or poorly the institution is doing.

5.6 LIMITATIONS OF THE RESEARCH

This study focused only on the employee perceptions of the recruitment and selection processes and organisational productivity at a selected university in the Western Cape province of South Africa. The limitation of this study was finding information on recruitment and selection processes at the selected institution. No previous studies on recruitment and selection processes had been done at this institution. The researcher 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 researcher 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 an institution.

5.7 SUGGESTIONS FOR FUTURE RESEARCH

This study focused on the relationship between recruitment and selection processes and organisational productivity. Further research could focus on the following areas:

- What are the strategies used for recruitment and selection in order to increase productivity.
- Ways which tertiary educational institutions can increase productivity using recruitment and selection processes.
- Identifying challenges and benefits of recruitment and selection processes with regard to productivity.
- Evaluate the impact of recruitment and selection processes on an institution of higher learning.

5.8 SUMMARY

This chapter focused on discussing the interpretation of the findings, presented a conclusion to the study and offered recommendations based on the findings. The findings from the study were compared to literature to determine whether there is a correlation between the study findings and the literature reviewed.

It was established that there is a relationship between employee perceptions of recruitment and selection and organisational productivity.

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APPENDIXES

APPENDIX A: COVER LETTER



Research Questionnaire

Title: *Employee perceptions of the relationship between recruitment and selection processes and organisational productivity at a university in the Western Cape province of South Africa.*

My name is Marta Kanyemba. I am studying towards a Master's degree in Human Resources Management at the Cape Peninsula University of Technology in Cape Town, South Africa. This topic was chosen to find out whether there is a theoretical and empirical relationship between recruitment and selection and organisational productivity.

This study is for academic purposes only. The purpose of this study is to investigate whether there is a theoretical and empirical relationship between recruitment and selection and organisational productivity. No name is required on the form and this information will remain confidential. Please answer all the questions as honestly as possible.

As you have been identified as a participant in this study, kindly fill in the questionnaire, indicate your answer by making an X in the appropriate box and please return the completed questionnaire to Marta Kanyemba. Alternatively, the questionnaire may be completed electronically and returned to the undersigned via the furnished e-mail address.

Your kind and timely response will be highly appreciated.

Instruction: *Kindly answer all. Indicate your choice by making an X in the appropriate box.*

APPENDIX B: QUESTIONNAIRES FOR STAFF

Sector A: Demography Data

(Indicate your answer by making an X in the appropriate column)

1. Gender

Male	1
Female	2

2. Age bracket

20 or less	1
21 – 30	2
31 – 40	3
41 – 50	4
51 – 60	5
61 +	7

3. Marital status

Married	1
Not Married	2

4. Population group

Black	1
Coloured	2
Indian or Asian	3
White	4

5. Nature of employment

Academic	1
Non – academic	2

6. Level of employment

Senior Management	1
Middle management	2
Junior staff	3

7. Your highest educational qualification?

Grade 12 (Matric)	1
Diploma	2
Baccalaureate Degree(s)	3
Post graduate Degree(s)	4

8. How long have you been employed?

1 - 5 years	1
5 - 10 years	2
10 -15 years	3
15 and above	4

Section B: Recruitment and selection processes

(Indicate your answer by making an X in the appropriate column.

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
9	I am aware of the Affirmative Action Policy of the university.	1	2	3	4	5
10	Recruitment and selection is done according to the provisions of the Labour Relations Act and the Basic Conditions of Employment Act	1	2	3	4	5
11	Recruitment and selection is done fairly at this institution.	1	2	3	4	5
12	There is no discrimination during the recruitment and selection process.	1	2	3	4	5
13	I know about the recruitment and selection policy of this university.	1	2	3	4	5
14	The most common recruitment method used at the institution is advertising.	1	2	3	4	5
15	Posts should also be advertised in other media such as LinkedIn, Face Book and Twitter.	1	2	3	4	5
16	Internal staff should get the first preference in any recruitment exercise.	1	2	3	4	5
17	I have an idea how recruitment processes work in this institution.	1	2	3	4	5
18	I have an idea how selection processes work in this institution.	1	2	3	4	5
19	The proper implementation of a recruitment and selection process can reduce high labour turnover.	1	2	3	4	5
20	Recruitment and selection processes are clearly published on the institution's website.	1	2	3	4	5
21	Departmental management must be part of the recruitment and selection processes.	1	2	3	4	5
22	Unions should be part of the selection panel.	1	2	3	4	5
23	Both men and women are appointed to senior or executive management positions at this institution.	1	2	3	4	5
24	Recruitment and selection processes have a huge impact on organisational productivity.	1	2	3	4	5
25	Poor employee performance decreases overall productivity.	1	2	3	4	5
26	Staff should be trained in order to perform well.	1	2	3	4	5

27	Good performance is linked to bonuses.	1	2	3	4	5
28	Productivity can be measured through pass rate of students.	1	2	3	4	5
29	Productivity can be measured through articles published in peer-reviewed journals by researchers.	1	2	3	4	5
30	Recruitment and selection processes could have a major effect of an individual's performance.	1	2	3	4	5
31	Performance depends on the management of the institution.	1	2	3	4	5

- 32a. How would you rate the HR Division's performance in recruitment?
(Indicate your answer by making an X in the appropriate box)

Poor	
Adequate	
Excellent	
Don't know	

- 32b. How would you rate the HR Division's performance in selection?
(Indicate your answer by making an X in the appropriate box)

Poor	
Adequate	
Excellent	
Don't know	

33. Which recruitment method was used when you applied for employment at this institution?
(Indicate your answer by making an X in the appropriate box/boxes)

Recruitment agency	
Headhunting	
Walk-ins	
Referrals	
Advertisement	
Skills Inventory	
Job Adverts	

Thank you for your participation.

Name: Marta Kanyemba

Cell: 073 762 1547

marthakanyemba@yahoo.com

APPENDIX C: LETTER FROM GRAMMARIAN

1 Kort Street
Napier
7270

December 2013

EDITING & PROOFREADING

Cheryl M. Thomson
EDITOR & PROOFREADER

TO WHOM IT MAY CONCERN

This is to confirm that the Master's Thesis of MARTA HAMBELELA KANYEMBA (Student No. 206017391), at the CAPE PENINSULA UNIVERSITY OF TECHNOLOGY, was proof-read and edited by Cheryl Thomson in preparation for submission of thesis for assessment.

Yours faithfully

CHERYL THOMSON

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