



**RETENTION FACTORS AMONG ADMINISTRATION STAFF  
IN THE UNIVERSITY OF KWAZULU-NATAL, WESTVILLE CAMPUS**

**By**

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## **DECLARATION**

**I, MBALI THENJIWE MTSHALI, declare that:**

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## **DEDICATION**

To our Lord and Saviour, Jesus Christ. Thank you for the vision, provision and for making a way.

To my God-given, Bheki Mtshali. Thank you for your full support, unfailing love, strength, encouragement and for believing in me.

My Son, Sthembiso. All things are possible.

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- ❖ **To the IPP Department, Thabisile Gwambe, Noxolo Hlathi and Thina Khoza**, may the Lord return the favour.
  
- ❖ To my all my **friends** – thank you for always believing in me and for your prayers.
  
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## ABSTRACT

Retention of skilled employees is key to building and maintaining successful organizations, including higher education institutions. There are many factors that contribute to the retention of employees such as; compensation, career development, organizational culture, leadership, work environment, work-life balance, job security, participation in decision-making and good relationships, to mention a few. Both monetary and non-monetary rewards are highly important to keep employees motivated, satisfied and productive. Failure to retain employees often results in high costs of recruitment and loss of one competent employee to a competitor institution strengthens the competitor's advantage. The University of KwaZulu-Natal faces prolonged staff turnover, thus, this study aimed at identifying retention factors among the administration staff of the institution. The objectives of the research were to; investigate the retention factors, to identify the potential causes of seeking alternative employment. This was a mixed method study which adopted the descriptive survey research design. A survey questionnaire was sent to 103 administration staff and six (6) staff members from the Human Resources Department were interviewed. The findings of the study revealed that the highest retention factors are; overall positive relationships between co-workers, strong inspiration from leadership, good work environment, which provides employees with a sense of belonging and which makes it easier for the employees to adapt to the UKZN culture, job security assurance in the midst of economic and higher education challenges and lastly, fee remission, which is a huge benefit that allows employees and their families to study at no cost. Furthermore, the results also showed that the staff would seek alternative employment due low salaries and incentives, lack of promotion opportunities, lack of work-life balance, limited career growth and less participation in decision-making. The study therefore recommended that the university should improve on offering competitive salaries and giving incentives to hard working employees. In addition, the institution needs to put up a promotion strategy, increase ways of career development and engage employees concerning decisions.

**Key words:** retention factors, administration staff, higher education institutions

## **LIST OF ABBREVIATIONS**

DoE	Department of Education
EY	Ernst & Young
HEI	Higher Education Institution
HR	Human Resources
PWC	Price Waterhouse Coopers
REACH	Respect, Excellence, Accountability, Client Orientation, Honesty
ROI	Return on Investment
SA	South Africa
SPSS	Statistical Package for Social Sciences
UKZN	University of KwaZulu-Natal
WLB	Work-Life Balance

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# CHAPTER ONE: INTRODUCTION TO THE RESEARCH

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## 1.0 Introduction

Retention of skilled employees is an ongoing serious concern facing organizations, including Higher Education Institutions (HEIs). In South Africa, unemployment is not just caused by the lack of jobs, but the lack of relevant education and skills among people (The World Economic Forum on Africa, 2016). Shortage of skills has a negative effect on employment, where many organizations find it very difficult to find the most qualified people with the relevant critical thinking and problem-solving skills. The Manpower South Africa's tenth annual Talent Shortage Survey revealed that it is very difficult to fill in positions. Human resources are the life-blood of all organizations; their long-term health and success depend upon the retention of key employees. Not only is employee turnover costly, it also affects company morale. It is therefore crucial to retain employees to ensure organisational competitiveness (Idris, 2014). Jeruto (2010) argued that some employee benefits such as pension funds and fee remission are used to keep employees. Meyer and Allen (1997) criticised this behavior as it does not lead to positive work attitude, employees remain in the organization for the purpose of investment. This study proves that both monetary and non-monetary benefits are crucial.

## 1.1 Background

The role of the university in the changing world is to educate societies and to contribute significantly to developing the economy. One of the main challenges that universities are facing is the issue of human resources, (Mttori 2013; Patgar & Kumar, 2015). While South African universities are struggling to reach the highest position, moving up the global ranking is a distant dream, yet it is every organisation's goal. To achieve this, the university has a responsibility to hire, train and retain skilled staff. The 2017 results of South Africa's biggest HR recruitment trend survey by MCI Consultants indicated that talent retention remains high, with most companies reporting staff turnover of between 5-10%.

The University of KwaZulu-Natal (UKZN) is located in the province of KwaZulu-Natal and comprises five campuses namely Pietermaritzburg, Westville, Howard College, Edgewood and the Nelson R. Mandela School of Medicine. The student population of the institution is approximately

42000 (University of KwaZulu-Natal Strategic Plan 2017-2021). In 2016, the university's turnover among administrators was 9.21%, this is considered high according to the survey mentioned above. In terms of recruitment, the university filled over 50 positions ranging from grades 3 to 12, which includes; top management, senior management, junior management, supervisors, skilled and semi-skilled employees.

**Figure 1.1 The University of KwaZulu-Natal**



Figure 1.1, Source: University of KwaZulu-Natal Website

## **1.2 Motivation of the study**

Understanding retention factors is crucial from both the employer and employee perspective. The common misconception is that good wages are always the primary motivational factor. This may be true, in light of current economic uncertainty. However, both monetary and non-monetary factors are significant in retaining employees. It is against this background that this study seeks to explore the retention factors among the university's administration staff.

## **1.3 Problem Statement**

The University of KwaZulu-Natal faces prolonged staff turnover. The researcher is one of the employees of UKZN and from her personal experience, she has witnessed a number of administrative staff leaving the organization. Termination and turnover statistics for university-wide were; 221 in 2015, 233 in 2016 and 96 in June 2017 (Institutional Intelligence Reports, 2018). Although the statistics provided above show a possible decrease in 2017, the number of staff members who left the university is still high. This is bad, because the university continues to lose skilled and experienced employees. While there may be other unknown causes; the merger

between the University of Durban-Westville and the University of Natal might have been a result of factors like job satisfaction, job security, organizational commitment and employee turnover intentions. There are also some pending issues among them; unjustified pay scales, conditions of service and performance management, that the management still grapples with, in order to improve and enhance staff morale. In general, education institutions often lose highly skilled employees to the private sector and other higher education institutions (HEIs) which often offer competitive rewards (Erasmus, Grobler and Niekerk, 2015). Moreover, the administrators in these institutions are often burdened with work overload, which often leads to stress and fatigue, and resultantly, job dissatisfaction and employee turnover. In order to resolve this problem, it is significant for the employers to investigate causes of retention and to examine the intentions of seeking alternative employment.

Retaining administrators at the University of KwaZulu-Natal may be the best practice as one of the objectives of the institution is to become the university of choice. The aim is to position the institution as the one of choice, capable of attracting and retaining both academic and administrative staff. This can be achieved by ensuring a conducive environment which fosters organisational citizenship whereby the employees understand their roles in organisational success (UKZN Strategic Plan 2007-2016). In view of this, the study has the following objectives;

#### **1.4 Specific Objectives**

- To investigate the retention factors among the administrators of the University of KwaZulu-Natal, Westville Campus.
- To assess the potential causes of seeking alternative employment.
- To find out other causes of retention.
- To critically analyse the specific human resources practices that encourage employee retention.

#### **1.5 Research Questions**

- What are the retention factors among the administrators of the University of KwaZulu-Natal, Westville Campus?
- What are the potential causes of seeking alternative employment?
- What are other causes of retention?

- What specific human resources practices encourage employee retention?

## **1.6 Overview of the Methodology**

The research sought to identify the retention factors among the administration staff at the headquarters of University of KwaZulu-Natal, the Westville Campus. There is a total of 144 administrative staff at the Westville Campus. A sample of 103 staff was randomly selected. The rationale for random sampling is that retention factors affect all employees. Data for the study was collected using questionnaires and interviews, hence, the study utilized the qualitative and quantitative methods, so that the findings have both text and statistics to analyse different attitudes, views and behaviours, and to also interpret the findings and generalise the results from a larger sample population.

## **1.7 Significance of the Study**

In identifying the retention factors, the university will benefit from, among other things; long-term employment stability, talented employees, trust in leadership, career development, partnership development, wellness of employees and good reputation. The university will also be able to maintain competitive advantage.

## **1.8 Chapter Outline**

Chapter 1 introduced the topic under research by describing the background to the study, the motivation of the study, significance of the study, problem statement, research objectives and research questions. Chapter 2 discusses the literature review, as well as the relevant theoretical models and proposed conceptual framework. Chapter 3 describes the research methodology underpinning the study and this includes the research design, data collection methods, sampling design, research instrument, data processing and data analysis. Chapter 4 discusses the results in the form of graphs and tables, under each research objective and question, using the questionnaire and interviews. Lastly, Chapter 5 presents the final discussion, conclusions and recommendations.

## **1.9 Conclusion**

The necessity to recruit, train and retain valuable employees is a concern for higher education institutions, which are particularly vulnerable to losing their highly qualified staff to the private sector and to other education institutions. In the next chapter, the literature review addresses the

objectives and research questions, a review of the relevant theoretical models and proposed conceptual framework, in order to learn from previous scholars and to address the current issues on retention of employees.

## CHAPTER TWO: LITERATURE REVIEW

---

### 2.1 Introduction

This chapter comprises the literature review, highlighting common retention factors; overall relationships, compensation, career development, culture, leadership, work-life balance, work environment, job security and participation in decision-making. The chapter also addresses the potential causes of seeking alternative employment and other causes of retention such as recruitment, employee branding and succession planning.

#### 2.1.1 Critical Overview of Literature

This research fits within the body of existing knowledge as it places emphasis on defining and describing common retention factors in the workplace. The past research on the topic of employee retention focus on work conditions and outcomes that contribute to employee job performance. In addition to workplace common factors, behaviours and characteristics also play a huge role. Although this research touched on overall relationship, leadership, culture and work-life balance, there is still a gap in psychological factors. One argument may be that an employee with a good character may perform better even in difficult or unfavourable working conditions and can contribute significantly to develop his/her organization (Opatha & Teong, 2014).

What differentiates this research from previous work is that it identifies the retention factors at different levels; at recruitment stage, during the time of employment and when key employees exit organizations. It also views and compares the retention factors of both the employee and the employer. Researchers on the topic either conducted qualitative or quantitative research, not many conducted both. The topic on retention required both methods to provide a complete picture of the phenomenon under study. The literature review offered an overview of significant employee retention strategies that helped to refine the research objectives.

Moreover, staff retention has been investigated from various angles, but not so much in the context of higher education institutions, to help them retain their employees. Many universities focus more on 'selling' themselves to prospective students and not to employees. A lot is spent on marketing

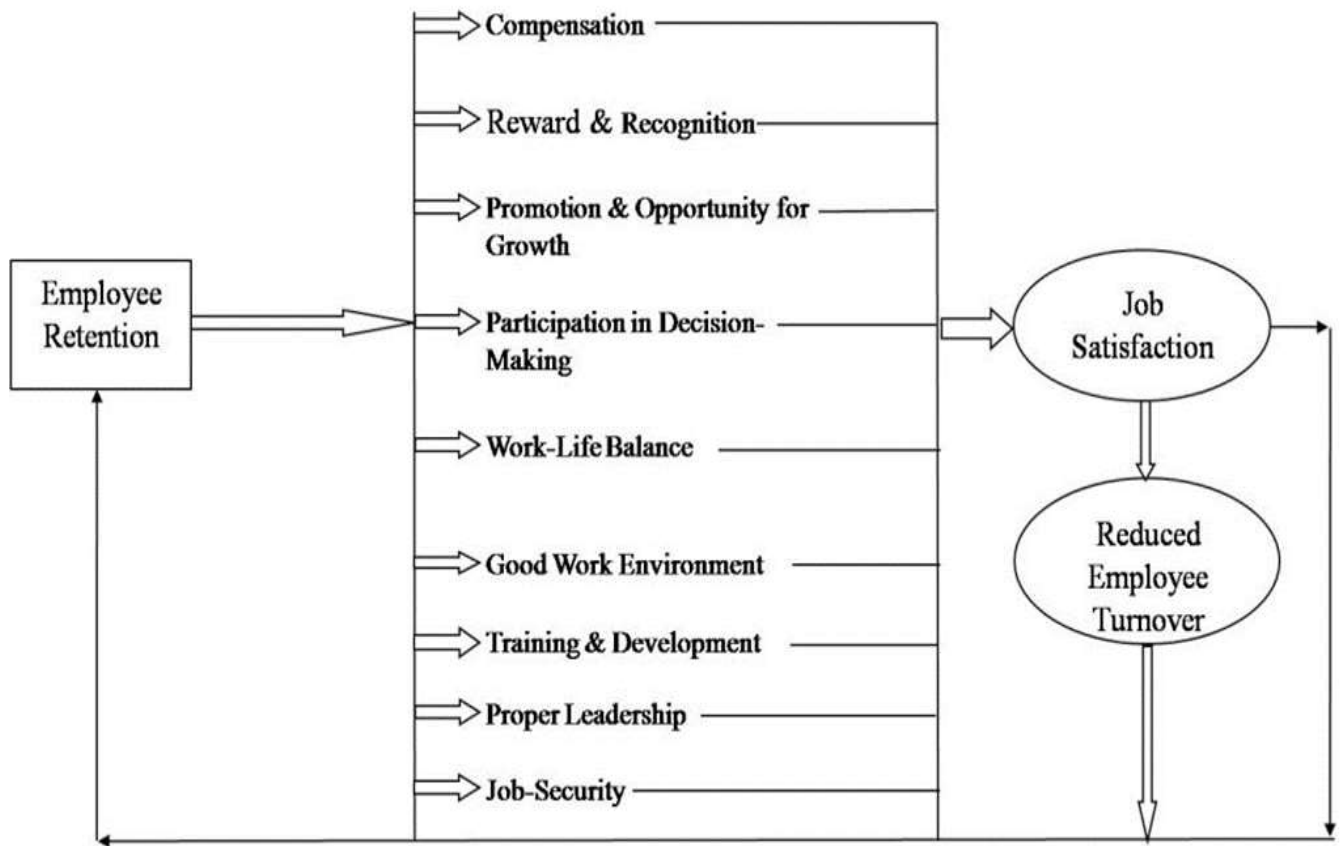
and recruitment of students The universities should also be able to answer questions like: “why should I come and work at the university? What makes the university different? Usually, the assessment of university performance is based on the quality of its students, the output of graduates and research. Institutions that can achieve a balance between academic work and support staff can achieve a holistic success (Ramdass, 2015).

## **2.2 Employee Retention**

Employee retention is a technique adopted by businesses to maintain an effective workforce and at the same time meeting operational requirements (Mita, 2014). It entails motivating employees to stay within the organisation for a long time (Bidisha and Mukulesh, 2013). Samuel and Chipunza (2009) argued that retention was meant to prevent employees to leave the organisation unnecessarily, as this negatively impact on organisational productivity and profitability. Most organisations made the mistake of under-valuing their employees, which often led to dissatisfaction over time, and eventually, employee turnover. Organisations are faced with the major risk of losing highly qualified and skilled employees to opposition institutions, thereby putting the opposition institution at a competitive edge. Hay and Fourie (2013) argued that South African (SA) Higher Education Institutions (HEIs) should endeavour to main their human resources, as they are essential for organisational success.

In order to prevent high performing employees from leaving, it is necessary for leadership and human resources to focus on recognising the factors that add value to employees. For the purpose of this research, a conceptual framework highlighting retention factors in Figure 2.1 was identified. It highlights the common factors; overall relationship, compensation, career development, culture, leadership, work-life balance, work environment, job security and participation in decision making.

**Figure 2.1 Conceptual Framework highlighting retention factors**



**Figure 2.1 The Employee Retention & Job Satisfaction Model**

### 2.2.1 Overall relationship

The need for employees to have good relationships is essential for employee engagement, satisfaction and retention. Employee engagement helps the employees to understand what is expected of them and how best they can contribute to the organization’s success. Some of the elements that sustain high retention even under difficult circumstances include attentiveness, responsiveness and openness of communications (Ghansah, 2011). Fun activities and support from the managers are also ways of stimulating employee enjoyment and creating a conducive working environment which fosters good working relationships and organisational commitment (Tews, Michel and Stafford 2014). Tews further argued that fun is good for informal learning, through how it influences creativity and positive effects. Thus, it is important to subject employees

in non-formal environments and give them fun activities to engage in, for instance, team building exercises, competitions, social events, celebrations, to name a few.

Some employees who are more open in nature may over-react in fun activities and then the purpose of fun learning may be compromised. Therefore, formal and informal learning and communication is essential to balance the overall relationship in the workplace. Higher quality relationships are more likely to develop when employees are afforded opportunities to socialise with one another, as this often opens doors for the exchange of ideas. Sometimes management can support its employees by encouraging them to learn by experimenting and self-reflection. This allows employees to be flexible and be themselves, than always being at their back directing them (Tews, Noe, Scheurer & Michel, 2016). Another aspect is that some individuals are only interested in working and learning and have no intentions of building relationships. In my view this aspect is acceptable as long as it does not affect work. Employees are not the same, some work better in isolation, some are introverts some choose not to engage with other employees. Line managers and colleagues can have a way of dealing with such employees without putting pressure of building relationships. Such employees may battle when given tasks that require teamwork or any form of employee engagement

### **2.2.2 Compensation**

Compensation entails the monetary and non-monetary pay given to employees by their employers, in return for the work that they do. Compensation can act as a significant motivator in increasing job satisfaction and commitment (Moncraz, Zhao & Kay, 2009). Many researchers proved that employee position and length of employment were traditionally what determined wages in most companies. Moreover, compensation nowadays is also determined by the value of employees, which includes; scarce skills, high qualifications, qualifications from highly recognised institutions and many others. This has created havoc in many organizations where compensation proved to be unequal (Freund, Raj, Kaplan, Terrin, Breeze, Urech and Carr, 2016). Employees in similar roles expect similar wages and or benefits, or they will be demotivated.

A case study by Zenger (2016) at Harvard Business School showed that transparency in payment of salaries boost company morale, performance and eliminates discrimination. It also revealed that in the early 2000s, transparency, created havoc among students, faculty and alumni. Some employees discovered that they were underpaid and made comparisons, which resulted in

dissatisfaction and turnover. The university had to even flatten salaries, which resulted in managers resigning. The University of California identified a similar risk in transparency; employees reduced their productivity when they were consistently reminded of what they perceive as unfair rewards (Zenger, 2016). One of the challenges facing higher learning institutions in South Africa is the increasing operational costs, despite subsidies being offered by the government (Ramdass, 2009). This means that opportunities for funding should also be made available to the institutions, because they need them for bonuses, salary increments, loan awards, doctoral studies sponsorships, as well as for staff development (Mapolisa, 2014). While compensation is the main retention motivator, in the long run, it can not sustain on its own. In today's world, employees are more concerned about other aspects of their jobs, like work-life balance, as well as employer-employee relations, and not just compensation (PWC, 2011). What this means is that compensation as a retention strategy only works in the short-term, while non-monetary benefits carry more weight to the employee (Muteswa & Ortlepp, 2011; Van Dyk, 2012). This may be different nowadays, especially in South Africa, where the economy is stagnant. Akthar (2017) argued that high salaries can also create a sense of entitlement feeling which can cause employees to take advantage of the company, such as submitting bogus expenses and many other. In my view, low salaries are even more problematic, they lead to dissatisfaction, corruption and fraud.

### **2.2.3 Career development**

Career development refers to the ongoing process of managing one's life, learning and work, largely in terms of knowledge and skills which enable to make necessary decisions about one's career options (Department of Education and Training Bulletin, 2016). Garg and Rastogi (2012) noted that today's competitive environment requires that employees are equipped with as much knowledge as possible, in order to effectively perform at global level.

In contrast, developing employees have cost implications and there is no guarantee of employees remaining with the organization after training. Employees can immediately leave after obtaining qualifications. Therefore, it is important for organizations not only to provide guidance and training, but growth assurance for employees who have undergone training and development. It is crucial that the job responsibility stay matched to the employees' deeply embedded life interest (Manuel, 2014). Ironically, some employees who work in education institutions have no desire to study and further their knowledge.

#### **2.2.4 Culture**

From the point of view of Perrin (2013), organizational culture is the sum of values and rituals which serve as a 'glue' to integrate the members of the organization. Employees prefer an organisational culture which is characterized by openness, where they can freely share information and where they can perform to their best of ability. Aires (2017) postulated that treating employees with respect and providing them with incentives which enable them to grow, often makes them want to remain with the organisation. Aires further noted that organisational culture also determines the success of the individual employees, because an encouraging culture is one which allows employees grow and prepare them to deal with any fears which they might encounter.

Bussin (2013) agreed that when employees know about the organization and they buy into its clearly stated corporate values, they tend to stay longer, instead of only being bombarded by policies and rules. Bussin cautions management to bring in third party members from outside the organisation, to regularly engage with employees and get more objective views about how the employees feel. In the same way, environmental communication is also very important, in terms of influencing behaviour and changing the organisational culture. Onkila (2013) argued that environmental communication can enhance the visibility of environmental infrastructure, hence, it can motivate employees.

Every institution of higher learning aims to compete globally and become 'world class'. However, the leaders should not be subjected to unnecessary cultural pressures of 'international' trends, but rather, the indigenous practices and values should be upheld in their local institutions (Lumby, 2013). Employees are more likely to be dissatisfied in dominant and autocratic cultures. However, it is difficult to indicate what makes a good organisational culture, as the subject is very subjective, depending on one's perceptions (Ghansah, 2011).

#### **2.2.5 Leadership**

Leadership entails influencing other people and is more of a personal commitment. It involves motivation, inspiration, aspiration, creative change and relationship building. Many universities are faced with diverse challenges which include quality staff attraction and retention, student identification, funding agencies, embracing technologies, as well as other demands from the public, among other things (Brown, 2016). These issues highlight the essence of leadership and management in any organisation, whose role is to enhance productivity, maintain morale and help

staff to cope with change. This, therefore, calls for leaders who possess the unique skills to enable them to be creative and innovative (Bussin, 2013). The role of the leaders is to influence change and direction, as well as to ensure quality relations, while managers are responsible for focusing on tasks and roles, as well as structuring goals (Brown, 2016).

The leadership style of the management influences the attitudes of the employees and thus, organisational performance (Overstreet, Byrd, Cegielski and Hazen, 2013). Lack of good leadership skills is one of the reasons that motivate employees to leave organisations. In Zimbabwe, the pursuit of quality education in both public and private institutions of higher learning has been defeated by unsupportive management (Mapolisa, 2014). What this means is that managers should be approachable, accessible, trusted and respected, while at the same time they listen, assist and encourage employees to be committed to the organisation. Management is expected to nurture and inspire employees, as well as to develop their talent (Ghansah, 2011). Mentorship and leadership go a long way, it is human nature to stay with a mentor for a very long time.

### **2.2.6 Work life balance**

The concept of work-life balance (WLB) highlights the fact that besides their professional obligations and commitments, employees also have families to take care of. This implies the need to strike a balance between work and family life (Ghansah, 2011). The research on the topic indicates that employees' attitudes towards (e.g. job satisfaction, work overload) also impact on their WLB. If pressures from work, for example, stress, are not managed, employees are likely to leave the organisation. Table 2.1 is a summary of some important studies on WLB.

**Table 2.1: Research on Work-Life Balance**

Cegarra-Leiva, Vidal and Cegarra-Navarro (2012)	Explored relationships in SMES in Spain and found that a WLB culture was the main determinant of job satisfaction. There was evidence that job satisfaction highly predicts turnover intentions.
Chiang, Birtch and Kwan. (2010)	Investigated the relationship among job stressors in the hotel industry. It was found that job control and job demands highly impact on job stress. It was also revealed that high job demands, low job control and WLB practices result in high stress levels.

Deery and Jago (2009)	Examined key antecedents of WLB in the tourism industry and found a number of variables as negatively impacting on WLB and these include long working hours, role ambiguity, job insecurity, time pressures, job autonomy, home-life pressures and psychosomatic symptoms.
Karatepe (2013)	Investigated the emotional exhaustion impacts of variables like work-family conflict and work overload on job embeddedness and performance. It was revealed that employees with heavy workloads cannot balance work-family roles and they are emotionally exhausted.
Lawson, Davis, Crouter and O’Niell. (2013)	Examined the experience of work–family spillover among hotel managers. The study found that employees and women without children at home, as well as young adults, were mostly affected by high levels of work-family spillover. It was also revealed that organisational time expectations expose the managers to the risk of experiencing negative work–family spillover
Lewis (2010)	This study found that employee WLB issues are mostly affected by human resource policy. A number of issues were found to positively affect employee well-being and these included schedule flexibility, as well as good relationships with line managers. The negative factors included long, invasive working hours, sacrificing private life, reduced social and family life and increased stress and fatigue.
O’Neill and Davis (2011)	Explored the common work stressors in hotel employees and found that interpersonal tensions at work and work overload topped the list of stressors. Hotel managers were stressed more than other employees. Interpersonal tensions at work were directly related to lower job satisfaction and turnover intentions
Zhao, Qu, Ghiselli (2011)	Investigated the impact of life satisfaction on job satisfaction in China. It was found that employees with less work-family conflict were positive about their work. The results also indicated the importance of managerial efforts towards a conducive organisational climate.
Wong and Ko (2009)	Examined hotel employees’ perceptions of work-life balance and found that enough time from work, allegiance to work, flexible work schedule and workplace support on WLB, among other things, highly impact WLB.
Zhao and Namasiva-yam (2012)	Examined the role of chronic self-regulatory focus on the relationships between work–family conflict and job satisfaction. The findings showed that there is a need to draw the line between work and family obligations, as employees with higher levels of chronic

	promotion focus showed less job satisfaction. It was also revealed that when family roles interfere with work tasks, employees with higher levels of chronic prevention experienced reduced job satisfaction.
--	---

**Table 2.1**

### **2.2.7 Work environment**

Bussin (2013) argued that a good working environment is one that is capable of attracting, retaining and nourishing employees, with the main goal of employee retention. It was also noted that employees benefit from a workplace environment which fosters a sense of belonging and provides enough resources, flexible working hours and encourages them to be loyal and committed to their organisation (Irshad, 2014). Raziq and Maulabakhsh (2015) argued that organisations that do not pay attention to the work environment negatively affect job performance and satisfaction, resulting in reduced retention levels. In the same way, despite a good organisational environment and culture, employees are likely to leave the organisation when offered competitive offers by opposition organisations. The work environment also affects one's personality, as it allows for bad interpersonal behaviour like frustration, conflict, bullying and high work demands.

### **2.2.8 Job security**

In South Africa, job security is a huge concern, considering the unemployment rate at 26.6%, closing down of companies and the current economic state (StatsSA, 2016). Job security affects employees' well-being and workers in casual employment are more likely to perceive their jobs as insecure (Green & Leeves, 2013). Other factors that contribute to uncertainty in job security are industry mergers, acquisitions and downsizing (Peters, 2013). Job restructuring and mergers are strategies that can be adopted and managed to encourage retention by re-engineering and redesigning of jobs (Punia, 2014). However, in most organizations, the changing of management structures often places stress and strain on employees, thus demoralising them (Badat, 2010). Even in some higher education institutions, the mergers have caused fear and uncertainty among staff. It is thus important to open up communication lines, in order to enhance the image of higher education institutions in South Africa. This will also improve staff morale (Ramdass, 2009). Another concern raised was that the major focus of universities continues to be research and academics, as universities are judged based on their research output. The administration staff is often left out on many occasions, yet they carry the overload (Ramdass, 2009)

### **2.2.9 Participation in decision-making**

Not all employees want to be part of decision-making, preferences for decision involvement may decline due to fear, age, gender, education, politics and other reasons. In this case, employees need to be engaged in other ways, to involve them in the activities of the organisation. Decision-making may be controversial due to its nature, but it is essential for organizations to take into consideration, the employees' views, attitudes and potential. Employees who participate in shared decisions feel more valued and accepted, which then leads to commitment. The top-down communication approach is not always appreciated when in the end it affects all parties. In larger organizations, the top down communication style is common due to size and complexity. However, decision-making can be taught and implemented starting in smaller groups in which they work and expand. Besides technical skills, other intellectual and social skills are equally important in contributing to effective decision-making. However, the challenge is about providing the employees with other skills like speaking and listening, as they might perceive it wrongly, thinking that they are anticipated to repay by committing themselves to their organisation and employers (Balkin & Richebé, 2007). Relationships are strengthened when employees can freely express their views. In this view, a participatory approach to management is most appropriate.

### **2.3 Potential causes of seeking alternative employment**

For the purpose of this research, it is appropriate to identify the different types of staff turnover namely; involuntary turnover, whereby employees leave the organization unintentionally. Such examples include retrenchment or death, while voluntary turnover is whereby an employee willingly decides to leave the organisation (Bussin, 2013). There has to be a balance between the two: new blood is also preferable in the system, but continual turnover can negatively affect performance, employee morale and general organisational sustainability. Organizations ought to understand why employees leave and implement appropriate retention strategies.

Since one of the research objectives is to identify the potential causes of seeking alternative employment, this study investigates voluntary turnover. The potential causes of turnover are subdivided into three variables; (1) environmental, (2) individual, and (3) structural. These variables are briefly discussed below.

### **2.3.1 Environmental variables**

One of the reasons identified by Price (2001) is the availability of alternative occupational roles, employees tend to compare and decide on more choices that are favourable. It is even easier when they are dissatisfied with their jobs. Another reason may be the Kinship responsibility, which is the involvement with family or relatives (a spouse, kid, grandparents) (Mayers, 2013). These variables form part of the study, it touches on work-life balance.

### **2.3.2 Individual variables**

Positive affectivity and negative affectivity also play a role in staff turnover. Some aspects of employee turnover include the shock to the system, which are not only negative factors which are job-related, but sometimes they also trigger behaviour, some employees just leave without even considering other options, while others are forced by unfortunate circumstances, for example harassment, depression, guilt or fear (Morrell, Clarke, Wilkinson, 2001). These may affect one's decision to change jobs. This variable does not form part of the study.

### **2.3.3 Structural variables**

Several reasons have been found to be behind employee turnover and these include the job or workplace not meeting the employee's expectations, job-person mismatch, lack of coaching and feedback, few career and growth opportunities, feeling unrecognized and unappreciated, work overload which results in stress, as well as loss of confidence and trust in leaders (Fitz-Enz, 2009). These reasons can be caused by poor leadership, lack of support and confidence, lack of promotional chances, routine work, to name a few. This variable is also applicable to the study, as it links with overall relationship, career development, job security, work environment, culture and leadership.

## **2.4 Other causes of retention**

The benefits of using recruitment, employee branding and succession planning effectively, as retention strategies is to eliminate costs, encourage employee commitment and growth, as well as to give the organization a competitive advantage.

### **2.4.1 Recruitment**

Recruitment can be used as an effective retention strategy. Bussin (2013) identified a number of recruitment tools which help in hiring the best personnel and these include producing job adverts

which clearly state the attributes of the required person, providing a well-planned job description which enable the potential employee to identify whether the job appeals to them, conducting behavioural assessments, as they provide a holistic framework of the potential employee. Essentially, it is important to continue training interviews to ensure no over-promising or over-selling of positions, as this may cause turnover due to dissatisfaction.

### **2.4.2 Employer Branding**

Kheswa (2015) defined employer branding as using concepts of branding and marketing in talent management space which is about value-add, economical and psychological benefits an organization creates for its employees to trigger psychological contract. Employer branding is not only talent acquisition, it includes the organization's value systems, processes, procedures, behaviours towards the aims of attracting, engaging and retaining the organization's current talent and attracting potential employees. Kheswa also pointed at how organisations struggle to attract and retain skilled talent, yet one way of achieving this involves creating challenging but exciting job profiles and descriptions, because employees are the most significant internal stakeholders as they play an important part in the sustainability and growth of the organization (Malati & Sehgal, 2013).

The concept of "Employer Branding" has gained much interest in the past few years and more organizations are seeking to become the "employer of choice". Although tailor-made offerings may be costly, they can lead to employee loyalty, which results in true employee commitment. Employees stick around, not for lack of a better alternative, but because they believe in and are passionate about what the organization is trying to accomplish. As a result, these employees are more productive, they go above and beyond for customers and they actively work to improve the organization (Bussin, 2013).

### **2.4.3 Succession Planning**

Succession planning entails the identification and preparation of employees who would replace important players within the organisation, in the event that the key players cannot perform their function for various reasons (Noe, Houston, Hollenbeck, Gerhart and Wright, 2000). Thus, talent management and succession planning policies should be constantly revised and implemented, to ensure that the relevant personnel receive the necessary training. In addition, organisational talent

should be nurtured and grown, while coaching and mentorship should be seriously implemented to prepare for future roles. This shows the need for effective workforce development programmes, which includes identifying vacant positions. Thus, the possible successors ought to be clearly identified and developed before they fill in the vacant positions, instead of searching for talent outside the organisation. In the war for highly qualified staff members, serious action should be taken by both line managers and human resources practitioners. Organizations that fail to engage and manage their employees might lose, in terms of retaining the highly skilled personnel (Ngobeni & Bezuidenhout, 2011). However, new blood or new employees may bring new ideas and the magnitude of the effects depends on the quality and quantity of the retained workforce.

## **2.5 Conclusion**

This chapter has discussed the concept of employee retention at length. It has been argued that in a challenging and competitive market, organizations have a mandate to establish distinct, significant and win-win strategies to retain these valuable employees; these include establishing healthy relationships, offering competitive salaries, training opportunities, proper leadership, inspiring culture, productive work environment, job security and participative approach in decision-making. Other causes of retention such as effective recruitment, employee branding and succession planning can reduce dissatisfaction, encourage commitment and eliminate turnover.

## CHAPTER THREE: METHODOLOGY

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### 3.1 Introduction

The previous chapter discussed the literature review about employee retention. This chapter describes the methodology followed in order to answer the research questions. The intention is to obtain valuable data from the respondents, about employee retention factors, the causes of seeking alternative employment and other factors of retention, in order to gain in-depth knowledge and understanding.

### 3.2. Aim of the Study

The University of KwaZulu-Natal faces prolonged administrators' turnover. Termination and turnover statistics for university-wide were; 221 in 2015, 233 in 2016 and 96 in June 2017 (Institutional Intelligence Reports, 2018). In general, education institutions tend to lose highly qualified staff to the private sector and to other HEIs which often provide competitive compensation. While there may be other unknown causes; the merger between the University of Durban-Westville and the University of Natal gave birth to many issues which include job security, job satisfaction, turnover intentions and organisational commitment. There are also pending issues among them; unjustified pay scales, conditions of service and performance management that the management still grapples with to improve and enhance staff morale. Moreover, the current administrators are experiencing work overload, fatigue and stress, which then result in dissatisfaction and turnover. The aim of the study was to identify and investigate factors that influence retention of Administration Staff at the University of KwaZulu-Natal, Westville Campus.

### 3.3 Research Design

Research design entails the blueprint which serves as a plan that determines how the research will be conducted (Sekaran & Bougie, 2016). There are three types of research methods; quantitative, qualitative and mixed methods. Coldwell and Herbst (2004:36) explained that quantitative research entails asking certain questions, gathering quantifiable information (data) from the participants, analyzing the collected data statistically, as well as conducting the inquiry in an impartial objective manner. On the other hand, qualitative research emphasises relying on the views of the participants, collecting data which is largely in words, describing and analyzing the

words to derive themes, as well as conducting the inquiry in a subjective, biased manner. The mixed method approach combines both quantitative and qualitative forms. A descriptive research which uses both qualitative and quantitative data collection was adopted to address the objectives of the study, as illustrated in the first chapter.

Descriptive research is suitable for a researcher who is looking for outcomes from a particular group. In this study, a descriptive research methodology addresses a “what is” approach which involves gathering and organizing data into patterns that emerge during the analysis. Descriptive research provides well-rounded support, as it depends on various methods, it takes a holistic approach to subjects. Qualitative research makes information relatable to the observe. For instance, raw numbers might indicate that people are at risk to certain behaviour, but interviews might be able to show why such behaviours are occurring in the first place (Martin, 2005).

### 3.4 Data Collection Methods

According to Coldwell and Herbst (2004:36) a research design is the strategy for the study and the plan by which the strategy is to be carried out. There were many useful tools that were available to conduct the study such as surveys, interviews, focus groups and observations to name a few.

**Table 3.1: Comparison of research techniques**

Research Technique	Advantages	Disadvantages
Surveys – an instrument for collecting data such as questionnaire	<ol style="list-style-type: none"> <li>1. Cost effective</li> <li>2. Scalability</li> <li>3. Targeted at specific groups</li> <li>4. Allows respondents to maintain their anonymity</li> </ol>	<ol style="list-style-type: none"> <li>1. Time consuming</li> <li>2. Respondents may be dishonest</li> <li>3. Data may be difficult to analyze</li> </ol>
Interviews – a meeting of people face to face	<ol style="list-style-type: none"> <li>1. More personal in nature</li> <li>2. In-depth responses with more clarity</li> </ol>	<ol style="list-style-type: none"> <li>1. Time consuming</li> <li>2. Concern of handling of the personal information of the candidates.</li> </ol>
Focus Groups - an integral part of gauging group perceptions.	<ol style="list-style-type: none"> <li>1. Results can be easier to understand than complicated statistical data</li> </ol>	<ol style="list-style-type: none"> <li>1. Discussions can be difficult to steer and control</li> </ol>

	2. Information is provided more quickly than if people were interviewed separately	2. sample size means the groups might not be a good representation of the larger population.
Observations – collecting data through observing behaviour	1. Allows researcher to create and observe actual situations, 2. Ideal when non-verbal communication is important	1. Subconscious opinions on demographics can affect the analysis 2. Difficult to create an accurate analysis from observation alone.

**Source: Coldwell and Herbst (2004:48)**

For the purpose of this research, both questionnaires and interviews were found suitable in order to collect data from a specific group (administrators), obtain in-depth knowledge and anonymity to allow for honesty.

### **3.5 The mixed methodology research was conducted in four phases:**

#### **3.5.1 Phase One: The pilot study**

A pilot study is important for the elimination of errors in the questionnaire, thus it is important to ensure that the questionnaires are error free before conducting the actual study (Edmons & Kennedy, 2013). Pilot questionnaires were given to six (6) administrative staff; one director, three managers, one senior administrator and one administrative assistant. The aim of the pilot study was to test clarity and understanding of questions from different levels of staff in administrative roles. The participants then made comments about what they experienced when responding to the questionnaire. Some of the comments were:

- Use simple language in all questions
- Avoid repeating questions
- Avoid assumptions in questions
- Headings and sub-headings to be clearly stated
- Use correct sequence numbering

### **3.5.2 Phase Two: Quantitative research using a questionnaire**

The quantitative method uses an instrument which is pre-determined and a finely-tuned tool which allows for much less flexibility, imaginative input and flexibility (for an example, a questionnaire). The quantitative approach aims to indicate how many, and what sort of people in the population share certain characteristics which are common in same population. For this particular study, a survey questionnaire was designed using Questionpro Software. From the sample size of 103, the survey was emailed to 40 administrators using electronic mail and 63 questionnaires were hand delivered. Participants were sent reminders about the survey to ensure they responded. Hand delivery and collection of the surveys resulted in a higher response rate, as compared to online responses. In total, 78 questionnaires were completed and submitted. This represents a response rate of 76%. According to Balorinwa (2015), 70% response and above is a higher response rate from a small pool of participants. Therefore, the response was good.

The five-point Likert Scale had answers arranged from strongly disagree to strongly agree.

Besides the employees' demographic information questions in Section A, which were at the beginning of the questionnaire: in Section B participants had to respond to 27 statements based on their experiences on overall relationship; compensation; career development; culture; leadership; work-life balance; work environment; job security; participation in decision making; by highlighting what they considered to be the most appropriate response from the five points of the scale for each statement. Section C had three (3) questions that addressed the question on alternative employment, where participants were required to choose the answer that best described their choice.

### **3.5.3 Phase Three: Qualitative Research Questions**

A qualitative study is a “means for exploring and understanding the meaning individual or groups ascribe to a social or human problem” (Creswell, 2013). It is primarily exploratory research used to gain an understanding of underlying reasons, opinions, and motivations. Section D of the questionnaire was used for the above-mentioned purpose. It presented three (3) open-ended questions to identify other causes of retention.

### **3.5.4 Phase Four: Interviews**

Interviews are used in research to collect data to gain knowledge from individuals. In this phase, staff from the Human Resources Department were individually selected and interviewed according

to their specialties on staff retention; that is the Human Resources Director, Manager for professional services and four Human Resources College managers. The interviews served to identify and analyse retention factors from the employer's perspective.

### **3.6 Population**

Population refers to the general elements from which a sample is selected to become part of the study (Babbie, 2006:174). Coldwell and Herbst (2004) define population as individual people, groups, elements or objects from which samples can be drawn for measurement. The university has approximately 6000 staff members consisting of both academic and non-academic. The non-academic staff are administration and non-administration staff. The target population for this research included the administration staff at the University of KwaZulu-Natal, based at the Westville Campus, which is 144.

### **3.7 Sampling method**

Bryman and Bell (2003:182) defined a sampling frame as the listing of all units in the population, from which the researcher selects the sample. Similarly, Malhotra (2010:373) indicates that the sampling frame has to be representative of the target population. Due to large populations, it may be difficult to include all parts of the of the population, hence, the need to select a sample which represents the actual population. Sampling also reduces time and costs.

For the purpose of this study, out of the target population of 144 administrative staff, a sample of 103 was randomly selected as indicated in Table 3.2

**Table 3.2 Required Sample Size**

Required Sample Size <sup>†</sup>								
Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

Source: The Research Advisors 2006

A random sample is meant to be an unbiased representation of a group. The rationale for random sampling in this research is that retention factors affect all employees. The reason for excluding academics is that the major focus of universities continues to be research, and academics at universities are often judged based on their research output, while the administrative staff is often left out on many occasions (Ramdass, 2009).

### **3.8 Data Analysis**

This research was planned to identify and investigate the Retention Factors among Administration Staff in the University of KwaZulu-Natal, Westville Campus. The structured questionnaire contained the questions regarding all the variables that could be related to retention factors among administrative staff and should be studied for the population of Administrators in the University of KwaZulu-Natal, Westville Campus. The questionnaire included information on demographic characteristics, employee experience and alternative employment. Over and above 78 participants; 6 Human Resources Staff were directly interviewed. Descriptive analysis of retention factors was done using the Statistical Package for Social Sciences (SPSS). This initial analysis of data produced important basic statistics and information regarding the general pattern of the data. The captured data were analysed using the Statistical Package for Social Sciences (SPSS), Version 24.0 for Windows, software package, while the empirical data were descriptively analysed.

#### **3.8.1 Descriptive Analysis**

Descriptive analysis is aimed at describing and comparing variables numerically. Martin (2004) stated that most of the findings of this nature are quantitative, which justifies the use of statistics. In view of this, the study employed the descriptive analysis because of its quantitative nature. The initial stage involved summarising the responses for each question, followed by identifying the profiles of the sample data. The profiles result from condensing large volumes of the information gathered randomly, into a few summary profile measures, which then describes the features of the random variable (Creswell, 2013). Descriptive statistics are used in determining whether the data were normally distributed and includes measures such as the mean, median, standard deviation, skewness and kurtosis values. Qualitative data is commonly analysed through (1) interviews which is asking of questions, listening and recording of answers (2) focus groups which is interacting with a small group and (3) observation where the researcher gets to see closer with or without participation to understand and access knowledge of the subject.

### **3.9 Ethical considerations**

Ethical considerations involve the preservation of anonymity and privacy of the participants of the study, which is the responsibility of the researcher (Coldwell & Herbst, 2004:19). This refers to the codes of conduct which the researcher is expected to observe while collecting data from the participants (Sekaran & Bougie, 2016). For this study, the researcher also observed some ethical issues, in accordance with the University of KwaZulu-Natal's ethical guidelines, provided by the Graduate School of Business and Leadership. Among others, the following were done:

- A gatekeeper's letter was obtained from the Registrar's Office and ethical clearance from the Research Ethics Committee. The protocol reference number is HSS/0544/017M.
- All participants were requested to participate via email and telephonically.
- The participants were then issued information letters which stated the reason for the study, voluntary participation and confidentiality, to which they agreed to participate by way of signing the informed consent form.
- The information provided by respondents was kept safely and remain highly confidential.
- During the interview processes, the researcher did not influence the respondents in any way, except asking for clarity and elaboration in certain matters.
- To ensure the confidentiality of the respondents' names were not included.

### **3.10 Reliability and validity of study**

Reliability refers to consistency of an instrument and validity refers to the accuracy of the instrument (Bolarinwa, 2015). The reliability analysis showed that the data were reliable as the Cronbach's Alpha was 0.810. Cronbach's alpha is used to test internal reliability and it calculates the average of all possible split-half reliability coefficients (Bryman and Bell, 2003).

Edmonds and Kennedy (2013: 3) further defined validity as the extent to which the outcome accurately answers the stated research questions of the study. The pilot questionnaire was tested on six administrative staff from management to junior level. Interviews were also conducted with experts from the Human Resources Department. Validity was confirmed for both the questionnaire and interviews.

### **3.11 Bias**

The question of race was not considered in this study.

### **3.12 Limitations**

- The University spreads over five campuses, the study only focused on the Westville Campus.
- There was very limited statistics on staff turnover

### **3.13 Conclusion**

This chapter described the methodology employed to fulfil the objectives of the study. The study used a mixed method approach, quantitative and qualitative methods to collect data. The next chapter presents and discusses the findings of the study based on the objectives.

## CHAPTER FOUR: RESULTS PRESENTATION AND ANALYSIS

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### 4.1 Introduction

This chapter is a presentation and analysis of the data collected, as described in Chapter Three, which is derived from the questionnaire and interviews. As indicated in the previous chapter, the captured data were analysed using the SPSS Version 24.0 for Windows, software package. In this view, graphs and tables are used to present and analyse the data. The approach used to present the data is that each question under the objective will be presented and a summary will be provided.

It is important to revisit the objectives of the study, which were as follows;

1. To investigate retention factors among administrators in the University of KwaZulu-Natal, Westville Campus
2. To identify potential causes of seeking alternative employment
3. To find out other causes of retention
4. To identify specific Human Resources practices that encourage employee retention

#### 4.1.1 Response rate

As survey questionnaire was sent to 103 staff in administrative roles. Out of the 103 targeted participants, 76% complete responses were received. According to Bolarinwa (2015), 70% and above is a higher response rate from a small pool of respondents. Therefore, the survey received a good response.

#### 4.1.2 Reliability Analysis

**Table 4.1: Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.810	.806	9

Table 4.1 presents the Cronbach alpha co-efficient generated based on the item in the scale. Cronbach's alpha is often used to test internal reliability and it calculates the average of all possible split-half reliability coefficients (Bryman & Bell, 2003). The reliability analysis showed that the data were reliable as the Cronbach's Alpha was 0.810.

**Table 4.2: Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
93.3429	210.721	14.51624	9

The scale statistics for this study is presented above in Table 4.2.

## 4.2 ANALYSIS OF THE QUANTITATIVE DATA

### Participants' demographics

The frequencies of data are shown as they appear on the research questionnaire.

#### A1 Age

**Table 4.3: Frequencies of age**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-29	11	14.1	14.3	14.3
	30-39	33	42.3	42.9	57.1
	40-49	17	21.8	22.1	79.2
	50-59	15	19.2	19.5	98.7
	60+	1	1.3	1.3	100.0
	Total	77	98.7	100.0	
Missing	System	1	1.3		
<b>Total</b>		<b>78</b>	<b>100.0</b>		

Table 4.3 shows that the majority of the participants were between age 30-39 years indicated by 33 respondents, translating to 42.3% of the total respondents. It is possible to assume that many of the respondents have stayed in the university for longer and that they can provide a fair assessment of the institution under study, given their ages.

## A2 Gender

**Table 4.4: Frequencies of gender**

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	58	74.4	75.3	75.3
Female	19	24.4	24.7	100.0
<b>Total</b>	<b>77</b>	<b>98.7</b>	<b>100.0</b>	

Table 4.4 reveals that 74% respondents were males and 24% were females.

## A3 Participants' Highest qualifications

**Table 4.5: Highest qualification attained**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Master's Degree	6	7.7	7.8	7.8
	Honour's Degree	14	17.9	18.2	26.0
	Bachelor's Degree	21	26.9	27.3	53.2
	National Diploma	16	20.5	20.8	74.0
	Higher Certificate	12	15.4	15.6	89.6
	Senior Certificate	8	10.3	10.4	100.0
	Total	77	98.7	100.0	
	Missing	System	1	1.3	
<b>Total</b>		<b>78</b>	<b>100.0</b>		

At least 26.9% have a Bachelor's degree. Followed by 20.5% of respondents have at least a National Diploma. Only 10% have studied up to Matric level (Senior Certificate).

## A4 Post Level

**Table 4.6: Post levels**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Grade 5	3	3.8	4.0	4.0
	Grade 6	2	2.6	2.7	6.7
	Grade 7	9	11.5	12.0	18.7
	Grade 8	8	10.3	10.7	29.3
	Grade 9	8	10.3	10.7	40.0
	Grade 10	14	17.9	18.7	58.7
	Grade 11	12	15.4	16.0	74.7
	Grade 12	19	24.4	25.3	100.0
	Total	75	96.2	100.0	
Missing	System	3	3.8		
<b>Total</b>		<b>78</b>	<b>100.0</b>		

The post levels represented were: Grade 5 – Directors, Grade 6/7 - Managers, Grade 8 – Section Heads, Grade 9 – Executive Assistants, Grade 10 – Admin Officers, Grade 11 – Assistant Admin Officers, Grade 12 – Senior Admin Assistants and Admin Assistants. All of these jobs are mainly involved in the administrative roles in supporting the University. Grades 1 to 4 were excluded, as their roles are at executive level and are not considered as administrative roles. Another observation is that the majority of the administrators are at the lower grades 12 to 10. Grade 12 representing the highest percentage 24.4%, followed by Grade 10 at 17.9%. The smaller the numeric grade, the higher the level and the value of the job.

## A5 Number of years employed in the University

**Table 4.7: Number of years of experience employed in the University**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 year	14	17.9	18.7	18.7
	1 – 5 years	15	19.2	20.0	38.7
	6 – 10 years	22	28.2	29.3	68.0
	11 – 15 years	8	10.3	10.7	78.7
	15- 20 years	8	10.3	10.7	89.3
	Over 20 years	8	10.3	10.7	100.0
	Total	75	96.2	100.0	
Missing	System	3	3.8		
<b>Total</b>		<b>78</b>	<b>100.0</b>		

Table 4.7 depicts that 28.2% of the respondents have worked in the university for about 6 - 10 years. It is worth noting that the results show the length of service, which means gained experience, knowledge and skills acquired. Participants who had above 10 years of working experience are only 10.3%.

### 4.2 Data Analysis

This section is a presentation of the data analysis which was done using different descriptive statistics as described in 3.8 of Chapter 3.

#### **SECTION B: Employee Experience**

*Question One: What are the retention factors among administrators at UKZN?*

*Objective One: To investigate retention factors among administrators at UKZN*

The questionnaire had 9 (nine) sub-scales namely; (1) overall relationship, (2) compensation, (3) career development, (4) culture, (5) leadership, (6) work-life balance, (7) work environment, (8) job security and (9) participation in decision making. Each sub-scale had 3 items/questions and each question required one answer from the five-point Likert scale “strongly disagree”, “disagree”, “neutral”, “agree” and “strongly agree”. The five-point Likert scale was used in order to show either generally positive or generally negative response on that particular scale.

**Table 4.8: Descriptive statistics of all the respondents, for each of the sub-scales.**

QUESTIONS	N	Minimum	Maximum	Mean	Std. Deviation
<b>1. OVERALL RELATIONSHIP</b>					
Overall Relationship B1) I have a good relationship with my superiors	73	1	5	4.18	.933
Overall Relationship B2) I have a good relationship with my co-workers	73	1	5	4.40	.829
Overall Relationship B3) I have a good relationship with subordinates	73	1	5	4.07	.918
<b>2. COMPENSATION</b>					
Compensation B4) I am satisfied with the salary	72	1	5	2.46	1.310
Compensation B5) I am satisfied with benefits (Medical Aid, 13th Cheque, Fee Remission, etc.)	72	1	5	3.00	1.233
Compensation B6) I am satisfied with performance rewards	72	1	5	2.38	1.119
<b>3. CAREER DEVELOPMENT</b>					
Career Development B7) I am currently studying part/full time	71	1	5	2.87	1.530
Career Development B8) I am encouraged to improve my professional knowledge or job skills (short courses, workshops, conferences)	71	1	5	3.79	1.120
Career Development B9) I have opportunities to grow (promotion, change, innovation)	71	1	5	3.01	1.336
<b>4. CULTURE</b>					
Culture B10) I believe in stated UKZN cultural values (REACH); (Respect, Excellence, Accountability, Collegiality, Honesty)	71	1	5	3.96	.977
Culture B11) I fit in the UKZN culture (engagement with employees)	71	1	5	3.62	1.005
Culture B12) There is cooperation amongst members within my division and in the university wide	71	1	5	3.46	.892
<b>5. LEADERSHIP</b>					
Leadership B13) I am inspired by my superiors	71	1	5	3.51	1.229

Leadership B14) I am given clear direction to complete my tasks	71	1	5	3.69	1.090
Leadership B15) I contribute towards meeting UKZN goals and objectives	71	1	5	4.13	.844
<b>6. WORK-LIFE BALANCE</b>					
Work-Life Balance B16) There is flexibility in the workplace (working hours, leave)	71	1	5	3.51	1.275
Work-Life Balance B17) I have time to do personal activities outside work	71	1	5	3.34	1.146
Work-Life Balance B18) UKZN hosts social activities or events for employees	71	1	4	2.38	1.047
<b>7. WORK ENVIRONMENT</b>					
Work Environment B19) There is clear communication from leadership	70	1	5	3.33	1.113
Work Environment B20) I have the tools and the resources i need to perform my duties well	70	1	5	3.79	.991
Work Environment B21) I work in a safe environment	70	1	5	3.64	1.077
<b>8. JOB SECURITY</b>					
Job Security B22) I believe that my job is important	70	2	5	4.46	.652
Job Security B23) I have no fear of losing my job	70	1	5	3.53	1.224
Job Security B24) I stay with UKZN because i feel that i would not easily find employment outside UKZN	70	1	5	2.57	1.211
<b>9. PARTICIPATION IN DECISION MAKING</b>					
Participation in Decision Making B25) I am involved in making decisions that affect my work	70	1	5	3.50	1.073
Participation in Decision Making B26) I have adequate opportunities to express my views	70	1	5	3.49	1.073
Participation in Decision Making B27) In general, there is a sense of mutual respect between administration staff and management	70	1	5	3.17	1.103

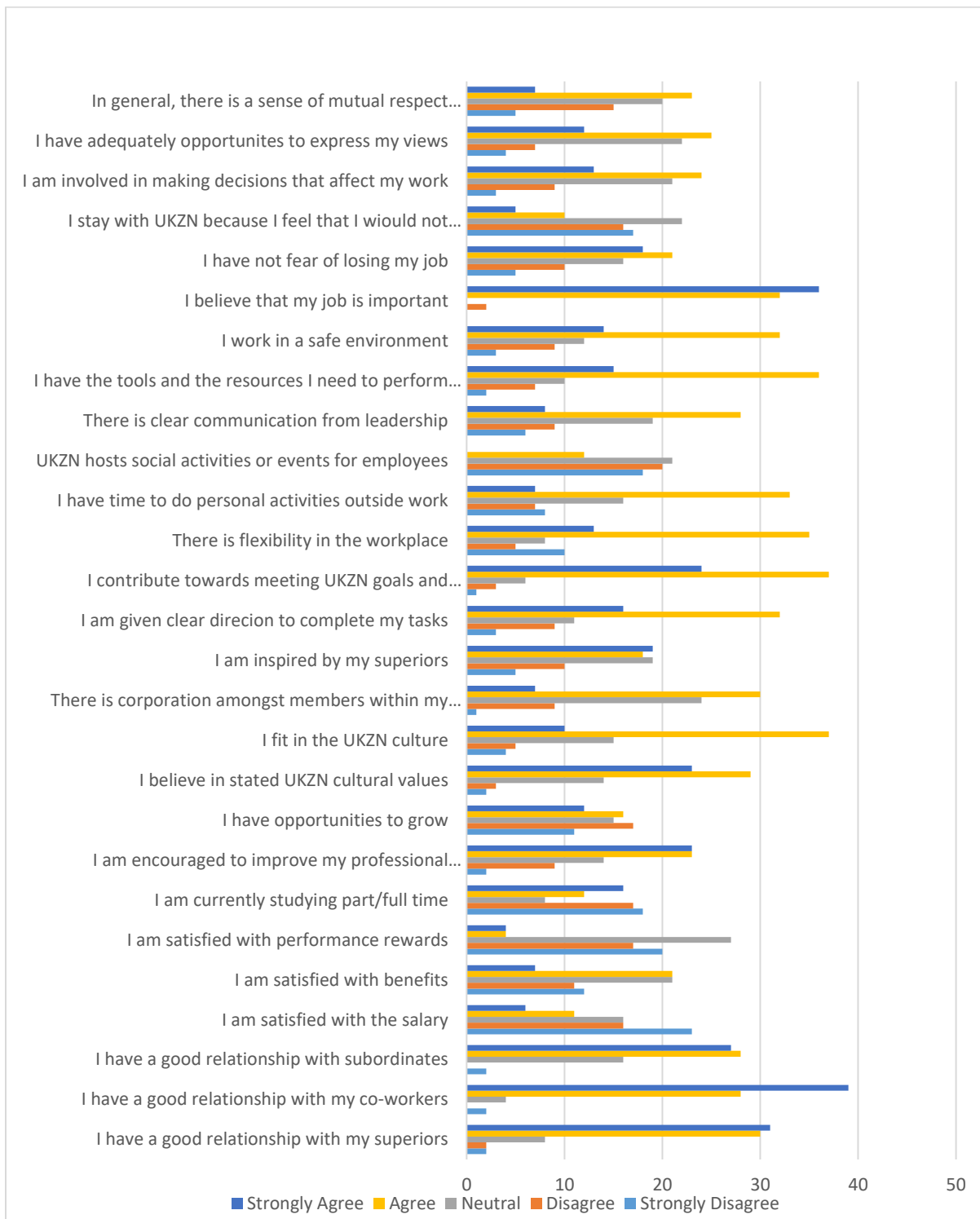
In Table 4.8, the means were calculated on the basis of the three items within each sub-scale.

The mean for each sub-scale was as follows:

- Overall Relationship – 4.21
- Compensation – 2.61
- Career Development – 3.22
- Culture – 3.68
- Leadership – 3.77
- Work-Life Balance – 3.07
- Work Environment – 3.58
- Job Security -3.52
- Participation in Decision Making – 3.38

It is apparent that the most negative responses were on compensation, Work-life Balance followed by career development and participation in decision making. Positive responses were on overall relationship, leadership, culture, work environment, followed by job security.

**Figure 4.1: Frequency distribution of statements for retention factors among the administrators at the University of KwaZulu-Natal**



**Figure 4.1**

Figure 4.1 above shows the frequency distribution of statements regarding retention factors among the administrators at the University of KwaZulu-Natal.

**Presentation of frequency distribution per sub-scale:**

**Table 4.9 Overall Relationship**

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>I have a good relationship with co-workers</b>					
Valid	Strongly Disagree	2	2.6	2.7	2.7
	Disagree	2	2.6	2.7	5.5
	Neutral	8	10.3	11.0	16.4
	Agree	30	38.5	41.1	57.5
	Strongly Agree	31	39.7	42.5	100.0
	Total	73	93.6	100.0	
Missing	System	5	6.4		
Total		78	100.0		
<b>I have a good relationship with co-workers</b>					
Valid	Strongly Disagree	2	2.6	2.7	2.7
	Neutral	4	5.1	5.5	8.2
	Agree	28	35.9	38.4	46.6
	Strongly Agree	39	50.0	53.4	100.0
	Total	73	93.6	100.0	
Missing	System	5	6.4		
Total		78	100.0		
<b>I have a good relationship with subordinates</b>					
Valid	Strongly Disagree	2	2.6	2.7	2.7
	Neutral	16	20.5	21.9	24.7
	Agree	28	35.9	38.4	63.0
	Strongly Agree	27	34.6	37.0	100.0
	Total	73	93.6	100.0	
Missing	System	5	6.4		
Total		78	100.0		

Table 4.9 shows that 42% strongly agreed and 41% agreed to have a good relationship with superiors. Only 4% disagreed while 11% were neutral. This finding is positive towards organization's productivity. A study by Jacukowicz, Merecz, & Andysz (2015) revealed that productivity is not compromised when employees have good relationships with their superiors because they tend to follow instructions easily. Although one can argue that unhappy employees can also follow instructions, good relationships with line managers include attentiveness, responsiveness and openness of communication (Ghansar, 2011).

A good relationship between co-workers was even better at 53% and 37% get on well with their subordinates. 2% do not have a good relationship and 5% were neutral. Tews et al, (2016) highlighted that when employees get on well with another, there is a high possibility of quality relationships to develop, which may cause employees to stay longer. When employees do not get along, the negative may occur, such as poor performance, absenteeism, stress and turnover. Employees who have staff reporting under them showed unfavourable responses.

Those that get on well with their subordinates range between 38 and 37%, 21% were not so sure and only 2% do not get along.

**Table 4.10 Compensation**

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>I am satisfied with the salary</b>					
Valid	Strongly Disagree	23	29.5	31.9	31.9
	Disagree	16	20.5	22.2	54.2
	Neutral	16	20.5	22.2	76.4
	Agree	11	14.1	15.3	91.7
	Strongly Agree	6	7.7	8.3	100.0
	Total	72	92.3	100.0	
Missing	System	6	7.7		
Total		78	100.0		
<b>I am satisfied with benefits</b>					
Valid	Strongly Disagree	12	15.4	16.7	16.7
	Disagree	11	14.1	15.3	31.9
	Neutral	21	26.9	29.2	61.1
	Agree	21	26.9	29.2	90.3
	Strongly Agree	7	9.0	9.7	100.0
	Total	72	92.3	100.0	
Missing	System	6	7.7		
Total		78	100.0		
<b>I am satisfied with performance rewards</b>					
Valid	Strongly Disagree	20	25.6	27.8	27.8
	Disagree	17	21.8	23.6	51.4
	Neutral	27	34.6	37.5	88.9
	Agree	4	5.1	5.6	94.4
	Strongly Agree	4	5.1	5.6	100.0
	Total	72	92.3	100.0	
Missing	System	6	7.7		
Total		78	100.0		

Table 4.10 indicates that 8% of the participants showed satisfaction with their salaries followed by 15%. The highest number strongly disagreed at 31% , 22% disagreed and 22% were neutral. This means that over 75% are not happy with the salaries.

Only 9% were satisfied with benefits followed by 29%. About 10% were happy with performance rewards and 50% showed overall dissatisfaction.

The comparison between overall relationship and compensation shows that the employees are generally happy even though they are not satisfied with salaries and benefits. This is in line with the survey by PWC (2011), where it was found that while compensation is the key driver of retention, on its own, it cannot keep employees in the long-term, but both monetary and non-monetary strategies.

**Table 4.11 Career Development**

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>I am currently studying part/full time</b>					
Valid	Strongly Disagree	18	23.1	25.4	25.4
	Disagree	17	21.8	23.9	49.3
	Neutral	8	10.3	11.3	60.6
	Agree	12	15.4	16.9	77.5
	Strongly Agree	16	20.5	22.5	100.0
	Total	71	91.0	100.0	
Missing	System	7	9.0		
Total		78	100.0		
<b>I am encouraged to improve my professional knowledge or job skills</b>					
Valid	Strongly Disagree	2	2.6	2.8	2.8
	Disagree	9	11.5	12.7	15.5
	Neutral	14	17.9	19.7	35.2
	Agree	23	29.5	32.4	67.6
	Strongly Agree	23	29.5	32.4	100.0
	Total	71	91.0	100.0	
Missing	System	7	9.0		
Total		78	100.0		
<b>I have opportunities to grow</b>					
Valid	Strongly Disagree	11	14.1	15.5	15.5
	Disagree	17	21.8	23.9	39.4
	Neutral	15	19.2	21.1	60.6
	Agree	16	20.5	22.5	83.1
	Strongly Agree	12	15.4	16.9	100.0

	Total	71	91.0	100.0	
Missing	System	7	9.0		
Total		78	100.0		

Table 4.11 Shows that a total of 22% of the participants are studying, either part or full time followed by 16%. Over 50% are not studying.

About 64% strongly agreed or agreed that they are encouraged to improve their knowledge and skills. Only 17% are given opportunities for growth followed by 22%. The results clearly show that employees are not given equal opportunities to grow in their employment. Although fee remission is available for all staff and their dependents, skills development and training are needed to enable growth. The employees who are eager to grow may look for opportunities elsewhere.

**Table 4.12 Culture**

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>I believe in stated UKZN cultural values (REACH); (Respect, Excellence, Accountability, Collegiality, Honesty)</b>					
Valid	Strongly Disagree	2	2.6	2.8	2.8
	Disagree	3	3.8	4.2	7.0
	Neutral	14	17.9	19.7	26.8
	Agree	29	37.2	40.8	67.6
	Strongly Agree	23	29.5	32.4	100.0
	Total	71	91.0	100.0	
Missing	System	7	9.0		
Total		78	100.0		
<b>I fit in the UKZN culture</b>					
Valid	Strongly Disagree	4	5.1	5.6	5.6
	Disagree	5	6.4	7.0	12.7
	Neutral	15	19.2	21.1	33.8
	Agree	37	47.4	52.1	85.9
	Strongly Agree	10	12.8	14.1	100.0
	Total	71	91.0	100.0	
Missing	System	7	9.0		
Total		78	100.0		
<b>There is cooperation amongst members within my division and in the university wide</b>					

Valid	Strongly Disagree	1	1.3	1.4	1.4
	Disagree	9	11.5	12.7	14.1
	Neutral	24	30.8	33.8	47.9
	Agree	30	38.5	42.3	90.1
	Strongly Agree	7	9.0	9.9	100.0
	Total	71	91.0	100.0	
Missing	System	7	9.0		
Total		78	100.0		

Table 4.12 reveals that most respondents believe in the REACH value principle, which serves as a framework of behaviours and actions. REACH stands for Respect, Excellence, Accountability, Client Orientation and Honesty. At 32% the participants strongly agreed that they believe in REACH principle followed by 40% who agreed. Those that were neutral were 19% and about 6% did not agree.

There were 66% of the participants that stated they fit into the UKZN culture, 21% were neutral and 12% did not agree. Employees that thought there is co-operation among their departments were 51%. About 33% were neutral and only 13% disagreed. This reflects the finding on relationships between co-workers, where Ghansah (2011) stated that organisational culture relies more on individual perceptions and feelings.

#### 4.13 Leadership

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>I am inspired by my superiors</b>					
Valid	Strongly Disagree	5	6.4	7.0	7.0
	Disagree	10	12.8	14.1	21.1
	Neutral	19	24.4	26.8	47.9
	Agree	18	23.1	25.4	73.2
	Strongly Agree	19	24.4	26.8	100.0
	Total	71	91.0	100.0	
Missing	System	7	9.0		
Total		78	100.0		
<b>I am given clear direction to complete my tasks</b>					
Valid	Strongly Disagree	3	3.8	4.2	4.2
	Disagree	9	11.5	12.7	16.9

	Neutral	11	14.1	15.5	32.4
	Agree	32	41.0	45.1	77.5
	Strongly Agree	16	20.5	22.5	100.0
	Total	71	91.0	100.0	
Missing	System	7	9.0		
Total		78	100.0		
<b>I contribute towards meeting UKZN goals and objectives</b>					
Valid	Strongly Disagree	1	1.3	1.4	1.4
	Disagree	3	3.8	4.2	5.6
	Neutral	6	7.7	8.5	14.1
	Agree	37	47.4	52.1	66.2
	Strongly Agree	24	30.8	33.8	100.0
	Total	71	91.0	100.0	
Missing	System	7	9.0		
Total		78	100.0		

In Table 4.13 the findings show 51% are inspired by their superiors, 16% disagreed and 26% were neutral. According to Brown (2016), leadership involves inspiration, motivation, aspiration and relationship building.

The 67% agreed that they are given clear instructions to do tasks while 15% were neutral and 16% disagreed. It is good to note that 85% contribute towards meeting university goals and objectives, 8% were not sure and only 5% disagreed This is in tune with Mapolisa (2014), who mentioned that managers who are accessible, respected and trusted, encourage employees to remain fully engaged with organizations.

#### 4:14 Work-life Balance

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>There is flexibility in the workplace</b>					
Valid	Strongly Disagree	10	12.8	14.1	14.1
	Disagree	5	6.4	7.0	21.1
	Neutral	8	10.3	11.3	32.4
	Agree	35	44.9	49.3	81.7
	Strongly Agree	13	16.7	18.3	100.0
	Total	71	91.0	100.0	
Missing	System	7	9.0		
Total		78	100.0		

<b>I have time to do personal activities outside work</b>					
Valid	Strongly Disagree	8	10.3	11.3	11.3
	Disagree	7	9.0	9.9	21.1
	Neutral	16	20.5	22.5	43.7
	Agree	33	42.3	46.5	90.1
	Strongly Agree	7	9.0	9.9	100.0
	Total	71	91.0	100.0	
Missing	System	7	9.0		
Total		78	100.0		
<b>UKZN hosts social activities or events for employees</b>					
Valid	Strongly Disagree	18	23.1	25.4	25.4
	Disagree	20	25.6	28.2	53.5
	Neutral	21	26.9	29.6	83.1
	Agree	12	15.4	16.9	100.0
	Total	71	91.0	100.0	
Missing	System	7	9.0		
Total		78	100.0		

Table 4.14 shows flexibility in the workplace positive at 67%, 21% disagreed and 11% were neutral. In terms of having time to do personal activities outside work 55% did agree, 22% were neutral and 20% disagreed. Those that agreed that UKZN hosts social activities were 16%, 53% disagreed and 29% were neutral. More can be done to improve flexibility, but it may result in loss of time and may shift focus and lead to conflict in the workplace (Deery & Jago, 2009). Zhao, Qu and Ghiselli (2011) had a different view that when employees are allowed flexibility, there can be less conflict between work and family and employees carry positive aspects from daily life to the workplace.

#### 4.15 Work Environment

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>There is clear communication from leadership</b>					
Valid	Strongly Disagree	6	7.7	8.6	8.6
	Disagree	9	11.5	12.9	21.4
	Neutral	19	24.4	27.1	48.6
	Agree	28	35.9	40.0	88.6
	Strongly Agree	8	10.3	11.4	100.0
	Total	70	89.7	100.0	

Missing	System	8	10.3		
Total		78	100.0		
<b>I have the tools and the resources i need to perform my duties well</b>					
Valid	Strongly Disagree	2	2.6	2.9	2.9
	Disagree	7	9.0	10.0	12.9
	Neutral	10	12.8	14.3	27.1
	Agree	36	46.2	51.4	78.6
	Strongly Agree	15	19.2	21.4	100.0
	Total	70	89.7	100.0	
Missing	System	8	10.3		
Total		78	100.0		
<b>I work in a safe environment</b>					
Valid	Strongly Disagree	3	3.8	4.3	4.3
	Disagree	9	11.5	12.9	17.1
	Neutral	12	15.4	17.1	34.3
	Agree	32	41.0	45.7	80.0
	Strongly Agree	14	17.9	20.0	100.0
	Total	70	89.7	100.0	
Missing	System	8	10.3		
Total		78	100.0		

Table 4.15 depicts that 51% agreed there is clear communication from leadership, 27% were neutral and 20% disagreed.

About 68% respondents mentioned that they have the tools and the resources they need to perform their duties well while 12% were neutral and 11% disagreed.

There were 65% that agreed they work in a safe environment, 17% were neutral and 16% disagreed. The findings correspond with Bussin (2013), who noted that a good working environment is one that is capable of attracting, retaining and nourishing people, with the main goal being making the organization a good place to work for. However, it is important to reiterate that a good environment alone does not stop employees from leaving the organisation for better offers (Raziq, 2015).

#### 4.16 Job Security

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>I believe that my job is important</b>					
Valid	Disagree	2	2.6	2.9	2.9
	Agree	32	41.0	45.7	48.6
	Strongly Agree	36	46.2	51.4	100.0
	Total	70	89.7	100.0	
Missing	System	8	10.3		
Total		78	100.0		
<b>I have no fear of losing my job</b>					
Valid	Strongly Disagree	5	6.4	7.1	7.1
	Disagree	10	12.8	14.3	21.4
	Neutral	16	20.5	22.9	44.3
	Agree	21	26.9	30.0	74.3
	Strongly Agree	18	23.1	25.7	100.0
	Total	70	89.7	100.0	
Missing	System	8	10.3		
Total		78	100.0		
<b>I stay with UKZN because i feel that i would not easily find employment outside UKZN</b>					
Valid	Strongly Disagree	17	21.8	24.3	24.3
	Disagree	16	20.5	22.9	47.1
	Neutral	22	28.2	31.4	78.6
	Agree	10	12.8	14.3	92.9
	Strongly Agree	5	6.4	7.1	100.0
	Total	70	89.7	100.0	
Missing	System	8	10.3		
Total		78	100.0		

Table 4.16 reveals that 51% strongly agreed that they believe their jobs are important followed by 45% and 2% disagreed.

Respondents had no fear of losing their jobs at 55%, 22% were neutral 21% disagreed. There were 21% who agreed that they are still with UKZN because they are battling to find alternative employment while 46% disagreed and 31% were neutral.. These results reveal certainty in job security, however, there may be other possibilities.

#### 4.17 Participation in Decision Making

		Frequency	Percent	Valid Percent	Cumulative Percent
<b>I am involved in making decisions that affect my work</b>					
Valid	Strongly Disagree	3	3.8	4.3	4.3
	Disagree	9	11.5	12.9	17.1
	Neutral	21	26.9	30.0	47.1
	Agree	24	30.8	34.3	81.4
	Strongly Agree	13	16.7	18.6	100.0
	Total	70	89.7	100.0	
Missing	System	8	10.3		
Total		78	100.0		
<b>I have adequate opportunities to express my views</b>					
Valid	Strongly Disagree	4	5.1	5.7	5.7
	Disagree	7	9.0	10.0	15.7
	Neutral	22	28.2	31.4	47.1
	Agree	25	32.1	35.7	82.9
	Strongly Agree	12	15.4	17.1	100.0
	Total	70	89.7	100.0	
Missing	System	8	10.3		
Total		78	100.0		
<b>In general, there is a sense of mutual respect between administration staff and management</b>					
Valid	Strongly Disagree	5	6.4	7.1	7.1
	Disagree	15	19.2	21.4	28.6
	Neutral	20	25.6	28.6	57.1
	Agree	23	29.5	32.9	90.0
	Strongly Agree	7	9.0	10.0	100.0
	Total	70	89.7	100.0	
Missing	System	8	10.3		
Total		78	100.0		

Table 4.17 shows that 18% strongly agreed that they are involved in making decisions that affect their work followed by 34%. Those that disagreed were 16% and 30% were neutral. Respondents who mentioned that they are able to express their views were 52%, 31% were neutral and 15% disagreed. The issue on mutual respect between administration staff and management showed a positive outcome of 42%, 28% were neutral and 28% disagreed. The findings proved that there is room for improvement between managers and subordinates.

## Trends

There is an interconnection between overall relationship, leadership, culture and work environment. The results pointed to a strong relationship among the four, followed by job security. The interconnection reveals that it is likely that the employees regard these five factors as retention strategies. While compensation, work-life balance, career development and participation received the lowest scores, the researcher did not foresee career development. It may be that the university pays more attention on fee remission than offering skills upgrade and opportunities for growth within jobs. It is also worth noting that the merger between the University of Natal and University of Durban Westville did not have a huge impact on employees as predicted by the researcher. The results show salaries and performance management as areas of concern.

## SECTION C: Alternative Employment

*Question Two: What are the potential causes of seeking alternative employment?*

*Objective Two: To identify potential causes of seeking alternative employment*

### C1 Item

**If you were to choose to work for another organization, please mark one characteristic below that would best describe the reason for your choice:**

**Table 4.18: Type of Work**

		Type of Work			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Same type of work	6	7.7	8.6	8.6
	Different type of work	8	10.3	11.4	20.0
	Promotion	56	71.8	80.0	100.0
	Total	70	89.7	100.0	
Missing	System	8	10.3		
Total		78	100.0		

Table 4.18 Indicates that 71.8% would leave the university for promotion, meaning better positions and only 7.7% prefer to do the same type of work in other organizations.

## C2 Item

**If you were to choose another organization, what would be the primary reason for your choice?**

**Table 4.19: Primary Reason for Leaving**

Primary Reason for Leaving					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Overall Relationship	4	5.1	5.7	5.7
	Compensation	21	26.9	30.0	35.7
	Work-Life Balance	32	41.0	45.7	81.4
	Career Development	1	1.3	1.4	82.9
	Culture	1	1.3	1.4	84.3
	Participation in Decision Making	3	3.8	4.3	88.6
	Leadership	1	1.3	1.4	90.0
	Job Security	2	2.6	2.9	92.9
	Work Environment	5	6.4	7.1	100.0
	Total	70	89.7	100.0	
Missing	System	8	10.3		
Total		78	100.0		

Table 4.19 reflects that 45.7% are more concerned about the balance between family and work followed by 30% who would look at compensation as the primary reason for leaving their jobs for better employment. Judging by the fact that the majority of the participants are mature and between the ages of 30 to 39 year and have also worked at the university for at least 6 to 10 years; there is less focus on career development, culture and leadership hence the lowest scores of 1.4%. Home-life responsibilities and monetary pressures (Deery and Jago 2009) would drive the majority of respondents to look for alternative employment. The work environment showed significance at 7.1% followed by overall relationship at 5%. As mentioned by (Irshad, 2014) employees benefit from a workplace environment which fosters a sense of belonging and provides enough resources and flexible working hours, this is still in relation to work-life balance. Although good overall relationships may not be the main cause of seeking alternative employment, employees want to belong and be respected (Tews et al, 2014) and even their participation in decision making matters.

### C3 Item

**If you were to leave UKZN, would you still choose the academic industry?**

**Table 4.20: Academic Industry**

Academic Industry					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	47	60.3	67.1	67.1
	No	23	29.5	32.9	100.0
	Total	70	89.7	100.0	
Missing	System	8	10.3		
Total		78	100.0		

Table 4.20 demonstrates that 67% of the participants would still work in the same academic industry, probably because they are more familiar with the type of industry. Only 32.9% would prefer a change of organization.

### Trends

In terms of looking for alternative employment, promotion is the highest characteristic. There is a direct relationship between promotion and salary. Promotion comes with a better salary, which explains why compensation was the lowest retention factor. The primary reason for employees to choose to work for other organizations was balance between work and family, followed by compensation. This again corresponds with the previous finding of dissatisfaction with salaries and work-life balance. It is again clear that the merger between the University of Natal and the University of Durban Westville did not cause employee turnover. Most of the staff still prefer to work in education institutions, as compared to the private sector.

## **SECTION D: Open Ended Questions on Other Causes of Retention**

### **4.3 ANALYSIS OF THE QUALITATIVE DATA**

*Question Three: What are other causes of retention?*

*Objective Three: To find other causes of retention*

### D1 Item

**What do you like best about working at the University of KwaZulu-Natal?**

The most prevalent theme raised came from 49 respondents:

- Fee remission – 11 respondents
- Work exposure – 10 respondents
- Good relationship with colleagues – 8 respondents
- Good working environment – 8 respondents
- Working for a reputable institution – 7 respondents
- Flexi time – 5 Respondents

The following comments from respondents are some examples that illustrate this point:

“Opportunities to study further as I receive fee remission”

“Job functions, growth, challenges, we learn everyday”

“Good environment and relationships between staff”

“Reputable, contributions to the society”

“Flexibility of hours”

## **D2 Item**

**What is the one change UKZN can make to ensure you continue with your career with UKZN?**

For this item, the most prevalent themes came from 42 respondents;

- Offer competitive salaries and benefits – 20 respondents
- Provide promotions and recognition for admin staff – 10 respondents
- Build trust with leadership and line managers – 8 respondents
- Show equal respect -4 respondents

Some of the comments were:

“Improve compensation and benefits”

“Recognize staff, match job and person”

“Increase trust in senior leaders”

“Treat support staff as equal to academics”

## **D3 Item**

**Are there any other reasons that contribute towards staff retention, other than HR practices?**

Regarding other reasons that contribute towards staff retention, very few participants responded. Culture and pleasant working environment received the highest, followed by opportunities for growth, brand name and trust.

## **INTERVIEWS**

***Question Four:** What specific Human Resources encourage employee retention?*

***Objective Four:** To identify specific Human Resource practices that encourage employee retention*

Six Human Resources staff namely; Human Resources Director, Manager for professional services and four Human Resources College managers were interviewed. The results of the interviews are presented;

There is currently no retention strategy or document pertaining to retention, but rather elements which are in place. The elements are divided into two; monetary and non-monetary. The elements are;

### **Non-monetary**

**1. Onboarding of new employees**

Full orientation programme prior to starting employment. This takes place at least two weeks prior to starting employment and it is done on a quarterly basis.

**2. Talent management**

This exercise is still in progress, where employees are requested to map their future interests and expertise, so that they are developed to ensure the maximum return from their talent.

**3. Employee engagement**

This began with a survey that was conducted in May 2017. The survey was used as a communication strategy to engage employees in all aspects of their perceptions of employment over the past two years, their current attitudes regarding the day-to-day experiences, as well as their expectations regarding future encounters at the University.

**4. Broad banding**

A new strategy which was approved in 2017 to identify high performing employees who will then be promoted to next levels. This strategy has not started but will be rolled out.

## **5. Sustainable diversity workshop**

To assist with better understanding of culture, the Vice Chancellor recently did roadshows on 'people and culture' to create well balanced and happy culture.

### **Monetary**

#### **1. Fee Remission**

Employees and their families can study at no cost.

#### **2. Performance Rewards**

Employees get bonuses based on their overall performance score of above 3.

#### **3. Counter offers**

Specific staff members are given offers to prevent them from moving to alternative employees. This does not apply to all employees.

#### **4. Scarce discipline scales**

Offering competitive or high salaries at recruitment stage to attract best candidates, usually in accounting, engineering and science.

### **Trends**

The respondents showed the same expression to other causes of retention; good working relationships, good environment, working for a reputable institution and fee remission. On one change that UKZN can make to make them stay; competitive salaries and benefits was the highest followed by promotions, recognition and trust. The comparison between what the staff considers as retention factors and what Human Resources uses as retention factors is quite different. Offering of competitive salaries only applies at recruitment stage and in certain disciplines. The rest of specific retention factors are non-monetary, such as onboarding of new employees, talent management, employee engagement, sustainable diversity workshops and employee banding. Most, if not all of the non-monetary factors, are fairly new and they are still under development.

### **4.4 CHALLENGES DURING ANALYSIS**

A fair amount of time was required to first gather all inputs from both quantitative and qualitative research; i kept on following up and sending reminders to participants. Qualitative respondents were often not available; they were often in meetings, I scheduled appointments with them. Assembling data was also a huge challenge; I used guidelines and I got assistance from my supervisor and statistician.

## **4.5 CONCLUSION**

This chapter presented analysis of quantitative and qualitative data. Descriptive analysis of all respondents were shown for each sub scale. Statistical tools such as mean, mean ranks and standard deviation were used to compare and analyse quantitative data further. The frequencies of data were presented in tables using percentages. Appropriate themes were used to analyse qualitative data. The discussions highlighted the literature currently available. The analysis showed the following:

- A strong relationship between overall relationship, leadership, culture and work environment followed by job security
- Compensation, work-life balance, career development and participation in decision making as areas of concern
- Alternative employment preferences
- Differences between monetary and non-monetary benefits

The following chapter will discuss the analysis in detail and present recommendations for the institution.

## **CHAPTER FIVE: DISCUSSION OF RESULTS, CONCLUSIONS AND RECOMMENDATIONS**

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### **5.1 Introduction**

This chapter presents a discussion of the results, presented in the previous chapter, the conclusions and recommendations, based on the findings of the study. To contextualise the study, the conclusion and recommendation for each research objective is presented.

### **5.2 Discussion of Demographics**

A total number of 78 participants responded to objective 1, 2 and 3. Six Human Resources experts were interviewed for objective 4. The majority of the participants were between age 30-39 years, followed by age 40-49 and the majority had at least a bachelor's degree or a National Diploma. The majority of the participants had also worked at the University of KwaZulu-Natal for over six to ten years, followed by 11 to over 20 years of service. The respondents ranged from grade 5 to 12, senior management to administrative assistants.

### **5.3 Revisiting the Objectives of the Study**

#### **5.3.1 Objective One: To investigate the retention factors among the administrators**

This question was examined through the analysis of common retention factors, based on employee experiences. The overall relationship between co-workers was the highest factor. This shows the significance of positive relationships of employees. In spite of major changes in the university structures, salaries and the merger itself; employees have in the long run built sustainable relationships. In relation to leadership, most participants agreed that they are strongly inspired by their leaders, they are given clear direction to complete their tasks and they feel they contribute towards meeting the university's goals and objectives. This is associated with the illustration by Brown (2016), which defined leadership as a commitment of making a difference in the lives of employees. Brown further stated that leadership is about inspiring, motivating and building relationships and change management. Therefore, the management's leadership style contributes towards employee attitudes and organizational performance (Overstreet et al, 2013). The general feeling on cultural values was almost similar to leadership. Employees agreed they fit in the culture and they believe in REACH principles. In a study by Bussin (2013), there is evidence that when employees buy into clearly stated corporate values,

they stick around, rather than when they are bombarded by policies and rules. The issue is further anchored by the response on the good working environment, where the environment provides employees with a sense of belonging, sufficient resources which encourage them to remain loyal and committed to the organisation (Irshad, 2014).

Job security is still a complex issue, considering the current and pending state of South African universities; economic challenges, for example, the “fees must fall” campaign, restructuring and mergers, redesigning of jobs to meet student needs, technology and many other. Although there is uncertainty, most employees believed that their jobs are important and therefore, have no fear of losing their jobs, plus they felt safe in their work environments. In this study, the relationship between the five factors; overall relationship, leadership, culture, work environment and job security, was strongly significant. These five factors were found to be the reasons why administrators choose to stay within the employ of the University of KwaZulu-Natal.

Participation in decision making, career development and work-life balance, were the least favourable, while compensation was the lowest. The overall impression on participation in decision-making was neither good nor bad. However, employees thought while they are given opportunities to express themselves; the university uses the top-down communication approach, therefore, the mutual respect between administration staff and management is unbalanced. Career development revealed that the staff get encouragement to improve knowledge and skills. However, career growth is limited because it is only based on their current jobs, meaning that they cannot pursue new career paths. As discussed in the literature review, Manuel (2014) argued that developing employees has no guarantees of employees remaining within the organization after training. It is then crucial that the job responsibility stays matched to the employees’ life interest. The findings on work-life balance showed that there is flexibility in the workplace, in the form of working hours and taking time off work. However, the university could improve on hosting social activities or events to engage employees outside work. According to a global study by Davis in 2018 at Ernst and Young (EY), 74% of workers want “the ability to work flexibly.” This includes flexibility in terms of working hours, telecommuting and other types of work arrangements. The study also indicated that flexibility is very important, as employees also respond to phone calls and emails even after hours, without additional compensation. In this

view, employees need flexibility, for them to effectively manage their relationships and personal time.

Compensation is perceived as the key factor of retention. Moncraz, Zhao and Kay (2012) described compensation as the monetary and non-monetary value given to employees by their employers, in return for the work which they performed in the organisation. In this study, all of the respondents were most dissatisfied with (1) performance rewards and (2) salaries. Benefits such as medical aid, 13<sup>th</sup> cheque and fee remission received a mean of 3.0. Van Dyk (2012) raised a concern that monetary retention strategies are only beneficial in the short term, while non-monetary value strategies are long-lasting, such as work-life balance, job security and many other. The general arguments may be that employees may leave when offered better salaries and employees may also stay, despite being unhappy. No matter the challenging economy, employees still have job options and companies will have to provide additional compensation, expand benefits and improve their employee experience (Schawbel, 2016).

### **Recommendations:**

The institution has to offer competitive salaries and performance incentives. Career development opportunities can be expanded and not be limited on the current job. Work-life balance is necessary for example; flexibility carries positive aspects from daily life to the workplace. Communication strategies can be improved from senior management to all levels.

### **5.3.2 Objective Two: To identify the potential causes of seeking alternative employment**

It was necessary for this research to engage employees on their intentions to seek alternative employment. This would help the university to find or create ways of preventing staff turnover. Employees were asked to choose whether they would leave the university for the same type of work, different type of work, or promotion. The results indicated that 71.8% would leave the university for promotion, 10.3% would leave to do different type of work and 7.7% prefer to do the same type of work in other organizations. These results may be because there is no promotion strategy for the administrative staff, they have to apply for vacant posts should they want to upgrade. Another relevant point found under career development is that while they are given opportunities to study, there is no plan for matching and placing them based on their achievements, therefore, growth is limited.

The employees were also asked to choose one primary reason for their intention to leave from the following; overall relationship, compensation, work-life balance, career development, culture, participation in decision making, leadership, job security and work environment. The majority of the participants chose work-life balance, followed by compensation. This finding may be based on the majority age group between 30 to 39 years, followed by age 40 to 49 years. Govaerts, Kyndt, Dochy and Baert (2011) found that there is a positive relationship among age, retention and intentions to remain in an organisation. In the same way, they also found that there is a negative relationship between age, retention and intentions to leave. Their findings also showed that younger employees are more likely to leave organizations, as compared to their older counterparts, who often find it more difficult to find new jobs (Posthuma & Campion, 2009). Feldman (2009) also argued that the relationship between age and employee turnover might have changed over the last 20 years, due to the changes in work environments, the norms for job mobility, to mention a few. These age groups may have more responsibilities such as child care, psychological needs and other.

It was also interesting to note that 60% of the employees would still want to work for the same academic industry, as compared to other industries. Lewis (2010) studied that long-term stable employment is typical in the public sector, as compared to the private sector. Job security is critical in times of financial challenges.

### **Recommendations:**

Design a promotion strategy which is based on performance and career achievements. There is also the need to increase flexibility, for example, when targets are met to appreciate outstanding employees.

### **5.3.3 Objective Three: To find out other causes of retention**

The participants were given an opportunity to freely share what they like best about working at the University of KwaZulu-Natal. The most prevalent theme raised were in this order:

1. Fee remission, which is a benefit that allows employees to study at no cost at the expense of the university.

2. Work exposure to job functions, challenges and daily opportunities. This factor is supported by Trede and McEwen (2014), who perceived that work exposure encourages workplace learning and forces workers to show more interest in their duties.
3. Good relationships with colleagues, this is consistent with the findings of the literature by Tews et al, (2016) noted that when employees socialise with one another, they are more likely to develop higher quality relationships, which encourages the exchange of ideas and can enhance performance.
4. Good working environment that nourishes employees to make an organization the place to work for.
5. Working for a reputable institution creates value and motivation to stay in the institution. This is confirmed by a case study on 'why employees stay' by Harvard University in 2010, which showed that employees take pride when working for prestigious institutions.
6. Flexi time, according to the South African law, is when employees are not expected to work standard hours, but can choose hours before or after this time frame, to complete their day's work.

Furthermore, the applicants were asked about the one change UKZN can make to ensure they continue the career with UKZN. The predominant theme were;

- To offer competitive salaries and benefits and to provide promotions and recognition. This corresponds with the findings from the UKZN Employee Engagement Survey which was conducted in May 2017, which showed that employees were not happy with salaries and rewards, they felt they are not paid fairly and they are not recognised.
- Trust in leadership and respect also confirms with the findings from the UKZN Employee Engagement Survey. Although employees are inspired by their leaders, they lack trust and they do not think that the university has consistently treated them well.

Other reasons that the employees mentioned contribute towards staff retention other than HR practices. Very few people responded to this question. Culture and pleasant working environment were the highest, followed by growth, brand name and trust.

Growth is essential for all organizations to grow and succeed. In 2009, a study by Prof Karel Stanz, the Head of the Department of Human Resource Management at the University of Pretoria, revealed that growth and development are amongst the top three reasons why employees stay in organizations. Employees are committed, and they perform best when they know they will be given opportunities to advance. Smit, Stanz and Bussin, (2015) further stated that opportunities for growth often lead to job satisfaction. When there is no room for growth, employees feel they have reached a dead end.

In the literature, employer branding was identified as another cause of retention. Kheswa (2015) stated that the brand name adds value and employees stick around not for the lack of alternatives, but because they believe in and are passionate about working for the organization. In a study by Deloitte (2015), on 'Trust can lead to employee retention' they found that 48% of the employees leave organizations for the lack of trust. Just like in relationships, trust once broken is not easy to restore. According to Ghansar (2011), consistency can be the best strategy to build trust.

#### **Recommendations:**

Leadership was one of the positive factors, however, the leaders need to build on trust and nurture leader to employee relationship. Line managers have a duty to design jobs to be more exciting and challenging to achieve workplace learning and interest.

#### **5.3.4 Objective Four: To identify specific Human Resources practices that encourage employee retention**

The results from interviews were grouped into two themes; monetary and non-monetary incentives. Scarce discipline scale was not included because it only applies to academic staff and counter offers was also left out, as it applies to only specific staff members and it is not known or in the open, until such a time when an employee resigns.

Non-monetary incentives in this study were; onboarding of employees, talent management, employee engagement and sustainable diversity workshops. Monetary incentives were fee remission and performance rewards. In the research by Chauhan (2015), it was concluded that for a holistic approach to employee motivation, both monetary and non-monetary incentives are

important. Non-monetary recognition can help motivate and build feelings of confidence and satisfaction. While monetary incentives are viewed as more meaningful, it is easy to measure and criticise, based on 'how much' and 'how fair' and there is a danger of creating "money motivation" rather than "good-work motivation". At the University of KwaZulu-Natal, there are more non-monetary incentives, as compared to monetary. The humanistic philosophy for using these incentives is that employees do not conform to the "Men as machines" stereotype. Nelson (2001) also supported the view, arguing that there is a strong relationship between job motivation and non-cash incentives. For him, non-cash incentives reduce stress levels, absenteeism, employee turnover and it also raise one's morale, competitiveness, revenue and profit, as well as productivity. His study revealed that managers agreed on the notion of recognizing employees, as it motivates them. The managers who participated in the study pointed that non-monetary recognition of employees increases their motivation and performance. The employees who participated in the study also noted that it is very important that managers recognise them when they perform their work. The findings of this study thus confirm the essence and effectiveness of non-monetary incentives in motivating employees. In light of the above, one can argue that non-monetary incentives do motivate employees, even though there is no guarantee that this will result in organisational efficiency and effectiveness.

From the case study 'Impact of monetary incentives on employee's motivation at Shinas College of Technology' by Al-Belushi and Khan (2017), 75.4% of the respondents noted that monetary incentive helps them in developing positive attitudes towards organizational successes, 73% pointed that monetary incentives increase their loyalty towards the organization, while 75.4% of the respondents argued that financial incentives encourage them towards improved productivity. In the same way, 77% of the respondents noted that financial incentives enhance their satisfaction, while 69.2% pointed that salary alone motivates them towards putting more effort. Overall, the findings of the study indicated that both monetary and non-monetary values motivate employees differently. However, there is a direct impact from monetary incentives.

### **Recommendation:**

From the interviews it is evident that the University of KwaZulu-Natal needs to balance the monetary incentives with the non-monetary. The university can offer market related salaries and adequate performance bonuses. For non-monetary; recognition and promotion strategy.

## 5.4 CONCLUSION

This research aimed at identifying retention factors among the administration staff at the University of KwaZulu-Natal's Westville Campus. This came after an ongoing concern of the University losing a substantial number of employees to the private sector and other education institutions. Among many factors that contribute to retention of employees, this research focused on compensation, career development, organizational culture, leadership, work environment, work-life balance, job security, participation in decision-making and good relationships. It also covered the causes of seeking alternative employment. This research addressed a gap of learning from both the employer and the employee perspective, using a mixed method approach. Another gap was on the efforts of institutions of higher education in staff retention, as the subject of employee retention is mistakenly regarded as an issue of the corporate sector. This research addressed questions like "why should I come and work at the University of KwaZulu-Natal"? In other words, why choose to work for the University of KwaZulu-Natal and no other organizations.

This dissertation contributed in identifying retention factors among administration staff at the University of KwaZulu-Natal, Westville Campus. The following four questions were answered;

(1) What are the retention factors among administrators in the University of KwaZulu-Natal?

The positive outcomes were on; overall positive relationships between co-workers, strong inspiration from leadership, good work environment which provides employees with a sense of belonging which makes it easier for employees to adapt in the UKZN culture, job security assurance in the midst of economic and higher education challenges and lastly, fee remission which is a huge benefit that allows employees and their families to study at no cost. This explains the 58% of employees who have stayed at UKZN for 6 to 20 years, they probably have established quality relationships over the years. I echo what Tews et al, (2016) mentioned, that when employees get on well with each other, they tend to stay longer. Ghansar (2011) also stated that workplace culture depends on how individual perceptions and feelings hold together. The leadership style is also in tune with Mapolisa (2014), who stated that leaders who inspire and motivate encourage employees to remain in the organizations. The negative outcomes were; low salaries and incentives, lack of promotion

opportunities, lack of work-life balance, limited career growth and less participation in decision-making. It was also worth knowing that the merger between the University of Natal and Durban Westville did not have a negative effect on employees, as more than 51% felt secure with their jobs. The results show that the University of KwaZulu-Natal has created a stable environment for the administration staff. However, the challenge is when alternative employers have more to offer.

(2) What are the potential causes of seeking alternative employment?

The highest cause of seeking alternative employment was promotion, followed by employees wanting to do different type of work in other organizations. Another finding was that most employees mentioned work-life balance and compensation as primary reasons for wanting to leave. The university therefore has to create a balance between monetary and non-monetary benefits to attract and retain valuable employees and to achieve competitive advantage. This agrees with PWC (2011), where it was found that compensation alone cannot keep employees in the long-term, but both monetary and non-monetary strategies.

(3) What are other causes of retention?

Fee remission, work exposure, good relationships with colleagues, working environment, flexi time and working for a reputable institution were considered the best, while the lack of trust in leadership and low salaries and incentives were identified as changes that UKZN need to implement. The results of the question were similar to the first question, which identified retention factors. The difference is that participants were given an opportunity to freely share using open ended questions.

(4) What are the specific Human Resources practices that encourage employee retention?

The Human Resources specialists were interviewed, they stated non-monetary incentives which were; onboarding of employees, talent management, employee engagement and sustainable diversity workshop. It was noted that these were totally different from what employees regarded as non-monetary incentives. Monetary incentives included fee remission and performance rewards. Clearly, there is no balance between monetary and non-monetary. Although employees are not the same, and they are motivated differently, monetary incentives may be significant in terms of the demands from the economy, non-monetary incentives are also significant in the motivation of personnel and to create a positive environment. Muteswa and Ortlepp, (2011) assumed monetary strategies are only beneficial

in the short term. the researcher disagrees with this, as this may be different nowadays, especially in South Africa where the economy is stagnant.

### **5.5 SUGGESTIONS FOR FURTHER RESEARCH**

More research on recruitment and retention of staff in HEIs would be beneficial to identify gaps which lead to HEIs losing staff to private sector.

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### **The Case Against Pay Transparency**

## APPENDICES

### APPENDIX 1: INFORMED CONSENT LETTER

#### UNIVERSITY OF KWAZULU-NATAL GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

MBA Research Project  
Researcher: Mrs Mbali Mtshali  
(0332605025) Supervisor: Dr  
Matshediso Ndlovu (0312607680)  
Research Office: Ms P Ximba  
(0312603587)

*Dear Participant,*

I, **Mbali Mtshali** am a **Master of Business Administration student**, at the Graduate School of Business and Leadership, of the University of KwaZulu-Natal. I invite you to participate in a research project entitled: "**Retention Factors among Administration Staff in the University of KwaZulu-Natal, Westville Campus**". The aim of this study is to identify and analyze Human Resources practices that encourage; retention, satisfaction and potential causes for seeking alternative employment.

#### **Participation**

Your participation in this project is voluntary but will be appreciated. There will be no monetary gain from participating in this research.

#### **Confidentiality**

Confidentiality and anonymity is guaranteed. The information obtained will only be aggregated with all other responses for data analysis and will be maintained by the Graduate School of Business and Leadership, UKZN.

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

The questionnaire should take about 5 to 10 minutes. Thank you for your valued time and cooperation in completing this survey. The deadline for completion is 20 October 2017.

Yours Sincerely,

**Mbali Mtshali**

## APPENDIX 2: QUESTIONNAIRE

### RESEARCH QUESTIONNAIRE

#### *Retention Factors Among Administration Staff in the University of KwaZulu-Natal*

##### SECTION A: EMPLOYEE DEMOGRAPHIC

Please tick the option representing the appropriate response in respect of the following items:

A1 Age

>18		20-29		30-39		40-49		50-59		>60	
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A2 Gender

Female		Male	
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A3 Highest completed level of education

Post-Doctoral Degree	
Doctoral Degree	
Master's Degree	
Honour's Degree	
Bachelor's Degree	
National Diploma	
Higher Certificate	

A4 Post Level

Grade 5	
Grade 6	
Grade 7	
Grade 8	
Grade 9	
Grade 10	
Grade 11	
Grade 12	

A5 Number of years employed at the University

< 1		1 - 5		6 - 10		11 - 15		15 - 20		> 20	
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**SECTION B: EMPLOYEE EXPERIENCE**

Complete this section by marking the box indicating the extent to which you agree/disagree with each of the following statements:

No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<b>OVERALL RELATIONSHIP</b>						
B1	I have a good relationship with my superiors.					
B2	I have a good relationship with co-workers.					
B3	I have a good relationship with subordinates.					
<b>COMPENSATION</b>						
B4	I am satisfied with the salary.					
B5	I am satisfied with benefits (Medical Aid, 13th Cheque, Fee Remission, etc.)					
B6	I am satisfied with performance rewards.					
<b>CAREER DEVELOPMENT</b>						
B7	I am currently studying part time/full time.					
B8	I am encouraged to improve my professional knowledge or job skills (short courses, workshops, conferences, team building).					
B9	I have opportunities to grow (promotion, change, innovation)					
<b>CULTURE</b>						
B10	I believe in stated UKZN cultural values (REACH; (Respect, Excellence, Accountability, Collegiality, Honesty)					
B11	I fit in the UKZN culture (engagement with employees)					
B12	There is cooperation amongst members within my division and in the university wide.					

<b>LEADERSHIP</b>						
B13	I am inspired by my superiors					
B14	I am given clear direction to complete my tasks					
B15	I contribute towards meeting UKZN goals and objectives					
<b>WORK-LIFE BALANCE</b>						
B16	There is flexibility in the workplace (working hours, leave)					
B17	I have time to do personal activities outside work					
B18	UKZN hosts social activities or events for employees					
<b>WORK ENVIRONMENT</b>						
B19	There is clear communication from leadership					
B20	I have the tools and the resources I need to perform my duties well.					
B21	I work in a safe environment					
<b>JOB SECURITY</b>						
B22	I believe that my job is important					
B23	I have no fear of losing my job					
B24	I stay with UKZN because I feel that I would not easily find employment outside UKZN					
<b>PARTICIPATION IN DECISION MAKING</b>						
B25	I am involved in making decisions that affect my work					
B26	I have adequately opportunities to express my views					
B27	In general, there is a sense of mutual respect between administration staff and management					

**SECTION C: ALTERNATIVE EMPLOYMENT**

C1 If you were to choose to work for another organization, please mark the one characteristic below that would best describe the reason for your choice:

Same type of work	
Different type of work	
Promotion	

C2 If you were to choose to work for another organization, what would be the primary reason for your choice?

**Please mark one only**

- |   |                                       |   |
|---|---------------------------------------|---|
| <input type="checkbox"/> Overall relationship | <input type="checkbox"/> Compensation | <input type="checkbox"/> Work-life balance                |
| <input type="checkbox"/> Career development   | <input type="checkbox"/> Culture      | <input type="checkbox"/> Participation in decision making |
| <input type="checkbox"/> Leadership           | <input type="checkbox"/> Job security | <input type="checkbox"/> Work environment                 |

C3 If you were to leave UKZN would you still choose the academic industry?  Yes  No

**SECTION D: OPEN-ENDED QUESTIONS**

D1 What do you like best about working at the University of KwaZulu-Natal?

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D2 What is the one change UKZN can make to ensure you continue your career with UKZN?

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D3 Are there any other reasons that contribute towards staff retention other than HR practices?

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**Thank you for your valuable input!**

