

UNIVERSITY OF KWAZULU-NATAL

**EMPLOYER BRANDING AS A STRATEGY FOR ATTRACTING AND RETAINING
FACULTY IN HIGHER EDUCATION INSTITUTIONS IN DURBAN, KWAZULU-
NATAL**

By

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DECLARATION

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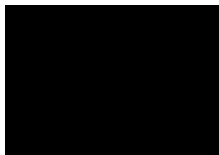
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DEDICATION

For

Little, Looley and Thomas

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The first acknowledgement goes to the Lord Almighty. Without You, this would not be possible.

Thank you to the universe for leading me down this path.

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ABSTRACT

The study investigated into the employer branding as a strategy for attracting and retaining faculty in higher education institutions in Durban, KwaZulu-Natal. The study had five key objectives, namely: 1.7.1 To investigate employer branding strategies used in attracting qualified academics in HEIs in Durban; to identify the employer branding strategies employed in retaining qualified academics in HEIs in Durban; to determine the challenges faced by HEIs in attracting and retaining qualified academics; to determine the relationship between employer branding and attraction of academics in HEIs in Durban; and to analyse the relationship between employer branding and retention of academics in HEIs in Durban. A descriptive study was conducted to accurately describe the subject matter. Quantitative research method was used to collect and analyse numeric data. The study was located within the School of Management, IT & Governance at UKZN, Westville campus. The sample size of 196 was drawn from the population of the study. Data was collected through structured questionnaire. Statistical Package for the Social Sciences (latest version 25) was used to analyse the data. The results of the study showed that the key employer branding strategies which contributed to the attraction of highly qualified academic into UKZN were competitive remuneration (Mean = 3.07), recruitment practices (Mean = 3.01), reputation of the University (Mean = 3.00) and selection practices (Mean = 3.00). Moreover, it was found that the employer branding strategies which helped to retained qualified academics at UKZN included training and development (Mean = 3.03) and respect and recognition (Mean = 3.01). However, career management and development (Mean = 2.94) and employer-employee relationship (Mean = 2.96) had no influence on the retention of academics in the University. In addition, the results of the study indicated that the factors which influenced the attraction and retention of academics in the University were working conditions (Mean = 3.07) and employee morale (Mean = 3.02). However, job satisfaction (Mean = 2.94) had no influence on the attraction and retention of academics in the University. Furthermore, the results of the study showed that there as significant positive relationship between employer branding and attraction of academics in the University at the 1% level of significance.

Keywords **Employee attraction, employee branding, employee retention, job satisfaction**

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CHAPTER ONE: OVERVIEW AND BACKGROUND TO THE STUDY

1.1 Introduction

The importance of Higher Education Institutions [HEIs] towards the socio-economic development in any nation cannot be under-estimated. In the light of this argument, Wang (2010) argues that HEIs contribute to economic growth in many countries through human capital formation as well as technological advancement. Wang (2010) postulates that countries with more HEIs experienced massive job creation over the last decades. Ekene and Oluoch-Suleh (2015) in their study also argued that education is the most power weapon towards transformation of modern society. Ekene and Oluoch-Suleh (2015) postulated that the role of HEIs is to promote sustainable development by enabling individuals within the society to live a useful life. In support of the view expressed by the above scholars, Osuji (2011) adds that HEIs are the backbone as well as the building blocks for sustainable economic development. Research shows that HEIs “contributes to social and economic development through four major missions, namely: the formation of human capital, the building of knowledge of thee bases, the dissemination and use of knowledge and the maintenance of knowledge” (Pouris & Inglesi-Lotz (2014, p.1). There is no doubt that HEIs play crucial role in areas such as job creation and social development.

However, despite the relevance of HEIs both at the individual and the economy levels, many such institutions are still struggling with the inadequacy of human capital, which has over the years led to the increase in demand for skilled employees (Aslam, 2015). This study, therefore, aims to investigate the extent to which employee branding helps to attract and retain qualified academics in HEIs in Durban. The chapter reviewed the background to the study and continues with the description problem statement, aims and motivation for the study, research questions as well as the objectives. The contribution of the study is also highlighted in this chapter. In addition, the chapter covered a summary of the research methods. The limitations of the study are also stated in the chapter. The chapter concluded by describing the composition of each chapter of the study.

1.2 Background of the Study

Talent attraction and retention remain major priority of every organisation, including HEIs. Goswami and Agarwal (2015) suggested that employee attraction and retention are burning issues, hence, most organisations have taken the leading role to ensure that they recruit the best talent. Employee attraction refers to the process of hiring, recruiting, or getting potential employees for a

specific job or position in an organisation, while employee retention refers to the art of maintaining competent employees (Onah & Anikwe, 2016). According to Martins (2010), knowledge attraction and retention constitute multifaceted components of firm strategy to retain high performing employees. Castro (2008) suggests that talent attraction and retention often being with the process of recruiting high-potential workforce. Talent attraction and retention constitute the major talent management strategies which protect an organisational knowledge worker from been poached by competitors. Nelson and McCann (2010) and Tetley (2010) argued that embedded in retaining talent is the identification of challenges that are likely to result in the loss of knowledge and skills. Talent retention is considered as a cost-cutting strategy that contributes to competitive advantage (Nelson & McCann, 2010; Tetley, 2010).

Oosthuizen and Nieber (2010) postulated that because of the changing nature of work, employee attraction and retention are recognised as the most effective strategies to address employee turnover which threatens success of many organisations. Researchers such as Lom (2012), Martins (2010) and Wamundila and Ngulube (2011) suggested that the latest trend is the “war for talent” which recognises employees as the most critical asset of achieving organisational goals. HEIs can only survive in the competitive labour market if they are able to attract and retain qualified faculty (Tyagi, Singh & Aggarwal, 2017). Notably, Tyagi et al. (2017) contended that most institutions worldwide experience numerous challenges such as brain drain, skills and capacity shortage because of the inability to attract and retain faculty. They found that loss of faculty impacts on the existing ongoing academic plans in negative ways which resulted in the inability of most of the institutions to assist managerial staff for the skills.

Dube and Ngulube (2013) in their study discovered that South African universities are currently experiencing several challenges ranging from turnover, shortages of skills and faculty because of the failure to attract and retain skilled employees or faculty. There are several factors that accounted for shortage of skills and faculty in South African HEIs including remuneration, early retirement age, discrimination, racism as well as poor condition of service. According to Dube and Ngulube (2013), certain pronouncements that were made by the government in the education sector affects the retention of best talent. The former Vice-Chancellor (Professor Saleem Badat) of Rhodes University, recommends that urgent action is required to attract and retain knowledgeable academia if HEIs are to serve in the global competitive market (Dube & Ngulube,

2013). He warned that if appropriate actions are not taken South Africa's efforts towards the agenda in the education is likely to affect academic excellence. The current challenges in HEIs are likely to affect the quality of academic activities as well as the products produced by such institutions.

Although there are HRM strategies for attracting and retaining high performing employees, however, Gilani and Cunningham (2017) considered employer branding as the most appropriate HRM strategy which is integrated into the organisation with the aim of delivering value for both the organisation and employees. It was also discovered that employer branding is a management technique that could be used to attract and highly committed workforce (Bussin & Mouton, 2019). However, it appears that in South Africa and other countries including Poland employer branding received little attention from scholars because of the lack of translation of corporate image into financial results (Wilska, 2014). The study, therefore, aims to examine the effectiveness of employer branding in attracting and retaining academics in HEIs.

1.3 Problem Statement

The concept of employer branding is gradually gaining attention from researchers and practitioners, especially HR professionals, in recent times. The term employer branding has been conceptualised as the benefits offered by organisations with the view to attract and maintain high performing employees (Tanwar & Prasa, 2017). Although remuneration has traditionally been regarded as an employer branding strategy, it is discovered that that other external factors such as working environment, quality of work life (Tanwar & Prasad, 2017) as well as flexible work arrangements (Hagel, 2012) appear to be the most important factors considered by employees when searching for job. Vatsa (2016) concurs that employer branding can be improved through HRM practices such as training and development, effective organisational communication, adequate remuneration system, supervisor support and recruitment and selection practices.

In the last decades, many organisations or marketers rely on employer branding as a tool to increase the demand for their products as well as improve their administrative processes (Tanwar & Prasad, 2016). However, in recent times, the term employer branding has gained popularity among HR practitioners because it is considered as HRM strategy that helps to identify, attract, and develop competent employees (Tanwar & Prasad, 2016). Employer branding offers two kinds of benefits to employees, namely: functional and emotional benefits (Barrow & Mosley, 2011). The former

comprises of remuneration, job security, incentives, conditions of work, while the latter consists of motivation, job satisfaction and work experience. From the employer or organisational side, Wahba and Elmanadily (2015) suggest that employer branding is used to gain competitive advantage.

Goswami and Agarwal (2015) in their study also argued that employer branding has received massive endorsement from many scholars in the last decade and, as a result, many organisations desired to become ‘the employer of choice’. According to Goswami and Agarwal (2015), even at the present economic condition, employer branding is still considered as a strategy to draw competent applicants into organisations. Goswami and Agarwal (2015) believe the rising competition in the global markets compels most employers to adopt various strategies to enable them to remain very competitive. Goswami and Agarwal (2015) postulated that to compete in the global markets, many organisations are developing themselves as brands to identify, attract and retain highly talented workforce to enable them to gain a competitive edge over others. Ergun and Tatar (2016) concurred that employer branding can be used to identify, attract, develop, and retain highly qualified workforce whose skills, experience and knowledge are very scarce and high in demand. Ergun and Tatar (2016) found that to manage the competition for talent, many organisations are seriously investing in their workforce to meet their demands. The review of literature reveals that although employer branding can be used as a tool to attract and retain knowledge workers or high performing employees, such studies (Bussin & Mouton, 2019; Goswami & Agarwal, 2015; Tanwar & Prasad, 2016) were mainly conducted in the organisational settings. There are limited studies in HEIs which investigate the effectiveness of employer branding in attracting and retaining academics in HEIs. Moreover, it has been observed that most HEIs do not consider employer branding a strategic tool. Hence, this study aims to address the gaps in existing studies.

1.4 Aims of the Study

An important aim of this study was to investigate how employer branding could be used as an HRM strategy attract and retain qualified faculty in HEIs in Durban. Another significant aim of the study was to assist HEIs in South Africa to utilise employer branding to help them position themselves above other institutions. In addition, the study aimed to investigate the challenge faced

by HEIs in their effort to attract and retain faculty so that appropriate measures can be taken to mitigate the challenges.

1.5 Rationale for the Study

Research reveals that talent attraction and turnover rates are critical issues facing HEIs all over the world (Erasmus, Grobler & Van Niekerk, 2015). A survey reveals that about 32 per cent of institutions are not concerned about attracting and retaining qualified faculty (South African Board for People Practices (SABPP), 2012). According to Robyn (2012, p.1), talent “retention and attraction are major concerns for the HEIs because of an aging workforce as well as the challenges of recruiting and retaining especially young talented workforce”. This study was motivated by the desire to attract and retain high-performing academics in HEIs in Durban. Furthermore, the need for this study was to address the brain drain in HIEs.

1.6 Research Objective

The main research objective was to explore the extent to which employer branding can be used to attract and retain talented academics in South African HEIs. The following specific objectives were formulated, namely:

- 1.6.1 To investigate employer branding strategies used in attracting qualified academics in HEIs in Durban;
- 1.6.2 To identify the employer branding strategies employed in retaining qualified academics in HEIs in Durban;
- 1.6.3 To determine the challenges faced by HEIs in Durban in attracting and retaining qualified academics;
- 1.6.4 To determine the relationship between employer branding and attraction of academics in HEIs in Durban; and
- 1.6.5 To analyse the relationship between employer branding and retention of academics in HEIs in Durban

1.7 Research Questions

The study addresses the following questions:

- 1.7.1 What are the employer branding strategies used in attracting qualified academics in HEIs in Durban?

1.7.2 What employer branding strategies are employed in retaining qualified academics in HEIs in Durban?

What are the challenges faced by HEIs in attracting and retaining qualified academics in Durban?

1.7.3 What kind of correlation occurs between employer branding and attraction of academics in HEIs in Durban?

1.7.4 What is the link between employer branding and retention of academics in HEIs in Durban?

1.8 Contribution of the Study

The findings obtained from the study will contribute to the existing knowledge on employer branding, attraction, and retention of employees. The study will further help HEIs to address skills shortage and personal by using employer branding as an HRM strategy. In addition, the study is expected to help address challenges such as brain drain, skills shortages and turnover in HEIs in South Africa. This study will also assist HEIs in South Africa to use employer branding as a strategic tool which will help them to be repositioned at the world university ranking. Thus, the study will enable HEIs to gain competitive advantage over other HEIs. Moreover, the study will help HEIs to rebrand themselves to become attractive to both students and staff.

1.9 Summary of Research Method

Positivist paradigm was used to determine objective reality of the research topic being studied. A descriptive research was conducted with the aim to provide deeper explanation or description of the current state of the research phenomenon. Quantitative approach to research was conducted which helped in the quantification of the findings. The study was located at UKZN within School of Management, IT & Governance, Durban. The total population of the study was approximately 400 which included all academics (full and part-time lecturers). The sample size of 196 respondents was selected by the help of stratified sampling. Questionnaires was used in this study, which was made up of six sections. The 5-point Likert scale was the measurement scale. The reliability and validity of the questionnaires were determined. The Statistical Package for the Social Sciences (latest version 25) was used to analysis the data. The interpretations of the results were done computing descriptive and inferential statistics. Ethical approval was given by the Ethics and Research Committee at UKZN. Written permission, confidentiality and anonymity were the ethical considerations in the study.

1.10 Definition of Terms

- **Branding:** It is defined as a name, signs or symbols that distinguish an organisation and its products from other competitors (Adegbuyi, Ajagbe, Kehinde, Adegbuyi & Akande, 2015).
- **Employee attraction:** Employee attraction has been defined as getting the right employees who will perceive the organisation as a positive environment to work in (Rynes, 1991).
- **Employee retention:** The process of maintaining or keeping employees on their job within an organisation for a longer period (Netswera, Rankhumise & Mavundla, 2005).
- **Employer branding:** Employer branding entails tangible and intangible benefits that attract employees to work in a particular organisation (Tanwar & Prasad, 2017)

1.11 Limitations and Delimitations of the Study

The first limitation encountered was the challenge of getting the research participants. Generally, faculty members are the busiest persons in every HEI. Therefore, it will be very difficult for the researcher to get them involved in the study. This challenge was addressed by making prior arrangements with them. The second limitation was time. The researcher has changed her initial research topic. This limitation affected the timely completion of the study. Nevertheless, she has allocated much time to the study. The third limitation which was lack of funding. The researcher is no longer on fee remission. This challenge was resolved through assistance from parents, family, and friends.

1.12 Organisation of the Study

The entire thesis comprised of six chapters as follows:

- **Chapter One: General Overview and Background:** Chapter one of the comprised of background to the research. It further described the problem statement indicating the gap in research. The aims of the study were also stated in this chapter. The chapter further highlighted the objectives of the research. The research questions were also part of this chapter. The significance of the study was also stated. The research design and limitations encountered during the study were also stated in the chapter.

- **Chapter Two: Literature Review:** The chapter two reviewed existing studies on employer branding, attraction, and retention strategies. The chapter contained the definition of various keywords. The chapter included full discussion on HEIs focusing on South African higher education system, contribution of HEIs, challenges facing HEIs. The chapter proceeded to render a full discussion on employer branding and its antecedents, employer branding strategies for attracting and retaining academics in HEIs. The chapter further reviewed previous research which analysed the correlations that exists between employer branding and employee attraction and retention. The theoretical framework was also presented in this chapter.
- **Chapter Three: Research Method:** The chapter three of the study described the various research methods and procedures followed to complete the study. The chapter provided description of the research philosophy that was adopted. The research designed used was also discussed in this chapter. The chapter further described the type of research that was conducted. In addition, it described the location of the research. The population and the sampling procedures were adequately described in this chapter. The chapter explained how the sample size was determined. It also described the instrument used to collect the data. The chapter also described how the data quality control was determined. The chapter concluded with the explanation of how the data was analysed and the kind of statistics used to interpret the results.
- **Chapter Four:** The chapter four described how the data collected from the respondents was analysed. The chapter further described the instrument used to analyse the data. It also provided discussion on the kind of statistical tools used to interpret the results.
- **Chapter Five: Discussion of the Results:** This chapter discussed the main findings that were obtained from the study. Literature review was integrated into the discussion of the findings to either confirm or disagree with existing findings.
- **Chapter Six: Conclusion and Recommendations of the Study:** The chapter six of this study dealt conclusion drawn from the study. The recommendations from the study were also highlighted in this chapter. The chapter will be concluded with the directions for further studies.

1.13 Chapter Summary

The background of the study was provided which centered on the main variables in the study. The chapter also described the problem statement which helped to identify the gap in research. The research question and objectives were clearly stated in this chapter. The contribution of the was also highlighted in the chapter. The next section of the chapter summarised the research methods adopted. The limitations encountered during the study were articulated. The composition of each chapter of the study was clearly stated.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

Attracting and retaining highly competent employees is becoming a challenge for most South African organisations. Research shows that the importance of human capital for each company has become widely recognised (Aldousari, Robertson, Yajid & Ahmed, 2017). It is argued that most organisations rely on intellectual assets more than on hard assets. However, the retention of human capital is becoming a challenge for many organisations, including academic institutions. In an effort to address these challenges many organisations begin to adopt several strategies. Employer branding has been reconsidered as one of such strategies that is increasingly used organisations to source for highly talented human resource. Due to competition for the same talent, many organisations are under pressure to attract and retain skilled workers (Biswas & Suar, 2016). However, there is a dearth of research on how employer branding can be used as HRM strategy to attract and retain highly qualified academics in HEIs, especially in the context of South Africa. Kucherov and Zavyalova (2012) alluded to the fact that there exists scarce research regarding the extent to which employer branding helps in attracting and retaining talent, even though its practices may be widespread in organisation. This chapter covers the review of existing literature focusing on employer branding, staff attraction and retention.

The chapter begins with the operational meaning or definition of key constructs which form the foundation of the chapter. It also reviews literature on the challenges facing HEIs in South Africa. It further provides the discussion on the contribution or importance of HEIs. In addition, the discussion covered employee attraction and retention strategies. The theoretical framework which supported the study has been revised in this chapter.

2.2 Definition of Term

Key concepts such as employer branding, employee attraction and employee retention are conceptualised as follows.

2.2.1 Employer branding

Employer branding has been viewed by scholars in different ways. Thus, employer branding has been conceptualised in different ways. Parmar (2014) defines employer branding as “the process which focuses on building, as well as projecting image, of the employer in the competitive labour market. Employer branding focuses, especially on developing or establishing harmonious working relationship with employees and the organisation’s customers in the target market. In a different opinion, Sharma, Singh and Rana (2019) considered employer branding as a strategy approach or tool which helps to create, identify and manage a firm’s reputation in its role as an employer.

Employer branding entails incentives or offerings used by organisations to attract and retain high performing employee (Tanwar & Prasad, 2017). Employer branding can also be viewed as the projection of a firm’s name or image as a great place to work for (Tanwar & Prasad, 2016).

By contrast, Kashive and Khanna (2017) defined employer branding as sustained efforts by firms to enhance its image and to differentiate them from other rivals. According to Kashive and Khanna (2017), employer branding is a powerful tool which is used by firms to attract and retain talented employees who possess superior skills and knowledge.

2.2.2 Employee attraction

Akhtar, Aamir, Khurshid, Abro and Hussain (2015) suggested that attraction of human capital represents the most an important aspect of an organisational performance, and it often starts with job posting and finished with new employments. The ability of an organisation to attract highly qualified workforce is critical its survivor in the global labour market (Delery & Shaw, 2001). Employee attraction has been defined as getting the right employees who will perceive a firm as a positive or favourable environment to work in (Rynes, 1991).

2.2.3 Employee retention

The aim of employee retention is to search for better ways to minimise the rate at which highly qualified workers leave the organisation because this could impact negatively on the firm’s performance (Samuel & Chipunza, 2009). Samuel and Chipunza (2013) pointed out that talent retention remains the pressing issue facing all organisations either small or large. It is important organisations to implement systems or strategies aimed at reducing the rate at which employees exit the organisation by protecting the return on investment. Highly talented workers may be committed to working with an organisation if they perceive that the organisation meet their

expectations. Employees will remain longer in positions if only the organisations show more interest in their well-being. Musah and Nkuah (2013) advocated to understand the retention challenges, organisations should first make decision regarding which retention strategies are required to manage the turnover intention.

Netswera, Rankhumise and Mavundla (2005) defined employee retention as a process which increases employees' control over their work by enhancing their satisfaction. Highly talented employees can only be retained if the organisation implement strategies aimed at satisfying their needs (Hao, Kumar, Ramedran & Kadiresan, 2012). According to Sinha and Sinha (2012), employee retention is any activity which creates a conducive atmosphere to engage employees.

2.3 South African Higher Education System

The value of HEIs worldwide cannot be over-emphasised. HEI is beneficial to both individuals and the society. Card (1999) points out that higher educational attainment creates opportunities for the learners and the society. Higher education contributes helps to improve standard of living as well as creates job (Card (1999). In similar opinion, Lochner (2011) postulates that higher education reduces social vices like crime and improves health conditions in a country. After the successful democratic election, South African higher education landscape has undergone several reforms (Council on Higher Education (CHE), 2007). The first democratically elected government had set up several institutions with different mandates to transform the education sector.

Since 1997, several higher education policies and legal frameworks were implemented by Commission to transform the higher education sector. Before the White Paper on Higher Education was introduced several changes have already taken place (CHE, 2007). Since 2004, many opportunities have been provided which aimed at transforming the higher education landscape. According to CHE (2007), by 2004 a strong foundation has been established to transform the education system in South Africa. The South African government has established several new organisations to oversee the effectiveness of the higher education institutions. For example, the Council on Higher Education was established to assist in expanding access to higher education in South Africa. It is interesting to note South African HEIs is doing well within the sub-region of Africa as far as university ranking is concerned. Although the government has subsidised most of these universities, they are independent of the State (South Africa Information, 2013).

2.4 Contribution of South African Higher Education Institutions

The importance HEIs towards the socio-economic development in any nation cannot be underestimated. Wang (2010) argues that HEIs contribute to economic growth in many countries through human capital formation as well as technological advancement. According to Wang (2010), countries with more HEIs experienced massive job creation over the last 30 years.

Similarly, Ekene and Oluoch-Suleh (2015) in their study also argued that education is the most power weapon towards transformation of modern society. Ekene and Oluoch-Suleh (2015) postulated that the role of HEIs is to promote sustainable development by enabling individuals within the society to live useful life. In support of the view expressed by the above scholars, Osuji (2011) adds that HEIs is the backbone as well as the building blocks for sustainable economic development. In South Africa, it is undeniable fact that HEIs “contribute to social and economic development through four major missions, namely: the formation of human capital, the building of knowledge bases, the dissemination and use of knowledge and the maintenance of knowledge”. HEIs play crucial role in areas such as job creation, poverty reduction and economic development (Pouris & Inglesi-Lotz, 2014). HEIs also contribute to human capital formation (Pouris & Inglesi-Lotz, 2014).

Baldry (2016) and Branson, Leibbrandt and Zuze (2009) argued that in South Africa, university graduates anticipated they will be employed without difficulty and to be remunerated adequately. Branson et al. (2009) postulated that HEIs support access to the labour market as well as increase level of earnings over time. According to Psacharopoulos and Patrinos (2002), there is high demand for individuals who obtained special skills, knowledge, and experiences from HEIs, especially from prestigious universities.

Teixeira, Kim, Landoni and Gilani (2017) suggested that the increasing demand for labour, especially from world recognised universities has led to the situation where most of them are constantly designing new programmes to meet the labour market demand. In South Africa, for instance, HEIs are offering specialised programmes to address the needs of students as well as companies (Teixeira et al., 2017).

Cummings (2014) concurs that the several investments were made into HEIs contribute the quality and quantity of research-based knowledge outputs in many countries, particularly in North-East Asia. Cummings (2014) further argues that HEIs contribute to knowledge production. Other

studies (Hawkins, 2015; Nabeshima & Tanaka, 2011) have also supported the view that HEIs are increasingly being recognised as what is commonly known as “triple helix”, an approach which included government-industry-university networks developed to enhance innovation and economic growth. Hazelkorn (2009) postulates that most government and HEIs have geared towards improving their competitiveness at the local and institutional levels to develop “world-class” universities. According to Hazelkorn (2009), most HEIs serve as a center of excellence for research into critical areas which affect the globe. Countries such as China, United States, Canada, Germany, and United Kingdom have built prestigious research centers to foster innovation and better compete in the global HE landscapes. In Korea, evidence suggests that the BK21 project was launched with the aim to improve the ranking of universities (Byun & Kim, 2011). Also, the BK21 projects aims to improve the competitiveness of universities in Korea. Beside this project, another project was launched in 2008 with the aim to attract scholars from international communities or countries to help in the establishment of academic programs in key-growth areas such as IT and biotechnology (Byun & Kim, 2011).

HEIs contribute to knowledge production which enable graduate to remain competitive in their respective organisations (Laeque, Babar & Ahmad, 2017). It therefore important for firms to invest in the development of their staff at all levels. It is also important for employees as well as managers to be given opportunity to participate in the design of training and developmental programmes within the organisation. This will contribute to their satisfaction which is likely to influence their retention in the organisation (Laeque et al., 2017)

Froneman (2003) explains that HEIs are noted for their contribution towards the development of a country’s human capital needed to drive economic growth and development. It can be deduced from the above discussion that HEIs help in meeting the learning needs and aspirations of learners (Froneman, 2003). HEIs help in equipping individuals’ relevant skills, knowledge and experience required to stay very competitive in the labour market. HE is considered as a vehicle which brings about change in behaviour of people, standard of living and wellbeing in the society. In addition, they supply the labour market with individuals or workforce that are highly competitive (Froneman, 2003).

Badat (2009) identifies the important role played by HEIs globally. According to Badat (2009), HEIs play unique role in addressing the developmental needs of the society. In addition, they

contribute to the formation and development of human capital required for the development of a nation (Badat, 2009).

2.5 Challenges Facing South African HEIs

HEIs all over the world are faced significant challenges which threaten their growth, expansion as well as survivor. It has been argued that despite the relevance of HEIs both at the individual and the economy levels, many of such institutions are still struggling, especially with the inadequacy of human capital, which has over the years led to increase in demand for skilled employees (Aslam, 2015). According to Davis (2013), after several years of reforms, South African HEIs still continue to experience several challenges. HE sectors in South Africa just like any other sector is regulated by comprehensive legal frameworks. Although several transformations have taken place in South African HE landscapes prior to 1994, HE environment is still plagued with many issues (Hay & Monnapula-Mapesela, 2009).

CHE (2016) and Nzimande (2009) pointed out that most of the critical issue facing HEIs in South Africa include persistent inequality regarding access. It has also been found that ineffective throughput rates are a major concern for HEIs and other stakeholders in South Africa (CHE, 2016). Moreover, lack of sustainable sources of funding is a major concern for many students' parents, especially those from the historically disadvantaged background (CHE, 2016). Another important issue which draw the attention and interest of many observers is the failure to address upsurge in HE demand.

The minister of education, Dr Nzimande expresses the view that South African HEIs are faced a significant challenge of attracting and maintaining highly qualified academics (South African News, 2016). He indicates that about 1200 lecturers are required to help address the challenges in HEIs. From the minister's point of view, it can be argued that shortages of academics are considered a big challenge facing HEIs in South Africa. Faber and Collins (2016) also advocated that skills shortages in South African HEIs can only be addressed through HRM practices such as recruitment and selection of well qualified staff.

Funding is considered as a key factor which determines entry to HE in any country including South Africa (Wangenge-Ouma, 2012). However, HEIs in South Africa have witnessed steady decline in government budget allocation towards the funding of HE. The funding challenges have made it difficult especially for low-income earners to be admitted into these institutions. This phenomenon

has widened the gap which exists between the poor and the rich. It is therefore safe to say that the recent demand by students in HE institutions for free education can be linked to scarcity of funding. The recent “Fees Must Fall” protest, triggered by limited access to HE tuition fees and limited subsidised space at public providers amidst a pressing demand for HE, emphasizes the challenges around funding.

Brunyee (2001) claims that of late, the higher education environment is becoming, dynamic, complex and turbulent, and has manifested an ever-increasing rate of change. These changes experienced by HEIs are due to globalisation, competition, the changing nature of the education system, technological innovation, economic crisis and unemployment.

Smit (2000) argues that HEIs in Africa are experiencing the challenge of expanding access to education. However, funding remains a big constraint to expanding access to education. According to Smit (2000), other challenges in HEIs which require urgent attention include infrastructure development, congestion in lecture halls, the state of security and safety of learners. In South Africa, most universities are faced with diverse issues including policies, legislation and qualification frameworks. Mafenya (2014) claims that despite the huge literature on HE, however, there is scant research on the challenges facing HEIs in South Africa. According to Mafenya (2014), many institutions in South Africa are confronted with the challenge of shortage of staff, especially at the doctoral level due to several factors including poor infrastructure, inadequate conditions of work and low pay. These challenges make it highly impossible for HEIs to attract and retain talented academics. Research facilities and equipment are also woefully insufficient in some universities (Mafenya, 2014). As a result of the above challenges, most universities are not functioning to their capacity. These challenges are also affecting quality of HE in the country.

Department of Higher Education and Training (DHET) (2017) alleges that limited funding available for university education is one of the key issues facing HEIs in South Africa. The DHET (2017) indicates that the limited funding affects the ability of the universities to offer competitive pay to their staff, and also limits universities’ ability to invest in infrastructure, facilities and equipment. Msila (2009) concurs that one of the greatest challenges facing HEIs post 1994 is limited access. Msila (2009), access to HE and education in general does to favour learners from disadvantage background

2.6 Antecedents of Employer Branding

There are various dimensions or aspects of employer branding which are critical to the survival of many institutions. These thoughts and ideas behind employer branding are evoked by a brand in the minds of consumers (Aaker, 1991). Supphellen (2000) states that brand associations refer to the verbal, sensory or an emotional response associated with a particular brand. Brand image is often determined by the brand association (Backhaus & Tikoo, 2004). Employer brand has therefore been defined as the combination of the perception about product features and functional/symbolic benefits that beset with brand associations formed in memory of consumer (Keller, 1993). From the context of employer branding, employer brand image is also characterised by functional and symbolic benefits. However, the functional benefits are made up of objective employment terms such as salary, employee benefits, allowances and more. The symbolic benefits on the other hand, concern the views people hold about the prestige of a firm and the social acceptance imagined by an applicant (Backhaus & Tikoo, 2004).

In addition to brand associations, brand equity has been identified as one of the antecedents of employer branding. It has been argued that brand equity goes beyond ordinary names and symbols (Nobil, 2002; Palmer, 2000). It represents the consumer's feelings and perception regarding the product and its performance. Brand equity signifies the existence of the product in the mind of the consumers (Johnson & Russo, 1984). According to Johnson and Russo (1984), the essence of branding is to attract and capture consumer preference and loyalty. Bearden (2004) states that brand equity can be regarded as the goodwill of the firm given the fact that it projects the organisation to the rest of the world.

Moreover, brand personality has been considered as another element of employer branding. Brand personality was originally developed by Aaker (1997) as the "set of human characteristics associated with a brand". However, Farquhar (1989) disagrees that product related characteristics which serve as the unique attributes to consumers in terms of brand personality tends to serve symbolic or self-expressive functions.

Furthermore, brand knowledge is another antecedent. The concept of brand knowledge was conceptualised by Aaker and Keller (1990) in order to create awareness for the brand so that the customers will know about its existences and features. Kotler and Keller (2006) contend that the purpose of brand knowledge is to position the brand in the mind of the consumers. Also,

organisational culture has been considered as an antecedent of employer branding. Organisational culture has been regarded as an important ingredient for organisational success (Schein, 1996).

2.7 Benefits of Employer Branding to Organisations

In the present competitive environment, many organisations are concerned about how to attract and retain highly skilled employees. However, employer branding plays a crucial role in this regard. Roper, de Carvalho, Guzman, Sivertzen, Nilsen and Olafsen (2013) advocated that organisations must have full knowledge and identify employee attraction and retention are affected by certain factors within and outside the organisation. Organisations must be able to identify best employer branding strategies that will help in the attraction and retention of talented workforce. For an organisation to obtain a competitive edge over others it is important to create a differentiator, which sets it apart from its competitors (Roper et al., 2013). Employer branding can be used as a tool to differentiate one institution or firm from another. Moreover, it can be used as a tool to attract highly talented workforce who will contribute positively to the organisational growth and profitability. Gilani and Cunningham (2017) in their systematic review found that employer branding had no significant impact on employee retention.

Wilden, Gudergan and Lings (2010), in their study, examined employer branding as a tool for recruiting highly qualified. Employer branding is identified as a strategic tool for attracting and keeping highly talented employees. The results of the study shown that employer branding may be integrated into a firm's recruitment process to attract highly skillful applicant.

Leekha Chhabra and Sharma (2014) conducted a study into how employer branding can be used as a tool to attract well qualified and experienced students from HEIs into the industry. The study concluded that employer branding strategies such as organisational culture and remuneration have positive impact on the attraction of graduates into organisations.

Chhabra and Sharma (2014) concurred that a good employer branding attracts and retains human capital required by firms to obtain competitive advantage. According to Ito, Brotheridge and McFarland (2013), employer branding can be used as a strategic tool to differentiate one competitor's products from others. According to Fernon (2008), employer branding, if correctly done, has the potential to attract a pool of qualified and skillful employees into an organisation. Jain and Bhatt (2015) in their study pointed out employer branding increases job satisfaction which contributes to employee retention in an organisation. Allen, Bryant and Vardaman (2010) also

agreed to the fact that employer branding has a strong positive impact of employee attraction and retention. According to Holbeche and Matthews (2012), employee morale can be enhanced through employer branding. It has further been argued that employees who are satisfied with the level of satisfaction in their organisations are more likely recommend such organisations to their family and friends (Chartered Institute for Personnel Development, 2015).

It was discovered that organisations with strong employer brands that are perceived positively could result in employee job satisfaction, commitment and engagement, which may influence their decision to stay (Davies, 2008; Shivaji, Shivashankar, Maruti, & Reshma, 2013). Many organisations are now focusing on employer branding as a strategic to gain competitive advantage (Jain & Bhatt, 2015).

2.8 Employer Branding Strategies for Attracting Academics

Studies such as Armstrong (2009), Hutchings, De Cieri, and Shea (2011), Matlay (2010), Tornikoski (2011) and Van Rooy (2010) have identified powerful employer branding strategies of attracting high potential human resource. The most effective employer branding strategies which contribute to attraction of talented employees include the following.

2.8.1 Competitive remuneration

Remuneration is the oldest factor of motivation. Studies such as Hutchings et al. (2011), Matlay (2010), Tornikoski (2011) and Van Rooy (2010) found that competitive remuneration is considered as an important employer branding strategy for attracting high performing employees into organisations. Competitive remuneration may include, for example, overtime pay, bonuses profit sharing, rent subsidies, share purchase plan and cash in leave. Boswell et al. (2011), in their study, also pointed out that pay structure constitutes one of the employer branding strategies for attracting talented employees into organisations.

Coffey (2013) claims that non-financial and financial rewards are the main factors employees are considering when selecting an organisation. Chiekezie, Emejulu, and Nwanneka (2017) asserted that a good pay system allows a firm to attract and retain highly qualified employees.

Research conducted by Elegbe (2010), Tornikoski (2011), Van Rooy (2010) and WorldatWork (2011) identified remuneration, employee benefits and performance and financial recognition as the most useful tools for attracting potential employees. Chaitra and Renuka (2016) also concur

that the pay structure is an effective employer branding strategy for attracting loyal and committed workforce. Lardner (2015) concurs that a well organised and transparent reward system contribute to the attraction and retention of employees. Most employees consider motivation as important factor which affects their decision to remain working with an organisation (Masaiti & Naluyele, 2011). However, in a different opinion, Zwilling (2011) argues that non-financial rewards have stronger effects on employee attraction and retention.

2.8.2 Recruitment practices

Hiring highly talented workers is critical an organisational success. But in order to hire the most talented, an organisation must first recruit them, which is not an easy task. It is argued that the manner in which an organisation conduct its recruitment process will determine the kind of talent that will be available within the organisation (Ulrich, 1993). It is must be noted that recruitment process in an organisation may have as strong bearing on activities such as training and development which is likely to affect employee traction and retention. Recruitment involves the process of a larger number of job applicants to occupy certain key positions in an organisation. Opatha (2010) see recruitment as an activity which aims to attract suitably qualified applicants into an organisation. An organisation may decide to adopt internal or external recruitment depending on the policy of the organisation. Internal recruitment involves the process encouraging the already existing staff or workforce who are working within the organisation to apply for vacant posts, while external recruitment is concern with generating a pool of applicant outside the organisation and encouraging them to apply for vacant posts in the organisation (Opatha, 2010). Each method of recruitment has its own strengths and weakness. The manner in which a recruitment process is conducted will affect the quality of human resource available in the organisation (Gamage, 2014).

Armstrong (2009) discovers that the best employee attraction strategies include effective recruitment practices and communication. Recruitment process has been found to be an important HRM activity which facilitates the acquisition and retention of employees (Kundu & Lata, 2017). According to Hughes and Rog (2008), recruitment process can be assessed based on the calibre of employees that are hired into the organisation. Hughes and Rog (2008) concurred that recruitment process or practice is an important activity, which is normally performed by HR unit an organisation to attract highly competent workforce.

2.8.3 Selection practices

It is important to note that recruitment and selection practices mean different things. Selection process entails the process of picking or choosing the most qualified applicants who met the job descriptive and person specification (Opatha, 2010). Selection process is different from recruitment process, in that the former involves attracting a pool of applicants, whereas the latter involves selecting only the most suitably qualified applicant for the post (Ofori & Aryeetey, 2011).

Armstrong (2009) asserts that selection practices constitute an important employer branding strategic which help organisations to attract high performing workforce. However, Poorhosseinzadeh and Subramaniam (2012) argued that attracting the right talent into an organisation does not only depend of factors such values and how the employees view the organisation. Selection practices are more concern with choosing the right talent that may be helpful in minimising the effects of labour turnover in an organisation (Kundu & Lata, 2017). One study (Gamage, 2014) shows that selection function as a tool to identify and chose the right persons for the posts in an organisation. Selection practices can also be used to communicate vital information about an organisation.

2.8.4 Reputation of the organisation

According to Roper et al. (2013), for an organisation to obtain a competitive advantage, it must distinguish itself from other competitors. In this regard, employer branding is considered as a tool that can used to differentiate one company from other rivals. The image of an organisation is important in gaining public trust (Helm, 2011).

Research shows that for an organisation to minimise the negative perceptions from customers, employees and other stakeholder, it must ensure that the brand name convey information about characteristics that distinguish themselves from their competitors to create a corporate image of a unique employer in employees' minds (Dögl & Holtbrügge, 2014). It is argued that firms must allocate more resources towards creating good reputation or well-known products can attract loyal and committed employee commitment (Schlager, Bodderas, Maas & Cachelin, 2011). The image of an organisation is an important factor considered by many people including employees (Dögl & Holtbrügge, 2014; Tanwar & Prasad, 2016). Studies revealed that when employees perceive the employer brand as positive and contributing to their self-esteem, they may be willing to be

identified with the brand and the organisation (Dutton, Dukerich, & Harquail, 1994; Kimpakorn & Tocquer, 2009).

Further studies (Festing & Schäfer, 2014; Kashyap & Rangnekar, 2016; Taj, 2016) suggested that by communicating its distinctive characteristics through employer branding, a company can differentiate itself from competition as well as create the image of a desirable workplace among its workforce, and thus achieve high levels of organisational commitment.

2.9 Employer Branding Strategies for Retaining Academics

Ldama and Bazza (2015) believed that the issue of employee retention is a great concern for many managers or institutions. Ldama and Bazza (2015) suggested that to retain high performing workforce requires motivation. Sue (2001) postulates that employees who are motivated become highly productive and in some cases stay with the organisation for long. Feldman (2000) suggests that modern employee retention strategies is far beyond the financial rewards, embracing employee motivation, as the most crucial factor for employee retention. Studies (Boomer Authority, 2009; Hutchings et al., 2011; Sinha & Sinha, 2012) identified several employer branding strategies for retaining high performing employees, namely: training and development, working conditions, job flexibility, cost effectiveness, respect and recognition. Although these employer branding strategies may contribute to retaining workers, there is limited study in HEIs to confirm these findings. The employer strategies that contribute to the retention of academic in HEIs are discussed as follows.

2.9.1 Training and development

Training and development are considered as HR activities which aim at equipping employees with special skills, knowledge and experience to remain very relevant and competitive (Olaniyan & Ojo, 2008). Training aims to provide employees with unique skills and competences required to function me effectively, whereas development aims at upgrading or enhance the already acquired skills and competencies of employees (Chew, 2004). Employee training is considered as factor leading to the development and retention of employee (Azeez, 2017). Huselid (1995) concurs that training and development remain top priority of many employees, especially the younger ones. They are found to be major retention strategies in organisations, because many employees prior to leaving organisations may search for whether there exists opportunities for training and development. Wan (2007) argues that training and development do not only equip employees with

skills and knowledge, but the increase employee commitment in an organisation. Wan (2007) suggests that most employees are interested of their career growth, hence they consider training and development as important motivational factors.

Samuel and Chipunza (2008) concurred that some employees consider the opportunities for training and development and education prior to joining an organisation. Huselid (1995) argues that training and development enhances the skills of employees, which in turns increases their performance. Huselid (1995) further opine that training and development positively influence the employee decision to exit or leave an organisation.

Notable researchers such as Boomer Authority (2009), Hutchings et al. (2011) Sinha and Sinha, (2012) found that employee turnover can be addressed through training and developmental programmes available in an organisation. Chaitra and Renuka (2016), in their study, found the training and development have positive association with employee retention. Newman, Thanacoody and Hui (2011), in their study, also noted that training and development affect the retention of employees in organisations.

2.9.2 Respect and recognition

Most talented workforce leave organisation due to lack of respect and recognition. It is imperative for HEIs to acknowledge and reward hardworking employees (Challenor et al., 2015). Jacobson (2008) believes that all employees must duly be recognised for their achievements within the organisation. Heathfield (2008) advocates that employers or firms should pay key attention to the recognition of employees to create a positive, productive and innovative organisational climate. Nelson (2003) suggests recognition must be based on the following, namely: fair, transparent, equal, timely and varied. Hutchings et al. (2011) and Sinha and Sinha (2012) also agree that for an organisation to retain its commitment, loyal and highly competent employees, it must respect and recognise hardworking employees. The talent of all employees should be maximised and recognised as one of the discrete sources of competitive advantage (Bhatt, 2015). Managers should be able to map and retain highly skilled employees and always remind them how valuable they are to the organisation (Bhatt, 2015).

2.9.3 Career planning, management and development

It has been found that career planning and management play important role in retention (Azeez, 2017). In a similar study, Bhatnagar (2007) identifies five employee retention factors affecting an

organisation including career planning and development. Career development refers to the process of acquiring new set of skills through different learning methods. Career management and development are regarded as important motivational factors to employees. Therefore, failure on the part of the employer to recognise the development needs of employees will affect their decision to keep working with the organisation (Kreisman, 2002; Simonsen,1997). According to Osaro (2016), career growth contributes to employee retention in an organisation. Employees who career aspirations are met will be highly motivation, hence their decision to keep working within the organisations.

2.9.4 Employer-employee relationship

The social change and stability are the most important ingredients which facilitate exchange between parties to employment relationship (Emerson, 1976). It is important for employers who are seeking to compete in the global marketplace to first understand the implications employer-employee relationship (Curseu & Vermeulen, 2013). McDermott and Conway (2013) suggested that for organisations to survive in this competitive labour market, there is the need for them to establish good relationship with all the stakeholders including employees. Selmier and Travis (2013) argued poor employer-employee relationship may affect the success of an organisation. Employer-employee relationship is an important factor in every organisation, hence critical attention must be paid to it (Bhattacharya, Sen & Korschun 2012). Employers must devote more resources and attention towards building a sound industrial harmony (Selden & Sowa, 2015). Employees are the valuable resource in every organisation; hence they must be treated differently from other resources.

2.10 Factors Affecting Attraction and Retention of Academics HEIs

Aguinis, Gottfredson and Joo (2012) believed that employees have now become the most strategic resource for many organisation to gain sustainable competitive edge. Aguinis et al. (2012) argued that the competition for talent in the fourth industrial revolution is common amongst knowledge workers since the economy has shifted from an industrial economy to a knowledge economy. Tarique and Schuler (2010) argued that the ability of an organisation to survive in the competitive environment depends on how well it can attract knowledge workers whose skills are very scarce.

However, research reveals that HEIs, especially those in Africa are experiencing the challenge of attracting and retaining highly qualified staff (Erasmus, Grobler & Van Niekerk, 2015; Onah &

Anikwe, 2016; Selesho & Naile, 2014). In this competitive labour market, talent retention and turnover intention are the most critical challenges many HEIs because of the brain drain (Erasmus et al., 2015). According to Korantwi-Barimah (2017), the brain drains in HEIs, especially among faculty has become a matter of great concern to management in most institution, particularly in Ghana. In Nigeria, Onah and Anikwe (2016) discovered in their study that HEIs are under serious threat because of the inability to recruit and retain highly qualified faculty members. Factors that affect employee attraction and retention are as follows.

2.10.1 Working conditions and environment

The physical working environment is viewed as a critical factor when considering the retention of employees (Irshad & Afridi, 2011). Mitala (2003) discovered five factors which contribute to employee retention including the working environment. Workplace environment is limited to the physical conditions at work but include among other things employee involvement. A positive work environment has positive effects employee retention in an organisation. Thus, a good working environment acts as a predictor for the retention of highly committed, loyal and high performing workers. Mngomezulu, Challenor, Munapo, Mashau and Chikandiwa (2015) discovered that a positive environment promotes job satisfaction thereby contributing to the retention of the employees. By contrast, Kuria and Alice (2012) argued that working conditions have no significant impact on employee retention. Wells and Thellen (2002) argued that organisations that prioritise employee security, safety and health matters are in the best position to attract and retain highly committed and loyal employees.

2.10.2 Employee morale

Richardson (2007) contends that employee morale is a critical factor affecting many organisations. Employee morale is an important organisational factors which determines a firm's ability to retain talent. Ravichandran and. Balakumaran (2019) defined employee morale as the mental attitude of people which measures their willingness to cooperate. It is also defined as the general attitude of employees towards their work and organisations (Tiwari, 2014). Employee morale may affect the employee satisfaction positively or negatively (Tiwari, 2014). A satisfied employee is more likely to develop positive attitude towards work. However, low level of employee morale may result in organisational challenges such as high or frequent absenteeism and labour turnover.

There are several contributing factors to high morale in an organisation, namely: nature and structure of the organisation, nature of work, the level of employee job satisfaction, nature of supervision, employees perception towards organisational reward system, employees level of education, occupational category and level within the organisation, work-life balance, leadership quality, recognition and respect and employee training (Balakumaran, 2019). It is suggested that high employee morale increases the willingness of employees to cooperate towards achieving the organisational objectives. In addition, high employee morale lead to organisational loyalty, sound superior-subordinate relationship and organisational commitment (Kanimozhi & Vinothkumar). It has further been discovered that high employee morale signifies an attitude for job satisfaction which influences employees to keep working with the organisation (Kanimozhi & Vinothkuma, 2018). Moreover, low employee morale is regarded as mental unrest which is likely to affect production and ill-health of the employees. This is more likely to lead to high absenteeism, labour turnover, decline in productivity, frustration among employees and increase in organisational accidents (Kanimozhi & Vinothkuma, 2018).

Shelar and Phadatare (2013) suggested that a positive employee morale minimises absenteeism and intention to quit the organisation. According Mercer (2013), employees will be motivated to stay with an organisation provided they are rewarded. However, they are likely to leave if they are not adequately rewarded. Mercer (2013) adds that employees would keep working with an organisation if they perceived that their capabilities, contributions and efforts are being recognised. Horwitz, Heng and Quazi (2013) argued that high employee morale remains one of the most population strategies of retaining employees. Clarke (2011) expresses the view that employees will be more willing to remain working with an organisation when they have strong relationships with others.

2.10.3 Job satisfaction

Job satisfaction is regarded as very essential variable which determines the decision of employees to keep working with an organisation. Job satisfaction feelings and attitudes employee have towards their work (Schults & Schults, 2002). Job satisfaction is affected by work-related factors, including the sense of fulfilment workers enjoy from their work. Baghaei (2011, p.116) suggests that it is the “responsibility of management to provide appropriate opportunities and environments for people at work to satisfy their needs”. Parvin and Kabir (2011) argues that an organisation

should create an atmosphere of commitment and cooperation among workers in order to increase their job satisfaction.

Christen, Iyer and Soberman (2006) identified certain critical success factors affecting employee job satisfaction in organisations including job factors, job performance and perceptions of the employee about the organisation. Similarly, Lawler and Porter (1967), in their conceptual model, identified three elements that affect the satisfaction of employees, namely: performance, intrinsic and extrinsic rewards. Herzberg (1976) also identifies two broad factors that influence job satisfaction in organisations, namely: hygiene factors (examples, companies policies, the level of supervision, industrial peace or harmony, conditions of work, remuneration, statute and job security) and motivators (respect, achievement, personal growth and development, nature of work, recognition, advancement and responsibility).

Robbins, Judge, Odendaal and Roodt (2009) discovered that job satisfaction is a critical organisational factor which influences the motivation and satisfaction of employees in an organisation. A highly satisfied employee holds favourable perception of his job as compared to those that are less satisfied with their jobs. Parvin and Kabir (2011) explain that more employees are suffering from job-related stress which has a significant impact on their work.

2.10.4 Trust

Hunt et al. (2009) postulated that trust within an organisation can be earned through open system of communication, constructive feedback and assignment of responsibility. It is suggested that an employer who is not able to adhere to the principles and elements of trust and respect is likely to put a negative strain on the relationship. Zeffane and Melhem (2017), in their study discovered that employees within the public sector perceived that there is a greater trust between them and the organisation, whereas those in the private sector believed that there is greater association between trust and turnover intention.

2.11 Employer branding and attraction of qualified academics

Jiang and Iles (2011) found that employer branding positively correlates with the structure attractiveness perceptions of employees in organisations. Ahmad and Daud (2016) also found that employer branding has the potential to enhance a firms' reputation which can contribute to attracting highly qualified employees. According to Dabirian, Jan and Hoda (2017), employer

branding is a useful tool for attracting highly talented employees required to achieve competitive advantage.

2.12 Employer branding and employee retention

Early scholar, Keller (1993) in his study argues that employer brand equity which is an aspect of employer branding encourages current workforce stay with and support the company. In a similar study, Riston (2002) believes that firms with strong employer branding stands the chance to recruit best talent at comparatively low cost, improves employee-employer relationship, increases retention of employee as well as offers better remuneration as opposed other competitors.

Recent scholar, Suikkanen (2010) discovers that employer branding is the most powerful employer's retention tool in that it is highly influential because it promotes good working environment while reducing voluntary turnover. Taylor (2010) also asserts that a strong employer branding has the potential to influence people perceive the organisation as the most desirable place for talented workforce, hence can contribute to attracting high potential employees. A more recent study by Tanwar (2016) shows that the dimensions of employer branding contributes to organisational commitment, can enhance employee retention in an enterprise.

2.13 Theoretical Framework

Social exchange and reciprocity theory are the theoretical frameworks which underpin the study. Emerson (1976) was the pioneer of the social exchange who believes that "social change and stability are the most important ingredients which facilitate exchange between parties to employment relationship. The social exchange theory can be applied in this study because it directly relates to preservation and promotion of a firm's image and its future.

The reciprocity theory on the other hand is credited to Paese and Gilin (2000). According to them, reciprocity is considered as a social norm or principle which states that the one should reward good behaviour and punish unacceptable behaviour. The proponent claimed that within the business setting, if the firm offers employees something with value, there is high tendency for them to remain working with an organisation. The scholars further suggested that reaction to such organisational actions contributes to retaining highly qualified employees.

2.14 Chapter Summary

The chapter reviewed existing literature which relate to employer branding. The concepts such as attraction and retention are also discussed in the chapter. The term employer branding has been defined as the process which focuses on building as well as projecting image of the employer in the competitive labour market. Employee attraction has been defined as getting the right employees who will perceive the organisation as a positive environment to work in. Employee retention on the other hand has been conceptualised as a process which aims at maintaining employees in an organisation. The chapter reviewed the contribution HEIs and it was found that HEIs contribute higher earnings and lower unemployment. In addition, HEIs contribute to economic growth in many countries through human capital formation as well as technological advancement. However, it has been argued that despite the relevance of HEIs both at the individual and the economy levels, many of such institutions are still struggling, especially with the inadequacy of human capital, which has over the years led to increase in demand for skilled employees. The chapter went on further to discuss the antecedents of employer branding including brand personality, organisational culture, brand knowledge, brand associations and brand equity. Employer branding has been considered as an important tool for attracting and keeping highly talented employees. The review of literature further shows that the factors that result in the retention of employees include good working environment, employee training and development and career management. It was found the exists a positive relationship between employer branding, employee attraction and retention.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter of the study discussed the research design and methodology adopted to address the specific research objectives. The chapter addressed the research philosophy that was chosen. The

research approach utilised was also discussed in the chapter. The chapter further discussed the research strategy which supports the study. The location of the study and the population were adequately described in this chapter. This section was followed by the discussion of the sampling strategy adopted to select the sample. The chapter further contained the description of the sample size and how data quality control was determined. In addition, the chapter described how the data was analysed and proceeded with the discussion regarding how the ethical considerations were ensured.

3.2 Research Philosophy

Research philosophy has been considered as the beliefs regarding the chosen enquiry, which explains how the study will be conducted (Saunders, Lewis & Thornhill, 2009). Research philosophy represents the assumptions regarding the way in which data about a specific subject matter should be collected, analysed, interpreted, and used (Silverman, 2011). The assumptions or beliefs direct how the research questions and objective should be formulated (Crotty, 1998). It also determines the research methods to be used, and how the results should be interpreted (Crotty, 1998). Positivism was the most preferable one for the study.

3.2.1 Positivism

According to Aliyu, Bello, Kasim and Martin (2014), positivists claimed that positivism is a research strategy which has its root in ontology, which believes that reality is independent of the researcher. Early writers (Goetz & LeCompte, 2004; Gough, 2005; Griffin, 2006; Hollis, 2004) believed that positivism is based on the principles such as independent and objective existence of truth.

An important justification for choosing the positivist paradigm was because of the nature of the study. The study was more quantitative in nature; hence the choice of this research design helped to provide objective information which is useful in making scientific assumptions. Also, positivist paradigm was the most useful in this study because has as well-defined structure in investigation and discussions.

3.3 Research Design

Sekaran and Bougie (2013) defined research design as a plan which contains how the investigator should go about answering the research questions. A good research design serves as a good guide to the entire research from the inception of the study to the completion. There are several methods

of research design, which include explanatory research, exploratory research, causal research, descriptive research, action research and participatory research. However, a descriptive study was conducted. The reasons for choosing a descriptive research are provided in the subsequent section.

3.3.1 Descriptive study

A descriptive study is mostly conducted when the researcher has little knowledge of the subject matter being investigated (Engle & Schutt, 2013). This study of design can either be quantitative or qualitative, but it is more quantitative in nature. Glass and Hopkins (1984) suggested that descriptive study can be conducted with the aim to collect data that will help to provide adequate description of the research phenomenon. Glass and Hopkins (1984) states that descriptive study has to do with collecting data with the view to provide adequate description of an event and then organises, tabulates and depicts the information on graphs. Mostly, it uses visual aids including graphs and charts to aid the readers to understand the data distribution. Given the fact that the human mind cannot extract the full import of a large mass of raw data, descriptive statistics are very important in reducing the data to manageable form.

According to Boudah (2019), a descriptive research is carried out with the view to describe the features of or provide a picture of a condition or phenomenon. The scholar argues that researchers who conduct descriptive study do not manipulate the subject of study in order to determine cause and effect (Boudah, 2019). This type of design is considered as a type of nonexperimental research. A descriptive study is important when research questions fundamentally take the form of “what is going on here”? (Boudah, 2019).

The aim of descriptive research in this study was to enable the researcher to collect quantitative data that can easily be tabulated. Another reason for choosing descriptive research is to enable the researcher to contribute to the body of knowledge as well as increase readers knowledge about the research phenomenon. Also, descriptive study was conducted to enable the researcher to validate the findings using sophisticated statistics. Furthermore, descriptive study was carried out so as to increase knowledge of the research phenomenon being studied. In addition, descriptive study was conducted with the aim of yielding rich data that can lead to important practical recommendations.

3.4 Research Method

There are three classification of research methods including qualitative, quantitative, and mixed method but this current study has adopted the quantitative research method. Quantitative research

involves the collection of numerical data (Bryman, 2012). Quantitative research is mostly linked to scientific research which is firmly rooted in positivism. Similarly, Creswell (2003, p.153) also conceptualises quantitative research as an approach that “involves the gathering of statistical data that can easily be quantified”. Quantitative data can be subjected to statistical treatment to support or refute “alternative knowledge claim (Creswell, 2003).

Quantitative research is often conducted so as to “establish, confirm, or validate relationships and to develop generalisations that contribute to theory” (Leedy & Ormrod, 2001, p.102). This type of research often begins with a problem statement and involves the formation of a hypothesis, a literature review, and a quantitative data analysis. It is argued that quantitative research “employ strategies of inquiry such as experimental and surveys and collect data on predetermined instruments that yield statistical data” (Creswell, 2003, p.18).

Quantitative research method was chosen because uses statistical data as a tool which saves time and resources. Another important reason for conducting quantitative research was to make the generalisation of the research findings possible. Also, quantitative method was chosen because it will help in the quantification of the findings as compared to qualitative study.

3.5 Research Location

The study was located within the University of KwaZulu-Natal (UKZN) in the School of Management, IT and Governance. UKZN has four main Colleges, namely: College of Agriculture, Engineering and Science; College of Health Science; College of Humanities; and the College of Law and Management Studies. These Colleges are further divided into Schools. However, the study was limited to only academics in the School of Management, IT and Governance.

3.6 Target Population

Population represents an event, thing or individual that is being investigated (Sekaran & Bougie, 2013). The target population for the study was the faculty or academics at UKZN from the School of Law and Management Studies (SMIG). The total population for academics in SMIG was approximately 400 which included full and part-time lecturers.

3.7 Sampling Methods

Sampling involves the process and method used to select unit/s of a given population (Ponto, 2015). Sampling It can also be defined as the act of choosing some portion of the target population to participate in a specific study (Manjunath, Ravindra & Archana, 2012). Sampling can also be considered as the process of selecting a sample of the population (Elfil & Negida, 2017). Probability and nonprobability sampling are the two methods of selecting research participants.

Probability sampling was the most preferable for this study. This method of sampling allows everyone the opportunity to be selected (Uprichard, 2013). However, with regards to non-probability the sample is selected based on judgment (Acharya, Prakash, Saxena, & Nigam, 2013). With non-probability sampling, normally the participants are selected because of convenient. This study has adopted the probability sampling method because the study was quantitative in nature.

Probability sampling have various methods but the nature of the population at UKZN required the use of stratified sampling. A stratified sampling method involves the process of dividing the population of the study into strata based on certain characteristics and from each stratum the samples are drawn (Acharya et al., 2013).

Gravetter and Forzano (2012) explained that stratified sampling allows the researcher to sub-divide the study population into homogeneous strata. The next step after dividing the population is to draw a random sample from the different strata. A common ground for choosing this sampling technique was that will enable the researcher to gather adequate information about the subgroups of the population. Also, this sampling technique was chosen because of its ability to ensure that the population is adequately represented.

3.8 Sample size and procedures

Sample constitutes some aspects or elements of the study population (Sekaran & Bougie, 2013). In other words, a sample refers to the process of choosing a representative subset from the target population (Elfil & Negida, 2017). Given the total number of the population (400), the sample size of 196 respondents was chosen for the research. The sample size was determined from the population and sample table designed by Sekaran and Bougie (2013). The researcher has selected 196 respondents as the sample size. The formula for determining the sample size is stated as follows.

$$\text{Sample size} = \frac{\frac{z^2 \times p(1-p)}{e^2}}{1 + \left(\frac{z^2 \times p(1-p)}{e^2 N} \right)}$$

Where:

N = Population of the study

E = Margin of error

Z= Score

P = Confidence level

The following inclusion and exclusion criteria were used to select the respondents. To participate in the study, a potential participant must be an employee of UKZN. Also, a potential participant must be an academic staff at SMIG. Also, participants with more than one year of teaching experience at UKZN were selected for the study.

3.9 Instrument for Data Collection

Data was collected using questionnaires. A questionnaire is made up of list of items which are distributed to the research participants with the view of soliciting useful information from them concerning the research topic (Sekaran & Bougie, 2013). According to the scholars such as Costanzo, Stawski, Ryff, Coe and Almeida (2012) and Suikkanen, Lee, Suzanne and Beck Susan (2010), The study adopted self-constructed questionnaires to assist gather the information required from the respondents. The questionnaires were made up of six sections as follows: Section A (sample characteristics); Section B (employee attraction strategies); Section C (employee retention strategies); Section D (factor that influence attraction and retention of faculty); Section E (employer branding and attraction); and Section F (employer branding and employee retention).

Questionnaires were used in this study because of the methodology that was adopted as well as the nature of the research topic. Also, questionnaires were adopted because it is simple to analyse the data. In addition, questionnaires were used because it facilitates easy interpretation of the findings. It also made it easy for people to read and understand.

3.10 Pilot Study

The research instrument was piloted prior to the commencement of the actual research. Maldaon and Hazzi (2015) suggested that a good pilot study provides the road map for the study. Four (4) respondents were chosen for the pilot study, which was at Richfield College, Johannesburg campus. The views and suggestions of all the respondents were factored into the final draft of the research instrument. The pilot study helped to determine whether the study was worth pursuing. It also helped in testing research instrument and other protocols.

3.11 Measurement Scale

The Likert scale was the measurement scale for this study. According to Sandiford and Ap (2003), measures like Likert scale is most used by quantitative researcher in variety of disciplines as an appropriate tool for investigating people's attitudes. Many research methods texts within the field of organisation and management introduce Likert scales, although their coverage of the subject often seems to represent an instrumental rather than a critical attitude towards the scale as a research tool.

Likert scale has been defined as a series of statements about which respondents are required to indicate their level of agreement or disagreement (Likert, 1970). As mentioned above, there are different types of Likert scales, however, this study has chosen the 5-point Likert scale. The interpretation assigned to the scale are: Strongly Disagree =1; Disagree = 2; Neutral =3; Agree = 4; and Strongly Agree = 5.

3.12 Reliability and validity

Reliability represents the consistency of research instrument over time (Sekaran & Bougie, 2013). This means that the research instrument used should be capable of producing the same when used in different studies and under different conditions. Cronbach's alpha coefficient was used to test the reliability of the research instrument. The Cronbach's alpha score of 0.70 and above was considered reliable.

On other hand, validity measures exactly what the research instrument was supposed to assess (Sekaran & Bougie, 2013). The validity of research instrument was ensured by conducting factors analysis on all the items in the questionnaires.

3.13 Analysis and Interpretation of the Data

Statistical Package for the Social Sciences (latest version 25) was used to analyse the data. The study considered descriptive and inferential statistics in the interpretation of the results. The common descriptive statistics employed were mean and standard deviation. The inferential statistics that were computed in this include Cronbach's alpha coefficient, factor analysis, Anova, correlations and sample t-test.

3.14 Ethical Considerations

A written permission was obtained from the Ethics and Research Committee at UKZN. An online application was submitted. The documents such as permission letter and consent form were also attached to the application. According to Streubert and Speziale (2012), the researcher has the right to adhere to ethical principles in the research. The ethical considerations included informed consent, privacy and confidentiality, anonymity and bias

- i. **Informed Consent:** The study commenced by first seeking the concern and approval of the participants as well as from the participating organisation. A request for gatekeeper's letter was submitted to UKZN and was subsequently approved by the Registrar. After the full research protocol was granted, the researcher approached the participants with a consent form and requested their voluntary participation. The informed consent form was further attached to all the questionnaires contained relevant information such as the method of investigation, procedures as well as the risks connected to the study (if any). The participants were requested to sign the consent form after the agreed to participate voluntarily.
- ii. **Privacy and Confidentiality:** Handling participants information is the most important in any research project. The data collected was kept at safe and secured place in the University. The will not researcher disclose the information collected from the respondents to any third party. The data will be destroyed after five years as per the institution's policy.
- iii. **Anonymity:** Under this principle, the researcher ensured that the identities of the respondents were anonymous. During the investigation, the participants were not allowed to disclose their identities in terms of names, identity numbers, family history etc.

3.15 Chapter Summary

The whole chapter three discussed how the study was conducted. A descriptive study was conducted to adequately describe the research phenomenon. This design also assisted the researcher to use statistical tool to make meaning of the results. A quantitative research was conducted. The study was located at UKZN within the SIMG. The study population was estimated was at 400. The researcher selected 196 respondents using stratified sampling. Data was collected using structured questionnaire. The data was analysed using SPSS. Descriptive and inferential statistics were used in this study.

CHAPTER FOUR: DATA PRESENTATION AND ANALYSES

4.1 Introduction

This chapter of the study presents and analyses the data that was collected from the respondents through questionnaires. As indicated in the previous chapter (research methodology chapter), the sample size selected for the study was 196, hence the questionnaires were administered to all the 196 respondents. All the 196 questionnaires that were administered to the respondents were

retrieved which constituted 100% response rate. The SPSS, version 25 was used to analyse the data. The findings are presented as follows.

4.2 Sample Characteristics

The scoring patterns of the findings concerning the respondent's gender, age, educational qualification, position, tenure, and Discipline are presented in the Table 4.1

Table 4.1 Sample Characteristics

Sample Characteristics	Category of the Sample	Frequency	Percentage
Gender	Male	106	54.0
	Female	90	46.0
Age	20-25 years	--	--
	26-30 years	--	--
	31-40 years	52	26.5
	41-50 years	43	21.9
	51-60 years	53	27.0
	61 year and above	48	24.5
Educational Qualification	Postgraduate Diploma	--	--
	Undergraduate	--	--
	Honours	--	--
	Masters	56	28.6
	Doctorate	140	71.4
	Other	--	--
Position	Junior lecturer	--	--
	Lecturer	42	21.4
	Senior lecturer	41	20.9
	Associate professor	60	30.6
	Professor	53	27.1
	Emeritus	--	--
	Other	--	--

Tenure	> 2 years	--	--
	2-5 years	36	18.4
	6-10 years	38	19.4
	11-15 years	37	18.9
	16-20 years	35	17.9
	< 21 years	50	25.5
Discipline	HRM/IR	53	27.0
	Public Governance	31	15.8
	Information System and Technology	37	18.9
	Marketing and Supply Chain	39	19.9
	Management and Entrepreneurship	36	18.4

As depicted in Table 4.1, majority (54%) of the respondents were males. It was found that 27% of the respondents were between the ages of 51-60 years, 26.5% were between the ages of 31-40 years and 24.5% were also between the ages of 61 year and above respectively. In addition, it can be observed that 71.4% of the respondents have obtained doctorate degree in different fields. Moreover, the results indicated that 30.6% of the respondents were Associate Professors and another 27.1% were Professors. It can be seen that 27.0% of the respondents belonged to the Discipline of HRM/IR, 19.9% belong to the Discipline of Marketing and Supply Chain, 18.9% belong to the Discipline of Information System and Technology

4.3 Descriptive Statistics

Descriptive statistics are further computed in this study to interpret the results of the study. The descriptive statistics are computed in terms of each objective. The study has adopted the 5-point Likert scale. The response scores are: Strongly Disagree =1; Disagree = 2; Neutral =3; Agree = 4; and Strongly Agree = 5. The respondents were asked to respond to each item on the scale of 1 to 5. Using the scale of 1 to 5, according to the rule of thumb, the mean value of 3.00 and above is considered as significant. Whereas the mean score below 3.00 of the scale of 1 to 5 is considered as insignificant. The results are presented as follows.

4.3.1 Employer Branding Strategies for Employee attraction

In this study, the employer branding strategies for employee attraction that were measured included the reputation of the University, competitive remuneration, recruitment and selection practices. The results are shown in Table 4.2.

Table 4.2 Employer Branding Strategies for Employee Attraction

Variables	Mean	95 % Confidence Interval		Std. Dev.	Min.	Max.
		Lower Bound	Upper Bound			
Reputation of the University	3.00	2.88	3.04	0.56364	1.00	5.00
Competitive remuneration	3.07	2.98	3.16	0.63112	1.00	5.00
Recruitment practices	3.01	2.91	3.07	0.57152	1.00	5.00
Selection practices	2.95	2.85	3.03	0.62072	1.00	5.00

The findings showed that competitive remuneration had the mean value of 3.07, followed by recruitment practices (Mean = 3.01), reputation of the University (Mean = 3.00) selection practices (Mean = 2.95) respectively. It can be concluded employer branding strategies such competitive remuneration (Mean = 3.07), recruitment practices (Mean = 3.01) and reputation of the University had significant positive effect on employee attraction at SMIG. However, selection practices (Mean = 2.95) as an employer branding strategy had no significant impact on employee retention in the University of KwaZulu-Natal. The proceeding section presents the results relating to employer branding strategies for employee retention at the University of KwaZulu-Natal.

4.3.2 Employer Branding Strategies for Employee Retention

Table 4.3 summaries the results of the employer branding strategies that influenced the retention of academics in the University.

Table 4.3 Employer Branding Strategies for Employee Retention

Variables	Mean	95 % Confidence Interval		Std. Dev.	Min	Max.
		Lower Bound	Upper Bound			
Career management & development	2.94	2.87	3.02	0.53935	1.00	5.00
Employer-employee relationship	2.96	2.88	3.03	0.53449	1.00	5.00
Respect & recognition	3.01	2.90	3.09	0.66841	1.00	5.00
Training & development	3.03	2.95	3.12	0.62146	1.00	5.00

The information from Table 4.3 indicates that training and development had the highest mean score (Mean = 3.03), which is then followed by respect and recognition (Mean = 3.01), employer-employee relationship (Mean = 2.96) and career management and development (Mean 2.94) respectively. Statistically, the findings implied that employer branding strategies such as training and development (Mean = 3.03) and respect and recognition (Mean = 3.01) had significant impact in retaining academics in the University of KwaZulu-Natal, with the exception of employer-employee relationship (Mean = 2.96) and career management and development (Mean = 2.94).

4.3.3 Factors Which Influence Attraction and Retention of Academics

Table 4.4 displays the factors that influenced the attraction and retention of academics in the University.

Table 4.4 Factors Which Influence Attraction and Retention of Academics

Variables	Mean	95 % Confidence Interval	Std. Dev.	Min.	Max.

		Lower Bound	Upper Bound			
Job satisfaction	2.94	2.85	3.02	0.59918	1.00	5.00
Working conditions	3.07	3.92	3.13	0.69907	1.00	5.00
Employee morale	3.02	2.89	3.08	0.66461	1.00	5.00

As shown in Table 4.4, working conditions had mean value of 3.07, and then followed by employee morale (Mean = 3.02) and job satisfaction (Mean = 2.94). The statistical analysis of the results suggest that the factors such as working conditions (Mean = 3.07) and employee morale (Mean = 3.02) had significant impact in attracting and retaining academics within the University, except job satisfaction (Mean = 2.94) which had no effect regarding the attraction and retention of academics.

4.4 Inferential Statistics

This section of the chapter contains inferential statistics that were computed to assist the researcher to make valid conclusion regarding the findings. The results of the inferential statistics are presented as follows.

4.4.1 Research Reliability: Cronbach's Alpha Coefficient

The reliability of the research instrument has been tested using the statistical tool called "Cronbach's alpha coefficient". Table 4.5 summaries the findings from the study.

Table 4.5 Research Reliability: Cronbach's Alpha Coefficient

Variables	Number of items	Cronbach's Alpha
------------------	------------------------	-------------------------

All items	59	0.781
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In all, there were 59 questions which measured the various variables which constituted the study. The 59 items had the coefficient score of 0.781 which exceeded the recommended value ($\alpha = 0.700$). Therefore, the research instrument used to collect the data was reliable. Thus, it can be used by researchers in similar studies.

4.4.2 Validity: Factor Analysis

Factor analysis was computed to test the validity of the questionnaire. Two set of factor analysis are computed in this study including the rotated component matrix and Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy. In terms of rotated component matrix, only the items with loadings >0.3 were considered. KMO and Bartlett's Test measures the adequacy of the sample size which ranges from 0 to 1. The sample reaches 1 when each variable is perfectly predicted without with experiencing any error. The KMO score of ≥ 0.50 was considered as acceptable.

4.4.2.1 Employer Branding Strategies for Employee attraction

The factor analysis computed on the employer branding strategies for employee attraction is displayed in the Table 4.6.

Table 4.6 Validity: Rotated Component Matrix- Employer Branding Strategies for Employee Attraction

Items	Component			
	1	2	3	4
B1	0.048	0.014	0.398	-0.322
B2	-0.269	-0.158	0.104	-0.326
B3	-0.185	0.187	-0.171	-0.040
B4	-0.130	0.234	0.279	0.426
B5	0.228	0.193	-0.030	0.180
B6	-0.388	-0.093	-0.117	0.388
B7	0.349	-0.255	0.271	-0.339

B8	-0.410	-0.422	-0.025	0.278
B9	0.154	-0.453	0.179	0.071
B10	0.053	0.479	-0.234	0.161
B11	0.351	-0.217	-0.117	0.200
B12	-0.278	0.081	0.402	0.063
B13	0.134	-0.287	-0.120	0.235
B14	0.082	0.445	0.178	-0.027
B15	0.273	-0.305	-0.020	0.107
B16	0.091	0.151	-0.357	-0.106
B17	-0.185	-0.029	-0.180	-0.182
B18	0.305	-0.060	0.259	-0.191
B19	0.397	-0.151	0.206	0.239
B20	-0.320	0.114	0.403	-0.129
B21	0.350	0.210	0.315	0.513
B22	-0.272	0.031	0.517	0.137
B23	0.324	0.360	0.038	-0.177
Eigenvalue	1.64	1.50	1.47	1.38
% of Variance	7.14	6.53	6.40	5.99

Extraction Method: Principal Component Analysis.

a. 4 components extracted.

There were 6 factors which loaded significantly on Factor 1 and account for 7.14% of the total variance. Of the total, 1 item relates to competitive remuneration, 1 item also relates to recruitment practices, while the remaining 4 items relate to selection practices. Factor 1 may be named as selection practices because it had the highest scores.

Also, 3 items loaded perfectly well on the Factor 2 and account for 6.53% of the total variance. Out of the total, 1 item relates to competitive remuneration, another 1 also relates to recruitment practices and the remaining 1 item relates to selection practices. Although 1 item loaded

significantly across all the variables, however, competitive remuneration had the greatest value. Factor 2 may be named as competitive remuneration.

In addition, 5 items were loaded perfectly in terms of Factor 3 and account for 6.40% of the total variance. Of the total, 1 item relates to reputation of the University, 1 item also relates to recruitment practices, and the rest of the 3 items relate to selection practices. Factor 3 may be termed as selection practices since it had the highest value.

Lastly, 3 items loaded perfectly on the Factor 4 and account for 5.99% of the total variance. Of the total, 2 items belong to reputation of the University and the remaining 1 item belongs to selection practices. According to the results, the majority of the items belonged to reputation of the University, hence, Factor 4 can be named as such. KMO and Bartlett's Test was also computed to determine validity of the questions. Table 4.7 summaries the findings of the study.

Table 4.7 KMO and Bartlett's Test: Employer Branding Strategies for Employee Attraction

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.640
Bartlett's Test of Sphericity	241.512
Df.	253
Sig.	0.000

The KMO score from the Table 4.7 was 0.640. Per the interpretation above, the KMO score of ≥ 0.60 is considered as mediocre. This means that the items which measured employer branding strategies for employee attraction was mediocre. Thus, these items can be adopted by researchers for similar purpose.

4.4.2.2 Employer Branding Strategies for Employee Retention

The results of the validity of the items which measured employer branding strategies for employee retention are in indicated in Table 4.8.

Table 4.8 Validity: Rotated Component Matrix -Employer Branding Strategies for Employee Retention

Items	Component			
	1	2	3	4
C24	-0.341	0.095	0.216	-0.072
C25	0.169	0.038	-0.256	-0.019
C26	0.384	-0.097	-0.394	0.182
C27	-0.294	0.500	-0.104	0.016
C28	-0.291	-0.076	0.425	-0.001
C29	0.441	0.406	0.103	0.161
C30	-0.157	-0.312	-0.407	0.049
C31	-0.271	0.026	0.042	0.061
C32	-0.409	0.105	-0.084	-0.058
C33	-0.470	0.155	-0.047	-0.006
C34	0.061	-0.085	0.389	0.505
C35	0.348	0.412	-0.002	-0.244
C36	0.263	0.180	0.113	-0.508
C37	-0.208	0.209	-0.168	-0.053
C38	0.168	-0.264	-0.082	-0.099
C39	0.246	0.393	0.135	0.145
C40	0.131	-0.408	-0.295	0.336
C41	0.071	0.492	-0.192	0.524
C42	0.174	-0.243	0.622	0.277
C43	0.190	-0.155	-0.018	-0.313
C44	0.214	-0.097	0.222	-0.338
Eigenvalue	1.60	1.55	1.42	1.36
% of Variance	7.64	7.39	6.78	6.46

Extraction Method: Principal Component Analysis.

a. 4 components extracted.

Table 4.8 showed that 3 items loaded perfectly on Fact 1 and account for 7.64% of the total variance. Of the total, 2 items belonged to career management and development and 1 item belongs to employer-employee relationship. Factor 1 may be called career management and development.

Furthermore, 5 items were loaded perfectly in terms of the Factor 2 and account for 7.39% of the total variance. Career management and development had 2 items, 1 item relates to employer-employee relationship, 1 item belongs to respect and recognition and another 1 item relates to training and development. The results showed that most of the items on the Factor 2 relate to career management and development. In this case, Factor 2 may be called career management and development.

Moreover, 3 items loaded perfectly on the Factor 3 and account for 6.78% of the total variance. Of the total, 1 item relates to career management and development, 1 item also relates to employer-employee relationship while the other 1 item belongs to training and development. Training and development had the highest value; hence, Factor 3 may be referred to as Training and development.

Finally, 3 items loaded perfectly on Factor 1 and account for 6.46% of the total variance. Of the total, 1 item relates to employer-employee relationship, 1 item relates to respect and recognition, while 1 item belongs to training and development., Factor 4 can be named as training and development.

KMO and Bartlett's Test was further computed to test the validity of the items that measured employer branding strategies for employee retention. The Tables 4.9 summaries the findings.

Table 4.9 Validity: KMO and Bartlett's Test-Employer Branding Strategies for Employee Retention

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.79
Bartlett's Test of Sphericity	193.061
Df.	210
Sig.	0.000

The KMO score was of 0.79. According to the interpretations offered various figures above, the KMO score of ≥ 0.79 is considered as middling. The means that these items can be adopted by researchers for similar or same purpose.

4.4.2.3 Factors Affecting Attraction and Retention of Staff

The Table 4.10 shows the Rotated Component Matrix of the factors that affected the attraction and retention of academics in the University.

Table 4.10 Validity: Rotated Component Matrix -Factors Affecting Attraction and Retention of Staff

Items	Component		
	1	2	3
D45	0.248	0.353	0.454
D46	0.595	0.011	0.097
D47	-0.040	0.171	-0.190
D48	-0.255	0.053	-0.493
D49	0.221	0.093	0.163
D50	0.542	-0.178	-0.355
D51	0.185	-0.462	0.057
D52	-0.273	-0.315	0.180
D53	-0.291	0.437	0.005
D54	0.088	0.364	-0.331
D55	-0.030	0.156	0.541
D56	-0.535	-0.237	0.153
D57	-0.251	0.410	0.025

D58	0.119	0.132	0.377
D59	0.115	0.540	-0.163
Eigenvalue	1.40	1.39	1.28
% of Variance	9.36	9.28	8.52

Extraction Method: Principal Component Analysis.

a. 4 components extracted.

From Table 4.10, 2 items loaded perfectly which relate to the Factor 1 and account for 9.36% of the total variance. All the 2 items relate to job satisfaction; hence, Factor 1 may be called job satisfaction.

Also, 4 items were loaded perfectly on Factor 2 and account for 9.28% of the total variance. Of the total, 1 item relates to job satisfaction, 2 items relate to working conditions, while the remaining 1 item belongs to employee morale. The Factor 2 can be named as working conditions.

Moreover, 3 items were perfectly loaded in terms of the Factor 3, accounted for 8.52% of the total variance. Out of the 3 items, 1 item relates to job satisfaction, while the rest of the 2 items were associated to employee morale. According to the rule of thumb, Factor 3 may be referred to as employee morale. The validity of the items which relate employee attraction and retention strategies were further assessed and the results depicted in the Table 4.11.

Table 4.11 Validity: KMO and Bartlett's Test- Factors Affecting Attraction and Retention of Staff

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.682
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Bartlett's Test of Sphericity	86.130
Df.	105
Sig.	0.000

The KMO score was of 0.682, which represents mediocre. Therefore, the items which measured the factors that influenced the attraction and retention of staff at the University of KwaZulu-Natal can be adopted by scholars for the same or similar studies. Table 4.12 measured the validity of all the 59 items which were contained in the questionnaire.

Table 4.12 Validity: Factor Analysis

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.639
Bartlett's Test of Sphericity	1385.834
Df	1326
Sig.	0.000

The KMO score was of 0.639, which represents mediocre. The results imply that the research instrument used in this study can be adopted by researchers for the same or similar studies. The section below discusses the results of the study using correlations.

4.4.3 Spearman's Correlations

Spearman's correlations were computed to test the relationship between the various constructs which form the basis of the investigation. The results are presented as follows.

4.4.3.1 Spearman's Correlations: Employer Branding and Attraction of Academics

The Table 4.13 displays the type of relationship which exists between employer branding and the attraction of academics into the University.

Table 4.13. Spearman's Correlations: Employer Branding and Attraction of Academics

Dimension	<i>r/ p</i>	Employer branding	Employee attraction
Employer branding	R	1.00	--
Employee attraction	r/ p	0.752** 0.000*	196

** . Correlation is significant at the 0.01 level (2-tailed).

The results of the study showed that there was a significant positive relationship between employer branding and attraction of academics in the University at the 1% level of significance. This implies that employer branding strategies such as reputation of the University, competitive remuneration, recruitment practices, selection practices, career management and development, employer-employee relationship, respect and recognition, training and development had positive relationship with the attraction of academics.

4.4.3.2 Correlations: Employer Branding and Retention of Staff

The correlations between employer branding and employee retention are shown in the Table 4.14.

Table 4.14 Spearman's Correlations: Employer Branding and Retention of Staff

Dimension	<i>r/ p</i>	Employer branding	Employee retention
Employer branding	R	1.00	--
Employee retention	r/ p	0.682** 0.000*	196

** . Correlation is significant at the 0.01 level (2-tailed).

The results of the study as shown in Table 4.14 indicated that there was a significant positive relationship between employer branding strategies and retention of staff at the University of KwaZulu-Natal. Thus, employer branding strategies such as reputation of the University, competitive remuneration, recruitment practices, selection practices, career management and development, employer-employee relationship, respect and recognition, training and development had positive correlation with the retention of staff in the University.

4.4.4 Anova

The study further assessed the influence of the biodata of the respondents on the variables such as employee attraction and retention. The results are shown in the various sections in this chapter.

4.4.4.1 Anova: Attraction strategies and bio-data

The results of the study regarding the influence of employee attraction strategies on respondents age, educational qualification, position, tenure and Discipline are shown in Table 4.15.

Table 4.15 Anova: Employer Attraction Strategies and Bio-Data

Biographical Variable	F	P
Age	4.152	0.003*
Educational qualification	1.769	0.137
Position	3.479	0.009*
Tenure	3.537	0.008*
Discipline	1.269	0.284

* $p < 0.01$

As reflected in Table 4.15, the bio-data of the respondents such as age, position and tenure had positive influence on the employer branding strategies that contribute to the employee attraction in the University, at the 1% level of significance. However, educational qualification and Discipline of the respondents had no influence on the employer branding strategies that contribute to attraction at the 1% level of significance.

4.4.4.2 Anova: Employer retention strategies and biodata

The findings regarding the influence of biodata on the employer branding strategies that contribute to the retention of the staff in the University are displayed in the proceeding Table 4.16.

Table 4.16 Anova: Employer Retention Strategies and Bio-Data

Biographical Variable	F	P
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Age	0.460	0.765
Educational qualification	0.501	0.735
Position	2.058	0.088
Tenure	1.424	0.228
Discipline	0.878	0.478

* $p < 0.01$

It can be seen from the Table 4.16 that the demographic variables had no significant influence on the employer branding strategies that contribute to the retention of academics, at the 1% level of significance.

4.4.4.3 Anova: Factors affecting employee attraction and retention and bio-data

The influence of the bio-data of the respondents on the factors affecting employee attraction and retention are reflected in the Table 4.17.

Table 4.17 Anova: Factors Influencing Employee Attraction and Retention and Bio-Data

Biographical Variable	F	P
Age	0.503	0.734
Educational qualification	0.433	0.785

Position	0.382	0.821
Tenure	0.622	0.647
Discipline	0.254	0.907

* $p < 0.01$

As observed from Table 4.17, there existed no significant difference among the respondents varying in age, educational qualification, position, tenure and Discipline regarding the factors that influence employee attraction and retention at the 1% level of significance. This means that the bio-data of the respondents had no influence on the variables that constitute attraction and retention strategies in the University.

4.4.5 One Sample T-Test

The study employs one sample t-test to assess the influence of gender of the respondents on the various such as employee attraction, employee retention and factors affecting employee attraction and retention. The findings are shown in Table 4.18.

Table 4.18 All Dimensions and Gender

	T-test					
Items	T	Df	Sig. (2-tailed)	Mean Difference	Mean	Standard deviation

Employer attraction strategies	88.890	195	0.000*	1.99	2.98	0.31279
Employer retention strategies	95.917	195	0.000*	1.93	2.97	0.28816
Factors affecting staff attraction and retention	76.705	195	0.000*	1.98	2.98	0.36131

*** p < 0.01**

The information from Table 4.18 shows that there existed a significant difference among male and female respondents regarding employer attraction strategies, employer retention strategies and factor affecting employee attraction and retention respectively at the level of 1%. The results of the study implied that gender of the respondents had no influence on employee attraction and retention within the University.

4.5 Chapter Summary

This chapter of the study contained the findings in relations to the stated objectives. The results of the study revealed that the employer branding strategies such as competitive remuneration (Mean = 30.7), recruitment practices (Mean = 3.01) and reputation of the University had significant positive effect on employee attraction in the University. However, selection practices (Mean = 2.95) as an employer branding strategy had no influence regarding employee retention in the University. Furthermore, the results of the study showed that the employer branding strategies such as training and development (Mean = 3.03) and respect and recognition (Mean = 3.01) had significant effect regarding employee retention in the University, with the exception of employer-employee relationship (Mean = 2.96) and career management and development (Mean = 2.94). Moreover, it was found that the factors such as working conditions (Mean = 3.07) and employee morale (Mean = 3.02) affected employee attraction and retention within the University, except job satisfaction (Mean = 2.94). It was discovered that there was a significant positive relationship between employer branding strategies (reputation of the University, competitive remuneration, recruitment practices, selection practices, career management and development, employer-employee relationship, respect and recognition, training and development) and attraction of academics in the University at the 1% level of significance. Moreover, the results showed that strategies such as

reputation of the University, competitive remuneration, recruitment practices, selection practices, career management and development, employer-employee relationship, respect and recognition, training and development had positive relationship with the attraction of academics in the University.

CHAPTER FIVE: DISCUSSION OF THE RESULTS

5.1 Introduction

The previous chapter analysed the findings which emerged from the study. The purpose of this chapter is to discuss the results of the study in relations to each of the findings. The discussion of

the findings are linked to the research objectives, namely: to investigate employer branding strategies used in attracting qualified academics, to identify the employer branding strategies employed in retaining qualified academics, to determine the factors affecting attraction and retention of qualified academics, to determine the kind of relationship that exists between employer branding and attraction of academics and to analyse the link between employer branding and retention of academics. The discussion of the results are as follows.

5.2 Employer Branding Strategies for Attracting Academics

An important aim of the study is to identify the employer branding strategies used by HEIs in attracting qualified academics. Studies such as Armstrong (2009), Hutchings, De Cieri, and Shea (2011), Matlay (2010), Tornikoski (2011) and Van Rooy (2010) have identified powerful employer branding strategies of attracting high potential human resource. Findings from the study concerning the factors that influenced the attraction of academics into the University of KwaZulu-Natal are discussed as follows.

5.2.1 Competitive remuneration

Competitive remuneration (Mean = 3.07) was found to be an important employer branding strategy used to attract qualified academics into the University. Remuneration is the oldest factor of motivation. Studies such as Hutchings et al. (2011), Matlay (2010), Tornikoski (2011) and Van Rooy (2010) found that competitive remuneration is considered as an important employer branding strategy for attracting high performing employees into organisations. Competitive remuneration may include, for example, overtime pay, bonuses profit sharing, rent subsidies, share purchase plan and cash in leave. Boswell et al. (2011), in their study, also pointed out that pay structure constitutes one of the employer branding strategies for attracting talented employees into organisations.

Coffey (2013) claims that non-financial and financial rewards are the main factors employees are considering when selecting an organisation. Chiekezie, Emejulu, and Nwanneka (2017) asserted that a good pay system allows a firm to attract and retain highly qualified employees.

Research conducted by Elegbe (2010), Tornikoski (2011), Van Rooy (2010) and WorldatWork (2011) identified remuneration, employee benefits and performance and financial recognition as the most useful tools for attracting potential employees. Chaitra and Renuka (2016) also concur that the pay structure is an effective employer branding strategy for attracting loyal and committed

workforce. Lardner (2015) concurs that a well organised and transparent reward system contribute to the attraction and retention of employees. Most employees consider motivation as important factor which affects their decision to remain working with an organisation (Masaiti & Naluyele, 2011). However, in a different opinion, Zwilling (2011) argues that non-financial rewards have stronger effects on employee attraction and retention.

5.2.1 Recruitment practices

Based on the study recruitment practices (Mean = 3.01) influenced the attraction of highly qualified academics into the University of KwaZulu-Natal. Hiring highly talented workers is critical an organisational success. But in order to hire the most talented, an organisation must first recruit them, which is not an easy task. It is argued that the manner in which an organisation conduct its recruitment process will determine the kind of talent that will be available within the organisation (Ulrich, 1993). It is must be noted that recruitment process in an organisation may have as strong bearing on activities such as training and development which main influence the attraction and retention of employees. Recruitment involves the process of a larger number of job applicants to occupy certain key positions in an organisation. Opatha (2010) see recruitment as an activity which aims to attract suitably qualified applicants into an organisation. An organisation may decide to adopt internal or external recruitment depending on the policy of the organisation. Internal recruitment involves the process encouraging the already existing staff or workforce who are working within the organisation to apply for vacant posts, while external recruitment is concern with generating a pool of applicant outside the organisation and encouraging them to apply for vacant posts in the organisation (Opatha, 2010). Each method of recruitment has its own strengths and weakness. The manner in which a recruitment process is conducted will affect the quality of human resource available in the organisation (Gamage, 2014).

Armstrong (2009) discovers that the best employee attraction strategies include effective recruitment practices and communication. Recruitment process has been found to be an important HRM activity which facilitates the acquisition and retention of employees (Kundu & Lata, 2017). According to Hughes and Rog (2008), recruitment process can be assessed based on calibre of employees that are hired into the organisation. Hughes and Rog (2008) concurred that recruitment process or practice is an important activity, which is normally performed by HR unit an organisation to attract highly competent workforce.

5.2.3 Reputation of the University

The results of the study indicated that the reputation of the University (Mean = 3.00) had a positive impact on the attraction of staff. According to Roper et al. (2013), for an organisation to obtain a competitive advantage, it must distinguish itself from other competitors. In this regard, employer branding is considered as a tool that can be used to differentiate one company from other rivals. The image of an organisation is important in gaining public trust (Helm, 2011).

Research shows that for an organisation to minimise the negative perceptions from customers, employees and other stakeholders, it must ensure that the brand name conveys information about characteristics that distinguish themselves from their competitors to create a corporate image of a unique employer in employees' minds (Dögl & Holtbrügge, 2014). It is argued that firms must allocate more resources towards creating good reputation or well-known products can attract loyal and committed employee commitment (Schlager, Bodderas, Maas & Cachelin, 2011). The image of an organisation is an important factor considered by many people including employees (Dögl & Holtbrügge, 2014; Tanwar & Prasad, 2016). Studies revealed that when employees perceive the employer brand as positive and contributing to their self-esteem, they may be willing to be identified with the brand and the organisation (Dutton, Dukerich, & Harquail, 1994; Kimpakorn & Tocquer, 2009).

Further studies (Festing & Schäfer, 2014; Kashyap & Rangnekar, 2016; Taj, 2016) suggested that by communicating its distinctive characteristics through employer branding, a company can differentiate itself from competition as well as create the image of a desirable workplace among its workforce, and thus achieve high levels of organisational commitment.

5.2.4 Selection practices

The findings from the study showed that selection practices (Mean = 3.00) had influence concerning the attraction of employees in the University. Selection process entails the process of picking or choosing the most qualified applicants who met the job descriptive and person specification (Opatha, 2010). Selection process is different from recruitment process, in that the former involves attracting a pool of applicants, whereas the latter involves selecting only the most suitably qualified applicant for the post (Ofori & Aryeetey, 2011).

Armstrong (2009) asserts that selection practices constitute an important employer branding strategic which help organisations to attract high performing workforce. However,

Poorhosseinzadeh and Subramaniam (2012) argued that attracting the right talent into an organisation does not only depend of factors such values and how the employees view the organisation. Selection practices are more concern with choosing the right talent that may be helpful in minimising the effects of labour turnover in an organisation (Kundu & Lata, 2017). One study (Gamage, 2014) shows that selection function as a tool to get the right person to the right job. Selection practices can also be used to communicate vital information about an organisation.

5.3 Employer Branding Strategies for Employee Retention

Ldama and Bazza (2015) believed that the issue of employee retention is a great concern for many managers or institutions. Ldama and Bazza (2015) suggested that to retain high performing workforce requires motivation. Sue (2001) postulates that employees who are motivated become highly productive and in some cases stay with the organisation for long. Feldman (2000) suggests that modern employee retention strategies is far beyond the financial rewards, embracing employee motivation, as the most crucial factor for employee retention. Studies (Boomer Authority, 2009; Hutchings et al., 2011; Sinha & Sinha, 2012) identified several employer branding strategies for retaining high performing employees, namely: training and development, working conditions, job flexibility, cost effectiveness, respect and recognition. Although these employer branding strategies may contribute to retaining workers, there is limited study in HEIs to confirm these findings.

In view of the above discussion, this study investigated the employer branding strategies that influence the retention of academics in the University of KwaZulu-Natal. The retention strategies that were investigated in this study include career management and development, employer-employee relationship, respect and recognition and training and development. The findings from the study are discussed as follows.

5.3.1 Training and development

It was found that training and development (Mean = 3.03) had a significant effect regarding the retention of academics in the University. Training aims to provide employees with unique skills and competences required to function me effectively, whereas development aims at upgrading or enhance the already acquired skills and competencies of employees (Chew, 2004). Employee training is considered as factor leading to the development and retention of employee (Azeez, 2017). Huselid (1995) concurs that training and development remain top priority of many

employees, especially the younger ones. They are found to be major retention strategies in organisations, because many employees prior to going organisations may search for whether there exist opportunities for training and development. Wan (2007) argues that training and development do not only equip employees with skills and knowledge, but the increase employee commitment in an organisation. Wan (2007) suggests that most employees are interested of their career growth, hence they consider training and development as important motivational factors.

Samuel and Chipunza (2008) concurred that some employees consider the opportunities for training and development and education prior to joining an organisation. Huselid (1995) argues that training and development enhances the skills of employees, which in turns increases their performance. Huselid (1995) further opine that training and development positively influence the employee decision to exit or leave an organisation.

Notable researchers such as Boomer Authority (2009), Hutchings et al. (2011) Sinha and Sinha, (2012) found that employee turnover can be addressed through training and developmental programmes available in an organisation. Chaitra and Renuka (2016), in their study, found the training and development have positive association with employee retention. Newman, Thanacoody and Hui (2011), in their study, also noted that training and development affect the retention of employees in organisations.

5.3.2 Respect and recognition

The results of the study demonstrated that respect and recognition (Mean = 3.01) had no influence regarding the retention of academics within the University. Jacobson (2008) believes that all employees must duly be recognised for their achievements within the organisation. Heathfield (2008) advocates that employers or firms should prioritise workers recognition to create a positive, productive and innovative organisational climate. Nelson (2003) suggests recognition must be based on the following, namely: fair, transparent, equal, timely and varied. Hutchings et al. (2011) and Sinha and Sinha (2012) also agree that for an organisation to retain its commitment, loyal and highly competent employees, it must respect and recognise hardworking employees. The employee talent needs to be maximised and recognised as one of the discrete sources of competitive advantage (Bhatt, 2015). Managers should be able to map and retain highly skilled employees and always remind them how valuable they are to the organisation (Bhatt, 2015).

5.3.3 Career management and development

It was observed that career management and development (Mean = 2.94) had no influence on the employee retention within the University. These findings contradict the results existing studies. It has been found that career planning and management play important role in retention (Azeez, 2017). In a similar study, Bhatnagar (2007) identifies five employee retention factors affecting an organisation including career planning and development. Career development refers to the process of acquiring new set of skills through different learning methods. Career management and development are regarded as important motivational factors to employees. Therefore, failure on the part of the employer to recognise the development needs of employees will affect their decision to keep working with the organisation (Kreisman, 2002; Simonsen,1997). According to Osaro (2016), career growth contributes to employee retention in an organisation. Employees who career aspirations are met will be highly motivation, hence their decision to keep working within the organisations.

5.3.4 Employer-employee relationship

From the study, it was observed that employer-employee relationship (Mean = 2.96) as an employer branding strategy had no significant regarding the retention of academics in the University. The social change and stability are the most important ingredients which facilitate exchange between parties to employment relationship (Emerson, 1976). It is important for employers who are seeking to compete in the global marketplace to first understand the implications employer-employee relationship (Curseu & Vermeulen, 2013). McDermott and Conway (2013) suggested that for organisations to survive in this competitive labour market, there is the need for them to establish good relationship with all the stakeholders including employees. Selmier and Travis (2013) argued poor employer-employee relationship may affect the success of an organisation. Employer-employee relationship is an important factor in every organisation, hence critical attention must be paid to it (Bhattacharya, Sen & Korschun 2012). Employers must devote more resources and attention towards building a sound industrial harmony (Selden & Sowa, 2015). Employees are the valuable resource in every organisation; hence they must be treated differently from other resources.

5.4 Factors Which Attraction and Retention of Academics

Aguinis, Gottfredson and Joo (2012) believed that employees have now become the most strategic resource for many organisation to gain sustainable competitive edge. Aguinis et al. (2012) argued that the competition for talent in the fourth industrial revolution is common amongst knowledge workers since the economy has shifted from an industrial economy to a knowledge economy. Tarique and Schuler (2010) argued that the ability of an organisation to survive in the competitive environment depends on how well it can attract knowledge workers whose skills are very scarce.

However, research reveals that HEIs, especially those in Africa are experiencing the challenge of attracting and retaining highly qualified staff (Erasmus, Grobler & Van Niekerk, 2015; Onah & Anikwe, 2016; Selesho & Naile, 2014). In this competitive labour market, talent retention and turnover intention are the most critical challenges many HEIs because of the brain drain (Erasmus et al., 2015). According to Korantwi-Barimah (2017), the brain drains in HEIs, especially among faculty has become a matter of great concern to management in most institution, particularly in Ghana. In Nigeria, Onah and Anikwe (2016) discovered in their study that HEIs are under serious threat because of the inability to recruit and retain highly qualified faculty members.

Against this background, the study sought to examine those factors that influence the attraction and retention of academics in the University. The findings are discussed as follows.

5.4.1 Working conditions and environment

It was found that working conditions (Mean = 3.07) had a significant impact on the attraction and retention of staff in the University. The findings from this study agree with existing research. The physical working environment is viewed as a critical factor when considering the retention of employees (Irshad & Afridi, 2011). Mitala (2003) discovered five factors which contribute to employee retention including the working environment. Workplace environment is limited to the physical conditions at work but include among other things employee involvement. A positive work environment has positive effects employee retention in an organisation. Thus, a good working environment acts as a predictor for the retention of highly committed, loyal and talented employees. Mngomezulu, Challenor, Munapo, Mashau and Chikandiwa (2015) discovered that a positive environment promotes job satisfaction thereby contributing to the retention of the employees. By contrast, Kuria and Alice (2012) argued that working conditions have no significant impact on employee retention.

Wells and Thellen (2002) argued that organisations that offer high level of privacy and sound controls at the workplace are capable of improving the levels of motivation and commitment among the employee, thereby contributing to their retention.

5.4.2 Employee morale

The findings from the study suggested that employee morale (Mean = 3.02) had significant impact on the attraction and retention of staff in the University. The findings from the study supported previous studies. Employee morale may affect the employee satisfaction positively or negatively (Tiwari, 2014). A satisfied employee is more likely to develop positive attitude towards work. However, low level of employee morale may result in organisational challenges such as high or frequent absenteeism and labour turnover.

There are several contributing factors to high morale in an organisation, namely: nature and structure of the organisation, nature of work, the level of employee job satisfaction, nature of supervision, employees perception towards organisational reward system, employees level of education, occupational category and level within the organisation, work-life balance, leadership quality, recognition and respect and employee training (Balakumaran, 2019). It is suggested that high employee morale increases the willingness of employees to cooperate towards achieving the organisational objectives. In addition, high employee morale lead to organisational loyalty, sound superior-subordinate relationship and organisational commitment (Kanimozhi & Vinothkumar). It has further been discovered that high employee morale signifies an attitude for job satisfaction which influences employees to keep working with the organisation (Kanimozhi & Vinothkuma, 2018). Moreover, low employee morale is regarded as mental unrest which is likely to affect production and ill-health of the employees. This is more likely to lead to high absenteeism, labour turnover, decline in productivity, frustration among employees and increase in organisational accidents (Kanimozhi & Vinothkuma, 2018).

Shelar and Phadatare (2013) suggested that a positive employee morale minimises absenteeism and intention to quit the organisation. According Mercer (2013), employees will be motivated to stay with an organisation provided they are rewarded. However, they are likely to leave if they are not adequately rewarded. Mercer (2013) adds that employees would keep working with an organisation if they perceived that their capabilities, contributions and efforts are being recognised. Horwitz, Heng and Quazi (2013) argued that high employee morale remains one of the most

population strategies of retaining employees. Clarke (2011) expresses the view that employees will be more willing to remain working with an organisation when they have strong relationships with others.

5.4.3 Job satisfaction

Contrary to the above findings, it was discovered that job satisfaction (Mean = 2.94) had no impact regarding the attraction and retention of staff in the University. Job satisfaction is the positive feelings and attitudes of employees towards work (Schults & Schults, 2002). Job satisfaction is affected by work-related factors, including the sense of fulfilment workers enjoy from their work. Baghaei (2011, p.116) suggests that it is the “responsibility of management to provide appropriate opportunities and environments for people at work to satisfy their needs”. Parvin and Kabir (2011) argues that an organisation should create an atmosphere of commitment and cooperation among workers in order to increase their job satisfaction.

Christen, Iyer and Soberman (2006) identified certain critical success factors affecting employee job satisfaction in organisations including job factors, job performance and perceptions of the employee about the organisation. Similarly, Lawler and Porter (1967), in their conceptual model, identified three critical factors that affect the satisfaction of employees, namely: performance, intrinsic and extrinsic rewards. Herzberg (1976) also identifies two broad factors that influence job satisfaction in organisations, namely: hygiene factors (examples, companies policies, the level of supervision, industrial peace or harmony, conditions of work, remuneration, statute and job security) and motivators (respect, achievement, personal growth and development, nature of work, recognition, advancement and responsibility).

Robbins, Judge, Odendaal and Roodt (2009) discovered that job satisfaction is a critical organisational factor which influences the motivation and satisfaction of employees in an organisation. A highly satisfied employee holds favourable perception of his job as compared to those that are less satisfied with their jobs. Parvin and Kabir (2011) explain that more employees are suffering from job-related stress which has a significant impact on their work.

5.5 Employer Branding and Attraction of Academics

The study sought to identify the type of relationship which exists between employee branding strategies and attraction of academic in the University. It was found that a significant positive

relationship existed between employer branding and attraction of academics in the. The results of this study are supported by existing studies. Jiang and Iles (2011) found that a strong relationship exists between employer branding and structure attractiveness perceptions in organisations. Ahmad and Daud (2016) also found that employer branding has the potential to enhance a firms' reputation which can contribute to attracting highly qualified employees. According to Dabirian, Jan and Hoda (2017), employer branding is a useful tool for attracting highly talented employees required to achieve competitive advantage.

5.6 Employer Branding and Retention of Staff

The relationship between employer branding and retention of staff in the University was further examined. It found that a significant positive correlation existed between branding and retention of academics in the University. The findings from the present study reaffirm the results of existing studies. Early scholar, Keller (1993) in his study argues that employer brand equity which is an aspect of employer branding encourages current workforce stay with and support the company. In a similar study, Riston (2002) believes that firms with strong employer branding stands the chance to recruit best talent at comparatively low cost, improves employee-employer relationship, increases retention of employee as well as offers better remuneration as opposed other competitors.

Recent scholar, Suikkanen (2010) discovers that employer branding is the most powerful employer's retention tool in that it is highly influential because it promotes good working environment while reducing voluntary turnover. Taylor (2010) also asserts that a strong employer branding has the potential to influence people perceive the organisation as the most desirable place for talented workforce, hence can contribute to attracting high potential employees. A more recent study by Tanwar (2016) shows that the dimensions of employer branding contributes to organisational commitment, can enhance employee retention in an enterprise.

5.7 Chapter Summary

The chapter of the study discussed the findings in relations to each of the stated research objectives. It was discovered that employer branding strategies which contributed to the staff attraction in the University of included reputation of the University, competitive remuneration, recruitment practices. However, it was discovered that selection practices as an employer branding strategy had no effect on staff attraction in the University. Furthermore, the study discussed the employer

branding strategies which contributed to the attraction of staff into the University including Respect and recognition and training and development. It was noted that the factors which influenced the attraction and retention of staff at the University were working conditions and employee morale. Findings showed that a significant positive relationship existed between employer branding and attraction of academics in the University. In addition, there exists a significant positive relationship between employer branding strategies and retention of staff at the University of KwaZulu-Natal.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

The purpose of the chapter is to present the conclusion and recommendations of the study in line with the research findings. The conclusion and recommendations of the study are done in accordance with each of the stated objectives which included the following:

- To investigate employer branding strategies used in attracting qualified academics in HEIs in Durban;
- To identify the employer branding strategies employed in retaining qualified academics in HEIs in Durban;
- To determine the challenges faced by HEIs in Durban in attracting and retaining qualified academics;
- To determine the relationship between employer branding and attraction of academics in HEIs in Durban; and
- To analyse the relationship between employer branding and retention of academics in HEIs in Durban.

All these four objectives were adequately investigated and achieved.

6.2 Conclusion of the Study

The conclusion from the study are presented as follows:

6.2.1 Employer branding strategies used to attract academics

Employer branding strategies used by the University to attract highly qualified academics were examined in this study. From the study, it was found that competitive remuneration (Mean = 3.07), recruitment practices (Mean = 3.01), reputation of the University (Mean = 3.00) and selection practices (Mean = 3.00) were the main variables which constituted the employer branding strategies used by the University to attract well qualified academics. However, among these factors competitive remuneration was considered to be the most effective strategy which had stronger effect on the attraction of academics into the University. The findings from this study supported the findings from previous research as contained in the chapter two above.

6.2.2 Employer branding strategies for retaining academics

As part of this study, the employer branding strategies for retaining academics within the University were examined. The study found out that the employer branding strategies such as training and development (Mean = 3.03) and respect and recognition (Mean = 3.01) contributed to the retention of academics within the University. However, career management and development

(Mean = 2.94) and employer-employee relationship (Mean = 2.96) had no influence on the retention of academics in the University. These findings are supported by existing studies such as Bhatt (2015) and Osaro (2016).

6.2.3 Factors that Influence Attraction and Retention of Academics

The study examined the key factors that influence staff attraction and retention within the University of KwaZulu-Natal. From the study, a number of factors were identified which affected the ability of the University to attract and retain highly qualified academics. The study indicated working conditions (Mean = 3.07) and employee morale (Mean = 3.02) positively affected the attraction and retention of academics in the University. However, job satisfaction (Mean = 2.94) had no influence regarding staff attraction and retention in the University.

6.2.4 Employer Branding and Attraction of Academics

The study sought to identify the type of relationship which exists between employee branding strategies and attraction of academic in the University. It was discovered that a significant positive relationship existed between employer branding and attraction of academics in the University. The finding also supported existing studies as discussed in the chapter two above. It can be deduced that employer branding positively influenced the attraction of well qualified and talented academics into the University of KwaZulu-Natal.

6.2.5 Employer Branding and Retention of Staff

The relationship between employer branding and retention of staff in the University was further examined. The study showed that there was a significant positive correlation between branding and retention of academics in the University. This finding conformed to existing findings discussed in the literature review chapter. It can therefore be argued that employer branding contributed to the retention of academics within the SMIG.

6.3 Recommendations of the Study

The following recommendations are proposed based on the findings of the study.

6.3.1 Increase employee job satisfaction

Job satisfaction is considered as an important factor affecting the retention of employees in organisation. It is important to understand that a satisfied employee may not consider leaving an organisation and vice-versa. Today, many organisations are experiencing high labour turnover

because of low level of satisfaction among the employees. The ability to retain talented employees is key to every organisation irrespective of the size. Therefore, it is important for the HR professionals within the University to consider factors that affect the job satisfaction. If possible, the HR unit must conduct surveys to determine the factors that influence the satisfaction of staff and take into account how such factors can be addressed. From the literature point of view, several factors affect employee job satisfaction, namely: the conditions of work, pay structure; nature of job or task; job design; employee participation and engagement and opportunities for career development; advancement and growth. It is believed that when employees are satisfied, they become committed to the organisation. Therefore, it is unlikely that such people may consider leaving the organisation. A high level of job satisfaction in the University may help in minimising challenges such as absenteeism, labour turnover, low performance, demotivation and low commitment. Increased job satisfaction in the University may also affects employee morale positively. It may also affect the loyalty of employees positively.

6.3.2 Improvement in employer-employee relationship

From the findings of the study, it is imperative for the University to improve the employer-employee relationship. A sound industrial relations or harmony is critical in every organisation irrespective of the size. The relationship between management and employees within the University must be strengthen in order to help in minimising the effects of labour turnover. To improve employer-employee relationship in the organisation, management should consider employee participation in decision-making. Employee participation or involvement is an important tool for gaining the trust and confidence of employees. When taking decisions, management must invite the representatives of the employees to be part of the process. Communication is important in improving employer-employee relationship. Therefore, the Corporative Division within the University should ensure that there is timely communication regarding important issues affecting the University. Moreover, the manner in which grievances are handled also affects the employer-employee relationship. To improve employer-employee relationship, the HR unit within the University must speed up the process when dealing with employee grievance. Early settlement of employee grievances is critical because it helps to eliminate industrial disputes. There must also be fair treatment for all employees irrespective of their sex, nationality, colour, ethnicity and race. The University must be consistent in applying appropriate sanctions for certain offences.

Everyone should be treated equally. In addition, the University should operate an open system where everyone can channel his/her grievances to the appropriate authority or office.

6.3.3 Career management and development

These days, many employees consider whether organisations are interested in their future career growth and development before joining them. It is therefore important for the University authority or HR practitioners to pay critical attention to issues affecting employee career management, development and growth. It has been discovered that career management from an organisation viewpoint is more of supportive and enables role rather than “command and control” as it was considered in past. Career management is an important process not only for the individual employee but also for the University. Effective career management can provide many benefits to employees and the University as a whole. It may provide opportunities for the individuals to develop their careers and will help to support the University to maintain the culture and talent. The University should consider assisting employees to advance their career goals. Career opportunities within the University must be made available to all employees. Employees should be given each opportunity when it comes to career management and development. Moreover, budgetary allocation should be made towards employee’s career growth. The University should assist staff in planning their career goals.

6.3.4 Improve recruitment and selection practices

Although recruitment and selection practices had positive impact on the attraction of qualified academics into the University, however, they need to be improved. Recruitment and selection practices are considered as the most effective tools for attracting and maintaining well qualified personnel in an organisation. There are two methods of recruitment, namely: internal and external recruitment. Each of these sources of recruitment has its own advantages and disadvantages. However, it is recommended that the University should considered both sources of recruitment. Besides this, it is suggested that the recruitment and selection team should be fair and transparent in the recruitment and selection practices. Preferences should be given to applicant who possess special skills, knowledge and experience specific fields. Although preferences may be given to designated or previously disadvantaged groups, but selection should be based on competency, skills, knowledge and experience. It is also important for HR professionals to consider applicant

past history when hiring. A thorough background check must be conducted in respect of each applicant before deciding to hire them.

6.3.5 Rebranding of the institutions

The University must consider rebranding strategies to make it very attractive to both staff and students. Rebranding is considered as a powerful tool for attracting applicants into organisations. To keep up with fierce competition, institutions across the world are looking for ways to attract best talent from the labour market. It is important to note that corporate branding differ fundamentally from product branding. The rebranding should clearly define and refine the position of the University. The institution's rebranding should enable staff, students, customers and stakeholders to understand exactly why the University should be one of their top choices.

6.4 Recommendations for Future Studies

The scope of the study was limited to academics within the SMIG. This means that the results from the study cannot be generalised to other institutions in the country. Therefore, future studies should more comparative in nature. Thus, researchers should consider exploring the same topic but focusing on two or more HEIs. Furthermore, the study was biased towards HR Managers and practitioners in the University. A study of this nature should have included HR Managers and practitioners in the University. To eliminate this bias, future study should involve HR Managers and practitioners in the various institutions of higher learning.

6.5 Chapter Summary

The chapter contained the conclusion as well as the recommendations of the study. The conclusion was aligned to the findings which resulted from the study. It was found that employer branding strategies such as competitive remuneration (Mean = 3.07), recruitment practices (Mean = 3.01), reputation of the University (Mean = 3.00) and selection practices (Mean = 3.00) contributed to the attraction of talented academics into UKZN. Moreover, employer branding strategies such as training and development (Mean = 3.03) and respect and recognition (Mean = 3.01) affected the retention of academics within the University. However, career management and development (Mean = 2.94) and employer-employee relationship (Mean = 2.96) had no influence on the retention of academics in the University. In addition, it was discovered that the factors which influenced the attraction and retention of academics in the University were working conditions (Mean = 3.07) and employee morale (Mean = 3.02). However, job satisfaction (Mean = 2.94) had

no impact regarding the attraction and retention of academics in the University. Furthermore, relationship between employer branding and attraction of academics in the University was very significant at the 1% level of significance. The recommendations that were made to the University included increase in employee job satisfaction, improvement of employer-employee relationship, career management and development, improvement in recruitment and selection practices and rebranding the University. The chapter confounded with the recommendations for future research.

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APENDIX A: QUESTIONNAIRE

Section A: Bio-Data

In each of the following question, indicate the option that best describes you by marking a cross (X) in the appropriate box.

A.1 Gender

Male

Female

Other

A.2 Age

20-25 years	
26-30 years	
31-40 years	
41-50 years	
51-60 years	
61 year and above	

A.3 Educational Qualification

Postgraduate Diploma

Undergraduate

Honours

Masters

Doctorate

Other

A.4 Position

Junior lecturer

Lecturer

Senior lecturer

Associate professor

Professor

Emeritus

Other

A.5 Tenure

> 2 years

2-5 years

6-10 years

11-15 years

16-20 years

< 21 years

A.5 Discipline

HRM/IR

Public Governance

Information System and
Technology

Marketing and Supply Chain

Section B: Employer Branding Strategies for Employee attraction

Please indicate with a cross (X) in the appropriate which relate to each question or item using the 5-point Likert scale below: Strongly Disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; and Strongly Agree = 5.

No	Statement	1	2	3	4	5
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Reputation of the University

- B1 I prefer to work at UKZN because it is one of the leading institutions in South Africa and worldwide
- B2 I am attracted to UKZN because it has well qualified staff
- B3 I am interested in working at UKZN given the fact that it is positioned at number one in University ranking
- B4 I am motivated to join UKZN due to the fact that the management has positive attitude towards staff
- B5 I prefer joining UKZN because it has a very good atmosphere for work
- B6 The work culture in the UKZN is a healthy one that promotes work.

Competitive Remuneration

- B7 I prefer to work at UKZN because it has a policy of remuneration
- B8 I am interested in working at UKZN because it offers competitive remuneration to staff as opposed to other institutions
- B9 At UKZN, staff compensation match with performance and qualifications

B10 At UKZN, bonus and incentive plans are part of the remuneration package

B11 I prefer to work at UKZN because performance bonuses are given to hardworking staff

Recruitment Practices

B12 UKZN has a clear policy on recruitment.

B13 Jobs are advertised by the institution for applicants to apply.

B14 Newspaper advertisements of vacancies is considered the most effective method of recruitment in this company.

B15 The University depends on internal recruitment

B16 The University consider external recruitment as the most preferable

B17 Jobs are advertised on the internet and this is considered to be an effective process for applicants.

Selection Practices

B18 The University has a clear policy on selection.

B19 Job applicants are given the opportunity to attend interviews

B20 Interviews are conducted by subject experts or panel

B21 Applicants write tests as part of the selection process

B22 At the interview, applicants are allowed to ask questions concerning the jobs they are applying for

B23 Job applicants are required to provide referees

Section C: Employer Branding Strategies for Employee Retention

No	Statement	1	2	3	4	5
----	-----------	---	---	---	---	---

Career Management and Development

- | | | | | | | |
|-----|---|--|--|--|--|--|
| C24 | UKZN has a clear policy on career management and development | | | | | |
| C25 | The University communicates and educates the staff on the policy of career management and development | | | | | |
| C26 | The University provides career training for staff | | | | | |
| C27 | Staff are aware of the policy on career management and development | | | | | |
| C28 | The University actively encourages staff to develop their knowledge and skills | | | | | |
| C29 | Staff members receive career management and development support from the University | | | | | |

Employer-employee relationship

- | | | | | | | |
|-----|---|--|--|--|--|--|
| C30 | At UKZN, staff can talk to their managers if something at work is worrying them | | | | | |
| C31 | The staff in the University get on well with their co-workers | | | | | |
| C33 | The staff members always feel as part of the University | | | | | |
| C34 | There is a progressive disciplinary policy in the University | | | | | |
| C35 | The disciplinary procedures in place are fair and clear to every staff | | | | | |
| C36 | The staff members can get easy access to their managers/supervisors | | | | | |

Respect and Recognition

- C37 My decision to stay working at UNKZN is influenced by the fact that I received praises and appreciations whenever I do things well
- C38 I prefer to keep working with UKZN because I am respected by my line manager
- C39 I feel that the University cares for all staff members
- C40 I prefer working with UKZN because it is possible to influence decisions of management

Training & Development

- C40 The University encourages staff to try new ideas
- C41 There is enough opportunities for staff members to take part in further training and development
- C42 Financial opportunities are available in the University to support staff members for further education, training and development
- C43 There is an opportunity for transfer of knowledge after staff complete their training and development programmes
- C44 Staff at UKZN are happy because they can perform their tasks better

Section D: Factors Affecting Attraction and Retention of Staff

No	Statement	1	2	3	4	5
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Job satisfaction

- D45 The staff in the University are satisfied with their jobs
- D46 The staff are notified when they do a good job
- D47 The staff at UKZN get full credit for they work they perform
- D48 The staff are aware of the standards of work expected from them
- D49 The opinions of the staff at UKZN are considered by management
- D50 Staff at UKN treat each other with respect

Working Condition

- D51 Staff members are willing to work at UKZN because the overall working conditions good
- D52 The staff are satisfied with the conditions associated with their jobs
- D53 The nature of work at UKZN does not expose staff to health and safety hazards
- D54 The working environment at UKZN is very conducive

Employee morale

- D55 I am well prepared to do extra work for the University
- D56 I feel proud to work at UKZN
- D57 I feel that UKZN cares about staff
- D58 I am committed to working at UKZN and see myself staying here for a long-term
- D59 UKZN is a good place to work

APENDIX B: ETHICAL CLEARANCE



19 September 2019

Miss Sasha-Leigh Maharaj (211559747)
School Of Man Info Tech & Gov
Westville Campus

Dear Miss Maharaj,

Protocol reference number: HSSREC/00000379/2019

Project title: Employer Branding as Strategy for Attracting and Retaining Faculty in Higher Education Institutions in Durban. KwaZulu-Natal

Full Approval – Expedited Application

This letter serves to notify you that your application received on 10 September 2019 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

This approval is valid for one year from 19 September 2019.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

Yours sincerely,

ff Dr Rosemary Sibanda (Chair)

/spm

Humanities & Social Sciences Research Ethics Committee
Dr Rosemary Sibanda (Chair)
UKZN Research Ethics Office Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Website: <http://research.ukzn.ac.za/Research-Ethics/>

Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

INSPIRING GREATNESS

APENDIX C: INFORMED CONSENT



School of Management, I.T. & Governance
College of Law and Management Studies

June 6, 2019

TO WHOM IT MAY CONCERN

PERMISSION TO CONDUCT RESEARCH

Research students undertake projects that invariably involve the collection of empirical data from organisations. In this way students are given the opportunity to investigate and report on the practical issues facing organisations in real life settings. Typically, this project necessitate data gathering by paper-based questionnaires or interviews.

Miss Sasha-Leigh Maharaj (211559747) has chosen to do a research project entitled:

Employer Branding as a Strategy for Attracting and Retaining Faculty in Higher Education Institutions in Durban

Supervisor name: Mr. T Vajeth

Supervisor e-mail address: Vajeth@ukzn.ac.za

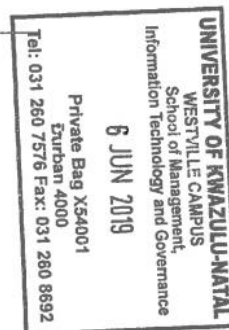
The student has identified your organisation as an excellent site for the study.

Your assistance in permitting access to your organisation for the purposes of this research is most appreciated. Please be assured that all information gained from the research will be treated with the utmost circumspection. The student will strictly adhere to confidentiality and anonymity.

I am available at any stage to answer any queries and/or to discuss any aspect of this research project. Thank you for your assistance in this regard.



Research & Higher Degrees: School of Management, IT & Governance
University of KwaZulu-Natal - Westville Campus



**The School of Management, IT and Governance
College of Law and Management Studies**

APENDIX D: GATEKEEPERS LETTER



26 June 2019

Miss Sasha-Leigh Maharaj (SN 211559747)
School of Management, IT and Governance
College of Law and Management Studies
UKZN
Westville Campus
Email: 211559747@stu.ukzn.ac.za

Dear Miss Maharaj

RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal (UKZN) towards your postgraduate studies, provided Ethical clearance has been obtained. We note the title of your research project is:

"Employer Branding as a Strategy for Attracting and Retaining Faculty in Higher Education Institutions in Durban."

It is noted that you will be constituting your sample by handing out questionnaires to academic staff members in the School of Management, IT and Governance on the Westville Campus.

Please ensure that the following appears on your notice/questionnaire:

- Ethical clearance number;
- Research title and details of the research, the researcher and the supervisor;
- Consent form is attached to the notice/questionnaire and to be signed by user before he/she fills in questionnaire;
- gatekeepers approval by the Registrar.

You are not authorized to contact staff and students using 'Microsoft Outlook' address book. Identity numbers and email addresses of individuals are not a matter of public record and are protected according to Section 14 of the South African Constitution, as well as the Protection of Public Information Act. For the release of such information over to yourself for research purposes, the University of KwaZulu-Natal will need express consent from the relevant data subjects. Data collected must be treated with due confidentiality and anonymity.



**MR ŚS MOKOENA
REGISTRAR**

Office of the Registrar

Postal Address: Private Bag X54001, Durban, South Africa

Telephone: +27 (0) 31 260 8005/2206 Facsimile: +27 (0) 31 260 7824/2204 Email: registrar@ukzn.ac.za

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Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville