

**THE RELATIONSHIP BETWEEN TALENT MANAGEMENT AND TURNOVER
INTENTIONS OF TEACHERS IN BOTSWANA**

by

MOTSEREGANYI ELLIOT DISEKO

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21374384

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Supervisor:

Professor Nicolene Barkhuizen

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DECLARATION

DECLARATION

I MOTSEREGANYI ELLIOT DISEKO, declare that “The Relationship between Talent Management and Turnover Intentions of Teachers in Botswana” is my own unaided work both in content and execution. All the resources I used for this study are cited and referred to in the reference list by means of a comprehensive referencing system. Apart from the normal guidance from my supervisors, I have received no assistance, except as stated in the acknowledgements. I declare that the content of this thesis has never before been used for any qualification at any tertiary institution.



E. Diseko

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- I would like to say a very special Thank You to everyone who supported me in completing this dissertation. I would like to give special thanks to the following:
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ABSTRACT

Abstract

Background and Aim:

Since independence, the Botswana education has developed very much, however, the National Commission on Education in Botswana has shown that Teachers are still experiencing some problems which can lead to them quitting the teaching profession. The main objective of this research was to determine the relationship between talent management and teacher's intention to quit in Botswana.

Method:

A quantitative research approach was followed with data collected from secondary school teachers in Botswana (N=299). A Talent Management Measure and Intention to Quit scale was administered. The data was analysed using SPSS.

Results:

The results showed the following:

- Talent Management practices are poorly applied for teachers with Workforce planning, Performance and Talent Retention practices the most problematic
- Teacher perceived that most of the talent management practices are important with Talent Commitment the most important
- Significant gaps exist between the current versus the importance of talent management practices

Practice Relevance:

Currently there seem to be limited empirical research studies on talent management in Botswana. Furthermore not much research has been done to determine the relationship between talent management and turnover intentions of teachers in Botswana. The results of this research will assist the Department of Education to detect the talent management problems among teachers in order to prevent turnover.

Keywords: Talent Management, Teachers, Turnover Intentions, Performance

Chapter 1:INTRODUCTION TO THE STUDY

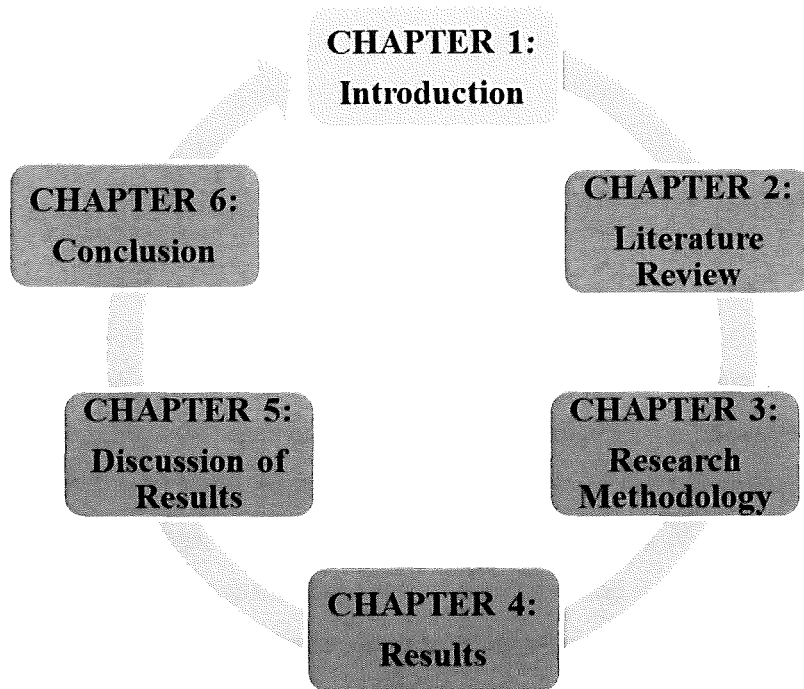


Figure 1-1: Chapter 1 in Context

1.1 INTRODUCTION

This Chapter outlines the introduction and background to this study in terms of an overview of the research problem, the problem statement and research objectives, the benefits and importance of the study as well as research methods used in this study. The general introduction and overview of the research problem will follows next.

1.1 BACKGROUND AND PROBLEM STATEMENT

Since independence, the Botswana education has developed very much, however, the National Commission on Education in Botswana has shown that Teachers are still experiencing some problems. What is more at issue is the feeling on the part of teachers that they are badly treated by comparison with other groups of public servants (Botswana Teachers Manual, 2006).

Teaching is an honourable and rewarding profession and it should be fun. For many of us however, the job isn't much fun at first because of the overwhelming responsibilities. Teaching is a job that never seems to get done. The custodians finish their daily routine and wave as they drive out of the parking lot; their duties are done until tomorrow. Ah, but the teacher's day is different. The teacher is required to wear many hats: substitute parent, social worker, reading specialist, Nurse, and more. As teachers we are expected not only to teach, but also to participate in extracurricular activities (Warner& Bryan, 2011).

The government sees to it that the money spent on Education does not go to waste by ensuring that it has competent employees who are able to be retained and be productive to offer quality to the Government. Musaaazi (2005) mentions that when teachers are not happy with what is happening in the schools they are likely to leave. This then is the responsibility of the institution to see to it that they provide the necessary services to keep them. The questions that may arise may be; is enough being done to keep the needed teachers if not what could be done? Is enough being done to keep the needed teachers, if not, what could be done? Is enough being done to manage individual talent, if so what is it that is being done? This study attempts to answer these questions.

The Botswana commission on Education has reviewed various kinds of evidence that the teacher in Botswana today is poorly regarded, indeed less well so than in the before and just after independence. As educational opportunities increase, more and more people in the community come to have as good an education as their former teachers. But there is a belief that the deterioration of the position of the teacher in Botswana has gone beyond acceptable limits, and needs to be arrested and reversed.

It is perhaps a truism to state that only a person who is content with his work will do it well. Individuals must have confidence in the importance of what they are doing if they are to perform successfully at their job. If other people do not respect the work of the teacher, teachers themselves will not take pride in their profession and pleasure in their work,

resulting to the suffering of children (Report of the National Commission on Education in Botswana, 2006).

During the colonial period, Britain did very little to develop education in the country, most people were illiterate they could not read and write. Literacy levels and the number of highly educated and skilled Batswana have now risen. Primary school enrolment rose from 66100 in 1966 to 330,775 at the beginning of 2009. Secondary school enrolment rose from 1900 in 1966 to 171,986. The University of Botswana which was established in 1982 in 2010 had an enrolment of about 15,000 students. Since 1966 the educational system in Botswana has been expanding rapidly. The main problem facing the nations' educational system now and in the near future is how to match quantity with quality. The educational system must be in a position to cope with the needs of the country. Thus the products or graduates of the education system must be fully equipped with the knowledge and skills necessary for development. This means also that those who teach in schools, colleges and universities must be thoroughly prepared for the tasks ahead of them in their teaching profession. Development requires improving the operating efficiency of the educational system and thus teachers at all levels must be professionals (Ngongola & Gatsha, 2011).

1.2 BRIEF HISTORICAL BACKGROUND OF TALENT MANAGEMENT

Talent Management, as a practice, emerged in the 1990s as a way to shift responsibility of employees from exclusively the human resources department to all managers throughout the organisation. Talent Management arose in answering to organizations needs to compete on talent. In the latter half of the 1990s, a war for talent erupted and then clearly waned in the early 21st century, cooled by the slumping economy and global security concerns. However, in the near future, the real battle to attract, develop, motivate and retain talent will heat up again. The aging population, a ticking demographic time bomb, combined with greater demand for skilled workers and leaders will make talent Management a top priority for organizations for decades to come (Lawson May 2011).

The competition for talent never stops in good times or challenging ones. Forward-thinking organizations use innovative talent management approaches to gain a competitive advantage, whether it is in mobility programs or compensation strategies. Talent Management in the developing world explores how the policies, systems and procedures that have been successful within national boundaries are inadequate to meet the value propositions of completely different and diverse people in different countries, cultures, legal and socio-economic environments. In fact they may be dysfunctional to talent management (Joel, 2011).

Using the perspective of the developing world, the shift of paradigm and practice that is required if organizations are to develop a sustainable talent management strategy in these countries .A global approach to talent management assures competitiveness and sustainability of success in the international environment but change will not happen until line and HR managers see its urgency and criticality (Tamy, 2009).

1.2.1 Talent Management Defined

Talent is a person's power or ability to repeatedly inspire and arouse emotion in other people. The arousal is not a once off thing. The inspiration and arousal of emotion for example happiness, joy, wonderment, excitement, ecstasy or confidence are induced by a leader's speech, a tenor's voice, the lyrics to the song, a piece of music, a beautiful architectural design or well produced motion picture, or an excellent sporting or business achievement.

Exceptional deeds and achievements, beautiful paintings and songs and speeches that excite and inspire us, arouse emotion, so do displays of athletic skill and perseverance. We sense and experience people's talent in theatre or sports stadiums, on tennis courts, in art galleries, on factory floors and in offices (Joubert, 2007).

Talent Management refers to the anticipation of required human capital the organization needs at the time then setting a plan to meet those needs. Talent Management is the science of

using strategic Human Resources to improve business value and make it possible for companies and organizations to reach their goals. Everything that is done to recruit, retain, develop reward and make people perform is part of Talent Management as well as strategic workforce planning (Israelite, 2009).

Talent Management, often referred to as Human Capital Management, is the process of recruiting, managing, assessing developing and maintaining an organizations most important resource its people (Shukla, 2009). Shukla (2009) further defines talent management as the end process of planning, recruiting, developing, managing and compensating employees throughout the organization. Getting the right people with the right skills into the right jobs, a common definition of talent management is the basic people management challenge in organizations. While the focus of talent management tends to be on management and executive positions, the issues apply to all jobs that are hard to fill.

Talent Management is not just about systems and processes but what you do with these and how you implement them so that you achieve a talent mindset across the organization (Welby-Cooke, 2010). A talent mindset means that line managers will recognize their responsibility to manage talent effectively, just as they are expected to manage other resources (Barkhuizen & Stanz, 2010). Directors or Chief Executives will review talent as critically as they review the organization's finances (Barkhuizen, 2014a).

Individuals will actively seek to develop or update their own talents. Individuals will be provided with the kind of developmental work experiences that build the organizations key capabilities. The Human Resources function will enable this talent approach by creating business relevant talent management systems and processes and implementing them in a way that consistently reinforces the organization's values (Caplan, 2011).

The public sector also like the private sector is at war for talented employees (Barkhuizen & Stanz, 2010). Even though in the past the private sector was known for being productive

minded, now the public sector has now the mentality of being result oriented even though that it has been seen in the private sector. The public sector now has programs in place to improve the way they have been managing talent in previous years.

According to Phillips (2003) the provision of adequately trained teachers in post- conflict situations is important because they contribute significantly to the long term development of the education system. Agencies should prioritise this as an urgent area of funding. Lebanon's crippling inflation has led to a major brain drain of AUB academics to lucrative jobs in the new institutions of the oil rich Gulf States, where they can command salaries up to five times higher than in sub-saharan Africa. The biggest proportion of their budget was to be used to provide funds to attract and retain employees. UNHCR, as well as other agencies, has consolidated efforts to strengthen the capacity of governments in the sector of Humanitarian assistance, coordination, and information management. Similarly, in South Africa attention is being paid by various NGOs to advancing a more progressive management culture, as well as constructing efficient management structures.

Improved conditions of service are crucial to retaining educators in the profession, from the moment the educator begins teaching, employment conditions must be in place to ensure that they grow into the profession (Barkhuizen & Strauss, 2011). Among the issues analyzed in the report in this regard are the following: induction; career pathing; remuneration/material incentives; post and salary structure; pay progression and performance management; and professional assessment. A new performance related appraisal system linked to the IQMS has been established. The system will reward teachers that perform well within the public sector whilst keeping them in schools" (Teachers for the future, Republic of South Africa).

In addition, Musaaazi (2005) emphasises that teacher retention should be a major goal to drive towards. This involves working on improving teacher job satisfaction. Until recently, job mobility has been easy because of the human resources needed for running the fast growing economy. This has tended to pull teachers out of the classrooms into places with better terms

of service. By retaining teachers and improving on their service delivery through pre and in-service, they will teach more effectively.

Training by employers will always be an important aspect of skill development in Botswana, as elsewhere. Government should work with employers to formulate policies to provide incentives for training programmes in the private sector, including apprenticeship and training levy or tax incentive scheme (Report of the National Commission on Education, 2003).

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1.3 TALENT MANAGEMENT IN PUBLIC SECTOR

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training levy or tax incentive scheme (Report of the National Commission on Education, 2003).

1.4 RESEARCH QUESTIONS

The main research question this study aimed to answer is: What is the relationship between talent management and retention of teachers in Botswana?

1.4.1 Sub Research Questions

To answer the main question, the following sub questions were set:

- What are teachers' perceptions of the current application of Talent Management Practice in the Education Sector?
- What are teachers' perceptions of the importance of Talent Management Practices?
- Is there a significant gap between the current versus the importance of Talent Management Practices?
- What is the relationship between current application of Talent Management Practices and intention to quit?
- What is the relationship between the importance of Talent Management Practices and Teachers' intention to quit?

1.5 EXPECTED CONTRIBUTION OF THE STUDY

Botswana's Vision 2016 emphasises that Botswana must set the highest possible standards for vocational and technical training as well as for academic excellence and to have an informed and educated nation. This research will bring about new knowledge that will help the leaders in having to change how they have been doing things in the Education Sector.

The success of the education is based on the ability to develop talent and retain the human resource that is there. The study will therefore, identify different ways of developing talent and ways of retaining talented employees.

The study's contribution is to examine how effective is the Department in the implementation of talent management principles and also make the organization aware of the importance of practicing talent management in addressing productivity of the employees in order to retain them. The other contribution is the needs of the organization, are they being highlighted to manage their workforce talent.

Previous studies have been done on talent management and retention. However, there is limited research and plans that have been organized on linking the two concepts to improve productivity of the employees. If organizations have to be productive, the management should and must make sure that talent management practices and policies are implemented and workers are motivated to perform at all times.

1.6 RESEARCH OBJECTIVES

The culmination of the problem/opportunity formulation process is a statement of the research objectives. These objectives are stated in terms of the precise information necessary and desired to solve the marketing management problem. Well formulated objectives serve as a road map in developing the research project. Objectives must be as specific and unambiguous as possible (Nkatini, 2005).

1.6.1 General Objective

The general objective of this research is to determine the relationship between Talent Management and intention to quit of teachers in Botswana.

1.6.2 Specific Objectives

The specific objectives of this research are:

- To determine teacher's perception of the current level of application of Talent Management Practices in Botswana;

- To determine teachers' perception on the importance of Talent Management Practices for Teachers;
- To assess the significant gap between the current versus the importance of Talent Management Practices for Teachers.
- To evaluate the relationship between current application of Talent Management Practices and intention to quit.
- To assess the relationship between the importance of Talent Management Practices and Teachers' intention to quit.

1.7 RESEARCH HYPHOTHESES

A hypothesis is defined as an assumption subject to verification or proof as a conjecture that accounts for a set of facts and can be used as a basis for further investigation. However, a hypothesis could be null, meaning it is simply the hypothesis of no difference or no relationship. This hypothesis is the strict basis for quantitative experimental studies. All inferential statistical tests that are used in quantitative experimental research are tested against the null hypothesis for statistical significance. Thus the null hypothesis is simply a scientifically worded phrase that can be statistically tested. In fact; it usually does not represent what the researcher thinks will actually be found in the research, but acts strictly as the objective statement to be tested (Ngogola & Gatsha, 2011).

Two hypotheses were formulated for this research:

- H 1:** There is a significant negative relationship between the current application of Talent Management practices and teachers' intention to quit
- H 2:** There is a significant positive relationship between the importance of talent management practices and teacher's intention to remain in the teaching profession..

1.8 RESEARCH DESIGN

According to Mannathoko and Chipeta (2006), “research design can be understood as the planning of any scientific research from the inception to the conclusion.” In this case, it is a program to guide the researcher in collecting, analyzing, and interpreting the observed facts. The aim of the research design can be explained as an effort to plan and structure the research according to the aim and to enhance the validity on internal and external levels (Ngongola & Gatsha, 2011).

1.8.1 Research Approach

The research design guides the researcher in planning and implementing a study in a way that is most likely to achieve the intended goal. The aim of the research design can be explained as an effort to plan and structure the research according to the aim and to enhance the validity on internal and external levels (Mounton & Marais, 2001).

The use of primary data is the basis for data collection. A questionnaire as a mode of collecting data from the selected respondents was used. Basic descriptive statistics was employed to describe the quantitative data used to arrive at conclusions and distributions of the constructed questionnaire. The benefits of the quantitative method include stating the research problem in very specific and set terms.

According to (Struwing, 2001), a quantitative research is a form of conclusive research involving large representative samples and fairly structured data collecting on procedures. The primary role of quantitative research is to test a hypothesis. The benefit of using this kind of method is that the dependent variables by quantitative researchers are evidence of the widespread tendency to establish causal relationships between variables (constructs). A causal relationship between constructs explains why things are the way they are by specifying the causes thereof.

1.8.2 Research Method

Research Methodology is a way to systematically solve the research problems. It may be understood as a science of studying how research is done scientifically. In it we are able to study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them. It is necessary for the researcher to know not only the research methods techniques but also the methodology (Kumar, 2005).

1.8.2.1 Literature Review

The literature review is one of the most important parts of any piece of academic writing. It is rather like the foundations upon which the rest of the work is built. A literature review provides a sound base upon which new research can be founded. In any subject area, literature review provides that previous knowledge, and gives an anchor to which to attach new ideas (Oliver, 2012). A descriptive research method is used in this study. In this method fact findings of different kinds and surveys are included. The main purpose of employing this method is that the description of the state of affairs as it exists at present and the researcher obtains first hand data from respondents (Oliver, 2012).

1.8.2.2 Research Participants

According to William (2004), population refers to a targeted group of people that the researcher wants to investigate. The population of the study were all full time employees. The Secondary Schools in Botswana have a total number of 1000 employees; the study 1 only concentrated on teachers. The researcher made use of a simple random sampling because the population is small and readily available. This type of sampling provides for greatest number of possible samples. This is done by assigning a number of each unit in the sampling frame. Three hundred employees were sampled from a population of one thousand. That is represents thirty percent of one thousand.

For the purpose of this research, a random sample was chosen within the Secondary Schools. Sampling can be defined as a scientific foundation or a technical accounting device to

rationalize the collection of information to choose in an appropriate way of the restricted set of objects, persons and events so forth from which the actual information will be drawn (Turner, 2002). The purpose of sampling is to obtain information on a small number of employees who can be generalized to a larger aggregate (Population) from which the sample comes.

1.8.3 Measuring Instruments

1.8.3.1 Talent Management Measure

An adapted version of the Human Capital Index was used to assess the respondents' perceptions of Talent Management practices in local government institutions. The HCI consist of 26 items and measure six Talent Management Practices: Workforce Planning, Staffing, Talent Acquisition, Talent Development, Performance Management and Talent Retention. This measure uses a dual scale. Respondents are first requested to evaluate the current application of talent management practices in the organisation on a five-point Likert scale ranging from Poor (1) to Excellent (5). Second the respondents are required to indicate the importance of the Talent Management practices on a five-point scale ranging from Not (1) to Critical (5). Acceptable reliabilities were found for the measure in various South African studies (see Du Plessis, Stanz & Barkhuizen, 2010; Mpofu & Barkhuizen, 2013).

1.8.3.2 Intention to Quit

The final section focused on the respondents' intention to leave the organisation and consisted of three items, with responses measured on a six-point Likert scale ranging from 1 (*strongly disagree*) to 6 (*strongly agree*). In a previous study in South Africa, Du Plessis *et al.* (2010) obtained acceptable Cronbach's alpha internal consistencies of 0.883 when applying Cohen's (1993) intention to quit scale. The intention to leave measure in the present study was similar to the three-item intention to quit scale developed by Cohen, with slight variations.

1.8.4 Research Procedure

Permission was requested from Permanent Secretary Ministry of Education in Botswana through letter of request which was granted to the student by the University. The written approval by the Department of Education was granted. A formal standardized type of questionnaire was developed and distributed to the employees, i.e. teachers of secondary education. The employees were randomly selected from the departments. Questionnaires were hand delivered to Supervisors and Head of Departments of each department in-order to give them to their employees. The researcher and supervisors reached an agreement that the researcher will collect the questionnaires within a week from the date of distribution. The questionnaires were collected from the supervisors.

1.8.5 Statistical analysis

Statistical analysis was carried out using the SPSS Program (SPSS, 2014). The reliability and validity of the measuring instruments were determined by means of Cronbach alpha coefficients, as well as exploratory factor analysis. Pearson product-moment correlation coefficient was used to specify the relationship between barriers-to-change and work engagement. A cut-off point of 0,30 (medium effect, Cohen, 1988) was set for the practical significance of correlation coefficients.

1.9 ETHICAL CONSIDERATION

The study was conducted with assurance of confidentiality to subjects and with the respect to the right to privacy and anonymity. Participants were informed that data collected will be regarded, with integrity and utmost honesty especially in terms of administration of questionnaires. The study was conducted to ensure lack of bias and persuasion whilst targeting a high response rate (Bless and Higson-Smith, 2000, p. 193). Participants were informed that the research will be solely used for academic purposes. They were also informed that participation in the study was voluntary and that they could withdraw from participating any time they wished so.

1.10 CHAPTER DIVISION

Chapter 1: Introduction and Orientation to the Study

This chapter served the purpose of introducing the relationship between Talent Management and Turnover Intentions of Teachers in Botswana. This chapter also provided the motivation for the research study by highlighting the research problem statement and research objectives. An indication of the importance and benefits of the research study was given, before the chapter concluded with a list of definitions and abbreviations frequently used in the study.

Chapter 2: Literature Review

This literature review discusses the relationship between talent management s and the intention to quit of teachers in Botswana. To better understand the aspects involved in the study, these are each discussed separately. The literature review focuses on a visual model of the relationship between talent management and intention to quit. From this model the different relationships between all the concepts in the study are discussed. Additional to this, the chapter also discusses how these concepts interact with each other. Finally the literature review concludes with a summary of the different aspects discussed and how they are related to each other within the relationship between Talent Management and the Intention to quit, of Secondary Education Teachers in Botswana.

Chapter 3: Research Design and Methodology

This chapter looks at how the research will be conducted out and procedures employed to ensure proper knowledge on the topic at hand. The main focus will be on the department of education, research design, population, sampling and data collection techniques used to collect data from research participants.

Chapter 4: Data Analysis and Presentation

This chapter presents the results obtained from the data analysis done by means of SPSS as per the research design and methodology discussed in Chapter 3. It also includes all results

obtained from the empirical statistical tests that were run on the data with regards to the objectives set for the study together with the relevant hypotheses.

Chapter 5: Discussion of Results

This chapter presents the discussion and interpretation of the results presented in chapter 4. As stated in the purpose statement of this study, this quantitative study has the purpose of investigating the relationship between Talent Management, Retention of Teachers in Botswana. From the main research objective the following specific research objectives were added based on the measurements in this study:

Chapter 6: Summary, Findings, Recommendations and Conclusion

The chapter focused on drawing final conclusions and making recommendations with regards to this study. This has been done by discussing the significance and limitations of the study and making suggestions on future research areas. This final chapter presents a summary of the whole study. The discussion of the significance of the study, findings gathered from the literature as well as empirical results is offered. The limitations of the study are also discussed and recommendations are made for further study on the topic.

1.11 CONCLUSION

This Chapter provided a background to the research problem at hand namely whether the application of Talent Management practices in will lead to teachers quitting the teaching profession in Botswana. The next Chapter will highlight the available literature on Talent Management, Turnover and the interactive relationship between these two variables.

Chapter 2:LITERATURE REVIEW

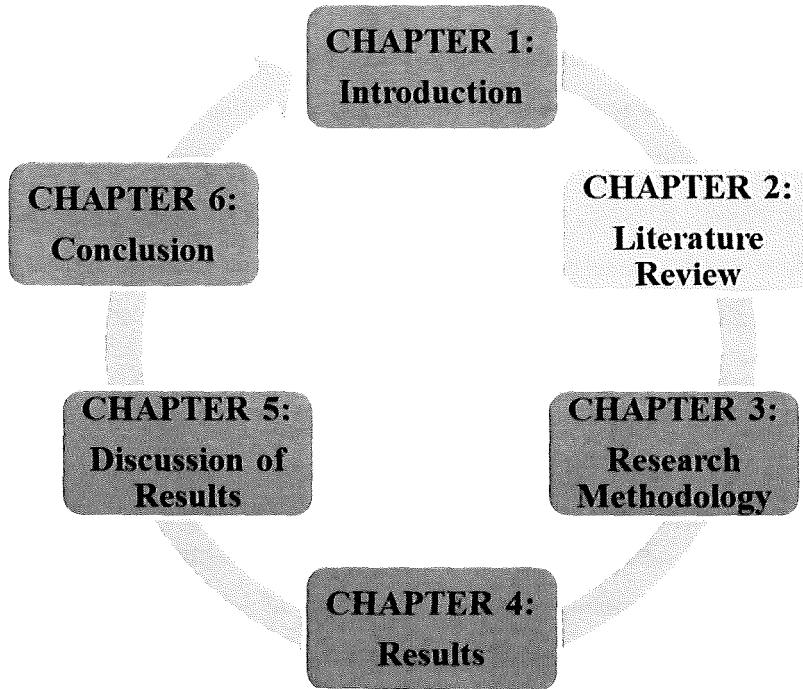


Figure 2-1: Chapter 2 in Context

2.1 INTRODUCTION

This study aims to investigate the relationship between talent management and the intention to quit of teachers. To better understand the aspects involved in the study, these are each discussed separately. Next the literature review focuses on a visual model of the relationship between talent management, retention and the intention to quit. From this model the different relationships between all the concepts in the study are discussed. Additional to this, the chapter also discusses how these concepts interact with each other. After the relationship and interaction of the concepts have been discussed, the literature review focuses on the research propositions of the study. Finally the literature review concludes with a summary of the different aspects discussed and how they are related to each other within the relationship between Talent Management, Retention and the Intention to quit, of Secondary Education Teachers in Botswana.

2.2 HISTORY OF TALENT MANAGEMENT

Talent Management, as a practice, emerged in the 1990s as a way to shift responsibility of employees from exclusively the human resources department to all managers throughout the organization. Talent Management arose in answering to organizations' needs to compete on talent. In the latter half of the 1990s, a war for talent erupted and then clearly waned in the early 21st century, cooled by the slumping economy and global security concerns. However, in the near future, the real battle to attract, develop, motivate and retain talent will heat up again. The aging population, a ticking demographic time bomb, combined with greater demand for skilled workers and leaders will make talent Management a top priority for organizations for decades to come (Lawson, 2011).

The term "talent" had its origin in ancient societies as a measure of weight or value. Since then, it has been used to describe skill, abilities, wealth, riche, abundance, aptitude, attitude, disposition powers and gifts bestowed upon humans, a special innate gift which God has given a person, a creative or artistic nature , mental characteristics connected with mathematics, general intelligence or mental power, or being skilled in an art (Meyers, Woerkom & Dries, 2013). We apply the word "talent" indiscriminately when referring to a skill or aptitude, or to someone's intellect, achievement or interest, as an expression and even when referring to the ability of a group of people (Iles, Preece & Chuai, 2010). The word "talent" is frequently used in various applications within the family, education, business, and economic environment. It is very often used to explain the inquisitiveness of a child, the signature expression or colour palette of an artist, the muscle power or speed of a sportsman, or the collective capabilities and achievements of a group of bright people (Meyers et al., 2013). When you ask a group of young people what talent is, they tell you it is something that you do well. The indiscriminate use of the word "talent" for any virtuous human thing is confusing, especially when one seeks to bring discipline and success to the practices for creating and managing talent (Joubert, 2006).

2.3 DEFINITION OF TALENT

Talent is a person's power or ability to repeatedly inspire and arouse emotion in other people. The arousal is not a once off thing. The inspiration and arousal of emotion, e.g. happiness, joy,

wonderment, excitement, ecstasy or confidence, are induced by leader's speech, a tenor's voice, the lyrics to a song, a piece of music, a beautiful painting and songs and emotions. According to Joubert (2007) we sense and experience people's talent in theatres or sports stadiums, in tennis courts, in art galleries, on factory floors and in offices.

As well as the English versions of talent, dictionaries of other European languages (German, Russian, French and Danish) also generally take the position that talent is an innate giftedness that manifests itself in a particular field of endeavour and is linked to outstanding performance in some way. So, an innate quality or ability is one that you were born with, not one you have learned. They also relate the word "talent", as in English, to talented persons. In the German language talent is regarded as innate disposition to good achievements in a particular field (Tansley, 2011).

A third perspective on TM focuses on talent generically; that is, without regard for organizational boundaries or specific positions. Within this perspective two general views on talent emerge. The first regards talent (which typically means high performing and high potential talent) as an unqualified good and a resource to be managed primarily according to performance levels (Iles et al., 2010). That is, highly competent performers are to be sought, hired, and differentially rewarded regardless of their specific role or, in some cases, the organization's specific needs. Thus, in contrast with the second perspective outlined above, organizations are encouraged to manage performance pools of talent generally rather than succession pools for specific jobs (Lewis & Heckman, 2006).

2.4 DEFINITION OF TALENT MANAGEMENT

The aim of talent management is to secure the flow of talent, bearing in mind that talent is a major corporate resource. It can refer simply to management succession planning and management development activities and this notion does not really add anything to these familiar processes except a new although admittedly more evocative name. Talent management can also be regarded as a more comprehensive and integrated set of activities to ensure that the organization attracts, retains, motivates and develops the talented people it needs now and in the future (Barkhuizen, 2014b). As stated by Saratoga (2005), the key ingredients of a disciplined talent management

system (are) the identification, attraction, retention, development and usage of talent (Baron & Armstrong, 2007).

It is difficult to identify the precise meaning of “talent management” because of the confusion regarding definitions and terms, and the many assumptions made by authors who write about TM. The terms “talent management”, “talent strategy”, “succession management”, and “human resource planning” are often used interchangeably. Consider, for instance, the following statements regarding processes for managing people in organizations (Lewis & Heckman, 2006).

Talent Management refers to the anticipation of required human capital the organization needs at the time then setting a plan to meet those needs. Talent Management is the science of using strategic Human Resources to improve business value and make it possible for companies and organizations to reach their goals. Everything that is done to recruit, retain, develop reward and make people perform is part of Talent Management as well as strategic workforce planning (Israelite, 2009).

2.5 TALENTMANAGEMENT PRACTICES

2.5.1 MANAGEMENT COMMITMENT

Top management must actively and visibly show support for personal commitment to the change. When it does not, people believe the restructuring to be just another management game. Project leadership is absolutely critical. The organization must commit a superior individual to lead the project. This is someone who is respected, wants the job, and is creative, hard driving, and influential with others (Fitz-enz, 2009).

Every year close to a million naturally gifted young people are lost from value chain of the economy. Half of them drop out during the schooling process and the other half are lost before they can graduate from a college or university. This loss is caused by a multitude of strong, disabling beliefs, such as the following (Joubert, 2007):

- Talent is a rare phenomenon in only a small portion of people could possibly have valuable talent.
- There is a war for talent and only high remuneration levels can solve the problem.
- We can import all the special skills the country requires.
- Employment is scarce and acquiring special skills and qualifications is a waste of valuable time.
- Labour is expensive and lean organizations are beautiful and better.

We thus experience talent apathy on a national scale; there is a general disregard of and a complete neglect of the natural achievement drive vibrating in all people. An understanding of and respect for the powers and faculties that make people, organizations and societies successful is grossly lacking. Talent apathy represents a mental lameness in society; it stifles harmony as well as exciting economic growth and prosperity.

Due to the high rate of talent loss, large portions of communities drift through life as a burden to society. Millions of people cannot find jobs, settle into obscure jobs or turn to crime or dependency and are thus lost to teams, institutions, industries and the economy. Studies on the productivity of employees in large institutions have revealed that employee productivity peaks at 60%, with many employees generating productivity levels of less than 50%. The reason for this achievement gap is the misalignment between individual talent and job requirements (Joubert, 2007).

The next step is to define what success looks like for each level of leadership. In this regard it is imperative to define leader performance holistically, clearly articulating what a high performing leader looks like according to criteria such as organisational knowledge, experience, competencies and personal attributes. Individual leaders should then undergo an in-depth assessment process in order to identify their respective development needs (Naidoo, 2011).

2.5.2 TALENT COMMITMENT

The individual measures of competence, readiness, employees' satisfaction, commitment, and climate cannot be taken every month or even every quarter. The same is true for a competitiveness

index. The history of sustained excellence in business shows that commitments were made to long-term core strategy. That strategy described the organization's dedication to dealing with employees, customers, suppliers, competitors, and other stakeholders, including community and government. Building an institution of value is the only management practice that guarantees long-term excellence (Fitz-enz, 2009).

We are entering a new era in the relationship between organizations and their employees. The world of work is sharply altering most of the century old understandings between employers and employees. No longer can organizations think of people as either loyal "family members" or as easily replaceable resources when it comes to accomplishing their business objectives. In this new era, people need to be respected and treated as precious human capital, more essential to an organization's effectiveness than its financial capital. People can now be the primary source of a company's competitive advantage in most businesses. To put it bluntly, how people are treated increasingly determines whether a company will prosper and even survive (Lawler, 2003).

As pointed out, the reality is that organizations are nothing more than an extension of human thought and action. It is the knowledge, skills, and abilities of individuals that create value, and abilities of individuals that create value and the focus has to be on means of attracting, retaining, developing and maintaining human capital they represent. This individual knowledge is retained and put to use through knowledge management process, but it is equally important to take into account social capital considerations, that is, the ways in which knowledge is developed through interactions between people (Chatckel, 2004).

Throughout most of the twentieth century, organizations maintained a tacit agreement with their workers that as long as they were generally productive, their jobs and reasonable pension plan was guaranteed. This was often referred to as the loyalty contract. However, globalised competition, the rise of technology and the increasing demand for knowledge workers with state of the art skills has made maintaining the loyalty contract unrealistic in the case of most companies. More and more organizations have realized that buying their workers long term loyalty is simply not a good

investment. In the twenty first century, treating people right is not an option; it is a necessity (Lawler, 2003).

Administering accountability implies a hand off approach by management. Management informs the employees of their expectations and hopes that employees understand their job responsibilities well enough to be able to relate management expectations to such responsibilities. It then accepts the results achieved by their employees. Managers are then not driving their expectation demanding accountability, but rather passively waiting in the hope that employees will display accountability because they seem to understand the organisation's expectations and are committed to them (Willemse, 2011).

2.5.3 Talent Development

In a growing number of organizations, Human Resources are viewed as a source of competitive advantage. There is greater recognition that distinctive competencies are obtained through highly developed employee skills and employee development (ED). Human Resource Development (HRD) is a process for developing employee knowledge, skills and abilities (KSAs), as well as competencies through training and development (T&D), organizational learning (OL), leadership development (LD) and knowledge management (KM) for the purpose of improving performance (Rowley & Jackson, 2011).

Education is about providing the knowledge, skills, moral values (the principles of right and wrong) and understanding that people require in the normal course of life. Education starts in childhood when your parents, for instance, teach you to be very careful when crossing a busy street, and to say "please and thank you. At School you learn how to read and write and speak at least one language well, and you are taught basic mathematics to ensure that when you go to a shop to buy bread and milk you are not cheated. Through education, learners are prepared for the challenges that lie ahead in adulthood. Education however, does not only take place at school. In the work situation, companies often need to provide further education opportunities to their employees to prepare them for the challenges of life (Aswegen, 2012).

Schools provide a child with insight into the structure and dangers and dynamics of the environment. The teachers continue the process of instilling and purifying virtue intelligences and basic skills through learning, reading, writing, association and counting tasks and competitions. The transfer of those virtues and skills, if effectively managed, empowers the adolescent to take another step up the ladder of personal mastery (Strauss, 2012). The school is the second arena in which the child learns to compete with his or her skill intelligences and where the seed of potency germinates. The seed of trust interest is planted in this arena. Virtue intelligences like fairness, humility and generosity are enhanced when building harmonies interpersonal relationships and working with or against competitors. This appraises his or her abilities and knows where he or she stands in the hierarchy of potency. The child learns to visualize, programme and realize dreams. Any malfunction in this process harms the quality of the material earmarked for that fighting spear. The school is a sphere that takes the first shot at calibrating talent instilling the skills learning, virtues and wellness habits of the child. Craft colleges and universities accept registration of learners when basic skills and virtues are in place and then teach them the ethics, principle and practice s of a craft or profession (Joubert, 2007). The entire skills-set and holistic talent development approach should be part of an on-going process. Theory and practice need to be woven into leadership development (Fraizer, 2012).

Training helps employees develop skills so that they can do certain jobs or tasks. Training is conducted when a particular need has been identified. For example, when new technology is introduced, new skills need to be developed. A new fax machine, copier and laser printer are bought for the offices, for example, and this means that those employees who will be using these machines need to be trained to use the new technology. We say training is task-orientated and concerned with the gaining of skills and work performance. Development also has as its goal the improvement of work performance. But development is more about providing ongoing, learning opportunities so that employees can improve over a longer period of time and learn skills other than those required in their current job. The goal of the Human Resource practitioner is better-developed workforce which contributes directly to the achievement of business goal (Aswegon, 2012).

Employees must know where they stand in terms of their performance strengths and weaknesses and the competencies they need to further develop for promotion. Career development maps and

plans need to be in place so they can drive their own careers, participate in new activities and achieve even greater success. Without these development maps and plans, people and companies lose focus of key development intervention (Jourbert, 2007).

2.5.4 Performance Management

In large organizations, instead of a receipt of making money, there is a strategy, and instead of an informal process of managing performance, typically, there is a formal paper-driven process. In both the coffee shop and large organization the objective is the same to get people to willingly deliver on their performance objectives. If it is so easy in a coffee shop, why is it complex in large organization (Meyer, 2011).

Consider what makes people effective contributors to organizational performance. If organizations are going to treat people right, they need to know what motivates them and what determines how well they can perform. A virtuous spiral can exist only if people are willing and able to take responsibility for providing the upward momentum (Lawler, 2007).

Organizations vary in the extent to which they emphasize individual accountability for job performance, typically expressed in the performance management process. Traditionally, Performance Appraisal (PA) or assessment has the responsibility of the immediate supervisor. However, changes in the workplace, such as decentralized workforces and remote work sites, have made it harder for supervisors to be effective managers of others' performance. Performance management (PM) and valuing and evaluating performance, can all have significant cultural dimensions (Aswegen, 2012).

It presents an opportunity to recognize people as an asset that contributes directly to organizational performance, and a challenge to develop the skills necessary to identify, analyse and communicate that contribution and ensure that it is recognized in business decision making. By developing better and more accurate information on human capital and communicating these both internally and externally, organizations will not only improve their business decision making but also enable

various stakeholders to make more accurate assessments about the long term future performance of the organization. There is evidence of a growing demand, from the investment community in particular, for better information to explain intangible value. Many organizations are beginning to understand that, in an increasingly knowledge intensive environment , the key to good management lies in understanding the levers that can be manipulated to change employee behaviour and develop commitment and engagement. This, in turn encourages individuals to deliver discretionary behaviour or willingly share their knowledge and skills to achieve organizational goals (Baron& Armstrong, 2007).

Just as business leaders rely on innovation to devise novel and original solutions that will improve performance and profits, they need processes and tools to identify and address existing conditions that are eroding or limiting performance and profits. For this, deconstructive innovation becomes an invaluable tool in any leaders arsenal. Deconstructive innovation is a means of unlocking performance and profits by re-examining and redefining the rules that govern the system. Deconstructive innovation is a methodical process aimed at helping leaders retrace their steps and navigate their way through the complex mine field of visible and invisible rules that govern their business, helping them identify and rectify, the rules that no longer serve the system (Wilde, 2012).

2.5.5 Talent Acquisition/ Recruitment

The first activity after planning is to acquire human capital for the organization. This can be done with a combination of three tactics: hiring, renting, and developing. Our focus in the acquisition quadrant is on the result of hiring or renting or leased and then let go after the requirement is satisfied (Fitz-enz, 2009).

The searching for talent or looking for talent is equated to recruiting or acquiring proper talent. It is a process to discover the source of manpower to meet the requirements of the staffing schedule and to employ effective measures for attracting that manpower in adequate numbers to facilitate workforce. It is the process of searching for prospective employees and stimulating them to apply for jobs in the organization (Subba Rao, 2008).

Corporate strategy is the natural starting point for thinking about talent management. Given the company's strategy, the question is what kind of talent is needed. Many successful companies consider their corporate culture as a source of sustainable competitive advantage. They make deliberate efforts to integrate their stated core values and business principles into talent management process such as hiring methods, leadership development activities, performance management systems, and compensation and benefits programs (Stall *et al.*, 2012).

In order to determine that a given candidate is indeed good, recruiters look at the candidate's accomplishments, particularly those that are quantified, since they can compare the numbers mentioned in the resumes to their own experiences and determine whether these numbers make sense or not. Organisations in other countries use very different criteria because they operate at completely different environment. In many developing countries, there are fewer candidates who have a high level of formal education, so corporations actively seek candidates who have the ability to move between positions and learn a new role quickly (Laroche & Rutherford, 2007).

Companies cannot afford to make mistakes by recruiting the wrong candidates, and to make things worse, by employing them. There are two basic issues to bear in mind, i.e. the cost of recruiting – immaterial of what method is being used – and the second very important point is the selection ration. If applications for a specific job vacancy are low owing to few qualified applicants, the number hired relative to the number that apply, will be high, and therefore the selection ratio will be high or unfavourable to the organization. If the labour market is "relatively loose", the probabilities are higher that many applicants will be available (Cascio & Aguinis, 2005). Recruitment is pivotal in the overall selection – placement process (Nel *et al.*, 2008).

The value proposition must be designed to fit tightly with your business strategy. Its purpose is to attract, motivate, and retain employees, but not just anyone. It needs to focus on enticing people who have the skills, knowledge, competencies and personality to perform well and who can be motivated by the practices and programmes your organizations offer. In terms of the diamond model, the value proposition must take into account the organizational design elements, capabilities and competences you need and the various environmental issues that might affect your ability to

attract and retain the right people. According to Lawler (2007) an in depth analysis of these factors need to be made in order to define the basic planks of a proposition that will attract and retain the right people.

Some people believe that costing staffing is not useful, since the most important issue is the quality of talent attracted. It is true that quality is the prime issue. However, experience shows that those who manage cost also obtain better quality. The reason is that they are truly managing the process, not just responding to job orders. By monitoring cost sources, they also monitor quality simultaneously. Traditionally, the basic tool has been source analysis as described earlier. More recently we have introduced process optimization. This is the practice wherein source and selection methods are matched in the search for the most effective new line performance factors. Traditional and experimental sourcing is analysed. The question is what is the most cost effective source for a given job group? At the end of the day, the staffing manager knows which source produces the most cost-effective applicant flow. Then he or she must look forward and if the process is adequate for the future (Fitz-enz, 2009).

2.5.6 Staffing

Like any well composed symphony, every company and organisation has to have the right mix, such an orchestra might consist of very different instruments, but its sum total produces a sound that is in agreement. There have to be dynamic, visionary leaders and detail-orientated managers, but both extremes require a balance of people and relationship skills. Their strategic thinking capacity world-wise-ness and foresight capacity have to be orchestrated toward strategic roll-out of results. Within his reality, leadership is tasked to ensure the longevity of a company's legacy beyond the present leaderships, life cycle (Price, 2012).

The competencies and organizational capacities identified in the strategic plan need to be translated into skills that will guide the staffing of the organization. It is particularly important to identify the skills likely to be differentiator in terms of the successful execution of the business strategy. For example, if the key differentiator is technical excellence in a particular area, then the organization may have to do extraordinary things to be sure it gets the best and most competent technical talent

in that area. If, however, the key differentiator and source of competitive advantage is the ability to deal with customer, it may not be a matter of having a small number of technical experts so much as having a workforce selected for and extremely well trained in interpersonal and customer-centric skills (Lawler, 2008)

Even the international Human Resource is advocating for training and development, talent is to be cultivated and nourished. So to do that any organization which wants to retain its talent and manage it properly should align itself with the training and development of its employees. Not only training the holistic approach, this is to mean motivation and rewarding of employees should be of high standard. The wellbeing of employees and their families should be looked into thoroughly. Empower teams to create a global future. That is, cross-border and virtual teams should be increasingly used and empowered to perform critical organizational projects and problem-solving activities. In addition, these global teams can, themselves, be a major tool in the development of cross cultural competencies. Make learning a core competence for the global organization needs to become a global learning organization does. Over the long term, the only sustainable competitive advantage may be an organization's ability to learn faster than its competitors. Both the global organization and its individual members must constantly reinvent themselves. That is, constant self-development must become the cornerstone of strategies for success for individual and organization in today's highly competitive global economy (Briscoe & Tarique, 2012)

According to Lawler (2008) any HI-Centric organization's employee selection process needs to do two important things. First, it needs to identify the right talent. Second, it needs to create the right first impression in the mind of the potential members of the organization. It is beyond the scope of this book to into the details of which selection processes will provide a valid and accurate assessment of individual. A great deal of the selection process needs to be customized to the organization doing the hiring and the position being filled. Of course, not just any experience will do, it needs to be based on a systematic program of development style that the organization wishes to develop, and the existing skills of the individual provides an interesting example of company that uses an experience-based approach to developing its management talent. It rarely if ever hires a senior manager from outside the organization because it feels that it is too risky without seeing someone operate in GE, insiders feel they can never be sure that an outsider will be successful. As a

result, they place a strong emphasis on providing job-based career development opportunities for managers.

Periods of time and type of people who work for them. For the reason, you need to consider the issue of retention right from the start, at the attraction phase, because that is when employees develop perceptions and expectations about working for your organization. The attitudes they form when reading your job postings, interviewing, and working during their first few months can ultimately have a significant impact on their feelings of job satisfaction and equity, which can in turn affect their interest in staying (Desimone & Werner, 2006).

2.5.7 Workforce Planning

Workforce planning has been around in organizational practices for a long time, but during the past fifteen years there has been a tendency in many companies to keep it on the back burner. Several factors have, however, conspired to make sure that organizations are now focusing again on workforce planning as a science and a strategic business differentiator. The term “workforce planning” is a fairly new phrase, but essentially refers to what was known in the past as manpower planning, personnel planning, Human Resource planning or staff planning. The focus on integrated talent management/ human capital management highlighted the importance of linking all human resource activities to the strategic objectives of the organization. Organizational strategy is therefore the reference point for everything that is implemented with regard to human resources. Strategic workforce planning provides the link between the organization’s strategy and human resources strategy hence the renewed focus on this discipline in Human Resource (Boninelli & Meyer, 2004).

The quality of a firm’s talent is central to its ability to learn and perform. Having the right talent, at the right place, at the right time, and at the right price is an important global issue for every enterprise. International workforce planning and staffing refers to the process of estimating employment needs, recruiting, selecting, and repatriating talent in organizations with different addition to normal home-country hiring responsibilities, MNE staffing includes staffing in all foreign operations plus the highly challenging responsibilities connected to relocation of employees from one country to another. In today’s talent shortage environment, staffing MNEs has become the

problem of global talent management. But today, staffing policies and practices have become much more complex, involving a mobile, global workforce, located in required enterprise in foreign local, plus those located in traditional subsidiaries, joint ventures, and partnerships, and involving local hires, hires from countries around the world, and employees from any operation. MNEs have even gone outside the boundaries of their organizations in their search for talent by using outsourcing, off-sourcing, in-sourcing, and, sometimes open source talent (Briscoe, Schular & Tarique, 2012).

2.5.8 Talent review process

A related planning process that makes sense as a way to force the organization to assess the talent it has. A related planning process of reviewing the competencies and capabilities of the most important employees and considering how they could be reviewed (Cappelli, 2008). A person's talent is made up of four parts or elements. These elements interact and influence one another in an infinite number of combinations, thus producing the infinite number of unique talent configurations we find in societies which include (Cappelli, 2008):

- The first recognizable element of talent is potency. Potency is a person's power, influence and capability to achieve results or effects, to make things and to effect thought and feeling in others. We see and feel potency when we encounter it in action, and, because of its influential impact... When a soccer player scores at every opportunity misses a match or leaves the team, his team coach and fans are in despair. When the host on a popular TV talk show decides to design and pursue other career interests, she causes a stir in the industry and amongst millions of admirers.
- The second element of talent is truest interest. Truest Interest or passion is a person's deep seated, robust love for a personal expression that results in that person's most satisfying emotional peak experiences (ecstasies) and offering of exchangeable value. Such expression manifests itself in one of many potential ways – from Artistry to Entrepreneurship, Sport to leadership, and scientific innovation to Architecture etc. Only one form of personal expression deeply captivates and inspires the spirit of the individual during his or her life.
- The third element of talent comprises a set of skill intelligences. We can call them alpha skill intelligences, as they are a person's natural, first- order mental and physical learning and performance abilities to compete, conquer and survive in an environment of contest. Our alpha skill intelligences are our natural athletic, abstract /analytical, activating, awareness and Artistic /

Creative skills. Great achievers are people who have developed profound mastery people who have developed profound mastery people who have developed profound mastery in one or more of these intelligences.

- The fourth element of talent is intelligence. “Virtue” refers to a person’s moral excellence, integrity of character and uprightness of conduct. Virtue intelligences are a person’s learnt innate values , norms , standards and constructive relationships and cooperation in an environment of contest , change and transformation, prudence , temperance, frugality, chastity , humility, sincerity, moderation and cleanliness are examples of virtue intelligences. Fortunately, civilisation bears testimony to the thousands of people who intuitively used their talent to make the world a better and more interesting place for all. We can sense a number of power carries or intelligences in people when scrutinizing the factors that make a human the unique animal that it is. We can picture talent as composite deltas of truest interest, potency and the two types of intelligences (Joubert, 2007). Making sure we have the right talent to drive the business strategies and deliver business results is critica keeping the senior team focused on the strategic talent needs of the business allows proper identification of talent gaps and future needs, thus allowing time to develop best talent (Wright et al., 2011).

2.5.9 Talent Retention

This discussion of talent management will not be complete until the consideration of talent retention. By providing employees with a relatively secure and comfortable lifestyle, it serves to attract and retain only those people who want secure, predictable employment situations. It does not attract and retain those who want to be part of an entrepreneurial organization or who want to be part of a rapidly changing, technologically advanced or knowledge intensive organization. A loyalty relationship also does little to encourage individuals to learn new skills, keep up with technology changes and keep the company financially competitive (Lawler, 2003).

Numerous studies have been done to estimate the cost of turnover. They vary significantly on just how much they conclude turnover cost, but one finding is rather consistent, the higher the salary the better the retention rate (Lee, Du Plessis & Barkhuizen, 2013). It is also generally agreed that the larger the salary, the greater the talent retention should be (Magolego, Barkhuizen & Lesenyeh,

2013). For example in replacing relatively unskilled individuals, often the cost is one or two times the monthly salary. However, in the case of a senior executive, the cost is more likely to be ten or fifteen times monthly salary (Lawler, 2008).

The value proposition must be designed to fit tightly with your business strategy. Its purpose is to attract, motivate, and retain employees, but not just anyone. The second key issue in creating a value proposition is making sure it includes a reward system that attracts and keeps the right people. The retention, or lack of retention of employees is usually a mixture of push (wanting to leave the employer) and pull (wanting to join another employer) factors. Although managers and leaving employees prefer to emphasize the pull factors (almost everyone likes to say they are going to a better job), it is more often the push factor, which are important. Often the issues involved in the reward package (pay and benefits) are the cause of problems (Rowley & Jackson, 2011).

According to Subba Rao (2008), organizations design and implement some of the following strategies to retain the employees:

- Offer competitive pay package, benefits programmes and social security benefits as they work as golden handcuffs.
- Maintain congenial human relations, interpersonal dynamics and employee recognition programmes.
- Provide continuous training and development programmes.
- Provide efficient career planning and development programmes
- Emphasize on succession planning and development
- Take proactive measures in identifying employee grievances, dissatisfaction and frustration level and employ corrective measures
- Employ measures to satisfy esteem needs and self-actualization needs of employees in addition to other needs
- Develop the organization and its business in order to meet employees' growing demands and goals

Over the past few decades, customer satisfaction, customer retention and policies and procedures have earned great amount of lip service (Schutte & Barkhuizen, 2014). The importance of satisfied customer percentage has been emphasized by theories even longer before the best advised companies have done so. The soccer world cup 2010 has renewed the focus on customer satisfaction and retention of particularly South African hospitality institution. Retaining customers has become an intangible asset in the sense that their value demonstrates the return that is won by successful efforts to satisfy the customers so greatly that they and their custom literally and figuratively stays with you (Poisat & Slabbert, 2011).

In improving the firm's retention of good performers it is better to use of the appraisal interview than a tiresome review of past performance (Latham & Latham, 2000). Good performance should be informally and regularly acknowledge for encouraging the employee to discuss development interest and a forum for planning ways to match these with opportunities in the firm (Boxall & Purcell, 2008).

2.6 THE RELATIONSHIP BETWEEN TALENT MANAGEMENT AND RETENTION

The reality is that the best talent is unlikely to be attracted simply by the allure of the monetary rewards, status or other similar inducement. Even if these were to be the major reasons for talented individuals to join a particular organization, they would tend to leave very quickly once similar benefits were offered by a competitor. Successful chief executives understand that highly talented individuals are attracted to high- performance organizations led by executives who have developed a reputation for building such organizations through the development of talented, high-performance teams. Rigour in the identification of talent both within and outside of the organization, and the selection, assessment and consistent scratching of such talent, is, without doubt, one of the most durable and effective competitive tools in any organization (Meyer & Boninelli, 2011).

Finally, the employer scouts for the people to employ as workers who provide as professional service or make a product of value to a client. The employer needs potent fighters with spears that

can be sharpened and polished. The employer coaches the worker in the services to be provided to clients and in the process that create value for both the client and the employer. Any malfunction in this process lowers the quality of the spears. Without coaching, there can be no value chain and no client satisfaction. As the employer competes in the final arena of the contest where success matters in a competitive world, the employer has the responsibility of quality assurance. The employer must monitor each step of the process of nurturing, from the family to college or university (Meyer & Boninelli, 2004).

No employer can afford to be apathetic about any of the nurturing processes, as the quality of the fighters and their spears will determine the outcome of the international, economic and social battles. When employers are known for a culture of talent management, when their respect for talent is vital selection when criterion and their investment in talent nurturing create abundance, it sends a great message down the nurturing chain. Employers who offer the best opportunities for talent development invariably top the ranks of employers of choice (Meyer & Boninelli, 2004).

Employers who invest in internships, career exhibition, bursaries, student loans and accelerated development, and who are prominent in the skills development market, do a great service to the community. They not only make other employers aware of the importance of talent nurturing, but also set standards for virtuous corporate behaviour (Joubert, 2007). Training helps employees develop skills so that they can do certain jobs or tasks. Training is conducted when a particular need has been identified. For example, when new technology is introduced, new skills need to be developed.

Aswegon (2012) maintains that training is task-orientated and concerned with the gaining of skills and work performance. Development also has as its goal the improvement of work performance. But development is more about providing ongoing learning opportunities so that employees can improve over a longer period of time and learn skills other than those required in their current job. The goal of the Human Resource practitioner is better-developed workforce which contributes directly to the achievement of business goal (Aswegon, 2012).

It is for these reasons that the establishment and promulgation of an influential progressive governance body and mechanising is not only the principal departure point for any strategic talent management to be strategically legitimized, driven and galvanized to ensure impetus to an organization's strategic talent management efforts. It is useful to position a body such as a strategic review and investment board whose principal purpose is to identify, develop, engage, retain and leverage pivotal and leadership potential in order to mitigate talent supply, demand and sustainability risks (Boninnelli & Meyer, 2004).

There is indeed a significance relationship between talent management and retention. Ashton and Morton (2005) compellingly argue that there not a single consistent or concise definition strategic talent management. They believe that current or historic cultural attributes play a part in defining talent as does an organization's business models, given that talent is increasingly aligned with business strategy or its operational parameters of strategies execution. In the start-up phase of businesses, for example, the talent emphasis will be different to the innovative or creative talent needed to bring new product to market. Similarly, in a turnaround business context the talent needs will be significantly different, hence any definition needs to be fluid as business drivers change, so generally will the definition change as strategic priorities change.

2.7 PREVIOUS FINDINGS AND RECOMMENDATIONS OF TALENT MANAGEMENT AND RETENTION OF TEACHERS IN BOTSWANA, ZIMBABWE, NAMIBIA AND SOUTH AFRICA

The interviews with teachers, head teachers and decision makers in six Sub-Saharan African countries probed propositions and elaborated issues identified in the literature review on secondary education and teacher and principal recruitment, retraining, and retention. The results from the field study highlight the following six points (Mulkeen, 2007):

- Recruitment of teacher and principals does not happen in a systematic way that will draw a sufficient number of potential teachers of the profession and meet the growing demand of the secondary school leavers need to be considered, as do mechanisms for mentoring current teachers to become principals.

- The hiring of contract teachers who are paid through school or community fees is common, and is a response to inefficient deployment practices. Contract teachers often require further training; they also have less stable source of remuneration, creating issues of absenteeism and retention for schools to address. Incentives to encourage the government to employ contract teachers as part of the civil service teaching force may stabilize the teaching corps particularly in schools that have difficulty retaining teachers in certain regions or subject areas.
- Simple strategies can be implemented to improve the conditions of service for teachers that may result in a more motivated, qualified, and satisfied teacher corps. These strategies include: creating learning communities among teachers to discuss teaching and learning issues; having experienced teachers mentor newer teachers; and improving the classroom environment, such as providing adequate curriculum materials and books to all schools.
- Mechanisms for recruiting teachers to become principals or head teachers are unsystematic and not necessarily based on professional criteria. Review of policies on the selection of principals and the establishment of professional criteria would help ensure better quality school leadership.
- Training in educational leadership and management is needed for principals. Principals, or head teachers, are requesting more systematic and on-going professional training than the occasional workshop on administration and management presently available to them. A regional institution that specializes in advanced in advanced degrees or certification for educational leadership could be one option to address this need.
- In-service professional development serves to train, motivate, and retain teachers in the profession. Opportunities for in-service professional should be increased, including the use of distance learning mechanisms that are seen as desirable by all stakeholders (Mulkeen, 2007).

Zimbabwean schools must take quality intimate head on and accompany it with sources and training to meet its targets. ICT must given priority to meet present day technological demands. Incentives and strong reward structure must be put in place to support the teachers in school. Research culture need to be nurtured so that teachers can engage research to remedy problems. The school must work through teams, clusters and networks more than through hierarchies and formal systems. Further researches could be undertaken on quality assessment in schools and resources needed to ensure

quality in school. The political environment must improve to enable educators to concentrate on their core business of teaching (Primrose & Chrispen, 2002).

Through the appraisal process as practiced in Botswana secondary schools, teachers can gain increased knowledge and skills, which ultimately enhance their performance in their daily duties in the schools. Most importantly, the appraisal process plays a crucial role in moulding the disposition of the teachers positively towards the teaching profession. Many teachers do not understand the purposes or practices of the current teacher appraisal process due to lack of orientation and training. This constitutes an important and urgent avenue for in-service teacher training.

In sum, the current teacher appraisal system as practised in Botswana secondary school is acceptable, but managerial and training aspects should be improved. The teacher appraisal system should be periodically reviewed to keep it in line with changes that may have taken place in the education system (Monyatsi, 2006). The literature study examined international teacher migration including its main concepts, theories, causes and effects, while the empirical study assessed the statistical scope of teacher migration in Southern Africa (Botswana, South Africa and Zambia), its causes, effects, and management.

Dennis (2013) used a self-administered questionnaire was used to gather quantitative data from education official, school principals and migrant teachers, while personal in-depth interviews were used to elicit complementary qualitative data from some experts on migration, education official, teacher union leaders, school principals and migrant teachers. The results of the study revealed that teacher migration statistics and data were generally patchy and incomplete in Southern Africa, that international teacher migration in the region was driven by three main causes related to economic, political and salary conditions, and that teacher migration had both positive and negative effects on the education systems of Southern African countries, migrant teachers and their families (Dennis, 2013).

2.8 CONCLUSION

This literature review has only given a broad outline of the related aspects of Talent Management, Retention Strategies and the Intentions of Teachers to quit. A lot of research has been done on the individual aspects. However, not much has been done on all three of these aspects combined. As a result it has been difficult to find the most relevant literature about the interaction between these aspects. Additional to these three aspects concepts were identified that are directly related to the aspects and have an effect on the aspects.

The next Chapter discussed the Research Design and Method applied for this study.

Chapter 3: RESEARCH DESIGN AND METHODS

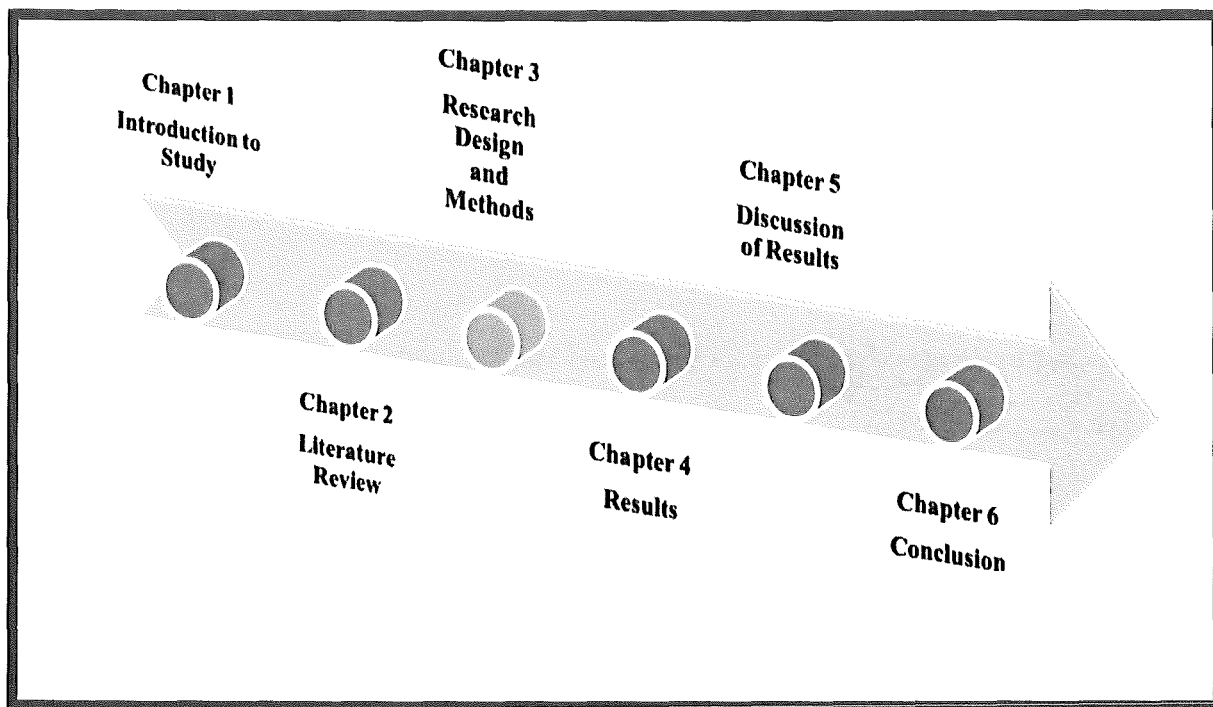


Figure 3-1: Chapter 3 in Context

3.1 INTRODUCTION

The previous chapters, which are chapter one which is research proposal and chapter two, which is literature review, outlined the literature related to Talent Management, retention of employees and their intention to quit, in an attempt to define theoretical frameworks for the study. This chapter looks at how the research will be conducted out and procedures employed to ensure proper knowledge on the topic at hand. The main focus will be on the department of education, research design, population, sampling and data collection techniques used to collect data from research participants.

3.2 RESEARCH PARADIGM/ PHILOSOPHY

Paradigms are all-encompassing systems of interrelated practice and thinking that define for researchers the nature of their enquiry along three dimensions, ontology, epistemology and methodology. Ontology specifies the nature of reality that is to be studied, and what can be known about it. Epistemology specifies the nature of the relationship between the researcher (knower) and what can be known. Methodology specifies how the researcher may go about practically studying whatever he or she believes can be known (Terre Blanche & Durrheim, 2004). This is further supported by Bryman (2012). A paradigm is a cluster of beliefs and dictates which for scientists in a particular discipline influence what should be studied, how research should be done, and how results should be interpreted. Terre Blanche, Durrheim and Painter (2006) continue to say, a common sense understanding of science and one shared by some philosophers of science, is that progress occurs through a process of falsification, incorrect theories are rejected on the basis of empirical evidence, leaving over time, correct theories that stand for truth.

In this understanding, scientific research is an objective, logical and empirical activity, and scientists in their research should adhere to the logical and empirical procedures outlined by the hypothetico-deductive model of science. This study followed the positivistic route due to it being a quantitative study in nature. The aim of the study is to obtain objective and empirical information on the relationship between Talent Management, retention of employees and their intention to quit.

3.3 DESCRIPTION OF INQUIRY STRATEGY AND BROAD RESEARCH DESIGN

The following section will discuss the description of the study's strategy of inquiry and the basic characteristics of quantitative research.

3.3.1 Description of Strategy Of Enquiry

In practical terms, the first phase tackled by the researcher in each of topics dealt with is the description. In the field of social research, description is regarded as the poor relation of

explanation, and particularly casual explanation (which, according to the positivist approach, is the only path to true scientific knowledge) (Corbetta, 2003).

To solve this problem the researcher had decided to use non-experimental research that would provide a numerical (quantitative) description of attitudes, opinions or trends of a population by studying a sample of the population. The study's data was collected through questionnaires while conducting a cross-sectional study (Creswell, 2009).

To answer the research questions, the researcher used a non-experimental design as the strategy of inquiry. This strategy was selected as the researcher was trying to determine the relationship between Talent Management, Retention and the Intention to quit in Secondary Education in Botswana. The non-experimental design was selected as this research cannot be accomplished by using an experimental design. It was impossible to split the teachers into two groups and then proceed to apply talent management to one group and not the Head teachers group. This study could be done in real life as teaching in secondary education is a low stress profession and all the head teachers are under low stress.

3.3.2 The basic characteristics of quantitative research

Essentially, Hudson's approach was to apply a quantitative research approach- in the form of content analysis- to qualitative research. This is a form of research in which ethnography has been popular method, and as a result a good deal of ethnographic evidence has been built up. Hodson's (1899) suggests that the study of social movement may be one such field, religious sects and cults may be yet another. Hodson's research is treated as a solution to the problem of marking comparisons between ethnographic studies in a given area (Bryman, 2012).

According to Terre Blanche *et al.* (2006), in concluding this chapter on standpoint methods research, it is important reiterate the approaches represent a value orientation to research rather than a specific set of methods. It should by now be clear that the choice of research styles and techniques in such cases is based upon the principles to which the researcher is committed in conducting the

research. This may sometimes require the transformation or modification of existing research practices. As in most good research, method is informed by the aims of the project, and the goals of standpoint research are overly political in nature.

3.3.3 Research methodology

It is important to provide a sufficiently detailed account of all the methodological details of the research for both the quantitative and qualitative components. Sometimes researchers provide more details concerning one element or give only a surface treatment of both. So, make sure that information about sampling, design and administration of research instruments, analysis of the data and the like are provided for both components. Any research project has limited resources. Employing mixed methods research may dilute the research effort in an area, since resources would need to be spread (Bryman, 2012). This is emphasized by Terre Blanche and Durrheim (2004), a review of related literature may reveal a number of diverse methodologies that have been employed by others to study similar problems.

The more a method has been tested and adjusted for use in studying a specific problem, the more reliable it will be. The researcher should also be alert, however, to new and interesting methods that may appear in the literature. Still on the methods, Terre Blanche, Durrheim and Painter (2006) mention that the method selection explains the approach you have used to gather and analyse your data. State in broad terms what kind of approach you used and why, and then present a detailed description of the procedures you followed. This should give sufficient information to enable somebody to replicate the study.

3.3.4 Research design

A research design is a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research. Research designs are plans that guide the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. It is the designed and

planned nature of observation that distinguishes research from other forms of observation (Terre Blanche *et al.*, 2006).

The term research design is one of the most widely used in the social sciences, particularly in disciplines that champion experimental methods. However, there is a lot of hype around the term, and it is too frequently taken to mean a fixed set of procedures and methods that constitute a sort of periodic table of the social sciences. It is perhaps better to take a more fluid view, and to think of a research design as a plan or protocol for a particular piece of research (Terre Blanche & Durrheim, 2004).

3.4 A CLASSIFICATION OF THE PROPOSED STUDY'S OVERALL RESEARCH DESIGN

The following are relevant descriptions that properly describe the depth research design of the proposed study.

- **Non-experimental:** non-experimental research designs, provide quantitative description of attitudes and opinions. Experiments are research designs in which independent variables are systematically manipulated, variables are observed (Terre Blanche & Durrheim, 2004).
- **Cross-sectional:** a cross-sectional design entails the collection of data on more than one case (usually quite a lot more than one) and at a single point in time in order to collect a body of quantitative or quantifiable data in connection with two or more variables (usually many more than two), which are then examined to detect patterns of association (Bryman, 2012).
- **Primary-Data:** according to Bryman (2012), with primary data analysis, the researcher or researchers who were responsible for collecting the data conduct the analysis. Then secondary data analysis occurs when someone else analyses such data.
- **Descriptive Research:** According to Saunders, Lewis, and Thornhill (2009) mention that descriptive research's main goal is to portray an accurate profile of people, events or situations.

The main aim of this study was to provide an in-depth description of the relationship between Talent Management, Retention and the Intention to quit in Secondary Education in Botswana.

- **Empirical Research:** this attempt to summarize the empirical findings, often focusing on different methodologies used (Terre Blanche *et al.*, 2006).
- **Quantitative Data:** the distinction between quantitative and qualitative research marks a series of differences in approaches to research. At the most surface level, quantitative and quantitative to researchers base their conclusions on different kinds of information and employ different techniques of data analysis. Quantitative researchers collect data in the form of numbers and use statistical types of data analysis. Terre Blanche *et al.* (2006), authors from a different book put more weight on the quantitative data analysis, statistical procedures are used to analyse quantitative data. Once the researcher has measured the relevant variables, the scores (observations) on these variables (data) are usually transformed statistically to help the researcher describe the data more succinctly and make inferences about the characteristics of populations on the basis of data from samples (Terre Blanche *et al.*, 2004).
- **Exploratory:** this distinction focuses on the goals of the research. Exploratory studies are used to make preliminary investigations into relatively unknown areas of research. They employ an open, flexible and inductive approach to research as they attempt to look for new insights into phenomena (Terre Blanche *et al.*, 2004).
- **Basic Research:** this distinction refers to the uses to which the research will be put. The findings derived from basic research are typically used to advance our fundamental knowledge of the social world. Knowledge of the world exists as general theories about how the world operates, and basic research is used to refute or support these theories. Terre Blanche *et al.* (2004) applied and basic researchers often study the same phenomena, but approach the study from different perspective. Consider the social problem of homelessness. The purpose of that study is to make general theoretical claims about the social processes that underlie homelessness.

3.5 SAMPLING

To answer the research question and hypotheses stated, the researcher selected a non-experimental strategy of inquiry. This required the researcher to select a non-experimental data collection method. The purpose of selecting the non-experimental method was that the researcher was trying to determine the relationship between Talent Management, Retention and the Intention to quit in Secondary Education in Botswana. This kind of study could not be done by using an experimental research design.

3.5.1 Units of analysis

In defining the object of a research study, the researcher is specifying who or what they want to draw conclusions about. These objects of investigation are known as the units of analysis. Babbie (1989) distinguishes between four different units of analysis that are common in the social science, Individuals, groups, organizations and social artefacts. The units of analysis have an impact on sample selection, data collection and the types of conclusions that can be drawn from the research. If organizations are the unit of analysis, the researcher should sample across different organizations (Terre Blanche *et al.*, 2006).

If someone asks you what you are researching, you need to say more than what your units of analysis are. You need to specify the features of these objects you are going to observe. These features of objects that we observe in research are termed variable. A variable is defined as a concept that can take on two or more values. Loyalty is a variable, since individuals differ in the degree to which they are loyal, and their loyalty differs across situations. Variables are measured, so that scores indicate the amount of an attribute a unit has (Terre Blanche *et al.*, 2006).

3.5.2 Target Population

The total population of the department of secondary education in Gaborone only, is plus minus one thousand and ranges from Head masters, Head of departments, senior teachers and teachers. The sample of the study was then drawn from the population of the secondary education department.

Data was collected from the population of plus minus one thousand, and the researcher was able to get three hundred or thirty percent of the population to respond to the research study questionnaires.

3.5.3 Sampling Method

A purposive convenience sampling technique was used to sample the data in this study. Purposive convenience sampling is a sample method whereby the researcher selects the sample on the basis of the researcher's judgement and knowledge of the sample group (Saunders *et al.*, 2009).

3.6 DATA COLLECTION

The previous section discussed the specific attributes and characteristic of the units of analysis, as well as specific approach. The next section shifts focus and discuss the method and instrument used in the collection of the data. This section also involves a discussion on the specific forms of data collection. To end this section there is a discussion of who was involved in the data collection and the length of data collection period.

3.6.1 Specific Approach, Method and Instruments to be used in the collection of the data

The following section discusses the specific approach used to collect the required data for the study. The next part of the section discusses the specific measurement instruments used in the collection of the required data.

3.6.2 Specific Data Collection Methods

Questionnaires were used to collect the data in this study. The questionnaires used in this study were all co-administered questionnaires. These were all face to face administered. The best way to ask participants in this study to complete the questionnaires was to visit them and give a proper explanation on how to answer the questionnaires (Saunders *et al.*, 2009). Due to time constraints this study was a cross-sectional study.

3.6.3 Measuring Instruments

3.6.3.1 Talent Management Measure

An adapted version of the Human Capital Index was used to assess the respondents' perceptions of Talent Management practices in local government institutions. The HCI consist of 27 items and measure six Talent Management Practices: Workforce Planning, Staffing, Talent Acquisition, Talent Development, Performance Management and Talent Retention. This measure uses a dual scale. Respondents are first requested to evaluate the current application of talent management practices in the organisation on a five-point Likert scale ranging from Poor (1) to Excellent (5). Second the respondents are required to indicate the importance of the Talent Management practices on a five-point scale ranging from Not (1) to Critical (5). Acceptable reliabilities were found for the measure in various South African studies (see Du Plessis *et al.* 2010; Mpofu & Barkhuizen, 2013).

3.6.3.2 Intention to Quit Scale

The final section focused on the respondents' intention to leave the organisation and consisted of three items, with responses measured on a six-point Likert scale ranging from 1 (*strongly disagree*) to 6 (*strongly agree*). In a previous study in South Africa, Du Plessis *et al.* (2010) obtained acceptable Cronbach's alpha internal consistencies of 0.883 when applying Cohen's (1993) intention to quit scale. The intention to leave measure in the present study was similar to the three-item intention to quit scale developed by Cohen, with slight variations.

3.7 SPECIFIC FORM OF DATA TO BE COLLECTED

Primary data was collected as the specific form of data for this study. According to the distinction made by Kahn and Cannel (1967, p. 205), by primary question we mean any question which introduces a new topic or asks for new content. Secondary questions, by contrast, are intended to elicit more fully the information already asked for by a primary question (Corbetta, 2003). In this study the researcher collected empirical data to address the research objectives (David & Sutton, 2004).

The reason for selecting primary data as the specific form of data for this study was because there were no proper sources of secondary data available for this specific study. After a long searching, the researcher noticed that there has not been much research done on the relationship between talent management, Retention and intention to quit in Secondary education Department in Botswana. As a result of those findings, it was decided that to acquire the most accurate results for this research project primary data would have to be collected.

3.7.1 Who is involved with the Collection of Data

As everything was based on physical contact, there was a need for facilitators. There were specific equipment requirements, as everything was done manually and all the participants could not self-administer the questionnaires. All the participants needed to complete the questionnaire was facilitated by the school Heads. Pens and hard copies of questionnaires were given to teachers at the staffroom.

3.7.2 Length of the Data Collection Period

As the sample pool was all teachers and they are continuously not very busy, it was decided to have quite a short data collection period. The data collection period lasted from the 15th August 2013 until the 30th August 2013. During this period, daily notifications were sent out to teachers verbally during student's assembly time, to remind them to fill in the questionnaires.

3.7.3 Research Procedure

Before starting the data collection procedure, the researcher sought permission from the organization; ministry of Education in Botswana, to use their employees. Therefore, the researcher got a letter of permission request was taken from North West University and submitted it at the Ministry. At the Ministry the researcher was given a research form to complete and to be returned with the following so as to be given permission:

After permission was granted, the questionnaires were distributed to the Secondary and Senior Secondary School Teachers. The questionnaires were hand delivered by the researcher. Issues of anonymity and confidentiality were explained and emphasized to the participants. Participants were thanked in advance for their time and cooperation. The supervisor was tasked with the responsibility of reminding them daily to fill in the questionnaire.

3.8 DATA ANALYSIS

In the analysis of research data (David & Sutton, 2004), the core objective of the whole research study was to eventually answer the research objectives. In this section the data analysis process was described starting at the nature of the analysis of the data gathered. Data collected from the study was analysed by means of quantitative techniques.

3.8.1 Recording, storing and coding of the data gathered

Responses gathered from questionnaires were recorded electronically in a spread sheet. These results were then exported into statistical program called SPSS. The data received from the study were stored on two separate forms of storage namely a laptop and USB stick. Due to the fact that the data gathering process was completely anonymous, there was little need to secure the data.

3.8.2 Preparation of data for analysis

The first stage of data analysis is a preparatory stage where the raw data are transformed into a data set in machine-readable format (Terre Blanche & Durrheim, 2004). According to Field (2009) exploring data is seen as the first step in any data analysis procedure. SPSS allows many techniques to prepare the data for analysis. The data was screened in order to ensure that the analysis techniques used did indeed lead to significant results. Before any statistical analysis could be done on the data gathered, it was essential to screen and clean data (Maree, 2010). This was done by SPSS and it shows the researcher errors such as missing data, incorrect data entered, irregular distributions and outliers (scores with extreme values) which may have result in distorted statistics and incorrect conclusions (Luthans & Avolio, 2009).

3.8.3 Analysis techniques

The analysis of the empirical material collected and the writing up of the final report are probably the most difficult tasks of research conducted through participants observation. It is through the analysis of empirical documentation that we take the delicate step from the language of the natives to the conceptual categories of sociological theory (Corbetta, 2003). As stated, the study made use of the quantitative techniques of data analysis (Terre Blanche & Durrheim, 2004). Statistical procedures are used to analyse quantitative data. Once the researcher has measured the relevant variables, the scores (observations) on these variables are usually transformed statistically to help the researcher describe the data more succinctly and make inferences about the characteristics of populations on the basis of data from samples.

3.8.3.1 Descriptive Statistics

Descriptive analysis aims to describe the data by investigating the distribution of scores on each variable, and by determining whether the scores on different variables are related to each other. Descriptive analysis is done first to help the researcher gain an initial impression of the data that were collected. Normally, researchers want to go beyond describing data from their samples. The purpose of most research is to determine whether relationships exist between variables in the real world, in the population in general and not only in their sample (Blanche & Durrheim, 2004). Statistics that enable the researcher to identify and explore patterns in the data collected, as distinct from inferential statistics (David & Sutton, 2004).

3.8.3.2 Inferential statistics and analysis

Inferential statistics are used to draw conclusions about populations on the basis of data obtained from samples. If we want to know something about a large population (e.g. all people living in South Africa) the best way to answer this question is to select a representative sample of individuals from this population , and then use information about the sample to draw conclusions about the population. Although this is the best way of drawing inferences, there is always uncertainty involved in inferring facts about populations from observations on samples. There is always a chance that the inference will be incorrect. Inferential statistics are statistics of chance that the inference will be incorrect. Inferential statistics are statistics of chance. They allow us to determine

the chance that our inferences will be correct. Just as there is random variance between individuals on measures, so there will be random variance between different samples drawn from a population. Inferential statistics allow us to estimate how much this random variance will be and thus allow us to estimate the amount of chance involved in drawing inferences. Inference statistics are used for two main purposes: to estimate population parameters and to test hypothesis (Terre Blanche & Durrheim, 2004).

3.8.3.3 Specific statistical techniques to be used

Statistical analysis was carried out using the SPSS Program (SPSS, 2014). The reliability and validity of the measuring instruments were determined by means of Cronbach alpha coefficients, as well as exploratory factor analysis. Pearson product-moment correlation coefficient was used to specify the relationship between barriers-to-change and work engagement. A cut-off point of 0,30 (medium effect, Cohen, 1988) was set for the practical significance of correlation coefficients.

3.9 ASSESSING AND DEMONSTRATING THE QUALITY AND RIGOUR OF THE PROPOSED RESEARCH DESIGN

This section gives a description of the research philosophy and design, as well as the sampling, data collection and data analysis methods used in the study. Furthermore the quality and rigour of the study is discussed as well as the applicable ethics in the study.

3.9.1 Reliability

According to David and Sutton (2004), when a data collection instrument records the same phenomenon, it is said to be reliable. This does not mean consistency of results every time, only the consistency in the way, for example, a question is understood by interviewees. If a question was interpreted differently each time it was asked, or an experimental set of conditions were experienced differently by different participants, the responses generated would not be said to be reliable.

A further means of assessing reliability is based on the assumption that random errors vary not only from test to test, but also from question to question within the same test. Assessments of the internal consistency of the test have therefore been proposed in which reliability is estimated by correlating the answer to each question with the answer to the other entire question (Corbetta, 2003).

Turning now to the noise in the signal detection analogy, we must consider variance in the dependent measure scores that may obscure any signal due to intervention effects. Random error variance that is, unreliability in the measure is obviously such a noise. Unreliability represents fluctuations in the measure that are unrelated to the characteristic. Measures with lower measurement error will yield less variation in the distribution of scores for participants within experimental groups (Bickman & Rog, 2009).

3.9.2 Validity

For a measure to respond to the signal, that is, to intervention effects, it must, of course, be a valid measure of the characteristic that the intervention is expected to change. But validity alone is not sufficient to make a measure responsive to intervention effects. What is required is validity for change. A measure can be a valid indicator of change of a characteristic but still not be a valid indicator of change on that characteristic. Validity of change means that the measure shows an observable difference when there is, in fact, a change on the characteristic measured that is of sufficient magnitude to be interesting in the context of application (Bickman & Rog, 2009). External validity refers to the degree at which data from a sample can be generalized to the writer target population. Internal validity refers to the extent to which collected accurately reflects the reality of the beliefs or behaviours of those from who the data was collected (David & Sutton, 2004).

According to Corbetta (2003), validity testing is a much more arduous task. It is also a very important one. If systematic error exists, it will be very difficult to detect as it is reproduced consistently in all recordings. Validity errors generally arise in the passage from the concept to the indicator and stem from an indication error, as seen earlier. Indeed, the validity of a given indicator is extremely difficult to establish much less measure.

3.9.3 Rigour

The rigour was checked for this study by using the proper sampling strategy when selecting a sample to be used. By using purposive convenient sampling method, an advanced sample was chosen as a greatest part of the target population had the chance of being in the study (Wysocki, 2004).

3.10 RESEARCH ETHICS

According to David and Sutton (2004), branches of philosophy and field of everyday thinking dealing with questions of what is morally right and wrong.

3.10.1 Protection from Harm and Risk

The researcher went all out to make sure that all cautionary measurers are ensured that the participants would not be exposed to any physical or psychological harm whatsoever.

3.10.2 Informed consent (voluntary participation)

Informed consent provides the researcher with an important way to respect these individual differences. The investigator should specify the kinds of things that will occur in the study, the kinds of information that will be sought and given, and the procedures that will be used to assure anonymity or confidentiality (Bickman & Rog, 2009).

3.10.3 Right to privacy

According to Bickmann and Rog (2009), privacy refers to person's interest in controlling the access of others to themselves. It is not necessarily about their wanting to be left alone. Privacy concerns tend to be highly idiosyncratic, experiences that some persons would welcome, others would want to avoid. Any research study must respect the participant taking part in the process. That respect should cover the individual's right to privacy. All participation should be strictly confidential without exposing personal information. All results and reports were completed in an honest and

truthful manner without intention to manipulate data. Any intentional misguiding or misleading information and fabrication of data is regarded as unethical.

3.11 CONCLUSION

This chapter involved a detailed discussion on the research design and methods applied in the study. This chapter started with an overview of the research paradigm of the study, before a description of the strategy of inquiry and a lengthy research design was given. A detailed discussion of sampling strategies and technique utilized in the study was also given, and this was subsequently followed by a discussion of the data collection methodology. After that, there was a short discussion on the data analysis. Issues which were impacting on the reliability and validity of the research were considered, and lastly but not least, ethical concerns related to the study were finally tabled or pondered upon.

Chapter 4:RESULTS

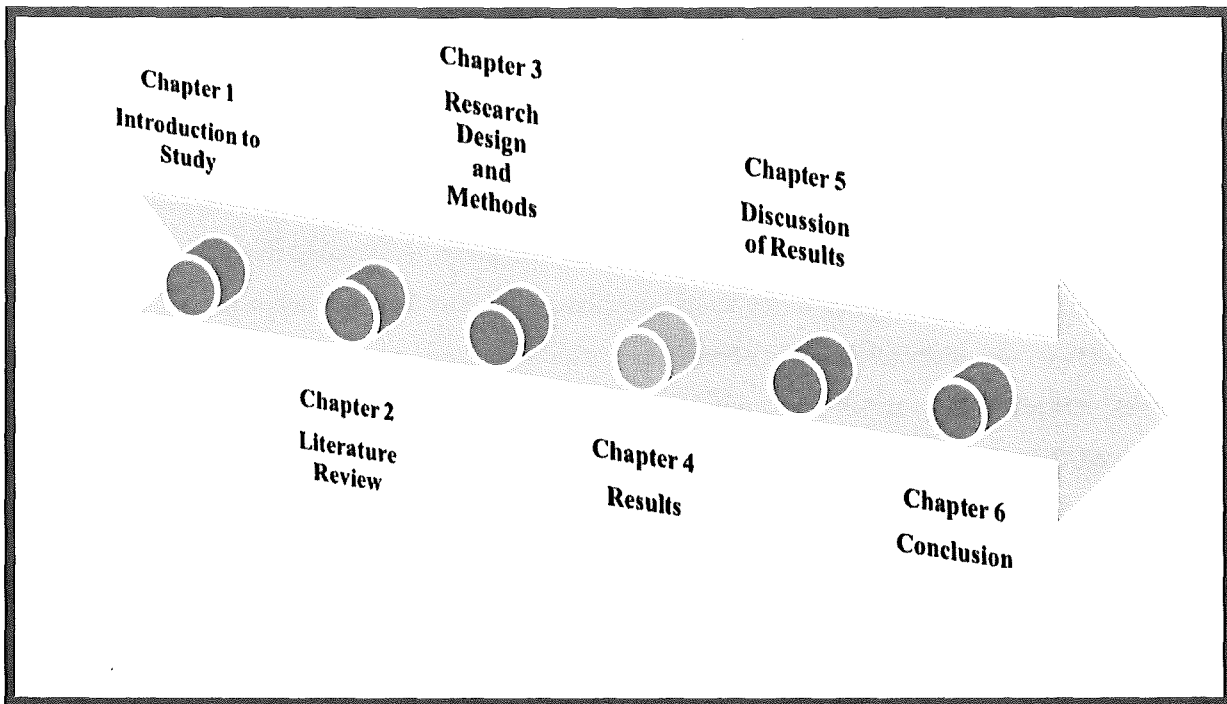


Figure 4-1: Chapter 4 in Context

4.1 INTRODUCTION

This chapter presents the results obtained from the data analysis done by means of SPSS as per the research design and methodology discussed in Chapter 3. It also includes all results obtained from the empirical statistical tests that were run on the data with regards to the objectives set for the study together with the relevant hypotheses.

This chapter is structured in three distinct phases as follows:

- **Phase 1:** The presentation of the sample demographics and descriptive
- **Phase 2:** Analysis of the data measurement instruments, Talent Management Practices (TMP), Talent Retention and Intention to Quit.
- **Phase 3:** Hypothesis testing

The presentation on the demographics of the sample used in this research study presented as phase one of data analysis then follows.

4.2 PHASE 1: SAMPLE DEMOGRAPHICS

The following section shows the demographics of the sample group used in this study with regards to the biographical information supplied by the respondents. Secondary School Teachers were identified as the major units of analysis for this study. The sampling techniques utilised in the study resulted in a diverse group of respondents. Three hundred and fifty (350) questionnaires were sent out in five Secondary Schools in Gaborone Botswana. Two Hundred and ninety-nine (299) responses were received, 85.4% response rate, only fifty-one (51) were not useable, giving a final response rate of 14.6%. The following section provides more insight into the biographical composition of the sample group.

4.2.1 Gender Distribution of the Sample

Table 4-1 represents the gender distribution of the sample group. The male respondents appeared to be the minority with (32.8%), while female respondents were (67.2%) percent of the sample group.

Table 4-1: Frequency Distribution for Gender

	Frequency	Percentage	Cumulative Percentage
Female	201	67.2	100
Male	98	32.8	32.8
Total	299	100.0	

4.2.2 Home Language Distribution of the Sample

As indicated in Table 4-2 below, the home languages of respondents were grouped into two groups: Setswana and English. (93.3%) respondents' indicated that their home language was Setswana. A further (6.7%) percent indicated that their home language was English.

Table 4-2: Frequency Distribution for Home Language

	Frequency	Percentage	Cumulative Percentage
Setswana	279	93.3	93.3
English	20	6.7	100
Total	299	100.0	

4.2.3 Ethnic Distribution of the Sample

Table 4-3 shows the various ethnicities that were represented by respondents in the present study. The largest proportion of respondents was of African (93.3%) descent whereas the minority of the respondents were of other (6.7%).

Table 4-3: Frequency Distribution for Ethnicity

	Frequency	Percentage	Cumulative Percentage
African	279	93.3	93.3
Other	20	6.7	100
Total	299	100.0	

4.2.4 Age Distribution of the Sample

The biographical information also considered the age of the participants. The majority of the respondents (45.5%) were between the ages of 30 to 39 years, followed by (29.1%) percent of the respondents who were 40 years and more and the minority of the participants were in the years of 0-29 years (25.4%) respectively. The results are displayed in Table 4-4 below.

Table 4-4: Frequency distribution of Age

	Frequency	Percentage	Cumulative Percentage
0-29 years	76	25.4	25.4
30 -39 years	136	45.5	70.9
40 years and more	87	29.1	100
Total	299	100	

4.2.5 Educational Qualification Distribution of the Sample

Table 4-5 below indicates that (47.8%) of employees in the organisation have obtained a Bachelor's degree as their highest level of qualification. This is followed by (45.8%) of the employees having obtained a Diploma and (6.4%) an Advanced Diploma in different fields of study.

Table 4-5: Frequency Distribution of Highest Educational Qualifications

Qualification level	Frequency	Percent	Cumulative Percent
Diploma	137	45.8	45.8
Advanced Diploma	19	6.4	52.2
Bachelor's Degree	143	47.8	100.0
Total	299	100.0	

4.2.6 Number of Years of Work Experience Distribution of the Sample

The biographical information also took into consideration the number of years work experience the respondents had. According to Table 4-6 the majority of the respondents (51.2%) had 6 to 10 years work experience. This was followed by (18.7%) or respondents who had 11 to 15 years work experience. In addition (16.1%) of the respondents had between 0 to 5 years work experience, then (8.7%) of the respondents had work experience of over 21 years and above and lastly (5.4%) of the respondents had work experience of 16 to 20 years of age.

Table 4-6: Frequency Distribution of the Number of Years of Work Experience

Years of Experience		Frequency	Percent	Cumulative Percent
Valid	0-5	48	16.1	16.1
	6-10	153	51.2	67.2
	11-15	56	18.7	86.0
	16-20	16	5.4	91.3
	21 and more	26	8.7	100.0
Total		299	100.0	

4.2.7 Number of Years of Service Distribution of the Sample

Table 4-7 shows that most of the respondents has been had been working for a period of 0 to 5 years in their current jobs (41.5%). Furthermore, Table 4-7 indicates that (39.1%) of the respondents had 6 to 10 years of service in the current job. The minority of the respondents were employed between 16 to 20 years (10.4%) in their current job followed by two individuals (9.0%) who have been employed in their current jobs for 11 to 15 years.

Table 4-7: Frequency Distribution of the Number of Years of Service

Years of Service		Frequency	Percent	Cumulative Percent
Valid	0-5	124	41.5	41.5
	6.-10	117	39.1	80.6
	11-15	27	9.0	89.6
	16-20 and above	31	10.4	100.0
	Total	299	100.0	

4.2.8 Chances of Promotion Distribution of the Sample

Table 4-8: below shows that 45.8% of the respondents had 1 chance of promotion over the last five years. Furthermore Table 4-8, shows that 21.4% of the respondents had two (2) chances of promotion for the past five years. 16.7% of the respondents had got zero (0) chances of promotion while 16.1% of the respondents had 3 chances of getting promoted within the organisation over the past five years.

Table 4-8: Frequency Distribution of Chances of Promotion

Chances (No.) of promotion		Frequency	Percent	Cumulative Percent
Valid	0	50	16.7	16.7
	1	137	45.8	62.5
	2	64	21.4	83.9
	3	48	16.1	100.0
	Total	299	100.0	

4.2.9 Hours Worked Per Week Distribution of the Sample

The biographical information also considered the number of hours the respondents worked per week. Table 4-9 indicates that 238 (79.6%) of the respondents worked between 31 to 40 hours per week. Furthermore 11.7% of the respondents worked between 41 and more hours per week. Lastly 26 (8.7%) of the respondents worked zero to 20 hours per week.

Table 4-9: Frequency Distribution of the Hours Worked Per Week

Hours Of Work Per Week		Frequency	Percent	Cumulative Percent
Valid	Up to 30	26	8.7	8.7
	31 – 40	238	79.6	88.3
	41 and more	35	11.7	100.0
	Total	299	100.0	

4.2.10 Daily Hours Spent Travelling to and from Work Distribution of the Sample

Additional to the number of hours worked per week the biographical information also focused on the time it takes the respondents to travel to and from work. Sixty point five percent (60.5%) of the participants (Table 4-10) stated that it takes them three (3) hours and more to travel to and from work per day. Lastly thirty nine point five percent (39.5%) indicated that they travelled between one (1) and two (2) hours a day, to get to and from work.

Table 4-10: Frequency Distribution of the Daily Hours Spent Travelling to and from Work

Hours Spent Travelling to Work		Frequency	Percent	Cumulative Percent
Valid	1-2 hours	118	39.5	39.5
	3 and more	181	60.5	100.0
	Total	299	100.0	

4.2.11 Full Annual Leave Entitlement Used Distribution of the Sample

The final biographical question (Table 4-11) enquired about the participants annual leave entitlement used. The majority of the respondents, 60.2%, stated that they always use all of their annual leave entitlement, while 33.4% of the participants stated they sometimes use their full entitlement of annual leave while 6.4% of the respondents mentioned that they never use their full entitlement of annual leave.

Table 4-11: The Frequency Distribution of Full Annual Leave Entitlement Used

Full Annual Leave		Frequency	Percent	Cumulative Percent
Valid	Never	19	6.4	6.4
	Sometimes	100	33.4	39.8
	Always	180	60.2	100.0
	Total	299	100.0	

4.3 PHASE 2: RESULTS PERTAINING TO THE MEASUREMENTS

The following section presents the results obtained from the measuring instruments. The measures are an adapted version of Human Capital Institute Assessment of six Talent Management Practices and Intention to Quit Scale. Each measure is discussed in terms of its adequacy for analysis, factor analyses, reliability and descriptive statistics.

4.3.1 Results: Human capital measure of talent management practices

4.3.1.1 Sample adequacy and Sphericity

The Sampling Adequacy and Sphericity of the inter-item correlation matrix was determined by applying the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's Test of Sphericity to the inter-item correlation matrix of the Human Capital Index – Current perceptions. The results of the KMO for the Human Capital Index – Current perceptions are presented in Table 4-12 below.

Table 4-12: KMO and Bartlett's test of inter-item correlation

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.689
Bartlett's Test of Sphericity	Approx. Chi-Square	9555.796
	Df	253
	Sig.	0.000

As evidenced in Table 4-12 above, the KMO measure verified the sampling adequacy for factor analysis, since the value of KMO is 0.689 which is above the 0.6 cut off point set by Hair *et al.* (2010). Bartlett's Test of Sphericity was significant ($p < 0.05$), indicating correlations between items were sufficiently large for a factor analysis. Thus the sample is suitable for further analysis by means of factor analysis.

4.3.1.2 Factor Analysis

An exploratory factor analysis using the Principle Component Factoring extraction method was performed. The initial results showed that the items load onto six factors. However closer inspection of the pattern matrix shows that the items load onto one factor. The Principal Component factor analyses were performed again specifying one factor. Three items were deleted because of problematic loadings. The factor was labelled current perceptions of Talent Management Practices and explained 45.767% of the variance. The items show acceptable factor loadings. The results are reported in Table 4-13 and 4-14 below.

Table 4-13: Total Variance Explained for Talent Management

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings	
	Total	% of Variance	Cumulative %	Total	% of Variance
1	10.526	45.767	45.767	10.526	45.767
2	3.945	17.153	62.920		
3	1.849	8.040	70.960		
4	1.399	6.084	77.045		
5	1.342	5.836	82.880		
6	.670	2.913	85.794		
7	.645	2.803	88.596		
8	.577	2.509	91.106		
9	.467	2.030	93.136		
10	.276	1.201	94.336		
11	.263	1.144	95.480		
12	.235	1.022	96.502		
13	.154	.670	97.173		
14	.137	.596	97.769		
15	.104	.454	98.223		
16	.095	.415	98.638		
17	.087	.380	99.018		
18	.067	.292	99.310		
19	.056	.245	99.556		
20	.046	.200	99.756		
21	.030	.130	99.885		
22	.016	.068	99.953		
23	.011	.047	100.000		
Extraction Method: Principal Component Analysis.					

Table 4-14: Factor Matrix for Talent Management Questionnaire

Component Matrix^a			
	Component		Component
	1		1
HCC1	.709	HCC13	.710
HCC2	.719	HCC14	.828
HCC3	.704	HCC15	.432
HCC4	.445	HCC16	.877
HCC5	.599	HCC17	.729
HCC6	.684	HCC18	.440
HCC7	.812	HCC19	.328
HCC8	.767	HCC20	.903
HCC9	.700	HCC21	.869
HCC10	.778	HCC22	.532
HCC11	.385	HCC23	.605
HCC12	.544		

4.3.1.3 Descriptive Statistics and reliabilities of the HCI – Current Measure

Descriptive statistics were used to explore the data. Table 4-15 below provides the descriptive statistics and reliabilities of the HCI – current Measure once the items have been grouped together after the Factor Analysis was conducted.

Table 4-15: Descriptive statistics and reliabilities of HCI Current measure

	Mean	Std. Deviation	Skewness	Kurtosis	Cronbach Alpha
Talent Management – Current	2.5276	.65172	.588	-.649	.941
Sub-Scales					
Workforce Planning	1.8789	.89228	1.119	.164	.904
Talent Acquisition	2.4103	.88720	1.616	.869	.853
Talent Commitment	3.1831	.77186	.055	-1.416	.823
Talent Development	2.7525	.76976	.035	-.140	.694
Performance Management	2.5075	.70216	.056	-.632	.792
Talent Retention	2.4331	.82948	-.277	-1.170	.876

A five-point response scale ranging from “Poor” to “Excellent” was utilised. The mean value for the combined Talent Management variable showed that talent management is poorly applied within the teaching profession of Botswana. The mean values for the respondents ranged between 1.8789 and 3.1831. This indicates that talent management practices are generally applied below average in the teaching institution. The most problematic practices appeared to be workforce planning, talent acquisition and talent retention.

Standard Deviation values for group range between 0.70216 and 0.89228, indicating a relatively small degree of dispersion. The skewness values for the group range between -0.277 and 1.616 indicating a positively skewed distribution. The kurtosis values for the range are between -1.416 and 0.869.

The Cronbach Alpha Coefficients range from 0.694 for Talent Development to 0.904 for Workforce Planning and accordingly the relationships go from the acceptable to the excellent level of reliability (George & Mallery, 2003).

4.3.1.4 Summary of Results

To conclude the information presented in the preceding section (section 4.3), the results of the statistical analysis of the current application of the Talent Management Practices can be summarised as follows:

- The KMO of the Sampling Adequacy and Sphericity inter-item correlation was at a great level and there was a significant correlation between the items according to the Bartlett’s test.
- One factor was identified based on the factor analyses explaining 45.767% of the variance.
- The reliabilities ranged between acceptable and excellent.
- The respondents were mostly not pleased with the current application of Talent Management Practices within their organisation as explained by low mean scores.

4.3.2 Results: Human capital measure of talent management practices – Importance

This section deals with the Human Capital Measure of Talent Management Practices – Importance. Respondents were requested to indicate to the extent to which they perceived the importance of applying Talent Management Practices. The results are reported in the ensuing section.

4.3.2.1 Sample adequacy and Sphericity

The Sampling Adequacy and Sphericity of the inter-item correlation matrix was determined by applying the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's Test of Sphericity to the inter-item correlation matrix of the Human Capital Index – Importance perceptions. The results of the KMO for the Human Capital Index – Importance perceptions are presented in Table 4-16 below.

Table 4-16: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.742
Bartlett's Test of Sphericity	Approx. Chi-Square	11897.025
	Df	325
	Sig.	0.000

As evidenced in Table 4-16 above, the KMO measure verified the sampling adequacy for factor analysis, since the value of KMO is 0.742 which is above the 0.6 cut off point set by Hair *et al.* (2010). Bartlett's Test of Sphericity was significant ($p < 0.05$), indicating correlations between items were sufficiently large for a factor analysis. Thus the sample is suitable for further analysis by means of factor analysis.

4.3.2.2 Factor Analysis

An exploratory factor analysis using the Principle Component Factoring extraction method was performed on the 26 items of the Talent Management Practices – Importance Perceptions. The Principle Component Factor Analysis initially resulted in six factors. However a closer inspection of

the pattern matrix indicated the items primarily loaded onto one factor. The factor explained 42.817% of the variance. The results of the Factor analysis as well as the Component Matrix are shown below in Table 4-17 and Table 4-18. The item loadings were acceptable for the specified factor.

Table 4-17: Total Variance Explained

Total Variance Explained					
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings	
	Total	% of Variance	Cumulative %	Total	% of Variance
1	11.132	42.817	42.817	11.132	42.817
2	4.428	17.029	59.846		
3	2.303	8.856	68.702		
4	1.621	6.236	74.938		
5	1.385	5.326	80.264		
6	1.038	3.993	84.257		
7	.759	2.919	87.176		
8	.532	2.045	89.221		
9	.506	1.945	91.166		
10	.456	1.752	92.918		
11	.386	1.484	94.403		
12	.318	1.223	95.625		
13	.211	.813	96.438		
14	.196	.755	97.193		
15	.173	.665	97.859		
16	.135	.519	98.378		
17	.095	.366	98.744		
18	.083	.321	99.064		
19	.073	.280	99.344		
20	.056	.216	99.561		
21	.034	.129	99.689		
22	.030	.115	99.804		
23	.021	.082	99.886		
24	.016	.062	99.948		
25	.010	.037	99.985		
26	.004	.015	100.000		

Table 4-18: Component Matrix

Component Matrix^a			
	Component		Component
	1		1
HCI1	.755	HCI14	.410
HCI2	.731	HCI15	.437
HCI3	.854	HCI16	.506
HCI4	.923	HCI17	.609
HCI5	.878	HCI18	.699
HCI6	.775	HCI19	.682
HCI7	.841	HCI20	.588
HCI8	.512	HCI21	.620
HCI9	.433	HCI22	.682
HCI10	.354	HCI23	.790
HCI11	.399	HCI24	.776
HCI12	.363	HCI25	.719
HCI13	.497	HCI26	.615
Extraction Method: Principal Component Analysis.			

4.3.2.3 Descriptive Statistics and reliabilities of the Human Capital Measure - Importance

The descriptive statistics of the Human Capital Measure - Importance are reported in Table 4-19 below. Standard Deviation values for group range between 0.56174 and 1.16537 indicating a relatively small degree of dispersion.

Table 4-19: Descriptive statistics and reliabilities of HCI

	Mean	Std. Deviation	Skewness	Kurtosis	Cronbach Alpha
Talent Management - Importance	3.5268	.59996	-.215	-1.288	.938
Sub-Scales					
Workforce Planning	3.1304	1.16537	-.679	-1.117	.934
Talent Acquisition	3.3512	.82815	-.217	-1.612	.699
Talent Commitment	4.0713	.56174	-1.310	1.940	.567
Talent Development	3.4194	.61722	-.185	-1.118	.658
Performance Management	3.5766	.57122	.010	-1.509	.794
Talent Retention	3.6120	.59110	-.119	-1.044	.789

A five-point response scale ranging from “Not Important” to “Critical” was utilised. The mean values for respondents ranged from 3.1304 to 4.0713. This gives clear indication that respondents view the application of Talent Management Practices being perceived as important. The most important talent management practice appeared to be Talent Commitment.

Standard Deviation values for group range between 0.56174 and 1.16537 indicating a relatively small degree of dispersion. The skewness values for the group range between -1.310 and 0.010 indicating a positively skewed distribution. The kurtosis values for the range are between -1.612 and 1.940.

Most of the Cronbach Alpha Coefficients were acceptable except for the Talent Commitment scale (George & Mallery, 2003).

4.3.2.4 Gap Analyses – Current versus Importance of Talent Management Practices

Table 4-20 and Figure 4.2 illustrate the gaps between the current versus the importance of talent management practices for teachers in Botswana. From this Table it is clear that significant gaps exist between all the talent management practices in terms of its current application and importance. The largest gaps were observed between workforce planning and talent retention practices.

Table 4-20: Gap Analyses – Current versus Importance of Talent Management Practices

	Current	Importance	Gap Analyses	P
Talent Management	2.5276	3.5268	-0.9992	.000
Workforce Planning	1.8789	3.1304	-1.25147	.000
Talent Acquisition	2.4103	3.3512	-0.94094	.000
Talent Commitment	3.1831	4.0713	-0.88819	.000
Talent Development	2.7525	3.4194	-0.66689	.000
Performance Management	2.5075	3.5766	-1.06907	.000
Talent Retention	2.4331	3.612	-1.17889	.000

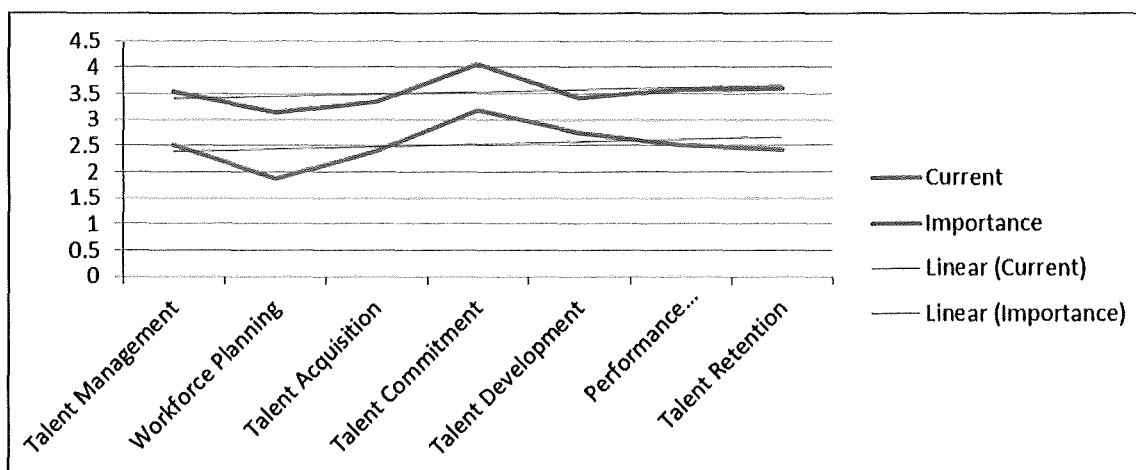


Figure 4-2: Gap Analyses – Current versus Importance of Talent Management Practices

4.3.2.5 Summary of Results

To conclude the information presented in the preceding section, the results of the statistical analysis of the perceived importance of application of the Talent Management Practices can be summarised as follows:

- The KMO of the Sampling Adequacy and Sphericity inter-item correlation was at a great level and there was a significant correlation between the items according to the Bartlett's test.
- One factor was identified based on the exploratory factor analyses. The Factor explained 42.817% of the variance.
- Most of the factors showed acceptable reliabilities except Talent Commitment
- The respondents were mostly not pleased with the current application of Talent Management Practices within their organisation as explained by low mean scores.
- The mean values showed that respondents view application of talent management practices important for them.
- Significant gaps existed between the current application versus the importance of talent management practices.

4.3.3 Intention to Quit

The emphasis of this section is placed on the statistical analysis of intention to quit (ITQ) data to determine the levels of employees' intention to quit. This is also used to determine the reliability of the instrument and data received from using the instrument. To achieve this outcome the following statistical techniques were employed: the Keyser-Meyer Olkin measure of sampling adequacy and Bartlett's Test of Sphericity; principal components analysis and reliability analysis of the factors based on the questionnaire.

4.3.3.1 Sample adequacy and Sphericity

The Sampling Adequacy and Sphericity of the inter-item correlation matrix was determined by applying the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's Test of Sphericity to the principal component analysis of ITQ. The results of the KMO for ITQ are presented in Table 4-21 below.

Table 4-21: KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.494
Bartlett's Test of Sphericity	Approx. Chi-Square	594.168
	Df	3
	Sig.	.000

As evidenced in Table 4-21 above, the KMO measure did not verify the sampling adequacy for factor analysis, since the value of KMO is 0.494 which is below the 0.6 cut off point set by Hair *et al.* (2010). Bartlett's Test of Sphericity was not significant ($p < 0.05$), indicating correlations between items were not sufficiently large for a factor analysis. Consequently this measure did not deem adequate for further factor analyses. For purposes of this research it was decided to use the theoretical scale of the Intention to Quit for further analyses.

4.3.3.2 Descriptive Statistics and reliability of ITQ

Descriptive statistics were used to explore the data. Table 4-21 below provides item descriptive statistics of ITQ once the items have been grouped together before the Factor Analysis was conducted. Table 4-22 below provides an overview of the number of valid cases (N) per group for the grouped items, as well as the measure of central tendency and dispersion. The sample group consists of a total of 299 respondents. A seven-point response scale ranging from "Strongly Disagree (0)" to "Strongly Agree (6)" was utilised.

The mean value for the respondents was 4.6299. This indicates that respondents to slightly agreed that they have intentions to quit the organisation. Standard Deviation values for group range was 0.64949, indicating a small degree of dispersion. The skewness value for the group was 0.134, indicating a slightly negatively skewed distribution. The kurtosis value for the range was -1.860. The Cronbach's Alpha Coefficient for ITQ was 0.822 which suggests that the overall value is at a good level of reliability, therefore it can be said that ITQ is at a good level of reliability.

Table 4-22: Descriptive statistics of ITQ

	Mean	Std. Deviation	Skewness	Kurtosis	Cronbach Alpha
ITQ	4.6299	.64949	.134	-1.860	0.822
Valid N (listwise)					

4.3.3.3 Summary of Results

In summary the result shows that the respondents slightly agreed that they will quit the teaching profession.

4.4 PHASE 3: TESTING OF HYPOTHESES

Three hypotheses were formulated for this research. Correlation analyses were used to test the hypotheses.

4.4.1 Hypothesis 1: There is a significant negative relationship between Talent Management and Teachers Intention to Quit.

The results of the correlation analyses in Table 4-23 shows that there is a significant negative relationship between the respondents' current perceptions of Talent Management practices and their intention to quit. The effect is small. The results can be explained by the fact that although the respondents perceived a poor application of talent management practices the teachers only slightly agreed that they will quit the teaching profession. Thus, even in the midst of poor talent management practices, teachers will to some extent still remain in the teaching profession.

Table 4-23: Correlations analysis between HCC and ITQ

Correlations			
		HCC	ITQ
HCC	Pearson Correlation	1	-.152**
	Sig. (2-tailed)		.008
	N	299	299
ITQ	Pearson Correlation	-.152**	1
	Sig. (2-tailed)	.008	
	N	299	299

Next a correlation analyses was performed to determine the relationship between the talent management dimensions and intention to quit. The results are reported in Table 4-24 below.

Table 4-24: Correlation analysis between Talent Management Practices – Current application and ITQ

	Workforce Planning	Talent Acquisition	Talent Commitment	Talent Development	Performance Management	Talent Retention	Intention to Quit
Workforce Planning	1	-	-	-	-	-	-
Talent Acquisition	.848**	1	-	-	-	-	-
Talent Commitment	.260**	.473**	1	-	-	-	-
Talent Development	.361**	.684**	.749**	1	-	-	-
Performance Management	.353**	.479**	.574**	.773**	1	-	-
Talent Retention	.512**	.510**	.716**	.687**	.747**	1	-
Intention to quit	-.374**	-.306**	-.359**	-.311**	-.448**	-.447**	1

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

The results in Table 4-24 show that all talent management practices are practically significantly related to intention to quit. All are medium effects. Based on the results in Tables 4-23 and 4.24 Hypothesis 1 is accepted.

4.4.2 Hypothesis 2: There is a significant positive relationship between the importance of Talent Management Practices and Teachers Intention to stay in the teaching profession

The results of the correlation analyses in Table 4-25 shows that there is a significant positive relationship between the respondents' current perceptions of Talent Management practices and their intention to quit. The effect is large. Thus, the more important talent management practices are to teachers the more they will agree not to quit the teaching profession.

Table 4-25: Correlations analysis between HCI and ITQ

Correlations			
		HCI	ITQ
HCI	Pearson Correlation	1	.786**
	Sig. (2-tailed)		.000
	N	299	299
ITQ	Pearson Correlation	.786**	1
	Sig. (2-tailed)	.000	
	N	299	299

Next a correlation analyses was performed to determine the relationship between the importance of talent management dimensions and intention to quit. The results are reported in Table 4-26 below.

Table 4-26: Correlation analysis for Talent Management Practices – Importance and ITQ

	Workforce Planning	Talent Acquisition	Talent Commitment	Talent Development	Performance Management	Talent Retention	Intention to Quit
Workforce Planning	1	-	-	-	-	-	-
Talent Acquisition	.825**	1	-	-	-	-	-
Talent Commitment	.434**	.599**	1	-	-	-	-
Talent Development	.502**	.583**	.232**	1	-	-	-
Performance Management	.716**	.672**	.224**	.769**	1	-	-
Talent Retention	.789**	.698**	.333**	.719**	.819**	1	-
Intention to Quit	.765**	.861**	.601**	.381**	.537**	.584**	1

The results in table 4-26 show a positive relationship between all the dimensions of talent management in terms of its importance. All the effects were large. This implies that the more important the talent management practices to the teachers, the more they would like to stay in the organisation.

4.5 CONCLUSION

This Chapter highlighted the results of the study as it pertains to the talent management and turnover intentions of teachers. The results in general showed that talent management practices are poorly applied in the teaching profession in Botswana. In addition the results also showed that significant large gaps existed between the current applications of talent management practices versus the importance thereof. The results also highlighted that the respondents only slightly agreed to quit the teaching profession. Significant relationships were found between Talent Management practices and teacher’s intention to quit.

The next Chapter will present a discussion of the results of this study.

Chapter 5:DISCUSSION OF RESULTS

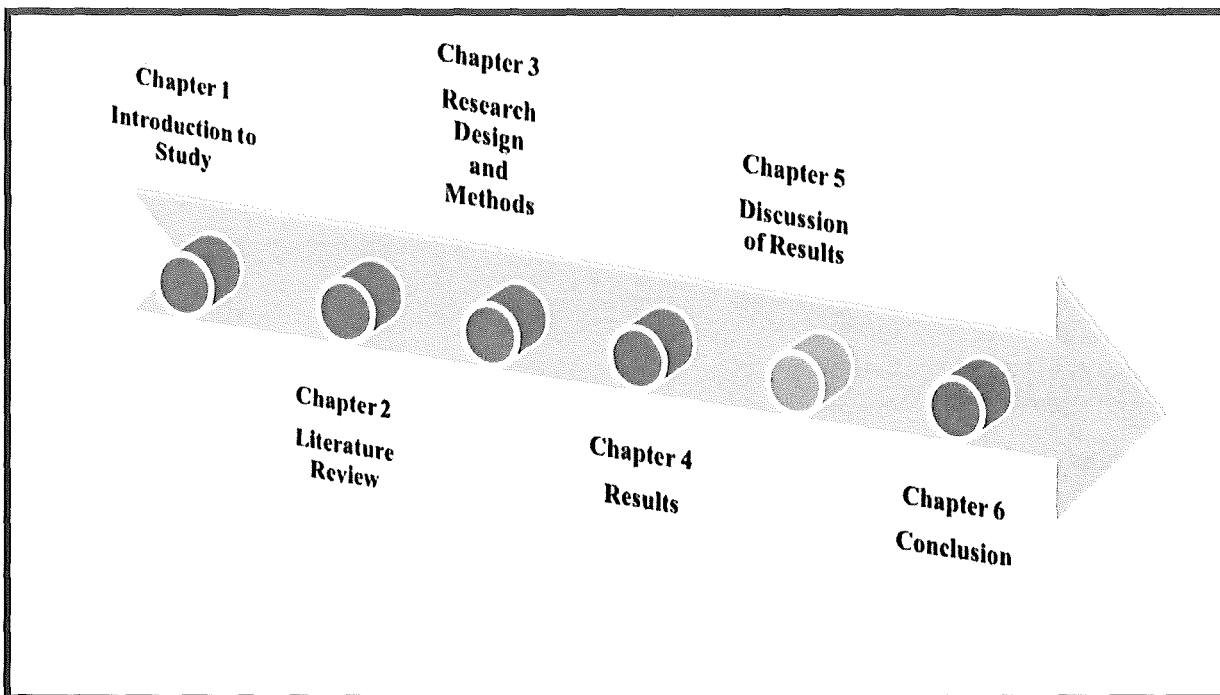


Figure 5-1: Chapter 5 in Context

5.1 INTRODUCTION

This chapter presents the discussion and interpretation of the results presented in chapter 4. As stated in the purpose statement of this study, this quantitative study has the purpose of investigating the relationship between Talent Management, Retention of Teachers in Botswana. From the main research objective the following specific research objectives were added based on the measurements in this study:

- To identify the perception on the current level of application of Talent Management Practices in the Education Sector.
- To examine the Teachers' perception on the importance of Talent Management Practices for Teachers.

- To assess the significant gap between the current versus the importance of Talent Management Practices for Teachers.
- To evaluate the relationship between current application of Talent Management Practices and intention to quit.
- To assess the relationship between the importance of Talent Management Practices and Teachers' intention to quit.

5.1.1 Research Objective 1: To identify the perception on the current level of application of Talent Management Practices in the Education Sector.

The results showed that employees perceived that in general Talent Management practices are only fairly or moderately applied in the Education Sector. The Talent Management Practices that seemed most problematic included Workforce Planning, Talent Acquisition and Talent Retention. The results are in line with previous research that suggests that Talent Management practices are only fairly to moderately applied in public sector organisations (see Barkhuizen & Stanz, 2010; Du Plessis et al. 2010; Pienaar & Barkhuizen, 2012; Stanz, Barkhuizen&Welby-Cooke, 2012; Barkhuizen&Veldtman, 2012).

5.1.2 Research Objective 2: To examine the Teachers' perception on the importance of Talent Management Practices for Teachers.

The results from chapter four showed that the levels of importance of Talent Management Practices are high as perceived by the employees in the organisation. The Talent Management Practices that seemed the highest in terms of importance included Talent Commitment, Talent Retention and Performance Management. The results of this study are in line with previous research studies that the level of importance of Talent Management Practices is either high or critical in South African Organisations (Barkhuizen & Veldtman, 2012).

5.1.3 Research Objective 3: To assess the significant gap between the current versus the importance of Talent Management Practices for Teachers.

The results showed that there is a large gap between the current applications of Talent Management Practices within the organisation compared to the respondents' perceptions of the importance of the Talent Management practices. The largest gaps were observed between Workforce Planning, Talent Retention, Talent and Performance Management in descending order. The results confirm the results of previous studies where large gaps were also perceived between the current application of Talent Management practices and the importance thereof (Barkhuizen & Veldtman, 2012).

It is critical for any organisation to manage its talented workforce. This is because talented employees do not leave their organisation; they leave their managers (Mpofu, 2012). In order to have high Talent Retention, the organisation's focus should be on how well management has been developed and trained in the identification, hiring, development, and retention of talent, not focused on the individual (Meyer, 2005).

5.1.4 Research Objective 4: To evaluate the relationship between current application of Talent Management Practices and intention to quit.

The results in chapter 4 showed that there was a negative relationship between current application of Talent Management Practices and Intention to quit. Intention to quit an organisation occurs when too many demands are placed on an individual (in this case teachers') or when preceding conditions (poor application talent management practices) are perceived as being positively related to teachers' intention to leave the Education Sector. The results confirm previous findings of Mpofu (2013) that Talent Management is inversely related to intention to quit.

5.1.5 Research Objective 5: To assess the relationship between the importance of Talent Management Practices and Teachers' intention to quit.

The results from chapter four showed a positive relationship between the Importance of Talent Management Practices and Teachers' intention to quit their jobs. The results showed that employees' in the organisation slightly agree that they had intentions to quit despite their perceptions that Talent

Management Practices are important. Intentions are, according to researchers such as Ajzen and Fishbein (1980) and Igarria and Greenhaus (1992), the most immediate determinants of actual behaviour (Firth et al., 2004).

The positive relationship between perceived Importance of Talent Management Practices and Teachers' Intentions to quit their jobs may be due to having been complacent and accepted that current status quo within their organisation. This therefore means that despite the perceptions of the Importance of Talent Management Practices the application of Talent Management Practices no longer holds any bearing towards their intentions to quit the organisation.

5.2 CONCLUSION

This chapter provided a detailed discussion of the results of the research based on the research objectives that were formulated. The results in short showed that Talent Management Practices are only fairly or moderately applied in the organisation and that a large gap exists between current practice and perceived importance of the Talent Management practices. Significant relationships were found between Talent Management practices and Intention to Quit. The following chapter will provide an overview of the research study in its entirety, and will discuss the conclusions, limitations and possible future research areas associated with the study.

Chapter 6: CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

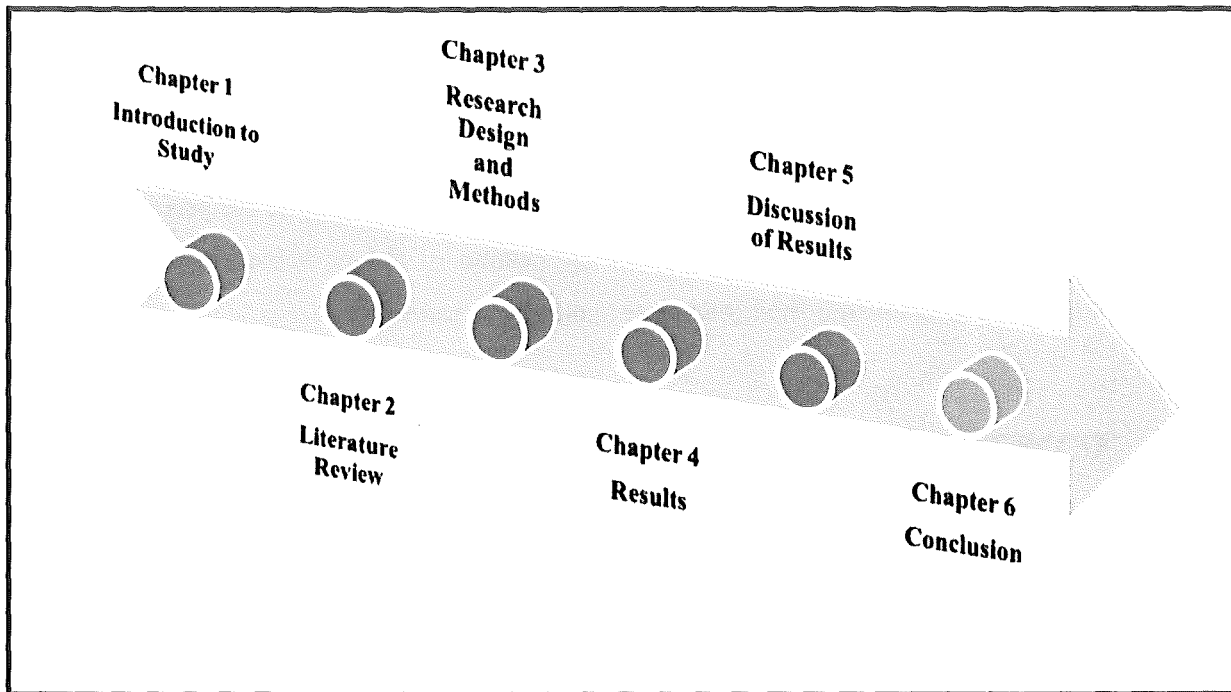


Figure 6-1: Chapter 6 in Context

6.1 INTRODUCTION

The chapter focused on drawing final conclusions and making recommendations with regards to this study. This has been done by discussing the significance and limitations of the study and making suggestions on future research areas. This final chapter presents a summary of the whole study. The discussion of the significance of the study, findings gathered from the literature as well as empirical results is offered. The limitations of the study are also discussed and recommendations are made for further study on the topic.

6.2 OVERVIEW OF THE STUDY

The following section discusses the purpose of the study, the main research objectives in the study and finally it will give an overview of the contents of the study.

6.2.1 Purpose of the Study

The main purpose of the study was to investigate the relationship between Talent Management and Turnover Intentions of Teachers in Botswana.

6.2.2 Research Objectives

The objectives of this study were:

- To identify the perception of teachers on the current level of application of Talent Management Practices in the Education Sector.
- To examine the Teachers' perception on the importance of Talent Management Practices for Teachers.
- To assess the significant gap between the current versus the importance of Talent Management Practices for Teachers.
- To evaluate the relationship between current application of Talent Management Practices and intention to quit.
- To assess the relationship between the importance of Talent Management Practices and Teachers' intention to quit.

6.3 CONTENT OF THE STUDY

Chapter 1: Introduction

This chapter introduced the relationship between Talent Management, Retention Strategies and Turnover Intentions. In addition it provided motivation for the research study through highlighting the research problem statement and research objectives. There was an indication of the importance and benefits of the research study given, before the chapter came to conclusion with a list of definitions and abbreviations which were frequently used in the study.

Chapter 2: Literature Review

This chapter served the purpose of outlining literature overview of all the concepts, and theoretical aspects of the individual concepts of the study. The different characteristics that made up the concepts in this study were discussed under each concept. To conclude, the chapter summarised the contents of the chapter.

Chapter 3: Research Methodology

This chapter comprised of a detailed discussion of the research design and methods which were selected as the framework through which the research questions of the study were answered. It started with an overview of the research paradigm of the study, after which it got into giving description of the strategy of inquiry and broad research design. A discussion of the sampling strategies and techniques employed in the study was then given and the data collection methodology was presented. Reliability and validity of the research were considered and thereafter ethical considerations related to the study were contemplated.

Chapter 4: Data Analyses

This chapter's focus was on the discussion of the results and findings of the entire study pertaining to statistical analysis presented. Then it was divided into three sections namely; Biographical information, Statistical analyses relating to measurements and hypotheses testing. The chapter began with a discussion on the biographical information that was collected during the data collection phase of the study. The phase that followed involved discussing the statistical analysis of the different concepts involved in the study. The final section of the chapter discussed the different relationships of the study through the hypotheses developed and stated in chapter one.

Chapter 5: Discussion of Results

This chapter provides a review of the study, summarised and discussed the key empirical results obtained in Chapter 4. All the main findings, based on the research results of the statistical analysis, revealed the existence of the relationships of the concepts and the type of relationships as either positive or negative.

Chapter 6: Conclusion, Limitations and Recommendations

The focus of this chapter was to draw final conclusions regarding this study and make recommendations. This was done by discussing the significance and limitations of the study and making suggestions on future research spheres.

6.4 CONCLUSIONS DRAWN FROM THE STUDY

The section that follows provides summaries to be drawn from the study, emphasising on conclusions drawn from literature review and conclusions drawn from the empirical results.

6.4.1 Conclusions from the Literature

From the literature review the following conclusions were drawn:

This discussion of talent management will not be completed until the consideration of talent retention. As I mentioned earlier, losing talented individuals is a significant cost for every organization. It is often less costly, however, for structure-centric organization than it is for Hc-Centric organization. Structure-centric organizations invest much less in developing the skills, competencies, and knowledge of their employees. In addition, because structured-centric organizations are likely to have simpler, more structured jobs, they can often hire from a broader labour market and can often get people quickly up to a reasonable performance level without making a huge investment. Further, because they do not expect a great deal from individual, they do not have to go through a selection process that is as elaborate and expensive as the one an Hc-Centric organization must use. Numerous studies have been done to estimate the cost of turnover. They vary significantly on just how much they conclude turnover cost, but one finding is rather consistent, the higher the salary. It is also generally agreed that the larger the salary, the greater the multiple should be. For example in replacing relatively unskilled individuals, often the cost is one or two times the monthly salary. However, in the case of a senior executive, the cost is more likely to be ten or fifteen times monthly salary (Lawler III, 2008).

Organisations should be aware of necessary retention skills and the need to seek the best action plans to optimise talent management. These plans would best drive business performance when it proves to be practical and customised to the organisation's own culture, processes, goals and needs (Plateau, 2009). The process of managing talent is not merely a once-off event, but a process that occurs systematically. Its aim should be to secure individual competencies as well as the organisation's capabilities (Ulrich; cited in Du Plessis, 2011).

The process of managing the workforce should be focussed on every individual worker, not whereby it is limited to top performers only within the organisation. Talent development and management are very important and a necessity in helping in retaining employees in an organization. The process should include, identifying reasons why certain employees do not meet the standards of performance as set by the organisation and seek remedial actions to develop such employees (Grobler & Hendricks, 2009). The process of identifying low performing employees will enable the organisation to determine whether low performing individuals are placed in the right jobs and if not then place them in areas that will allow them to be effective. In the case where employees are rightfully placed and still perform below set standards then the organisation would be able to take remedial action, thus developing such individuals' skills, knowledge and abilities using training and development (Nagel, 2012).

Training helps employees develop skills so that they can do certain jobs or tasks. Training is conducted when a particular need has been identified. For example, when new technology is introduced, new skills need to be developed. A new fax machine, copier and laser printer are bought for the offices, for example, and this means that those employees who will be using these machines need to be trained to use the new technology. We say training is task-orientated and concerned with the gaining of skills and work performance. Development also has as its goal the improvement of work performance. But development is more about providing on-going, learning opportunities so that employees can improve over a longer period of time and learn skills other than those required in their current job. The goal of the Human Resource practitioner is better-developed workforce which contributes directly to the achievement of business goal (Aswegon, 2012).

For Talent Management initiatives, to be effective, organisations need formal processes, with many stakeholders' involved and strong links between leadership and talent to translate into specific organisational value (Grobler & Hendricks, 2009). In today's lean business environment, organisations are maximizing the value of their people. The more you know about your employees' talent, the more you can drive performance. Leveraging talent management can help the organisation capture meaningful information about people, know the talent that is driving results, and act on insight for better business performance (Averbook, 2011).

More and more organizations have realized that buying their workers long term loyalty is simply not a good investment. By providing employees with a relatively secure and comfortable lifestyle, it serves to attract and retain only those people who want secure, predictable employment situations. It does not attract and retain those who want to be part of an entrepreneurial organization or who want to be part of a rapidly changing, technologically advanced or knowledge intensive organization. A loyalty relationship also does little to encourage individuals to learn new skills, keep up with technology changes and keep the company financially competitive (Lawler, 2003).

Employees must know where they stand in terms of their performance strengths and weaknesses and the competencies they need to further develop for promotion. Career development maps and plans need to be in place so they can drive their own careers, participate in new activities and achieve even greater success. Without these development maps and plans, people and companies lose focus of key development intervention (Joubert, 2007).

Intention to quit implies that individuals are no longer interested in their current job and they are actively looking for a new position (Firth *et al.*, 2004). This therefore means that employees start to express signs that they desire to leave the organisation by act of actively seeking alternative employment with other organisations. Intention to quit an organization occurs when demands are placed on an individual when these conditions (Talent Management, Organisational Energy and performance etc.) are perceived as being positively related to wanting to leave the organisation. When organisations do not value the stated conditions do not meet the requirements of the employees in the organisation.

Many researchers have tried to answer the question of what determines employees' intention to quit by investigating possible antecedents of the employees' intention to quit (Kalliath & Beck, 2001; Kramer, Callister, & Turban, 1995; Saks, 1996). To date no one has been able to pinpoint the exact cause of intentions to quit. However the studies have come to suggest certain variables that are consistently related to intention to quit. The most immediate determinants of the intention to quit were lack of job satisfaction and lack of commitment (Firth *et al.*, 2004).

6.4.2 Practical implications of the study

Many organisations see employees as inanimate objects that are only there to work and complain about the fact that they do not get paid enough. Organisations do understand that employees very often leave and as a result they experience high recruitment costs to employ new employees. What many organisations fail to realise is that work stressors can affect productivity and in conjunction with low work wellness, employees tend to quit in order to find work in other areas that are less demanding. If organisations paid closer attention, they would realise that if they take the relationship between Retention, Retention Strategy and the Intention to quit into consideration, they may be able to reduce their overhead recruitment costs and increase productivity. This assumption is made from the fact that if employees are able to cope with their working environments, they will be more productive and less likely to leave.

6.4.3 Conclusions from the results

From the statistical analysis conducted in the study the following conclusions can be drawn:

- The results showed that the respondents perceived that Talent Management Practices are only moderately applied in the organisation. The most problematic practices appeared to be workforce planning, talent acquisition and talent retention.
- The results further showed that the respondents perceived that Talent Management Practices were all deemed important as perceived by the respondents with Talent Development, Talent Retention and Management Commitment being perceived as the most important by the respondents to this research study.

- The results indicate that there was a large gap between the current application of Talent Management Practices and level of importance with regards to Talent Management Practices.
- The results showed that teachers only slight agreed that they want to quit the profession
- Results obtained indicated that Talent Management was a significant predictor of intention to quit of teachers.

6.5 LIMITATIONS

This research had the following limitations. First, a purposive convenience sampling method was used in this research. This means that the results of the research cannot be generalised to other populations. Secondly, the research used a cross-sectional method which makes it was difficult to make inferences regarding cause-effect relationships. Finally, the scarcity of literature and empirical research on, specifically, Talent Management and turnover intentions limited the possible explanations of the results.

6.6 RECOMMENDATIONS FOR FUTURE PRACTICE

It is clear that there is a need for more literature in Botswana, in relation to the concepts of the study for one to boldly make recommendations that are proven to make a significant difference. There is very limited literature with regards to Retention Strategy and employees' Intention to Quit. Data collected, analysed and interpreted for the purpose of this research study provided for the following recommendations:

Based on the results it is evident that management in the Department of Secondary Education does not effectively implement Talent Management Practices as effective as they should to retain their organisational talent. The researcher recommends that management need to be provided with training on how to manage talent within the organisation and how to attract such talent.

Gaborone is a Capital City and as a result most people from Rural Areas such as Villages and small towns find it difficult to adjust and thus leave the organisations, therefore the research recommends

that the Department focuses on identifying and developing its own talent as it has the advantage of a nearby University that they can liaise with and groom their own talented workforce.

As has been proven by the results of this study and other research studies, there is a significant relationship between Talent Management Practices and Retention Strategies, therefore improvement in the current Talent Management Practices will result in increase in RS and thus lead to increased talent kept by organisations.

The Department needs to liaise with the University of Botswana and other academic institutions that may assist with ways of improving the current level of Talent Management Practices, this may result in reduced levels of employees' intentions to quit and increased retention strategies. Employee turnover rate would decrease drastically as the department would be in the best position to attract talented individuals that are motivated and ready to further the interests of the departments.

6.7 RECOMMENDATIONS FOR FUTURE RESEARCH

The study was limited to only one City and one Department as well. Before going further the same study can be extended to the remaining departments within the country at large. On the same note the study can be extended also to non-governmental departments such as parastatals and entities within the Gaborone region and possible to private organisations. The results of this study have provided valuable insights into the relationship between Talent Management, Retention Strategy and the Intention to quit. However, it is clear that more research is needed to determine the extent of the relationship between the concepts, as well as the impact they can have on an organisation. In particular, questions are raised as to what areas of research should be focused on to add to the body of knowledge of the subject. The recommendations for future research have been divided into 3 key areas, namely: the relationship between the concepts, the effect they might have on the organisation and the practical application of the outcomes of the study.

Furthermore, the study can be extended further to include national departments of the country (Botswana). This should not only be limited to government departments but also extended to private

organisations/companies as it will assist in terms of helping organisations to attract, retain and develop talent within their organisations. It will further assist managers to understand the relationship that talent management practices have with retention strategy and employees' intentions to quit. To minimise high employee turnover rate experienced by the department it is imperative that organisations manage their talented workforce to address the problem of skills shortages and gain competitive advantage over their competitors and thus increase economic levels of the country.

6.8 CONCLUSION

The purpose of this study was to explore the relationship between Talent Management, Retention Strategy and Turnover Intentions. The level of Talent Management Practices is relatively fair but way below the expected level as perceived by Teachers within the Education department. It has been demonstrated by the study that Talent Management and Retention Strategies are critical for the success of the organisation and reduce employees' level of intention to quit.

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