



**UNIVERSITY OF  
KWAZULU-NATAL**

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**INYUVESI  
YAKWAZULU-NATALI**

**The role of employee motivation in overcoming high rate of brain drain in  
the Lesotho Public Service.**

**A dissertation submitted in fulfilment of the requirements for the degree of  
Master of Commerce**

**College of Law and Management Studies**

**School of Management, Information Technology and Governance**

**Student name: Likeleli Josephine Monyane**

**Student number: 203503451**

**Supervisor's name: Dr. B.K. Majola**

**Pietermaritzburg**

**2017**

## DECLARATION

I, **Likeleli Josephine Monyane** declare that

i. The research reported in this thesis, except where otherwise indicated, and is my original research.

ii. This thesis has not been submitted for any degree or examination at any other university.

iii. This thesis does not contain other person's data, pictures, graphs or other information, unless specifically acknowledged as being from other persons.

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**Likeleli J. Monyane**

November 2017

**SUPERVISOR**

As the candidate's supervisor I have approved this thesis for submission.

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**Dr. B.K. Majola**

November 2017

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## ABSTRACT

This study aims to find out how employee motivation can assist to overcome high rate of brain drain in the Lesotho Public Service. Employee motivation refers to the process of boosting the morale of employees to encourage them to willingly give their best in accomplishing assigned tasks. Brain drain is the departure of skilled migrants from their place of origin to other countries to find jobs. Brain Drain weakens the structure of employment because it affects the performance of the home countries in term of economic growth and also causes huge losses to the human capital. The Lesotho Public Service is severely affected by brain drain. The country holds population of 2.1 million, of which 14 per cent, around 135,000, of its professionals continue to migrate and take up citizenship of other countries. The study tries to find out whether there are policies that address brain drain in the Lesotho public service and the extent to which these policies are being implemented. It identifies fields of professions that are mostly affected by brain drain. It also investigates whether there are policies that address employee motivation and how well they implemented in the Lesotho public service.

The previous studies on brain drain and employee motivation in Lesotho were only focused on the health sector. There were few studies on other professionals such as teachers, lawyers, accountants and engineers yet they do migrate in large numbers and there was a gap in knowledge on the factors that cause their migration. The study covers different fields of professions that are affected by brain drain in the Lesotho public service and also evaluates how employee motivation can help to curb brain drain.

The study followed a quantitative approach. The target population was composed employees from the Ministry of Local government, Ministry of Health, Ministry of Trade and Industry and Ministry of Development planning. The sample was made up of 230 employees. The Statistical Package for Social Sciences (SPSS) version 24 for Windows was used for data analysis. Not sure why the number line was showing in text

The study findings revealed that Lesotho government must enact policies that address brain drain, revise employee salaries and their working environment, provide training, recognise good performance and depoliticise the public service.

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## LIST OF ACRONYMS

**DCs** = Developing Countries

**GDP** = Gross Domestic Product

**HC** = Home Country

**HC** = Host Country

**HR** = Human Resource

**HRM** = Human Resource Management

**HWs** = Health Workers

**IMF** = International Monetary Fund

**IMF** = International Monetary Fund

**LCDs** = Less Developed Countries

**PSM** = Public Service Motivation

**SADC** = Southern African Development Communities

**SSA** = South Saharan African Countries

**UK** = United Kingdom

**UNDP** = United Nations Development Programme

**US** = United States

## **CHAPTER 1 INTRODUCTION**

### **1.1 Introduction**

Brain Drain is a challenge that is facing a lot of developing countries over the world. Employee motivation can serve as a vital tool to overcome the problem of high rate of brain drain in developing countries such as Lesotho. Chappell and Glennie (2010) define brain drain as the departure of skilled migrants from their place of origin to another country. While according to Kelly (2016: 2) “motivation actually describes the level of desire employees feel to perform, regardless of the level of happiness”. The Lesotho public service is facing a challenge of many professionals who are leaving the country to find jobs in other countries, leaving the country in a worse state of poverty. According to The Consumer News and Business Channel (2014: 1) “Lesotho, also known as the kingdom in sky, only holds a population of 2.1 million people however 14 per cent, around 135,000, of its professionals have migrated across the border to find jobs”. The private sector counterparts seem to be enjoying the level of services offered by their organisations. The Government of Lesotho has made effort towards promoting growth in the private sector. The country also gained financial amounting to \$13.4 million from the World Bank to boost job creation (WorldBank.org, 2017). The public sector on the other hand has been left unattended. This further causes erosion of the cream of the country, which leaves the public service in a crisis of poor service delivery and additional costs related to recruitment and training. This study is important because it attempts to find out how motivating public servants can assist in retaining talent in the Lesotho public service. It tries to come up with strategies that can aid the Lesotho government to reduce the number of skilled professionals who migrate to other countries to find jobs.

### **1.2 Background of the study**

The Lesotho government is the second main employer in the country through the Ministry of Public Service. The Ministry of Public Service is responsible for the administration of human resource within the civil service. According to the Ministry of Public Service (2016: 1) “this ministry has a mandate of provision of quality and effective human resources management services to the Government Ministries and Agencies”. Although the Public Service Ministry has an obligation to motivate and support to public servants, the Lesotho Public Service is still facing a challenge of poor service delivery as a result of shortage of skills. The Lesotho Public Service is characterised by too much bureaucracy, employees who are rude, demotivated,

incompetent, inattentive and corrupt. These circumstances have caused many Basotho professionals like doctors, nurses, engineers, accountants, to relocate to other countries to look for better job opportunities.

The country is currently facing a serious crisis of shortage of skills and slow economic growth as a result of brain drain. In order to solve this problem, the Lesotho government officials have to create policies that talk to employee motivation and brain drain. According to Grobler, Wärnich, Carell, Elbert and Hatfield, (2011: 238) “the success of any organisation depends on its employees. No job, regardless of its design, can overcome an employee’s lack of interest and willingness”. Therefore if the Lesotho government officials should be familiar to the concept that happier the civil servant the more productive he becomes, it can be easy to overcome the challenge of brain drain.

The following factors have been identified to be encouraging skilled people to migrate; higher wages, better conditions of employment, to develop professional, networks, social and economic conditions and political conditions in the home country (Chappell and Glennie 2010). Brain drain is a challenge even in other developing countries over developed countries as well. For example in Iran, the government reaches out to educated citizens by encouraging them to come back home but it is estimated that only 100 to 200 return to work in their homeland (Krever, 2017). A study conducted by Crush, McDonald and Williams (2000) reveals that 11% of Basotho professionals have migrated to South Africa. This situation is worrying because this percentage is too high comparative to the country’s population and its economic position.

According to Consumer News Business Channel Africa (2014: 1) “Lesotho’s health sector in particular has been the most severely affected. Currently, there are five physicians and 62 nurses for every 100,000 people in the country, which is far from the United Nation’s minimum threshold level of 2.5 health workers per 1,000 people”. Basotho civil servants who work in the Ministry of Health contended that they leave because of higher remuneration and better employment conditions are obtainable in their neighbouring countries as well as overseas countries such as the United States and the United Kingdom. This causes a serious problem to those employees who remain because they have to bear heavy workload. The Lesotho government also suffers financially because it spends a lot of money funding students who after completing their studies leave to other countries to find jobs.

### **1.3 Statement of the problem**

The Lesotho Public Service is characterised by lack of committed employees, low productivity and a high rate of labour turnover especially among graduates. This situation is influenced by the fact that the public sector does not meet expectations of employees with special skills. According to Bright (2008: 72) “the bureaucratic nature of public organizations coupled with low salary levels inhibited high levels of job satisfaction among public employees”. When employees are not satisfied in their jobs, they resort to leaving to finding better job opportunities and this is the prevailing situation in the Lesotho Public Service.

The country is now considering reducing the number of public servants because it is facing a challenge of a high wage bill paired with poor service delivery. The International Monetary Fund team have encouraged those government officials who were in the process of auditing the public service payroll piloted in three ministries, to complete the process and also strengthen its management (International Monetary Fund, 2014). The Southern African Development Communities SADC has also recommended that Lesotho must reform the public service. The King also urged the cabinet to prioritise the public service reforms as a way to enhance service delivery which now at stake. Even if the Lesotho public sector can be reformed, as long as there are no plans for fertilizing human resources, or any policy that enhance employee motivation the country will not stop losing skilled employees due to brain drain. This calls for a thorough research on the government initiatives to motivate and retain suitable employees.

### **1.4 Rationale of the Study**

This research is worth doing because it tries to discover ways to improve employee motivation which has seriously deteriorated in the Lesotho public service. Finding from this study can also help to reduce harmful effects of brain drain in the Lesotho Public Service. The study also shows how motivating employees could improve service delivery in the public service. It could also help government officials to have a view on what is lacking in their current initiatives to motivate employees. This study is important because it will assist the Lesotho government to maintain a stable working environment with a reduced level of turnover because when public servants are satisfied, they will be loyal, become more creative, resulting in improved service delivery. In addition, the researcher believes that the discoveries of this study shall assist other academics who want to conduct further research on employee motivation and brain drain. The findings will be added to current literature in the field of these two variables.

The Ministry Public Service can only achieve its goal of maintaining an enabling environment if it revises, implement and monitors its policies on employee motivation and brain drain. The current studies on motivation and job satisfaction in the Lesotho public service are based on few ministries such as Health and Education. This study will extend to other ministries, for example, the ministry of local government, Development Planning and the Ministry of Trade and Industry, which have not been covered by the previous studies.

### **1.5 The Theoretical Framework**

This section gives a brief background of the theories written on the two variables of the study. The theories of motivation that will be covered in the study are content theories, process theories and reinforcement theories. The content theories are the Maslow Hierarchy of needs, Herzberg's Two Factor Theory and the Goal Setting Theory. The process theories are Equity Theory and Expectancy Theory. Lastly the Reinforcement Theory will also be looked at.

Three theories of brain drain that has been identified by Velasco (2015) will also be covered. They are the neoclassic theory, the economics of migration theory and the network theory. These theories try to explain factors that force skilled employees to migrate to other countries. The first theory is The Neoclassic Theory states that people migrate because of wage differentials. The New Economics of migration states that wage differentials is not the only reason for migration, people decide to migrate because of family issues and to maximise their earning. The Network Theory states that skilled employees migrate because network connections with relatives and friends who had already went abroad. These theories can assist the Lesotho Public officials to have direction on how to deal with brain drain.

### **1.6 The objectives of the Study**

The main aim of this study is to explore the role of employee motivation in overcoming high rate of brain drain in Lesotho Public Service.

#### **Specific Objectives**

- To determine whether there are employment policies that address the issue of brain drain in the Lesotho Public Service.

- To investigate the extent at which employment policies on brain drain are being implemented in the Lesotho Public Service.
- To determine whether there are employment policies that guide employee motivation and retention in the Lesotho Public Service.
- To examine how motivation and retention policies are being implemented in the Lesotho Public Service.
- To find out employees perceptions about policies that address employee motivation in the Lesotho Public Service.
- To examine the fields of skilled professions that has been affected by brain drain in the Lesotho Public Service.

### **1.7 Research Questions:**

- Are there employment policies that address the issue of brain drain in the Lesotho public service?
- To what extent are employment policies on brain drain policies being implemented in the Lesotho Public service?
- Are there employment policies which address the issue employee motivation and retention in the Lesotho Public Service?
- How well does management in Lesotho Public Service implement policies that talk to employee motivation and retention?
- Which areas need to be strengthened in the policies?
- Which fields of skilled professions are mostly affected by brain drain in the Lesotho Public Service?

### **1.8 The significance of the study**

The results obtained in this study will assist the Lesotho government to reduce negative impacts of brain drain such as the shortage of skills and slow economic growth. Different motivation



theories and theories of brain drain that the study explores can assist the Lesotho government to revise its current policies and strengthen them in order to retain talented employees. The government can make better use of the cream of the country by applying the recommendations of the study. This study can also shape the public sector by changing its bureaucratic nature to become efficient.

### **1.9 The scope of the study**

The main aim of the study is to explore the role of employee motivation in overcoming high rate of brain drain in Lesotho Public Service. The study takes place in four government ministries in Lesotho. It focuses on employees who are working for the Ministry of Local Government, Ministry of Health, Ministry of Development Planning and ministry of Trade and Industry. It covers three districts namely; Maseru, Mafeteng and Leribe. Finding from this study will assist the government of Lesotho to curb brain drain which has negatively affected the country. This study was carried out from September 2016 to October 2017.

### **1.10 Layout of the study**

This study encompasses six chapters. The first chapter gives the introduction of the whole study. It shows a glance of how the study has been structured. It gives the background of the study, the statement of the problem, the rationale of the study, the research objectives and questions. It also shows the scope of the study the study layout. The second chapter reviews the literature that is related to employee motivation and brain drain. This chapter looks at what other authors said about the two concepts employee motivation and brain drain. It gives detailed definitions of the two concepts and also explains the causes and impacts of brain drain. It also states theories of motivation and brain drain. It gives a view of what other countries are doing about these two concepts and narrows them down to Lesotho. Chapter 3 gives a detailed explanation of the methodology that is used in the study. It explains the research design, population of the study, sampling selected and method of data collection. It finally looks at the issues of validity, reliability and ethical consideration. Chapter four, covers presentation of the findings of the study in accordance with the objectives. The fifth chapter discusses the research findings. The last chapter draws conclusions and recommendations in relation to the study's findings and discussions.

### **1.11 Delimitation of the study**

The limitations in this study were that due to time constraints, the researcher was confined to one method of data collection. If participants were interviewed, the researcher would have

found more detailed answers as she could have had a chance to probe for more information. It took time for the researcher to distribute questionnaires as some of the employees were located in the remote areas. Data collection was also involved heavy travelling costs. This belongs in chapter 1.

### **1.12 Conclusion**

This chapter is an introductory chapter which gives the outline of how the study will be carried out. Initially, the chapter started by giving a brief introduction how the Lesotho Public Service has been affected by brain drain. It then gave background of the study, elaborating more on defining the variables, motivation and brain drain. The next section stated the problem that has triggered the researcher to conduct the study and its rationale. The research objectives and research questions have also been stated. Other sections covered the significance of the study, definition of terms, definition of key words, the scope of the study and the study layout.

## **CHAPTER 2 LITERATURE REVIEW**

### **2.1 Introduction**

Motivating employees can serve as an important tool to reduce the mounting rate of brain drain in the Lesotho Public service. It is important that government officials strengthen their

initiatives and strategies in employee motivation so that the number of skilled professionals who leave the country to find jobs in other countries can be reduced. This chapter reviews what other authors said about the two concepts employee motivation and brain drain. It starts by defining the two concepts. It explains causes of brain drain, basically looking at the push and pull factors. It also looks at the negative and positive impacts of brain drain on the labour exporting country. It also goes further to discuss different theories of motivation, together with how the theories can be applied in the public service. The chapter also looks at what other countries do to motivate employees, starting from a broad perspective, coming down to African countries and then looking at the current situation in the Lesotho Public Service. Theories of brain drain have also been discussed, also including what other countries are doing about brain drain and the efforts done by Lesotho government to address brain drain.

## **2.2 Defining Motivation**

According to Heathfield (2016: 2) “motivation is an employee's intrinsic enthusiasm about their job and drive to accomplish activities related to work. Motivation is that internal drive that causes an individual to decide to take action”. It is very complex because it is cannot be easily defined. It can be subjected to factors that are biological, intellectual, social and emotional factors. It can also be influenced by external factors such as the working environment. Pinder (2014: 11) defines work motivation as “a set of energetic forces that originate both within as well as beyond an individual, to initiate work-related behaviour, and to determine its form, direction and intention”. It is the process of uplifting the employee morale so that they can be encouraged them to willingly give their best in accomplishing assigned tasks (Motivationblog 2012). Motivating employees is the crucial for achieving goals of the organisation. Kelly (2016) says it actually defines the level of desire employees feel to perform, regardless of the level of happiness. Employees who are sufficiently motivated will be more productive, more engaged and feel more interested to perform their tasks at work. When employees feel motivated, it becomes easy to reach their targets because of decreased grievances, disciplinary issues, absenteeism and turnover rates which hinder productivity.

## **2.3 Defining Brain Drain**

According to Haughton (2013: 3) “brain drain is the process by which one country (Home Country) losses intelligent and technically skilled labour through migration to another country (Host Country), where geographic or professional environment is more favourable”. It basically happens when people with special skills relocate to apply their knowledge and skills in other countries. Azad, Khorshidi, Hosseini and Mirzamohammadi (2010) says it is the

movements of highly skilled people in the labour force from one country to another because of different reason. Patruți-Baltes (2014) says the term brain drain was created by the British Royal Society in the early '60s, in order to describe the skill migration more precisely the departure of British scientists and technicians to the U.S. and Canada. Bagdanavičius and Jodkonienė (2015) argue that the concept of brain drain includes not only a physical emigration of highly qualified persons from one country to another but also a transfer from one department of an organization to another, as well as any other loss of skills and knowledge of one economic unit necessary for economic growth and development in favour of another economic unit. Brain Draining leaves a few skilled employees overloaded with work, stressed and demotivated. Agrawal, Kapur, McHale and Oetl (2011: 5) indicate that “the emigration of highly skilled individuals does not only weaken local knowledge networks but may also help remaining innovators access valuable knowledge accumulated abroad (brain bank)”. Brain Drain is not good for developing countries because it put more strain on their already slow economic growth because of additional costs it imposes. For example cost of recruitment, training and orientation of employees who replace those who have left.

## **2.4 Causes of Brain Drain**

Brain drain usually results from chaos within a country, which compel skilled employees to seek better professional opportunities or better standard of living in other countries. According to Fakhrutdinova, Kolesnikova, Suleimanov and Khalikov (2014: 473) “The low level of commercialization of intangible property leads to the fact that an employer cannot pay high salaries to employees who produce intellectual output which ultimately leads to brain drain”. Glennie and Chappell (2010) have identified five factors that motivate skilled migrants' intentions to move as better wages, looking for employment opportunities, professional development, networks and socioeconomic and political conditions in their home country. Wages have been highlighted as a key motivating factor. It has been indicated that skills is easily transferable where there is a huge wage gap. Most people leave because of the desire to be employed and have a secure job. Skilled people also look for access to professional development opportunities, for example improved training and more diverse experiences. Social and professional networks can also be a strong reason for shaping the desire to leave. For example, if close family and colleagues are living abroad, it can become another reason to move. Another important element that causes migration of skilled people is the socioeconomic and political climate at home. Some skilled migrants are forced to leave their country of origin as asylum seekers or refugees. Other push and pull factors are discussed in the next section.

### **2.4.1 Push Factors**

The push factors are those factors that force Lesotho civil servants to voluntarily leave the country, for example low salaries, poor working environment and political intolerance. The pull factors are those factors that attract Lesotho civil servants to work in the destination countries. For example better economic opportunities and chances to develop professionally. There are many factors that drive skilled employees to migrate to other countries. The following factors have been identified as major causes of brain drain: low and corroding wages and salaries, unsatisfactory living conditions, lack of transport and poor housing. In some cases the skilled personnel sometimes leave their home countries because they are underutilised. According to Ben Barka and Ofiro-Sarpony, (2016: 4) “other factors that cause brain drain are lack of satisfactory working conditions; low prospects of professional development; lack of research and other facilities, including support staff; inadequacy of research funds; lack of professional equipment and tools; social unrest; political conflicts and wars; declining quality of educational system; discrimination in appointments and promotions and lack of freedom”. Gibson and McKenzie (2012) concur that a lot of high-skilled migrants complained about local remuneration systems which reward turn up rather than productivity. This is particularly common in the public sector, which is an important source of employment in the developing countries. A study conducted by Haour-Knipe and Davies (2008) in Gibson and McKenzie (2012: 354) on migration of nurses has revealed that after acquiring new skills, instead of being welcomed with open arms at home, the nurses find themselves in effect demoted to the bottom of the career ladder. Besides receiving lower salaries, they also lose all accrued benefits and are even denied prestige and professional recognition.

### **2.4.2 Pull factors**

There are also factors that attract skilled professionals to migrate to wealthy countries. Ben Berka and Ofiro- Sarpony (2016: 4) mention that “higher remunerations; better standard of living; better working conditions; career opportunities and professional development”. Other skilled professionals have revealed that they have been attracted by considerable funds for research; improved technology; modern facilities and availability of experienced support staff. Others raised issues such as political stability, modern educational system and prestige of foreign training. According to Writers (2011:1) “many are driven away by high unemployment, but issues like political oppression, lack of religious freedom and simply not being able to earn a big enough pay check also play a significant role in exacerbating brain drain”. The

government officials at Lesotho need to be aware of these factors so that they prove make plans and strategies that cover the causes of brain drain.

## **2.5 Impacts of brain drain**

### **2.5.1 Positive impacts**

Although brain drain is harmful to the countries of origin, there are also benefits that home countries acquire through brain drain. Lewis (2009) states that, brain drain can contribute to acquisition of new skills that can be beneficial when the migrants come back home. Miguelez and Fink (2013) have identified other beneficial aspects of skilled emigration as the contribution to the economic growth through the skills that have been acquired whilst abroad. The immigrants also promote trade and capital flows and positively influence home country institutions, values and norms. According to Gibson and McKenzie (2012: 353) “developing countries are believed to benefit from return migration, whereby individuals are returning with physical and human capital earned abroad. Return migration is also hypothesised to have broader payoffs to others in the home country through transfer of skills and knowledge gained abroad”. Miguelez and Fink (2013) also highlighted the role of educated overseas emigrants in transferring knowledge back to their origin countries having positive effects on the home country innovation and subsequently economic growth.

Beside the benefits to the country, the quality of life for those who are left at home improves. A skilled migrant earns more than double of the income he would have had if he stayed at home. Part of this money is sent to the home country as remittance which makes a huge contribution to the GDP growth of the country of origin. Gibson and McKenzie (2012: 234) states that “remittances amounted to around \$5,000 per year for each individual, while the net effect of trade and investment was much smaller – around \$500-1,000 per migrant in Ghana, and even smaller in Micronesia and Tonga”. The Economist (2011) reveals that remittances sent home by Ghanaian migrants are so high that they transfer enough over their working lives to cover the amount spent on educating them several times over. Gibson and McKenzie (2012) have identified other benefits from highly skilled migrants to be remittances, trade and investment. These remittances also boost household welfare and also support the balance of payments. This may be used to pay family member’s education. The Economist (2011:1) also states that “the most obvious way in which migrants repay their homelands is through

remittances. Workers from developing countries remitted a total of \$325 billion in 2010, according to the World Bank. In Lebanon, Lesotho, Nepal, Tajikistan and a few other places, remittances are more than 20% of GDP”.

Migration of skilled employees reduces unemployment for skilled employees in their home countries because these emigrants would have been jobless if they had stayed at home. According to *The Economist* (2011: 2) “unemployment rates among young people with college degrees in countries like Morocco and Tunisia are several multiples of those among the poorly educated, perhaps because graduates are more demanding. Migration may lead to a more productive pairing of people's skills and jobs”. The benefit of reduced unemployment then flows back to the migrant's home country.

Another benefit has been identified as gain for those who stay in the home country. Reduced unemployment enables the skilled professionals who decide to stay to enjoy upward mobility by filling the gaps of those who have left, joining up with better salaries and other benefits. *The Economist* (2011: 2) suggests that “the possibility of emigration may even have beneficial effects on those who choose to stay, by giving people in poor countries an incentive to invest in education”.

### **2.5.2 Negative impacts**

According to Patruți-Baltes (2014: 1) “the phenomenon is most often associated with economic loss for those countries losing their highly skilled workforce. Brain drain is usually also associated with social loss because it refers to the withdrawal of highly specialized professionals, scientists, researchers, academics and students”. It therefore reduces the already low quantity of skilled manpower available especially in developing countries.

It also decreases the number of active and innovative citizens in a country. Most developing countries depend on foreign technical assistance as a result of brain drain. This also slows down the transfer of technology and broadens the gap between developed and developing countries. It has a negative impact on the scientific output of the African continent as a whole because a lot of money is lost in income tax revenues and in potential contributions to gross domestic product (Ben Barka and Ofiro-Sarpony, 2016). Writers (2012: 13) declares that “this phenomenon is not only a serious economic issue both in that the country loses workers and the money it put into training them in college, but one that often puts the health and safety of the nation’s citizens at risk, creating long-term and potentially disastrous results for countries with high brain drain rates spanning several decades”. Patruți-Baltes, (2014) states that home

countries often invest public money to educate young people to pursue careers which are requested by the companies in their home countries, but some of them leave the country in order to exercise their professions in other countries. In this case, the countries of origin not only lose specialists needed by their economies and also lose a lot of money spent in training these specialists. The country of origin loses both the money spent on their education and also the future income that they could have generated if they had remained in their country. According to Benedict, and Ukpere (2012: 2421) “It costs the countries of the continent massive amount of resources and time to train these professionals who eventually migrate through the brain drain drift”.

Brain drain also impact negatively impact on the country of origin because a country lose valuable professionals, together with their expertise together. When such professionals leave the country, the economy also suffers, their departure remove a significant customer spending from a country.

## **2.6 Theories of Motivation**

There are numerous theories that give us a better understanding of employee motivation. These theories have an influence on the way employees are managed by their organisation to achieve a motivated work force. According to Dartey-Baah (2011: 1) “These theories attempt to explain why people behave the way they do and advice on factors and strategies which when employed can get the best out of employees in terms of their commitment to work”. These theories are divided into content, process and reinforcement theories. Swanpoel, Erasmus, Van Wyk and Schenk (2003: 53) states that “content theories looks at factors that supposedly motivate people, for example needs. Process theories on the other hand, analyse the process or manner in which people get motivated and reinforcement theories focus on how people can be conditioned to exhibit the desired behaviour”. These theories explain different strategies of motivation employees, which are essential for this study.

### **2.6.1 Content Theories**

Content theories are entrenched in the concept of needs. Werner and Desimone (2009: 44) confirms that “needs are deficiency states or imbalances, either physiological, that energize and direct behaviour”. The content theories that have been discussed in the study are Maslow hierarchy of needs, Alderfer’s Herzberg’s two-factor motivation theory, and Locke’s goal setting theory. The theories of motivation are important in this study because they provide guidance on how to motivate employees in the Lesotho Public Service.

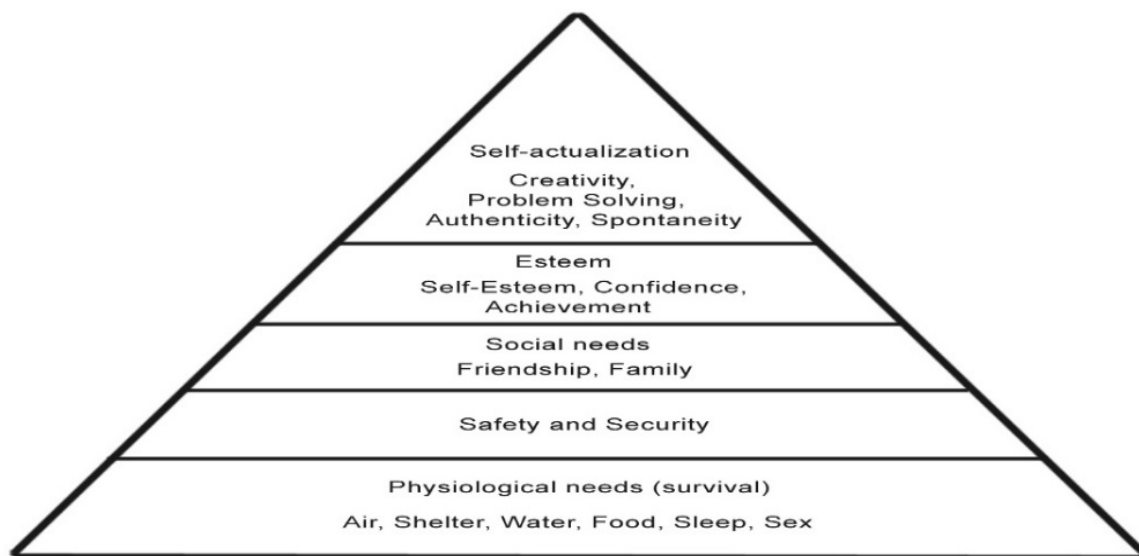


### **2.6.1.1 Maslow Hierarchy of needs**

Maslow states that people are motivated by five main needs that are arranged in a hierarchy that is usually illustrated by a pyramid with five levels. Hunter (2012) explains that as people progress up the hierarchy the need become more socially and psychologically satisfied. According to Maslow, people are motivated to fulfil their lower order needs to a large extent before they move to their higher order needs. The three lower order needs are; physiological needs such as the need for air, food and water. Safety and security needs include the person's personal security, health and economic or financial security.

The remaining two needs are referred to as the higher order needs. They are need for self-esteem, which is the value that a person places on himself or herself in relation to other people, and a general feeling of esteem, which includes the need to be valued and accepted by others and the need for status, recognition and attention. This is illustrated in figure 2.1 below

**Figure 2.1: The Maslow's Hierarchy of needs**



**Source:** Hunter, (2012)

Self-actualisation is the utilisation of one’s potential and is a process of continuous growth and the development of one’s competencies and experience. This was the need that Maslow was mainly interested in and he maintained that only about 10% of people fully self-actualised. Swanpoet. *al.* (2003: 53) agrees that “self-actualisation is concerned with the need to become capable of becoming and it encompass needs relating to growth and development, achieving one’s potential and self-fulfilment”. Hunter (2012) also indicates that in order to allow and encourage people to achieve high levels of self-esteem and self-actualisation, there need to be policies, procedures and practices in place to allow employees to satisfy their low order needs.

Studies show that most professionals migrate to other countries to find jobs because their need for self-actualisation is not being fulfilled by their home countries. This is why it is important that the Lesotho government officials make satisfying employee need for self-actualisation a priority. According to Amos, Ristow and Pearse (2011: 179) “By using Maslow’s theory, managers can motivate individual staff and ensure performance by identifying those needs of individuals that initiate and direct behaviour, considering which needs have been satisfied and which still need to be satisfied, and then satisfying those needs appropriately at the right time”. These needs can be satisfied through the creating easily affordable rewards systems or offering more opportunities for professional development.

### **2.6.1.2 Herzberg's Two Factor Theory**

Herzberg was interested in finding what people want from their work. In his research he identified variables that motivate employees and categories them into two factors which he named intrinsic and extrinsic factors. Swanpoelet. *al.* (2014: 363) points out that “The intrinsic factors such as achievements, recognition, the work itself, responsibility, growth and advancement, seem to be related to job satisfaction”. Amos *et. al.* (2011) states that intrinsic factors relate more to the content of the job than to the context and are referred to as motivators because they have a positive effect on job satisfaction and performance. They have also revealed that if motivators are present, they will cause satisfaction but their absence will not cause dissatisfaction unless hygiene factors are also inadequate. Werner *et. al.* (2009: 45) also added that “motivator factors satisfy the growth needs and can create a feeling of job satisfaction, but their absence will not necessarily lead to dissatisfaction”. The Extrinsic factors are those factors that are outside the job. They are factors like remuneration, working conditions, supervision and incentives. This is shown in figure 2.2 below:

**Figure 2.2: The Herzberg's Two-Factor Theory**

# Herzberg's Two-Factor Theory



**Source:** Hunter (2012)

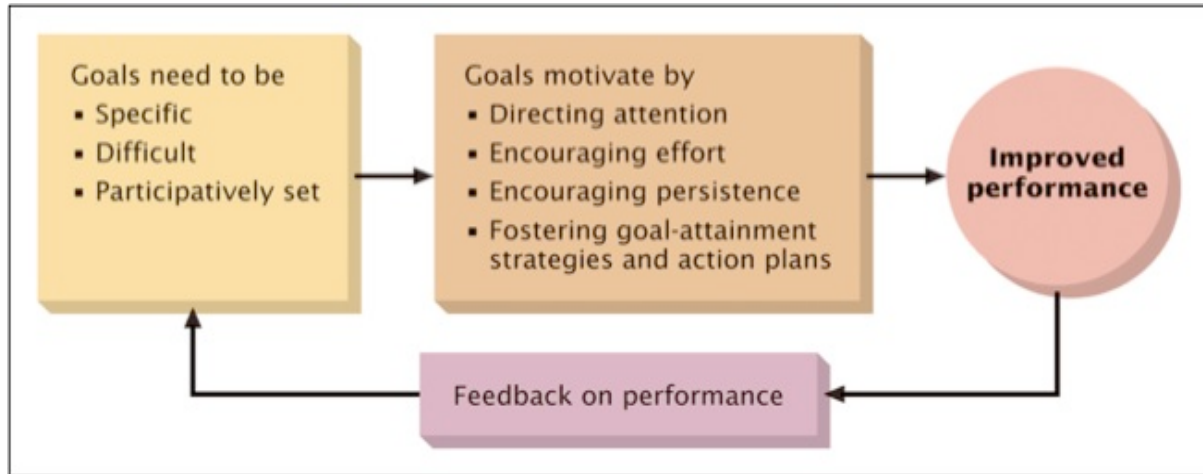
Amos *et. al.* (2011) revealed that when people feel dissatisfied from their jobs, it stems from environmental factors such as working conditions pay, supervision and relations with others, and if these factors are neglected, performance will be adversely affected. These he called hygiene factors and claims that they are independent from motivators. If they are neglected, they can make an employee feel dissatisfied but if addressed through salary increases and pleasant working conditions for example, they do not contribute significantly to employee motivation and improved performance. Werner *et. al.* (2009: 46) also concur “following the two factor theory, workers can be motivated by ensuring that hygiene factors are present, thereby preventing dissatisfaction, and then adding motivating factors to create job satisfaction. This strategy is referred to as job enrichment”. Grobler *et. al.* (2012) also adds that the two factor model theory provides guidance for building motivators into the job content and this approach is called job enrichment.

According to Hunter (2012: 161) “the kinds of things that tend to demotivate people are poor relationships with their supervisors or co-workers, too many rules, policies and procedures that prevent people from performing well, unpleasant working conditions and low or unfair pay structures”. The Herzberg Two factor theory will help managers in the Lesotho Public Service to identify factors that do not satisfy civil servants and address them accordingly.

### 2.6.1.3 Goal Setting Theory

Goal Setting Theory shows that increased performance can be achieved when there are set goals. The goals should be measurable, challenging, attainable, yet realistic and should have a timeframe. This is presented by figure 2.3 below

**Figure 2.3: The Goal Setting Theory**



**Source:** Hunter (2012)

According to Amos (2011: 180) “Principles underlying the theory include that; specific goals direct action more reliable than vague or general Goals. Goals specificity results in clear expectations. The harder the goal, the better performance results”. Grobler *et. al* (2012) declare that performance can improve when employees are given attainable goals rather than vague performance standards. They had also concluded that, when employees are given specific goals that they notice to be difficult but reasonable, they result in higher performance. They further stated that goal setting approaches involve an organised process whereby managers and subordinates discuss and agree on a set of jointly determined goals. The process is properly organised such that it enables each party to present a case for or against each goal. The goal setting theory enables the individuals to keep up with the overall goals of the organisation. It also allows managers to have something concrete on which they can gauge their subordinate’s performance. The best known expression of goal-setting theory is management by objectives (MBO).

According to Hunter (2012: 161) “the starting point is the goal setting of organisational goals that all the employees can understand and commit to. Senior managers of organisations should establish clear and specific goals or objectives and make them known to their employees so

that the performance improvement programmes are focused on the key areas that determine the success of the organisation”. Managers are often surprised at the positive reactions they receive when they do take the time to sit down with their subordinates and explain the business and its goals to them. It is therefore important for managers to ensure that employees are working towards goals that will help to improve their individual and organisational performance. This theory will assist managers in the Lesotho Public Service to set attainable goals, regularly communicate the goals and objective and give feedback on the accomplishment of the goals. Another important implication to managers is that they should provide regular feedback on the accomplishment of the goals and revise goals if necessary. According to Swanpoet *et. al.* (2003: 331) “feedback provides information regarding gaps between what they have done so far and what they wish to achieve”. Grobler *et. al.* (2012) also agree that if feedback is periodically given, it will enable the employees to make necessary corrections. The next section will cover the process theories; these theories guide employee behaviour whilst on the job.

## **2.6.2 Process Theories**

Process theories describe the process by which behaviour is initiated, guided, sustained and stopped. Werner (2009: 44) states that “process theories, argues that motivation is based on a person’s thoughts and beliefs. These theories attempt to explain the sequence to thoughts and decisions that energizes, direct and control behaviour”. The Process Theory that has been discussed in this section are Adams’s equity theory and Vroom’s expectancy theory.

### **2.6.2.1 Adam’s Equity theory**

According to Amos *et. al.* (2011: 185), “Equity theory explains motivation in terms of interpersonal comparisons”. Swanpoet *et. al.* (2014: 87) states that the employee compares his or her input: outcome ratio with the input outcome ratio of others. If the ratios are equal, a state of equity is said to exist. If the employee perceives the situation fair, she or he will not be motivated to change anything. On the other hand, if the input: outcome ratio comparison yields an unequal equation, inequity is said to exist and the individual perceives this to be unfair and is therefore an employee feels motivated to do something to equalise the equation. Werner (2009: 51) reveals that “equity theory predicts that employees who believe they are being treated fairly will be motivated to continue their present performance and behaviour patterns, whereas employees who believe they are victims on inequity will search for ways to reduce ways to their feelings of unfairness”.

Hunter (2012) has identified three main types of equity. First is the internal equity, which relates to the extent to which people are treated equitably or fairly within an organisation, especially in terms of the type of work they are allocated, salary and benefits they receive, the way they are disciplined and the way in which their managers and supervisors relate to them. The second type is the external equity, which relates to the extent to which the remuneration employees receive is perceived to be fair in comparison to the remuneration received by employees in the other organisations in the same geographic area or in the same industry. Lastly, is procedural equity, which refers to the procedures that managers follow when dealing with their subordinates, such as recruitment, selection, grievance, disciplinary and employment procedures. If managers do not adhere to agreed procedure, the employees will regard this as being unfair and will usually object to it.

Equity theory is important in this study because it provides some insight into the management of performance and into the determination of the remuneration in the Lesotho Public Service. Lesotho government officials need to understand the process of individual perceptions and acknowledge that individuals will gain from perceptions of equity based on comparison of the allocation of visible rewards in particular. This comparison affects behaviour, therefore suggests that managers need to manage the allocation of rewards by carefully communicating appraisals of performance and the nature of rewards made. The Equity Theory can assist Lesotho government to design fair policies on management of compensation and rewards.

#### **2.6.2.2 Expectancy Theory**

This theory explains employee's perceptions about the way they are rewarded. It states that motivation is a cognisant choice process. Werner (2009) highlighted that employees choose to put their effort into activities they believe they can perform and produce anticipated results. According to Dasseler, Bezuidenhout, Stanz and Van der Walt, (2011: 434) "people won't pursue reward if they find unattractive or where the odds of success is very low. They also show that a person's motivation to exert effort depends on expectancy, instrumentality and valence".

Werner (2009) states that expectancy is belief that reflects an individual's judgement of whether applying effort to a task will result in desired results. This theory assumes that employees with high expectancy trust that increased effort will lead to better performance but people with low expectancy do not believe that their efforts will affect performance. Managers must engage employees in tasks for which they have high expectancy. Werner (2009: 47) also

added the concept of instrumentality which he explains as “judgement about the connection the individual observes between task performance and possible outcomes”. The third belief which is important to expectancy theory is valence. Valence explains the value which person places on a particular outcome. Its outcome is ranked on the range, from strongly positive, through zero, to strongly negative (Werner 2009). According to Amos *et. al.* 2012: 187 “The basic argument of expectancy theory is that the strength of an individual’s motivation to act and exert effort is dependent upon the person’s perceived probability that the behaviour will result in a desired outcome, and the value of the outcome to the person”.

Dasseleret. *al.* (2011) suggests three ways that can help managers to design incentive plans. He shows that if employees do not believe that effort will produce performance, motivation will not occur. He also proposes that managers must provide training to ensure that their employees have skills and also build confidence to do the job. According to Dasseleret. *al.* (2011: 434) “Vroom’s theory also suggests that employees must see the instrumentality of their efforts. Employees must believe that successful performance will be rewarded. Managers can accomplish this, for instance, by creating easy to understand incentive plans”. Lastly, rewards themselves must be valuable to employees. This theory will help management in the Lesotho Public Service to take into account individual employee preferences when offering rewards.

### **2.6.3 Reinforcement Theories**

Reinforcement theory focuses on how people can be conditioned to portray the desired behaviour. According to Swanpoelet. *al.* (2003: 336) “Reinforcement theory is a behavioural approach. Behavioural theories of personality hold that the mental processes that determine behaviour are unfathomable and the human mind is a “black box” in which certain inputs are made which in turn cause certain reactions. In its simplest form, reinforcement theory holds that consequences shape subsequent behaviour”. Werner (2009) maintains that reinforcement theory is entrenched in behaviourism. Behaviourism tries to explain behaviour without referring to unnoticeable internal forces such as needs and thoughts. It is more focused on behaviour which can be directly observed. According to reinforcement theory, employee behaviour is a function of results. This is based on the law of effect which states that behaviour that is followed by pleasant results occur more often than the behaviour which is followed by opposing results.

Werner (2009) shows that reinforcement theory can be practical using a set of techniques known as behaviour modification. This technique proposes choices for controlling an



employee's behaviour. At first behaviour is controlled using positive reinforcement. This refers to increasing the frequency of behaviour by following the behaviour with desirable results. Secondly, negative reinforcement can be applied. It increases frequency of behaviour by removing something dissatisfaction after the behaviour is performed. The third technique is extinction. It pursues to decrease the frequency by removing the results that is reinforcing it. Lastly is punishments, decreases the frequency of behaviour by introducing an opposing consequence immediately after the behaviour.

Lesotho government officials may apply the Reinforcement Theory to shape the behaviour of civil servants. They can use a combination of positive and negative reinforcements. For example positive reinforcement can be used to reinforce the desired behaviour or by using punishment to correct the unwanted behaviour.

## **2.7 Application of Motivation theories in the Public Service**

The motivation theories serve as guide to managers on how to motivate employees so that they can retain the best talent in the public service. These theories have a great influence on how organisations can motivate employees to manage a stable work force. They also assist managers to understand why people behave the way they do. Dartey-Baah (2011) shows how Herzberg's Two-Factor theory can be applied in the public service in assessing and understanding employee motivation. According to Dartey-Baah (2011: 3) "This theory sought to encourage managers not to be one-sided in considering factors to motivate employees but rather consider all the two factors in order to optimally motivate and satisfy employees to get the best out of them".

When applying Goal Setting Theory Dasselert *et al.* (2011: 438) says "managers must make sure that an employee has a doable goal and that he or she agrees to it. It makes little sense to try to motivate employees with financial incentives if they don't know their goals or don't agree with them". Amos (2009) reveals that McClelland's theory draws attention to the idea that needs are learned. Therefore managers can use training and development as an intervention to develop needs that are compatible with the requirements and resources of the organisation.

## **2.8 Public Service Motivation from a broad Perspective**

According to Houston (2000: 12) "Public service motivation refers to an individual's predisposition to respond to motives grounded primarily or uniquely in public institutions. Among these motives is commitment to the public interest and to work that is important to society". The above definition indicates that to be a public servant is a calling which requires

officers who are passionate to serving the public and intrinsically motivated rather than looking for extrinsic motivators such as pay. This section looks at the level of motivation in the public service from countries abroad.

In the United States of America, employees in the public sector seem to be more motivated and productive than their private sector counterparts. It is as a result of high level of patriotism that is reflected by these employees. A research conducted by Bright (2008) revealed that more than 60% of the participants agreed with questions regarding their interest in the PSM subdivisions of self-sacrifice, compassion, and public interest. Nevertheless, the respondents were evidently less enthusiastic about the public-policy-making subcategory of PSM while 58% of the participants were neutral regarding this category. Secondly, the bulk of respondents advised that they were harmonising with their respective organizations. When asked whether their goals were very similar to the principles and goals with their organizations, 40% of the respondents either agreed or strongly agreed with this statement. Third, the greater part of the respondents came out to have high degrees of job satisfaction. They have mentioned that they were satisfied with their opportunities for achievement, recognition, responsibility, meaningfulness, and advancement in their work. Finally, 45% of the respondents suggested that they had few intentions of leaving their organizations.

The results of the study made in the various departments of the Netherlands show that employees in of the Dutch public sector have a fairly high public service motivation and that the differences between employees in the various departments are minor. The study examined three categories, namely attraction to public policymaking, willingness to exert effort and commitment to the public interest. According to Leisink and Steijn (2009: 52) “Public interest commitment appears to have positive direct effects on both commitment and willingness to exert effort”. They also study supports the view that public service motivation increases with age. It had revealed that older public sector workers demonstrate much motivation than younger workers. The results did also show that gender does appear to have a substantial role in the evaluation of affective commitment, willingness to apply effort and job performance. Women report significantly higher scores on affective commitment and willingness to exert effort (Leisink and Steijn 2009).

A study conducted by Liu, Tang, and Zhu (2008) in China reveals that the level of Public Service Motivation (PSM) is higher in public employees than in their counterparts in the private sector. The public employees with higher PSM scores are more satisfied with their jobs, more

committed to their organisations, and more productive. The findings in China also revealed that public sector employees were more satisfied than private sector employees because of the intrinsic motivation aspects of their work. The observed results demonstrate that attraction to public policy making and self-sacrifice of the PSM dimensions as well as the age variable considerably contribute to respondents' motivation.

In Australia there was a government-commissioned study of graduate employees. It had found salary to be the main reason for joining and remaining in the government. Preferences painted that compensation that is perceived as fair is probable to support work morale. The findings on the importance of another extrinsic reward and job security were contradictory. Government employees have been reported to value job security more than private sector employees. Organizational commitment looks at the employees' attachment to their organization and has been described as based on reciprocity. Employees will offer their commitment to their organization in exchange for the organization having provided extrinsic rewards (Taylor, 2008).

According to Kim (2006: 723) "in the Korean civil service, it is usually believed that public servants are motivated by a sense of service not found among private sector employees. Public servants are motivated by a concern for the community and a wish to serve the public interests". They are characterized by principle that prioritizes intrinsic rewards over extrinsic rewards. The Korean employees are described to be having a strong we-spirit. According to Kim (2006: 724) "they consider their organization as a big family, their boss as a father or big brother, their co-workers as brothers and sisters, and their subordinates as sons and daughters; they usually use the words our organization and our department". They emphasize interdependence and cooperation rather than competition. They also assist each other to achieve their goals. Government employees place high value on serving others, assisting society and the public interest, and performing work that is valuable to society. All these attributes has helped Koreans to have high levels of public sector motivation which enables the government to attract and retain the best talent. The next section will discuss how African countries tackle the issues of employee motivation in the public service.

## **2.7 Public Service Motivation in African Countries**

Motivation is one of the most important drivers of good performance in the public service. Therefore having good policy on employee motivation is likely to generate much loyalty, commitment, or willingness to expend extra effort for the organization's objectives and this

could be achieved if employee motivation takes priority. Moreover, Stone (1998) in Teclmichael and Soeters (2006) remarks that HRM is either part of the problem or part of the solution in gaining the productive contribution of staff. Many of developing countries are currently facing a challenge of poor performance in the public service. Teclmichael and Soeters, (2006:86) also remark that “countries are facing the challenges such as low wage levels, lack of effective performance standards, inability to dismiss unproductive employees, poor reward systems, recruitment processes that do not attract suitably trained people, promotion patterns based too much on patronage and too little on performance, slow promotion and inefficient and intimidating management by supervisors, underemployment and lack of challenging assignments”.

In Eritrea the environment within which Eritrean civil servants are employed does not seem to attract, motivate and retain competent civil servants. This situation is influenced by Eritrean political environment which known by unexpected political changes. According to Teclmichael and Soeters (2006: 87) “this creates so much environmental uncertainty and complexity that managers consider almost any planning or strategic management responses impossible. DCs in general and sub-Saharan African (SSA) countries in particular are characterized by low creditableness of events, unstable political climates and corrupt legal practices. Continuity of government policies is also hindered by frequent changes in ruling governments or individual government officials”.

The Eritrean civil servants uncovered that the civil service has been affected by political influences and as a result many HR practices, such as recruitment and selection, placement and promotion, and compensation have been negatively affected. For instance, Eritrean public servants believe that recruitment and selection practices are not consistent with modern principles such as open, fair and merit based. This is why many scholars noted that favouritism, nepotism and political loyalty have been affecting these HR practices. As a result, many HRM decisions have been taken subjectively made in an authoritarian setting and appraisal systems and are unavoidably one-sided (Teclmichael and Soeters, 2006). The senior civil service managers who were interviewed remarked that placement and promotion to upper middle and top civil service positions are very much politicized in that the majority of the senior positions in the Eritrean Civil Service are held by people who are loyal to the government.

Nigeria is also facing a challenge of demotivated civil servants like other African countries. Studies made in Nigeria revealed problems such as nepotism, favouritism and political

consideration. According to Ayoade (2000) in Gberevbie (2010: 1447) “subjecting recruitment, appointment or promotion to Federal character discriminates against merit and is therefore unfair to certain sections of the country to the advantage of others”. The result is acquisition of incompetent workforce into the public service which leads to poor performance. As a result, poor performance of the Nigerian civil servants negatively affects the achievement of the goals and objectives of the government.

Research in Nigeria by Oyewobi, Suleiman and Muhammad-Jamil (2012) suggest that Quantity Surveyors in public service can be more satisfied with their job when adequate recognition is given and when the government offers opportunities for advancement. According to Oyewobi *et. al.* (2012: 179) “the result of the correlation also showed that strong positive relationship existed between adequate recognition opportunities and feeling of accomplishment derived from the job with the r-value of 85%”. It was recommended that civil servants must be given opportunities for career progression and professional development to improve the quality of service delivery. It had also highlighted that the practice of job development and job enrichment in the workplace are vital tools to satisfy employee’s needs and make them happy hence should be given adequate attention (Oyewobi, *et. al.* 2012).

In Ghana, the civil service is also suffering because of bureaucratic practices and total compliance to rules and regulations which employees obey without questioning or offering any constructive criticisms. Dartey-Baah (2011: 5) stated that “the bureaucratic practice usually creates an impersonal organisational climate, often not conducive to the achievement of organisational goals. This leads to the employees working as robots and following rules and regulations without taking initiatives of their own”. This impersonal and mechanistic environment, according to Kippis (1976) in Dartey-Baah (2011), distances employees from both their jobs and the organisations. As a result, the behaviour of employees is often directed towards meeting their personal needs instead of organisational needs. In addition, managers, involved in these bureaucratic practices, are often more interested in showing absolute power over their employees than in working to achieve organisational goals.

Another challenge facing Nigeria is that employees are often not motivated to do their work. They often feel powerless, reluctant and are very hostile towards their jobs. Dartey-Baah (2011:6) also added that “regardless of this behaviour on the part of some Ghanaian employers and managers in both public and firms, managers often grumble about the low productivity with their workers”. There are also complaints that the workforce is lazy, not committed, and

indifferent to the product of their work and are frequently absconding from work. Managers in Ghana often blame their failure to achieve success on the poor work ethics of their employees.

South Africa like other countries is also facing a problem of poor performance in the public service, resulting from low level motivation among employees despite new legislations that were passed after 1994 like The Skills Development Act no. 97 of 1998 and the National Qualifications Act no. 67 of 2008. Lerberghe, Conceicao, Damme and Ferrinho (2002) states that the current approach in South Africa is to blame the government and civil servants for the poor public performance in the public sector. Doctors and nurses in government employment are labelled as “unproductive”, “poorly motivated”, “inefficient”, “client-unfriendly”, “absent” or even “corrupt”. The widespread demotivation in the public sector is said to be caused by unfair allocation of salaries.

According to Crook, (2010: 67) “in general, the main problem of the civil service and public service provision in Africa is understaffing and lack of resources at levels where it matters most front-line services, and key middle-management operations at both central and local levels”. What is going wrong in many African countries is bureaucracies, that the balance of incentives and motivations between organisational commitment and other motivations is too strong on the upper latter side. From well-known factors deriving from politicisation of recruitment and promotion, corruption hierarchies which require pay back, nepotism based on various connections.

## **2.9 Public Service Motivation in Lesotho**

Lesotho like other developing countries is facing a challenge of poor service delivery. Large numbers of skilled people leave the country to find better jobs in other countries. According to CBNAfrica (2014: p1) “it had been estimated that out of a population of 2.1 million, 135,000, of its professionals have already migrated across the border to South Africa. These are professional such as teachers, doctors, nurses and engineers who continue to relocate and take up South African citizenship” Some of the reasons behind this migration are that the Lesotho civil service is highly politicised. Most senior positions like Principal Secretaries and District Administrators are politically appointed and in most cases, the holders of these positions have lower qualifications and experience. This causes a lot of chaos in the civil service. The senior officers make working environment so intolerable to their subordinates as a result these skilled people end up leaving the country. The reason is these two parties have different conflicting interests. The political appointees are interested in fulfilling the mandate on their party while

the civil servants are interested in serving the interests of the general public. For example political appointees do not favour recruitment that is based on merits. They employ people who are their party loyalists.

Besides the bureaucratic nature of the public service, the civil servants are unfriendly, unproductive, demotivated, inefficient and in fact corrupt. A study that was conducted on employee motivation of teachers revealed that Teachers' ratings of remuneration, working conditions and advancement opportunities were all low. With regard to teachers' interaction with supervisors and the community, the consistently negative responses of the focus group have been mentioned. (Urwick, Mapuru and Nkhoboti, 2005).

There are policies that are trying to motivate employees to stay in the public service, for example the Training Policy and Housing Policy. The challenge with these policies is that employee motivation does not take precedence in the Lesotho public service. As a result these policies have not been revised since they have been established. There are few studies on employee motivation in the Lesotho Public service. This study will add more insights in to the literature relating to employee motivation. The next section covers the theories of brain drain which is another variable of this study.

## **2.10 Theories of Brain Drain**

There are three theories of brain drain that has been identified by Velasco (2015). These theories try to explain factors that force skilled employees to migrate to other countries. The first theory is The Neoclassic Theory. It states that people migrate because of wage differentials. It also shows that the brain drain has a negative effect on the sending country. It further reveals that other factors that contribute to migration of skilled people are family reunification, social network, insecurity and working condition.

The second theory is The New Economics of migration. It states that the wage differential is not the only reason for migration. It also points out that people decide to migrate because of family issues and to maximise their earning. The theory explains that families increase their incomes by having their members living abroad and sending money back. It also states that for families with capital constraints, family members who are abroad send money for productive activities (Velasco, 2015).

The last theory is the Network Theory. This theory states that after migration of the first individual, the cost of migration is significantly reduced for friends and family. It also shows

that migration is a cumulative process. That means the more people migrate the more possibilities of mobility. The theory also shows a constraint that many people who migrate do not have prior connections, especially in the case of high skilled workers (Velasco, 2015). By studying these theories managers in the Lesotho Public Service will be to direct their policies towards addressing the cause of brain drain and not the effects.

### **2.11 Brain Drain from a broad perspective**

This section looks at how other countries are tackling brain drain. Studies made in European countries have revealed that most these countries are the recipients of skilled labour from the developing countries. Timmer (2011:2) states that “the top migrant destination country is the United States, followed by the Russian Federation, Germany, Saudi Arabia, and Canada. The second largest source of immigrants is the China, which supplies less than 10 percent of total migrants”.

The United States has experienced the largest inflows of migrants between 2005 and 2010. The migrants flow to Spain, Italy, and the United Kingdom, mainly from Eastern Europe as well as Latin America and North Africa (Timmer, 2011). In most developed countries such as the U.S. brain drain comes with a lot of savings as such countries receive employees who are well trained by the exporting countries. These gains of investments shifts to receiving countries, this shift enable the receiving countries to save on their investment for training. Aluttis, Bishaw, and Frank, (2014: 5) revealed that “it has been estimated that the total financial savings of recruiting doctors from abroad amounted to up to \$2.7 billion for the United Kingdom and \$846 million for the United States, thereby effectively acting as a subsidy for HIC health systems”. The United States also gain the largest share of the best educated from five Latin American countries that are its neighbours.

Although Russia has been classified as one of the top migrant destination, the trend seems to be changing in recent years. Recent studies show that Russia is facing the biggest brain drain recently. According to Moscow Times, (2016) “some 350,000 people left Russia in 2015 ten times more than five years ago. Many are highly trained and looking for better business opportunities abroad. Forty-two percent of senior managers want to emigrate from Russia, a poll by headhunting company”. The reasons stated for this movement are more conducive working conditions found in the private sector, better prospects of finding investors, and a higher quality of life (Moscow Times, 2016).



China like other growing economies had a challenge of brain drain. Around 2003, China was the second largest source of immigrants the United States of America. It supplies about 10 per cent of total migrants. China is now one of the major players in global economy. Despite its rapidly growing work force, it has great concern about sticking to qualified professionals. Many citizens believe the reason lies in too much restrictions and lack of freedom including the one child policy. According to Writers (2011:2) “about 70% of Chinese students who study overseas do not return to their homeland. Since 1978, over 1 million Chinese students have headed to universities located abroad to get their degrees, yet fewer than 275,000 have returned. In fact, many foreign schools actually work to attract Chinese students, only exacerbating the problem for a nation in need of top scientists and researchers”. The Chinese government has worked hard to reverse this trend. It has provided large incentives to top students in science and engineering and the numbers are still growing larger. It is estimated that by the end of 2011, the nation could see well over 200,000 students leaving (Writers, 2011).

In 2006, Iran was ranked by the IMF as one of the countries which has the highest in brain drain among 90 countries both developed and less developed. According to Writers (2011: 2) “there are over 180,000 people leaving each year due to a poor job market and oppressive social conditions. In fact, it is estimated that over 25% of Iranians with post-secondary degrees live and work abroad, adding up to a total of 4 million Iranians living overseas”. As the out flux of Iranians was jeered at in the early 80's by government officials, today Serbia has been doing more to keep their skilled professionals at home, creating several countrywide foundations aimed at bettering the conditions for young students in the sciences and increasing the amount of graduate programs (Writers, 2011).

A study conducted by Richards and Adams (2003) shows that about 50 per cent of all migrants in the United States come from Mexico. This raises a huge concern to the United State because most of Mexican immigrants migrate illegally. Mexico is experiencing a huge brain drain because more middle- and upper-class citizen's move abroad. The biggest cause for this is unemployment. Hundreds of thousands of skilled people are unable to find jobs in the country. The issues of security also play a substantial role in migration of skilled professionals. Writers (2011: 4) reveal that “the higher the level of education, the less likely workers are to stay in Mexico, with about 70% of Mexicans with a PhD migrating to America. The brain drain is worst in the sciences, because 79% of students who come to study in America never return home”.

Jamaica also faces one of the biggest brain drain. A study made by Haughton (2013) reveals that 85% per cent of Jamaica's tertiary-level graduates migrate and that Jamaica has the second highest incident of brain drain in the world. Writers (2011: 3) also adds that "over 80% of Jamaica's citizens who've obtained higher education live abroad. Most of this migration is due to lack of jobs, as there simply aren't enough to go around for young graduates from university programs". Jamaican skilled employees migrate to countries where employment is readily available. They move to places where they are offered opportunities and freedom to improve their careers, or where there are prospects for personal growth, for example the United States, Canada, Germany and Australia. Jamaican skilled professionals also experience the aspect of brain drain called brain waste. This is the situation where migrants end up settling for any employment opportunity that comes, they do not find the opportunity to apply their education, qualifications or skills (Haughton, 2013).

Malaysia has also been experiencing a steadily growing brain drain and it is projected that the situation will intensify over the next few years. According to Writers (2011: 3) "currently, two out of every ten Malaysians with higher education seeks employment elsewhere, accounting for about 305,000 immigrants in 2009". There are several factors which contribute this mass emigration, for instance lack of job, political instability, corruption and lack of religious freedom. It is believed this has occurred because of brain drain, and there is a likelihood that this may cause serious economic issues if the government does not act to encourage professionals to work in their home country.

Although England does not seem to be staggering losses of brain drain like many European countries, it is important to see how brain drain negatively affects even in developed and relatively wealthy nations like Britain. Writers (2011) indicates that over the past few years, there has been a large number of skilled professionals who were leaving for work abroad. It is estimated that 1.1 million university graduates living and working outside of the country. This accounts for almost 1 in 10 skilled citizens choosing to emigrate. According to Boffey and Inman (2016: p4) "about 31,000 highly qualified British resident workers have left the north each year in the past decade with only 23,500 a year moving in the opposite direction. The net deficit suggests an average of 7,500 highly qualified workers leaving annually, or 75,500 over a decade". The gap left by this employees has to be filled by skilled foreign workers. This mass emigration of skilled professionals has serious consequences for the British economy. Instead of adding value to the economy of their home country, these professionals add to the workforce

of nations like Australia, Canada, America, France and Spain while their home economy suffers.

### **2.12 Brain Drain in Africa**

Most countries in the African continent are still developing, therefore they do not have a platform and capacity to provide jobs their tertiary graduates, as a result they constantly migrate to other countries (Haughton, 2013). According to Lewis (2009: 8) “The brain drain is depleting scarce human resources in Africa at a rapid tempo, crippling African economies and imposing huge strains on the continent. Furthermore, the brain drain is impeding potential economic growth, and remains a handicap for sustainable development in many countries in Africa”. If this state of affairs continues, the continent will be in crises of losing talent and innovative capacity. Kigotho (2013: 1) revealed that “one in every nine people who are born in Africa and have a university degree is a migrant in one of the 34 member states of the OECD, the world’s most developed countries”. The report on global immigration that was released by the United Nations' Section of Economic and Public Affairs, or UN DESA, and the OECD secretariat, says there are about 30 million African migrant workers out from the global total of 232 million migrants. The report further revealed that in 2010-11, many developing countries had emigration rates for the highly skilled that were more than 20 times their overall emigration rates are Burundi, Lesotho, Malawi, Maldives, Mozambique, Namibia, Niger, Papua Fresh Guinea, Tanzania, Zambia and Zimbabwe. While Cameroon, Ghana, Kenya, Morocco and Senegal also had significant emigration rates of people with tertiary qualifications, which were about 15 times higher than for total emigration (Kigotho, 2013).

A study conducted in Ethiopia had revealed that the country produces a large number of qualified professionals, especially in the medical field, but it is experiencing one of the worst brain drains than any country in the world. According to Foreman (2013: p1) “brain drain is so severe in Ethiopia that the nation's health minister has complained there are more Ethiopian doctors in Chicago than in his own country”. Just like other developing countries skilled professional are attracted by better prospects overseas and they are also pushed out by political persecution. Writers, (2011: 2) states that “Ethiopia's best and brightest have not been sticking around after graduation. A recent research presented at the State Symposium on Ethiopian Diasporas had uncovered some alarming numbers, with the country losing about 75% of its skilled professionals over the past ten years”. This departure of highly qualified professionals has already established an enormous impact on the country, leaving it with too few physicians, technicians, engineers and scientists to fill up positions in the country. According to Foreman

(2013: p2) “another challenge facing the country is that postgraduate training programs are extremely rare in Ethiopia. After students receive their medical degrees as undergraduates, they're sent out into the field as generalists, often working on their own with little supervision. This also encourage brain drain”.

Nigeria is another African nation that is facing a challenge of massive brain drain. It is one of the developing countries with limited power and few resources, higher level science, engineering and medical professionals often find little to motivate them into staying, especially with job offers from the U.S. and European nations employing a powerful pull. According to Writers (2011: 3) “since Nigeria’s brutal civil war in late 60s, the country has bounced between military governments and dictatorships, pushing out between 11 and 17 million people. Today, over 2 million Nigerians live in the U.S. alone, and of these about 20,000 are doctors and over 10,000 are academics”. This poses a huge loss for a nation that is very much in need of qualified professionals to rebuild and improve its own resources.

Kenya also suffers from high unemployment rates, lack of resources and other factors. These made Kenya one of the top brain drain countries in Africa. A study made in Kenya has revealed that less than 30% of Kenyans who study overseas returning to work in Kenya. As a result, the nation is feeling the loss of so many skilled professionals. According to Writers (2011: 2) “since 2002, the public sector medical field had only 600 doctors and 70 dentists available to treat over 28 million citizens. With somewhere between 500,000 and 1.8 million Kenyans working and living overseas, the country is trying desperately to find a way to lure some of these citizens back home where their skills are much needed”. The country spends a lot of money investing in training health workers who then after training migrate to other countries. According to Aluttis, Bishaw, and Frank (2014: 4) “Kenya alone loses an investment of about US\$500,000 for every doctor who migrates. For each emigrating nurse, Kenya loses investments worth US\$300,000. Accordingly, the gains of these investments shift to the receiving countries, which can save on their training investments”.

Malawi is facing a challenge of severe shortages of nurses, which is almost two-thirds of public sector’s vacant positions. In Malawi, it is estimated there are now just two doctors and 26 nurses for every 100,000 people (Elliot 2010). According to Record and Mohiddin (2006: 6) “more than half of Malawian registered nurses left to work internationally over a 4-year period, leaving only 336 registered nurses to work in public hospitals and clinics for a population of 11.6 million people” A major cause of brain-drain is the wage differentials. Malawi now has

about 100 doctors and 2000 nurses serving a population of 12 million people (Misau, Al-Sadat and Gerei, 2010). The main causes of this massive migration include low salaries, poor working conditions and low level job satisfaction, insufficient equipment and medication. The factors which attract nurses to move to other countries include aging populations in developed countries and globalisation related market changes that reduce the transactions and search costs associated with medical migration.

A study conducted in Uganda shows that a majority of professionals like health workers have migrated to European countries. According to Luboga, Hagopian, Ndiku, Bancroft and McQuide, (2011: 3) “those who stay suffer from chronic fatigue related to workload, low motivation related to working conditions, and frustrations related to poor compensation. The migration of medical doctors (here called physicians), nurses, and other medically skilled workers from poor countries to rich ones, referred to in short hand as the “brain drain,” has been widely cited as a major contributor to the health crises in Africa”. There are many pull and push factors are responsible for the global flow of health workers. Factors such as higher salaries and greater opportunities for advanced professional training are powerful push factors. Push factors include low salaries, limited career prospects, poor working conditions, and political instability (Luboga *et. al.* 2011).

Unlike many SSA countries, Botswana has a healthy economy and a long standing democratic political structure which make it appear to be an unlikely candidate for a massive brain drain. Although government of Botswana seem to be financially stable, there is still a possibility of a massive brain drain in the future. According to Campbell (2007: 1114) “the unhappiness of future professionals seem to drive from advancement opportunities resulting in disequilibrium between income distribution and a taste of luxury goods. The prospects for emigration have improved because of increased earnings and better access to information technology. The technology may be a more important motivating factor than family living abroad”. Another study conducted in two departments in the Botswana civil service indicated that notwithstanding Botswana's reputation for generally sound and efficient public service management dissatisfaction was more likely to cause turnover of employees (Keakopa and Kalusopa 2009). However, there is also evidence that the government is involved in a vigorous and sustained economy enhancing campaigns which are aiming at encouraging professionals to stay and work in the country.

South Africa is one of the countries that are experiencing a deep and growing skill shortage because of brain drain. According to George, Atujuna and Gow (2013:1) “in South Africa, as a result of the movement of health workers(HWs), the doctor to population ratio was as low as 55 per 100,000 by 2010, whilst the nurse to population ratio had increased from 107 in 2003 to 383 per 100,000”.This is a serious issue because it increases draining on the already burdened public health sector, mainly because it causes a shortage of skills and successive loss of capacity for health systems to deliver adequate health care, particularly in the rural areas.

The general dissatisfaction of skilled South Africans is with regard to the cost of living, the level of taxation, safety and security issues and the standard of public and commercial service. The main reasons why skilled South Africans have to migrate have to do with concerns about crime and violence, poor economic growth rates and lucrative job opportunities overseas Bailey (2003). According to Bhurat, Meyer and Mlatshene (2002: 3) “white skilled professionals appear to be those with higher propensity to leave. 65% of skilled whites interviewed said that their standard of living had deteriorated since 1994 whereas the same portion of blacks felt theirs has improved”. Since skills in South Africans are concentrated on white population, this depletion of human resources raises a serious concern. In South Africa political unrest, high crime rates, AIDS and lack of jobs have also combined to make South Africa’s brain drain a serious problem. According Writers (2011: 2) “over the past three years, the country has lost over 100,000 workers, with an additional 70% of skilled South Africans saying they are considering leaving the nation”.

Like other African countries, the most affected sector in South Africa is the health sector. The loss of human resource capacity has had a severe impact on the health system in South Africa. According to George, Atujuna and Gow (2013:1) “studies, regional in nature, reveal common push and pull factors including: lack of established posts and career opportunities; lack of availability of training at advanced levels; poor provision of service benefits; high rates of crime and lack of a secure work environment”. At present, the country is working towards not only keep residents from leaving once they’ve completed their training, but to also attract professionals from other nations to South African businesses. Though there is still a long way to go to make this a reality.

### **2.13 An overview of Lesotho Public Sector**

Lesotho is a parliamentary constitutional monarchy which is governed under the constitution of 1993. According to Lesotho Times (2017: p1) “the King is the head of state but he has no

executive legislative power. The government is headed by a Prime Minister, who is the leader of the majority party in the National Assembly. The country has a population of 2 008 800 million of which over 40, 000 is civil servants”. There are twenty five (25) government ministries in Lesotho namely; The Prime Minister’s office; Ministry of Agriculture and Food Security; Ministry of Communications Science and Technology; Ministry of Education and Training; Ministry of Finance; Ministry of Development Planning; Ministry of Gender; Youth Sports and Recreation; Ministry of Home Affairs and Public Safety; Ministry of Defence and National Security; Ministry of Labour and Employment; Ministry of Foreign Affairs and International Relations; Ministry of Health; Ministry of Energy and Meteorology; Ministry of Water Affairs; Ministry of Forestry and Land Reclamation; Ministry of Justice and Human Rights; Ministry of Correctional Services; Ministry of Local Government; Ministry of Mining; Ministry of Police Services; Ministry of Public Works and Transport; Ministry of Social Development; Ministry of Tourism Culture and Environment; Ministry of Cooperatives and Marketing and Ministry of Trade and Industry. The study only focuses on four ministries which are the Ministry of Local Government, Ministry of Health, Ministry of Development Planning and Ministry of Trade and Industry.

#### **2.14 Brain Drain in Lesotho**

Lesotho is one of the countries which have a high level of literacy. It is estimated that the literacy rates in Lesotho is about 80 percent (Lesotho Times, 2011). This is due to the fact that the Lesotho government invest more on education. Despite this fact, many Basotho professionals such as teachers, doctors, nurses and engineers continue to relocate and take the citizenship of other countries. The country is now suffering massive human capital flight due to factors that are probably beyond control. Problems such as political instability, lack of job opportunities, poor working conditions and several other reasons have contributed to this problem. Cobbe, (2012: 8) states that “brain drain in Lesotho is driven by the substantially higher remuneration available in South Africa, the better prospects for advancement, and the far better social and infrastructural environment”. The health sector has been severely heated by brain drain. It is estimated that there are currently five physicians and 62 nurses for every 100,000 people in the country. This is far from the United Nation’s minimum threshold level of 2.5 health workers per 1,000 people (CNB Africa, 2014). According to Cobbe (2012: 8) “Basotho with strong qualifications continue to seek better opportunities across the border or, in the case of medical personnel, further afield. In fact, Basotho nurses are known to have been recruited to work in both the United States and the United Kingdom”. Basotho healthcare

workers stated they are attracted by better remunerations and working conditions that are offered in their countries such as South Africa, as well as in the United States (US) and the United Kingdom (UK).

Brain drain in Lesotho is motivated by the substantially higher remuneration, stronger prospects for advancement, and far better social and infrastructural environment available in other countries. For instance in South Africa the national income per person is almost four times higher than in Lesotho. A number of Basotho male teachers left school in the 1970s to work in South African mines. The large salary differential between Lesotho and South Africa still remains even today, resulting in continuing shortages of doctors, nurses, accountants and engineers (Cobbe, 2012).

Although the Lesotho Public service is the worst affected by brain drain, like other countries, the Ministry of Health is the most affected. Brain drain of skilled medical professionals particularly doctors, is a serious threat to the delivery of health services and the quality of health care provided to the Basotho people. This is worsened by rising regional and international demand for medical professionals. Lack of retention strategies has also augmented the risk of emigration by medical professionals (UN Policy Review, 2013).

The Lesotho government now suffers a net economic loss because professionals, trained at the public's expense, migrate. Lesotho Times newspaper has indicated that the government of Lesotho need to take a stand in curbing the migration of skill workers. As much as this problem may be the most sickening, the government's lack of action to address such a critical issue is worsening the problem. It is high time that the government studies and puts into action factors that will make it possible for our professionals to stay and in the country. (Lesotho Times 2011).

The effort that government is taking to curb the brain drain seems to be failing. For example, the Lesotho's government officials and the International Organisation for Migration (IOM) launched the Mobilising Medical Diaspora Resources for Lesotho as a means to resolve this problem. According to CNB Africa (2014: p5) "the IOM has partnered with Lesotho's government officials to launch the project, which aims to attract and mobilise health professionals in South Africa, the UK and the US to fill the critical labour shortages in Lesotho's health space". Till now there is no progress in this regard.



## **2.15 Concluding Statement**

In conclusion, this chapter gave a detailed background of the two variables of the study, which are employee motivation and brain drain. It had started by giving different definitions of the two variables from a number of authors. The chapter have discussed the causes of brain drain which were cited by many authors as factors such as looking for better remunerations, looking for employment opportunities, need for professional development, networking and social and political conditions in the home countries. Those factors that push and pull skilled employees to migrate were also discussed. The positive and negative impacts of brain drain were also looked at in this chapter. Among positive impacts that were raised, acquisition of skills, improved quality of life remittances, trade, investment and reduction of unemployment in the home countries were highlighted. While the negative impacts included slow economic growth, poor service delivery, reduction in skilled manpower, loss of funds spend in educating people who do not benefit the country.

Motivation theories that are related to the variables of the study were also discussed. These are theories such as the Maslow Hierarchy of need which emphasises that employees leave their jobs when their need for self-actualisation is not being fulfilled by their organisations. The Herzberg's Two Factor Theory was also looked at. This theory declares that employees are motivated by intrinsic and extrinsic factors. Intrinsic factors are factors such as recognition, achievement, growth and advancement. Extrinsic factors are those factors that are outside the job for example, remuneration, working conditions and incentives. Another theory that is related to employee motivation is The Goal Setting Theory. This theory states that performance can be improved by when challenging, realistic, attainable and time bound goals have been set in an organisation. Process theories such as Equity Theory and Expectancy Theory were also covered. Equity Theory explains motivation in terms of interpersonal comparison. Expectancy Theory explains employee's perceptions about the way they are rewarded. Lastly the Reinforcement Theory was also discussed. This Theory states that employee behaviour needs to be contained in order to achieve desired results. The next section explains how theories of motivation can be applied in the public service.

The chapter also discussed what other countries are doing to keep their skilled employees motivated. It has started by looking at how developed countries handle employee motivation. It has covered countries like the United States of America, Netherlands, China and Korea. Employee motivation African countries were also covered. This discussion included countries

such as Eritrea, Nigeria, Ghana and South Africa. This section was concluded by having a detailed discussion on Public Service motivation in Lesotho.

The next section explained three theories of brain drain. These are Neoclassic Theory, The New Economics of Migration and The Network Theory. It has also looked at how brain drain affects other countries, starting from developed countries and coming down to African countries and then the Lesotho Public Service.

## **CHAPTER 3 RESEARCH METHODOLOGY**

### **3.1 Introduction**

The previous chapter has reviewed the literature related to employee motivation and brain drain, which are the key variables of this study. This chapter explains at the research methodology that is used in conducting the study. According to BusinessDictionary (2017: 1) “research methodology is the process used to collect information and data for the purpose of making decisions”. It involves collecting data from research publications, interviews, surveys and other research techniques. It may include both historical and current information. It enables the researcher to organize their efforts into one unified and conceptual idea. This chapter initially discusses the research approach and design. The second section states the objectives of the study. The next section gives the overview of the public service at Lesotho. The following section then covers the population and sampling techniques that have been used. It also explains the data collection procedure and instrument that have been used to collect data.

The chapter eventually provides a discussion pertaining to ethical consideration and the limitations of the study.

### **3.2 The Study Objectives**

The main objective of this study is to explore the role of employee motivation in overcoming high rate of brain drain in Lesotho Public Service.

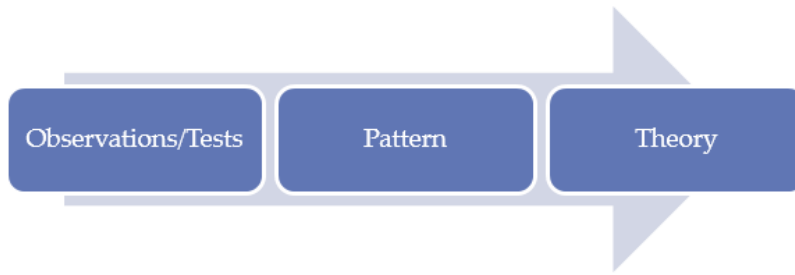
#### **Specific Objectives**

- To determine whether there are employment policies that address the issue of brain drain in the Lesotho Public Service.
- To investigate the extent at which employment policies on brain drain are being implemented in the Lesotho Public Service.
- To determine whether there are employment policies that guide employee motivation and retention in the Lesotho Public Service.
- To examine how motivation and retention policies are being implemented in the Lesotho Public Service.
- To find out employees perceptions about policies that address employee motivation in the Lesotho Public Service.
- To examine the fields of skilled professions that has been affected by brain drain in the Lesotho Public Service.

### **3.3 Research approach**

A study can follow two approaches, the inductive and deductive approach. The inductive approach tries to find answer to specific research questions formulated in the beginning of the research process. Alternatively, the deductive approach can be used where the researcher chooses to achieve research objectives through testing hypotheses (research-methodology, 2017). Figure 3.1 illustrate how the inductive approach can be applied.

#### **Figure 3.1 the inductive approach**



**Source:**Priyadharhini, (2014)

This study follows an inductive approach because it does not involve formulation of hypotheses instead it is focused on the research objectives and questions that need to be answered by the research process.

### **3.4 Research Design**

A research design is a detailed outline of how an investigation takes place. It provides all the details and process to be followed when conducting the study. Priyadharshini (2014: 2) also adds that “a research design is a procedural plan that is adopted by the researcher to answer research questions validly, accurately and economically” It shows the data collection process, sampling methods, the instruments to be used and how it will be instruments used. It also shows how data will be analysed and reported. Research design also ensures that information that has been obtained enables the researcher to answer the research questions as unambiguously as possible. Through a research design, the researcher conceptualises an operational plan to undertake the various procedure and tasks to complete the study. There are three types of research designs, which are the quantitative, qualitative research design and the mixed methods.

According to Creswell (2013: 4) “qualitative research is an approach for exploring and understanding the meanings individual and or groups ascribe to a social or human problem. Quantitative research is an approach for testing objective theories by examining relationships among variables. Mixed method research is an approach to inquiry involving both qualitative and quantitative data integrating the two forms of data and using distinct design that may involve philosophical assumptions and theoretical framework”.In simple terms, quantitative researchers collect numerical data, qualitative researchers collect words, pictures and other objects. Mixed researchers collect both types of data (Mertens, 2014).

In view of the above insights, this study concentrates on quantitative approach. The quantitative method enables the researcher to explore the phenomenon using numerical data. This approach also enables the researcher to collect data from a large sample, as required by this study. The quantitative approach provides a more complete understanding of the research problem by giving the numerical presentation of the problem and it is also easy to analyse. This method allows the researcher to examine various reasons and certain behaviours that contribute to brain drain in Lesotho public sector. It also gives detailed understanding of how motivating employees can assist in reducing brain drain.

### **3.5 Overview of the organisation**

The Lesotho Public Service is made up of 25 ministries. These ministries are stated as follows: Ministry of Meteorology and Water affairs; Ministry of Labour and Employment; Ministry of Tourism, Environment and Culture, Ministry of Defence and National Security; Ministry of Local Government and Chieftainship Affairs; Ministry of Public Service; Ministry of Social Development; Ministry of Mining; Ministry of Police and Public Safety; Ministry of Small Business Development, Cooperatives and Marketing; Ministry of Water Affairs; Ministry of Forestry and Land Reclamation; Ministry of Agriculture and Food Security; Ministry of Health and Social Welfare; Ministry of Education and Training; Ministry of Finance; Ministry of Trade and Industry; Ministry of Development Planning; Ministry of Home Affairs and Public Safety; Prime Minister's Office; Ministry of Communication Science and Technology; Ministry of Law and Constitutional Affairs; Ministry of Home Affairs and International Relations; Ministry of Public Works and Transport and Ministry of Justice Human Rights and Rehabilitation.

This study focuses on four government ministries in the government of Lesotho. These are the Ministry of Local Government, Ministry of Health, Ministry of Development Planning and Ministry of Trade and Industry. The Ministries of Health and Local government are big ministries they have departments throughout the ten districts while the Ministries of Development Planning and Trade and industry are smaller and mostly based at headquarters in Maseru. Each ministry has a number of departments like Administration, Accounts, Human Resource, Procurement, Legal and Public Relations. Positions are rated from Grade A to K. From grade A to grade E is the support staff. For example, at Grade A is cleaners and office assistants, Grade B is clerical assistants, Grade C is drivers and receptionists, Grade D is executive officers and Grade E personal secretaries. Grade F is the entry point for graduates. This is where employees with degrees and other post graduate qualifications are rated. The

study focuses on employees on grade F and above in three districts Maseru, Mafeteng and Leribe in each Ministry. This is illustrated in Table 3.1 below:

**Table 3.1 Grading in the Lesotho Public Service**

<b>NAME OF POSITION</b>	<b>GRADE</b>
Office Assistants: Cleaner and Messenger	<b>A</b>
Clerical Assistant	<b>B</b>
Drivers, Switch Board Operator, Assistant Executive Officer	<b>C</b>
Executive Officer	<b>D</b>
Personal Secretary	<b>E</b>
Assistant Human Resource Officer, Ass. Procurement Office, Ass. Economic Planner, Ass. Administration Officer, Ass. Finance Officer	<b>F</b>
Human Resource Officer, Procurement Officer, Economic Planner, Finance Officer, Legal Officer	<b>G</b>
Senior Economic Planner, Senior Legal Officer	<b>H</b>

MANAGERS: Human Resource, Administration, Procurement	<b>I</b>
DIRECTORS: Planning, Human Resource, District Administrators	<b>J</b>
Deputy Principal Secretary	<b>K</b>
Principal Secretary	<b>L</b>

### 3.6 Population

The population in a study refers to the total collection of units or people in a given area where the study will be conducted. The Explorable (2017: p1) defines a research population as “a large collection of individuals or objects that is the main focus of a scientific query”. This collection of units or people need to have a common binding characteristics, for example if the population entails government officials, it means all members of this population are expected to be indeed government officials. However, some of the sample may be so large that researchers often cannot test every individual in the population because it is too expensive and time-consuming. In this case the study relies on selecting part of population as a sample. In this study the population is the entire public servants in the twenty five government ministries in Lesotho. This is approximately 40 000 people.

### 3.7 Target Population

According to The Explorable (2017: 8) “target population refers to the entire group of individuals or objects to which researchers are interested in generalizing the conclusions. The target population usually has varying characteristics and it is also known as the theoretical population”. It is part of the population that the researcher is interested in. The study targets employees from four ministries out of twenty five government ministries in total. These are Ministry of Health, Ministry of Local Government, Ministry of Development Planning and Ministry of Trade and industry. The study focuses on the following professionals; accountants, nurses, legal officers, economic planners, procurement officers, administration officers, human resource practitioners, Information officers, and pharmacists. The target population is composed of 1100 employees from the Ministry of Local Government, 1380 from the Ministry of Health, 500 employees from the Ministry of Trade and Industry and 806 employees from the Ministry of Development planning, making a total of 3786 thousands employees, as illustrated in figure 3.2 below:

**Table 3.2 Target Population**

<b>NAME OF MINISTRY</b>	<b>NUMBER OF EMPLOYEES</b>
Ministry of Local Government	1100
Ministry of Health	1380
Ministry of Development Planning	806
Ministry of Trade and Industry	500
<b>Total</b>	<b>3786</b>

### **3.8 Sampling**

Sampling is a process of selecting a small portion or part of the population to represent the entire or target population. It involves identifying and selecting individuals or group of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Creswell, Klassen, Plano Clark, and Smith, 2011). This group is called a sample in a study. It is a subset of the entire population that has been chosen to participate in a study. It allows the researcher to make conclusions that would generalise the population of interest. This study uses non-probability sampling. There are two main types of nonprobability sampling designs: convenience sampling and purposive sampling. This study is grounded on convenience sampling design. It allows the researcher to select the sample of interest and also to collect information from participants who are easily accessible to the researcher (Palinkas, Horwitz, Green, Wisdom, Duan, and Hoagwood, 2015).

In this study, the sample is drawn from employees on Grade F (entry point for graduates) and above in the Ministry of Local Government, Ministry of Health, Ministry of Development Planning and Ministry of Trade and Industry. The sample consists of skilled employees such as accountants, procurement officers, nurses, human resources, officers, economic planners, statisticians and administration officers. The sample is drawn from Mafeteng and Leribe districts and Maseru which is headquarters. This sample consist of 53 officers from the Ministry of Local Government, 44 employees from the Ministry of Health, 41 from the Ministry of Development Planning and 22 from the Ministry of Trade and Industry making a total of 160 skilled employees. The sample is comprised as follows:

**Table 3.3 Determining the Sample of the study.**



<b>Name of Position</b>	<b>Number of Employees</b>
Technical Officers	4
Legal officers	4
Accountants	11
Procurement Officers	14
Nurses	41
Human Resource Officers	24
Economic Planners	14
Administration Officers	19
Statiscians	12
Information Officers	17
<b>Total</b>	<b>160</b>

These are employees who hold managerial positions because they have special skills. They have been selected for sampling because have high chances of migrating to look for job in countries.

### **3.9 Data Collection Instrument and procedure**

This section deliberates on the instrument that has been used to collect data in this study and how it was used. The study uses of both secondary and primary data, but primary data in a form of a structured questionnaire was the one that was utilized most. Secondary data has been utilized by review the related literature from the articles, books, journals which served as reference materials.

A questionnaire is the main instrument that has been used in this study because it provides a standardised interview across all ministries by asking the same questions. According to Merriam Webster Dictionary (2017:p1) “a questionnaire is a written set of questions that are given to people in order to collect facts or opinions about something”. It is also suitable for

collecting quantitative data. The next sections look at forms of questions that have been asked in a questionnaire and how the questionnaire was administered and distributed in the study.

### **3.9.1 Forms of questions**

The questionnaire is structured into four sections, Section A is the demographic profile, Section B is related to the first variable brain drain, Section C is questions that are related to employee motivation and Section D is other general questions.

This study uses a semi structured questionnaire. This questionnaire mainly uses closed ended questions. These questions have response choices listed and choices that are given cover each of the major possible answers. According to Trinitydc (2015: 8) “the directed closed-ended question provides the participant with a specific range of responses yet does not lead or bias the response. An important consideration for directed questions is the level of measurement you will use. The level of measure is either: nominal, ordinal, or interval/ratio”. All the closed ended questions have possible answers from which participants must select. Some questions are in a form of YES or NO answers and others take a form of a 5 point Likert scale ranging from (1) Strongly agree, (2) Agree, (3) Neutral, (4 )Disagree and (5) Strongly disagree.

The first section of the questionnaire is demographic profile. This section requires respondent to fill their gender, age, qualification, salary range, length of service, position and district. In Section B there are questions which are related to the first variable of the study, brain drain. The first two questions are closed ended questions which requires “yes” or “no” answers. The first question is asking whether employees leave the Lesotho Public Service to find jobs in other countries. The second question is inquiring whether there are policies which address brain drain in the government ministries. This question is further continued in question 3 where respondents are to tell if this policies have been well implemented.

Question 4 and 5 are in a form of a 5 point Likert Scale with options ranging from strongly disagree to strongly agree. Question 4 is investigating whether management interviews skilled employees when they resign from the public service. Question 5 requires respondents to select the category of employees who often resign from the public service. Question 6 requires respondents to make some recommendations on how the government can address brain drain.

Section C consists of questions that are related to employee motivation. The first beginning questions are closed ended questions which requires “yes” or “no” answers. Question 7 is wants to know if the government gives special benefits to employees with special skills. Question 8

requires respondents to know whether the government recognize and reward good performance. Question 9 is asking whether there are policies which talk to employee motivation in the Lesotho government ministries. Question 10 follows up by asking if these policies have been well implemented.

Question 11 and 13 follows a 5 scale LikertScale ranging from “strongly disagree” to “strongly agree”. Question 11 is asking whether employees are always friendly and cheerful. Question 12 is inquiring whether there is an effective training and development departments in the Lesotho government Ministries. Question 13 requires respondents to say if training has an impact on performance.

Section D also covers other questions that are related to motivating employees. They have also followed a 5 point Likert Scale. Question 14 inquires whether the ministries are open to new technology and new methods of administration. Question is inquiring whether management takes absenteeism as a serious offence. The last question requires respondents to select what their ministries are doing about health and safety issues.

### **3.9.2 Administration and distribution of a questionnaire**

Questionnaires that consist of seventeen questions each were distributed by the researcher to participants in each of the four ministries. Participants who filled in the questionnaire immediately took between 30 and 40 minutes to answers the questions. Those who requested time to fill the questionnaire were allowed to answer the questionnaire and submit the questionnaire to the human resource department. The researcher collected the questionnaire after three days. The researcher managed to distribute 230 questionnaires but only managed to collect 160. In each ministry, the researcher was assigned an officer in the human resource department to assist with distribution and collection of questionnaires.

### **3.10 Pilot Testing**

According to Reference.com (2017:p1) “a pilot test or pilot study is used to conduct preliminary analysis before going ahead with a full-blown research study or experiment”. The main purpose of a pilot study is to identify possible problems with the methods, logistics and the questionnaire. It helps the researcher to ensure that the respondents understand questions in the same way. It is also used to discover errors in wording and measurement. According to Reference.com (2017:p1) “a pilot study involves the use of a small number of respondents to test the appropriateness or the questions and their understanding”. Usually, a draft

questionnaire is tried out on a group that is selected on a convenience and that group is made similar to the one that is ultimately being a sample.

In this study a sample questionnaire was emailed to ten employees on F and G on the ministry of Development Planning, Local Government and Finance. From the response, the researcher discovered errors that were related to wording and phrasing of questions and were corrected accordingly. For example, one question required to know whether the ministries conduct exit interview when employee resign. Some of respondents who were not in the human resource department said they do not know what an exit interview is, therefore the question was rephrased. Another question asked whether there were policies that talk to employee motivation at the ministries. It was to be answered with a yes or no. Some of the respondents showed that they were not aware of those policies hence the researcher had to add another option, not aware to the answers.

### **3.11 Validity test**

WordPress.com (2011, p1) defines validity is described as “the degree to which a research study measures what it intends to measure”. There are two main types of validity, internal and external validity. Internal validity tests whether questionnaire that has been used in the study measures what it is supposed to measure. The external validity looks at the ability to generalise the findings to the target population. Validity is important for analysing how appropriate, how useful and how meaningful a research study is. It helps the researcher to test whether the questionnaire measures what the researcher wants to measure. A validity tests also assist the researcher to see if the research questions have been answered. If the research findings are valid then the results can be generalised about the population of the study. To test validity in this study, the researcher conducted a pilot test on ten employees in four ministries of the government of Lesotho.

### **3.12 Reliability test**

According to Csikszentmihalyi and Larson (2014: 31) “reliability refers to the consistency of a particular method in measuring or observing the same phenomena”. Reliability measures assess the degree to which an assessment tool produces constant and consistent results (Phelan and Wren, 2006). It actually measures whether if the study can be performed for the second time, it can yield the same results or if other researchers can do the same study they can find similar results. In this study reliability was measured by observing the answers that were given by respondents in a pilot study. The respondents gave the same answers to most of the questions.

For example there was a question which required respondents to give recommendations to the government on how to address brain drain. All respondents recommended that the government must revise the salaries and benefits of professionals in order to retain them. This response shows that if the study can be done for the second time it can yield the same results, hence the study is reliable.

### **3.13 Data Analysis**

Businessdictionary.com (2017: p1) defines data analysis as “the process of evaluating data using analytical and logical reasoning to examine each component of the data provided”. It is an exercise of organising raw data such that the researcher can come up with useful information from it. During the process of data analysis the researcher gathers, reviews and then analyse data from various sources and make some findings or draw conclusions. Data analysis enables the researcher to present data in a way that people who are interested in the study can see at a glance, how participants have responded to specific questions and how many people took part in the survey.

The study focuses on a quantitative approach. Descriptive analysis has been used to analyse data. It allows the researcher to describe or summarise the data, to enable the reader get a clear picture of how it relates. Saunders, Lewis and Thronhill, (2009: 418) explain that “it is suitable for measuring data whose values cannot be measured numerically but can be classified into sets or categories according to the characteristics that identify or describe the variable or rank in order”. In this study data is ranked into two categories, for example YES or NO and there is also ordinal data which is precisely analysed by descriptive analysis. The Statistical Package for Social Sciences (SPSS) version 24 for Windows was used for analysing data.

### **3.14 Ethical consideration**

Research ethics are most essential when conducting a study. The ethical considerations of the study help the researcher to ensure that participants do not suffer any form of discomfort, physical harm or embarrassment of loss of privacy when participating in the research. Saunders *et. al.*, (2009: 189) deliberates that “ethical problems can be anticipated and dealt with during the design stage of any research project. This should be attempted by planning to conduct the research project in line with the ethical principle of not causing harm”.

In order to adhere to ethical standards, before distributing a questionnaire, permission to conduct this study was sort from the principal secretaries of the concerned ministries; Ministry of Local Government, Health, Development Planning and Trade. Each of this ministries

approved in writing, that the study can be conducted. After this approval the researcher attached the informed concerned letter to the questionnaire and personally distributed the questionnaire in all the four ministries with assistant of the human resource officers in each ministry.

The informed concerned letter serves to invite public servant to take part in the study. It states the title of the study and also explained the aim of the study. It has notified participants of their right to participate or withdraw from the study. It has also specified that confidentiality and anonymity will be maintained by not disclosing their names in anyway throughout the study. It has also made participants aware that there will be no monetary gain from participating in the study.

### **3.14 Conclusion**

In conclusion, the chapter has outlined the methodology that has been used to obtain data on the role of employee motivation in overcoming brain drain in the Lesotho public service. It has explained the design, the population, sampling selected, methods of data collection, reliability and validity, ethical conditions of conducting this research and the limitations of this study.

## **CHAPTER 4 FINDINGS OF THE STUDY**

### **4.1 Introduction**

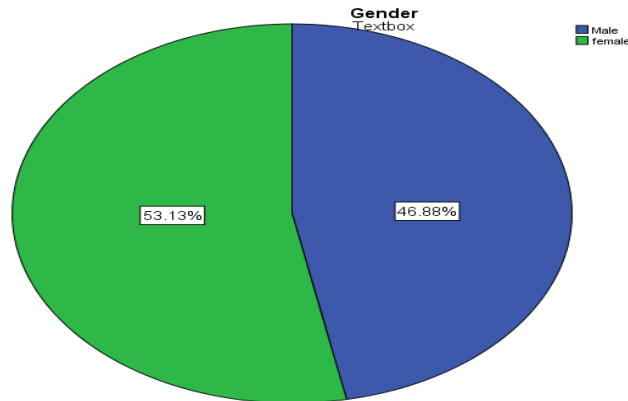
This chapter presents the findings of the study. Data that was collected data from the public servants at Lesotho. The data was collected in a form of questionnaires that were distributed by the researcher to government employees on Grade F and above in the following government Ministries in Lesotho: Local Government, Health, Trade and Industry and Development Planning at the Maseru, Leribe and Mafeteng Districts. The questionnaire was semi structured and used open ended and closed ended questions. It divided into four sections, section A is demographic profile, section B is questions that were related to brain drain, section C employee motivation and section D other questions. Data analysed using the Statistical Package for Social Sciences (SPSS) version 24 for Windows.

The chapter presents the data in the form of bar graphs, and pie charts and tables together with a brief explanation of the findings. The aim is to find out the extent to which motivating employees in the public sector can help to retain talented employees who migrate to other countries to find jobs. The number of questionnaires that were distributed was 230 but only 160 were returned.

### **4.2 Demographic Profile**

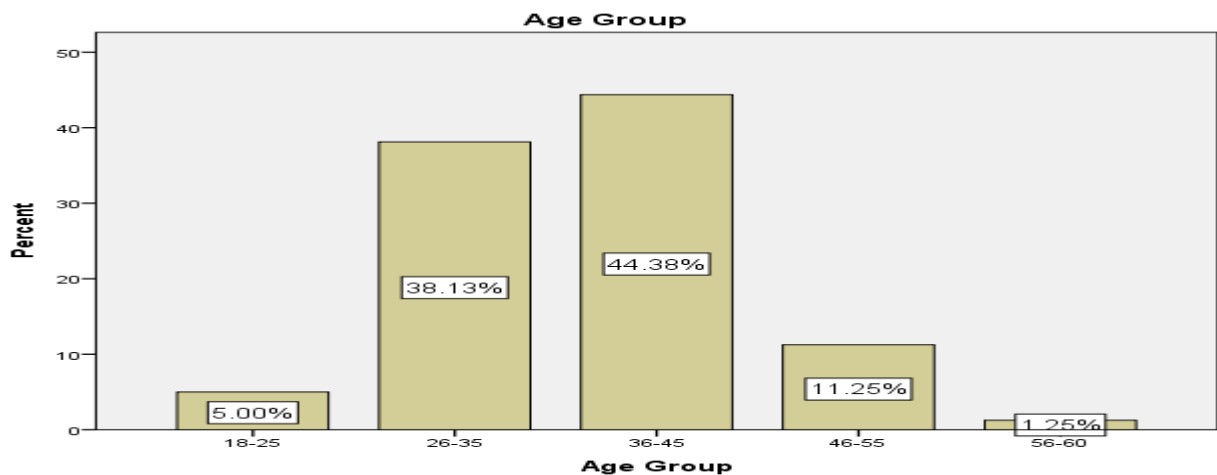
This section focuses on explaining the parameters of the population. The Business Dictionary (2016) explains demographic profile as “the socioeconomic characteristics of a population expressed statistically such as age, educational level, marital status and religion”. The study have analysed the demographic profile of the sample based on gender, age group, marital status, highest qualifications salary range, length of service, positions, ministry and district. This information appears on Section A of the questionnaire.

**4.3.1 Figure 4.3.1: Gender**



The total sample in this study is 160. The sample consisted of 75 male participants which is 47% of the total sample and 85 female participants which made 53% of the total sample as illustrated in Figure 4.3.1.

**Figure 4.3.2: Age group**



Participants from different age group took part in the study. The analysis starts with participants who are in the age group 18-25 which is 5%. A majority of participants were between the ages of 26 and 35 which made 38% of the sample and the age group of 36-45 years which made 44% of the total sample as illustrated in figure 4.3.2. There is also another age group of 46-55, which is 11% of the sample and 1% of the sample is in the age group 56-60.



**Figure 4.3.3: Marital Status**

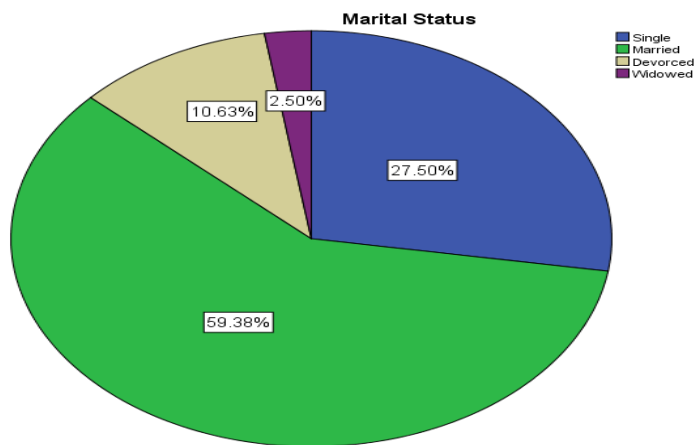


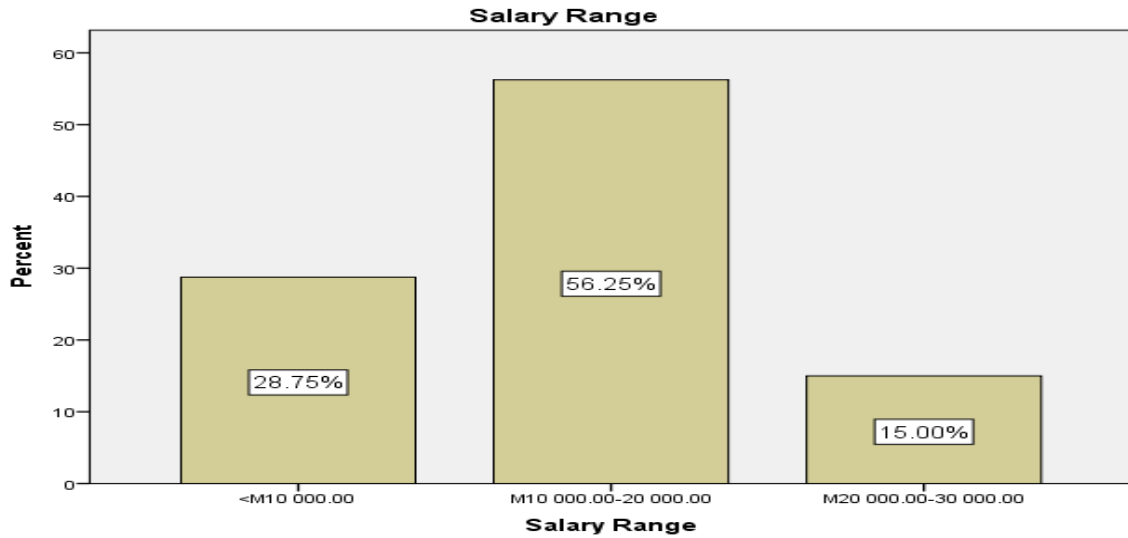
Figure 4.3.3 shows that 28% of the sample is single, 59% is married, 11% is divorced and 3% is widowed.

**Table 4.3.4: Qualifications**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High School	6	3.8	3.8	3.8
	Diploma and Certificate	40	25.0	25.0	28.8
	Bachelor's Degree	79	49.4	49.4	78.1
	Post Graduate Diploma	16	10.0	10.0	88.1
	Honours	12	7.5	7.5	95.6
	Masters	7	4.4	4.4	100.0
	Total	160	100.0	100.0	

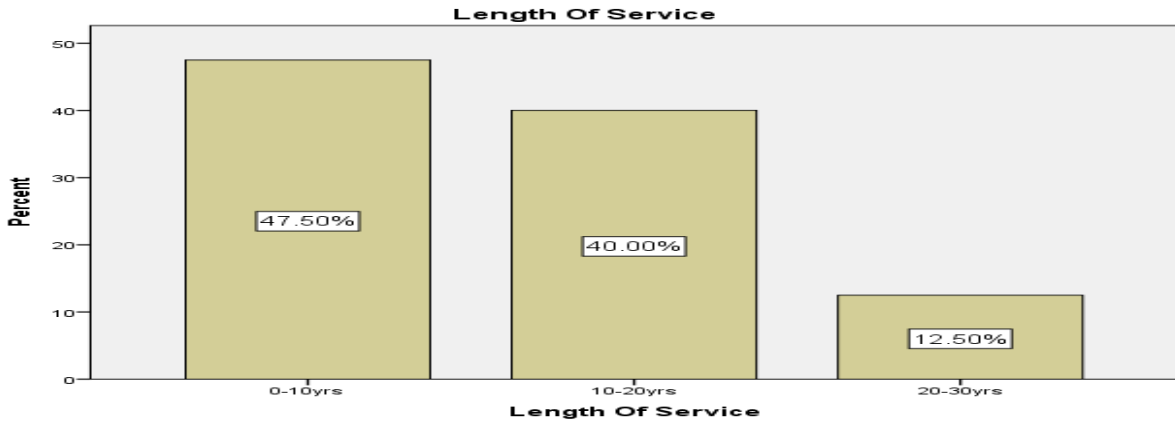
Table 4.3.4 reveals that a majority of participants possess degree and post graduate qualification. The results reflect that 49% of the participants have acquired the Bachelor's degree, 10% have Post Graduate diploma, and 8% have Honours degree and 4% Master's degree, only 4% of the have High School qualification and 25% Diploma and Certificate.

**Figure 4.3.5: Salary Range**



The majority of participants earn above M10 000.00 per month. Figure 4.3.5 indicates that 29% of the sample earn less than M10 000.00, 56% earn between M10 000.00 and M20 000.00 and only 15% of the participants earn between M20 000.00 and M30 000.00.

**Figure 4.3.6: Length of Service**



Most of the participants have not worked for more that 20years in the civil service. This is evident from figure 4.3.6 which reflects that 48% of participants have been in the civil service for less than 10 years, 40% less than 20years and only 13% have worked for more than 20years. This evidence reveals a high turnover rate which may be due to brain drain.

**Table 4.3.7: Position**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Human Resources	24	15.0	15.0	15.0
	Administration	19	11.9	11.9	26.9
	Procurement	14	8.8	8.8	35.6
	Accounts	11	6.9	6.9	42.5
	Planning	14	8.8	8.8	51.3
	Information	17	10.6	10.6	61.9
	Nurses	41	25.6	25.6	87.5
	Legal Officers	4	2.5	2.5	90.0
	Technical Officers	4	2.5	2.5	92.5
	Statisticians	12	7.5	7.5	100.0
	Total	160	100.0	100.0	

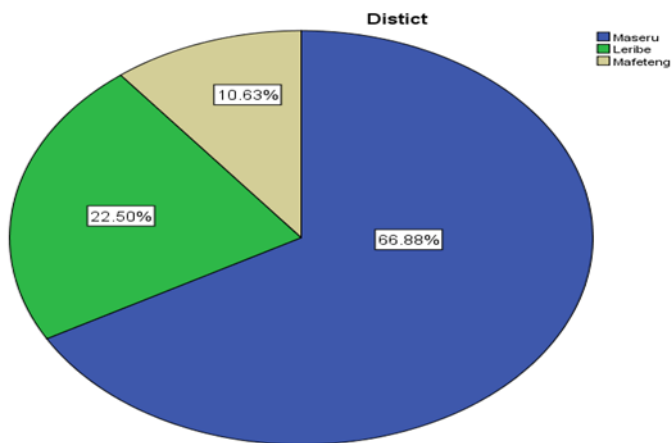
Participants in this study were Lesotho government employees taken from ten departments in the four ministries that made a sample. These positions are indicated as follows as shown in table 4.3.7: Human Resources 15%; Administration 12%; Procurement 9%; Accounts 7%; Planning 9%; Information 11%; Nursing 26%; Legal 3%; Technical 3% and Statistics 8%. This is a true representation of skilled employees in the Lesotho public service because it has covered the main structures in each ministry.

**Table 4.3.8: Ministry**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ministry of Local Government	53	33.1	33.1	33.1
	Ministry of Health	44	27.5	27.5	60.6
	Ministry of Trade and Industry	22	13.8	13.8	74.4
	Ministry of Development Planning	41	25.6	25.6	100.0
	Total	160	100.0	100.0	

The study was conducted in four government ministries at Lesotho. 33% of the participants from the Ministry of Local Government, 28% from the Ministry of Health, 14% from the Ministry of Trade and industry and 26% from the Ministry of Development Planning.

**Figure 4.3.9: District**



The sample was selected from three districts in Lesotho, namely Maseru, Leribe and Mafeteng. Participants from Maseru made 67% of the sample, Leribe 23% and Mafeteng 11% as indicated in Figure 4.3.9.

#### **4.4 Data analysis in relation to the objectives of the study**

In this section data findings of the study are presented according to the study objectives. Specific objectives are presented with descriptive statistics in the form of the frequency distribution. The objectives of the study together with the corresponding questions on the questionnaire have been illustrated in Table 4.4 in the below.

**Table 4.4 The Research objectives and corresponding questions in the questionnaire**

<b>Research Objectives</b>	<b>Questions</b>
<ul style="list-style-type: none"> <li>➤ To determine whether there are employment policies that address the issue of brain drain in the Lesotho Public Service.</li> </ul>	Question 1 and 2 (Section B)
<ul style="list-style-type: none"> <li>➤ To investigate the extent at which employment policies on brain drain are being implemented in the Lesotho Public Service.</li> </ul>	Question 3 (Section B)
<ul style="list-style-type: none"> <li>➤ To determine whether there are employment policies that guide employee motivation and retention in the Lesotho Public Service.</li> </ul>	Question 7,8,9,11, 12, 13 (Section C)  Question 14,15, 16 (Section D)
<ul style="list-style-type: none"> <li>➤ To examine how motivation and retention polices are being implemented in the Lesotho Public Service.</li> </ul>	Question 10 (Section C)
<ul style="list-style-type: none"> <li>➤ To find out employees perceptions about policies that address employee motivation in the Lesotho Public Service.</li> </ul>	Question 4 and 6 (Section B)
<ul style="list-style-type: none"> <li>➤ To examine the fields of skilled profession that has been affected by brain drain in the Lesotho Public Service.</li> </ul>	Question 5 (Section B)

**4.4.1 Objective one:** To determine whether there are employment policies that address the issue of brain drain in the Lesotho Public Service.

This objective has been answered by questions 1 and 2 from section B of the questionnaire.

The first question asked required respondents tell whether staff often leave the public service to find jobs in other countries.

**Table 4.4.1: Existence of brain drain in the Lesotho Public Service**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	127	79.4	79.4	79.4
	No	5	3.1	3.1	82.5
	Not Sure	28	17.5	17.5	100.0
	Total	160	100.0	100.0	

According to responses by participants, 79% said “yes”, 18% were not sure and only 3% said “no” as indicated by Table 4.4.1. This responses shows that brain drain is a serious problem in the Lesotho Public Service.

The second question asked respondents to tell if there are policies that address brain drain in their Ministries.

**Table 4.4.2: Existence of brain drain policies in the Lesotho Public service.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	11	6.9	7.1	7.1
	No	86	53.8	55.1	62.2
	Not Sure	58	36.3	37.2	99.4
		1	.6	.6	100.0
	Total	156	97.5	100.0	
Missing	System	4	2.5		
Total		160	100.0		

In response to this question 54% of participants said there are “no” polices that talk to brain drain in their ministries, while 36% said they are “not sure” whether those policies do exist and only 7% said those policies do exist in their ministries.

**4.4.2 Objective two:** To investigate the extent at which employment policies on brain drain are being implemented in the Lesotho Public Service.

The second objective has been answered by question 3 in section B of the questionnaire. This objective required respondents to tell if management successfully implement their brain drain policies in their Ministries.

**Figure 4.4.1: Implementation of brain drain policies in the Lesotho Public Service**

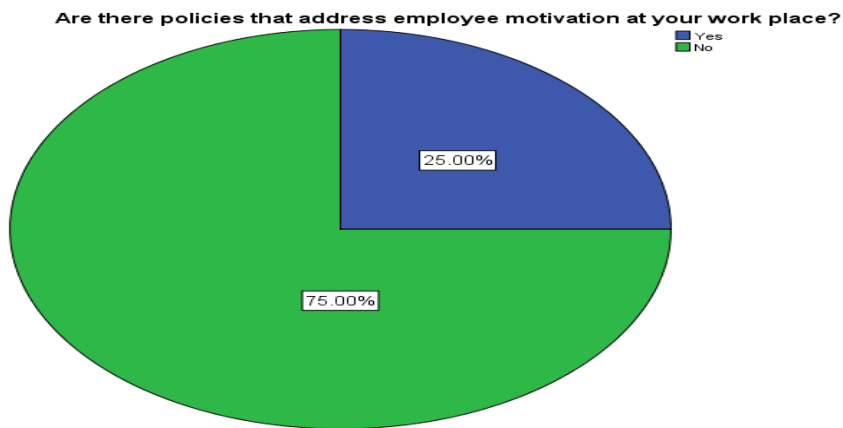


In this question only 33% of participants gave responses while 67% did not respond to this question. For those who responded, 19% strongly disagree, 25% disagree, 45% neither agree nor disagree 9% agree and 2% strongly agreed.

**4.4.3 Objective Three:** To determine whether there are employment policies that guide employee motivation and retention in the Lesotho Public Service.

The third objective has been answered in questions 9, 7, 8, 11, 12, 13, 14, 15 and 16 as follows:  
 Question 9 asked respondents to state whether there are policies that address employee motivation at their workplace.

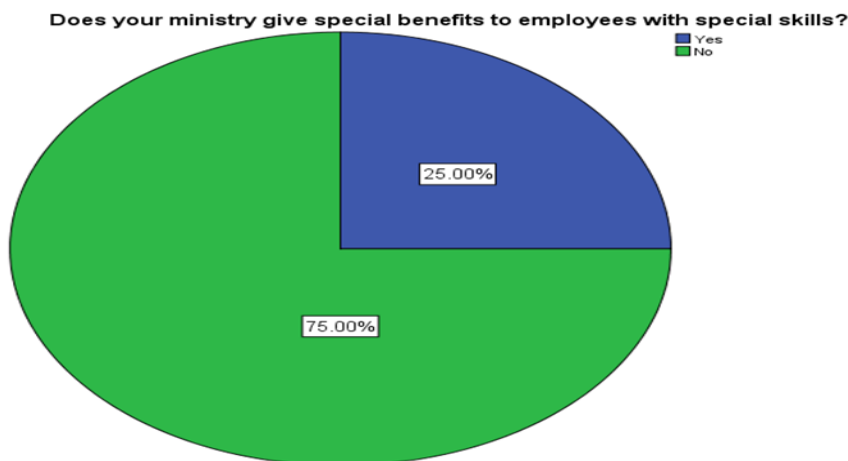
**Figure 4.4.5: Employee motivation policies**



75% of participants answered “no” to this question while 25% answered “yes”. This answer reflects that motivating skilled employees is not a priority for the Lesotho government. This is why a number of skilled employees migrate to other countries to find jobs.

Question 7 asked respondents to tell if their ministries give special benefits to employees with special skills.

**Figure 4.4.6: Employee’s views regarding benefits offered to employees with special skills**

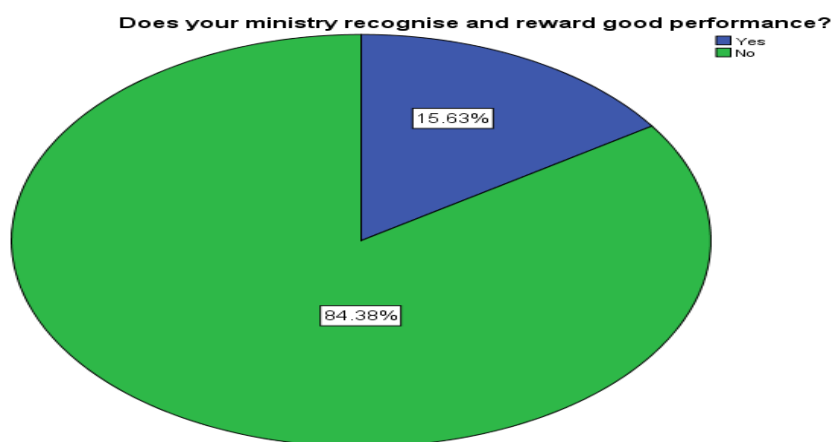


Only 25% of participants answered “yes” and 75% have responded by saying “no”, as shown in figure 4.4.7.

Question 8 asked participants to tell if their ministries recognise and reward good performance.



**Figure 4.4.7: Employee recognition and reward**



According to Figure 4.4.8, 84% of participants have answered “no” to this question while only 16% have said “yes” in this question.

Question 11 aims to assess organisation culture in the Lesotho Public Service. It requires respondents to state whether employees always friendly and cheerful at the ministries.

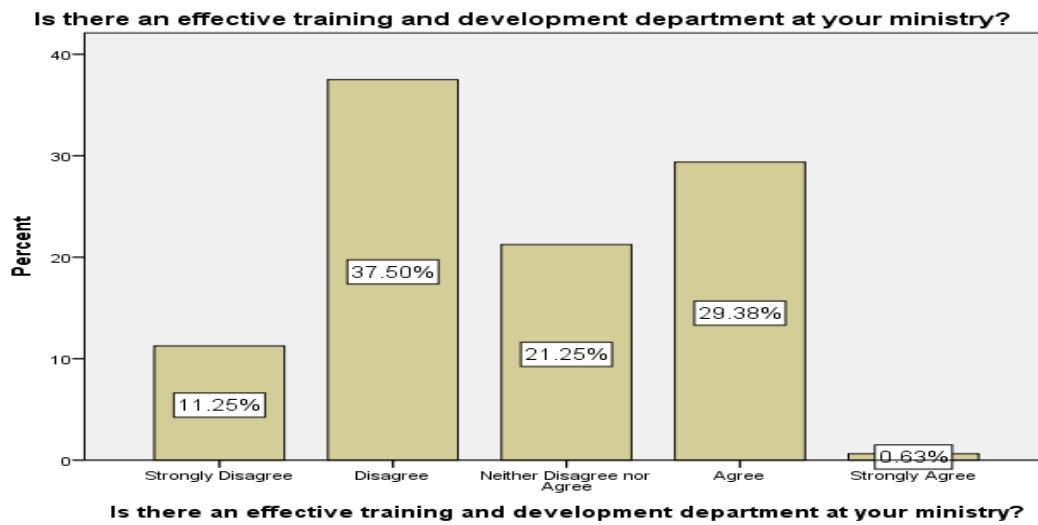
**Figure 4.4.8: Employees disposition**



According to figure 4.4.9 and table 4.4.9, 15% of participant “strongly disagrees”; 29% “disagree”, 31% “neither disagree nor agree”; 19% “agree” 6% “strongly agree”.

**Question 12** asked if there is an effective training and development departments in respondent’s ministries.

**Figure 4.4.9: Employees Feeling about training and development strategies**



The responses in Figure 4.4.10 shows that 11% of participant “strongly disagree”; 38% “disagree”, 21% “neither disagree nor agree”; 29% “agree” 0.6% “strongly agree”.

Question 13 asked respondents to say whether training has a positive impact on performance in their ministries.

**Figure 4.4.10 Impact of training on performance**

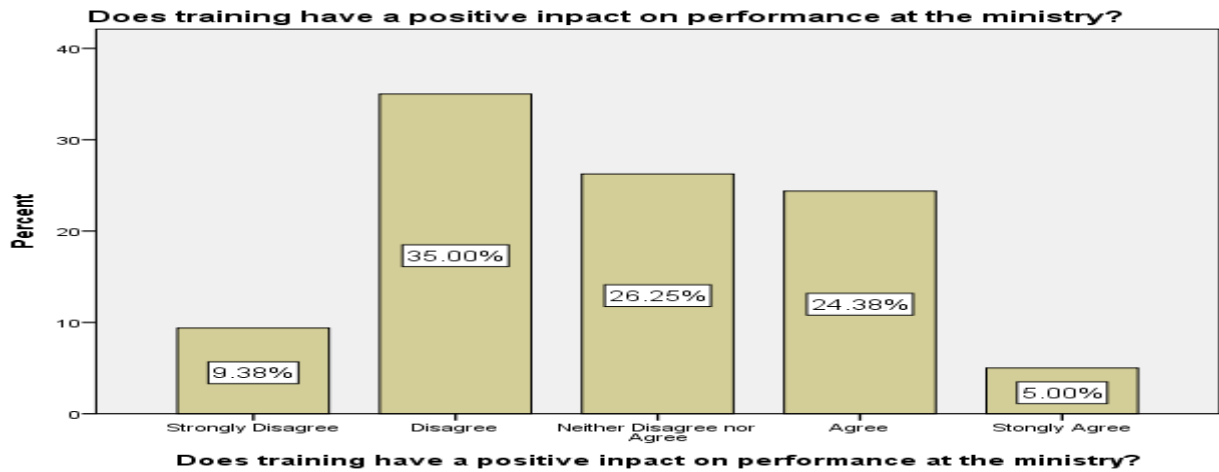
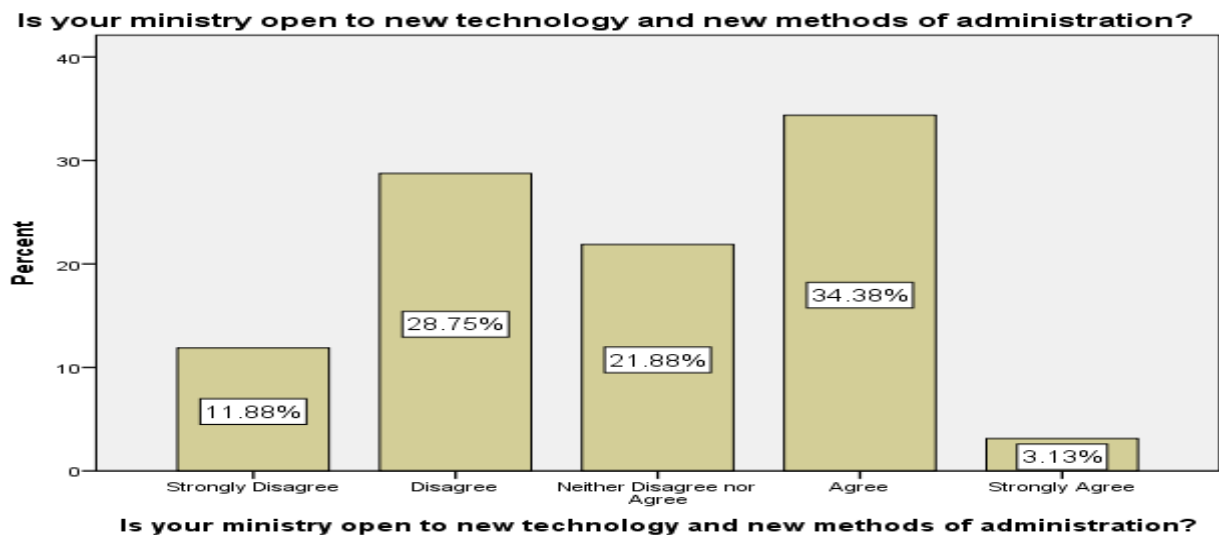


Figure 4.4.11 shows that 9% of participants “strongly disagrees”; 35% “disagree”, 26% “neither disagree nor agree”; 26% “agree” 24% and 5% “strongly agree”.

Question 14 required respondents to tell if their ministries are open to new technology and new methods of administration.

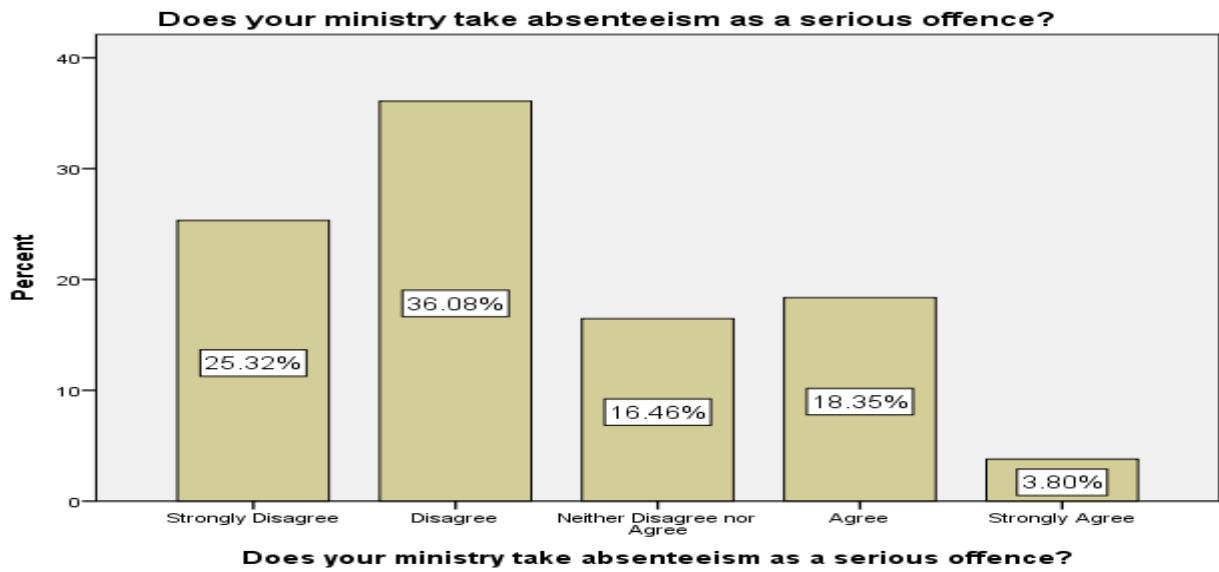
**Figure 4.4.11: Technological Development in the Lesotho Public Service**



According to Figure 4.4.12, 12% of participants “strongly disagree”; 28% “disagree”, 22% “neither disagree nor agree”; 34% “agree”; and 3% “strongly agree”.

Question 15 asked respondents to tell if absenteeism regarded as a serious offence in their ministries.

**Figure 4.4.12 Employees opinions about absenteeism in the Lesotho Public Service**



In Figure 14.4.13, 25% of participants have answered “strongly disagree”; 36% “disagree”, 17% “neither disagree nor agree”; 18% “agree”; and 4% “strongly agree”.

Question 16 required respondents to mention what their ministries are doing to maintain a safe and healthy working environment at their ministries.

**Table 4.4.14: Health and Safety initiatives in the Lesotho Public Service**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Provide Protective Clothing	44	27.5	29.1	29.1
	Has the Heating system	16	10.0	10.6	39.7
	Hold wellness campaigns	15	9.4	9.9	49.7
	Nothing	68	42.5	45.0	94.7
	Train employees on Health and Safety	8	5.0	5.3	100.0
	Total	151	94.4	100.0	
Missing	System	9	5.6		
Total		160	100.0		

In response to this question, 45% of participants said the government is doing nothing in maintaining a healthy work environment. In response to this question, participants 29% of participants revealed that their ministry provide protective clothing, 11% said their offices have the heating system and air conditioning, 10% said management organise health campaigns, 5% said they have training on health and safety issues and 45% said there is nothing done about health and safety issues.

**4.4.4 Objective Four:** To examine how motivation and retention policies are being implemented in the Lesotho Public Service.

This objective has been answered in question 11. This question has asked respondents whether motivation and retention policies have been well implemented at their workplace.

**Table 4.4.8: Implementation of Motivation and Retention policies in the Lesotho Public Service**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	6.9	20.4	20.4
	Disagree	13	8.1	24.1	44.4
	Neither Disagree nor Agree	21	13.1	38.9	83.3
	Agree	8	5.0	14.8	98.1
	Strongly Agree	1	.6	1.9	100.0
	Total	54	33.8	100.0	
Missing	System	106	66.3		
Total		160	100.0		

According to Table 4.4.8 above, this question was answered by only 34% of participants while 66% of participants did not respond to this question. For those who gave answers to this question, 20% “strongly disagree”, 24% “disagree”, 40% “neither disagree nor agree” only 14% “agree” and 2% “strongly agreed” that policies that talk to employee motivation have been well implemented in the Lesotho Public Service.

**4.4.5 Objective Five:** To find out employees perceptions about policies that address employee motivation in the Lesotho Public Service. This objective has been answered on question 4 and 6 of the questionnaire.

Question 4 asked respondents whether their management interview skilled employees when they resign.

**Figure 4.4.2: Exit Interviews**



This has been clearly revealed by the fact that 46% of participants strongly disagree, 38% disagree, 14% neither disagree nor agree, 2% agrees and 0.6% strongly agree.

Question 6 asked respondents to make recommendations on how the government must address brain drain.

**Table 4.4.5: Recommendations**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Salary Increase	70	43.8	44.6	44.6
	Improve the working environment	17	10.6	10.8	55.4
	Conduct Regular training	17	10.6	10.8	66.2
	Give incentives for good performance	15	9.4	9.6	75.8
	Depoliticise the public service	34	21.3	21.7	97.5
	Other Recommendations	4	2.5	2.5	100.0
	Total	157	98.1	100.0	
Total		160	100.0		

A majority of respondents said that the Lesotho government increase salaries of skilled employees as well as to depoliticise the public service. Table 4.4.5 shows that 44% of participants recommended salary increase, 11% have recommended that the government must improve the working environment, 11% said the government most provide regular training, 10% said it must recognise good performance by giving incentives, 21% said the government

must depoliticise the public service and 2% gave other recommendations while 2% of participants did not respond to this question.

**4.4.6 Objective Six:** To examine the fields of skilled profession that has been affected by brain drain in the Lesotho Public Service.

Objective Six was answered by question 5 in section B of the questionnaire. This objective required respondents to identify the categories of employees that have been severely affected by brain drain.

**Figure 4.4.4 Categories of employees who usually leave the Lesotho Public Service.**

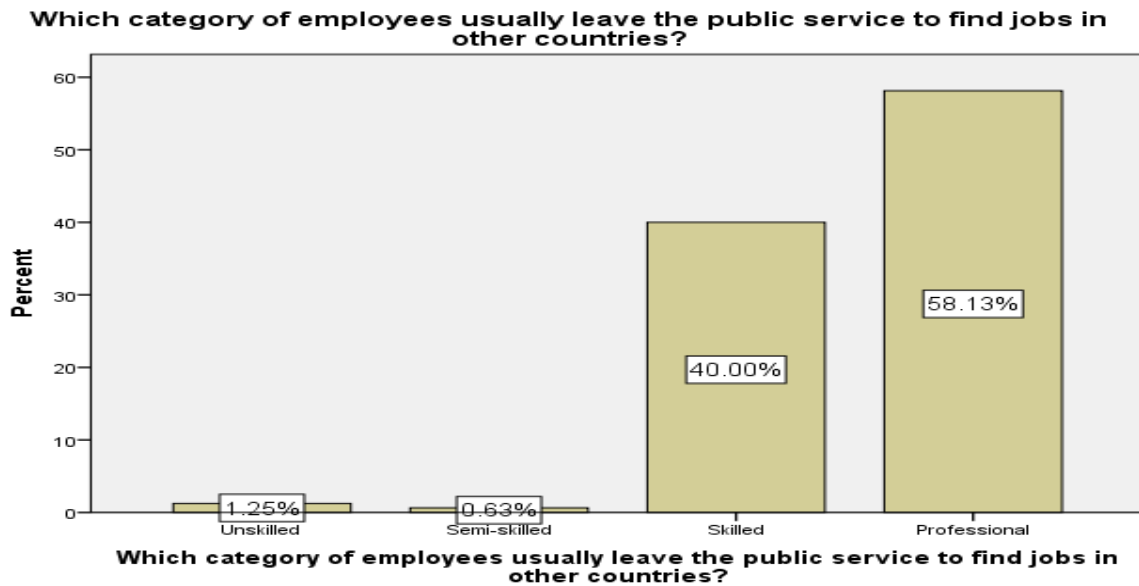


Figure 4.4.5 which is skewed towards the right indicates that a majority of skilled employees are migrating to other countries to find jobs. The responses indicated that 40% of skilled employees and 58% of professionals leave the public service to find jobs in other countries.

#### **4.4.8 Conclusion**

In this chapter data was presented and interpreted as empirical findings of the research study. The results were presented using Statistical Package for Social Science (SPSS). Data presented and interpretation in line with the objectives of the study.





## CHAPTER 5: DISCUSSION OF FINDINGS

### 5.1 Introduction

The previous chapter was about presentation of data and interpreting the results. This chapter focuses on discussing the research findings according to the objectives. This study aims to find out how motivating employees in the Lesotho Public Service can assist in reducing the high rate of brain drain. The chapter discusses the six specific objectives in accordance with the findings from the previous chapter.

**5.2 Objective One:** To determine whether there are employment policies that guide employee motivation and retention in the Lesotho Public Service.

The first objective covers an introductory question which tries to find out whether brain drain does exist in the Lesotho Public service. This objective tries to establish whether the Lesotho government is taking any initiative to deal with the issue of brain drain. It has been answered by questions one and two on section B of the questionnaire. The responses give verification that brain drain is a serious problem for the Lesotho Public service as 79% of participants have responded “yes” in question 1. The Consumer News and Business Channel (2014: 3) also reveals that “out of the total population of 2.1 million people in Lesotho, around 135,000, of professionals have migrated across the border to find jobs in other countries”.

When skilled employees leave the country, like it is the case in Lesotho, it poses an economic and social challenge to such a country because it suffers economic hardships as those who remain do not have the know-how to put the country in a better position. It is also considered a problem because the skilled people contribute their know-how to boost the economies of other countries. They contribute to boost the economy of countries which are already wealthy leaving their home countries poverty stricken. This is in line with Francis (2017) who has highlighted some of the challenges that labour exporting countries face as follows; loss of tax revenue, loss of potential future entrepreneurs, shortage of important skilled workers which may lead to loss of confidence in the economy, loss of innovative ideas, loss of the country's investment in education and the loss of critical health and education services. This portrays a clear picture of the situation in Lesotho.

Beside the negative effects that brain drain has on the labour exporting country, there are also benefits derived from brain drain. On the contrary, Francis (2017, p8) indicates that “when

people move from LDC countries to developed countries, they learn new skills and expertise, which they can utilize to the advantage of the home economy once they return. Another benefit is remittances; the migrants send the money they earn back to the home country, which can help to stimulate the home country's economy". Brain drain is also advantageous to migrants because they enjoy better quality of life, they earn better salaries than at home, and also enjoy living in a stable political environment that their home countries. The challenge for the Lesotho Public Service is that those employees who migrated never come back instead they relocate and take citizenship of other countries, for example South Africa.

Objective two also inquires whether there are policies that talk to the issue of brain drain in the Lesotho Public Service. The answers to this question highlight that public servants in Lesotho are not aware of the existence of such policies or even where they do exist, they are not well functional. This is evident from the fact that 54% of the responses said "no" and 36% said they are "not sure" whether such policies exist in the Lesotho Public Service. It is important to monitor and control brain drain because it negatively impacts on the labour exporting country. Some countries have developed policies that address brain drain. This is in line with Docquier (2014:1) from the literature who stated that "appropriate policy adjustments, which depend on the characteristics and policy objectives of the source country, can help to maximize the gains or minimize the costs of the brain drain". For example some countries have introduced brain drain tax policy in an effort to control brain drain. Brauner (2010: 260) also states that "the dominant paradigm, discussed in the more recent literature is a tax imposed by the home country on the income of immigrants earned in the host country. The tax is then enforced by the home country with a varying degree of help from the host country". This tax can be of great benefit to the Lesotho government because the money gained can be used to generate developmental funds that can be used to address some of the issues that make skilled employees leave. The fund can be used to improve the working environment or improve employees' salaries and benefits.

Policymakers in the Lesotho government should also regulate the level and composition of migration from their country. They should also determine whether migration is on the balance harmful or beneficial to the Public Service so that the conditions under which a country gains or losses do not go beyond control. The policy makers at Lesotho can also revise their education policy as an attempt to reduce brain drain. Docquier (2014: 9) also states that "home-country governments could respond to the departure of the highly educated by reducing the public

supply of higher education. Other possible routes include promoting the education of graduates abroad or adjusting the quality of local education”.

The Lesotho government officials should take example from countries such as Botswana which is characterised by a very sound and efficient public service. According to Keakopa and Kalusopa (2009: 53) “the government of Botswana is involved in a vigorous and sustained economy enhancing campaign which would encourage professionals to stay and work in the country”.

**5.3 Objective Two:**To investigate the extent at which employment policies on brain drain are being implemented in the Lesotho Public Service.

The second objective has been addressed by question 3 from the questionnaire. This question was informed by answers from the previous question. It requires participants to indicate whether brain drain policies are well implemented in the Lesotho Public Service. The question was only answered by 33% of the participants, of which 19% “strongly disagree” 26% “disagree” and 45% “neither disagreed nor agreed”. These results imply that policies are there but they are being not well implemented in the Public Service. These results indicate that the government of Lesotho needs to enact policies that will help to curb the massive brain drain. The Lesotho government must also offer incentives to make staying and working in the Lesotho Public Service attractive for skilled people and professionals.

Lesotho government official can learn from other countries which have already taken serious steps to contain brain drain. The Philippine government has a remarkably clear and consistent policy on brain drain. The government promotes migration but only for temporary work and through regulated channels. O'Neil (2004: p7) from the literature has revealed that “the government makes temporary labour migration a foreign policy priority in both bilateral and regional trade negotiations. The government prohibits its citizens from overstaying a visa in a host country and maintains a list of workers banned from future contracts, in part to support its efforts to market Filipinos abroad as a high-quality brand name of migrant labour”. This policy has enabled Filipinos to strengthen local employment because the migrants come back with additional innovations and experience which they integrate to improve the economy of the country. It can also be applied in the Lesotho Public Service.

**5.4 Objective Three:** To determine whether there are employment policies that guide employee motivation and retention in the Lesotho Public Service

This objective requires participants to tell if there are policies which address employee motivation at their ministries. Feedback shows 75% of respondents answered “no” while 25% have answered “yes”. Motivating employees is the process of making employees eager to make their organisations succeed. This could be achieved when there are enacted policies that are aimed at motivating employees throughout the organisation. In reality, there are policies that are aimed at motivating employee in the Lesotho public service but they are not well implemented, to an extent that most of government employees are not aware that they do exist. For example, there is a policy on training and disciplinary policy and housing policy.

In order to make public servants aware that these policies exist, they need to be communicated regularly. This has been further stated by Jacoby (2014) in the literature by arguing that the importance of communications in the workplace is often overlooked. She also emphasised there should be frequent communication throughout the organisation. This is important because it shows that employees are valued and their work is being appreciated. Communicating the policies shall also give Lesotho public servants an opportunity to air their views on how to do their job. Performance can improve when public servants have input on matters affecting their jobs. Jacoby (2014: 3) also argues that “most employees have ideas about how they can be more efficient, but they may not share them with you unless you specifically ask them”.

Under this objective participants were required to mention whether their ministries give any special benefits to employees with special skills. 75% of participants answered “no” to this question while only 25% said they are benefits for skilled employees. One way of motivating skilled employees in the Lesotho Public Service could be to give them special benefits like medical aid, housing and car allowance. This has also been said by Hunter, (2012) in the literature. He has pointed out that giving special benefit to employees fulfils their need for self-esteem which is one of the essential needs according to the Maslow Hierarchy of needs.

There are benefits which are aimed at attracting skills employees but they are only given to the most seniors officers like the ministers, principal secretaries and district administrators. This is the only group which is eligible for car allowance, housing allowance and phone allowance. There are also allowances like hardship allowance and retention allowance. Hardship allowance is given to employees who are working in the hard to reach areas of the country. It

is so little that it cannot even cater for travelling cost of those employees and it covers every employee not employee with special skills. Retention is given to employees with special skills. This allowance has been given to employees with special skills since the 1900s, but till todate it has not been revised. Another challenge is, some of the profession that were regarded as scarces back in those day are no more scared. For example the Universities are producing lawyers in large numbers such that it is no more a scarce profession. As a result retention allowance does not have value to these employees and therefore can not stop skilled employees from leaving the country.

This objective further investigates whether the Lesotho Public Service recognise and reward good performance. In response to this question, 84% of respondents answered “no” and 16% have answered “yes”. This responses show that Lesotho government officials need to strengthen their efforts in rewarding good performance. This is in line with Heathfield, (2017) who has emphasised that in order to retain talent, staff must feel rewarded, recognized and appreciated. She also points out that reasonable increases, tied to what employees have achieved, also help retain employees. The government of Lesotho can embark on low cost ways to show its appreciation to skilled employees like extra paid day off or cash rewards such as a bonus.

Literature shows that employees feel intrinsically motivated when their performance is recognised and rewarded. Swanpoellet. *al.* (2014) from the by stating that “intrinsic factors are such as achievements, recognition, the work itself, responsibility, growth and advancement, seem to be related to job satisfaction”. The Lesotho government officials must come up with plans and strategies to recognise and reward performance in order to achieve better performance in the civil service.

Objective three aims at assessing employee moral within the Lesotho Public Service. It has investigated whether employees are always friendly and cheerful. Majority of respondents said employees are always unfriendly and uncheerful. This has been indicated by 41% of participants who disagreed. This result is a reflection of poor service delivery. This is in contrast with of what happens in other countries. According to the literature Kim (2006: 76) has indicated that “in the Korean civil service, it is generally believed that public employees are motivated by a sense of service not found among private employees. Public employees in government organizations are seen as motivated by a concern for the community and a desire to serve the public interest, and are more likely to be characterized by an ethic that prioritizes

intrinsic rewards over extrinsic rewards”. The Lesotho government officials need to work on empowering government employees so that they can develop the love for their country. This could happen if employee’s advice to the government is taken and is being implemented.

This objective is also inquiring whether there is effective training and development department in the ministries. The responses show that 37% of respondents disagreed. This percentage is high compared to 29% of those who agreed. There are training and development department as a section of Human Resource in each ministry, even though they are not that much effective. It is important that these departments to be well functional because the best employees seek frequent opportunities to grow their knowledge, careers as well as skills. The Lesotho Public Service needs to afford public servants opportunities for career advancement because employees get motivated when they work towards achieving something. This has also been revealed by Jacoby (2014) by stating “to motivate employees by offering training, gives them the skills they need to climb their career ladder. It is also grooming young them to move on to better opportunities”. This is valuable to the government because as the employer it can be able to build its reputation and become good place to work.

The need for professional development has also been cited as one of the basic needs employees. When it fulfilled, employees feel motivate to sustain their jobs. The Maslow hierarchy of needs also highlight the importance of the need for self-actualisation in motivating employees to maintain their jobs. Hunter (2012) defines self-actualisation as the utilisation of one’s potential and is a process of continuous growth and the development of one’s competencies and experience. Swanpoelet. *al.* (2003) agrees that “self-actualisation concerns the need to become capable of becoming and it includes needs relating to growth and development, achieving one’s potential and self-fulfilment”. This need can be satisfied when managers in the Lesotho Public Service can get well organised as far as training and development are concerned.

The objective also requires participants to state whether training has an impact on performance in the Lesotho Public Service. Only 29% of respondents have agreed that training has an impact on performance while the rest disagreed. Short term training always has budget constraints. In most cases there are no funds for short courses. Long term training is very effective; the only problem is that it only caters for few people who are on a training plan. Training does have little impact on performance which is difficult to assess because performance is not managed.

On the other hand most employees view training as paving their way out for greener pastures because performance is not reviewed. There is no one to follow up whether what has been learned is applied in the work place. Application of performance management system assists managers to evaluate and measure individual performance and optimize productivity. It clarifies what is expected of the employees and also promotes accountability. It also supports decisions that are related to employee compensation and career planning decisions and establish focus for skill development.

In this objective the position of the Lesotho Public Service on the use of advanced technology has also been assessed. The responses shows that 12% of participants “strongly disagree”; 28% “disagree”, 22% “neither disagree nor agree”; 34% “agree”; and 3% “strongly agree”. The results show that the Lesotho Public Service is still behind in terms of the use of advanced technology. Skilled professionals get frustrated when working in an organisation that still adheres to old method administration and they end up leaving such organisations. This situation is even prevalent in other countries as indicated in Dodani and LaPorte (2005: p14) “many developing countries have made significant investments in infrastructure and education but have not achieved the scientific development, technological and innovative capability either to retain or to recover the human capital that they have generated”. This is why in many developing countries intellectuals migrate to other countries. This implies that the Government of Lesotho should find means to upgrade the current systems in the Public Service.

This objective is also inquiring whether absenteeism is taken to be a serious offence in the Lesotho Public Service. High absentee rate indicates a management problem in an organisation. The responses revealed that 55% of respondents said management do not take absenteeism as a serious offence. These results indicate that employees do not have an edge or a drive to perform their duties in the Lesotho Public Service. High rate of absenteeism also indicates a performance problem. In most cases it occurs where employees feel that their effort does not worth the benefit. The Equity theory from the literature proclaims that the employee compares his or her input: outcome ratio with the input outcome ratio of relevant others. If the input output ratios are not equal, an individual perceives this to be unfair and is therefore motivated to do something to equalise the equation (Swanpoe*et.al.* 2014). Most of the employees in the Lesotho Public Service end up absconding from work because they feel that their input outcome ratio is unfair. King (2013: 1) also indicates that “excessive absences can equate to decreased productivity and can have a major effect on company finances, morale and other



factors”. This situation is currently prevailing even in other countries where employee motivation does not take priority.

Respondents were also required to indicate what their ministries are doing to ensure that the work environment is in line with the health and safety standards. In response, 29% of respondents revealed that their ministry provide protective clothing, 11% said their offices have the heating system and air conditioning, 10% said management organise wellness campaigns, 5% said they have training on health and safety issues and 45% said their ministries are nothing about health and safety issues. The responses show that the Lesotho government has to make a serious effort to act on issues that affects employee health care and welfare. Scotts (2017:p1) states that “diseases and other health concerns affect employee’s ability to effectively perform his job duties. It is important for employers to take the necessary steps to protect employees from the health and safety concerns of today’s corporate community”. Intellectuals leave the Lesotho Public service because it fails to address their health welfare issues.

The Lesotho government has labour prescripts that are aimed at addressing health and safety issues at work place. For example the Occupational safety and health Act which aims at promoting occupational safety, health and welfare in to prevent the occurrence of accidents and illness at workplace. Although this labour prescript does exist, the challenge lies in the application. For example in Lesotho government employees do not have medical aid schemes. Most of the employees migrate to countries where benefits such as this are being offered.

**5.5 Objective Four:** To examine how motivation and retention polices are being implemented in the Lesotho Public Service.

The fourth objective is assessing the implementation of motivation and retention policies in the Lesotho Public Service. Participants were required to state if the motivation policies are well implemented in their ministries. The following results were obtained; 20% “strongly disagree”, 24% “disagree”, 40% “neither disagree nor agree”, 14% “agree” and 2% strongly agreed. A majority of responses in this question say the Lesotho government does not implement policies of motivation effectively. This demotivated employees, hence why Lesotho government lose skilled employees due to brain drain. It is important to implement motivation policies because they will guide the Lesotho Public Service towards defined objectives which can help to reduce brain drain.

**5.6 Objective Five:**To find out employees perceptions about policies that address employee motivation in the Lesotho Public Service.

The fifth objective has firstly asked whether management interview skills employees when they resign. These types of interviews are called exit interviews. In response to this question, 83% of participants said management do not conduct exit interviews. Exit interviews help management to find reasons that cause employees to leave their jobs. Kihn, (2017 p1) states that “the reason that companies have exit interviews is to gain valuable information which can prove to be useful in all aspects of the work environment, including aspects such as the work culture, day to day concerns, processes, issues around management style, workplace ethics and employee morale”. Exit interviews may help management in Lesotho Public Service to get the opinions of skilled employees who are leaving in terms of their perception about the Lesotho Public Service. Lesotho government officials can examine and keep track of the results of exit interviews over a period of time. This can help in identifying trends and patterns over time. This can give them the opportunity to discover why brain drain is high in certain professions and deal with problems accordingly.

Exit interviews are not only beneficial to the employers but even employees who are quitting the job can also benefit. Employees gain a chance to get whatever issues they have out in the open, where they can be discussed, and hopefully resolved. It gives them the opportunity for further reemployment when they come back. Businessballs.com (2017: p3) further concurs that “from the departing employee interviewee perspective, an exit interview is a chance to give some constructive feedback, and to leave on a positive note, with good relations and mutual respect”. It is important for Lesotho Public Service official to keep good relationship with these employees so that when they wish to come back in the future, with more knowledge and skilled, they can be welcomed with open arms.

Respondents were also required to make recommendations to the government on how address brain drain. These recommendations were created on the following sub headings:

- Salary increase
- Improve the working environment
- Conduct regular training
- Give incentives for good performance

- Depoliticize the Public Service

- **Salary increase**

The issue of salary increase had the highest ratings, with 47% of the participants said the Lesotho government must increase salaries for skilled employees. These responses show that the Lesotho government is paying low salaries for skilled professionals compared to other countries. This is the main reason why skilled public servants opt to find jobs in other countries. Other authors have also cited low salaries in developing countries to be the major cause of brain drain. Kumar (2017: 4) indicates that “low salaries and inefficient working conditions can be the first motive that triggers the movement to the countries with better living standards and facilities. There is huge difference in terms of salary in all three groups of countries namely developed, developing and underdeveloped. Therefore, skilled employees prefer to move another country in order to have better living conditions with high salaries”. Francis (2017: p3) also indicates that “the main causes of brain drain include seeking employment or higher paying jobs, political instability, and to seek a better quality of life”. Literature also reveals that low salaries are the main push factor for brain drain in Lesotho. Cobbe (2012) in the literature has also indicated that large salary differential between Lesotho and South Africa remains even today. This results in Lesotho's continuing shortages of doctors, nurses, accountants, engineers, many kinds of skilled manual workers, and other professionals. It is therefore wise that the Lesotho government must revise the salaries to make them more attractive in order to retain talent.

- **Improve the working environment**

The second recommendation is that the government must improve the work environment. This recommendation was made by 11% of the participants. Working environment that is unsafe, lacking facilities and equipment and inaccessible demotivates employees and force them to leave. Lesotho being a mountainous country, some of the work stations are located in the hard to reach areas. Most of this area cannot be easily accessed because of poor roads. Employees who are placed in these areas face a challenge of working with very limited resources. Professionals such as doctors and nurses get frustrated when working in such environments and resort to leaving.

Other authors have also stated that in most cases, the skilled personnel sometimes leave their home countries because they are underutilised. This occurs when a country is lacking facilities that enable those people to maximise their potential. Barka and Ofiro-Sarpony (2016) cited other factors causing brain drain to be lack of satisfactory working conditions, lack of professional equipment and tools, low prospects of professional development; lack of research facilities. Ghosh (2016) also added that “most scientists in underdeveloped countries do not possess laboratory facilities and researchers cannot get sufficient funds. Therefore, when developed countries offer these facilities, researchers and scientists naturally prefer to migrate to these countries”. It is important for the government of Lesotho to find ways of improving the working environment in order to curb brain drain.

- **Conduct regular training**

It was also recommended that the Lesotho government must conduct regular training. This recommendation was made by 11% of participants. This shows that some of the skilled professionals leave the country because their need to be developed professionally is not being fulfilled by the government. This is in line with Glennie and Chappell (2010) in the literature, they have stated that “skilled people also look for access to professional development opportunities, for example better training and more varied experiences. Social and professional networks can also be a strong reason for shaping the desire to leave”.

There are two types of training in the Lesotho Public serve, short term and long term training. Short term training is for short courses which last less than six months. Long term training enables civil servants to acquire academic qualifications. Employees who attend training apply for study leave and sign bonding agreement. The bonding agreement binds such employees to work for the government for an agreed period after completing the studies or pay heavy penalties. For an employee to qualify for study leave he must have passed probation and be on a training plan. This is one of the government initiatives to curb brain drain.

This is a good strategy which encourage the civil servant to go back home after studying. Although Lesotho government has this good training policy, it has a problem on how it is being implemented. Training can only be accessed a limited number of employees. The choice of such employees depends on the employee’s relationship the authority or political affiliation and not on training needs analysis. Therefore, skilled employees do not have equal chances of being selected for training. This is another yet another cause of brain drain.

## **Give incentives for good performance**

10% of respondents recommended that the Lesotho Government must give incentives to public servants who have performed well. Employees feel motivated to work when their effort is recognised and rewarded. This has been indicated by Puckett (2015: p12) who shows that “recognition helps employees receive a balance of positive to negative feedback. It satisfies our fundamental need for praise, reinforces the right behaviours and culture, and leverages social engagement. Rewards and recognition can improve employee retention and engagement, which creates ambassadors of your organization and its culture”. There is an incentive plan but it does not add value to the employees. Good performers are given certificate of appreciation on the Public Service day. The certificates are not that much worthy to stop skilled professionals from leaving the country. The Vroom’s Expectancy Theory from the literature explains employee’s perceptions about the way they are rewarded. The theory declares that employees must see the instrumentality of their efforts. These means that rewards themselves should be valuable to the employees (Dasseleret. *al.* 2011).

Another problem of employee recognition at Lesotho is that performance management system is not being practiced in the public service. Public servants are rewarded for turn up and not on the basis of their performance. Puckett (2015: p2) states that “investment in performance management is important in overcoming three major challenges in organisations which are retention, engagement and culture; building a global pipeline and the need to revamp and improve employee learning”. The Ministry of Public Service has been postponing implementing performance based pay because it seems difficult to manage performance in the Public Service. Performance management is important in every organisation because it helps to measure and improve employee capabilities. The Lesotho government officials must come up strategies that can speed up the implementation of performance management system and also incorporate with incentive plans that can help to retain skilled employees, for example give performance bonus to best performers.

- **Depoliticize the Public Service**

It was also recommended that the Lesotho government must depoliticise the public service. This recommendation was made by 22% of participants. One of the challenges facing Lesotho government is that of public service which is highly political. Only people who are loyalist of the ruling parties are given first priority when it comes to getting employed in the public

service. This is why the public sector is facing a challenge of corruption, inefficiency and poor service delivery. Most of the skilled professionals leave the country because they are misplaced and their skills are not being utilised to their full potential.

In an effort to overcome this problem, the Lesotho Government has been embarking on reforming the Public Service since the beginning of 1900. According to StudyMode.com (2012: p1) “The Government of Lesotho embarked upon a large-scale public sector reform exercise from the early 1990s (Public Sector Reform and Improvement Programme-PSRIP). It was driven by the realisation that the public sector was bloated, inefficient with regard to poor service delivery, with corruption constituting a drain on budget”.

The Lesotho government was also under influence and persuasion of The World Bank, The International Monetary Fund (IMF) and The United Nations Development Programme (UNDP) to reform the public service. Public service reform is now one of the priorities of the newly elected government as it was recommended by its development partners Southern African Development Communities (SADC). During the opening of the Lesotho’s 10<sup>th</sup> Parliament the King called urged the new government to speed up the implementation of SADC recommendation especially the Public Service Reforms. According to Lesotho Times Newspaper (2017: p2) “His Majesty stated that the reforms would revolve around sustainable development goals, depoliticisation of the public service as well as parliamentary reforms to ensure that the august house oversees the business of the government on a daily basis”. This will also help to reduce brain drain in the Lesotho Public Service.

**5.7 The Objective Six:** To examine the fields of skilled profession that has been affected by brain drain in the Lesotho Public Service.

The responses to this question show that skilled employees and professionals are migrating at a high rate. This is reflected by figure 4.4.5 which is skewed towards the right showing that 40% of skilled employees and 58% of professionals leave the public service to find jobs in other countries. These figures also further prove that the Lesotho Public Service is experiencing a serious brain drain.

Studies show that the health sector is the one that is severely affected. According to CNB Africa (2014) states that “there are five physicians and 62 nurses for every 100,000 people in the country, which is far from the United Nation’s minimum threshold level of 2.5 health workers per 1,000 people”. It is therefore important that the Lesotho government officials keep track

of migration patterns of skills professionals so they can find causes of brain drain. They should also plan retention strategies that are targeting those professions that have been severely affected by brain drain. Senegal is a good example in this regard; it is targeting employment projects towards regions that are plagued by outward migration.

## **5.8 Conclusion**

In conclusion, this chapter has discussed the findings from data that was presented in the previous chapter. First it was discovered that Lesotho government employees do migrate to other countries to find jobs. The categories that mostly leave the public sector are skilled employees and professionals. The Lesotho government is not placing enough effort to address brain drain because it has not enacted enough policies to address this issue. The Lesotho civil servants recommended that the government must improve salaries and the working environment, conduct regular trainings, recognise good performance and depoliticise the public service. It was also found out that there are few policies on employee motivation but there is a problem on how they are being implemented.

## CHAPTER 6: CONCLUSION AND RECOMMENDATIONS

### 6.1 Introduction

This chapter draws conclusion from information derived from the data analysis, research finding and discussions. Conclusions have been made in accordance with the objectives of the study. The chapter also makes some recommendations to the Lesotho government officials on how to motivate public servants so that they number of those who are migrating to other countries to find jobs can be reduced. The recommendations will be given to Lesotho government officials through the Ministry of Public Service to study and implement.

### 6.2 Conclusions

Conclusions shall be dealt with according to each objective of the study.

**6.2.1 Objective One:** To determine whether there are employment policies that address the issue of brain drain in the Lesotho Public Service

The first objective is investigating whether the Lesotho Public Service is affected by brain drain and also to find out if there are policies that are aimed at addressing brain drain. Findings shows that the Lesotho Public Service is severely hurt by brain drain as 79% of respondents have indicated that skilled employees and professionals usually leave the countries to find jobs in other countries. The findings also reveal that the government of Lesotho have insufficient polices to curb brain drain. These findings also draw a conclusion that Lesotho government need to regulate the level and composition of migration from the country.

**6.2.2 Objective Two:** To investigate the extent at which employment policies on brain drain are being implemented in the Lesotho Public Service.

The second objective looks at whether policies that address drain are being implemented in the Lesotho Public Service. These findings gave a conclusion that policies that are aimed at addressing brain drain are not well implemented on the Lesotho Public service. This conclusion was brought up by the fact that a majority, which is 90% of respondents, did not agree that policies that are aimed at addressing brain drain are well implemented in the Lesotho Public Service.

**6.2.3 Objective Three:** To determine whether there are employment policies that guide employee motivation and retention in the Lesotho Public Service.



The third objective is investigating whether employees are familiar with policies that are aimed at motivating them. Generally this objective was making an assessment of the current motivation policies. The following conclusions were made: 75% of civil servants are not aware of motivation policies because they are not adequately communicated. 75% said government does not provide enough benefits to attract skilled employees to stay in the public service. 84% said government does not have good incentive plans to motivate skilled employees to work for the government. These circumstances have resulted in poor services delivery because Lesotho public servants are always unhappy as indicated by 41% of respondents. 66% said government does not offer enough opportunities for career advancement and training does not have any impact on performance because there is no follow up on the implementation part. Slow technological development is a challenge in the Lesotho Public service 40% of respondents agreed that their ministries are not open to new technology and new methods of administration. Health and safety that are also not well taken care of, this has been revealed by 55% of respondents who said their ministries do nothing about health and safety issues.

**6.2.4 Objective Four:** To examine how motivation and retention policies are being implemented in the Lesotho Public Service.

The fourth objective was assessing the general feelings of public servants about the implementation of motivation policies in their ministries. The responses reflected that Lesotho government does not implement policies of motivation effectively, that is why the intellectuals are leaving the country in large numbers.

**6.2.5 Objective Five:** To find out employees perceptions about policies that address employee motivation in the Lesotho Public Service.

The aim of this objective is to analyse how public servants see current policies in brain drain. Participants were required to tell if their ministries do exit interviews when their employees leave the public service. In response, 83% of respondents said their ministries do not hold exit interviews. Participants were also asked to make recommendations to the government on how to deal with brain drain. The recommended that government must increase salaries for skilled employees, improve the working environment, conduct regular training, recognise and reward good performance and depoliticise the public service. This shows that the Lesotho government's initiatives to reduce brain drain are insufficient.

**6.2.6 Objective Six:** To examine the fields of skilled profession that has been affected by brain drain in the Lesotho Public Service.

The Sixth objective is trying to identify fields that have been severely affected by brain drain. The responses revealed that skilled employees and professionals usually leave the public service to find jobs in other countries. According to responses 48% of participants said skilled employees and 58% said professionals migrate to other countries to find jobs. This further indicates that the Lesotho Public Service is experiencing a severe brain drain.

### **6.3 Recommendations**

Arising from the findings and above conclusions, the following recommendations have been made to the Lesotho government on how to motivate public servants so that brain drain can be reduced.

#### **6.3.1 Enact Policies on Brain drain**

Another way of controlling brain drain is by establishing policies that address this issue. The Lesotho government need to enact migration policies that restrict skilled people to work in other countries for a limited period and then come back home. This will assist these professionals to improve their standard of living as well as gaining more skills and experience that enable them to develop professionally. The knowledge acquired will also benefit the Lesotho government by the time they come home.

#### **6.3.2 Exit Interviews**

The Lesotho government must also conduct exit interviews when employees leave the public service. Exit interviews are held when employees leave their organisation for several reasons, for example upon retirement or resignation. They provide valuable information pertaining to why employees leave the organisation. They also give the opportunity to employees to state whatever issues they have against their ministry, have them discussed, and hopefully get the issues resolved. Through exit interviews, the Lesotho government officials can be able to establish the root causes why skilled employees are migrating to other countries to find jobs. They will also clear the grounds for re-employment by the time these professionals come back home.

### **6.3.3 Salary Increase**

The findings show that the main reason why skilled employees are leaving the Lesotho Public Service to work in other countries is that the Lesotho government is paying relatively low salaries to skilled employees compared to other countries. For example Cobbe (2012) points out that “large salary differential between Lesotho and South Africa remains even today”. This is why many Basotho professional a continually migrating to countries that pay higher salaries. It this therefore wise that the Lesotho government revise salaries for people with skills. If the government can offer salaries that are related to the current market pay, it can be able to combat this erosion of skills.

### **6.3.4 Recognise and Reward good performance**

Another recommendation is that the Lesotho Public Service must recognise and reward good performance so that employees can be motivated to work for the government. Employees portray a positive image of their organisation when their performance is recognised and rewarded. The Lesotho Public Service needs to implement performance management system in order to identify good performers and reward them accordingly. Performance management can also help the government officials to identify gaps that need to be filled in order to curb brain drain. The Lesotho government need to device an incentive plan that can offer valuable incentives so that skilled employees can find it worthy to work for the government.

### **6.3.5 Provide attractive benefits for employees with special skills**

The findings in this study also show that another reason for the departure of skilled employees from the Public Service in Lesotho is that the government does not offer the benefits that other countries do give to employees with special skills. For example there are no medical aid schemes for government employees. Professionals are bound to go to government hospitals that are already in a crisis of staff. The government need to provide the benefits that can make working for Lesotho government attractive. The government must also avail benefits that are already being offered to all categories of employees with special skills and not to be limited to only few individuals.

### **6.3.6 Improve the current training initiatives**

The Lesotho government has a very good training policy. The problem is the criteria used to choose employees who go for training. It is recommended that fair criteria should be used when selecting employees who go for short coursed or long term training. Training can be fair if training need analysis is performed because employees will be trained based on the needs of

their jobs. The use of performance appraisals can help managers to identify areas where training is mostly needed.

### **6.3.7 Improve working Conditions**

Most of the government services are situated in the hard to reach areas of the country, for example the clinics and postal services. Employees who work in these areas are frustrated by serious lack of facilities. It takes time for the government to deliver equipment in these areas. It is difficult even to communicate because some of the places do not have network coverage. Majority of these areas are hard to because lack of proper infrastructure such as roads. It is important that government speed up provision of facilities and equipment for such areas so that skilled employees can find it easy to work and stay at their duty stations.

### **6.3.8 Employee engagement and involvement**

The government must also allow employees to make contributions on issues that affect them. Employees must be allowed to have representation in decision making bodies so that their needs can be addressed. Employees must be encouraged to have forums or form trade unions so that they can have a platform to have a say in decision making. Employee engagement makes employees who are emotionally committed and actually care about their work. Involving employees will make public servants feel a strong element of belonging and get settled in their jobs.

### **6.3.9 Health and welfare issues**

The findings also show that a majority of Lesotho government ministries do a little to address the health and welfare issues of employees. In order to retain talent, the government of Lesotho must take corrective measures to protect employees from the health and safety hazards. The government must ensure that the ministries abide by the labour prescripts that address issues of health and welfare of public servants.

### **6.3.10 Technological Development**

It had also been revealed that, one of the reasons behind the departure of skilled employees from the Lesotho Public Service is that, the Lesotho government is still behind as for as the use of advanced technology is concerned. Most of the job is done manually, especially the filing system. This causes huge delays in service delivery and it also frustrates those who are caught up in the process. The government of Lesotho must therefore find means of upgrading the current systems so that skilled employees can find it easy to work.

### **6.3.11 Depoliticise the Public Service**

It is also recommended that the Lesotho government must depoliticise the public service. The Lesotho public service is highly political. Employees are recruited on the basis of their political affiliations and not on the requirement of the job. This causes a lot of conflicts and slows down service delivery because most of the employees are misplaced. The Lesotho government officials must speed up the public service reform process, as it was recommended by SADC in an effort to depoliticise the Lesotho Public Service and enforce labour peace.

### **6.4 Recommendations for future research**

The researcher has observed that for future research qualitative approach can give more detailed information than quantitative approach. Most of the respondent wanted to give detailed information on the causes of brain drain in the Lesotho Public Services but were limited by provisions of a questionnaire. If in-depth interviews were used to collect data, the researcher would have come up more detailed information as she could have had a chance to probe for more answers.

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## Appendix A



**TO:** Ms Likeleli J. Monyane Student Number: 203503451  
**FROM:** SCHOOL OF MANAGEMENT, IT & GOVERNANCE  
**DATE:** 7 November 2016  
**SUBJECT:** Approval of Coursework Masters Research Proposal

**Title:** The role of employee motivation in overcoming high rate of brain drain in the Lesotho Public Service.

**Supervisor:** Dr. Kwazi Majola

This memo is to confirm that the Research Proposal Review Committee has accepted your Coursework Masters Research proposal submitted on 8 September 2016.

Please take note of the following suggestion(s)/comment(s):

- Please check the research questions at one is the same as the research objective.
- Not sure whether the sample will be achieved.

Please note that the above comment/suggestion is intended to develop and strengthen your study, thus you need to consider them seriously. Your supervisor(s) will provide further guidance on how to factor the suggestions into your study.

Good luck with your studies, and we look forward to your successful completion. Please note that you must submit this letter with your application for Ethical Clearance.

Yours sincerely,

Ms Hazvinei Muteswa  
M.COM Coursework Administrator



School of Management, IT & Governance- Research & Higher Degrees  
Postal Address: Room M1-119, 1st Floor, M Block, Westville Campus, Westville, 3630  
Telephone: +27 (0) 31 260 7013 [Muteswahm@ukzn.ac.za](mailto:Muteswahm@ukzn.ac.za) Website: [www.ukzn.ac.za](http://www.ukzn.ac.za)

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## Appendix B



## Appendix C

**UNIVERSITY OF KWAZULU-NATAL**  
**School of Management, IT and Governance**

Dear Respondent,

**Research Project**

**Researcher:** Likeleli Josephine Monyane, 0810931869, monyanelik@gmail.com

**Supervisor:** Dr. B.K. Majola, Tel: +27 (0)33 260 5220, Majolabk@ukzn.ac.za

**Research Office:** Humanities & Social Sciences Research Ethics Administration, Govan Mbeki Building,  
Westville Campus, Tel: + 27 (0)31 260 8350, Email: [hssreclms@ukzn.ac.za](mailto:hssreclms@ukzn.ac.za)

I, Likeleli Josephine Monyane am a Master of Commerce in Human Resource Management student in the School of Management It and Governance, at the University of KwaZulu-Natal. You are invited to participate in a research project entitled: *The role of employee motivation in overcoming the high rate of brain drain in the Lesotho Public Service.*

The aim of this study is to: assist the Lesotho government officials to come up with policies and strategies that can reduce brain drain in the Lesotho Public Service.

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this research project. Confidentiality and anonymity of records will be maintained by the researcher and School of Management It and Governance, UKZN. All collected data will be used solely for research purposes and will be destroyed after 5 years.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number **HSS/0248/017M**).

Thank you for your time.

Sincerely

Researcher's signature \_\_\_\_\_ Date \_\_\_\_\_

**LikeleliJosephineMonyane**

**UNIVERSITY OF KWAZULU-NATAL  
School of Management, IT and Governance**

**Research Project**

**Researcher:** Likeleli Josephine Monyane, 0810931869, monyanelik@gmail.com

**Supervisor:** Dr. B.K. Majola, Tel: +27 (0)33 260 5220, Majolabk@ukzn.ac.za

**Research Office:** Humanities & Social Sciences Research Ethics Administration, Govan Mbeki Building, Westville Campus, Tel: 27 31 2604557, Email: [HSSREC@ukzn.ac.za](mailto:HSSREC@ukzn.ac.za)

**CONSENT**

I \_\_\_\_\_ (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project. I understand that I am at liberty to withdraw from the project at any time, should I so desire.

**Additional consent, where applicable**

**I hereby provide consent to:**

<b>Audio-record my interview / focus group discussion</b>	<b>YES / NO</b>
<b>Video-record my interview / focus group discussion</b>	<b>YES / NO</b>
<b>Use of my photographs for research purposes</b>	<b>YES / NO</b>

\_\_\_\_\_  
**Signature of Participant**

\_\_\_\_\_  
**Date**

## Appendix D



23 March 2017

**Ms Likeleli Josephine Monyane (203503451)**  
School of Management, IT & Governance  
Pietermaritzburg Campus

Dear Ms Monyane,

**Protocol reference number: HSS/0248/017M**

**Project title:** The role of employee motivation in overcoming high rate of brain drain in the Lesotho Public Service

**Full Approval – Expedited Application**

In response to your application received on 16 March 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.


Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

**PLEASE NOTE:** Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

  
.....  
pp Dr Shenuka Singh (Chair)

/ms

Cc Supervisor: Dr BK Majola  
Cc Academic Leader Research: Professor Brian McArthur  
Cc School Administrator: Ms Debbie Cunynghame

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Humanities & Social Sciences Research Ethics Committee  
Dr Shenuka Singh (Chair)  
Westville Campus, Govan Mbeki Building  
Postal Address: Private Bag X54001, Durban 4000  
Telephone: +27 (0) 31 260 3587/83504467 Facsimile: +27 (0) 31 260 4609 Email: [ximbap@ukzn.ac.za](mailto:ximbap@ukzn.ac.za) / [stymaom@ukzn.ac.za](mailto:stymaom@ukzn.ac.za) / [mohunq@ukzn.ac.za](mailto:mohunq@ukzn.ac.za)  
Website: [www.ukzn.ac.za](http://www.ukzn.ac.za)



Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

Appendix E

## QUESTIONNAIRE

**INSTRUCTIONS:** Please take a few moments to complete a survey on how employee motivation can assist to reduce brain drain in the Lesotho Public Service. Your responses will help the Lesotho Government to address the issue of high skill shortage which is currently a challenge in the civil service. Your responses will be kept confidential. Please answer the following question by making a tick on the appropriate box or write answers on the spaces provided.

### SECTION A: DEMOGRAPHIC PROFILE

**Gender:** Male  Female

**Age group:**

18-25

26-35

36- 45

46-55

56-60

**Marital Status:** Single  Married  Divorced  Widowed

**Qualifications:**

High School

Tertiary Qualification

Bachelor's Degree

Post Graduate Degree

Honours

Masters

PhD

**Salary Range**

M10 000.00 per month		10 000.00 - 20 000.00/month		20 000.00 - 30 000.00/month		>30 000/month	
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Length of Service

0-10yrs		10-20yrs		20-30yrs		>30yrs	
---------	--	----------	--	----------	--	--------	--

Current Position \_\_\_\_\_

Ministry \_\_\_\_\_

District \_\_\_\_\_

**SECTION B**

**BRAIN DRAIN**

1. Staff often leave their job to find job in other countries.

YES		NO		Not Sure	
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2. Are there policies that address the issue of brain drain at the ministry? If **no or not sure** skip to question 6.

YES		NO		Not Sure	
-----	--	----	--	----------	--

3. Management successfully implement these policies in my ministry.

1. Strongly Disagree		2. Disagree		3. Neither Disagree nor Agree		4. Agree		5. Strongly Agree	
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4. Does management interview skilled employees when they resign?

1. Strongly Disagree		2. Disagree		3. Neither Disagree nor Agree		4. Agree		5. Strongly Agree	
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5. Which category of employees often leave the public service to find jobs in other countries?

1. Unskilled		2. Semi-skilled		3. Skilled		4. Professional		Other	
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6. What recommendations can you make to government to address brain drain?

Salary Increase

- Improve the working environment
- Conduct regular training
- Give incentives for good performance
- Depoliticise the Public Service
- Other recommendations

**SECTION C: EMPLOYEE MOTIVATION**

7. Does your ministry give any special benefits to employee with special skills?

YES		NO	
-----	--	----	--

8. Does your ministry recognize and reward good performance?

YES		NO	
-----	--	----	--

9. Are there policies that address motivation employees at your workplace? If **no** skip to question 12.

YES		NO	
-----	--	----	--

10. Are these policies well implemented at your work place?

1. Strongly Disagree		2. Disagree		3. Neither Disagree nor Agree		4. Agree		5. Strongly Agree	
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11. Are employees always friendly and cheerful at your ministry?

1. Strongly Disagree		2. Disagree		3. Neither Disagree nor Agree		4. Agree		5. Strongly Agree	
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12. Is there an effective training and development section at your ministry?

1.Strongly Disagree		2.Disagree		3.Neither Disagree nor Agree		4. Agree		5.Strongly Agree	
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13. Does training have a positive impact on performance in the ministry?

1. Strongly Disagree		2. Disagree		3. Neither Disagree nor Agree		4. Agree		5. Strongly Agree	
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#### **SECTION D: OTHER QUESTIONS**

14. Is your ministry open to new technology and new methods of administration?

1.Strongly Disagree		2.Disagree		3.Neither Disagree nor Agree		4. Agree		5.Strongly Agree	
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15. Does your management take absenteeism as a serious offence?

1. Strongly Disagree		2.Disagree		3. Neither Disagree nor Agree		4. Agree		5. Strongly Agree	
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16. What does your ministry do to ensure that the working environment is in line with health and safety standards?

Provides Protective Clothing

Provides Heating System and Air Conditioning

Hold wellness campaigns

Nothing

Train employees on Health and Safety



