DUT DURBAN UNIVERSITY OF TECHNOLOGY

AN INVESTIGATION INTO TALENT MANAGEMENT AND EMPLOYEE RETENTION IN THE HIGHER EDUCATION SECTOR OF SOUTH AFRICA: A CASE OF THE DURBAN UNIVERSITY OF TECHNOLOGY

BY

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DURBAN UNIVERSITY OF TECHNOLOGY

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ACKNOWLEDGEMENTS

Dedication

This book is dedicated to the almighty God the Holy one of Israel, my wife, my little girl Makane and my parents for all their love and support.

ABSTRACT

This study focused on an investigation into talent management and employee retention in the higher education sector of South Africa- a case study of the Durban University of Technology. Since the end of apartheid, South African higher education has been through many challenges, including how to attract, managing and retain a new breed of academics who will be able to assist in the development of a new transformed society.   According to a report presented by Higher Education South Africa (2009:7), higher education institutions are facing a real crisis regarding their ability to attract and retain academic staff of a suitable calibre. This has led to the steady loss of academic expertise and the loss of senior and more experienced academic staff, thereby setting higher education Institutions back in terms of research output (Mapesela and Strydom 2004: 2). The concern is that there are insufficient numbers, particularly amongst Black African academics in the existing academic and postgraduate pipelines to replace them (Higher Education South Africa 2011:1). Consequently, talent management is becoming a central management challenge as it becomes more difficult to retain key and competent academic staff (Barkhuizen Roodt and Schutte 2014: 141). If attention is not paid to this issue, in the years to come the quality of graduates and the research outputs of universities will be severely debilitated (Badat 2009:12).

The main aim of this study was to investigate how talent management and employee retention is addressed at the Durban University of Technology strategically, as well as the processes and practices that underpin such strategies. The quantitative research design was adopted and data was collected through a self-administered structured questionnaire. This study was conducted at the Durban University of Technology with a sample of 65 academic staff, including senior academic staff like professors, lecturers and junior lecturers. The target population was grouped into different strata and the sample elements were selected from each group.

 Findings from the study revealed that talent management is not a strategic element and it is not fully implemented in the higher education sector. Recommendations were

made on the review of talent management practices of academic staff in the higher education sector.

This study established that there were some elements of talent management principles and practices in place at the University. However, these were often the traditional functions for example recruitment, selection, training and development. It was evident that there needed to be a strategic focus on the entire talent management process. There also needed to be a lot more holistic approach with greater attention being paid to the process from the time academic staff are recruited through to the process of the development of their careers. Retention is another facet that should be focused on, especially in respect of up and coming Black academics as this is in its infancy.

Key words: Talent, Talent management and Employee retention.

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LIST OF ACRONYMS AND ABBREVIATIONS

- ➢ DUT: DURBAN UNIVERSITY OF TECHNOLOGY

- ➢ HESA: Higher Education South Africa

- ➢ NHS: National Health Services

- ➢ KMO: Kaiser-Meyer-Oikin

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CHAPTER ONE

1.1 Introduction

Talent management is increasingly identified as a dire success factor in the business world. The concept came into prominence in the late 1990s when a group of McKinsey consultants coined the phrase "the war for talent" (Scullion and Collings 2011:3). Talent management entails the processes of identifying, recruiting, developing retaining and redeploying staff. Talent management is not a once-off event. Rather, it is a process that analyzes talent needs and ensures that high calibre talent is attracted, developed, integrated and retained within the organization. The talent management process is proactive in that it looks into the future to ensure that there is always availability of talent in the organization. Berger (2004: 3) observed that, to heighten an organization's ability to achieve unremitting excellence, the organisation must identify the need for proactive talent management and have an organized way of accomplishing the activity.

Organizations are realizing that people are their most important assets (Patrick 2014:10). Robyn and Du Preez (2013:1) highlighted that, higher education institutions are more dependent on the capabilities and commitment of their staff than most other organizations. Higher Education in South Africa is facing challenges with the recruitment and retention of qualified academics. Furthermore, higher education has a vital and significant role to play in contributing to the growth of an information society in South Africa, in terms of research and skills development (Ministry of Education 2001:5). Generally, the welfare of nations is critically dependent on the input of higher education to the social, cultural, political and economic development of its citizens (Council on Higher Education 2000: 25-26). Hence, talent management is a critical and imperative aspect that needs to be addressed.

1.2 Background to the study

Higher Education in South Africa has been through some challenges. Apartheid has a major impact on the South African higher education sector. Previously in South Africa social discriminations were entrenched and mirrored in all circles of social life as a product of the system of exclusion of Blacks under colonialism and apartheid. The higher education system was no exception (Badat 2010:2). The South African academic labor force exhibits complexities because it was racialised and gendered, which bestowed South African Universities with a predominantly white academic labor force as observed by Dube and Ngulube (2013:2). In less than a decade about one fifth of academics are due to retire including nearly half of the professoriate (Badat 2010:2). A report presented by Higher Education South Africa (2009:7) revealed that Universities are experiencing alarming levels of ageing of their academic staff and that, based on the current retirement age of sixty-five, four thousand academics will retire and need to be replaced by 2018. One of the main concerns about academic staff in higher education is replacing an ageing academic and research staff (Council on Higher Education 2010:5). The limited numbers in the existing academic and postgraduate pipelines to replace the ageing academic staff is a concern (Higher Education South Africa 2011:1). According to Anecia (2012:1) the strength of higher education institutions lies in their human capital, therefore it is important to align their human resource policies and procedures to attract and retain skilled employees. There is a limited output of master's and doctoral graduates in the higher education system which restrains the transformation of the social configuration of the next generation of academics (Higher Education South Africa 2011:11). Talent management of academics is becoming a central management challenge as it becomes increasingly difficult to retain key and competent staff (Barkhuizen, Roodt and Schutte2014: 141). Even though these talent management challenges are acknowledged, studies show that there is inadequate empirical research in developing countries to explain this phenomenon, let alone measurements that can be used to diagnose and prevent the turnover of academic staff (Theron, Barkhuizen and du Plessis2014:1).

1.3 Problem statement

As already mentioned, South Africa higher education has been through many challenges since the end of apartheid. Managing and retaining qualified academics is one of the challenges faced by higher education South Africa. According to a report

presented by Higher Education South Africa (2009:7), higher education institutions are facing a real crisis regarding their ability to attract and retain academic staff of a suitable calibre. Altbach (2009 cited in Higher Education South Africa 2011:1) stated that it is widely recognized that South African higher education institutions are increasingly challenged to recruit and retain adequate numbers of academics and researchers. Mapesela and Strydom (2004: 2) noted that South African higher education faces major challenges to attract, recruit and retain expert academic staff. This has led to a steady loss of academic experts. The loss of senior and more experienced academic staff sets higher education institutions back in terms of research output. Selesho and Naile (2014:295) remarked that, it is the essence for universities to attract and retain first class academic staff but retention of a well-developed and motivated academic workforce has become a challenge in South Africa. Badat (2009:12) remarked that if attention is not given to this issue, in the years to come, academic provision, the quality of graduates and the research outputs of universities will be debilitated. The challenge in managing talent in the South African higher education sector has resulted in the lack of a sustainable and viable pool of academics for the next generation.

One way of dealing with this issue is to ensure that higher education institutions have an effective talent management strategy. An effective talent management strategy aims at creating a pool of talent in organizations. Talent management aims at providing the right skills for the right job at the right time. Higher Education institutions rely on their academic staff to ensure long term growth and sustainability.

1.4 Definition of key concepts
The following main concepts were defined for the purpose of this study:

1.4.1 Talent
Elizabeth (2010:17) defines talent as an individual with a unique ability and does not try hard to use it.

Talents are people who can influence organizational performance through their immediate contribution by demonstrating the highest levels of potential (Gallardo, Dries and Gonzalez-Cruz 2013:291).

1.4.2 Talent management(Tm)

Joel (2010:6) defines talent management as a general approach to enhancing human capital which enables an organization to achieve results by building a culture of engagement, capability and capacity through cohesive talent acquisition, development and deployment processes that are aligned to the business goals.

Talent management is the systematic effort to hire, develop and retain highly efficient, productive and promotable people (Brent 2010: 418).

1.4.3 Employee retention

Employee retention is an organized effort to create an environment which is conducive for employees to remain employed through the implementation of policies and practices that address their various needs (Das and Baruah 2013:8).

1.4.4 Academic staff retention

Academic retention is the process by an institution to recruit competent academic staff and retain them through the establishment of a quality work-life, motivated staff climate, being employer of choice and execution of best practices in human resources and talent management (Selesho and Naile 2014:3).

1.5 Aim of the study

The main aim of this study is to investigate how talent management and employee retention is addressed at the Durban University of Technology (DUT) strategically, as well as the processes and practices that underpin such strategies.

1.6 Objectives of the study

- ➢ To determine whether DUT has a talent management strategic orientation;
- ➢ To determine whether talent management contributes to employee retention at DUT;
- ➢ To determine the talent management challenges in higher education; and
- ➢ To investigate possible strategies that will aid employee retention in higher education institutions like DUT.

1.7 Research questions

The following key research questions form the basis for this study:

➢ Is there a strategic orientation for talent management at Durban University of Technology?

➢ What effect does talent management have on employee retention?

➢ What are the challenges at DUT in respect of its talent management strategy?

➢ What factors contribute to employee retention at the Durban University of Technology?

1.8 Significance of the study

This study will be significant in that; it will contribute to the body of knowledge. The study aims to make possible suggestions that may be helpful for resolving challenges in managing talent in the higher education sector. This study will create awareness of talent management practices and propose solutions that may be helpful for academic employee retention.

1.9 Scope of this study

This study will be focused on the higher education sector using the Durban University of Technology as a case study. The study involves the academic staff at the Durban University of Technology. Durban University of Technology derived its name from Durban Institute of Technology in March 2006. The Durban Institute of Technology was formed on the 1st of April 2002 by the merger of Technikon Natal and ML Sultan. The Durban University of Technology is an expanding and dynamic institution which emphasizes quality teaching and learning. The Durban University of Technology is a growing research Centre with high potential to contribute to the economy of the country through quality research output. The Durban University of Technology comprises six campuses namely The ML Sultan Campus, Steve Biko, Ritson Campus, River side Campus, Indumiso Campus and the Brickfield Campus. The Durban University of Technology is a Member of International Association of Universities (DUT Website 2006:16-18).

1.10 Talent management

Ladislav and Robert (2014:347) observed that while the concept of talent management is generally accepted and is increasingly becoming popular, it still does not have an

authoritative definition. Joanna (2012:433) considers talent management as a set of actions applied to highly talented individuals who have undertaken, through their efficiency and development to achieve organizational goals. Dana (2013:22) describes talent management as a systematic process of discovering, developing and sustaining talent and also as the implementation of integrated strategies selected to increase organizational output by developing improved processes of attracting, developing, retaining and utilizing people with the required skills and aptitude so that they can meet current and future business needs. Joanna (2012:433) elaborated the talent management process into three phases: the recruitment, transformational and departure. Accordingly, talent management is about employing sound recruitment practices such as assessment centre psychological tests and interviews to attract suitable employees, as well as to manage the career of these employees effectively by implementing employee development policies, motivation, good promotion policies and preparation for the departure of the employee. In this cycle the departure of an employee is inevitable. Therefore, it is a constant. In contrast, Sarmad, Tahir, Qureshi, Aslam and Syed (2013:3610) view talent management as the systematic attraction, identification, development, engagement, retention and deployment of those individuals who possess high potential that creates a particular value to an organization. This view slightly differs with that of Joanna as it emphasizes retention within the organization.

1.10.1 Talent management process

Talent management goes beyond attracting high performers. Organizations that have operated on the premise of attracting higher performers without integrating the other aspects of talent management practices still have a problem sustaining them. The question that may be asked is what is supposed to be done at each stage of the employee life cycle from the very first day that the employee is recruited into the organization till the day they leave. Patrick (2014:11) argued that it is not enough to aggressively hire talented individuals. Integration of talent management practices into the organization's business strategy is imperative. Eddie (2009:4) noted that talent management is a process and the process perspective suggests that talent management includes all the processes required to empower people within an organization. Jocelyn (2011:15) refers to recruitment as the process of acquiring

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applicants who are available and qualified to fill vacant positions in an organization. This view expresses the notion of attracting external candidates only. Elizabeth (2010:23) argues that the ultimate approach to recruitment is the combination of both external and internal recruitment as both will have advantages. Previous studies on managing people show that organizations paid greater attention to recruiting internal talent with the view that managerial talent is likely to be present amongst the employees as they work their way up through internal promotions. On the other hand, Akram,Wayne, Cascio and Jaap (2014:174) argued that companies struggle to fill key strategic roles from within their organizations because of an insufficient pipeline of employees with high potentials within their organizations, irrespective of the justified arguments, work-force planning remains the prerequisite for a recruitment process. After employment, employees need to be developed for maximum productivity and to gain competitive advantage. According to Manmohan (2013:36), after employees have been selected for their various jobs, there is a need for management to provide training and development opportunities. The efficiency of an organization depends greatly on the skills of its personnel. Ann (2007:28) indicated that organizations that focus on the development and redeployment of employee skills will ensure that their talented employees will change jobs and careers from within the organization, rather than to the outside.

1.10.2 Impact of talent management on employee retention
One of the greatest challenges that organizations face today is to retain talented employees. According to Victor (2014:22) the primary concern of many organizations today is employee retention. Victor (2014:22) noted that retention is improved when employees are offered compensation and benefits and have a supportive work culture that can develop, advance and balance work and life activities. Lesego and Braam (2011:2223) are of the view that pay or money is not always the most solid reason for employees to stay with their organizations. Lesego and Braam bid that the concept of motivation is central to talent identification attraction and retention. These arguments have their limitations as none of them can be a common denominator for all scenarios. The concept of motivation is applicable only for specific circumstances. Therefore, it cannot be central to the retention of employees. Money or pay cannot be generalized as the main factor for employee retention as employees have different demands.

However, the following talent management practices can influence employee retention.

1.10.2.1 Financial rewards

While employers are looking at maximizing productivity and profit in a very cost effective manner, employees are looking for organizations which offer the best salary in order to improve their standards of living. Benjamin and Ahmad (2012:89) stated that in today's economic world financial reward is the basic form of incentive that motivates employees to stay in an organization. Nausheen and Sahar (2015:35) view compensation as a determinant to turnover in organizations and state that it plays a major role in employee retention. One of the primary reasons that employees leave their current employers is better compensation from the new employer. However, the opportunities for employees to use their skills and good career prospects are important factors influencing an employee's decision to stay (Tanton2007:2).

1.10.2.2 Job satisfaction

According to Benjamin and Ahmad (2012:90) job satisfaction builds on the commandment that employees are not just interested to work for money but also to create purpose and satisfaction in their lives. Employees are likely to stay in conditions where their given tasks are challenging and they have the opportunity for personal development and information exchange. Monwabisi (2014:39) stated that employees will have a feeling of accomplishment when their desires and beliefs are aligned to their expectations.

1.10.2.3 Employee engagement

National Health Service England (2014:3) emphasized the importance of employee engagement, stating that those who find meaning at work are more competent, committed and useful. Also, competence commitment and a sense of contribution should lead to increased customer commitment which will later result on better financial results for the company. As Armstrong and Taylor (2013: 193,195) stipulated, employee engagement takes place when people are committed to their work and the organization and are motivated to achieve high levels of performance.

1.10.3 Talent management challenges in higher education in South Africa

Since 1994 and after the apartheid government South African Higher education institutions have gone through many changes. Talent management of academic staff is becoming a serious management challenge as it becomes more difficult to attract and retain quality staff members (Nicolene, Puleng and Nico 2014: 2037). Promotion in higher education institutions, which has a significant effect on staff is a critical challenge. In a recent study carried out by Jacob and Idah (2014:7), it was revealed that the process of promoting academics is seen as very long and tedious and that promotion criteria discourages academics from applying for promotion. The study also revealed that research excellence seems to be the favoured promotion criteria amongst others. Therefore, academics tend to neglect the scholarship of teaching and concentrate on research as a criterion for recruitment and internal promotion. According to Mabokang (2005:123), South African Universities were previously known to draw their academic staff from a pool of white only professionals, thus promoting a fragmented higher education system. It has been a great challenge to change the picture of higher education to be representative of all South Africans. Mabokang (2005:123) said that after 1994, it has been difficult to quickly fill gaps and recruit academics from other racial groups, especially Blacks.

1.11   Structure of the chapters

1.11.1 Chapter one: Introduction and back ground to the study

This chapter contains issues as the introduction; problem statement, objectives of the study; research questions; scope of the study; definition of key terms; aim of the study; significance of the study; and brief back ground of the study.

1.11.2 Chapter two: Literature review

Chapter two covers the definitions of the key terms; the variables; the concepts and conceptual framework of the variables; and theories. Literature on talent management and employee retention is reviewed.

1.11.3 Chapter 3: Research methodology

This chapter describes the research design; the research target; the sampling methods; and the data collection instrument.

1.11.4 Chapter 4: Research findings and data analysis

Chapter four provides the analysis of the data and a discussion of the findings.

1.11.5 Chapter 5: Conclusion and recommendations

Chapter five concludes the study and makes recommendations from the findings. Recommendations provide a possible platform for growth and transformation.

1.12   Limitations/Delimitations
1.12.1 Delimitation

This study focused on the academic staff of the Durban University of Technology. The study was carried out on the DUT campuses. Support and administrative staff were excluded. The study was delimited to carry on an investigation on how talent management and employee retention is being addressed in higher education. It was assumed that the 65 sampled academic staff would provide an accurate general reflection of the situation facing academic staff in the institution.

1.12.2 Limitation

The study was carried on at the Durban University of Technology which implies that the results can only describe the situation for academic staff at the Durban University of Technology. The results of this study are based on the period in which this study was done. The support and administrative staff were excluded from this study.

1.13   Conclusion

An overview of the study has been presented in chapter one. Since talent management is a major challenge in the higher education sector of South Africa, this study investigates the impact of talent management and employee retention. On a higher education institution failure to manage academic talent has led to the inadequacy of academic staff in higher education to sustain the next generation. In the next chapter, literature reviews related to this study as well as literature that relates to previous studies conducted on talent management and employee retention are provided.

CHAPTER TWO

2.1 Introduction

Talent management has become a hot topic that has attracted everyone's attention as a tool to fulfilling talent demand worldwide (Sanjula and Anju 2014:10).In organizations, talent management has become one of the most pressing topics and the competition for talent will define organizational milieus for a couple of decades to come (Olivier 2010:3).Robyn and Du Preez (2013:1) noted that organizations will have to acquire an interest in more than mere profitability should they aim to be dominant in a global economy. These interests will include the attraction, development and retention of talent. Josh (2006:1) pointed out that, talent management has become one of the most important buzzwords in corporate human resource management and training today. This implies that talent management is a number one catalyst for organizational success in today's business world. Literature related to talent management and employee retention is discussed in this chapter. Subsequent topics related to talent management such as talent planning, talent resourcing, talent development and talent retention are also covered in this literature review.

2.2 Definition of talent

The challenge of integrating talent management into organizations is that many employers are uncertain with regard to who is to be considered a talent. Elizabeth (2010:14) confirmed this assertion by stating that some organizations are not clear about what they mean by talent. According to Barkhuizen (2015:4), the concept of talent originated from the Ancient Greek world. It represented a unit of weight or money and since then, the meaning of talent has undergone a series of changes to including the human element. Barkhuizen noted that Jesus Christ referred to talent as a human element in his parable of talents in the King James version of the Bible (Matthew 25:14-30). However, many researchers have expressed their varying views about talent. Buttiens and Hondeghem (2012:3) developed a typology of the different approaches to talent in an organization. A distinction is made between the subject and the object approach. Aho *et al.* (2011:11) view talents as basically people with aptitude and better understanding about a certain area. They claim that everybody can be a talent and therefore talents must be matched with the correct task to get the best result. Tansley (2011:269) defines talent as innate abilities for a specific field. Karien

(2011:266) defines talent as the sum of a person's abilities that is his or her intrinsic gifts, skills, knowledge, experience, intelligence, judgment, attitude, character and drive. Elizabeth (2010:17) describes talent as someone who has the ability above others and does not try hard to use it. Armstrong (2009:580) remarked that talents consist of individuals who can make a difference in organizational performance, either through their immediate contributions or demonstrate high level of potentials in the longer term. The common word in all these definitions is ability. For the purpose of this study, talent can therefore be defined as the ability of an individual. This definition serves as a base for discussing the concept of talent management.

2.2.1 Definition of talent management

While the concept of talent management is generally accepted and is increasingly becoming popular, it still does not have an authoritative definition (Ladislav and Robert 2014:347). Joanna (2012:433) considers talent management as a set of actions applied to highly talented individuals who undertake through their efficiency and development to achieve organizational goals. Joanna (2012:433) went further to calibrate the talent management process into three phases: the recruitment, transformational and departure phases. Accordingly, talent management is employing sound recruitment practices such as assessment centres; psychological tests and interviews to attract suitable employees; and manage the careers of employees effectively by implementing employee development policies, motivation, good promotion policies and preparation for the departure of the employee. To reiterate this, cycle the departure of an employee is inevitable and is therefore a constant. In contrast Sarmad, Tahir, Qureshi, Aslam and Syed (2013:3610) view talent management as "the systematic attraction, identification, development, engagement, retention and deployment of those individuals who possess high potential that creates a particular value to an organization". Dana (2013:22) describes talent management as a systematic process of discovering, developing and sustaining talent and also as the implementation of integrated strategies selected to increase organizational output by developing improved processes of attracting, developing, retaining and employing individuals with the required skills so that they can meet business needs. Barkhuizen (2014:2223) describes talent management as the implementation of sound integrated human resource strategies in view to attracting, developing, retaining and utilizing

employees with the right skills and abilities to meet current and future business needs. Anne (2007:13) suggests that talent management entails the involvement of systems designed to increase organizational output by building better processes for attracting, developing, retaining and employing people with the required skills to attain business goals. Oliver (2010:3), on the other hand argues that talent management refers to the additional processes and opportunities that an organization makes available strategically to a pool of people who are deemed to have talent. On the contrary, Steven (2010:1) upholds the view that talent management is all about facilitating the development and career progression of highly talented and skilled individuals in the organization, using formalized procedures, resources, policies and processes. Eddie (2009:4) sees talent management as a process and that the process perspective suggests that talent management includes all the processes required to empower people within an organization. The idea behind this perspective is that placing the right people at the right place will play a significant role for the success of the company, so breeding and nurturing talent is part of the process of an organization's life cycle. This definition will be adopted for the purpose of this study. Robert and Ladislav (2014:352) stated that the precondition of effective talent management is to create a talent management strategy which is based on the business strategy, and that mutual linking of the organization's strategy with the given talent management strategy will enable the identification of talent management processes which are very important to meeting the organization's objectives.

2.2.2 Talent management strategy

Talent management strategy is meshing together the processes involved in creating a talent pool with the overall organizational objective with a view to providing talent whenever and wherever it is needed using a number of policies and practices (Armstrong and Taylor 2014:269). Cappelli (2008 cited in Armstrong and Taylor (2014:269) pointed out that one sign of an effective talent management strategy is that it can address the dichotomy between the supply and demand of talent. Furthermore, he noted that some firms have more employees than required for their vacant positions, while others are short of talent. Barkhuizen (2015:14) remarked that an integrated talent management strategy entails the alignment of an organization's talents (employees) and business strategy, after which the organization can proceed with attracting and recruiting talent with a view of creating a talent pool. Barkuizen also

stated that the organization will need to recreate an employee brand that will attract the right candidates and establish a culture of recognition and value of talented employees at this stage. According to Dana, (2013:55) talent management strategy is the configuration of goals and action plans. Armstrong and Taylor (2014:266) noted that the talent management strategy starts with talent planning, talent resourcing and talent development which creates a talent pool. Dana (2013:55) maintain that talent management processes are oriented around: identifying, acquiring, diagnosing, developing, motivating, utilizing and retaining talent in the organization, as well as the measurement and analysis of the effectiveness of the processes in talent management. Figure 2.1 below illustrate the talent management strategy.

Figure 2.1: An illustration of the talent management strategy.
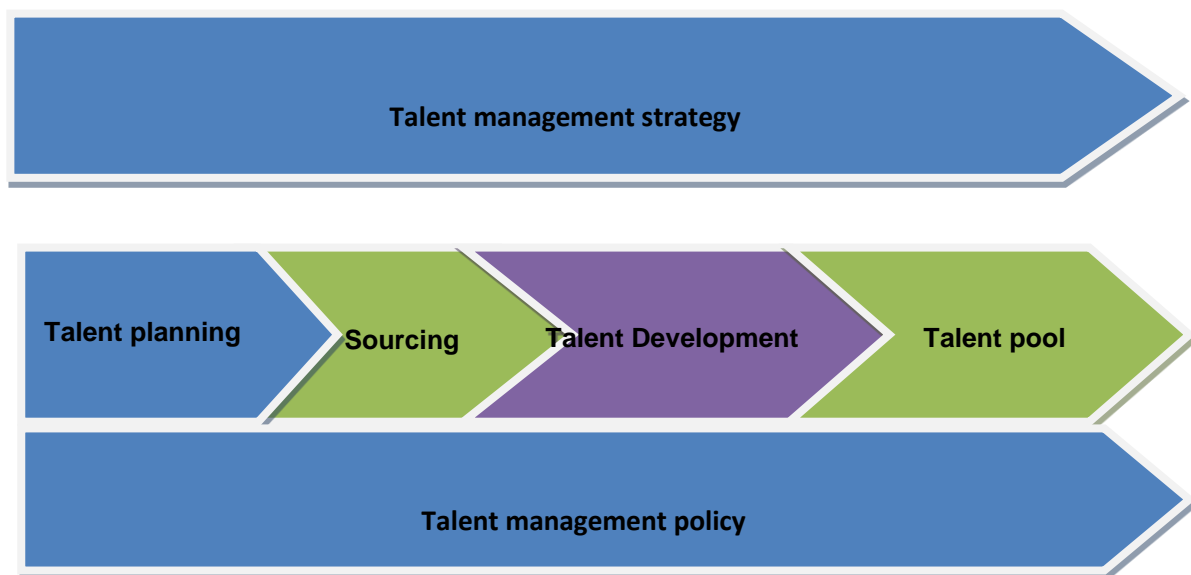
Source: Armstrong and Taylor (2014:267)

2.2.3 Linking talent management strategy with the business strategy

Prasad and Agarwal (2014:30) noted thataligning the talent management strategy with business strategy will yield success in the organization. The following diagram figure (2.2) indicates how the talent management strategy can be linked to the business strategy.

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Figure 2: Linking talent management strategy to business strategy
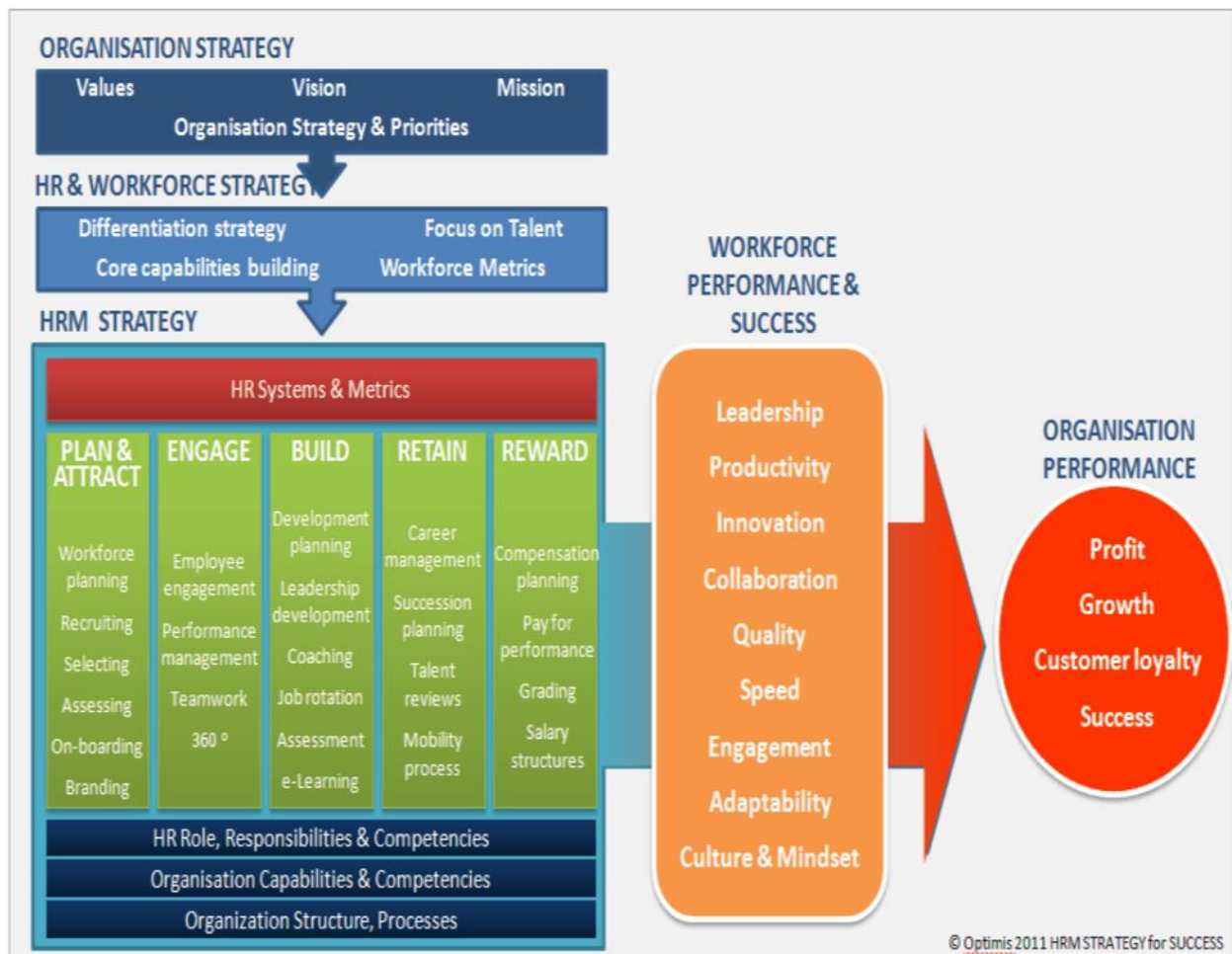
Source: Rita (2013:289)

Lyria (2013:287) observed that talent management practices facilitate a sustainable competitive advantage in an organization. According to Chikumbi (2011:23) this can be achieved by examining how elements of talent management process are being implemented in an organization.

2.3 Talent management process

Talent management is not just about hiring talented employees. Talent management goes beyond attracting high performers. Organizations that have operated on the premise of attracting high performers without integrating the other aspects of talent management practices still have a problem sustaining them. This assertion is supported by Patrick (2011:11) when he noted that aggressively hiring talented individuals is not enough and that integration of the talent management practices into the organization business strategy is also important. Grobler and Diedericks (2009:4)

stated that the talented individual is not important but the processes that create, manage and organize the talent are. This include having the right processes and practices fitting together into a coherent whole. The question that may be asked is what is supposed to be done at each stage of the employee life-cycle from the very first day that the employee is recruited into the organization till the day they leave. As suggested by Sanjula and Anju (2014:12), it is imperative for organizations to seek and implement a system that can empower the talented to design their career path in their companies. Talent management is a process that requires continuous adjustment frequently. This change and adjustment is done to ensure that the talent management process is in alignment with organizational strategies and goals. Talent management is not a once-off intervention, it is a continuous process which requires constant evaluation and upgrading. Armstrong and Taylor (2014:266) noted that the talent management process can be described as a pipeline which operates within the parameters of talent strategy and policy. Figure 2.3 below gives a detail illustration of the talent management process.

Figure 2.3: Talent management process
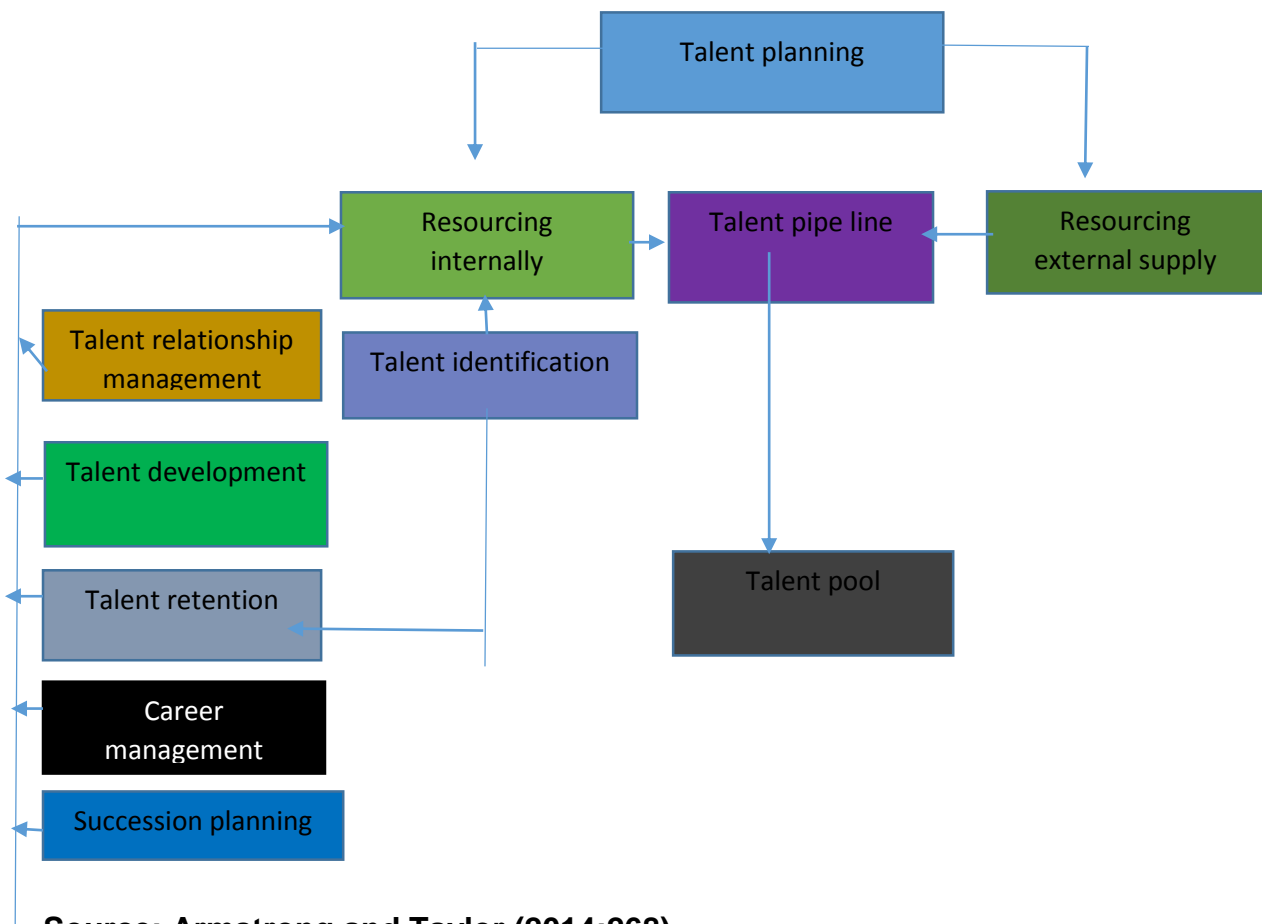
Source: Armstrong and Taylor (2014:268)

2.3.1 Talent planning

Armstrong and Taylor (2014:267) noted that talent planning establishes the number of talented employees that are needed to meet an organization's present and future needs and it employs the workforce planning technique. Chikumbi (2011:23) asserted that, talent planning entails the use of the organization's existing employees to meet current and future needs. Some areas to be assessed include how the company performed the previous year, and the short and long term business goals to be attained. According to Anyim, Ekwoaba and Anthony (2012:69), talent planning involves the forecasting and planning for the right numbers and personnel with required skills at the right time to carry out activities which will facilitate the accomplishment of the organizational goals. Chow (2014:3) pointed out that talent planning is part of a business strategy and it plays an essential role in positioning a company to propel the effectiveness of talents and gain a competitive advantage. Barkuizen (2015:14) noted that after talent planning, the organization can proceed with attracting and recruiting talents (talent sourcing) with a view to creating a talent pool. The organization will still need to recreate an employee brand that will attract the right candidates and establish a culture of recognition and value of talented employees.

Figure 2.4: A flow chart of the talent planning process

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┌─────────────────────┐
│    Business plan     │
└──────────┬──────────┘
           │
           ▼
┌─────────────────────┐
│ Forecasting of       │
│ Activity levels      │
└──────────┬──────────┘
           │
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┌─────────────────────┐          ┌─────────────────────┐
│ Analysis of          │◄─────────│  Scenario planning   │
│ requirements         │          └─────────────────────┘
└──────────┬──────────┘
     ┌─────┴─────┐
     ▼           ▼
┌──────────┐  ┌──────────┐
│ Demand   │  │ Supply   │
│ forecast │  │ forecast │
└─────┬────┘  └────┬─────┘
      └─────┬──────┘
            ▼
┌─────────────────────┐
│ Forecast of future   │
│ requirements         │
└──────────┬──────────┘
           │
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┌─────────────────────┐
│ Action planning:     │
│  • recruitment       │
│  • training          │
│  • downsizing        │
└─────────────────────┘
```
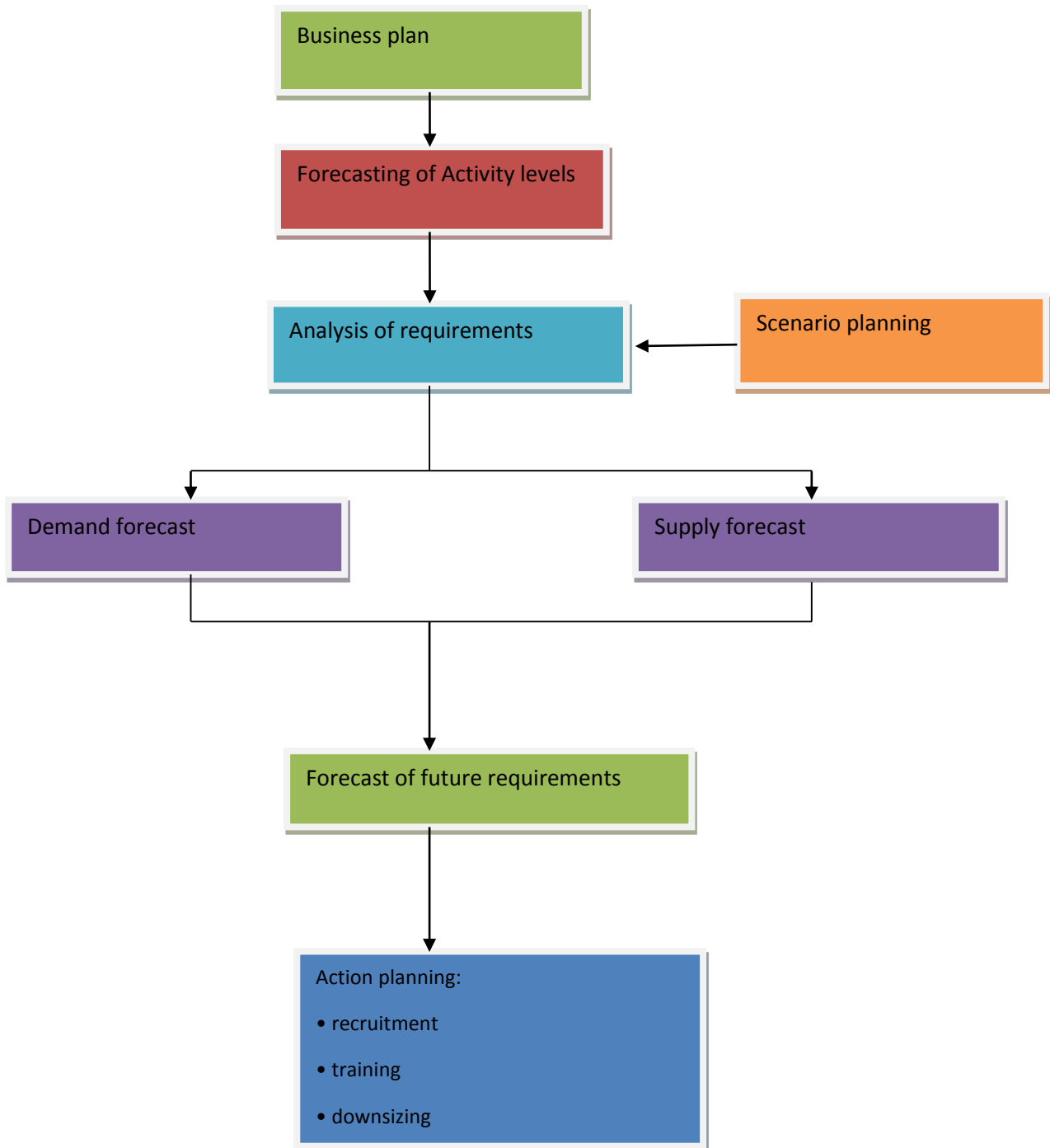
Source: Armstrong (2010:191)

2.3.2 Talent identification

Talent identification is the process of identification of the eligible talent in view of creating a talent pool with the talents benefiting from the development and career management programs in the organization (Armstrong and Taylor 2014: 267). Kumari

(2012:34) indicated that effective recruitment and selection will have a huge impact on organizational outcomes. According to Crothall, Victor and Härtel, (2006:99), the cost of recruitment and selection is most often greater than the estimate of most organizations. Poor implementation and decision-making in the recruitment and selection process can lead to a substantial loss of competitive advantage, damage of reputation and loss of highly talented staff for any organization.

2.3.3 Recruitment

According to Jocelyn (2011:15), recruitment is the process of acquiring applicants who are available and qualified to fill vacant positions in an organization. Elizabeth (2010:23) argues that the ultimate approach to recruitment is the combination of both external and internal recruitment as both will have advantages. She further stated that previous studies on managing people show that organizations paid greater attention to recruiting internal talent with the view that managerial talent is likely to be present among the employees as they work their way up through internal promotions. On the other hand Akram,Wayne, Cascio and Jaap (2014:174) argued that companies struggle to fill key strategic roles from within their organizations because of an insufficient pipeline of employees with high potentials within their organizations. Manmohan (2013:24) stipulated that an advantage of internal recruitment is that employees are aware that hard work may be rewarded through promotion. This brings job satisfaction to the employees as they believe that the management appreciates their input. Metcalf, Rolfe, Stevens and Weale (2005:172) maintain that the recruitment process in higher education begins with the request from departments to meet various academic teaching requirements and to fill vacancies in the case of departure of an academic staff member. Departments are responsible for the drawing up of the job descriptions and person specifications. According to Crothall, Callan and Härtel (2006:100), the two main issues in recruiting and selecting academic staff in Universities are staff performance and methods of selection. This will determine the qualityof academic staff that are attracted and selected. This notion further insinuates that understanding the required skills for the position to be occupied is central to designing an efficient recruitment and selection method for the University. Mokoditoa (2011:15) emphasized the fairness of recruitment policy in Higher education, it should not be discriminatory on the grounds of religion race, sex, disability and age. It should

conform to statutory regulations of the Country. According to Mabokang (2005:123), South African Universities were previously known to draw their academic staff from a pool of white only professionals, thus promoting a fragmented higher education system. It has been a great challenge to change the picture of higher education to be representative of all South Africans. Mabokang (2005:123) maintain that after 1994, it has been difficult to timeously fill the gaps and recruit academics from other racial groups, especially the Blacks.

2.3.4 Selection

As remarked on by Nel, Gerber, Dyk, Haasbroek, Schultz and Sono (2008:239) an effective selection program in the organization combines a review of the recruitment process and the relevant documentation including relevant employment legislation. Louw (2013:3) considers selection to be a process of choosing from a group of candidates who are best suited for a particular position in an organization. Armstrong (2010:192) maintains that selection is an aspect of recruitment which is concerned with deciding which candidates should be appointed to jobs. According to Ladislay and Robert (2014:353), selecting talent is very sophisticated and requirements from job analysis are the basis for selecting employees. Elizabeth (2010:30) noted that even though candidates have hope for the future, most employees do not guarantee suitability with employers. Organisations have varying selection criteria. For example, a study by Jepsena, Varhegyib and Edwardsc (2012: 629) in Macquarie University in Australia showed that in valuing academic work relatively as a selection criteria for academics, output in research was regarded as the most important selection criterion above teaching experience or qualifications and, instead of lecturing, tutoring was considered as the second most important criterion for selecting new academics.

Table 2.1 provides an illustration of the various sources of talent, their advantages and disadvantages.

Table 2.1: Sources of talent, their advantages and disadvantages.

Source	Advantages	Disadvantages

Employees within the company	-Easily accessible. - Indicate a career opportunity within the company.	-May be difficult to find required candidates. -No opportunity for new skills in the company.
Referrals and returns	-Possibility to obtain people with relevant skills -Obtain a new source of talents	Not always reliable
Advertising source	Can target recruitment Can reach a vast audience Privilege of having many expertise to choose from	Not cost effect as external skills are needed. Time consuming. Right people are not necessarily reached.
Recruitment online	Able to reach a wide range of applicants. The cheapest and quickest method. More information regarding the job and company can be provided. Possibility of submitting applications electronically.	Possibility of producing many irrelevant applications. Not the first choice of applicants. Qualified applicants without internet access may not be reached
Recruitment agencies	Advantage of reaching specified candidates. Agency data base can be accessed. Time efficient.	Not cost effective. Difficulties to find efficient recruitment agency.
Job centres	Cost effective. Not difficult to access	Unavailability of high profile candidates.
Executive search consultants.	Possibility of obtaining qualified candidates. Advice on terms and conditions can be provided.	Very expensive. Not always reliable.
Recruitment process Outsourcing (RPO) – external service providers who provided the complete recruitment process	Saving well on time External parties bear the recruitment problem Allow times for human resource for more value adding activities.	Fear of human resource and line managers of losing their powers and eventually their jobs.
Educational establishments	Possibility of obtaining people with the right academic qualifications	Most likely to fill only junior posts.

Source: Armstrong (2010:192-193)

2.3.5 Talent relationship management

Work place relationship is the most influential element that determines the smoothness of the talent management processes in the organization observes (Al-Jubari 2014:171). Effective relationships with managers will serve as an ingredient for a successful business. According to Al-Jubari (2014:171) talent relationship management promotes excellence in academic staff.

2.3.6 Talent development

According to Anecia (2012:28), organizations should create opportunities for employees to further their knowledge for work-related functions as well as career-focused training. This act will improve employees' performance in the organization and will guarantee employability in the future. A study by Noe, Hollenbeck, Gerhart and Wright (2014:272) showed that, employees do not actually get into organizations for job security, but for developmental opportunities-in other words, to remain marketable. In today's business world, very few careers involve repetitive tasks. More rely on an expanding base of knowledge. Since jobs are not likely to last a life-time, employees have to prepare for newly created opportunities. Makondo and Makondo (2014:304) maintain that academic staff development programs are a necessity at all higher education institutions as this will enhance skill-building in academics and it will lead to the production of quality graduates. Makondo and Makondo (2014:304) state that academic development programs will improve qualifications, professional career pathing, development in teaching skill, and management skills in academics. Dube and Ngulube (2013:6) noted that a failure to invest in academic talent (staff) could lead to the loss of expatriates and of the wealth of future talent (academics). The Skills Development Act No 97 of 1998 provides an institutional framework for developing the skills of the South African workforce. A study by Seyoum (2012:2) in Ethiopia showed that continuous professional development has been perceived as the most useful avenue for the continuous and lifelong learning of academics. In South Africa, the notion of academic development programs was brought up in the higher education system in the 1980s as a response. This was to respond to the perceived needs of then small numbers of Blacks enrolling into historically White liberal universities. This movement responded to policy and other developmental areas at a national level by

building structures such as Institutional Development Centres (also known as centre for learning and teaching). Institutions have responded to this policy by creating positions for some permanent staff such as Deputy Vice-Chancellors (DVCs) to drive this through. However, in many cases, most candidates appointed (particularly the DVCs) do not have the required expertise in teaching and learning to make informed decision in managing academic development. Consequently, they rely on those lower in the hierarchy to carry this responsibility (Boughey 2010: 1, 17, 18).

2.3.6.1 Coaching and Mentoring

Coaching is the unlocking of a person's potential (Jonathan 2010:9) while mentoring is an offline relationship in which one person helps another to make a significant transition in their career Zoe and Andrew (2012:56). Coaching can create a very positive environment in which workers are empowered, involved and valued as observed by Marshall and Laura (2011:1).Coaching can foster synergistic thinking, productivity and better communication between employees and management. Coaching is a personal approach to helping others develop their skills, knowledge and improve their performance (Armstrong and Taylor (2013:306). Coaching is a process of human development that involves structured interaction and the use of appropriate strategies, tools and techniques to obtain desirable change, both for the coached and other stakeholders (Elaine, Tatiana and David 2010:1).Mentoring is important in developing others as well as strengthening relationships which creates a sense of belonging to an organization (Pasad and Agarwal 2014:35).Higher Education Institutions require processes that will induce transformation so that they can tackle the challenges from the external environment (Nyanjom and Geber 2009: 894-895). Mentoring is an efficient method of individual development as it facilitates the development of academics in their professions. In mentoring, less experienced academics meet with a more experienced academic to share developmental objectives. The deliberate employment of mentorship as a tool for development can encourage the sharing of skills and knowledge in academia (Nyanjom and Geber 2009: 894-895).

Mentoring is an important strategy for sustaining the next generation of academics in Africa (Gerber 2013:2017). Furthermore, mentoring of postgraduate students is a vital mechanism for getting them through their programs and helping those interested in an

academic career. This method is used by some universities to facilitate the completion of doctoral studies. Gerber (2013:2017) states that the combination of a process of intensive orientation to academic life and its expectations along with intensive training in conceptualizing research, can give early career academic a quick start. Gerber (2010: 66) remarked that when orientation to academic life and its expectations are combined with intensive training, careers of academics can be accelerated. Individual research productivity is propelled by both Institutional and individual characteristics. Coaching may develop the early desirable career academic to be highly productive.

2.3.6.2   Career management

Expansion in higher education systems and growing pressures on resources has sparked increased expectations for academic staff to be more highly qualified and be useful in a wider society (Binnion and Locke 2010:8). Pineer and Bester (2006:581) maintain that the success, functioning and sustainability of any higher education institution are determined by the extent to which academic staff careers are successfully managed and that higher education institutions are dependent on human capital more than any other organization. Rothmann and Barkhuizen (2008:440) noted that there are currently persistent demands on academic staff in higher education institutions in South Africa. Rothmann and Barkhuizen (2008:440) remarked that this could have a huge impact on the quality of life work life of these academics and may lead to adverse consequences such as academic stress.

Dube and Ngulube (2013:3) maintained that senior academics fit into the category of golden workers as they bear responsibilities for increasing research output by supervising research students and publishing in academic journals. Dube and Ngulube (2013:3) further indicated that supervision and publishing are two critical elements which determine the ranking of an institution and its standing at national and international level. Berg, Manias and Burger (2007:91-91) noted that the demand on academics in recent years in South Africa is rising, coupled with the steady erosion of job resources. Academics are being overloaded and there is role conflict and role ambiguity within the academic profession. There is also a lack of involvement in decision-making due to increased state regulations. Pienaar and Bester (2006:581) remarked that if the career dilemmas of the academic staff in South Africa are not

identified and addressed, the quality and sustainability of higher education institutions may be jeopardized since these academic talents will become despondent and look for better opportunities abroad. Some of the challenges faced by universities include competition for students, financial constraints, political interference, academic credibility, low research output and market expectations (Dube and Ngulube 2013:3). These challenges are worsened by a lack of academic capabilities which are critical competencies for academics and research. There is high competition for academic staff. In universities where salaries are not competitive, retention of academic staff is a challenge. The emigration of sub-Saharan African academics has an impact on the number of faculty with PhDs and the mentoring of early careers. Well qualified academic staff in universities often leave for overseas where opportunities seem to be more attractive (Gerber 2013:215). According to Pienaar and Bester (2006: 581), the careers of academic staff in higher education institutions in South Africa and the rest of the world are under tremendous pressure and this has led to a decline in the image and status associated with an academic career. Higher Education South Africa (2011:1) remarked that due to relatively low salaries, heavy work-load, increasing student population and cultural issues in institutions, academia is not a particularly attractive career. Pienaar and Bester (2006:581) remarked that 68 percent of academic staff indicated that departures from higher education were on the increase (2006:582). Pienaar and Bester (2006:582) highlighted a similar situation in South Africa where the departure of academic staff is a cause for concern.

2.3.6.3   Career management and promotion

Promotion in Higher education institutions, which has a significant effect on staff, is a critical challenge. In a recent study carried out by Jacob and Idah (2014:7), it is revealed that the process of promoting academics is seen as very long and tedious and that promotion criteria discourage academics from consider applying for promotion. The study also revealed that research excellence seems to be the favoured promotion criterion amongst others. Therefore, academics tend to neglect the scholarship of teaching and concentrate on research as it is a criterion for recruitment and internal promotion. Commensurate with the above, a study by Pienaar and Bester (2006: 586) indicated that, there is a lack of clear guide-lines and transparency in promotions; limited or few promotion opportunities; double standards with specific

reference to promotion; and the perception that promotion is determined by your research output and not necessarily intensive teaching. Makoditoa (2011:17) maintains that an organizational policy should provide promotion opportunities for its existing staff and that promotion awakens ambition and creates a sense of job security and satisfaction, and that lack of promotion creates a low spirit in academic staff.

2.3.6.4   Development

The make-up and quality of academic staff is very important and it is a determinant for the quality of education programmes, university research output, competitiveness and the position of universities in the academic community (Brink, Fruytier and Thunnissen2012:180).Jepsena, Varhegyiband Edwardsc (2012:630) noted that it is only lately that Australia has gotten a genuine recognition to develop the skills of university academics even though the evidence is very clear that this is a major area of weakness.Jepsena, Varhegyiband Edwardsc (2012:630) further stated that it is generally assumed by academics that graduate students implicitly develop such an understanding of faculty work. Jepsena, Varhegyiband Edwardsc(2012:631) also remarked that universities have no systems in place to train their lecturers. Most research students lack the training to become a university lecturer. This may be due to a failure of universities not marketing efforts for such programs.

2.3.6.5   Funding

Theron, Barkhuizen and du Plessis (2013:9) indicated that universities in sub-Saharan Africa still operate under poor under resourced conditions which poses a big challenge for the scholars involved. Theron, Barkhuizen and du Plessis (2013:9) highlighted that due to the deterioration of state research funding over the past two decades, academics have metamorphosed into academic capitalists with the view of creating another stream of income for personal benefit, which will consequently be of benefit to the institution and the country. According to Theron, Barkhuizen and du Plessis (2013:9), the emotional demands and fragmentation of the academic profession has led to the loss of professional autonomy, scholar identity and psychological ownership. According to a Higher Education South Africa (2011:7) report, inadequate funding has resulted in multiple challenges in higher education in South Africa, including the inability to raise the next generation of academic talent in the higher education sector.

For example in 2010, 0.74 percent of the gross domestic product was handed to universities, but this is lower compared to the expenditures of sub-Saharan African countries which allocate 2.1 percent of the gross domestic product to higher education, as well as compared to the current needs in higher education. The lack of sustainable funding for studies may prevent talented and eligible students who are potential academics from pursuing their academic career.

2.3.7 Talent pool

In order for universities to have an ever constant supply of academic staff, they must place a special value on their existing high performing academic staff. Talented academic staff need to feel valued that their contribution is making a difference. Therefore, it is important for Human Resource Managers, Deans and Head of Departments to re-inforce positive attitudes in the academic staff as this will enhance productivity (Annakis, Dass and Isa (2014:172).

2.3.8 Succession planning

When experienced people leave organizations, they take with them the capacity to do the work and also the accumulated wisdom they have acquired. William (2010:19) stated that succession involves more than merely planning for replacements at the top. It also involves thinking through what to do when the most experienced people at all levels depart and take valuable institutional memory with them. Succession planning is a strategic and thoughtful effort to develop skills in potential leaders through experiential learning such as targeted rotations and educational training in order to fill high-level positions (Elizabeth 2010:34). Armstrong (2014:276) remarked that, three important aspects need to be considered for a good succession plan, namely the number of potential successors; supply of people coming in who can take key roles in a longer term; and if these people have the right skills and competencies required for these roles. A concern shared by Higher Education South Africa (2011:1) is that one fifth of academics (which includes half of the professoriate) will retire in less than ten years, and there are not enough numbers in the existing academic and postgraduate pipelines to replace them. This implies that the nation may soon be losing almost half of its most experienced and highly qualified academics. Table 2.2

summarizes the permanent academic staff from Professor to Junior Lecturer at all South African universities by rank, age and gender, 2009.

Table 2.2: Permanent academic staff from professor to junior lecturer, at South African universities by rank, age and gender, 2009.

Table 3: Permanent Academic staff from Professor to Junior Lecturer*, at all South African Universities by Rank, Age and Gender, 2009

Age	Professor		Associate Prof		Sen lecturer		Lecturer		Jnr lecturer	
	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
Under 25	0	0	0	1	4	2	32	21	42	16
25 - 34	9	14	25	44	271	283	1,009	889	222	188
35 - 44	68	184	163	263	632	743	1,203	1,183	117	148
45 - 54	219	579	263	508	572	850	882	748	77	47
55 - 59	82	458	102	250	212	336	246	235	22	15
60 - 62	40	257	29	88	70	130	47	70	4	5
63 - 65	11	114	12	34	29	42	20	29	3	0
66 - 69	2	10	0	1	1	8	6	4	0	0
Over 70	0	1	1	0	0	2	0	2	0	0
Total	**431**	**1,617**	**595**	**1,189**	**1,791**	**2,396**	**3,445**	**3,181**	**487**	**419**
Total M + F		**2,048**		**1,784**		**4,187**		**6,626**		**906**
55 +	135	840	144	373	312	518	319	340	29	20
55 + %	13.8	86.2	27.9	72.1	37.6	62.4	48.4	51.6	59.2	40.8
55 +				1,492				1,489		49
55 + %				49.2				49.1		
Total										**15,551**
55 +										3,030
55 + %										19.5

Source: Higher education South Africa (2011:9)

Higher Education South Africa (2011:4) noted that, currently, the higher education system has limited output of both master's and doctoral graduates, which is a big challenge to the raising of the next generation of academics. South Africa produces a very small number of doctoral graduates compared to its economic needs.South African doctoral graduates are significantly lower compared to other countries. According Dube and Ngulube (2013:2-3), both supervision and publishing are vital elements for the university's ranking and exposure in the national and international academic environments. Dube and Ngulube (2013:2-3) noted that this ranking process depends on several factors, namely knowledge and experience, the right skills; and unique abilities which can only be built over time. Such skills are possessed

by academic experts. Dube and Ngulube (2013:2-3) maintain that when experienced academics leave without an equivalent entry rate of young researchers, this poses a big challenge and creates a void in academic output and productivity.

According to Higher Education South Africa (2011:1) there has been great concern about the challenges of raising up the next generation of academics and this issue has been raised by other bodies in higher education in South Africa, such as the Council on Higher Education; the Committee of Heads of Research and Technology; and the Department of Science and Technology.

González (2010:2) remarked that organizations that have sustained success in the long term have a sincere passion for succession planning and they understand that succession planning is the key to sustainability. González (2010:2) stated that these types of organizations are involved in some sort of talent management and they are keen to grooming talented employees. Very few individuals can develop their skills without support from the organization. Even though some universities are beginning to respond to this business strategy of succession planning, most have never considered such course of action. Tettey (2009: VI) maintains that, the qualification of academic staff in higher education has a greater weighting than the number of academics. This therefore indicates that it is not only the number of academics that is important but the qualification of the academic staff as well. The basic qualification for a professoriate capability to conduct quality research and lecturing is a doctoral level qualification. Tettey (2009:IV) noted that there are fewer doctoral students as compared to master students in most higher education institutions in Africa.

2.3.9 Talent retention

Benjamin and Ahmad (2012:88) remarked that factories, plants, railroads, ships transportation and money cannot be equated to employees input. Therefore, retention of employees is important. Bidisha and Mukulesh (2013:8) stated that talent retention is the biggest challenge in organizations today and that securing and retaining high performing employee would play a very significant role as the skills and abilities of these employees are central to the company's economic competitiveness. As reported in the White paper (United States of America 2012:2), talent retention in organizations produces a substantial drain on corporate resources. In other words replacing an employee who left the organization is very costly. Many organizations put more effort

into attracting employees but put very little effort into retaining them. Talent management should therefore be implemented into organization as this will help to build and retain qualified employees, (Annakis, Daas and Isa 2014:166). This will save on recruitment cost and time to organize training for new employees, there will be increase of employee performance and productivity which will later increase profits in the organization. Retention of top talent has become a primary concern for organizations today. Marguerite, Nicolene and Yvonne (2014:2) view the retention of existing employees and the ability to attract a stream of new employees as a necessity for organizational advancement and success and contend that a knowledge and experience gap would be created if an employee leaves an organization. Dana (2012:63) noted that retention is more important than hiring even though many employers have under-estimated the cost associated with turnover. Bardisha and Mukulesh (2013:8) stated that an organization's ability to retain the best employees will lead to customer satisfaction organizational performance; increased sales; succession planning; and satisfied employees.On the contrary, Benjamin and Ahmad (2012:88) believe that non-cash incentives are more effective. However, satisfying employees on a continuous basis is a difficult nut to crack for most employers as most employers are affected by the global economic crisis. Selesho and Naile (2014:295) highlighted that the issue of shortage of academic staff and failure of universities to retain continues to aggravate.

According to Geber (2013: 215), the emigration of well-qualified academic staff from African universities to overseas universities where better opportunities are presented is a challenge to the retention of academic staff. Gerber (2013:216) presented a report of a study conducted in theUnited States of America in 2004 which revealed that 23 % of the 771,491 physicians in America had their medical training outside the United States of America. A greater percentage of them (64%) were trained in low income countries. A total number of 5,334 physicians came from sub–Saharan Africa, including South Africa. According to Makondo (2014:171), retention of academic staff has been very difficult because the career is no longer attractive as it was. Makondo (2014:171) revealed that in Australia in 2002, about 71 percent of academics indicated that the image and status of the academic career is declining. Takawira, Coetzee and Schreuder (2014:2) remarked that when talented academic staff are retained, some elements such as better decision making, quality curriculum, improved academic services and reduction of turn-over costs will be achieved. Therefore, higher education

institutions in South Africa can contribute significantly into the socio-economic development of the country by strategizing on retaining talented academic staff. The following factors will now be discussed, given their importance to the retention of staff in organizations:

2.3.9.1 Financial rewards

While employers are looking at maximizing productivity and profit in a very cost-effective manner, employees are looking for organizations which offer the best salary in order to improve their standards of living. Benjamin and Ahmad (2012:89) stated that in today's economic world, financial reward is the basic form of incentive that motivates employees to stay in an organization. A study by Naureen and Sahar (2015:37) revealed that organizations which do not pay their employees satisfactorily find it difficult to retain them. Therefore the pay package must be competitive when compared to the market rate in order to retain employees. A study by Jacson (2014:698) on employee retention showed that salary has a huge impact on employee retention. In support of the above the report from a study by Theron, Barkuizen and du Plessis (2014:12) indicates that financial compensation is the main reason amongst the top five reasons given by respondents as to why they would want to leave their employers. However, some experts agree that money is not the long-term answer for recruiting and retaining employees. Edward (2011:18) argues that though remuneration and related benefits continue to be important factors in a retention culture, employee retention is not solely dependent on these factors. Current human resource management literature considers these factors as potential aspects for employee retention and not the sole reason. A study by Tettey (2006:3) in some top African Universities indicated that dissatisfaction with salaries is a key factor paralyzing the commitment of academics to their institutions and careers; consequently they make a decision to quit. Dube and Ngubule (2013:3) maintain that academics in South Africa are not adequately remunerated relative to other occupations in the public and private sectors that require similar levels of qualifications and expertise. This aspect induces discouragement in young potential academics to fill the void that will be left by the departing professoriate. Dube and Ngulube (2013:3) insisted that academics have not only been demotivated but have also become very mobile; some have been enticed into administrative and management portfolios within

universities; some are focused on commissioned research; while others are diverting into consultancy jobs; and others into the private sectors. According to Theron, Barkhuizen and Plessis (2014:9), compensation is the principal reason why academics leave higher education institutions. Therefore the compensation structures should be customized to retain key academics. The Researchers maintain that there is a huge salary differential between the private sector and higher education institutions and that uncompetitive remuneration packages result in academics being enticed by the private sector.

2.3.9.2   Job satisfaction

Makondo (2014:169-170) revealed that many academic experts in Africa have been lost and there are insufficient experts in the pipeline to provide training and education for the younger generations. Makondo (2014:169-170) noted that some of the major factors leading to this are non-competitive salaries and a lack of job satisfaction. A study by Samuel and Chipunza (2013:105) shows that employment of academic staff on a temporary contract basis is popular and this aspect is of a major concern for academic recruitment and job satisfaction. Such a practice increases despondency and demotivation for academics since there is little or no hope for permanent employment. This indicates a lack of career structure, as most academics leave their research unpublished if they obtain new contracts. According to Benjamin and Ahmad (2012:90), job satisfaction builds on the perception that employees are not just interested to work for money but also to create purpose and satisfaction in their lives. Employees are likely to stay in conditions where their given task is challenging and they have the opportunity for personal development and information exchange. Monwabisi (2014:39) stated that employees will have a feeling of accomplishment when their desires and beliefs are aligned to their expectations. This will increase their satisfaction levels. The importance of job satisfaction is emphasized by Chabaya, Tshephe and Molotsi (2014:70) who indicated that job satisfaction is one of the reasons why employees leave their current employers and also that the relationship between job satisfaction and employee turnover is reciprocal. Increased work-loads and pressure on academics staff has contributed to increased job dissatisfaction, work stress and a decline in their commitment (Pienaar and Bester 2006:582). A study by Toker (2011:156) showed that the job satisfaction of academics in Turkey was

moderately high. Their social status was ranked as the highest with the lowest compensation. The results showed that professors had high levels of job satisfaction compared to instructors and research assistants.

2.3.9.3   Competition and work autonomy

Competition for talent is a factor influencing employee retention in South Africa. According to Samuel and Chipunza (2013:98), skilled employees are few and they are in high demand by various organizations. Samuel and Chipunza (2013:98) remarked that this situation is very common in higher education. Universities and research institutions compete with each other for academic expertise. A study by Samuel and Chipunza (2013: 106) showed that work autonomy is one of the factors that motivate academic staff such as professors to stay in Institutions. Academic staff enjoy autonomy of work and flexible working hours.

2.3.9.4   Employee engagement

Competence, commitment and a sense of contribution would lead to increased customer commitment which will later result in better financial results for the company. As Armstrong and Taylor (2013 : 193,195) argued, employee engagement takes place when people are committed to their work and to the organization and are motivated to achieve high levels of performance. Mabindisa (2013:37) states that it is possible for employees to show up without being committed to their task. Engaging employees are very vital as they have a sense of ownership. Employees are more responsible for the ideas they contribute to.

In order for academic Institutions to fully utilize the knowledge and skills of academic staff, they need to engage the academic staff. When academic staff are engaged in their jobs it is very likely that they will offer their best to the students. Engagement of academic staff will create a platform for them to offer the best of their knowledge to the younger generation who will impact their societies in all fields (Al-Jubari 2014:269). Takawira, Coetzee and Schreuder (2014:3) maintain that work engagement is associated with the attitude of the individual. Therefore, when employees are engaged, it is likely they are more attached to their organizations and would have a lower probability to leaving. This aspect leads to job satisfaction, a motivated workforce and successful business outcomes.

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Elements such as a healthy relationship between employer and employee; fairness in the allocation of resources in the organization; effective communication ; a conducive work environment, and support for employee well-being contribute to employee engagement (Al-Jubari 2014:169). As noted by AL-Jubari (2014:169) it is an undeniable fact that when employees are engaged their output mostly likely beats the expectations of their employers since they are motivated and supported by the leadership style.

2.3.10 Summary on talent retention

It is evident that the retention of academic staff in higher education is very important as human capital is increasingly becoming a source of organizational competitive advantage and the awareness of the shift in workforce characteristics should inform organizations to develop best strategies in retaining their skill employees (Takawira, Coetzee and Schreuder 2014:2).The shortage of skills in academia is a result of the universities' inability to retain their academic experts due to social pressure, economic challenges and globalization (Makondo 2014:170).

2.4 Talent management's strategic orientation in higher education South Africa

According to Barkhuizen (2015:3) talent management appears to be rarely a strategic operation in South Africa organizations. According to Dube and Ngulube (2013:2), the complexity exhibited in the South African academic workforce is due to the fact that it was gendered and racialized and the academic workforce was made up of predominantly white males. During the first decade of the end of apartheid most professors and associate professors who make up the strength of the academic workforce in South Africa where above the age of 50. Studies by Badat (2010:23) showed that even though Black South Africans (African, Coloured and Indian) comprised 89 percent of the population, they constituted only 17 percent of the academic staff at South African universities. The under-representation of Africans was intense as they comprise only 10 percent of the academic workforce even though they constitute 80 percent of the population. Women made up over 50 percent of the population but had just 31 percent representation of the academic talent in South African Universities. Takawira Coetzee and Schreuder (2014:3) maintain that higher

education institutions in South Africa have become vulnerable to losing their academic experts to well-paid offers from private sectors and some pull factors from other international higher education institutions. Badat (2010: 22) noted that, previously, patriarchy and racism were the main features of apartheid and colonialism which made the order of the day in South African society. This affected all areas of life including the higher education system. A study by Samuel and Chipunza (2013:104) indicated that one of the challenges facing higher education academia in South Africa is the manifestation of the xenophobia in academic community. The conflict between local and foreign academic staff is an issue to be addressed as this impacts negatively on the work environment. A healthy culture is required for effective teaching and learning. According to Higher Education South Africa (2011:2-3), though some changes have been made, the present academic workforce still does not represent the South African population, it is made up of predominantly white and males and many academics are ageing. The following figures (Figure 2.5 and Figure 2.6) gives the details of the total number of academic staffs in 25 universities in South Africa.

Figure 2.5*: All academic staff, 2003 to 2009, by population group

	2003	2004	2005	2006	2007	2008	2009
African	9,615	9,127	9,711	10,352	9,875	10,494	12,169
Coloured	2,049	1,861	1,831	1,960	2,136	2,176	2,263
Indian	3,583	3,352	3,485	3,818	3,705	3,730	3,656
White	27,863	25,745	24,348	25,656	24,199	24,009	25,067
Unknown	2,107	1,435	1,280	1,537	1,468	1,329	,291
Total	45,217	41,521	40,655	43,323	41,383	41,738	43,446
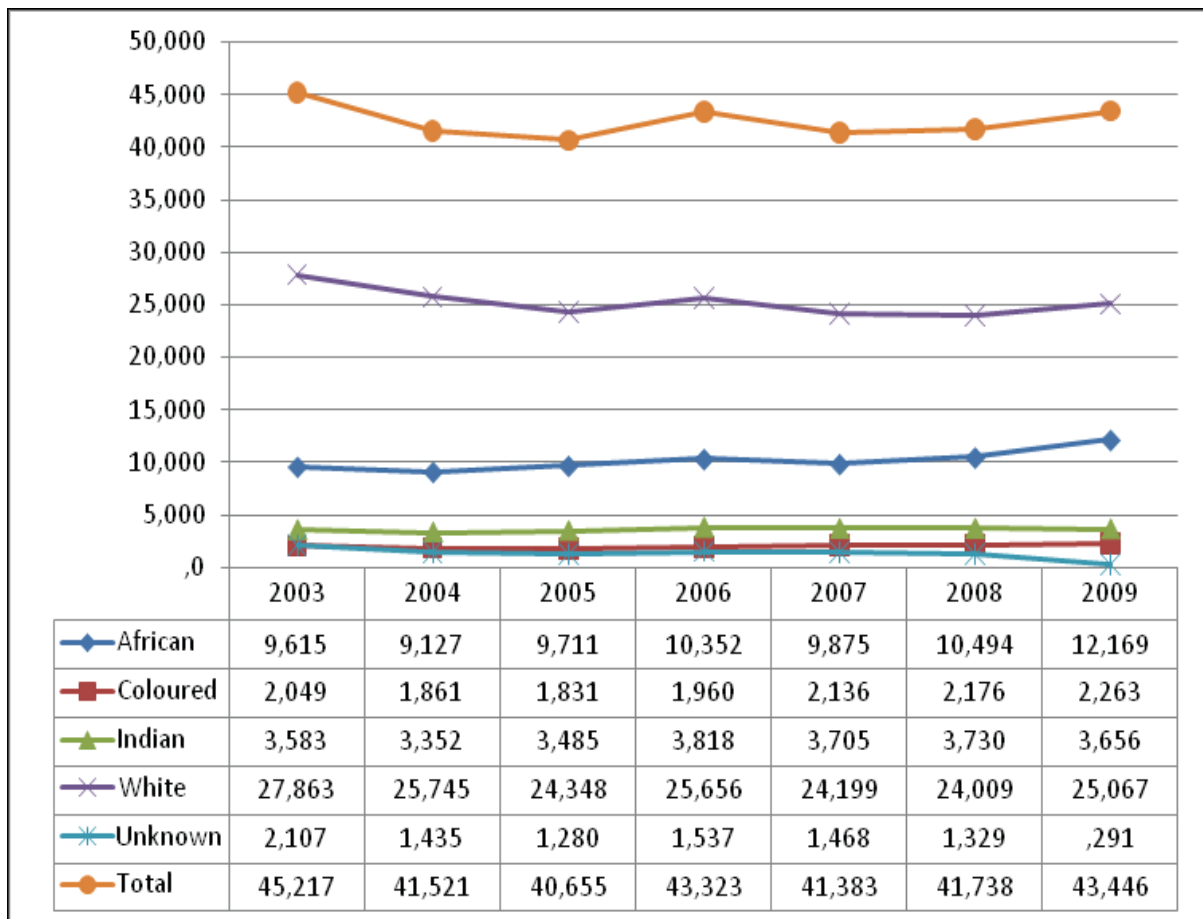
Figure 2.6*: Academics from Professor to Junior Lecturer, by gender, 2003 to 2009*

	2003	2004	2005	2006	2007	2008	2009
African	5,471	5,862	6,245	6,303	6,460	6,937	7,285
Coloured	1,206	1,212	1,284	1,387	1,549	1,678	1,656
Indian	1,903	2,018	2,053	2,186	2,303	1,975	2,327
White	16,170	15,738	14,892	14,432	14,644	14,943	14,505
Unknown	,242	,261	,381	,348	,511	,812	,122
Total	24,992	25,092	24,855	24,656	25,467	26,345	25,895
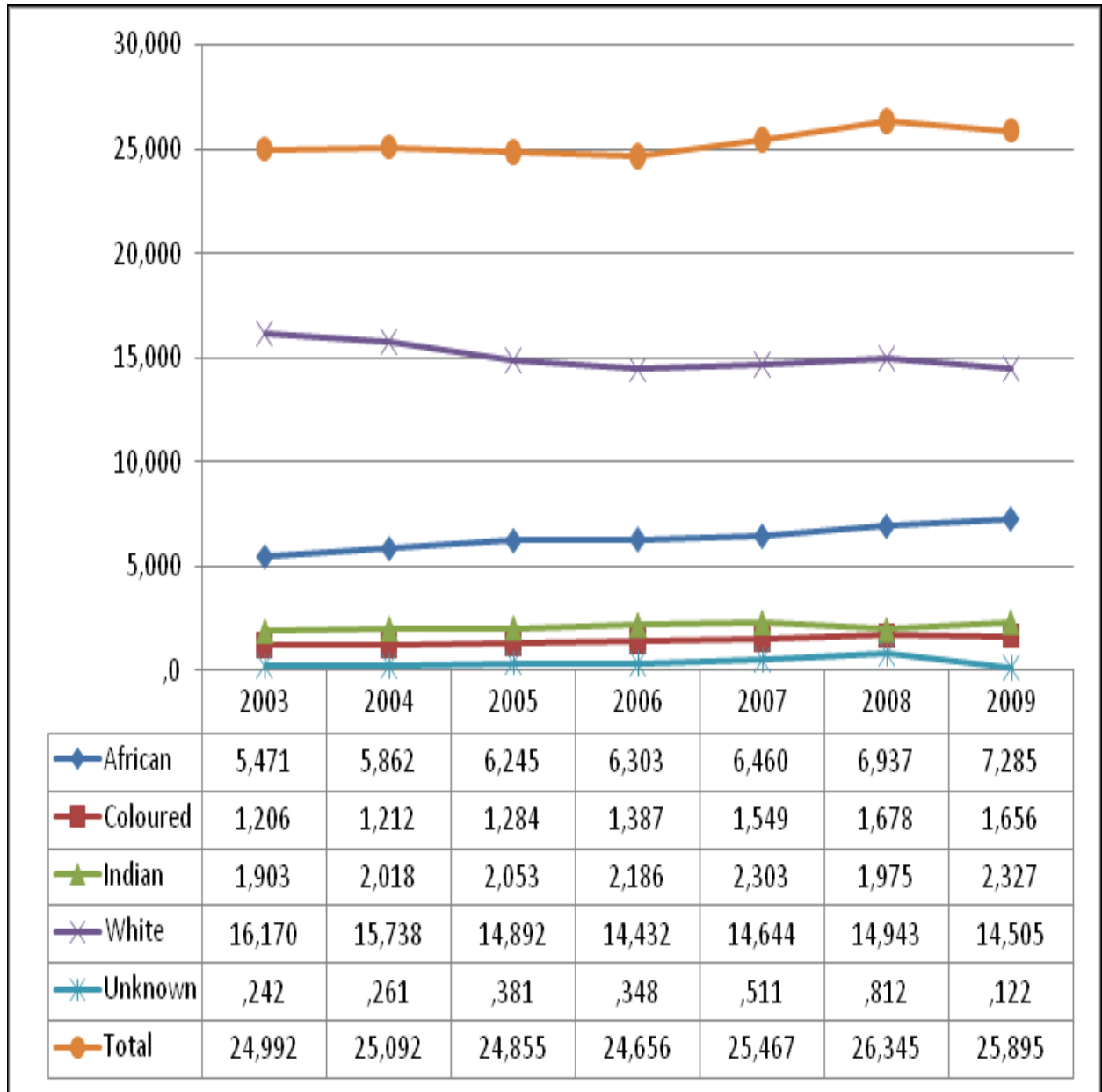
2.5 Talent management: International perspectives

The political and socio-economic strategies employed by governments competing in the global economy are increasingly impacting negatively on the availability of academic talent in higher education. The recent labour market demographics, globalization and pressure as a result of high competition are indicators for effectiveness in business practices (Takawira Coetzee and Schreuder 2014:3). Academics have a significant contribution to make to society because they educate the leaders of society and they conduct scientific research. Makondo (2014: 170) point out that in as much as recruitment and retention of academic talent in the world remains a great challenge the situation in African universities seems to be particularly urgent. Makondo (2014:170) stated that many leaders in African universities have affirmed the terrible impact brought about by the shortage of academic staff in their institutions. These leaders hold the opinion that if the issue is not addressed urgently, academia in African may lose its ability to produce sufficient numbers of personnel to meet their human resources demands and quality academic talent on the continent. Samuel and Chipunza (2013:97) noted that the issue of attraction and retention of academic experts is global and has a negative impact on both developing and developed countries. Samuel and Chipunza (2013:97) stated that approximately 7.7 % of full-time academic staff resigned from their jobs for other jobs within one academic year in the USA (from 1997 to the fall of 1998). In Canada, it has been envisaged that universities will face a severe challenge to recruiting and retaining academic staff over the next decade. In Australia, an estimated labour shortage of twenty thousand academic staff will be experienced over the next decade.

2.5.5 Talent management in Australia

Coates, Dobson, Edwards, Friedman, Goedegebuure and Meek (2009:2) stipulated that higher education has become a pillar of Australia's economy over the last few decades. The innovative capacity of Australia depends largely on the capacity of university graduates and consequently on the academic talent who are the brain behind the production of graduates. Therefore, academic talent sustains the core business of Australia's future. The following findings about talent management of academics in higher education in Australia were revealed by Coates, Dobson, Edwards, Friedman, Goedegebuure and Meek (2009:2)

- The demand for academic talent in Australia is higher than the availability of staff due to systems growth, retirement of baby-boomers and increase in international mobility. A similar situation is experienced in South Africa. Samuel and Chipunza (2013:97) remarked that academic staff are in high demand in South Africa's higher education landscape and the demand is expected to increase owing to the government's resolution of substantial increase in participation in higher education;

- Casual response to this demand which depicts a lack of vision and coherence; and

- Incompatible academic setting to recruiting and retaining the academic workforce in Australia.

In comparison with peers in other professions and international counterparts the study showed that:

- Australian academics have fair salary compared to their international counterparts but not compared to their colleagues in private sectors;
- Academics in Australia are less satisfied with their work compared to their colleagues in the private sector and their international counterparts;
- There is high mobility (labour turn-over) in the profession, either out of the profession or the country; and
- Working hours per week are very long.

2.5.6 Talent management in Kenya

A study by Ng'ethe, Namusonge and Iravo (298:2012) showed that universities in Kenya are facing a high level of competition for academic staff both locally and internationally. Academic staffs in Kenya are overloaded with heavy work and the situation is exacerbated by the low remuneration that they receive compared to their colleagues in the other public and private sectors. Brain drain is another quagmire which worsens circumstances as qualified staff leave for other universities with better option. This raises questions about capacity. Most of the staff sent abroad on a scholarship basis to further studies never return home because of greener pastures.

Samuel and Chipunza (2013:97) indicated that in Kenya qualified academic experts have resigned from public universities to seek for more attractive jobs abroad. Similarly, Samuel and Chipunza (2013:97) indicated that South Africa has a shortage of academic staff due to attractive opportunities in other public and private sectors.

2.6 Conclusion

In this chapter, the researcher addressed issues regarding talent management and employee retention in the higher education sector. This chapter covered the concept of talent management and the different views of various researchers. The various factors in the talent management process were examined. In particular, issues pertaining to the management of the academic staff were addressed. The issues regarding the talent management challenges of academic staff have been addressed. Talent management is the core ingredient to addressing the challenges of academic staff in higher education. Without effective implementation of a sound talent management strategy, the situation concerning academics in the higher education sector will get worst. In the course of examining the talent management challenges in the higher education sector, recruitment, remuneration, balance workload, research funding and management style are some of the key challenges faced both nationally and internationally. This study will help by making some recommendations on how to address these challenges.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter addresses the research methodology employed in this study. It covers the design of the research; data collection and administration of the questionnaire; the sampling method; pilot study; ethical issues; and validity and reliability. The quantitative research design was adopted for this study. The data was analyzed using the Statistical Package for Social Science (SPSS) version 23.0 for Windows. For efficient investigation into the impact of talent management and employee retention in higher education, a structured closed-ended questionnaire was employed as the data collection instrument. The target population for this study was the 567 academic staff of the Durban University of Technology. The stratified sampling technique was adopted since it was difficult to schedule appointments with the academic staff and a sample size of 65 (approximately 11.5%) was required. The self-administered questionnaire method was used.

3.2 Research design

A research design is an outline for the collection, measurement and analysis of data centred on the research questions of the study (Sekaran and Roger 2013:95). Hence it is a framework within which research is conducted and it constitutes the blueprint for the collection, analysis and measurement of data (Kothari 2004:32). This research is descriptive in nature. Descriptive research designs are usually structured and are specifically designed to measure the characteristics which are described in the research questions (Joseph, Barry, Arthur and Phillip 2003:61). On the other hand, Sekaran and Bougie (2013:97) consider a descriptive study as a study designed to collect data which describe characteristics of situations, persons or events and it could be either quantitative or qualitative. A quantitative methodology is one in which the researcher primarily adopts post-positivist notions for knowledge development which usually employ strategies of inquiry such as experiments, surveys and data collection on instruments that yield statistical data (Creswell 2003:18). Abosede (2014:62) remarked that quantitative research creates and validates relationships among variables and gives room for more precision in data analysis. On the other hand,

qualitative research is an umbrella term for a variety of approaches and methods in social life study (Johnny 2011:4). Johnny (2011:4) further postulated that the information or data obtained is non-quantitative in nature and consists of textual materials such as interviews, field notes, documents and videos. The quantitative research methodology was adopted for this study.

3.2.1 Rational for using the quantitative method

The aim of using this method was to obtain accurate and reliable information in a cost effective manner. The quantitative method has been recommended to be more scientific and better observed (Ghaury and Gronhaug 2002:85). Usually the quantitative method entails the collection of primary data from a large number of individuals with the aim of presenting the outcome to a large population. Managing numbers is imperative to problem solving. Generally, the quantitative method gives a description of the problem and also resolves it (Coldwell and Herbst 2004:15). The quantitative method seeks to apply methods which will facilitate the analysis of data. The strength of the quantitative method is that it emphasizes testing and verification; it is result oriented; particularistic and analytical; and it also focus on facts (Ghauri and Gronhaug 2002:86). The quantitative method can provide a summary of information for several characteristics. This method is highly accurate in terms of representativeness (Joseph, Barry, Arthur and Phillip 2003:76). A structured questionnaire (Annexure E) was delivered to all participants in order to obtain accurate information for data analysis. Since, in this study, data is collected across all the faculties, a structured questionnaire was deemed to be the most suitable method.

3.3 Primary data

Primary data comprises first-hand information obtained by the researcher on the specific variables of interest relating to the purpose of the study (Sekaran and Bougie 2010:180). The two most commonly used primary data collection methods are the questionnaire and the interview. The general aim of research is to provide answers to questions. Questionnaires and interviews are research instruments used by the researcher to obtain answers to the research questions (Mabindisa 2013:60). The instrument that was used to obtain primary data for this study was the structured closed ended-questionnaire.

3.4 Secondary data

Secondary data entails raw data and published summaries. Secondary data can provide valuable information which can be used to answer research questions and address the objectives. Analyzing secondary data saves time and money that would have been

spent in the field to collect data (Saunders, Lewis and Thornhill 2009:268). Secondary data refers to data obtained by someone other than the researcher conducting study (Sekaran 2003:222). Secondary data can be obtained from government surveys, magazines, journal articles, literature reviews and published text. Consequently, it is easier to analyze the large quantity of data collected. Secondary data gives the opportunity to compare primary data with other existing data. The quality of secondary data is high. The following advantages of secondary data are highlighted by Saunders, Lewis and Thornhill (2009:268-269):

> ➢ Secondary data helps to save on resources such as time and money;
> ➢ Secondary data can be easily obtained;
> ➢ An analysis of secondary data can be done with little stress and is the best option during time constraint;
> ➢ There is the possibility to place your own findings in a general context since you have access to secondary data;
> ➢ Re-analyzing secondary data can lead to unforeseen new discoveries; and
> ➢ Data are presented in a permanent form that can easily be checked by others.

Information from literature reviews and summaries of past findings which relate to this study were used as secondary data.

3.5 Target population

A target population is a complete group of elements or objects relevant to the research (Joseph, Barry, Arthur and Phillip 2003:76). Monique, Hutter and Bailey (2011:85) noted that it is important to clearly define the target population before deciding on research strategy. Sekaran and Bougie (2013:240) describe a population as the group of people, things of interest or events which the investigator wants to investigate. A population can also be seen as the total collection of elements about which one wishes to make some inferences (Cooper and Schindler 1998:2015). Joseph *et al.* (203:208)

state that the elements that make up the population could be people, supermarket and hospitals. The target population for this study was the 567 academic staff of the Durban University of Technology. The target population is composed of all academics from professors to junior lecturers. The number of academic staff at the Durban University of Technology was obtained from the Human Resources Management administration department. Information obtained from the target population was accurate to give insights into the investigation of the impact of talent management and employee retention in higher education.

3.6 Sampling

Sampling is the practice of selecting a sufficient number of elements from the population (Sekaran and Bougie 2010:266). Most often, it is impossible to collect data from an entire research population as a result of the cost and time factors. Therefore, sampling is a requirement for most research (Page and Meyer 2000:43). A sample is a segment of the population to be investigated. It could be a sub-set of a population. In other words, it could be part of a whole population which is carefully selected to represent that population, (Bryman and Bell 2011:176). The sample could be drawn using a probability or a non-probability sampling method (Joseph *et al*. 2003:208). Sampling helps to save resources such as time, money and labour because, instead of the whole population, just a fraction is examined. There are two main types of sampling, namely probability and non-probability sampling (Sekaran and Bougie 2010:267). In probability sampling, the elements of the population have a non-zero chance of being chosen as subjects while in a non-probability sampling the elements do not have any probabilities of being chosen as sample subjects (Sekaran and Bougie 2013: 247,252). Probability sampling is based on the fact that every element in the sample has a chance of being chosen but not necessarily an equal chance of being chosen (Coldwell and Herbst 2004:79). Non- probability sampling is sampling that is not conducted under the canon of probability sampling (Bryman and Bell 2011:190). The probability sampling design was adopted for this study. With the probability sampling technique, errors and bias can easily be minimized as compared to non-probability sampling (Cooper and Schindler 2003:198). Probability sampling is very important in social research because inferences can be made from the

information on a random sample about the population from which it was selected (Bryman and Bell 2011:185).

The stratified random sampling technique was employed as a suitable sampling technique for this study. Stratified random sampling is a technique in which the population is divided into sub-groups or "strata" and a random sample is then selected from each subgroup (Alene 1995:11). The stratified sampling method is relatively accurate, easily accessible and is cost effective (Mark, Phillip and Andrian 2007:217). Stratified random sampling gives higher precision with the same sample size and gives the same precision with smaller samples. Stratified sampling simplifies data collection (Pervez, Kjell and Ivar 1995:78). Sekeran and Bougie (2013:269) recommend stratified sampling as the most efficient and particularly disproportionate stratified sampling as more efficient than the proportionate. With the disproportionate method the researcher has the flexibility in choosing the elements from the various strata. The selected sample size was separated into Professor, Senior lecturer and junior lecturer categories.

3.6.1 Sample size

Coldwell and Herbst (2004:73) maintains that sample size is the list of people from which a sample is taken. Sekeran and Bougie (2013:269) recommend sample sizes larger than 30 and less than 500 to be very appropriate for most research. Gill and Johnson (2005: 101) maintained that it is not practical to involve all the members of a population from which the sample is drawn. The sample size for this study was determined using the following formula, which has been recommended for its accuracy (Naing, Winn and Rusli 2006:9).

$$n' = \frac{NZ^2P(1-P)}{d^2(N-1) + Z^2P(1-P)}$$

- ➢ where n' = sample size with finite population correction;
- ➢ N = population size;
- ➢ Z = Z statistic for a level of confidence;
- ➢ P = expected proportion (in proportion of one);
- ➢ and d = precision (in proportion of one).

Large sample sizes do not always give better results. Appropriating the right formula for sample size calculation is not necessarily to obtain a large sample but to obtain an adequate sample size. Large sample sizes are not cost effective and sometimes unethical in some instances (Naing, Winn and Rusli 2006:13). Therefore, out of the 567 academic staff at the Durban University of Technology, by using the above formula a sample size of 65 (approximately 11.5%) academic staff were selected. Questionnaires were administered to 120 participants in order to at least reach this number.

3.7 Data collection instruments

The questionnaire was used as the instrument for data collection. Questionnaire are cost-effective and are designed to collect quantitative data. They are very efficient and are not time-consuming. Questionnaires are recommended for both descriptive and exploratory studies (Sekaran and Bougie 2013:147).

3.7.1 Questionnaire design

Gill and Johnson (2002:115) noted that the ability to structure, phrase, focus and ask sets of questions in a brilliant manner is a very important skill for questionnaire design. The questions should be free of bias in order to provide data that can be analysed statistically. As noted by Saunders, Lewis and Thornhill (2009:374), most types of questionnaire include a combination of open and closed ended questions. Morley (2000 cited in Geoff 2005:139) noted some vital components to designing a good questionnaire, namely:

➢ Questions should be as short as possible;
➢ Questions should have a logical structure;
➢ The questions should be simple;
➢ The questions should not be ambiguous; and
➢ A specific choice of answer should be used.

These rules of thumb where taken into considerations while designing the questions for this study (Bryman and Bell 2011:255).

The following inter-related questionnaire aspects produced by Gill and Johnson (2002:115) where considered.

> The research questions were asked within the context of the research problem. The questions covered aspects that were relevant to the research problem. There was no unnecessary ambiguity.

3.7.1.1 Questionnaire Phraseology.

Simple and easy-to-understand phrases were employed in designing the questionnaire. Questions were phrased in a way that promoted compliance from the respondents. The questions were designed to minimise bias. The wording of the questionnaire was free from ambiguity.

3.7.1.2 The form of response

The five-point Likert scale format was used for this study. The Likert scale is the most used ordinal scale and ordinal scales are easy to use and interpret (Arlene 2009:25). The Likert scale is the most commonly used in market research. It is a composite of itemised scales (Coldwell and Herbst 2004:73).

3.7.2 Advantages of using the questionnaire as a data collection instrument

The following advantages of using the questionnaire are highlighted by Coldwell and Herbst (2004:48):

> The possibility of completing the questionnaire anonymously;
> It is not costly to administer;
> It is user friendly and very easy to analyse;
> It can be administered to a large population;
> Possibility of obtaining large data;
> It creates a forum to develop a relationship with participants; and
> Information obtained using questionnaire have depth and accuracy.

3.7.3 Administering of the questionnaire

Geoff (2005:138) remarked that the researcher should consider the following elements before administering a questionnaire: the methods of administering the questionnaire; the methods of distributing and returning the questionnaire; and the method of recording the responses. Most self-administered questionnaires are accompanied by

a covering letter which explains the purpose of the survey (Saunders, Lewis and Thornhill 2009:389). Prior to administering the questionnaire, a letter requesting permission to conduct research (Annexure A) was written to the Director of Research of the Durban University of Technology. A letter of permission to conduct research (Annexure H) issued by the Director of research was received by the researcher. A letter of information (Annexure B) was sent to all the participants requesting their participation in the exercise. The self-administered questionnaire (Annexure E) was used. The closed ended structured questionnaire with a few open ended questions was delivered directly to the participants by the Researcher personally (Arlene 2009:39). The participants were given a period of two weeks to complete the questionnaire which was then later collected by the researcher. A covering letter (Annexure B) was sent with questionnaire explaining the purpose of the research; how the results will be used; how the questions should be answered; and that anonymity was guaranteed (Geoff 2005:145).

3.7.4 Rationale for using the self-administered questionnaire

Self-administered questionnaires are more practical as the researcher hand-delivers the questionnaire to participants. The opportunity is presented for the research to relate with participants. Explanations can be provided to the participants for any clarity. It is less expensive and data can be collected from a large population.

3.7.5 Data collection method

The survey method was used for data collection. Structured questionnaires were the data collection instrument. This method was adopted because the researcher wanted detailed and comprehensive information from the sample population. A survey is a system for collecting information about people whom you may want to describe or compare or explain their knowledge (Sekaran and Bougie 2013:102). Through the survey system, the researcher can collect both qualitative and quantitative data. The survey can be used to obtain data from a large population. Survey strategy is very popular in business research.

3.8 Pilot study

A pilot study was conducted in order to investigate whether the instrument and procedure were going to be effective in the expected manner (Page and Meyer 200:119). As suggested by Saunders, Lewis and Thornhill (2009:394), the primary purpose of pilot testing is to refine the questionnaire so that participants will find it easy to answer the questions and the problems in data recording will be minimised. The number of people selected for this pilot testing was dependent on the research questions and the research objectives. Feedback from the respondents showed that the instructions were very clear and questions were well worded and was easy to understand. The services of a qualified statistician were employed during questionnaire design for accuracy purposes. The researcher was satisfied with the generally positive response to the survey instrument at the piloting stage.

3.9 Data analysis

The purpose of this activity was to produce meaning from the collected raw data (Coldwell and Herbst 2004:92). The data was coded and was categorized accordingly (Sekaran 2003:301). Feedback from the questionnaire was captured to form a data set which was later analysed using SPSS (Statistical Package for Social Sciences). The services of a statistician were employed to analyse the data. The details of the data analysis are presented in chapter four.

3.10 Validity

Validity is the degree to which the instrument measures what it is supposed to be measuring (Gary 2009:107). Validity tells us whether an item measures or describes what it is supposed to measure or describe (Ann and Marianne 2007:97). Validity is the extent to which the data collection instrument measure what it was intended to measure (Saunders, Lewis and Thornhill 2009:603). Sekaran classifies (2003:206-207) three types of validity:

> ➢ Content Validity: all the content and processes which are included can be measured. In other word content validity indicates how well the contents and processes have been measured.
>
> ➢ Criterion-related validity: This is done when the measure differentiates individuals on a criterion it is expected to predict by establishing current validity.

➢ Construct validity: Indicates to how well the results obtained from the use of the measure fit the theories around which the test is designed.

Content Validity was used to test the validity of this study. Content validity is very important because it indicates how well the contents and processes have been measured. Content validity was done through the use of questionnaire. The questionnaires were examined through the pilot study to determine the accuracy and effectiveness. This was done prior to data collection.

3.11 Reliability

Reliability refers to the extent to which a research instrument will give the same result on different occasions (Gary 2009:105). Reliability demonstrates that the operations of a study, such as the data collection procedures, can be repeated with the same results (Ann and Marianne 2007: 92). The reliability of a measure demonstrates the extent to which it minimises bias and hence the consistency in measurement over time and various elements in the instrument (Sekaran 2003:203). To determine the reliability of the research instrument and of this study a pilot study was conducted in order to investigate whether the instrument and procedure were going to be effective in the expected manner (Page and Meyer 200:119). This was to ensure that the research instrument produces the same results on different occasions and also to ensure that it minimizes bias.

3.12 Anonymity and confidentiality

Anonymity is important because it gives participants the privilege of giving accurate information without being afraid of any harm or victimisation. Confidentiality is important as it induces the spirit of accuracy and honesty in participants. Participants were motivated to give honest answers as there was no intention of disclosing their identities. The names of participants will not be mentioned in the analysis of the data in order to ensure confidentiality.

3.13 Ethical considerations

The researcher respected all the ethical norms to ensure that the rights of the participants were protected. There was no violation of the institutional research ethical procedures. Individuals where free to withdraw from this exercise at any time.

The following ethical considerations by Sekaran and Bougie (2010:221) were helpful:

➢ The information provided by respondents was treated with strictness and confidentiality and their privacy was guarded.

➢ The purpose of this research was clearly explained to the respondents before they participated.

➢ No personal information was solicited

➢ The self-esteem of the participants where respected and not violated.

➢ The desires of the participants where respected and participation was purely voluntary.

➢ Participants were briefed about the intention of the result of this study.

➢ There was no misrepresentation in analyzing the data.

3.14 Conclusion

The quantitative research design was adopted as the suitable research design for this study. A pre-test was conducted with four participants. A pilot study was conducted with seven participants to determine the reliability and validity of the questionnaire. The stratified sampling technique was adopted as a suitable sampling technique for this study. The target population was the 567 academic staff of the Durban University of Technology. The questionnaire was administered to all participants personally by the researcher. An analysis of the results and findings is discussed in the next chapter.

CHAPTER FOUR
RESEARCH FINDINGS AND DATA ANALYSIS

4.1 Introduction
In this chapter, the results are presented and discussed. A questionnaire was used as the primary tool for data collection and it was distributed to academic staff of DUT. Data collected from responses was analysed with SPSS version 23.0. The results present descriptive statistics in the form of graphs, cross tabulations and other figures for the quantitative data that was collected. Inferential techniques include the use of correlations and chi square test values, which are interpreted using the p-values.

4.2 The sample
A total of 120 questionnaires was distributed and 84 were returned, which gave a 70% response rate.

4.3 The research instrument
The research instrument consisted of 32 items, with a level of measurement at a nominal or an ordinal level. The results collected through the questionnaire largely covered the following themes:

Section A –Biographical Data

Section B –Attraction and recruitment

Section C – Career management

Section D – Financial reward

Section E – Management style

Section F – Retention

Section G – Talent development

4.4 Section A: Biographical data

Table 4.1: Gender Distribution by Age

			Gender		Total
			Male	Female	
Age (years)	18 - 27	Count	2	3	5
		% Age	40.0%	60.0%	100.0%
		% Gender	5.7%	10.0%	7.7%
		% of Total	3.1%	4.6%	7.7%
	28 - 37	Count	9	8	17
		% Age	52.9%	47.1%	100.0%
		% Gender	25.7%	26.7%	26.2%
		% of Total	13.8%	12.3%	26.2%
	38 - 47	Count	16	13	29
		% Age	55.2%	44.8%	100.0%
		% Gender	45.7%	43.3%	44.6%
		% of Total	24.6%	20.0%	44.6%
	48 - 57	Count	4	4	8
		% Age	50.0%	50.0%	100.0%
		% Gender	11.4%	13.3%	12.3%
		% of Total	6.2%	6.2%	12.3%
	58 and above	Count	4	2	6
		% Age	66.7%	33.3%	100.0%
		% Gender	11.4%	6.7%	9.2%
		% of Total	6.2%	3.1%	9.2%
Total		Count	35	30	65
		% Age	53.8%	46.2%	100.0%
		% Gender	100.0%	100.0%	100.0%
		% of Total	53.8%	46.2%	100.0%

A total of 53.8 % of participants in this study were male and 46.2% were female. This finding is in line with a previous study by Mabokang (2005:123) who indicated that South African universities were previously known to draw their academic staff from a pool of male professionals only, thus promoting a fragmented higher education

system. However, this has certainly changed significantly. When examining the age category of 18-27 years, 40% were male and 60% were female. A total of 57% of male were between the ages of 18-27 years and this made up 3.1% of the total sample. On the other hand, 10.0% of females were between the ages of 18-27 years and this formed 4.6% of the total sample. A total of 52.9% were male which formed 13.8% of the total population and 47.1% were female which formed 12.3% of the total population within the age category 28-37 years. In respect of the age category 38-47 years, 55.2% were male which made up 24.6% of the total population. Within the age category 38-47 years, 44.8% were females which formed 20.0% of the total sample. Within the age category 48-57 years, 50.0% were males which made up 6.2 % of the total sample. Within the age category 48-57 years 50% were females who made up 6.2% of the total sample population. Within the age category 58 and above, 66.7% of males where between 58 and above which formed 6.2% of the total sample. On the other hand, only 33.3% were females within the age category 58 years and above, which made up 3.1% of the total population.

The Figure 4.1 below indicates the level of qualification of the respondents.

Figure 4.1: Level of qualification
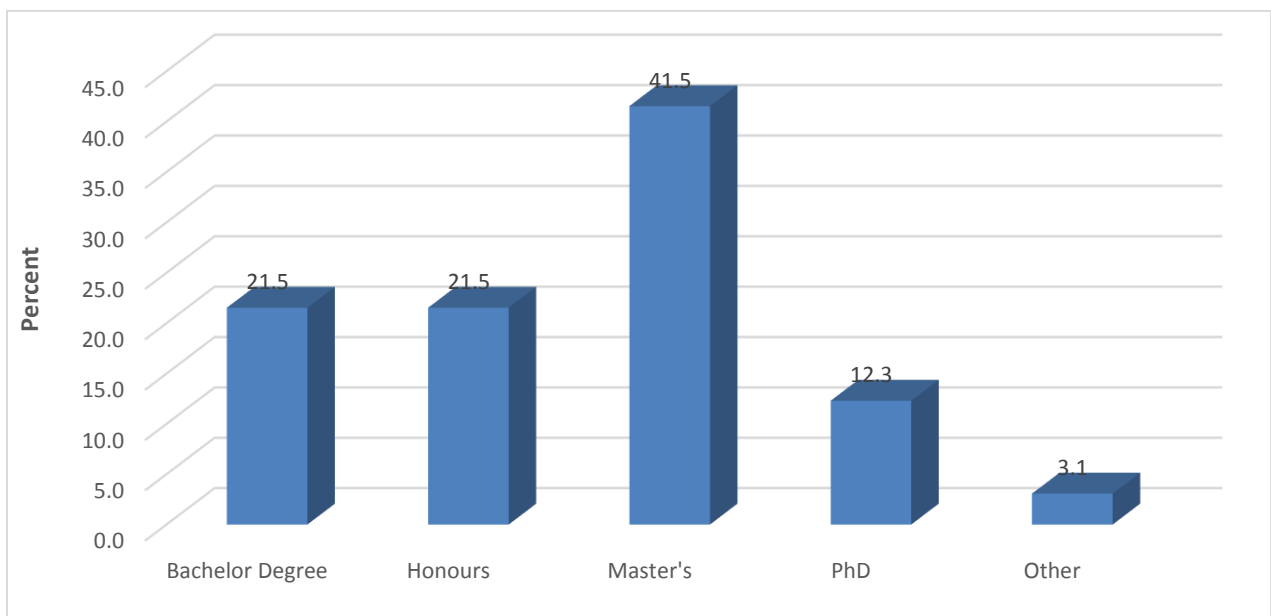
The majority of respondents (97%) had a formal post-school qualification. A fair proportion of respondents (41.5%) had at least a Master's degree. Over twenty one percent (21.5%) of respondents had a Bachelor's degree and 21.5% of respondents

had an Honours degree. Doctorates totalled 12.3% and 3.1% had other types of qualifications. Given that a critical requirement for employment as an academic is a Master's degree, this a good, improved percentage in a University of Technology. This shows that the responses gathered would have been from an informed source. Although a fair proportion of the academic staff had qualifications from Master's degrees onwards, there still needs to be an improvement to ensure that sufficient numbers of academic staff have higher degree qualifications in order to be efficiently competitive in the academic world. A study by Higher Education South Africa (2011:1) showed that there are insufficient numbers of academics in the existing academic and postgraduate pipelines.

The Figure 4.2 below indicates the length of service of the respondents.

Figure 4.2: Length of service
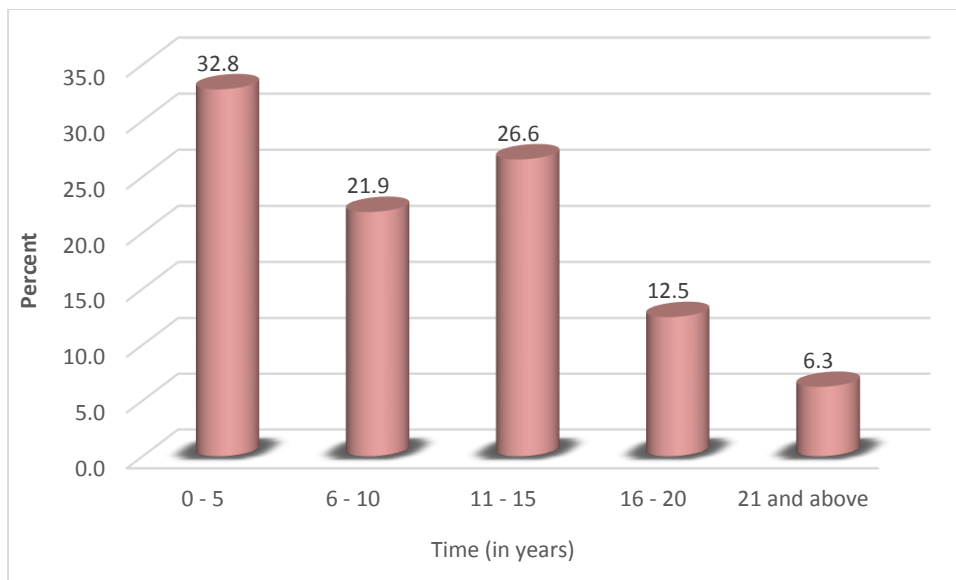
Figure shows that 32.8% have been employed for a period of 0-5 years; and 21.9% have been employed for a period of 6-10 years; 26.6% have been employed for a period of 11-15 years; 12.5% have been employed for a period of 16-25 years; and 6.3% have been employed for a period of 21 years and above. More than two-thirds of the respondents had been in the employ of DUT for more than 5 years. This represents a fairly stable academic workforce, as well as academics with years of experience.

Figure 4.3 below indicates the faculty to which the respondents belonged.

Figure 4.3: Faculty distribution
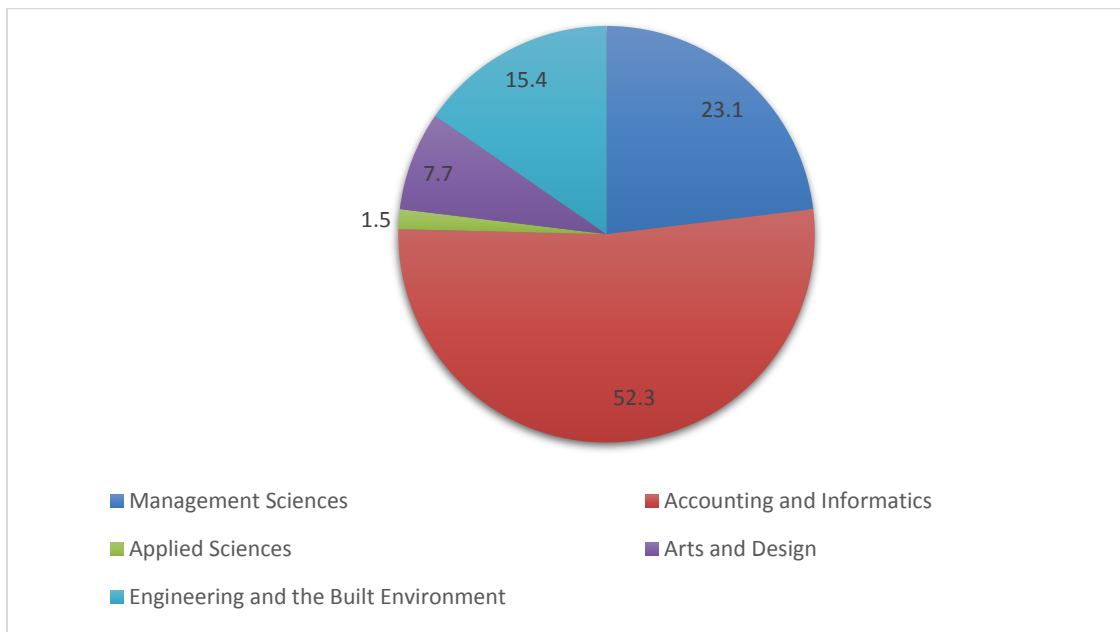
A majority of respondents (52.3%) were from the Faculty of Accounting and Informatics. This shows that respondents from this Faculty were generally more willing to participate in this study. The least number of respondents (1.5%) were from the Faculty of Engineering and the Built environment, while there was a zero (0%) response rate from the Faculty of Health Sciences. Over twenty three percent (23.1%) responded from the Faculty of Management Sciences.

4.5 Reliability measures

Reliability and validity are the two most important aspects of precision. Reliability is figured by taking several measurements on the same subjects. A reliability coefficient of 0.70 or higher is acceptable. The Cronbach's Alpha test was performed and the results are detailed below:

Table 4.2: Cronbach's Alpha

Section	Name	Number of Items	Cronbach's Alpha
AR	Attraction and recruitment	3 of 3	.689
CM	Career management	3 of 4	.700
FR	Financial reward	2 of 2	.126
MS	Management style	4 of 5	.635
R	Retention	6 of 7	.705
TD	Talent development	5 of 6	.707

The reliability scores for all (except one) sections exceeds the recommended Cronbach's alpha value of 0.600 for a newly developed construct. This indicates a degree of acceptable, consistent scoring for these sections of the research.

The section on Financial Reward had a low score. This is mainly due to the minimum number of statements that constituted the section. Respondents had variations in their interpretations of the statements resulting in the lack of consistency.

4.6 Factor analysis

A factor analysis was performed for this study. Factor analysis is a statistical technique whose main goal is data reduction. Factor analysis can be used in a survey research where a researcher wishes to represent a number of questions with a small number of hypothetical factors. For example, as part of a survey in an organization on recruitment policy, respondents may answer three questions separately regarding recruitment, reflecting issues on favoritism, advertisement and racism in the organisation. Each question will be an inadequate in measuring the recruitment policy but may provide a better measure of the recruitment policy if combined. Factor analysis can be used to establish whether three measures do, in fact, measure the same thing. If so, they can then be combined to create a new variable, a factor score variable that contains a score for each respondent on the factor. Factor techniques are applicable to a variety of situations.

The matrix tables are preceded by a summarized table that reflects the results of KMO (Kaiser-Meyer-Olkin) and Bartlett's Test. The requirement is that the Kaiser-Meyer-Olkin Measure of Sampling Adequacy should be greater than 0.50 and Bartlett's Test

of Sphericity less than 0.05. In all instances, the conditions are satisfied which allows for the factor analysis procedure.

Factor analysis is done only for the Likert scale items. Certain components are divided into finer components. This is explained below in the rotated component matrix.

4.6.1 Section B

Table 4.3: KMO and Bartlett's test

Section	Name	Kaiser-Meyer-Olkin Measure of Sampling Adequacy	Bartlett's Test of Sphericity		
			Approx. Chi-Square	df	Sig.
AR	Attraction and recruitment	.637	33.359	3	.000
CM	Career management	.606	39.653	6	.000
FR	Financial reward	.500	.290	1	.039
MS	Management style	.705	32.748	10	.000
R	Retention	.735	64.765	15	.000
TD	Talent development	.620	86.258	15	.000

The conditions for factor analysis are all satisfied. When the Kaiser-Meyer-Olkin Measure of Sampling Adequacy value is greater than 0.500 and the Bartlett's Test of Sphericity sig. value is less than 0.05, therefore the conditions are satisfied.

4.7 Section C

Table 4.4 Rotated component matrix

Component matrix[a]

Attraction and recruitment	Component
	1
Staff Vacancies are always advertised	.834
Management gave me a clear job description that guides me on the contributions I have to make	.814
The current channels used to advertise staff vacancies are efficient to attract the right type of academic staff	.701

Extraction Method: Principal Component Analysis

a. 1 component extracted

4.8 Section D

Table 4.5 : Rotated component matrixa

Career management	Component	
	1	2
Talent management practices are fully implemented in my department.	.816	.289
My boss spoke to me about my career plan in the last ten months	.820	-.170
The University offers a long term opportunity for growth and career development and this motivates me to stay.	-.076	.958
There is recognition of top performers in my department	.733	-.233

Extraction Method: Principal Component Analysis

Rotation Method: Varimax with Kaiser Normalization

a. Rotation converged in 3 iterations

4.9 Section E

Table 4.6   Component matrixa

Financial reward	Component
	1
The remuneration I receive is satisfactory	.731
Financial assistance is provided to assist my personal development.	.731

Extraction Method: Principal Component Analysis

a. 1 component extracted

4.10 Section F

Table 4.7 : Rotated component matrixa

Management style	Component	
	1	2
I am motivated to contribute more than it normally requires in doing my work	.732	.086
My boss values my inputs and ideas	-.007	.925
The positive team spirit in my department makes a conducive working environment	.597	.459
Management gives feedback regularly on my performance	.658	-.193
Management offers verbal or written recognition for individual contributions where appropriate	.729	.163

Extraction Method: Principal Component Analysis
 Rotation Method: Varimax with Kaiser Normalization
a. Rotation converged in 3 iterations

4.11 Section G

Table 4.8 :Component matrix^a

Retention	Component 1
The management style in my department is efficient and this motivates me to stay in the institution	.741
Management engages employees in contributing to decision making-within their work roles and functions	.708
The job security in this institution motivates me to stay	.490
The staff promotion procedure is effective	.586
If an opportunity to work elsewhere is provided I will the leave Durban University of Technology	.644
Human resource policies are effective and motivate me to stay	.667

 Extraction Method: Principal Component Analysis
a. 1 component extracted

4.12   Section H

Table 4.9 :Rotated component matrix^a

Talent development	Component 1	Component 2
The current training approach in developing young academics needs to be overhauled	.683	.206
The job I do challenges me and requires me to fully utilize my skills and knowledge	.847	-.100
There is a mentorship and coaching program in place to improve employee development in my department	.011	.742
Adequate training programs are provided for my personal development	.645	.519
Management gives opportunities to prepare me for the next position in rank	.836	-.113
Young academic staff are groomed to replace the departure of top academic staff in my department	-.005	.741

Extraction Method: Principal Component Analysis
Rotation Method: Varimax with Kaiser Normalization

a. Rotation converged in three iterations

Factor analysis can use in a survey research, in a situation where a researcher wish to represent a number of questions with a small number of hypothetical factors. With reference to the tables above:

- The principle component analysis was used as the extraction method, and the rotation method was Varimax with Kaiser Normalization. This is an orthogonal rotation method that minimizes the number of variables that have high loadings on each factor.
- Factor analysis shows inter-correlations between variables.
- Items of questions that loaded similarly imply measurement along a similar factor. An examination of the content of items loading at or above 0.5 effectively measured along the various components.

It is noted that the variables that constituted 3 sections loaded perfectly along a single component. This implies that the statements that constituted these sections measured what it set out to measure.

The remaining sections split along two components. This implies that respondents identified different trends within the section. Within the section, the splits are colour coded.

4.13 Section analysis

The section that follows analyzes the scoring patterns of the respondents per variable per section. Where applicable, levels of disagreement were collapsed to show a single category of "Disagree". A similar procedure was followed for the levels of agreement.

The results are first presented using summarized percentages for the variables that constitute each section.

Results are then further analyzed according to the importance of the statements.

4.14 Section B

This section deals with the attraction and recruitment of academic staff at the Durban University of Technology.

The Table 4.10 and Figure 4.4 summarises the scoring patterns.

Table 4.10 : Attraction and recruitment of academic staff

Attraction and recruitment	Agree		Neutral		Disagree	
	Count	Row N %	Count	Row N %	Count	Row N %
Staff Vacancies are always advertised	16	24.6%	7	10.8%	42	64.6%
Management gave me a clear job description that guides me on the contributions I have to make	11	16.9%	12	18.5%	42	64.6%
The current channels used to advertise staff vacancies are efficient to attract the right type of academic staff	8	12.3%	14	21.5%	43	66.2%

Figure 4.4: Employee perceptions of the attraction and recruitment of academic staff
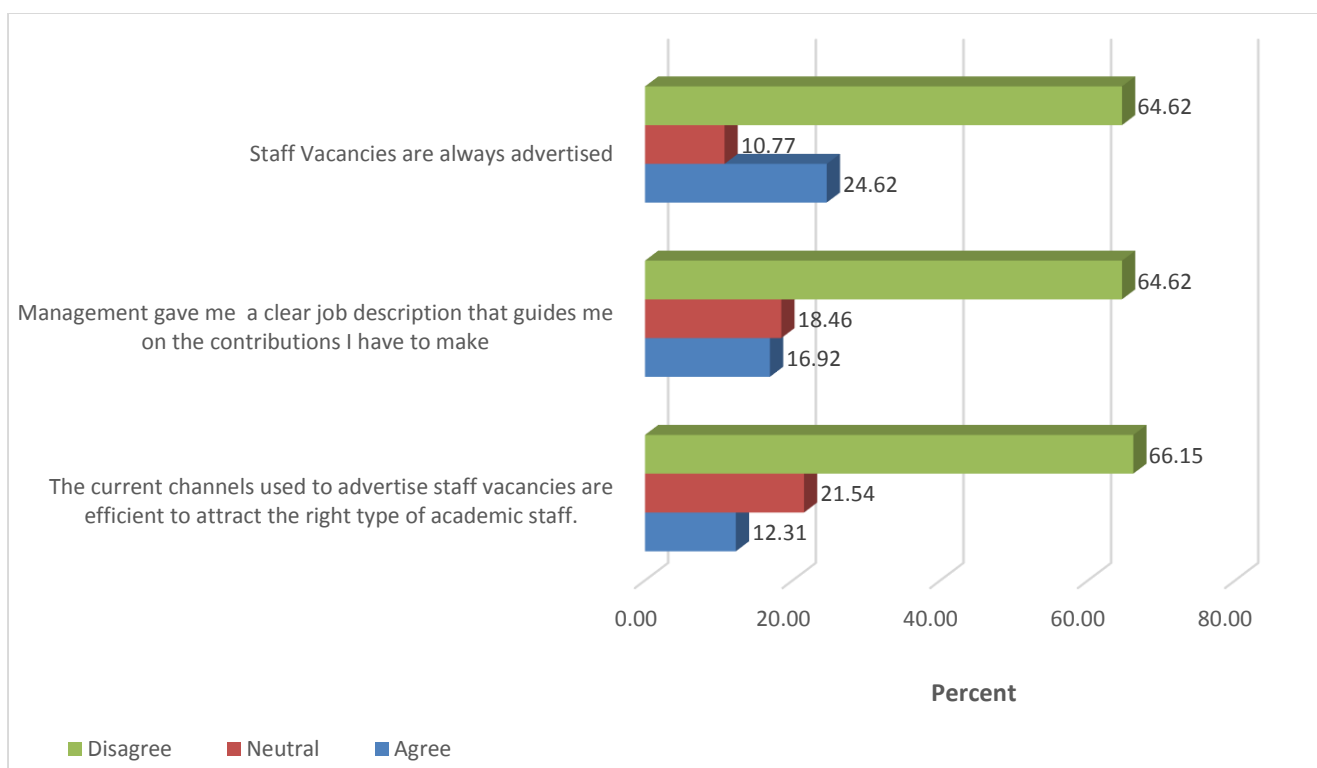
The results indicate that 64.62% of the academic staff do not agree that staff vacancies are always advertised, while 10.77% were neutral and 24.6% agreed that staff vacancies are advertised. From the findings, the respondents expressed the view that not all recruitment is conducted through open and transparent processes.

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Management should as a norm advertise vacancies whenever available in order to enhance transparency and minimise favouritism. Metcalf, Rolfe, Stevens and Weale (2005:172) maintain that the recruitment process in higher education begins with the request from departments to meet various academic teaching requirements and to fill vacancies in the case of the departure of an academic staff member. Only 16.92% of the respondents agreed that Management gave a clear job description of the contribution they have to make, while the majority (64.2%) disagreed with this statement.18.46% were neutral about whether Management gave them a clear job description. The purpose of this question was to investigate if clear job descriptions are given to academic staff so they can make maximum contributions.

The majority (66.15%) of respondents disagreed that the current channels of recruitment and attraction are efficient enough to attract the right type of candidates. Only 12.31% of respondents agreed that the current recruitment and attraction channels are efficient. Management should endeavour to give clear job decriptions to all employees. This will enhance efficiency and productivity. Metcalf, Rolfe, Stevens and Weale (2005:172) maintain that departments are responsible for the drawing up of the job descriptions and person specifications. It could be seen that the current recruitment and attraction channels are not efficient enough to attract the right type of candidates. This is in line with a report presented by Higher Education South Africa (2009:7) stating that institutions are facing a real crisis regarding their ability to attract and retain academic staff of a suitable calibre. Management should ensure that proper recruitment instruments are employed so that the right academic staff can be attracted and recruited. Elizabeth (2010:23) argues that the ultimate approach to recruitment is the combination of both external and internal recruitment as both will have advantages. According to Crothall, Callan and Härtel (2006:100), the two main issues in recruiting and selecting academic staff in universities are staff performance and methods of selection. This will determine the quality of academic staff that are attracted and selected. The average level of disagreement for this section is 65%. Some statements show (significantly) higher levels of disagreement. The high levels of disagreement imply that the perceptions of staff is that they do not agree with the attraction and recruitment policies of DUT. The significance of the differences is tested below.

To determine whether the scoring patterns per statement were significantly different per option, a chi-square test was conducted. The null hypothesis claims that similar

numbers of respondents scored across each option for each statement. The alternative states that there is a significant difference between the levels of disagreement and agreement.

The test results are shown in table 4.11 below:

Table 4.11: Attraction and recruitment	Chi-Square	df	Asymp. Sig.
Staff Vacancies are always advertised	30.492	2	.000
Management gave me a clear job description that guides me on the contributions I have to make	28.646	2	.000
The current channels used to advertise staff vacancies are efficient to attract the right type of academic staff	32.338	2	.000

The highlighted sig. values (p-values) are less than 0.05 (level of significance) which implies that the distributions were not similar. That is, the differences between the way respondents scored (agree, uncertain, disagree) were significant.

4.15   Section C: Perceptions of employees of career management

This section deals with the perception of academic staff on how their careers are managed at DUT. Responses to this question are summarized in Table 4.12 and Figure 4.6.

Table 4.12: Career management

Career Management	Agree		Neutral		Disagree	
	Count	Row N %	Count	Row N %	Count	Row N %
Talent management practices are fully implemented in my department	21	32.3%	16	24.6%	28	43.1%
My boss spoke to me about my career plan in the last ten months	48	73.8%	10	15.4%	7	10.8%
The University offers a long-term opportunity for growth and career development and this motivates me to stay	25	38.5%	14	21.5%	26	40.0%
There is recognition of top performers in my department	54	83.1%	3	4.6%	8	12.3%

Figure 4.5: Employee perception of career management
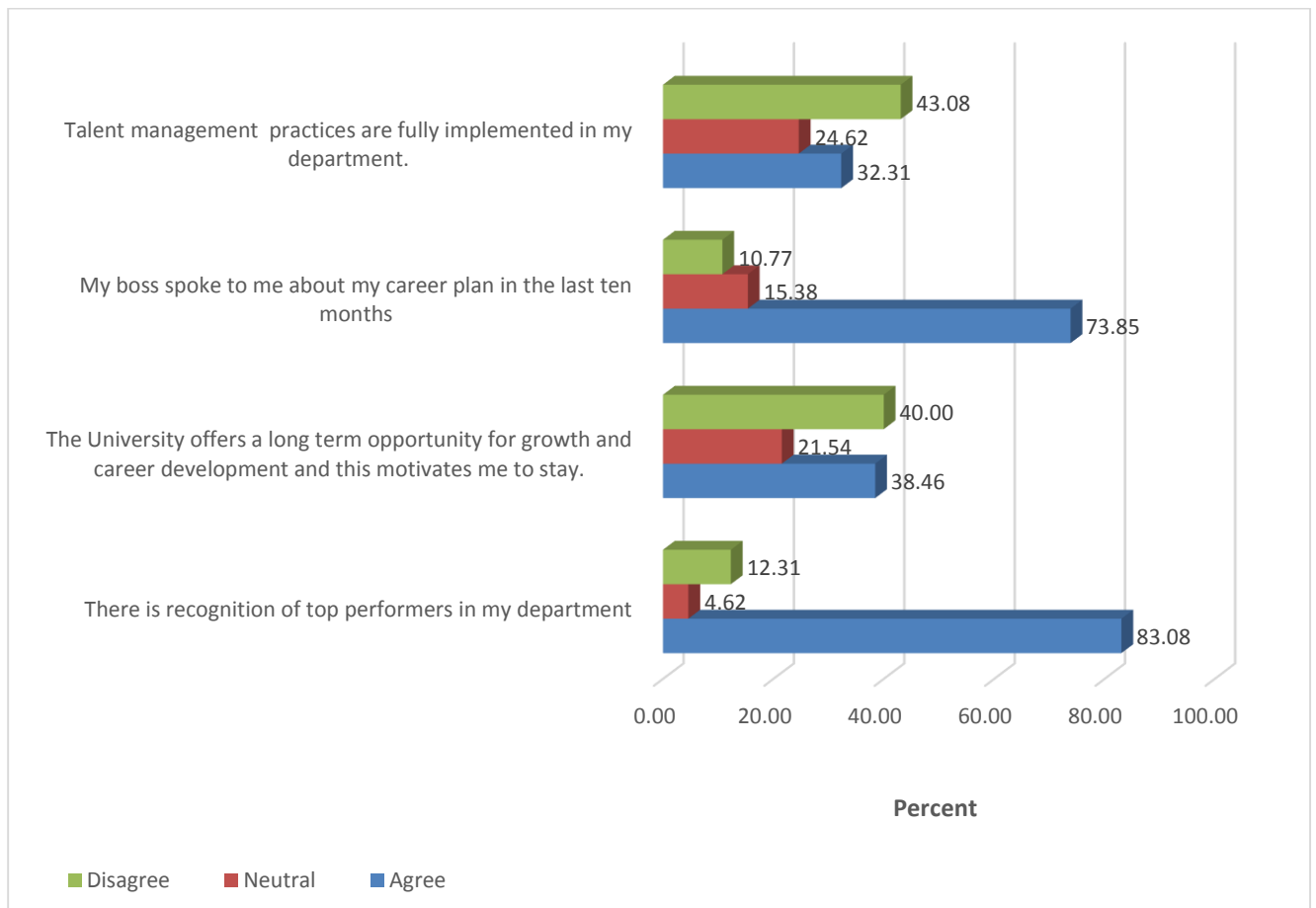
Even though 73.85% of respondents agreed that their bosses spoke to them about their career plans in the last ten months and 83.08% agreed that there is recognition of top performance in their departments, a fair percentage (40.0%) of respondents disagreed that the University offers long-term opportunities for growth and career development and 43.08% of respondents disagreed that talent management practices are fully implemented in their departments. These responses certainly point to a substantial intervention needed on the part of the University to design programmes that could enhance the growth and career development opportunities for all academic staff. According to Pienaar and Bester (2006: 581), the careers of academic staff in higher education institutions in South Africa and the rest of the world are under tremendous pressure. This has led to a decline in the image and status associated with an academic career. Management needs to fully employ appropriate talent management strategies that will be helpful in building the career of academic.

Management should endeavour to give clear job descriptions to all employees as this will enhance efficiency and productivity. Metcalf, Rolfe, Stevens and Weale (2005:172) maintain that departments are responsible for the drawing up of job descriptions and person specifications, as well as managing the careers of academic staff.

In order to determine whether the scoring patterns per statement were significantly different per option, a chi-square test was conducted. The null hypothesis claims that similar numbers of respondents scored across each option for each statement. The alternate hypothesis states that there is a significant difference between the levels of agreement and disagreement.

The results are shown in Table 4.13 below.

Table 4.13: Career management

Table 4.13: The chi square tests	Chi-Square	df	Asymp. Sig.
Talent management practices are fully implemented in my department	3.354	2	.187
My boss spoke to me about my career plan in the last ten months	48.215	2	<mark>.000</mark>
The University offers a long term opportunity for growth and career development and this motivates me to stay	4.092	2	.129
There is recognition of top performers in my department	72.954	2	<mark>.000</mark>

The highlighted values indicate significant differences in the scoring patterns. That is, the levels of agreement are significantly higher than the levels of disagreement.

4.16   Section D: Financial reward

This section deals with the perception of the academic staff about their financial rewards. The response to this question is summarized and presented in Table 4.14 and figure 4.6.

Table 4.14: Financial reward

Financial reward	Agree		Neutral		Disagree	
	Count	Row N %	Count	Row N %	Count	Row N %
The remuneration I receive is satisfactory	49	75.4%	11	16.9%	5	7.7%
Financial assistance is provided to assist my personal development	37	56.9%	16	24.6%	12	18.5%

Figure 4.6 Employee perception of financial reward
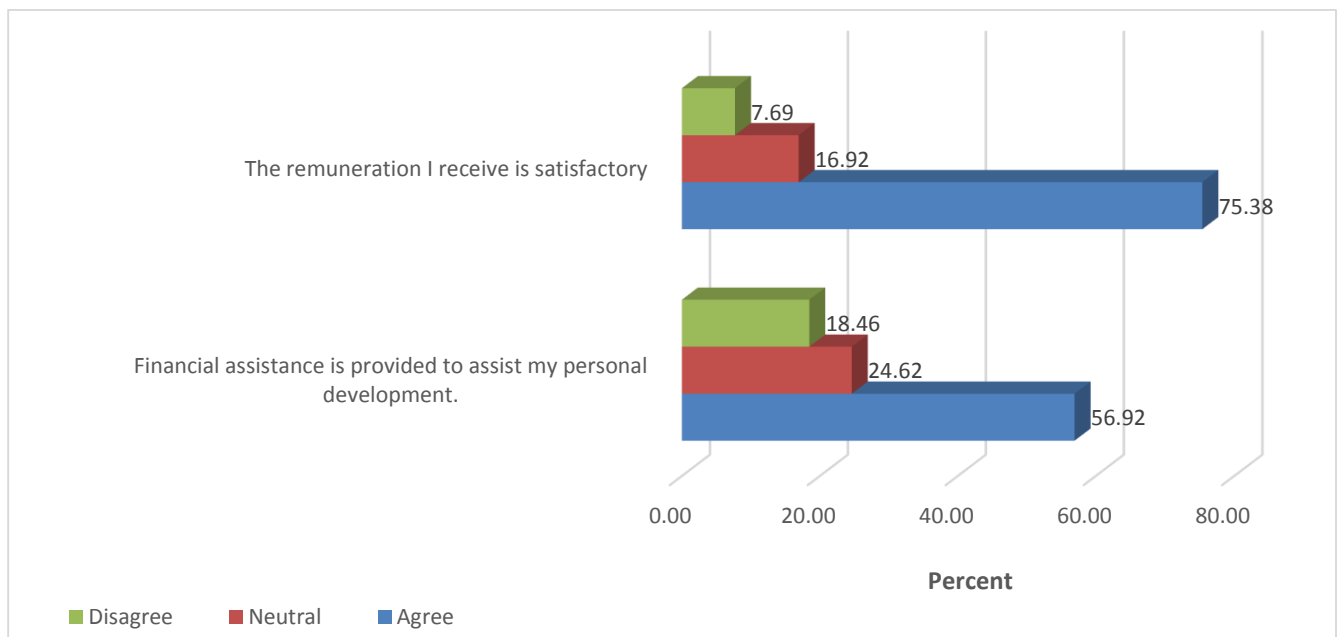
An average of 66.15% of respondents agreed that they are satisfied with their pay and that financial assistance is provided for their personal assistance. This is in disagreement with a study by Tettey (2006:3) who observed that in some top African universities, dissatisfaction with salaries is a key factor paralyzing the commitment of academics to their institutions and careers. Notwithstanding the positive responses on matters of remuneration, Dube and Ngubule (2013:3) maintain that academics in South Africa are not adequately remunerated relative to other occupations in the public and private sector that require similar levels of qualifications and expertise.

In order to determine whether the scoring patterns per statement were significantly different per option, a chi-square test was performed. The null hypothesis claims that similar numbers of respondents scored across each option for each statement . The alternate hypothesis states that there is a significant difference between the levels of agreement and disagreement.

Table 4.15: The chi square tests:

	Chi-Square	df	Asymp. Sig.
The remuneration I receive is satisfactory	52.554	2	.000
Financial assistance is provided to assist my personal development	16.646	2	.000

The highlighted values indicate that the differences in the scoring pattern were significant.

4.17   Section E: Management style
This section deals with the academic staff perception of the management style. The respondent's summaries are presented in Table 4.16 and Figure 4.7

Table 4.16: Employee perceptions of management style

Management style	Agree		Neutral		Disagree	
	Count	Row N %	Count	Row N %	Count	Row N %
I am motivated to contribute more than it normally requires in doing my work.	21	32.3%	9	13.8%	35	53.8%
My boss values my inputs and ideas	21	32.3%	19	29.2%	25	38.5%
The positive team spirit in my department makes a conducive working environment	44	67.7%	10	15.4%	11	16.9%
Management gives feedback regularly on my performance	27	41.5%	14	21.5%	24	36.9%
Management offers verbal or written recognition for individual contributions where appropriate	20	30.8%	11	16.9%	34	52.3%

Figure 4.7: Management style
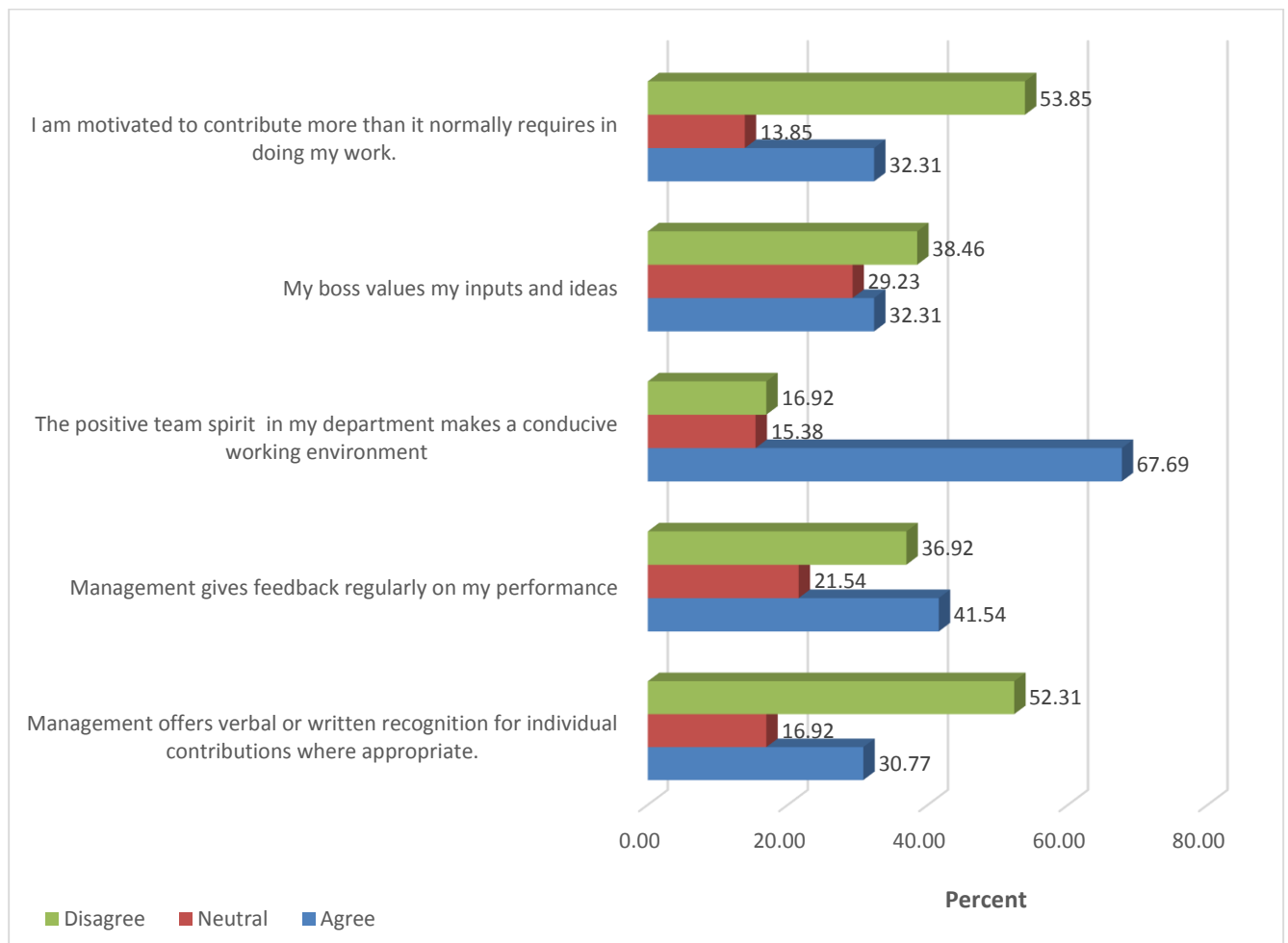
More than half (53.85%) of the respondents disagreed that the management style motivates them to contribute their best, while 13.85% were neutral. Only 32.31% agreed that the management style motivates them to contribute their best. From the set of statements, the conclusion reached is that a substantial number of respondents did not feel motivated sufficiently to contribute more than what is required of them. It could be attributed to poor leadership but also other hygiene factors.

A similar scenario is presented by Theron, Barkhuizen and Plessis (2013:9) stating that poor management of the academic profession has led to the loss of professional autonomy, scholar identity and psychological ownership. Pienaar and Bester (2006:581) maintain that the success, functioning and sustainability of higher education institutions are determined by the extent to which academic staff careers are successfully managed and that higher education institution are dependent on

human capital more than any other organization. Management should review its strategies and look at how to improve its relations with its employees.

A fair percentage (38.46%) of the academic staff disagreed that the inputs are valued by their boss; 29.23% were neutral; and 32.31% were in agreement that their inputs are valued by their boss. It is clear that the majority of employees have the perception that their inputs are not valued by management but more importantly, that academic staff are generally negative about how they are managed.

The third question was to investigate whether the positive team spirit in departments creates a conducive working environment. A minority (16.92%) disagreed with this question, while 29.23% were neutral and 32.31% agreed. More than half of the respondents did not give a positive affirmation to this question. This needs to be further analysed as this would be a worrying factor for any Management team.

The fourth question was to find out if management gives feedback regularly on employee performance. Almost thirty-seven percent disagreed, while 41.54% agreed and 21.54% were neutral. The percentage of those who agreed is slightly higher than those who disagreed. Nevertheless, this remains an area for concern.

The fifth question was to investigate whether management offers verbal or written recognition for individual performance. The majority (52.31%) of respondents disagreed with this question, while 30.77% agreed and 16.92 were neutral. There is a wide gap between the disagreement and agreement, therefore Management should focus attention on the more basic principles of good management practice, which includes recognizing individual performance.

Table 4.17: Management style

Table 4.17: The Chi square tests	Chi-Square	df	Asymp. Sig.
I am motivated to contribute more than it normally requires in doing my work	15.631	2	<mark>.000</mark>
My boss values my inputs and ideas	0.862	2	.650
The positive team spirit in my department makes a conducive working environment	34.554	2	<mark>.000</mark>
Management gives feedback regularly on my performance	4.277	2	.118
Management offers verbal or written recognition for individual contributions where appropriate	12.4	2	<mark>.002</mark>

It is observed that 3 scoring patterns are significantly different and of these, two show significantly higher levels of disagreement and one shows higher levels for agreement.

4.18 Section F: Retention

This section deals with retention strategies. The respondent summary is presented in Table 4.18 and Figure 4.8 below.

Table 4.18: Employee perceptions of retention strategies

Retention	Agree		Neutral		Disagree	
	Count	Row N %	Count	Row N %	Count	Row N %
The management style in my department is efficient and this motivates me to stay in the Institution	27	41.5%	19	29.2%	19	29.2%
Management engages employees to contribute to decision-making within their work roles and functions	21	32.3%	16	24.6%	28	43.1%
The job security in this Institution motivates me to stay	20	30.8%	17	26.2%	28	43.1%
The staff promotion procedure is effective	30	46.2%	10	15.4%	25	38.5%
If an opportunity to work elsewhere is provided I will leave the Durban University of Technology	24	36.9%	19	29.2%	22	33.8%
Human resource policies are effective and motivate me to stay	7	10.8%	21	32.3%	37	56.9%
It is likely that I may be taking steps next year to look for a job in another institution or organization	24	36.9%	23	35.4%	18	27.7%

Figure 4.8: Employee perception of retention strategies
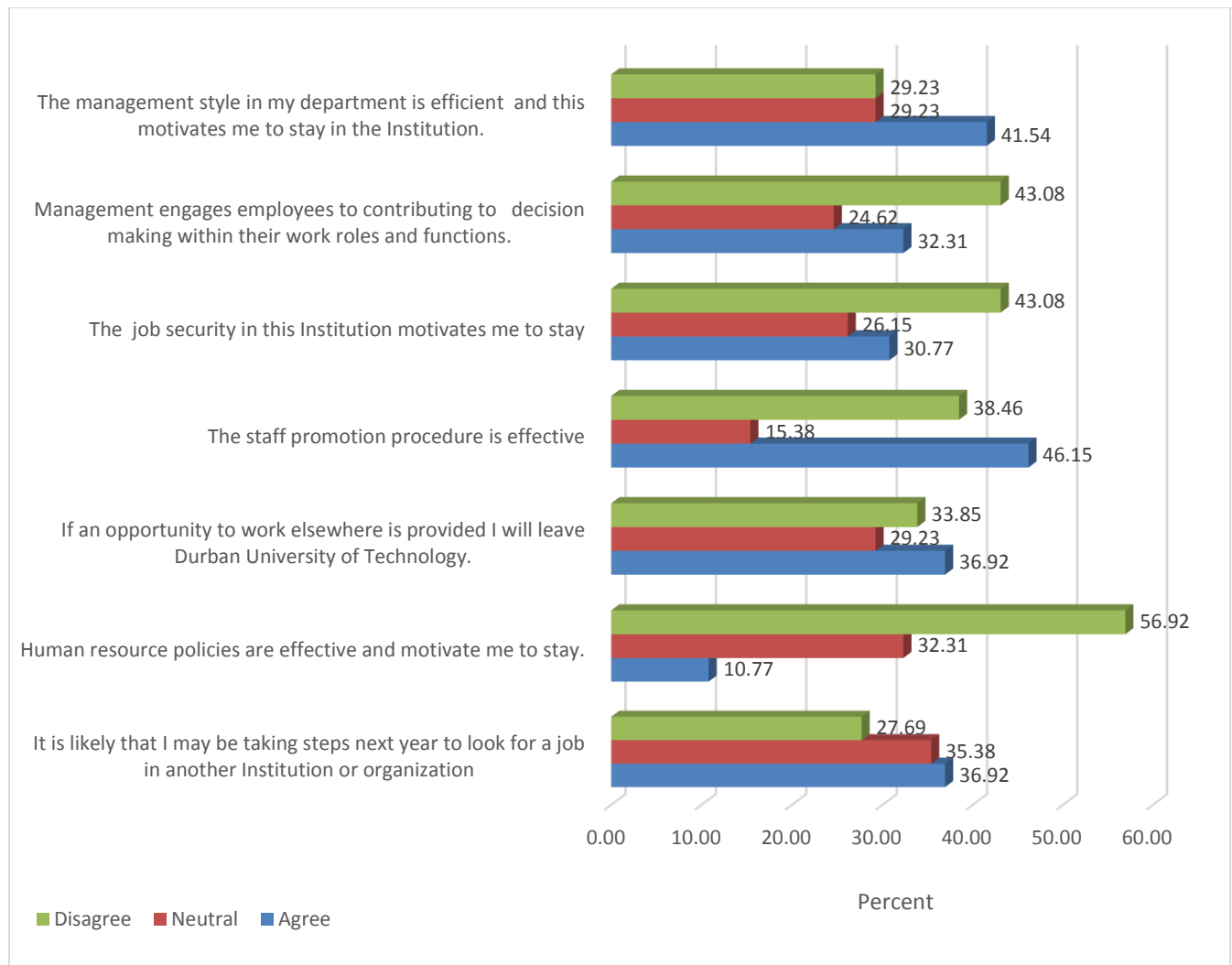
The aim of this question was to get find out the impact of the management style on employee willingness to stay at the Durban University of Technology. Almost thirty (29.3%) percent of the respondents disagreed that that the management style is motivating them to stay, while 41.54% agreed and 29.3% were neutral. Since almost sixty percent (58.6%) did not give a firm affirmation to this statement, management should be focusing on how to better manage these academics otherwise there could be an exodus of staff in the event of a booming economy. The second statement in Table 4.18 was to investigate whether employees are engaged to contribute within their roles and functions. The result shows that 43.08 % disagreed, while 32.31% agreed and 24.62% were neutral. This result shows that a fair percentage of the employees feel that they are not properly engaged in respect of decision within their jobs, as well as in their department. Berg, Manias and Burger (2007:91-91) maintain

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that in recent years in South Africa, one of the challenges faced by academics is a lack of involvement in decision-making due to increased state regulations. Management needs to look into this matter.

The third question investigates whether there is job security in the University and if this motivates employees to stay. Funding show that 43.08% of respondents disagreed with this statement, while 30.77% agreed and 26.15% were neutral. This indicates that where employees choose to leave the University, it is not because they do not have job security. Further examination of secondary data points to staff's long service.

The fourth statement was to investigate employee perceptions of the effectiveness of promotion procedures. Almost 39% percent of respondents disagreed that the staff promotion procedure is effective, while 46.15% agreed and 15.38% were neutral. Less than 50% of the respondents agreed that the staff promotion procedure is effective. This is in line with a recent study carried out by Jacob and Idah (2014:7) that revealed that the process of promoting academics is seen as very long and tedious and that promotion criteria discourages academics from considering applying for promotion. Similarly a study by Pienaar and Bester (2006: 586) indicated that there is a lack of clear guide lines and transparency in promotions; limited or few promotion opportunities; double standards with specific reference to promotion; and the perception that promotion is determined by your research output and not necessarily intensive teaching. Arising from this perception, it would be useful for Management to review the staff promotion procedure for academic staff. While the policy governing academic staff promotions are very well laid out at the Durban University of Technology, staff who participated in this survey perceive that it is not easy to be promoted because of the strict criteria to be met.

The fifth statement aimed to investigate the willingness of employees to stay at the Durban University of Technology even if an opportunity is provided for them to work elsewere. It showed that 33.85% disagreed with this question, while 36.92% agreed and 29.23% were neutral. From the results, the majority 36.92% of respondents pointed out that they will be willing to leave DUT if they have an opportunity to work elsewere. This is in line with a study by Pienaar and Bester (2006:582) which stated that; 68 percent of the academic staff indicated that departures from higher education were on an increase. Pienaar and Bester (2006:582) highlighted a similar situation in

South Africa and that departure of academic staff is a cause for concern. Management therefore has to monitor this given that once the South African economy improves, more staff may be willing to search for greener pastures.

The sixth statement aimed to investigate employee perceptions of the effectiveness of human resource policies and their impact on employees willingness to stay. A majority of respondents (56.92%) disagreed with this statement, while 10.77% agreed and 32.31% were neutral. This points to the perception that human resources policies are not seen to be progressive enough for staff to wish to pursue long term careers. A study by Higher Education South Africa (2011:1) and Idah (2014:7) highlighted a number of human resource policy and related issues such as not having competitive salaries; heavy work-load; inequality; cultural issues; racism; and difficult promotion procedures impacting on the careers of academics.

The seventh statement in the theme of retention strategies was to investigate employee willingness to take steps next year to look for another job or leave DUT. Despite negative responses in other retention related statements, it would seem that a small percentage of staff may be in search of greener pastures as 27.69% pointed to choosing to stay at the university and 36.92% may be in search of new opportunities. There remains a large group of approximately a third that remains ambivalent about this issue. This finding is similar to research conducted by Gerber (2013: 215) showing that emigration of well-qualified academic staff from Africa universities to overseas universities where better opportunities are presented is a challenge to the retention of academic staff. Gerber (2013:216) presented a report of a study conducted in the United States of America in 2004, which revealed that 23 % of the 771,491 physicians in America had their medical training outside the United State of America. A great percentage of them (64%) in low-income countries. A total number of 5,334 physicians came from sub –Saharan Africa in which South Africa is included. The Management should look critically into this issue.

Table 4.19: Retention strategies

Table 4.19: The Chi square tests	Chi-Square	df	Asymp. Sig.
The management style in my department is efficient and this motivates me to stay in the Institution	1.969	2	.374
Management engages employees in contributing to decision making within their work roles and functions	3.354	2	.187
The job security in this institution motivates me to stay	2.985	2	.225
The staff promotion procedure is effective	10	2	.007
If an opportunity to work elsewhere is provided I will leave the Durban University of Technology	0.585	2	.747
Human resource policies are effective and motivate me to stay	20.8	2	.000
It is likely that I may be taking steps next year to look for a job in another institution or organization	0.954	2	.621

For all the statements, the scoring patterns are similar with 2 statements showing higher significant levels of disagreement.

4.19   Section G: Talent development

This section deals with academic staff perceptions of talent development. The summary of the responses is presented in Table 4.20 and Figure 4.11.

Table 4.20: Talent development

Talent development	Agree		Neutral		Disagree	
	Count	Row N %	Count	Row N %	Count	Row N %
The current training approach in developing young academics needs to be overhauled	35	53.8%	13	20.0%	17	26.2%
The job I do challenges me and requires me to fully utilize my skills and knowledge	21	32.3%	10	15.4%	34	52.3%
There is mentorship and coaching program in place to improve employee development in my department	42	64.6%	16	24.6%	7	10.8%
Adequate training program are provided for my personal development	14	21.5%	10	15.4%	41	63.1%
Management provides opportunities to prepare me for the next position in rank.	24	36.9%	12	18.5%	29	44.6%
Young academic staff are groomed to replace the departure of top academic staff in my department	3	4.6%	23	35.4%	39	60.0%

Figure 4.9: Talent development
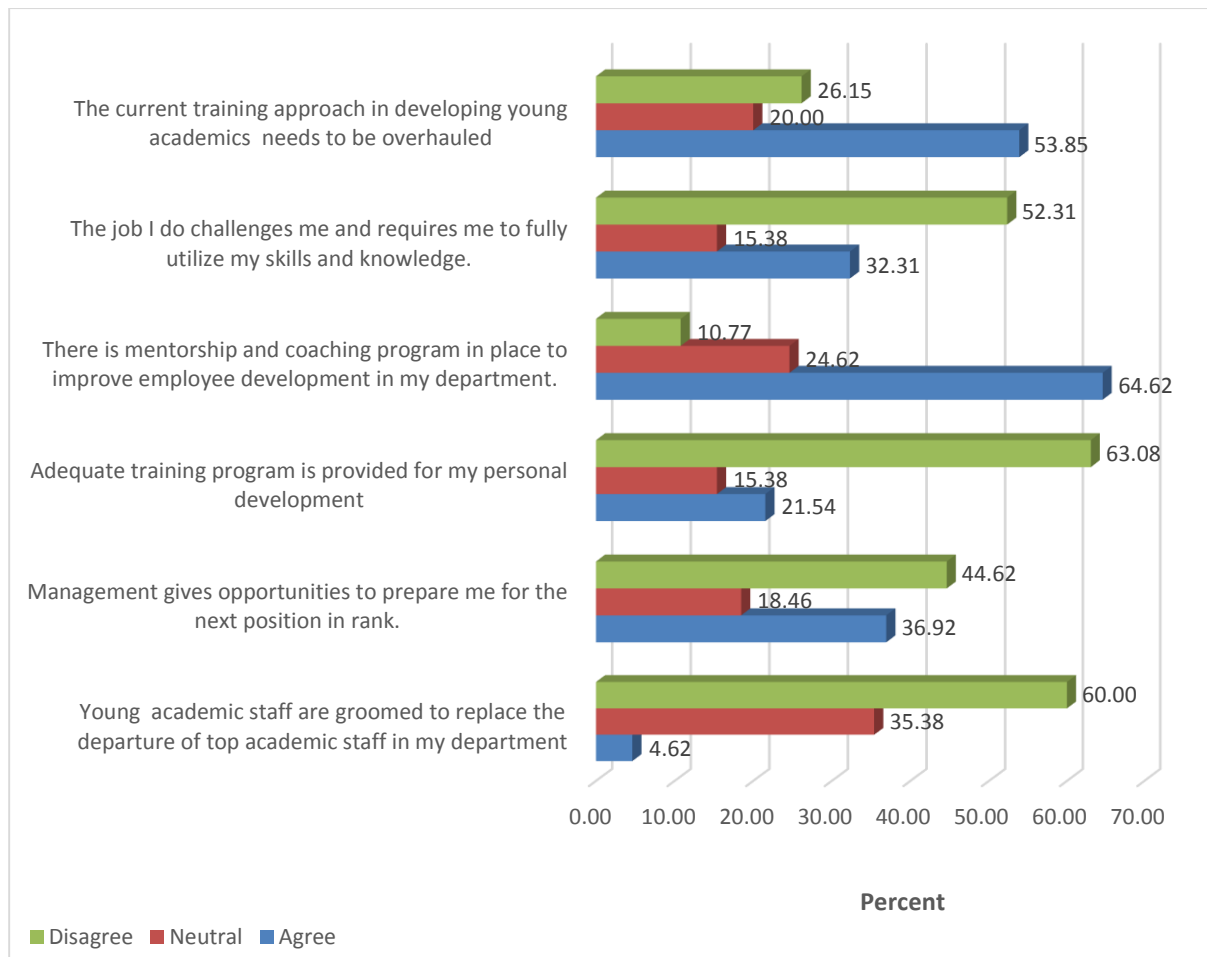
The first statement aimed to investigate employees perception of the need for overhauling the current training approach in developing young academics. Only 26.15% disagreed with this statement, while 53.85% agreed and 20.0% were neutral. Since the majority (53.85%) of respondents agreed it therefore means that the current training approach is not seen to be effective. Hence, further research needs to be undertaken to understand fully what lies behind this perception. Makondo and Makondo (2014:304) maintain that academic staff development programs are a necessity at all higher education institutions as this will enhance skill building in academics and it will lead to the production of quality graduates.

The second statement aimed to test employee perceptions of their jobs: if it challenges them and causes them to fully utilize their skills. Almost 53% of the respondents disagreed with this statement, while 32.31% agreed and 25.38% were neutral. This shows that most of the academic staff perceive that their jobs do not challenge them to fully utilize their skills. This is a finding that should be explored further as it is

inconceivable that academics who should be at the forefront of cutting edge research would be negative about fully utilizing their skills and knowledge.

The third statement aimed to investigate employee perceptions in respect of mentorship and coaching within their departments. A majority of 64.62% agreed with this statement, while 10.77% disagreed and 24.62% were neutral. Even though 64.62% agreed that there is mentorship and coaching to improve employee personal development in their departments, 63.08% disagreed that adequate training programs are provided for employee personal development. Nyanjom and Geber (2009: 894-895) maintain that mentoring is an efficient method of individual development as it facilitates the development of academics in their professions.

The fifth statement aimed to investigate if management provides the opportunity to prepare employees for the next position in rank. A fair proportion (44.62%) of respondents disagreed with this statement, while 36.92% agreed and 18.46% were neutral. Higher Education South Africa (2011:4) noted that, currently, the higher education system has limited output of both master's and doctoral graduates which is a big challenge to raising the next generation of academics. South Africa produces a very small number of doctoral graduates compared to its economic needs. South Africa doctoral graduates are significantly lower compared to other countries. While the institution should set appropriate support structures in place to ensure that the next generation of academics are trained and developed, it remains necessary for individual academics to be motivated to pursue these higher degrees.

The sixth statement aimed to investigate if young academic staff are groomed to replace the departure of older academic experts in departments. Most of the respondents (60.0%) disagreed with this statement. Only as little 4.62% agreed, while 35.38% were neutral. This finding is similar to that observed by the Council on Higher Education (2010:5) in that one of the main concerns about academic staff in higher education is replacing an ageing academic and research staff. Higher Education South Africa (2011:1) also noted that, there are insufficient numbers in the existing academic and postgraduate pipelines to replace aging academic staff.

Table 4.21: Talent development

Table 4.21: The Chi square tests:	Chi-Square	df	Asymp. Sig.
The current training approach in developing young academics needs to be overhauled	12.677	2	.002
The job I do challenges me and requires me to fully utilize my skills and knowledge	13.323	2	.001
There is a mentorship and coaching program in place to improve employee development in my department	30.492	2	.000
Adequate training program are provided for my personal development	26.246	2	.000
Management provides opportunities to prepare me for the next position in rank	7.046	2	.030
Young academic staff are groomed to replace the departure of top academic staff in my department	30.031	2	.000

4.20 Correlations

Finally, a bivariate correlation was performed on the (ordinal) data. The results are found in the appendix since the tables are too large to include here.

The results indicate the following patterns.

Positive values indicate a directly proportional relationship between the variables and a negative value indicates an inverse relationship. That is, the variables have an opposite effect on each other. All significant relationships are indicated by a * or **.

For example, the correlation value between "talent management practices are fully implemented in my department" and "the current channels used to advertise staff vacancies are efficient to attract the right type of academics" is .301. This is a directly related proportionality. Respondents agree that when talent management practices are fully implemented, the more efficient the recruitment channels to attract the right academic staff and vice versa become.

The correlation value between "if an opportunity is provided to work elsewhere I will leave the Durban University of Technology and "there is recognition of top performers in my department" is -.144. This implies that when of top performing academic staff are recognized they will have little or no desire to leave the Durban University of Technology. Hence, recognition is a retention strategy.

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The correlation value between "talent management practices are fully implemented in my department" and "it is likely that I may be taking steps next year to look for a job in another institution or organization" is -.365. This indicates that full implementation of talent management practices have a positive effect on employee retention.

4.21 Conclusion

This chapter presented the findings and a discussion of the data analysis. Quantitative data analysis tools were used to obtain information. The results were presented using tables, charts and graphs. Statistical analyses were used to test the reliability and validity of the measuring tools. A discussion in respect of these results is contained in the next chapter

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1 Introduction

The aim of this study was to investigate how talent management and employee retention is addressed at the Durban University of Technology strategically, as well as the processes and practices that underpin such strategies. Talent management and employee retention strategies, if not effectively implemented, can have a negative impact on organizational success. Conclusions are made in accordance with the objectives of this study and with an attempt to answer the main research questions regarding talent management strategies and factors which contribute to employee retention. Recommendations from this study will be made available to the senior management of the Durban University of Technology. While this is a single case study and the results are not intended to be generalized, it does provide greater insight into talent management practices that maybe useful for the wider academic community in the higher education sector. The quantitative research design was adopted and a structured questionnaire was used as the data collection instrument. The statistical analysis for social science (SPSS) version 23.0 for Windows was used for data analysis and the results were presented using tables. A pre-coded structured questionnaire with a five point Likert scale was administered to the target population. The study targeted the academic staff of the Durban University of Technology. The stratified sampling technique was adopted and a sample size of 65 participants were selected for the study as recommended by Naing, Winn and Rusli (2006:9). The self-administered questionnaire method was used. The questionnaires were administered personally by the researcher for data collection at the Durban University of Technology.

5.2 Discussion

This study had the following objectives and key research questions:
Objectives

➢ To determine whether the Institution has a talent management strategic orientation;

➢ To determine whether talent management contributes to employee retention;

- ➤ To determine the challenges of talent management in higher education; and
- ➤ To investigate possible talent management strategies which will aid employee attraction and retention

Research questions

The following key research questions form the basis for this study:

- ➤ Is there a strategic orientation towards talent management in the Durban University of Technology?
- ➤ What effect does talent management have on employee retention?
- ➤ What are the challenges in DUT in respect of its talent management strategy?
- ➤ What factors contribute to employee retention at the Durban University of Technology?

The **first key research question** was to establish if there is a strategic orientation towards talent management at the Durban University of Technology.

The findings of the study show that some elements of talent management are practiced at the Durban University of Technology. However, one could conclude that it is not fully implemented in a manner that has maximum impact on academic staff. Furthermore, talent management as a concept is not fully established at the Durban University of Technology. While some elements of talent management such as recruitment and selection, remuneration, training and development and promotion are practiced, there are many other elements to which little or scant attention is paid. These talent management elements are being practiced without an authoritative voice on the talent management concept. From the study a majority of the respondents indicated that talent management practices are not fully implemented within their departments. This is in line with a study by Barkhuizen, Schutte and Roodt (2014:2037) which indicated that the current academic environment has a limitation for effective talent management of academic staff, specifically in attracting younger academics and retaining skilled and competent academics. From the findings majority of respondents disagreed with the fact that staff vacancies are always advertised. While the advertisement of staff vacancies is a very important aspect of talent management practices, it is not clear why this should be the case in this study. The

secondary data perused would point to regular advertisements in newspapers. It is equally plausible to conclude that the above reference may have relevance for part-time academic posts which may not be advertised and sourced through traditional human resources management processes by the academic heads of departments. Another important aspect of the talent management strategic orientation is the job description. Most respondents disagreed that they were given clear job descriptions which guided them on the contributions they will have to make when they were recruited. Furthermore, from the response to the questions, the majority of respondents felt that the current channels of recruitment are not efficient enough to attract the right candidates. Most respondents have a perception that the current channels of recruitment and attraction are not efficient enough to attract the right type of academic staff.

The **second research question** for this study was to determine whether talent management has an effect on employee retention programmes/policy/practices, etc. Based on the questions asked, the study revealed that even though there is a Human Resource Department, the institution's policies do not fully satisfy the academic staff in respect of retention considerations. The majority of respondents indicated that the Human Resource policy is inadequate and lacks flexibility for implementation and as a result they are not motivated to stay. The findings also point to another concerning view held by respondents that they are not fully engaged in decision-making concerning their work roles and functions. Even though a large percentage of respondents indicated that they have job security, a vast majority of the respondents felt that they have no job security and they are not motivated to stay. However, when the question of whether staff have intention of looking for possibilities to work elsewhere, the majority of respondents disagreed with the intention of looking for possibilities to work elsewhere in another organization; although there was a percentage of respondents who indicated their interest in taking possible steps to look for jobs elsewhere next year. Despite the earlier negatives, there are some positives as well within the talent management value change. In particular, the majority of respondents indicated that the management style in their department is adequate and this motivates them to stay. However, there remained a fair proportion of the respondents who disagreed that management styles in their departments are adequate and for a variety reasons are prepared to seek for alternative employment.

What the results point to is that in a very large organization such as a university if good leadership is displayed within an academic department, employees continue to have positive experiences and will enjoy long term careers. In constrast, the opposite will happen to poorly led or managed departments. Hence talent management has a huge effect on employee retention. According to Barkhuizen, Roodt and Schutte (2014:141) the talent management of academics has a significant effect on employee retention.

The **third research question** aimed to determine the challenges of talent management and its practices at the Durban University of Technology. The findings point out that a number of factors contributed to the talent management challenges in the institution. Some comments by respondents are summarized and presented as follows:

-The current Human Resource policies are limited in full support of academic talent.

-Staff promotion policy is extremely dependent on research. It is not holistic but biased since the main criterion for promotion is on research output and academic qualifications. This finding is consistent with a recent study carried out by Jacob and Idah (2014:7) which revealed that the process of promoting academics is seen as very long and tedious and that promotion criteria discourages academics to consider applying for promotion. The study also revealed that research excellence seems to be the favoured promotion criteria, amongst others. Therefore, academics tend to neglect the scholarship of teaching and concentrate on research as a criterion for recruitment and internal promotion.

-Heavy work load. This is line with a finding by Binnion and Locke (2010:8) which revealed that expansion in the higher education system and growing pressures of resources has sparked increased expectations of academic staff to be more highly qualified and be useful in wider society. Rothmann and Barkhuizen (2008:440) noted that there are currently persistent demands on academic staff in higher education institution in South Africa and that, this could have a huge impact on the quality of work life of these academics and may lead to adverse consequences such as academic stress.

-Lack of proper respect for superior academics expertise. Policies, nepotism, politics, lack of adequate leadership, lack of vision and lack of recognition are all comments

made by respondents as challenges at the Durban University of Technology. Manias and Burger (2007:91-91) noted that there is a lack of academic involvement in decision-making in South Africa due to increased state regulations.

-Limited funds for academic staff training is a major factor. According to a Higher Education South Africa (2011:7) report, inadequate funding has resulted in multiple challenges in higher education in South Africa, including the inability to raise the next generation of academic talent in the higher education sector. Based on the questions asked, the long term employment of academic staff on contract bases was seen as a factor which does not attract or motivate staff to stay at DUT. The lack of a proper mentorship and grooming system in place to train young academics was also discovered as a challenge. This is in line with a finding by Jepsena, Varhegyib and Edwardsc (2012 :631) who remarked that universities have no systems in place to train their lecturers. Most research students lack awareness of the training to become a university lecturer.

-Lack of proper allocation of tasks in accordance with the skills and capabilities of individuals.
-Racism was identified as one of the factors affecting the institution.
-Low staff morale. "The recruitment of academic staff is on the basis of company cost so for this reason I will be leaving". A study by Samuel and Chipunza (2013:105) shows that the employment of academic staff on a temporary contract basis is popular and this aspect is of major concern for academic recruitment and job satisfaction.
-Lack of recognition. Academic structure is inappropriate. Financial remuneration is not lucrative and academic developmental program are not set properly. Past graduates are employed on a part time basis. This induces staff to leave, taking away their new ideas, energy, and motivation because of no clear career path.
-Lack of better mentorship program and attractive policies for future career growth at DUT.
-Lack of a team building spirit between the senior and junior lecturers. Inadequate information on Human Resource policies by Human Resource employees.
-Low attractive pay packages compared to colleagues with similar qualifications in industry. Takawira Coetzee and Schreuder (2014:3) maintain that higher education institutions in South Africa have become vulnerable to losing their academic experts to well-paid offers from the private sector and some pull factors from other international

higher education institutions. DUT policies and DUT practices are not aligned. The institution needs to practice a common set of operations.

Therefore the above comments indicates that talent management is a process that has numerous elements and for an organization to ensure that it continues to have highly skilled and talented individuals, it must pay attention to all of the above elements as responded to in this survey. For higher education, the crux is particularly to be in a position to recruit the new academic in the context of a changing and transforming South African society. Special attention needs to be paid to have a substantial strategic orientation towards the recruitment and retention of academics should the knowledge production in South Africa wish to continue on a reasonable upward trajectory.

5.3 Recommendations

Based on the findings and discussion of this study, the following recommendations are made to improve academic talent management and retention in higher education.

➢ It is recommended that there should be implementation of a full talent management strategy in order to attract and retain academic experts at DUT. An effective talent management strategy with the full spectrum of activities and functions   will help to attract the right type of employees and will help to create a pool of academic staff. This can be done by hiring experts with talent management skills. Implementation of a talent management strategy can give the institution a sustained competitive advantage as opposed to using new technologies and innovations which can easily be copied by competitors and give only a short term competitive advantage. A sustained competitive advantage comes from an efficient talent management strategy. The University's management system should re-evaluate its methods attracting, recruiting, rewarding and developing academic talent (Lyria 2013:287).

In implementing an effective talent management strategy, the following should be implemented as borne out by this research:

➢ Academic vacancies should be widely advertised by exploring various options to attract and recruit new academic staff. This can result in a greater pool of possible future academics. It may attract those who may be drawn to academia

but may not have thought about such careers previously. For example people that are in industry and commerce and in the public sector. Wider strategies for advertising and recruiting help to minimize favoritism and bias during recruitment. It will help to uphold transparency and integrity.

➢ Another important element that ought to be considered and implemented is clearer and simpler written job profiles for academic personnel. While it may be obvious as to what is expected of an academic, clearer job profiles, for junior lecturers right up to senior professors help to define a clearer career path, as well as the roles to be performed. It further underscores the necessary skill and knowledge levels from a development perspective.

➢ Proper recruitment channels should be used to recruit academic staff. Recruitment policies should be designed to represents fairness and should be non-discriminatory on grounds of sex, race, age, religion and disability. Policies should conform to the statutory regulations of the country (Mokoditoa 2011:15)

➢ The implementation of strategies which will enhance long-term career growth opportunities will be appropriate. The make-up and quality of academic staff is very important and it is a determinant of the quality of education programs, university research output, competitiveness and the position of universities in the academic community (Brink Fruytier and Thunnissen 2012:180).

➢ Motivational strategies that will help employees to contribute their best should be employed. The input of employees should be valued as this will enhance efficiency and productivity. Feedback on employee performance should be given regularly.

➢ It will be useful for employers to engage employees in decision-making. Those who find meaning at work are more competent, committed and useful (NHS 2014:3). Engagement of the academic staff will create a platform for them to offer the best of their knowledge to the younger generation who will inturn impact their societies in all fields (Al-Jubari 2014:269). When employees are engaged, they tend to exceed the expectation of their employers. People tend to be more responsible for the decisions they make.

➢ Critical to a talent management process is the managerial and leadership style of managers across the institution. Having a well-developed and implemented performance management system can enhance transparency, comprehension and implementation. Such a system should also be fair and equitable. Institutions should embody the principle of providing market-related remuneration packages and redesigning tasks to address the issue of role overload (Pienaar and Bester 2006:591).

➢ As part of its career development processes, an effective employee promotion policy to suit all levels of academic staff-including the ones that measure teaching and lecturing only versus and those that focus on research supervision only is important for a successful talent management strategy. An effective university promotion policy allows academic staff to awaken ambition and creates a sense of job security and satisfaction. However, lack of promotion creates a low spirit amongst academic staff (Makoditoa 2011:17).

➢ This study did points to the usefulness of having decent working conditions and remuneration practices as an element of retention strategy for the employees.

➢ The careful design of human resource policies that support the vision and mission of the institution and to be progressive to attract academic staff must be an important consideration in any talent management strategy. Talent management for academics significantly increases when management have integrated human resource systems that identify the value; measure team and individual performance; assess and develop careers; give honest formal feedback; and reward high performance (Annakis, Dass and Isa 2014:163).

➢ Given that academics are the main source for competitive advantage, there should be significant emphasis on training and development as part of the talent management strategy in higher education. Adequate training and professional development should be provided to new and existing academics (Annakis, Dass and Isa 2014:163). An effective staff development programme should help prepare and groom academics for the next position in rank. A department succession plan certainly helps to prepare and replace retiring or resigning staff.

5.4 Direction for further research

This study lays no claim to exhausting all that can be said about talent management and employee retention in the higher education sector. Further research is recommended to investigate the impact of talent management practices and employee performance. Further research can also be done on examining the relationship between talent management practices and organizational output.

5.5 Conclusion

The focus of this study was to investigate how talent management and employee retention is addressed at the Durban University of Technology strategically, as well as the processes and practices that underpin such strategies. Based on the empirical findings of the study, the following conclusions were made: There is very little orientation of a talent management strategy at the Durban University of Technology. It was also realized that a talent management strategy is not effectively implemented at the Durban University. The study also discovered that ineffective implementation of a talent management strategy has pose a big challenge to retaining highly qualified academic experts. The traditional human resource practices of rules is not sufficient to managing academics. Rather, seeing academic staff not only as the greatest assets but as contributors to the success of the University will go a long way to solving problems and focusing on the full talent management spectrum.

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Annexure A

The Director of Research DUT
20/04/2015
Dear Sir/Madam,

A Letter of Request to Conduct Research

I am a student at the Durban University of Technology. I am currently studying towards my Masters Degree qualification in Human Resource Management. My research topic is: **: An investigation into talent management and employee retention in the higher education sector of South Africa-a-case study of the Durban University of Technology**.

I request your permission to carry out my study at the Durban University of Technology. Participants will be required to complete questionnaires. Participation in this important study would be appreciated. Participation is voluntary and no one is obliged to participate. Privacy of the information provided by participants shall be assured. The information obtained shall be confidential and shall be used for the purpose of this study only. The findings from this study shall make a valuable contribution to the Durban University of Technology.

In anticipation of a positive response from you, I appreciate your kind gesture and for sparing time to go through this application amidst your busy schedule.

Regards

Isah Leontes N.
Contact: 0745801622
Supervisor: 031 373 266

LETTER OF INFORMATION

Dear Participant,

I am a Masters student who kindly requests your participation in this study by completing my questionnaire as detailed below.

Title of the Research Study: An investigation into talent management and employee retention in the higher education sector- a case study of the Durban University of Technology

Principal Investigator/s/researcher: (Isah Leontes Njanjobea)

Co-Investigator/s/supervisor/s: (Dr Gops Chetty, DTech)

Brief Introduction and Purpose of the Study: This study attempts to investigate how talent management and employee retention is addressed in the higher education sector. South African higher education has been through many challenges since the end of apartheid. The management and retention of qualified academics is one of the challenges faced by higher education South Africa. Studies have shown that institutions are facing a real crisis regarding their ability to attract and retain academic staff of a suitable calibre. Furthermore, it is widely recognized that South African higher education institutions are increasingly challenged to recruit and retain adequate numbers of academics and researchers. This has led to the steady loss of academic experts. The loss of senior and more experienced academic staff sets higher education institutions back in terms of research output. The purpose of this study is therefore to investigate how talent management and employee retention is addressed at the Durban University of Technology strategically, as well as the processes and practices that undergird such strategies.

Outline of the Procedures: You will be given a closed-ended structured questionnaire to fill. The questionnaire shall be distributed to all participants randomly. You are requested to complete the questionnaire. Select an answer which closely reflect your view from the questionnaire. The completed questionnaire will be collected after two weeks. You will require 15 to 20 minutes to complete the questionnaire. The data collected shall be analysed by the researcher.

Risks or Discomforts to the Participant: You incur no risk for taking part in this exercise.
Benefits: You will benefit directly or indirectly by the practical implementation of the research outcome. The outcome will be published in international journals. Recommendations shall be provided to enhance talent management and employee retention in higher education.
Reason/s why the Participant May Withdraw from the Study: There won't be any undue pressure or consequences should you choose to withdraw from this exercise.
Remuneration: None
Costs of the Study: You shall not incur any cost.

Confidentiality: Confidentiality shall be assured. You will remain anonymous. The outcome of the study shall be for academic purpose only.

Research-related Injury: You will not incur any injuries as you will only be required to fill a questionnaire.

Persons to Contact in the Event of Any Problems or Queries:

For any inquiries contact the following persons:

Supervisor: Dr Gops Chetty on 031 373 2662, email; gopsc@dut.ac.za . The researcher on 0745801622, or isahdut@yahoo.com. The Institutional Research Ethics administrator on 031 373 2900. Complaints can be reported to the DVC: TIP, Prof F. Otieno on 031 373 2382 or dvctip@dut.ac.za.

Thank you very much for your co-operation

CONSENT

Statement of Agreement to Participate in the Research Study:

- I hereby confirm that I have been informed by the researcher**, Njanjobea, IsahLeontes**, about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: **REC2/2016**.

- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.

- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.

- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.

- I may, at any stage, without prejudice, withdraw my consent and participation in the study.

- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.

- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

_____   _____   _____
_____
Full Name of Participant   Date   Time   Signature / Right Thumbprint

I, __Isah_____ (name of researcher) herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

Isah Leontes Njanjobea   _____   _____
Full Name of Researcher   Date   Signature

Full Name of Witness (If applicable)   Date   Signature

Full Name of Legal Guardian (If applicable) Date   Signature

Annexure D

PARTICIPATION BY RESPONDENT

I ………………………………… would like to voluntarily participate in your research study.

Regards,

Participant.

QUESTIONNAIRE

Dear Participant,

You are required to complete both section **A** and **B** in the form.

Thank you for participating

SECTION A: BIOGRAPHICAL INFORMATION
INSTRUCTIONS

Please place a cross (X) in the appropriate box which most closely reflects your view.

A.1 Gender

Male	Female
1	2

A.2 Age/years

18-27	28-37	38-47	48-57	57 and above
1	2	3	4	5

A.3

What is your highest academic qualification?

Matric	Bachelor Degree	Honours	Masters	PhD	Others (please state)
1	2	3	4	5	6

A.4 Faculty

Management Sciences	Accounting and informatics	Applied Sciences	Arts and design	Engineering and the Built Environment	Health Sciences
1	2	3	4	5	6

A.5 How long have you worked in this Institution?

0-5 years	1	6-10 years	2	11-15 years	3	16-20 years	4	21 and above years	5

SECTION B:

Please place a cross (X) in the appropriate box which most closely reflects your view, **strongly agree, agree, neutral, disagree, strongly disagree,** each reflects a specific information.

SECTION B (1)

	What is talent management Talent management is the implementation of sound integrated human resource strategies in view to attract, develop, retain and utilize employees with the right skills and abilities to meet current and future business needs.					
		Strongly Agree	**Agree**	**Neutral**	**Disagree**	**Strongly Disagree**
B1.1	Talent management practices are fully implemented in my department	1	2	3	4	5
B1.2	I am motivated to contribute more than it normally requires in doing my work	1	2	3	4	5
B1.3	Staff Vacancies are always advertised	1	2	3	4	5
B1.4	My boss values my inputs and ideas	1	2	3	4	5
B1.5	The positive team spirit in my department makes a conducive working environment	1	2	3	4	5
B1.6	My boss spoke to me about my career plan in the last ten months	1	2	3	4	5
B1.7	The current training approach in developing young academics needs to be overhauled	1	2	3	4	5
B1.8	Management gave me a clear job description that guides me in the contributions I have to make	1	2	3	4	5
		Strongly agree	**Agree**	**Neutral**	**Disagree**	**Strongly disagree**
B1.9	The job I do challenges me and requires me to fully utilize my skills and knowledge	1	2	3	4	5

B1.10	There is a mentorship and coaching program in place to improve employee development in my department.	1	2	3	4	5
B1.11	Management gives feedback regularly on my performance	1	2	3	4	5
B1.12	The management style in my department is efficient and this motivates me to stay in the institution	1	2	3	4	5
B1.13	The remuneration I receive is satisfactory	1	2	3	4	5
B1.14	There is recognition of top performers in my department	1	2	3	4	5
B1.15	Management offers verbal or written recognition for individual contributions where appropriate	1	2	3	4	5
B1.16	Management engages employees in contributing to decision making within their work roles and functions.	1	2	3	4	5
B1.17	An adequate training program is provided for my personal development	1	2	3	4	5

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
B1.18	The current channels used to advertise staff vacancies are efficient enough to attract the right type of academic staff	1	2	3	4	5
B1.19	The job security in this institution motivates me to stay	1	2	3	4	5
B1.20	The University offers a long term opportunity for growth and career development and this motivates me to stay	**1**	**2**	**3**	**4**	**5**
B1.21	The staff promotion procedure is effective	1	2	3	4	5
B1.22	Management gives opportunities to prepare me for the next position in rank.	1	2	3	4	5
B1.23	If an opportunity to work elsewhere is provided, I will leave the Durban University of Technology	1	2	3	4	5
B1.24	Human resource policies are effective and motivate me to stay	1	2	3	4	5
B1.25	Financial assistance is provided to assist my personal development	1	2	3	4	5
B1.26	Young academic staff are groomed to replace the departure of top academic staff in my department	1	2	3	4	5
B1.27	It is likely that I may be taking steps next year to look for a job in another institution or organization	1	2	3	4	5

B2) Is there any comment you would like to make in respect of how talent management is practiced and implemented in your department?

....

....116..

....

....

B3) What is your perception about inhibiting factors to attracting academic staff in DUT?

....

....

....

....

B4) Can you comment on some inhibiting factors in retaining academic staff in DUT?

....

....

....

....

ANNEXURE F

HYPOTHESIS TESTING

The traditional approach to reporting a result requires a statement of statistical significance. A **p-value** is generated from a **test statistic.** A significant result is indicated with "p < 0.05". These values are highlighted with a *.

A second Chi-square test was performed to determine whether there was a statistically significant relationship between the variables (rows vs columns).

The null hypothesis states that there is no association between the two. The alternate hypothesis indicates that there is an association. For example: The p-value between "My boss spoke to me about my career plan in the last ten months" and "Age" is 0.017(which is less than the significance of 0.05). This means that there is a significant relationship between the variables highlighted in yellow. That is, the age of the respondent did play a significant role in terms of the superior addressing them regarding their career plans. The direction of the score can be obtained from the frequency tables in the appendix.

The p-value between the remuneration I receive is satisfactory and highest academic qualification is .030, which means that there is a significant relationship between the variables. That is the academic qualifications of the respondents play a significant role in the satisfaction level with the remuneration they receive. That is, the higher the academic qualification of the respondent, the more the remuneration and vice versa.

The p-value between adequate training programs is provided for personal development in the Faculty is .017, which means that there is a significant relationship between the variables. That is, Faculties play a significant role in the adequacy of training programs. This there means that some faculties offer more training programs than others.

All of the statements are either significantly more positive or negative (p<0.5.) This pattern is observed in the figure. All values without an * (or p-values more than 0.05) do not have a significant relationship.

ANNEXURE G
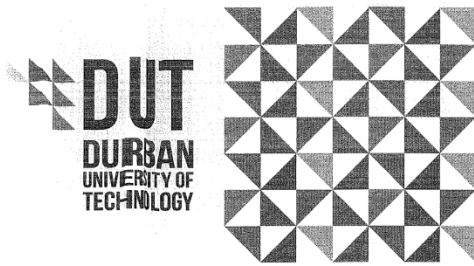
Institutional Research Ethics Committee
Faculty of Health Sciences
Room MS 49, Mansfield School Site
Gate 8, Ritson Campus
Durban University of Technology

P O Box 1334, Durban, South Africa, 4001

Tel: 031 373 2900
Fax: 031 373 2407
Email: lavishad@dut.ac.za
http://www.dut.ac.za/research/institutional_research_ethics

www.dut.ac.za

11 April 2016

IREC Reference Number: **REC 2/16**

Mr N IsahLeontes
138 Queen Elizabeth
Man or Gardens

Dear Mr N IsahLeontes

An investigation into talent management and employee retention in the higher education sector of South Africa- a case study of Durban University of Technology

The Institutional Research Ethics Committee acknowledges receipt of your notification regarding the piloting of your data collection tool.

In addition, the IREC acknowledges receipt of your gatekeeper permission letter.

Please note that FULL APPROVAL is granted to your research proposal. You may proceed with data collection.

Yours Sincerely,
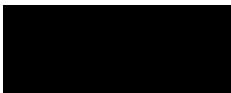
_____
Professor J K Adam
Chairperson: IREC

DUT DURBAN UNIVERSITY OF TECHNOLOGY

2016 -04- 1 1

INSTITUTIONAL RESEARCH ETHICS COMMITTEE
P O BOX 1334 DURBAN 4000 SOUTH AFRICA

118
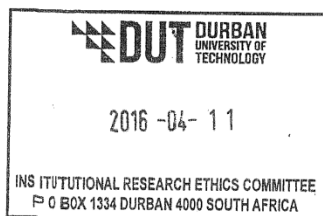
Directorate for Research and Postgraduate Support

Durban University of Technology

Tromso Annexe, Steve Biko Campus

P.O. Box 1334, Durban 4000

Tel.: 031-3732576/7

Fax: 031-3732946

E-mail: moyos@dut.ac.za

5th April 2016

Mr Isah Leontes Njanjobea

c/o Department of Human Resource Management

Durban University of Technology

Dear Mr Njanjobea

PERMISSION TO CONDUCT RESEARCH AT THE DUT

Your email correspondence in respect of the above refers. I am pleased to inform you that the Institutional Research Committee (IRC) has granted full permission for you to conduct your research "An investigation into talent management and employee retention in the higher education sector of South Africa - a case study of Durban University of Technology" at the Durban University of Technology.

We would be grateful if a summary of your key research findings can be submitted to the IRC on completion of your studies.

Kindest regards.

Yours sincerely

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PROF. S. MOYO

DIRECTOR: RESEARCH AND POSTGRADUATE SUPPORT