THE IMPACT OF RECRUITMENT POLICIES AND INDUCTION PROGRAMMES ON EMPLOYEE RETENTION: A CASE STUDY OF THE DURBAN CENTRAL FIRE DEPARTMENT IN KWAZULU-NATAL

by

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ABSTRACT

The main aim of the study was to investigate the impact of recruitment policies and induction programmes on employee retention. The Durban Central Fire Station was used as a case study for this investigation. Relevant literature from periodicals, journals, textbooks, theses and dissertations was reviewed. A quantitative research design was adopted for this study through the administration of a pre-coded structured closed-ended questionnaire to the 126 employees at the Durban Central Fire Department. Only 110 of the 126 administered questionnaires were returned. However, of the returned questionnaires, 5 were discarded due to incomplete responses and the final questionnaire returns numbered 105, which resulted in an 83.3% response rate. The data collected from respondents was analysed using the Statistical Package for Social Sciences (SPSS) version 24.0 in order to conduct non-parametic tests for testing the generated hypotheses. In total, 13 hypotheses were formulated for this study's empirical analysis. Furthermore, the Pearson's Chi-square and Spearman correlation tests were carried out on the formulated hypotheses to ascertain whether a statistically significant relationship existed between the variables. The study's notable findings showed that a positive relationship existed between recruitment policies and employee retention, hence recruitment policies do have an impact on employee retention. The findings also showed that a moderately significant relationship existed between induction programmes and employee retention at the Durban Central Fire Department. Based on the findings, the researcher then recommended that the Durban Central Fire Department should clarify expectations to its employees, encourage socialisation and positive work relationships, increase the duration of the induction programme and conduct exit interviews. The researcher concluded the study with suggestions for future research.

Key words: recruitment policies, induction programmes, employee retention, public sector

DECLARATION

I the undersigned hereby declare that this dissertation submitted for the Degree of Masters in Management Sciences specialising in Human Resources Management in the Faculty of Management Sciences at the Durban University of Technology is my own original work and has not been previously submitted to any other institution of higher learning. I further declare that all sources cited or quoted are indicated and acknowledged in the comprehensive bibliography list.

Signed ....   Date……5 May 2021………………

Patience Mutsvairigwa

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"If we are faithless, He will remain faithful, for He cannot disown Himself" (2 Timothy 2:13).

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DEDICATION

To you mama, Nomusa Tshuma: you had to quit school because you chose to keep me instead of aborting me. I am forever grateful for your love, your prayers and your encouragement. You are the epitome of courage and resilience. You gave up your dreams so I could achieve mine. So this, mama, this is for you. *Ngiyalithanda kakhulu.*

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CHAPTER ONE

BACKGROUND AND OVERVIEW OF THE STUDY

1.1 INTRODUCTION

Bersin (2013:11) states that the aim of many successful organisations in the 21st century is to attract and retain the best candidates for the job. Consequently, human resources have become the rudder that steers organisations towards success, where the headhunting of competent employees has grown into a norm and employee retention has become of paramount importance (Mngomezulu, Challenor, Munapo, Mashau and Chikandiwa, 2015:372). Employee retention has been defined by Shriar (2015:1) as the practices and mechanisms that an organisation undertakes to ensure that employees remain in the organisation.

Recruitment policies and induction programmes are two of the many strategies that employers use in an effort to retain their employees. However, there has been limited empirical research linking recruitment policies and induction programmes to employee retention and the impact thereof. Moreover, there is scant research on the three variables in relation to Fire Departments, especially in South Africa's context. This research investigates the impact of recruitment policies and induction programmes as strategies for employee retention at the Durban Central Fire Department.

The current chapter provides a brief background to the study, followed by a definition of the key terms relating to the study. Additionally, the researcher discusses the research problem and the significance of the study. Furthermore, a brief overview of the literature review and research methodology of the study, along with an outline of the structure of the dissertation is provided.

1.2 BACKGROUND TO THE STUDY

Globally, the public sector is renowned for collectively being one of the largest employers and service providers (Karanja, Nidunga and Mugambi, 2014:2). In South Africa, the public sector is a significant source of employment, accounting for 14 to 15 per cent of formal employment (Hassen and Altman, 2010:6) and employing 2 108 125 civil servants as of 2019 (Clifford, 2020). The post-1994 dispensation in South Africa has seen the release of several White Papers by the South African government, geared towards the transformation of the South African public sector into a sector of renown. One of these White Papers, the *White Paper on Transforming Public Service Delivery* or the *Batho Pele White Paper* of 1997 (Notice No. 1459 of 1997), highlights that the South African Public Service will be assessed in terms of its ability to effectively deliver services that address the basic needs of every citizen of South Africa (Pieterson, 2014:255). According to Hassen and Altman (2010:2), the public sector is viewed as a provider of services for which citizens pay taxes, thus public institutions must endeavour to deliver such services as required by citizens effectively, efficiently and in a cost-effective manner.

Zia-ur-Rehman, Faisal and Khan (2015:54) state that human resources management in the public sector has been marked with inefficiencies in the delivery of basic services. According to Crous (2012), cited in Ogony and Majola (2018:79), a contributing factor to ineffective and inefficient service delivery has been the inability of South African public service departments to retain their highly skilled and knowledgeable employees. In 2008, the Public Service Commission (PSC), reported that the South African public service continued to experience the loss of experienced, knowledgeable and skills workers who occupied critical positions (PSC, 2008). Furthermore, in 2010, the PSC reported that the public service sector struggled to attract and retain workers as 68% of those in senior critical positions had resigned from the South African public service sector (PSC, 2010). In addition, in 2011 the National Planning Commission (NPC) produced a Diagnostic Report in which it bemoaned the disproportionate performance in the public sector due to a number of factors, which included inappropriate staffing and skills shortages in critical areas. Consequently, public sector departments are faced with the high costs of labour turnover and the loss of institutional knowledge from highly skilled and qualified employees due to the inability to retain those employees (Schlechter, Syce, and Bussin, 2016:2).

In view of the foregoing, it is incumbent upon the public sector to ensure that it recruits, inducts and retains a quality workforce. However, the public sector finds itself in competition for labour with the private sector as a number of public servants are beginning to find employment opportunities in the private sector (Barsoum, 2015:205). This is supported by Brzozowski (2019) who states that public sector departments are in a talent war with private sector organisations, and by Mngomezulu, Challenor, Munapo, Mashau and Chikandiwa (2015:372) who state that competition for skilled workers is high hence creating the need for organisations to adopt strategies to recruit and retain talent. Accordingly, it is important that public sector organisations, especially those that provide critical services such as Fire Departments, put in place measures to increase the retention of employees if they are to effectively and efficiently provide services to the public.

Recruitment policies and induction programmes are two of the many strategies that organisations use in an effort to retain their employees. Mohammed (2015:32) posits that recruitment is important because it forms part of the initial steps taken by the organisation in hiring a potential candidate. In order to operate efficiently, the organisation is therefore dependent upon an efficient and effective recruitment policy (Luscombe, Lewis and Biggs, 2013:272). According to Wang, Li-Yi, Lin and Tzu-Bin (2013:16), the recruitment policy becomes a guide used by the organisation for both internal and external recruitment. The adequate induction of the hired candidate through well thought out induction programmes also plays a critical role in motivating an employee to remain in the organisation (Van Niekerk and Dube, 2011:244). This research is therefore premised against this background.

1.3 DEFINITIONS OF KEY TERMS

Concept clarifications are provided by offering the definitions of authors on recruitment policy, induction programmes and employee retention. It should be noted that the concept clarifications below are merely to introduce the concepts at this juncture since more detailed descriptions are highlighted in the literature review.

1.3.1 Recruitment Policy

Gerxhani and Koster (2015:784,787) explain two facets of recruitment, namely that recruitment is the process of seeking for potential job candidates as well as encouraging those candidates to apply for job openings in the organisation, and that a recruitment policy is a set of guiding principles detailing the manner in which the organisation will perform its recruitment.

1.3.2 Induction programmes

Barr, Arens and Layden (2015:1) describe induction programmes as complementary guidance, support and orientation programmes conducted after recruitment.

1.3.3 Employee retention

Shriar (2015:1) defines employee retention as all the attempts by an organisation to provide a conducive environment that will entice employees to stay in that organisation.

1.4 THE PROBLEM STATEMENT

Sutanto and Kurniawan (2016:376) posit that the turnover of employees in organisations is significantly high in the first year of employment, which then translates to low employee retention Reyes, Aquino and Bueno (2019:15) suggest that organisations aim to reduce the amount and frequency of voluntary turnover as the costs associated with the replacement of a single employee are high. Mamum and Hasan (2017:63) concur with Reyes, Aquino and Bueno (2019:15) that the replacement costs for an employee who has left the organisation can be as high as two to three times the employee's annual salary. Most organisations therefore strive to retain their most talented and competent employees (Kamalaveni, Ramesh and Vetrivel, 2019:4). Recruitment policies and induction programmes are emphasised as organisational strategies for improving employee retention. According to Woo (2014:230), the value associated with recruitment policies and induction programmes has been well documented in the private sector, but research conducted on critical facilities and local response units are lacking, especially in the South African context. Chevalier, Thomas, Geraets, Goetghebeur, Janssens, Peeters and Plastria (2012:4) emphasise that Fire Departments play a critical role in society by providing fire and emergency services to the communities in which they operate. Employees at Fire Departments become the lifeline between life and death situations in these communities and therefore the retention of able and skilled employees in such departments is critical. Hence the need to explore the impact of recruitment policies and induction programmes on employee retention at the Durban Central Fire Department in KwaZulu-Natal.

1.5 AIM OF THE STUDY

The aim of the study is to investigate the impact of recruitment policies and induction programmes on employee retention at the Durban Central Fire Department in KwaZulu-Natal.

1.6 OBJECTIVES OF THE STUDY

The study has the following objectives:

- To ascertain the impact of recruitment policies on employee retention at the Durban Central Fire Department;
- To analyse the existing recruitment policies adopted by the Durban Central Fire Department;
- To evaluate the effectiveness of current induction programmes at the Durban Central Fire Department;
- To ascertain the importance of retaining talented and highly skilled employees at the Durban Central Fire Department; and
- To determine the measures that can be taken to improve existing recruitment policies and induction programmes at the Durban Central Fire Department.

1.7 RESEARCH QUESTIONS

The following are the study's research questions:

- What is the impact of recruitment policies on employee retention at the Durban Central Fire Department?
- What existing recruitment policies are being used at the Durban Central Fire Department?
- In what ways are current induction programmes at the Durban Central Fire Department effective?
- What is the importance of retaining talented and highly skilled employees at the Durban Central Fire Department?
- What improvements can be made to existing recruitment policies and induction programmes at the Durban Central Fire Department?

1.8 SIGNIFICANCE OF THE STUDY

The purpose of the study is two-fold, namely, it will contribute academically (i.e. theoretically and methodologically) to the fields of recruitment, induction and employee retention in public sector departments, as well as address the adaptability of the government sector to changes in the South African context. The present study attempts to integrate concepts, practice and existing research on recruitment and selection with induction programmes. In the current study, recruitment and induction is viewed as a multi-dimensional approach towards employee retention by integrating, individually and organisationally, strategic and operational, formal and informal elements to make recommendations to the Durban Central Fire Department. It is envisaged that the study will be beneficial to management at the Durban Central Fire Department by providing relevant information for decision making as well as recommendations pertaining to recruitment policies, induction programmes and employee retention. Furthermore, the study will be of benefit to other public service departments by providing insights on strategies to improve employee retention. The study will add to the body of existing knowledge on recruitment policies, induction programmes and employee retention and the study's findings can be used for comparison by other researchers conducting similar studies.

1.9 SCOPE OF THE STUDY

The study will be conducted within the confines of the Durban Central Fire Department, which is under the Community and Emergency Services Cluster of the Ethekwini Municipality in KwaZulu-Natal. As such, the study will not include other fire departments under the Ethekwini Municipality or in South Africa due to time and resource constraints as well as differences in situational factors. The study is an in-house investigation and will only focus on two of the many strategies of employee retention, namely recruitment policies and induction programmes.

1.10 LITERATURE REVIEW OF THE STUDY – A BRIEF OVERVIEW

Against the backdrop of the problem statement outlined above, it is evident that public organisations are expected to operate in a changing national and global environment whilst attracting, managing, developing and retaining employees to ensure that the strategic deliverables of the government are achieved. An array of research by various authors and researchers has provided rich and valuable insights into how public sector departments can facilitate the effective implementation of employee retention by means of integrating recruitment policies and induction programmes. However, in the same vein, other authors and researchers have expressed divergent views, highlighting various concerns that could inhibit the successful implementation of employee retention strategies, resulting in the government failing to contribute towards the service delivery objectives of South Africa. However, the literature exposition that follows ameliorates these concerns and is presented below in a synthesised critical perspective of the literature reviewed for the study.

1.10.1 The importance of recruitment policies

Ullrich (2011:19) regards an organisation's human resources as its most important resource and the key driver to organisational success. To succeed, therefore, Maina (2014:258) proposes that an organisation needs to recruit the most suitable candidates based on the nature and prerequisites of the job. Woo (2014:231) explains that, in the public sector, recruitment ensures that suitably qualified individuals are present to satisfy government's employee needs. Although recruitment and selection are often used interchangeably, for this study's intents and purposes, the term 'recruitment' will be used as a compound term to include both the recruitment and the selection of employees. Gerxhani and Koster (2015:791) define a recruitment policy as a set of guiding principles detailing the manner in which the organisation will perform its recruitment. Wang, *et al.* (2013:10) postulate that the goal of having a recruitment policy is to ensure that the recruitment process is devoid of all prejudice and bias. The Durban Central Fire Department is therefore dependent upon an efficient and effective recruitment policy. Ramki (2015:11) advise that the recruitment process must result in the selection of the best candidate for the job, one who will fit well into the organisation and be able to perform in a manner that ensures productivity. Omolo, *et al.* (2012:139) warn that the selection of the wrong candidate during the recruitment stage can prove costly to the organisation.

According to Karanja, *et al.* (2014:7), recruitment policies in the public sector are used by supervisors and those who form part of the hiring team to guide and ensure consistency in the recruitment process and procedures thereof. Recruitment processes and procedures should address service delivery, which is the main aim of a public sector organisation. For the public sector, recruiting capable, qualified and skilled human resources allows for government policies to be implemented and national, regional and international goals to be achieved. Poor recruitment policies and practices will in all likelihood negatively impact the proper functioning of public sector organisations. Maina (2014:259) believes that recruitment policies are important in that they state the organisation's commitment to recruiting the best available talent, without bias or prejudice, in line with relevant qualifications. Kapur (2020:17) indicate that recruitment policies ensure transparency in the selection process, and the organisation's adherence to the government's employment legislation.

1.10.2 The need for induction programmes

Once the right candidate has been recruited and selected in a public sector organisation, Barr, *et al.* (2015:1) highlight the need for complementary guidance, support and orientation programmes, comprehensively known as induction programmes. Daskalaki (2012:93) adds that after the successful candidate accepts the employer's job offer, the organisation should thoroughly prepare for their arrival and settling in in order for them to quickly become effective. Hendricks and Louw-Potgieter (2012:2) concur by suggesting that when this is done poorly, it can give the successful candidate a poor impression of the organisation, thereby undoing most of the good effort made in attracting and securing the new recruit. According to Ingersoll and Strong (2011:203), induction aids in introducing new recruits to the organisation's culture, the requirements of their new position and the organisation's expectations. Furthermore, Ingersoll and Strong (2011:203) indicate that it would be naïve of employers to think that a qualification held by an employee is sufficient material to help them perform well in the organisation. Hendricks and Louw-Potgieter (2012:2) point out that employees should also learn what benefits will be accorded to them during induction. Minnaar and Moolman (2015:89) posit that during induction, the terms and conditions of employment should be reinforced, together with the relevant policies, rules, regulations and procedures of the organisation.

Induction benefits everyone involved in the process. Stingu (2013:154) suggests that when employees quickly settle into their new jobs, they are enabled to be efficient and productive from the onset of their employment, thereby feeling worthy and satisfied. New employees are generally recognised as being highly motivated, therefore an effective induction programme ensures the reinforcement of this motivation (Awan, 2013:328). Van Niekerk and Dube (2011:244) highlight that induction is important in that employees get to know what to do, how to do it and the reasons why they are doing it. Minnaar and Moolman (2015:90) state that it is hard to expect that an employee should be able to perform well without undergoing the initial induction process.

1.10.3 The necessity of employee retention

For any public organisation, the process of hiring an employee is only the first step because what follows is that the organisation must be able to retain that employee (Cardy and Lengnick-Hall, 2011:213). According to Shriar (2015:1), employee retention refers to all the attempts by an organisation to provide a conducive environment that will entice employees to remain in that organisation. A plethora of reasons exists as to why employee retention should be given a higher priority in the organisation. According to Khalid and Nawab (2018:17), the possibility of an employee leaving the organisation to join another competitor organisation, in either the public or the private sector, makes it ultimately important to retain employees. Bersin (2013:1) adds that a valuable employee joining a competitor organisation means that the employee takes his knowledge with him to benefit the other organisation.

The value of an employee also emanates from his/her contribution towards a public organisation in terms of creativity, innovation and assertiveness, amongst other competencies (Otoo, Assuming and Agyei (2018:200). In support of this, Shriar (2015:1) states that an employer in this case would be privileged to be able to retain such a valuable employee. Employees who have worked longer in a public organisation are more familiar with its culture, policies and procedures and need little or no guidance in decision-making and hence are more effective in their work (Masango and Mpofu, 2013:890). Kaur (2017:162) highlights that it takes time for new incumbents to adjust to the organisation and its way of doing things, which proves costly. The length of time that a person spends working in one organisation will have a telling effect on their loyalty. Hence, the focus should be centred on retaining those employees who have proven their loyalty over the years (Kennedy and Daim, 2010:469). The organisation's reputation can also be tarnished should it be associated with high labour turnover as it is a reflection of poor planning and management, as well as instability (Jang and George, 2012:590). According to Mgomezulu *et al.* (2015:372), whether turnover is voluntary or involuntary, few people would want to work for a public entity which seemingly cannot retain its employees. Domfeh (2012:22) states that although some turnover cannot be avoided, when an organisation has an intentional employee retention strategy, it reduces turnover and the associated costs for a public organisation. Moreover, Shakeel and Butt (2015:32), believe that employee retention strategies allow for inclusivity in the workplace, ensuring that workplace diversity is embraced and barriers are minimised. Shao (2013:17) posits that when an employee leaves a public entity, they sometimes leave a significant knowledge gap, thus leaving the remaining team members with a substantive workload. Therefore, employee retention is important for a public organisation's growth, stability and revenue (Cloutier, Felusiak, Hill and Pemberton-Jones, 2015: 119).

1.10.4 Recruitment policies as a strategy for employee retention

According to Shriar (2015:1), a public organisation's ability to retain the best employees begins at the recruitment phase. Ullrich (2011:3) concurs that a clear, concise and sound recruitment policy is necessary to facilitate the recruitment of the right person at the right time for the right job. Karanja, *et al.* (2014:8) states that the challenge for managers is in knowing whether a good performer during the interview stage will perform well on the job. The recruitment policy should therefore provide for interviewing techniques, as well as assessments to be used in selecting the best possible candidate (Wang, *et al.* 2013:10). Furthermore, Kaur (2017: 162) suggests that it is important to note behavioural tendencies in candidates that are important in order for them to be successful in their jobs. Rozsa, Formánek, and Maňák (2019:64) add that when hired employees have the competencies and tendencies required to execute their jobs well, there are more chances of them staying in the public sector, thus ensuring retention and service delivery.

1.10.5 Induction programmes and employee retention

According to Patel and Conklin (2012:205), most employees will leave an organisation within a period of a year if they do not feel welcome. Minnaar and Moolman (2015:88) recommend that whether an induction programme lasts for a day or six months, it is important that it enables the employee to fit into the organisation. These premises are extended to the public sector by Anis, Ijaz-ur-rehman, Nasir and Safwan (2011:2680), who advise that the induction of a new employee should not just be comprised of an employee handbook and several other reading materials, but personalised guidance should also be offered to the employee. Employee induction must give the employee a clear, non-ambiguous comprehension of their role and the expectations that accompany it, with particular reference to service delivery in the public sector (Hendricks and Louw-Potgieter, 2012:2). Patel and Conklin (2012:205) uphold that all the unrealistic expectations that the employee had when entering the organisation should be dealt with at the induction phase.

Minnaar and Moolman (2015:88) note that employers have been faced with the predicament of hiring the seemingly best employees only to have them leave the organisation soon afterwards. According to Van Niekerk and Dube (2011:244), this may suggest that the induction programme did not deliver the desired results and was probably conducted in a manner that left the new employee feeling overwhelmed by the demands of the job. As such, Mchete and Shayo (2020:286) emphasise that it is crucial to ensure that induction programmes provide new recruits with a positive outlook of the organisation and dispel any fears that employees might have so that they are encouraged to stay. Hendricks and Louw-Potgieter (2012:2) propose that induction programmes should also stretch to more than just a few days so that the employee gets to understand the public organisation better; gains more guidance and knowledge; and is able to interact well with fellow employees.

1.11 RESEARCH METHODOLOGY AND DESIGN

The researcher used a quantitative research methodology for the purposes of this study. Neuman (2011:209) and De Vos (2002a:242) define quantitative research as that which focuses on collecting numerical data through surveys, polls or questionnaires in order to explain a particular phenomenon. This section gives insight into the manner in which the research was conducted, including the methods used both in the collection and analysis of the data.

1.11.1 Secondary data collection

Walliman (2006a:83) defines secondary data as data that other researchers have already collected and which is available for use by anyone concerned. Therefore, the researcher has access to a varied number of secondary information sources when gathering data. For this study, the researcher used journal articles, periodicals, theses, dissertations and textbooks in collecting secondary data.

1.11.2 Primary data

Persaud (2010:1095) states that primary data is original data collected personally by researchers themselves using instruments such as questionnaires, interviews and experiments. For this research, the researcher administered structured questionnaires to the selected respondents in order to gather primary data.

1.11.3 Research design

A research design provides the researcher with ways and methods of gathering, measuring and analysing data (Wagner, Kawulich and Garner, 2012:21). The researcher used the quantitative research methodology for the purposes of this study. Neuman (2011:209) defines quantitative research as that which focuses on collecting numerical data through surveys, polls or questionnaires to explain a particular phenomenon. The quantitative method enabled the researcher to describe the phenomena in measurable terms and to analyse data in a quick, precise and convenient manner, hence it was deemed appropriate for this study (Cooper and Schindler, 2006:216).

1.11.4 Target population

The target population refers to the whole group of objects or individuals from which a sample can be taken (Sekaran and Bougie, 2013:239). For this study, the selected target population comprised 126 employees from the Durban Central Fire Department. The Human Resources Department of the Durban Central Fire Department furnished the researcher with the target population.

1.11.5 Survey method

Neuman (2011:216) defines a survey as an endeavour to gather data from the entirety of the members in the target population. According to Brink and Wood

(1998:289), there is no impartiality in a survey as the units are chosen in an unbiased manner for participation in the research. For the purposes of this research, the researcher chose a survey research method because target population was relatively small. The target population was only 126 employees, hence the selection of a sample was not justified because of the relatively small and manageable size (Creswell 2014:491). Consequently, the researcher subjected the entire sampling frame of 126 elements to a survey method. The study was an in-house investigation comprising respondents from the Durban Central Fire Department.

1.11.6 Data collection method

According to Wagner, *et al.* (2012:19), in order to derive conclusions from data, it is important to know which data collection methods were used by the researcher. For the current study, the researcher used a structured closed-ended questionnaire (Annexure B) accompanied by a covering letter (Annexure A) to collect data. For the distribution and collection of questionnaires, the personal method was used whereby the researcher personally collected the questionnaires after a period of 3 months. Welman, Kruger, Mitchell and Huysamen (2005:257) state that using the personal method to collect data results in a high response rate in comparison to other data collection methods. It was envisaged that the personal method would ensure the maximum possible response from respondents.

1.11.7 Questionnaire design and protocols

Sekaran and Bougie (2013:170) state that a questionnaire is a data collection instrument with pre-set questions prepared for collecting and recording answers relating to the research topic from respondents. Babbie and Mouton (2001:95) postulate that questionnaires provide a standardised way of collecting structured and unstructured data from respondents. According to McMillan and Schumacher (2010:195), questionnaires provide a cost-effective means of collecting data from widely-dispersed respondents. Neuman (2011:48) states that survey research utilises a questionnaire to obtain biographical information, beliefs, behaviours and/or attitudes of a large number of people. Furthermore, Burns and Bush (2014:85) notes that statistical techniques can be used to analyse data collected through quantitative questionnaires. A structured closed-ended questionnaire (Annexure B) was utilised in the collection of data from the selected respondents. Neuman (2011:261) states that closed-ended questionnaires are advantageous because respondents find them easy and quick to answer. Furthermore, questionnaires make it easier to code and statistically analyse answers from respondents. The questionnaire comprised a 5-point Likert scale which, according to Bless and Higson-Smith (2000:106) asks respondents to show the degree to which they agree or disagree with a given number of statements. Furthermore, the questionnaire comprised a covering letter (Annexure A) which explained to the overall aim of the survey and also outlined any ethical issues to the respondents, including how the researcher would ensure confidentiality and anonymity. The questionnaire was designed using the guidelines provided by McMillan and Schumacher (2010:196) and Wagner, *et al.* (2012:104) which include clarity, unambiguity, simplicity and conciseness.

1.11.8 Pilot study

According to Ragin and Amoroso (2011:33), a pilot study is a preliminary research study carried out before the actual research study. Cooper and Schindler (2006:214) further elaborate by noting that a pilot study is necessary in enabling the researcher to solicit information on the feasibility, time, costs and other effects of the actual study, as well as to reduce and eliminate all possible systematic errors. For this particular research, the pilot study was conducted through the administration of questionnaires on 15 homogenous respondents who were not included in the target respondents in order to make the requisite improvements and revisions. Moreover, the responses of the 15 pilot respondents were captured to form a dataset and then subjected to the Cronbach Co-Efficient Alpha Test to determine the reliability of the questionnaire.

1.11.9 Reliability and validity

Neuman (2011:211) asserts that validity is the degree to which a research instrument measures and assesses what the researcher wants to know and measure. The validity of the research instrument was measured through the pilot test. This ensured that the questions asked were assessed in relation to of their alignment to the study's objectives and research questions. Ragin and Amoroso (2011:32) refer to reliability as the consistency with which a research instrument measures that which it is intended to measure. In addition, Neuman (2011:211) explains that given similar conditions, other researchers should be able to conduct the same research and obtain the same results, that is, whatever results are obtained must be naturally repeatable. The pilot test ensured the reliability of the questionnaire.

1.11.10 Analysis of data

The researcher captured the responses to the structured closed-ended quantitative questionnaire in order to create a data set. Subsequently, the responses were analysed utilising the latest version of the Statistical Package for Social Sciences (SPSS) version 24 for Windows. SPSS also facilitated the use of appropriate statistical tests for the empirical analysis. For the demographic variables, that is the composition and characteristics of the survey respondents, the data was analysed into descriptive statistics and the summarised data was presented in figures. According to Welman, *et al.* (2005:145), hypotheses are used in statistically testing for significance between the dependent variable and independent variables. Robust parametric testing was used to test the significance of each hypothesis. An in-depth discussion of this is presented in Chapter 4 of this study.

1.12 ETHICAL CONSIDERATIONS AND CONFIDENTIALITY

Bless and Higson-Smith (2000:97) state that the process of social research is dynamic and at most times intrudes into people's lives and depends largely on the establishment of a positive relationship between the researcher and the respondents. Rubin and Babbie (2005:103) provide a list of important ethical considerations to be adhered to when undertaking research including the following:

- The voluntary participation of respondents and their right to withdraw partially or completely from the process;
- Participants' consent and the likelihood of deception;
- The anonymity of participants and the maintenance of the confidentiality of data provided by individuals or identifiable participants;
- The privacy of both possible and/or actual participants;
- The participants' reactions to the manner in which the researcher seeks to collect data;
- Effects of the manner in which the researcher uses, analyses and reports data on participants
- The behaviour and objectivity of the researcher.

A letter of informed consent (Annexure D) permitting the researcher to conduct this research was received from the Human Resources and Training Department of the Durban Central Fire Department. As defined by Wagner, *et al.* (2012:25), anonymity means that the responses of participants cannot be traced back to a particular individual. For the purposes of this study, the covering letter (Annexure A) indicates to the respondents the fact that their participation in the research study is on a voluntary basis and respondents can freely decline participation in the research and are allowed to withdraw from the research at any given time. Respondents were not required to supply the researcher with their names. Neuman (2011: 215) states that confidentiality refers to the protection of the data gathered from the respondents. The information gathered will be used for statistical purposes only. This is further elaborated in the covering letter (Annexure A).

1.13 STRUCTURE OF THE CHAPTERS

Chapter 1 provides an overview of the study and highlights the context of the research. It also provides a brief background of the study; the problem statement; the research aim and objectives; as well as the research questions.

Chapter 2 critically reviews current literature on the variables of recruitment policies, induction programmes as well as employee retention, whereas the ensuing chapter, **Chapter 3,** is mainly centred on the research methodology which includes the research design and the techniques used in data collection and analysis.

Chapter 4 is focused on the presentation, interpretation and analyses of the data collected using structured closed-ended questionnaires whereas **Chapter 5** provides a detailed discussion of the empirical results obtained. Finally, **Chapter 6** delivers the conclusion of the study and makes recommendations and directions for future research.

1.14 CONCLUSION

The retention of highly skilled and core employees in an organisation is essential for the organisation to maintain a competitive advantage over its competitors and to reduce costs. This study will contribute to existing knowledge on recruitment policies and induction programmes as important strategies for employee retention. The research is conducted as a case study of the Durban Central Fire Department in KwaZulu-Natal. The study follows a quantitative approach using structured questionnaires as the data collection method at the Durban Central Fire Department in KwaZulu-Natal. This chapter has provided a background and overview of the study and the ensuing chapter delivers a review of the literature pertaining to recruitment policies, induction programmes and employee retention.

CHAPTER 2

LITERATURE REVIEW ON THE IMPACT OF RECRUITMENT POLICIES AND INDUCTION PROGRAMMES ON EMPLOYMENT RETENTION

2.1 INTRODUCTION

Retaining a talented workforce in the public sector has become difficult over the past decade, which has led to the premise that the public sector is experiencing a human capital crisis (Rehman, 2012:77). Furthermore, Igbokwe-Ibeto and Agbodike (2015:38) state that government human resources officers are faced with the challenge of recruiting and retaining employees with the right skill-sets to effectively and efficiently provide government services. Motsoeneng (2011:2) emphasises that the image of the public sector has gradually declined over the years to a level where communities no longer have confidence in the service delivery of the public sector. In order to improve the public image of government, it is vital for public sector organisations such as fire departments to retain talented and experienced employees and to employ suitable strategies in achieving service delivery objectives. As noted by Fitz-Lewis (2018:37), recruitment policies and induction programmes are some of the strategies available for utilisation by organisations in trying to retain their best talent. This chapter provides a detailed theoretical framework in relation to recruitment policies, induction programmes and employee retention. The role played by recruitment policies and induction programmes in employee retention is also elucidated in this chapter.

2.2 CONCEPTUAL CLARIFICATION OF RECRUITMENT

An organisation's human resources are its most important resource as employees are regarded as vital elements of organisational success (Ullrich, 2011:20). To succeed, therefore, Maina (2014:258) proposes that an organisation needs to recruit the best suitable candidates in accordance with the nature of the job as well as its needs. Recruitment is defined as a process of searching for potential job candidates and encouraging those candidates to apply for job openings in the organisation (Gerxhani and Koster, 2015:784). Although recruitment and selection are often used interchangeably, for the purposes of this research, 'recruitment' will be used as a compound term to include both the recruitment and the selection of employees.

According to Otoo, Assuming and Agyei (2018:200), recruitment can be defined as a management activity aimed at the strategic intent of the organisation. Furthermore, Otoo, *et al.* (2018:200) clarify the concept of recruitment as a combination of activities used by an organisation in attracting job candidates who possess the attitudes and abilities required to assist the organisation in achieving its strategic objectives. In short, therefore, this can be seen as attracting the best-fit candidates who meet the job requirements to deliver the services and/or products of the organisation to its customers. Kapinga (2013:11) asserts that recruitment refers to those Human Resource Management (herein after referred to as HRM) activities carried out to attract suitable and qualified job candidates with the requisite competences, knowledge, skills and abilities to occupy and satisfy particular job requirements in a manner that enables public service organisations to achieve their service delivery objectives. Additionally, Patimah (2015:166) posits that recruitment is a critical management activity in the public sector aimed at securing an effective and efficient workforce. Luscombe, *et al.* (2013:272) further suggest that recruitment as a strategic tool is a means of finding the right person fit for the right job, which ultimately impacts positively on other organisational aspects, such as reputation, image, customer loyalty and performance.

In addition to the views of Otoo, *et al.* (2018:200), Yadav and Kumar (2014:39) state that recruitment should be regarded as a process-oriented, planned activity which is an integral component of a greater HRM strategy. Moreover, Omisore and Okofu (2014:282) posit that recruitment is regarded as the process used to generate a pool of potential candidates to apply for possible employment in a particular public sector department, which is succeeded by the selection process. Woo (2014:229) defines recruitment as the process of utilising all the potential internal and external sources to the organisation whilst identifying potential employees and motivating such employees to apply for particular jobs in the organisation. Adu-Darkoh (2014:10) states that recruitment is meant to generate an appropriate pool of candidates so that there are an adequate number of people with the requisite skills available for selection for fulfilling vacant posts as they arise. Birago (2014:11) concurs with Adu-Darkoh (2014:10) and further indicates that the objective of recruitment is to increase the number of applicants available for selection per job opening by means of developing well-planned activities, processes and policies. Woo (2014:231) explains that in the public sector recruitment is there to ensure that suitably qualified individuals are present to satisfy government's employment needs.

2.3 THE BENEFITS OF RECRUITMENT

Taking into consideration the strategic objective of recruitment and the planned activities associated with the process (Amos, Ristow and Ristow, 2004:33) and Yadav and Kumar, 2014:39), Rees and French (2010:170) emphasise three main benefits of recruitment, namely organisational benefits, HRM benefits and individual employee benefits. Zia-ur-Rehman, *et al.* (2015:54) highlight the benefits of recruitment from an organisational perspective and note that an organisation's performance and effectiveness is significantly influenced by its recruitment processes because the ability to hire the right people who possess the relevant skills and attributes lies heavily with the recruitment team. Effective and efficient recruitment practices may reduce the costs of high turnover and customer dissatisfaction, as well as poor performance (Sutanto and Kurniawan, 2016:376).

According to Hassen and Altman (2010:11), efficient and effective recruitment in the South Africa context, and especially for public sector organisations, is crucial in addressing the capacity challenge which directly impacts on quality service delivery to the South African people. Employee recruitment is a fundamental component of an organisation's operations and it is essential for an organisation to get it right (Igbokwe-Ibeto and Agboolike, 2015:35). Moreover, Vispute (2013:744) emphasises that inappropriate recruitment practices diminish organisational effectiveness.

Kapur (2020:17) advocates that the recruitment process also fulfils an important role for the service delivery function of HRM in public sector organisations since it forms the crux of the human resources component, as every other activity is directly influenced by what happens at this primary level of employee acquisition. The recruitment process does not exist simply to replace workers who leave or to add to the existing workforce, but rather to place the right workers in the right positions so that they can perform at their optimal best levels and hence display a high degree of commitment to their work (Doornenbal, Stitselaar and Jansen, 2012:6). Moreover, Rehman (2012:76) remarks that ineffective recruitment is an impediment to the effective selection of candidates because when recruitment is poorly conducted, it then follows that recruiters have to select from a poorly qualified pool of candidates.

According to Otoo, *et al.* (2018: 200), recruitment is essential in ascertaining employee performance and achieving desired organisational results. The benefits of recruitment for an individual employee are often over-shadowed by organisational benefits associated with the HRM function (Rehman, 2012:2). The wrong decisions made during the recruitment phase can have possible ramifications of poor employee performance, which can manifest over time and are usually costly and have a negative impact on service delivery, as noted by Omisore and Okofu (2014:280). Woo (2014:232) elaborates that such ramifications reflect badly on public service organisations since employees who are placed in positions where they may lack the necessary knowledge and skills could display de-motivation and job dissatisfaction, resulting in a lack of reliable and trustworthy service to the general public. Sutanto and Kurbiawan (2016:376) emphasise that the individual employee should be the core of a recruitment process, resulting in a productive employment relationship.

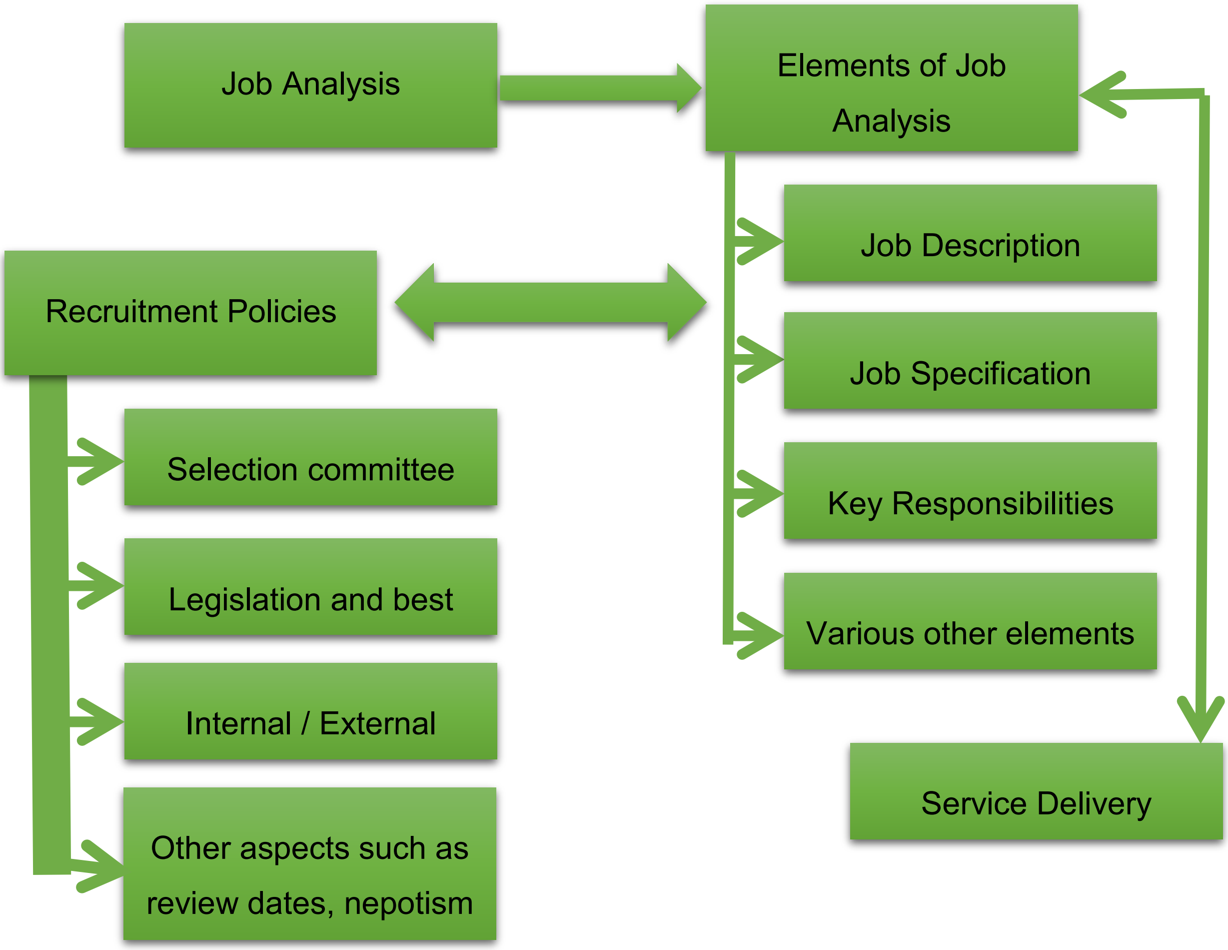
2.4 AN OVERVIEW OF RECRUITMENT POLICIES

Gerxhani and Koster (2015:791) define a recruitment policy as a set of guiding principles detailing the manner in which the organisation will perform its recruitment. Wang, Li-Yi and Tzu-Bin (2013:10) postulate that the goal of having a recruitment policy is to ensure that the recruitment process is devoid of all bias and prejudice. Okeke-Uzodke and Subban (2015:27) assert that the recruitment policy stipulates general guidelines for the manner in which a public sector organisation aims to deal with recruitment. Briefly, the recruitment policy must specify the public organisation's position with regards to the general objectives of recruitment. The recruitment policy should also be a reflection of the public organisation’s values and standpoint in terms of recruitment and selection. Karanja, *et al.* (2014:6) posit that recruitment policies are used by supervisors and those who form part of the hiring team so as to guide and ensure consistency in the recruitment process and procedures thereof.

2.4.1 The building blocks of a recruitment policy

An organisation that strives to obtain and retain a continued competitive advantage should aim to have a workforce with a unique knowledge base (Das and Baruah 2013:9). This ought to be incorporated into any recruitment policy as the fulfilment of the human capital requirement of an organisation (Harbert and Tucker-Tatlaw, 2015:2). As such, Bhattacharyya (2006:167) affirms that the first important duty of the recruitment function is to draw up a recruitment policy which becomes a reflection of the organisation’s overall business strategy considering the organisational strengths, weaknesses and mission. In the South African context, the recruitment policy in a public sector organisation should ultimately embrace the alignment of the organisation to the Batho Pele principles, such as service standards, access, courtesy and information (Pieterson, 2014:255).

Figure 2.1 The Building Blocks of a Recruitment Policy



Source: Self-generated

Figure 2.1 depicts the building blocks of the recruitment policy and highlights the main components identified in the literature. Maina (2014:259) believes that recruitment policies are important in that they state the public sector's commitment to recruiting the best available talent without bias or prejudice, in line with relevant qualifications. Furthermore, Maina (2014:259) states that the foundation of recruitment is the job analysis process. According to Nirmala and Jeeva (2010:297), job analysis ensures transparency in the recruitment process as well as the organisation's adherence to government's employment legislation. Gerxhani and Koster (2015:793) agree with Maina (2014:259) and postulate that an ideal recruitment policy should contain the guidelines and terms of recruitment; the selection processes and procedures; recruitment of temporary employees; job specifications and descriptions; terms and conditions of employment, including any unique employment situations that may arise.

Omisore and Okofu (2014:283) state that the recruitment policy document is an important document that guides the selection committee and should therefore be regularly consulted. According to Igbokwe-Ibeto and Agbodike (2015: 35), consultations of the recruitment policy should be made in tandem with applicable legislation that directs the recruitment and selection of candidates in the particular government sector within which the public organisation falls. Furthermore, in consulting the recruitment policy document, the recruiter must take cognisance of greater public sector plans and functions (Zia-ur-Rehman, *et al.*, 2015:50). Kapinga (2013:11) states that the review of recruitment policy documents should be done as and when required, upon agreed terms. Rees and French (2010:175) indicate that the recruitment policy document will also highlight such things as whether recruitment should occur internally and/or externally; the employment of relatives of existing employees; the consideration of part-time or any form of flexi-time workers, as well as the public sector's stand on the employment of people above the age of retirement.

2.4.2 The content of recruitment policies

Various authors provide detailed insight into the content of recruitment policies, such as Gerber, Nel and Van Dyk (1995:110), Motsoeneng (2011:5) and Okeke-Uzodike and Subban (2015:27). A brief overview of these viewpoints and recommendations are depicted in Figure 2.2.

Figure 2.2 An overview of the contents of recruitment policies

Source: Self-generated

2.4.3 Legal considerations pertaining to recruitment policies in the public sector

According to Motsoeneng (2011:11), the recruitment and placement of candidates in any organisation is subject to and should comply with various statutory legislation. In South Africa, these are:

- The Constitution of the Republic of South Africa Act 108 of 1996;
- The Public Service Act No 103 of 1994;
- The Labour Relations Act No 66 of 1995, with amendments thereof;
- The Employment Equity Act No 55 of 1998;
- Public Service Regulations, 2001;
- The Basic Conditions of Employment Act No 75 of 1999;
- The Skills Development Act No 97 of 1998;
- The Municipal Systems Act 32 of 2000;

- The Immigration Act No 13 of 2002 (section 38); and
- All applicable and relevant collective agreements pertaining to the public sector.

Gerber, *et al.* (1995:110) further state that the management of the recruitment process in line with statutory frameworks is a means of ensuring accountability. Therefore, all qualifying applicants are provided an equal platform to compete for selection and placement, whereas those currently employed can compete for elevation in terms of promotion and transfers (Kapur (2020:17). The statutory regulations are underpinned by the principles of equity, dignity, fairness, professionalism and confidentiality. Luscombe, *et al.* (2013:273) assert that a recruitment policy should make considerations of attaining workplace equity and diversity; increasing service excellence, as well as attracting scarce skills.

2.5 THE RESPONSIBILITIES FOR RECRUITMENT IN THE PUBLIC SECTOR

Mohammed (2015:31) points out that the managers and personnel responsible for the recruitment process are essentially gatekeepers as they are the ones who help in determining who comes in to the company and who goes out. Bhattacharyya (2006:166) states that recruitment falls primarily under the HRM function and, therefore, Human Resource managers have the mandate to manage the recruitment and selection of employees. However, Gerber, *et al.* (1995:114) argue that in some instances, specialists may be employed to advise and oversee the recruitment process. Amos, *et al.* (2004:32) believe that in the context of public sector functions, line managers are best equipped in making the final recruitment decision, since they can also predict the future training and development needs of applicants. Omolo, *et al.* (2012:140) agree with Amos, *et al.* (2004:32) and posit that line managers should be actively involved in the recruitment process because they have more knowledge as to the calibre of employees required in their particular public sector departments. The responsibility for recruitment therefore can either fall on the HRM department alone, the HRM department in consultation with line managers, line managers alone, and line managers in consultation with the HRM department or any other assigned personnel according to the discretion of the public sector department.

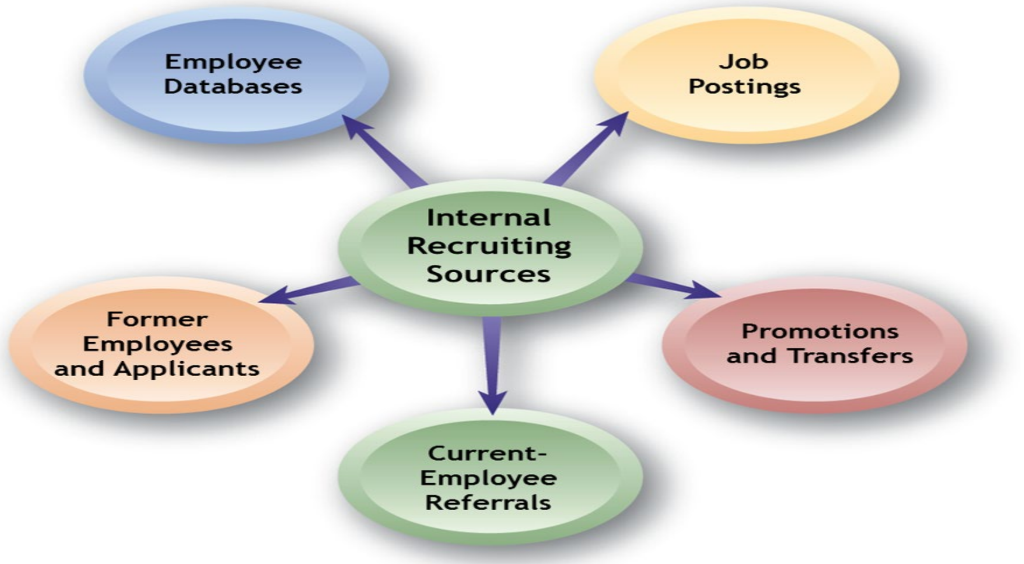
2.6 RECRUITMENT METHODS UTILISED IN THE PUBLIC SECTOR

Richardson (2010:2) asserts that a recruitment method is there to generate several appropriate candidates within reasonable time and cost constraints. However, Kapinga (2013:11) believes that there is no ideal number of applicants that an organisation should have for a specific post and whilst attracting a large pool of candidates is often recommended, it does not necessarily add value to the recruitment process. Rather, Yadav and Kumar (2014:39) grant that whatever method of recruitment is chosen, it is necessary to make certain that there is an adequate number suitably qualified candidates to select from, without the overwhelming load of unsuitable applications. Additionally, Motsoeneng (2011:29) shows that there are a number of possible sources from which an organisation can source its labour force, namely internal sources and external sources. Furthermore, Amos, *et al.* (2004:32) note that internal sources include promotion from within, transfers, job rotations and employee referrals, whereas external sources include, but are not limited to, school, college or university recruitments, recruitment consultants and advertising.

2.6.1 Internal sources of recruitment in the public sector

Birago (2014:15) suggests that the best employees can usually be found within the organisation. An overview of the various internal sources of recruitment utilised in the public sector is depicted in Figure 2.3.

Figure 2.3 An overview of the various Internal Sources of Recruitment used in Public Sector Departments



Source: Chegg (2019). Adapted.

A brief discussion on the five internal sources of recruitment, as depicted in Figure 2.3 above follows.

2.6.1.1 Promotion from within the Public Sector

Gerber *et al.* (1995:116) postulate that vacancies in the higher organisational levels may be filled from within the public sector organisation or department, which is known as promotion. In other words, promotion denotes the movement of employees to positions with improved compensation packages (Birago 2014:15), better prestige (Kapinga, 2013:21) and higher responsibilities (Richardson, 2010:8). Notably, Harbert and Tucker-Tatlow (2015:14) state that when a higher-level post is filled by an appropriate internal employee, it can act as a motivator for all public sector department staff.

2.6.1.2 Transfers

According to Otoo, *et al.* (2018:203) transfers comprise the movement of employees from their current posts to other similar jobs. Birago (2014:15) refers to a transfer as a horizontal movement within a similar grade from one job to another, which does not encompass any shift in responsibility, prestige or rank. Transfers do not translate to an increase in the number of persons employed by the organisation. However, transfers may result in a change in working conditions, duties and responsibilities amongst other things (Thite and Russel, 2010:3). In addition, Motsoeneng (2011:29) highlights that transfers are often used when management wants employees to understand the various functional aspects of the public sector department better.

2.6.1.3 Employee Referrals

Kapinga (2013:21) posits that employee referrals are methods of using recommendations from current employees regarding a potential job candidate. Richardson (2010:6) explains that the current employees of a public management department are informed about expected vacant positions and then recommend people in their networking circles who are seeking employment in other organisations or seeking a job. Gbervebie (2010:1447) observes that in some organisations, employees are offered rewards if the candidates they recommended are given the job offer after completing the routine screening and examining process. Furthermore, Sutanto and Kurniawan (2016:375) note that from time to time, organisations take into consideration names of potential candidates recommended by unions as a gesture of goodwill. Mohammed (2015:35) states that the advantage of employee referrals as a method of recruitment is that the public sector department can secure a reasonable number of prospective candidates. Consequently, Armstrong (2014:512) cites that individuals recommended by employees may generally be well-suited for the jobs as they are knowledgeable about the requirements of different positions.

2.6.1.4 Former Employees

According to Harbert and Tucker-Tatlow (2015:14), employees who have been retrenched or have left the public sector of their own will, they may be taken back into the organisation if they are interested, provided that they maintained a good track record previously. Furthermore, Bogatova (2017:7) states that former employees are also aware of the public sector culture, processes and procedures, which could ease the employee orientation process.

2.6.1.5 Internal Advertisements

Sokro (2012:164) states that the organisation can utilise a method of internal advertising in search of potential job candidates for a post that has arisen. Kapur (2020:7) cite that vacant posts are advertised in internal newsletters, on bulletin boards and electronic media (such as emails). Existing employees may be interested in occupying vacant job positions as they arise (Vispute, 2013:744). Moreover, because the employees are already working in the public sector, they know about the specific requirements of the job and what the job entails, beyond the job description (Gerxhani and Koster, 2015:782). According to Pambagio, Utami and Gunawan (2013:2), internal advertisements motivate employees and offer an opportunity for highly qualified candidates working in the public sector to look for opportunities of growth within the organisation.

2.6.2 External sources of recruitment utilised in the public sector

According to Patimah (2015:165), when current employees are not suited for given job vacancies then organisations are compelled to use external sources of recruitment to fill positions. Moreover, Karemu, Kahara and Josee (2014:91) explain that the need for external recruitment may also arise as public sector departments expand geographically, capacity-wise and due to labour legislation. External recruitment may take on different forms, as outlined in Figure 2.4.

Figure 2.4 An overview of the various External Sources of Recruitment used in Public Sector Departments

Source: Brain (2019). Adapted.

2.6.2.1 Higher Education as a source of recruitment

According to Bhattacharyya (2006:166), Higher Education recruitment is a method of recruiting potential job candidates in universities through the organisation's presence and participation in university campuses and their placement centres. Rajapaksha (2015:2) highlights that it has become common practice for organisations to recruit directly from higher education institutions for jobs requiring technical or professional qualifications. A close liaison between public sector departments and educational institutions aids in obtaining the right candidates with the requisite technical or professional skills (Karanja, *et al.,* 2014:7). Harbert and Tucker-Tatlow (2015:15) expound that students are identified in the course of their studies and especially learners for internships or learnerships may be recruited in this way. Harbert and Tucker-Tatlow (2015:15) further explain that recruiters provide students with information about jobs and in turn the recruiters obtain a general overview of available job-seekers through constantly interchanging information with relevant institutions. Initial screening for candidates is done inside the institution's campus and shortlisted students are subsequently go through the rest of the recruitment process (Kapur, 2020:7).

2.6.2.2 E-recruitment

Public sector organisations can take advantage of technology to recruit potential job candidates via the internet (Bhattacharyya, 2006:168). Otoo, *et al.* (2018:203) highlights a number of different websites which are open for use by both the recruiter and the job-seeker. In South Africa, websites such as careers24, Gumtree, PNet and jobportal.com are intermediaries between job seekers and employers. Available electronic sites such as these allow applicants to upload their resumes and public sector departments can also advertise relevant posts (Boscai, 2015:1).

2.6.2.3 Competitors

Gerber, *et al.* (1995:114) state that, by offering better terms and conditions of service, Human Resource managers try to entice employees working in other organisations or sectors to consider alternative employment in the public sector. Additionally, Ngaira and Bernard (2016:40) note that this is often referred to as a process of headhunting, whereby the public sector seeks out high performers from competitor organisations. Recruiting from competitors is becoming a popular method of recruiting in the public sector, especially for senior positions and scarce skills (Rajapaksha 2015:2).

2.6.2.4 Recruitment Consultants and Agencies

Public sector organisations often use employment agencies and/or recruitment consultants in recruiting and screening applicants for a position. Armstrong (2014:512) explains that employment agencies do often headhunt talented candidates who are currently employed but not necessarily seeking alternative employment. According to Yadav and Kumar (2014:39), most recruitment agencies also help organisations seeking to recruit temporary workers. Recruitment agencies send a databank of candidates to public sector departments for their selection purposes and recruitment consultants get paid a commission in return. Recruitment consultants are responsible for advertising the position, screening applicants against employer-specified criteria and usually provide a six months to a year guarantee in order to protect the employer in case the applicant does not perform satisfactorily (Birago, 2014:15). Gerber, *et al.* (1995:117) cite that public sector departments may opt for utilising the services of a recruitment agency, especially in finding a small number of suitably qualified candidates for senior managerial posts as well as those deemed as specialist roles or functions. Such a method of recruitment usually proves to be more cost-effective and efficient for organisations than major advertising drives for senior management positions and specialised technical skills (Bhattacharyya, 2006:168).

2.6.2.5 Advertisements

For international, regional or local searches, advertisements can be used (Motsoeneng, 2011:29). According to Birago (2014:15), an advertisement need to reach the desirable candidates and offer sufficient information in order for unsuitable candidates to exclude themselves from the process. In addition, Bhattacharyya (2006:168) states that an advertisement must boost an organisation's image and ensure demographic representation in the chosen media.

2.7 RECRUITMENT MODELS

The literature review suggests four categories of recruitment models, namely Competency-Based Models, Models aligned to Recruitment Process Outsourcing (RPO), Virtual Recruitment Models and the Contingent Approach to Recruitment. A brief explanation of these four categories of recruitment models follows.

2.7.1 Competency-based models

Rees and French (2010:180) state that in a competency-based approach the defined competencies required for a given job post are the basis for the selection process. According to Kapinga (2013:21), the competency approach is beneficial in that the public sector department is able to determine the main competencies to be used as the framework for selection, and that those competencies are described in terms which are understandable and agreed upon. Therefore, competencies turn out to be an essential component of the selection process where the competency-based approach helps in identifying selection techniques which are most likely to produce useful evidence (Richardson, 2010:11). According to Motsoeneng (2011:29), competency-based models are gradually gaining popularity especially in graduate recruitment where organisations are deciding on future potential.

Fejfarova and Urbancova (2011:111) discovered that managers within the public sector generally view traditional job descriptions and job specifications as being old-fashioned, inflexible and insufficient in identifying job requirements. Harbert and Tucker-Tatlow (2015:20) add to the viewpoint of Fejfarova and Urbancova (2011:111) that the main difference between a competency-based model and a traditional approach is the degree of emphasis in that the competency-based model leans more towards competencies that can be documented, discussed during formal interviews and demonstrated on the job. Sokro (2012:165) discusses the benefit of the competency-based model to employers as being able to identify candidates and employees possessing the characteristics to perform the skills required for the job, which can reduce the time and resources spent on induction and/or orientation. Muscalu (2015:353) states that the competency-based model also helps to eliminate bias during recruitment process, and thereby decreasing employee turnover and improving retention.

2.7.2 Recruitment Process Outsourcing

In the Recruitment Process Outsourcing (herein-after referred to as RPO) model of recruitment, the entire recruitment process is outsourced to a recruitment consultancy or agency by the organisation Wijesiri, Paranagama, Thilakarathna, Weerarathna and Pathirana (2019:3). The consultants can either be based on-site or at a centralised location and are responsible for the whole recruitment process from sourcing and interviews to placement offers and/or packages (Kheswa, 2014:32). According to Bakar (2013:56), the benefit of using the RPO model for the organisation is that the organisation does not have to manage its own recruitment team, which reduces costs. According to Hassen and Altman (2010:2), a challenge facing the public sector is the absence of resources to conduct effective recruitment and selection, especially taking into account the vast geographic spread of South Africa. However, Wijesiri, *et al.* (2019:3) state that the RPO model can be high risk in that if the consultants do not have a clear understanding of the organisational culture, they might be recruiting candidates who would not fit well into the public sector. Mehta, Kurbetti and Dhankhar (2014:156) state that the culture of any given work organisation significantly influences recruitment and selection decisions and recruiters knowingly and unknowingly select those individuals who will blend best with the given organisational culture.

2.7.3 Virtual recruitment

The advent of technology has brought about a number of recruitment methods that allow recruiters to do their work with relative ease as compared to the early 20th century. According to Birago (2014:17), the rise of the internet and its usage means that organisations have access to and can reach a larger pool of potential candidates. Omisore and Okofu (2014:283) state that internet recruitment allows the organisation to reduce costs. Research indicates that 75 per cent of public sector departments use websites as a platform for advertising vacancies (Adu-Darkoh, 2014:12). Similarly, Dickinson (2011:12) notes that the accrued benefits of online (virtual) recruitment to employers include, but are not limited to, greater geographical reach; reduced administration and advertising costs; as well as greater speed in reaching applicants. Woo (2014:229) suggests that there is minimal evidence to support any notion that using the internet brings better quality and more suitable candidates. However, Woo (2014:229) also states that the internet allows an organisation greater access to candidates than traditional methods of recruitment. It is not only employers who prefer to use this method, but also candidates themselves have gradually used the internet as the preferred medium searching for jobs - with indications that 89 per cent of graduates only use the internet when searching for jobs (Smith, 2013:1).

2.7.4 Recruitment models based on the contingency approach

The contingency approach to recruitment states that organisational policies, practices and procedures need to be crafted within specific contexts (Rees and French, 2010:187). Armstrong (2014:511) posits that the supporting argument for this particular stance is that in order for strategies and policies to be deemed successful, there is a need to apply principles in line with unique organisational contexts. An example of a contingent approach that can affect recruitment is that of national culture. Since public sector departments are operating in a diverse national context and offer services to a multi-cultural and multi-national customer base, it is of paramount importance that national culture is taken into consideration. According to Karemu, *et al.* (2014:90), when making recruitment decisions, public sector departments should take cognisance of national culture, since employees from different cultural backgrounds are recruited, and induction and orientation policies can be formulated with these cultural differences in mind.

2.8 THE RECRUITMENT PROCESS

According to Omisore and Okofu (2014:283), a recruitment process is an organisation-specific model of how the organisation sources new employees. According to Mohammed (2015:30), normally, the HRM function is responsible for overseeing the recruitment process, although this sometimes differs depending on the specific organisational structure. In the public sector, the recruitment process differs from one public sector department to another, based on resources and expertise (Okeke-Uzodike and Subban, 2015:27). A recruitment process can be broken down into respective parts. According to Birago (2014:18), a typical recruiting process may start with the identification of a vacancy, which leads to the preparation of a job description, advertising, short-listing, interviewing, reference checking and lastly selection. The recruitment process consists of several steps as outlined in Figure 2.5. A brief discussion follows thereafter.

Figure 2.5 An outline of the Recruitment Process

Source: Self-generated

2.8.1 Step 1: Identify Vacancies and Evaluate the Need

According to Erasmus, Grobler and Van Niekerk (2015:33), the need to recruit may arise from a new post being created or from a vacancy arising from labour turnover. Ramki (2015:2) states that it is impossible for a public sector department to justify that a post should be filled if senior management fails to identify specific job-related needs which should be met by appointing a candidate. The South African public sector has recently come under scrutiny for the unnecessary spending of government funds, which re-emphasises the importance of evaluating the need for recruitment (Mabhena, 2017:1).

2.8.2 Step 2: Develop the Position Description

The position description encompasses two aspects, namely defining the specific knowledge, abilities and skills required by a candidate to perform a job, as well as the education, qualifications, training, and experience a candidate requires (Kapinga, 2013:19). Bakar (2013:70) notes that updating the job description, job profile and specification helps recruiters to identify what the organisation will be searching for in a potential employee for the job. Doornenbal, *et al.* (2012:6) highlight that the job description creates the ultimate goal to be attained by the recruitment and selection process and is also important in verifying information relating to the context of the job. According to Kapinga (2013:19), the position description also has to accommodate additional roles and responsibilities that the job incumbent may have taken on while in the position.

2.8.3 Step 3: Develop a Recruitment Plan

Armstrong (2014:518) clarifies that a recruitment plan will cover the short-term and medium-term interventions which are required to address the amount and types of employees needed to accommodate the expansion of the organisation or new developments. In addition, the recruitment plan covers any shortfalls, the possible sources of candidates and strategies for tapping alternative sources, as well as the manner in which the recruitment programme will be conducted (Armstrong, 2014:518). Hassen and Altman (2010:21) state that each unfilled position in the organisation requires a documented recruitment plan. Rees and French (2010:175) postulate that a well-structured recruitment plan charts the plan for the attraction and hiring of the best qualified candidate while helping the organisation in ensuring a pool of applicants that includes women and under-represented persons, such as people living with disabilities. The development of a recruitment plan should be done in reference to the recruitment policy of the organisation.

2.8.4 Step 4: Select the Search Committee

Richardson (2010:9) explains that an organisation can form a search committee to ensure that selected applicants are assessed by a number of people in order to reduce the possibility personal bias. Omisore and Okofu (2014:284) state that the hiring manager will select employees who will directly and indirectly interact with the applicants as part of the search committee. According to Yadav and Kumar (2014:39), it is important that the search committee assigned by the hiring manager is representative of a diverse cross-section of employees. Kapinga (2013:19) postulates that public management departments that lack experience and skills amongst their own workforce should consider appointing external search committee members or come up with other options to widen the committee's perspective. Doornenbal, *et al.* (2012:6) add that in the case where public management posts are frequently recruited, HRM should emphasise the combination of search committee members to decrease the risk of collective bias or group think.

2.8.5 Step 5: Posting the Position and Implementation of the Recruitment Plan

According to Ramki (2015:11), when the position description has been done and the recruitment plan developed, the position can then be posted via the chosen medium. Birago (2014:22) states that the vacant position may be advertised on media such as newspapers, radio and television and that the advert must be precise and concise. Once the position is posted, it may not be possible to change its elements as this may impact on the applicant pool.

2.8.6 Step 6: Review the Applicants and Develop a Shortlist

Zia-ur-Rehman, *et al.* (2015:54) elucidate that during this step of the recruitment process, applicants' skills and personalities are evaluated and tested to determine their suitability for the post. Kapur (2020:17) cite that it is common, especially in the public sector, that a vacancy will receive numerous applications. Therefore, according to Sokro (2012:164), shortening the list of candidates is crucial in filling a vacancy within a reasonable timeframe. According to Rubery, Hebson, Grimshaw, Carroll, Smith, Marchington and Ugarte (2011:36), shortening the list of candidates is done through a process of preliminary screening by going through submitted resumes/curricula vitarum and selecting only those applicants who meet the minimum qualifications.

2.8.7 Step 7: Conducting the preliminary and final interviews

Pambagio, *et al.* (2013:3) state that in this step, candidates who managed to pass the preliminary screening go through the initial preliminary interview. Various authors such as Adu-Darkoh (2014:28), Birago (2014:17), Omisore and Okufu (2014:284) and Yadav and Kumar (2014:39) report on the value of initial preliminary interviews in obtaining basic information for the applicant pool and significantly reducing the final shortlist. Once the preliminary interviews have been conducted, Ramki (2015:12) explains that a number of interviews may be carried out, progressively narrowing down candidate list subject to the number of candidates for the job and the hiring managers' and/or senior management's preference. Sokro (2012:165) adds that in the public sector, several tests may be conducted to test the skills of the candidates. From here on, Harbert and Tucker-Tatlow (2015:12) state that the public sector department then draws up a shortlist of candidates who will go through the final interview. Muscalu (2015:355) notes that the final interview often necessitates a face-to-face meeting between the candidate and the hiring managers, together with other members of the public sector department. Zia-ur-Rehman, *et al.* (2015:54) add that it is possible that top management becomes involved during the final interview, but this is contingent upon the job or position needing to be filled.

2.8.8 Step 8: Select the Appropriate Candidate

At this stage, Sundell (2012:3) states that human resources representatives, hiring managers and other members of the public sector department who took part in the recruitment process make a selection from the candidates who went through the final interview. Karanja, *et al.* (2014:7) state that panel members consider the post description, interviews and the assessments that the final pool of candidates were subjected to. Kapur (2020:17) emphasise the importance of consensus during the selection decision.

2.8.9 Step 9: Finalise the Recruitment Process

Kapinga (2013:19) states that the last phase of Step 8 encompasses the selection of the best candidate/s out of the pool of applicants and the organisation offering the job to the selected applicant. For formality, Doornenbal, *et al.* (2012:6) state that a representative of the public management department will communicate with the successful candidate/s and inform them of their selection. Ramki (2015:13) add that after receiving all job-related information, the onus then lies on the applicant/s to communicate acceptance of the offer for it to be finalised. According to Crush (2015:34), should the selected applicant/s decline the job offer, the recruitment process has to commence from the start once again.

2.9 BEST PRACTICES IN RECRUITMENT AND PLACEMENT

Best practices can be defined as proven methods or techniques that through experience and research, have consistently shown results superior to those achieved by other means, and that are used as benchmarks for performance (Bardarch, 2011:15).

Various authors, such as Kapur (2020:17), Das and Baruah (2013:9) and Vispute (2013:744) emphasise the importance of a well-planned recruitment process that includes the training and development of recruitment teams, either internal to the public sector department or external agencies. In addition, Karakiza (2014:384) and Muscalu (2015:356) elaborate on the value for public sector departments in advertising, developing and maintaining career websites. According to Morrison (2015:1), 92% of recruiters use social media for finding high-quality job candidates through various social media platforms which include Facebook, LinkedIn and Twitter.

The importance of legal compliance during the recruitment process is widely documented in research conducted by Gilmore and Turner (2010:125), Pambagio, *et al.* (2013:2) and Vispute (2013:744). Organisations should also practice increased transparency through the proper notification and advertising of its open positions (Gilmore and Turner, 2010:127). Moreover, Rehman (2012:76) states that the organisation should conduct thorough background checks in order to ensure compliance with proper certifications and qualifications, as well as accreditations or licences.

2.10 INDUCTION PROGRAMMES

Once the right candidate has been recruited and selected, Barr, *et al.* (2015:1) highlight the need for complementary guidance, support and orientation programmes, together known as induction programmes. Daskalaki (2012:93) adds that after the successful candidate has accepted the job offer from the employer, the public sector department should thoroughly prepare for their arrival and the manner in which they will be settled in in order for them to quickly become effective. Hendricks and Louw-Potgieter (2012:2) concur by suggesting that an inability to do this properly can result in the new recruit having a poor impression of the organisation and undo much of what attracted and secured the new employee. Van Niekerk and Dube (2011:244) observe that on their first day of work new recruits arrive motivated and ready to make a good impression, however, the manner in which they are received is key to influencing the attitude they adopt towards their job and the organisation.

Barr, *et al.* (2015:4) state that induction is an extension of the recruitment and selection process, irrespective of level, position and location. According to Mabika (2016:18), the success of a recruitment process relies on the nature and content of the induction programme, which is meant to be a support base for the employee in their adaptation to and quick involvement in the workplace in order for them to comprehend their roles and responsibilities. As Nghaamwa (2017:14) states, the nature of induction will differ but all employees must ultimately undergo some type of induction, whether they are technical, administrative, support or professional roles; junior or senior appointments; part-time or full-time; short-term or permanent contract; new to the public sector department or an internal appointment. Smith, Walker and Kemmis (2011:25) posit that the induction period can fall anywhere in the range of 1 day to 6 months or even a year, depending on the type of organisation as well as the time necessary for the new employee to fit in properly with the new role.

2.10.1 Employee induction defined

According to Bhattacharyya (2006:181), induction is a formal introductory programme initiated by the organisation to welcome the new employee to the organisation and to prepare them for the role that they will take up within the organisation. Agbo (2020:63) explains that the induction programme introduces the new employee to the employer and the employer to the employee, which is the first employee-employer interaction that the successful incumbent will be exposed to. Minnaar and Moolman (2015:88) highlight that through the induction programme, the organisation aims to make a positive impression on the employee by clearly defining the main elements of success.

Zafar and Zafar (2019:13) observe that several employers appreciate the importance of getting a new worker settled into their job through a well-thought-out induction programme. Thus, induction is an important aspect of bringing in a new employee. Salau, Falola and Akinbode (2014:47) state that ample work is involved in filling in a new role or vacancy, therefore it is important to work equally hard in ensuring that the new employee feels welcome, prepared to fully contribute and wanting to stay in the organisation. Runola (2013:15) laments that although induction is one of the most critical and important processes in an organisation, it can and oftentimes is overlooked by management, especially in busy organisations. Kearney (2011:4) affirms that showing care for the new employee has been proven to improve the employee's productivity and excellence in the job, while simultaneously elevating their level of job satisfaction.

Vanatta (2012:25) believes that induction programmes must be tailor-made for the needs of the individual. Therefore, induction programmes need to be carefully planned and prepared considering the specific areas fitting the individual. Minnaar and Moolman (2015:88) indicate that induction should not only be for new employees subsequent to their recruitment but also for current employees shifting roles or returning to work after a period of absence. The amount of money that an organisation invests in the induction process is dependent upon the amount of resources it has available and the type of job involved. Nghaamwa (2017:23) believes that investing as much time and effort as needed in induction is a good practice which has the potential to yield positive benefits in the long-run.

2.10.2 The purpose and need for induction programmes

Samosamo (2015:11) states that induction is mainly done for the purpose of supporting new employees and helping them to become fully integrated into the public sector department and be on board as quickly as possible. Induction serves a number of purposes and has specific meanings for both the employer and the employee. According to Ingersoll and Strong (2011:203), induction aids in introducing new employees to the organisation's culture, the requirements of their new position and organisational expectations. Stingu (2013:154) posits that employees who are settled quickly into their new jobs are productive and efficient from the onset of their employment and, consequently feel worthy and satisfied.

The need for induction programmes are emphasised by various authors such as Mchete and Shayo (2020:286), who state that the new recruit needs to go through induction in order to fully understand the organisation's work processes and to perform at the maximum level of capacity. Dragomiroiua, Hurloiua, and Mihai (2014:369) indicate that the induction period allows for the blending in of the incumbent with the company so that synergies can be made, ensuring that the employee works towards fulfilling the vision and the goals of the company. The employee's performance and work potential are critically assessed during the induction period (Runola, 2013:15). Moreover, Salau, *et al.* (2014:48) agree that the induction period is crucial in the integration of the employee into the workplace and its culture, as well as the development of a fully functioning worker.

Ngara and Makuvaro (2017:1) posit that it is therefore necessary for organisations to conduct induction programmes in order to inform new employees of how their previous knowledge is uniquely defined for the specific job context. Salau, *et al.* (2014:47) believe that the intention of an induction programme is to ensure that new staff settle into their roles as quickly and effectively as possible. Salau, *et al.* (2014:47) further state that tailor-made induction programmes have been shown to increase employee retention. Counts (2012:14) adds that induction programmes also enable the development of a culture of transparency, productivity and performance. Agbo (2020:64) state that the induction programme is viewed as crucial and necessary as it forms the initial steps for fostering a perfect employment relationship between the employer and the employee. It is essential for an organisation to create a conducive work environment that fosters the effective delivery of the induction programme, which gives new employees a positive image of the organisation (Daskalaki, 2012:93). Moreover, Van Niekerk and Dube (2011:244) agree that a good induction programme means that employees' passion for their work, as well as morale, is boosted and uplifted, thereby ensuring that they become loyal to the organisation at the onset.

2.10.3 Objectives of induction

According to Bhattacharyya (2006:181), an induction programme generally helps in achieving the following:

- Putting the new employee at his ease (Daskalaki, 2012:93);

- Creating employee interest and confidence in the job and the organisation (Mabaso, 2012:25);
- Providing basic in information about working arrangements;
- Informing the employee about training facilities (Barr, *et al.,* 2015:4);
- Indicating the standards of performance and behaviour expected of employees;
- Intimating staff with the mission, aims and objectives of the organisation;
- Giving a clear understanding of the employee's roles and responsibilities (Stingu, 2013:154);
- Minimising reality shock;
- Reducing labour turnover and absenteeism;
- Reducing confusion and developing healthy relations in the organisation (Ingersoll and Strong, 2011:201); and
- Developing a sense of belonging and loyalty to the organisation within the new employee (Stingu, 2013:154).

2.10.4 Relevant considerations in induction

According to Aspfors (2012:49), in carrying out an induction programme, it is vital for the public sector department to take note of important factors which may affect the manner in which induction is conducted, such as relevant legislation which stipulates statutory training requirements relating to Fire Safety, Health and Safety, Manual Handling, Equity and Diversity and Information Governance. Furthermore, Awan (2013:326) highlights the need to consider the employee's prior experience of the workplace and the type of the role the new employee will be up-taking. Alnaqabi (2011:4) also states that the organisation needs to take cognisance of changes that may be needed with regard to the special needs such as those of employees living with disabilities. Furthermore, Gill (2010:46) states that specific attention should to paid to clearly laying expectations of performance management for the new employee from their first day of employment. Morever, Hendricks and Louw-Potgieter (2012:2) suggest that compelling evidence shows that people working with clear expectations are better performers with better fulfilment in their work.

2.10.5 Responsibilities for induction

The responsibilities for induction rest on a group of individuals and departments who actively participate in ensuring a successful induction programme, namely advisors and line managers, as well as current employees. According to Aspfors (2012:49), an advisor appointed from each department or organisational unit can be appointed to supervise the process of introduction and training of the new employee in relation to the tasks and responsibilities of the department. Samosamo (2015:11) and Dragomiroiua, *et al.* (2014:369) state that the responsibility of line managers is to ensure that new recruits receive the level of induction appropriate for their posts. According to Nghaamwa (2017:23), current employees may also assist in the new employee induction programme and may serve as buddies or mentors during the period of induction. Bauer (2010:1) states that advisors, buddies or mentors are to be chosen with consultation and input from the line manager and based on set standards, such as mentoring and training capabilities.

2.10.6 Types of induction programmes

Induction programmes can either be formal, informal or a mix of both formal and informal. Again, induction can either be localised, organisational or a mix of both. This is further clarified below.

2.10.6.1 Formal induction programmes

Mabika (2016:19) states that formal induction is formalised with set rules and procedures for conducting it. Furthermore, in formal induction programmes, the organisation appoints a ‘buddy’ or mentor who becomes the person responsible for mentoring and/coaching the inductee during the induction period which, depending on the organisation, can be up to six months long (Farooq, 2015:3). In addition, Mehta, *et al.* (2014:158) state that the organisation will then supply the ‘buddy’ with a handbook to aid in the delivery of the induction programme. In like manner, Larson and Hewitt (2004:105) cite that the new recruit will also be furnished with his own individual handbook which clarifies issues and aids him during the induction period. In matters of uncertainty, both the new recruit and the buddy can refer to their individual handbooks for clarity. Rees and French (2010:179) confirm that a formal induction programme provides a step-by-step way of conducting induction. According to Kavoo-Linge and Kiruri (2013:214), formal induction programmes are subject to review and evaluation by management as a means of assessing their efficiency and effectiveness and also as a means of recognising areas for improvement for future induction programmes. Kearney (2011:4) declares that an advantage of formal induction programmes is that, if properly conducted, they can result in a higher retention rate.

2.10.6.2 Informal induction programmes

Salau, *et al.* (2014:48) assert that the informal induction programme differs from the formal one in that the new employee is helped by a co-worker in getting his/her feet planted in the organisation through formally laid down procedures. According to Runola (2013:15), in the informal induction programme, there is no set method or process of conducting the induction and therefore the co-worker responsible for assisting the employee uses his/her own discretion in delivering the process.

2.10.6.3 A mix of formal and informal induction programmes

According to Vanatta (2012:27), a sound induction programme will combine elements of both a formal and informal induction programme in order to glean the advantages of both types of induction. Nghaamwa (2017:16) proposes that because a new employee will in all likelihood be feeling nervous on the first day of work, it is important to make them feel at home as much as possible so that they can relax and gain a positive image of the organisation.

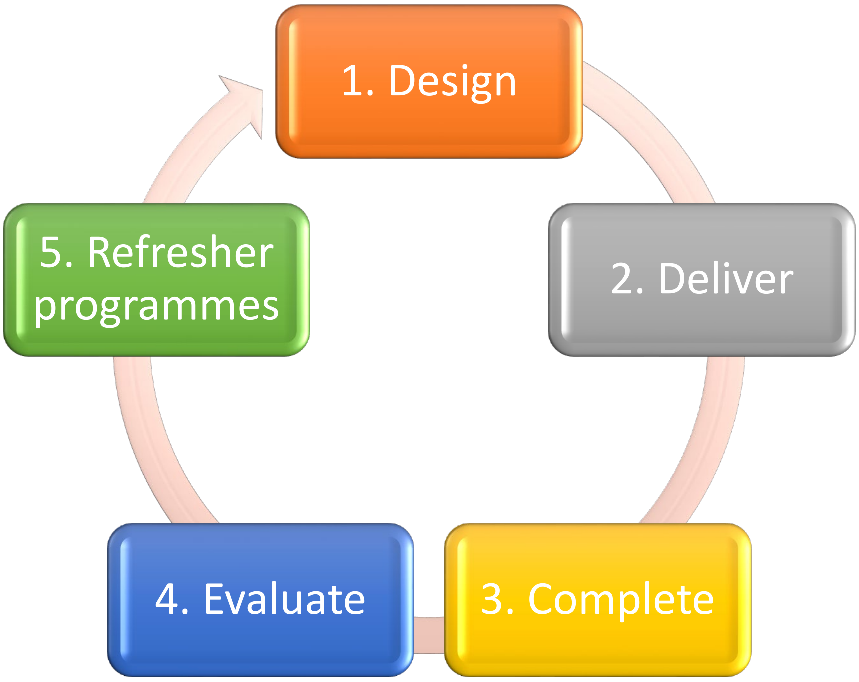
2.10.6.4 Local and organisational induction

Barret, Solomon, Singer, Portelli and Mujuwamariya (2009:677) suggest that induction can either take the form of local or organisational induction. Nghaamwa (2017:14) asserts that local induction is the most effective form of induction as it is done at a local level with managers and colleagues in the particular department in which the new recruit will be based. Moreover, according to Hassan, Razir, Qamar, Jaffir and Suhail (2013:17), local induction is a key component in assisting staff to fit into the organisation and perform at their best. Awan (2013:326) writes that organisational induction is whereby participants (new recruits) are given an executive welcome and an introduction to the vision, values and behaviours of the organisation. Bhattacharyya (2006:182) adds that the new recruits are given a tour of the organisation and introduced to the different parts of the organisation, including where certain places of convenience are located, such as the canteen, restrooms and parking.

2.11 STEPS IN THE INDUCTION PROGRAMME

A planned induction programme involves a number of steps as outlined in Figure 2.6 below and explained in the discussion that follows.

Figure 2.6 A summary of the steps involved in an induction programme



Source: Self-generated

2.11.1 Step 1: Design the induction programme

Hassan, *et al.* (2013:18) state that the organisation should design the manner in which the new incumbent will be welcomed in announcements such as in-house magazines, circulars and newsletters. The organisation should also plan for tools to be used in the induction programme, such as introductory video presentations, field visits, internal workshops and seminars and collective workshops (Hendricks and Louw Potgieter, 2012:2). The use of technology in induction programmes is encouraged, especially with regard to the disseminating of manuals concerning policies and procedures electronically as the world gradually turns towards a paperless society.

2.11.2 Step 2: Deliver/Implement the induction programme

In the delivery phase of the induction programme, Bakar (2013:70) stresses that the new employee should be introduced to their new workplace and co-workers as early as possible. In this regard, Kempen (2010:46) emphasises that co-workers ought to be informed about the arrival of the new employee and where possible, a colleague from the department should be chosen to ascertain that the new recruit has the necessary support required to settle in quickly (a process called buddying). In view of this, Kessels (2010:284) suggests that the new employee should be given an idea of how their following days or weeks will be structured and should also be provided with the basic health and safety information of the organisation, where details will be provided at a later stage.

2.11.3 Step 3: Complete the induction programme

Counts (2012:12) postulates that the end of induction is when the new employee has been fully integrated into the organisation, although there is no fixed time period within which full integration will occur. Hence, a follow-up mechanism is important. Daskalaki (2012:93) posits that providing specific opportunities for new recruits to ask questions some weeks after they have joined the organisation can prove to be useful. According to Mabika (2016:23), a follow-up after several months could be appropriate in areas such as understanding the broader organisation. Moreover, Bakar (2013:70) notes that the formal induction programme also firmly reinforces the new recruit's integration into the broader organisation.

2.11.4 Step 4: Evaluate the induction programme

According to Larson and Hewitt (2004:109), the induction process needs to be continuously evaluated for the improvement of its content and delivery in order to meet changing needs. Furthermore, an induction evaluation questionnaire should be completed by the new employee about 2 months after commencement of employment (Ingersoll and Strong, 2011:202). This questionnaire can be distributed on a periodic basis to be determined by the management concerned. This focus of the evaluation will be both on the organisational and local induction process. Antonacopoulou and Guttel (2010:24) suggest that the Staff Development Section will collate and oversee the responses to the evaluation questionnaire, after which they suggest changes to the programme or consult with line managers where fitting.

2.11.5 Step 5: Compulsory refresher courses

Runola (2013:20) advises that it is important that vital subjects introduced to employees during their induction are constantly refreshed and revised and not ignored upon the completion of their induction. Therefore, Awan (2013:329) notes that, depending on the organisation, every 18 months all employees may be required to attend a mandatory refresher training session and complete relevant modules within set time frames. Kempen (2010:49) states that although designing a successful induction programme can be a demanding task, it is ultimately rewarding since it provides the employee with all the necessary information without being overpowering. Williams (2012:11) suggests that this can result in an effective, engaged employee rather than one who is an unhappy, potential leaver.

2.12 EMPLOYMENT RETENTION

2.12.1 Defining Employee Retention

For any organisation, the process of hiring an employee is only the first step because what follows is that the organisation must be able to retain that employee (Cardy and Lengnick-Hall, 2011:213). Accordingly, Matindo, Pekeur and Karodia (2015:82) state that employee retention is defined as a concerted effort made by employers in fostering and creating a conducive work environment for the employees it hires and encouraging employees to remain in the organisation. By the same token, Ghansah (2011:13) elucidates that employee retention strategies aid in strengthening the organisation's ability to attract and retain its workforce. Likewise, Shao (2013:17) expounds that when the right candidates have been recruited, retention strategies and practices bring the necessary tools for supporting employees.

An inability to retain employees translates to high turnover (Haider, *et al.* 2015:64). In light of this, employee retention and turnover has been a challenge for many public sector organisations for many years (Davis, 2013:1). Consequently, Mehta, *et al.* (2014:155) cite that turnover hinders the progress of a functioning workforce and this does not augur well for the organisation, which would have incurred a substantive amount of costs in the advertising, screening, reference checks, interviews, placement and training of employees. Beresford (2013:2) remarks that there are a number of costs associated with turnover, which include the loss in customers and business, loss of goodwill, reputation and also reduced morale amongst the remaining employees. The costs of employee turnover, both direct and indirect, can be in the range of 70 to 200 percent of an employee's salary (Cloutier, *et al.* 2015:119). Chiefly, Domfeh (2012:9) writes that comprehensively, the term 'turnover' is used to include all voluntary and involuntary leavers as well as employees who resign, retire or become redundant. It therefore remains necessary that a public sector department must actively engage in strategies for employee retention in order to curb the costs related to turnover.

Retention strategies are a means of fortifying a public sector department's ability to attract and retain employees. Retention strategies are also a means of providing the necessary tools that can be used by an organisation in supporting its staff (Haider, *et al.,* 2015:64). Many and varied methods can be utilised by a public service entity in an effort to retain staff, such as employee engagement as well as creating a safe working environment. However, for the intents and purposes of this particular research study, the researcher focuses only on the employee retention strategies of recruitment policies and induction programmes.

2.12.2 The significance of employment retention

A plethora of reasons exists as to why employee retention should be given higher priority in organisations. Retention is important for avoiding the high costs linked with labour turnover, which include the cost of recruitment, induction and productivity, as well as sales losses (Masango and Mpofu, 2013:890). According to McQuaid, Lee, Kim and Lee (2019:3), the possibility of an employee leaving the organisation to join another competitor organisation makes it ultimately important to retain employees. Organisational secrets have been known to be divulged to competitors by employees who have left the organisation (Duffield, Rothe, Blay and Stasa, 2010:23). In addition, Bersin (2013:1) states that a valuable employee joining a competitor organisation means that the employee takes his knowledge with him to benefit the other organisation. Therefore, when an employee leaves an organisation to join another, the organisation stands to lose its competitive advantage.

The value of an employee also emanates from their contribution towards the organisation in terms of creativity, innovation and assertiveness, amongst other competencies (Vasantham, 2016:16). In addition, Shriar (2015:1) states that an employer would be privileged to be able to retain a valuable employee. Employees who have worked longer in an organisation are more familiar with its culture, policies and procedures and need little or no guidance in decision-making and hence are more effective in their work (Masango and Mpofu, 2013:890). Gberevbie

(2010a:1450) highlights that it takes time for new incumbents to adapt to the organisation and its way of doing things which proves costly.

The length of time that a person spends working in a public sector department will have a telling effect on their loyalty. As such, the focus should be centred on retaining those employees who have proven their loyalty over the years (Kennedy and Daim, 2010:469). Furthermore, the organisation's reputation can also be tarnished should it be associated with high labour turnover as it is a reflection of poor planning and management, as well as instability (Jang and George, 2012:590). According to Mngomezulu, *et al.* (2014:372), whether turnover is voluntary or involuntary, few people would want to work for an organisation which seemingly cannot keep its employees.

Domfeh (2012:22) states that while there is some inevitable turnover, an intentional employee retention strategy reduces turnover and its associated costs for an organisation. Moreover, Fitz-Lewis (2018:37) believes that employee retention strategies allow for inclusivity in the workplace and ensure that barriers are minimised and workplace diversity is embraced, as well as enabling the workforce to participate in the workplace. Shao (2013:17) posits that a significant knowledge gap is left when an employee leaves, thereby creating a substantive workload for the remaining team members to carry the load. Employee retention is therefore important for a company's growth, stability and revenue (Cloutier, *et al.* 2015: 119).

2.13 TURNOVER AND RETENTION: A CLARIFICATION

Employee retention refers to the percentage of people who were on employment and continued there from the beginning to the end of a specified time period, for example a year (Matindo, *et al.* 2015:82). In addition, Das and Baruah (2013:8) assert that retention refers to the degree to which an organisation keeps its employees for a specified length of time (usually one or more years) stated as a percentage of the total number of employees. As such, Pieterson and Oni (2014:144) add that the obtained information could help to determine whether an organisation is likely to retain workers under the age 40, for example, or managers with higher degrees. Kheswa (2014:35) highlights that retention calculations do not include employees who were in employment but left during the time period.

Turnover is defined as the percentage of the workers who voluntarily leave an organisation within a given period of time (usually on a year-on-year basis), shown as a percentage of the total number of employees (Erasmus, *et al.* 2015:34). In addition, Mabika (2016:18) notes that there are two categories of turnover, namely voluntary and involuntary turnover:

- **Voluntary turnover** denotes an employee's decision to terminate their relationship with an organisation, that is, the employee voluntarily decides to leave the organisation (Mlinar 2012:14). Consequently, Mabika (2016:18) notes that the organisation can lose a valuable worker who has to be replaced. Research indicates that employees leave their jobs for a number of reasons such as new job offers, relocation, leadership problems, job dissatisfaction, recruitment inefficiencies and the absence of or insufficient induction programmes (Morrison, 2012:24).

- **Involuntary turnover** occurs when an employee is dismissed by an organisation for several reasons, such as a decline in corporate revenue, career changes or retirement (Mehta, *et al.* 2014:155). Furthermore, Das and Baruah (2013:12) highlight that, in the case of involuntary turnover an employee leaving is not due to a bad relationship with the employer, but involuntary turnover is generally an inevitable part of life and the cost of business, as is the case in terminations and retrenchments.

There is not much that employers can do to change involuntary turnover, but employers have a major influence over voluntary turnover (Shakeel and Butt, 2015:32). Consequently, Pieterson and Oni (2014:141) state that the best organisations should in fact endeavour to achieve a voluntary turnover rate of 0% and that an indication of a financially and culturally healthy organisation is low voluntary turnover. Notably, Matindo, *et al.* (2015:82) state that a high turnover rate in an organisation shows that employees are dissatisfied with the organisation's provision of what employees desire and need in the workplace. This focus of this research study is on voluntary turnover as it is the measure that tells organisations that their employees are leaving the organisation over reasons that it is able to control.

2.14 EFFECTS OF POOR EMPLOYEE RETENTION

A number of consequences can arise as a result of poor employee retention. Matindo, *et al.* (2015:82) state that perhaps the most evident and dire effect of poor retention is the loss in time and money invested in training new employees for easy adaptation to the new job and work environment. Moreover, a public sector department will tend to lose even those employees who are seen as key players and necessary for the organisation's success and competitive advantage (Sutanto and Kurniawan, 2016: 380). According to Pieterson and Oni (2014:142), the longer employees spend in an organisation, the better positioned they are to know its ins and outs. Therefore, this enables employees to perform much better than employees who come and go and are constantly in a state of dilemma.

Thite and Russel (2010:2) elucidate another problem associated with constant movers: they are never attached to the organisation and therefore do not place the organisation's interest at heart and are never serious about their work. Such employees only see the organisation as a source of earning money (Irshad, 2009:87). Consequently, Haider, *et al.* (2015:64) write that poor retention practices would mean that employees are not so much bothered about their organisation's reputation and do not exercise their creativity and potential to the full within the organisation. Higher retention and a longer tenure of employees provides the organisation with a sense of security about the employees as they can be relied upon and are trustworthy (Chee-Hong, Zheng-Hao, Kumar, Ramendran and Kadiresan, 2012:6).

Ghansah (2011:54) cites that a negative effect of not being able to retain employees is that there is always the likelihood of employees leaving one organisation to join competitor organisations. Mensah (2014:41) postulates that in a highly competitive industry, having employees leaving for competitor organisations does not auger well for the organisation because it can oftentimes result in confidential information and data being leaked to the competitor, resulting in organisational damage. Domfeh (2012:9) declares that employees are however not expected to divulge any confidential information to an external party in whatever manner. Correspondingly, Morrison (2012:24) posits that another hindrance resulting from such action is that it is impossible for an organisation to perform well if its employees speak negatively about it. Mehta, *et al.* (2014:155) emphasise that it is important to have people who are loyal to the organisation and who play an important role in furthering its brand, image and identity. Nyanjom (2013:10) adds that employees working longer for an organisation will not bad mouth it so much and are likely to develop feelings of emotional attachment to it, which therefore translates to loyalty. Human resources are an asset that appreciates in value, therefore the longer people stay in an organisation, the more productive they get as they learn the systems, products and teamwork of that particular organisation (Shao, 2013:10).

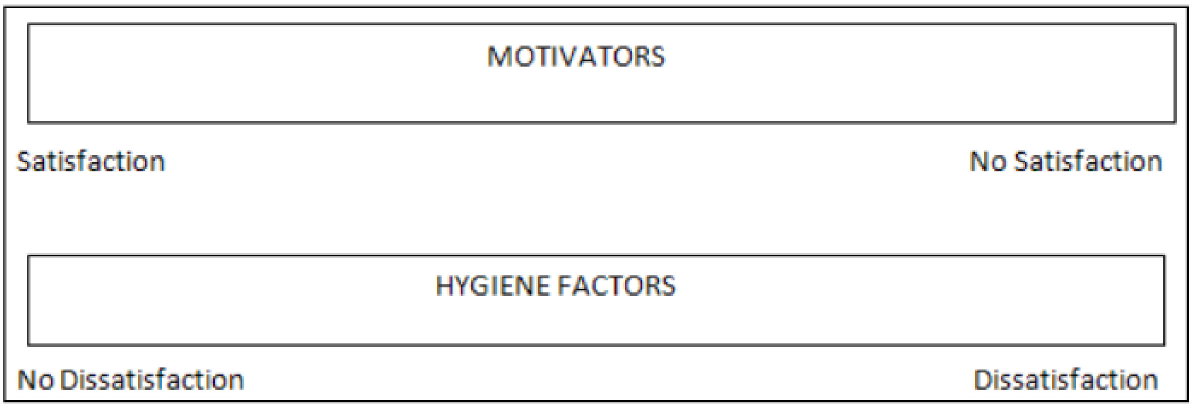
2.15 THEORETICAL FRAMEWORK ON EMPLOYEE RETENTION

This study is theoretically grounded on two theories of motivation, namely Herzberg's Two-Factor Theory and Maslow's Hierarchy of Needs.

2.15.1 Herzberg Two-Factor Theory

In 1959, a two-factor theory of job motivation consisting of Hygiene factors and Motivators was proposed by Frederick Herzberg (Tan and Waheed, 2011:73). According to Nakhate (2016:182), Herzberg's Two-Factor Theory is essential in that it clarifies what satisfies and dissatisfies employees and therefore it is a useful tool to use as a framework for employee retention in public sector departments. Chu and Kuo (2015:54) explain that the Two-Factor Theory proposes that some job factors lead to satisfaction whereas other factors reduce or avoid dissatisfaction. According to Nanayakkara and Dayarathna (2016:30), Herzberg argues that the opposite of satisfaction is 'no satisfaction' and not dissatisfaction, whereas the opposite of dissatisfaction is 'no dissatisfaction' and not satisfaction. Figure 2.7 below illustrates the aforementioned in Herzberg's Satisfaction-Dissatisfaction continuum.

Figure 2.7 Herzberg Satisfaction-Dissatisfaction continuum



Source: Herzberg, F., Mausner, B., and Snyderman, B.B. (1959 as cited in Tan and Waheed (2011:73). Adapted.

- **Hygiene Factors**

Tan and Waheed (2011:73) state that Hygiene factors are factors that are important for employees to be motivated in the workplace. Nakhate (2016:182) elucidates that in the long run, Hygiene factors do not lead to positive satisfaction, but their lack in the workplace leads to dissatisfaction. Simply put, Chu and Kuo (2015:55) declare that Hygiene factors are factors which calm employees when sufficiently available in a job, and do not result in dissatisfaction. Furthermore, Nanayakkara and Dayarathna (2016:30) cite that Hygiene factors are extrinsic to employees' work. According to Malik and Naeem (2013:1031), Hygiene factors are also referred to dissatisfiers or maintenance factors because they are prerequisite in avoiding dissatisfaction. Hygiene factors describe scenario of the job environment and represent the physiological needs wanted by employees and which they expect to be satisfied. According to Dissanayake and Wickremasinghe (2011:6), Herzberg believed that hygiene factors cannot be regarded as motivators. Examples of Hygiene factors are company policies (which include recruitment policies), relationships and working conditions.

- **Motivation factors**

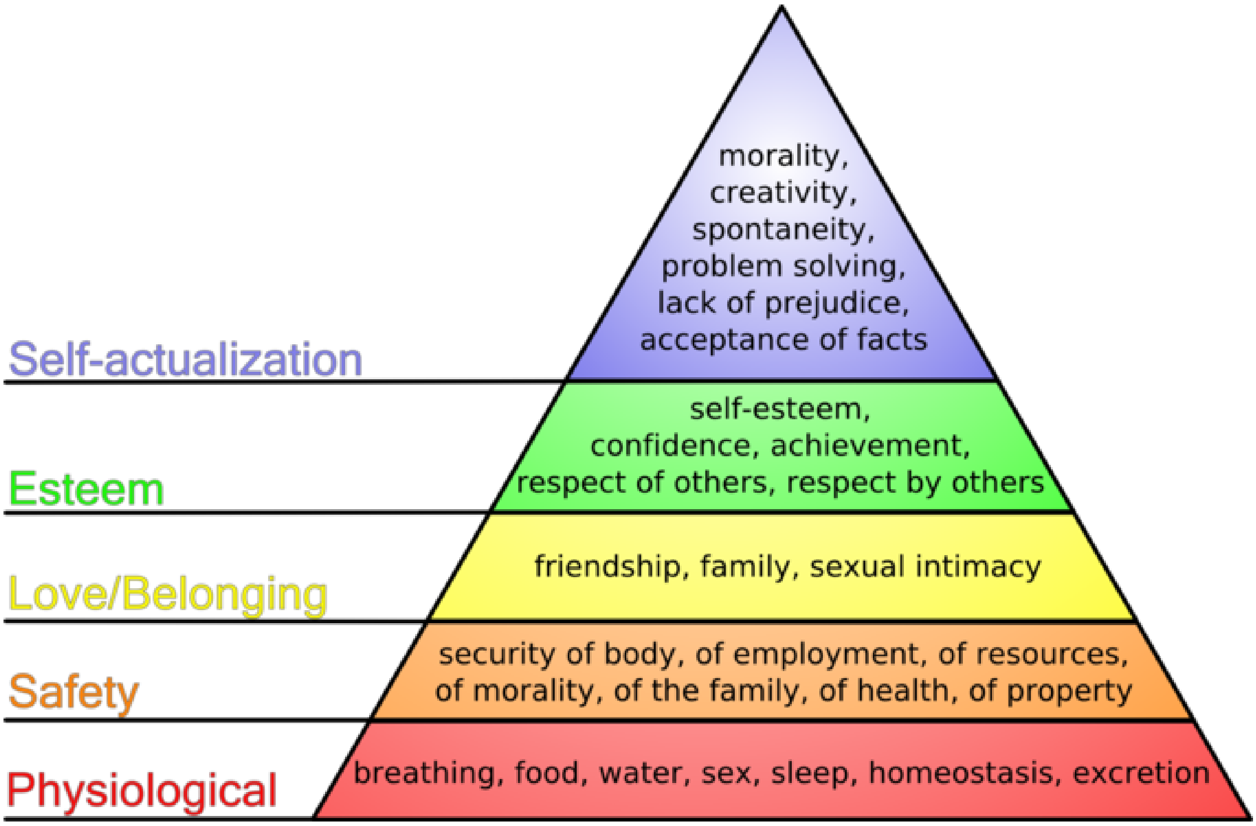
Kirkegaard and Larsen (2012:11) state that Motivational factors lead to positive satisfaction and are intrinsic to work. To elaborate, Grazulis (2009:2) indicates that Motivation factors motivate employees to a higher performance and are referred to as satisfiers. Burton (2012:9) believes that Motivation factors are internal and inherent to the job and are involved in employees performing the job. In light of this, Cullen (2012:8) observes that employees find motivation factors to be rewarding and representing psychological needs, which are often viewed as an added benefit. Examples of motivational factors are achievement, recognition, growth and advancement opportunities, responsibility for work, as well as challenging and meaningful work.

Haider, *et al.* (2016:64) believe that in crafting a strategy for employee retention, especially retaining quality employees, employers such as public sector departments must have an understanding of the factors that might enhance satisfaction or at minimum reduce dissatisfaction. For this reason, Herzberg's Two-Factor Theory plays a crucial role in the discourse on employee retention.

2.15.2 Maslow's Hierarchy of Needs

Abraham Maslow, an America psychologist, was one of the early proponents of motivational theories who wanted to understand what motivates people (Taormina 2013:156). As Kaur (2013:1062) states, Maslow created what has become known as Maslow's Hierarchy of Needs, in which he classified human needs under five distinct categories in the form of a pyramid. In explaining the hierarchy of needs, King-Hill (2015:54) states that the most basic and broader needs occupy the bottom level of the pyramid, whereas the higher order needs occupy the top levels of the pyramid. In his Hierarchy of Needs, Maslow (1943) as cited in Mariani (2010:2) stated that people are motivated to satisfy one level of need at a time. Furthermore, Maslow argued that after a need has been satisfied, it ceases to motivate hence a person will then seek to satisfy the next level of needs (Milheim, 2012:160). Maslow's Hierarchy of Needs is illustrated in the pyramid in Figure 2.8 below.

Figure 2.8 Maslow's Hierarchy of Needs



Source: Finkelstein, J. (2006). Adapted.

Maslow's (1943, 1954) Hierarchy of Needs consists of five motivational needs, usually depicted as hierarchical levels within a pyramid (Drakopoulos and Grimani, 2013:3). The five motivational needs can be categorized into basic needs and growth needs, where basic needs encompass physiological, safety, love and esteem needs and growth needs comprise self-actualisation. According to Kenrick, Griskevicius, Neuberg and Schaller (2010:293), people are motivated by basic needs when those basic needs are not met, and the need to satisfy those needs becomes stronger the more time it takes for them to be satisfied. The lower order needs must be satisfied before higher level growth needs can be satisfied and once they are reasonably satisfied, the employee then moves on to seek satisfaction for the highest level in the pyramid called self-actualisation (Milheim, 2012:160). King-Hill (2015:54) states that every person in a public sector department has the capability and desire to continue moving up the hierarchy toward the self-actualisation level but unfortunately, progress is often hindered when there is a failure to meet lower level needs. Measures for attaining employee retention, such as appropriate recruitment policies and induction programmes therefore have a noteworthy role in the satisfaction of employees' lower order needs.

2.16 EMPLOYEE RETENTION IN THE PUBLIC SECTOR

2.16.1 A general overview

Public sector organisations are faced with challenges in retaining highly skilled, knowledgeable and professional employees (Grissom and Andersen, 2012:1147). Research conducted by Izard-Carroll (2016:2) in the United States of America indicates that the U.S. Department of Labor and Statistics regularly reports substantial employee turnover in the public sector at national, provincial and local levels. Crosby (2014:1) indicates that high turnover leads to the community being offered compromised public goods and services. For public organisations, taxpayers carry the burden of the costs. Jang and George (2015:588) posit that in order to decrease turnover, and ultimately increase retention, organisations may emphasise retention strategies. In the United States of America alone, approximately 144 000 public sector employees left their jobs in September 2015 (Izard-Carroll, 2016:2). The public sector therefore is doing more with less, especially when it comes to its workforce (Woo, 2014:231). Generally, public organisations incur costs and lose intellectual capital from experienced employees due to employee turnover and low retention (Wright and Christensen, 2010:156). Specifically, some public sector organisations do not have strategies for improving employee retention (Kapinga 2013:15). The extensive nature of the problem locally and internationally, as well as the shortage of literature which focuses on strategies for employee retention in the public sector, warranted this study.

2.16.2 The Durban Central Fire Department

The Durban Central Fire Department falls under the auspices of the Ethekwini Fire and Emergency, Medical and Rescue Services, which itself is an arm of the Ethekwini Municipality and therefore a public sector organisation. The researcher could not obtain information about the Durban Central Fire Department online as internet searches did not yield positive results. Information about the Durban Central Fire Department was therefore gathered through the researcher's actual visit to the Department. In an interview conducted with Mr Alex Gloster, the Durban Central Fire Department Training Manager, on the 24th of November 2016, he stated that the Durban Central Fire Department was established in 1845. Mr Gloster further stated that the fire department is part of the larger Ethekwini Municipality Fire and Emergency Medical, Air and Rescue services. In the same interview, Mr Gloster explained that there are four fire department regions in the Province of KwaZulu-Natal, namely the North, South, West and Central Region. The Central Region consists of four departments, namely the Jacobs, Congela, Mobeni and Central departments, which service 16 fire stations. The fire stations provide a safer environment for residents, visitors and city staff by awareness drives in all communities about the dangers associated with fire. The fire stations deal with different kinds of fires, including structural, small vessel fires, informal settlement fires, as well as mountain and veld fires. The services offered by fire departments extend to medical emergencies and rescues such as diving, urban search and rescue, hazardous material emergencies, motor vehicle extrications and high angle incidents (Chevalier, *et al.* (2012:173). The fire department lives by the principle of always being prepared to serve those members of society in dire need of emergency rescue services.

2.17 THE RELATIONSHIP BETWEEN RECRUITMENT POLICIES AND EMPLOYEE RETENTION

The recruitment and retention of skilled, knowledgeable, high-value employees has developed into a global issue (Rehman, 2012: 78). According to Shriar (2015:1), the organisation's ability to retain the best employees begins at the recruitment phase. Ullrich (2011:21) concurs with Shriar (2015:1) by adding that a clear, concise and sound recruitment policy is necessary to facilitate the recruitment of the right person, at the right time for the right job. Karanja, *et al.* (2014:2) state that the challenge for managers in a public sector department is in knowing whether a good performer during the interview stage will perform well on the job. The recruitment policy therefore provides for interviewing techniques, as well as assessments to be used in selecting the best possible candidate (Wang, *et al.* 2013:10). Nirmala and Jeeva (2010:298) suggest that it is important to note behavioural tendencies in candidates that are essential for success in their jobs. Duffield, *et al.* (2010:23) add that when hired employees have the competencies and tendencies required to execute their jobs well in the public sector department, there are more chances of them staying in the organisation, thus ensuring retention. Chiboiwa, Samuel and Chipunza (2010:2103) state that there is a relationship between employees leaving the organisation and the recruitment practices that an organisation adopts.

According to Janjua and Gulzar, (2014:78), recruitment significantly affects retention. Therefore, a sound recruitment policy is one of the strategies that a public sector department can use to improve retention. Furthermore, Cloutier, *et al.*

(2015:119) postulate that recruitment policies reduce unethical behaviour and provide encouragement for the long-term stay of high performers.

2.18 THE RELATIONSHIP BETWEEN INDUCTION PROGRAMMES AND EMPLOYEE RETENTION

According to Patel and Conklin (2012:205), most employees will leave a public sector department within a period of a year if they do not feel welcome. Minnaar and Moolman (2015:88) recommend that whether an induction programme lasts for a day or six months, it is important that it enables the employee to fit into the organisation. Anis, *et al.* (2011:2680) advise that the induction of a new employee should not just be comprised of an employee handbook and several other reading materials without any personalised guidance to the employee.

According to Cloutier, *et al.* (2015: 119), employee retention starts with orientation and induction. Employee induction must clarify the employees' understanding of their role and the expectations that accompany it (Hendricks and Louw-Potgieter, 2012:2). In addition, Patel and Conklin (2012:205) affirm that all the unrealistic expectations that the employee had when entering the organisation should be dealt with at the induction phase. Minnaar and Moolman (2015:88) note that employers have been faced with the predicament of hiring the seemingly best employees only to have them leave the organisation soon after induction. This is therefore a sign that the induction programme did not deliver the desired results and was probably conducted in a manner that left the new employee feeling overwhelmed by the demands of the job (Van Niekerk and Dube, 2011:244). As such, Mchete and Shayo (2020:285) emphasise that it is essential to ensure that induction programmes provide the employee with a positive outlook of the company and dispel any fears that the employee might have so that the employee is encouraged to stay. Hendricks and Louw-Potgieter (2012:2) propose that induction programmes ought to also stretch to more than just a few days in order to ensure that the employee gets to understand the company better, gains more guidance and knowledge and is able to interact well with fellow employees.

According to Barsoum (2015:207), proper induction is one method of reducing turnover in a public sector department, particularly the turnover that follows the first few months of employment. As such, Kempen (2010:46); Vanatta (2012:25); and Runola (2013:20) posit that induction packages should contain the right orientation about terms of employment; security issues; health and safety regulations; employee development opportunities; wage and benefits; adequate organisational and industry information; organisational policies and rules; and job performance issues such as job description, appraisals, standards and role within the department.

2.19 CONCLUSION

This chapter provided an in-depth analysis of recruitment policies, induction programmes and their relation to employee retention. The chapter also highlighted the models normally associated with employee retention. The next chapter will outline the research methodology used when investigating the impact of recruitment policies and induction programmes on employee retention at the Durban Central Fire Department in KwaZulu-Natal. Basing on this chapter on the Literature Review, investigation instruments will be used to come up with the final conclusion as to whether recruitment policies and induction programmes are great impactors of employee retention or otherwise.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The previous chapter provided a review of the literature on the topic of this study, which then set the theoretical grounding for the study. This chapter presents the research methodology used in this study and also explains the components within the methodology, such as the research design, target population, the justification for and use of the survey method, data collection, data analysis, validity and reliability, and ethical considerations. Furthermore, the chapter expounds on the methods used to select the information that informs the study, the method of selecting the respondents and the data collection procedure, as well as the analysis of the data thereof.

3.2 RESEARCH METHODOLOGY

The research methodology process requires several activities to be performed, most of which will be covered in this study with due consideration to relevance to the study. According to Zikmund and Babin (2010:56), research methodology means a systematic method of collecting data from a specified population in order to comprehend a phenomenon and to provide a generalisation of facts taken from a larger population. O'Leary (2004:85) states that methodology incorporates the research design, target population, data collection instruments, data analysis and interpretation, as well as ethical considerations. Therefore, methodology gives scientific merit to the research process and assists the researcher and the reader to understand the research process. The researcher used a quantitative research methodology for the purposes of this study. Neuman (2011:209) and De Vos (2002:242) define quantitative research as that which focuses on collecting numerical data through surveys, polls or questionnaires to explain a particular phenomenon. A quantitative method suits this study in that it enables the researcher to describe the phenomenon in measurable terms and to analyse data in a quick, precise and convenient manner (Cooper and Schindler, 2006:216).

3.3 RESEARCH DESIGN

3.3.1 Defining Research Design

Walliman (2006:42) describes the research design as a comprehensive plan detailing how the data is gathered, measured and analysed. In the same fashion, Brink and Wood (1998:100) state that the research design provides a blueprint for action and is also a plan for answering the research questions. Therefore, the research design is the general plan that states the strategies used by the researcher in developing accurate, objective and interpretative information (McMillan and Schumacher, 2006:15). Furthermore, according to Mouton (2006:55) a study's research design indicates the basic structure adopted by researchers in developing evidence that is both accurate and reasonable. The research design aids the researcher in choosing the population, the data collection procedure and the data analysis technique used in the interpretation of data (Maree, 2009:70).

Blumberg, Cooper and Schindler (2014:152) posit that research design has two main categories, i.e. qualitative and quantitative research. Zikmund and Babin (2010:57) state that qualitative research is mainly exploratory in nature and is used in gaining an understanding of underlying motivations, reasons and opinions. The quantitative research design is explained below.

3.3.2 Quantitative research

In the present study, a quantitative research design was used. Maree (2009:145) states that quantitative research is an objective and systematic technique of using numerical data from a chosen part of a population so that the findings can be generalised to the larger population. Moreover, quantitative research is a formal, objective and systematic process for generating information concerning the world (Burns and Grove, 1997:40). Additionally, McMillan and Schumacher (2006:16) postulate that quantitative research follows set steps and procedures to direct the researcher. Furthermore, in order to avoid bias, the researcher is detached from the study. A quantitative research design is appropriate for this study as it is similar to the study conducted by Mabaso (2012) in his 'investigation into the effectiveness of an induction programme on newly appointed staff at Coastal KZN FET College.'

3.4 PRIMARY DATA

Merriam (1998:27) states that primary data is original data gathered for a particular research project. Primary data is also timely in that it is collected in the context of the research project, thereby enabling the data to be available immediately after it is collected. Persaud (2010:1095) notes that primary data is personally collected by the researchers themselves by using instruments such as questionnaires, interviews and experiments. In this study, the researcher collected primary data using structured closed-ended questionnaires which the researcher administered to the selected respondents at the Durban Central Fire Department in KwaZulu-Natal.

3.5 SECONDARY DATA

In contrast to primary data, secondary data sources are datasets that are already in existence. Walliman (2006:83) asserts that secondary data refers to data which has been already collected by other researchers and is available for use, in published or electronic form, by anyone concerned. Because of its pre-existence, the data is referred to as secondary data for the new users (Zikmund and Babin, 2010: 301). The researcher has access to a number of readily available secondary information sources when gathering data. For this study the researcher used journal articles, periodicals, theses, dissertations and textbooks in collecting secondary data. A number of advantages and disadvantages are associated with using secondary data. The application of secondary data to certain types of research may be limited due to the fact that it had been collected, analysed and organised for specific purposes (Hair, Wolfinbarger, Oritinau and Bush, 2013:137). Again, Collins and Hussey (2003:214) state that as time progresses, the data tends to become obsolete and very old, especially in this technological age were change is constantly evolving. Furthermore, copyright and authenticity issues can arise from the use of secondary data, thus special care needs to be taken to amend and modify data for current use (Churchill, Brown and Suter, 2010:79). On the other hand, Creswell (2014:491) states that secondary data has the advantage of being cheaper and quicker to access, thereby saving time and effort. In light of the aforementioned, for the data requirements of this study, both primary and secondary sources of data were utilised for this study. These were used in combination to provide a comprehensive coverage of the topic.

3.6 TARGET POPULATION

A population refers to the comprehensive set of units of interest to the study (Hair, *et al.,* 2013: 137). In addition, Sekaran and Bougie (2013:239) state that the target population refers to the entire set of individuals or objects from which a sample can be taken. Burns and Grove (1997:236) state that the target population as the total number of respondents that meet the chosen set of criteria. Furthermore, Welman and Kruger (2005:52) define the population as a set of potential participants that are recognised as the target respondents. For the purposes of this study, the selected target population comprised 126 employees in the Durban Central Fire Department obtained from the Human Resources (Training) Department of the Durban Central Fire Department.

3.7 SAMPLING TECHNIQUES AND SELECTION OF THE SAMPLE

Martinez-Mesa, Gonzalez-Chica, Duquia, Bonamigo and Bastos (2016:326) describe sampling as a process of choosing individuals from the target populations. Sekaran and Bougie (2013:171) add that sampling is a way of selecting items from the population in such a manner that the characteristics are representative of the entire population. A sample therefore is a group of people, behaviours, events or other elements with which a study is carried out (Bryman, 2012:121). According to Blumberg *et al.* (2014:175), sampling can be categorised into probability and non-probability sampling. Probability sampling is a method of sampling where all the units in the population have an equal and known chance of being selected, whereas in non-probability all units in the study have a nonzero probability of being selected (Tadeherdoost, 2016:2296).

Gill and Johnson (2010:123) postulate that when researchers design and plan their research design, their major concern becomes the size and selection of the sample. The researcher did not need to select a sample for this study as the entirety of the population was chosen. The survey method was therefore employed.

3.8 USE OF THE SURVEY METHOD

3.8.1 Defining the Survey Method

According to Groves, Fowler, Couper, Lepkowski, Singer and Tourangeau (2004:2), a survey is a technique of systematically collecting information from a sample of units in order to quantitatively describe the traits of the larger population from which the units are taken. In addition, Cohen, Manion and Morrison (2011:169) state that surveys endeavour to describe and interpret that which is. Neuman (2011:216) defines a survey as an effort to gather data from the entirety of the members in the target population. Bryman and Bell (2011:40) state that a survey is referred to as a research-administered survey or a structured interview when the researcher administers the questions. Conversely, when the respondent administers the questions then the survey is referred to as a questionnaire or a self-administered.

Davies (2007:58) asserts that surveys allow for flexibility in that a variety of information can be collected.

3.8.2 Uses of the Survey Method

A survey is used for gathering quantitative information pertaining to units in a population. According to Brink and Wood (1998:289), a survey design can be used in studying traits in a given population to examine possible solutions to a research problem. Surveys are used for data collection in different areas even in public and private sectors (Groves *et al.,* 2004:2). A researcher may conduct a survey in the field by contacting respondents either telephonically, personally or through mail. The survey method may consume a significant amount of time, money and effort but the collected data are current, of high accuracy and of relevance to the given topic.

3.8.3 Justification for using the survey method

Using the survey method presents the researcher with some advantages. For one, standardised questions provide focus and ensure that researchers ask, record, codify and analyse only questions that are of interest to them (Dawson, 2010:50). Furthermore, the lack of the researcher's active intervention means that researcher bias is avoided (Cohen, *et al.*, 2011:171). Again, a survey allows for impartiality because the units participating in the research are selected without prejudice.

However, there are limitations to the survey method. Burns and Grove (1997:301) postulate that the survey respondent is conscious of being studied therefore this can lead to biased data. Cohen, *et al.* (2011:173) assert that sometimes the collected information can be superficial to some extent owing to survey questionnaires often not delving deeply into intricacies, for example feelings and paradoxes of human behaviours. In addition, Dawson (2010:31) highlights that the survey design requires the respondents' cooperation, which is not always forthcoming. This is compounded by the fact that surveys may be tedious, time consuming and costly since they place a high demand on personnel.

Despite these limitations, the researcher views the strengths as outweighing the weaknesses, hence the survey was deemed the appropriate method to adopt for this study. The researcher found no justification for selecting a sample for this study owing to the relatively small and manageable size of the target population which comprised only 126 employees. Consequently, the entirety of the sampling frame of 126 elements was subjected to a survey method. Moreover, the study was in-house investigation of participants from the Durban Central Fire Department.

3.9 MEASURING INSTRUMENT (QUESTIONNAIRE CONSTRUCTION)

Survey information can be gathered in a number of ways including observation, interviews and telephone calls, however, the most common method of conducting a survey is through the use of questionnaires. The researcher employed a survey for this study by using a structured closed-ended questionnaire to collect the data. This is a commonly used method of data collection in survey research (Welman and Kruger, 2001:152). The questionnaire was chosen because it allows for standardisation and uniformity and also facilitates statistical analysis (Bryman, 2012:68). A questionnaire is an instrument for collecting data which has a predetermined set of questions designed to gather specific information needed for research on a particular topic (Sekaran and Bougie, 2013:170). Babbie and Mouton (2001:256) posit that a questionnaire contains questions and other types of items intended to obtain information suitable for statistical analysis.

The researcher utilised a pre-coded closed-ended questionnaire for data collection. The questions are aligned to the study's research questions and objectives and also related to the topic of study. The questionnaire comprised the traditional 5-point Likert scale. The respondents were requested to respond by choosing one of the given range of options, which were:

- Strongly Disagree
- Disagree

- Neutral
- Agree
- Strongly Agree

The researcher also rated these from 1-5, where 1 was strongly disagree, 2 disagree, 3 neutral, 4 agree and 5 strongly agree. There questionnaire contained 4 sections where Section A comprised questions relating to the respondents' biographical information; Section B had questions pertaining to the recruitment policy; Section C was on induction programmes; and finally, Section D quizzed respondents on employee retention. The literature was used as the basis of information to formulate the questionnaire. The researcher managed the questionnaire whilst the aim and the content of the questionnaire was explained fully to the Training Manager to make it easier for him to give clarity on the questions to the respondents whenever required.

3.9.1 Characteristics of a good questionnaire

A questionnaire is referred to as a set of questions prepared for soliciting responses in relation to the research topic from respondents (Dawson 2010:31). When a questionnaire is properly constructed and responsibly administered, it becomes a vital tool by which statements are made about specific groups, individuals or entire populations (McMillan and Schumacher 2006:40). According to Bryman (2012:123), there are four basic purposes of a good questionnaire, namely to gather the appropriate data; to allow for data comparison and data analysis; to reduce bias in the formulation and asking of questions; and finally to ensure that questions are engaging and varied. Maree (2009:157) states that a good questionnaire has the following advantages:

- It allows for a large number of respondents to fill in the questionnaire within a limited amount of time;
- It can be checked for accuracy;
- It is relatively inexpensive and easy to do;
- Respondents can be reached from afar;
- It allows for an optimal response rate;

- It is possible for the researcher to assist immediately with issues that are unclear to respondents.

3.9.2 Disadvantages of a questionnaire

Despite its advantages, according to Maree (2009:157), a questionnaire has the following disadvantages:

- Having different people administer the tests may possibly result in different responses;
- The primary researcher can only control what occurs in the field to a limited degree; and
- The primary researcher is not able to control the conditions under which the questionnaire is administered.

3.9.3 The pilot test

A survey can be made valueless through the use of unsuitable questions, improper sequencing of questions, wrong scaling or an inappropriate questionnaire format as it may not precisely portray opinions and views of the respondents (Smith and Noble, 2014:17). Therefore, De Vos (2002:23) states that for data quality, it is vital to have a systematic questionnaire design and testing procedures in place, more especially to minimise any measurement error. A useful method for checking and ensuring that a questionnaire captures the intended information accurately is to conduct a pilot test amongst a smaller subset of target respondents. Ragin and Amoroso (2011:33) posit that a pilot study (testing) is an initial research study that is conducted prior to the actual research study. Cooper and Schindler (2006:214) further elaborate by noting that a pilot study is essential in enabling the researcher to solicit information on the feasibility, time, costs and other effects of the actual study, as well as to reduce and eliminate all possible systematic errors. The pilot study is there to determine the time it takes to complete the questionnaire; to ascertain the level of difficulty of the questionnaire; whether the questionnaire is too short or too long; whether the questions are clear and unambiguous; and to remove any difficulties in the wording of the questionnaire (Cohen *et al.,* 2011:600).

For this particular research, a pilot study was conducted on 15 homogenous respondents who were not included in the targeted respondents, in order to make the requisite improvements and revisions. After the pilot study was conducted, the researcher rephrased some ambiguous questions in order to provide clarity and discarded some irrelevant questions. The researcher then approximated the time taken to complete the questionnaire.

3.9.4 Validity and reliability of the measuring instrument

According to Welman and Kruger (2005:142), the questionnaire design has to ensure that statistics portray reality accurately and reliably. Thus, the structure, wording and layout of all questionnaires must result in valid and reliable results (Babbie and Mouton, 2001:256).

Validity denotes the degree to which a research instrument measures that which it is supposed to measure (Maree, 2009:147; Polit and Hungler, 1995:353). Furthermore, Neuman (2011:211) states that validity is the degree to which a research instrument measures and assesses that which the researcher wants to know and measure. For the current study, the researcher's main focus was on content validity, which according to Polit and Hungler (1995:354), is the precision with which a research tool measures the factors being studied. Therefore, content validity looked at the degree of accuracy with which the questions asked elicited the information sought. The questionnaire was given to the research supervisor in order to test the research instrument for content validity. This ensured that the questions asked were assessed with regard to their alignment to the objectives and research question of the study.

Reliability denotes the consistency with which a research tool measures what it is supposed to measure (Ragin and Amoroso, 2011:32). Neuman (2011:211) explains that other researchers ought to be able to perform the same research in similar conditions and obtain the same results, that is, whatever results are obtained must be naturally repeatable. Reliability also refers to the research instrument's accuracy and precision. The research tool should produce similar results when administered in a similar context to a similar group of respondents (Cohen *et al*., 2011:117). The reliability of the questionnaire was also ensured through the pilot test. Again, to ensure the reliability of the instrument, the researcher accurately and carefully phrased each question in order to circumvent ambiguity and leading respondents to particular answers (Welman and Kruger 2005:145). The respondents were notified about the purpose of the research and the need to provide truthful responses.

3.10 DATA COLLECTION METHODS

Data collection is defined as the process in which a researcher prepares and collects the required data for the study (Maree, 2009:156). The data can be collected from various sources and can be converted into information to aid in decision making. Teddlie and Tashakkori (2010:13) note that a range of survey data collection methods exist, such as telephone surveys, face-to-face interviews, mail surveys, dot surveys and internet surveys. The selection of a survey method to be used is contingent on a number of factors for example the time-frame within which data needs to be collected, the quantity of respondents required by the survey, the budget as well as the characteristics of the target population (Powell and Connaway, 2004:83). There are advantages and disadvantages to each method and each method is more suited to particular circumstances than others. For the current study, the researcher utilised the personal method of administering and collecting questionnaires. According to Shaughnessy and Zechmeister (2006:86), the personal method is one whereby the researcher hand-delivers questionnaires to respondents and personally collects them after they are completed. An advantage of the personal method is that its response rate is better than that of a mail survey and it is especially appropriate where the researcher needs information from a number of respondents.

3.11 FORMULATION OF HYPOTHESES

Hypotheses were formulated for the testing and evaluation of the study's empirical dimensions. The hypotheses were tested and analysed and Chapter 4 of this study provides further discussion on these.

3.12 ADMINISTRATION OF THE QUESTIONNAIRE

In collecting data for this research, a self-administered structured questionnaire was utilised (Annexure B). The questionnaire was accompanied by a cover letter (Annexure A). The questionnaires were sent to the Training manager of the Durban Central Fire Department for further distribution to the 126 target respondents. The completed questionnaires were then returned to the Training Manager's office for collection by the researcher. The target respondents who received the questionnaires took about three months to return them and therefore constant reminders for submission had to be sent (Leedy and Ormrod, 2001). The questions were targeted at investigating the impact of recruitment policies and induction programmes on employee retention at the Durban Central Fire Department. The researcher did not interfere with the response process as the respondents were allowed to respond to the questionnaires in their own private time. This non-interference also ensured that the validity of the results was largely dependent on the respondents' honesty.

3.13 ETHICAL CONSIDERATIONS

According to Mouton (2006:238), ethics in research is concerned with what is deemed right and wrong in the manner in which research is conducted and that in the pursuit of truth, the conduct of the researcher needs to adhere to generally recognised values and norms. In addition, Pera and Van Tonder (1996:4) state that ethics can refer to a code of conduct that is acknowledged as correct. Ethics in research relate to two categories of people, namely the researchers who conduct the research and the respondents (Brink and Wood, 1998:200). It is necessary that researchers are aware of their responsibilities and obligations and that respondents have their basic rights protected. For the current study, the researcher ensured fair conduct and justice through the elimination of any potential risks.

According to Brink and Wood (1998:200), there are several ethical issues to be observed in a study including the right to privacy, the right to confidentiality and anonymity, informed consent, justice, respect for persons and beneficence. Strydom (2007:61), mentions privacy as “the element of personal privacy”, while confidentiality denotes that information is handled in a confidential way. Anonymity safeguards the respondents’ privacy. Wagner, *et al.* (2012:25) posit that anonymity means that the responses of the participants cannot be traced back to a particular individual. In the current study, names of the respondents were kept confidential in order to ensure anonymity. Furthermore, the researcher attached a covering letter (Annexure A) to the questionnaire assuring the respondents that confidentiality and anonymity will be upheld in this study. In addition, the researcher explained and answered general questions from the respondents about the nature of the research and its intention, participants’ involvement and the rights of participants in this research. The covering letter (Annexure A) also served to inform respondents about the details of the research.

The researcher obtained a letter of informed consent (Annexure D) permitting the researcher to conduct this research from the Training Department under the Human Resources function of the Durban Central Fire Department. For this study’s purposes the covering letter (Annexure A) highlighted to the respondents the fact that partaking in the research study is on a voluntary basis and respondents are free to not participate and are allowed to withdraw at any given time. Respondents were not required to supply the researcher with their names. Neuman (2011: 215) states that confidentiality denotes the protection of the data gathered from respondents. The information gathered will be used for statistical purposes only. This is further elaborated in the covering letter (Annexure A).

3.14 ANALYSIS OF THE DATA (USING SPSS VERSION 24 FOR WINDOWS)

De Vos (2002:333) defines data analysis as the process of systematically organising and synthesising research data as well as the hypothesis testing of those data. Moreover, Brink and Wood (1998:178) states that data analysis involves data categorisation, ordering, manipulation, summarisation and description in meaningful terms. Data analysis is further referred to as the process of examining raw data by systematically applying statistical techniques to draw conclusions from that data (Sekaran and Bougie, 2013:170). For this study, the researcher gave the completed questionnaires to a statistician who then used the Statistical Package for the Social Sciences (SPSS) version 24 software to analyse the data. The questionnaire included coded closed-ended questions to enable easier analysis with the use of a computer. Chapter 4 of this study will discuss the findings and present the data in frequency tables and bar graphs, which will be utilised in analysing the data after it has been captured.

3.15 CONCLUSION

This chapter explained the research methodology utilised in gathering the primary data for this particular study. A detailed discussion on the research instrument utilised in collecting data was also given together with a discourse on the ethical considerations, reliability and validity constructs and how the researcher adhered to these. The next chapter will therefore seek to analyse and interpret the data collected using relevant statistical instruments. An overview of the results and the study's findings will be presented in Chapter 4.

CHAPTER 4

ANALYSIS OF DATA

4.1 INTRODUCTION

The preceding chapter provided an outline of the research methodology used in collecting data for this study. In the current chapter, an analysis of the data collected from the questionnaire responses is presented. The main aim of the study was to investigate the impact of recruitment policies and induction programmes on employee retention. The Durban Central Fire Station was used as a case study for the investigation. In addition, the researcher adopted a quantitative research design for the study which was implemented through the administration of a pre-coded structured closed-ended questionnaire to employees at the Durban Central Fire Department. The questionnaire (Appendix B) comprised 2 Sections, namely Section A and Section B. In Section A, the researcher sought to gather the background biographical information of the respondents whereas Section B solicited responses under specific themes aligned to the topic. The researcher utilised the personal method in administering the questionnaires to respondents. In total, 126 questionnaires were despatched and the respondents returned 110. However, of the returned questionnaires, 5 were discarded due to incomplete responses and the final questionnaire returns numbered 105, which resulted in an 83.3% response rate. The Statistical Package for the Social Sciences (SPSS) version 24 was used in analysing the data after it was gathered from respondents.

4.1.1 Descriptive Statistics

According to Sekaran (1992:259), descriptive statistics is a method used to analyse, classify and summarise data and to provide a description of the phenomena of interest. Descriptive statistics involves the presentation and summarisation of quantitative data. Statistical results are generated through the use of descriptive statistical techniques to evaluate and analyse data (Treiman, 2009:114). For Section A of the data analysis of results, descriptive statistics comprising pie charts, bar graphs and comparative analysis tables depicting the analysed data were used. For Section B, the researcher used descriptive statistics in the form of cross-tabulations and summarised frequency tables depicting the total sum and percentage of responses pertaining to the specific section in the Questionnaire (Annexure B). These comparative analyses provided a clearer understanding of the frequency response rates pertaining to specific responses for each section. Inferential techniques – such as using correlations and chi-square test values interpreted by means of the p-values - were also utilised in analysing the responses and test the hypotheses formulated.

4.2 THE RESEARCH INSTRUMENT

The questionnaire comprised 34 items and the data analysis for the main variables was of an ordinal nature. The research instrument comprised 2 Sections, namely Section A and Section B, where Section B had 3 sub-sections. The questions measured different subjects as shown below:

Section A	Biographical data
Section B5	Recruitment policies
Section B6	Induction programmes
Section B7	Employee retention

4.2.1 Reliability statistics

Reliability and validity are the two most vital components of precision. Reliability is determined by taking a number of measurements on similar subjects. Therefore, Burns *et al.* (2010:71) refer to reliability as the research instrument that produces similar results for similar inputs. In addition, Treiman (2009:245) defines reliability as the proportion of variation in the responses to the survey due to differences in the participants. For the current study, questionnaire reliability was measured using Cronbach's Alpha.

Table 4.1 below illustrates the reliability outputs of the positively aligned statements in the research questionnaire. The table (Table 4.1) reflects the Cronbach's Alpha score for every item that was included in the questionnaire.

Table 4.1 Reliability of the items in the measuring instrument (n=105)

Section		No. of items	Cronbach's Alpha
B5	Recruitment policies	10	0.724
B6	Induction programmes	10	0.818
B7	Employee retention	10	0.795
	Overall	30	0.861

According to Treiman (2009:245), a reliability coefficient greater than or equal to 0.70 is deemed highly acceptable. For all the sections, the reliability scores surpassed the recommended Cronbach's alpha value. This shows a level of consistent, acceptable scores for these sections of the research.

4.3 SECTION A: BIOGRAPHICAL DATA

This section summarises the respondents' biographical characteristics for the current study. Mamum and Hasan (2017:68) indicates that age, gender, marital status, education levels as well as length of service are the reasons most cited for the individual turnover intention among the employees which then has a ripple effect on employee retention. In light of this, the focus of this section is on the respondents' gender, age, length of service and the highest level of education. Furthermore, statistical information is illustrated using frequency tables and numbered figures. A numbered table is used to show the initial analysis and this is further presented in a corresponding numbered figure.

4.3.1 Gender of the respondents

Table 4.2 Gender of the respondents (n=105)

Gender	Frequency	Percentage
Male	78	74.3
Female	27	25.7
Total	105	100

The tabulated frequency and percentage of the gender of the respondents is shown in Table 4.2 above. This is further shown in Figure 4.1 below.

Figure 4.1 Gender of respondents (n=105)

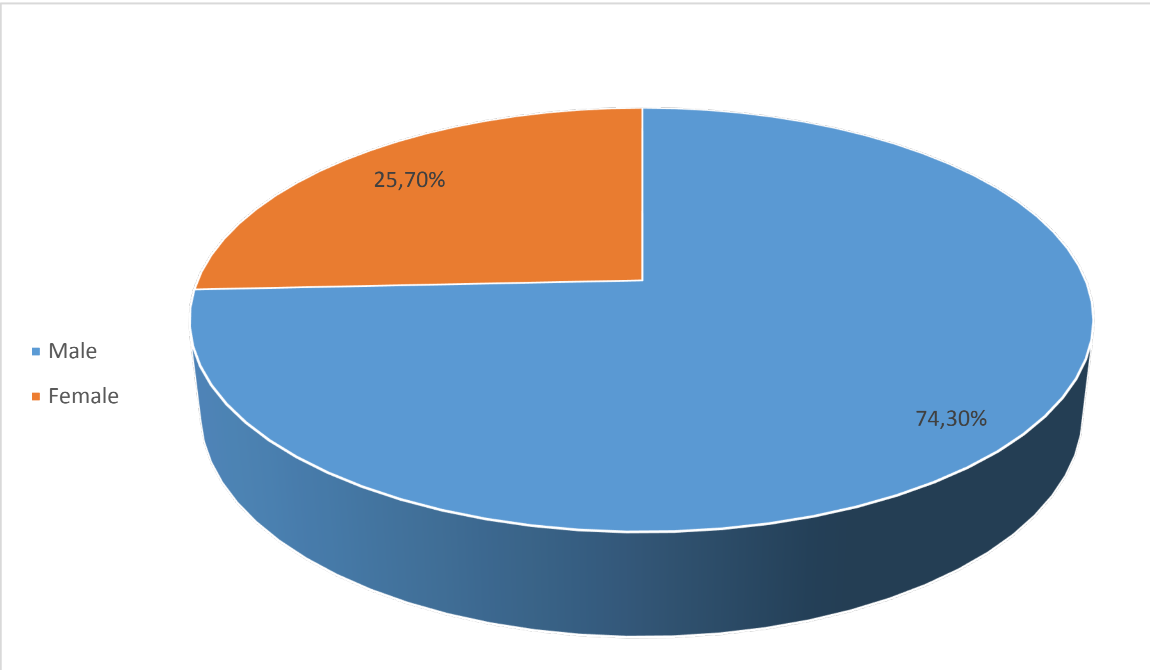


Figure 4.1 portrays the gender distribution of the respondents. A high level of gender disparity is shown in that about three quarters of the respondents, i.e. 74.3%, were male, whereas only 25.7% of the respondents were female. Table 4.2 shows the actual number of male and female respondents who were part of the study. Both

Figure 4.1 and Table 4.2 suggest that the number of males employed by the Durban central Fire Department is significantly higher than that of females, with a ratio of 3:1. These empirical findings are in line with research conducted by Crosby (2014:1) which found that men make up the majority of Public Safety officers, constituting 88% of the workforce, with only 22% being women.

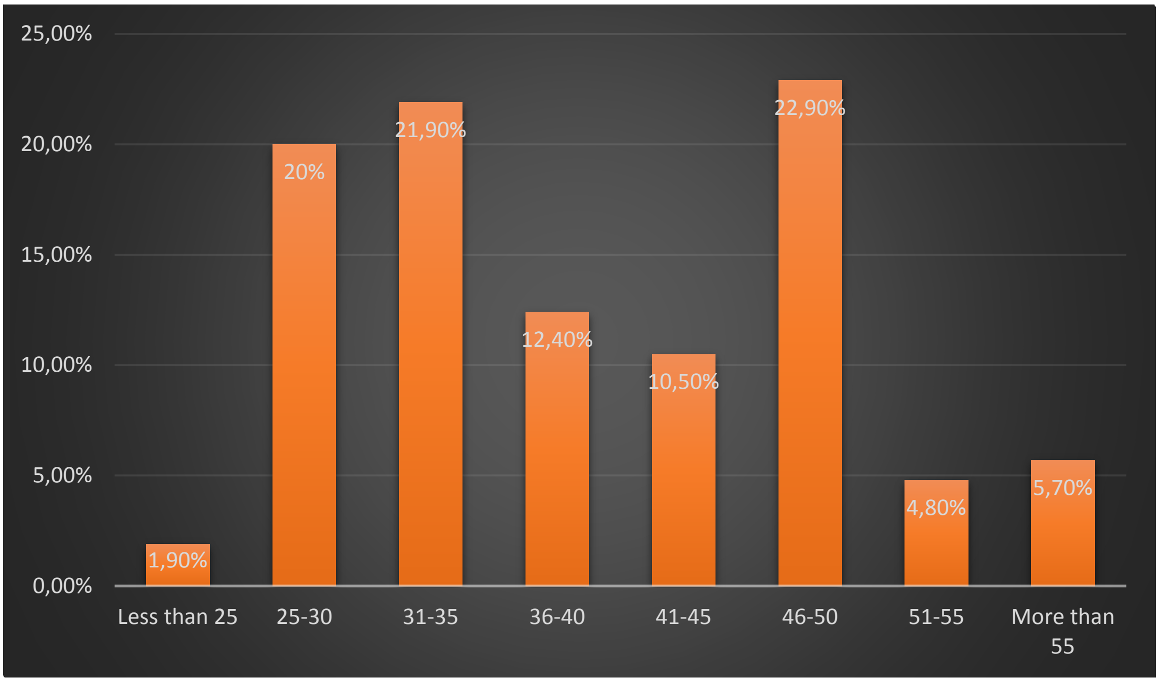
4.3.2 Age group of the respondents

Table 4.3 Analysis of the age group of respondents (n=105)

Age range	Frequency	Percentage
Less than 25	2	1.9%
25-30	21	20%
31-35	23	21.9%
36-40	13	12.4%
41-45	11	10.5%
46-50	24	22.9%
51-55	5	4.8%
More than 55	6	5.7%
Total	105	100%

Table 4.3 above shows an analysis of the age of the respondents in frequencies and percentages. This analysis is further presented below in the form of a bar graph.

Figure 4.2 Analysis of the age group of respondents (n=105)



Both Table 4.3 and Figure 4.2 demonstrate that most of the respondents (22.9%) were aged between 46 and 50 years, whereas the minority (those less than 25 years of age) only constituted a measly 1.9% of the respondents. Furthermore, 20% of the respondents were between 25 and 30 years of age and 21.9% between 31 and 35 years of age. Only 12.4 % of the respondents were aged between 36 and 40 years, while 10.5% were in the range of 41 to 50 years. In total, only 10.3% of the respondents were above 50 years of age. According to Wren, Berkowitz and Grant (2014:110), older employees choose to remain in the organisation because they believe that they have fewer job opportunities available for them.

4.3.3 Comparative analysis between the gender and age profiles of the respondents

Table 4.4 Comparison between age and gender of respondents (n=105)

Age range	Gender				Total	
	Male		Female			
	Count	%	Count	%	Count	%
Less than 25	1	1.0%	1	1.0%	2	1.9%
25-30	15	14.3%	6	5.7%	21	20.0%
31-35	15	14.3%	8	7.6%	23	21.9%
36-40	11	10.5%	2	1.9%	13	12.4%
41-45	8	7.6%	3	2.9%	11	10.5%
46-50	19	18.1%	5	4.8%	24	22.9%
51-55	5	4.8%	0	0%	5	4.8%
More than 55	4	3.8%	2	1.9%	6	5.7%
Total	63	74.3%	27	25.7%	105	100

Table 4.4 above illustrates that for the respondents that were less than 25 years old, a meagre 1% were male and 1% female. Of those aged between 25-30 years, 14.3% were male and only 5.7% were female. The age range of 36 to 40 years comprised 10.5% male and 1.9% female respondents. For those aged between 41 and 45 years, 7.6% were male and 2.9% were female. In addition, for those aged between 46 and 50 years, only 18.1% were male while 4.8% were female. Only 3.8% of the respondents aged more than 55 years old were male, whereas 1.9% were female.

4.3.4 Education level of the respondents

Table 4.5 Education levels of the respondents (n=105)

Education level	Frequency	Percentage
Grade 12 (Matric)	84	80%
National Diploma	14	13.3%
Honours Degree	3	2.9%
Postgraduate degree	3	2.9%
Total	105	100%

Table 4.5 above presents the education levels of the respondents in tabular format using frequencies and percentages. The results are further illustrated in the bar graph below.

Figure 4.3 Education level of the respondents (n=105)

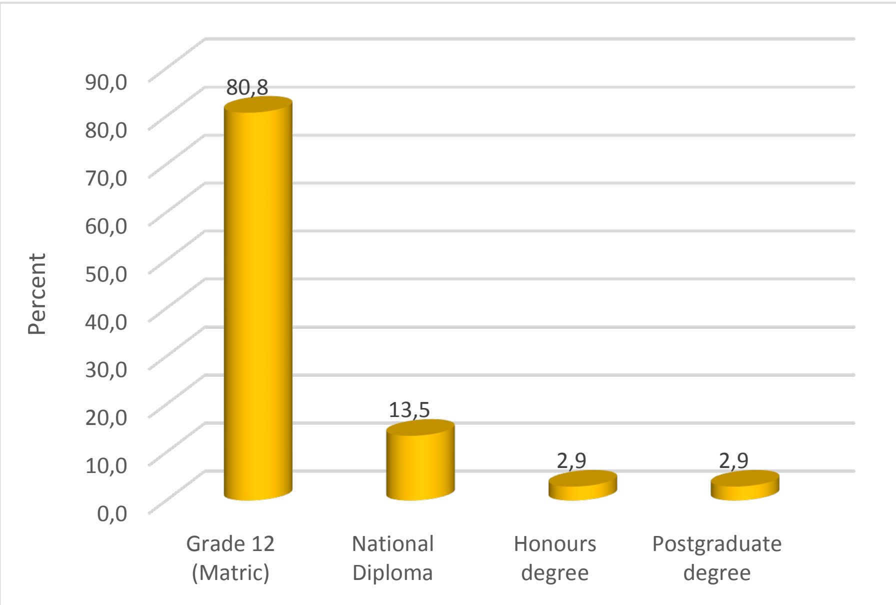


Figure 4.3 and Table 4.5 indicate that the bulk of respondents (80.8%) had a school leaving qualification (Matric). Only 13.5% of the respondents had a national diploma, whereas 2.9% had obtained an honours degree. Less than 3% of the participants had obtained a post-graduate degree. According to Islam *et al.* (2013:323), employees with university degrees are more likely to leave the

organisation, thereby indicating that those with no degrees have a higher likelihood of remaining in the organisation as shown by the findings of this study.

4.3.5 Length of service of the respondents

Table 4.6 Length of service (n=105)

Length of service	Frequency	Percentage
6 months to 1 year	12	11.4%
1 – 5 years	9	8.6%
6 – 10 years	40	38.1%
11 – 15 years	18	17.1%
16 – 20 years	13	12.4%
More than 20 years	12	11.4%

Table 4.6 above presents the length of service of the respondents in a summarised frequency and percentage tabular format. This is further expounded in Figure 4.4 below.

Figure 4.4 Length of service of respondents (n=105)

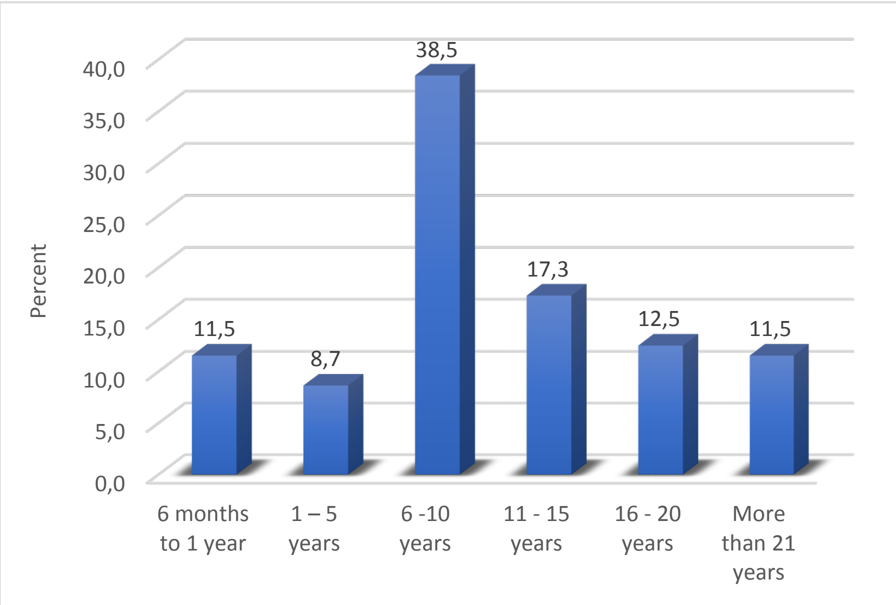


Table 4.6 and Figure 4.4 indicate that almost 80% of the respondents had been working for over 5 years. This suggests that respondents had been in the department's employ for a considerable amount of time, which is a valuable fact as it shows that experienced workers responded to the questions. It is clearly shown that those who had been employed for between 1 to 5 years constituted 8.7% of the respondents whereas the most of the respondents, constituting 38.5%, had been employed for between 6 and 10 years. The results also show that 11.5% of the respondents have spent more than 21 years in employment and again, 11.5% have been in employment for a year or less. Maden (2014:1113) suggests that employees with a high length of service are reluctant to leave the organisation because they have invested a lot into the organisation.

4.3.6 Comparative analysis between gender and length of service

Table 4.7 Comparison between gender and length of service (n=105)

Length of service	Gender				Total	
	Male		Female			
	Count	%	Count	%	Count	%
Less than 6 months	0	0%	0	0%	0	0%
6 months to 1 year	5	4.8%	7	6.7%	12	11.5%
1-5 years	8	7.6%	1	1.0%	9	8.6%
6-10 years	30	28.6%	10	9.5%	40	38.1%
11-15 years	15	14.3%	4	3.8%	19	18.1%
16-20 years	12	11.4%	1	1.0%	13	12.4%
More than 21 years	8	7.6%	4	3.8%	12	11.4%
Total	78	74.3%	27	25.7%	105	100%

Table 4.7 above elucidates that none of the male and female respondents had worked at the Durban Central Fire Department for less than 6 months. Of the respondents who had been employed for between 6 months to a year, 4.8% were male and 6.7% were female. Furthermore, Table 4.7 indicates that a mere 1% of

the respondents in the department's employ for between 1 to 5 years were female in contrast to 7.6% who were male. Table 4.7 illustrates that the highest percentage for length of service was within the 6 to 10 year range, where 28.6% of the participants were male and 9.5% were female. This demonstrates that most of the respondents had been in employ for a period greater than 5 years. As shown by Table 4.7, 3.8% of the respondents were females employed for between 11 and 15 years, while 14.3% of their male counterparts were within the same range. Again, the Table 4.7 shows that only 1% of the participants were females employed for between 16 and 20 years, whereas 11.4% of the respondents were males within the similar range of length of service. It is further noted that 7.6% of the respondents were males employed for more than 21 years and 3.8% were females employed for longer than 21 years.

4.4 SECTION B: RESPONDENTS' PERSPECTIVES ON THE IMPACT OF RECRUITMENT POLICIES AND INDUCTION PROGRAMMES ON EMPLOYEE RETENTION

The following section provides an outline of the descriptive statistics relating to recruitment policies, induction programmes and employee retention. The use of graphs, frequency tables and different statistical tests was used to analyse data for this section. This section provides an analysis of the respondents' scoring patterns per section and per variable. In the first instance, the researcher uses summarised percentages to present the results for the variables constituting each section. Further analysis of the results is done in accordance to the importance of the statements.

4.4.1 Section B5

This section presents the descriptive statistics pertaining to the responses to the questionnaire in relation to recruitment policies.

Table 4.8 Scoring patterns relating to recruitment policies (n= 105)

Statement	Responses	Response options					Total
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
5.1 I believe I am well able to meet the demands of my current job at the Durban Central Fire Department	Count	0	2	6	36	61	105
	Percentage	0.0%	1.9%	5.7%	34.3%	58.1%	100%
5.2 I believe I have the necessary skills and knowledge required for my current job	Count	0	5	14	43	43	105
	Percentage	0.0%	4.8%	13.3%	41.0%	41.0%	100%
5.3 The job description for my current job clearly stated the duties and responsibilities	Count	8	6	6	47	38	105
	Percentage	7.6%	5.7%	5.7%	44.8%	36.2%	100%
5.4 I believe the best possible candidates are selected to work at the Durban Central Fire Station	Count	21	10	51	5	18	105
	Percentage	20.0%	9.5%	48.6%	4.8%	17.1%	100%
5.5 I do not feel overwhelmed by my current job	Count	4	23	18	41	19	105
	Percentage	3.8%	21.9%	17.1%	39.0%	18.1%	100%
5.6 I found the interview process during my recruitment quite challenging	Count	10	21	34	36	4	105
	Percentage	9.5%	20.0%	32.4%	34.3%	3.8%	100%
5.7 The time lapse between my application and selection was more than a month	Count	13	14	13	46	19	105
	Percentage	12.4%	13.3%	12.4%	43.8%	18.1%	100%
5.8 I believe recruiting skilled and competent people is important to the Fire Department	Count	6	0	16	28	55	105
	Percentage	5.7%	0.0%	15.2%	26.7%	52.4%	100%
5.9 I am aware of Fire Department's recruitment policy	Count	20	17	15	38	15	105
	Percentage	19.0%	16.2%	14.3%	36.2%	14.3%	100%
5.10 Overall I am satisfied with the recruitment policy of the Fire Department	Count	16	16	48	17	8	105
	Percentage	15.2%	15.2%	45.7%	16.2%	7.6%	100%

Table 4.8 provides a summary of the scoring patterns relating to recruitment policies in accordance with the response options of the Likert Scale, namely Strongly

Disagree, Disagree, Neutral, Agree and Strongly Agree. This is further depicted in summary by the bar graph in Figure 4.5 below.

Figure 4.5 Summary of the scoring pattern relating to recruitment policies (n=105)

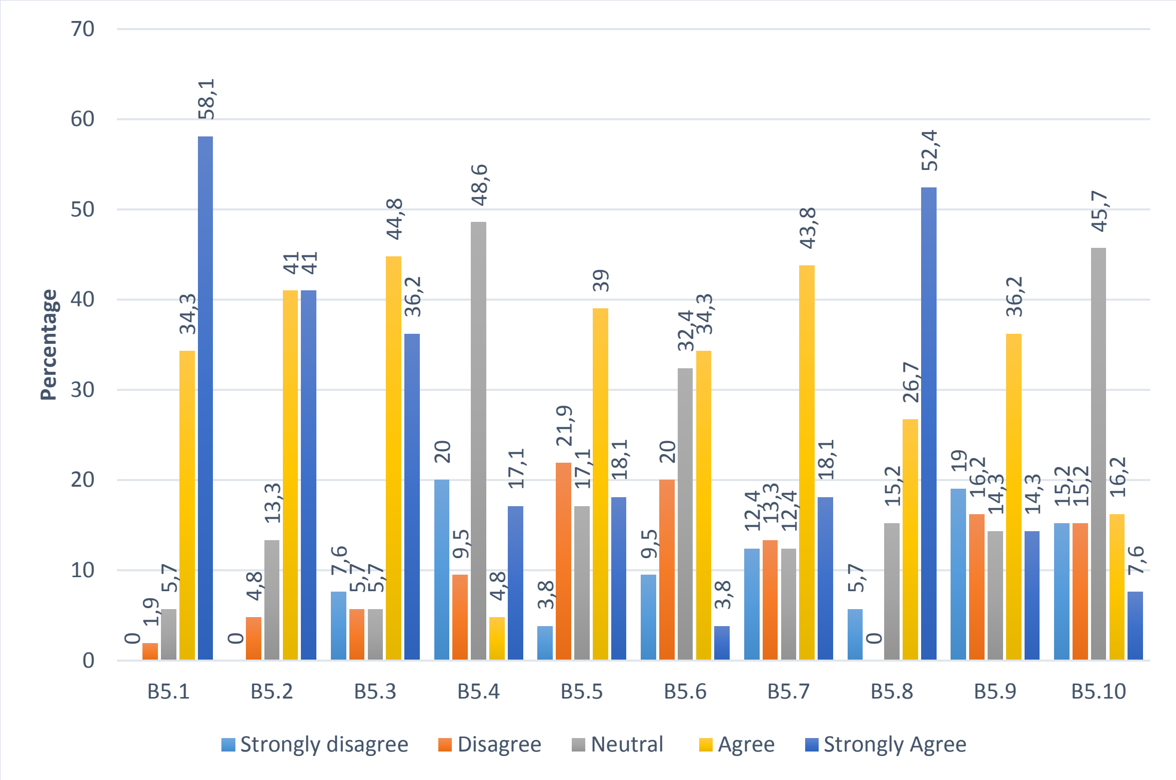


Table 4.8 and Figure 4.5 both reveal that the highest percentage (58.1%) were respondents who believe that they are well able to meet the demands of their current jobs (Statement B5.1) and 52.4% of the respondents believe that recruiting skilled and competent people is important to the fire department (Statement B5.8). Table 4.8 also highlights that 41.0% of the respondents both agreed and strongly agreed that they have the necessary skills and knowledge required for their current jobs (Statement B5.2). Again in relation to recruitment policies, of the total number of respondents, 44.8% believed that the job description for their current job clearly stated the duties and responsibilities (Statement B5.3), whereas of the responses to Statement B5.4, 20.0% of the respondents disagreed that the best suitable candidates are selected to work at the Durban Central Fire Department. The highest level of disagreement (21.9%) was recorded on statement B5.5, 'I do not feel

overwhelmed by my current job'. It is therefore inferred that 21.9% of the respondents did feel overwhelmed by their current job. Only 36.2% of the respondents agreed that they are aware of the Fire Department's recruitment policy (Statement B5.9) and it was noted that 45.7% of the respondents provided a neutral response on their satisfaction witht the recruitment policy of the Durban Central Fire Department (Statement B5.10).

4.4.2 Section B6

This section presents the descriptive statistics pertaining to the questionnaire responses on induction programmes.

Table 4.9 Scoring patterns relating to induction programmes (n=105)

Statement	Responses	Response options					Total
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
6.1 The fears I had about working at the Durban Central Fire Station were removed during my induction	Count	1	19	29	43	13	105
	Percentage	1.0%	18.1%	27.6%	41.0%	12.4%	100%
6.2 I was formally introduced to my team and relevant people during induction	Count	8	9	29	39	19	105
	Percentage	7.6%	8.6%	27.6%	37.1%	18.1%	100%
6.3 Induction gave me a positive outlook of the Durban Central Fire Department	Count	5	12	19	52	17	105
	Percentage	4.8%	11.4%	18.1%	49.5%	16.2%	100%
6.4 I received the information necessary for me to commence my duties during induction	Count	6	10	18	56	15	105
	Percentage	5.7%	9.5%	17.1%	53.3%	14.3%	100%
6.5 I was given an opportunity to practise what I learnt during induction	Count	3	11	23	49	19	105
	Percentage	2.9%	10.5%	21.9%	46.7%	18.1%	100%
6.6 The induction programmes made me feel overwhelmed by the demands of the job	Count	7	19	46	26	7	105
	Percentage	6.7%	18.1%	43.8%	24.8%	6.7%	100%
6.7 The induction programmes provided me with the guidance and support needed to do my job well	Count	3	7	37	33	25	105
	Percentage	2.9%	6.7%	35.2%	31.4%	23.8%	100%
6.8 I feel that the length of the induction programme is sufficient for me to learn to do my job properly	Count	6	19	51	13	16	105
	Percentage	5.7%	18.1%	48.6%	12.4%	15.2%	100%
6.9 Induction is given adequate importance in this organisation	Count	12	30	28	32	3	105
	Percentage	11.4%	28.6%	26.7%	30.5%	2.9%	100%
6.10 Overall, I am satisfied with the induction programmes offered in this organisation	Count	28	15	34	15	13	105
	Percentage	26.7%	14.3%	32.4%	14.3%	12.4%	100%

Table 4.9 depicts the summarised frequencies and percentages of the respondents' responses in relation to induction programmes. Figure 4.6 below also presents these in graphical format, with further explanations provided.

Figure 4.6 Summary of scoring patterns relating to induction programmes

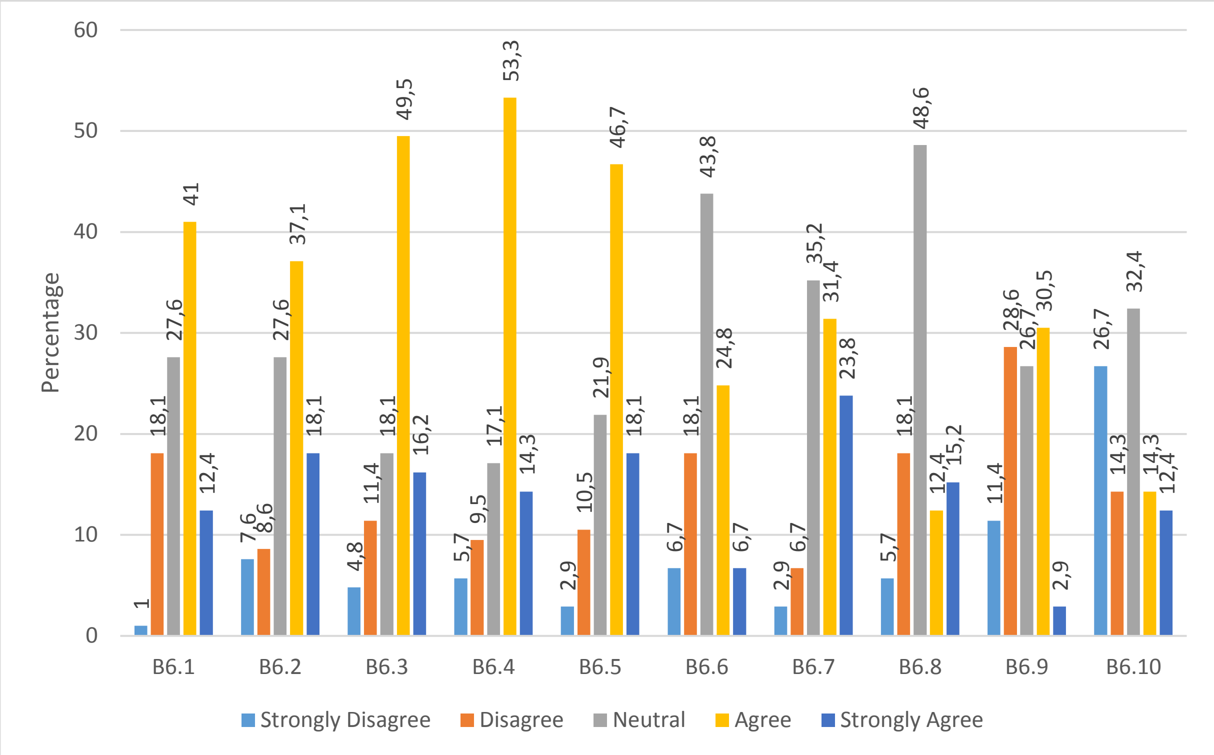


Table 4.9 and Figure 4.6 demonstrate that 41.0% of the respondents agree that the fears they had about working at the Durban Central Fire Station were removed during induction (Statement B6.1). Additionally, 36.9% of the respondents agreed that they were formally introduced to their team and relevant people during induction (Statement B6.2). It is further highlighted by Table 4.9 and Figure 4.6 that 35.3 % of respondents gave a neutral response to Statement B6.7- 'the induction programme provided me with the guidance and support needed to do my job well,' whereas 31.4% agreed and 23.8% strongly agreed to the same statement. It is noted that 49.5 % of the respondents (as shown in Table 4.9 and Figure 4.6) agreed that the induction gave them a positive outlook of the organisation (Statement B6.3). High levels of neutrality were recorded on both Statement B6.6 - 'the induction programmes made me feel overwhelmed by the demands of the job' and Statement

B6.8 - ‘I feel that the length of the induction programme was sufficient for me to learn to do my job properly’. The highest level of agreement, 53.3%, indicated that the respondents believed that they received the information necessary for them to commence their duties during induction (Statement B6.4). Conversely, a high level of disagreement (Disagree and Strongly Disagree) was recorded on Statement B6.9 where 28.6% and 11.4% of the respondents disagreed and strongly disagreed respectively that induction is given adequate importance in the organisation. Consequently, a vast majority of respondents (32.4%) were neutral on whether, overall, they were satisfied with the induction programmes in the organisation (Statement B6.10), whilst only 14.3% and 12.4% respectively agreed and strongly agreed with this notion.

4.4.3 Section B7

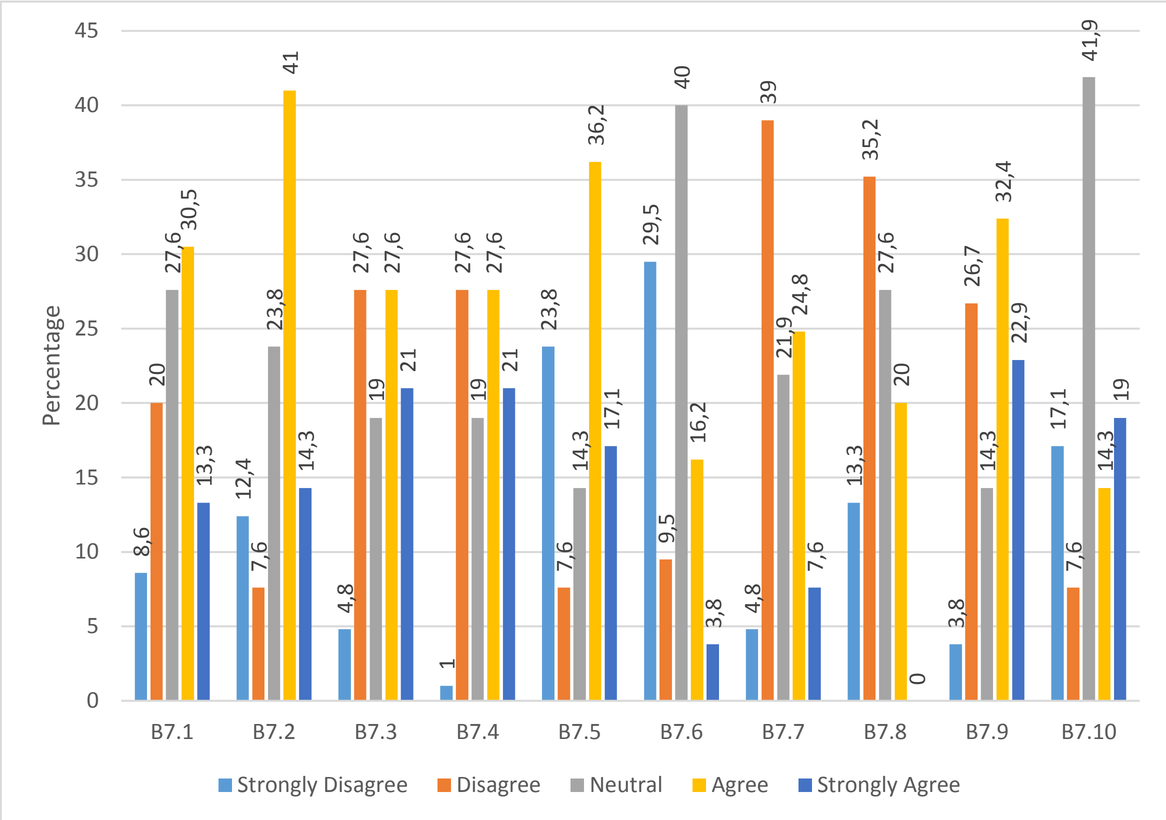
This section elucidates the descriptive statistics pertaining to employee retention.

Table 4.10 Scoring patterns relating to employee retention

Statement	Responses	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
		Response options					
7.1 I am satisfied with my current position in the organisation	Count	9	21	29	32	14	105
	Percentage	8.6%	20.0%	27.6%	30.5%	13.3%	100%
7.2 I will continue working at the Durban Central Fire Department because I feel my skills are important here	Count	13	8	25	43	15	105
	Percentage	12.4%	7.6%	23.8%	41.0%	14.3%	100%
7.3 I was attracted to work at the Durban Central Fire Department because of its ability to retain employees	Count	5	29	20	29	22	105
	Percentage	4.8%	27.6%	19.0%	27.6%	21.0%	100%
7.4 The skills and competencies I gained during induction had a positive effect on me staying in this organisation	Count	1	17	21	50	14	105
	Percentage	1.0%	16.2%	20.0%	47.6%	13.3%	100%
7.5 I feel welcome and at home at the Durban Central Fire Department, hence I am motivated to stay	Count	25	8	15	38	18	105
	Percentage	23.8%	7.6%	14.3%	36.2%	17.1%	100%
7.6 I feel the right people for the right jobs are recruited, hence they are able to stay at the Durban Central Fire Department	Count	31	10	42	17	4	105
	Percentage	29.5%	9.5%	40.0%	16.2%	3.8%	100%
7.7 My decision to stay at the Durban Central Fire Department is related to its induction programmes	Count	5	41	23	26	8	105
	Percentage	4.8%	39.0%	21.9%	24.8%	7.6%	100%
7.8 My decision to remain at the Durban Central Fire Department is related to its recruitment policy	Count	14	37	29	21	0	105
	Percentage	13.3%	35.2%	27.6%	20.0%	0.0%	100%
7.9 I am motivated by other reasons besides the recruitment policy and induction programmes to stay in this organisation	Count	4	28	15	34	24	105
	Percentage	3.8%	26.7%	14.3%	32.4%	22.9%	100%
7.10 Given a better opportunity, I would leave the Durban Central Fire Department	Count	18	8	44	15	20	105
	Percentage	17.1%	7.6 %	41.9%	14.3%	19.0%	100%

Table 4.10 summarises the scoring patterns pertaining to employee retention. Similar statistics are depicted in bar graph format as shown in Figure 4.7 below.

Figure 4.7 Summary of scoring patterns relating to employee retention



As illustrated in both Table 4.10 and Figure 4.7, the uppermost level of agreement was recorded in Statement B7.4, where 47.6% of the respondents agreed that the skills and competencies gained during induction had a positive effect in them staying in the organisation, while a paltry 1% disagreed with the same statement. The highest neutrality response, 41.9%, was in relation to Statement B7.10 – 'given a better opportunity, I would leave the Durban Central Fire Department'. As reflected in Figure 4.7 above, 41.0% of the respondents stated that they will continue working at the Durban Central Fire Department because they feel that their skills are important there (Statement B7.2). As highlighted in Statement B7.3, 27.6% of the respondents agreed, while 21.0% strongly agreed that they were attracted to work at the Durban central Fire Department because of its ability to retain employees. Furthermore, a high level of agreement (36.2% agree and 17.1% strongly agree) is seen in Statement B7.5 - 'I feel welcome and at home at the Durban Central Fire

Department hence I am motivated to stay'. According to 24.8% of the respondents, their decision to stay at the Durban Central Fire Department is related to its induction programmes (Statement B7.7). Furthermore, only 20% of the respondents agreed that their decision to stay at the Durban Central Fire Department is related to its recruitment policies (Statement B7.8). As a result, of the total respondents, 32.4% agreed while 22.9% strongly agreed that they are motivated by reasons other than the recruitment policy and induction programmes to stay in the organisation (Statement B7.9). It is further noted that 41.9% of the respondents were neutral on whether, given a better opportunity, they would leave the Durban Central Fire Department. In responding to Statement B7.6, 29.5% of the respondents disagreed that they feel the right people for the right jobs are recruited, hence they are able to stay at the Durban Central Fire Department; whereas 40.0% chose to take a neutral stance on the statement.

4.5 HYPOTHESIS TESTING

Subsequent to the presentation of the descriptive analysis of data on the impact of recruitment policies and induction programmes on employee retention at the Durban Central Fire Department in KwaZulu-Natal, it is fitting that relevant hypotheses relating to the empirical analysis be tested. According to Cooper and Schindler (2005 cited in Gill and Johnson, 2010:82) and De Vos (2011:6), a hypothesis is formulated in order to be tested using empirical methodology before it can be rejected, revised or accepted. Hypotheses fall into two categories, namely the null hypothesis and alternative hypothesis (Gill and Johnson, 2010:82). A null hypothesis states that there is no statistically significant relationship existing between two variables and conversely, an alternative hypothesis alludes that there is a statistically significant relationship between two variables. Creswell (2014: 144) For the current study, the alternate hypothesis was adopted. The study's main aim was to investigate the impact of recruitment policies and induction programmes on employee retention at the Durban Central Fire Department in KwaZulu-Natal. Two non-parametric tests, namely Pearson's Chi Square test and Spearman's Rank Order Correlation Coefficient, were utilised in determining the degree of significance. The statistical tests were done at a 95% confidence interval, by means of the SPSS version 24 program.

Hypothesis 1.

H_1 There is a significant relationship between induction programmes and being able to meet the demands of the job.

Table 4.11 Relationship between induction programmes and ability to meet job demands

Statements B6.1 and B5.1	Value	Df	Asymp. Sig. (2-sided)
Pearson's Chi-square	29.680	12	0.003
Likelihood ratio	17.259	12	0.140
Linear-by-linear Association	6.886	1	0.009
X^2	18.282		
Spearman's rank order Correlation co-efficient	0.800		
Number of Valid Cases	105		

*Pearson's Chi-Square = 29.680, df = 12, Cut-off parameter: Pearson's Significance ($p < 0.05$); Spearman (r_s) = 0.800, Cut-off parameter: Spearman Significance ($r_s > 0.7$)

Table 4.11 shows that Pearson's Chi-Square test result ($p<0.05$) and Spearman's Rank Order Correlation Co-efficient ($r_s>0.7$) both generated a significant result. The Pearson's Chi-Square value of 29.680 is greater than the x^2 cut-off value of 18.282, whereas the Spearman's Rank Order Correlation Co-efficient of 0.800 is greater than the r_s cut-off value of 0.7. As revealed in Table 4.11, there is a significant relationship between induction programmes and the ability to meet job demands, the hypothesis is therefore accepted.

Hypothesis 2

H_2 There is a significant correlation between receiving the necessary information to commence duties and being able to meet the demands of the job

Table 4.12 Relationship between receiving information necessary to commence duties and ability to meet job demands (n=105)

Statements B6.4 and B5.1	Value	Df	Asymp. Sig. (2-sided)
Pearson's Chi-square	28.074	12	0.005
Likelihood ratio	22.074	12	0.037
Linear-by-linear Association	5.851	1	0.016
X^2	20.258		
Spearman's rank order Correlation co-efficient	0.722		
Number of Valid Cases	105		

*Pearson's Chi-Square = 28.074, df = 12, Cut-off parameter: Pearson's Significance ($p < 0.05$); Spearman (r_s) = 0.722, Cut-off parameter: Spearman Significance ($r_s > 0.7$)

Table 4.12 above indicates that both Pearson's Chi-Square ($p<0.05$) and Spearman's rank order correlation co-efficient ($r_s>0.7$) show a highly significant relationship between receiving the information necessary to commence duties and the ability to meet job demands. The Pearson Chi-Square value of 28.074 is higher than the x^2 cut-off value of 20.258. Furthermore, the Spearman's rank order correlation coefficient value of 0.722 is greater than the cut-off parameter of 0.7. This therefore is a demonstration of a significant relationship between receiving the information necessary to commence duties and the employee's ability to meet the job demands. Therefore, the hypothesis is accepted.

Hypothesis 3

H_3 There is a significant relationship between being able to practise what was learnt during induction and the ability to meet the demands of the job

Table 4.13 Relationship between ability to practise what was learnt during induction and ability to meet job demands (n=105)

Statements B6.5 and B5.1	Value	Df	Asymp. Sig. (2-sided)
Pearson's Chi-square	29.944	12	0.042
Likelihood ratio	18.210	12	0.086
Linear-by-linear Association	11.078	1	0.001
X^2	17.078		
Spearman's rank order Correlation co-efficient	0.706		
Number of Valid Cases	105		

*Pearson's Chi-Square = 29.944 df = 12, Cut-off parameter: Pearson's Significance ($p < 0.05$); Spearman (r_s) = 0.706, Cut-off parameter: Spearman Significance ($r_s > 0.7$)

Table 4.13 highlights that the Pearson's Chi-Square test result ($p < 0.05$) and the Spearman's Rank Order Correlation Co-efficient ($rs > 0.7$) illustrates a highly significant relationship where p is 0.042 and r_s is 0.706. There is a highly significant relationship between being able to practice what was learnt during induction and being able to meet job demands. Hence, the hypothesis was accepted.

Hypothesis 4

H_4 There is a significant relationship between employee retention and being able to meet the demands of the job

Table 4.14 Relationship between employee retention and being able to meet job demands

Statements B7.2 and B5.1	Value	Df	Asymp. Sig. (2-sided)
Pearson's Chi-square	31.436	12	0.002
Likelihood ratio	18.210	12	0.098
Linear-by-linear Association	11.078	1	0.536
X^2	15.572		
Spearman's rank order Correlation co-efficient	0.911		
Number of Valid Cases	105		

*Pearson's Chi-Square = 31.436, df = 12, Cut-off parameter: Pearson's Significance ($p < 0.05$); Spearman (r_s) = 0.911, Cut-off parameter: Spearman Significance ($r_s > 0.7$)

Table 4.14 illustrates that Pearson's Chi-Square test result ($p < 0.05$) and the Spearman's Rank Order Correlation Co-efficient ($r_s > 0.7$) are both highly significant. The Pearson's Chi-Square value of 31.436 is greater than the x^2 cut-off value of 15.572 whereas the Spearman's Rank Order Correlation Co-efficient of 0.911 is greater than the r_s cut-off value of 0.7. This shows a highly significant relationship between employee retention and the ability to meet job demands. The hypothesis is therefore accepted.

Hypothesis 5

H_5 There is a significant relationship between employee retention and having the necessary skills and knowledge for the job

Table 4.15 Relationship between employee retention and having the necessary skills and knowledge for the job (n=105)

Statements B7.9 and B5.2	Value	Df	Asymp. Sig. (2-sided)
Pearson's Chi-square	31.311	12	0.002
Likelihood ratio	26.776	12	0.008
Linear-by-linear Association	6.539	1	0.011
X^2	20.880		
Spearman's rank order Correlation co-efficient	0.821		
Number of Valid Cases	105		

*Pearson's Chi-Square = 31.311, df = 12, Cut-off parameter: Pearson's Significance ($p < 0.05$); Spearman (r_s) = 0.821, Cut-off parameter: Spearman Significance ($r_s > 0.7$)

Table 4.15 above shows that both the Pearson's Chi-Square test result ($p < 0.05$) and the Spearman's Rank Order Correlation Co-efficient ($r_s > 0.7$) are highly significant. It may therefore be inferred that there is a highly significant relationship between employee retention and having the necessary knowledge and skills for the job. The hypothesis is therefore accepted.

Hypothesis 6

H_6 There is a significant relationship between induction programmes and recruitment policies

Table 4.16 Relationship between induction programmes and recruitment policies (n=105)

Statements B6.7 and B5.3	Value	Df	Asymp. Sig. (2-sided)
Pearson's Chi-square	31.680	16	0.011
Likelihood ratio	29.928	16	0.018
Linear-by-linear Association	5.320	1	0.021
X^2	26.558		
Spearman's rank order Correlation co-efficient	0.721		
Number of Valid Cases	105		

*Pearson's Chi-Square = 31.680, df = 16, Cut-off parameter: Pearson's Significance ($p < 0.05$); Spearman (r_s) = 0.721, Cut-off parameter: Spearman Significance ($r_s > 0.7$)

Table 4.16 reveals that both the Pearson's Chi-Square test result ($p < 0.05$) and the Spearman's Rank Order Correlation Co-efficient ($r_s > 0.7$) are highly significant ($p = 0.011$; $r_s = 0.721$). A highly significant relationship therefore exists between induction programmes and recruitment policies. Hence, the hypothesis is accepted.

Hypothesis 7

H_7 There is a significant relationship between employee retention and having a clear job description

Table 4.17 Relationship between employee retention and having a clear job description (n=105)

Statements B7.6 and B5.3	Value	Df	Asymp. Sig. (2-sided)
Pearson's Chi-square	36.970	16	0.002
Likelihood ratio	28.329	16	0.029
Linear-by-linear Association	0.827	1	0.363
X^2	25.947		
Spearman's rank order Correlation co-efficient	0.853		
Number of Valid Cases	105		

*Pearson's Chi-Square = 36.970, df = 16, Cut-off parameter: Pearson's Significance ($p < 0.05$); Spearman (r_s) = 0.853, Cut-off parameter: Spearman Significance ($r_s > 0.7$)

Table 4.17 demonstrates that both the Pearson Chi-square test ($p < 0.05$) and Spearman's Rank Order Correlation Co-efficient ($rs > 0.7$) revealed a highly significant result ($r_s = 0.853$; $p = 0.002$). From the results, it is evident that a highly significant relationship exists between employee retention and having a clear job description. The hypothesis is therefore accepted.

Hypothesis 8

H_8 There is a significant relationship between induction programmes and recruiting skilled and competent people.

Table 4.18 Relationship between induction programmes and recruiting skilled and competent people (n=105)

Statements B6.4 and B5.8	Value	Df	Asymp. Sig. (2-sided)
Pearson's Chi-square	41.289	12	0.000
Likelihood ratio	43.358	12	0.000
Linear-by-linear Association	3.832	1	0.050
X^2	30.202		
Spearman's rank order Correlation co-efficient	0.807		
Number of Valid Cases	105		

*Pearson's Chi-Square = 41.289, df = 12, Cut-off parameter: Pearson's Significance ($p < 0.05$);
Spearman (r_s) = 0.807, Cut-off parameter: Spearman Significance ($r_s > 0.7$)

Table 4.18 highlights a highly significant relationship reported in both the Pearson's Chi Square test ($p < 0.05$), as well as the Spearman's rank order Correlation co-efficient ($r_s > 0.7$). There is a significant correlation between induction programmes and recruiting skilled and competent people. Thus, the hypothesis is accepted.

Hypothesis 9

H_9 There is a significant relationship between employee retention and recruitment policies

Table 4.19 Relationship between employee retention and recruitment policies (n=105)

Statements B7.6 and B5.8	Value	Df	Asymp. Sig. (2-sided)
Pearson's Chi-square	24.495	12	0.017
Likelihood ratio	22.417	12	0.033
Linear-by-linear Association	0.052	1	0.820
X^2	19.333		
Spearman's rank order Correlation co-efficient	0.906		
Number of Valid Cases	105		

*Pearson's Chi-Square = 24.495, df = 12, Cut-off parameter: Pearson's Significance ($p < 0.05$); Spearman (r_s) = 0.906, Cut-off parameter: Spearman Significance ($r_s > 0.7$)

It can be deduced from Table 4.19 that the Pearson's Chi-Square test result ($p > 0.05$) and the Spearman's Rank Order Correlation Co-efficient ($r_s < 0.7$) both generated a significant result. The Pearson's Chi-Square value of 24.495 is more than the χ^2 cut-off value of 19.333. Furthermore, the Spearman's Rank Order Correlation Co-efficient of 0.906 is greater than the r_s cut-off value of 0.7. Evidently, there is a significant relationship between employee retention and recruitment policies. The hypothesis is therefore accepted.

Hypothesis 10

H_{10} There is a significant relationship between employee retention and induction programmes

Table 4.20 Relationship between employee retention and induction programmes (n=105)

Statements B7.7 and B6.1	Value	Df	Asymp. Sig. (2-sided)
Pearson's Chi-square	23.194	12	0.026
Likelihood ratio	24.320	12	0.018
Linear-by-linear Association	2.384	1	0.123
X^2	23.414		
Spearman's rank order Correlation co-efficient	0.866		
Number of Valid Cases	105		

*Pearson's Chi-Square = 23.194, df = 12, Cut-off parameter: Pearson's Significance ($p < 0.05$); Spearman (r_s) = 0.866, Cut-off parameter: Spearman Significance ($r_s > 0.7$)

Table 4.20 illustrates that the Pearson's Chi-Square test result ($p < 0.05$) was significant. Furthermore, the Spearman's Rank Order Correlation Co-efficient (rs > 0.7) gave a significant result. As the test statistics indicate, a moderately significant correlation exists between employee retention and induction programmes. Therefore, the hypothesis is accepted.

Hypothesis 11

H_{11} There is a significant relationship between employee retention and receiving the necessary information to commence duties.

Table 4.21 Relationship between employee retention and receiving the necessary information to commence duties (n=105)

Statements B7.4 and B6.4	Value	Df	Asymp. Sig. (2-sided)
Pearson's Chi-square	28.438	16	0.028
Likelihood ratio	31.073	16	0.013
Linear-by-linear Association	4.872	1	0.027
X^2	28.470		
Spearman's rank order Correlation co-efficient	0.711		
Number of Valid Cases	105		

*Pearson's Chi-Square = 28.438, df = 16, Cut-off parameter: Pearson's Significance ($p < 0.05$); Spearman (r_s) = 0.711, Cut-off parameter: Spearman Significance ($r_s > 0.7$)

In Table 4.21 above, it is shown that the Pearson's Chi-Square test result ($p <0.05$) and the Spearman's Rank Order Correlation Co-efficient ($rs > 0.7$) both produced a significant result. It is therefore inferred that there is a moderately significant relationship between employee retention and receiving the necessary information to commence duties. Hence, the hypothesis is accepted.

Hypothesis 12

H_{12} There is a significant relationship between employee retention and overall satisfaction with induction programmes.

Table 4.22 There is a significant relationship between employee retention and overall satisfaction with induction programmes (n=105)

Statements B7.4 and B6.10	Value	Df	Asymp. Sig. (2-sided)
Pearson's Chi-square	36.023	16	0.003
Likelihood ratio	46.201	16	0.000
Linear-by-linear Association	2.948	1	0.086
X^2	28.382		
Spearman's rank order Correlation co-efficient	0.824		
Number of Valid Cases	105		

*Pearson's Chi-Square = 36.023, df = 16, Cut-off parameter: Pearson's Significance ($p < 0.05$); Spearman (r_s) = 0.824, Cut-off parameter: Spearman Significance ($r_s > 0.7$)

In relation to Table 4.22 above, both the Pearson Chi-square test ($p < 0.05$) and Spearman's Rank Order Correlation Co-efficient ($rs > 0.7$) revealed a highly significant result (r_s=0.824; p=0.003). There is a highly significant relationship between employee retention and overall satisfaction with induction programmes. As a result, the hypothesis is accepted.

Hypothesis 13

H_{13} There is a significant relationship between feeling overwhelmed by the demands of the job and wanting to leave the organisation, given a better opportunity

Table 4.23 Relationship between feeling overwhelmed by the demands of the job and wanting to leave the organisation, given a better opportunity (n=105)

Statements B6.6 and B7.10	Value	Df	Asymp. Sig. (2-sided)
Pearson's Chi-square	15.717	16	0.473
Likelihood ratio	16.143	16	0.443
Linear-by-linear Association	0.004	1	0.950
X^2	14.607		
Spearman's rank order Correlation co-efficient	0.022		
Number of Valid Cases	105		

*Pearson's Chi-Square = 15.717, df = 16, Cut-off parameter: Pearson's Significance ($p > 0.05$); Spearman (r_s) = 0.022, Cut-off parameter: Spearman Significance ($r_s < 0.7$)

Table 4.23 illustrates that the Pearson's Chi-Square test result ($p > 0.05$) and the Spearman's Rank Order Correlation Co-efficient ($rs < 0.7$) both gave a non-significant result. The Pearson's Chi-Square value of 15.717 is more than the χ^2 cut-off value of 14.607. However, the Spearman's Rank Order Correlation Co-efficient of 0.022 is less than the r_s cut-off value of 0.7. As the test statistics show (Table 4.13), no significant relationship exists between feeling overwhelmed by the demands of the job and wanting to leave the job, given a better opportunity. Based on the aforementioned results, the hypothesis is rejected.

The overall results are summarised in the table below:

Table 4.24 Summary of Hypotheses

	HYPOTHESES	RESULT
H_1	There is a significant relationship between induction programmes and being able to meet the demands of the job	Positive significant
H_2	There is a significant correlation between receiving the necessary information to commence duties and being able to meet the demands of the job	significant
H_3	There is a significant relationship between being able to practise what was learnt during induction and the ability to meet the demands of the job	Highly significant
H_4	There is a significant relationship between employee retention and being able to meet the demands of the job	Highly significant
H_5	There is a significant relationship between employee retention and having the necessary skills and knowledge for the job	Highly significant
H_6	There is a significant relationship between induction programmes and recruitment policies	Highly significant
H_7	There is a significant relationship between employee retention and having a clear job description	Highly significant
H_8	There is a significant relationship between induction programmes and recruiting skilled and competent people	Significant
H_9	There is a significant relationship between employee retention and recruitment policies	Significant
H_{10}	There is a significant relationship between employee retention and induction programmes	Moderately significant

H_{11}	There is a significant relationship between employee retention and receiving the necessary information to commence duties.	Moderately significant
H_{12}	There is a significant relationship between employee retention and overall satisfaction with induction programmes.	Highly significant
H_{13}	There is a significant relationship between feeling overwhelmed by the demands of the job and wanting to leave the organisation, given a better opportunity.	No significance

4.6 LIMITATIONS OF THE STUDY

Five of the returned questionnaires were discarded due to incomplete responses and hence could not be used as part of the empirical analysis of the data. Because the data in this study were ordinal in nature, the parametric tests adopted are of a less robust nature. Furthermore, time and space constraints meant that the researcher only focused her study within the context of the Durban Central Fire Department in KwaZulu-Natal. Hence, it is not possible to generalise the research findings to other contexts due to differences in situational factors.

4.7 CONCLUSION

In this chapter, the analysis of the data collected from questionnaire responses was presented. Descriptive statistics as well as frequencies and percentages were used in presenting the results. Graphs, tables and pie charts were utilised in presenting the descriptive statistics. Data was analysed through the use of non-parametric tests on SPSS version 24 for Windows. The following chapter, Chapter 5, will discuss the findings arising from the empirical analysis of the data captured from collected responses in detail.

CHAPTER 5

DISCUSSION OF EMPIRICAL FINDINGS

5.1 INTRODUCTION

The preceding chapter provided an analysis of the data collected for this study. In this penultimate chapter, an in-depth discussion on the empirical results of the study is given. The discussion is to a large extent reliant on the literature reviewed in this study. The chapter initially discusses the scoring patterns relating to recruitment policies, induction programmes and employee retention. Subsequent to this, a detailed discussion of the results from the hypotheses tested ensues.

5.2 DISCUSSION BASED ON EMPIRICAL RESULTS

Recruitment policies and induction programmes are emphasised as organisational strategies for improving employee retention. This study investigated the impact of recruitment policies and induction programmes on employee retention. The study was an in-house investigation of the Durban Central Fire Department. A closed-ended structured questionnaire was used in gathering responses from the study's respondents. The questionnaire was divided into 2 sections, namely Section A and Section B, where Section A gathered responses relating to the biographical information of the respondents and Section B sought responses relating to the study's variables. Section B had 3 sub-sections, namely Section B5 – recruitment policies, Section B6 – induction programmes and Section B7 – employee retention. Each of the aforementioned sub-sections had 10 questions under it. Based on this, a discussion founded on the empirical results of the impact of recruitment policies and induction programmes on employee retention ensues in the following sections.

5.2.1 Discussion based on scoring patterns relating to recruitment policies

From the findings, it was noted that the majority of respondents pointed out that they believe they are well able to meet the demands of their current jobs, while just above half of the respondents believed that recruiting skilled and competent people is important to the Durban Central Fire Department. Thulo (2014: 3) states that it is important for public sector organisations to recruit employees with the right skills in order to ensure the effective and efficient provision of government services. This is further corroborated by Sutanto and Kurniawan (2016:375), who propose that recruitment should be about attracting the best-fit candidates for the job. According to Hassen and Altman (2010:11), efficient and effective recruitment in the South African context, moreso for public sector organisations, is crucial in addressing the capacity challenge, which is quality service delivery to the South African people.

The results indicate that at the time of this research, a considerable number of respondents stated that they have the necessary skills and knowledge required for their current job. This finding is consistent with opinions in literature that, in the public sector, recruitment is there to ensure that suitably qualified individuals are present to satisfy government's employment needs (Woo, 2014:231). In addition, Zia-ur-Rehman *et al.* (2015:54) note that an organisation's performance and effectiveness is significantly influenced by its recruitment processes because the ability to hire the right people who possess the relevant skills and attributes lies heavily with the recruitment team. Again, the findings reveal that the majority of the respondents believed that the job description for their current job clearly stated the duties and responsibilities. Hossain, Rahman and Labony (2015:39) advance that during recruitment, it is important to clarify issues related to the job so that both the employee and employer are in agreement with regard to job expectations. A clear and elaborate job description is therefore an important component of the recruitment process.

The results show that, at the time of this research, a significantly low number of respondents believed that the most suitable candidates are selected to work at the Durban Central Fire Department. From the literature, it is emphasised that inappropriate recruitment practices diminish organisational effectiveness and are ultimately unfair to the employee recruited, even leading to management distress when having to deal with incompetent employees (Vispute, 2013:744). Moreover, Rehman (2012:76) remarks that ineffective recruitment is an impediment to the effective selection of candidates because when recruitment is poorly conducted, it then follows that recruiters have to select from a poorly qualified pool of candidates. The wrong decisions made during the recruitment phase can have possible ramifications of poor employee performance, which can manifest over time and are usually costly and have a negative impact on service delivery, as noted by Omisore and Okofu (2014:280). Moreover, Woo (2014:232) elaborates that such ramifications reflect badly on the public service organisation and on its ability to render reliable and trustworthy service to the general public.

From the findings, at the time of this research, a significantly high number of respondents stated that they felt overwhelmed by their current jobs. According to Ekwoabam, Ikeije and Ufome (2015:24), the quality of workers in an organisation relies heavily on the effectiveness of the recruitment policy. Inadvertently, the wrong decisions made during the recruitment phase can lead to feelings of being overwhelmed, eventually resulting in poor employee performance which can manifest over time and ultimately impacting negatively on service delivery (Omisore and Okofu, 2014:280).

5.2.2 Discussion based on scoring patterns relating to induction programmes

The findings of the study showed that most of respondents agreed that induction gave them a positive outlook of the organisation. This confirms and reflects opinions stated in literature that through the induction programme, the organisation aims to make a positive impression on the employee by clearly defining the main elements of success (Minnaar and Moolman, 2015:88). As such, Mchete and Shayo (2020:285) emphasise that it is crucial to ensure that induction programmes give the employee a positive outlook of the company and dispel any fears that the employee might have so that the employee is encouraged to stay. According to Daskalaki (2012:93), it is essential for an organisation to generate a conducive work environment that fosters effective delivery of the induction programme, which gives new employees a positive image of the organisation.

The findings also reveal that just over half of the respondents stated that they were formally introduced to their team and relevant people during induction. According to Ramki (2015:20), induction programmes should provide a feeling of collectivism where new employees are introduced to senior management and their colleagues as this makes them feel welcome. Furthermore, there should be an emphasis on teamwork as this tends to make their involvement and commitment to the job very high.

The results show that just over 50% of the respondents highlighted that induction provided them with the guidance and support needed to do their job well. Van Niekerk and Dube (2011:244) highlight that induction is important in that employees get to know what to do, how to do it and the reasons why they are doing it. The induction programme is meant to be a support base for the employee in his adaptation and quick involvement in the workplace, so that they understand their roles and responsibilities Smith, *et al.* (2015:207).

The empirical findings showed that the highest level of agreement in relation to induction programmes was where the respondents believed that they received the necessary information for them to commence their duties during induction. Antonacopoulou and Guttel (2010:22) believe that a good induction programme enables an employee gain an understanding of their role, their department and their organisation in its entirety; acquaints them with the organisational culture, their physical environment, and the organisation's policies and procedures; and ensures that they know and comprehend their legal responsibilities. Kessels (2010:284) posits that it is also necessary for organisations to conduct induction programmes in order to inform new employees about their previous knowledge is uniquely defined for the specific job context. Furthermore, Gill (2010:46) states that specific attention should be given to clearly stating the performance expectations that management has for the new recruit from the onset. Employees who work with clarified expectations perform better and have significantly greater fulfilment in their work. Bakar (2013:70) asserts that depending on the unique nature of the situation, more or less information may be required for each particular induction programme.

5.2.3 Discussion based on scoring patterns relating to employee retention

The findings revealed that the majority of respondents indicated that the skills and competencies gained during induction had a positive effect on them staying in the organisation. Van Niekerk and Dube (2011:244) agree that a good induction programme means that employees' passion for their work as well as their morale are uplifted, thereby ensuring that they become loyal to the organisation from the onset. From the findings, it was observed that the highest neutrality response was on whether given a better opportunity, the respondents would leave the Durban Central Fire Department. It is therefore inferred that the majority of respondents are still undecided about whether to stay or leave the organisation. Byrne (2010:28) believes that employees who do not leave the organisation in the first few months of employment are likely to leave at their most opportune moment if they are mistreated. According to Lee and Way (2010:345), the possibility of an employee leaving the organisation to join another competitor organisation makes it ultimately important to retain employees. Consequently, Pieterson and Oni (2014:141) state that, the best organisations in fact endeavour to attain a 0% voluntary turnover rate and that an indication of a financially and culturally sound organisation is low voluntary turnover. Higher retention and a longer tenure of employees provides the organisation with a sense of security about employees, as they can be relied upon and are trustworthy (Farrell, 2009:87).

The findings indicate that at the time of this research, a significant number of respondents felt welcome and at home at the Durban Central Fire Department. Hence, they are motivated to stay. Kearney (2011:4) affirms that showing care for the new employee has been proven to increase employee productivity and excellence in the job, simultaneously elevating their level of job satisfaction and intention to stay. According to Hendricks and Louw-Potgieter (2012:2), a well-thought-out and implemented induction programme ought to make new employees feel welcome, introduce the organisation to the employee, offer insight into the jobs of fellow employees, give vital background information to aid new recruits in their own jobs and clearly state initial objectives and job expectations. According to Patel and Conklin (2012:2015), most employees will leave an organisation within a period of a year if they do not feel welcome. Minnaar and Moolman (2015:88) recommend that whether an induction programme lasts for a day or six months, it is important that it enables the employee to fit into the organisation.

Additionally, the findings show that a significant number of the respondents were neutral on whether they feel the right people for the right jobs are recruited hence they are able to stay at the Durban Central Fire Department. It is therefore implied that the respondents are uncertain as to whether the Durban Central Fire Department hires suitably qualified candidates. As stated by Doornenbal, *et al.* (2012:6), the recruitment process does not exist simply to substitute leaving workers or to increase the existing workforce, but rather to situate the right workers in the right positions so that they can perform at their optimal best levels and hence display a high level of commitment to their work. Duffield, *et al.* (2010:23) add that when hired employees have the competencies and tendencies required to execute their jobs well, there are more chances of them staying in the organisation, thus ensuring retention. Samuel and Chipunza (2009:411) observe that there is a connection between employees leaving the organisation and the recruitment practices that an organisation adopts.

5.3 DISCUSSION OF THE FINDINGS FROM THE RESEARCH HYPOTHESES OF THE STUDY

For this study, the researcher formulated several hypotheses which were tested using two non-parametric tests, namely Pearson's Chi-square test and Spearman's Rank Order Correlation Coefficient, in order to determine the degree of significance. In this section, the researcher provides a discussion of the test results of the 13 hypotheses formulated for this study.

5.3.1 A discussion on the hypotheses relating to the relationship between induction programmes and recruitment policies

In terms of the relationship between induction programmes and the ability to meet job demands, this study showed that at the time of this research, a significant positive relationship existed between induction programmes and the ability to meet job demands. Thao (2015:15) postulates that the purpose of induction is to obtain the necessary additional knowledge and skills to facilitate the proper performance of a given job. Therefore, when induction is properly conducted, the employee is empowered to adequately meet the demands of the job. Oki (2014:143) states that it is important for every new employee to undergo induction training to be knowledgeable about the skills and knowledge required to carry out the job and to achieve organisational goals.

The findings showed a significant positive relationship between receiving the information necessary to commence duties and the employee's ability to meet job demands. Alberta (2012:23) supports this significance by stating that the learning and sharing of information during induction leads to an understanding of job descriptions, which then enhances an employee's ability to meet job demands. Furthermore, Salau *et al.* (2014:48) state that successful induction which leads to an employee being able to meet job demands should equip new recruits with the relevant information and skills that will enable them to cope with the demands, anxieties and challenges that come from being in a new job. In addition, Stingu (2013: 156) states that during induction, there must be an understanding of the roles and responsibilities of each person involved, which then enables employees to execute tasks efficiently.

This study showed that at the time of this research, a strong positive relationship existed between being able to practice what was learnt during induction and being able to meet job demands. According to Runola (2013:15), employees who undergo induction training exhibit better performance at work and therefore have a greater likelihood of servicing customers and clients better. Thao (2015:22) states that resignations increase if people are not given opportunities to practise what they learnt during induction as they will feel that the job demands become above what they have been conditioned for.

At the time of this research, the findings indicated a highly significant positive relationship between induction programmes and recruitment policies. In literature, Thao (2015:11) states that induction is the final stage of recruitment and the first phase of the training and development of employees. Furthermore, new staff should be inducted following recruitment. Barret, *et al.* (2009:681) believe that organisation implement induction programmes because of the need to bridge the knowledge/experience gap. Ramki (2015:20) postulates that the purpose of induction is not only to impart information, but to effectively introduce new recruits to their departmental teams so that they can settle in with ease. Mbugua, Waiganjo and Njeru (2015:90) state that the greater the gap between what the employee was promised during recruitment and what they experience in the first weeks and months of work, the greater their inclination to quit. Runola (2013:16) states that an investment in recruitment will not yield returns if the employee is not taken through the induction process. Moreover, Byrne (2010:36) surmises that the recruiting the right person for the job from the onset is likely to aid in induction being successful.

The findings showed that at the time of this research, a significant positive correlation existed between induction programmes and recruiting skilled and competent people. Smith, *et al.* (2015: 26) posits that having the proper person-job fit makes induction easier as new employees are already skilled in that particular job and induction simply provides an opportunity for them to learn more about their new job. It can therefore be deduced that the ability to understand what is taught during induction stems and emanates from being a skilled and competent individual. Furthermore, Hendricks and Louw-Potgieter (2012:2) cite that induction decreases the time taken for a skilled employee to fit into the organisation and attain full working capacity.

5.3.2 Hypotheses relating to the relationship between employee retention and recruitment policies

At the time of this research, in terms of the relationship between employee retention and recruitment policies, this study revealed that there existed a positive relationship between employee retention and recruitment policies. According to Gill (2010:34), organisations with recruitment problems are more likely to have retention problems. This finding is further in line with a study by Mbugua, *et al.* (2015:87) on ‘the relationship between strategic recruitment and employee retention in Commercial Banks in Kenya’ which concluded that strategic employee recruitment influenced employee retention. Their study indicated that a significant number of respondents believed that recruitment policies influenced retention to a large extent. This is further buttressed by a study by Chandrasekara and Perera (2016:261) which found that ‘a significant positive relationship existed between recruitment practices and employee retention in selected large-scale apparel firms in Kendy District, Sri Lanka.’ Their study further showed a positive correlation between employee retention and recruitment policy. Moreover, Mbugua, *et al*. (2015:89) state that employee retention has to be positively linked to the practices and processes of recruitment and sources of employee recruitment in order for it to be successful. This is because employees may not be similar in their inclination to leave their jobs, depending on which sources they are recruited from.

From the findings, it was noted that a highly significant positive relationship existed between employee retention and the ability to meet job demands. Oki (2014:144) states that employee retention is critical in building a pool of knowledgeable employees who work with minimum supervision. Furthermore, Sutanto and Kurniawan (2016:375) note that a good recruitment programme can provide a positive influence towards increasing employee loyalty and commitment, thereby improving the quality of work produced because the employee is able to meet demands. Again, a strong positive relationship was noted from the findings between employee retention and having the necessary skills and knowledge for the job. Oki (2014:142) observes that retaining highly skilled employees is increasingly challenging for managers as highly-skilled workers are attracted by many organisations at a time, with offers of a variety of incentives. However, Sutanto and Kurniawan (2016:377) contend that the recruitment of skilled and knowledgeable employees will lead to better performance, which motivates the workers to remain in the organisation.

The study's findings showed that at the time of this research, a strong positive relationship existed between employee retention and having a clear job description. This finding is consistent with opinions in literature, as evidence in literature suggests that employees working with clarified expectations are better performers and find greater fulfilment in their work (Smith, *et al.,* 2015:26). Moreover, Aspfors (2012:50) states that employee satisfaction increases when employees know what salary to expect for their job role, as well as how that salary is determined by the organisation's pay system. Hossain, Rahman and Labony (2015:40) concur by adding that it is essential during recruitment to clarify salary issues so that the employee knows what to expect. Furthermore, a clear and transparent job description helps reduce turnover and therefore increase retention.

5.3.3 Hypotheses relating to employee retention and induction programmes

From the findings at the time of this research, a moderately significant correlation between employee retention and induction programmes was observed. This finding is consistent with the opinions stated in literature, as Salau *et al*. (2014:50) found that induction programmes positively affect employees' attitudes and desire to remain in employ. Their findings indicate that induction influences employee behaviour and attitude towards retention and effectiveness significantly. Thao (2015:15) notes that low labour turnover can be achieved by well planned and executed induction programmes. Haider, Rasli, Akhtar, Yusoff, Malik, Aamir, Arif, Naveed and Tariq (2015:65) state that a successful retention strategy must include induction training as this assists in encouraging the employee to stay longer in the organisation. However, the results from their empirical studies on the Telekom Sector in Pakistan with a sample of 250 respondents showed an inverse relationship between induction and retention. This was attributed to the absence of a good structure for compensating employees in the organisation on which they were conducting their research. They justified this by stating that when employees are inducted well but not given adequate compensation, they may leave the organisation.

The findings revealed a moderately significant relationship between employee retention and receiving the necessary information to commence duties. According to Kempen (2010:49), for an induction programme to be successful, it must provide the new recruit with content that is appropriate, clear and complete. In this way, Kempen (2010:49) believes that when induction provides the employee with the necessary information to commence duties, it impacts positively on retention. The findings further revealed, at the time of this research, that a highly significant positive relationship existed between employee retention and overall satisfaction with induction programmes. Van Knippenberg (2010 cited in Ramki 2015:20) states that employees are more inclined to be loyal and to remain in the organisation when they see themselves as part of a group and play a role in the performance of the group. Therefore, during induction, it is vital to show new employees how they fit into the larger group as this leads to satisfaction and consequently, retention.

The findings showed that no significant relationship exists between feeling overwhelmed by the demands of the job and wanting to leave the job given a better opportunity. This finding is inconsistent with opinions in literature, as the literature suggests that new hires who do not leave the organisation early on in the employment are more inclined to leave at the opportune time should they be exposed to negative experiences, such as feeling overwhelmed by job demands during the early months of their employment (Byrne, 2010:28). The outcome of this finding is also inconsistent with the findings from a study by Mbugua, *et al.* (2015:90) on 'the relationship between strategic recruitment and employee retention in commercial banks in Kenya', where 50% of the respondents showed that given the opportunity, they would search for employment elsewhere and 70% said they would take up a job given a better offer. Again, research conducted by Mehta (2014:156) showed that a significant number of employees leave in the first three months of joining the organisation, therefore implying that if new recruits do not undergo proper, well-orchestrated induction, they will tend to leave the organisation given a better opportunity.

5.4 CONCLUSION

This chapter provided a discussion on the findings attained from the questionnaire responses in the study on the impact of recruitment policies and induction programmes on employee retention, focusing on the Durban Central Fire Department. Further, the results from the hypotheses formulated were discussed with supporting evidence from literature. In the following chapter, the researcher will provide a conclusion of the main issues that arose from the research, and offer tentative recommendations resulting from the empirical analysis of the data. The chapter will conclude by highlighting some suggestions for future research.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter provides the conclusion and recommendations taken from the empirical findings. The study adopted a quantitative research design. The study's aim was to investigate the impact of recruitment policies and induction programmes on employee retention. The Durban Central Fire Department was used as a case study for the in-house investigation. Relevant literature was reviewed in building the theoretical framework of the study. Moreover, a quantitative research design was adopted, with the use of the survey method undertaken because the target population consisted of 126 employees, a number too small to warrant a sample. In total, 13 hypotheses were formulated for this study's empirical analysis. A 5-point Likert Scale pre-coded closed-ended questionnaire (Annexure B) was distributed to the study's 126 respondents through the use of the personal method of data collection and an 83.3% response rate was attained. The questionnaire encompassed two sections, namely Section A and Section B, where Section A required the respondents to fill in their biographical data and Section B had specific themes relating to the topic. The collected data was then analysed using the Statistical Package for Social Sciences (SPSS) version 24 for Windows. An analysis of the descriptive statistics pertaining to the study variables was conducted, together with the testing of formulated hypotheses. The researcher utilized the services of a professional language editor in editing the completed thesis. Furthermore, a TURNITIN report was generated by a senior librarian in conducting a plagiarism check for the final thesis. The TURNITIN report showed a plagiarism percentage of only 10%.

6.2 CONCLUSION

The principal aim of this study was to investigate the impact of recruitment policies and induction programmes on employee retention, through a case study of the Durban Central Fire Department in KwaZulu-Natal. The results of this study were to a large extent consistent with the findings of previous researchers where similar studies had been carried out. A broad empirical analysis was performed on both Section A and Section B of the research instrument. The study's findings underscore the need for organisations to take serious stock of their existing recruitment policies and induction programmes as they significantly impact employee retention. However, because this study was an in-house investigation on the Durban Central Fire Department in KwaZulu-Natal, the empirical findings thereof cannot be generalised and made applicable to other organisations as contextual differences may exist. A significant number of employees remained neutral to the fact that given a better opportunity, they would leave the Durban Central Fire Department. In relation to induction programmes, the empirical findings also showed a non-significant relationship between feeling overwhelmed by the demands of the job and wanting to leave the organisation given a better opportunity. This was despite many research findings to the contrary. For example, Byrne (2010:28) states that new employees who do not quit their jobs within the first few months of employment will most likely leave when the time is right should they be subjected to obviously negative experiences such as feeling overwhelmed by job demands in the early months of their employment. Nevertheless, despite the non-significant relationship obtained, it should not be inferred that feelings of being overwhelmed in employees should be ignored, as they are likely to influence employees' decisions to leave the organisation in the long run. The findings also showed that a majority of the employees received the necessary information to commence their duties during induction, even though a significant number of them also indicated that they were uncertain about whether or not the induction programme was long enough for them to learn to do their jobs properly.

6.3 RECOMMENDATIONS

Deriving from the extensive analysis of the empirical findings from this study, the researcher proffers the following recommendations.

6.3.1 Clarify expectations - recognise the role of the psychological contract

Manxhari (2015:233) states that the psychological contract is an unspoken and unwritten contract between an employee and the organisation, which stipulates what each of the parties to the employment relationship, i.e. management and employees, expect to give and receive in that relationship. The psychological contract is said to be violated when the employee is of the opinion that the organisation has failed to satisfy its part of the obligations of the contract. In view of the foregoing, as well as deriving from the empirical findings of the study, management at the Durban Central Fire Department should make a concerted effort to recognise the role and importance of the psychological contract over and above the written contract. The higher the degree of mutual expectations between the employer and employee, the higher the chances of employees being happy and productive in their jobs, subsequently leading to low turnover and high retention. It is also important to clearly lay out the expectations of management from the employees, and vice versa, from the onset of the employee relationship. According to Ramki (2015:21), when people work with clear expectations they are likely to better execute given tasks and become more satisfied in their work.

6.3.2 Encourage socialisation and positive work relationships

The results indicated that the majority of respondents showed that they feel welcome and at home at the Durban Central Fire Department, hence they are motivated to stay. Again, a significant number of respondents indicated that they were formally introduced to their team and relevant people during induction. It is therefore imperative that management at the Durban Central Fire Department should encourage positive work relationships, teamwork and socialisation amongst the employees themselves as well as amongst employees and their managers. When employees feel part of a team they are motivated to work better as they view themselves as an integral component of the organisation.

6.3.3 Conduct exit interviews

The results demonstrated that the majority of employees are also motivated by reasons other than the recruitment policy and induction programmes to remain at the Durban Central Fire Department. Furthermore, a significant number of respondents were yet unsure whether, given a better opportunity, they would leave the Durban Central Fire Department. As such, it is recommended that management of the Durban Central Fire Department should conduct exit interviews with employees leaving the organisation in order to ascertain the reasons behind the employees choosing to leave the organisation. This knowledge will enable the Durban Central Fire Department to strengthen its recruitment policy and induction programmes. The Durban Central Fire Department should make concerted efforts in developing and implementing measures to encourage retention. As has already been highlighted in the literature review of this study, as much as is reasonably possible, the organisation should avoid and minimise voluntary turnover and increase retention, especially of its skilled and competent workers (Grissom and Andersen, 2012:1147).

6.3.4 Increase the duration of induction programmes

The results revealed that a significant number of respondents were uncertain on whether the length of the induction programme was long enough for them to learn to do their jobs properly. According to Hassan, *et al.* (2013:20), the length of the induction programme is important in the benefits that it offers for the training of employees, such as enhancing the commitment and loyalty of the employee to the organisation. For the organisation, investing as much time as required by the job role in induction is a good, long-term investment which will most likely reap the positive benefits of retention. The management of Durban Central Fire Department should therefore ensure that they increase the length of their induction programmes in order to ensure that employees are confident in doing their jobs properly.

6.3.5 Adopt tailor-made induction programmes

The results of the empirical analysis revealed that a significant number of respondents showed that they received the information necessary for them to commence duties during induction. The Durban Central Fire Department should offer specialised induction programmes which are specific to the job and not generalised. This will assist in ensuring that the employees get to know the ins and outs of the job and are therefore able to meet job demands and requirements. Moreover, according to Vanatta (2012:25), tailor-made induction programmes have been known to increase staff retention.

6.3.6 Conduct regular evaluations of the induction programme

The findings showed that a significant number of respondents were not wholly satisfied with the induction programmes offered at the Durban Central Fire Department. In addition, many disagreed that induction is given adequate importance in the organisation. In order to ascertain the effectiveness of their induction programmes, as well as to measure effectiveness, the Durban Central Fire Department should regularly evaluate (perhaps on a yearly basis) its induction programmes to ensure that they are in keeping with organisational goals as well as ways to improve them where possible. The results also indicated that there is a significant relationship between induction programmes and being able to meet job demands. Therefore, regularly reviewing and evaluating induction programmes will prove beneficial in ensuring that employees are enabled to meet the demands of their jobs.

6.3.7 Create synergy between the recruitment policy and induction programmes

The findings revealed that a significant relationship existed between induction programmes and recruitment policies. Mbugua, *et al.* (2015:90) posit that the greater the disparity between what the employees were promised during recruitment and what they experience in the first weeks and months of employment, the more inclined they will be to quit. Management at the Durban Central Fire Department should ensure that there is no deviation from what was promised during recruitment in the induction phase. This will minimise reality shock in employees and enable them to settle quickly into their jobs.

6.4 DIRECTIONS FOR FUTURE RESEARCH

The study was centred on the impact of recruitment policies and induction programmes on employee retention. Furthermore, the study was an in-house investigation carried out at the Durban Central Fire Department in KwaZulu-Natal. Future research could focus mainly on the recruitment and induction of firemen as there is a dearth of research in this area. In addition, future studies can look more broadly at the induction programmes employed by Fire Departments in other parts of Southern Africa in order for comparison to be made. Again, this study was quantitative in nature and therefore exhibits all the disadvantages of quantitative research in that it did not allow for in-depth probing of the questions in order to gain more understanding. Therefore, a more qualitative or mixed method approach is recommended for future research of a similar nature.

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ANNEXURES

ANNEXURE A

Tel: 031 373 5695
Cell: 071 999 4754

12 Lebombo Court
65 Botanic Gardens Rd
Musgrave
Durban 4001

26 November 2015

Dear Respondent

RE: ASSISTANCE QUESTIONNAIRE COMPLETION- RESEARCH DISSERTATION

I am a registered Masters' student at the Durban University of Technology in the Department of Human Resources Management (HRM). I humbly request your assistance in completing the attached questionnaire as it is a requirement in the completion of my studies. My topic is entitled **the impact of recruitment policies and induction programmes on employee retention: A case study of the Durban Central Fire Department in KwaZulu Natal.**

The questionnaire will take about 15 minutes to complete and only requires you to tick the relevant pre-coded response in an objective and honest manner. Please answer all questions and do not leave any question blank. Please be assured that your responses will be treated with the utmost confidentiality and will not be divulged to any other party. Your name should not be mentioned on the questionnaire and will remain anonymous. Your participation is merely voluntary and there is no coercion or undue influence in completing the questionnaire. Moreover you are at liberty to withdraw at any time from this study.

Your cooperation in assisting me with this component of my study is highly appreciated and I look forward to a speedy return of the questionnaire. If there are any queries, please do not hesitate to contact me at the above contact numbers.

Kind regards

____

ANNEXURE B

QUESTIONNAIRE

Instructions to respondents:

- Please answer all questions.
- Place only one √ per question.
- Please do not leave any question or statement blank.

SECTION A: BACKGROUND INFORMATION

1. Please indicate your gender

1.1	Male	1
1.2	Female	2

2. Please indicate your age range in years

2.1	Less than 25	1
2.2	25 -30	2
2.3	31-35	3
2.4	36-40	4
2.5	41-45	5
2.6	46-50	6
2.7	51-55	7
2.8	More than 55	8

3. Please indicate your length of service

3.1	Less than 6 months	1
3.2	6 months to 1 year	2
3.3	1 – 5 years	3
3.4	6 -10 years	4
3.5	11-15 years	5
3.6	16- 20 years	6
3.7	More than 21 years	7

4. Please indicate your highest educational qualification

4.1	Grade 12 (Matric)	1
4.2	National Diploma	2
4.3	Bachelor’s degree	3
4.4	Honours degree	4
4.5	Postgraduate degree	5

SECTION B

This section seeks to understand your perception about recruitment policy, induction programmes and employee retention at the Durban Central Fire Department.

5. Recruitment policies

In terms of your current job, please indicate the degree to which you agree/disagree with the following statements by placing a √ on the relevant box		Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
5.1	I believe I am well able to meet the demands of my current job at the Durban Central Fire Department.	1	2	3	4	5
5.2	I believe I have the necessary skills and knowledge required for my current job.	1	2	3	4	5
5.3	The job description for my current job clearly stated the duties and responsibilities.	1	2	3	4	5
5.4	I believe the best possible candidates are selected to work at the Durban Central Fire Station.	1	2	3	4	5
5.5	I do not feel overwhelmed by my current job.	1	2	3	4	5
5.6	I found the interview process during my recruitment quite challenging.	1	2	3	4	5
5.7	The time lapse between my application and selection was more than a month.	1	2	3	4	5
5.8	I believe recruiting skilled and competent people is important to the Fire Department.	1	2	3	4	5
5.9	I am aware of Fire Department's recruitment policy.	1	2	3	4	5
5.10	Overall I am satisfied with the recruitment policy of the Fire Department.	1	2	3	4	5

6. Induction programmes.

Please show the degree to which you agree/disagree with the following statements by placing a √ on the relevant box		**Strongly disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
6.1	The fears I had about working at the Durban Central Fire Station were removed during my induction.	1	2	3	4	5
6.2	I was formally introduced to my team and relevant people upon during induction.	1	2	3	4	5
6.3	Induction gave me a positive outlook of the Durban Central Fire Department.	1	2	3	4	5
6.4	I received the information necessary for me to commence my duties during induction.	1	2	3	4	5
6.5	I was given an opportunity to practise what I learnt during induction.	1	2	3	4	5
6.6	The induction programmes made me feel overwhelmed by the demands of the job.	1	2	3	4	5
6.7	The induction programmes provided me with the guidance and support needed to do my job well.	1	2	3	4	5
6.8	I feel that the length of the induction programme is sufficient for me to learn to do my job properly.	1	2	3	4	5
6.9	Induction is given adequate importance in this organisation.	1	2	3	4	5
6.10	Overall I am satisfied with the induction programmes offered in this organisation.	1	2	3	4	5

7. Employee retention

Please show the degree to which you agree/disagree with the following statements by placing a √ on the relevant box		Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
7.1	I am satisfied with my current position in the organisation.	`1	2	3	4	5
7.2	I will continue working at the Durban Central Fire Department because I feel my skills are important here.	1	2	3	4	5
7.3	I was attracted to work at the Durban Central Fire Department because of its ability to retain employees.	1	2	3	4	5
7.4	The skills and competencies I gained during induction had a positive effect in me staying in this organisation.	1	2	3	4	5
7.5	I feel welcome and at home at the Durban Central Fire Department hence I am motivated to stay.	1	2	3	4	5
7.6	I feel the right people for the right jobs are recruited hence they are able to stay at the Durban Central Fire Department.	1	2	3	4	5
7.7	My decision to stay at the Durban Central Fire Department is related to its induction programmes.	1	2	3	4	5
7.8	My decision to remain at the Durban Central Fire Department is related to its recruitment policy.	1	2	3	4	5
7.9	I am motivated by other reasons besides the recruitment policy and induction programmes to stay in this organisation.	1	2	3	4	5
7.10	Given a better opportunity I would leave the Durban Central Fire Department.	1	2	3	4	5

Thank you for completing the questionnaire.

ANNEXURE C

24 Floradene Court
65 Botanic Gardens Rd
Musgrave
Durban
4001

10 November 2015

The Deputy Chief
Ethekwini Municipal Fire and Rescue services
P.O Box 625
Durban
4000

Dear Sir

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

An Informed Consent is hereby requested to conduct a research at the Durban Central Fire Department. The goal of this research is **to investigate the impact of recruitment policies and training programmes on employee retention: A case study of the Durban Central Fire Department in KwaZulu Natal.**

I am currently studying a full Masters' Degree in Human Resources Management at the Durban University of Technology. My supervisor is Dr M.E Lourens.

I would greatly appreciate your consent to my request to conduct my research at your reputable organisation.

Thank you in anticipation for a positive response.

Kind Regards

____

Patience Mutsvairigwa

Cell: 071 999 4754

Email: pixievee@gmail.com

ANNEXURE D

Community & Emergency Services Cluster
Fire and Emergency Service Unit

18 ML Sultan Road, Durban, 4001
PO Box 625, Durban, 4000
Tel: +27 [0]31 308-7000, Fax +27 [0]31 309-1050

E-mail: www.durban.gov.za

Att: **Ms P Mutsvairigwa**
From: A.M. Gloster
Date: 18th November 2015
Ref: **Masters Reasearch – Human Resources Management**

Dear Ms Mutsvairigwa

Further to our meeting of today at eThekwini Metro Fire & Emergency Services Headquarters on this matter, I confirm the following:

1. There is no objection in principal to the submission of your proposed questionnaire to this office for onward distribution to stations (subject to the contents which are yet to be finalised and approved).
2. This office will receive said questionnaire from yourself electronically.
3. This office will cascade to the discussed stations (Central Region – x4 Stations x4 Platoons).
4. These stations represent an appropriate sample size (90-120 staff).
5. Return submissions will be routed directly to your email address from the station (email address to reflect on the questionnaire) or returned to this office (if hard-copy) for your attention.
6. There will be no obligation on staff to complete or submit. (Expansion of the sample area may be required to achieve appropriate return numbers (for your attention)).
7. Should you require opportunity to engage staff directly at fire stations, such permission must be sought by yourself from the office of the Deputy Chief Officer and his subordinate Line Managers.
8. In such an event, you will be required to indemnify the eThekwini Metro Council and the Fire & Emergency services thereof from all and any claims that may arise.

Regards

_(signed original on file)_________________

A.M. Gloster
MIFireE AMSAFSI
Manager: Training