Factors Attracting and Retaining Professionals: A comparative study between the Private and Public sector

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DECLARATION

I, declare that the research "**Factors attracting and retaining professionals: A comparative study between the private and public sector**" is my original work. This study has not been submitted for any degree or examination in any other university. I further declare that any part of a work or idea taken from any source is properly acknowledged in this research.

I, Sabera Bi Khan, declare that the language in this dissertation was edited by
Ms Teresa Kapp.

____________________________ September 2017

Sabera Bi Khan Date

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ABSTRACT

Factors attracting and retaining professionals:

A comparative study between the private and the public sector

by

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This study was conducted to explore and compare the factors that attract professionals to the private and public sector in South Africa, as well as what retains them in a sector.

There is a scarcity of professional employees in the public sector, which does not seem to be an employer of choice for professionals. South Africa also suffers from a 'brain drain,' as many professionals are seeking employment outside their profession or in other countries. Professionals employed in the private sector seemingly are not keen to join the public sector, and employees in the public sector seem to wish to join the private sector.

A mixed-method study, using both a quantitative and a qualitative approach, was used to answer the research questions: (i) What push and pull factors cause migration of professionals between the public and private sector? (ii) What factors limit the attraction and retention of professionals in the public sector? (iii) What factors motivate a professional employee to remain in the sector in which he or she works?

A semi-structured, self-administered questionnaire investigating attraction and retention factors was used. The population of this study was confined to professionals in South Africa. Data were collected from a non-probability sample, which was selected using purposive and convenience sampling, of participants in both sectors.

The final sample consisted of 36 participants from the private sector and 53 from the public sector. The researcher was also a participant and had to consciously deal with possible biases.

The results indicate that the attraction factors in the private sector are remuneration and career development opportunities, whereas, for the public sector, it was the belief that it is a stress-free environment. The retention factors in the public sector were a love for the job and financial security. Factors that will improve attraction and retention in the public sector were: an improved remuneration, improved workplace policies, better career development and training opportunities, and improved management support.

Furthermore, it was found that performance management, promotion, and lateral movement must be implemented to ensure continuity of employment. The implementation of legislation must be transparent, fair, and discretionary to attract and retain professionals. This study confirmed that the private sector has a higher level of attraction and retention than the public sector, and a greater number of professional employees would leave the public sector for the private sector than vice versa.

The limitation of this study was the small sample size. It is recommended that a similar study with a larger sample be conducted to increase the findings' generalisability. Such studies should explore improvement strategies in respect of attraction and retention of professionals in the public sector in comparison to the private sector.

Key words: professionals; public sector; private sector; talent management; retention; attraction

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CHAPTER 1

INTRODUCTION TO THE STUDY

1.1 BACKGROUND

My interest in this topic began when I, as a law professional, left the private sector to join the public sector. The experienced professionals I encountered in the public sector expressed a strong desire to join the private sector. This made me curious, and I began to question this migration of professionals between the public and private sectors. I embarked on reviewing literature on this topic, to explore attraction and retention factors of professionals between the public and private sectors, and could not find much research on this topic.

1.2 INTRODUCTION

This study was conducted to explore and compare the factors that attract professionals to the private and public sectors in South Africa, and to ascertain what retains them. This movement of talent could lead to the public and private sectors competing for the existing talent pool of professional employees. In exploring the push and pull factors of the public and private sectors, the following will be discussed: demographics (with a focus on black professionals), changes in the economy, and the influence of legislation.

The demand for talent is international; in the developed world it is increasing at an almost alarming rate. The world is experiencing migration, immigration, and emigration on an unprecedented scale. Some of it is voluntary, and some of it is forced (Murray, 2008:4).

1.3 PROBLEM STATEMENT

Since 1994, the emigration rate in South Africa has increased by 56% among professionals (i.e. medical, engineering, legal) when compared to emigration figures for 1989, with an estimated 16% of South Africans with a tertiary education living overseas (Berkowitz, 2001). Ngidi (2000) indicates that, in the health profession alone, 172 physicians and dentists emigrated between 1998 and 1999.

In 2003, 65.2% of these emigrants were economically active (Stats South Africa, 2003:7). The International Organisation for Migration states that the cost to South Africa has been more than five billion US dollars in human capital since 1997 (McClelland, 2002:793). This indicates that, during early democracy, the economy suffered due to the emigration of skilled labour. Currently, the South African public service lacks skills, and this is a key restraint in service delivery (Public Service Commission, 2008:12-13). Almost three decades into our democracy, it has become apparent that we lack experienced professionals in the public sector. Data from the Organisation of Economic Co-operation and Development (OECD), published by Politicsweb in 2012, showed that almost 588 388 South African emigrants aged 15 years and older were living in OECD countries in 2010.

This emigration has left a dire shortage of professionals in South Africa, creating in-country competition for professional talent between the public and private sector. Most public-sector professionals who remain in South Africa are seemingly not retained in the public sector, but tend to migrate to the private sector. Marriot (2001) posts that a key challenge facing organisations today is employee retention. Therefore, the key assumptions of the present study will be:

- The public sector is not a preferred employer for professionals in South Africa when compared to the private sector; and
- There is a larger migration of professional employees from the public sector to the private sector than vice versa.

1.4 RESEARCH OBJECTIVES

The main objective of this study will be to identify and compare the attraction and retention factors for professionals in the public and private sector of South Africa.

The sub-objectives will be:

- To explore the push and pull factors of professionals between the public and private sector;
- To identify factors that limit the attraction and retention of professionals in the public sector;
- To identify factors that motivate professionals to remain in their current sector.

1.5 RESEARCH QUESTIONS

The main research question this study intends to address is: What are the factors of attraction and retention of professionals, and how do they compare between the public and private sector?

The sub-questions are:

- What push and pull factors cause migration of professionals between the public and private sector?
- What factors limit the attraction and retention of professionals in the public sector?
- What factors motivate a professional to remain in his or her current sector?

1.6 SIGNIFICANCE OF THE STUDY

Poor service delivery is a major concern in South Africa. The majority of South Africans are dependent on the services of professionals in the public sector, as they are destitute and cannot afford private services. Our constitution provides that the citizens of South Africa shall have free access to professional legal service (Chapter 2, Section 35 (2)(c) of the Constitution of South Africa 108 of 1996). South African citizens also have a right to free professional medical care (Chapter 2, Section 27 (1) of the Constitution of South Africa 108 of 1996). The dire shortage of nurses in South Africa is an enormous barrier to achieving the goals of the National Department of Health (NDoH), which is tasked with making health care affordable and accessible to all (African National Congress,1994; United Nations Millennium Development Goals,2000).

This study further intends to identify attraction and retention factors that can be implemented by the public sector in an effort to retain its professional talent.

1.7 DELIMITATIONS AND ASSUMPTIONS

1.7.1 Delimitations (Scope)

Professionals referred to in this study will include individuals with law degrees, who are registered with the Law Society and General Council of the Bar, engineers who are registered with the Engineering Council, medical doctors and nurses who are registered with the Health Professions Council, and educators, accountants, and quantity surveyors who are registered with their relevant professional bodies.

1.7.2 Assumptions

According to Hofstee (2006), assumptions are things that the researcher accepts as valid and true without verifying their truth. It is important to clarify the assumptions on which a particular research project is based, as these assumptions could affect the study's validity.

A key assumption of this study, as mentioned before, is that there is a larger migration of professionals from the public sector to the private sector, which means the public sector is not the preferred employer.

The statistical analysis will test assumptions related to the relation between variables. As indicated in chapter 4, these assumptions have been tested, however hypothesis could also have been stated which was not done as pre-determined relationships between variables had not been anticipated upfront.

1.8 DEFINITION OF KEY WORDS

A description of the key words that will be used in this study.

TABLE 1-1: DEFINITION OF WORDS

Words	Meaning
Attracting	Recruiting and selecting people from outside the organisation to come and work for the organisation (Armstrong, 2006)
Retaining	Ensuring that people working in the organisation stay committed and remain with the organisation (Armstrong, 2006)
Public sector	Part of the national economy that provides basic goods or services and is controlled and funded by the state
Private sector	Part of the economy that is not state-controlled, and is managed by individuals and companies for profit; it encompasses all for-profit businesses that are not owned by government
Profession	A vocation that is founded upon specialised educational training or skill; often one that is respected because it involves a high level of education
Professional	An individual who has completed a standard of education and relevant training that prepares him or her with particular knowledge and skills, who is formally certified by a professional body and whose competence can be measured against an established set of standards

In Table 1-2, below, abbreviations that will be used in this dissertation are provided.

TABLE 1-2: ABBREVIATION OF KEY TERMS

Abbreviation	Meaning
EEA	Employment Equity Act
AAA	Affirmative Action Act
BBBEE	Broad-based black economic empowerment

1.9 RESEARCH DESIGN AND METHODOLOGY

A research design is used to structure and outline the research, and to present information, data, and results to address the research question. In the present study, a mixed-method approach, including quantitative and qualitative approaches, will be used to determine and explore factors of attraction and retention of professionals in the public and private sector. A mixed-method approach will provide a better understanding of the research problem than either research approach alone (Creswell, 2008a). Integrating both the qualitative and quantitative approaches enables triangulation, which is defined by Katsirikou and Skiada (2010:174) as a way in which qualitative and quantitative results are combined to triangulate findings in order to corroborate the findings.

1.9.1 DATA-COLLECTION INSTRUMENT

A self-administered questionnaire based on Talent Retention developed and validated by Theron (2014) will be used in this study to collect data from the respondents. The questionnaire comprises open and closed-ended questions. The questionnaire consists of biographical information, followed by three main sections (A-C) as indicated below:

Biographical information: Biographical information includes sector of employment, country of origin, gender, age, race, education, current job level, years of service, current professional position, and number of years in current job.

Section A: This section focuses on the factors that encourage employees to stay in their current sector. This part of the questionnaire measures nine remuneration- and recognition-related items, rated on a six-point Likert-type scale ranging from *1* (*Strongly* *disagree*) to 6 (*Strongly agree*). Furthermore, an open-ended question will allow respondents to provide any additional (qualitative) comments regarding their current remuneration and recognition at their institution.

Section B: This section focuses on how employees rate their relationship with their immediate supervisor, manager, or direct line manager. Seven items, referring to trust, communication, feedback, career development, communication, and performance appraisals will be presented, using the same Likert scale. Open-ended questions will be included, to allow respondents to elaborate qualitatively on their current relationship with their manager and what their institution needs to do in order to keep them as an employee at the institution.

Section C: This section included four subsection C1-C4 on factors that might influence the employee's intention to leave as derived from Theron (2014).

Section C1: The first portion of this section will focus on the **job search** factors that might influence employees to leave an organisation. Firstly, the respondents will be required to indicate whether they have been searching for alternative employment. Respondents will be required to respond to six job-search-related questions, including whether or not they have applied for jobs within or outside of the organisation. They could select one or more of the responses that clarify the nature of their job search. An open-ended question will be included, to allow respondents to comment (qualitatively) regarding their reasons for searching for alternative employment.

Section C2: The respondents will be requested to indicate the five most likely reasons, out of 18 as to **why they would leave their institutions**.

Examples of these options are: *Unhappy about career development opportunities; Would leave for a promotion*, *Would leave to study further, Would leave if my spouse was transferred*, and *Would leave for family responsibilities*. An open-ended question will be included, to allow respondents to comment qualitatively on changes that the organisation can make to retain talented employees.

Section C3: This section will focus on the **respondents' satisfaction with 13 issues related to organisational human resource** (HR) practices. Responses will be measured on a four-point Likert scale ranging from *1* (*Extremely dissatisfied*) to *4* (*Extremely satisfied).*

Section C4: The final section focuses on the respondents' **intention to leave** the sector, and consists of three items, with responses measured on a six-point Likert scale ranging from *1* (*Strongly disagree*) to *6* (*Strongly agree*).

1.9.2 DATA COLLECTION

Respondents in this study will be limited to professionals who belong to a professional body registered in South Africa. The questionnaires will be distributed to respondents via email, using an online system called SurveyMonkey®, and also via delivery of a hard copy to those who cannot access the online system. Attached to each questionnaire will be a letter of introduction and a consent form. This will serve to inform the participants of the purpose of this study. Confidentiality will be insured by anonymity, and the consent will be given by ticking on the consent button to continue with the survey. Respondent will be notified that responses will only be used for research purposes.

1.9.3 DATA ANALYSIS

Data collection will be followed by the application of descriptive and inferential statistical analyses. A computer-aided statistical analysis (Statistical Package for the Social Sciences (SPSS 23)) program will be used to compute the results of the quantitative component of this study. The relationship between specific variables will be tested using statistics such as correlations, frequencies, and differences or similarities between the variables. Frequency analysis will be conducted for nominal and demographic variables such as age, years of service, gender, and education level.

For analysis of the qualitative data, the researcher will use a combination of content- and narrative analysis. According to Leedy and Ormrod (2013:95), qualitative research approach aims to discover and develop a deeper understanding of how and why certain things occur.

The data collected from the two approaches will be analysed using:

- descriptive analysis —in the quantitative component, the question to be answered is: *What is the data?*;and
- interpretive analysis —in the qualitative component, the question to be answered is: *What was meant by the data?*

1.10 OUTLINE OF THE REMAINING CHAPTERS

The contents of this study is as follows:

Chapter 2 contains a literature overview of concepts related to the study. The chapter begins by focusing individually on each concept, followed by a brief discussion of how the concepts relate to each other. Next, the chapter discusses how the concepts are represented in the research questions.

Chapter 3 begins with an overview of the research paradigm of the study, and describes the strategy of enquiry and broad research design of the study. It involves a detailed discussion of the design and method selected as the framework through which the research questions were answered. The data-collection process and data analysis are explained. This is followed by a discussion of the sampling strategies and techniques utilised. The ethical concerns related to the study are also discussed.

Chapter 4 presents the research results and findings of this study. This chapter's main focus is reporting on the analysis and interpretation of the results, and linking the findings with literature.

In the quantitative component, analysis results include a discussion of the biographical information that was collected. Thereafter, the statistical analyses of the different concepts under study are discussed. The last section discusses the relationships identified in the study, and link these to the assumptions.

In the qualitative component, thematic analysis where the themes that emerged from participants' responses are identified. Lastly participants' recommendations to improved attraction and retention factors with respect to the themes are discussed.

Chapter 5 provides an overview and conclusion to this study, and describes how the research objectives were met. Answers to the sub-research questions are discussed. Limitations of the study and recommendations for future research studies are also provided.

1.11 CONCLUSION

This chapter introduced the study and concepts related to professionals who belong to a professional body. The motivation for this study was briefly described. Furthermore, the research design and methodology was explained, indicating the process this study will follow. The conceptual framework that will be used to simplify the study scope was provided. The chapter closed with a summary of all the chapters included in this dissertation.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This study is located in the field of talent management, more specifically, the attraction and retention of talent. It is therefore imperative to define talent management, the effects of the brain drain, a profession and a professional, as well as to provide an overview of relevant labour legislation.

2.2 THE BRAIN DRAIN

The brain drain, also known as the *human capital flight*, is the large-scale migration of highly educated, skilled, and talented people of less economically advanced countries to wealthy, developed countries due to conflict, political instability, and lack of opportunities in the developing countries. During the early years of its democracy (1994–2000), South Africa was faced with a situation referred to as the *brain drain* (Kerr-Phillips & Thomas, 2009; Nienaber, 2007; Barker, 2003). Several South African studies of the brain drain have highlighted the negative aspects of skilled people emigrating (Bhorat et al., 2002; Commander et al., 2003; Crush, 2001; Dumont & Meyer, 2004; Haffajee,1998; Van Rooyen, 2001).

Statistics SA estimated a total emigration of 82 000 people from 1989 to 1997,which included 11 000 professionals. However, a study of South Africans living in just five countries abroad put the total number at 232 000, of whom 42 000 were professionals (a category narrower than *skilled*) (Brown et al., 2002). The substantial exodus of skilled people is therefore apparent.

The major push factors have traditionally been considered to be social, economic, and political considerations (Grobler, Warnich, Carrell, Elbert, & Hatfield, 2006; Kerr-Phillips & Thomas, 2009). In addition, numerous pull factors, like a higher standard of living, better employment opportunities, and a higher income have been identified (Kerr-Phillips & Thomas, 2009).

Losing skilled individuals to other countries has had an increasingly negative effect on South Africa's available talent pool by exacerbating the shortage of skills (Grobler, Warnich, Carrell, Elbert, & Hatfield, 2006; Kerr-Phillips & Thomas, 2009).

The brain drain left the country with a lack of professionals in fields such as medicine, law, engineering, education, and accounting, to mention a few. Furthermore, skilled workers are being retrenched, due to organisational requirement, such as downsizing and employment equity laws, and executives are taking early retirement (Kerr-Phillips & Thomas, 2009; Nienaber, 2007; Barker, 2003).

2.3 LEGISLATION AND CHANGES IMPLEMENTED IN THE PUBLIC SECTOR

South Africa, due to a policy of 'separateness' during apartheid (Cottrell, 2005:15), is currently still experiencing a shortage of, especially, skilled black African employees. During apartheid, educational and career opportunities were limited for the black populace (Stead & Watson, 2006).

After the 1994 democratic elections, there were major changes in the work environment, as well as in employment laws (Nel et al., 2008). Organisations had to adhere to a number of laws, and also had to manage the socio-historical legacy of apartheid and issues related to diversity (Mayer & Louw, 2011).

The various legislative changes aimed to incorporate previously disadvantaged groups of South African citizens into industrial society. The relevant legislation is discussed below.

2.3.1 EMPLOYMENT EQUITY ACT (ACT 55 OF 1998)

This Act was introduced to implement employment equity within the workplace. Equity legislation specifies corrective measures that must be implemented to ensure that human resource practices are free from discrimination, invisible barriers, and unjustness. The relevant measures were in the form of, among others, affirmative action, and are geared at redressing the status of black people, woman, and people with disabilities (Mafunisa, 2006). The intention was to ensure equitable representation in all occupational categories and levels in the workplace.

2.3.2 Affirmative Action Act (Act 29 Of 1998)

Implementation of this Act meant that those of previously disadvantaged backgrounds receive preference when they seek employment. The aim of affirmative action is to achieve, in all occupational categories and levels, a workforce that is a broad representation of the country's population (Finnemore, 2009).

2.3.3 Black Economic Empowerment

Embodied in the Black Economic Empowerment Act (Act 53 of 2003), which specifies that a certain percentage of ownership has to be with previously disadvantaged groups. In an attempt to redress the inequalities of apartheid. Embodied in the Black Economic Empowerment Act (Act 53 of 2003), "black people" is a generic term which means Africans, Coloureds and Indians; "broad-based black economic empowerment" means the economic empowerment of all black people including women, workers, youth, people with disabilities and people living in rural areas through diverse but integrated socio-economic strategies that include. but are not limited to increasing the number of black people that manage, own and control enterprises and productive assets; facilitating ownership and management of enterprises and assets by communities, workers, cooperatives and other collective enterprises; human resource and skills development; achieving equitable representation in all occupational categories and levels in the workforce: preferential procurement; and investment in enterprises that are owned or managed by black people.

The objectives of this Act are to facilitate broad-based black economic empowerment by promoting economic transformation in order to enable meaningful participation of black people in the economy; achieving a substantial change in the racial composition of ownership and management structures and in the skilled occupations of existing and new enterprises: increasing the extent to which black women own and manage existing and new enterprises, and increasing their access to economic activities, infrastructure and skills training; promoting investment programmes that lead to broad-based and meaningful participation in the economy by black people in order to achieve sustainable development and general prosperity; empowering rural and local communities by enabling access to economic activities.

2.3.4 Voluntary Retrenchment Packages Offered To Civil Servants

This voluntary retrenchment benefits and packages where offered to all public sector employees. This seemed attractive to the employees, however it left a skills gap in unexpected areas not planned for.

2.3.5 Tendering and Contracting or Outsourcing of Contracts/Government Work/Public Works

A tender is the process whereby governments and financial institutions invite the public to bid or offer to contract with government by quoting for large projects, which tender must be submitted within a deadline. Many public-sector employees resigned in order to become entrepreneurs and tender for government work. This reduced the pool of experienced employees in the public sector.

2.3.6 Chapter 10, Section 195 (H) of The Constitution of The Republic of South Africa (Act 108 Of 1996)

According to Section 195(1), public administration is governed by the democratic values and principles enshrined in the Constitution. These include the following:

- A high standard of professional ethics must be promoted and maintained;
- Efficient, economic, and effective use of resources must be promoted;
- Public administration must be development-oriented;
- Services must be provided impartially, fairly, equitably, and without bias;
- People's needs must be responded to, and the public must be encouraged to participate in policy-making;
- Public administration must be accountable;
- Transparency must be fostered by providing the public with timely, accessible, and accurate information;
- Good HR management and career-development practices to maximise human potential must be cultivated;

2.3.7 White Paper on Human Resource Management

The purpose of the White Paper on Human Resource Management (South Africa, 1997b) is to provide a policy framework that will facilitate the development of human resource management practices that support an effective and efficient public service, geared for economic and social transformation. The White Paper emphasises that, in transformation, the public sector must conduct its business professionally, transparently, and ethically.

The changes in legislation as mentioned above resulted in both the public- and private sector losing skilled employees which led to a disruption in production and additional costs related to hiring and training new workers (Martin, 2005).Black economic empowerment (BEE) programmes are hampered by the lack of appropriately qualified and experienced candidates, especially in the case of senior management positions (Temkin, 2008; 2009).The diversity profile in the workplace is important, but should not be changed without losing sight of the organisation's needs and the inherent job requirements (Nienaber, 2007).

2.4 ATTRACTION AND RETENTION AS PART OF TALENT MANAGEMENT

2.4.1 Talent Management

David Whitwan, former CEO of Whirlpool Corporation, stated, "The thing that wakes me up in the middle of the night is not the economy or competitors; it is whether we have the leadership capability" (O' Callaghan, 2008:1).Lewis et al. (2006) postulate that, in today's knowledge-oriented world, the most important asset for any business is its talented workers. Having the right talent available is challenging for contemporary organisations, in view of the war for talent, skills shortages, employee mobility, and the imminent retirement of the Baby Boomer generation. The availability of the right talent in the public sector may be an even greater challenge than in the private sector, mainly due to training and development opportunities that differ. In the public sector it is not emphasised and encouraged to improve skills (Niewenhuizen, 2009).

The overarching goal of talent management is to create a high-performance, sustainable organisation that meets its strategic and operational objectives by ensuring organisations have the right person with the right skills in the right position at the right time. The processes include recruiting, selection, retention, performance management, career development, training, succession planning, and recognition. These processes are designed to attract, develop, motivate, and retain productive, engaged employees.

Talent management thus involves determining what talent the organisation will need, attracting the best talent in the market to meet those needs, developing that talent (if necessary), and retaining the best employees (Berger & Berger, 2004; Cappelli, 2008).

2.4.2 Attraction

Attraction is the action or power of evoking interest to pull or draw in something. In an employee and employer environment, attraction is the ability to draw the employee that is best suited for the organisation. In order for an organisation to develop attraction- and retention strategies, they need to understand what motivates prospective and current employees (Muller, Allianta, & Benninghof, 2009; Ukpere & Naris, 2010). According to Mello (2006) and Berger and Berger (2004), factors such as attractive remuneration and the provision of development opportunities have a large impact on employee attraction, motivation, and attraction.

2.4.3 Retention

Retention is the period that the current employees of an organisation remain with the company. Without successful retention strategies, "organisations will bring new employees in the front door, while experienced ones will walk out through the back door" (Ukpere & Naris, 2010:1080). Retention policies must be aimed at addressing the various needs of employees, in order to enhance their job satisfaction.

Retention of key employees is critical to the long-term health and success of an organisation. Retention of the best employees ensures customer satisfaction, increased sales, and effective succession planning, while loss of talent is a costly proposition for any organisation (Dixir & Sign, 2011).Retention of trained manpower is the biggest challenge faced by almost all industries (Lewis et al., 2006).

2.4.4 Theories of Attraction and Retention

Table 2-1, below, reflects the four theories of attraction and retention defined by Munsamy and Venter (2009:187).

TABLE 2-1: THEORIES OF ATTRACTION AND RETENTION STRATEGIES

REMUNERATION AND BENEFITS	**WORK ENVIRONMENT**
Remuneration and benefits must be market-related, and mechanisms should be in place to reward and retain top performers.	The work environment must be challenging and offer real learning and growth. Job profiles should be flexible to make positions more attractive by, for example, removing bureaucratic work from these jobs. Strategies should include allowing for internal mobility, vertically and horizontally, together with recognition and clarity regarding role and relevant responsibilities.
WORK–LIFE BALANCE	**ORGANISATIONAL ENVIRONMENT**
The focus here is on creating a flexible and stress-free work environment by, e.g making provision for childcare facilities. Location of the company is therefore important, as is the amount of travel away from home, recreational facilities in distant locations, and work hours, leave, overtime, and flexi-time.	Issues here include the prestige and reputation of the organisation and the job. Strategies should include creating an attractive image and place to work, which requires a proactive marketing and communication strategy, e.g., the publication of success stories, and an emphasis on learning and innovation and on the importance of the work. Access to leading-edge technology is an important pull factor for high-performance employees.

Source: Munsamy and Venter (2009:187).

In amplification of the theories mentioned by Munsamy and Venter above, employer branding, attractive remuneration, meaningful employee value proposition, employee engagement, wellness programmes, career development and growth and job security are important considerations in attracting and retaining talent.

i) Employer branding — the way in which an organisation expresses its values and culture and what people can expect from the organisation (Armstrong, 2006; Lawler, 2008).

ii) Attractive remuneration— the common perception is that those in the private sector command higher salaries than those in the public sector. Many studies support this view, though there is no definitive evidence of this (Rainey, 2009).

Organisations need to determine whether their employees prefer monetary or non-monetary rewards; only then can they determine how to attract and retain knowledgeable and skilled staff. Ukpere and Naris (2010) agree that people are motivated by monetary rewards, but caution that money can also lead to the development of unwanted behaviours from people, such as for example complacency, and that these do not build commitment to an organisation. If money is the only motivation used, individuals will easily leave an organisation when a competitor offers them higher salaries (Ukpere & Naris, 2010).

iii) A meaningful employee value proposition (EVP) is a useful recruiting and retaining strategy. An EVP is the impression the company makes on employees inside and outside the organisation. It also involves what the employer offers the employee in return for working at the organisation (Berger & Berger, 2004; Lawler, 2008).

iv) Veldsman (2010) states that employee engagement can predict whether an employee will remain with an organisation. According to Hughes and Rog (2008), employee engagement contributes to retention.

v) Employee wellness programmes are aimed at creating optimal health and physical and psychological and well-being. There seems to be a growing trend of organisations realising the importance of the human factor and the wellness of their people. The promotion of employee well-being may contribute to a much more satisfied workforce. If employees believe that the employer is actively promoting their wellbeing, they may be more committed to the organisation.

vi) Cultural diversity is not a matter of encouraging people from different cultural backgrounds to become assimilated into the prevailing corporate culture; rather, it requires the existing corporate culture to change in response to the differing cultures of those who are employed within the organisation.

vii) Career development and growth are important considerations in strategies to attract and retain talent. An organisation failing to invest in such development could lead to employees choosing to manage their own career development and growth by moving between organisations. Edgar and Geare (2005) point out that that training and development are critical issues in employee retention, and, as such, should be recognised as important lures in the 'war for talent,' as well as in strategies to develop valuable human resource capabilities from a resource-based view.

The Skills Development Act (Act 37 of 2008, as amended) requires that each public sector employer in both national and provincial spheres of government allocate at least 1% of the budget to education and training of employees. This Act aims to develop the skills of the South African workforce, and to improve the quality of life of workers and their work prospects. The Act also aims improve productivity and the competitiveness of the employer.

viii) Job security is a retention factor, and may prevent' sector switching, 'which is defined as people moving from the private to the public sector, or vice versa (Bozeman & Ponomariov, 2009).The greater likelihood of being promoted encourages switching to the public sector (Bozeman & Ponomariov, 2009).

2.5 CONCEPTUALISATION OF THE STUDY

This study will explore factors of attraction and retention of professionals in both the public- and private sector. From the literature review it is apparent that there has been a loss of professionals from the public sector to companies abroad, related to globalisation. The conceptualisation of this study was adapted from Mostert's (2013) work. The adapted conceptualisation of this study is depicted in Figure 2-1, below.

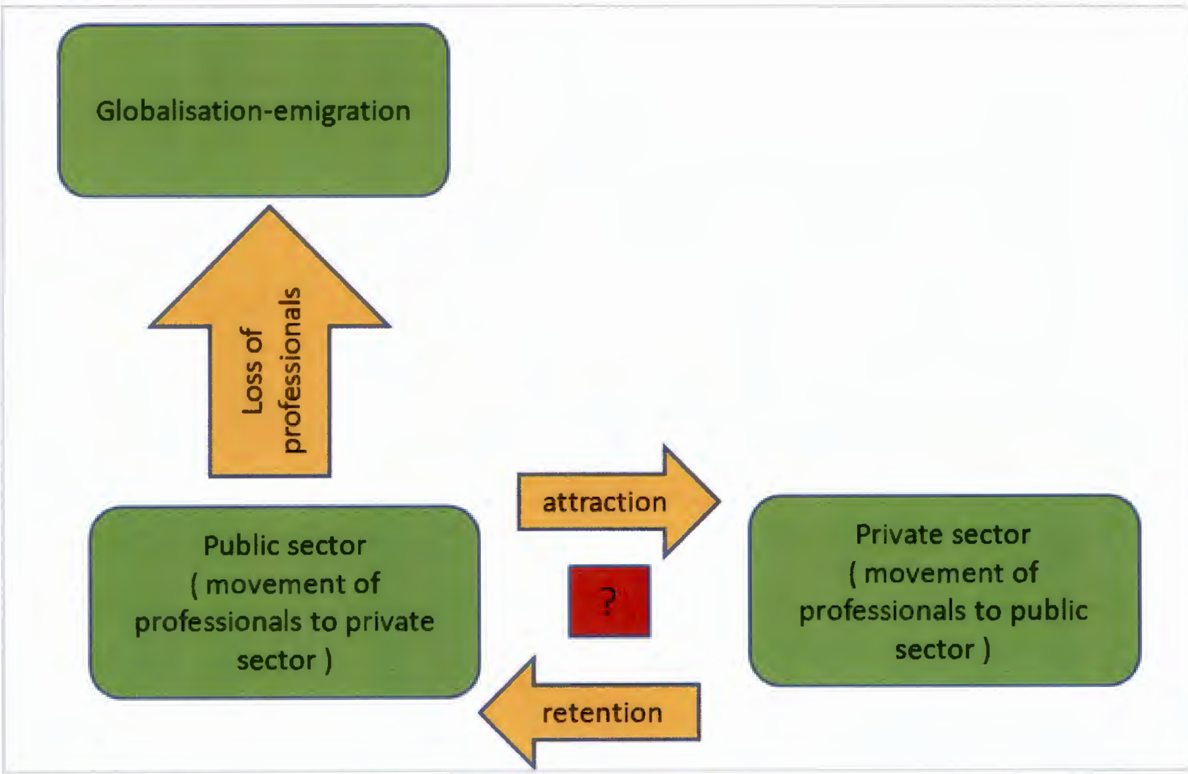

FIGURE 2-1: CONCEPTUALISATION OF THIS STUDY (Adapted from Mostert (2013)

2.6 CONCLUSION

There is a lack of professionals in the public sector, despite the demand. Government's increasing difficulty in attracting and retaining qualified personnel is well documented (GAO 1994; 2000; Garland et al., 1989; National Commission on the Public Service, 1990; Conant, 1989), and leads to costs, while service quality is compromised.

This chapter discussed the various factors that affect attraction and retention of professionals in the private and public sector. The next chapter provides a discussion of the methodology applied in the present study.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter outlines the research methodology of this study, including the research design, procedures, the measuring instrument, and data-gathering methods. It elaborates on the research design and the methods employed in addressing the research questions. Validity, reliability, and credibility are also addressed.

3.2 RESEARCH PARADIGM

A research paradigm is used to set the context for a study. It includes assumptions regarding ontology (the nature of reality), epistemology (the relationship between the researcher and the research participant), and axiology (the role a researcher's personal values play in the research process), the rhetorical structure, and, finally, the method to be used (Kotze, 2011).

The positivistic paradigm was appropriate for the present study, in light of the fact that this study was a combination of quantitative and qualitative methods that made use of a questionnaire/survey design.

In this study, the variables that were explored were the attraction and retention factors of professionals in the public- and private sector. These variables are the stimuli, whilst the movement of professionals into or out of a sector is the response to a variable.

3.3 DESCRIPTION OF INQUIRY AND RESEARCH DESIGN

3.3.1 RESEARCH DESIGN

The research design that was followed in this study also included a concurrent triangulation process (Creswell, 2009), as depicted in Figure 3-1, below. The purpose of triangulation is to capture different dimensions of the same phenomenon (Creswell, 2009).

FIGURE 3-1: CONCURRENT TRIANGULATION PROCESS OF THIS STUDY (CRESWELL, 2008b)

3.3.2 STRATEGY OF INQUIRY

There are three major approaches to research, namely, qualitative, quantitative, and mixed method (Creswell, 2014:3). Creswell (2014:3) opines that the three approaches are not as discrete as they first appear. Qualitative and quantitative approaches should not be viewed as rigid, distinct categories, polar opposites, or dichotomies. Instead, they represent different ends on a continuum. Creswell (2014) further indicates that mixed-methods research resides in the middle of this continuum, because it incorporates elements of both qualitative and quantitative approaches.

Qualitative techniques are projections based on judgement, intuition and informed opinions; by their nature, they are subjective (Arnold, 2012:242). Strauss and Corbin, as quoted by Potter (2013:7), define a qualitative approach as any kind of research that produces findings that are not arrived at by means of statistical procedures or other means of quantification.

According to Botti and Endacott (2006:132), quantitative data are gathered in a manner that is independent of the expectations of the observer, and such data are a true representation of a phenomenon. Quantitative data collection is guided by four major objectives:

- Empiricism: Observation measurement that can be duplicated by others;
- Measurement: Careful and explicit description of the tools (scales or questionnaires) or devices used to measure phenomena;
- Replicability: Ensuring that, if the study is repeated by other investigators, the same results could be obtained;
- Objectivity: Seeking to remove any bias in the way the data are collected and interpreted, so that conclusions reflect the correct facts about a phenomenon.

Ngulube, Mokwatlo, and Ndwandwe (2009) indicate that blending or integrating qualitative and quantitative research methods provides the researcher with the possibility of addressing issues from a large number of perspectives, which, in turn, enriches and enhances the research findings. The reason for collecting both quantitative and qualitative data is to bring together the strengths of both forms of research to corroborate the results. To best answer the research questions, the present researcher used a mixed-methods approach. Table 3-1, below, indicates the qualitative and quantitative questions in the instrument related to each research questions.

TABLE 3-1: METHOD APPLIED TO ANSWER RESEARCH QUESTIONS

RESEARCH QUESTION	METHODOLOGY APPLIED
What push and pull factors cause migration of professionals between the public and private sector?	Mixed-methods approach: Section A of the questionnaire had one Open-ended question (qualitative) and nine closed-ended questions (quantitative).Section B had two open-

	ended and seven closed- ended questions.
What factors limit the attraction and retention of professionals in the public sector?	Mixed-methods approach: Section C1 had one open-ended and six closed-ended questions. Section C2 had one open-ended and 18 closed-ended questions. Approach? Section C3 had one open-ended and 13 closed-ended questions.
What factors motivate a professional to remain in the current sector?	Mixed-methods approach: Section C3 of the questionnaire had one open-ended and 13 closed-ended questions. Section C4 had three closed-ended and four open-ended questions.

3.4 POPULATION AND SAMPLING

In the present study, the population comprised professionals that belonged to a professional body within law, medical, education, auditing and engineering in Gauteng and North West province. Sampling is the process of selecting a sample from the population of the study to become the basis for estimating the prevalence of information of interest to a researcher (Kumar, 2011:397).

There are two main methods of sampling — probability and non-probability sampling. According to Bless Higson-Smith and Sithole (2013:166), probability sampling is characterised by the probability of including each element of the population can be determined. It is thus possible to estimate the extent to which the findings based on the sample are likely to differ from what would have been found by studying the whole population. Non-probability sampling is characterised by the probability of including each element of the population is unknown. Neuman (2012:147) argues that, in convenience sampling (also called accidental, availability, or haphazard sampling), the researcher's

primary criteria for selecting cases is that they are easy to reach, convenient, or readily available.
According to Maree (2010), qualitative research normally uses non-probability sampling, also known as purposive or convenience sampling.

The sampling technique used in the present study was non-probability purposive sampling, including a convenience strategy to select an adequate number of professionals from the population mentioned for statistical rigour. This was the most appropriate method, as it was difficult to secure the professionals' participation, due to time constraints and lack of availability.

Kumar (2011:207) indicates that the primary consideration in purposive sampling is the researcher's judgement as to who can provide the best information to achieve the objectives of the study. In the case of qualitative data, the findings do not necessarily have to be applied to the whole population; smaller studies are done in order to obtain in-depth information (O'Neil, 2011; Maree, 2010). In the present study, the qualitative portion formed a smaller part of the larger quantitative study.

3.5 PILOT STUDY

Offredy and Vickers (2010:85) indicate that, when a researcher plans to undertake a research study, the researcher should consider undertaking a pilot study. In the present study, a pilot study of a sample of ten participants from the target population was conducted to ensure the appropriateness and correctness of the questions, and to determine if the participants would be able to follow the instructions.

The pilot study guided the researcher to identify potential problems that may affect the quality of the results. The pilot study also helped the researcher to test and refine aspects of the study, for example, its design, fieldwork procedures, data-collection instruments, and analyses (Yin, 2015:39).

3.6 DATA COLLECTION

Data collection was the most challenging phase of this research project, as it was dependent on the co-operation of others. The purpose of the research has the greatest influence on the researcher's decision to use certain methods of data collection and, especially, data analysis (Henning et al., 2004).

In the present study, the identified sample was sent an email explaining the purpose of the study. The email also contained the link to the questionnaire. The email also clarified the rights of the respondents. They were assured of anonymity, as well as their right to withdraw from the study at any time, without any explanation or consequences.

A cover letter was attached to all the questionnaires. The main purpose of the cover letter was to identify the person conducting the research, explain the importance of the study, and to request the respondent to complete the questionnaire honestly.

The respondents were able to complete the questionnaire within 20 minutes. The researcher was personally responsible for the distribution and collection of all questionnaires. The respondents who wished to participate online needed a computer and an Internet connection. Most respondents had access to a computer and an Internet connection, due to the nature of their work. However where it was not available a hard-copy was administered and collected by the researcher.

Data collection took place from May to November 2016. During this period, the researcher sent out weekly notifications to remind the participants to complete the questionnaires; the web link for the questionnaire was attached. The researcher numbered all the questionnaires during distribution, in order to track the response, and also to ensure that each participant handed in only one questionnaire, eliminating duplication.

3.6.1 The Instrument

Bless et al. (2013:394) define a questionnaire as an instrument of data collection consisting of a standardised series of questions relating to the research topic, to be answered by respondents. According to Chowdhury and Chowdhury (2011:40), questionnaires are the most popular instruments for user studies.

A self-administered questionnaire -Talent Retention Scale in South Africa, developed and validated by Theron (2015), was used in the present study. This questionnaire was partially amended to fit the biographics of the sample group, in order to adapt the layout to fit this study. Data were collected through hard copies of the questionnaire and e-mails containing a link to the questionnaire, which redirected respondents to the on-line system SurveyMonkey®.

Kumar (2011:148) states that a questionnaire has the following advantages:

a. It is an inexpensive method of collecting a vast amount of data; and
b. It offers greater anonymity, as there is no face-to-face interaction between respondents and the interviewer.

The questionnaire comprised 37 questions (see Appendix A) that were divided into four sections, which dealt with both quantitative and qualitative aspects of this study.

- The first part, of the questionnaire comprised ten personal and demographic questions.

- **Section A** dealt with factors that would encourage employees to stay in their current place of employment, and comprised ten items (nine closed-ended questions and one open-ended question).

- **Section B** dealt with factors that may influence employees' relationship with their manager, and comprised nine items (seven closed-ended questions and two open-ended questions).

- **Section C** dealt with factors that may influence the employee to leave his or her current place of employment. This section was divided into four sub-sections, namely, Job Search, Reasons to Leave, Satisfaction Factors, and Your Intention to Leave. This section comprised seven open-ended questions.

The closed-ended questions represent the quantitative approach used in this study, and the ten open-ended questions represent the qualitative approach. The quantitative questions were answered using a Likert scale, named for psychologist Rensis Likert (1932:55).

The statements or questions in the measuring instrument required the participants to respond by choosing one of the following levels:

- *1 =Strongly disagree*;
- *2=Disagree*;
- *3 =Slightly disagree*;
- *4 =Slightly agree*;
- *5 =Agree*; or
- *6 =Strongly agree*.

3.7 DATA ANALYSIS AND INTERPRETATION

According to Neuman (2011:507), to analyse data means to systematically organise, integrate, and examine, searching for patterns and relationships. In the present study, the data were analysed quantitatively and qualitatively, as indicated in Figure 3-2, below.

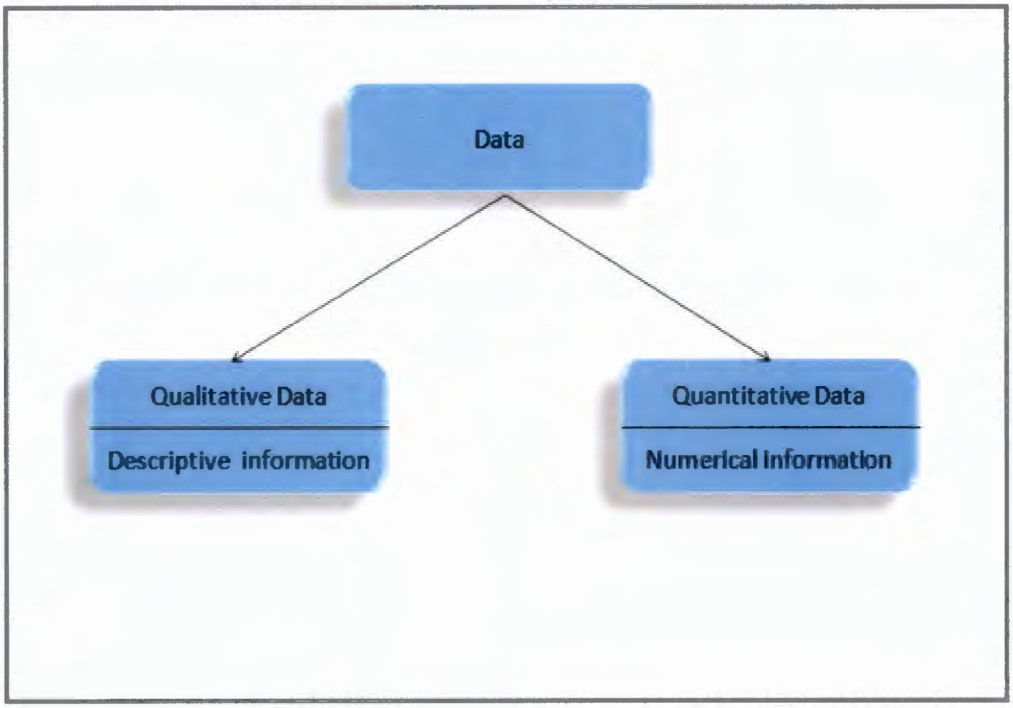

FIGURE 3-2: DATA ANALYSIS (as illustrated by the researcher)

3.7.1 Quantitative Data Analysis

Quantitative data is numeric data that is put into categories, which can then be transformed into useable statistics. Quantitative data can be measured, and this measurable data is used to formulate facts and uncover patterns.

Botti and Endacott (2006:134) assert that "The interpretation of data in quantitative research requires the use of statistics. Descriptive statistics include the principles for organising and summarising raw data. The first phase of descriptive statistics is to organise, summarise and present numerical data. In some descriptive studies this may be the full extent of the analysis of data."

Statistical analyses were performed using the statistical package SPSS. Some of the statistical analyses included the relationship between two variables and a frequency analysis.

The data were analysed using descriptive statistical analysis to describe the basic features of the data. Together with simple graphics analysis, this forms the basis of virtually every quantitative analysis of data. Descriptive statistics are used to present quantitative descriptions in a manageable form, and reduces masses of data to a simpler summary. This results in the data being presented in a more meaningful way, enabling interpretation of the data. Due to the fact that the data were not linked to a respondent, and was therefore anonymous, there was little need to secure the data.

3.7.1.1 Recording and Storing of Data

Responses gathered from the online questionnaires were recorded electronically in the SurveyMonkey database. The quantitative data were the responses to the closed-ended questions on the rating scale. These responses produced numerical data that could be organised into *Yes* or *No* categories. These results were then exported into SPSS. The data were stored on two separate computers, as well as on an external hard drive, to ensure preservation.

3.7.1.2 Preparation of Quantitative Data for Analysis

SPSS allows many techniques to prepare data for analysis. In the present study, the data were screened and cleaned, to ensure that the analysis techniques would indeed lead to significant results (Maree, 2010). This showed the researcher errors such as missing data, incorrect data entered, irregular distributions, and outliers (scores with extreme values), which may have resulted in distorted statistics and incorrect conclusions (Luthans & Avolio, 2009). After conducting this process,89questionnaireswere deemed suitable for analysis.

3.7.1.3 Quantitative Analysis Techniques

Quantitative techniques, according to Saunders et al. (2009), range from simple creation of tables or diagrams that show frequencies, to more complex statistical analyses such as comparisons and statistical modelling. In essence, quantitative data are data that have been quantified, e.g., put into numbers. Below are descriptions and motivations for the main types of analysis that were used in the present study.

- ***Descriptive statistics***

Maree (2010:183) describes descriptive statistics as “the collective name for a number of statistical methods that are used to organise and summarise data in a meaningful way.” The main reasons for the use of descriptive statistics are (Creswell, 2009)to describe the characteristics of the sample, and to check variables for violation of any assumptions underlining the statistical tests.

Descriptive statistics is used to enhance the understanding of the properties of the data, and also to identify any severe inaccuracies that may appear in the data. The main forms of descriptive data are the mean, median, mode, standard deviation, counts, and the skewness and kurtosis of the data (Field, 2009). In the present study, these statistics were used to explore the data, describe the sample, and ensure that the right tests were used.

- ***Inferential statistics and analysis***

According to Maree (2010), the purpose of most research is to use the data gathered from the sample, and generalise the findings back to the population. For this reason, the use of inferential statistics and analysis was important in the present study. Statistical inference relies heavily on probability theory (Maree, 2010). Inferential statistics is divided into parametric and non-parametric statistics. The first refers to a broad range of statistical procedures or tests that requires data to meet certain assumptions, of which normality of sample distribution is the most important (Field, 2009).

The second type, non-parametric statistics, refers to the range of statistical tests to establish relationships between variables, without having to meet any assumptions regarding distribution or the nature of the data.

Parametric procedures are seen to have more statistical power than non-parametric statistics (Field, 2009). In the present study, as far as possible, parametric tests and procedures were used. However, if the data were found not to conform to the assumptions set by the specific test, the non-parametric alternative was used.

3.7.1.4 Statistical Analysis Techniques Used

The data analysis for this study was carried out with the help of SPSS (SPSS20, 2012). **Principal Component analysis** was used to assess the structure of the measuring instrument. The reliability and validity of the measuring instrument were assessed with the help of factor analysis and Cronbach alpha coefficients (Field, 2009). Descriptive statistics were conducted on the different variables, and included means, standard deviation, skewness, and kurtosis (Maree, 2010).

Correlation analyses were used to analyse the relationship between the dependant variables and the independent variables. In terms of statistical significance, a value of a 95% confidence interval level ($p \leq 0.05$) was set. Effect sizes indicated whether obtained results were important (as statistical significance often shows results that are of little practical relevance). A cut-off point of 0.05 (medium effect) was set for the practical significance of differences between means (Field, 2009).

To test the relationship between two variables, **frequency analysis** is generally used for nominal and demographic variables such as age, gender, education level, etc. A frequency distribution table is a summary table in which the data are arranged into conveniently established, numerically ordered class groupings (Berenson & Levine, 1996:62). This was done in the present study.

3.7.2 Qualitative Data Analysis

Qualitative data can be observed, but not measured. (Creswell et al., 2007). A researcher collects data from participants, analyses that data, and looks for similarities in the data, to develop a theory.

The researcher plays an objective role in the research. He or she needs to attempt to put his or her own perspectives and opinions aside, to ensure objectivity and credibility of the study (Creswell et al., 2007).

In the present study, data were also collected by means of open-ended questions in the questionnaire. The open-ended questions gave the participant the opportunity to respond in depth, in their own words, which yielded detailed information. This enabled exploration of the experiences of the participants, which is known as the phenomenological approach. According to Leedy and Ormrod (2010:108), phenomenological research is "a qualitative method that attempts to understand participants' perspectives and views of social realities."

Qualitative analysis begins by categorising and organising the data with the aim of identifying patterns, themes, and meanings. Each of the steps that were followed in the present study will be discussed. In addition, the researcher will include a screen shot at each step to indicate how the data were organised, leading to themes emerging.

3.7.2.1 Process of Qualitative Data Analysis

The process that the researcher followed in order to identify the themes in the data is depicted in Figure 3-3, below.

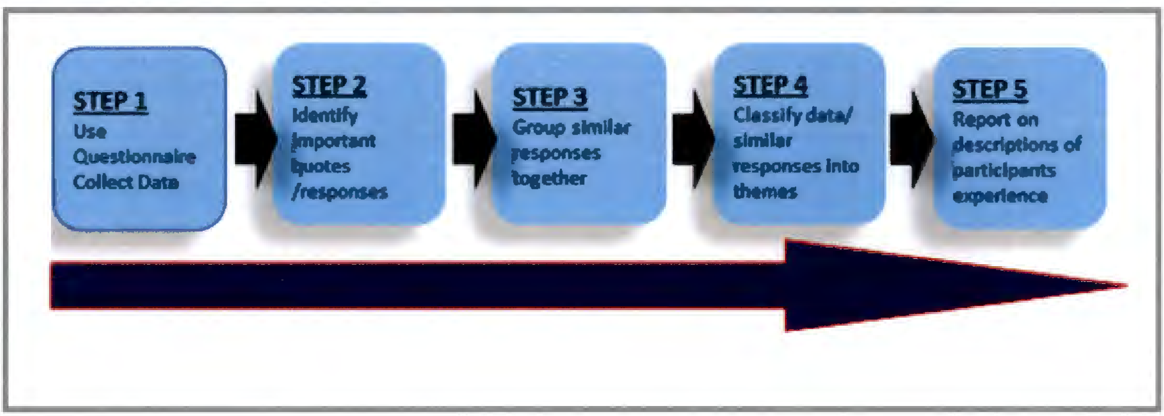

FIGURE 3-3: THE PROCESS FOLLOWED IN DATA ANALYSIS

Step 1: Responses to the open-ended questions were transcribed into an Excel spreadsheet. Public-and private-sector responses were captured separately.

Step 2: Significant statements were identified and highlighted (open coding);

Step 3: The abovementioned statements or quotes were grouped together (axial coding);

Step 4: Themes and sub themes were identified, and similar data were grouped into themes and sub themes (selective coding);

Step 5: Lastly, once all the themes had been identified, the meanings of the different themes were interpreted. The percentage of participants' responses and recommendations were recorded.

STEP 1: RECORDING AND STORING OF QUALITATIVE DATA

The responses to the open-ended questions generated qualitative data. After collection of the data, the present researcher separated the public-and private-sector responses, and each of the sectors' responses were captured in individual Excel spreadsheets. Examples are provided in Figures 3-4 and 3-5, below.

PUB/PRIV	SECT A/COMPENSATION AND RECOG	SECTION B/ RELA WITH MANAGER	SEC C1 JOB SEARCH
PUBLIC	n/a	promotion policy revisited	grow in same org
PUBLIC	salary inadequate	unequal treatment by manager	need to be rewarded for work done
PUBLIC	n/a	consider incentive for qualification	need to be rewarded for work done
PUBLIC	n/a	n/a	apply in same org/grow in same org
PUBLIC	n/a	n/a	n/a
PUBLIC	salary s/d be performance based	n/a	apply in same org/grow in same org
PUBLIC	n/a	n/a	apply in same org/grow in same org

PUB/PRIV	SECT C2/HOW TO RETAIN STAFF	SECT C3/FACTORS OF DISATISFACTION
PUBLIC	yes. Equity policy prevents promotion	no scope for promotion/affirm act
PUBLIC	need to be treated equally	n/a
PUBLIC	future strategies not discussed	no career dev strategy in place
PUBLIC	to study full time	n/a
PUBLIC	n/a	n/a
PUBLIC	n/a	n/a
PUBLIC	n/a	n/a

FIGURE 3-4: SCREEN SHOT OF PUBLIC- SECTOR RESPONSES CAPTURED IN EXCEL

PUB/PRIV	SECT A/COMPENSATION AND RECOG	SECTION B/ RELA WITH MANAGER
PRIVATE	very good	acknowlegde and reward contrib
PRIVATE	n/a	n/a
PRIVATE	lack of recognition	always willing to help
PRIVATE	n/a	n/a
PRIVATE	I am recognised, salary could improv	good relationship/understand ea
PRIVATE		
PRIVATE	n/a	need to show appreciation
PRIVATE	not compensated for an injury@wrk	n/a
PRIVATE	n/a	n/a
PRIVATE	n/a	n/a
PRIVATE	n/a	no micro manangment/freedom

PUB/PRIV	SEC C1 JOB SEARCH	SECT C2/HOW TO RETAIN STAFF	SECT C3/FACTORS OF DISATISFACTION
PRIVATE	in same organisation	respect their opinion	n/a
PRIVATE	career advancement	match qualification to position	lack of career&educational develop
PRIVATE	growth&financial developm	n/a	n/a
PRIVATE	I seek a job that I enjoy	n/a	n/a
PRIVATE	in same organisation	subsidies private study	lack of finance to attend conferences
PRIVATE			
PRIVATE	no time to job hunt	open chanel of communication	n/a
PRIVATE	in same organisation	n/a	n/a
PRIVATE	to develop career	recognise work done/appreciate	n/a
PRIVATE	to develop career	training and dev/better compen	leadership training
PRIVATE	in same organisation	improve skills dev program	HR dept non existant/lack of expertise

FIGURE 3-5: SCREEN SHOT OF PRIVATE-SECTOR RESPONSES CAPTURED IN EXCEL

STEP 2: IDENTIFICATION OF SIMILAR RESPONSES HIGHLIGHTED (OPEN CODING)

According to Maree (2010:99), qualitative data analysis is typically based on an interpretive philosophy that is aimed at examining meaningful and symbolic content of qualitative data. A major feature of qualitative data analysis is coding (e.g., Strauss & Corbin, 1990; Kelle, 1995:62-104; Gibbs, 2007:38-55; Flick, 2009:305). Open coding refers to the naming and categorisation of phenomena through close examination of the data (Henning et al., 2004). A code is a name or label that the researcher gives to a piece of text that contains an idea or piece of information. Gibbs (2007:38) notes that the same code is given to items of texts that say the same thing or are about the same theme. Kerlinger (2001) defines coding as the translation of question responses and respondent information to specific categories for the purpose of analysis. Having performed the coding, the researcher is able to detect patterns and themes, and begin to making generalisations (e.g. by counting the frequencies of the codes).

The present researcher read through the data several times, keeping the research objective in mind, in an attempt to create labels for data that summarised common factors.

Participants' exact words were recorded, highlighted, and colour-coded according to similar responses.

The researcher then manually counted the frequency of the responses, and began to categorise the responses in relation to the research questions. After a few readings of the various responses, the researcher was able to gain insight into themes. Thereafter, it was possible to begin coding the data. The responses to the open-ended questions were coded as indicated in Figures 3-6 to 3-10, below, while ensuring that the context and meaning of the participants' responses were maintained.

Sub-Research Question 1: *What push and pull factors cause migration of professionals between the public- and private sector?*

PUB/PRIV	MOTIVATION TO STAY	RECOMMEND INSTITUTION TO A JOB SEEKER	MOVE FROM PUBLIC TO PRIVATE SECTOR
PUBLIC	no	no	yes/ better prospects of growth
PUBLIC	so I can pay for my studies	no	yes. Better challenges
PUBLIC	love my job	no. not enough career growth	yes. Better challenges/public sector a comfort zone
PUBLIC	remuneration and benefits	yes. Has decent remuneration	yes. To vary work experience and career path
PUBLIC	n/a	n/a	n/a
PUBLIC	security	yes	no there is no security in private sector
PUBLIC	love my job	yes	no/have been too long in public.>15years
PUBLIC	enjoy helping the poor	no/ salary level too low	no/I have extra benefits that come with the job
PUBLIC	n/a	no	yes/ better benefits and working conditions
PUBLIC	love my job	yes	no/content with job
PUBLIC	financial obligations	no/too much politics in my organisation	yes/ after 36 years in public service/ disillusioned

FIGURE 3-6: SCREEN SHOT —MIGRATION FROM PUBLIC TO PRIVATE SECTOR

OPEN CODES IDENTIFIED FOR SUB- RESEARCH QUESTION 1 (MIGRATION FROM PUBLIC- TO PRIVATE SECTOR):

- better growth prospects;
- better working conditions;
- challenging work; and
- disillusioned with public sector.

PUB/PRIV	MOTIVATION TO STAY	RECOMMEND INSTITUTION TO A JOB SEEKER	MOVE FROM PRIV TO PUB SECT
PRIVATE	good culture&intentions	yes, good organisation	no/public do not deliver their best
PRIVATE	don't have a better offer	yes, if they are desperate	yes, better benefits and job secur
PRIVATE	supportive manager	no/ heavy workload	yes, they don't have deadlines
PRIVATE	fear of unemployment	no, no growth opportunities	yes
PRIVATE	the position/ not the job	yes, your efforts are recognised	yes, more laid back, economy
PRIVATE			never affects their compensation
PRIVATE	stability &close to home	yes, friendly environment	yes, new experience

FIGURE 3-7: SCREEN SHOT — MIGRATION FROM PRIVATE- TO PUBLIC SECTOR

OPEN CODES IDENTIFIED FOR SUB-RESEARCH QUESTION 1 (MOVE FROM PRIVATE TO PUBLIC):

- better benefits;
- job security; and
- no deadlines.

Sub-Research Question 2: *What factors limit the attraction and retention of professionals in the public sector?*

PUB/PRIV	SECTION B/ RELA WITH MANAGER	SEC C1 JOB SEARCH	SECT C2/HOW TO RETAIN STAFF
PUBLIC	promotion policy revisited	grow in same org	yes. Equity policy prevents promotion
PUBLIC	unequal treatment by manager	need to be rewarded for work done	need to be treated equally
PUBLIC	consider incentive for qualification	need to be rewarded for work done	future strategies not discussed
PUBLIC	n/a	apply in same org/grow in same org	to study full time
PUBLIC	n/a	n/a	n/a
PUBLIC	n/a	apply in same org/grow in same org	n/a
PUBLIC	n/a	apply in same org/grow in same org	n/a
PUBLIC	n/a	apply in same org/grow in same org	n/a
PUBLIC	n/a	apply in same org/grow in same org	better salary
PUBLIC	n/a	n/a	n/a
PUBLIC	power struggle/denial of appraisal	apply in same org/grow in same org	unhappy about company policies
PUBLIC	n/a	n/a	hours of work too long
PUBLIC	n/a	n/a	no strategy plan in place
PUBLIC	good/ despite little interaction	yes/ personal career growth and dev	enable growth and development

FIGURE 3-8: SCREEN SHOT — PUBLIC-SECTOR RETENTION STRATEGY

OPEN CODES IDENTIFIED FOR SUB-RESEARCH QUESTION 2:

- increase salaries;
- improve company policies;
- enable growth and development; and
- implement equal treatment.

Sub-Research Question 3: *What factors motivate a professional to remain in his or her current sector?*

PUB/PRIV	MOTIVATION TO STAY	RECOMMEND INSTITUTION TO A JOB SEEKER	MOVE FROM PRIV TO PUB SECT
PRIVATE	good culture&intentions	yes, good organisation	no/public do not deliver their best
PRIVATE	don't have a better offer	yes, if they are desperate	yes, better benefits and job secur
PRIVATE	supportive manager	no/ heavy workload	yes, they don't have deadlines
PRIVATE	fear of unemployment	no, no growth opportunities	yes
PRIVATE	the position/ not the job	yes, your efforts are recognised	yes, more laid back, economy
PRIVATE			never affects their compensation
PRIVATE	stability &close to home	yes, friendly environment	yes, new experience

FIGURE 3-9: SCREEN SHOT — MOTIVATING FACTORS TO REMAIN IN PRIVATE SECTOR

OPEN CODES IDENTIFIED FOR SUB-RESEARCH QUESTION 3 (MOTIVATION TO REMAIN IN PRIVATE SECTOR):

- good culture in the organisation;
- supportive manager; and
- the position, not the job.

PUB/PRIV	MOTIVATION TO STAY
PUBLIC	no
PUBLIC	so I can pay for my studies
PUBLIC	love my job
PUBLIC	remuneration and benefits
PUBLIC	n/a
PUBLIC	security
PUBLIC	love my job
PUBLIC	enjoy helping the poor
PUBLIC	n/a
PUBLIC	love my job
PUBLIC	financial obligations
PUBLIC	n/a
PUBLIC	job security
PUBLIC	n/a
PUBLIC	remuneration and benefits
PUBLIC	enjoy helping the poor public
PUBLIC	remuneration and benefits

FIGURE 3-10: SCREEN SHOT — MOTIVATING FACTORS TO REMAIN IN PUBLIC SECTOR

OPEN CODES IDENTIFIED FOR SUB-RESEARCH QUESTION 3 (MOTIVATION TO REMAIN IN PUBLIC SECTOR):

- remuneration and benefits;
- love my job;
- financial obligations; and
- so I can pay for my studies.

STEP 3: GROUPING SIMILAR RESPONSES TOGETHER

According to Creswell (2007), axial coding involves selecting one of the categories created in open coding, and positioning it within a theoretical model. In other words, axial coding is the process of grouping and categorising related codes and seeking relationships between these categories. In the present study, the responses were grouped according to their similarity to each of the sub-research question and copied into a new Excel spreadsheet for easy reference.

The present researcher axial-coded the data by identifying relationships among the open codes. Lastly, selective coding of the data was done by defining a core variable that included all the relevant data. Table 3-11, below, depicts the open codes that enabled axial coding and selective coding.

TABLE 3-2: SELECTIVE CODING

OPEN CODING	AXIAL CODING	SELECTIVE CODING
Better benefits Better salary Remuneration and benefits	Poor salary	Remuneration and recognition
Good culture Supportive manager The position, not the job Love my job	Management support	Job satisfaction and enlargement

Job security Financial obligations So I can pay for my Studies	Financial commitments oblige employees to remain in their job	Job-/Financial security
Better growth prospects Better working conditions More challenges Enable growth and Development	No opportunity for growth development	Career development and training
Equal treatment Improved company policies Disillusioned with public Sector	Fair and transparent treatment of employees	Company policy

The researcher looked for similarities and differences in the responses to the open-ended questions.

STEP 4: CLASSIFICATION OF SIMILAR RESPONSES INTO THEMES

Qualitative data are not easily reduced to numbers; therefore, themes are identified as descriptors. Robson (1993:401) suggests that drawing conclusions from qualitative data can be undertaken by counting, patterning (noting recurrent themes or patterns), clustering (of people, issues, events, etc. that have similar features), relating variables, building causal networks, and relating findings to theoretical frameworks. In refining the process of theme development, the present researcher looked for commonalities between the responses of participants. The researcher worked with a 50% relationship; in other words, if half of the whole population that responded to this study had mentioned an aspect, it was noted as a theme. The responses that led to the emerging themes in the present study are graphically depicted in Figure 3-11, below.

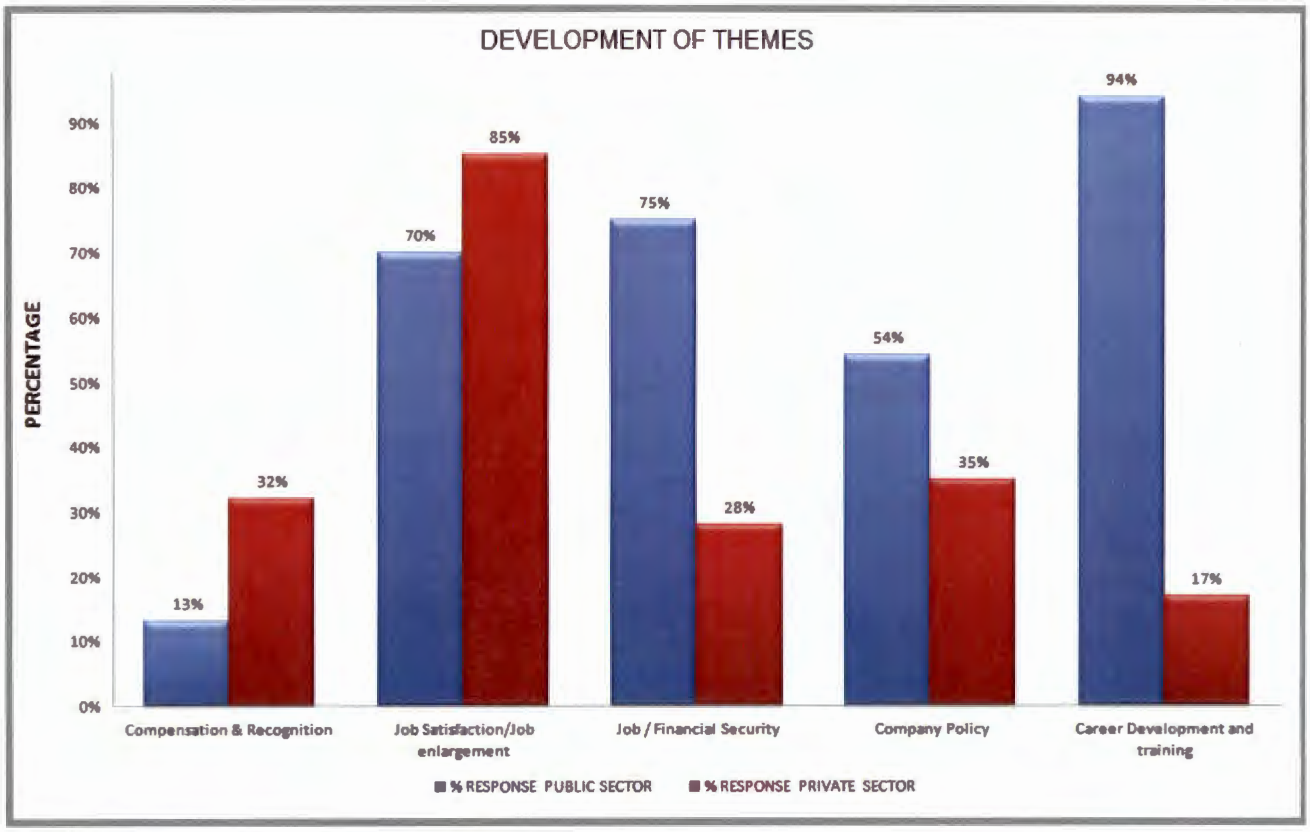

FIGURE 3-11: DEVELOPMENT OF THEMES

Table 3-3 describes the percentage responses from each sectors response to the sub research questions that led to the themes emerging. This quantification was done to select the most dominant themes.

TABLE 3-3: DESCRIPTION OF THEME DEVELOPMENT

THEMES	% OF RESPONSE (PUBLIC SECTOR)	% OF RESPONSE (PRIVATE SECTOR)
Remuneration And recognition	5 out of 37 Participants mentioned this theme i.e. a 13% response rate contributed to the development of this theme	9 out of 28 participants mentioned this theme i.e. a 32% response rate contributed to development the of this theme
Job satisfaction/ Job enlargement	26 out of 37 participants mentioned this theme, i.e. a 70% response	24.out of 28 participants mentioned this theme, i.e. an 85% response

	rate	rate
Job-/Financial Security	24 out of 37 participants mentioned this theme i.e. a 75% response rate	8 out of 28 participants mentioned this theme i.e. a 28% response rate
Company policy	20 out of 37 participants mentioned this theme, i.e. a 54% response rate	9 out of 28 participants mentioned this theme i.e. a 35% response rate
Career development and training	35 out of 37 mentioned this theme a 94% response rate	5 out of 28 participants mentioned this theme, i.e. a 17% response rate

STEP 5: IDENTIFICATION OF THEMES FROM PARTICIPANTS' RESPONSES

The core activity in narrative analysis is to reformulate stories presented by the respondents in different contexts, based on their different experiences(Creswell, 2009). This involves the analysis of open-ended data that were collected from the responses of participants to sub - questions and other information that they have supplied (Creswell, 2009).The present researcher worked back and forth in the data set and the themes, until a comprehensive set of themes had been established (Creswell, 2009; Neuman, 2006).

3.8 ETHICAL CONSIDERATIONS

According to Leedy and Ormrod (2010), any research that involves human beings has ethical implications. Consequences of conducting evidence-based research are an important ethical consideration (Fink, 2008:292). According to Babbie (2008:67), being ethical can be defined as "conforming to the standards of conduct of a given profession or group."

Neuman (2011:380) argues that the primary ethical concern is the privacy of respondents and the confidentiality of information gathered, whereas Bless, Higson-Smith, and Sithole

(2013:28) indicate that the most important principle is that participants must not be harmed.

For the purpose of the present study, the researcher obtained ethical clearance from the North-West University's Ethics Committee (Mafikeng Campus), which is a governed by the guidelines of North-West University Institutional Research Ethics Regulatory Committee (IRERC).Ethical clearance to approach the various professionals was obtained from the North-West University's Ethics Committee, Mafikeng Campus (see Appendix C)

The research was subjected to the following ethics principles:

- The research study was approved by the North-West University.
- Clear and unambiguous details about the research were communicated to the respondents. These details included the purpose of the study, the procedure to be followed, and their right to privacy. The respondents were assured of their right to withdraw from the study at any stage, without consequences.
- All data collected are the property of the North-West University and the researcher.
- Results are available to the organisation and the participants.
- A conscious effort was made to ensure accurate and reliable interpretations.

Respondents were informed that their participation was voluntary, and were required to sign a consent form. Respondents were not coerced into participation. The researcher also provided instructions for completion of the questionnaire. Respondents' anonymity was ensured by not requesting their names in the questionnaires.

3.8.1 Informed Consent Form

Respondents were requested to sign an informed consent form if they agreed to participate in this study. The researcher explained how the data would be used (Babbie, 2008), and obtained respondents' permission to utilise the information they provided.

The consent form stated that:

- the study involves an anonymous survey;

- all answers and information will be treated as strictly confidential;
- their participation is important; however, they can choose to stop participating at any time during the process and
- the data will be used for academic purposes, and the results may be published in an academic journal.

The participants were further informed that the researcher was also a participant, and would be completing the same questionnaire.

Appendix B contains a copy of the informed consent form that was used in this study.

3.8.2 Rigour

The rigour of the present study was ensured by using the correct sampling strategy. By using a purposive convenient sampling method, a better sample was selected, as the greatest part of the target population had a chance to participate in the study (Creswell, 2009).

3.8.3 Reliability and Validity

Shenton (2004) postulates that:

- credibility refers to whether the measuring instrument measures what it is intended to measure;
- transferability refers to the degree or extent to which the research findings can be applied or generalised to other, similar situations;
- dependability is concerned with whether the same results would be obtained if the study were to be repeated using the same methods and participants in the same context; and
- confirmability relates to the objectivity of the researcher, and is concerned with whether the researcher allowed his or her own experiences and preferences to influence the findings.

A qualitative study can be described as reliable when the researcher's approach remained consistent throughout the study.

Qualitative validity indicates that the findings are accurate, and that the researcher made use of various processes to ensure the accuracy of the findings (Creswell, 2009).

Neuman (2011:207) indicates that reliability and validity are the central concerns in all measurements, as they establish the truthfulness, credibility, or believability of findings. Reliability means dependability or consistency, whereas validity suggests truthfulness (Neuman, 2011:208).

Cronbach's correlation coefficient was used to test the reliability of the measuring instrument. Reliability, according to Babbie and Mouton (2001), refers to consistency in measurement, providing a measure to determine how repeatable the results are. A reliability coefficient (r) of 0 indicates a completely unreliable test, and 1 indicates a completely reliable test. The statistical program SPSS was used to determine the Cronbach correlation coefficient.

Validity encompasses two areas. Firstly, validity concerns the controls enforced to ensure conclusions drawn are truly reflected by the data. Secondly, it indicates whether generalisable conclusions about the population can be drawn (Leedy & Ormrod, 2010).

The questionnaire used in the present study had been developed, by Theron (2014), and its validity is known. Content validity is the assessment of how well the instrument represents all the components of the variable to be measured (Brink *et al.*,2013:160

3.9 CONCLUSION

In this chapter, a brief framework for the gathering, processing, and analysing of the data was provided. The rationale for choosing the research method, the population, the data-collection methods and data analysis were discussed.

In the following chapter, the results of this study are presented.

CHAPTER 4

FINDINGS

4.1 INTRODUCTION

This chapter presents the results obtained from the data analysis. Leech and Onwuegbuzie (2009:265) opine that using both the qualitative and quantitative approaches allows flexibility in understanding problems, and offers multiple insights into solutions. Therefore, the complementary use of the two methods was valuable for this study. The results are discussed in relation to the research questions. The purpose of this chapter is to examine the findings and compare these to the assumption stated in Chapter one (see Section 1.7).

4.2 QUANTITATIVE RESULTS

A total of 89 responses were useable for analysis, which means 11 responses were spoilt, resulting in a response rate of 89%. This high response rate indicates that participants were interested in this research as it affects them directly.

This section presents the results that were obtained from the data by means of statistical analysis using SPSS 23,as these relate to the applicable assumption.

The quantitative analysis was performed in three distinct sections:

- Section 1: Biographic characteristics;
- Section 2: Factor analysis of the data; and
- Section 3: Hypothesis testing.

4.2.1 SECTION 1: SAMPLE BIOGRAPHICS

Section A of the survey focussed mainly on the biographic profile of the respondents. The respondents indicated their sector of employment, gender, age range, race, highest qualification, years' work experience, years in the respective professions, and their country of origin.

4.2.1.1 FREQUENCY DISTRIBUTION OF *EMPLOYMENT SECTOR*

Table 4-1 indicates the distribution of the sample per sector. It is apparent that 40.4% of respondents worked in the private sector, and 59.6% worked in the public sector.

TABLE 4-1: FREQUENCY DISTRIBUTION TABLE FOR EMPLOYMENT SECTOR

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Private	36	40.4	40.4	40.4
	Public	53	59.6	59.6	100.0
	Total	89	100.0	100.0	

4.2.1.2 FREQUENCY DISTRIBUTION OF *GENDER*

Table 4-2 indicates the gender distribution of the sample group. Of the respondents, (52.8%) were men, while number (47.2%) were women.

Table 4.2 indicates gender distribution of the sample group. Male respondents were 52.8% whilst female respondents were 47.2%. The reasonable inference that can be drawn is that more male participants were willing to partake in this study.

TABLE 4-2: FREQUENCY DISTRIBUTION TABLE FOR GENDER

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Male	47	52.8	52.8	52.8
	Female	42	47.2	47.2	100.0
	Total	89	100.0	100.0	

4.2.1.3 FREQUENCY DISTRIBUTION OF *AGE*

Table 4-3 indicates the age distribution of the sample. Most of the respondents (39.3%) were aged 40–49 years old; 34.8% fell in the age group 30–39 years, and 21.3% were aged 20–29 years. The minority of the participants were over the age of 50 years (4.5%).

TABLE 4-3: FREQUENCY DISTRIBUTION OF AGE

		Frequency	Percentag	Valid Percenta	Cumulative Percenta
Valid	20 – 29	19	21.3	21.3	21.3
	30 – 39	31	34.8	34.8	56.2
	40 – 49	35	39.3	39.3	95.5
	50 years and olde	4	4.5	4.5	100.0
	Total	89	100.0	100.0	

4.2.1.4 FREQUENCY DISTRIBUTION OF *RACE*

Table 4-4 indicates the race distribution of the sample. The largest proportion of respondents were black African (66.3%), followed by white (15.7%), Indian (14.6%), and Coloured (3.4%).

TABLE 4-.4: FREQUENCY DISTRIBUTION TABLE OF RACE

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	African	59	66.3	66.3	66.3
	White	14	15.7	15.7	82.0
	Indian	13	14.6	14.6	96.6
	Coloured	3	3.4	3.4	100.0
	Total	89	100.0	100.0	

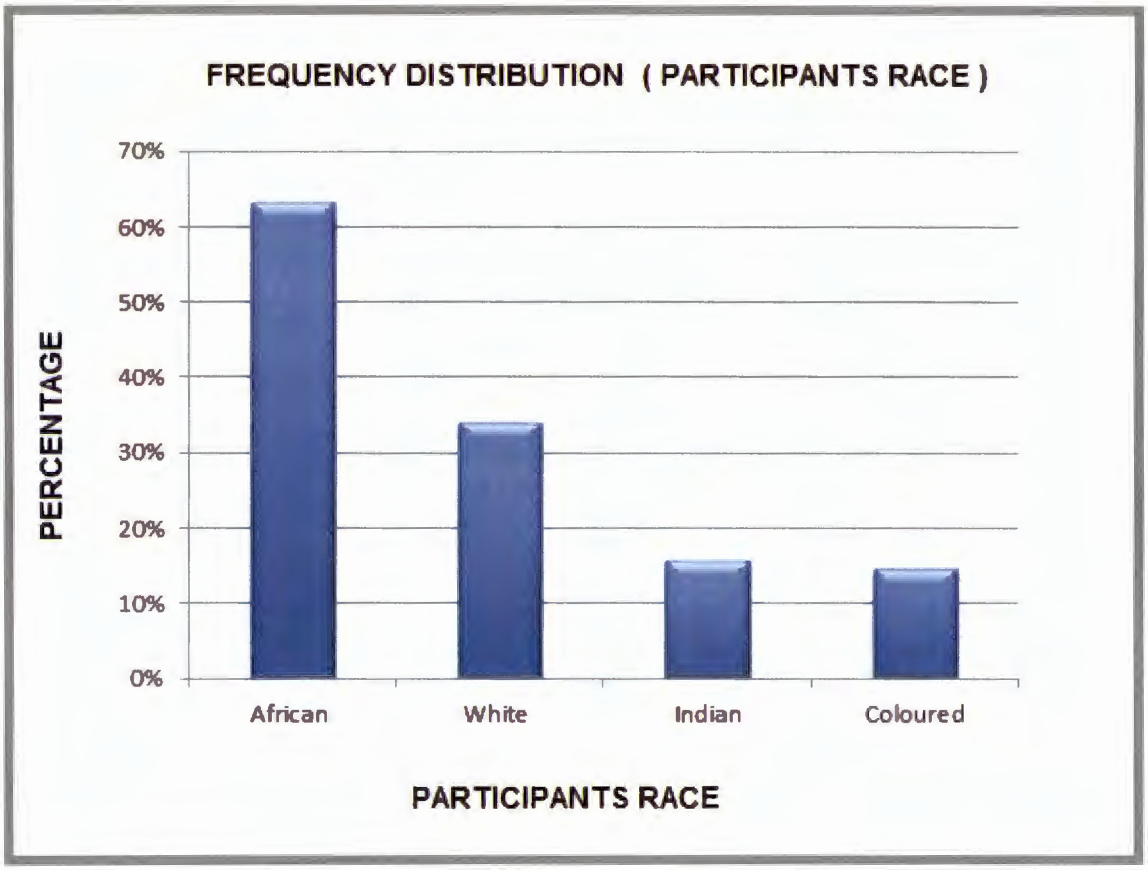

FIGURE 4-1: FREQUENCY DISTRIBUTION OF RACE

4.2.1.5 FREQUENCY DISTRIBUTION OF *QUALIFICATION*

Table 4-5 indicates the qualification distribution of the sample. A total of 42.7% of the participants has an undergraduate degree, while 57.3% of participants had a postgraduate degree (Master's or honours).

TABLE 4-5: FREQUENCY DISTRIBUTION OF*EDUCATION*

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Undergraduate	38	42.7	42.7	42.7
	Postgraduate	51	57.3	57.3	100.0
	Total	89	100.0	100.0	

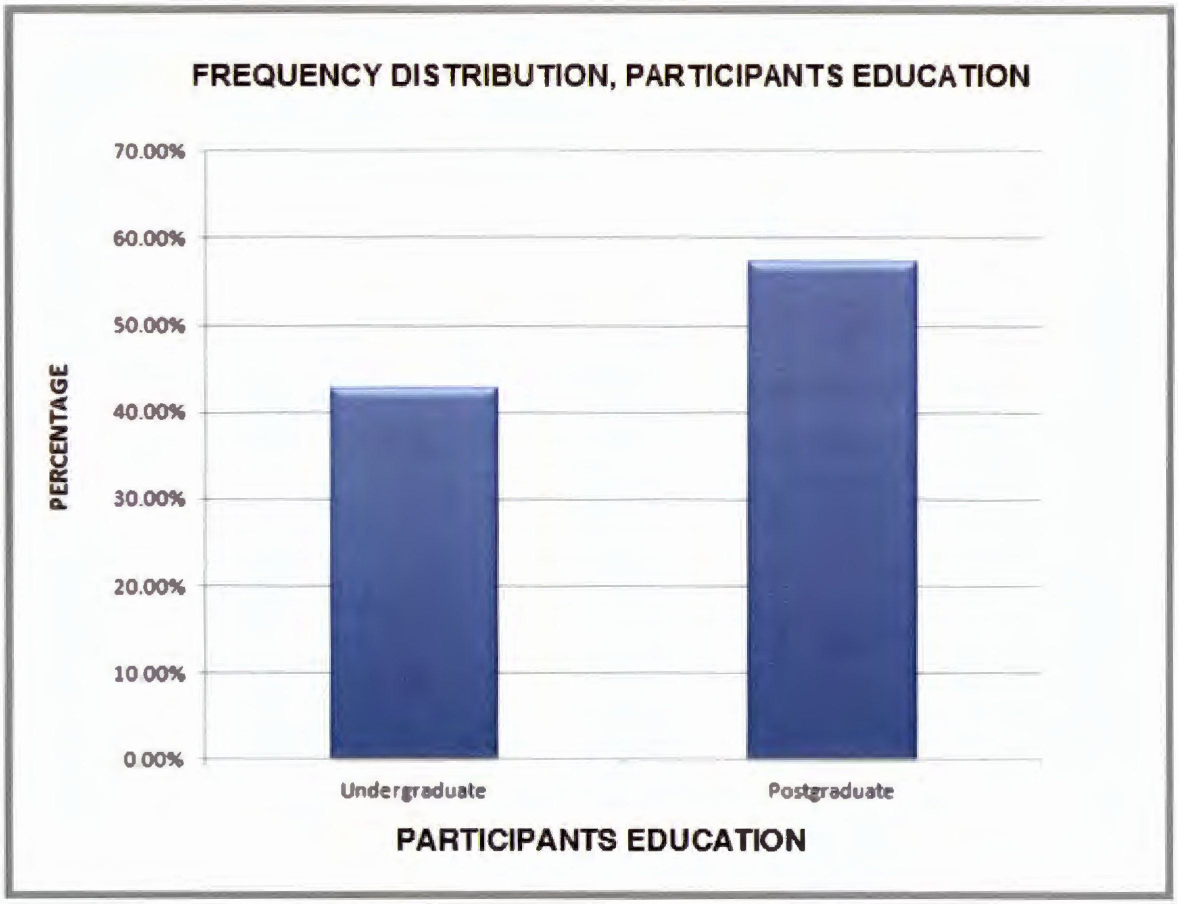

FIGURE 4-2: FREQUENCY DISTRIBUTION OF *EDUCATION*

4.2.1.6 FREQUENCY DISTRIBUTION OF *WORK EXPERIENCE*

Table 4-6, below, indicates the distribution of years' work experience of the sample. Results indicate that 24.7% had 0–5 years' work experience, 16.9% had 6–10years'work experience, 20.2% had 11–15 years' work experience, and 38.2% had more than 15 years' work experience.

TABLE 4-6: FREQUENCY DISTRIBUTION OF WORK EXPERIENCE

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	0 to 5 years	22	24.7	24.7	24.7
	6 to 10 years	15	16.9	16.9	41.6
	11 to 15 years	18	20.2	20.2	61.8
	15+	34	38.2	38.2	100.0
	Total	89	100.0	100.0	

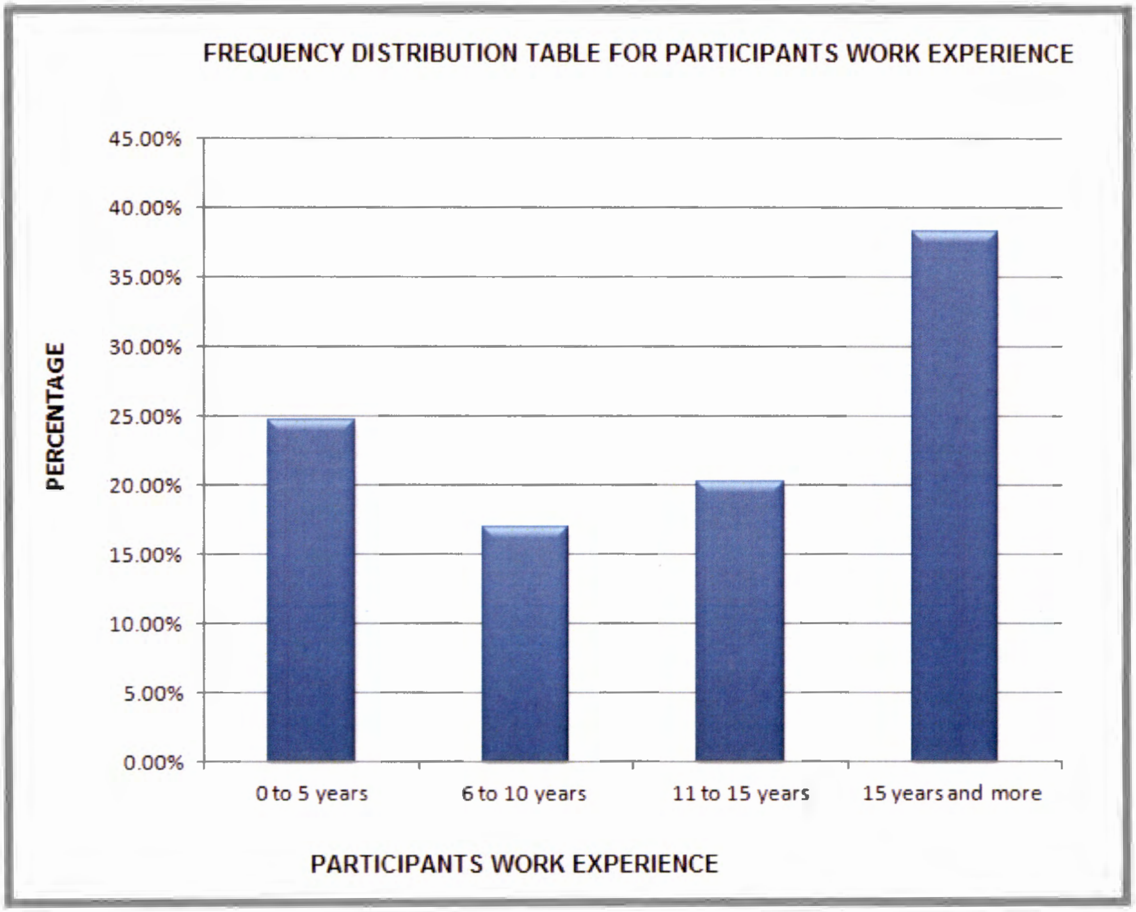

FIGURE4-3: FREQUENCY DISTRIBUTION OF *WORK EXPERIENCE*

4.2.1.7 FREQUENCY DISTRIBUTION FOR *YEARS AS A PROFESSIONAL*

Table 4-7 indicates the distribution of *Years as a professional* of the sample. The results indicated that 31.5% had 0–5 years' experience, 15.7% had 6–10years' experience, 21.3% had 11–15 years' experience, and 31.5% had more than 15years' experience in their profession.

TABLE 4-7: FREQUENCY DISTRIBUTION FOR YEARS AS A PROFESSIONAL

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	0 to 5 years	28	31.5	31.5	31.5
	6 to 10 years	14	15.7	15.7	47.2
	11 to 15 years	19	21.3	21.3	68.5
	15 years and mor	28	31.5	31.5	100.0
	Total	89	100.0	100.0	

4.2.2 Phase 2: Analysis of the Measuring Instrument

This section discusses the results pertaining to the data-collection instrument's scales. The constructs measured were: *Reward and recognition*; *Management support*; *Satisfaction with organisational practices*, and their relationship with *Intention to quit*. Each measure is discussed in terms of its adequacy for analysis, factor analysis, reliability, and descriptive statistics.

The following statistical techniques were used:

- the Keyser-Meyer-Olkin measure of sampling adequacy and Bartlett's test of sphericity;
- exploratory factor analysis; and
- reliability analysis.

4.2.2.1 Factor Analysis of *Reward and Recognition*

This section consisted of categories of factors that influence a professional to stay in a particular sector. Additional comments regarding current remuneration and recognition in the respective sector were investigated on a qualitative basis.

The sampling adequacy and sphericity of the inter-item correlation matrix was determined by applying the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy (MSA) and Bartlett's test of sphericity to the inter-item correlation matrix of *Reward and recognition*. The results are presented in Table 4-8, below.

TABLE 4-8: KMO-MSA AND BARTLETT'S TEST OF INTER-ITEM CORRELATION OF REWARD AND RECOGNITION

KMO-MSA		.869
Bartlett's test of sphericity	Approx. chi-square	527.024
	Df	36
	Sig.	.000

Table 4-8 indicates that the KMO-MSA verified the sampling adequacy for factor analysis, since the KMO-MSA value was 0.869, which was above the 0.6 cut-off point set by Pallant (2005) and Hair *et al.* (2010).

The result of Bartlett's test of sphericity was significant ($p < 0.05$), indicating that the correlations between items were sufficiently large for factor analysis.

Factor analysis using principal component analysis resulted in two factors being extracted, namely *Recognition* (Factor 1) and *Total cost to company* (Factor 2). The two factors explained 71.902% of the variance. All items showed acceptable loadings. The results of the factor analysis and the pattern matrix are shown in Tables 4-10 and 4-11 below.

TABLE 4-9: TOTAL VARIANCE — REWARD AND RECOGNITION

Total Variance Explained

	Initial Eigen values			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.313	59.035	59.035	5.313	59.035	59.035
2	1.158	12.867	71.902	1.158	12.867	71.902
3	.828	9.195	81.097			
4	.451	5.008	86.105			
5	.331	3.674	89.779			
6	.297	3.295	93.074			
7	.266	2.960	96.034			
8	.183	2.038	98.072			
9	.174	1.928	100.000			

Extraction Method: Principal Component Analysis.

TABLE 4-10: ROTATED COMPONENT MATRIX FOR REWARD AND RECOGNITION

	Component	
	Reward and Recognition	Total Cost to Company
Rem1	.436	**.745**
Rem2	.035	**.912**
Rem3	.386	**.817**
Rem4	**.778**	.112
Rem5	**.734**	.456
Rem6	**.682**	.367
Rem7	**.672**	.563
Rem8	**.725**	.300
Rem9	**.846**	.114

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

Descriptive statistics were used to explore the data. Table 4-11 provides the results of descriptive statistics of the items once they had been grouped together after the factor analysis was conducted. Standard deviation values ranged between 1.45027 and 1.30196, indicating a relatively small degree of dispersion. The skewness values ranged between .011 and .68, indicating a positively skewed distribution. The kurtosis values ranged between -1.186 and -.964.

Cronbach alpha indicates the reliability index associated with the underlying construct, Nunnaly (1978) informs that 0.7 is an acceptable reliability co-efficient. In this study the Cronbach alpha(α) coefficients ranged from 0.713 for *Reward and recognition* and 0.885 for *Total cost to company,* which indicates an acceptable level of reliability. Cronbach's α reliability coefficient, whose numerical value ranges from 0 to 1, measures the reliability (or internal consistency) of the items in the Likert scale. A high value (close to 1) for Cronbach's α reliability coefficient indicates good internal consistency of the items in the scale.

TABLE 4-11: DESCRIPTIVE STATISTICS OF REWARD AND RECOGNITION

Descriptive Statistics					
	Mean	Std. Deviation	Skewness	Kurtosis	A
Reward Recognition	3.2809	1.45027	.068	-1.186	0.893
Total Cost Company	3.3502	1.30196	.011	-.964	0.885

4.2.2.2 Factor Analysis of Management Support

The sampling adequacy and sphericity of the inter-item correlation matrix were determined by applying the KMO-MSA and Bartlett's test of sphericity to the inter-item correlation matrix of *Management support*. The results are presented in Table 4-12, below.

TABLE 4-12: KMO-MSA AND BARTLETT'S TEST OF INTER-ITEM CORRELATION — MANAGEMENT SUPPORT

KMO-MSA		.903
Bartlett's test of sphericity	Approx. chi-square	535.445
	Df	21
	Sig.	.000

Table 4-12 indicates that the KMO-MSA verified the sampling adequacy for factor analysis, since the value of the KMO-MSA was 0.903, which was above the 0.6 cut-off point set by Pallant (2005) and Hair *et al.* (2010).The result of Bartlett's test of sphericity was significant ($p < 0.05$), indicating that the correlations between the items were sufficiently large for factor analysis.

Factor analysis using principal component analysis resulted in one factor being extracted. The factor was labelled *Management support*, and explained 72.977% of the variance. All items showed acceptable loadings. The results of the factor analysis and the pattern matrix are shown in Tables 4-13 and 4-14, below.

TABLE 4-13: TOTAL VARIANCE OF MANAGEMENT SUPPORT

Component	Initial Eigen values			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.108	72.977	72.977	5.108	72.977	72.977
2	.641	9.161	82.138			
3	.486	6.944	89.082			
4	.275	3.925	93.007			
5	.199	2.849	95.856			
6	.160	2.290	98.147			
7	.130	1.853	100.000			

Extraction Method: Principal Component Analysis.

TABLE 4-14: COMPONENT MATRIX OF MANAGEMENT SUPPORT

	Component
	Management support
Man1	.921
Man2	.893
Man3	.920
Man4	.770
Man5	.816
Man6	.784
Man7	.862

Descriptive statistics were used to explore the data. Table 4-15 provides the results of the descriptive statistics of the items once they have been grouped together after the factor analysis was conducted. The standard deviation values were1.23456. The skewness value of .622 indicated a positively skewed distribution. The kurtosis value for the range was -.252. The Cronbach α coefficients was 0.937 for *Management support*.

TABLE 4-15: DESCRIPTIVE STATISTICS OF MANAGEMENT SUPPORT

	Mean	Std. Deviation	Skewness	Kurtosis	α
Management support	4.1573	1.23456	-.622	-.252	0.937

4.2.2.3 Factor Analysis of *Satisfaction with Organisational Practices*

The results of the KMO-MSA for *Satisfaction with organisational practices* are presented in Table 4-16, below.

TABLE 4-16: KMO-MSA AND BARTLETT'S TEST OF INTER-ITEM CORRELATION FOR SATISFACTION WITH ORGANISATIONAL PRACTICES

KMO-MSA		.877
Bartlett's test of sphericity	Approx. chi-square	596.365
	Df	66
	Sig.	.000

Table 4-16 indicates that the KMO-MSA verified the sampling adequacy for factor analysis, as the KMO-MSA valuewas 0.877, which was above the 0.6 cut-off point set by Pallant (2005) and Hair et al. (2010).The result of Bartlett's test of sphericity was significant ($p < 0.05$), indicating that the correlations between items were sufficiently large for factor analysis.

Factor analysis using principal component analysis resulted in three factors being extracted, namely *Satisfaction with organisational practices* (Factor 1), *Satisfaction with career development practices* (Factor 2), and *Satisfaction with cultural diversity practices* (Factor 3). The three factors explained 69.153 of the variance. All items showed acceptable loadings. The results of the factor analysis and the pattern matrix are shown in Tables 4-17 and 4-18, below.

TABLE 4-17: TOTAL VARIANCE OF SATISFACTION WITH ORGANISATIONAL PRACTICES

Component	Initial Eigen values			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	.174	51.448	51.448	6.174	51.448	51.448
2	1.239	10.323	61.772	.239	10.323	61.772
3	.886		69.153			69.153
4	.726		75.202			
5	.588		80.104			
6	.578		84.918			
7	.520		89.248			
8	.382		92.430			
9	.308		94.999			
10	.241		97.006			
11	.212		98.772			
12	.147		100.000			

TABLE 4-18: ROTATED COMPONENT MATRIX OF SATISFACTION WITH ORGANISATIONAL PRACTICES

	Component		
	Institutional	Career	Cultural
SAT1	**.761**	.134	.217
SAT2	**.729**	.170	.034
SAT4	.221	.465	**.565**
SAT5	.151	.157	**.894**
SAT6	.234	.054	**.820**
SAT7	**.548**	.465	.412
SAT8	**.742**	.329	.363
SAT9	**.761**	.304	.216
SAT10	**.644**	.387	.404
SAT11	.433	**.715**	-.004
SAT12	.371	**.666**	.243
SAT13	.107	**.795**	.160

TABLE 4-19: DESCRIPTIVE STATISTICS FOR SATISFACTION WITH ORGANISATIONAL PRACTICES

Descriptive Statistics					
	Mean	Std. Deviation	Skewness	Kurtosis	α
Satisfaction with c practices	2.8240	.58407	-.549	.792	0.780
Satisfaction with development	2.4270	.68716	-.189	-.266	0.745
Satisfaction organisational Practices	2.7434	.63765	-.100	-.190	0.897

Descriptive statistics were used to explore the data. Table 4-19 provides the descriptive statistics of the items once they had been grouped together after the factor analysis was conducted. Standard deviation values rangedfrom.63765 to.58407, indicating a relatively small degree of dispersion. The skewness values rangedfrom-.100 to-.549, indicating a skewed distribution. The kurtosis values for the range ranged from0.78 to0.897.The Cronbach α coefficients range from 0.78 (*Satisfaction with cultural diversity practices*) to 0.897 (*Satisfaction with organisational practices*).

4.2.2.4 Factor Analysis of *Intention to Quit*

The KMO-MSA and Bartlett's test of sphericity were used to determine the inter-item correlation matrix of *Intention to quit*. The results are presented in Table 4-20, below.

TABLE 4-20: KMO-MSA AND BARTLETT'S TEST OF INTER-ITEM CORRELATION

KMO-MSA		.762
Bartlett's test of sphericity	Approx. chi-square	204.578
	Df	3
	Sig.	.000

Table 4-20 indicates that the KMO-MSA verified the sampling adequacy for factor analysis, as the KMO-MSA value was 0.762, which was above the 0.6 cut-off point set by Pallant (2005) and Hair et al. (2010).

The result of Bartlett's test of sphericity was significant ($p < 0.05$), indicating that correlations between items were sufficiently large for factor analysis.

Factor analysis using principal component analysis resulted in one factor being extracted: *Intention to quit* (Factor 1).This factor explained 87.316 of the variance. All items showed acceptable loadings. The results of the factor analysis and the pattern matrix are shown in Tables 4-21 and 4-22, below.

TABLE 4-21: TOTAL VARIANCE EXPLAINED

	Initial Eigen values			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.619	87.316	87.316	2.619	87.316	87.316
2	.216	7.198	94.514			
3	.165	5.486	100.000			

TABLE 4-22: COMPONENT MATRIX

	Component
	1
Quit1	.939
Quit2	.940
Quit3	.924

TABLE 4-23: DESCRIPTIVE STATISTICS

	Mean	Std. Deviation	Skewness	Kurtosis	A
Intention to quit	4.0449	1.70056	-.471	-1.104	0.927

Descriptive statistics were used to explore the data. Table 4-23 provides the descriptive statistics of the items once they had been grouped together after the factor analysis was conducted. The standard deviation value was1.70056, indicating a relatively small degree of dispersion.

The skewness value of -.471 indicated a negatively skewed distribution. The kurtosis value was -1.104. The Cronbach α coefficient for Intention to quit was 0.927, which is a high reliability.

4.2.3 Phase 3: Testing of Assumption

For the purpose of this research study, three hypotheses were formulated. The statistical tests for these hypotheses are briefly discussed below.

4.2.3.1 Relationship between Reward and Recognition

The results showed a statistically significant positive relationship between *Total cost to company* (medium effect) and *Intention to quit,* and between *Reward and recognition* and *Intention to quit* (large effect) for the respondents from the public sector. The results imply that when effective reward and remuneration practices are applied, employees will be less likely to quit the public sector. No significant relationship was observed between *Reward and recognition* and *Intention to quit* for respondents from the private sector. The results of the correlation analyses are presented in Table 4-24, below.

The relationship between reward and recognition is therefore accepted for employees in the public sector, and rejected for employees in the private sector.

TABLE 4-24: CORRELATION ANALYSES OF REWARD AND RECOGNITION AND INTENTION TO QUIT

	Private Sector	Public Sector
	-.251	-.407**
	.139	.002
Total cost to company	36	53
	-.260	-.500**
	.125	.000
Recognition	36	53

**Cost to company is significant at the .00.2 level

**Recognition is significant at the .000 level

4.2.3.2 Relationship between Management Support and the Intention to Quit

The results showed a statistically significant negative relationship between *Management support* (medium effect) and *Intention to quit* and for the respondents from the public sector. The results imply that management support will reduce the likelihood of public-sector employees quitting. No significant relationship was observed between *Management support* and *Intention to quit* for respondents from the private sector.

The results of the correlation analyses is presented in Table 4-25, below.

The relationship between management support and intention to quit is therefore accepted for employees in the public sector, and rejected for employees in the private sector.

TABLE 4-25: CORRELATION ANALYSES OF MANAGEMENT SUPPORT AND INTENTION TO QUIT

	Private Sector	**Public Sector**
	-.048	-.562**
	.779	.000
Management support	36	53

**Management support is significant at the .00. 0 level

4.2.3.3 Analysis of Assumption Testing

The results were as follows:

- *Satisfaction with cultural diversity* was significantly negatively related to *Intention to quit* for respondents from the public sector (medium effect).
- *Satisfaction with career development* was significantly negatively related to *Intention to quit* for respondents from the public sector (medium effect).
- *Satisfaction with organisational practices* was significantly negatively related to *Intention to quit* for respondents from the public sector (medium effect).

No significant relationship was observed between *Satisfaction with organisational practices* and *Intention to quit* for respondents from the private sector.

Therefore, public-sector employees are more likely to leave their organisations than those employed in the private sector if they are dissatisfied with the organisation's cultural diversity, their career development, or organisational practices.

The results of the correlation analyses are presented in Table 4-26, below.

Satisfaction with cultural diversity, career development, organisational practices and Intention to quit is therefore accepted for employees in the public sector, and rejected for employees in the private sector.

TABLE 4-26: CORRELATION ANALYSES OFCULTURAL DIVERSITY AND CAREER DEVELOPMENT AND INTENTION TO QUIT

	Private Sector	**Public Sector**
Satisfaction with cultural diversity practices	.047	-.400**
	.785	.003
	36	53
Satisfaction career development practices	-.120	-.440**
	.487	.001
	36	53
Satisfaction organisational practices	-.230	-.487**
	.176	.000
	36	53

**Satisfaction with cultural practices is significant at the .003 level

**Satisfaction career development practices is significant at the .001 level

**Satisfaction organisational practices is significant at the .000 level

No significant relationship were observed between satisfaction with institutional practices and intention to quit of employees in the private sector.

4.3 QUALITATIVE RESULTS

4.3.1 EMERGING THEMES

Five themes emerged from the consolidated responses received from the research participants. The themes are discussed in more detail in the following chapter. The themes are as follows:

- Theme 1: Remuneration and recognition
- Theme 2: Job satisfaction/Job enlargement
- Theme 3: Job-and Financial security
- Theme 4: Company policy
- Theme 5: Career development and training

According to Blaxter and Eyles (1997), one should include verbatim quotes to reveal how meanings are expressed in participants own words, rather than just the words of the researcher. Thus, statements are substantiated with verbatim quotes to participants' responses to the open-ended questions in the questionnaire.

4.3.1.1 THEME 1: REMUNERATION AND RECOGNITION

This theme emerged as both an attraction and a retention factor for both the public- and private sector. The data analysis showed that both sectors' participants indicated that their salary was inadequate, and that they felt unappreciated.

Participants commented as follows:

"…searching for better working conditions and better financial benefits as well as career development" (Participant 1: Public sector).

"Compensation is not sufficient enough to meet the cost of living, which is continually rising" (Participant 8: Private sector).

"…no pressure on sales; they are open to compensate people and recognise efforts made"(Participant 57: Private sector).

4.3.1.2 THEME 2: JOB SATISFACTION/JOB ENLARGEMENT

Most professionals indicated that they were satisfied with their job and their choice of career and sector.

The data analysis showed that54% of the private-sector participants, compared to 38% of the 70% of the public-sector participants, who responded to this question were satisfied with their job, and intended to stay with and grow in the same organisation

Participants commented as follows:
"The company allows you to build your experience, advance your career, and has decent remuneration benefits"(Participant 10: Public sector).
"I love my job" (Participant 16: Public sector)
"There is stability, and some of the benefits are good" (Participant 54: Private sector)

4.3.1.3 THEME 3: JOB-AND FINANCIAL SECURITY

The data analysis showed that, of the 75% of the public-sector participants who responded to this question, 50% intended to stay because of financial commitments and the security their employment offered.

Of the 28% of the private-sector participants who responded to this question, 32% intended to quit if they were offered a more attractive salary.

Participants stated the following:
"My salary is not adequate" (Participant 4: Public sector).
"Nothing really motivates, but what forces me to stay is that I don't have alternative sources of income" (Participant 8: Private sector).
"...salary scale and medical benefit ... an attraction"(Participant 38: Public sector).
"The thought of being unemployed forces me to stay" (Participant 58: Private sector).

4.3.1.4 THEME 4: COMPANY POLICY

The data analysis showed that, of the54% of the public-sector participants who responded to this question, 55% intended to leave due to equity- and company policies that hindered their growth and promotion.

Of the 35% of the private-sector participants who responded to this question, 10% intended to leave for the same reasons.

Participants stated the following:

"...good organisation policy support" (Participant 21: Private sector)

"Having worked in the public sector for 36 years, I have witnessed a collapse of services, especially since 1994. The causes are employment and deployment without relevant experience" (Participant 22: Public sector).

"...public sector poses too much external influences, and private sector is more diverse and stable than the public sector" (Participant 45: Private sector).

"Sometimes I do not see the need to change policies, especially if they have not had any negative impact on the institution" (Participant 78: Public sector).

4.3.1.5 THEME 5: CAREER DEVELOPMENT AND TRAINING

The data analysis showed that, of the94% of the public-sector participants who responded to this question, 40% intended to leave due to lack of challenges and career development programmes. White participants stated that there were fewer career growth opportunities for them in the public sector.

Participants also indicated that the public sector offered attractive learning opportunities for young people, but none for skilled employees. Of the 17% of the private-sector participants who responded to this question, 5% intended to leave due to budget constraints that hindered the organisation offering training programmes and attendance of conferences.

Participants stated the following:

"...not enough career development opportunities, and it is a political arena" (Participant 6: Public sector).

"Public sector is very stable, even though you are not paid well, but there a lot of benefits for growth" (Participant 32: Public sector).

"When you want relaxation, go there...which means growth opportunities are no longer there" (Participant 41: Public sector).

"Manager very supportive of my professional growth, cost of studies is subsidised" (Participant 8: Private sector).

4.3.2 Summary of Push and Pull Factors between the Private and Public Sector

From the data analysis, the following attraction and retention factors were identified:

4.3.2.1 Attraction Factors of the Private Sector

A total of 67.5% of participants indicated that they would leave the public sector for the private sector. The reason for this was dissatisfaction with the lack of scope for development, lack of recognition, and inadequate training opportunities.

4.3.2.2 Attraction Factors of the Public Sector

A total of 53% of the participants indicated that they would leave the private sector for the public sector because it is considered a stress-free work environment.

4.3.2.3 Retention Factors of the Private Sector

A total of 46% of the participants indicated that they would remain in the private sector due to flexitime being available, the freedom to make decisions, job satisfaction, recognition, training and development opportunities, and an attractive salary.

4.3.2.4 Retention Factors of the Public Sector

A total of 32% of the participants from the public sector indicated that they would remain in their jobs for the remuneration, benefits, and especially job security. Job security and a guaranteed salary every month is still a retention factor in the South African socio economical and political landscape where unemployment and job availability is challenged.

Figure 4-4, below, is a graphic representation of the results reported in 4.5.2, above. The results show that the private sector has greater attraction and retention than the public sector.

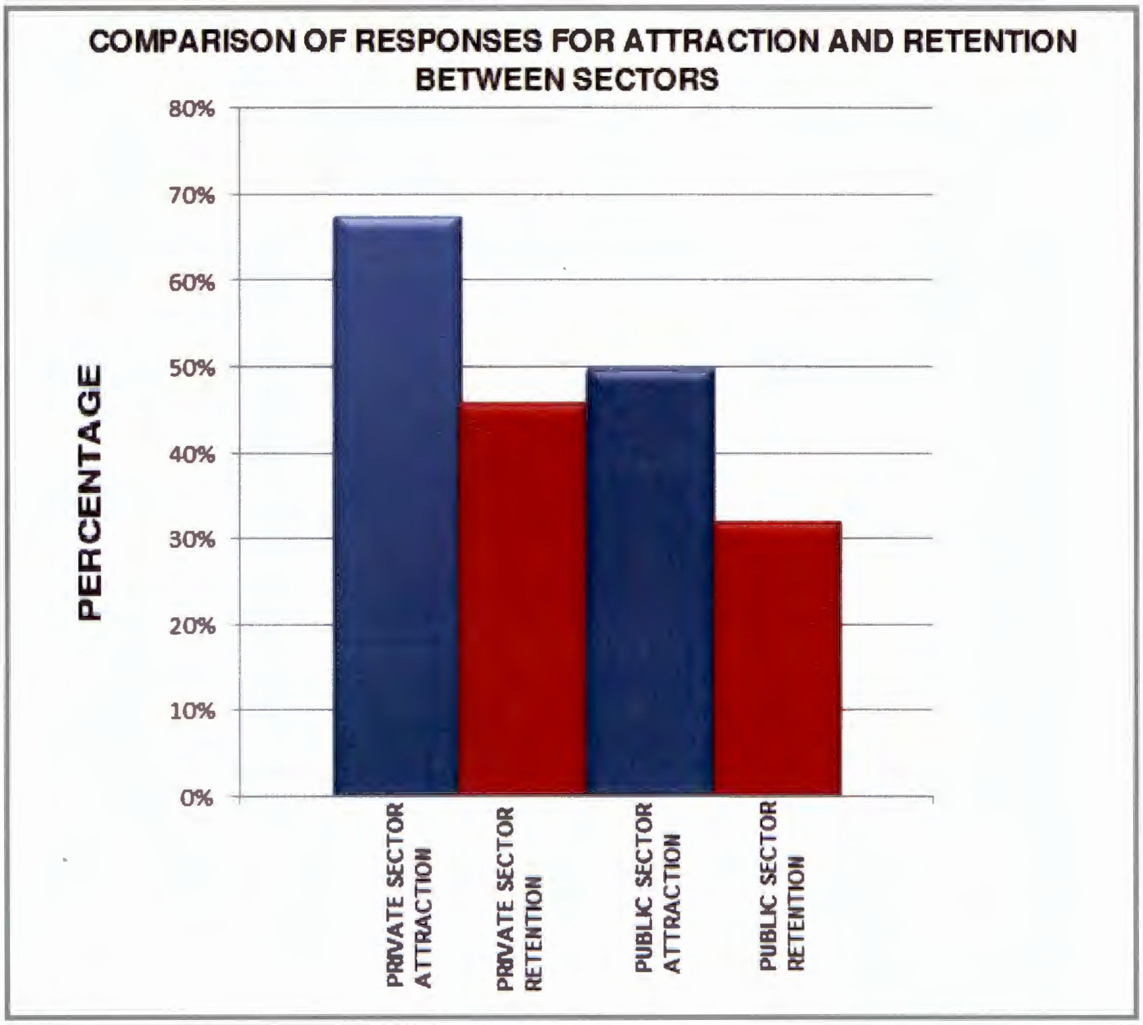

FIGURE 4-4: COMPARISON OF RESPONSES

4.3.3 Participants' Recommendations: Push/Pull factors

The participants' recommendations regarding push and pull factors are provided in conjunction with the relevant research questions. Figures 4-5, 4-6, and 4-7, below, depict the percentage of participants who made recommendations.

- ***What push and pull factors cause migration of professionals between the public and private sector?*** **(SUB-RQ 1)**

A total of 80% of the participants indicated that an increase in training and improved promotion policies is a pull factor for both sectors which will aid career development.

A total of 60% of the public sector indicated that remuneration as a pull factor must be improved to reflect experience and years of service.

A total of 60% from both sectors suggested that employees must be recognised for their performance through a bonus, with adequately trained managers to manage reward and recognition, which will act as a pill factor.

A total of 60% of participants suggested that the challenge inherent in projects at work must be improved, to create a challenging environment. Figure 4-3, below, depicts the responses to this question.

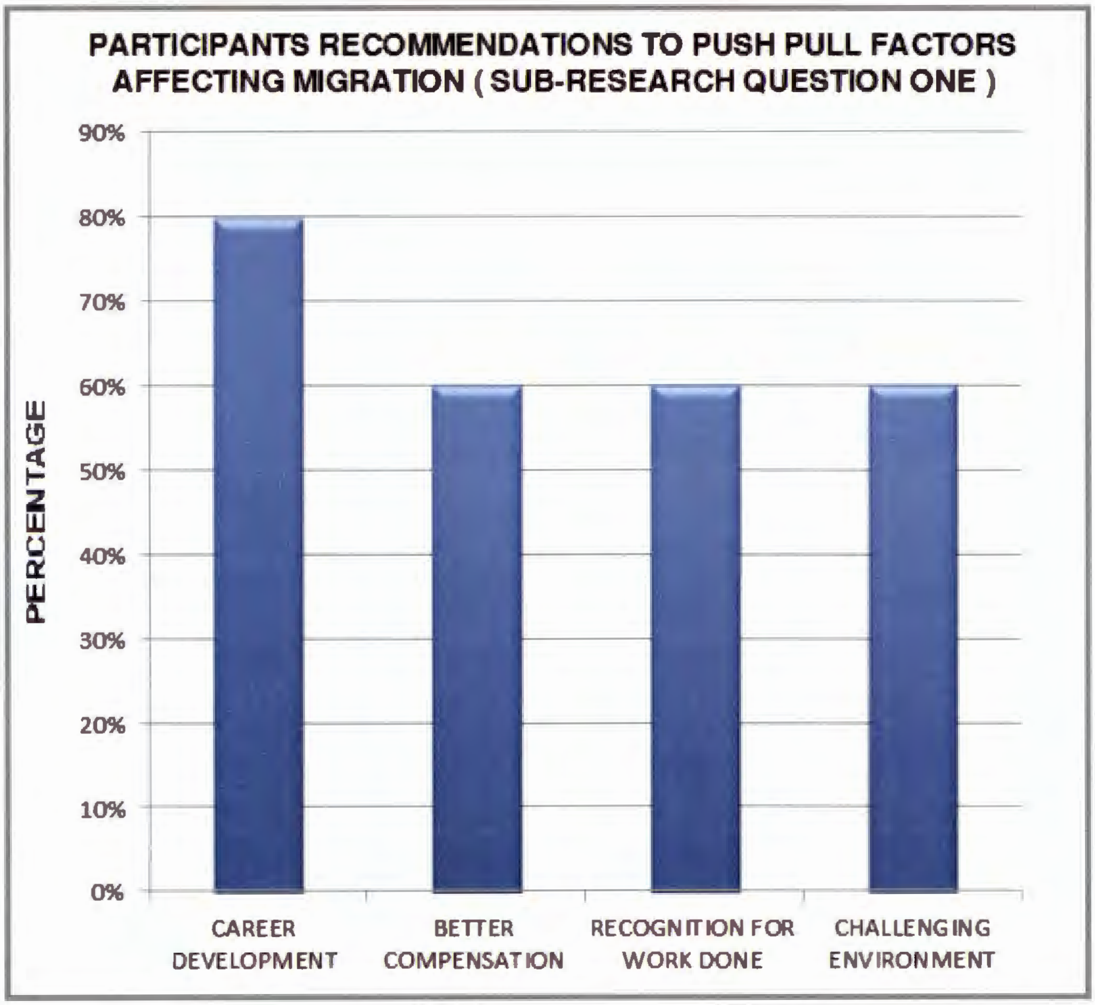

FIGURE 4-5: RESPONSE TO SUB - RESEARCH QUESTION 1

What factors limit the attraction and retention of professionals in the public sector? (SUB - RQ 2)

A total of 65% of the participants suggested that workplace policies must be improved. One of the suggested improvement was to provide adequate induction to new employees by making them aware of the work policies. The also suggested involving employees in strategy implementation workshops.

A total of 60% suggested that improving leadership skills and reducing autocratic leadership would create flexibility in decision-making at the workplace. Whereby employees are invited to provide their input whenever a new decision that affects the employees are taken. In this way the employees are able to ventilate the positive or negative effects of decisions to be taken.

Figure 4-6, below, depicts the responses to this question.

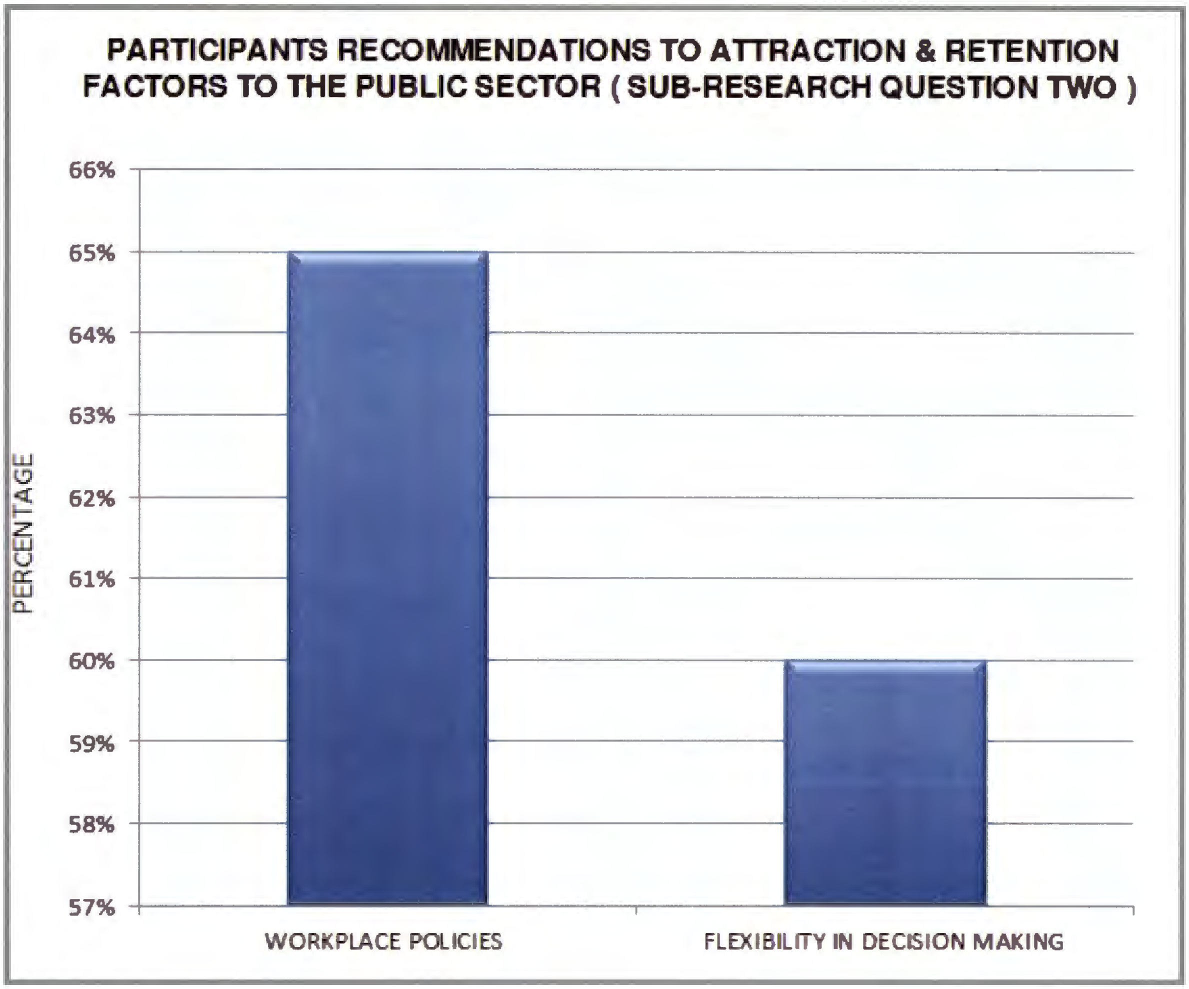

FIGURE 4-6: RESPONSE TO SUB - RESEARCH QUESTION 2

- ***What factors motivate a professional to remain in the current sector?* (SUB - RQ 3)**

A total of 80% of participants suggested that financial security is both an attraction- and a retention factor.

A total of 75% suggested that a love for the job is also both an attraction- and a retention factor.

Figure 4-7, below, depicts the responses to this question.

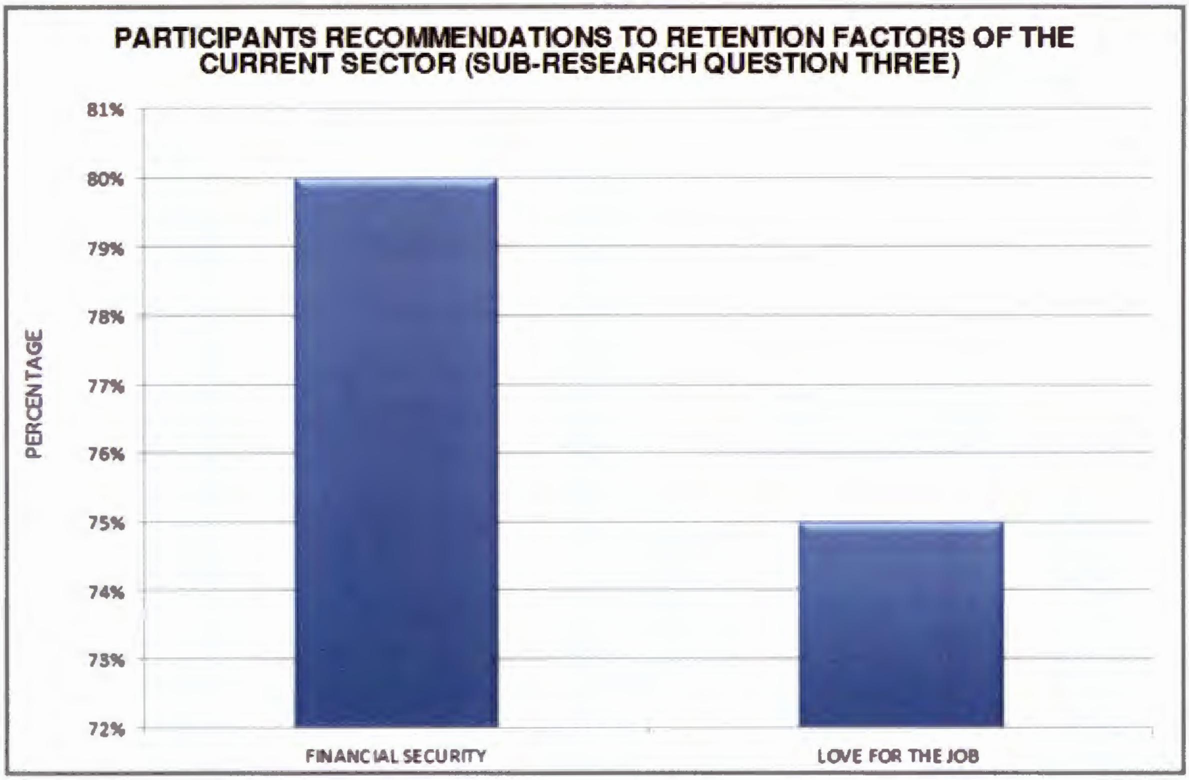

FIGURE 4-7: RESPONSE TO SUB - RESEARCH QUESTION 3

Figure 4-8, below, depicts the results of the data analysis. A total of 25 (67.45%) of the 37 public-sector respondents indicated that they would move from the public sector to the private sector. A total of 14 (50%) of the 28 private-sector respondents indicated that they would move from the private sector to the public sector.

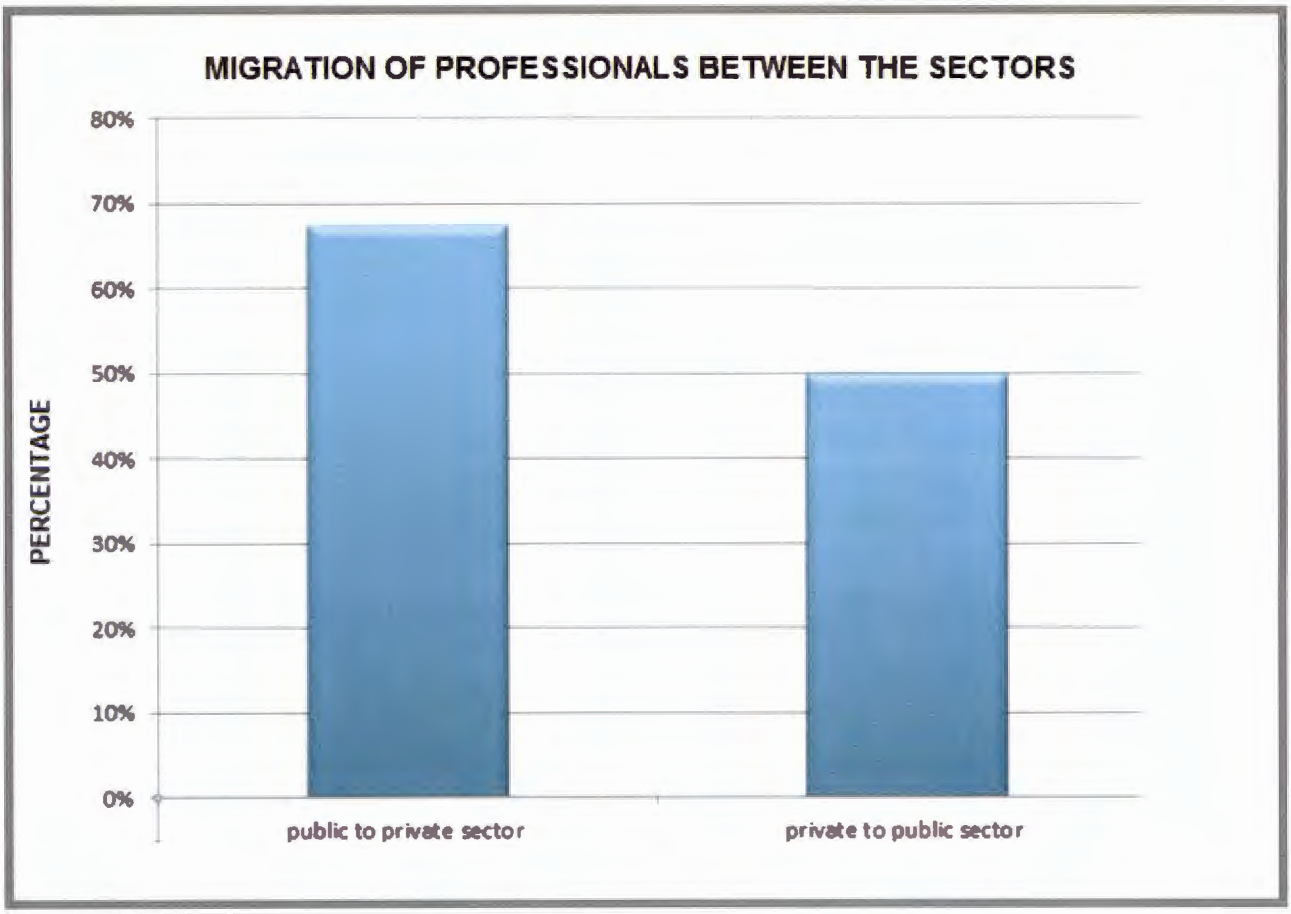

FIGURE 4-8: MIGRATION BETWEEN SECTORS

This study found that a larger number of professionals would move from the public sector to the private sector than vice versa, confirming that the private sector is the preferred employer.

4.4 CONCLUSION

The aim of this chapter was to examine and compare the findings of this study.

The results of the empirical study revealed that employees in the public sector are not satisfied with their current jobs and the manner in which their organisation implements the various Legislative policies. There is a lack of discretion when decisions are taken or promotions are being approved. The reasons elicited were: poor working conditions and salaries a lack of performance rewards.

The quantitative study revealed that professionals in the public sector are more likely to leave for better remuneration and recognition.

Furthermore, professionals in the public sector believe that their managers do not have their interests at heart. A total of 33.3% of the participant were not satisfied with their institution's leadership, and almost half of the participants were dissatisfied with the restructuring in the organisation, by implementing equity policies.

The research questions and sub – research questions are discussed in Chapter 5.

CHAPTER 5
CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter offers a synopsis of the study. The objective of this study was to answer the main research question, *What are the factors of attraction and retention of professionals, and how do they compare between the public- and private sector?*

In Chapter 1, the researcher shared her motivation for conducting this study. The researcher embarked on a mixed-methods enquiry to gain an understanding of the push and pull factors that cause the migration of professionals between the private and public sectors.

In answering the research questions, the key attraction and retention factors that were identified in the study are discussed, followed by a comparison between the public and private sector.

5.2 ANSWERING THE SUB - RESEARCH QUESTIONS

5.2.1 What push and pull factors cause migration of professionals between the public and private sector?

Private-sector participants indicated that they would migrate to the public sector for financial security and on the assumption that the public sector is a less pressured environment. Job- and financial security is another major push/pull factor between the private and the public sector. People from the private sector would seek employment in the public sector for financial security. Participants from the public sector would leave for better remuneration and recognition.

The results from the quantitative phase implied that effective reward and remuneration practices reduce the likelihood of employees quitting the public sector.
The results further implied that stronger management support lowers employees' intention to leave the public sector.

Public-sector respondents indicated that they would migrate to the private sector for better growth prospects and on the assumption that the private sector offers a much more challenging environment.

5.2.2 <u>What factors limit the attraction and retention of professionals in the public sector?</u>

From this study, the key attraction and retention factors were found to be remuneration, management support, institutional practices, and legislation.

Remuneration has to be performance-related, e.g., bonuses and performance reward systems must be implemented. This makes employees feel appreciated and rewarded for their efforts, resulting in retention of top performers. This study confirms that remuneration appears to be a reason why employees in the public sector would migrate to the private sector.

Management support must create an enabling environment for the employee to perform. This can be done by providing the necessary equipment and facilities, offering continuous feedback and performance reviews, and allowing professionals to become involved in decision-making, especially when the changes affect them directly. This will assist in creating a compelling place to work — a work environment that is supportive of employees' ideas, innovation, and personal growth and development (Ulrich, 1998).This study's results indicate that the public sector is failing in this respect.

Sarma (2008:178) indicates that when considering the designing of employee benefits in performance management are to:

- increase commitment of employees to the organisation;
- demonstrate that the company cares about the needs of its employees; and
- meet the personal security and personal needs of the employees.

The results indicated no significant relationship between private-sector employees' satisfaction with institutional practices and their intention to quit. In this regard, the analysis showed that public-sector employees are more likely to leave their organisations.

Labour legislation is supposed to protect workers and advance their knowledge and skills (Nienaber, 2007; Finnemore, 2009; Nel et al., 2008; Barker, 2003). However, the effectiveness of such legislation could be questioned (Nienaber, 2007). South Africa faces some challenging issues (Mayer & Louw, 2011: Nienaber, 2007; Kerr-Phillips & Thomas, 2009) related to political, social, and economic factors (Mayer & Louw, 2011), which, in turn, have an impact on organisations (Carpenter & Sanders, 2009), employees, and investor confidence (Mayer & Louw, 2011). Issues related to legislation such as affirmative action and BBBEEhave been raised in the literature (Mayer & Louw, 2011; Nienaber, 2007; Van der Merwe & Barry, 2010) as a limiting factor in white participants' career development.

Further to the above, the respondents indicated dissatisfaction with company policies. The implementation of the various empowerment laws must be done with discretion. The public sector should not disadvantage the limited supply of professionals in an attempt to redress past inequalities. Furthermore, a lack of motivation, commitment, and dedication of public servants leads to poor service delivery, resulting in public dissatisfaction.

5.2.3 What factors motivate a professional to remain in the current sector?

Better remuneration, career development, and flexibility are factors that encourage employees to remain in the private sector. The work environment must offer real learning and growth. Catering for internal mobility, vertically and horizontally, is key to the attraction and retention of high-value employees, coupled with recognition and reward.

Financial security influences employees to remain in the public sector.

Some participants indicated that their love of their job influenced them to remain in their sector.

5.3 CONTENT OF THE STUDY

This section summarises the content of the five chapters of this document.

Chapter 1 highlighted the purpose of this study, the research question, and the methodology. A brief background of post-apartheid South Africa was provided. An indication of the significance of the research study was given, before the chapter concluded with a list of key words and abbreviations used in the study.

Chapter 2 examined the available literature on talent management and talent attraction and retention. The chapter focussed on each concept and their aspects used in the study.

Chapter 3 discussed the research methodology and design used in this study. The chapter began with an overview of the research paradigm, before a description of the strategy of inquiry and broad research design was given. The sampling strategies and techniques utilised in the study were then stated, and the data-collection methodology was presented. Issues that affected the reliability of the study were considered, before ethical concerns related to the study were contemplated.

Chapter 4 presented the analysis and interpretation of the findings by linking quantitative and qualitative results. The biographical information that was collected was discussed, followed by the statistical analyses employed. Thereafter, the quantitative and qualitative results were reported.

Chapter 5 provided a discussion of the results in relation the literature reviewed.

In the next section, the limitations of study are illuminated, and recommendations for further studies are made, followed by final comments.

5.4 LIMITATIONS OF THE STUDY

The main limitation of this study was the small sample size (*n*=100); therefore, the findings of this study are not generalisable to the population (Maree &Pietersen, 2010).

5.5 RECOMMENDATIONS FOR FUTURE RESEARCH

It is envisaged that this study will provide useful information in respect of attraction and retention of professionals in the public sector. An effective talent management strategy has to be developed and implemented by the public sector.

It is recommended that further research be conducted with a larger number of professionals, which would increase the findings' generalisability. Such studies could explore improvement strategies in respect of attraction and retention in the public sector in comparison to the private sector. Due to the fact that skilled, competent staff is in high demand in the public sector, it is important that strategic managers regard talent management as important and necessary (Vermeulen, 2007).

5.6 FINAL CONCLUSION DRAWN FROM THE STUDY

In South Africa, the private sector's attraction factors are remuneration and growth opportunities. The pull factors affecting retention in the public sector are poor workplace policies, poor training and career development, and a lack of management support.

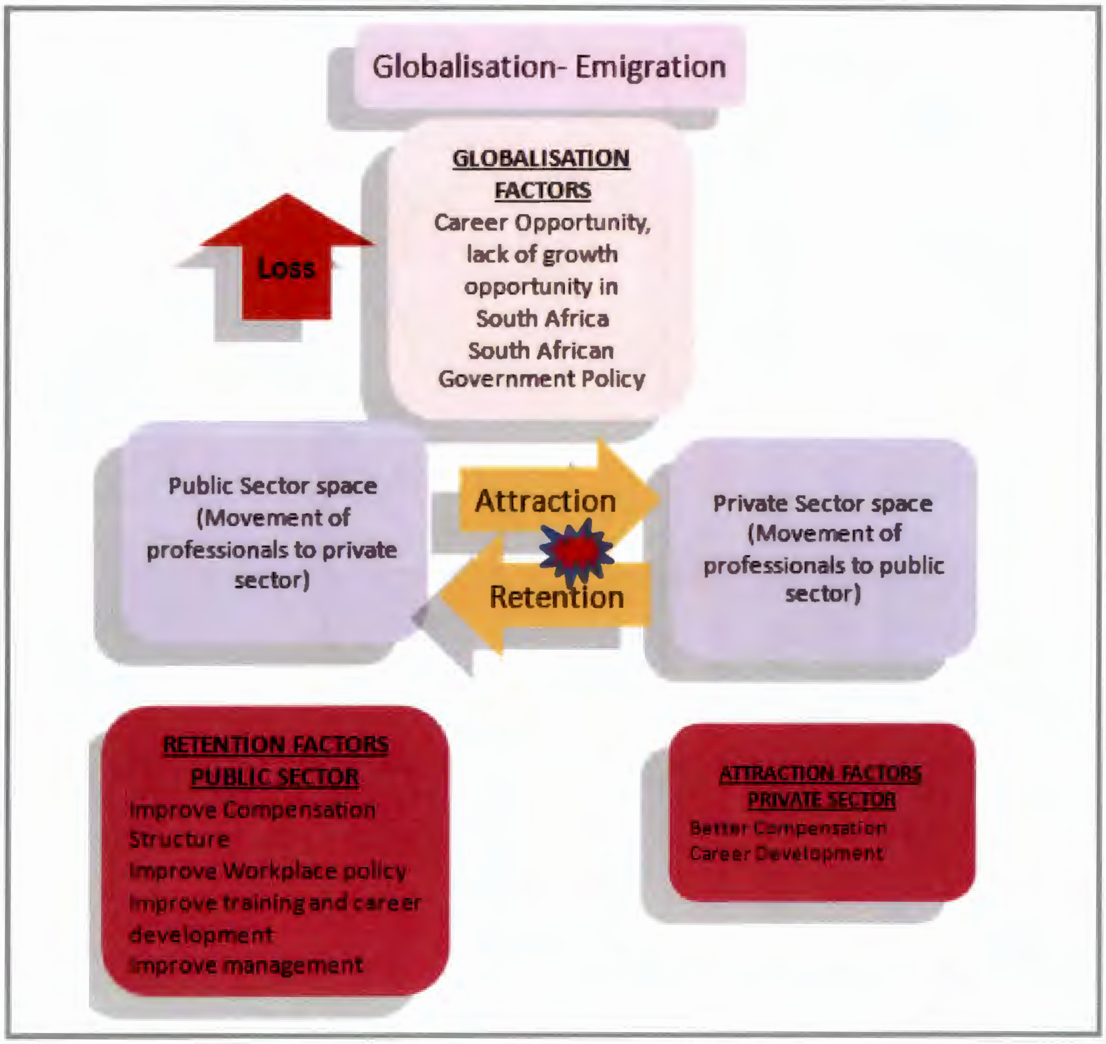

FIGURE 5-1: CONCEPTUAL FRAMEWORK

The managerial implications with regard to the public sector in respect of attraction and retention of professional employees are that managers must understand the importance of retention in talent management. The principles and practices of retention should be high on the agenda of both strategic and operational managers. The public sector must implement and apply performance management structures to enhance employee job satisfaction. Managers must be trained to provide effective support to employees. Public-sector employees prefer leadership behaviours that are associated with flexibility and recognition for performance; this will contribute to their commitment and engagement.

This study alluded to the fact that the implementation of legislation that was intended to redress the economic inequalities of the past has contributed to a loss of professionals. Professionals who were retained have a low self-esteem and lack motivation, due to a lack of development and growth, poor remuneration and recognition, poor management support, and lack of career scope in the public sector.

In conclusion this study indicates that attraction and retention management is a critical managerial function, which if not addressed in its totality could result in unnecessary migration of professionals, between public and private sectors, still leaving the country without the necessary skills to address the needs of citizens and clients.

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APPENDIX

APPENDIX A: Data-collection instruments

APPENDIX B: Informed consent form

APPENDIX C: Application of ethical clearance

APPENDIX D: Language editing certificate

ASSOCIATION OF MBAS

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

School of

Professional Employee Retentio Survey

DEMOGRAPHICS

Please complete the following demographic information by selecting the appropriate response

Please answer the questions in this section by marking with a cross in the box that corresponds to your answer.

1. Where you are currently employed?

Private sector	Public sector

2. What is your country of origin?

South Africa	Others, please mention ....(Foreigner)

3. Gender

Male	Female

4. Age range

20 - 29	30 - 39	40 - 49	50 - 59	60 and abo

5. Race

African	Coloured	Indian	White	Others

6. Highest educational qualification and specify in which field:

Bachelor's Deg	Postgraduate Diploma in	Honours Degree in	Master's Degree in	Ph. D ir ....

7. What is your current job level?

Complete: ....

8. What range of years of work experience do you have in your profession?

0 – 5 years	6 – 10 years	11 – 15 years	Above 15 years

9. What is your current professional registration/position:

10. How many years have you been working in your current profession?

0 – 5 years	6 – 10 years	11 – 15 years	Above 15 years

The purpose of this survey is to determine the factors that may influence you to stay at your institution. Please complete all the statements as it applies to you in Sections A, B and C

SECTION A: FACTORS THAT WOULD ENCOURAGE YOU TO STAY

Cross one of the six categories from <u>*Strongly disagree* (1)</u> **to** <u>*Strongly agree* (6)</u> **for each statement a applies to you:**

	Statements	Stro disa	Disag	Slig disa	Slig agr	Ag	Stro agr
		1	2	3	4		6
	My basic salary is adequate	1	2	3	4		6
	My medical aid benefits are adequate	1	2	3	4		6
	My pension benefits are adequate	1	2	3	4		6
	I am praised and thanked for the work that I do	1	2	3	4		6
	I am fairly compensated for the work that I do	1	2	3	4		6
	The bonus structure is fair	1	2	3	4		6
	The incentives and benefits make my job worthwhile	1	2	3	4		6
	The bonus structure reflects my contribution t institution	1	2	3	4		6
	I get adequate emotional recognition for the work that	1	2	3	4		6

Any additional comments regarding your current compensation and recognition at your institution

SECTION B: RELATIONSHIPS WITH MANAGER/SUPERVISOR

How would you rate your relationship with your supervisor/manager or direct line manager?

	Statements	Stro disa	Disag	Slig disa	Slig agr	Ag	Stro agr
	Cross one of the six categories from *Strongly disagree* (1) to *Strongly agree* (6) for each statement a applies to you:						
		1	2	3	4		6
	I trust my direct line manager	1	2	3	4		6
	I can communicate easily with my line manager	1	2	3	4		6
	My line manager has my best interests at heart	1	2	3	4		6
	Other people in our team work well with this line man	1	2	3	4		6
	My line manager supports my individual development	1	2	3	4		6
	My line manager conducts regular performance appra	1	2	3	4		6
	My line manager conducts fair performance appraisal	1	2	3	4		6

Any additional comments regarding your current relationship with your line manager at your institution.

What does your institution need to do to keep you as an academic employee?

SECTION C: FACTORS THAT MAY INFLUENCE YOUR INTENTION TO LEAVE

C1 JOB SEARCH

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

1	**Yes, in the same organisation/institution in a different section**	
2	**Yes, applied for a promotion in the same organisation/institution**	
3	**Yes, in another organisation/institution**	
4	**Yes, but only placed my CV on the web**	
5	**No, but I have been headhunted by another organisation**	
6	**No, but I have been approached by a recruiting agency**	

If you have answered yes to any of the above options please specify why

C2 REASONS TO LEAVE

If you ever think of leaving your institution what would be the most likely reasons?
(please choose your top 5 reasons)

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

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

Does the institution need to make any changes in order to keep talented employees? If yes, please specify

C3 SATISFACTION FACTORS

To what extent are you satisfied with the following factors in your organisation?

	Statements	Extrem Dissatis 1	Dissatis 2	Satisfi 3	Extrem Satisfi 4
	Sufficient access to information I need to do my job	1	2	3	4
	Support from the HR department	1	2	3	4
	Changes and restructuring in the organisation	1	2	3	4
	Affirmative action	1	2	3	4
	Sufficient cultural diversity in the organisation	1	2	3	4
	Sufficient respect for my culture in the organisation	1	2	3	4
	Institutional leadership	1	2	3	4
	Institutional values	1	2	3	4
	Institutional strategy	1	2	3	4
1	Communication from leadership	1	2	3	4
1	Talent management policies in the institution	1	2	3	4
1	Mentorship opportunities for staff	1	2	3	4
1	Funding to attend conferences from the organisation	1	2	3	4

Please elaborate on the issues above that you are extremely dissatisfied with where applicable.

C4 YOUR INTENTION TO LEAVE

Listed below are statements that reflect your intention to leave the organization in the near future. Please indicate the degree of your agreement or disagreement with each statement by crossing out the answer that best represents your point of view.

Cross one of the six categories from <u>*Strongly disagree* (1)</u> to <u>*Strongly agree* (6)</u> for each statement a applies to you:							
	Statements	**Stro disa** 1	**Disag** 2	**Slig disa** 3	**Slig agr** 4	**Ag**	**Stro agr** 6
	I think a lot about leaving the organization.	1	2	3	4		6
	I am currently searching for employment outsid organization.	1	2	3	4		6
	When possible, I will leave the organization.	1	2	3	4		6

What motivates you to stay at your current institution?

Would you recommend your current institution to a friend looking for a job? Why?

If you are in the private sector would you consider a job in the public sector?
Motivate your answer?

If you are in the public sector would you consider a job in the private sector? Motivate your answer?

Thank you for your time and participation

Please send your completed questionnaire to: Sabera Khan

advsbkhan@gmail.com

alternatively, an agent will collect thedocument from you.

APPENDIX A

- Data-collection instrument(s)

APPENDIX B
Informed consent form

School of Business and Governance

Mafikeng site of delivery

Factors attracting and retaining professionals: A comparative study between the private and the public sector

Research conducted by:

Adv. S.B Khan (26870908)

Email: advsbkhan@gmail.com

Cell: 084 444 3956

Dear Participant

You are invited to participate in an academic research study conducted by Sabera Khan, Master's in Business Administration (MBA) student from the North- West University School of Business and Governance at the Mafikeng site of Delivery.

The purpose of the study is to investigate the reason for the shortage of talented professionals in the public sector, and to discover possible retention strategy to attract and retain talented professionals within the public sector.

- This is an anonymous study survey as your name will not appear on the questionnaire. The answers you give will be treated as strictly confidential as you cannot be identified in person based on the answers you give.
- Your participation in this study is very important to us. You may, however, choose not to participate and you may also stop participating at any time without any negative consequences.
- Please answer the questions in the attached questionnaire as completely and honestly as possible. This should not take more than 10 minutes of your time

- The results of the study will be used for academic purposes only and may be published in an academic journal. We will provide you with a summary of our findings on request.
- Please contact my study leader, Professor Yvonne Du Plessis, at cell no. +27833056227 or by email, Yvonne.duplessis@nwu.ac.za, if you have any questions or comments regarding the study.
-

Please sign the form to indicate that:

- You have read and understand the information provided above.
- You give your consent to participate in the study on a voluntary basis. (Please tick) .

YES

_______________________________ _______________________

Participant's signature **Date**

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

APPENDIX C

Application for ethical clearance

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Private Bag X6001, Potchefstroom,
South Africa, 2520

Tel: (018) 299-4900
Faks: (018) 299-4910
Web: http://www.nwu.ac.za

Institutional Research Ethics Regulatory Committee
Tel: +27 18 299 4849
Email : Ethics@nwu.ac.za

2016/04/10

ETHICS APPROVAL CERTIFICATE OF PROJECT

Based on approval by the **Human Resource Research Ethics Committee (HRREC)** on **31/03/2016**, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby **approves** your project as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

Project title: Attraction and retention of legal professionals between private and public sector.

Project Leader/Supervisor: Prof Y du Plessis
Student: SB Khan

Ethics number: N W U - 0 0 1 7 3 - 1 6 - A 9

Application Type: N/A
Commencement date: 2016-03-07 **Expiry date**: 2019-03-07 **Risk:** N/A

Special conditions of the approval (if applicable):

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

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- *The project leader (principle investigator) must report in the prescribed format to the NWU-IRERC via HRREC:*
  - *annually (or as otherwise requested) on the progress of the project, and upon completion of the project*
  - *without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.*
  - *Annually a number of projects may be randomly selected for an external audit.*
- *The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the HRREC. Would there be deviated from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.*
- *The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-IRERC via HRREC and new approval received before or on the expiry date.*
- *In the interest of ethical responsibility the NWU-IRERC and HRREC retains the right to:*
  - *request access to any information or data at any time during the course or after completion of the project;*
  - *to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process.*
  - *withdraw or postpone approval if:*
    - *any unethical principles or practices of the project are revealed or suspected,*
    - *it becomes apparent that any relevant information was withheld from the HRREC or that information has been false or misrepresented,*
    - *the required annual report and reporting of adverse events was not done timely and accurately,*
    - *new institutional rules, national legislation or international conventions deem it necessary.*
- *HRREC can be contacted for further information via Estie.Emtoch@nwu.ac.za or 018 289 2873.*

The IRERC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the IRERC or HRREC for any further enquiries or requests for assistance.

Yours sincerely

Prof LA Du Plessis

Digitally signed by Prof LA Du Plessis
DN: cn=Prof LA Du Plessis, o=North-West University, ou=Campus Rector, email=Linda.DuPlessis@nwu.ac.za, c=ZA
Date: 2016.04.28 09:37:39 +02'00'

Prof Linda du Plessis
Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)

Teresa Kapp

Language Services

082 789 7878

tekapp@mweb.co.za

This serves to certify that the document

FACTORS ATTRACTING AND RETAINING PROFESSIONALS:

A COMPARATIVE STUDY BETWEEN THE PRIVATE AND PUBLIC SECTOR

by

Sabera Bi Khan

was duly edited by me.

I am an accredited editor with the University of Johannesburg, and my clients include Absa, FNB, Takelaot, and many universities in South Africa and Namibia.

Please note that all editing is done in *Track Changes*, and I therefore have no control over what is accepted or rejected by the author.

Should there be any queries, please contact me on the number provided above.

Teresa Kapp