

UNIVERSITY OF KWAZULU-NATAL

**AN INVESTIGATION INTO THE PERCEPTION OF ACADEMIC STAFF ON TALENT
RETENTION IN HIGHER EDUCATION INSTITUTIONS**

By

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DECLARATION

I, Thandeka Pinky Khoza, declare that:

- (i) The research reported in this dissertation, except where otherwise indicated, is my original research.
- (ii) This dissertation has not been submitted for any degree or examination at any other university.
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DEDICATION

I dedicate this dissertation to the Khoza and Ngcobo family for their love and support. The King of my heart, my loving husband, Mr Lennox Phelelani Khoza for the support and love he showed me, and our two daughters Kuhlekonke and Simile. My kids sacrificed the motherly warmth and many a time were robbed their deserved maternal attention throughout the duration of my studies. Without their constant inspiration, support, patience and encouragement this research would not have been completed.

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GLOSSARY OF ACCRONYMS

1. HEQC	HIGHER EDUCATION QUALITY COMMITTEE
2. HRM	HUMAN RESOURCE MANAGEMENT
3. HEIS	HIGHER EDUCATION INSTITUTIONS
4. IHE	INSTITUTION OF HIGHER EDUCATION
5. KZN	KWAZULU-NATAL
6. HOD	HEAD OF DEPARTMENT
7. HESA	HIGHER EDUCATION SOUTH AFRICA
8. SPSS	STATISTICAL PACKAGE SOCIAL SCIENCES
9. REC	RESEARCH ETHICS COMMITTEE
10. UKZN	UNIVERSITY OF KWAZULU-NATAL
11. CHE	COUNCIL ON HIGHER EDUCATION
12. DHET	DEPARTMENT OF HIGHER EDUCATION AND TRAINING
13. ASSAF	ACADEMY OF SCIENCE OF SOUTH AFRICA

14. SSAUF	STAFFING SOUTH AFRICA'S UNIVERSITIES FRAMEWORK
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ABSTRACT

Among the findings of the institutional audits performed by the HEQC (January 2012), institutions experienced serious challenges in retaining competent academic staff (HEQC Report, 2012, p.34). The aim is to explore the motivation and hygiene needs that influence staff retention at tertiary institutions; and to determine the perceptions of staff regarding staff retention practices in tertiary institutions. This study uses quantitative research methodology. Academic staff is the target population for this study with a sample of 78 participants. The highest percentage of 85.8 per cent (n=67) indicates that academic staff are still available for another employer who may want to hire them, and they could leave anytime. The majority of employees, 87.3 per cent (n=62) are unhappy with developmental opportunities in the universities. Additionally, those unhappy with training opportunities and unhappy with the job itself include 80.3 per cent (n=57). The majority of the respondents, 44.8 per cent (n=35) have a negative perception towards staff retention. After analysis has been made, it shows that good retention could ensue, but only through taking the respondents' views into consideration, when the institutions develop their retention policy, and talent management strategies. The supervisor is the main factor in an employee's decision to stay or leave. He/she should be a trust-builder, a good communicator, talent developer and a good coach. The research revealed that one of the bedrock aspects of the institution, namely working conditions, seems not to be conducive for better performance and this affects other strategies in the long run, and the work system causes many employees to fail to perform, and as a result, they feel demotivated and want to leave the institution. Promotion and compensation have also shown to be other factors that need to be overhauled in order to keep employees from leaving the institution. Finally, it should be clear to the employees what constitutes success in the institution. Employees should be valued and recognised for the work they are contributing, and recognition is the key for high performance and effective work management.

CHAPTER 1: INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 INTRODUCTION

Higher Education Institutions (HEIs) face many human resources obstacles as the global environment changes. Such challenges should be considered by the management of these institutions, and include the management of human capital within the institutions. The goal of higher education institutions is to provide comprehensive knowledge, encourage academic development and educate students; and to meet the demands of national development of skills. Strydom (2011, p.15) opines that human capital factors should be taken into consideration in order for Higher Education Institutions to achieve their goals. Hughes (2012, p.228) notes that in the past 21 years of democracy there has been a noticeable transformation in recruitment practices and systems for personnel and Human Resources Management (HRM). The subject of staff retention has been widely explored in the corporate sector, however the efforts of higher education institutions in retaining their valuable staff members has been largely undocumented (Netswera, Rankhumise and Mavundla, 2005). In order to address this matter, this chapter provides a contextualisation for this study, specifically focusing on the retention of academics/researchers at the Institution of Higher Education.

The study provides an in-depth insight into staff retention in higher education institutions, by identifying and exploring perceptions of staff regarding staff retention.

1.2 BACKGROUND OF THE STUDY

Among the findings of the institutional audits performed by the HEQC (January 2012) of the Human Resource departments of various universities, was that the institutions experienced serious challenges in retaining competent staff (HEQC Report, 2012, p.34). One of the recommendations was that a plan be developed and implemented by the institutions to retain staff and to address issues such as staff morale and commitment. This recommendation on academics supports the findings of Hayward (2006, p.30) who states that issues of quality assurance depend on the availability of highly qualified academic staff.

The realisation of the institutional strategic goals lies in the hands of skilled staff to ensure that universities achieve their vision and mission of being the preferred higher education employer for academics and academic staff. This study will highlight information regarding staff turnover at higher education institutions, and assist management in developing the means to remedy the problem, before it becomes insurmountable.

The report from the institutional audits provides the background for this study. The researcher identified the problems and solicited the views and observations of the academic staff who have been employed at the tertiary institutions. The proposed study also investigated Academic staff needs to determine if their perceptions support the achievement of the institutional goal, as some tertiary institutions strive to be the preferred higher education employers.

1.3 PROBLEM STATEMENT

Research by Netswera, Rankhumise and Mavundla (2005, p.36) reveals that there is no clear empirical evidence that suggests what human resource managers in higher education institutions are doing to address staff retention within their institutions. However, it can be noted that in African universities the expertise base has diminished to the extent that the provision of quality training and education for new generations of citizens has been compromised (Tettey, 2006). This state of affairs is due to a variety of factors such as inadequate and non-competitive salaries vis-a-vis local and international organisations, and also a lack of job satisfaction due to non-monetary reasons. In South African higher education institutions this situation is especially problematic as data suggests that a substantial number (five to 18 per cent) of academic staff leave higher education institutions per year (Pienaar and Bester, 2008). Mapalesa and Strydom (2015, p.2) observe that universities are experiencing a steady loss of academic staff due to the lure of better paying universities in Africa or abroad, or the corporate world which offers appealing salaries. Similarly, the HEQC (2012, p.34) report reveals that universities are facing a serious challenge to retain competent staff and recommends that in order for universities to address the issues of staff morale they urgently develop and implement staff recruitment and retention plans. The inability for higher education institutions to retain their staff remain the

significant problem. Additionally, Erasmus, Grobler and Van Niekerk (2015, p1) attest that employee turnover is a major concern for higher education institutions. Turnover intention among higher education institutions is therefore a major concern. Although there are many factors contributing to the talent's decision to stay or leave an organisation, recruiting the right talent for the right job is the greatest contributing factor of workforce turnover. This research therefore seeks to highlight five key talent retention factors as evidenced by literature review, to assess talent's perception on the impact that these factors could have if correctly applied within higher education institutions, and whether these retention factors will have an influence on talent's decision to either stay or to leave.

1.4 RESEARCH QUESTIONS

This study aims to address the following questions:

1. What is the cause for turnover intention among academic staff in higher education institutions?
2. What is the perception of staff on staff retention practices?
3. Why is there a high turnover of staff in higher education institutions in the KwaZulu-Natal province?
4. How can managers reduce turnover at the higher education institutions in KwaZulu-Natal?

1.5 RESEARCH OBJECTIVE

The determination of the perceptions of academic employees on staff retention at a higher education institution in the KwaZulu-Natal province is the primary objective of this study. The following objectives are formulated:

1. To explore the relationship between motivation and retention among academic staff at tertiary institutions;

2. To evaluate retention factors that affects employee turnover among academic staff in tertiary institutions.

1.6 LITERATURE REVIEW

1.6.1 Talent Attraction and Retention

In today's business world, amongst other critical issues that are confronting leaders, is that of retaining the employees that add value to the organisation (Mayfield and Mayfield, 2008, p.41). Due to the competition for scarce skills, the attraction and retention of quality employees has emerged as the biggest challenge in human capital management (Terera and Ngirande, 2014, p.481). Research by Swanepoel, Erasmus and Schenk (2008), and Armstrong, Brown and Reilly (2010) asserts that competitive wages, salaries and benefits have always been the important factor in attracting and retaining of employees. The attraction and retention of employees continues to be a key priority of human resource professionals (Frank, Finnegan and Taylor 2004, p.30; Giancola, 2008, pp.12-25) and is now the major concern of many public and private South African institutions. While wages influence the attraction and retention of the workforce, organisations need to look for alternative methods of retaining key talent to ensure organisational success.

Various disciplines are affected by the brain drain and high turn-over in the African institutions, namely; health sciences, engineering, business, economics, and computer/information science. According to Selesho and Naile (2014, p.34), staff retention exists both in public and private institutions. Wamundila and Ngulube (2011) attest that staff retention related challenges do not only impact staff turnover, but also the performance of employees at various African universities. Zhou and Volkwein (2004) state that the costs of academic staff turnover, such as subsequent recruiting expenses, disruptions of course offerings, discontinuity in departmental and student planning, have an impact on the quality of service and the image of the institution.

Yousaf (2010) observes that difficulties in retaining academic staff within these institutions are well documented.

Staff retention is critical for employers as it has an influence on expenses at various levels; namely directly, through staff turnover expenses (for example recruitment costs, low productivity, training and development, and lost opportunity costs), and indirectly, through aspects such as engagement (Corporate Leadership Council, 2004, pp.4-13). Allen, Shore and Griffeth (2003) report in order for employers to attract and retain quality employees they have to differentiate themselves from others through their compensation policy. Therefore, an organisation's compensation policy should be such that it enables the attraction of quality employees, the retention of suitable employees, and also the maintenance of feelings of equity among the employees. An organisation can therefore ensure the retention of its workforce by offering a good compensation package.

Scott, McMullen and Royal (2012, p.2) state that the retention of key talent is vitally important to an organisation, especially those employees who are the strongest performers, may have significant potential or are in critical jobs. Pienaar and Bester (2008, p.32) agree that the academic profession is fundamental to the functioning of any university. Without well-qualified and committed academic staff, no academic institution can really ensure sustainability and quality. It is critical that academic institutions retain a high calibre of staff as they are more dependent on the intellectual and creative abilities and commitment of the academic staff, more so than most other organisations.

Lockwood and Walton (2008) argue that organisations can only have a successful retention strategy if they offer competitive, market-related salaries and benefits, because this is what motivates employees to feel a sense of commitment to the organisation. Pillay (2009) conducted a study which revealed that both monetary and non-monetary rewards are important in order to improve employee retention. Monetary rewards are reported to increase employee retention significantly and include performance bonuses, reasonable salaries and remuneration of scarce skills. Non-monetary rewards include promotions, child-care facilities, extended leave and recreational facilities. A study conducted by Horwitz, Heng and Quazi (2003) reveals that

compensation is still one of the most popular retention strategies, while Teseema and Soeters (2006) show a definite correlation between compensation practices and employee retention.

1.7 THEORETICAL FRAMEWORK

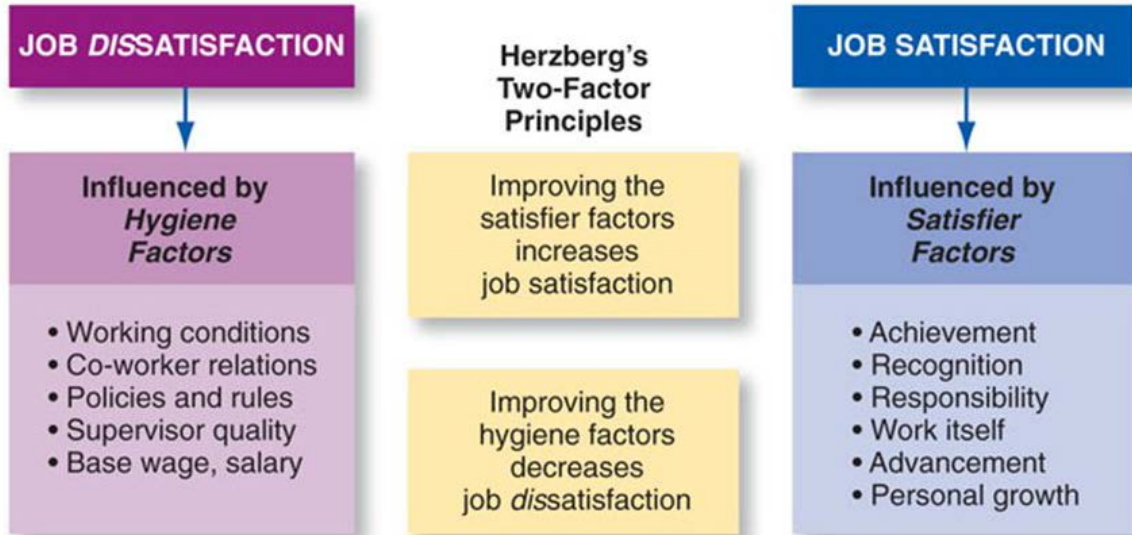
This section examines the existing theories in relation to the research objectives. According to Bushe (2012), academic staff retention is a strategic goal that extends beyond simply attracting well qualified staff. Staff retention can be improved if an institution is able to increase staff motivation, provide good working conditions and supervision, has effective communication, and is able to establish itself as the employer of choice (Bushe, 2012, p.2).

Mayo (1933) claims that if management took an interest in their employees then productivity would increase. Shafritz, (2012, p.56) cites Schechter (1989, pp.16-17) and Gillespie (1991) as agreeing with Mayo's view that financial factors also motivate staff. Financial factors are a key element that keeps employees in a particular organisation, as staff who are being paid satisfactorily will not leave as a result of poor remuneration. Pollitt (1993), in Shafritz, (2012, p.57) finds that the "feelings, values, informal group norms, and the family and social backgrounds of workers can help to determine the performance of the staff."

Shafritz quotes Maslow (2012, p.105) as having stated that staff motivation should be goal oriented, and that the motivation theory must be human-centred, as opposed to being animal-centred. This essentially means that management must guard against treating their staff as objects, and take cognisance of their needs as human beings. In essence, Maslow claims that staff can only commit to an organisation and help in the achievement of institutional goals when its management shows a willingness to meet their needs. If management turns a blind eye towards their staffs' hierarchy of needs, the staff may find other ways to satisfy their needs, and subsequently look for better employment in other organisations (Shafritz, 2012).

The hierarchy of needs theory was created by Maslow in 1943. He postulates that people's needs can be categorised into five categories, and form the basis for human motivations. These needs are: basic physiological needs, safety and security, the need for belongingness and love, esteem for self and others, and self-actualisation.

Figure 7.1 Herzberg's theory: factors affecting job satisfaction



Source: Grobler, P., Warnich, S., Carrell, Elbert, N., Carrell, M. and Hatfield, R. (2011, p.130). Adapted.

It is imperative to understand the concept of motivation as well as what motivates people to leave or stay in an organisation. The Herzberg theory is also known as the Two Factor Theory. This theory provides the knowledge that there are various factors in the workplace which may cause satisfaction to an employee, whilst some factors may cause dissatisfaction and may lead to some employees resolving to leave the organisation for another organisation that may fill the gap of their dissatisfaction. For the purpose of this study, respondents will be able to express their perceptions with regards to motivators and hygiene needs at their tertiary institution. The theory that provides the relevant knowledge which has been used for this study is the Herzberg theory.

1.8 SIGNIFICANCE OF THE STUDY

The significance of this study is that the findings and recommendations were added to the data from the HEQC report (2012) and could help provide a solution to the problem of staff retention. The study is relevant and will contribute to the pool of knowledge concerning the tertiary university communities. In addition to that, the researcher, by exploring the perceptions of the academic staff, will gain insight into the nature of needs and the factors influencing staff turnover. It is important for the employer, to know how academic staff feel, and whether or not it is at risk of losing competent staff to other organisations who can offer its staff better working conditions. University management needs to be aware of the various internal and external factors that may influence the retention of its staff, and whether or not its strategic goals are attainable as a result.

Besides staff turnover being of significance to employers, it also has significance for the remaining staff, since they have to cover their workload as well as that of the staff that have left, until replacements of staff are appointed (Masango and Mpofu, 2013, p.885). It is also of importance to know whether staff retention is a problem within the institution and if so, do they have the means to resolve the phenomenon before other resources are lost due to a lack of knowledge and investment in the staff. The proposed study aims firstly to identify if retention is a problem, and secondly to find out if motivators and hygiene needs impact on staff retention.

The tertiary institution's staff complement comprises of both administrative and academic staff. This study identifies the perceptions of the academic staff on the issue of staff retention in tertiary institutions, to establish if the human resource functions include any plans aimed at addressing the issues of employees who exit the institutions, those who are planning to leave and those current staff with no foreseeable plans to leave. The objective of this study is to examine the perceptions of academic staff so that management can intervene before more precious resources are lost at the tertiary university, and to formulate recommendations that will enable the institution to achieve its strategic goals, mission and vision.

1.9 JUSTIFICATION OF THE STUDY

This study proposal is based on the findings of the Higher Education Quality Committee (HEQC report, 2012) on problems identified in the human resource and development component or department of the tertiary universities in this country. The report identifies that these institutions face serious challenges in retaining competent academic staff (p.34). This study therefore investigates the perspectives of the tertiary institution's academic staff and retention strategies. This study has made recommendations that will contribute to the body of knowledge and may answer the questions that may have emanated from the audit of 2012.

1.10 RESEARCH DESIGN

In line with the objectives of the study, a quantitative research method and a survey design was deemed appropriate as it would assist to investigate the perception of academic staff retention. A research design, according to Creswell (2008, p.59), outlines the specific procedures for collecting, analysing and reporting in quantitative research. It may be thought of as a map of how the research will unfold and provides a logical plan as to how it will be conducted and the subsequent findings validated. Blaikie (2000, p.21) stipulates that a research design is an integrated statement of and justification for the more technical decisions involved in planning a research project and the process thereof. Babbie (2007, p.112) offers a similar definition of design by stating that:

...a research design involves a set of decisions regarding what topic is to be studied, among what population, with what research methods, for what purpose, research design is the process of focusing your perspective for the purposes of a particular study.

Mouton (1996, p.175) confers pointing out that the research design serves to plan, structure and execute the research in order to maximise the validity of the findings.

1.10.1 Research Approaches

The broadest common categories of research methodologies are quantitative and qualitative. According to Patton (2005), the latter provides numerical estimates, percentages, prevalence of incidences, trends and others. This means that it provides answers to questions such as how many, how much, how often and so forth. In contrast, the former describes the data and the depth, without using literal statistics. It is the means to explain how a person thinks or why something occurs. It is for this reason that the researcher chose the latter to realise the objectives of the study.

Some writers believe that qualitative research is a form of research methodology that allows a researcher to collect data that is full in textual description of how a target population is experiencing a phenomenon (Rea, 1997). On the other hand another view is that qualitative research methodology allows the researcher to collect data about the human perspective of the research problem (Rubin, 2008). Sanders (2010) assert that qualitative research allows researchers to develop different perspectives in order to understand a phenomenon, from the view of the insider, and to grasp the significance of the local situation.

Quantitative methodology quantifies and analyse data gathered in order to connect aspects pertaining to the study (Tuli, 2011). This study uses the quantitative research methodology to quantify the perceptions and of academic staff, on retention in higher education institutions. Since the proposed research study uses quantitative research methodology, the researcher therefore employs the use of the survey questionnaires to gather information from the participants. Tuli (2011) declares that the outcomes from the quantitative exercise represent themselves numerically. Using quantitative methodology, this study produces statistical data from the questionnaire surveys to get underlying factors regarding the perceptions on academic staff retention at tertiary institutions.

1.10.2 Study Site

The current research study is conducted at two out of the five tertiary institutions in the province of KwaZulu-Natal (KZN), South Africa. The universities are located in the eThekweni Metropolitan area, the biggest city in the province. The languages in the province are

predominantly IsiZulu, followed by English and lastly Afrikaans. The staffing component of the universities comprises of academic staff, support and administrative staff, and general staff. The participants who volunteered to participate in this study were asked to complete the questionnaire as they were selected from the academic staff.

1.10.3 Target Population

According to Trochim (2006), a target population is a group of units or people with the specific characteristics that the researcher is interested in. The target population for this study is academic staff, and the focus is on the academic staff members who are still employed at the chosen tertiary institutions.

1.10.4 Sample

A sample is the subset of the population from which the researcher collects the data (Yin, 2009). The sample for this study was selected from the tertiary institutions in KwaZulu-Natal. Participants were academic staff from the two chosen tertiary institutions.

1.10.5 Sampling Method

To realise the probability, the sampling method that the study adopts is the systematic sampling method. According to Thomas and Brubaker (2000), in probability sampling methods, units or people are selected based on the individual judgement of the researcher. The sample size for this study is 744. The systematic sampling is employed using the eleventh element of the entire sample size, which equates to the total number of participants being 68.

1.10.6 Sampling and Sample Size

The sample size is estimated at tertiary institution A having 195 academic staff and B having 574, equating to the total of 744. The systematic sampling is employed using the eleventh element of the entire sample size which equates to 68. To recruit participants, the researcher visited all the departments, and further requested the Head of Departments to recruit academic staff to take part in the study. Moreover, identified staff within the department were visited

during non-contact time with students. Selected staff were given a survey link with the questionnaires to complete and were asked to return the questionnaire in one week's time.

1.10.7 Data Collection

Maree (2003, p.48), lists that one-on-one, postal, telephone, groups and computer assisted survey methods can be used for data collection. Sharma (1995, p.137) notes that the one-on-one method is more advantageous whilst also acknowledging that several methods can be used to collect data. Brannick and Roche (2007, p.16) emphasise that the choice of data collection method is an important factor in the research design. According to Cooper and Schindler (2003, p.87), the collection of data may range from a simple observation at one location to a complex survey of multinational co-operations at sites in different parts of the world. The method that the researcher selects will largely determine how the data is collected. Maree *et al.* (2007, p.156) cite the following as some of the most commonly used data collection methods:

- Group administration of questionnaires where the researcher waits while an entire focus group of respondents completes the questionnaire.
- Postal survey where the questionnaires are posted to the respondents with instructions.
- Telephone survey where the respondents are to ask questions and record answers.
- Face-to-face/personal survey where well trained interviewers visit respondents and ask questions and record answers.
- Personal method where the researcher distributes the questionnaires personally and collects the completed questionnaires later.
- Electronic mailing where the researcher sends the questionnaires and instructions via the electronic mailing system.

Kumar (2005, p.22) explains that any medium through which data is collected is referred to as a research tool. He further states that a combination of data collection tools is often useful in order to increase the validity of the data being collected. Due to the fact that the population in the tertiary institutions being studied is small, the researcher used the personal method for the data

collection from the identified target respondents. The highest response rate can be obtained from the personal method of data collection and this is the most accurate method.

There are different types of data, namely primary and secondary data. The use of both primary and secondary data sources were employed to add depth to the study. The survey link with questionnaires was used to gather information from participants. Both qualitative and quantitative methods can utilise questionnaires (Cooper, 2011, p.33), depending on the nature of the study. For the purpose of this study the questionnaires were developed and distributed to all participants, with the intent to gain individual responses and the in-depth perceptions of staff, regarding staff retention.

1.10.8 Data Quality Control

Data quality control is when the researcher is certain that the instruments that would be used in the study measure what they are supposed to measure. The researcher used methods that have been proven to be valid and reliable. The use of both primary and secondary data sources were employed to add depth to the study. Survey link questions were distributed through email to reach the participants' place at any time. Questionnaires were made up of questions designed to obtain in-depth knowledge of the perceptions on staff retention, and factors influencing retention.

1.11 DATA ANALYSIS

Data is analysed by means of statistical software, i.e. Statistical Package for the Social Sciences (SPSS) version 23.0. The initial data was analysed with descriptive statistics for the demographic variables. According to Maree (2003, p.90), statistical techniques are classified under two broad headings, namely descriptive statistics and inferential statistics. The descriptive statistics include the ordering, summarising of data using tables and graphs, and other descriptive measures. A meaningful conclusion about population is the result of the robust statistical inference. Both theories are a response to the probability theory. The objective is to quantify uncertainties about the conclusions that are generalised (Maree 2003, p.90). Angrist, Imbens and Rubin (2005, p.149) assert that the robust tools of appropriate parametric tests should be applied to test the hypothesis.

1.12 ETHICAL CONSIDERATION

Approval for the study was requested and obtained from the Research Ethics Committee and a gate-keeper's letter was received from the Research Directorate, since approval had been granted. Informed consent forms were received from all of the respondents who participated in the study, to ensure that human dignity is upheld. Participants were allowed to make the decision whether or not to participate based on sufficient knowledge of the study, and at their discretion. Privacy and confidentiality were upheld and participants reminded of their right to confidentiality. An agreement to limit access to the private information was obtained from a gatekeeper. Respondents will remain anonymous, and no real names will be used in this study. For the purpose and the requirement of the research studies, the researcher followed the University of KwaZulu-Natal's research procedure in attaining ethical clearance.

1.13 STRUCTURE OF THE STUDY

The researcher included in the first chapter, the introduction and background to the study. The elaboration included the research questions, problem statement, theoretical framework, justification, and objectives for the purpose of the study.

1.14 CONCLUSION

The research project is comprised of five chapters which are divided as follows:

Chapter One provides the definition of the research problem, the purpose of the study and approaches to be used. It also provides the justification for the research project.

Chapter Two provides the literature review and builds a theoretical framework for motivators and hygiene needs for academic employees.

Chapter Three provides the research methodology and design, identifying the target population, instruments and procedures used for data collection, as well as procedures used during the data analysis.

Chapter Four provides the research findings, discussions and interpretation of all collected data from the literature reviewed, survey link questions sent to respondents with the questionnaire used for data collection.

Chapter Five presents the overall conclusion with the recommendations, and the proposals to address the issue of retention of academic staff in the tertiary institutions.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

The demand for academic staff in higher education institutions (HEIs) is increasing globally, and is expected to continue increasing, while at the same time, retention problems and staff's intentions to leave are further exacerbating the problem. Similarly, a so-called academic 'retirement swell' is also evident, leaving HEIs with little option but to seriously investigate retention of academic staff (HESA, 2011; Pienaar and Bester, 2008). Additionally, retaining employees is critical in a business environment, and retention strategies have become a catchword for all types of business enterprises. Higher education institutions are not operating in silos; hence employee retention has also affected their line of business. Erasmus, Grobler and van Niekerk (2015, p.32) state that talent retention and employee turnover are major concerns for higher education institutions because they are losing highly qualified staff to the private sector and other higher education institutions that are able to offer better rewards and benefits. Pabla (2014, p.1) affirms that all efforts are being made to retain good performers, while Oh (2001, p.13) notes that an employee's decision to resign from a company is a complex process as turnover drivers and other factors create an environment that is no longer tenable.

Anon (2011, p.25) indicates that retention of staff remains a pivotal factor in the human resources management circles. Similarly, Samuel and Chipunza (2009, p.410) attest that globally, retention of skilled employees has become of critical importance to managers in the face of an exacerbated rate of employee turnover. Bafaneli (2015, p.28) argues that this situation is created by the fact that employees are being attracted to various organisations simultaneously with various kinds of incentives, and this poses a serious challenge to human resource managers. However, Akuoku (2012, p.2) highlights that employee retention is the act of keeping the employees who have already been hired by an institution. Additionally, retention as defined by Samuel and Chipunza (2009, p.411) is a voluntary and intentional move by an organisation to create a working environment which engages employees for an extended period of time. Akuoka (2012, p.1) postures that once one has hired good people, trained them, and built them into high-performing teams, the organisation should never lose these people. Anis, Rehman, Nasir and Safwan (2011, p.2679) affirm that employee retention is a critical aspect of every company

requiring a competitive advantage, as human resources are a vital asset in today's modern world. Moreover, organisations need to recognise and understand human capital as being an important aspect of any business strategy and, that they can depend on it to gain a competitive advantage in this competitive global economy (Anis, *et al.* 2011, P.2679).

2.2 MOTIVATION

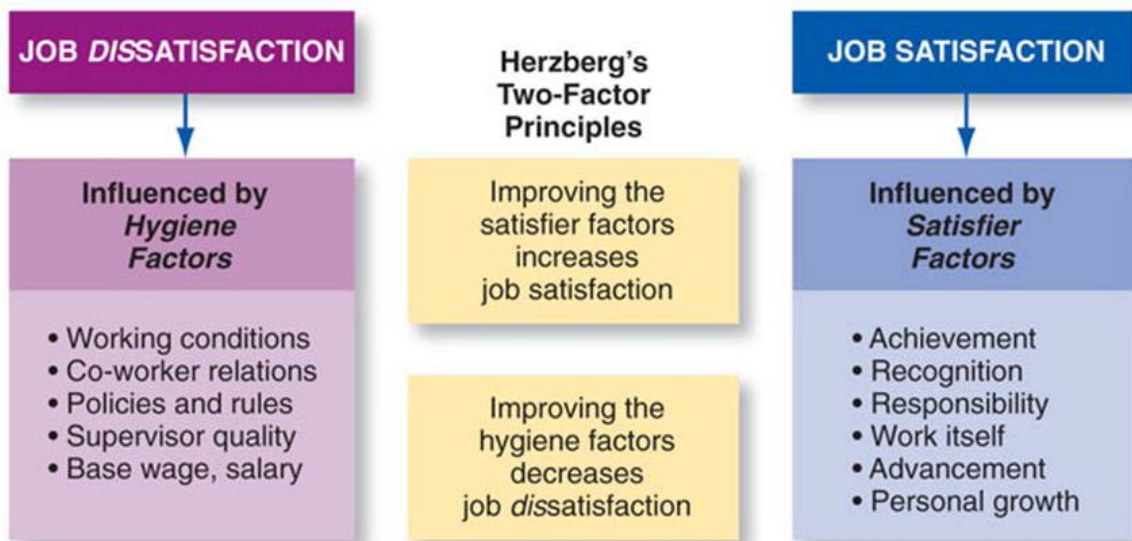
Work motivation and employee retention are considered as vital contributions to human resources in businesses with respect to organisational culture, individual identity and in handling success and quality. A well-motivated workforce will deliver better quality work and be more productive. Motivation is a major source of job satisfaction and ultimately retention entails providing feedback and appropriate rewards. Individuals' reasons for resigning their jobs have been widely researched in various organisational sectors. However, there remains a distinct lack of research on retention and retention strategies within the higher education arena in South Africa (Robyn, 2012, p.10).

Herzberg's two-factor theory forms the foundation for understanding the nature of satisfaction in a job. This theory is not new and dates back to 1959. It is related closely to Maslow's needs hierarchy (Luthans, 2005, p.243) and stems from the extension of a research study on job attitudes conducted by Herzberg, Mausner and Snyderman. Herzberg interviewed 203 accountants and engineers, who were chosen due to the growing importance of these fields in the business world. The participants were requested to relate times when they felt exceptionally positive or exceptionally negative about their current or any previous jobs. They were asked to describe the sequence of event and main reasons giving rise to that feeling. Responses to the interviews were generally consistent and revealed that there were two different sets of factors affecting motivation and work. The results subsequently led to the two-factor theory which focuses on main factors that are responsible for job satisfaction and job dissatisfaction (Mullins, 2010, p.265).

Herzberg's theory hypothesises that unsatisfactory hygiene factors demotivate employees, while motivating factors sustain employees' efforts. His theory further proposes that the relationship between compensation and job satisfaction is weak (Bassett-Jones and Lloyd, 2005, p.932). It

can therefore be assumed that employees value certain working conditions and when these conditions are evident and congruent with the individual's own needs, employees will be more satisfied and committed and less likely to leave the organisation (Martin and Roodt, 2008).

Figure 2.1 Herzberg' theory: factors affecting job satisfaction



Source: Grobler, P., Warnich, S., Carrell, Elbert, N., Carrell, M. and Hatfield, R. (2011, p.130). Adapted.

Before concentrating on the issue of retaining talent, it is important to understand the concept of motivation and what motivates people to leave or stay in an organisation. Armstrong (2002), cited in Salie and Schlechter (2012, p.2), refers to motivation as the factors which influence human behaviour and usually comprises three main elements: direction, effort and persistence. Moorhead and Griffin (1989, p.103) concur by defining motivation as the forces which cause people to behave in a certain way. People go to work for a variety reasons, which are mainly based on their personal needs (Naris, 2009, p.38). Whereas, Carmeli and Weisberg, cited in Robyn (2012, p.10) argue that; turnover refers to three particular steps in the withdrawal process, namely having initial thoughts of quitting the job, having intentions to search for a different job, and then formulating the intention to quit. In summary, if the organisation does not support positive behaviour, people tend to disengage and that increases their intention to quit.

2.3 EMPLOYEE TURNOVER

Employee turnover and especially the turnover of top talent has been a critical issue for psychologists and managers for many years (Masoga, 2013, p.13). Masoga (2013, p.76) states that while it is important to understand why employees leave an organisation, reducing turnover and retaining high-performing employees is a challenge for most organisations. Samuel and Chipunza (2009, p.411) posit that employee turnover occurs when employees leave their jobs and must be replaced, which is a costly process for organisations and detrimental to service delivery. It is, therefore imperative for management to reduce to an absolute minimum, the frequency at which employees leave the organisation, particularly those who are crucial to the organisation's operations (Samuel and Chipunza, 2009, p.411). Ongori (2007) notes the job related factors of staff turnover as the following; the experience of job related stress, a lack of commitment to the organisation, and a lack of job satisfaction. However, Ongori (2007, p.49) more specifically defines turnover as the ratio of the number of employees who leave an organisation during a specified period divided by the average number of people in that organisation. Chan and Kuok (2011, p.435) examine factors which lead to staff turnover and reveal that a diminished workforce, shortage of skilled labour, the overall compensation package, a low organisational commitment of the workforce, as causes of staff turnover, with pay being the main reason for employees leaving their work. Additionally, the generalisation that employees quit because of pay is troublesome. It should be noted that employees have personal and unique factors that drive them to quit their jobs and management should strive to address those factors in order to retain their employees. Akuoka and Ansong (2012, p.4) emphasise and outline factors that drive employees to leave their place of work as; the incompatible corporate culture, unsatisfactory relationships with co-workers, insufficient support to get tasks accomplished, inadequate opportunities for growth and dissatisfaction with the compensation offered. Ngobeni and Bezuidenhout's (2011, p.9968) study reveals that employee turnover can be contained through effective engagement strategies, and that HEIs are particularly vulnerable to losing their academic staff to more lucrative compensation packages from the private sector as well as poaching from other universities. Rosser (2004) believes that employee turnover takes place mainly when an individual is dissatisfied in his or her job. While Pienaar and Bester (2008, p.37) suggest that academic staff suffering from a high level of job dissatisfaction and work

stress should be addressed more proactively and effectively, especially where young academics are concerned. Similarly, Daly and Dee's (2006, p.793) study reveals that autonomy, communication openness, role conflict and distributive justice all have a positive effect on an employee's intention to stay in an organisation. However, Rosser (2004, p.319) concurs that employee turnover can be costly to higher education institutions as it can result in a less loyal and knowledgeable workforce, the loss of valuable institutional memory, an increase in training costs and time, and a greater incidence of behavioral problems such as absenteeism and tardiness.

2.4 JOB SATISFACTION

Universities create and cultivate knowledge for building a modern world where leaders are groomed to lead the nation with social justice. There are many factors that should be considered especially with regards to the welfare of human resource in achieving the mission and vision of the universities. One of these factors is job satisfaction, as it is important for retaining employees. According to Nadeem et al., (2011) there are so many variables that affect the motivational level of academic staff and these include, duties and demands on time, low pay, and students conduct issues which have a significant impact on academician's attitudes toward their jobs. These results in both job satisfaction and job dissatisfaction.

2.5 JOB DISSATISFACTION

Job dissatisfaction refers to negative attitudes and feelings people have about their jobs (Armstrong, 2010, p.264). Intrinsic and extrinsic motivation factors affect the level of job satisfaction. Extrinsic factors include job security, physical conditions of the work environment, pay and benefits; while intrinsic factors include recognition, promotion, freedom, learning opportunities and the nature of the job (Ali, Fakhr and Ahmad, 2010, p.171). Moreover, when the job responsibilities are not the same as initially expected, it leads to job dissatisfaction (Kaila, 2012, p.241). Bakuwa, Chasimba and Masamba (2013, p.170) recommend that organisations need to make a concerted effort to assess the levels of employee satisfaction through employee satisfaction surveys, so as to identify areas of satisfaction and dissatisfaction, and act thereon.

2.6 TALENT RETENTION

Organisations should invest handsomely in the attainment, management and maintenance of a talented workforce (Swanepoel *et al.* 2014, p.375). Every company should put effort into ensuring that every employee who joins the company is sufficiently skilled during orientation in order to be fully conversant with the necessary knowledge and skills to undertake their given responsibilities in order to achieve the organisation's objectives. Globally the retention of employees has become the biggest challenge faced by many organisations. Various consequences have focussed organisations' attention to the extent of the problem of retention, these include; the high cost of recruitment and selection, the possible loss of productivity during the orientation and adjustment period, the probable loss of business opportunities, poor customer rapport, as well as the hidden cost of lost productivity. (Chew and Chan, 2008, p.503). Luna-Arocas and Camps (2008, p.27) believe organisations seeking a sustainable competitive advantage should maintain a stable workforce. In addition, these authors highlight that the retention of current employees is cheaper than the cost of recruiting replacements. Retention management refers to the collection of human resources (HR) practices developed to reduce voluntary turnover rates, these include certain organisational incentives and HR strategies to minimise staff turnover (De Vos and Meganck, 2009, p.46). However it is important to note that these incentives and strategies will only be successful if they are consistent with what the employees' value (De Vos and Meganck, 2009, p.46). Examples of incentives or strategies implemented to create more a positive organisational environment for the purpose of retaining valuable employees include equitable remuneration that reflects performance, sufficiently challenging and interesting work, as well as opportunities for training and career development (Chew and Chan, 2008, p.504).

Several studies reveal that if employees feel that they are rewarded fairly they will be inclined to stay with the employer (Kwenin *et al.*, 2013). Terera and Ngirande (2014, p.285) assert that there is a positive relationship between employee results and employee retention. Organisations must be cognisant of the fact that when employees feel they are well rewarded by their employer they find themselves remaining with that employer. Economic gains that are offered by an employer to the employees are found to be the main reason that most employees stay with the same

employer for a longer period compared to those employees who are compensated less by their employers.

Taylor, Murphy and Price (2006, p.651) agree that the most trusted talent retention factor as viewed and agreed by managers is the fact that rewards that are in line with the job that the employee does equals to employee satisfaction. Chew and Chan (2008, p.507) agree that things like financial rewards play an important part in as far as talent retention is concerned. Organisations need to accept that if the plan is to retain their employees, remuneration must be part of the package.

Hausknect, Howard and Rodda (2009, p.269) assert that in order to ensure that a talented workforce is encouraged to stay within the organisation, policies and procedures must be in place that speak the language of retention of employees, to be used when the need arises to counteract intentions to leave. Browell (2003, p.5) defines retention of staff as the ability to retain capable staff, which is unusual, and to preserve them in order that they might stay with the employer and uncover the rivals. Organisations' success is garnered through the recruitment of employees who are talented and have the ability to become its pillars. The technical positions are also included since those employees are regarded as the means for economical gain. Organisations should ensure that strategies are crafted which talk directly to the talent retention of employees. Policies, strategies, procedures and guidelines to talent retention are a fundamental reason that most companies overcome and succeed with the challenge of staff retention. Various reports globally are known to speak to the challenge faced by many organisations to ensure and maintain talent retention. The most valuable effort, which is found to be costly, is that of ensuring that employees are well taken care of and maintained, because retention also depends on how talent is maintained in a particular organisation.

Retention challenges have been widely reported globally, and acquiring experienced employees is costly; on the other hand, retaining them is crucial for the success of the organisation. Human capital maintenance is an expensive but valuable effort. Talent maintenance is also referred to as employee retention (Okioga, 2012, p.12).

Samuel and Chipunza (2013,p.100) verify that worker maintenance is a standout amongst the most basic issues confronting hierarchical academic staff since there is a deficiency in talented faculty, and additionally a high representative turnover. It is a basic necessity for an association to actualise frameworks for keeping representatives from leaving the association and in this manner securing the association's arrival on speculation. Samuel and Chipunza (2013, p.99) are of the view that workers are probably going to stay with an association in the event that they trust that the association indicates more intrigue and less worry for them, and on the off chance that they comprehend what is anticipated from them while being given jobs that fit their capacities. Furthermore, workers stay longer in positions in which they are well educated on important issues concerning the association's prosperity. Maintenance procedures in all cases have numerous basic highlights, for example, an aggressive bundle, good working conditions and human asset retention that offers progressive openings (Tithe, 2010, p.11). In this way, by understanding the idea of maintenance issues, associations can choose which maintenance activities to promote, keeping in mind the end goal to oversee general representative turnover (Musah and Nkuah 2013, p.119). Netswera, *et al.* (2005, p.35) contend that a maintenance procedure is intended to build representatives' control over their work by enhancing work fulfilment and improving hierarchical responsibility. Hong, Hao, Kumar, Ramedran and Kadiresan (2012, p.60) propose that keeping in mind the end goal is to hold on to the best ability, procedures devised for the fulfilment of workers needs ought to be executed regardless of the span of the association. Holding capable workers is worthwhile to any association in the fulfilment of an upper hand.

2.7 SIGNIFICANCE OF TALENT RETENTION

Talent retention remains the critical issue for organisations operating in a competitive environment. Mugabe, Shipham and Ritacco (2016, p.486) note that the massive expenses related to enrolment, choice and preparing of staff frequently surpasses the yearly wage of the staff being supplanted. Allen, Bryant and Vardaman (2010, p.48) bear witness to the fact that immediate costs, work disturbances and misfortunes of institutional memory are significant issues for any association. Be that as it may, maintenance processes need constant examination to

stay powerful. Additionally, organisations are increasingly concerned with their ability to retain talent, especially high-demand and difficult-to-replace skills (Allen *et al.*, 2010, p.48). Chikumbi (2011, p.58) reflects that making maintenance progress starts by embedding in the association a culture that sees individuals as their primary need. Also, official administration should drive this culture to the line chiefs. Consumer loyalty, builds deals, advances working connections, enhances worker-director connections and empowers important progression whereby arranging is cultivated by representative maintenance.

2.8 ELEMENTS OF RETENTION APPROACHES

Retention elements should be considered when intending to retain talent in the organisation. Retention specialists need to focus on these factors that are an integral part of the business. Allen *et al.* (2010, p.52) state that compensation matters to the retention of employees and that they often leave organisations to take higher paying jobs elsewhere. Some of the elements will be discussed in more depth as part of the determinants of retention.

2.8.1 Employee Engagement

Nel *et al.* (2008, p.349) note that connected workers communicate physically, intellectually and sincerely in playing out their employments. Workers that are locked in are not just physically present they are additionally psychologically and sincerely present. In any case, Allen *et al.* (2010, pp.57-58) posit that invested workers are less inclined to leave from the organisation. It is critical for an organisation to spell out their reasons for following the route of employee engagement (Bussin, 2013, p.319). Kahn (1990), cited in Robyn (2012, p.33), defines employee engagement, as "the harnessing of organisation members selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performance". Rothbard (2001), cited in Robyn (2012, p.33) further defines engagement as a psychological presence of an employee in an organisation.

2.8.2 Recognition and Rewards

Mugabe *et al.* (2016:487) posit that it is evident in literature and practice that recognition and rewards are some of the most important principles to employee retention. Reward systems are used to reinforce desired performance and indicate to individuals and to groups how they should direct their energies (Smit, Cronje, Brevis and Vbra, 2007, p.334). Rewards and recognition have a major influence on the employees. Rewards may consist of a financial element such as pay and other benefits, but may also include non-financial elements or perks such as on-site day care, employee assistance programmes, subsidised cafeterias, travel discounts and company picnics. The presence of a formal reward arrangement enables associations to energise conduct "that contributes towards its vision and towards the help of its hierarchical change programmes" (Fox, 2006, p.51). Keeping in mind the end goal which is to be successful, rewards should preferably be lined up with what representatives esteem (Hellriegel *et al.*, 2006, p.280). Attracting great candidates, holding great workers, rousing representatives and conforming to the law are, on the whole, goals of remuneration frameworks (Grobler *eta al.*, 2006, p.351). Grobler *et al.* (2006, p.351) note that these goals can be acquired by instituting pay reviews to decide the present market related wages, executing work assessment frameworks that representatives see as sensible, compensating great execution, offering motivating forces, and reporting HR records and government enactment. Through their examinations, Chew and Chan (2008, p.513) found that acknowledgment decidedly predicts hierarchical responsibility and the expectation of a representative to remain. From this, it can be inferred that representatives will probably express a sense of duty towards an association and stay with that association when their capacities, endeavours and execution are perceived (Chew and Chan, 2008, p.507).

2.8.3 Training and Development

Workers need to develop specific capabilities, keeping in mind the end goal to enhance their execution (Werner, Bagraim, Cunningham, Potgieter and Viedge, 2007, p.115). In the event that execution enhances, it means that that there have been measurable changes in information, aptitudes, mentalities and social conduct (Cascio, 1998, p.262). Hodgetts and Luthans (2000, p.462) state that training refers to a process whereby employee behaviour and attitudes are changed, thereby increasing the chances of goal attainment. Bernadin and Russell (2013, p.275)

characterise training as any endeavor to enhance representative execution.. This, for the most part implies changes in particular learning, abilities, states of mind or practices. It includes a learning background, arranged authoritative movement that meets hierarchical objectives while at the same time meets individual objectives. Improvement alludes to learning openings intended to enable representatives to develop. Such opportunities are not just restricted to enhancing representative execution in their present occupations, but to advance them in the long term in order to enable representatives to prepare for future work requests. Preparing/training regularly concentrates on a prompt time frame to help settle any present deficiencies in representatives' abilities. Progression openings are named a fundamental helper as far as Herzberg's hypothesis. Preparing and advancement opens doors for scholarly workers to fill in as the human capital speculation that guarantees development while also guaranteeing significance to the present place of employment. Garg and Rastogi (2006, p.573) agree that representatives who are occupied with extended learning are required in the aggressive conditions since they are best equipped for addressing market difficulties and their interest in information is significant for making contributions to global markets. In this manner, information is the most costly resource of any firm (Handy, 2008). Moncarz, Zhao and Kay (2009, p.440) express that it is fundamental to secure appealing pay and benefit packages, which provide assurances to representatives that their aptitudes, endeavours and capacities are being recognised.. Furthermore, in associations where representatives accomplish appropriate preparing/training where it is important to attempt more prominent duties, turnover rates are, for the most part, lower. Pritchard (2007, p.151) affirms that training and development programmes are an investment in the employee. Mugabe *et al.* (2016, p.488) indicate that training and development organisations see it as a benefit for growth among employees.

2.8.4 Performance Management

Brundage and Koziel (2010, p.40) attest that performance management is an essential tool to assist in staff retention as it provides critical feedback which helps improve employees' level of contentment while including them in setting goals in line with the organisation's goals and objectives. Mugabe *et al.* (2016, p.488) state that it is imperative for employees to know and fully understand their personal goals and objectives and use them as a platform for constructive

feedback. It is evident that retention strategies are not only concerned with retaining top talent, but also assisting poor performing individuals to develop to the expected levels.

2.8.5 Promotional Opportunities

Promotional opportunities refer to the likelihood for promotion and progression in an organisation. Promotional opportunities are not necessarily associated with hierarchical progress in the organisation, but could also include opportunities for lateral movement and personal growth (Robbins *et al.*, 2003, p.77). Various studies have empirically confirmed a positive relationship between promotional opportunities and job satisfaction (Byars and Rue, 1991; Cranny *et al.*, 1992; Fincham and Rhodes, 2005). Businesses should respond to their employees' desires for growth and advancement. This can be achieved by enhancing training and development programmes, succession management systems, and other approaches for investing in the employees. Lack of transparency in growth opportunities offered within a business often leads individuals to consider other alternatives, as opposed to offering them concrete signs of progress in relation to their career and personal goals (Hechanova and Franco, 2008, p.24).

2.8.6 Working Conditions

Working conditions are a noteworthy factor for representatives to be fruitful in their vocations and for continued job interest. On the off chance that working conditions do not entice them to work, then it will be a reason for representatives not working. Representatives appreciate working in a domain that offers a positive work environment, where they feel esteemed and where their endeavours are equipped to move the association forward (Fauzi, Ahmad and Gelaidan, 2013, p.646).

2.8.7 Autonomy

Ng'ethe, Iravo and Namusonge (2012, p.209) see self-rule as the extent to which a worker practices control, identified by his or her activity. It is the ability of representatives to set structured objectives. Dockel (2003, p.19) brings up that considerable opportunity, autonomy,

and also systems utilised as a part of doing the activity, depend on expanded sentiments of moral duty.

2.8.8 Job Security

Job security describes an employee's subjective feeling about the future security of his/her employment situation. These feelings vary from individual to individual and are the result of real-life experiences in the labour market (Emberland and Rundmo, 2010, p.452). According to Klandermans, Hesselink and Van Vuuren (2010, p.4), employees who perceive job insecurity are considered to be less motivated in their jobs. Employment security is crucial for employees, who rank it as one of the most important factors for their commitment to an organisation. Job security also plays a vital role in reducing employee turnover, as well as maintaining stable employment relationships in organisations. In addition, job security is essential for retaining human capital investment as well as reducing workforce screening and selection costs (Origo and Pagani, 2009, p.547). Employees no longer believe that they can depend on businesses for job security, and this belief has caused a shift in the psychological contract between businesses and their employees (D'Amato and Herzfeldt, 2008, p.929; Origo and Pagani, 2009, p.547).

2.9 CONCLUSION

In order to improve productivity within an organisation while reducing labour turnover, it is critical to embrace factors that affect talent retention in organisations. In the present study, employee retention factors have been identified. Compensation has been argued as a major factor for turnover intention; however, other factors cannot be overlooked. The researcher suggests that organisations should develop retention strategies that are cost-effective whilst ensuring productivity among academic staff. Associations ought to build up very attractive arrangements with a specific end goal to attract and encourage workers to stay focused in the corporate world. The following section, Chapter 3, describes the examination procedure utilised as a part of this investigation.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The writing looked into the past and gave a hypothetical system to ability maintenance among scholastic staff. As indicated by Cohen, Manion and Morrison (2003, p.45), and Kerr, Hall and Kozuh (2004, p.1) a procedure for accomplishing answers for issues is by utilising arranged and efficient strategies. Quantitative and subjective techniques can be utilised to direct a fruitful undertaking. This section plots the examination outline and system that was utilised to research the view of scholastic staff on maintenance in advanced education organisations. The procedure utilised as a part of overseeing the information gathering instrument and the strategies used to gather and investigate the information are additionally introduced. This part additionally gives knowledge into the requirement for and how moral contemplations were kept up in this investigation.

3.2 RESEARCH DESIGN

A research design, according to Creswell (2008, p.59), outlines the specific procedures for collecting, analysing and reporting in quantitative research. It may be thought of as a map of how the research will unfold and provides a logical plan as to how it will be conducted and the findings validated. For Mouton (1996, p.175) the research design serves to plan, structure and execute the research in order to maximise the validity of the findings.

The design for this study was for qualitative research in which a questionnaire was administered, containing dependent and independent variables. The items in section B to F served as independent variables, whereas section G and H served as dependent variables. An independent variable is a variable with values that are not problematic in an analysis but are taken as simply given (Babbie, 2008, p.19). In the research, factors such as age, gender, teaching qualification, and affiliation to teacher unions were considered to be independent variables, whilst the dependent variables were assumed to depend on or be influenced by the independent variables (Babbie, 2008, p.19). The perceptions of employee rewards, talent attraction and retention,

formed the dependent variables. Yin (2003, p.175) suggests colloquially that a research design is a plan of action for getting from “here to there”, where “here” may be defined by a set of questions to be answered and “there” a set of results to be validated. However, the results or data collected must be valid and reliable.

3.3 RESEARCH APPROACHES/PARADIGMS

There are two general classes of research procedures; quantitative and subjective. As indicated by Patton (2005), the former gives numerical evaluations, rates, predominance, frequency, patterns, and others. It answers inquiries, for example, what number of, how much, how frequently et cetera. The latter portrays information at an inside and out level, without utilising measurements. It clarifies what a person is considering or why something happens. In this investigation, a subjective research system will be utilised to accomplish the goals of the examination. Subjective research is a research philosophy that enables a researcher to gather information that is rich in printed portrayal of how an objective populace is encountering a idea (Rea, 1997). Utilising subjective research techniques, scientists/researchers can gather information from the human point of view about the examination issue (Rubin, 2008).

This study will use a qualitative research methodology because of its rigorous nature in exploring, describing and producing detailed explanations about the research issue under study. Since the proposed research study will use qualitative research methodology, the researcher will employ the use of the case study design. In addition, Sanders (2010) asserts that qualitative research enables researchers to generate new perspectives for understand a phenomenon, from the view of the insider and grasping the significance of the local situation. Using a qualitative methodology, this study will explore, describe and produce comprehensive explanations about the underlying factors regarding the perceptions on staff retention at tertiary institutions.

3.4 STUDY SITE

The proposed research study will be conducted at two out of the five tertiary universities in the province of KwaZulu-Natal (KZN), South Africa. The universities are located in the eThekweni Metropolitan Area, the biggest city in the province. The languages in the province are predominantly IsiZulu, followed by English and lastly Afrikaans. The staffing component of the universities comprises of administrative staff, academic staff and general staff. The participants requested to complete the questionnaire for this study will be selected from the academic staff.

3.5 TARGET POPULATION

Trochim (2006) defines a target population as the collection of units or people with the specific characteristics that the researcher is interested in. A study population is the full set of elements from which a representative sample is taken as a target of respondents (Welman, Kruger and Mitchell, 2005, p.52). The target population for this study is academic staff with a specific focus on the academic staff members who are still employed at the selected universities.

3.6 SAMPLE

A sample is a subset of the entire population, from which data is collected by the researcher (Yin, 2009). Sampling is when the researcher selects a smaller portion of a population as representing the total population, or having a common characteristics of that population (Denscombe, 2008, p.141; DePoy and Gilson, 2008, pp.234-235; Kerlinger and Lee, 2000, p.164; Thomas and Smith, 2003, p.225). A sample is made up of elements or a portion of the total population being considered for inclusion in the study, or it can be viewed as a subset of measurements drawn from a population in which the researcher is interested (Unrau, Gabor and Grinnell, 2007, p.279). According to Wisker (2001, p.138), a sample is described as a group of participants upon which one wants to carry out research, a group which is specifically selected and chosen. Denscombe (2008, p.13) affirms that generalisation is done when sampling in the

expectation and hope that the results found in a selected portion equally applies to the whole population. Greenfield (2002, p.185) attests that other reasons that necessitate sampling include cost, feasibility, quality and time. The sample for this study was selected from the tertiary institutions in KwaZulu-Natal. Participants are academic staff only from the two tertiary institutions.

3.7 SAMPLE SIZE

The sample size is estimated at tertiary institution A as having 195 academic staff and B as having 574, equating to a total of 744. The systematic sampling was employed using the eleventh element of the entire sample size which equates to 68. To recruit participants, the researcher visited all the departments, further requesting Heads of Departments to recruit academic staff to participate in the study. Moreover, identified staff within the department was visited during non-contact time with students. Selected staff were given a questionnaire to complete and asked to return the questionnaire in one week's time.

3.8 INSPECTING METHOD

Maree (2003, p.36) states that in a likelihood test “every component in the populace has a known positive likelihood or opportunity to be incorporated into the example”. In this examination, likelihood inspecting was chosen. The quantitative research technique was utilised and an expansive specimen measure was focused on. As per Cohen, Manion and Morrison (2003, p.99) and in addition Maree (2003, p.36), straightforward arbitrary inspecting, deliberate testing, stratified examining, bunch testing, arrange testing and multiphase testing are a portion of the distinctive likelihood examining strategies that apply to quantitative investigations. According to Bhattacharjee (2012, p.66) probability sampling can further be categorised into random sampling and non-random sampling. Random sampling occurs when the selection of sample elements is left to chance, with each population element having an equal chance of being selected (Bhattacharjee, 2012, p.66). While each type of sampling has its advantages and its

disadvantages, often random probability sampling appears to be more appropriate for quantitative studies that must use more powerful statistical techniques for data analysis. The probability sampling method was employed using systematic sampling. In probability sampling methods, units or people are selected based on the judgement of the researcher, according to Thomas and Brubaker (2000). The sample size is 744. The systematic sampling was employed using the fifth element of the entire sample size which equates to 149.

3.9 PILOT STUDY

Barker (2003, pp.327-328) defines a pilot study as a procedure for testing and validating an instrument by administering it to a small group of participants from the intended test population. In addition, those who participate in the pilot study do not participate in the main inquiry (Rubin and Babbie, 2005, p.219; Unrau, Gabor and Grinell, 2007, p.179). Therefore, a pilot study helps the researcher to fine-tune and debug the process for a smooth main inquiry as alluded by Mitchell and Jolley (2001, pp.13-14). A pilot study will be conducted to test validity of the research instrument and identify unclear or ambiguous items in the questionnaire. The pilot study was conducted with 30 randomly chosen respondents from the academic staff. Responses were captured to conduct a Cronbach Coefficient Alpha Test in order to determine the reliability of the questionnaire. Griffin (2005, p.1) states that Cronbach's Alpha measures internal consistency as well. In addition, it is necessary to determine the reliability of the questionnaire in the pilot study. Therefore, the questionnaire was piloted with a group of academic staff that did not take part in the actual study. This will assist the researcher to identify problem areas in the questionnaire, and feedback obtained from the pilot test used to modify the questions that are ambiguous or confusing.

3.10 RELIABILITY AND VALIDITY OF A MEASURING INSTRUMENT

Joppe (2000, p.1) defines 'reliability' as the extent to which results are consistent over a period of time and considers the data presented as being reliable when an accurate representation of the

total population under study is presented. For Creswell (2008, p.168), reliability is achieved when the scores from an instrument are stable and consistent. Those obtained by respondents should be similar when a researcher administers the instrument on different occasions (Creswell, 2008, p.168). Meanwhile, the validity of the research refers to the accuracy of the interpretations of the data collected. Of the various forms of validity, two were important to this research. Firstly, content validity, as defined by Creswell (2008, p.172), is the extent to which the questions on the instrument represent all the possible questions that a researcher could ask about the content or skills concerning the construct under investigation. Secondly, construct validity is concerned with whether the construct is measuring what it is supposed to measure (Creswell 2008, p.173). One technique used to measure construct validity is factor analysis, and should the construct prove to be valid and reliable then further statistical analyses can be conducted to investigate possible associations between the dependent and independent variables.

3.11 DATA COLLECTION

According to Maree (2003, p.48), face to face, postal, telephone, group and computer assisted survey methods can be used to collect data. While Sharma (1995, p.137) reflects that the personal method of data collection has many advantages, several methods can be used to collect data from the sample of respondents each method having advantages and disadvantages. Brannick and Roche (2007, p.16) emphasise that selecting a data collection method is a crucial factor in the research design. According to Cooper and Schindler (2003, p.87), gathering data can range from a simple observation at one location to a complex survey of multinational co-operations at sites in different parts of the world. The method that the researcher selects will largely determine how the data is collected. Maree *et al.* (2007, p.156) cite the following as some of the most commonly used data collection methods:

- Group administration of questionnaires where the researcher waits while an entire focus group of respondents completes the questionnaire.
- Postal survey where the questionnaires are posted to the respondents with instructions.
- Telephone survey where the respondents are to be asked questions and answers recorded.

- Face to face/personal survey where well trained interviewers visit respondents and ask questions and record answers.
- Personal method where the researcher distributes the questionnaires personally and collects completed questionnaires later.
- Electronic mailing where the researcher sends questionnaires and instructions via the electronic mailing system.

Kumar (2005, p.22) explains that any medium through which data is collected is referred to as a research tool. He further states that a combination of data collection tools is often useful in order to increase the validity of the data being collected. Due to the fact that the population in the University of Technology being studied is small, the researcher used the personal method for the data collection from the identified target respondents. The personal method of data collection usually produces the highest response from respondents and is also the most accurate method.

There are different types of data, namely primary and secondary data. The use of both primary and secondary data sources will be employed to add depth to the study. Questionnaires will be used to gather information from a wide range of participants. Both qualitative and quantitative methods can utilise these questionnaires (Cooper, 2011, p.33), depending on the nature of the study. Questionnaires were developed and distributed to all participants, with the intent to gain individual responses and the in-depth perceptions of staff, regarding staff retention. Open-ended questions were used.

3.12 DATA QUALITY CONTROL

Data quality control is whereby the researcher ascertains that the instruments that are used in the study measure what they are supposed to measure. The researcher used methods that have been proven to be valid and reliable. The use of both primary and secondary data sources were employed to add depth to the study. Interviews were conducted at the participants' place of work. Questionnaires were made up of questions designed to obtain an in-depth of knowledge of the perceptions on staff retention, and factors influencing retention.

3.13 DATA ANALYSIS

Data will be analysed by means of statistical software, i.e. the Statistical Package for the Social Sciences (SPSS) version 23.0. The initial data was analysed with descriptive statistics for the demographic variables. As indicated by Maree (2003, p.90), factual procedures can be ordered under two wide headings: clear measurements and inferential insights. The spellbinding measurements were utilised to break down the structure and attributes of the specimen information. Distinct insights incorporate the requesting and abridging of information utilising tables and charts and figuring enlightening measures. Factual deduction emerging from the utilisation of vigorous measurable tests produces important information about the populace. The connection between the two procedures depends on the likelihood hypothesis. Likelihood hypothesis will be utilised to evaluate vulnerabilities about the conclusions that are summarised (Maree 2003, p.90). Angrist, Imbens and Rubin (2005, p.149) affirm that hearty instruments of suitable parametric tests should be connected to test the theories.

3.14 ETHICAL CONSIDERATIONS

Approval for the study was requested and obtained from the Research Ethics Committee and a gate-keeper's letter was received from the Research Directorate, after the approval had been granted. Informed consent forms were received from all of the respondents participating in the study, to ensure that human dignity is further upheld. Participants were allowed to make the decision to participate based on sufficient knowledge of the study, and at their discretion. Privacy and confidentiality were upheld and participants were reminded of their right to confidentiality. Agreement to limit access to the private information was obtained from a gatekeeper. Respondents will remain anonymous, and no real names were used in this study. For the purpose and the requirement of the research studies, the researcher followed the University of KwaZulu-Natal's research procedure in attaining ethical clearance.

3.15 LIMITATION OF THE STUDY

The limitations of the study simply refers to the most important considerations the researcher makes before embarking on the study, to ascertain the feasibility of accomplishment. This study has possible limitations. Firstly, the duration of the study is limited due to the requirements of the qualification that the researcher is enrolled for, namely a course work. Secondly, the study will be conducted at two of the tertiary universities in the province of KwaZulu-Natal; the possible limitation being that the findings of this study cannot be generalised to the other universities in the province. The study will provide direction to the institutions, which can be adopted when developing retention strategies to suit the nature of the work and the needs of the employees. The existing Human Resource and Development policies and Higher Education prescripts will be taken into consideration when suggesting strategies (**Annexure, B**).

3.16 CONCLUSION

This chapter gave a record of the quantitative research technique that was embraced in this experimental investigation. The objective populace, examining, unwavering quality, moral contemplations and information gathering techniques were clarified. The introduction of information and the examination of results will be illustrated in the following chapter. The investigation of the outcomes for each dissected reaction class is trailed by a discourse of the key discoveries of the experimental segment of the examination.

CHAPTER 4: ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

In chapter 3, the study provided information on the research design and methodology which was used to determine the perceptions on staff retention of academic staff in tertiary institutions. In chapter 4, the aim is to analyse and interpret data collected from the academic staff on research outcomes or findings. The primary source of information was through the data received through questionnaires which was distributed through email to academic staff. In the first chapter, the study provided the aim which is to determine the perception of academic staff on retention in higher education institutions. The purpose of the study is to help institutions become aware of the staff feelings and their intentions when they are employed. From the total number of a hundred questionnaires about seventy eight of those questionnaires returned through the survey monkey link. All consent forms were signed and collected. The aim of chapter five is to provide results of the data that was received through the survey, and interpret and analyse it as received from the respondents.

4.2 ANALYSIS OF RESULTS

The respondent profile was detailed in section A, where biographical information was required to be completed. The section provided the respondents the information that was required which included gender, race, age, marital status, highest qualification, number of years with the employer, and occupation.

4.2.1 Biographical Information

This item deals with the profile of the respondents. Section A provides information which will help to identify gender, race, age, and other aspects from the information provided by the respondents who took part in the research study.

4.2.1.1 Gender

Table 4.1 the frequencies of the gender groups in the sample (n=78)

Table 4.1: Gender (N=78)

GENDER		
Item	Frequency	Percent
Male	36	46.2
Female	42	53.8
Total	78	100.0

An analysis of the demographic profile of participants in Table 4.1 reveals that approximately 53.8 per cent (n=42) of the participants were female, whereas approximately 46.2 per cent (n=36) were male. Badat (2010, p.25) affirms that the South African academic workforce is complex because it was historically racialised and gendered, which subsequently bestowed South African universities with a predominantly male academic workforce. In the first decade since democracy (1994-2004), most professors and associate professors in South African universities, who constitute most highly qualified, were experienced and productive researchers. The patterns regarding gender equality indicate a greater level of change than in terms of race. According to the CHE (2016, p.287), a growth in permanent female academics since 1994 was far greater than for males (90 per cent: 10 per cent), and the situation in 2012 was such that almost 45 per cent of the permanent complement were female, and 55 per cent male. At the aggregate level, it is thus apparent that progress towards gender equity has been rapid.

4.2.1.2 Age Groups

Figure 4.1 shows the frequencies of the age groups in the sample (n=78). After collapsing the participants' age, it emerged that the largest group of participants (52.6 per cent; n=41) are aged between 30 and 45 years. Therefore the least number of participants in terms of age are around 1.3 per cent (n=1). As illustrated in figure 4.1, participants aged between 46-64 years equated to 28.2 per cent (n=22). A measure of 17.9 per cent (n=14) of participants are aged from 18-29

years. CHE (2016, pp.296-299) acknowledges that the rapid modification in many contexts has led not only to existing academic complements being stretched ever more thinly across more students, but also to the related challenge of replacing ageing academics with a new generation of young academics. Similarly, in South Africa it is feared that there are insufficient numbers in the existing academic and postgraduate pipelines to replace the retiring cohorts (ASSAf, 2010, p.45).

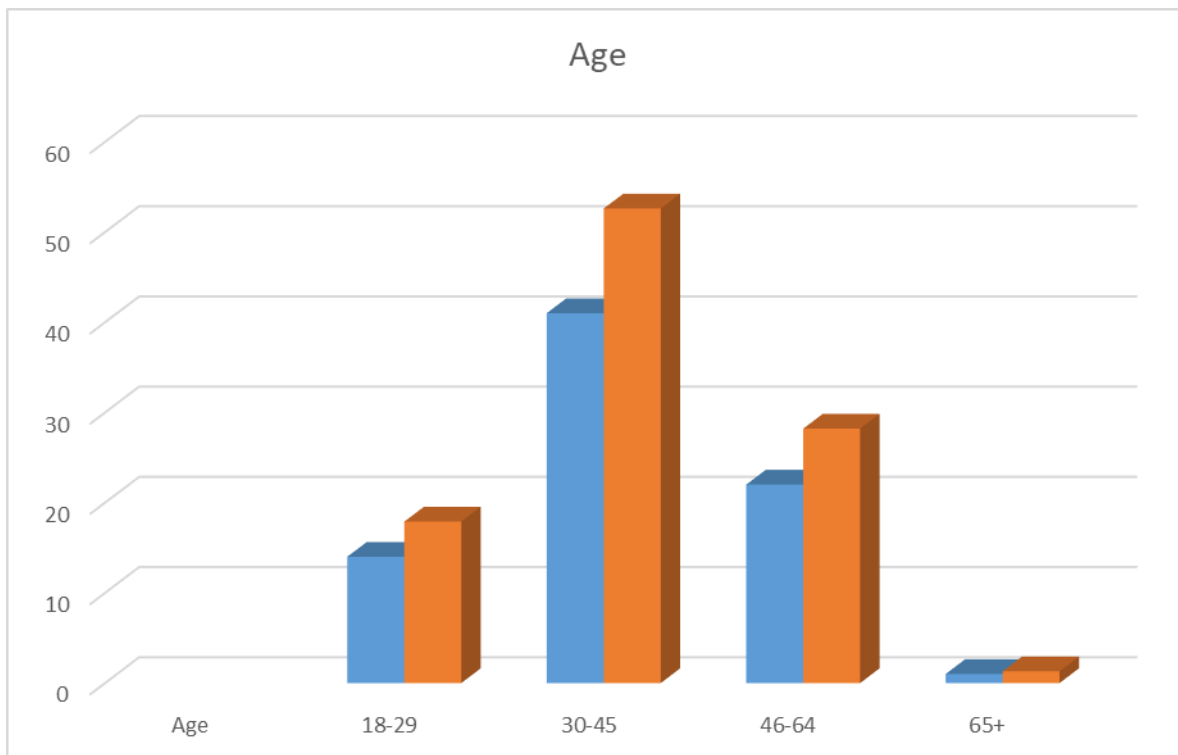


Figure 4.1: Age of respondents (N=78)

This has given rise to a realisation that individual institutional programmes, such as those mentioned above, are to develop new generations of academics which will not be adequate. Instead, policy documents such as the White Paper of 2013 acknowledge the need for stimulation at a national level to increase the pool of young academics, and a national programme towards this end has been developed (DHET, 2013). CHE (2016, p.296) attests that there has also been an apparent increase in contract appointments of retirees, given that 7.3 per cent of the entire

academic population in 2012 comprised of six per cent academic staff who were over the age of 60, but by 2012 this had increased to 10 per cent.

4.2.1.3 Race of Respondents

Figure 4.2 below shows that the highest number of respondents are African with the total amount of 79 per cent who responded to the questionnaire. The second race group that responded to the questionnaire was the Indians with 13 per cent. The Whites group of respondents contained four per cent, and Coloureds with four per cent.

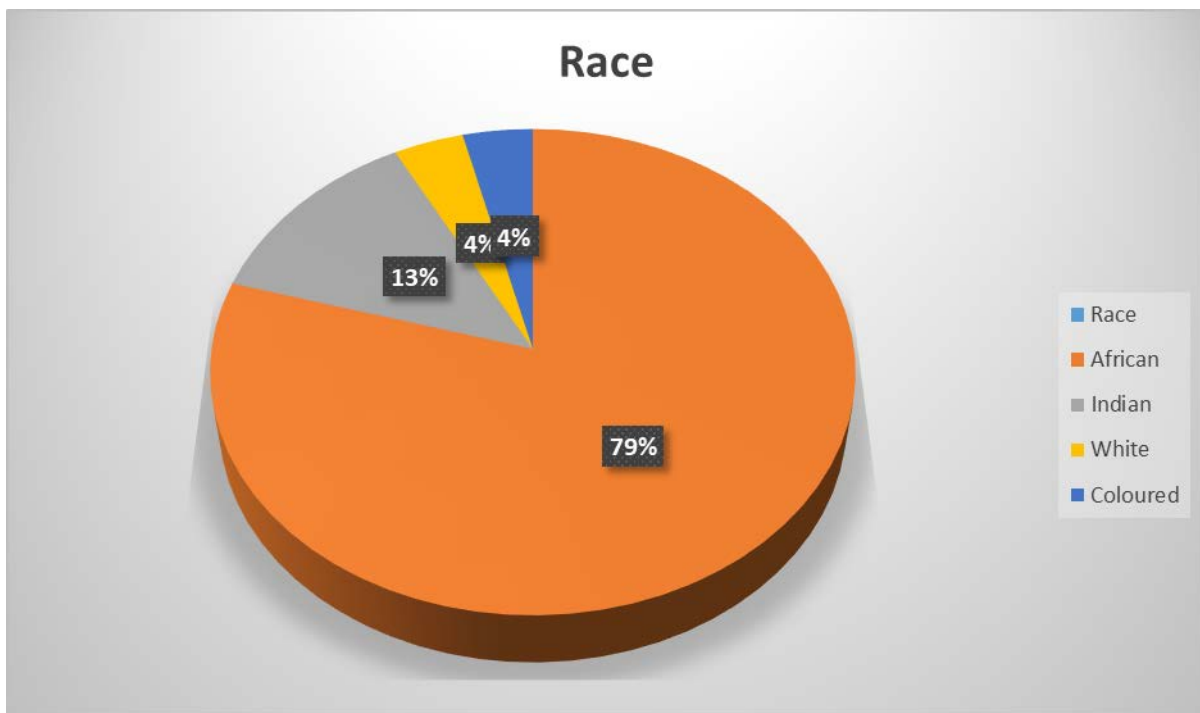


Figure 4.2: Race of Respondents (N=78)

4.2.1.4 Highest Education Qualification

The qualifications of the sample participants are shown in Figure 4.3 below. Approximately 47.4 per cent (n=37) of the participants were in possession of a Master's degree. Other participants reported that they are in possession of B-Tech equalled 14.1 per cent (n=11). Respondents with PhDs were 15.4 per cent (n=12), Honours Degree 14.1 per cent (n=11), M-Tech 5.1 per cent (n=4), and D-Tech Degree 3.8 per cent (n=3). HESA (2014, p.6) reveals that only 34 per cent of

academics have doctoral degrees, which is generally a prerequisite for undertaking high quality research and supervising doctoral students. The small number of academics with doctoral degrees impacts on the research performance of the universities, with ten universities producing 86 per cent of all research and 89 per cent of all doctoral graduates (HESA, 2014, p.6). CHE (2016, p.310) reveals that of the 17 451 permanently employed academics in South African universities in 2012, only 39 per cent had Doctoral qualifications, and that the highest qualification of 4 753 (27 per cent) of these academics was below a Master’s degree. This highlights not only the diversity of the system, but also its unequal and differentiated nature. The existence of academic staff members with their highest qualifications being certificates, diplomas and postgraduate diplomas may be the residue of practices in the Technicon sector, which did not require degrees for teaching in those institutions.

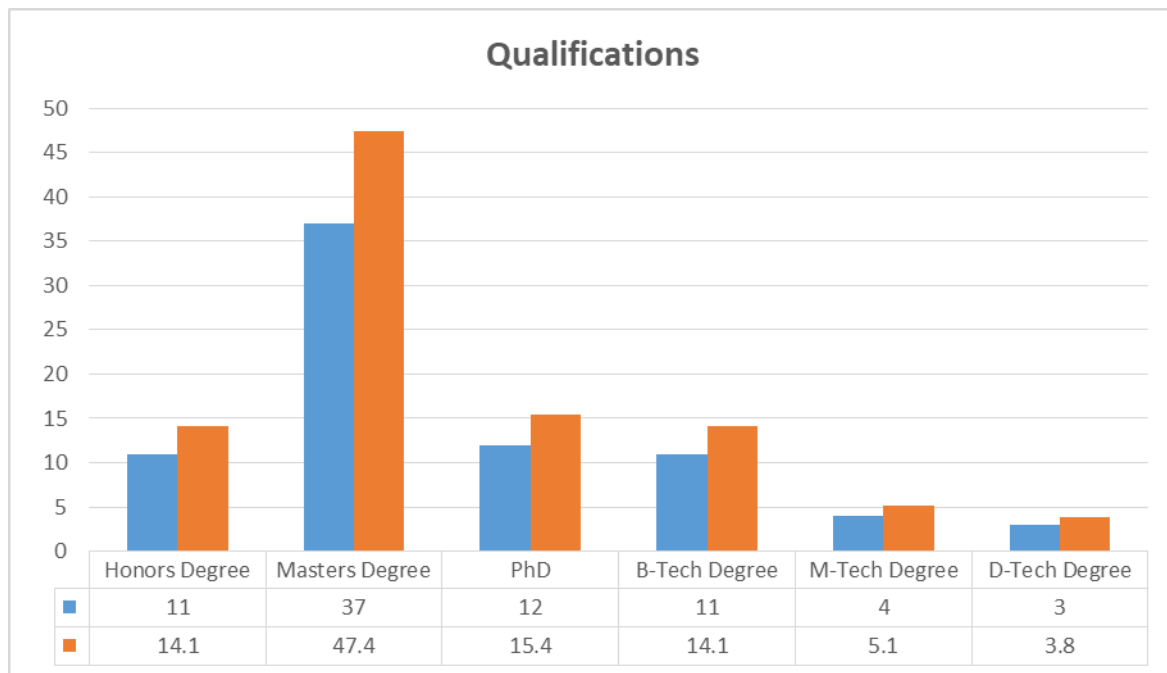


Figure 4.3: The frequencies of qualifications in the sample (n=78)

CHE (2016, p.311) points out that from a knowledge production and policy perspective, it is clear that improving the qualifications among academics is a priority if South Africa is to be a knowledge producer rather than a knowledge consumer. Hence, ASSAf (2012, p.38) affirms that the development of a country’s postgraduate education system is beneficial for knowledge

production but also has economic and development implications too. If a nation does not have enough adequately educated and trained workers, then:

- a) It will need to increase the PhD production of knowledge workers (as has happened in Europe, Asia, Australia and New Zealand), however this is costly, and time-consuming; or
- b) Governments will need to liberalise short-term immigration of highly skilled labourers, bringing skilled workers to capital and technology.

4.2.1.5 Marital Status of Respondents (N=78)

Data in Table 4.2 shows that the majority of the respondents are married (61.5 per cent, n=48), while 33.3 per cent are single (n=26), and 5.1 per cent divorced (n=4).

Table 4.2: Marital Status (N=78)

MARITAL STATUS		
Item	Frequency	Percent
Married	48	61.5
Single	26	33.3
Divorce	4	5.1
Total	78	100.0

4.2.1.6 Number of Years you have been with your present employer (N=78)

The duration of employment period (tenure) of the sample participants is shown in Table 4.3 and Figure 6.2. The highest percentage of respondents reported were those in employment from 7-15 years of service with 48.7 per cent (n=38).

Table 4.3 Frequencies of years of service with present employer (n=78)

TENURE		
Item	Frequency	Percent
0-1 Year	9	11.5
1-4 Years	18	23.1
5-7 Years	13	16.7
7-15 Years	38	48.7
Total	78	100.0

The majority of participants reported that they have been employed for 1-4 years, which equated to 23.1 per cent (n=18). The data further reported a significant portion of the sample participants, namely 16.7 per cent (n=13) of employees with 5-7 years in the employment at the university; while a mere 11.5 per cent (n=9) of the sample of participants with less than 1 year employment service.

4.2.1.7 Occupation of the Sample Participants (N=78)

Table 4.4 Occupation of the sample participants (n=78)

OCCUPATION		
Item	Frequency	Percent
Lecturer	57	73.1
Senior Lecturer	11	14.1
Head of Department	5	6.4
Associate Professor	5	6.4
Total	78	100.0

With regards to the positions occupied by the respondents as illustrated in Table 4.4, the largest group of participants (73.1 per cent, n=57) were lecturers, followed by senior lecturers (14.1 per cent, n=11), then associate professors (6.4 per cent, n=5), and heads of departments (6.4 per cent,

n=5) being the smallest number. There is an absolute scarcity of researchers and this is a new and emerging occupation within South African universities of technology (Nieuwenhuizen, 2009, p.310). Badat agrees with the sentiments of Naidu and Govender (2004, p.5), who predict an increasing shortage of academic staff at South African HEIs because of a 'brain drain' as well as more attractive options in the private sector.

Therefore, the public and private sectors, together with potential emigration, yield a powerful pull for current academics as well as Master's and Doctoral graduates.

One of the aims of the Department of Higher Education Training (DHET) is to have new and innovative ways to promote teaching and learning at tertiary institutions. There is a new system of increasing lectures through the New Generation of Academics Programme (nGAP) programme at various institutions. At present, as per the DHET, the South African university framework overall is encountering extreme difficulties in connection to the size, composition and capacity of its academic staff. As indicated by DHET, it is considered to be the greatest programme in the Staffing South Africa's Universities Framework (SSAUF). Accordingly, the SSAUF have embarked on such a programme to distinguish and sustain academic talent timeously in the academic improvement field, at senior undergraduate level or early postgraduate level; and to help recently enrolled academics to produce doctoral degrees (or Master's degrees in chosen fields)

The result of this situation is a minimal flow of highly qualified graduates from the private and public sectors to HEIs, which is detrimental to these institutions, the economy and society in general. A second challenge is to ensure that the next generation of academics possess the teaching and learning capabilities essential to produce high quality graduates and to enhance the equity of opportunity and outcomes for students (Badat, 2008; Pienaar and Bester, 2008; Simmons, 2002).

According to HESA (2014, p.7), post-1994, South African universities have needed to confront two challenges. The first challenge being to produce and retain the next generations of academics. The large increase in student enrollments over the past 20 years "has not been accompanied by an equivalent expansion in the number of academics" (DHET, 2013, p.35).

Expanding higher education enrollments and the establishment of new universities means that a larger academic workforce is required. Failure to invest in and cultivate the next generations of high quality academics will have dramatic consequences. Not only will the social equity and redress be compromised but also the pace and extent of the deracialisation and degendering of the academic workforce. The quality of academic provision will be increasingly diminished, with the consequence being that the capability of universities to produce high quality graduates and knowledge will be reduced. The goal of transforming and developing South African universities, including enhancing their teaching and research capabilities will be constrained.

4.3 RELIABILITY RESULTS

Maree (2007, p.147) states that reliability refers to the consistency or dependability of a measuring instrument. A measuring instrument that is reliable will produce the same results if a variable is repeatedly measured under almost identical circumstances. The Cronbach's alpha was calculated for each construct to determine the scale of reliability. Thurston and McNall (2010) report that Cronbach's alpha should range from lowest 0.68 and highest of 0.93. The reliability scale results are depicted in Table 4.5 below.

Table 4.5: Reliability Results

Reliability Statistics	
Cronbach's Alpha	No. of Items
0.775	18

4.4 RETENTION FACTORS

Respondents' views of retention strategies were ascertained in this section, where respondents were asked to indicate as to what extent they agree with a certain statement relating to work relationships and compensation.

4.5 COMPENSATION / SALARY AS THE RETENTION STRATEGY

Figure 4.4 below reveals that the majority of employees are not in agreement (70.5 per cent, n=55) that they are receiving an adequate salary from the university, while 24.4 per cent agree (n=19), an 5.1 per cent strongly agree (n=4).



Figure 4.4: Salary

These findings are in agreement with studies by Moeketsi (2013), Mabaso (2016), and Mugabe *et al.* (2016, p.487) who are of the opinion that, as evident from studies conducted, recognition and rewards play a vital role when considering the retention of employees. The study shows that salary as a form of reward and recognition for good performance is something the respondents do not feel satisfied with. Attracting good applicants, retaining good employees, motivating employees and complying with the law are all objectives of compensation systems (Grobler, Warnich, Carrell, Elbert and Hatfield, 2006, p.351). Aktar, Sachu and Ali (2012, p.9) concur that

rewards are a crucial element in the motivation of employees to contribute their best efforts in order to come up with ideas that lead to productivity within the organisation.

However, the available reward systems of higher education institutions, other than basic salary, are very poor (Bayisa and Zewdie 2011, p.25). Employee rewards recognise the value of employees who commit their time and effort towards the attainment of the organisation's objectives. In this regard, employers are obliged to create an appealing reward package to attract and retain valuable employees into their organisations. Thus, employee rewards are important to attain job satisfaction as it not only fulfills the essential needs, but also helps to achieve higher levels of organisational objectives. Therefore, employee rewards are important contributors to job satisfaction and also strong predictors of employee retention. Makhuzeni and Barkhuizen (2015, p.8) report the importance of implementing total rewards in schools and make recommendations to the department of education for consideration. However, World at Work (2007, p.15) attest that by adopting a staff rewards strategy, organisations can improve their recruitment and talent retention, especially organisations that are facing key productive talent shortages.

4.6 SATISFACTION WITH SALARY

The majority of respondents as illustrated in Figure 4.5 above shows that 60.3 per cent (n=47), disagreed with the satisfaction in their salary. Additionally, 20.5 per cent (n=16) were in strong disagreement with their satisfaction with their salary. However, the minority of participants (16.7 per cent, n=13) strongly agree, while 2.6 per cent (n=2) were in agreement with the satisfaction with their salary. Badat (2010, p.22) affirm that the greatest challenge faced by universities is attracting and retaining suitable, talented employees to meet new envisaged roles in the higher education sector. According to Makhuzeni and Barkhuizen (2015, p.1), retention of talented academic staff is a major problem in South Africa. South African academics are not paid adequately in comparison to occupations in the public (state, public enterprises and science councils) and private sectors which require similar levels of qualifications and expertise. The differences in remuneration packages between universities and the public and private sectors are

significant and have been widening (Badat, 2010, p.26). The available research by Correa, Parry and Reyes (2015); Qureshi (2015); Smith, Conley and You (2015) point out that academic staff are poorly compensated and underpaid.

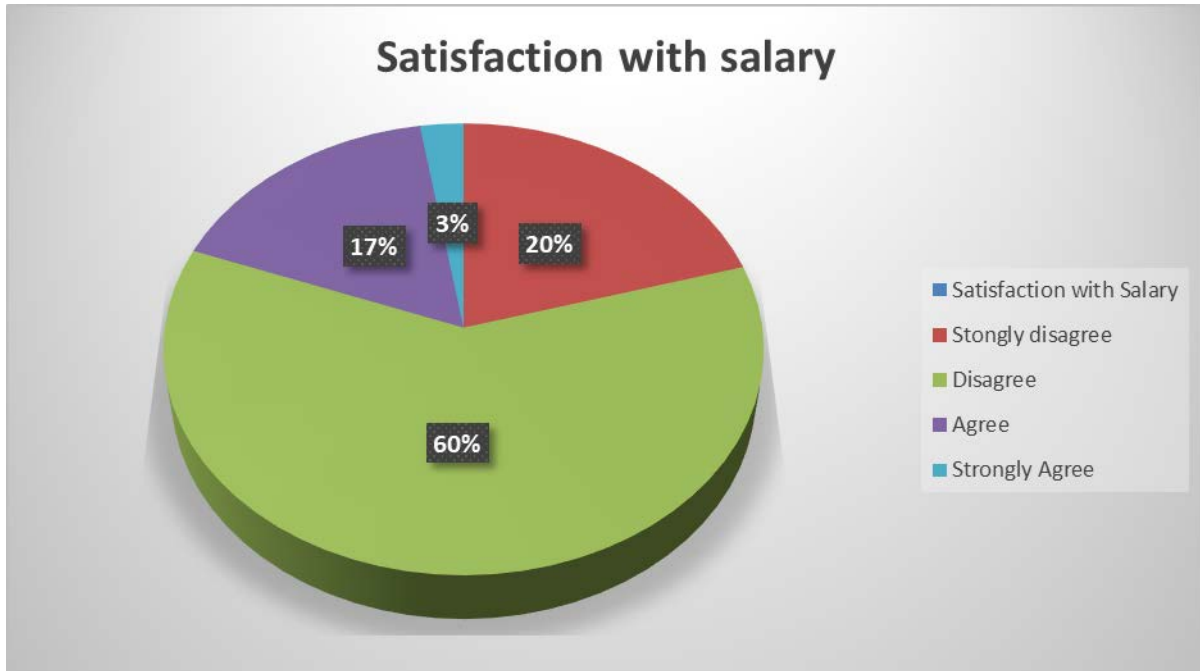


Figure 4.5: Satisfaction with salary

However, Akthar, Aamir, Khurshid, Abro and Hussain (2015, p.251) posit that one strategy employed in recent times by certain organisations is that of employee reward. The principal aim of these rewards is to maximise the combined effect of a wide range of rewards elements to satisfy, retain and embrace all that employees' value in the employment relationship (Obicci, 2015, p.48). Furthermore, the provision of rewards to employees assists in attracting and retaining the best of them and ensuring that universities stay in the best position for future success (Obicci, 2015, p.48). Rothstein's (2015) study reveals that academic staff tenure can only be accomplished by a large increase in salaries. Turinawe (2011, p.9) proposes that the existence of proper and effective reward systems in these higher education institutions will lead to job satisfaction, organisational commitment and enhanced employee performance. Moreover, when employees are satisfied with their jobs this builds further commitment to the organisation,

and when employees exhibit job satisfaction they will improve their performance and commitment to enable the organisation (Turinawe, 2011, p.10).

4.7 RECOGNITION

To retain employees, management should provide a healthy working environment that allows positivity, creativity and productivity and this could only be fostered through promotion of good relationships between employees and supervisors. Ng’the *et al.* (2012:210) describes employee recognition as timely, informal or formal acknowledgement of a person’s or a team’s behaviour, effort or business result that supports the organisation’s goal and values which have clearly been beyond normal expectation. Kwenin, Muathe & Nzulwa (2013) study reveals that recognition has a positive relationship with employee retention. Employees desire not only financial rewards but recognition as well. However, it is without a doubt that recognition programmes that provide intrinsic satisfaction needs to be implemented in an organisation. Additionally, Herzberg’s model as quoted by Kreitner and Kinicki (1998:201) insists that job enrichment necessitates modifying a job so that an employee has the opportunity to experience achievement, recognition, stimulating work, responsibility and advancement.

Table 4.6: Pay provides recognition

Pay provides recognition		
Strongly disagree	11	14.1
Disagree	51	65.4
Agree	13	16.7
Strongly Agree	3	3.8
Total	78	100.0

The majority of respondents (79.4 per cent, n=62) as shown in Table 4.6 reveal that the salary they receive does not give them the recognition they deserve. The minority of respondents (20.5

per cent, n=16) were in agreement that the pay they receive gives them the recognition they deserve. These results are in agreement with the studies of Ng'ethe *et al.* (2012, p.210) who state that recognition refers to informal or formal acknowledgement of a person or team's behaviour, effort or business results which support the organisation's goals and values and which are clearly beyond normal expectations. Wambugu and Ombui (2013, p.25) concur that recognition programmes are an important aspect in appreciating employees. Recognition increases job satisfaction among employees. Appreciation is a fundamental human need and employees respond positively to appreciation for their work/efforts. Compensation is a crucial factor when it attempting to attract and retain talent (Chew, 2004, p.7). Furthermore, respondents in this sample partially disagreed that they were fairly rewarded for the amount of effort that they put in their jobs. Respondents also partially disagreed that compensation provides the recognition they need.

Quick and Nelson (2009, p.155) highlight that modern management practices such as employee recognition programmes increase motivation amongst employees recognising and acknowledging their good work, because it affirms that their good work is valued. Appreciation is a basic human need and employees are usually grateful for any recognition of their excellent work as it confirms that their work is valued by their employer. Employees are more inclined to stay in an organisation which recognises and appreciates their capabilities, efforts and performance contributions. A study by Kwenin, Muathe and Nzulwa (2013) reveals that recognition has a positive relationship with employee retention, and that employees desire not only financial rewards but also recognition. There is no doubt that recognition programmes that give intrinsic satisfaction need to be implemented in most organisations.

4.8 FACTORS THAT INFLUENCE ACADEMIC STAFF TO LEAVE

It is evident that higher education institutions are currently facing significant challenges in retaining key and talented academic staff (HESA, 2011; Mokoditso, 2011; Robyn, 2012). Several reasons have been offered to explain the motives for these high turnover rates. Various factors which include, amongst others, uncompetitive remuneration packages and incentives, unfair promotion policies, a lack of adequate state and research funding, institutional cultural

issues and expanding student numbers resulting in heavier workloads (Bitzer, 2008; De Villiers & Steyn, 2009; HESA, 2011; Netswera, Rankhumise & Mavundla, 2005; Ntshoe, Higgs, Higgs & Wolhuter, 2008; Pienaar & Bester, 2008).

Therefore, retaining academic staff is, of course, vital, as they ensure that universities accomplish their visions and missions, and become centres of excellence (Ng’ethe, Iravo & Namusonge, 2012). Indeed, the government expects higher education institutions to play a fundamentally greater role in the development of the country through a range of initiatives to accelerate economic growth, reduce poverty and supply scarce skills (CHE, 2008; HESA, 2011).

Table 4.7 – Factors that influence academic staff to leave

Factors influence to leave		
Looked for Jobs		
Within the institution	12	15.4
Another institution	58	74.4
Another organization	51	65.38
Placed CV on the web	67	85.8

Table 4.7 above shows that employees within the university have the intention to leave, and have looked for jobs. The minority of employees (15 per cent, n=12) have acknowledged looking for a job within the institution whereas the majority of employees (85.8 per cent, n=67) have placed their CVs on the website. About 74.4 per cent (n=58) of the employees have also looked for jobs in another institutions of higher learning while the majority of employees, amounting to 65.38 per cent, have looked for jobs in organisations outside higher education institutions. These statistics show that employees are not satisfied and instead of looking internally they look elsewhere for better opportunities, which in essence mean they can leave at any time.

Anon (2011, p.25) states that institutions cannot afford to ignore the matter of retention, it is an important subject that needs serious effective and efficient intervention through human resource management. Bafaneli (2015, p.28) argues that there are numerous things that attract employees and that when those incentives come from a different organisation, managing them can be even

more challenging for the institution. This means that human needs may never be satisfied for as long as there is an institution offering better incentives to its employees, and obviously more people would want to join that institution. Akuoku (2012, p.2) believes that it is not that difficult because retention means that the employees that the institution already has, are kept home because they are already hired. They have chosen that institution, so the only job remaining is to just keep them from looking elsewhere but at home.

The highest percentage of respondents (85.8 per cent, n=67), indicate that they are still available for another employer who may want to hire them, and that they can leave at any time. This indicates a lack of trust and satisfaction with their current employer. Motivation within the institution must be the key aspect when considering the retention strategy because it is the most important source of the employment satisfaction. Staff morale being the other aspect that human resource strategies must undertake in order to ensure job satisfaction, which is a good feeling an employee should have in the environment of the institution of higher learning. Since recruiting sometimes seems cheaper than keeping the human resource you have already hired, then the institutions would have to consider the retention more than recruitment. Either the option of keeping employees rewarded has failed to motivate them to stay with the employer or they chose over many which is the current employer (Kwenin *et al.*, 2013). Similarly Hayward (2006, p.30) states that:

Issues of quality assurance depend on the availability of highly qualified academic staff simply means that employees must not be lost for other organisations which are not the higher education institutions, but they must be kept in the institution of higher learning such that research, teaching and learning activities could go without the fear of losing the important component of the higher education institutions (Hayward, 2006, p.30)

Table 4.8 - Intention to leave factors

Intention to leave factors		
Unhappy about financial compensation	49	69
Unhappy about company / institution policies	51	71.8
Unhappy about career development opportunities	62	87.3

Unhappy about training opportunities	57	80.3
Unhappy about job itself	57	80.3

Table 4.8 above reveals that the majority of employees (87.3 per cent, n=62) are unhappy with developmental opportunities in the universities. Additionally, those unhappy with training opportunities and unhappy with the job itself were 80.3 per cent (n=57), whereas 71.8 per cent (n=51) were not happy about institutional policies. Majority of employees were also not happy with the financial compensation they receive from the universities and this accounted for 69 per cent (n=49). Nevertheless, Shoaib *et al.* (2009) affirm that attractive remuneration packages are one of the important factors of retention because it fulfills the financial and material needs of people. Compensation is said to be a crucial factor in attracting and retaining the best workers, especially during economic or market place vitality, or mergers and acquisitions when people are uncertain about their jobs (Noe *et al.*, 2003, p.494).

The most notable organisational retention initiatives are compensation practices and employee benefits. This study has found that highly competitive remuneration packages enhance employee commitment, which further facilitates the attraction and retention of a superior workforce. Well-led organisations show evidence of improving their efforts to highlight the marketability of their key talents by coaching them, projecting and stretching their opportunities whilst they are still incumbent within the organisation, and they are likely to hold on to the key talents longer than those who do not recognise this opportunity namely a cost-need in talented people (Glen, 2007, p.5). Technological changes has led to changes in how jobs are performed, and once these changes are accomplished, employee skills must be updated through training (Perkins and Shortland, 2006, p.116; Rue and Byars 2009, pp.252-253).

In addition, in organisations where employees receive sufficient training that is required for them to undertake greater responsibilities, the turnover rates in the organisation are generally lower. Furthermore, several scholars have concluded that training activities are correlated with productivity and retention (Moncarz *et al.*, 2009, p.441). Bernardin and Russell (2013, p.325) indicate that organisations need to provide the following to promote career advancement:

- Tools and opportunities to enhance skills for the employees;
- Create an environment for continual learning by supporting and rewarding employee development and learning;
- Provide opportunities for self-assessment;
- Provide additional training;
- Provide coaches and mentors to assist employees; and
- Assist employees to strike balance between their work and non-work lives.

Nkomo (2013, p.227) affirms that organisations would thus be able to retain skills developed through the training and development of their workers. Long *et al.* (2012, p.632) concur that training and development not only ensures competencies but also develops employees to enable them to meet the organisation's goals and objectives while ensuring satisfactory performance. It helps employees to acquire new skills and knowledge and perform jobs in other areas or at higher level. The results of the study are also in line with the study by Jepngeitich and Njue (2013, p.6) which reveals that training and development also act as a strategy for talent attraction and retention. The study affirms the statement made from the findings of the institutional audits done by the HEQC (January 2012) of the Human Resource departments of various universities, that the institutions experienced serious challenges in retaining competent staff (HEQC Report, 2012, p.34). It is a serious challenge when academic staff feel unhappy about the very important aspects which touch financial compensation, the job itself, training opportunities, policies and career development.

4.9 PERCEPTIONS TOWARDS RETENTION

Based on the results of this study, it is concluded that it is essential for organisations to manage talented employees and to retain these valuable employees in order to maintain a competitive advantage and save on turnover costs. Employees who perceive that effective talent management practices are in place feel motivated, engaged and committed towards their current organisations. Likewise, they have the opportunity to develop their skills, reach their full potential and remain with their current employer.

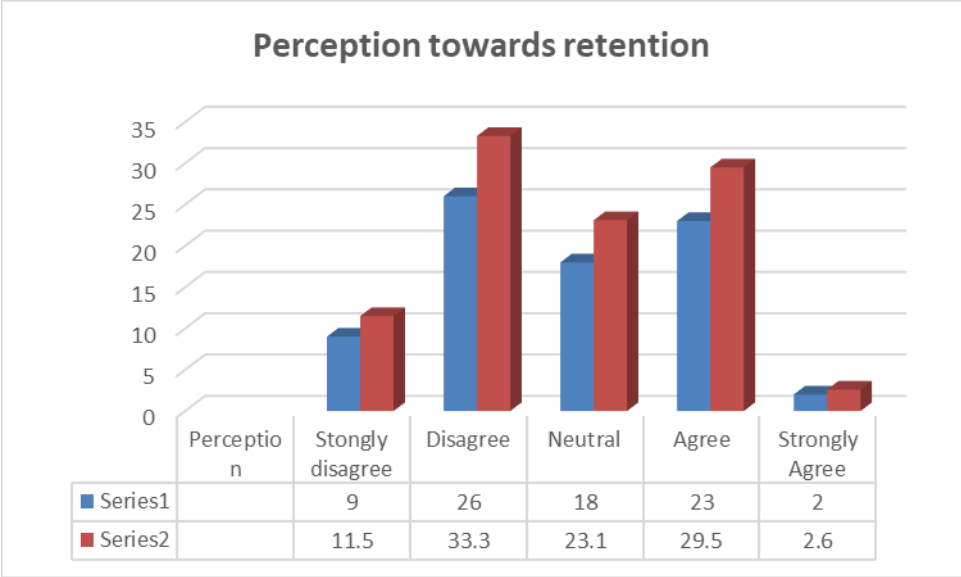


Figure 4.6: Perception towards retention

Figure 4.6 as illustrated above shows that the majority of the respondents (44.8 per cent, n=35) have a negative perception towards retention, while the minority of the respondents (32.1 per cent, n=25) have a positive perception towards retention.

CHAPTER 5: FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The fourth chapter was based on the analysis and interpretation of the outcome of the study conducted on the retention of academic staff at higher education institutions. The fifth and final chapter provides the findings, recommendations and conclusion of the study.

5.2 SUMMARY OF THE RESEARCH

The primary objective of this study is to examine the perception of respondents on staff retention of employees at a higher education institution in KwaZulu-Natal province. Moreover, the theoretical and empirical objectives of the study were formulated.

Chapter two presented an extensive literature on employee retention in organisations. This chapter also provided an analysis of factors that drive talent retention within organisations.

Chapter three presented an in-depth analysis of the research design adopted for this study. The sampling design procedure, the data collection method and data preparation were discussed. The method of data analysis and statistical techniques were also outlined.

Chapter four was about presenting, analysing and interpreting the data collected. The results were presented. This chapter also included an analysis of the reliability of the questionnaire.

Chapter five is a summary of the pertinent findings of the study. Recommendations deriving from the study are also discussed while the limitations and implications for further research are outlined.

5.3 MAIN FINDINGS

5.3.1 Compensation/Salary

The study revealed that 71 per cent of academic staff were not satisfied with the compensation offered by their employer. This finding indicates that many employees might intend to leave or are in search of competitive compensation elsewhere. The findings of this study mirrored the findings of Reh (2010, p.1) who argues that when employees are well compensated, it enhances their performance when carrying out their day to day work. They are motivated to remain with their employer because of the better compensation.

5.3.2 Recognition

Approximately 79 per cent of academic staff were not impressed with the amount of recognition they receive from their employer. Additionally, recognition is a determinant of employee retention. If employees are recognised then they may remain longer with the employer and improve their performance as expected.

5.4 THE FOLLOWING FACTORS PROPEL ACADEMIC STAFF TO CONSIDER LEAVING THEIR EMPLOYERS

5.4.1 Unhappy with Institutional Policies

The majority of the respondents indicated their dissatisfaction with institutional policies as illustrated in Table 4.8. Policies can either influence employees to stay or leave the institution, depending on how they are developed and implemented.

5.4.2 Career Development Opportunities

Career development opportunities have a significant relationship with employee retention. The current study revealed that the majority of academic staff are not happy with the career development opportunities provided by their institution as delineated in Table 4.8. The

universities do not have a clear succession plan for academics, which has a negative impact on staff morale.

5.4.3 Training Opportunities

Higher education institutions rely on the expertise of their workforce in order to provide quality education to students. Thus, it is necessary to equip academic staff with training in order to be competitive enough to execute their duties. The study showed that the majority of the academic staff were not happy about the training and development offered to assist them to execute their duties as described in Table 4.8.

5.4.4 The Job itself

Unsatisfactory compensation, unclear career development opportunities, and unhappiness with institutional policies can contribute to a lack of morale among academic staff. The study showed the importance of taking these factors into consideration to resolve the matter of morale towards the job of an academic staff member. The HEQC, during its audit in 2012, indicated that there was a lack of staff morale which institutions have to consider ways to improve. The study indicated all factors that were expressed by academic respondents, which they were not happy about as outlined in Table 4.8. The majority of respondents indicated unhappiness with their job.

5.5 RECOGNITION

5.5.1 To explore the relationship between motivation and retention among academic staff at tertiary institutions.

The current study sought to determine the relationship between motivation and retention factors among academic staff. Herzberg motivation theory was chosen as the guideline in order to achieve the research objectives. Christy (2018:232) attest there is a link between motivation and job satisfaction. If satisfaction is absent it will cause dissatisfaction. These factors are related to job context and concerned with job environment. Herzberg identifies hygiene factors, these factors serve to motivate the individual to superior performance. These factors are related to job content of the work itself. These factors also serve as motivators or growth factors. Christy

(2018:232) concurs that the strength of these factors will affect feelings of satisfaction or no satisfaction but not dissatisfaction. Herzberg sought to determine which factors made employees feel good about their jobs (Werner et al., 2007:81). His research has shown that factors leading to job satisfaction are separate and distinct from those factors that lead to job dissatisfaction (Fox, 2006:63). Herzberg concluded that job satisfaction is influenced by two sets of factors, namely hygiene factors and motivators (Hodgetts & Luthans, 2000:377). When employees are feeling dissatisfied with their jobs, this stems from environmental factors – the hygiene factors. In contrast, motivators relate more to the content of the job and have a positive effect on job satisfaction and performance (Amos et al., 2004:156). Consideration should be given to the fact that removing dissatisfying factors from a job does not necessarily make the job satisfactory. According to Herzberg’s findings, a dual continuum exists, which means that the opposite of “satisfaction” is “no satisfaction” and the opposite of “dissatisfaction” is “no dissatisfaction” (Fox, 2006: 63). Christy (2018:232) attests that the absent of these motivation factors will results in dissatisfaction will cause employee turnover among employees.

5.5.1.1 Compensation/salary

Unsatisfactory compensation, unclear career development opportunities, unhappiness with institutional policies can contribute to lack of morale among academic staff. The study shows the importance of taking these factors into consideration to resolve the matter of morale towards the job of academic staff. The HEQC, during its audit in 2012, indicated that there was a lack of staff morale which institutions have to consider ways to improve. The majority of respondents in the current study indicated unhappiness with their job as illustrated in Table 4.8.

- Institutional policies;
- Job itself;
- Career Development Opportunities;
- Training opportunities; and
- Rewards.

Through this study, it shows that when the hygiene factors are compromised it has an effect on motivation needs like:

5.5.1.2 Achievement

Recognition is the demonstration of appreciation for a level of performance, an achievement or a contribution to an objective. It can be confidential or public, causal or formal and it is always in addition to pay. Carolina (2010) attests that two major factors that affect work motivation in organisations are intrinsic and extrinsic reward. To retain employees, management should provide a healthy working environment that allows positivity, creativity and productivity and this could only be fostered through promotion of good relationships between employees and supervisors. As illustrated in Table 4.6, approximately 79 per cent of academic staff were not impressed with the amount of recognition they receive from the employer. Additionally, recognition is the determinant of employee retention. If employees are recognized they may remain longer with the employer and improve their performance as expected.

5.6 THE JOB ITSELF

Unsatisfactory compensation, unclear career development opportunities, unhappiness with institutional policies can contribute to a lack of morale among academic staff. The study shows the importance of taking these factors into consideration to resolve the matter of morale towards the job of academic staff. The HEQC, during its audit in 2012, indicated that there was a lack of staff morale which institutions have to consider ways to improve. The study indicated all factors that were expressed by academic respondents that they were not happy about. The majority of respondents indicated unhappiness with their job.

5.7 RECOMMENDATIONS

This section indicates that academic staff in both university A and B are not satisfied with their benefits such as their salary and the support they get from their supervisors. The diagrams indicated that the numbers were also high for respondents who did not agree to the way their employers compensate them for the work that they do. The frustration of respondents reflected

where majority of them disagreed to the following statements as factors that would encourage them to stay:

- Competitive salary;
- Rewarded fairly;
- Paid sufficiently;
- Paid equivalently;
- Fully conversant with my compensation;
- Pay recognition;
- Rewards are fair; and
- Bonus reflects contribution.

Institution A and B have done their part to provide for their employees, but it can be improved. The findings of the Higher Education Quality Committee (HEQC report, 2012), on problems identified in the Human Resource and Development component in tertiary institutions, indicated that policies must be in place that talk to the retention of academic staff in a higher education institution. The results show that academic staff have different views and majority of them feel that what has previously been done is not enough, and that more strategies that speak to their staff with regards to retention still need to be put in place and well implemented. It is imperative that the implementation of strategies are applied to the level that it curbs the fear that academic staff could look elsewhere for better care in as far as retention is concerned. The following strategies could be of good use and are worth mentioning:

5.7.1 Employee Motivation and Retention

The manager or supervisor plays an important role in employee retention. There is a close relationship between a supervisor/manager's actions and employee retention. The supervisor is the main factor in an employee's decision to stay or leave. A good supervisor should be able to develop trust, communicate well, develop talent and be a good coach. The institutional culture as Kgomo and Swart (2010, p.232) postulate is the crucial foundation for every institution, and it

rests with the manager/supervisor. If the culture is mistakenly interpreted, then the skilled talent may be lost to rivals (Moeketsi, 2013, p.142).

5.7.2 Orientation of New Employees to their Workplaces

This has shown to be the most neglected function, and it is normally taken for granted when it is an important aspect to any employee joining any institution. Brown (2007) suggests that a well thought out orientation programme, whether it lasts one day or six months will help not only assist in the retention of employees, but also in maximising performance. Proper hand-over should be done such that each employee joining the institution could be kept in sync with the areas that orientation would be done on. Institutions that have good orientation programmes get new employees who are productive, have better alignment between what the employees do and what the institution needs them to do, and have lower turnover of staff (Moeketsi, 2013, p.142).

5.7.3 Remuneration and Reward

The institution should design a compensation package to attract and retain the best candidates. Departing employees often cite 'better opportunities' which means more money, as reasons for joining rival institutions. Motivation is involved in the process, such as lucrative positions, and the ability of employees to see a link between performance and pay as Bagraim *et al.* (2011, p.103) assert.

5.7.4 Promotion

The performance management system should be clearly defined and every employee should benefit from it. Some institutions will need to develop a system that will suit the strategical route that the institution will take. Many employees will stay with the institution because there is an upward mobility that serves as an incentive for better performance. This does not mean that every employee should be promoted even if he/she is not performing, but that promotion should be based on achievement rather than aspiration i.e. being promoted based on the requirements of that particular institution. The institution should also look at ways in which the academic staff is motivated, through vertical advancement. The academic promotions policy should always be applied efficiently and effectively when promotions are considered.

5.7.5 Workplace Environment

Employees should have physical conditions of comfort, convenience, safety and the clearness of the mission. Employees should be made to feel important, and this will motivate them to stay. No one wants to be a commodity that is easily replaced by someone off the street. If they are regarded as expendable, they will leave the institution for an institution where they are appreciated (Kamelgor and Meek, 2008, pp.76-78). Workloads should be shared among employees to avoid emotional exhaustion. Where a position is left vacant, means of filling such a position should be treated as urgently as possible, and employees should be assisted to participate in continuous improvement activities.

5.7.6 Employee Development

Training and development is part of the strategies that are available, but the way they are conducted, cannot in any way make an impact on the development of employees. Therefore, training should be made compulsory for every employee, and follow-up monitoring conducted to ascertain the impact it has made on the employees. The more individual employees accumulate skills, such employees should be rewarded by means of promotion or monetary incentives. Opportunities for employee development should not only be based at saving resources but should be an imperative and is deserved for the purpose of ensuring that employees are given the opportunity for growth and development.

5.7.7 Labour Relations

Disputes among employees should be attended to as soon as they occur, as this will maintain good relationships among employees. The following section concludes the research.

5.8 CONCLUSION

After analysis has been made, it shows that good retention could come about, but through taking the respondents' views into consideration, and when one of the institutions develop a retention policy, and talent management strategies.

The research revealed that one of the bedrock aspects of the institution, namely, working conditions, seems to not be conducive for better performance and this affects other strategies in the long run, and the work system causes many employees to fail to perform. As a result, employees feel demotivated and want to leave the institution. Promotion and compensation have also shown to be other factors that need to be overhauled in order to keep employees from leaving the institution. Finally, it should be clear to the employees what constitutes success in the institution. Employees should be valued and recognised for the work they are contributing, and recognition is the key for high performance and effective work management.

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7 ANNEXURES

7.1 QUESTIONNAIRE

SECTION A: PROFILE OF THE RESPONDENT

Please answer the questions in Section A by placing a cross over the appropriate number

Q.1.

Male	Female
------	--------

 Gender:

Q.2. Race:

African	Indian	White	Coloured
---------	--------	-------	----------

Q.3. Age

18-29	30-45	46-64	65 and over
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Q.4. Marital status:

Married	Single	Divorced	Widowed
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Q.5. Highest qualification

Honours Degree	Master's Degree	PHD
B-Tech	M-Tech	D-Tech

Q.6. Number of years with Employer

0-1 year	1-4 years	5-7 years	7- 15 years
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Q.7. Occupation

Lecturer	Senior Lecturer	Head of Department	Associate Professor	Full Professor
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SECTION B: TALENT RETENTION

1. FACTORS THAT WOULD ENCOURAGE YOU TO STAY

This part aims to determine how you feel about your compensation and recognition for the work that you do. Cross one of the six categories from *Strongly disagree* (1) to *Strongly agree* (5) for each statement as it applies to you:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
My salary is commensurate to my work.	1	2	3	4	5
I am satisfied with my salary.	1	2	3	4	5
My pay is competitive.	1	2	3	4	5
I am rewarded fairly for the amount of effort that I put in my job.	1	2	3	4	5
I am likely to get an increase every year.	1	2	3	4	5
My pay is sufficient for my basic needs.	1	2	3	4	5
My pay is equivalent to similar jobs in the University of Technology.	1	2	3	4	5
I am fully conversant with my compensation.	1	2	3	4	5
My compensation package provides the recognition I need.	1	2	3	4	5
Overall, the rewards I receive at the University of Technology are fair.	1	2	3	4	5
The bonus structure reflects my contribution to the institution	1	2	3	4	5
The bonus structure reflects my contribution to the institution	1	2	3	4	5

FACTORS THAT MAY INFLUENCE YOU TO LEAVE

Have you ever looked for another job? Please choose the appropriate answer below by ticking in the box next to it.

1 Yes, in the same institution in a different section.	
2 Yes, applied for a promotion in the same institution.	
3 Yes, at another academic institution.	
4 Yes, in another organisation (not in academia).	
5 Yes, but only placed my CV on the web.	
6 No, but I have been headhunted by another organisation.	
7 No, but I have been approached by a recruiting agency.	

INTENTION TO LEAVE FACTORS

If you ever think of leaving your institution what would be the most likely reasons?

(Please choose your top 5 reasons)

1 Unhappy about financial compensation.	
2 Unhappy about company policies.	
3 Unhappy about career development opportunities.	
4 Unhappy about training opportunities.	
5 Unhappy about the job itself.	
6 Unhappy about the number of hours I am required to work.	
7 Unhappy about the people I have to work with.	
8 Would leave for a promotion.	
9 Would leave for more pay in another company.	
10 Would leave for a job closer to home.	
11 Would leave for a career change.	
12 Would leave to start my own business.	
13 Retirement.	
14 Would only leave if I was retrenched.	
15 Would leave for ill health/ disability.	

16 Would leave for personal reasons such as family responsibility.	
17 Would leave if my spouse was transferred.	
18 Would leave to study further.	

SATISFACTION IN THE INSTITUTION

Rate your level of satisfaction with the following factors in your institution? **1- for the one you are most satisfied with through to 5 – for the one you are least satisfied.**

Statements	Rate
1 Sufficient access to information in order to do my job.	
2 Support from the HR department.	
3 Changes and restructuring in the institution.	
4 Opportunity to engage in community service projects.	
5 Affirmative action.	
6 Sufficient cultural diversity in the institution.	
7 Sufficient respect for my culture in the institution.	
8 Institutional leadership.	
9 Institutional values.	
10 Institutional strategy.	
11 Communication from leadership.	
12 Talent management policies in the institution.	
13 Mentorship opportunities for academic staff.	
14 Funding to attend conferences from the institution.	
15 Funding for research publications from the institution.	
16 Research funding from external bodies such as the National Research Foundation (NRF).	
17 Funding from the institution for professional registrations.	

9. Please read carefully the following statements, and then indicate your position about each one.

9.1 My perception of my retention relative to my current job is fair.

Strongly disagree	Disagree	Uncertain	Agree	Strongly Agree
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9.2 My perception of my satisfaction relative to the industry norms is fair.

Strongly disagree	Disagree	Uncertain	Agree	Strongly Agree
-------------------	----------	-----------	-------	----------------

7.2 TURN-IT-IN REPORT

7.3 CONSENT FORM

7.4 ETHICAL CLEARANCE LETTER

7.5 GATE KEEPERS LETTER (DUT AND MUT)

7.6 LETTER OF EDITING



05 June 2017

Mrs Thandeka Pinky Khoza (214582450)
School of Management, IT & Governance
Westville Campus

Dear Mrs Khoza,

Protocol reference number: HSS/0518/017M

Project title: An investigation into the perception of Academic Staff on Talent Retention in Higher Education Institutions

Approval Notification – Expedited Application

In response to your application received on 12 May 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has 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

.....
Dr Shenuka Singh (Chair)

/ms

Cc Supervisor: Professor BC Mubangizi
Cc Academic Leader Research: Professor Brian McArthur
Cc School Administrator: Ms Angela Pearce

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 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximbap@ukzn.ac.za / snymanm@ukzn.ac.za / mohunp@ukzn.ac.za

Website: www.ukzn.ac.za



100 YEARS OF ACADEMIC EXCELLENCE



Pauline Fogg
54 Grundel Road
Carrington Heights
Durban
4001
074 782 5234

19 February 2018

Letter of Editing

This report serves to state that the dissertation submitted by MRS T.P. Khoza, in fulfilment of the requirements for the degree Master of Public Administration has been edited.

The dissertation was edited for errors in syntax, grammar, punctuation and the referencing system used.

The edit will be regarded as complete once the necessary changes have been effected and all of the comments addressed.

Thank-you for your business.

A handwritten signature in black ink that reads "P. Fogg". The signature is written in a cursive, slightly slanted style.

Pauline Fogg



**Mangosuthu
University of Technology**

08 February, 2017

Mrs T.P. Khoza

Mangosuthu University of Technology

Dear Mrs Khoza

It is my pleasure to inform you that permission to conduct project titled: "An investigation into the perception of academic staff on talent retention in Higher Education Institutions" has been granted.

Permission to conduct the project is granted on the condition that any changes to the project must be brought to the attention of the MUT Research Ethics Committee as soon as possible.

Good luck with your research.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'Anette Mienie', with a long, sweeping underline that extends to the right.

Dr. Anette Mienie

Director: Research

031 9077354/7450

anette@mut.ac.za



*Directorate for Research and Postgraduate Support
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19th July 2016

Ms Thandeka Pinky Khoza
c/o School of Management, Information Technology and Governance
College of Law and Management Studies
University of Kwa-Zulu Natal

Dear Ms Khoza

PERMISSION TO CONDUCT RESEARCH AT THE DUT

Your email correspondence in respect of the above refers. I am pleased to inform you that the Institutional Research Committee (IRC) has granted provisional permission for you to conduct your research "An Investigation into the Perception of Academic Staff on Talent Retention in Higher Education Institutions" at the Durban University of Technology.

Kindly note, that the committee requires you to provide proof of full ethical clearance prior to you commencing with your research at the DUT.

We would be grateful if a summary of your key research findings can be submitted to the IRC on completion of your studies.

Kindest regards.
Yours sincerely

A handwritten signature in black ink, appearing to read 'S. Moyo', with a small flourish at the end.

PROF. S. MOYO
DIRECTOR: RESEARCH AND POSTGRADUATE SUPPORT

UKZN HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE (HSSREC)

APPLICATION FOR ETHICS APPROVAL For research with human participants

Information Sheet and Consent to Participate in Research

Date: 23 July 2018

Greetings,

My name is *Thandeka Pinky Khoza* from the *School of Management, Information Technology and Governance, College of Law and Management Studies in Westville Campus*. Contact numbers *0837234192/0319077465/ 0748101611* and email address is khozatp@mut.ac.za.

You are being invited to consider participating in a study that involves research *to respond to questions based on how you have been feeling recently on academic staff retention*.

If you decide to take part in the study, you are not to sign or disclose your particulars on the consent form or questionnaire. The aim and purpose of this research is to *explore the relationship between motivation and retention among academic staff at tertiary institutions; and to evaluate retention factors that affects employee turnover among academic staff in tertiary institutions*. The study is expected to include *78 academic staff taken from both the Tertiary Institutions, using systematic sampling method taking the ninth element of the entire sample of 744 which gives 78 total numbers of academic staff participants to be interviewed*. It will involve the use of the *personal method to distribute questionnaires to the participants*. The duration of your participation if you choose to participate and remain in the study is expected to be *four weeks*. The study *is self-funded*.

The study *does not* involve *any* risks and/or discomforts. We hope that the study will create the following benefits

- 1. The institution will be aware of staff perception of academic staff in Universities,*
- 2. Possible solutions will be afforded by the study, and*
- 3. Institutions will be able to develop a plan and implement to retain staff and to address issues of staff morale and commitment as a recommendation from the HEQC Audit report of 2012.*

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number_____).

In the event of any problems or concerns/questions you may contact the researcher at (*0837234192/ 0319077465/ 0748101611*) or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION
Research Office, Westville Campus
Govan Mbeki Building
Private Bag X 54001
Durban 4000 KwaZulu-Natal, SOUTH AFRICA
Tel: 27 31 2604557- Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Your participation in the study is voluntary and by participating, you are granting the researcher permission to use your responses. You may refuse to participate or withdraw from the study at any time with no negative consequence. There will be no monetary gain from participating in the study. Your anonymity will be maintained by the researcher and the School of Management, I.T. & Governance and your responses will not be used for any purposes outside of this study.

All data, both electronic and hard copy, will be securely stored during the study and archived for 5 years. After this time, all data will be destroyed.

If you have any questions or concerns about participating in the study, please contact me or my research supervisor at the numbers listed above.

Sincerely

Thandeka Pinky Khoza

CONSENT TO PARTICIPATE

I (Name) have been informed about the study entitled "*An investigation into the perception of Academic Staff on talent retention in Higher Education Institutions*" by Thandeka Pinky Khoza.

I understand the purpose and procedures of the study (add these again if appropriate).

I have been given an opportunity to ask questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

I have been informed about any available compensation or medical treatment if injury occurs to me as a result of study-related procedures.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at (provide details).

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION
Research Office, Westville Campus
Govan Mbeki Building
Private Bag X 54001
Durban
4000
KwaZulu-Natal, SOUTH AFRICA
Tel: 27 31 2604557 - Fax: 27 31 2604609
Email: HSSREC@ukzn.ac.za

Additional consent, where applicable

I hereby provide consent to:

Complete the questionnaire on the link	YES/ NO
Audio-record my interview / focus group discussion	YES / NO
Video-record my interview / focus group discussion	YES / NO
Use of my photographs for research purposes	YES / NO

Signature of Participant

Date

Signature of Witness
(Where applicable)

Date

Signature of Translator
(Where applicable)

Date

Research Office, Westville Campus
Govan Mbeki Building
Private Bag X 54001
Durban 4000 KwaZulu-Natal, SOUTH AFRICA
Tel: 27 31 2604557- Fax: 27 31 2604609
Email: HSSREC@ukzn.ac.za

Your participation in the study is voluntary and by participating, you are granting the researcher permission to use your responses. You may refuse to participate or withdraw from the study at any time with no negative consequence. There will be no monetary gain from participating in the study. Your anonymity will be maintained by the researcher and the School of Management, I.T. & Governance and your responses will not be used for any purposes outside of this study.

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Sincerely

Thandeka Pinky Khoza

