

**FACTORS AFFECTING THE RETENTION OF ACADEMIC STAFF IN NORTH-  
WEST UNIVERSITY, MAFIKENG CAMPUS**

**BY**

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THE DEGREE MASTERS OF BUSINESS ADMINISTRATION IN THE FACULTY OF  
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## DECLARATION

I, Inonge Kakula, declare that this study titled, "*Factors affecting the retention of academic staff in the North-west University, Mafikeng Campus,*" is my original work. This dissertation has never been submitted for any degree at any other university. All materials used in the study have been indicated and acknowledged through various references.

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Signed

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Date

## **APPROVAL FOR SUBMISSION**

This dissertation has been approved for submission by my authority as the candidate's University supervisor.

Prof. O Oladele

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Signed

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Date

## **ACKNOWLEDGEMENTS**

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Last but not least, I would like to once more say thank you to my dear God for continuing to bless me and for giving me the strength to conclude my Masters Studies.

## **DEDICATION**

I dedicate this work to my parents, the late Prof Liyoka Kakula and my mother Mrs. Nalishebo Kakula. I will forever be grateful to them for instilling the value of education in me.

## **ABSTRACT**

Job turnover remains a problem amongst the academic staff in the institutions of higher learning in South Africa. The purpose of this study was to examine the factors of retention that may be applied in the institutions of higher learning to retain the academic staff for a considerably long period of time. Herzberg motivation and hygiene theory, Maslow's hierarchy of need theory, expectancy theory and equity theory forms the theoretical foundation of this study just to examine the diverse motivational factors that may be applied in the work environment. The study adopted the post-positivist paradigm and a quantitative method which was supported by a descriptive quantitative design. This design helped in using structured questionnaires to collect data from the respondents thereby enabling the researcher to obtain a comprehensive knowledge of the study. The population of this study was all the academic staff in the North West University, Mafikeng Campus, N=439 while the sample size which was drawn using a stratified random sampling method, n=219. The study derived its findings by the quantitative analysis using SPSS. The major findings of this study disclosed that the major motivational factors of academic staff retention are professional development (94%), job commitment (89.5%), and adequate benefits (89%), the major retention factors are job security (90%), professional development (86.3%) and academic advancement (84%) while the major constraints to job retention are salary scales and bonuses (76.3%) and measuring inputs with rewards (73.1%). The study recommends that the institution should make employee-friendly policies to ensure that academic staff are retained. Furthermore, much needs to be done in the field of retention, therefore, other studies are needed to be conducted in other provinces to examine further issues surrounding retention of academic staff.

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## CHAPTER ONE

### INTRODUCTION AND OVERVIEW OF THE STUDY

#### 1.1 Introduction

Over the years, there has been significant crisis in the human resource management in high institutions and organizations in retention of employees (Adegoke *et al.*, 2015:2; Asmawati *et al.*, 2014:1). The ability of organizations and institutions to keep the existing employees' overtime and to maintain the work environment that will be suitable to keep the staff in remaining with them has posed to be a serious issue (MacIntosh & Doherty, 2009:2). Scholarly researches conducted in Sweden, Norway, United Kingdom and other parts of the world highlighted that retention of workers overtime should be the main objective of the institutions to maintain stability and development of skills for effective performance (Doherty, 2006:245).

According to Muteswa and Ortlepp (2011:13), retaining employees remains a big challenge to the academic administration as there are many factors to be considered to retain employees in their work environment. The need for academic staff in North-West University is increasing; it is needed that the human resource departments of the University implement sound strategies that will be aimed at retaining the academic staff till their retirement age (Barkhuizen, & Du Plessis, 2014). Furthermore, Muteswa and Ortlepp (2011:13) identified the main causes of staff turnover reasons in the work environment as leadership factors, job-related factors, satisfaction factors and team dynamics. Also, Barkhuizen, and Du Plessis (2014) asserted that the causes of turnover include poor remuneration, improper promotional policies, inadequate research funding, and heavy workloads.

Implementing proper retention policies in the institutions improves the level of retention of academic staff over a long period of time. According to Nicholson *et al.*, (2011:354), and Wright (2009:14), psychological wellbeing, compensation, opportunity for development, employee-centered program, and effective leadership helps to keep employees overtime. Also, Barkhuizen and Du Plessis (2014) maintain that intrinsic and extrinsic factors of motivation should be applied to ensure that the academic staff is retained. The motivational factors needed to retain academic staff include good pay package and good working environment, fringe benefits, promotion. Also, good

security, opportunity for advancement, effective leadership, and supervision. (Barkhuizen & Du Plesis, 2014; Selesho, & Naile, 2014:296).

Proper implementation of strategies to retain academic staff in the North-West University eliminates cost of recruitment, degradation of students' performance, cost of advertisement, low productivity and diminished services (Tang, Wan, & Fu, 2012:837). An investigation to understand the reason of staff turnover in higher institutions is highly needed to reduce the turnover rates. To ensure proper retention, the employer must apply the factors that motivate the employees to stay and the total factors that will cause the employees to leave (Selesho & Naile, 2014:296). By understanding these retention factors, the human resource department can decide on the best retention strategies to adopt so that no record of turnover will be witnessed.

In North-West University, Mafikeng Campus, there has been a tremendous record of staff turnover despite the strategies that are being applied by the human resource department to retain the academic staff. This is evident through the newspapers and the recruitment portal of the North-West University website. The repeated advertisements suggest that something needs to be done to enhance proper implementation of effective strategies to ensure adequate retention of academic staff. The issue of recurrent turnover of staff needs to be given urgent attention to understand the key factors that are required to implement and retain academic staff at North-West University, Mafikeng Campus. According to Barkhuizen, and Du Plessis (2014) retaining academic staff is important as it ensures that Universities achieve their goals and objectives and becomes centres of excellence.

## **1.2 Problem Statement**

North West University is an educational organization that has several stakeholders like non-academic staff, academic staff and students. The mission and goals of the university is to ensure academic excellence and to maintain stability in the academic system (Barkhuizen & Du Plesis, 2014). To be able to achieve academic competence, the human resource management is expected to apply some motivating factors in order to retain the employees (Ngobeni & Bezuidenhout, 2011:9965). Bernard (2012:278) viewed employees as a very important factor to achieve organizational goal therefore advocated that motivation and job satisfaction factors should be

implemented in the place of work. Furthermore, Selesho (2014:298) highlighted that security, compensation, recognition, good work environment, promotion, continued training, interesting work, achievement, salary, administration, supervision, and company policy are necessary to retain employees. In getting appropriate employees for the organisations, the human resource management is expected to hire, recruit and place workers in their designated places of work. This process is viewed as very expensive as it consumes a lot of resources, time and effort.

Recently, the North West University Mafikeng Campus has experienced intensive job turnover among the academic staff. As a result of high job turnover, regular readers of newspapers have observed high frequency of job adverts from NWU, Mafikeng Campus. Also, this is evident in the NWU job portal where adverts for academic staff are constantly placed. The job advertisements in the newspapers from NWU and NWU job portal, Mafikeng Campus suggests that there are issues that poses to be a problem in the retention of academic staff. The purpose of this study is therefore to determine where the issues lie with regard to job retention.

### **1.3 Purpose of the study**

The purpose of this study was to proffer solutions that may help to retain academic staff in North-West University, Mafikeng Campus. Also, it was aimed at establishing the best measures in retaining academic staff to ensure academic competence.

### **1.4 Research Questions**

The following research questions were addressed in this study:

- 1) What are the personal characteristics of the academic staff?
- 2) What factors influences retention of the academic staff?
- 3) Do issues of employee motivation affect retention?
- 4) Do organisational commitments affect retention?
- 5) Does Superior-subordinate relationship affect retention?
- 6) Do training and compensation affect retention?
- 7) What are the constraints to job retention amongst academic staff?

### **1.5 Objectives of the Study**

The objectives of this study are to identify the factors that influences academic staff retention and to provide soluble measures to satisfy and retain academic staff in the North West University, Mafikeng Campus.

#### 1.5.1 Hypothesis (Ho)

There is no significant relationship between personal characteristics, motivation, organizational commitment, superior-subordinate relationship, benefits training and compensation and staff retention.

### **1.6 Significance of the study**

This study will help to address the issue of retention of academic staff in North-West University and other universities, since other universities may encounter the same problems. The study will further examine the causes of job turnover and it will look at the best methods to be applied to ensure job retention of academic staff in Universities. The study may further contribute in helping scholars who chose job retention as their area of their study.

### **1.7 Definition of terms**

Employee retention: Employee retention involves the ability of the organization to hire, recruit, develop and improve the quality of job in the organization to ensure that the employees are kept for a considerably long period of time (Selesho & Naile, 2014:296).

Job satisfaction: Job satisfaction refers to the degree of contentment of an employee as regards to his present job (Bernard, 2012:286).

Job dissatisfaction: Job dissatisfaction refers to the negative perception or attitude of an employee on his present job (Bernard, 2012:286).

Employee motivation: Employee motivation can be regarded as a rational decision or inspiration to undertake a definite task due to the advantage of gaining an external or internal reward (Bernard, 2012:286).

Intrinsic motivation/ motivators: Intrinsic motivation are the factors of motivation that motivates the employees to perform adequately and to enhance effective organizational commitment (Bernard, 2012:292). These factors include achievement, recognition and responsibility.

Extrinsic motivation/Hygiene factors: Extrinsic motivation are the external factors of motivation that are tangible which are needed to retain the employees in their place of work (Bernard, 2012:292). These factors include pay, fringe benefits,

Job turnover: Employee turnover refers to a situation where the employees abandon or leave their job and organization for other related jobs due to job dissatisfaction (Mampane, 2012:74)

Intention to quit: Intention to quit involves the inert behavior by the employee to abandon the organization which results in absenteeism, psychological factors, fatigue and actual turnover (Mampane, 2012:77).

### **1.8 Layout of the final report.**

At the completion of this study, a final report will be presented and it will follow the format below:

Chapter one: Introduction

This chapter will address the overview of the study, problem statement, research question and objectives of the study. It will also cover the research methods used and ethical considerations.

Chapter two: Literature Review

This chapter will focus on theories of job retention and turnover, retention factors, consequences of turnover and the best method of retaining employees in their work environment.

Chapter three: Research Design and Methods

Chapter three will address the research design and method that will be used in this study. The research methods, population, sampling, data collection instruments, and data analysis will be discussed. This section will also discuss validity, reliability and ethical considerations in detail.

Chapter four: Presentation of Results

This chapter will deal with the presentation of results or findings from the literature review and the empirical study.

Chapter five: Discussion and Recommendations.

This chapter will deal with the discussion of research results, conclusions and recommendations for future or additional research.

### **1.9 Chapter summary**

Chapter one provides an introduction of the study, overview retention of academic staff in the North-West University, aims of the study, problem statement, research questions and the objectives of the study. Other topics that was explored include the significance of the study and the structure of the dissertation. The next chapter presents the literature review and the theoretical foundations

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The literature review of this study presents the origin and meaning of retention of academic staff in the high institutions of higher learning. Afterwards, Herzberg motivation and hygiene theory, Maslow's hierarchy of needs, Expectancy theory and the Equity theory will be discussed to buttress the relationship between job retention, motivation and satisfaction. Furthermore, the researcher tried to discuss some of the major factors of retention which are deemed necessary to be implemented in the North West University Mafikeng Campus to arrest the recurrent rate of staff turnover.

#### **2.2 The origin and meaning of employee retention.**

According to Ngethe, Namusonge, and Iravo (2012:297) the concept of employee retention evolved in 1970's and 1980's. According to statistics, in the early 1960's and 1970's, employees remained with their organization for a relatively long period of time, sometimes till their retirement age. In the 1970's and early 1980's, there was an increase of voluntary job turnover which necessitated the management to adopt a strategy known as job retention which is aimed at keeping employees at their place of work (Ngethe *et al.*, 2012:298).

Retention of academic staff entails the implementation of different strategies to ensure that academic staff is engaged with the institution for a long period of time. In engaging the academic staff to remain with the institution, Ngethe *et al.*, (2012:301) highlighted that leadership styles should be effectively implemented to ensure that the staff is satisfied. Also, all the academic staff should be involved in decision making process and effective communication implemented.

The academic staff plays a very important role in the transfer of knowledge to students and in maintaining stability in the academic environment (Selesho & Naile, 2014:295). Retention of academic staff in the higher institutions of higher learning in South Africa remains a great concern because of the high rate of staff turnover in the various institutions. Retention of academic staff enhances stability of the academic system, improves the quality of staff and maintains consistency in the academic calendars

while turnover reduces stability and discourages staff to remain with the institution. Furthermore, Selesho and Naile (2014:296) stressed that the human resource management should implement some retention strategies to ensure that the staff remains with them for relatively long period of time. Continuing, to be able to maintain stability in retention of academic staff, the antecedents of turnover must be identified and applied competently.

The antecedents of turnover are the factors that motivate employees thereby enhancing employers' intention to quit or actual turnover. These antecedents of turnover are the motivational and the job satisfaction factors which enhance adequate organizational commitment. Selesho *et al.*, (2014:297) referred retention of academic staff as a process of employing and retaining of academic staff by enhancing a favourable work environment and an effective reward system. Furthermore Selesho *et al.*, (2014:297) expressed the benefits of retaining academic staff as a basic factor to gain a comparative advantage over other employers. This practice involves providing a good working environment which is aimed at maintaining a quality academic standard.

According to Selesho and Naile (2014:297) the following factors are necessary to retain academic staff in their place of work:

- Effective communication with the employees
- Developing the managerial skills
- Training and development of staff
- Attending to the needs of the employees
- Establishing the climate of trust

Furthermore, job satisfaction, salary, promotion and good leadership styles are necessary to retain academic staff in their place of work. Other factors highlighted by Selesho and Naile (2014:302) as a retention factor in the high institutions in South Africa are staff mobility and career progression while salary disparity, ineffective communication and distrust in leadership remains the main cause of staff turnover.

Theron, Barkhuizen and Plessis (2014:1) posited that the Higher Education of South Africa (HESA) are faced with the shortage of staff therefore advocating the exploration in the field of staff retention and application of retention strategies in the academic

environment to retain the available staff to work for the institution till the retirement age. The retention of academic staff is therefore necessary for advancement and success of the higher institutions which is a critical human resource issue. Furthermore, it is evident that the exit of a skilled staff results in the loss of knowledge, skills, and competence and displaces stability, staff morale, and productivity (Theron *et al.*, 2014:2).

In measuring the retention factors, it is necessary to understand the reasons for employees' intention to quit and the actual cause of voluntary turnover. The knowledge derived from this intervention will enable the human resource department to understand the reasons why the employees abandon the organization and the reasons to stay with the organization. Continuing, Theron *et al.*, (2014:10) maintained that the availability of similar jobs in the labor market seems to be the attracting factor that induces turnover intention and actual turnover. Again, other factors discovered to be the significant cause of turnover are the provision of uncompetitive remuneration, differential packages, lack of job security, lack of career development, offer of higher pay in other institutions and offer of retirement benefits (Theron *et al.*, 2014:10). Furthermore, the significant factors for proper retention of academic staff as highlighted by Theron *et al* (2014:11) are adequate compensation and recognition, and extensive support from management.

Ngobeni and Bezuidenhout (2011:9961) highlighted that the retention of academic staff is a major challenge faced by the South African institutions of higher learning. In the view to resolve the problem of retention, it was observed that retaining employees is a more difficult task than finding the employees. In order to retain the academic staff in the institutions of higher learning in South African context, it is imperative that the human resource management should improve policies on working conditions, effect improvements on financial rewards, work participations and offer of a challenging work (Ngobeni & Bezuidenhout, 2011:9961).

According to Ngobeni and Bezuidenhout (2011:9961) the absence of job satisfaction and organizational commitment triggers intention to quit and actual turnover. The implementation of effective satisfaction factors in the organization enhances organizational commitment because the more satisfaction the employees obtain in their place of work, the more committed they will remain with the organization.

However this study on retention established that organizational commitment remains an outstanding factor that satisfies the academic staff to remain with their organization. With regards to this finding, Ngobeni and Bezuidenhout (2011:9962) opined that the human resource management should adequately engage their key employees to promote retention.

Furthermore, other factors that may be applied by the human resource management to ensure employee retention in the academic environment include providing opportunity for growth, recognition or praise to well performing employees, improvement in administrative policies and procedures, embarking on pleasing salary restructuring or improvement, re-addressing the method of decisions making by the supervisors, provision of efficient career planning and development, and promoting the employees as at when due (Ngobeni & Bezuidenhout, 2011:9969).

With regards to the recurrent academic staff turnover, the South African education sector has applied different strategies to ensure adequate retention of staff but it seems that the strategies are not sound enough to curb the situation (Samuel & Chipunza, 2013:97) The institutions of higher learning in South Africa experiences issues in retention due to their inability to implement intensive satisfaction techniques. These satisfaction techniques are the human resource factors which include teamwork, training, and development of employees.

Other factors as identified by Samuel and Chipunza (2013:100) include fringe benefits, job security, informal relationships, and good working environment. Other highlights of this study identified that the more attractive the retention package remains the more attracted the employee will be induced to remain with organization. Furthermore, Samuel and Chipunza (2013:101) asserted that the main factors that enhances the retention of academic staff include non-financial benefits which include good jobs, good orientations, opportunities for advancement, provision of more challenging work, effective supervision, adequate promotion, specialization, team work, recognition of high performing employees, equal benefits, strategic human resource management and equal benefits for all employees. Continuing, the offer of financial rewards as a retention strategy was discovered to be a weak factor of job retention, also it was discovered that financial rewards remains an expensive measure to retain academic staff.

According to Bernard (2012:279) job retention is one of the most controversial studies in the area of human resource. The ability of an organization to secure and retain the best employees increases the chance of organizational effectiveness and stability of the organization. The continued job turnover and job mobility in the academic environment has compelled the human resource management to seek the best way to retain its employees. Continuing, Bernard (2012:274) asserted that job retention is a practice by human resource department which is aimed at recruiting and retaining employees through the application of diverse motivational strategies.

In the quest to find the best retention strategy, Bernard (2012:278) admitted that the problem of employee retention should be addressed at the recruitment stage. Furthermore, the employees should be well examined to determine each person's behavior and long term objective which will tend to generate a more strategic approach to this human resource issue.

However in the western countries like United Kingdom, recruitment and retention of academic staff has not being a significant issue as their human resource management applies job satisfaction factors to ensure that the employees are satisfied and retained as well. In Africa, there has been an incessant report on intention to quit, turnover and other human resource issues which has been hindering the development of academics in African Universities. The African Universities encounters much difficulty in retaining the academic staff as a result of inability to provide a competitive pay package and job satisfaction factors due to reasons unknown.

Bernard (2012:290) outlined the key factors that are necessary to be implemented in the institutions to retain academic staff to include:

- Good pay and other financial benefits
- Better working conditions
- Relations with the superiors or supervisors
- Intrinsic job factors
- Opportunities to conduct research
- Intrinsic job factors
- Expected outcome from the existing job
- Future prospects

- Job security
- Nature of contract
- Freedom of choice to invent
- Autonomy
- Less involvement in administrative issues.

In the view of Chiboiwa, Samuel and Chipunza (2010:2013) the building of effective retention strategies should start from the initial stage of job description, orientation, recruitment and selection. Hence, the improper implementation of any of these strategies will have a negative effect on the level of staff retention, therefore the human resource management should give a maximum attention to these set of strategies to ensure that the best talents will be recruited and retained. Furthermore, Chiboiwa *et al.*, (2010:2014) posited that the basic strategy to retain employees in the organization entails the combination of satisfaction and motivational factors. Also, it was emphasized that employees are motivated by the application of a reasonable pay package, but this in turn motivate wrong behaviors which does not encourage better organizational commitment.

Chibiowa (2010:2015) highlighted that employees engage in the process of work due to their diverse needs and it is the duty of the human resource management to find out the right motivational factor that should be applied to ensure that the employee remains with the organization. Furthermore, the general cause of turnover in an organization include lack of career development, lack of future direction, lack of opportunity for growth, poor pay package, inequitable work-life balance, and lack of career opportunity. Also, the major causes of turnover in the academic environment as emphasized by Chiboiwa *et al.*, (2013:1082) include dissatisfaction with superiors, excess workload, inadequate financial rewards, lack of career development, lack of research funding, lack of new challenges, inability to be involved in decision making and lecturing out of career.

Retention of employees entails the art of making and implementing strategies which are aimed at developing and keeping existing employees over a period of time to meet up with the demand of the organization (Hausknecht, Rodda, & Howard, 2009:269). In establishing a sound organization that will be able to stand the taste of time, it is the duty of the human resource management to recruit and retain sound and reliable

employees that will work with the organization for a long period of time (Forentine, 2015:1). Despite the scholarly researches conducted on employees' turnover and retention, also vast literatures on measures aimed at halting the rate of turnover in the organization, much less is known about the major factors that encourage employees to stay with the organization (Hausknecht *et al.*, 2009:838).

Yang *et al* (2012:838) asserted that retention of employees starts at the initial stage of recruitment process which includes ascertaining the ambitions of the employees and their future goals. Furthermore, Yang *et al* (2012:838) highlighted five causes of job turnover as unsatisfied recruitment process, inappropriate pay package, limited benefits, inefficient management and job stress. Chiboiwa, Samuel and Chipunza (2010:2104) highlighted that the major employee retention strategy is by implementing good reward system. The reward implementation entails the totality of the package the employees receive in exchange of their inputs. Continuing Chiboiwa *et al.*, (2010:2104) asserted major causes of turnover as compensation system, lack of recognition, improper work environment, lack of promotion, lack of continued training, uninteresting work, and ineffective hiring practices.

### **2.3 Retention and Motivation Theories**

Retention and motivation theories refer to the theories that have been postulated by some scholars to retain and motivate workers in their place of work. In this study, the Herzberg motivation theory, Maslow's hierarchy of needs, Expectancy theory and the Equity theory will be discussed to how it affects the retention of academic staff in the North West University, Mafikeng Campus.

#### **2.3.1 Herzberg motivation and hygiene theory**

This theory of motivation was propounded by Frederick Herzberg which is also known as Herzberg's two factor theory of motivation. Furthermore, this theory highlights the factors in the work place that causes job satisfaction and another set of factors that causes dissatisfaction (Lundberg, Gudmunson & Anderson, 2008:891)

This satisfaction factors are known as the hygiene factors and the satisfiers. The hygiene factors are the extrinsic factors that do not motivate the employees but if found missing, can cause remarkable dissatisfaction to the employees (Bernard, 2012:278). Hygiene factors are the totality of factors that are meant to make the employees happy

and to ensure retention. On the other hand, the satisfiers are the intrinsic factors that are applied to motivate the employees. These factors are the job factors that are applied to increase to growth and development of the employee in the process of work (Lundberg, Gudmunson, & Anderson, 2008:891).

The hygiene factors highlighted by Herzberg are good salary, good administration, fair supervision, good working conditions and good company policy while the motivation factors are reasonable achievement, recognition, better advancement, equitable responsibility, and nature of work. This theory postulates that the Human Resource Department of the North West University should apply the aforementioned satisfaction factors to encourage motivation and satisfaction amongst member staff and to inspire them to remain with the institution overtime.

### 2.3.2 Maslow's hierarchy of needs.

The hierarchy of need was propounded by a human psychologist; Abraham Maslow (1943) in the paper titled "A Theory of Human motivation" depicts the total factors that motivate behaviour (Lester, 2013:15). This theory of needs was classified into five categories to highlight how individual needs are satisfied and how they move on to other levels of needs (Lester, 2013:15; Taormina & Gao, 2013:155). Furthermore, the categories of needs as theorised by Maslow's are psychological needs, safety needs, security needs, esteem needs and self-actualisation needs. This theory highlights that once the needs at the bottom of the hierarchy which depicts the physical and basic needs of the individual are satisfied, the individual will have to move to the next level of unsatisfied needs (Bernard, 2012:282).

The Human Resource Department of the North West University should ensure that the needs of the academic staff are satisfied adequately to induce them to remain with the institution. According to the precepts of this theory, all the categories of needs should be considered as sheer neglect of one category of the needs may prompt job turnover in the institution. The categories of needs are as follows:

- Psychological needs- These needs include water, air, food, sex, sleep
- Safety/social needs- These needs include safety and security
- Love/Belonging- These needs include love, belonging, affection, family

- Esteem needs- These needs include self-esteem, social recognition, accomplishment, confidence.
- Self-actualisation needs- These needs include morality, creativity, problem solving.

### 2.3.3 Expectancy theory

The Valance-Instrumentality-Theory otherwise known as the expectancy theory was propounded by (Vroom, V.H., 1964) based on outcomes. While other motivational theories by Maslow (1970), Herzberg (1968), Alderfer (1972), and McClelland (1976), focused on the needs employees strive to fulfill in the work environment. The expectancy theory is based on the expected effort the employees expects to put into the work process, the performance outcome, and the rewards they expect to receive in their efforts (Lunenburg, 2011:1; Bernard, 2012:278). In summary, this theory expresses the inter-relationship between effort, performance, and outcome (Lunenburg, 2011:2). The employees believe that the reasonable effort that will be employed in the process of work will enhance performance, the performance will enhance good reward and the financial reward will increase (Bernard, 2012:278). Furthermore, Bernard (2012:278) affirmed that expectancy theory is highly needed in the high institutions to be able to know the key factors that are needed to motivate and retain the academic staff.

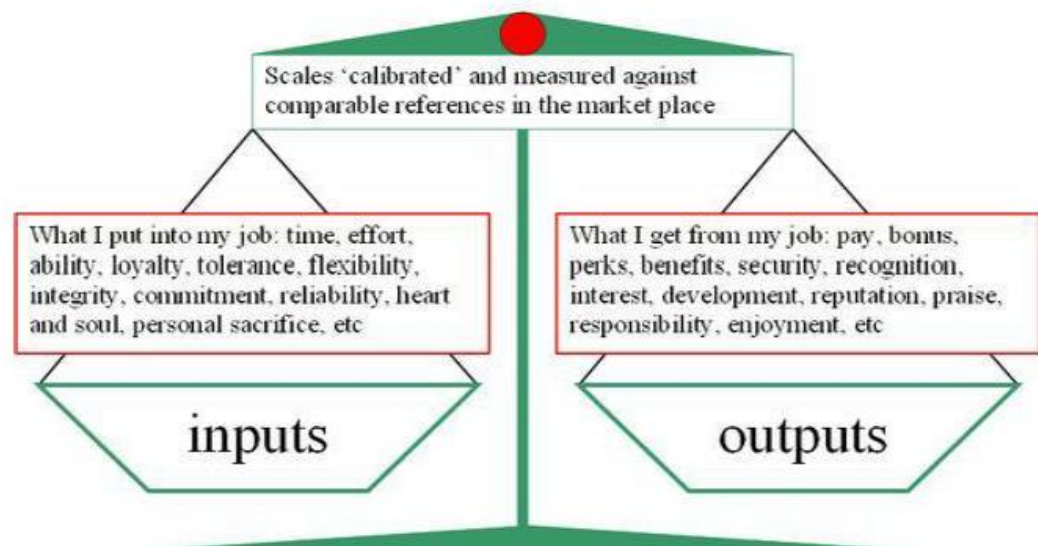
The expectancy theory in the work environment is based on four fundamental assumptions:

- Employees embark in the process of work in the organizations because of their needs
- Employees reacts or consciously make their choices
- Employees want various things from their employers
- An employee selects outcomes from alternatives to enhance results.

According to the lessons of this theory, it is imperative that the Human Resource Department should reward the academic staff equitably to ensure that they are motivated to remain with the institution, also enable them give the best of their input to the institution.

### 2.3.4 Equity theory

Equity theory or justice theory was propounded by Adam John Stacey in 1963. According to Lunenburg (2012:285) quoting in Adams equity theory, the employees demand a balance between the totality of their inputs and outputs in the process of work. Furthermore, the input in the work process includes all the efforts and other commitments while output refers to the financial rewards and other benefits from the organization. The employees tends to be highly motivated if they perceive that they are fairly motivated, also demotivated when perceived that they are not well treated (Lunenburg, 2012:285). Figure 2.1 depicts the balance between the expected input and outcome by the employees.



**Figure 2.1 Adams Equity Theory Model**

Source: Nurliyana B.M (2012)

According to the equity model it is observable that the academic staff put in their time, effort, ability, loyalty etc. to their job and expect in turn pay, bonus perks, benefits etc. According to Lunenburg (2012:285), the organizations should match the input and output of the employees adequately to insure that the employees will be retained. In this regards, the Huma Resource Department of the North West University may adopt the directives of this model and ensure that the input and the output of the academic staff as listed in the model be matched to encourage retention.

## 2.4 Factors of Retention

In the quest to retain employees in work environment, many factors needs to be implemented to ensure total commitment by the employees. According to Ngobeni and Bezuidenhout (2011:9965) management needs to employ competent employees who will be committed and motivated in their place of work. Furthermore, Ngobeni and Bezuidenhout (2011:9965) and Selesho *et al.*, (2014:298) opined that the top management should plan strictly, recruit, place, develop, reward and manage the employees competently to ensure that they are retained in their place of work. According to Selesho *et al.*, (2014:297) and to Ngobeni and Bezuidenhout (2011:9965) the academic administration should pay attention to remuneration, benefits and compensation; training and development; communication; motivation and promotion; leadership and supervision; and opportunities for growth and development to ensure that the staff remains with the University.

### 2.4.1 Motivation

Motivation is an essential factor to be considered in retaining key employees. It is deemed essential for the top management to communicate, understand and implement the motivational need of each employee in order to keep them in their work environment (Ngobeni & Bezuidenhout, 2011:9965). It is important to understand that employees may be motivated using diverse motivational tools. The younger employees may need to be trained and developed in the work environment while the older group of employees may need financial reward as their prime motivator (Ngobeni & Bezuidenhout, 2011:9963). Other motivational factors that need to be implemented in the institutions are:

- Rewarding the top performers
- Challenge low performers
- Recognize directors and supervisors
- Celebrate every achieving employee.

### 2.4.2 Superior Subordinate Relationship

According to Ngethe, Namusonge and Iravo (2012:300) superior-subordinate relationship is very vital to maintain in an academic environment. This relationship involves influencing the subordinates in an appropriate manner to compell them to

engage competently in the process of work. The employees are likely to be motivated if they perceive that their superiors show interests and concerns in the corporate and private matters (Ngethe *et al*, 2012:300). Furthermore, the nature of the relationship existing between the superior and his subordinate determines the employees' stay with the organisation. Again, improper leadership in the organisation leads to job stress, low job commitment, job dissatisfaction and intention to quit.

According to Ngobeni and Bezuidenhout (2011:9962) managers are expected to communicate effectively to their subordinates to clarify their goals in their respective units. Furthermore, Ngobeni & Bezuidenhout (2011:9963) highlighted that several exit interviews conducted indicate that subordinates prefer an open communication and relationships with their superiors in understanding recurrent problems thereby influencing them to stay with their organisations. Furthermore, Ngobeni and Bezuidenhout (2011:9962) highlighted that a depressed relationship with a superior which emanates as a result of poor leadership, injustice and unfair treatment of an employee will undermine the subordinates' motivation to stay with the organisation. Again, it is an outstanding fact that line managers that listen, respect, assist, encourage, help and manage their relationships with their subordinates are likely to achieve a better result in terms of retention of employees (Ngobeni & Bezuidenhout, 2011:9962).

#### 2.4.3 Organisational Commitment

Organisational commitment can be regarded as the employee's attitude and willingness to employ all his input to achieve a remarkable success for the organisation (Ngobeni & Bezuidenhout, 2011:9962). Organisational commitment can be classified into three groups: acceptance of the organisational goals and objectives, acceptance to effect a considerable input towards organisational goals and acceptance to remain as an employee to the organisation (Bernard, 2012:289). Furthermore, organisational commitment can be viewed as a total commitment, involvement, identification, and willingness to contribute to organisational achievement.

According to Bernard (2012:289) organisational commitment can be further classified into three dimensional commitments namely affective, continuance and normative commitment. Affective commitment entails the ability of the employee to have an inward attachment with the organisation due to the treatments and rewards received

from the organisation, continuance commitment refers to the ability of the employee to remain with the organisation considering the risk and the cost of leaving his job, and normative commitment entails the proposition and belief by the employee in affirmation of his happy stay with the organisation.

The employees' effective organisational commitment contributes to reduction in absenteeism, turnover intentions, turnover, and increase in organisational effectiveness. Furthermore, organisational commitment is viewed as a practice of employees' firm attachment to the organisation as a result of benefits derived from the services offered to the organisation (Bernard, 2012:289). The firm attachment factors as highlighted by Bernard (2012:289) are the job satisfaction factors which the organisation applies to retain the employees. Continuing, findings on job satisfaction with regards to age discloses that younger employees are more influenced by pay package, middle aged employees are influenced by fulfillment which the old age group are motivated by the provision of economic security (Bernard, 2012:289).

#### 2.4.4 Communication

In the organisations, the top management is required to communicate adequately to the employees to know and understand each employer's needs (Ngobeni & Bezuidenhout, 2011:9962; Selesho *et al.*, 2014:297). Communication with the employees ensures proper direction to the management on the satisfaction factors to implement thereby giving them a corporate vision and affect the employees' decision to remain with the organisation. The factors that are necessary for effective communication are:

- Knowing exactly what the employee needs
- Conducting an exit interview
- Getting details of the employees which may include their demographic information.

#### 2.4.5 Remuneration and benefits

According to Selasho (2011:300) the ability of the university to retain their academic staff depends on their ability to offer them a competitive remuneration. According to Ngobeni and Bezuidenhout (2011:9965) salary structures of the academic staff must be acceptable and should be made transparent to all employees.

#### 2.4.6 Opportunities for growth and development

In quest to retain academic staff, there is the need for management to provide challenging works that tend to develop the employees and give them an equal opportunity to grow (Ngobeni & Bezuidenhout, 2011:9963). According to Selasho (2014:297) management needs to provide on-the-job training to ensure that employees will not be frustrated and leave the institution when they assume that their career path is deterred. Other opportunities for academic growth include:

- Extended education
- Attending conferences
- Engaging in international associations
- Self-development

#### 2.4.7 Effective leadership and Supervision

Effective leadership and supervision enables management to collect feedback during the development process (Ngobeni and Bezuidenhout 2011:9964; Selesho *et al.*, 2014:297). The leaders and supervisors need to encourage the employees by telling them that they are talented and have all it takes to get the work done. Again, the supervisors need to be experts and must not be harsh in leadership roles.

#### 2.4.8 Working Conditions

According to Bernard (2012:289) work environment plays an integral role in motivating the employees to give their maximum output in their place of work. Furthermore, this condition enhances efficient performance which entails physical working conditions, provision of necessary equipments and tools needed by the employees, working hours, work loads and nature of contract. It is necessary to improve the working condition of the academic staff to ensure that the staff will put in their best to achieve a desired goal in the educational sector.

#### 2.4.9 Promotion

Promotion and recruitment is one of the major motivational factors in retaining the academic staff in South African Universities and the world at large, the reason being that human beings desires consistent growth in undertaken a definite task (Mapolisa, 2014:21). It is observed that the academic staff derive no job satisfaction in involving in jobs that does not provide opportunities for growth and development.

#### 2.4.10 Training and Compensation

Training refers to the ability of the organisation to change behaviour, thought, attitude and actions of employees towards getting a refined output (Bernard, 2012:294). The organisation is expected to train and compensate the employees adequately to equip them in tackling new challenges and responsibilities in work process which serves as an investment in human capital.

#### 2.4.11 Recognition

In the retention of academic staff, it is important to recognise the performing employees and appreciate their impact in the academia. So many scholarly researches has found out that recognition plays a very important in the motivating the employees to put in their best and to have a cohesive organisational commitment. Mapolisa (2014:16) asserted that celebrating the top performing employees and encouraging the low performers helps in building the morales of the academic staff to remain with the institution.

#### 2.4.12 Challenging Work

The offer of series of challenging work motivates employees to remain with the organisation because in the course of taking up a challenging work, employees thrive to learn and develop new skills (Samuel & Chipunza, 2011:105). Furthermore, Samuel and Chipunza (2011:105) highlighted that there should be a balance between administration, teaching and research work. In the academic environment to guarantee a comfortable stay of the employees

#### 2.4.13 Job Security and the nature of work

Job security has been identified as a major motivating factor to retain academic staff in the high institutions. A long term appointment, fixed term contracts and hourly paid job as a means of providing work security to the academic staff have a strong relationship with attrition of academic staff (Samuel & Chipunza, 2011:105). Furthermore, Samuel and Chipunza (2011:105) revealed that academic staff tend to move to institutions where they receive more job security like fixed appointment and long term appointment.

#### 2.4.14 Work Load

Work load is regarded as the quantity of work that is assigned to a given department, persons or person. In the academic environment, the nature of workload is a significant factor that determines the degree of motivation of the academic staff to remain with the institution (Samuel & Chipunza, 2011:106). The academic staff are likely to remain with an institution with a minimal and challenging work load than staying with an institution with a heavy and unchallenging workload, therefore Samuel and Chipunza (2011:106) advocated reduction of workloads and the implementation of a challenging and interesting work.

#### 2.4.15 Good Policies

In the academic environment, it is necessary that the human resource management implement good and effective policies that are employee centered to enhance a good direction and procedures in the organisation (Ngobeni & Bezuidenhout, 2011:9966). Furthermore, Ngobeni and Bezuidenhout (2011:9967) stated that the policy frameworks in the Republic of South Africa should be a guide in directing the procedures in the institutions. These policy frameworks include Employment Equity Act, basic Conditions of Employment Act, and Health and Safety Act.

#### 2.4.16 Improvement of Salary Scale

According to Mapolisa (2014:21) improvement of salary scale is a very important tool to retain the academic staff in the institution of higher learning in South Africa. The academic staff will be induced to remain with the institution if the rate of payment and othe fringe benefits are constantly reviewed and improved to stand at a competitive rate.

#### 2.4.17 Research funding and Achievement

The academic staff in the institutions of higher learning in Republic of South Africa needs adequate research funding to enable them achieve their academic goals (Mapolisa, 2014:23). Furthermore the institutions that does not provide adequate fundings to academic staff to their existing research projects are likely to lose them to other institutitons that are focused in employee achievement.

#### 2.4.18 Work Environment

According to Mapolisa (2014:24) keeping the employees in an enabling environment increases their output. Furthermore, Mapolisa (2014:24) affirmed that the provision of facilities needed for knowledge transfer and other necessary things that will enhance learning will encourage the academic staff to remain with the institution.

### 2.5 Chapter summary

The findings from this literature review reveals that retention of academic staff is necessary to ensure that there is adequate stability in the educational sector in the Republic of south Africa (Selesho & Naile, 2014:296). Also, it disclosed that the combination of motivational factors and satisfaction factors will enhance an effective retention of academic staff.

Furthermore the retention factors that are highlighted in this study that are deemed necessary to be implemented by the human resource management include effective communication, superior-subordinate relationship, organisational commitment, good remuneration, opportunities for growth and development, effective leadership and supervision, good working conditions, adequate promotions, training and compensation, recognition, challenging work, job security and nature of work, reduction of work load, good policies, improvement of salary scale, research funding and achievement, and good work environment.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction of the study Area**

The North West University was established in January, 2004 as a result of a successful merger of two separate institutions. These institutions are Potchefstroom Campus which was formerly known as Potchefstroom University for Christian higher education, University of North West which was formerly known as University of Bophuthatswana and the Vaal River Campus of the Potchefstroom University. As a matter of fact, NWU has its footprints across two Provinces as Mafikeng Campus and Potchefstroom Campus are located in North West Province while Vaal Triangle Campus is located in Gauteng Province. The merging of these Universities made NWU to become one of the largest Universities in South Africa.

The North West University Mafikeng Campus is situated in Mafikeng local municipality with Co-ordinates as 25°59'29"S and 25° 36'21"E and with the nearby cities as Johannesburg, Pretoria and Soweto. This Campus comprises of five functional faculties namely, Agricultural Science and Technology, Human and Social Sciences, Education and Training, Law and Commerce and Administration and with the population of 200 non-academic staff, 439 academic staff and 11,025 registered students. The Administration of these faculties is coordinated by the Potchefstroom Campus which serves as the institutional office.

#### **3.2 Research Paradigm**

Research method or paradigm is the totality of beliefs that guides action to a study (Creswell, 2014:6). Furthermore, a paradigm positions the researcher on the world philosophies and the general ideologies of the phenomena under study. The paradigm choice of this study adopted a post-positivist paradigm. This paradigm has been in existence since the nineteenth century through the works of Comte, Mill, Durkheim, Newton and Locke (Smith, 1983). According to Creswell (2014:5) the post-positivist paradigm was postulated after the positivist paradigm. The post-positivist paradigm opposed the general notion of absolute truth and stresses the causes and effects of outcomes. Furthermore, the post-positivist paradigm opens door for development of

knowledge through the reduction of ideas into small units which can be tested through research questions and hypotheses (Creswell, 2014:6). Supporting the view of Creswell, Bhattacharjee (2012:20) maintained that in a post-positivist approach of a research, the methodology must follow a process of empirical observation and logical reasoning. This paradigm choice helped the researcher to apply both scientific and common reasoning to determine better strategies to improve retention in North-West University Mafikeng Campus. Also the post-positivist choice of paradigm enabled the researcher to collect data from the respective respondents through questionnaires, analyzed it using Statistical Package for Social Sciences (SPSS), and helped in examining the methods used in the research process by explaining the content of validity, reliability and objectivity.

### **3.3 Research approach**

In social research, the philosophical assumptions, design and methods contribute to the research approach (Creswell, 2014:17). There are several research approaches such as qualitative method, quantitative method and mixed methods of research (Creswell, 2014:12). For the sake of clarity on the types of research approaches, the quantitative, qualitative and mixed methods approaches are presented in sections 3.1.1, 3.1.2 and 3.1.3.

#### **3.1.1 Quantitative research approach**

Quantitative research is viewed by Edmonds and Kennedy (2012:24) as the systematic steps of scientific research while utilising quantitative principles. Creswell (2013:34) avers that quantitative research enables the researcher to test theories by examining the relationship among variables, measured using detailed instruments and analysing the data using statistical procedures. This method helped the researcher to make statistical inferences on the data captured from the residential leaseholders regarding their perceptions on property rates and payment practices.

#### **3.1.2 Qualitative research approach**

According to Bryman and Bell (2015:391), qualitative research refers to the collection of non-numerical data using designs such as participant observation, phenomenology, or case study to interpret results in a narrative or descriptive accounts. The choice of this approach assisted the researcher to acquire a thorough understanding of the

phenomenon under investigation. It also enabled the researcher to interact with the municipal managers through interviews, thereby gaining extensive information regarding the method in administration of the payment of property rates in the district.

### 3.1.3 Mixed method approach

A mixed methods research can be defined in its simplest form as the procedure of collecting, analysing and mixing both quantitative and qualitative data in the research process with a single study in order to have an extensive understanding of the phenomenon under study (Creswell in Maree, 2010: 263). It strengthens the content of the research findings by comparing and discussing both results obtained from the survey and the interviews with the participants. Other advantages of using a mixed methods approach in a study include:

- Strengthening the content of the research findings by comparing and discussing both qualitative and quantitative results.
- Encouraging clarity of findings by discussing the quantitative result before the qualitative result.
- Enabling development by using the findings of the quantitative result to inform the other (qualitative result).
- Encouraging initiation by the discovery of a paradox and contradictions thereby generating new perspectives to reformulate questions for future study.

### 3.3 Research Design

The research design in this study followed a descriptive quantitative design. In a descriptive quantitative design, structured questionnaires are used to gather the opinions of the respondents thereby enabling the researcher to obtain a comprehensive knowledge on the phenomenon under study.

Research design is a detailed plan or procedure of a research that helps in making decisions from wide assumptions to detailed methods of data collection and analysis (Creswell, 2009:3, Creswell, 2014:11). Also, Punch (2009:112) asserted that research design positions the researcher in the empirical world and link the research question to data. In formulating a research design, the researcher should state clearly the kind of questions to be used in collecting data from the respondents, the techniques of

collecting data from the respondents, the methods of selecting samples from the population and the data analysis techniques (Gray, 2014:128).

In this study, the quantitative research design was selected. According to Edmonds & Kennedy (2013:20), quantitative research refers to the application of systematic steps of scientific research while utilizing quantitative properties in the study. The choice for this quantitative approach will give the researcher an advantage for the findings to be interpreted numerically (Creswell, 2014:155).

### 3.4 Population and Sampling

The total population of this study includes the total number of academic staff in North-West University, Mafikeng Campus. N=439. Table 1.1 simplifies the total population of the academic staff in North-West University, Mafikeng Campus.

According to Relmer *et al.* (2011:145), population is the total group where the study will be focused. Also, population consists of total objects, people events which the researcher will study (Bhattacharjee, 2012:66). Table 3.1 presents the population of the study.

**Table 3.1 Academic Staff Statistics**

<b>Designation</b>	<b>Total</b>
Faculty of Agric., Science & Tech.	176
Faculty of Law	28
Faculty of Human & Soc. Sciences	88
Faculty of Education and Training	46
Faculty of Commerce & Admin.	101
<b>Total</b>	<b>439</b>

**Source: Adapted from NWU Human Resource Mafikeng Campus, 2015**

### 3.5 Sampling method

In this study, stratified random sampling method was adopted to select the academic staff. This method of sampling enabled the sub-groups within the population to receive proper representation within the sample and to remove selection bias (Maxwell, 2012:28). The stratified random sampling is a probability method of sampling that involves dividing the population into smaller units or groups called strata which is formed according to attributes, characteristics or expertise (Relmer & Ryzin, 2011:158).

This probabilistic method of sampling provided an equal opportunity for each unit to be selected from the stratum which captures the key characteristics of the population and reduces selection bias. With regards to the population of the academic staff of NWU Mafikeng as provided in table 3.1, the respondents was chosen from each unit at the rate of 50%.

**Table 3.2 Sample frame of the academic staff**

<b>Designation</b>	<b>Total</b>	<b>50%</b>	<b>Sample frame</b>
Faculty of Agric., Science & Tech.	176	.5	88
Faculty of Law	28	.5	14
Faculty of Human & Soc. Sciences	88	.5	44
Faculty of Education and Training	46	.5	23
Faculty of Commerce & Admin.	101	.5	50
<b>Total</b>	<b>439</b>		<b>219</b>

**Source: Calculated from data on Table 3.1**

### 3.6 Data Collection Procedure

In this study, data was collected from the respondents using self-administered questionnaires.

According to Kumar (2011:145), questionnaires are set of questions which are structured by the interviewer, and the answers recorded by the respondents. In this study, data was collected from the academic staff using questionnaires. Gray (2011:352) posits questionnaire as an instrument that is used to collect information in an empirical research. A questionnaire is a list of questions that represents the researchers view or perception to the study (Bastic & Matalon, 2007:82). According to Maree (2010:157), self-administered questionnaires saves cost, convenient to administer and easy to analyse.

The questionnaire has seven (7) sections which are as follows:

Section 1 sought the personal characteristics of the academic staff

Section 2 elicited information on the motivational factors of retention

Section 3 addressed the motivational variables that affect job retention of academic staff

Section 4 tried to find out the factors of retention that induce academic staff to remain with the institution

Section 5 asked the relationship with the superiors and the subordinates in the work environment

Section 6 searched for the level of satisfaction among academic staff based on training and compensation

Section 7 asked the constraints of job retention of the academic staff.

### **3.7 Data analysis and statistical technique**

After data has been collected through questionnaires, the responses thereof was analyzed in relation to the objective of the study. All the responses that were gathered through questionnaires was arranged and organized using a suitable statistical format to assign meaning to it. The research analysis in this study was done using a Statistical Package for Social sciences (SPSS) to organize the numerical data that was obtained from the questionnaires.

Data analysis was presented using frequency, mean deviation and standard deviation to describe the data collected while T-test was used to distinguish between males and females. Also, the correlation coefficients were used to establish different variables.

The numerical statistical measures that were used in the analysis will be the percentage of responses by the respondents which was computed for each attribute within a construct, also the arithmetic mean of the rankings of the attributes for each construct. Responses will be analyzed and computed to obtain facts and perceptions of the study population.

### 3.7.1 Trustworthiness, Validity, and Reliability

In the process of research, the process of presenting the findings of the study without distorting the participants' intention is known as validity (Dahlia, Gregg, & Van, 2011:106). Also, reliability ensures that the research process is consistent (Gratton & Jones, 2011:92).

In this study, the researcher carefully formulated the questionnaires to ensure that it gave a reliable result; also it was handed to human resource experts to ensure that the questions will measure what is required. Again, the researcher selected the sampling techniques suitable in establishing trustworthiness.

In the collection of data, the researcher conducted a pilot study using 10 respondents just to improve the degree of validity of instruments, improve questions, formats, and scales. The researcher gave 20 questionnaires to 20 academic staff who were not involved in the final sample to pretest the questionnaires. The researcher also considered factors such as time, intervention, situations and measures that could affect external validity and generalizability. The researcher managed these factors by ensuring that respondents were contacted through appropriate means before visiting them for questionnaire distribution and interviews.

### 3.8 Ethical Considerations

Ethical considerations refers to what the researcher must observe in the process of conducting a research (Hammersley & Traianon, 2012:16). In the process of conducting a research, an unethical procedure does not portray illegality of conduct, researchers may not be guilty in the eyes of the civil law but remains guilty in the ethics

of research (Bhattachajee, 2012:132). In this study, the researcher observed the following ethics:

- The ethical committee of Faculty of Commerce was consulted for the proposed research.
- The Faculty issued a clearance certificate to collect data from the respective respondents.
- The academic staff were informed and addressed before the questionnaires were given to them.
- The academic staff were briefed that participation is voluntary, it was assured that they can quit on demand
- Anonymity of their responses was assured
- In the reporting phase, the researcher avoided the use of wrong information, confusing reports, and other attempts to hide findings.

### **3.9 Chapter Summary**

This chapter presented the perception and choice of the researcher in selecting the method and design of this research. The post-positivist paradigm was selected for this study while the quantitative design was

The discussions of the findings obtained from the questionnaires will be presented in the next chapter.

## CHAPTER FOUR

### PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

#### 4.1 Introduction

This chapter focused on the presentation and interpretation of results collected from the quantitative study. The researcher used the Statistical Package for Social Science (SPSS) and Statistical Analysis system (SAS) to compute the results of this study in order to find answers to the research questions. In this study, 219 questionnaires were distributed among academic staff of the North West University, Mafikeng Campus, all the questionnaires were returned and valid, making a total of 100% returned questionnaires.

#### 4.2 Personal characteristics of the academic staff

All the necessary personal characteristics of the academic staff was identified as presented in Table 4.1, and were summarised using percentages and frequencies. In table 4.1, the gender of the academic staff shows that majority are males with (55.3%), while female were 45.7%. The religion of the respondents shows that they are majorly Christians which was 74%, Hinduism 17.8%, Islam 6.8% and Buddhism 1.4%. As for the educational qualifications of the academic staff, 52.2% were Master's degree holders, Doctorate 35.2%, Honours 11.9%, while Diploma was .5%, 63% indicated that they are continuing with their studies, 35.2% indicated that they are not continuing while 1.8% indicated that they are engaged with other things. In their various Faculties, the table depicts that 40.2% of the respondents were from Faculty of FAST, 22.4% from Faculty of Commerce, 20.1% from faculty of HSS, 11% from Faculty of Education, and 6.4% from faculty of Law. Table 4.2 presents the personal characteristics of the respondents

**Table 4.1 Personal characteristics of the academic staff (n = 219)**

<b>Variables</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Male</b>	121	55.3
<b>Female</b>	98	45.7
<b>Current Age</b>		
<b>26-35</b>	47	21.5
<b>36-45</b>	76	34.7
<b>46-55</b>	74	33.8
<b>56-22</b>	22	10.0
<b>Religion</b>		
<b>Christianity</b>	162	74
<b>Islam</b>	15	6.8
<b>Buddhism</b>	3	1.4
<b>Hinduism</b>	39	17.8
<b>Continuity of studies</b>		
<b>Yes</b>	138	63.0
<b>No</b>	77	35.2
<b>Others</b>	4	1.8

<b>Faculty</b>		
<b>Commerce</b>	49	22.4
<b>HSS</b>	44	20.1
<b>FAST</b>	88	40.2
<b>Law</b>	14	6.4
<b>Education</b>	24	11.0
<b>Years of experience as an academic staff</b>		
<b>Less than 5</b>	51	23.3
<b>6-10</b>	85	38.8
<b>11-15</b>	45	20.5
<b>16-20</b>	19	8.7
<b>Above 20</b>	19	8.7
<b>Position as an academic staff</b>		
<b>Junior lecturer</b>	31	14.2
<b>Lecturer</b>	107	48.9
<b>Senior lecturer</b>	49	22.4
<b>Associate Professor</b>	12	5.5
<b>Professor</b>	15	6.8
<b>Director</b>	1	5

<b>Dean</b>	2	.9
<b>Others</b>	2	.9
<b>Salary range per annum</b>		
<b>Below R350 000</b>	58	26.5
<b>R350 000 - R450 000</b>	79	36.1
<b>R450 000 - R550 000</b>	36	16.4
<b>R550 000 – R650 000</b>	43	19.6
<b>Above R650 000</b>	3	1.4
<b>Employment type</b>		
<b>Temporary</b>	33	15.1
<b>Fixed term contract</b>	57	26.0
<b>Permanent</b>	127	58.0
<b>Other</b>	2	.9

#### **4.3 Motivational factors of retention.**

In Table 4.2, the respondents were asked the factors that affect their level of motivation in the North West University, Mafikeng Campus. The essence of this question is to find out if the application of factors of motivation in the work environment helps to retain the academic staff in the institution. According to table 4.2, all the responses from this category was rated high as regards to the high, moderate, and low measurement scales provided. The provision of adequate salary was 85.8%, making a difference 68%, trustworthy leadership 74.4%, nature of campus setting 53%, career development 82.6%, facilities for performance 75.3%, support services for performance 76.3%, accessibility to services 66.7%, accessibility to leaders 61.2%,

working hours 81.3%, academic advancement 84%, professional development 86.3%, relationship with superior 69.9%, relationship with colleagues 55.7%, appraisal system 57.5%, reward system 78.5%, fictionalization of employees 37.9%, benefit package 80.8%, workload 83.6%, university policies 63.9%, publishing support 84%, morale with the institution 53%, authority with the institution 56.6%, delineation of duty 49.8%, system process 60.3, handling of duties 55.7%, colleagues disposition 60.7% and job security 90.9%.

Based on the results as obtained in the tested variables of motivation in Table 4.2, it confirms that the academic staff of the North West University will be motivated to be retained with the institution if the aforementioned variables will be implemented competently. As regards to this result, it confirms the assertion of Selesho and Naile (2014:296) that high institutions of higher learning should identify the antecedents of turnover and apply them proficiently. The antecedents of turnover refer to all the motivational factors that are listed in Section 4.2. Also, Ngobeni and Bezuidenhout (2011:9969), Samuel and Chipunza (2013:97) and Bernard (2012:279) affirms that the application of motivational factors helps to retain academic staff in the institutions of higher learning and also keep them committed.

Table 4.2 presents the motivational variables as it affects job retention of academic staff of NWU, Mafikeng Campus.

**Table 4.2 Motivational factors that affect retention**

<b>Motivational factors of retention</b>	<b>High</b>	<b>Moderate</b>	<b>Low</b>
<b>Campus setting</b>	116 (53.0)	64 (29.2)	39 (17.8)
<b>Career advancement</b>	181 (82.6)	20 (9.1)	18 (8.2)
<b>Facilities for performance</b>	165 (75.3)	37 (16.9)	17 (7.8)
<b>Support services</b>	167 (76.3)	42 (19.2)	10 (4.6)
<b>Accessibility to service</b>	146 (66.7)	58 (26.5)	15 (6.8)

<b>Accessibility to leaders</b>	134 (61.2)	63 (28.8)	22 (10.0)
<b>Working hours</b>	178 (81.3)	37 (16.9)	4 (1.8)
<b>Academic advancement</b>	184 (84.0)	27 (12.3)	8 (3.7)
<b>Professional development</b>	189 (86.3)	20 (9.1)	10 (4.6)
<b>Relationship with superior</b>	153 (69.9)	53 (24.2)	13 (5.9)
<b>Relationship with colleagues</b>	122 (55.7)	68 (31.1)	29 (13.2)
<b>Appraisal system</b>	126 (57.5)	55 (25.1)	38 (17.4)
<b>Reward system</b>	172 (78.5)	27 (12.3)	20 (9.1)
<b>Fictionalisation of employees</b>	83 (37.9)	75 (34.2)	61 (27.9)
<b>Benefit package</b>	177 (80.8)	23 (10.5)	19 (8.7)
<b>Workload</b>	183 (83.6)	26 (11.9)	10 (4.6)
<b>University policies</b>	140 (63.9)	71 (32.4)	8 (3.7)
<b>Publishing support</b>	184 (63.9)	31 (32.4)	4 (3.7)
<b>Morale with the institution</b>	116 (84.0)	83 (14.2)	20 (1.8)
<b>Authority with the institution</b>	124 (56.6)	63 (28.8)	32 (14.6)
<b>Delineation of duty</b>	109 (49.8)	78 (35.6)	32 (14.6)
<b>System process</b>	132 (60.3)	64 (29.2)	23 (10.5)
<b>Handling of disputes</b>	122 (55.7)	60 (27.4)	37 (16.9)
<b>Colleagues disposition</b>	133 (60.7)	61 (27.9)	25 (11.4)
<b>Job security</b>	199 (90.9)	11 (5.0)	9 (4.1)

#### **4.4 Motivational variables that affect job retention of academic staff**

Table 4.3 presents the motivational variables that affect job retention of academic staff in North-West University, Table 4.3 presents the results as obtained in research

question 3 which was asked to know how motivational factors affect job retention. The responses from the respondents show that all the motivational variables affect job retention. In the responses, financial compensation was 85.4%, Good working Condition 86.3%, desired promotion 83.6%, leadership, supervision and management 78.5%, good administrative policies 79.5%, adequate security 79.5%, training opportunities 87.2%, working hours 82.6%, happy with the colleagues 76.3%, competitive salary 87.7%, challenging work 88.6%, adequate benefits 89%, professional development 94.1, recognition 80.8%, communication 86.8%, supervision 78.5%, teamwork 78.1, personnel policies 79%, development opportunities 85.8% and strategic mission 77.6%.

The results as obtained in Table 4.3 affirms that the application of the aforementioned factors of motivation in Table 4.3 will enhance adequate retention of academic staff while the inability to implement the factors will prompt job turnover of academic staff. In confirmation to this assertion, Lunenburg (2011:1) and Bernard (2012:278) affirms that key motivation factors are needed to retain the academic staff in the high institutions of higher learning. Supporting this view, Ngobeni and Bezuidenhout (2011:9962) highlighted that effective communication, organizational commitment and other motivational factors affects job retention of academic staff in the high institutions of higher learning.

**Table 4.3 Motivational variables that affect job retention of academic staff**

<b>Motivational and Retention factors</b>	<b>High</b>	<b>Moderate</b>	<b>Low</b>
<b>Financial compensation</b>	187 (85.4)	25 (11.4)	7 (3.2)
<b>Good working condition</b>	189 (86.3)	24 (11.0)	6 (2.7)
<b>Desired promotion</b>	183 (83.6)	23 (10.5)	13 (5.3)
<b>Leadership, supervision &amp; management</b>	172 (78.5)	42 (19.2)	5 (2.3)
<b>Good administrative policies</b>	174 (79.5)	37 (16.9)	8 (3.7)

<b>Adequate security</b>	174 (79.5)	37 (16.9)	8 (3.7)
<b>Training opportunities</b>	191 (87.2)	25 (11.4)	3 (1.4)
<b>Working hours</b>	181 (82.6)	32 (11.4)	6 (2.7)
<b>Happy with colleagues</b>	167 (76.3)	40 (76.3)	12 (5.5)
<b>Job commitment</b>	196 (89.5)	23 (10.5)	---
<b>Competitive salary</b>	192 (87.7)	20 (9.1)	7 (3.2)
<b>Challenging work</b>	194 (88.6)	23 (10.5)	2 (.9)
<b>Adequate benefits</b>	195 (89.0)	16 (7.3)	8 (3.7)
<b>Professional development</b>	206 (94.1)	9 (4.1)	4 (1.8)
<b>Recognition</b>	177 (80.8)	33 (4.1)	9 (4.1)
<b>Communication</b>	190 (86.8)	24 (11.0)	5 (2.3)
<b>Supervision</b>	172 (78.5)	38 (17.4)	9 (4.1)
<b>Teamwork</b>	171 (78.1)	46 (21.0)	2 (.9)
<b>Personnel policies</b>	173 (79.0)	44 (20.1)	2 (.9)
<b>Development opportunities</b>	188 (85.8)	29 (13.2)	2 (.9)
<b>Strategic mission</b>	170 (77.6)	42 (19.2)	7 (3.2)

#### **4.5 Factors of retention that induce academic staff to remain with the institution**

Table 4.4 presents how the factors of retention induce the academic staff to remain with the institution. Table 4.4 presents the findings from research question 4 which was asked to know if organisational commitment impact retention. In this session, all the factors listed were identified to affect retention level in the institution. Organisational commitment was 61.2% high, superior subordinate 48.4%, training and growth 59.4%. In confirmation to this finding, Bernard (2012:289) and Ngobeni and Bezuidenhout (2011:9962) avers that organisational commitment depicts total

commitment, involvement, identification and willingness to contribute to organisational achievement which in effect induce the employees to remain with the institutions.

**Table 4.4 Factors of retention that induce academic staff to remain with the institution**

<b>Job organisational commitment</b>	<b>High</b>	<b>Moderate</b>	<b>Low</b>
<b>Organisational commitment</b>	134 (61.2)	75 (34.2)	10 (4.6)
<b>Superior subordinate relationship</b>	106 (48.4)	99 (45.2)	14 (6.4)
<b>Training and growth</b>	130 (59.4)	76 (34.7)	13 (5.9)

#### **4.6 Relationship with the superiors and the subordinates in the work environment**

Table 4.5 presents the findings from research question 5 which was about how superior subordinate relationship impact retention level. Question 5 was asked to find out how superior subordinate relationships impact the retention level. In the responses, the superior subordinate factors that were rated high to impact the retention level are: involving in making organizational decision 55.3%, discussing ideas before making decisions 49.8%, mentoring of junior employees 61.2% and effective communication with 48.4% high. The following factors were moderately considered; coaching of junior staff 58.4%, resolving of labour and employee issues 63%, fairness and respect 61.6%, resolving of conflicts 62.1%, and clear instructions and objectives 58.4%.

In the interpretation of the findings presented in Table 4.5, it is indicative that the application of the superior subordinate factors that was rated high will strongly motivate the academic staff to stay with the institution while the factors that were moderately rated will support to retain the academic staff. In the findings of Bernard (2012:294), the provision of training and development, challenging work and decision

making opportunities enables the academic staff to remain with the institutions while, Selasho (2014:297), avers that the provision of on-the-job training and other opportunities for growth in the organisation provides the chances of the academic staff to remain with the institutions.

**Table 4.5 Superior subordinate relationship**

<b>Superior subordinate relationship</b>	<b>High</b>	<b>Moderate</b>	<b>Low</b>
<b>Involving in making decisions</b>	121 (55.3)	82 (37.4)	16 (7.3)
<b>Discussing ideas before making decisions</b>	109 (49.8)	92 (42.0)	18 (8.2)
<b>Mentoring of junior employees</b>	65 (29.7)	134 (61.2)	20 (9.1)
<b>Coaching of junior staff</b>	67 (30.6)	128 (58.4)	24 (11.0)
<b>Resolving of employee and labour issues</b>	59 (26.9)	138 (63.0)	22 (10.0)
<b>Fairness and respect</b>	58 (26.5)	135 (61.6)	26 (11.9)
<b>Resolving of conflicts</b>	63 (28.8)	136 (62.1)	20 (9.1)
<b>Clear instructions and objectives</b>	67 (30.6)	128 (58.4)	24 (11.0)
<b>Effective communication</b>	106 (48.4)	97 (44.3)	16 (7.3)

#### **4.7 Level of satisfaction among academic staff based on training and compensation**

Table 4.6 presents the findings on research question five which was asked to ascertain the level of job satisfaction with regard to training and compensation. The responses had three scales: not satisfied (NS), fairly satisfied (FS), and almost satisfied (AS).

The abbreviation was made for appropriate column management. The findings of this section will be presented with regards to the factors that almost satisfy the academic staff and the factors that fairly satisfies the academic staff. The findings reveals that these factors almost satisfies the academic staff: motivational package 50.2%, level of compensation 49.8%, effective succession planning 50.2%, managers supporting training opportunities 55.3%, overall compensation planning 55.3%. Furthermore, it was discovered that the following factors fairly satisfies the academic staff: opportunities to learn new things 55.7%, process used to identify development needs and implementation solution 54.8%, and employee development 49.3%.

The finding from this research question affirms the factors that almost satisfy the academic staff should be well implemented in NWU Mafikeng Campus. Ngethe *et al.*, (2012:300), affirms that superior-subordinate relationships motivates and satisfies the academic staff because of the direction and exhibition of interest by the superior in getting work done in the most appropriate manner while Gudmunson, & Anderson (200:891) avers that the factors of job satisfaction such as effective administration, good salary, fair supervision, good working conditions and good policies should be applied to increase growth and development of the employees in the process of work and retention purposes.

**Table 4.6 Measuring the level of satisfaction on training and compensation**

<b>Satisfaction, training and compensation factors</b>	<b>Almost Satisfied</b>	<b>Fairly Satisfied</b>	<b>Not Satisfied</b>
<b>Opportunities to learn new things</b>	86 (39.3)	122 (55.7)	11 (5.0)
<b>Process used to identify development needs and implementation solutions</b>	87 (39.7)	120 (54.8)	12 (5.5)
<b>Employee development</b>	101 (46.1)	108 (49.3)	10 (4.6)
<b>Motivational package</b>	110 (50.2)	95 (43.4)	14 (6.4)
<b>Level of compensation</b>	109 (49.8)	93 (42.5)	17 (7.8)

<b>Effective succession planning</b>	110 (50.2)	98 (44.7)	11 (5.0)
<b>Managers supporting training opportunities</b>	121 (55.3)	88 (38.8)	10 (5.9)
<b>Overall compensation package</b>	121 (55.3)	85 (38.8)	13 (5.9)

#### 4.8 Constraints of job retention

Table 4.7 presents the constraints of job retention which was aimed to find out the level of agreement on how the constraints of retention impact retention of academic staff in the institution. Table 4.7 presents the findings from the research question 7 which was asked to identify the constraints of job retention. The reason for this question was to know or identify the most appropriate retention constraint that will be applied in the institution to ensure that employees will be adequately retained. In the findings as presented in Table 4.7, matching input with rewards was 98.6%, improvement of salary scales and bonuses 98.2%, celebrating every achieving employee 97.7%, challenging low performers 97.3%, adequate communication 98.6%, conducting of exit interviews 95.4%, good working conditions 94.5%, improvement of benefits 97.7%, opportunities for further development 95.4%, and reduction of working hours 94.5%. Nicholson *et al.* (2011:354) and Wright (2009:14) upholds that the level of compensation, opportunities for growth, celebrating achievers, satisfying the academic staff will induce the academic staff to remain with the institution while Barkhuizen and Du Plesis affirms that good pay package, good working environment, fringe benefits, promotion and advancement, job security, effective leadership and supervision improves job retention in the high institutions. Furthermore, the findings also revealed that the following constraints do not impact the retention level of the academic staff: insufficient salary 9.1%, inadequate training and development 6.4%, inadequate research support 5.9%, lack of involvement in decision making 8.7%, inability to relate with other staff 6.4%, improper retirement plans 6.4%, unimproved benefits 94.1%, excessive workload 9.6%, and ineffective management. In support of these findings, Selesho (2014:298), maintains that the

absence of job security, compensation, recognition, good work environment, promotion, continued training, interesting work, achievement, salary, administration, supervision, and company policy will initiate job turnover and intention to turnover in organisations. Table 4.7 presents the constraints of job retention which was aimed to find out the level of agreement on how the constraints of retention impact retention in the institution

Table 4.7 further present the findings from research question 7 which was asked to know how job retention constraints affect the retention level of academic staff in NWU Mafikeng Campus. The researcher opted to know the level of agreement of the academic staff as regards to the application of each motivational constraint to the work environment. The responses had three scales; high, medium, low. The findings in this category depicts that some variables were rated high, medium and low. For the purpose of this study, the variables that were rated high and low will only be discussed. The variables that were rated high are: balancing input with rewards 73.1%, improvement of salary scales and bonuses 76.3%, celebrating achieving employee 53.9%, challenging low performers 50.7%, adequate communication 58.9%, conducting exit interviews 53.9%, improving current working conditions 52.1%, improvement of benefits 58%, opportunities for further development 60.3%, reduction of working hours 48.9% while the variables that are rated low are insufficient salary 52.5%, inadequate retirement plans 58.9%, inadequate training and development 49.3%, inadequate research support 61.6%, lack of involvement in decision making 65.3%, inability to relate with other staff 67.1%, improper retirement plans 53%, unimproved benefits 54.8%, excessive workload 46.1%, and ineffective management 45.2%. The findings of Mapolisa (2014:16) supports the finding in celebrating the top performers in the work environment, also in support of the findings in input and reward, effective leadership and supervision, working condition, Bernard (2012:278), Lunenburg (2012:285) and Ngobeni and Bezuidenhout (2011:9964) affirms that management should improve the salary scales of academic staff, reward top performers, embark on effective leadership styles to ensure that the academic staff are induced to stay with the institution.

Table 4.7 depicts the constraints that impact the level of job retention amongst the academic staff in the North-West University, Mafikeng Campus.

**Table 4.7 Retention constraints**

	<b>Yes</b>	<b>No</b>	<b>High</b>	<b>Moderate</b>	<b>Low</b>
<b>Input with rewards</b>	216 (98.6)	3 (1.4)	160 (73.1)	45 (20.5)	14 (6.4)
<b>Salary scales and bonuses</b>	215 (98.2)	4 (1.9)	167 (76.3)	30 (13.7)	22 (10.0)
<b>Celebrating achieving employee</b>	214 (97.7)	5 (2.3)	118 (53.9)	65 (29.7)	36 (16.4)
<b>Challenging low performers</b>	213 (97.3)	6 (2.8)	111 (50.7)	52 (23.7)	56 (25.6)
<b>Adequate communication</b>	216 (98.6)	3 (1.4)	129 (58.9)	56 (25.6)	34 (15.5)
<b>Exit interviews</b>	209 (95.4)	10 (4.1)	118 (53.9)	49 (22.4)	52 (23.7)
<b>Insufficient salary</b>	20 (9.1)	199 (90.9)	20 (9.1)	84 (38.4)	115 (52.5)
<b>Inadequate retirement plans</b>	17 (7.8)	202 (92.2)	20 (9.1)	70 (32.0)	129 (58.9)
<b>Working conditions</b>	207 (94.5)	12 (5.5)	114 (52.1)	69 (31.5)	36 (16.4)
<b>Inadequate training and development</b>	14 (6.4)	205 (93.6)	21 (9.6)	90 (41.1)	108 (49.3)
<b>Inadequate research support</b>	13 (5.9)	206 (94.1)	27 (12.3)	57 (26.0)	135 (61.6)
<b>Lack of involvement in decision making</b>	19 (8.7)	200 (91.3)	24 (11.0)	52 (23.7)	143 (65.3)
<b>Inability to relate with other staff</b>	14 (6.4)	205 (93.6)	17 (7.8)	55 (25.1)	147 (67.1)

<b>Improvement benefits</b>	214 (97.7)	5 (2.3)	127 (58.0)	72 (32.9)	20 (9.1)
<b>Improper retirement plans</b>	14 (6.4)	205 (93.6)	16 (7.3)	87 (39.7)	116 (53.0)
<b>Opportunities for further development</b>	209 (95.4)	10 (4.1)	132 (60.3)	56 (25.6)	31 (14.2)
<b>Unimproved benefits</b>	13 (5.9)	206 (94.1)	19 (8.7)	80 (36.5)	120 (54.8)
<b>Excessive work load</b>	21 (9.6)	198 (90.4)	36 (16.4)	82 (37.4)	101 (46.1)
<b>Reduction of working hours</b>	207 (94.5)	12 (5.5)	107 (48.9)	81 (37.0)	31 (14.2)
<b>Ineffective management</b>	10 (4.6)	209 (95.4)	34 (15.5)	86 (39.3)	99 (45.2)

#### 4.9. Chapter summary

This chapter presented the findings obtained from the quantitative study. The quantitative data presentation focused on data management, response rates and descriptive statistics using SARS and SPSS statistical software to ensure that the research questions of this study are answered. The next chapter discusses the conclusions and recommendations and a framework for retaining academic staff in the North West University, Mafikeng Campus.

## **CHAPTER FIVE**

### **OVERVIEW, SUMMARY OF FINDINGS AND RECOMMENDATIONS OF THE STUDY**

#### **5.1 Introduction**

Chapter four focused on the presentation, interpretation of data collected through quantitative approach using questionnaires as the data collection technique in order to obtain answers to the research questions of this study. The statistical package for social sciences was used to compute the results while tables comprising of percentages and frequencies was used to present the results.

In this chapter, the overview of the entire study and the summary of findings will be presented. Finally, recommendations will be suggested as regards to the measures that will be implemented by the Human Resource Department to retain academic staff in the North-West University, Mafikeng Campus.

#### **5.2 Overview of the research**

In chapter one, a reflection of the background of the study was made on the retention of academic staff in the North West University, Mafikeng Campus. It provides the problem statement, the relevant research questions that guided the entire study, the aims and objectives of the study. Furthermore, the research paradigm and research design were selected while the motivation for adopting them was established. Finally, trustworthiness and ethical issues surrounding the practice of research was discussed while the definition of terms and final layout of the report was outlined.

In chapter two, review of related literature was done in the aspect of retention to explore the possible ways to improve retention in the North West University just to find solutions to the research questions of this study. Theories such as the Herzberg's motivation theory, Maslow's hierarchy of needs, Expectancy theory, and the equity theory was explored while the relevant factors of retention were also discussed just to suit the purpose of this study.

Chapter three discussed the research design and methodology. The post-positivist paradigm was selected while the quantitative design was adopted as its design. Literature review and the empirical study followed a methodological approach which

helped in the discussion of the quantitative result obtained from the questionnaires. Data analysis was discussed, trustworthiness was established while the ethical issues surrounding the process of research was discussed.

Chapter four dealt with the presentation, interpretation and discussion of findings. Data was analysed using SPSS while it was presented using tables which comprised frequencies and percentages of the respondents' responses. Discussion of data was made thereafter.

Chapter five focused on the overview of the entire chapters of the dissertation. A summary of findings from the research questions was also presented. Recommendations were then made for this study and for any future study on the theme of the study.

### **5.3 Summary of findings**

In this section, the summary of the findings as obtained through the empirical studies is presented which was done according to the research questions. The research objectives stated in chapter one are listed below:

- 1) To identify the personal characteristics of the academic staff
- 2) To determine factors that influences retention of academic staff.
- 3) To identify the motivational factors that affect retention of academic staff.
- 4) To determine if organizational commitment affect retention.
- 5) To examine if superior-subordinate relationship affect retention.
- 6) To examine the influence of benefits, training and compensation on retention.
- 7) To investigate the constraints to job retention amongst academic staff.

The following conclusions are drawn from the findings as obtained from the research questions.

#### **5.3.1 Factors that influences retention of the academic staff**

The findings from the results as obtained in this category portrays the order of motivational factors of job retention as indicated by the respondents as follows: job security, professional development, academic advancement, morale with the institution, workload, career advancement, working hours, benefit package, reward system, support services, facilities for performance, relationship with superior,

accessibility to services, university policies, publishing support, system process, accessibility to leaders, colleagues disposition, appraisal system, authority with the institution, relationship with colleagues, handling of disputes, campus settings, delineation of duty and fictionalization of employees.

The implication of the findings as obtained in this category suggests that the Human resource department should use the retention factors adequately to ensure that academic staff will be retained. The study also discovered that the three most effective motivational factors that influences retention are job security, professional development and academic advancement while fictionalisation of employees, delineation of duty and campus settings are the least motivational factors that influence retention. The first three factors of motivation should be applied to ensure that the academic staff are retained.

### 5.3.2 Employee motivational factors that affect retention

This question measured the motivational factors that affect job retention, the findings that were obtained revealed that all the factors measured affect retention of academic staff. These factors are professional development, job commitment, adequate benefits, challenging work, competitive salary, training opportunities, good working condition, communication, development opportunities, financial compensation, desired promotion, working hours, recognition, good administrative policies, adequate security, personnel policies, supervision, leadership supervision and management, teamwork, and strategic mission.

The findings as it was obtained in the analysis implies that the aforementioned motivational factors should be applied in the institutions of higher learning to ensure that the academic staff should be retained. More so, the findings revealed that the most three effective factors that affect the retention level of academic staff are professional development, job commitment, and adequate benefits while strategic mission, teamwork, and leadership supervision and management are the three least factors that affect retention level. The Human resource department should, therefore, apply or focus on the first three factors that affect the retention level of academic staff to stop academic staff job turnover.

### 5.3.3 Organisational commitments and how it affect retention level

In this category, the researcher tried to find out if organisational commitment affects the retention level of the academic staff. The findings as obtained show that effective application of retention factors such as organisational commitment, superior subordinate relationship, and training and growth induce the academic staff to remain with the institution. This, in turn, calls for the effective application of these factors by the Human Resource Department to induce coherence amongst the academic staff and the institution.

### 5.3.4 Superior-subordinate relationship and how it affect retention

The findings in this category indicated that superior subordinate relationship affects job retention. The responses by the respondents indicate that involving in making decisions, discussing ideas before making decisions, and effective communication highly motivates them. The findings further stipulate that resolving of employee labour issues, resolving conflicts, fairness and respect, coaching of junior staff, clear instructions and objectives fairly satisfies the academic staff. These findings stipulate that the Human Resource Management should apply these superior-subordinate factors of retention that highly motivate the academic staff to ensure that they will be retained. Consequently, the focus should be to involve the academic staff in decision making, discussing ideas before making decisions, and effective communication.

### 5.3.5 The satisfaction of academic staff as regards to training and compensation and the manner it affects the retention level.

The findings in this category revealed that overall compensation package, managers supporting training opportunities, motivational package, effective succession planning, and employee development averagely satisfies the academic staff. Furthermore, the findings disclosed that opportunity to learn new things, the process used to identify development needs and implementation solutions, and employee development fairly satisfies the academic staff.

It is advisable, therefore, that the human resource management of the North West University should introduce adequate compensation package, managers support in training opportunities and motivational packages in the work environment to retain the academic staff. Also, the aforementioned factors that fairly satisfies the academic staff should be well implemented.

### 5.3.6 Identification of constraints of job retention

The findings as it was deduced from the analysis shows that the respondents agreed that the following factors are constraints to retention: matching inputs with output, adequate communication, celebrating achieving employees, improvements of benefits, challenging low performers, opportunities for further development, exit interviews, working conditions, and reduction of working hours. Also, the participants disagree that the following factors are no retention constraints: ineffective management, unimproved benefits, inadequate research support, improper retirement plans, inability to relate to other staff, lack of involvement in decision making, insufficient salary, and excessive work load.

This finding implies that the Human Resource Department should apply the discovered factors of retention such as matching inputs with output, adequate communication, celebrating achieving employees, improvements of benefits, challenging low performers, opportunities for further development, exit interviews, working conditions, and reduction of working hours in the work environment to induce the academic staff to remain with the institution.

Furthermore, the researcher progressed on to find how the constraints of retention impact the retention of academic staff. The findings disclosed that salary scales and bonuses, inputs with rewards, opportunities for further development, adequate communication, improvement benefits, exit interviews, celebrating achieving employees, improving current working conditions, challenging low performers, and reduction of working are the constraints that highly impact the level of retention of the academic staff while the inability to relate to other staff, lack of involvement in decision-making, inadequate research support, inadequate retirement plans, unimproved benefits, improper retirement plans, inadequate training and development, excessive workload and ineffective management remain the constraints that lowly motivate the academic staff.

The findings in this group indicate that the Human Resource Department should thrive and implement the aforementioned constraints that highly motivate the academic staff to resolve the issue of recurrent turnover of academic staff.

## 5.4 Recommendations

The following recommendations are deduced to resolve the problems as identified in the problem statement. The recommendations of this study will be made to the following: the Human Resource Department of the North West University, the Academic staff, and the University Management.

### 5.4.1 Recommendations to the Human Resource Department.

- The Human Resource Department should consider using exit interviews to ascertain the actual cause of turnover.
- The motivational factors, satisfaction factors, superior-subordinate factors, retention constraints, and organisational commitment factors as stated by this study should be adequately implemented by the Human Resource Department to reduce job turnover.
- The selection of academic staff should be intensive, also, on merit in order to identify and select the needed staff.
- The contract terms should be clearly stated and not vague.

### 5.4.2 Recommendations to the North West University Management

- The Management of the North West University should consider making employee friendly policies to accommodate the various demands of the academic staff.
- Complaints by academic staff should be treated outstandingly urgent to arrest any further negative action.
- Management should consider assisting with the recommendations by Human Resource Department to ensure that the system functions well.
- Workshops should be arranged with different departments to communicate with the staff to understand their views on the reasons for turnover.

### 5.4.3 Recommendations to the academic staff

- The academic staff is required to report or complain grievances to the HR Department before deciding to quit.
- The academic staff should read and understand every content of the employment contract, any contradictory statement should be identified while clarifications should be made.

- The academic staff should endeavour to fill the exit interview to ensure that the HR Department will understand the reason for turnover.

### **5.5 Recommendations for further study**

As regards to the findings of this study, it deduced that so much needs to be done in the field of academic staff retention especially in the aspect of detecting the actual motivational factors that affect job retention. It is required that similar study should be conducted in another province using another Campus as a case study to ensure that the issues surrounding job turnover of academic staff in the institutions of higher learning in South Africa will be minimised.

### **5.6 Conclusions**

This study was conducted to find the reasons for recurrent job turnover on academic staff in the North West University, Mafikeng Campus. It was gathered that the available retention variables are not implemented to induce the staff to remain with the institution. However, the study recommends that more researches should be carried out on this particular topic in other provinces to combat the war on academic staff turnover.

This study was conducted in North West province, the researcher holds the opinion that the contents can be applied in other regions of South Africa and the world at large. At last, it should be noted that the HR departments should possess leadership skills, communication skills, management skills, perceptive skills and quick decision-making skills to ensure that the needs of the academic staff will be adequately met. In my opinion, I believe that this work will help to improve the lapses as witnessed in the recurrent job turnover of academic staff in the institutions of higher learning.

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## APPENDIX 1 QUESTIONNAIRES

Dear Participant,

My name is Inonge Kakula and I am master's student in the Faculty of Commerce and Administration at the North West University, Mafikeng Campus. I am inviting you to participate in this research study by completing the attached questionnaire. The questionnaire will require approximately 10 minutes to be completed. Note that your responses to this questionnaire will be treated with utmost confidentiality.

Thank you for taking the time to assist me in my educational endeavours.

Sincerely,

Inonge Kakula  
Inonge.kakula@nwu.ac.za

### Section A

#### 1. Personal Characteristics

##### 1.1. Gender

Male	Female	Other

##### 1.2. Age

25 or less	26-35	36-45	46-55	56-65	Above 66

##### 1.3. Religion

Christian	Islam	Buddhism	Judaism	Hinduism	Other

##### 1.4. Highest qualification obtained

Diploma	Honours	Masters	Doctorate	Other

1.5. Are you currently furthering your studies?

Yes	No	Please specify other conditions

1.6. Name of Faculty

COMMERCE	HSS	FAST	LAW	EDUCATION

1.7. Years of Experience

Less than 5 years	6-10 years	11-15 years	16-20 years	Above 20 years

1.8. Position

Junior Lecturer	Lecturer	Senior Lecturer	Associate Professor	Professor	Director	Dean	Other

1.9. Salary range per annum

Below R350 000	R350 000 – R450 000	R450 000 – R550 000	R550 000 – R650 000	Above R650 000

1.10. Type of employment contract?

Temporary	Fixed Term Contract	Permanent	Other

**2. How do the following factors affect your level of motivation at NWU-Mafikeng Campus?**

<b>Motivational Factors</b>	<b>Highly</b>	<b>Moderate</b>	<b>Low</b>
1. Your salary			
2. Making a difference/ impact on the Campus			
3. Trustworthy leadership			

4. Nature of Campus setting			
5. Career advancement			
6. Facilities for performance			
7. Support services for performance			
8. Accessibility to services			
9. Accessibility to leaders			
10. Working hours			
11. Academic advancement			
12. Professional development			
13. Relationship with your superior			
14. Relationship amongst your colleagues			
15. The appraisal system			
16. The reward system			
17. Fictionalisation of employees			
18. Benefit package			
19. Workload			
20. University policies			
21. Research/publishing support			
22. Morale with the Institution			
23. Authority within the Institution			
24. Delineation of duties			
25. System process			
26. Handling of disputes			
27. Colleagues disposition			
28. Job security			

**3) Please rate the following motivational factors as it affects job retention, kindly do so by indicating your level of agreement with these statements.**

	<b>1</b>	<b>2</b>	<b>3</b>
<b>Response</b>	<b>High</b>	<b>Moderate</b>	<b>Low</b>
1. Provision for Equitable Financial Compensation			
2. Provision for good working conditions			

3. Provision for desired Promotion			
4. Availability of good Leadership, Supervision and Management			
5. Application of good Administrative Policies			
6. Provision for Adequate Security			
7. Provision for desired training opportunities			
8. Happy with the number of working hours			
9. Happy with the colleagues in your section			
10. Job commitment			
11. Competitive salary			
12. Challenging work			
13. Provision of adequate benefits			
14. Professional development			
15. Adequate Recognition			
16. Effective communication			
17. Effective supervision			
18. Adequate teamwork			
19. Good personnel policies			
20. Effective development opportunities			
21. Good strategic mission			

**4. How do these factors of job retention induce you to remain with NWU, Mafikeng Campus?**

	1	2	3
Response	High	Moderate	Low
Does the level of organisational commitment influence your decision to remain with NWU, Mafikeng?			
Does the impact of the Superior-Subordinate relationship influence your decision to remain with NWU, Mafikeng?			
Does the availability of training and the ability to grow encourage you to stay with NWU, Mafikeng?			

**5. Please rate your relationship with your superior effect your job retention level.**

ITEM	High	Moderate	Low
Your superiors ability to involve you in important decisions			
The ability for senior management to discuss issues and ideas before making major decisions			
The ability for senior managers to mentor junior managers			
The ability for superior staff members to coach junior staff members to help with professional development			
The ability for management to effectively resolve employee problems and labour issues			
The ability for management to show fairness and respect in their interactions with employees			
The ability for conflicts to be resolved in a positive and constructive manner			
The ability for management to give clear instructions and objectives			
The availability of effective communication			

**6. Please rate your level of satisfaction with regard to training and compensation.**

ITEM	Not satisfied	Fairly satisfied	Almost satisfied
Opportunities made available to you to learn new things			
Processes used to identify development needs and implement solutions			
Employee development is seen as a key to success rather than a cost to the institution			
Are you satisfied with the type of motivational package			
Are you satisfied with the level of compensation used by the institution			
Continuity of leadership through effective succession planning			
Mangers support training opportunities for employees			
Are you satisfied with your overall compensation package offered by the institution			

**7. To what level or not do the following job retention constraints impact your retention NWU, Mafikeng Campus?**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Response</b>	<b>Yes</b>	<b>No</b>	<b>High</b>	<b>Medium</b>	<b>Low</b>
Balancing of employees input with rewards					
Improvement of salary scale and bonuses					
Celebrating every achieving employee and top performers					
Challenging low performers					
Adequate communication with the employees to know individual challenges					
Conducting employee exit interviews					
Insufficient salary					
Inadequate retirement plans					
Current physical working conditions					
Inadequate Training and development					
Inadequate research support					
Lack of involvement in decision making					
Inability to relate with other staff					
Improvement of benefits					
Improper retirement plans					
Opportunities for further development					
Unimproved benefits					
Excessive work load					
Reduction of working hours					
Ineffective management					

**APPENDIX 2      LANGUAGE EDITING CERTIFICATE**

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10/11/2016

**CERTIFICATE OF EDITING**

The dissertation entitled

**FACTORS AFFECTING THE RETENTION OF ACADEMIC STAFF IN NORTH-WEST  
UNIVERSITY, MAFIKENG CAMPUS**

Submitted by

**INONGE KAKULA**

For the degree of

**MASTER OF BUSINESS ADMINISTRATION**

In the Faculty of

**COMMERCE AND ADMINISTRATION**

Has been edited for language by

**Mary Helen Thomas B.Sc. (Hons)**

## APPENDIX 3 ETHICS CERTIFICATE



NORTH-WEST UNIVERSITY  
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2016/04/18

### ETHICS APPROVAL CERTIFICATE OF PROJECT

Based on approval by the Human Resource Research Ethics Committee (HRREC) on 12/04/2016, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby approves your project as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

<b>Project title:</b> Retention of academic staff in NWU Mafikeng campus.																
<b>Project Leader/Supervisor:</b> Prof O Oladele																
<b>Student:</b> I Kakula																
<b>Ethics number:</b>		N	W	U	-	0	0	1	9	2	-	1	6	-	A	9
		Institution			Project Number				Year		Status					
<small>Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation</small>																
<b>Application Type:</b> N/A																
<b>Commencement date:</b> 2016-04-11					<b>Expiry date:</b> 2019-04-11					<b>Risk:</b>		N/A				

#### Special conditions of the approval (if applicable):

- Translation of the informed consent document to the languages applicable to the study participants should be submitted to the HRREC (if applicable).
- Any research at governmental or private institutions, permission must still be obtained from relevant authorities and provided to the HRREC. Ethics approval is required BEFORE approval can be obtained from these authorities.

<b>General conditions:</b> <i>While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:</i> <ul style="list-style-type: none"><li>• The project leader (principle investigator) must report in the prescribed format to the NWU-IRERC via HRREC:<ul style="list-style-type: none"><li>- annually (or as otherwise requested) on the progress of the project, and upon completion of the project</li><li>- without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.</li><li>- Annually a number of projects may be randomly selected for an external audit.</li></ul></li><li>• The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the HRREC. Would there be deviation from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.</li><li>• The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-IRERC via HRREC and new approval received before or on the expiry date.</li><li>• In the interest of ethical responsibility the NWU-IRERC and HRREC retains the right to:<ul style="list-style-type: none"><li>- request access to any information or data at any time during the course or after completion of the project;</li><li>- to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process.</li><li>- withdraw or postpone approval if:<ul style="list-style-type: none"><li>· any unethical principles or practices of the project are revealed or suspected,</li><li>· it becomes apparent that any relevant information was withheld from the HRREC or that information has been false or misrepresented,</li><li>· the required annual report and reporting of adverse events was not done timely and accurately,</li><li>· new institutional rules, national legislation or international conventions deem it necessary.</li></ul></li></ul></li><li>• HRREC can be contacted for further information via <a href="mailto:Estie.Emtoch@nwu.ac.za">Estie.Emtoch@nwu.ac.za</a> or 018 289 2873.</li></ul>
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The IRERC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the IRERC or HRREC for any further enquiries or requests for assistance.

Yours sincerely

Prof LA  
Du Plessis

Digitally signed by Prof LA Du Plessis  
DN: cn=Prof LA Du Plessis, o=North-  
West University, ou=Campus Rector,  
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c=ZA  
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Prof Linda du Plessis

Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)

