

Attraction and retention of qualified academics at the North-West University, Mafikeng Campus



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Business Administration degree at the Mafikeng Campus of the North-West
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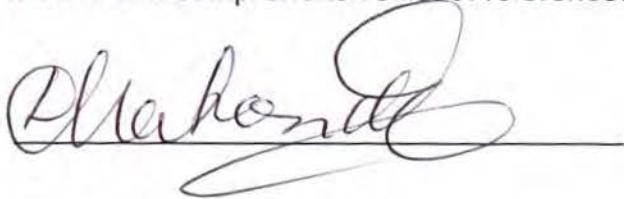
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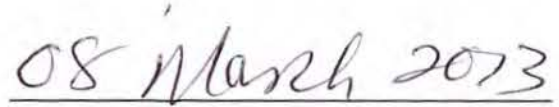
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DECLARATION

I hereby declare that the mini thesis submitted for the degree (Master's Degree in Business Administration at the North-West University), is my own original work and has not previously been submitted to any other institution of higher education. I further declare that all sources cited or quoted are indicated and acknowledged by means of a comprehensive list of references.

A handwritten signature in dark ink, appearing to read 'Livingstone Makondo', written over a horizontal line.

Livingstone Makondo (Dr)

A handwritten date '08 March 2013' in dark ink, written over a horizontal line.

Date

ACKNOWLEDGEMENT

Firstly, I thank God the Creator, Provider and Sustainer for enabling me to complete this study. Secondly, I thank my wife Otlina, my first and second sons Munyaradzi and Munashe respectively and the only daughter, Mutsawashe for their patience and support during the period of this study. My mother Faina and siblings are also thanked for their immense support. Heartfelt appreciation is also extended to brethren, friends, colleagues, the Academic Development Centre staff, academics and support staff at the North-West University, Mafikeng campus, for their support in diverse forms. I also thank the University of Venda and the North-West University for partially funding this study. Also, the professional statistical work done by Mr Disco Sedupane of the Faculty of Commerce and Administration at the North-West University, Mafikeng Campus is greatly welcome. Last but not least, this study could not have seen the light of the day had it not been of the incisive academic support rendered by Professor Sam Lubbe of the Faculty of Commerce and Administration at the North-West University, Mafikeng Campus. To all, may Him who is able sustain and continue to bless you till His advent.

ABSTRACT

Purpose

This study examined the extent to which the North-West University, Mafikeng Campus (NWU, MC) is managing to attract and retain properly qualified academics.

Methodology

This predominantly quantitative study has questionnaires responded to by two hundred and sixty respondents and survey money responded to by fifty-two respondents were used to gather data from deans, directors and teaching staff at the NWU, MC and from other universities.

Findings

Attraction and retention of properly qualified and experienced academics emerges as a University's key strategic mandate as such personnel champions an institution's quest to deliver quality teaching-learning, research and community engagement. The study also notes that the NWU, MC is not doing well in terms of attracting and retaining properly qualified academics, a regrettable trend. The need for a proper mix of workload, work and personal life balance, remuneration and promotion among others emerged as key attraction and retention tenets.

Conclusion

The study concludes that attraction and retention of academics is a global challenge. The NWU, MC and other affected universities need to do all they can to curtail the challenge so that they can attract and retain properly qualified and experienced academics for them to boost their throughput and graduation rates. These achievements, among others would ensure that the university' customers would be satisfied at the same time the university would attract funding.

Recommendation

It emerges that a university that offers longer contracts stands better chances to attract and retain academics. To this end, this study shares several pertinent insights that can help the NWU, MC ameliorate the challenge.

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CHAPTER 1

BACKGROUND OF THE STUDY

OVERVIEW OF THE STUDY

1.1 INTRODUCTION

The subject of staff retention has been explored extensively in the corporate sector, but what remain largely undocumented are the efforts of higher education institutions in retaining their valuable staff members (Netswera, Rankhumise & Mavundla, 2005). In order to address this matter, then, this chapter provides a contextualisation for this study, specifically focusing on the attraction and retention of academics/researchers at the North-West University (henceforth NWU), Mafikeng Campus (henceforth MC). This is achieved by a discussion of the background and context of the study, the formulation of the problem statement and research objectives, a preliminary literature survey, the research questions, a description of the research design and ethical requirements, after which a number of concluding remarks are given.

Universities are tasked with the provision of teaching-learning, research and community engagement services. According to Schiller (2008), having large numbers of college graduates in a region increases that region's economic growth; such spill overs (also called externalities) are an important factor in generating more rapid growth in a region. Furthermore, education is an investment in the knowledge and skills that are necessary to increase people's ability to earn and grow.

With a view to achieve their part in creating such an environment, universities must have the ability to attract and retain properly educated and experienced academics who can steer the pursuit of these core university functions. According to Tettey (2010), the quality of higher education is determined not only by the number of teachers but - even more importantly - by their qualifications and staff. One significant measure of professorial capability for quality research and instruction is doctoral-level certification. Therefore, the brain drain that South Africa is experiencing needs to be addressed and the first step towards this end is to identify and solve the problems that lead to the brain drain.

1.2 BACKGROUND AND CONTEXT

According to Pienaar and Bester (2008), the retention of human resources refers to attempts that are aimed at ensuring that employees stay in the organisation and that voluntary turnover will be minimized. Attracting and retaining employees involve processes such as job analysis, job description, job evaluation, job grading and selection, all culminating in employee retention. According to Ehlers (2011:4), employee retention, “refers to all the strategies, action plans and methods used to retain talent or valuable employees in the organisation in order to achieve and sustain [a] competitive advantage”.

However, much of the expertise base of African universities has been eroded to the extent that there is insufficient capacity to provide quality training and education for new generations of citizens (Tettey, 2006). This state of affairs is due to a variety of factors, including inadequate and non-competitive salaries vis-à-vis local and international organisations, and also a lack of job satisfaction due to non-monetary reasons. The disciplines that are most profoundly affected by the brain drain and high turn-over in African institutions are the health sciences, engineering, business, economics, and computer/ information science.

While academic staff recruitment and retention remain a challenge across the globe, the situation in many African countries appears to be particularly urgent (Tettey, 2010). Leaders of African universities acknowledge the devastating impact of staff shortages on the goals of institutions of higher education, and warn that if something is not done very soon, the African academy will not only lose its ability to produce adequate personnel to support the countries’ human resource needs, but also to uphold and protect the quality of intellectual life in the Africa region.

With reference to South Africa, it needs to be stated that since the dawn of democracy in 1994, the South African government has made decisions meant to afford its citizens access to education up to tertiary levels. According to the South African Constitution Section 29, “everyone has the right to further education, which the state, through reasonable measures, must make progressively available and accessible”. This period saw the intensification of efforts aimed at making university education accessible to all citizens, including those from formerly ‘disadvantaged’ communities. These efforts, among others, resulted in the merging of some tertiary institutions. The rationale for this move, among others, was to pursue a simpler governance model, together with an attempt at streamlining and a standardisation of efforts

meant to ensure the provision of quality tertiary education. It is against this background that the University of the North-West, situated in the region formerly called Bophuthatswana, merged from 1 January 2004 with Potchefstroom, Vanderbijlpark and Mankwe (Wikipedia, the free encyclopedia, accessed 31 May 2012).

According to Pienaar and Bester (2008), higher education institutions - more than any other organisations - are dependent on the intellectual abilities and commitment of academic staff. The intellectual and creative abilities of academic staff determine the survival and sustainability of higher education institutions (Pienaar, 2005). Consequently, in order to function effectively, higher education institutions are, to a large extent, dependent on the commitment of academics.

Pienaar and Bester (2008) further rightly the truism that the academic profession is central to the functioning of any university. Without well-qualified and committed academic staff, no academic institution can ensure sustainability and quality over the long haul (Pienaar, 2005). Therefore, as Küskü (2003) proposes, higher education institutions are more dependent on the intellectual and creative abilities and commitment of their academic staff than most other organisations.

According to Birt, Wallis and Winternitz (2004), these knowledge workers are the ones who, through their intellectual capital, control the competitive advantage of the universities. The war for talent is rife, and skilled employees have a greater choice of employment than most, both locally and globally (De Villiers, 2006). Furthermore, the issue of skills shortage is compounded by universities/organisations failure to retain their best employees due to globalization and economic realities' (Obasi, 2011).

In South Africa, the current skills shortage as reflected in the proportion of vacancies in June 2003 comprised of computing professionals (16.8%), engineers (11.9%), accountants and related accounting occupations (26.7%), personnel and careers professionals (15.8) and economists (7.9%). In terms of training offerings, the previous Technikons placed greater emphasis on programmes in business and management (47%) and in science, engineering and technology (33%) in an attempt to meeting the skills demanded in the economy (Netswera *et al.*, 2005).

This study draws heavily on the researcher's experience and insights as an educator, lecturer and administrator at several high schools, teacher training colleges and universities in Zimbabwe and South Africa. This study is also to an extent anchored on the observation offered by Makondo (2010:263-276) that student throughput rate can be enhanced if a university is resourced with properly qualified, experienced and motivated academics. There are strategic human resource planning issues that the NWU, MC management has to consider with a view to ensure the availability of, "the right number of qualified people into the right job at the right time" (Grobler, Warnich, Carrell, Elbert & Hatfield, 2006:131). This should take place within the eight Human Resource Management (HRM) outcomes that have been set with a view to ensure that academics/researchers are, "available, competent, motivated, healthy, diverse, organised, focused and satisfied" (Ehlers, 2011:6).

In addition, this study drew upon the researcher's earlier studies (Makondo, 2010, 2012) that explored the reasons behind the failure of university students and the need for a change in terms of mind set in order to achieve academic excellence at Zimbabwean and South African universities. Furthermore, this study was motivated by the need to develop more profound insight into the operations of the NWU, MC with a view to improve throughput rates. In order to achieve this, it was felt that useful insights might be drawn from an examination of the recruitment and retention of academics as these members play a salient role in the attainment of the University's service mandate.

A further driving force behind the current study was the observation that in neighbouring Zimbabwe, the late 1990s saw many state universities predominantly being staffed with junior, less experienced academics (Makondo, 2010). This state of affairs was due to the fact that the majority of the well-qualified and experienced academics and researchers have left the country in search of greener pastures. In addition, this trend also meant that a large contingent of retired teaching staff members returned to the state universities in order to help to stabilize them (Makondo, 2010a). As regards the current situation in South Africa, this research was motivated by the researchers' observations that a number of the formerly disadvantaged universities seem to be experiencing difficulty in attracting and retaining properly qualified academics.

By academics, this study refers to university teaching staff members in their different categories. The grades of academics range from junior lecturer, lecturer, senior lecturer, associate professor and full professor. In ideal situations, departments or faculties at

universities should have subject or research chairs; individuals who in the normal state of affairs should be associate or full professors who are qualified to perform these duties in light of their expertise and experience that are necessary to steer their departments or faculties' teaching-learning and research efforts.

Academics are the engines that drive universities' successful teaching-learning, research and community engagement activities. A well-staffed university needs to have a high number of its academics in senior lecturer grades to professor grades. Such personnel qualify the university to produce properly qualified undergraduates and postgraduates. A university that can produce graduates with junior as well as senior degrees is healthy and contributes towards better national and world ranking of such a university (timeshighereducation accessed 31 May 2012). In turn, a university's ranking has a bearing on its ability to attract and retain funding, undergraduate, postgraduate students and teaching and research staff, to mention few benefits.

Finally, universities are established, among others, to produce graduates who can meaningfully contribute towards the economies of their respective countries. To this end, universities ought to be centres of academic excellence. Academic excellence here encompasses excellence in research activities; moves that would see universities directly contributing towards the well-being of their economies (Makondo, 2012). To achieve this, universities need be staffed by properly qualified academics who can give the required guidance to students in all the various fields of study.

1.3 PROBLEM STATEMENT

This study's problem statement is: NWU, MC is facing difficulties in attracting and retaining properly qualified academics staff members with doctoral degree qualifications in senior lecturer, associate professor and professor grades. By way of contextualising this discourse, the vision of the NWU is, "to be a pre-eminent University in Africa, driven by the pursuit of knowledge and innovation" (Teaching and Learning Framework, 2011:1). In addition, the mission is to be, "a good tuition-based university, with a growing number of focused areas of research excellence and implementation of expertise, resulting in constantly growing 3rd stream income and sustainable community engagement" (Teaching and Learning Framework, 2011:3).

This study submits that the above can be achieved at the NWU, MC if the campus manages to attract and retain properly qualified and skilled academics. Chakeredza, Temu, Saka, Munthali, Muir-Leresche, Akinnifesi, Ajayi and Sileshi (2008) further submit that suitable graduates are technologically competent, relevant and equipped with the necessary ‘soft skills’ as well as business skills. This study examines the challenge of attracting and retaining academics in the stated grades for the period 2007-2011. Two tables are presented below to with a view to provide statistical evidence of the magnitude of the problem under review. MC percentages of academics in possession of Masters and PhD degrees since 2007 are shown in Table 1 below.

Table 1: Percentages of lecturers in possession of Masters and PhD degrees at MC

	2007		2008		2009		2010*		2011*	
	Masters	PhDs	Masters	PhDs	Masters	PhDs	Masters	PhDs	Masters	PhDs
MC	51%	26%	54%	24%	53%	30%	51%	35%	45%	40%

(Adapted from Institutional Plan, 2011-2013:20)

The ability to attract and retain high profile academics will help to secure the attainment of the NWU’s mission element 2 which seeks to, “develop, educate and empower through innovative and high quality teaching-learning, well-rounded graduates who are able to think laterally and critically in their service to the country and its people” (Teaching and Learning Framework, 2011:3).

In addition, in accordance with mission element 3, the NWU, MC needs to develop and maintain high-quality, relevant and focused research, aligned with national priorities, supplying innovative solutions to challenges faced by the scholarly community, the country, the continent and the world. To this end, the Institutional Plan of 2011-2013 sets out to create an opportunity for academic staff members to improve their academic qualifications, with targets of 32% of staff with Masters as highest degree, and 52% of staff with PhD as highest degree by end 2011 as Table 1 above shows.

1.4 RESEARCH OBJECTIVES

The objectives of this study are to:

- 1.4.1 Establish whether the NWU, MC is currently managing to attract properly qualified academics.
- 1.4.2 Identify whether the NWU, MC is currently managing to retain academics.
- 1.4.3 Identify academics' perceptions of rewards and recognition.
- 1.4.4 Propose and examine possible attraction strategies that the NWU, MC can implement in order to attract and retain qualified academics.

1.5 RESEARCH QUESTIONS

This study is driven by an attempt to provide answers to these research questions:

- 1.5.1 Is the NWU, MC managing to attract properly qualified academics?
- 1.5.2 Is the NWU, MC managing to retain academics?
- 1.5.3 How does academics perceive current practices of rewards and recognition?
- 1.5.4 Which strategies could be used by the NWU, MC to attract and retain properly qualified academics?

1.6 SIGNIFICANCE OF THE STUDY

The present study is important because in recent years, according to Holland, Sheehan and De Cieri (2007), attraction and retention of employees has become an increasingly significant aspect of building organisational capabilities with a view to ensure sustained competitiveness. In addition, this study is significant since it highlights the importance to the NWU, MC of retaining its academics, because failing to do so results in high turnover costs (Laudon & Laudon, 2011) as well as the costs incurred by the university in recruiting and training new employees.

This study is also crucial as it contributes to the body of knowledge on attraction and retention of academics by highlighting the benefits and or side-effects of such moves in the university sphere. On this note, it needs to be noted that when an employee leaves the organisation, he/she takes with him/her valuable information about the organisation, its customers, current projects and also the history of its competitors to the new employer. Therefore, the current study is relevant as it highlights the centrality of attraction and retention issues towards the attainment of the NWU, MC vision, mission and strategic positioning of the campus.

Furthermore, insights from this study will help the NWU, MC University management to consider innovative ways of attracting and retaining motivated academics within their sections. The retention of academics should be a strategic priority, since – according to Simmons (2002) – it is difficult to replace the knowledge, skills and experience of academic staff because their skills are acquired over a long period of time and are accompanied by extensive experience. The findings of this study will likely be applicable to all universities that might find themselves grappling with attraction and retention issues.

Policy-makers will also benefit from suggestions presented in this study so that they can contribute meaningfully towards stabilizing the issue of high staff turnover in universities like the NWU, MC.

1.7 ETHICAL REQUIREMENTS

A letter was written to the Campus Registrar of the NWU, MC requesting permission to conduct this study. When permission was granted by the Campus Registrar' office (refer to annexure A), further permission was then sought and granted by the Graduate School Section of the Faculty of Commerce and Administration (refer to annexure B) to proceed with this study.

1.8 OPERATIONAL DEFINITIONS

Attraction: The ability of an organisation to appeal to potential employees

Retention: The ability of an employer to keep staff in its employment.

Qualified: Staff employed with requisite academic/professional and or experience.

Academics: Staff with requisite academic qualifications.

1.9 CONCLUSION

This chapter introduced the study with emphasis on the attraction and retention of properly qualified academics at the NWU, MC. Firstly; the crucial roles that universities play in the knowledge generation industry were noted. The discussion proceeded by presenting relevant research background and context. Within this context, it was noted that properly qualified

academics are crucial if universities were to enhance their teaching-learning, research and community engagement functions.

The chapter also presented the problem statement, four research objectives and four research questions. The particular contribution of the study emerged from here, namely to explore what can be done to ensure that the NWU, MC has properly qualified and skilled academics.

The chapter also highlights the importance of the study in the area of attraction and retention of academics in universities. It emerged that university human resource practitioners, university administrators/management and policy-makers, among others, stand to benefit from this study. The chapter finally also indicated how data will be gathered and analysed before concluding by outlining the ethical clearance that was attained.

The focus of the next chapter is an in-depth literature review. The literature review begins with seeking to establish global trends in the attraction and retention discourse across industries. This is followed with a discussion of emerging trends in the education sector.

CHAPTER 2

OVERVIEW OF THE LITERATURE

2.1 OVERVIEW

Chapter two is devoted to a review of relevant literature. Literature on attracting and retaining skilled workers (Scullion, Collings & Caliguri, 2010; Vaiman, 2010) in general is bountiful, yet sources that focus on the present scope of the problem is scant (Netswera *et al.*, 2005). The rationale for the literature review presented in this chapter is, among others, to introduce the reader to what has been published on the topic of attracting and retaining employees as a way of identifying the niche for the present study. This review proceeds by adopting a funnel approach which begins by discussing global macro trends in the field of attraction and retention of employees in any industry. Having done this, the review proceeds to focus more on the present field of study by discussing what has been published on this topic with reference to academics. The review will also consider suggestions from the literature on ways to address this challenge. Finally, a chapter conclusion is given.

2.2 GLOBAL ATTRACTION AND RETENTION TRENDS

Reference will be made in this section to attraction and retention trends in Hong Kong, China, Australia, Singapore and Thailand, among others. Much work on the war for talent, its management and the management of knowledge employees has been done by Kelley, Moore and Holloway (2007) and Silzer and Dowell (2010).

According to Schuler, Jackson and Tarique (2011), the need for multinational firms to be as competitive as possible in the global market place has increased dramatically over the past twenty years. Beginning in the late 1990s, firms around the world have been confronted with a major threat to business: a demand for talented employees that far surpassed the supply, which helped to create a global talent shortage.

Global talent challenges emerged in the context of a dynamic business environment. Among the many factors that shape the specific challenges and responses of particular firms are: (a) globalization, (b) changing demographics, (c) demand for workers with relevant competencies and motivation, and (d) the supply of those needed competencies and motivation (Beechler &

Woodward, 2009; Scullion & Collings, 2011). For many companies today, it is important to think and act globally (Dickmann & Baruch, 2011; Mendenhall, Osland, Bird, Oddou & Mazevski, 2008), which includes being where the customers are. Similarly, Lengahan and Eisner (2006) stress that global unemployment rates and associated job mobility will not resolve the shortage of top talent.

With reference to Hong Kong and the People's Republic of China, Chiu, Wai-Mei and Tang (2002) have examined the most popular compensation components offered to employees by organizations, as well as participants' perceptions regarding the five most important compensation components aimed at retaining and motivating people. The results suggest that in Hong Kong, base salary, merit pay, year-end bonus, annual leave, mortgage loan and profit sharing were the most important factors regarding retaining and motivating employees. In the People's Republic of China, base salary, merit pay, year-end bonus, housing provision, cash allowance, overtime allowance, and individual bonuses were the most important factors in this regard.

On the other hand, rewards aimed at encouraging good performance are uncommon in developing country's civil services. For example, in Singapore, employees receive annual bonuses depending on national economic growth (Masaiti & Naluyeke, 2011). In Thailand, according to Croasmun (2002), 15% of officials in each grade can be awarded one extra increment for exceptional performance each year; but there is a measure of scepticism regarding the reliability of the ways in which staff performance is evaluated.

According to Miles, Marshall, Rolfe and Noonan (2006), the issue of attracting and retaining professionals in non-metropolitan Australia is an acknowledged concern of the Australian Government as well as state, territory and local governments. Representatives of a cross-section of professions from five regions raised issues including those relating to the professional's career, family and income. It has emerged that professional people are increasingly either choosing to remain in city and coastal regions, or are moving away from regional, rural and remote areas.

Furthermore, a demographic shift is underway and many regional, rural and remote areas in Australia are struggling to attract and keep their professional services (Miles, *et al.*, 2006). The key reasons why gaps in professional skill shortages might be expected in regions are aptly summarised by McKenzie (2003) as rapidly expanding industries; limited infrastructure

or services; less diverse culture, activities or lifestyle; limited professional development; variable or seasonal demand for skills, and low supply of trained staff. Cameron, Miller and Frew (2010) also note that retention of staff in the rural and regional areas of Australia has been exacerbated by the recent boom in the mining industry and declines in agriculture. Many employees are leaving the comfort of their small communities to move to areas where they can earn 'big' money.

As Sims (2007) notes, retaining talent is one of the most pressing talent management challenges for global accountancy firms. Historically, annual turnover rates at Deloitte, Ernst and Young global accountancy firms have been between 15 and 20 per cent. In these global accountancy firms, a variety of factors contribute towards high turnover rates among early-career employees. These include long hours, pressure to study during off-hours in order to pass professional certification examinations, and an up or out partnership model.

2.3 IMPORTANCE OF RETAINING EMPLOYEES

According to Laudon and Laudon (2011), employee turnover can cost organisations a great deal of money in terms of production time and retraining, especially when key persons are involved. In today's turbulent workplace, a stable workforce has become a significant competitive advantage. Longevity of employees gives an organisation/university (these terms are henceforth used interchangeably) a powerful advantage in terms of depth of knowledge and organisational strength. This is in contradistinction with the loss of a competent employee – such a person is increasingly becoming difficult to replace with someone of comparable competence—even with an effective succession planning process. Therefore, the bottom line is that the retention of knowledge workers and their specialised skills is critical for the advancement of an organisation's intellectual capital base (Glen, 2006).

The success of the most competitive companies throughout the world, including higher education institutions, is lodged in their highly skilled employees on whom these institutions spend millions to retain (Netswera *et al.*, 2005). Literature reveals that the cost of losing best employees can be enormous – beyond monetary quantification, actually. Also worth noting is that the loss of one competent employee to a competitor institution strengthens the competitor's advantage.

According to the American Management Association, the biggest cost regarding turnover is that of replacing an employee who leaves (Guthridge & Komm, 2008). This cost is calculated conservatively at 30% of an employee's annual salary - and for those employees whose skills are in high demand; the cost can rise to two-thirds of their annual salary. However, other studies have found the replacement costs of lost talent to be between 70% and 200% of the lost employee's annual salary. Increasingly, aggressive recruitment and global demands have made retaining scarce skills more difficult (Guthridge & Komm, 2008). The main issue is not only losing key members, but the lost productivity and replacement costs. Very few institutions can afford to employ, train and allow their most valued and talented employees to leave, especially when it is very difficult to find replacements.

2.4 RETENTION FACTORS

According to Peterson (2007), retention leaders need to pay attention to the following in order to avoid a brain drain (in no order of priority): managing people and not retention; having a culture of caring, balanced with a tradition of excellence; never soliciting employee feedback and then ignoring it; keeping an eye on high performers and rewarding outstanding performance; viewing people management as a strategic management issue and being relentless in pursuit of continuous improvement, among others.

Horwitz (2007) views the following critical elements to be important if an organisation has to effect a good employee retention: communicating how each employee contributes to the corporate vision and mission; developing a climate of trust; improving the skills levels of the managers who supervise professional staff; providing management training, including effective leadership skills by emphasising development; clarifying the understanding of employees' needs and reinforcement of frequent communication; and not burning workers out, to name a few. Therefore, matching an accurate diagnosis of a firm's strategy and talent management situation with possible HR policies and practices is a first step towards gaining and sustaining a global competitive advantage that may result from the successful implementation of the appropriate HR policies and practices (Rioux, Bernthal & Wellins, 2009; Strack, Dyer, Caye, Minto, Leicht & Francoeur, 2009).

Other effective retention strategies (Caye & Marten, 2008) include: (a) top management making a strong commitment that talent management is a priority for all employees; (b)

assessing the efficacy of current recruiting sources; (c) expanding the list of recruiting sources; (d) sourcing talent globally; (e) constantly monitoring labour markets worldwide; (f) establishing diversity programmes; (g) establishing accountability amongst managers for retention goals; and (h) rewarding managers for improving talent retention. Also, according to Varma, Budhwar & DeNisi (2008) performance assessment can be a key ingredient in successful global talent management initiatives, especially to retain and motivate existing employees.

Deery (2008) and Dagger and Sweeney (2006) have examined the role that work-life balance plays in employee turnover. Similarly, Wang and Walumbwa (2007) have investigated the role of family-friendly programmes on work withdrawal. Within this context, the need for flexible work arrangements as a way of retaining valued employees emerges.

Mulvaney, O'Neill, Cleverland and Crouter (2006) suggest that the levels of conflict between work and family will be affected or moderated by the levels of support that employees receive the personal attributes they bring to the job, the industry norms and the way all these components are managed in the workplace. Namasivayam and Zhao (2007) as well as Karatepe and Uludag (2007) argue, in various ways, that these components contribute towards effecting job satisfaction and organisational commitment, and ultimately lead to lower employee turnover.

Literature (DeMarco, 2007; Gillis, 2007) further shows that important attractors and retainers of high-end skills include effective management of performance and diversity; learning pathways; management style; stretch assignments; recognition; non-monetary rewards; high job involvement; job security and stability; physical working conditions; flexible pay and employment practices; autonomy; personal development; award schemes and a caring workplace.

According to Ingham (2006), many surveys indicate that the effective management of an organization's talent is one of business leaders' most critical challenges, since, "the acquisition, allocation, development and succession of the most important value adding people ... best create competitive advantage" (Al-Anzi, 2009:20). Also, the importance of good management in the retention of workforce as studied by Hughes (2007), among others, cannot be overemphasized.

Luna-Arocas and Camps (2008) suggest a link between job enrichment strategies, employee commitment and turnover intentions on the final decision to leave. Similarly, Noe, Hollenbeck, Gerhart and Wright (2008) note that employers need to remember that employees constantly reassess their firm's employer value proposition.

Bradford (2007) highlights the importance of compensation in attracting and retaining employees. Swanepoel, Erasmus, Van Wyk and Schenk (2005) posit that compensation is the financial and non-financial extrinsic rewards provided by an employer for the time, skills and effort made available by an employee in fulfilling job requirements aimed at achieving organisational objectives. They aptly advise that in terms of retaining suitable employees, the compensation system must provide sufficient rewards for these employees to feel satisfied if they were to compare their rewards with those received by individuals performing similar jobs in other employment fields.

In addition, Heger (2007) elaborates on what pay really means to employees: (a) Value – perceived worth to an organisation, (b) Equity – perceived worth compared to other individuals, (c) Finances – ability to maintain certain standard of living, (d) Jealousy – difficulties that arise if someone is not recognized according to perceived worth, (e) Favouritism – the perception that one person may be singled out to receive more/less, (f) Anomaly – pay for reliability (attendance), (g) Precedent – recognition of similar actions in the future, (g) Appropriateness – to feel entitled to more than one's salary (bonus, profit sharing) for extra effort.

Moreover, attrition increases when employees feel that they are paid less than what they are worth. Employees evaluate their pay relative to the pay of other employees. Social scientists have studied this kind of comparison and have developed an equity theory to describe how people make judgments about fairness (Peterson, 2007). Employees who are paid less than they feel they deserve, tend to leave the organisation and join one which they feel will appreciate them more in terms of income.

Finally, employee's commitment often comes from a leader who shares a clear vision that passionately communicates an agenda and intent. Therefore, university management needs to involve employees in key decision-making processes; collecting information, generating alternatives, and making recommendations on implementing, among others. This reduces

employees' sense of being controlled and concomitantly increases their commitment to the company.

2.5 RETENTION CHALLENGES

Literature sheds further light on why people leave their employment in search of new ones. O'Neal and Gebauer (2006) discuss a number of elements believed to drive attraction and retention of employees in top global organisations. According to Kreisman (2002), 96% of interviewees submit that people tend to leave if they don't like their manager—even if they are well paid, receive recognition and have a chance to learn and grow. In fact, disliking or not respecting the 'boss' is the primary reason for talent loss.

In addition, other reasons for employee departures cited by Kreisman (2002) are, in descending order: an inability to use core skills; not able to impact on the organisation's goals and mission; frequent reorganisations; lack of control over one's career; the inability to 'grow and develop'; misalignment of employee and organisational values; lack of resources to do the job; unclear expectations; lack of flexibility; no 'whole life balance', and salary and/or benefits.

It also emerges, according to Guthridge, Komm and Lawson (2008) that while internationally, skills shortages and the 'war for talent' are recognised as critically impacting upon competitiveness, few companies address these by integrating clear strategies for talent acquisition and retention into their mainstream business strategies.

As is the case in other developing countries, South African organisations are also currently experiencing unparalleled brain drain that could have a severe impact on their competitiveness (Contogiannis, 2007). This brain drain leads to the depletion or loss of intellectual and technical personnel, with negative consequences that impact on the economic and social growth of the country (Du Preez, 2002).

The Centre for Development and Enterprise (CDE) (2002) in South Africa notes that in 2001, the country lost six times more professionals and technicians than it gained. Conversely, Kerr-Phillips and Thomas (2009) explore the challenges presented in retaining South Africa's talent at both macro (country) and micro (organisational) levels. The reasons that have been identified for the emigration of talented South Africans and, concomitantly, reasons why talent

at senior levels in South African organisations may choose to leave their companies of employment are crime, better wage offers, a better quality of life and future for their children, economic stability and improved health care (Bezuidenhout, Joubert, Hiemstra & Struwig, 2009).

Many White South Africans have left their country because of affirmative action; they tend to seek greener pastures elsewhere (Ramphela, 2008). Literature links the problem of attracting and retaining professionals with changes in regional population. Globalization, shifting demographics, and the increasing demands of the work force have placed human-resource strains on education institutions and organisations (Gergen & Vanourek, 2007).

Another worrying factor in this context in South Africa is the role of emigration in the skills crisis. According to the CDE (2010), South Africa is suffering a debilitating skills shortage. For instance, the past ten years have witnessed a dramatic increase in the emigration of South Africans to countries such as Australia, New Zealand and the United Kingdom (Statistics South Africa, 2005). The country's own skills production system is grossly inefficient and skilled people have been leaving the country at an alarming rate. South Africa has lost approximately 20% of its skills through emigration, while another 70% of skilled South Africans consider emigrating (CDE, 2002).

According to the CDE (2007) and Kraak (2008), there seems to be consensus that skills shortages are major obstacles to economic growth and job creation in South Africa. Conversely, according to the Global Talent Survey results, South Africa was ranked 45th in terms of talent management (Harris, 2011). Harris rightly observes that the war on talent rages on in South Africa with a particular hunger for top Black professionals as companies have to comply with employment equity and black economic empowerment mandates across all sectors.

The worsening skills crisis in South Africa has been observed to be particularly pervasive in the mechanical, mathematical and technical knowledge (Handler & Healy, 2009). With reference to medical doctors, Bezuidenhout *et al.* (2009) have noted that the emigration of doctors from their home countries is a global phenomenon. A similar trend has also been observed amongst professional and management employees within the public sector at local government level, since financial rewards are generally lower than in the private sector (Saratoga Institute, 2005).

Current legislation aims at developing the skills and employability of all citizens in order to alleviate poverty, address historical inequalities, create employment opportunities and improve the competitiveness of the national economy (Du Toit & Van Tonder, 2009). This includes the promulgation of the *Skills Development Act* (No. 98 of 1999) which created an enabling institutional and regulatory framework for expanding strategic investment in education and training across all economic sectors. This act led to the establishment of Sector Education and Training Authorities (SETAs), which seeks to promote skills development. Also, the *South African Qualifications Authority Act* (No. 58 of 1995) created a national qualifications framework (NQF) with a view to increase accessibility and portability of learners to improve their qualifications. The *National Qualifications Framework Act* (No. 67 of 2008) repealed this Act.

Other landmark developments in South Africa were the amendment of legislation governing employment relations as incorporated in the Labour Relations Act, 1995; the Basic Conditions of Employment Act, 1997, the Employment Equity Act, 1998 and the Employment Services Bill, 2010.

2.6 ATTRACTION AND RETENTION TRENDS IN THE EDUCATION SECTOR

This section begins by reviewing literature on the attraction and retention of teachers in schools before zeroing in on academics in tertiary institutions. This review makes reference to attraction and retention trends in the United States of America, England, Canada, Germany, Sweden, New Zealand, Zambia, Zimbabwe, Gambia, among others, before focusing on South Africa in general and the NWU, MC in particular.

Concerns about educator turnover and attrition are widely reported as a global phenomenon (Masaiti & Naluyele, 2011). According to BBC online news, Sweden, Germany, New Zealand and Britain's education attrition is reported as a national crisis. In the USA, teacher shortages as a result of turnover are widely reported in many states (Ingersoll, 2002). Also, the Canadian Teachers' Federation reports on teacher shortages resulting from teacher attrition in Ontario and Australia.

From the Independent Education Union of Australia (IEUA) (2011) it emerges that conditions such as continuity of employment, professional development and career advancement are

factors that have a significant impact on attraction and retention of educators in Australia. The absence of a clear career path or access to senior teacher/accomplice teacher training, or other higher levels of classification fails to support and recognize teachers with experience and highly developed pedagogical skills. IEUA (2011) further submits that attraction of school leavers and other new workforce entrants, tougher with the retention of existing workers is difficult when staff employed are underpaid, undervalued and have less favourable conditions than other sectors.

Davies and Davies (2011) argue, quite rightly, that talent management in England is increasingly regarded as a critical factor in developing successful organisations of all kinds, and is equally critical for schools success. They suggest that talent management will contribute to other strategic objectives such as building a high-performance learning environment, a notion that all school leaders would readily agree with, since the ability to marshal staff into a cohesive team is clearly a key factor in enhancing school effectiveness.

Moreover, Davies and Davies (2011) suggest that leaders of such future schools will need to be change champions, leaders of innovation, flexible, able to live with ambiguity, able to grasp opportunities and be entrepreneurial. The agenda of the last government and current administration in England, as well as much of the direction of many education systems across the world, would suggest that these may well be critical factors as schools evolve to meet rapidly changing circumstances.

Furthermore, insights from Canada suggest that schools and education organisations cannot sit back and wait for talent to come their way. In like manner, they count on retaining their best people without being creative about retention strategies. Indeed, schools must become more aggressive about creating magnetic work environments that allow people to grow and motivate them to stay (Gergen & Vanourek, 2007).

In addition, Masaiti and Naluyele (2011) studied educator's perceptions on incentives and motivation for the employees of the Zambia Ministry of Education (ZMOE) in Zambia. They propound that educator turnover and attrition are reported widely as a global phenomenon. Perceptions of the success of recognition programmes and rewards, in terms of pay checks, benefits and non-monetary rewards seemed to be high among the respondents: 336 (77.0%) supported the use of recognition programmes as a form of retention.

In order to meet the challenge of employee retention that confronts the ZMOE, Masaiti and Naluyele (2011) note that it is essential to provide a congenial working environment for all its employees. All employees need to be motivated to continue working for the ministry. It has emerged that when an employee is satisfied with his or her working conditions, he or she is more likely to stay with the organisation. Also, ZMOE managers have to be aware that different employees have different needs and the causes of attrition can be different depending on what an employee values.

In most African countries, teacher attrition is associated with poor conditions of service and also with the HIV/AIDS epidemic, especially in Sub-Saharan countries (Masaiti & Naluyele, 2011). ZMOE has consistently lost employees through resignation, migration and other natural causes as death due to HIV and AIDS. Similarly, the President of the Gambian Teachers' Union has reported a massive exit of teachers from the profession due to, amongst other reasons, inadequate salaries, allowances, housing and promotion (Kamara, 2002).

ZMOE states clearly that the educators' dissatisfaction with conditions of service relates to a lack of proper accommodation; lack of a housing scheme to prepare teachers for retirement; inadequate provision of loans; absence of a health scheme for teachers; inadequate provision of in-service training; poor promotion prospects and lack of clear guidelines on promotion; concern that there is corruption in promotions and selections for in-service training; and difficulties in communication with the employer, which create the sense that teachers' problems are disregarded.

The ZMOE is using bonding as a strategy for retaining staff (Masaiti & Naluyele, 2011). However, bonding is not reliable because employees can be willing to forfeit their terminal benefits. Penalty for defaulting bonding agreements can be surpassed by offers for prospective jobs. Croasmun (2002) has highlighted a number of key retention strategies, namely (a) offering performance feedback, praise good efforts and results; (b) involving employees in decisions that affect their jobs and the overall direction of the company whenever possible; (c) recognizing excellent performance, and especially, link pay to performance; (d) demonstrating respect for employees at all times; (e) and, finally, according to research by the Gallup organisation, encouraging employees to have good, even best, friends, at work.

With reference to the South African context, Rasool and Botha (2011) regard the nature of the education and training system of this country as the main contributor to the national skills

crisis. The system is characterised by low education standards, declining enrolments at FET colleges, lack of resources, under-qualified teachers, weak management, poor teacher morale, high failure rates in schools, colleges and universities offer little hope of addressing the skills shortages. Ramphela (2009) noted this phenomenon with reference to mathematics and presented a number of observations that explain the dwindling numbers of students who enrol for fields like engineering, business science and architecture. According to the South African Civil Society Information Service, these phenomena are significant obstacles to the production skills the economy requires.

Furthermore, Richardson (2007) notes that South African tertiary institutions are not producing a sufficient number of graduates with relevant qualifications to keep abreast of the demands of the labour market; they seem to rather be producing graduates in fields where the demand for these skills is not growing. Harris (2011:7) summarises this situation aptly by saying that,

even more so than in other global economies, the challenges within the South African education sector mean that many employers have found that they have to invest heavily in training and development to get the workforce they need. If you add this to the cost of employee turnover, then retaining and developing talent becomes a simple economic equation.

Skills shortages in South Africa are the consequences of the interplay of several complex socio-political and economic factors (Rasool & Botha, 2011). With the advent of democracy in 1994, the new government inherited a divided education and training system that comprised of the fifteen education departments that the apartheid government established along racial and regional lines. The apartheid education and training system consequently produced super-structural chaos that wasted funds, was inefficiency and produced very poor graduate outputs.

Consequently, many Black students who enter tertiary institutions are reluctant to pursue careers in the science and technology fields (Pandor, 2008). Furthermore, a large number of these students remain marginalised because they lack the specialised skills that the economic turnaround requires. For example, a university study found that nearly 50% of all dropouts aged between 18 and 20 were Black first-year students (Ray, 2009). Furthermore, the rising aspirations of the previously disadvantaged majority of the population further compound the demand-driven needs of the labour market (Kraak, 2008).

Pienaar and Bester (2008) have sought to determine the extent to which academics in the early career phase at a South African higher education institution are committed to the institution in question, and the impact that this commitment has on labour turnover. They found that more than 21% of the original respondents left the institution while the research was still underway. Insufficient financial remuneration was the most important reason why the respondents considered leaving the institution.

It would, however, appear that in future, higher education institutions will be increasingly obliged to make the retention of academics a strategic priority, in view of a finding 68% of the academic personnel in a study in Australian higher education institutions indicated that they wished to leave higher education (Anderson, Richard & Saha, 2002). This problematic situation is also experienced in South African higher education institutions, since data indicates that a substantial number (between 5% and 18%) of academics leave higher education institutions (Pienaar & Bester, 2008).

There are several costs associated with failed retention efforts that literature has identified. Pienaar and Bester (2006) comment that, indeed, there are numerous negative organisational outcomes associated with increased labour turnover in general. These organisational outcomes include: high direct and indirect financial costs; a decrease in financial sustainability; a decrease in productivity; problems with rendering services and standards; interruptions in workflow; a loss of experience and specialist knowledge; an increase in administrative processes; a decline in the organisation's image; an interruption in the internal and informal social liaison and communication channels, and an increased feeling of job dissatisfaction among the remaining staff (Pienaar & Bester, 2008).

Additionally, the retention of academics is made increasingly difficult because an academic career is probably no longer as desirable and attractive an option as was previously believed. Research conducted by Anderson, Richard & Saha (2002) among academics in Australian universities confirms this sentiment, since 79% and 71% of the respondents of respective studies believe that the image and status of an academic career are declining.

According to Rosser (2004), the single best indicator that can be used to determine whether a person is indeed going to leave an organisation or an institution is that the person makes mention thereof or indicates such intent at one stage or another. Rosser (2004) notes that

labour turnover takes place when a person is both dissatisfied with his or her work, and when he or she gives indications that he or she is going to leave the institution or organisation.

Conversely, according to Pienaar and Bester (2008), labour turnover can be an advantage or a disadvantage for higher education institutions. As already indicated, the disadvantages revolve especially around the costs related to decreased organisational loyalty; the loss of knowledge and experience regarding the institution; and the increase in time and cost in training novice academics. Institutions may, as Rosser (2004) notes, save on the financial remuneration packages of experienced employees by appointing novices at a lower scale. It would seem, however, that the disadvantages of increased labour turnover outweigh the advantages. For this reason it is important that organisations should attempt to retain as many employees who consider leaving their current organisations as possible.

According to Pienaar and Bester (2008), the present-day academic is likely to experience frustration and disillusionment. This might be the case because currently, an academic career is probably becoming one of the most stressful of jobs and this field no longer enjoys its previous status and prestige (Barkhuizen, Rothman & Tytherleigh, 2004). With reference to the United States of America, Reuters (2011:6) notes that, “the most lucrative major is petroleum engineer, but any major that has a strong mathematical basis has very high earnings out of college and long-term earnings that are really stellar. The lowest—paying degrees are those in education, counselling and the arts, and liberal arts come somewhere in the middle”.

With reference to experiences of academics, Krivokapic-Skoko, O'Neill and Dowell (2009) have addressed the content of psychological contracts within academia at an Australian University. Using exploratory factor analysis of the data collected from the cross-sectional survey, their research classified the academics' obligations to the University as meeting academic expectations, commitment; above and beyond the call of duty. With regard to the University's obligations as perceived by the academics, the authors' research has identified the following eight factors: fair treatment in promotion; staff development and support; good management and leadership; academic life; fairness and equity; appropriate remuneration; rewarding performance and good workplace relations.

Krivokapic-Skoko *et al.* (2009) note that it is critical for the University and its academics to be sensitive to possible differences in expectations, since unrealized expectations may result in demotivation, decreased commitment, increased turnover and loss of trust in the organisation.

These contracts motivate employees to fulfil commitments made to employers when they are confident that employers will reciprocate and fulfil their side of the contracts.

This study also draws on insights from the two studies of five Anglophone universities in sub-Saharan Africa, namely the University of Botswana; the University of Ghana; the University of Ibadan (Nigeria); the University of KwaZulu-Natal (South Africa) and Makerere University (Uganda) by Tettey (2006, 2010). As Tettey (2006) observes, Africa is losing, in significant numbers, a fundamental resource in socio-economic and political development – namely its intellectual capital. As the processes of globalization take shape, it is becoming abundantly clear that full, effective, and beneficial participation in the world that is emerging will depend in no small measure on the ability of societies to build and take advantage of their human resource capabilities. A well-developed human capacity base is not only an asset that enables countries to promote forward-looking ideas, initiate and guide action, and build on successes; it also makes those countries attractive destinations for investment and intellectual collaboration, both of which, if managed appropriately, will lead to positive returns. A solid higher education base is crucial for such transformation to take place.

In all the five Anglophone institutions mentioned above, clear evidence was found that various units are operating far below their capacities (Tettey, 2006). The situation in all the target units and disciplines reflected the institutional picture. They all indicated that they have difficulty recruiting staff and some of them are losing those they do have. In those departments where there is no significant attrition, the problem of recruitment is nevertheless a reality. They cannot compete with other institutions because of relatively poorer conditions of service. Even the University of Botswana, which has been quite successful in attracting and retaining staff, is beginning to see its attractiveness as an employer eroded and is looking at a future which could be more challenging in this regard.

The recruitment problem is, in all cases, compounded at senior levels, because the services of individuals at those ranks in the target disciplines (Tettey, 2006) are in high demand in a competitive job market. A corollary to the recruitment problem is the fact that all the units that have been studied have to contend with the reality of an aging professoriate. The findings also show that the appointment process in some institutions is unnecessarily cumbersome, tedious, time-consuming and therefore may lead to the loss of potential employees.

Across all the institutions, a small number of respondents indicated that they had thought about leaving their institutions in the past five years. However, the number of employees who had actually sought other jobs, or received offers, was very negligible (Tettey, 2006). This suggests that most academic staff believe that they have chosen the right professions and will remain in them, unless conditions become unbearable. Findings from the case studies point to the fact that academic staff at the junior ranks (i.e., assistant lecturers and lecturers) are more likely to leave than their more senior counterparts. This pattern could be attributed to the fact that mobility is maximized by the potential for promotion among the junior ranks.

2.7 CONCLUSION

This chapter presents an overview of literature on the topic of attracting and retaining qualified personnel in general and academics in particular. The global nature of this topic has emerged as well as problems with the status quo. Reference was made to diverse experiences in Australia and United States of America, among others. In this manner, the pervasive nature of the challenge of attracting and retaining qualified personnel globally has been established and this is indicative of the need for studies such as the current one. The literature review has also established that this topic has been of concern since the 1990s.

In addition, various factors that necessitate attracting and retaining personnel in industries and senior qualified and experienced academics in universities have been hinted at. The review also considered literature that provides suggestions ways of addressing the challenge of attracting and retaining senior qualified and experienced staff members; employees who should be the backbone of high-quality service delivery.

In the next chapter, the methodology is discussed. An outline of the data gathering process will be provided. The design and administration of survey questionnaire questions will also be discussed, together with an indication of the way in which data will be analysed in this study.

The following questions not answered by the literature review define the subsequent scope: (a) is NWU, MC managing to attract properly qualified academics? (b) is the NWU, MC managing to retain academics? (c) which strategies could be used by the NWU, MC to attract properly qualified academics? (d) how do academics perceive rewards and recognition?

CHAPTER 3

RESEARCH METHODOLOGY

3.1 OVERVIEW

This chapter establishes the centrality of a relevant research methodology. According to Hartley (2004), research methodology refers to the steps or approach taken with a view to link the research questions and objectives to data collection, analysis and interpretation in a logical manner. Furthermore, from Leedy and Omrod (2005) this study has gathered that the methodology that is used for a particular research problem must always take into account the nature of the data that will be collected in the quest to solve the study problem.

Chapter two concluded by establishing that this study still needs to find answers to four research questions, namely:

- i) is the NWU, MC managing to attract properly qualified academics?
- ii) is the NWU, MC managing to retain academics?
- iii) which strategies could be used by the NWU, MC to attract properly qualified academics? and
- iv) how do academics perceive rewards and recognition?

The central aim of the study is to establish the extent to which the NWU, MC is managing to attract and retain properly qualified academics. In order to address this aim, the current chapter presents a discussion of the design and the use of survey questionnaires as well as survey monkey. The nature of these two data gathering tools, their use, merits, demerits and relevance to a study of this nature shall be elaborated. The chapter also indicates how secondary data was gathered from diverse sources. Also, it is within this chapter's scope to establish the nature of this predominantly quantitative study. Finally, the data analysis methods used in this study (predominantly SPSS, correlation and chi-square) are discussed.

3.2 RESEARCH DESIGN

This study is predominantly quantitative. This study notes that literature discusses quantitative and qualitative research designs. To properly situate this study, below are

twenty-two characteristics of quantitative and qualitative research propounded by Anderson (2006).

Table 2: Comparison of quantitative and qualitative researches

Quantitative research	Qualitative research
Objective	Subjective
Research questions: How many? Strength of association	Research question: What? Why?
‘Hard’ science	‘Soft’ science
Literature review must be done early in the study	Literature review may be done as study progresses or afterwards
Test theory	Develops theory
One reality: focus is concise and narrow	Multiple realities: focus is complex and broad
Facts are value-free and unbiased	Facts are value-laden and biased
Reduction, control, precision	Discovery, description, understanding, shared interpretation
Measurable	Interpretive
Mechanistic: parts equal the whole	Organismic: whole is greater than the parts.
Report statistical analysis. Basic element of analysis is numbers.	Report rich narrative, individual, interpretation. Basic elements of analysis is words/ideas
Researcher is separate from the process	Researcher is part of process
Subjects	Participants
Context free	Context dependent
Hypothesis	Research questions
Reasoning is logistic and deductive	Reasoning is dialectic and inductive
Establishes relationships, causation	Describes meaning, discovery
Uses instruments	Uses communication and observation
Strives for generalization. Generalizations leading to prediction, explanation and understanding	Strives for uniqueness. Patterns and theories developed for understanding
Highly controlled setting: experimental setting (outcome orientated)	Flexible approach: natural setting (process orientated)
Sample size: n	Sample size is not a concern; seeks ‘informal rich’ sample
‘Counts the beans’	Provides information as to ‘which beans are worth counting’

Adapted from Anderson (2006)

3.3 DATA COLLECTION

This section discusses how primary and secondary data was gathered.

3.3.1 QUESTIONNAIRES

Primary data for this study was gathered by means of questionnaires and survey monkey. Fifteen closed questions were designed for the questionnaire (refer to annexure D). A number of questions required information regarding age, gender, race, number of years working at the NWU, MC and the university job titles of the respondents. Other questions sought to establish the extent to which the respondents are supported by different university structures in their execution of their roles, and they were asked to comment on their workload, the impact of tenure, remuneration, as well as teaching and research and the effect of these on attraction and retention issues. The last questions requested respondents to comment on their perception of what is being done to attract and retain qualified academics at the NWU, MC.

Some questionnaires were self-administered to the NWU, MC human resource department, deans, Registrar, directors and academics. Of the two hundred and sixty targeted respondents, one hundred received emailed questionnaires. The respondents in this category are the NWU, MC human resource department, the registrar, three deans, eight directors and eighty-seven junior lecturers, senior lecturers, associate professors, professors and NRF-rated researchers. The other one hundred and sixty respondents received self-administered questionnaires.

In addition, some questionnaires were distributed either through emails or were self-administered. An email address was also provided and respondents were encouraged to request additional information if they felt that they needed it. With regard to the dissemination of questionnaires via emails, the researcher notified the selected interviewees via a standardised email that outlined the purpose of the research, the nature of the questions and the interview process (see Kerr-Phillips & Thomas, 2009). The researcher indicated clearly that the confidentiality of all responses would be guaranteed because no reference would be made to the origins of responses.

According to Eiselen, Uys and Potgieter (2005), questionnaires usually constitute an integral part of descriptive and opinion related surveys. This study got insights on the design, wording

of questionnaires and types of questionnaire questions from Eiselen *et al.* (2005), Neuman (2001) and Cohen, Manion and Morrison (2004).

This study settled for questionnaires (refer to annexure D) research because they are a “flexible tool” (Walliman, 2004:166) that knows no boundaries. The same questionnaire was administered to all respondents in the NWU, MC, from which data was gathered with much ease. By means of standardized closed questions, respondents were afforded an equal chance to respond to similar questions (Makondo, 2009). The straightforward nature of these questions ensured that they could be answered in a short space of time in order to minimize bias. Questionnaires also allow for anonymity, confidentiality and “convenience” (Miller & Brewer, 2003:253).

Furthermore, questionnaires were preferred because the structured questions generate answers that allow for greater scope for quantification, thereby making it easier to perform “comparison and generalization” (David & Sutton, 2004:37). Also, the coding and transference of data to the SPSS proved to be fairly simple because the questions were streamlined to capture one single variable per question. Finally, a structured questionnaire can be completed at respondent’s convenience but it can also be administered in a standard manner (Eiselen *et al.*, 2005).

In terms of weaknesses, the questionnaire method may seem formalistic especially because questions (in this study) have predetermined answers, which is sometimes regarded as an exercise that narrows the respondents’ contributions. However, this limitation was overcome by the incorporation of the survey monkey.

3.3.2 SURVEY MONKEY

Fifty-two respondents from other universities responded to the online survey money. This study adopted and modified the ‘University faculty satisfaction template’ (refer to annexure E) that had ten questions. The questions were regarded as relevant and within the scope of this study. The questions asked respondents to present comments on the extent to which their interactions with other members of the department are felt to be positive; they were also asked to assess the effectiveness of university leadership in its diverse forms, and they had to indicate extent to which their inputs and talents are utilized by their departments. The other questions required commentary on the fairness of administrative procedures, pay,

manageability of teaching requirements and the extent of satisfaction with this university or otherwise.

According to Parker (accessed on 14 August 2012), “survey monkey gives [one] a tool to use in numerous ways to collect data and gather responses from the field. [It is] quick, easy, automated and affordable”. The survey monkey is an advantageous method because it allows the researcher to select a template that fits his or her specific survey requirements. It also allows one to make quick edits in order to customize questions, answers and format. However, the researcher felt that the survey could not be adapted for the NWU, MC only and he therefore used it to gather open responses from which he would draw conclusions on trends elsewhere.

Besides, the researcher consulted diverse secondary sources, including books, journals, master’s dissertations, doctoral theses, databases, periodicals, government publications, as well as international and local papers. Newspapers and university websites of formerly disadvantaged universities, the category to which the NWU, MC belongs, were also visited during January 2011 to August 2012 in order to gain insight into trends regarding universities’ academic advertisements. The literature search was guided by keywords such as ‘attracting’, ‘brain drain’, ‘appointment’, ‘recruitment’, ‘skills shortage’, ‘academics’, ‘skills shortage’, ‘retention’, ‘scarce skills’, ‘emigration’, ‘researchers’, ‘immigration’ and ‘lecturers’. These sources of information were predominantly accessed through the EBSCOhost via the <http://www.nwu.ac.za/library> portal. The ‘EBSCOhost’ is a powerful academic and business resource that provides online access to full-text collections of thousands of e-journals and more than 100 abstracting and indexing databases.

3.4 SAMPLING AND TARGET POPULATION

The NWU MC has a teaching compliment of around three hundred staff members. Using sampling techniques drawn from Sekaran (2003) (refer to annexure L), this study settled for a target of two hundred and sixty respondents, which translated into 86%. In addition, one hundred of these were emailed questionnaires (refer to annexure J). The respondents in this category are the MC human resource department, the Registrar, three deans, eight directors, eighty-seven junior lecturers, senior lecturers, associate professors, professors and NRF-rated

researchers. The other one hundred and sixty respondents were given self-administered questionnaires.

This step was preceded by emailing the pilot questionnaires to forty-eight respondents (refer to annexure G). The pilot questionnaire was later withdrawn (refer to annexure H) for logistical reasons. The processing of the pilot feedback led to the finalization of the fifteen questions questionnaire which had to be self-administered and which were also emailed to the MC human resource department, deans, the Registrar, directors and academics/researchers (refer to annexure I).

3.5 ETHICAL CONSIDERATIONS PERTAINING TO THE STUDY

Before embarking on primary data gathering, the researcher first had to obtain permission from the NWU, MC office of the Registrar (refer to annexure A) and ethical clearance from the Faculty of Commerce and Administration (refer to annexure B). With reference to requesting ethical clearance, the literature notes that the rights of respondents as human beings should be respected at all times (Cohen, Manion & Morrison, 2004). This implies that: (a) The decision to participate in a survey (by completing the questionnaire) remains the choice of the respondent. (b) A respondent should be given the option to withdraw from the study at any time. (c) A respondent cannot be coerced into providing information, especially not information that may be perceived as sensitive or incriminating. (d) Respondents should be given the assurance that their responses will remain anonymous and that the information they provide will be treated as confidential at all times (refer to annexure D).

3.6 DATA ANALYSIS

This study uses the Statistical Package for the Social Sciences (SPSS) computer programme to record the findings from survey monkey and questionnaires. Data was entered manually into the spread-sheet and then the package was instructed to perform its computations depending on the fed variables. The captured respondents' responses were tabulated into specific categories and descriptive statistics were extracted through the SPSS (Kerr-Phillips & Thomas, 2009). The responses were transcribed and subjected to content analysis. This process involves the codification of the data into predefined categories in a systematic manner in order to identify themes, concepts and meanings. This led into the defined categories of

classification, resulting in data either belonging to a category or not. This approach also assumes that frequency indicates the importance of the subject matter.

In addition, Chi-square and correlation analysis were conducted. The systematic themes that emerged were grouped together in order to establish the main factors that would retain talented employees in the organisation or those factors that would contribute to their resignation. Thematic considerations were used to inform the data analysis. Insights from literature and research respondents were used to aid the data examination.

The SPSS package is advantageous as it provides a quick, easy way of computing, analysing the data and its users have less control over statistical output. This study used its Windows point-and-click version (<http://www.hmhc.harvard.edu/projects/spss-tutorial/spsstut.shtml>). However, SPSS has problems with certain types of data manipulations - notably its weak lag functions and the way that it transforms data across cases. In recognition of this, the last four questionnaire questions were manually manipulated, as the programme could not make provision for these.

3.7 LIMITATIONS

This study notes that the most important limitation of a questionnaire is the inability of the researcher to ensure a sufficiently high return rate. The returned questionnaires might not be sufficiently representative enough of the sample. Also, the researcher has no way of guaranteeing that the questionnaire was indeed answered by the intended respondent who is properly qualified to perform such a task. To this end, the study might end up relying on data completed by less qualified respondents. Furthermore, the delay in returning was observed to be a limitation. However, the researcher, where possible, constantly reminded colleagues within the agreed timeframes.

3.8 CONCLUSION

Chapter three explained the nature of the methodology followed for this study. It was noted that the present study is predominantly a quantitative one. The chapter presented a comparative twenty-two point examination of the quantitative and qualitative research paradigms. The steps taken in order to obtain the necessary approval for this study were discussed. A discussion was provided on the way in which data was gathered through the use

of survey monkey and questionnaires. The design of the survey instruments and the related merits and demerits of the approaches were discussed. In addition, insights on secondary data gathering were presented together with an indication of how the data will be analysed in the subsequent chapter.

The subsequent chapter four will present an analysis of the data gathered through survey monkey and questionnaires. Having coded the data, the analysis will be informed predominantly by the emerging trends from the responses of the respondents. To graphical portray the findings, tables, graphs; figures and pie charts will be used together with qualitative interpretations that are informed by insights from secondary literature and the experience of the researcher.

CHAPTER 4

DATA ANALYSIS

OVERVIEW

4.0 INTRODUCTION

This chapter presents the data analysis. Its central focus is to establish the extent to which data findings from questionnaires and survey monkey helps to answer the study's four defining questions. These questions are:

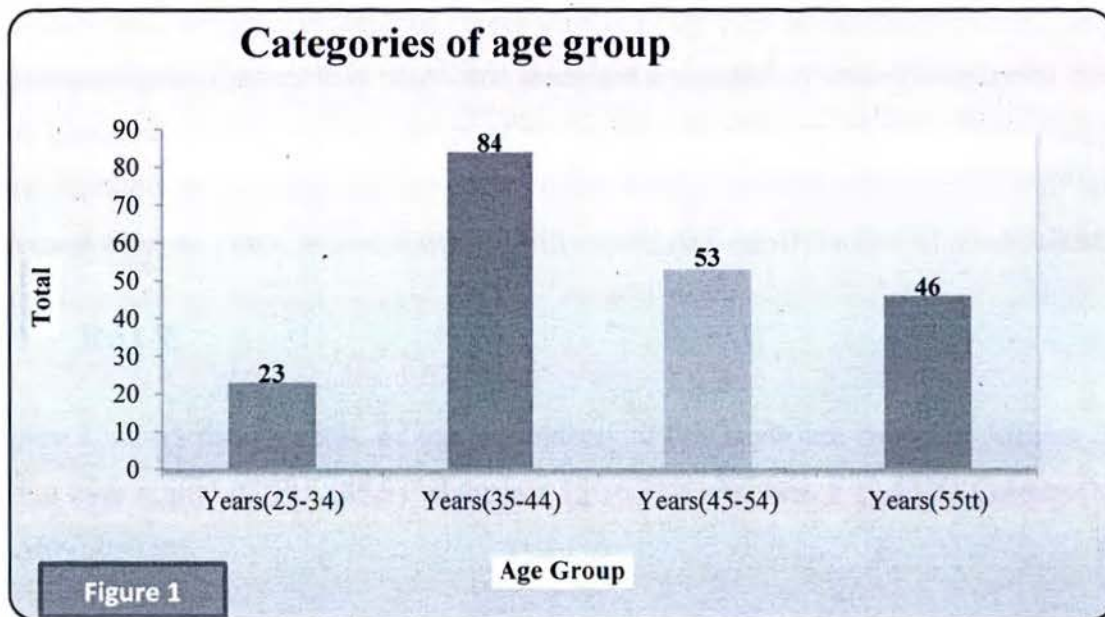
- (a) is the NWU, MC managing to attract properly qualified academics?
- (b) is the NWU, MC managing to retain academics?
- (c) which strategies could be used by the NWU, MC to attract properly qualified academics?
and
- (d) how do academics perceive rewards and recognition?

Quantitative data findings are presented either in a table or pie chart format together with qualitative interpretations of the emerging trends. In addition, insights are drawn from secondary literature to expound on emerging trends from this study. The subsequent discourse discusses the questions in the sequence as they are presented in the questionnaire.

The data being analysed comes from two hundred and six emailed and self-administered questionnaires and fifty-two survey monkey responses. After the data has been coded, SPSS software were used to process the data. In addition, chi-square and correlation analysis were done where possible.

4.1 AGE GROUP

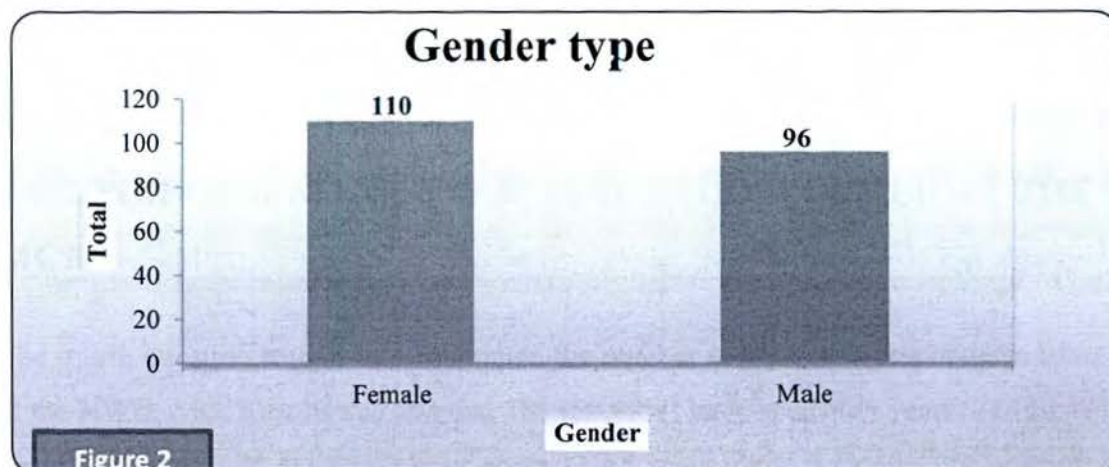
It was found that 107 (51.95%) of respondents are aged between 25-44 years as compared to 99 (48.05%) above 45 years, as Figure 1 below shows. This suggests that the age groups are almost evenly balanced although the below 45 years have a small upper hand.



The above age distribution sheds light as to why the NWU, MC does not have the bulk of its academics in the senior lecturer grade and above. Furthermore, as the skill of academic publishing matures as one proceeds through senior lecturer grade and doctoral studies, these findings might suggest that the NWU, MC does not have sufficient staff to carry out its academic missions.

4.2 GENDER

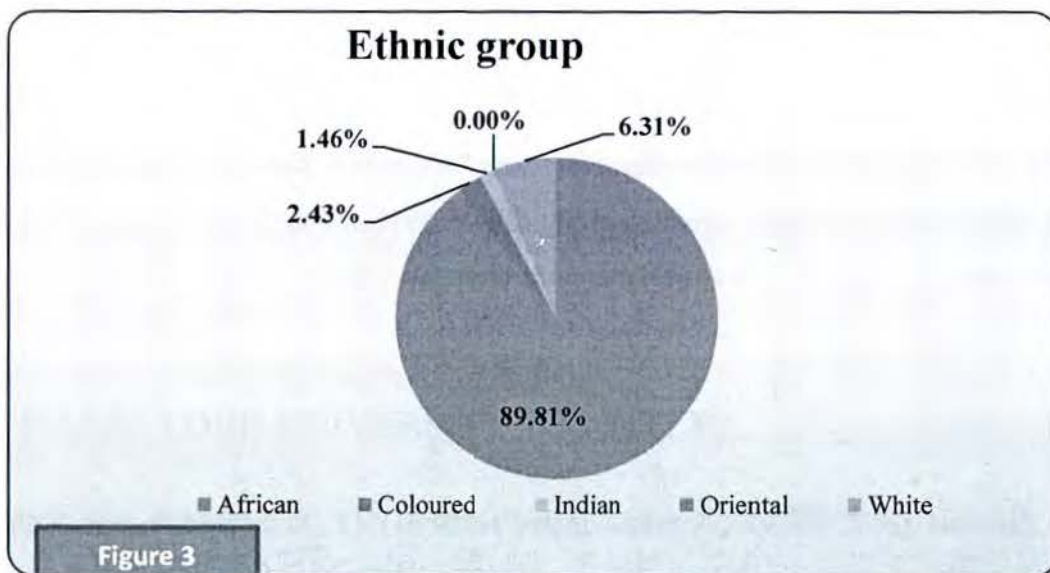
The respondents' gender are as follows: 110 (53.40%) are female and 96 (46.60%) are male, as shown in Figure 2 below. It was found that females seem more responsive to participate in activities like this one.



The figures above seems sufficiently representative of the population distribution at the NWU, MC according to gender. It is noted that there are a number of other departments that only have female academics. The findings of this study are contrary to the earlier findings by Tettey (2010) who found, in a study of five universities, that the female to male staff ratio has improved over the years, although women still constitute a small fraction of academic staff.

4.3 RACE

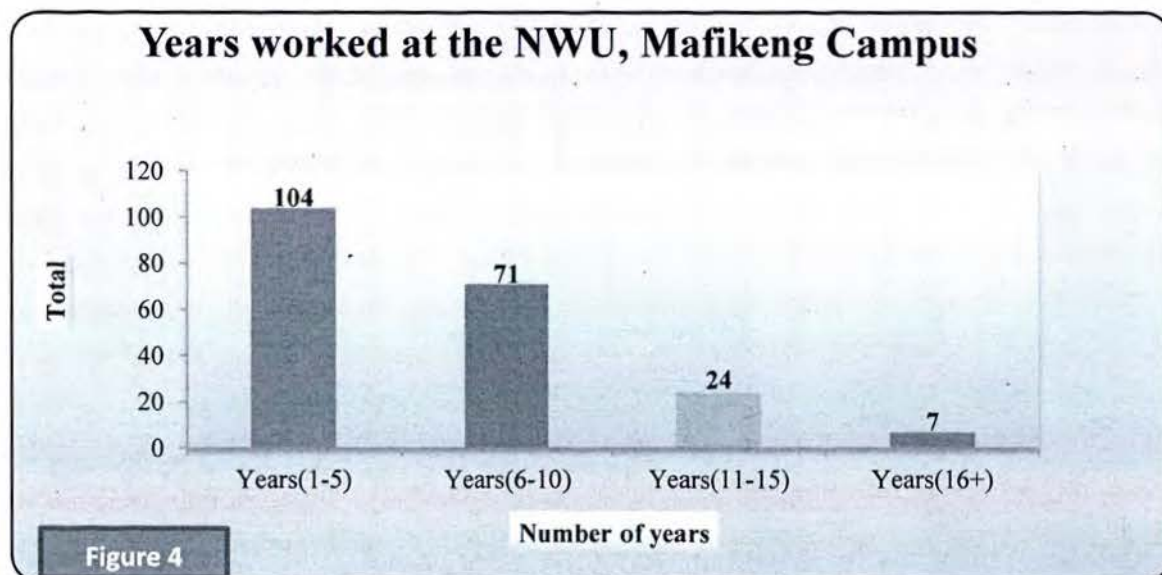
Figure 3 shows that the bulk of the respondents to this study are from the African (Black) group with a total of 185 (89.81%) against 13 (6.31%) Whites, 5 (2.43%) Coloureds and 3 (1.46%) Indians.



The distribution of respondents according to race seems to be sufficiently representative of the academics' population at the NWU, MC. The figures are representative of the location of the university which is situated in a predominantly Black African residential area.

4.4 FOR HOW MANY YEARS HAVE YOU WORKED AT THE NWU, MC?

The fourth question sought information on the number of years that respondents have worked at the NWU, MC. Results suggest that 104 (50.49%) have spent 1-5 years, 71 (34.47%) have spent 6-10 years, 24 (11.65%) have spent 11-15 years while 7 (3.40%) have spent over 16 years as shown in Figure 4 below.



In other words, 84.96% have worked at the NWU, MC for between 1-10 years as against 15.04% who have worked at this institution for more than 11 years. This data might show that the NWU, MC is not doing well in terms of retaining academics as there is high turnover of staff (having been employed at the NWU, MC for less than 5 years). In essence, this suggests that the NWU, MC is training and grooming academics for other universities within and outside South Africa.

4.5 WHAT IS YOUR UNIVERSITY JOB TITLE?

This question was answered by 33 (16.02%) junior lecturers, 79 (38.35%) lecturers, 58 (28.16%) senior lecturers, 12 (5.83%) associate professors, 10 (4.85%) professors, 10 (4.85%) directors and 4 (1.94%) deans, as shown in Figure 5 below.

University job title

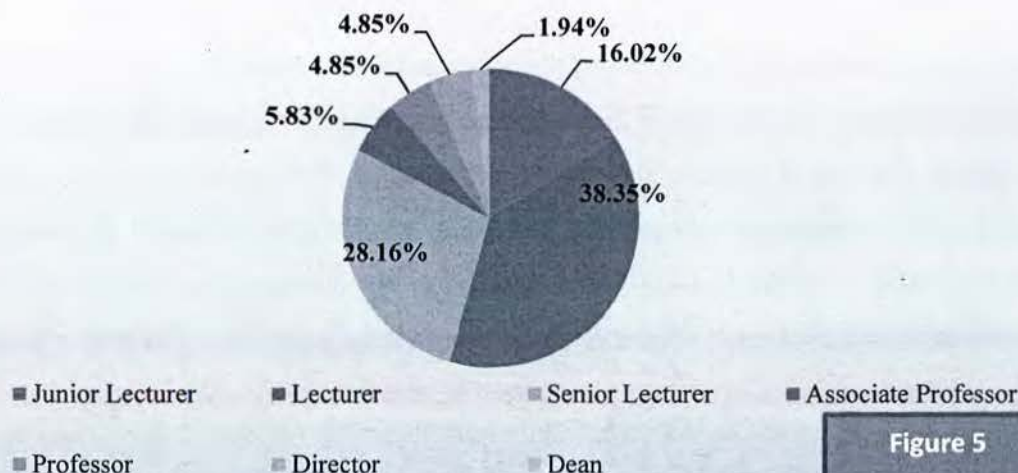


Figure 5

These numbers result in a total of 54.37% of academics in junior and lecturer grades, 10.68% in the professoriate grades against 28.16% in the senior lecturer grade. Consequently, there are not enough females in the professoriate to serve as role-models who can attract prospective women academics and mentor those already enrolled in their institutions (Tettey, 2010). In fact, 45.63% are in the senior lecturer, associate professor, professor, director and dean categories. The findings here concur with those shown in Table 1 that indicated that the NWU, MC lacks academics with doctoral qualifications and NRF-rated researchers as shown in Table 2. This *status quo* suggests that the NWU, MC might not be doing well in terms of attracting and retaining properly qualified academics in senior academic categories (here identified as senior lecturers, associate professors and professor categories).

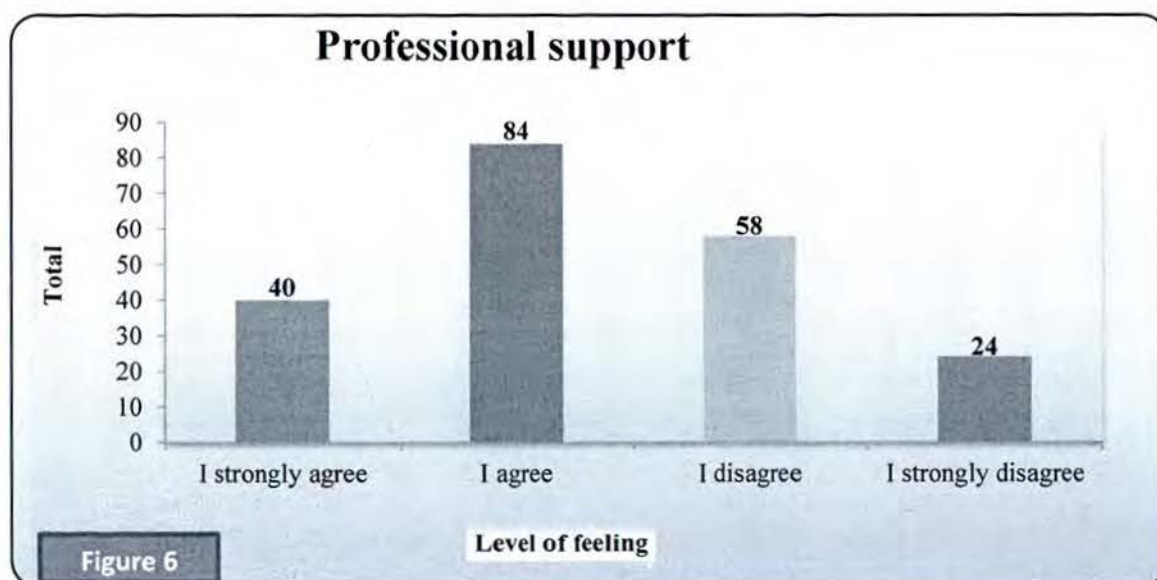
This attraction and retention dilemma is compounded, as Tettey (2010) notes, by a lack of insufficient numbers of postgraduate students who should constitute the pool from which the next generation of academics will be drawn. Unfortunately, the number of master's and doctoral enrolments at this campus remain relatively small. A declining trend is noted at campuses like the NWU, MC because it may be seen not to have a sufficient number of properly experienced and qualified academics to promote such grades. The data also points to low graduation and completion rates, as well as high dropout rates in some academic programmes. These trends do not bode well for developing an adequate pool of high-quality future academics. According to Tettey (2010), it therefore behoves governments, national

tertiary educational bodies, universities and the private sector to work together to develop creative and complementary funding models that promote high quality postgraduate training.

The dwindling numbers of senior lecturers, associate professors and professors may be due to dynamics related with old age. Commenting on this trend, Tettey (2006) proposes that there is evidence that some academic staff, approaching the decade prior to retirement, become very anxious about the financial trepidations that often accompany retirement. They, therefore, make decisions about quitting academia in good enough time and taking up positions that are better paying and which are consequently more likely to enable them to accumulate enough to ensure a more comfortable retirement, even if they do not receive a large pension.

4.6 DO ACADEMICS RECEIVE ADEQUATE PROFESSIONAL SUPPORT FROM MANAGEMENT AND SUPPORT UNITS?

In answer to the question as to whether academics receive requisite professional support from management and support units like the Academic Development Centre, 124 (68.94%) responded affirmatively while 82 (31.06%) disagreed, as indicated in Figure 6 below.



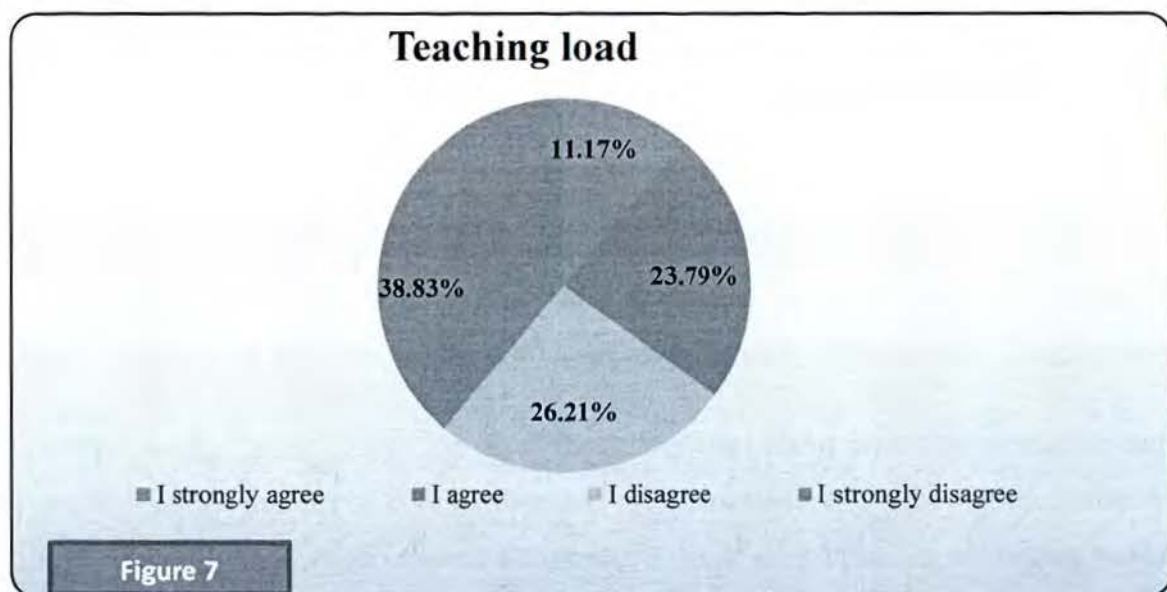
The above figures suggest that the NWU, MC professional support structures seem to be doing well.

The perceptions of professional support received range from teaching-learning, research and community engagement. Support in the fields of study guide writing; research supervision;

university teaching dynamics; research and publication; assessing, moderating, facilitating and designing outcome-based materials are some of the core professional support services that university staff should receive as these enhance their service delivery. The provision of professional support is essential because the majority of academics are employed on the strength of their academic qualifications and not on the basis of their educational training (Makondo, 2012). This explains why the bulk of these staff members do not seem to be conversant with trends in the South African Higher Education; these gaps can be minimized by attending structured intervention efforts.

4.7 IS YOUR TEACHING LOAD MANAGEABLE?

The study established that a total of 72 (34.96%) respondents indicated that their teaching load is manageable, as shown in Figure 7. However, 130 (65.04%) respondents noted that their teaching load is not manageable. These results suggest a scenario that needs attention since the majority of the respondents do not feel satisfied with their teaching load. This suggests that the respondents strongly feel that they are being required to do too much by the NWU, MC.



Class sizes in some modules range between 150 to 1000 or more at the NWU, MC. This situation has to be viewed against the time necessary to prepare for lectures, as well as tutorial times, the marking load and research supervision times. Respondents identified workload as one of the core reasons why the NWU, MC seems to be failing to retain

academics. Some respondents strongly felt that their workloads reduce them to high school educators who mainly focus on teaching and assessment of their learners' work. This sentiment should also be viewed against the requirement that academics should find time to research, publish and attend and present at conferences. To this end, a balance need to be struck so that neither teaching nor reasearch should suffer while at the same time ensuring that the staff do not get burnt out.

In contrast, 6 respondents (11.54%) from the survey monkey regard their teaching requirement at their universities to be extremely manageable, 8 respondents (15.38%) as very manageable and 9 respondents (17.31%) as moderately manageable as shown in Table 4.

Table 4: Survey monkey question 7: How manageable is your teaching requirement at your university?

Responses	Frequency count (N)	Percentage (%)
Extremely manageable	6	11.54
Very manageable	8	15.38
Moderately manageable	9	17.31
Slightly manageable	10	19.23
Not at all manageable	19	36.54

This gives a total of 44.23% respondents pointing out that university teaching load is manageable against 55.77% who declare that it is a cause of great concern in universities, findings which affirm the reality at the NWU, MC as main study questionnaire 7 highlighted.

In a related study, Tettey (2006) has noted that complaints about workload seemed to centre not so much on the number of courses that staff members teach, but rather on the burden that is imposed by teaching large classes. Respondents were very vocal in expressing concern about the impact of workload on their health and that of their colleagues. Disenchantment was also felt in some institutions with regard to inadequate facilities for teaching and research (Tettey, 2006).

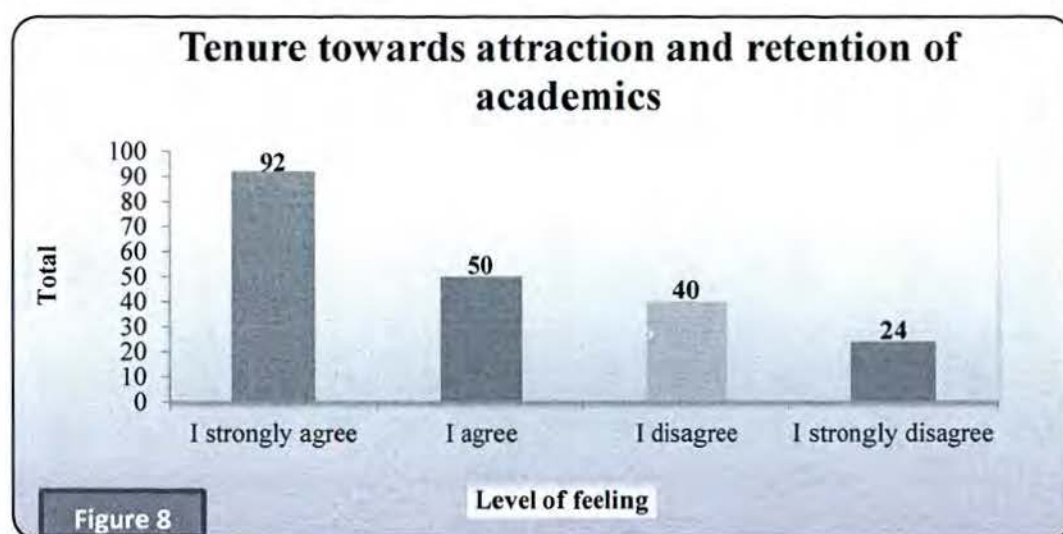
According to Pienaar and Bester (2008), academics in their early career stages are experiencing a broad range of problems that affect their job satisfaction negatively. Other

problems that academics in the early stages of their careers noted include role conflict and role overload due to parallel medium teaching, increasing pressure to produce research outputs, pressure of administrative obligations and a shortage of support staff. Insufficient financial compensation was also identified as a problem (Ball, 2004). Pienaar and Bester (2006) found that one of the problems that academics in the early stages of their careers identified concerns the performance appraisal system. Their perception is that it is not fair and transparent, that it is discriminative and also that it is not applied consistently. They also complained about the lack of opportunities for promotion.

In order to ensure balance between work and life, recreation facilities may help to alleviate stress among employees and could equip them for a more satisfying work life. Various recreational programmes should be investigated – including taking employees on trips annually or bi-annually, celebrating anniversaries and sports activities, among others.

4.8 DO TENURE ISSUES CONTRIBUTE TOWARDS ATTRACTION AND RETENTION OF ACADEMICS?

142 (68.93%) respondents noted that tenure issues play a significant role in the attraction and retention of academics, against 64 (31.07%) respondents who disagreed with this statement, as indicated in Figure 8.

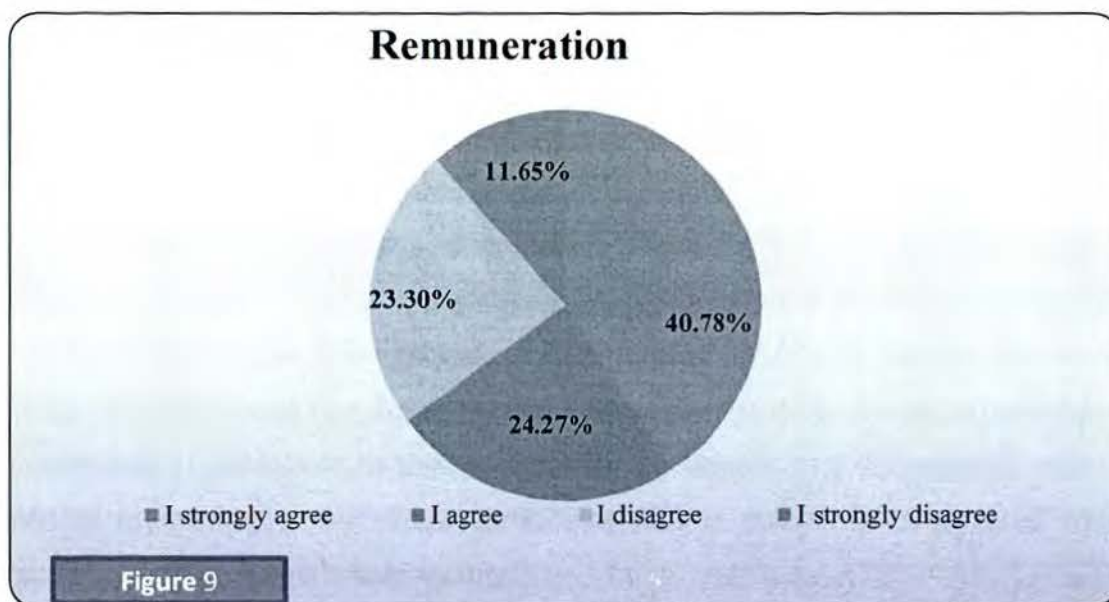


These figures should be understood within the context of academics who feel comfortable to choose their next employer on the basis of the length of the offered tenure.

According to the respondents, examples abound where the NWU, MC has lost academics simply because they were offered, say, a five year contract or permanent employment as opposed to shorter employment terms offered by the NWU, MC. This situation seems to be especially prevalent amongst foreign nationals who are usually offered three or five-year contracts against other universities that start by offering longer contracts like five years instead of three years, or permanent employment instead of five years. This practice therefore highlights the link between a feeling of tenure security on the one hand, and employee engagement and productivity on the other.

4.9 DOES REMUNERATION PLAY A PART IN ATTRACTING AND RETAINING ACADEMICS?

From Figure 9 below, it can be seen that 84 (40.78%) respondents strongly agreed that remuneration plays a central role in attracting and retaining academics followed by 50 (24.27%) who agreed, 48 (23.30%) who disagreed and 24 (11.65%) who strongly disagreed. In essence, 134 against 72 respondents note that remuneration is central in the attraction and retention sentiment. These figures of 65.02% against 34.98% indicate that remuneration entices potential employees to join an organisation while at the same time making the already employed committed – or vice versa.



In contrast, from the survey monkey, a total of 47 (90%) respondents regard their pay at their different universities as moderately (15.38%), very fair (30.77%) and extremely fair

(44.23%). This then shows why the NWU, MC is losing its academics to these universities whose staff regards their remuneration as acceptable.

Regarding the notion of compensation as a retainer, Swanepoel *et al.* (2005) add that the classical objectives of any compensation system are to attract, retain and motivate employees. Human resource practitioners further advise that employees feel strongly about all the, “rewards they might be able to extract from their immediate boss in the short time” (Tulgan, 2009:72). Tulgan further notes that performance-based bonuses ensure a type bonus context where an employee is able to relate his/her performance with the company profits and will therefore be motivated to work hard. This bonus should strictly be productivity based. Therefore, as Ehlers (2011) aptly suggests, rewards should not be wasted on people who fail to meet the stated goals and do not leave an achiever wondering when the company is going to notice. However, Masaiti and Naluyele (2011:409) feel that, “money may attract people to the front door but something else is needed to keep them from going out the back door. The other things needed may be non-financial incentives such as rewards and recognition program[me]s”.

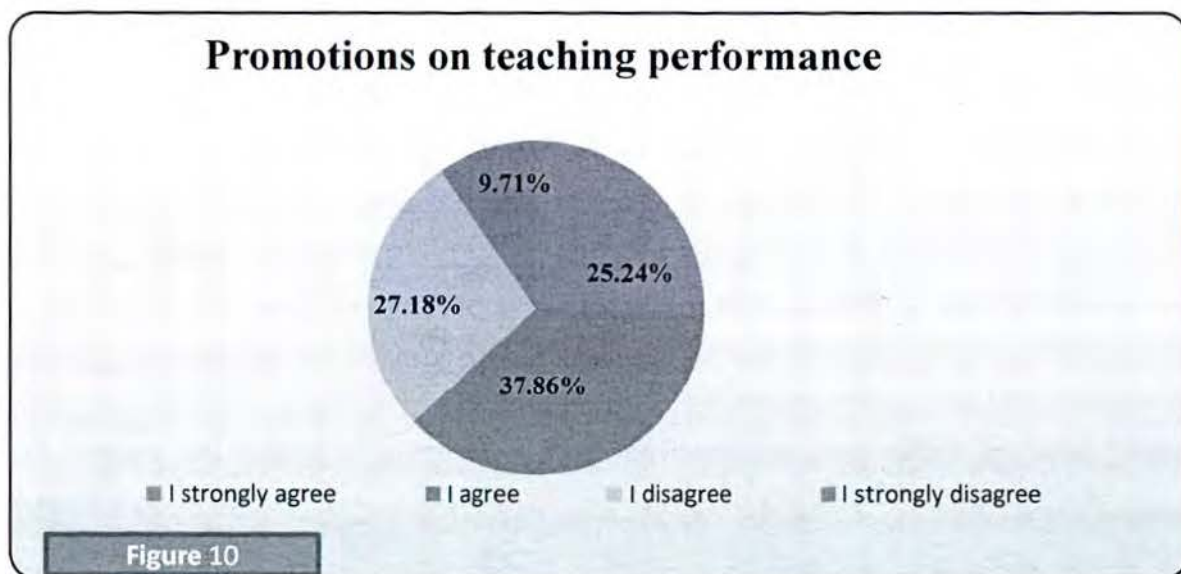
A further cause for failure to attract and retain academics is the prevalence of gross remuneration variations for similar academic positions in South African universities. For example, a quick look at advertisements in 2011 and 2012 yield the following: a senior lecturer in mathematics at one university was offered a total remuneration package of R267 926 to R354 730 (excluding medical aid benefits) while the Department of Chemical Engineering at another university offers a Research Officer R403 124 (permanent position), R301 285 – R403 124 (a negotiable range for the contract position) and a Senior Research Officer R494 716 (permanent position), R343 174 – R494 716 (negotiable range for the contract position). Similarly, the Faculty of Natural Sciences at another university offered a professor a total remuneration package of R492 000 – R656 000 per annum. Therefore, Tetty (2006) justifiably notes that dissatisfaction with salaries is a key factor that undermines the commitment of academics to their institutions and careers, and consequently affects their decision or intent to leave. Some institutions offer a number of allowances which can supplement staff member's base salaries.

Despite the fact that salaries tended to feature significantly in discussions with respondents, it was clear that they are willing to subordinate higher salaries to very good benefit packages that will enable them to live relatively comfortably during their working lives as well as after

retirement (see Tetty, 2006). They, therefore, place a high premium on benefits such as good healthcare coverage, car and housing loan schemes, support for children's education and a reasonable pension.

4.10 DOES MANAGEMENT ALWAYS RECOMMEND PROMOTIONS BASED ON TEACHING PERFORMANCE?

According to results in Figure 10 below, 52 (25.24%) of the respondents strongly agree that promotions are based on teaching performance while 78 (37.86%) agrees. This gives a total of 63.01% responses in the affirmative.



Conversely, 56 (27.18%) disagree while 20 (9.71%) strongly disagree that promotions are based on teaching performance. This gives a total of 36.09% in the negative. The latter is a sizeable percentage suggestive of some promotions that are effected contrary to the NWU, MC Policy specifications. In addition, these results seem to suggest that the NWU, MC emphasizes much on teaching and not research despite their 40%-40%-20% model of teaching, research and community engagement (Teaching and learning framework, 2011). Earlier findings that the majority of academics are in the junior lecturer, lecturer and senior lecturer grades might explain the preponderance for a teaching oriented promotion.

On the other hand, from survey monkey responses to question 4 in Table 5 below on research talent usage, it emerges that 7 respondents (13.46%) feel that their research talents are being

extremely used by their departments along with 4 respondents (7.69%) who declare that their research talents are very effectively used. Furthermore, 34 respondents (65.38%) regard their research talents to be used moderately, 5 respondents (9.62%) to be slightly used against 2 respondents (3.85%) who feel that their research talents are not at all effectively used by their departments.

Table 5: Survey monkey question 5: How fair are the promotion procedures at your university?

Responses	Frequency count (N)	Percentage (%)
Extremely fair	6	11.54
Very fair	12	23.08
Moderately fair	17	32.69
Slightly fair	11	21.15
Not at all fair	6	11.54

This gives a total of 87.53% of the respondents concluding that their research talent/output is being used by their departments. This affirmative declaration means that these respondents feel engaged and motivated to remain at their universities as their efforts are being properly rewarded.

4.11 IS PROJECT RESEARCH (I.E. ARTICLE PUBLICATION) IMPORTANT TOWARDS PROMOTION?

From Figure 11 below, it emerges that 84 (40.78%) strongly agree at the same time, 20 (9.71%) agrees that research is important towards promotion. These numbers are against 77 (37.38%) who disagree that research is important towards promotion. This leaves 25 (12.14%) strongly disagreeing with the view under scrutiny.

Research importance towards promotion

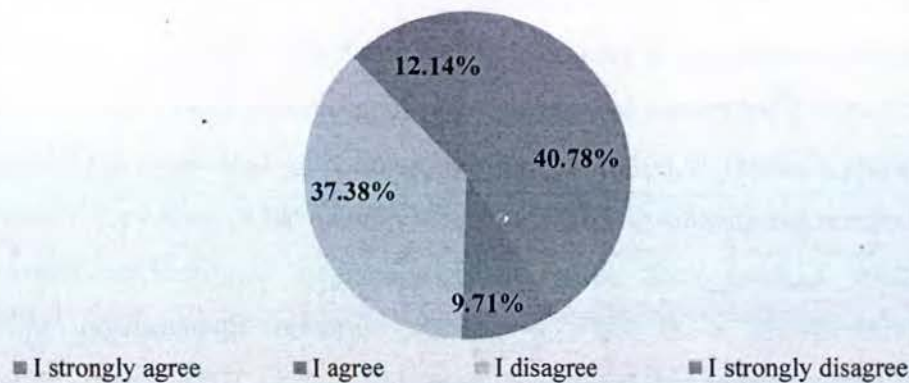


Figure 11

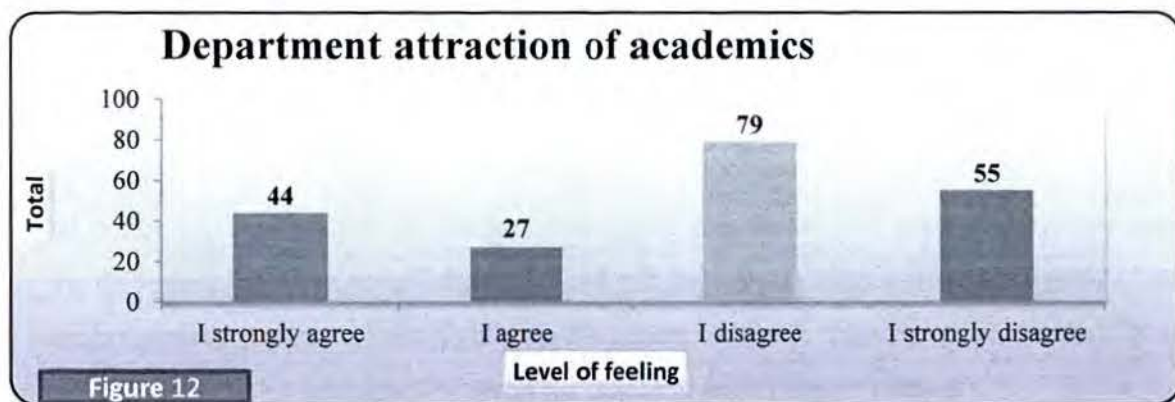
In total, 50.49% as compared to 49.51% felt that research output is of central importance in terms of promotion. Among others, this outcome confirms the earlier observation from question 10 that more weight seems to be placed on teaching performance. It seems as if those who have already been promoted in terms of consideration of research output and those active in publishing see nothing wrong with this criterion. Therefore, it seems as if the situation presents a contradiction which may explain why few academics at the NWU, MC are in the senior lectureship and professoriate grades. From the context of other studies Tetley (2006), notes that variations in expectations regarding promotion have been observed across various universities. However, in all cases, the majority of respondents felt that the process was unreasonable. There tends to be a widely-held view amongst respondents that the criteria and procedures for promotion and permanent appointment are long, stressful and cumbersome.

Similarly, survey monkey responses to question 5 point out that 6 respondents (11.54%) regard their universities promotion procedures as extremely fair, 12 respondents (23.08%), as very fair, 17 respondents (32.69%) as moderately fair, 11 respondents as slightly fair against 6 respondents (11.54%) who regard them as not fair at all. These results show that promotion is a key retention variable as 67.31% of the respondents declare its centrality of promotion procedures.

Furthermore, recruitment criteria have been noted as one of the major causes why the NWU, MC is failing to attract and retain properly qualified academics. Responses from human resource personnel and the majority of faculty administrators show that the campus is in this predicament due to its 'justified' insistence on the following prerequisites: that the candidates need to have a record of publication output in peer-reviewed accredited publications; they are also required to have experience in collaboration/co-ordination of research projects (national and international); they need to have international networks in educational research; they must also demonstrate international conference participation; they need a track record of supervision of postgraduate research; having a PhD is a requirement; a strong recommendation is an NRF rating; and they also need to demonstration of language proficiency in order to function optimally in the multilingual environment of the university; as well as, ideally, executive membership of national association(s) in education or related areas or eligibility for registration within one year of appointment.

4.12. DO YOU THINK ENOUGH IS BEING DONE BY YOUR DEPARTMENT/FACULTY TO ATTRACT ACADEMICS?

Figure 12 below shows that 44 (21.36%) respondents strongly agreed that departments/faculties seriously engage in attraction academics together with 27 (13.11%) respondents who simply agreed. In contrast, 79 (38.35%) disagreed and 55 (26.70%) strongly disagreed with the statement. The responses to this question seem to suggest that departments/faculties at the NWU, MC are not seriously enough involved in the process of attracting academics.



This trend seems to contradict the recommendation that a good employer should know how to attract and retain his/her employees. Yet, attracting the right people is of such importance that

Colin Powell (in Gergen & Vanourek, 2007:1) submits that, “only by attracting the best people will you accomplish great deeds”. According to Qadria (2009), there may be many other strategies that an institution could apply with a view to keep its employees comfortable in their present jobs as well as motivation strategies to boost the employees on a daily basis.

These results make it clear that 65.53% as compared to 34.47% felt that not much is being done to attract properly qualified academics in some departments/faculties of the NWU, MC. This trend might be related to not having proper systems in place for the concerned departments/faculties to attract properly qualified academics. Various reasons may be given as to why this might be the case; these range from a lack of the necessary talent in the concerned departments/faculties, insufficient financial strength, or deliberate ‘sabotage’ moves that may cause officials to protect themselves from competition by properly qualified and experienced colleagues – altogether quite an unfortunate scenario. It seems clear enough that the NWU, MC needs be proactive enough to ensure that they succeed in attracting academics.

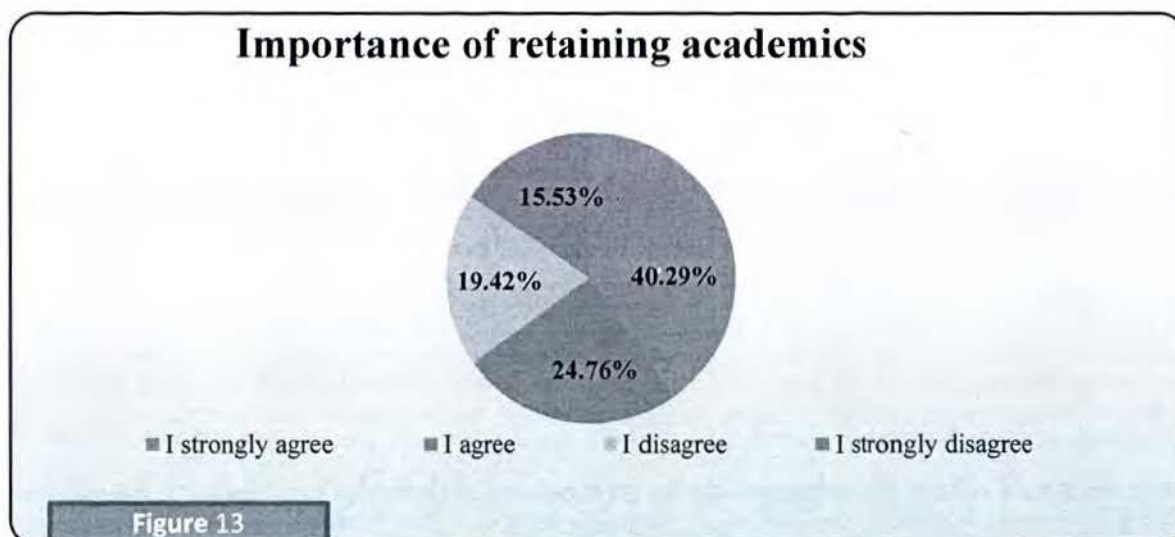
Notwithstanding searches of job advertisements between January 2011 to August 2012 in newspapers and websites of formerly disadvantaged South African universities (including the NWU, MC), showed that the bulk of job advertisements were in Science, Mathematics and Business Studies. For example, these universities advertise several positions in the Faculty of Engineering, the Faculty of Health Sciences, the School of Physiotherapy, Sports Science and Optometry, the School of Statistics and Actuarial Science, School of Biochemistry, Genetics, Microbiology, Business Management, Political Sciences, School of Management Studies, Chemical Engineering, and Engineering and the Built Environment. The shortage of staff members in these fields is quite pronounced; well-established universities and corporate businesses are doing all they can to attract and retain similar talent.

The results of the search involving job advertisements also show that the universities offered positions ranging from professors to junior lecturers. This scenario suggests, among others, the critical nature of the situation. A similar observation was made by Tetey (2006) who argues that the difference between established staff and job vacancies offers a useful indicator of gaps in human resource capacity. This highlights the extent to which existing academic staff is able (or not able) to meet an institution’s needs for teaching and research output.

The scarcity of academics is further underscored by the study's findings that there were seventy-seven academic posts re-advertisements in the Schools of Management and Science. This highlights, among others, the universities' failure to attract and retain academics.

4.13. IN YOUR OPINION, IS RETAINING ACADEMICS IMPORTANT?

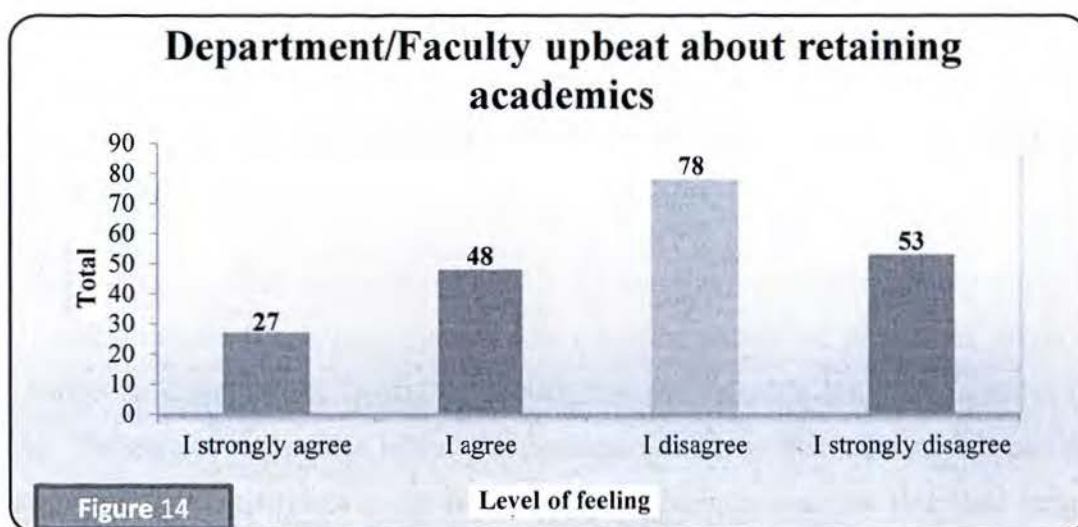
Respondents agreed that retention of academics is important for a university. The nature and operations of a university demand that staff be retained so that quality can be guaranteed through continuity, among others. To this end, results in Figure 13 below indicate that 83 (40.29%) respondents strongly agreed that retaining academics is pivotal, with 51 (24.76%) respondents who agreed. These figures outweigh the opinions of 40 respondents (19.42%) who disagreed and 32 (15.53%) who strongly felt that retention is not very important.



Correspondingly Netswera *et al.* (2005), note that losing employees is very costly. They note that this cost includes the replacement costs, inclusive of advertising and recruitment expenses; orientation and training of new employees; decreased productivity until the new employee is up to speed, and loss of clients who were loyal to the departing employee. Therefore, according to Holland *et al.* (2007), once a company has captured talented people, the return on investment requires closing the back door to prevent them from walking out. This means that organisations tend to invest resources in employee attraction and retention in order to turn a potential problem into an opportunity to gain industry leadership.

4.14. IS YOUR DEPARTMENT/FACULTY UPBEAT ABOUT RETAINING ACADEMICS?

This question was phrased as the opposite of question 12, while also building on question 13. The question focuses on the prevailing trends in as far as retention of academics is concerned. It emerged that 75 (36.41%) against 131 (63.59%) respondents noted that their department/faculties are upbeat about retaining academics, as Figure 14 shows.



These figures indicate that retention is a challenge at the NWU, MC as respondents felt that not much is being done to retain talent. According to Vaiman (2010), companies have begun to realize the importance of retaining their quality workforce. Retaining quality performers contributes towards, and ensures the productivity of the organization; it also increases morale among employees. The basic factors that play an important and central role in increasing employee retention include salary and remuneration, recognition, benefits, and opportunities for individual growth.

From survey monkey responses, 7 (13.46%) respondents and 9 (17.31%) respondents are extremely satisfied and moderately satisfied respectively with the retention programmes at their universities. In addition, 12 (23.08%) respondents are slightly satisfied, 3 (5.77%) respondents are neither satisfied nor dissatisfied, 12 (23.08) respondents are slightly dissatisfied, 6 (11.54%) respondents are moderately dissatisfied and 3 (5.77%) respondents are extremely dissatisfied. This gives a total of 53.85% respondents satisfied with their

universities' academic retention programmes, a scenario greatly different from academics' experience at the NWU, MC.

Respondents noted that failure to retain academics has meant that many departments/faculties could not sustain certain programmes or modules due to an expertise shortage. This situation has meant that some students failed to complete their studies in time as the department/faculty could not appoint academics to guide students through their studies. In addition, the staff shortage meant that the remaining academics have been given abnormal teaching loads as well as large numbers of students for research supervision. Some respondents also felt that their departments in this way restrict the students' choice of modules. Therefore, failure to retain academics manifests in compromised teaching-learning issues, and poor throughput and graduation rates, among others.

The scenario presented in this study should not be the norm as universities should thrive on quality and conservatism. It can be suggested that retention should be prioritised; when an employee leaves an organisation, he/she takes with him the valuable information about the organization. The employee can also leave with customers and may also take current projects and the history of its competitors to the new employer. Furthermore, the time and money invested in employees in expectation that they will work for organizations' future return are wasted. For example, the NWU, MC fails to gain from the cost of training academics in assessment, moderation and design of teaching-learning materials, among others. In addition, the respondents noted that turnover leads to more turnovers because when an employee leaves the organization, the effect is felt throughout as co-workers are often required to carry the loads of those who left.

It was also found that insufficient resources at a university have a negative impact on the academics' ability to fully engage in their core business. These resources refer to the right teaching, research and learning enhancing technologies that are amenable with the 21st century. The lack of adequate access to computers with internet (Al-Anzi, 2009) and scientific enabling resources, among others, frustrate academics and researchers and may cause them to take up offers where these core facilities are provided.

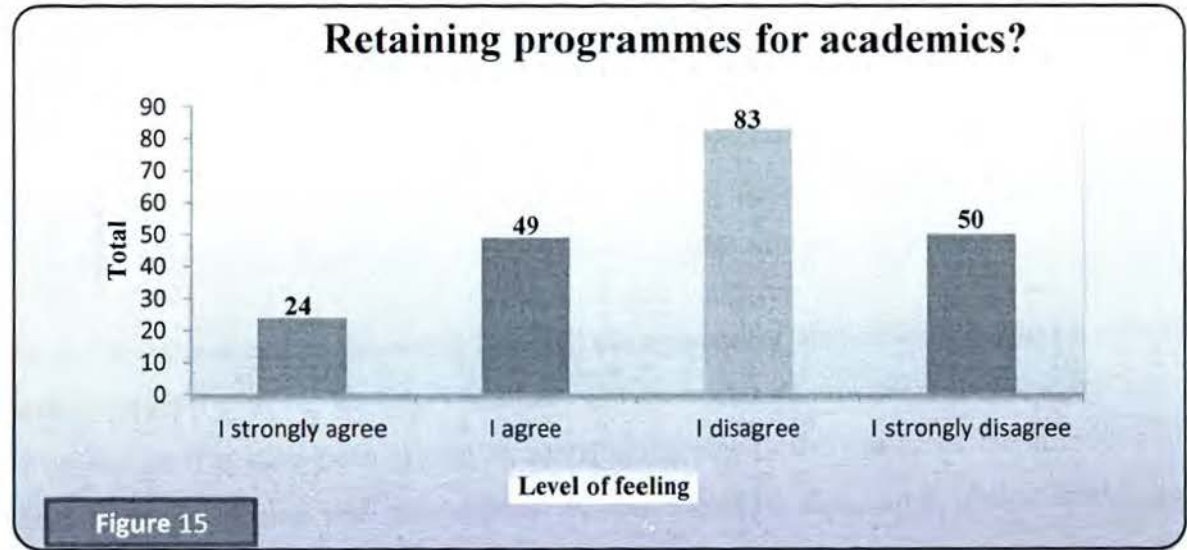
Organizations that provide thoughtful and engaging career paths for their team members, with specifically delineated advancement opportunities and milestones for qualifying for them, are likely to fare better in the talent wars (Gergen & Vanourek, 2007). For talent to thrive

Kegerreis & Capaul (2008) note that talent development must be an explicit priority across the board. This also applies to the organizational culture, structures, systems and investments that must be aligned with leadership growth plans (Gergen & Vanourek, 2007).

This study also found that failure by some departments and/or human resources departments to properly welcome new employees contributes significantly towards their failure to attract and retain properly qualified academics. Tulgan (2009:43) talks of “one-day disconnection” between the employee and their bosses; it seems as if employees feel that they have to hit the ground running on day one. Grobler *et al.* (2006:225) add that starting a new job is not easy and that, “day one is the most important day”. Careful attention must be paid to the introduction of the new employee, and also to transferred and or promoted employees – to the organisation, to his/her co-workers and his/her job. The way to achieve this is by means of a well-designed induction programme.

4.15. LOOKING AT THE RETENTION PROGRAMMES YOUR DEPARTMENT/FACULTY HAVE, ARE THEY MANAGING TO RETAIN ACADEMICS?

133 (64.56%) respondents felt that their existing departmental/faculty retention programmes are not managing to retain academics; this is shown in Figure 15 below.



On the other hand, 73 (35.44%) respondents regarded their existing programmes as sufficient for addressing challenges posed by failed retention efforts. Respondents noted that in some

departments/faculties there is no properly outlined succession or mentoring programmes for academics. In addition, it emerged that some departments fail to attract postgraduate students, an indication that they are failing to grow their own timber. Within this context, one would tend to conclude that the NWU, MC needs improve on its attraction and retention efforts for it to strategically position itself within and outside South Africa. Fairhurst (2007) notes in this regard that potential employees tend to judge employers on attributes such as remuneration, location, perceived career opportunities and stability of the organisation.

Also, from survey monkey question 10, 15 (28.85%), 14 (26.92%) respondents reckon that they are extremely and moderately satisfied with their university as a place to work. This gives a total of 55.77%. In addition, if one adds the slightly satisfied 13 (25%) respondents, then one gets a total of 80.77% satisfied academics. This figure speaks highly of what other universities might be doing to attract and retain their academics and the NWU, MC and related universities would do well in drawing valuable lessons from such institutions. The other universities have a total of 19.23% dissatisfied academics, a figure such low that one can safely conclude that the majority of academics are satisfied, and the standard that universities should strive for in order to get enhanced performance from their staff.

Conversely, from newspapers and survey monkey it also emerges that some universities have difficulty attracting and retaining properly qualified academics due to variances in the benefits offered by universities that significantly influence prospective candidates' choices. For example, a number of universities subscribe to the BESTMED medical aid scheme and contribute 50% of the applicable monthly premium. Also, some respondents noted that other universities offer fringe benefits such as a pension scheme, a medical aid scheme, group life insurance, a housing allowance, leave and sick leave, a service bonus and study benefits – while other universities seem silent on these issues or offer minimal benefits.

The way that the interview process is handled, the subsequent time lapse, the manner in which interview-related communication is handled, and the resultant relocation logistics are among crucial factors that have been shown as contributing significantly towards the attraction and retention of academics and researchers. It has emerged that, upon recruitment, some universities offer substantial monetary relocation allowances plus transport while others only offer transport. In circumstances like these, it seems clear that universities need to improve on

their benefit offers in order to build a good image among prospective employees. These moves may assist in attracting and retaining properly qualified academics.

The politics surrounding ways of attracting and retaining properly qualified academics has seen strong competition within and outside the country amongst universities. Some universities offer lucrative packages and research output-related rewards as strategies to attract their preferred talent. The researcher obtained information that a number of universities in South Africa have resolved to pay their staff members' research dues upfront instead of them waiting for the Department of Education to do so (usually within two years). This means that the financially able and proactive universities are advancing their researchers with monies in the range of R40 000, 00 in 2012, depending on their output. This strategy may have significant potential to attract or keep research orientated academics at a university – for the good of students and related stakeholders.

The current research has also established that the geographical location of the university play a significant role in the institution's ability to attract and retain properly qualified personnel. Insights gained from survey monkey indicate that respondents felt that universities in major towns or cities have many pulling factors. Such universities are likely to attract the required personnel more easily as compared with universities on the geographical periphery. To compound this notion, it can be said that universities located in places that provide employment opportunities or good school facilities, among others, may potentially attract personnel from families that are not prepared to live apart due to work requirements. Universities in such 'disadvantaged' geographical localities need to go the extra mile if their attraction and retention strategies are to be successful, or else they will remain training grounds for well-established universities.

This study drew its retention strategies from literature (Birt *et al.*, 2004). The strategies are categorised into high, middle and bottom levels. Some high level retention strategies are: promoting work/life effectiveness; understanding employees' esteem needs; encouraging professional training and development for personal growth opportunities; providing an environment of trust, and hiring the right people for the right job in a right place at the right time from the beginning. Additionally, Collins (2001:41) provides valuable ways of addressing the challenge of attracting and retaining employees (academics):

If you begin with 'who' rather than 'what', you can more easily adapt to a changing world. If you have the right people [properly qualified academics] on the bus [workplace], the problem of how to motivate and manage people largely goes away. The right people don't need to be tightly managed or fired up; they will be self-motivated by the inner drive to produce the best results and to be part of creating something great. Great vision without great people is irrelevant.

The middle level retention strategies are: performance appraisal by appreciating and recognizing a job well done; benefit programmes for family and support; providing workplace conveniences and safety measures; providing training and development for personal growth opportunities, and recognition. The bottom level retention strategies include: performance appraisal by appreciating and recognizing a job well done; recognizing professional as well as personal important significant events; providing compensatory monetary benefits; providing perks; providing workplace conveniences; recreation and fun at work; occasional stress relievers, and employer support in tough times or in times of crisis.

4.16 CHI-SQUARE

The chi-square values between demographic variables such as age, race, gender working years and university title and whether academics receive professional support from management and support units shown in Table 6 are very highly significant showing a strong relationship. For example, gender and responses on professional support with a chi square value of 13.707 and a degree of freedom of 1 are highly significant with probability of 0.00001 confirming that the association between gender and responses on professional support from management and support units in the sample of 206 is strong enough to be generalised to the population from which the sample was drawn.

Secondly, from the responses the chi-square test reveals that gender does not have an association with the responses on whether teaching load is manageable. Other demographic variables; age, race, working years and university title matter in explaining this relationship. On these variables there appears to be no doubt that there is an association between responses given and management of the teaching load. In which case, a chi-square of 92.892 with degrees of freedom of 3 and a probability of 0.0001 shows a strong between all other

demographic variables and teaching load management except gender which is statistically insignificant.

Thirdly, all demographic variables in the study show statistical significance with responses on tenure and remuneration as attraction methods to retaining academics. Statistically, significant chi-square values of 150.495; 51.883; 113.528; 138.323 and 147.742; 5.139; 43.520; 129.802 and 145.939 through which a probability value of 0.0001 shows that there is strong association between demographic variables and responses on tenure and remuneration. The probability of the chi-square test statistics on whether promotion by teaching and research responses and demographic variables such as age, working years, race and university years is less than the significance level of 0.005. The null hypothesis that promotion by research and promotion by teaching performance is independent of differences in demographic variables is rejected. However, we cannot reject the null hypothesis that responses on promotion by research are independent of gender with a chi-square value of 6.991 and a probability of 0.008.

Table 6: Chi-square table of demographic variable

	Age	Gender	Race	Working years	University title
Q6 Professional support	157.858	13.707	35.361	146.043	166.280
Q7 Teaching load	116.199	.05	12.564	108.558	92.898
Q8 Tenure	150.495	1.148	51.883	113.528	138.323
Q9 Remuneration	147.742	5.139	43.520	129.802	145.939
Q10 Promotion by teaching	150.082	8.102	39.999	135.221	152.681
Q11 Promotion by research	194.427	6.991	23.842	206.000	176.283
Q12 Attraction	114.923	.052	12.298	106.257	90.929
Q 13 Retention importance	147.742	5.139	43.520	129.802	145.939
Q14 Retention upbeat	120.439	.147	13.388	115.671	98.984

Q15 retention?	Managing	117.544	.006	12.835	110.893	94.896
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More so, all other demographic variables such as age, race, working years and university title shows a strong association with response on whether enough is being done to attract and retain academics. With a probability value of less than 0.0001 it is highly significant to conclude that a strong association exists. However, gender shows that such responses can be explained independently of gender hence the null hypothesis of no association cannot be rejected. The test also shows that demographic variable except gender show highly significant association between responses on retention importance, retention upbeat and management of retention with chi-square significant values with probability values of less than 0.0001. There is no doubt that demographic variables show an association and generalisations can be made to the population from which the sample of 206 was obtained.

4.17 CORRELATIONS

The N in this study is 206. The study notes that correlation coefficient indicates the strength and direction of a linear relationship between two random variables. Usually, the correlation ranges are as follows: small (0.1 to 0.3), medium (0.3 to 0.5) and large (0.5 to 1). Correlation that are above the absolute value of 0, 01 (2-tailed) is significantly not zero for population hypothesis shows a strong relationship. In essence, the ranges for this study are 0.8 to 0.980. It also emerges that all values above 0.05 are significant. This study takes the 2-tailed statistical test to be used in inference, in which a given statistical hypothesis (the null hypothesis) will be rejected when the value of the test statistic is either sufficiently small or sufficiently large (Wikipedia, accessed 28 September 2012).

This study identified sixteen positive strong correlations within the 0.906 to 0.980. The first ranges in this category are within the 0.906 to 0.937. Such correlation exists between retention importance and promotion by teaching (0.906), recruitment and professional support (0.909), promotion by teaching performance and remuneration (0.920), attraction and teaching load (0.922), retention importance and promotion by research (0.925), promotion by research and tenure (0.926), retention upbeat and teaching load (0.933), managing retention and teaching load (0.937).

Table 7: Correlations

		Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q 13	Q14
	N	206	206	206	206	206	206	206	206	206
Q6 Professional support	Pearson Correlation Sig. (2-tailed)	1								
Q7 Teaching load		.881*	1							
Q8 Tenure		.893*	.816*	1						
Q9 Remuneration		.909*	.858*	.968*	1					
Q10 Promotion by teaching		.944*	.879*	.896*	.920*	1				
Q11 Promotion by research		.868*	.863	.926*	.946*	.866*	1			
Q12 Attraction		.875*	.922*	.825*	.846*	.888*	.843*	1		
Q 13 Retention importance		.890	.857	.953	.980	.906	.925	.853	1	
Q14 Retention upbeat		.865	.933	.840	.859	.865	.853	.951	.868	1
Q15 Managing retention?		.858	.937	.830	.849	.860	.844	.945	.860	.980
*Correlation is significant at the 0.01 level (2-tailed)										

The second positive strong correlation ranges from 0.944 to 0.980. Correlations within this category constitutes promotion by teaching performance and professional support (0.944), managing retention and attraction (0.945), promotion by research and remuneration (0.946), retention importance and tenure (0.953) and remuneration and tenure (0.968). The two highest correlations are between retention importance and remuneration (0.980) and managing retention and retention upbeat (0.980).

From these sixteen positive strong correlations, remuneration is mentioned five times. The other variables namely promotion by teaching, promotion by research, work load, retention upbeat are mentioned three times each. On the other hand, tenure, attraction and professional support are mentioned two times each. Therefore, the correlation analysis helps this study to rank the contribution of the variables to the attraction and retention of academics discourse.

Furthermore, twenty-eight positive strong correlations have been identified in the 0.816 to 0.896 ranges. For exemplification, this study picks seven correlations within 0.870 to 0.899) which top this category. Such correlations are between attraction and professional support (0.875), promotion by teaching and teaching load (0.879), teaching load and professional support (0.881), attraction and promotion by teaching (0.888), retention importance and professional support (0.890), tenure and professional support (0.893), promotion by teaching and tenure (0.896). From these seven correlations, professional support is mentioned four times, followed by promotion by teaching identified three times. Teaching load, tenure and attraction importance are mentioned twice each while retention importance is mentioned once.

This study's correlation findings show that remuneration tops in the 0.906 to 0.980 range yet it is not mentioned in the 0.870 to 0.899 ranges. Instead, professional support which tops the 0.870 to 0.899 ranges by being mentioned four times was only mentioned twice in the 0.906 to 0.980 range. By way of ranking the results of the top two considered ranges from 0.870 to 0.980, two variables mentioned six times each namely professional support and promotion by teaching were ranked top. In the second position is teaching load and remuneration mentioned five times while the third position is occupied by three variables namely attraction, retention importance and tenure which were mentioned four times each. This means that professional support, promotion by teaching, remuneration and teaching load are the four top ranked factors that attract and retain academics.

4.18. CONCLUSION

This chapter has established that the data yielded sufficient information to answer the four study research questions. It has emerged that the NWU, MC is not managing to attract properly qualified academics. It was also found that the NWU, MC is not doing well in terms of retaining academics. This is related to the fact that the bulk of its staff is not yet in senior

lecturer, associate professor and professor grades. The study also made reference to diverse insights on attraction and retention strategies that could aid the NWU, MC to address its present predicament. It was, furthermore, found that academics strongly felt that rewards and recognition play pivotal roles in attracting potential employees as well as retaining them once they have joined the fold. The centrality of teaching and research activities in the attraction and retention discourse has been established.

The study also notes that academics take the security aspects of their jobs seriously (as offered through the tenure terms). It can be suggested that a university that offers longer contracts stands a better chance to attract and retain academics. The need for a proper mix of workload also emerged which means that academics must be able to manage their teaching, research and community engagement roles. Proactiveness of departments/faculties in attraction and retention discourse cannot be overemphasized.

The next chapter is the concluding chapter. Here, a summary of emergent trends and findings of this study are given, together with recommendations.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

OVERVIEW

5.1 INTRODUCTION

This chapter presents conclusions and recommendations.

5.2 RESEARCH OBJECTIVES

The four objectives that defined the scope of this study are the need to:

- (a) establish whether the NWU, MC is currently managing to attract properly qualified academics;
- (b) identify whether the NWU, MC is currently managing to retain academics;
- (c) identify academics' perceptions of rewards and recognition;
- (d) propose and examine possible attraction strategies that the NWU, MC can implement in order to attract and retain qualified academics.

5.3 FINDINGS AS PER OBJECTIVE

- (a) Establish whether the NWU, MC is currently managing to attract properly qualified academics.

This study concludes that the NWU, MC and universities in similar situations need to do everything within their powers to attract and retain properly qualified academics with a view to ensuring that they can offer quality teaching, research and community engagement. This needs be done as properly qualified academics are the core personnel who ensure that students gain value from their tuition. Also, the university ranking in terms of graduation rates and research output will be enhanced by properly qualified academics. This means that the university will be able to attract government and corporate funding.

The urgency for having the NWU, MC attract and retain properly qualified academics so that it can offer quality teaching-learning, research and community engagement has been highlighted by this study. This study suggests that the departments/faculties at the NWU, MC must be proactive and systematic in their attraction and retention efforts. Failure to do so might mean that the Campus ends up with demotivated academics who compromise on service delivery because they realize that their employer is not taking proper care of them. Therefore, the NWU, MC departments/faculties need to create fulfilling places to work for their employees.

(b) Identify whether the NWU, MC is currently managing to retain academics

This study establishes that the NWU, MC is not doing well in terms of retaining properly qualified academics. As shown by the age distribution of academics at the NWU, MC, it has emerged that the majority (84) are in the 35-44 age band followed by 53 in the 45-54 age band. 46 are above 55 years old while 23 are between the 25-34 age bands. This means that the NWU, MC has relatively 'young' employees who need a great deal of mentoring and support for them to excel in academic circles. In essence, this trend shows that the university is not doing well in attracting and retaining senior academics.

In addition, female academics in this study outnumbered the males by 110 against 96. Notwithstanding other reasons, this trend suggests that the NWU, MC is not managing to attract and retain the male staff, an indication of the failure of its attraction and retention programmes.

(c) Identify academics' perceptions of rewards and recognition.

It became clear that the NWU, MC seems to fail to attract and retain properly qualified academics due to a lack of proper administration of exogenous motivational factors such as rewards, recognition and economic incentives. In fact, respondents have noted that failure to promote academics in good time accounts for the current seemingly skewed scenario with many lecturers and junior lecturers, some of whom have been teaching and sparingly researching at the university for more than ten years. This study concludes that the NWU, MC management need not take long to confirm staff that had acted in senior positions over many years.

The study also notes that professional advancement, lucrative leave arrangements and recognition of higher qualifications and experience are variables that academics consider highly. This study concludes that failure by the NWU, MC management to meet academics' expectations on this front accounts for why many academics are leaving the university in search of promotion elsewhere so as to advance their professional careers.

- (d) Propose and examine possible attraction strategies that the NWU, MC can implement in order to attract and retain qualified academics

Through correlation coefficients findings of the ranges 0.870 to 0.980, this study concludes that the NWU, MC needs to pay particular attention to attraction and retention strategies that give prominence to the provision of a proper mix of professional support, promotion by teaching, teaching load, remuneration, proactive attraction, retention importance and tenure. This study concludes that professional support, promotion by teaching, remuneration and teaching load are the four top ranked factors that attract and retain academics.

5.4 LIMITATIONS OF THE STUDY

A great deal can still be done in the area of attracting and retaining academics at tertiary institutions in order to find lasting solutions to this pressing problem. There is need for further research in the field to determine emerging trends in South Africa, Southern Africa, Africa as a whole as well as the world would yield pertinent insights that can help universities, communities and governments to improve their attraction and retention programmes.

There is also a need to undertake studies on how stakeholders can come up with holistic strategies to address the issue of attracting and retaining academics in universities. Insights can be drawn from a similar study by Tettey (2010) who propounds that it is imperative that national tertiary bodies, universities, governments and development partners come together to address key staff shortages since, in spite of the huge expansion in student enrolments over the last decade, many qualified applicants are unable to avail themselves of tertiary education on a continent where greater human resource capacity is urgently needed.

5.5 RECOMMENDATIONS

This discussion has highlighted the challenges of skills shortages at the NWU, MC and other formerly disadvantaged universities who often fail to attract and retain properly qualified academics. To ameliorate this challenge, the NWU, MC and other affected institutions need to focus on strategic human resource planning, and to be extra innovative with a view to ensuring the availability of competent, motivated, healthy, diverse, organized, focused and satisfied academics.

The observation that happy employees are productive employees was noted. Respondents disclosed that their ability to excel in their teaching, research and community engagements depend largely on how secure and well looked after they are by the university for which they are working. Respondents frequently cited the issue of payment for research outputs, the amounts concerned, the payment periods/intervals and the related research support structures that are likely see colleagues perform well.

New initiatives are urgently needed in order to build the next generation of academics in African universities; the current staff members are ageing very fast, with no corresponding expansion in young qualified scholars to take their place. Institutions need well-organized mentoring programmes within each department or faculty to match new colleagues with committed, exemplary mid-career or established professionals (Tettey, 2010). Sensitivity and responsiveness to young employees' work-life circumstances are especially helpful in attracting and retaining academics.

5.6 SUGGESTIONS FOR FUTURE RESEARCH

Comparative studies on the attraction and retention of academics in South African universities can help shed more light. Also, studies that solicit insights from students, policy makers and other stakeholders can be significant so that holistic views can be got on how to address the challenge. Also, studies that compare emerging trends within South Africa and the region can help in shedding more light on the attraction and retention discourse for the benefit of diverse organisations.

5.7 FINAL CONCLUSION

This study found that both attraction and retention are global challenges. It has also emerged that this challenge is prevalent in the fields of education, engineering, doctors and accountants,

to name but a few. The prevalence of the challenge has been noted in the context of South Africa, Zambia, China, Canada, and the United States of America, among others. From these scenarios, the notion that the human resource management department must be proactive came to the fore; such an approach means that systems should be in place to ensure that the organisation can best look after its staff. Also, the study notes that the majority of people leave their employment if they find themselves being in bad books with their immediate lines of management. To this end, this study notes that managers can play key roles in attracting and retaining academics.

This study drew significant insights on attraction and retention trends of employees in diverse sectors of business the world over. This study also graphically presented the cost of failed retention efforts through lost expertise, knowledge, continuity, wasted investments, among others. It was found that the best way forward is for the university to keep its talent, and to groom and mentor its talented staff so that they can perform at their best – this will also enhance the image of the institution.

This study has made modest contribution to the body of literature on attraction and retention with special reference to academics. This type of information is helpful in view of the fact that this field has generally been neglected, except for the tremendous work done by Pienaar and Bester (2006, 2008) in South Africa and Tettey (2006, 2010) with reference to five Anglophone universities, among others.

Furthermore, this study is important to policy-makers and university managements in their various capacities as it provides a macro-perspective on the attraction and retention discourse. Policy-makers need to observe the impact of failed attraction and retention efforts on quality delivery by universities. Also, insights from this study are significant as they can best inform the attraction and retention efforts of the NWU, MC management and other local and international universities that find themselves in similar situation.

The support by the NWU, MC academics for this study has been overwhelming. This has been shown by the four deans out of five who responded, and ten directors who responded out of seventeen. In addition, the professoriate grade has been well represented by ten professors and twelve associate professors. Also, fifty-eight senior lecturers, seventy-nine lecturers and thirty-three junior lecturers ensure that this study get a proper representation of the core categories of academics.

This study also established the need for a broad-based remuneration system for the NWU, MC in order to manage to attract and retain academics. This draws from this study's finding that 142 staff members highlighted the importance of remuneration in the attraction and retention discourse. For example, the provision of other incentives such as vehicles, accommodation and medical care services, are things that can help to attract and retain properly qualified academics. Therefore, as aptly observed by Ehlers (2011), employee rewards and incentives, organisational management, satisfaction with working conditions, motivation levels and employee retention cannot be separated.

This study concludes that a proper balance must be struck between all aspects of work for an institution to attract and retain staff. It follows that academics must be promoted on the basis of either teaching or research output. 130 respondents felt that teaching performance is always considered by management for promotion purposes. This number is higher than one hundred and twenty-four who noted that research output is the core promotional criteria. These results are interesting because the respondent profile has eighty people in the senior lecturer, associate professor and professor grades. This means that these criteria are uppermost in people's minds and those failing to secure promotions, especially from the junior and lecturer grades, felt that they are let down by such requisite requirements.

With reference to research design, this study established that a great deal can be achieved if a blended approach that uses qualitative and quantitative approaches is followed. A mixed approach may ensure a properly in-depth examination of the issue at hand. The use of the questionnaire, survey monkey and drawing on newspapers and websites proved to be very rich sources of data. The versatility of the survey monkey as a tool was also noted.

It also emerged that unsatisfied staff members may leave the university at any time thereby negatively impacting the university teaching, learning and research. Unhappy academics can also seriously affect fellow employee morale to the detriment of their university. This brain drain leads to the depletion or loss of key personnel, with a negative outcome that impacts the graduation rate, throughput rate and eventually the "economic and social growth of the country" (Du Preez, 2002). In this regard, some respondents even noted that the NWU, MC's product quality is beginning to suffer and that, concomitantly, customer satisfaction is dropping.

This study concludes that there are immeasurable costs of failed retention efforts. Among others, these costs include recruiting costs, interviewing time, lowered morale of co-workers, lost contact time, lack of continuity, lack of expertise and experience. It is therefore recommended that the only best way forward and best practice for the NWU, MC is to retain the academics it has recruited and to add relevant people by means of appropriate recruiting and mentoring of new talent.

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ANNEXURES

Annexure A: Clearance from the NWU MC Registrar



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
MAFIKENG CAMPUS

Private Bag X2046, Mmabatho
South Africa 2735

Academic Development Centre
Tel: +27 18 389-2481
Fax: +27 18 389-2430
Web: <http://www.nwu.ac.za>
Livingstone.Makondo@nwu.ac.za

2012-05-17

17 May 2012

TO WHOM IT MAY CONCERN

**RE: RESEARCH ON ACADEMIC ATTRACTION AND RETENTION AT THE
NORTH WEST UNIVERSITY, MAFIKENG CAMPUS**

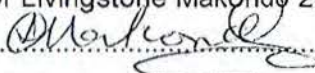
The above refers.

The undersigned hereby requests for permission to carryout research on the above topic. I am an MBA registered student who is being promoted by Prof Sam Lubbe. I intend to interview representatives from the Human Resource Department, Deans, Directors and academics/researchers at the Mafikeng Campus.

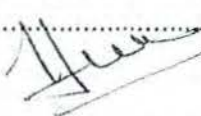
Your support in this matter is greatly welcome.

Yours

Student: Dr Livingstone Makondo 22649557

Signature..........Date 17/05/2012

Promoter: Prof Sam Lubbe

Signature..........Date 17/5/2012

Permission is granted,
provided ethical approval has been obtained
from the Ethics Committee (Human).


17-5-2012

Annexure B: Ethical clearance from the Graduate School Director

From: Theuns Pelser
To: Livingstone Makondo; Sam Lubbe
CC: Dan Setsetse; Felicia Moruntshe
Date: 8/6/2012 8:59 AM
Subject: Re: Makondo seeking advice on ethical clearance

Dear Dr Makondo

I have looked at your proposed survey instrument and will in principle allow you to conduct the study in the Graduate School of Business.

Please contact Mr Setsetse for further arrangements.

Regards

Theuns

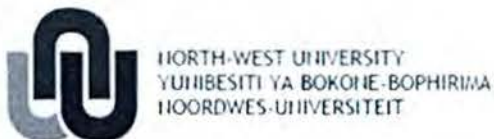
Prof Theuns Pelser

Director

Graduate School of Business & Government Leadership

North-West University, Mafikeng Campus

Tel: 018 389 2593 / Fax: 018 389 2186 / Mobile: 083 324 0402



Annexure C: Application for ethical clearance

From: Livingstone Makondo

To: Sam Lubbe; Theuns Pelsier

Date: 2012/08/06 08:45

Subject: Makondo seeking advice on ethical clearance

Director,

I need to get ethical clearance so that work can progress hence this humble request to your office to advice accordingly.

I hope you will find this in order.

Yours for academic excellence

Livingstone Makondo (Dr)

(DLitt et Phil (UNISA), MALSP, Grad.C.E., B.A. Hons, B.A. Gen (UZ))

Senior Academic Development Advisor/Senior Instructional Designer

Annexure D: The study questionnaire

FOR OFFICE USE ONLY: Respondent Code: _____

VOLUNTARY QUESTIONNAIRE FOR:

“Attraction and retention of academics at the North West University, Mafikeng Campus”

Graduate School Of Business and Government Leadership

North West University, Mafikeng Campus

Researcher: Dr Livingstone Makondo

Supervisor: Prof S Lubbe

Note to the respondent

1. We need your help to understand trends in the attraction and retention of academics/researchers at the North West University, Mafikeng Campus
2. If you do not want to take part, just hand in the blank questionnaire at the end of the survey session.
3. What you say in this questionnaire remains private and confidential hence no one will be able to trace your opinions back to you as a person.

The questionnaire as four parts:

Part 1 asks permission to use your responses for academic research.

Part 2 asks general personal particulars like your age, gender and academics/researchers' attraction and retention issues.

How to complete the questionnaire

- Please be sure to read and follow the directions for each question.
 - Please be truthful and if you don't feel comfortable answering a question, kindly indicate such. Also, be informed and assured that for those questions that you do answer, your responses will be kept confidential.
3. You can mark each response by making a tick or a cross, or encircling each appropriate response with a PEN (not a pencil).

Thank you very much for filling in this questionnaire.

Part 1: Permission to use my responses for academic research

I hereby give permission that my responses may be used for research purposes provided that my identity is not revealed in the published records of the research.

Initials and surname _____ Postal address:

_____ Postal
code: _____

Contact numbers: Home: _____ Cell: _____

No.	PART 2: GENERAL PERSONAL DETAILS AND ACADEMICS/RESEARCHERS' ATTRACTION AND RETENTION MATTERS Please mark only ONE option per question below.	8.	Do tenure issues contribute towards attraction and retention of academics? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree
1.	Identify your age group? ☐ 25-34 ☐ 35-44 ☐ 45-54 ☐ 55tt	9.	Does remuneration play a part in attracting and retaining academics? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree
2.	I am a: ☐ Female ☐ Male.	10.	In your opinion, management always recommend promotions based on teaching performance? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree
3.	I am: ☐ African ☐ Coloured ☐ Indian ☐ Oriental ☐ White ☐ a member of another ethnic group:	11.	Is graduation research (masters and or doctoral) and or project research (i.e. article publication) important towards promotion? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree
4.	For how many years have you worked at NWU, Mafikeng Campus? ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16+	12.	Do you think enough is being done by your Department/Faculty to attract academics? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree
5.	What is your university job title? ☐ Junior Lecturer ☐ Lecturer ☐ Senior Lecturer ☐ Associate Professor ☐ Professor ☐ Director ☐ Dean	13.	In your opinion, is retaining academics important? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree
6.	Do academics receive adequate professional support from management and support units? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree	14.	Is your Department/Faculty upbeat about retaining academics? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree
7.	Is your teaching load manageable? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree	15.	Looking at the retention programmes your Department/Faculty have, are they managing to retain academics? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree

Annexure E: Survey monkey account

- Upgrade
 - livmakondo
 - My Account
 - Address Book
 - livmakondo
- Sign Out

Welcome to SurveyMonkey!

Active Surveys

TITLE	MODIFIED	RESPONSES	ACTIONS
University Faculty Satisfaction Template Created August, 13 2012	08/13/12	52	

Annexure F: Adopted survey monkey data 'University Faculty Satisfaction' template

1. How positive are your interactions with other members of your department?

- ☐ Extremely positive
- ☐ Very positive
- ☐ Moderately positive
- ☐ Slightly positive
- ☐ Not at all positive

2. How effective are the academic attraction programmes of your department?

- ☐ Extremely effective
- ☐ Very effective
- ☐ Moderately effective
- ☐ Slightly effective
- ☐ Not at all effective

3. How much do you feel your department chair values your input in making decisions?

- ☐ A great deal
- ☐ A lot
- ☐ A moderate amount
- ☐ A little
- ☐ None at all

4. How effectively do you feel your research talent/output is being used by your department?

- ☐ Extremely effective
- ☐ Very effectively
- ☐ Moderately effective

- ☐ Slightly effective
- ☐ Not at all effective

5. How fair are the promotion procedures at your university?

- ☐ Extremely fair
- ☐ Very fair
- ☐ Moderately fair
- ☐ Slightly fair
- ☐ Not at all fair

6. Are you satisfied with the academic retention programmes at your university?

- ☐ Extremely satisfied
- ☐ Moderately satisfied
- ☐ Slightly satisfied
- ☐ Neither satisfied nor dissatisfied
- ☐ Slightly dissatisfied
- ☐ Moderately dissatisfied
- ☐ Extremely dissatisfied

7. How manageable is your teaching requirement at your university?

- ☐ Extremely manageable
- ☐ Very manageable
- ☐ Moderately manageable
- ☐ Slightly manageable
- ☐ Not at all manageable

8. How easy is it to get the resources you need for teaching at your university?

- ☐ Extremely easy
- ☐ Very easy
- ☐ Moderately easy

- ☐ Slightly easy
- ☐ Not at all easy

9. How fair is your pay at your university?

- ☐ Extremely fair
- ☐ Very fair
- ☐ Moderately fair
- ☐ Slightly fair
- ☐ Not at all fair

10. Overall, are you satisfied with your university as a place to work?

- ☒ Extremely satisfied
- ☐ Moderately satisfied
- ☐ Slightly satisfied
- ☐ Neither satisfied nor dissatisfied
- ☐ Slightly dissatisfied
- ☐ Moderately dissatisfied
- ☐ Extremely dissatisfied

Annexure G: Email pilot questionnaire

From: Livingstone Makondo
To: AAI Bootha; Akpovire Oduaran; Andrew Mutsvangwa; Bernard Mbenga; Ble...
CC: Livingstone Makondo
Date: 6/11/2012 11:03 AM
Subject: Pilot questionnaire on attraction and retention of academics/researchers
Attachments: MBA Questionnaire.docx

Colleagues are hereby requested to respond at their earliest time to the attached six (6) pilot questionnaire questions on the North West University, Mafikeng Campus' attraction and retention of academics/researchers.

Yours for academic excellence

Livingstone Makondo (Dr)

(DLitt et Phil (UNISA), MALSP, Grad.C.E., B.A. Hons, B.A. Gen (UZ))

Senior Academic Development Advisor/Senior Instructional Designer



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
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Annexure H: Email on pilot questionnaire withdrawal

From: Livingstone Makondo
To: AAI Bootha; Akpovire Oduaran; Andrew Mutsvangwa; Bernard Mbenga; Ble...
CC: Livingstone Makondo
Date: 6/12/2012 9:30 AM
Subject: Re: Questionnaire on attraction and retention of academics/researchers: Retraction of the pilot questionnaire

The pilot questionnaire is hereby retracted until further notice.

Yours for academic excellence

Livingstone Makondo (Dr)

(DLitt et Phil (UNISA), MALSP, Grad.C.E., B.A. Hons, B.A. Gen (UZ))

Senior Academic Development Advisor/Senior Instructional Designer



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Annexure I: Email commissioning the approved questionnaire

From: Livingstone Makondo
To: Akim Mturi; Andre Mulligan; Andrew Mutsvangwa; Ashmore Mawire; Berna...
Date: 6/26/2012 1:50 PM
Subject: Colleagues are hereby asked to respond to the attached pilot questionnaire
Attachments: Questionnaire.docx

The above refers.

Colleagues are hereby requested to respond to the attached questionnaire on the attraction and retention of academics/researchers at the North West University, Mafikeng Campus. I take this time to thank you in advance for finding time to respond and send back the questionnaire either electronically or as a hardcopy.

Yours for academic excellence

Livingstone Makondo (Dr)

(DLitt et Phil (UNISA), MALSP, Grad.C.E., B.A. Hons, B.A. Gen (UZ))

Senior Academic Development Advisor/Senior Instructional Designer



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Annexure J: Sample of email questionnaire response

From: Akpovire Oduaran
To: Livingstone Makondo
Date: 7/11/2012 1:14 PM
Subject: Re: Questionnaire on attraction and retention of academics/researchers
Attachments: DR MAKONDO 2012.docm

Dear Colleague,

Here you go with the questionnaire. Best of luck.

ABO

Vrywaringsklousule / Disclaimer: <http://www.nwu.ac.za/it/gov-man/disclaimer.html>

>>> Livingstone Makondo 2012/07/11 11:03 AM >>>

Kindly see attached and respond to the 6 questions at your earliest suitable time.

Yours for academic excellence

Livingstone Makondo (Dr)

(DLitt et Phil (UNISA), MALSP, Grad.C.E., B.A. Hons, B.A. Gen (UZ))

Senior Academic Development Advisor/Senior Instructional Designer



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Mafikeng Campus

Academic Development Centre

"When evil men plot, good men must plan. When evil men burn and bomb, good men build and bind. When evil men shout ugly words of hatred, good men must commit themselves to the glories of love..." Martin Luther King, JR

Annexure K: Language editing confirmation letter

Annette Combrink Translation Services

Plot 25 Vyfhoek, PO Box 19124, Noordbrug 2522

Tel: 082 551 9840, Fax: 0862954164

E-mail: Annette.Combrink@nwu.ac.za

Declaration

This is to declare that I, Annette L Combrink, accredited translator/language editor of the South African Translators' Institute, have language-edited the study by

Livingstone Makondo

with the title

**Attraction and retention of qualified academics at the North-West University, Mafikeng
Campus**

Prof. Annette L Combrink
Accredited translator and language editor,
South African Translators' Institute
Membership no. 1000356

Date: 17 October 2012

Annexure J: Table for determining sample size from a given population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	50	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Source: Sekaran, 2003; 253.

Where: N = the population size and S = the sample size.