



**TALENT RETENTION IN A FURTHER EDUCATION AND TRAINING (FET) COLLEGE
IN CAPE TOWN: A CASE STUDY**

by

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12 March 2015

SIGNED

DATE

ABSTRACT

It is acknowledged that the South African Department of Education has accomplished some of its goals in changing the Further Education and Training (FET) sector through transformation initiatives such as mergers of colleges of education within a short period. The FET sector has made great strides in enhancing equity, redress of resource allocation and providing high quality education for all South Africans and enhancing access to Further Education and Training. However, the problem of staff retention and attraction still remains a setback. There is a growing concern in South Africa that the FET sector is losing or unable to retain its staff, with specific reference to academic and support staff. This problem is exacerbated by the growing number of learner enrolments within in the sector.

This study investigated the factors affecting retention of staff within one specific FET college in Cape Town, South Africa. Due to the position taken by the said college on confidentiality and anonymity, the institution will be referred to as "College X". The objective was to assess the extent to which these factors influenced the decision to stay or leave College X. Linked to the objective was to come up with recommendations of how College X can build staff capacity and develop more innovative ways of attracting valuable talent and become an employer of choice.

In order to assess the factors affecting retention in College X, the study used a blend of qualitative and quantitative research approach including the literature review. The survey questionnaires were used to collect data. In addition to the survey, the study also used focus group discussions.

The study found that career development, remuneration and benefits, as well as performance management, were key in the retention of staff and this was congruent with the objectives of the study. However, the issue of culture, location, environment and leadership style varied across the college community but these were not deemed to be significant in the study.

The study will confirm the important role that the factors affecting retention of talent plays in motivating employees to stay or quit College X. This study can be extended and repeated in a similar public FET college environment. Other possible areas for research include discovering from the entire FET sector what the factors are affecting the motivation of staff to stay or leave the sector.

The study will also highlight the career development, remuneration and performance management which are critical factors to address if College X is to retain its staff and become competitive in the FET sector.

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DEDICATION

This thesis is dedicated to my late parents:

My mother Nowethu Landiwe Noswili, who brought me into this life and who I am told passed on when I was 4 years old.

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GLOSSARY

Term/Acronym/Abbreviation	Definition/Explanation
CPUT	Cape Peninsula University of Technology
DHET	Department of Higher Education and Training
FET	Further Education and Training
FETC	Further Education and Training Colleges
HET	Higher Education and Training
NCV	National Certificate Vocational
NSDS III	National Skills Development Strategy III
POS	Perceived Organisational Support
SETA	Sector Education and Training Authority
SPMDS	Staff Performance Management and Development System
SPSS	Statistical Package for Social Sciences
SSP	Sector Skills Plans

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction and overview

The South African higher education landscape has been subjected to major transformation, ranging from mergers to the implementation of the Further Education and Training (FET) legislation and most recently the incorporation of FET institutions into the Department of Higher Education and Training (DHET). South African political history compelled the colleges to change their delivery models in order to achieve the political mandate of the education department. Their new mandate was to ensure equitable distribution of resources and improved access to education for the majority of South Africans. Access to education had to happen whilst not compromising the efficiency, effectiveness and delivery of quality education.

The South African Department of Education committed to achieving fundamental transformation of the education system in the post-apartheid era. The Further Education and Training (FET) Act, (no. 98 of 1998) has since been replaced by the FET Colleges (FETC) Act, (no. 16 of 2006). The FET Act was amended to mainly transfer FET college functions from the Provincial competence to the Department of Higher Education and Training established in 2009 (Maharaswa, 2013).

The FETC Act and other measures and policies adopted by government, were aimed at ensuring that there was a removal of imbalances in South Africa in term of the demographics, social and economic inequalities which were created by the previous political dispensation developed in the 1940s (South Africa, 2006). These changes were part of the South African post-apartheid government strategy to enhance democracy and participation of all population groups in the development and decision-making process of education provision to the majority of previously disadvantaged communities. These are indicators of government's position to transform the education and training landscape of South Africa. The South African Further Education (FET) sector in its present form is a phenomenon which arose after 1998, since the promulgation of the FETC Act. The FETC Act has brought about the merger of the 152 former vocational colleges into 52 FET colleges through equitable distribution of access to infrastructure and skills of the academic and the administration staff. On 2 February 2002, the former Athlone Technical College, Cape College, Western Province Technical College and Sivuyile Technical College were merged to form the College of Cape Town (College of Cape Town, 2010).

The second merged institutions were Bellville College, Protea College, Tygerberg College and Wingfield College which all became known as Northlink College for FET. The third merger was

South Peninsula College and Westlake College that became known as False Bay College for FET. The remaining just changed names and these were Boland College which became Boland College for FET and finally West Coast College which became West Coast College for FET [WCED, 2002:546-547].

It is acknowledged that the South African Department of Education has accomplished some of its goals of changing the FET sector through transformation initiatives such as mergers of colleges of education within a short period and has made great strides in enhancing equity, redress of resource allocation in its attempt to provide high quality education for all South Africans and enhancing access to FET. Despite these apparent successes, the FET sector appears challenged in retention of employees and staff turnover is high. Staff retention and staff attraction still remain areas for attention. The transformation laws and policies affected the attraction and retention of skilled technical instructors and that emerged as an impediment to increasing the training capacity of FET colleges. The changes in the governance structure of the FET colleges and the merging of the strong academic institutions with weak academic institutions, led to the demotivation of the academic staff. The lack of staff motivation can compromise the throughput and quality of learners coming from the FET institutions.

In the years 2006-2008/9 FET colleges nationally have been recapitalised with an amount of R1.9 billion and of that amount R227 million was spent in the Western Cape. College X received a sum of R39.9 million. The recapitalisation project included developing and implementing 12 new National Certificate (Vocational) (NCV) study programmes, construction and renovation of workshops and lecture rooms, Information Technology and computer facilities, administration systems as well as staff learning and development [07 July 2013]. One of the goals of the National Skills Development Strategy III is to promote the growth of a public FET college system that is responsive to sector, local, regional and national skills needs and priorities (NSDS, 2011:15). According to the NSDS III, government strategic guide for skills development, the public FET college system should be central to the government's programme of skilling and re-skilling the youth and adults. The NSDS III also states that there are many challenges in expanding and improving the capacity at FET colleges. As a result, one of the challenges of the Sector Education and Training Authority (SETA) in their Sector Skills Plans (SSP) is a need to build the capacity of public FET colleges to meet the goal of the NSDS III.

In light of the above background, there is a need to address the problems regarding talent management within merged colleges. Since 2006 College X experienced an increase in resignations of key staff, both in lecturing faculties and administration departments on all campuses.

1.2 Statement of the research problem

1.2.1 Problem identification

There is a growing concern in South Africa that the FET sector is losing or unable to retain staff, with specific reference to academic and support staff. This problem is exacerbated by the growing number of learner enrolments in the sector. Enrolments are increasing due to the Department of Education's focus on the FET role in growing the economy. This focus on FET is illustrated by the amount of money invested in the sector to ensure proper infrastructure to support the curriculum. However, there is little evidence to indicate that the Department of Education has invested sufficiently into academic lecturing staff. Some FET institutions are beginning to experience that meagre support through staff attrition.

1.2.2 Problem statement

Due to the poor management of staff retention and attrition at FET colleges, staff motivation and organisational capacity to deliver on the FET sector's mandate is negatively affected.

1.2.3 Explanation of problems

Hirsch (2013) reports in the *Cape Times* that it has been discovered that a number of higher education institutions in South Africa are unable to retain academics as student numbers soar. In the same article, the South African Institute for Race Relations said in its 2012 survey the number of university students had spiked by 150%, increasing from 293 000 to 733 632 students from 1999 to 2010. According to the survey, there were 19 students to one academic staff member at the University of Cape Town; 23 students to one academic staff member at University of Stellenbosch; 27 students to one academic staff member at the University of the Western Cape and 34 students to one academic staff member at the Cape Peninsula University of Technology.

Another problem is the difficulty in attracting/retaining the youngest and brightest academics in the FET sector because of the lure of private sector and government jobs.

In 2011 the South African National Assembly passed the FETC bill. This necessitated moving the adult education and training and FET college functions from provincial education departments to the national department. The bill was also intended provide stability and enhance retention of staff in FET colleges. The sector had so far not been able to effectively retain its skilled workforce, as jobs in FET colleges were perceived as not being secure. The exodus of experienced and qualified staff from the sector, mainly as a result of changes in their conditions of employment, made it difficult to achieve the important goal of building a skilled workforce in the country.

College X also experienced a challenge in retaining lecturers and support staff. In recent years many experienced lecturers and support staff have resigned from their positions. The exodus of staff was noted across all campuses and it was difficult to identify the factors that motivated lecturers and support staff to stay or leave College X . This research sought to investigate the effect of elements such as mergers, leadership capabilities, motivation, rewards, benefits, compensation, career opportunities, and location and performance management as predictors of commitment to stay or leave College X.

There was a perception that in College X the recruiting function was exclusive and unconnected to retention work. The strategy of the hiring process has an intense and direct influence on imminent turnover. Management and the human resource department of College X were unaware of this direct connection and as a consequence the college suffered from staff turnover.

Based on the above, the following research problems were identified:

- Management and leadership style had a negative impact on attraction and retention of staff at FET colleges.
- The location and environment of the merged campuses negatively affected the retention of staff post-merger.
- Lack of reward and recognition systems led to demotivated staff.
- Lack of career development discouraged staff from remaining at the college.
- Staff attrition was a direct consequence of poor remuneration and benefits at FET colleges.
- Performance management at FET colleges was a challenge.

1.3 Research questions

While the FET colleges had invested significantly in recruitment, it is unclear how much was consistently invested in change-management and retention activities. It would be a useful business exercise to investigate the cost of replacing an employee who has resigned, compared to keeping an existing employee.

FET institutions that had similar total costs of recruitment could avoid unnecessary expenditure by focusing on retention. FET colleges needed information that could be used by management to discover which attributes or factors affected employee retention and attrition, to assist in crafting a human source retention strategy.

Basic examples of questions that needed to be answered were:

- To what extent was the academic and administration staff satisfied with the career

development opportunities at College X?

- To what extent was the academic and administration staff satisfied with the remuneration and benefits within College X?
- To what extent was the academic and administration staff satisfied with the work environment and the location of their faculties and campuses.
- To what extent was the academic and administration staff satisfied with the culture at College X?
- To what extent was the academic and administration staff satisfied with the management and leadership style within College X?
- To what extent was the academic and administration staff satisfied with performance management within College X?

1.4 Objectives of the study

The primary objective was to explore staff retention within FET colleges. Linked to the primary research objective was to establish the extent to which the retention factors affect College X. According to Leedy (1980:50) the secondary research objectives offer areas of approaching the problem in a practical way. The secondary objective of this study was to determine the perceived importance of the various factors on talent attraction and retention of employees in College X. Finally, recommendations were to be made on how College X could build staff capacity and develop more innovative ways of attracting valuable talent and become an employer of choice.

The sub-objectives of the study were:

- To provide a contextual discussion of attraction and retention issues within College X.
- To examine the different factors affecting staff retention and the impact these factors have in motivating people to stay or leave College X.
- To determine the order of importance of the specific retention factors within College X.

1.5 Research methodology

For the purposes of this study a survey was employed and subject matter experts on FET were used to validate the study.

1.5.1 Research design

This study used both a qualitative and quantitative approach. A quantitative research study is one which collects some type of numerical data to answer a given research question, whereas a qualitative research study is a study that collects some type of non-numerical data to answer a research question, such as interviews (Christensen, 2001:32). Kothari (1990:6) defines a qualitative approach as research concerned with subjective assessment of attitudes, opinions and

behaviour, whereas the quantitative approach is characterised by generation of data in a quantitative form which can be subjected to rigorous quantitative analysis in a formal, rigid fashion. In this study more emphasis was placed on the qualitative approach as it does not overlook the critical features of human phenomena.

A qualitative research method was used to describe the retention factors which would impact on staff decisions to stay or leave College X.

1.5.2 Population and sampling

The population comprised the lecturers and support staff. Data collected from lecturers and support staff were used to examine the current and perceived causes why employees left College X, and to identify attraction and retention factors requiring attention. The eight different sites of College X represent the different faculties of the college. Data were collected from the eight campuses, being Gugulethu, Athlone, Pinelands, Gardens, Wynberg, Crawford, Cape Town and Thornton, as well as the central (or head) office.

1.5.2.1 The qualitative sample

The population comprised junior managers (academic and support staff) from the eight campuses of the college, as well as the central office. Interviews were conducted through focus groups and the data was recorded via notes written by the interviewer. The interview questions were the same for all respondents and the questions dealt with the respondents' opinions regarding reasons to stay or leave College X.

1.5.2.2 The quantitative sample

Quantitative data was used to determine the extent to which motivation factors, such as reward systems, affect employees' decisions to leave or stay at College X. The population involved junior managers (academic and support staff) from the eight campuses of the college, as well as the central office. The research instrument used to collect data was a questionnaire. The questionnaire was distributed to participants from the eight campuses, as well as the central office.

The questionnaires interrogated the respondents' opinions and experiences on motivational factors affecting them in College X. The research contextualised the problem by looking at the demographic information of those who completed the survey.

The study provided an overview of how employees of College X felt about working at the college. This attraction and retention study took cognisance of the broad, recursive patterns emerging from the information-gathering process. Following the survey, the primary findings were summarised.

Where employee responses were 50% in any of the categories, they were flagged as potential issues that College X may possibly need to address. After reviewing the outputs, and clear trends emerged, the researcher believed that the outputs were a true reflection of employee opinion within the college and these were congruent with the information emanating from the focus group sessions.

1.6 Talent retention as the domain of the study

The global war for talent compels all organisational business leaders to look to human resource for more than transactional expertise. Talent is defined as the sum of a person's abilities – his or her intrinsic gifts, skills, knowledge, experience, intelligence, judgement, attitude, character and drive (Michaels, Handfield-Jones & Axelrod, 2001:xii). Like other large organisations, FET colleges require people and talent management strategies to be crafted by the human resource departments to help them prepare for growth, socio-economic and political changes.

Crafting a talent management framework is therefore important for recruitment to be aligned to organisational needs and ultimately retention. A properly crafted framework should serve as an overarching reference document for FET managers to assist them in attracting, developing and retaining talented individuals at FET colleges.

The theoretical framework of the study was shaped by the human capital theory. Baron and Armstrong (2007:9) argue that expected returns on human capital investments are a higher level of earnings, job satisfaction and better career prospects. These factors will determine the extent to which the employees resign or remain at an institution.

1.7 Retention and motivating factors as the major concepts of the study

Regarding the differing employee levels of engagement within the college it is worth understanding what would make employees engage or disengage in their work environment. In order for the engagement to be understood, the concept of motivation is key. Robbins (1983:205) defines motivation as a willingness to exert high levels of effort toward organisational goals, conditioned by the efforts and ability to satisfy some individual need. He further explains the term "need" as meaning some internal state that creates certain outcomes to appear attractive. Most important is that an unsatisfied need creates tension that stimulates drives. The drives generate search behaviour to find particular goals. If goals are attained, they will satisfy the need and lead to the reduction of tension.

According to Dastmalchian, Adamson & Blyton (1991) relations between employer and workers are never static, but are subject to both long-term and shorter term influences. Over long periods, changes in prevailing cultural beliefs and ideologies, towards authority, democracy, and the value of work, for example, will in turn affect the employer/employee relationship. In the shorter term, those relations are influenced and constrained by a host of socio-economic and political factors, some acting in concert, others exerting contradictory pressures. Prominent amongst these would be the condition of financial markets and the extent and nature of state intervention in the work relation.

Socio-economic and political developments, in combination with processes of globalisation, and the space-time compression that has come with developments in the area of information and communication technologies, have contributed towards the flow of highly skilled individuals from one end of the world to the other (Tettey, 2006:5)

Dee (cited in Tettey, 2006), points out that some degree of turnover is inevitable and perhaps desirable, although high rates of faculty turnover can be costly to the reputation of an institution and to the quality of instruction.

To begin with, managers and organisational researchers cannot avoid a concern with the behavioural requirements of an organisation. In addition to the necessity to acquire financial and physical resources, every organisation needs people in order to function (Porter & Steers, 1987:3). Employees have three behavioural requirements to remain in the organisation. These are: attraction to join the organisation, the ability to perform tasks for which they are hired and the ability to go beyond role performance (Katz & Kahn, cited in Porter & Steers, 1987).

Thus, organisation effectiveness becomes to some degree a question of management's ability to motivate its employees to direct at least a reasonable effort towards the goals of the organisation (Porter & Steers, 1987:4). Motivation is the drive behind the satisfaction of basic human needs and such drives are specific to the individual (Ritchie & Martin, 1999:257). The question that managers need to ask themselves is whether they are positively or negatively influencing employee motivation (Bruce & Pepitone, 1999:2).

Another important aspect to consider in retention is the creation of organisational excellence by identifying, developing and promoting the best people in the organisation. According to research by Berger and Berger (2004:ix) their firm's consulting assignments, and input of the pre-eminent contributors to their study, they conclude that sustainable organisation excellence is achieved through three strategies for managing human resources. These are:

- Identifying, selecting and cultivating super-keepers.

- Finding, developing, and positioning highly qualified backups for key positions.
- Allocating resources (compensation, training, coaching etc.) to employees based on their actual and/or potential contribution to the organisation excellence.

These are supported by :

- Attraction to join the organisation
- The ability to perform tasks: performance management
- The ability to go beyond role performance: remuneration and benefits
- Changes in prevailing cultural beliefs and ideologies: culture
- Career development
- Leadership style

1.8 Delineation of the research

The study was conducted from October 2013 until the end of November 2013. The study was limited to College X and its eight campuses. Specific attention was given to academics or lecturers and administration or support staff of the College.

The study revealed the extent and the impact of the motivational factors affecting the retention of staff at College X as follows:

- A study of programmes or faculties on experiences of turnover.
- A brief study of the profile of academic and administration staff that is leaving the College.

This study did not cover part-time programme or lecturers offering part-time programmes at College X. The study also did not cover those lecturers and administration staff who are not part of the National Certificate Vocational (NCV) programmes of College X. The lecturers who are offering part-time classes linked to the SETA curriculum and private education institutions are not covered, governed by the FETC Act as it applies to College X.

1.9 Significance of the study

College X has a very significant role to play in the provision of skills, not only in the Western Cape, but in the National Human Resource Development Strategy. The attraction and retention of staff is very important to enable the mandate of the South African National Skills Development Strategy to be met, and hence it is urgent that College X develops innovative ways of attracting and retaining suitably qualified instructors, a strong support function and competent, motivated staff.

Remedying staff turnover is critical in the future sustainability of College X and the FET sector in general, especially after the promulgation of the FETC Act in 2006, which calls for a change in the way of doing business in the FET sector (South Africa, 2006).

This research will benefit College X and the Western Cape Education Department FET Directorate in terms of planning for funding and leadership of the colleges. The study will also enable College X to realise the impact of transformation and its effect of staff retention in the business of providing vocational education.

1.10 Organisation of chapters

Chapter One: This chapter introduces the study. Concepts are clarified and reasons for conducting the case study at College X are explained, so as to illustrate the magnitude of the problem. Research methodology is discussed and a brief background to College X is given.

Chapter Two: The literature review and the historical background of College X is discussed. Global issues affecting retention of staff are explained, with specific reference to academic staff within institutions of higher education. The chapter deals with the theoretical explanation of factors which motivate employees to leave or remain in an organisation. Finally, the chapter focuses on the role of management in ensuring retention.

Chapter Three: This chapter covers the research design and methodology of the study. The terms population and sampling are explained. The data collection techniques that were used and data analysis are discussed.

Chapter Four: Data is presented and research results are discussed, as well as the interpretation of the data.

Chapter Five: This chapter deals with the interpretation of the results of the quantitative and qualitative research. The chapter aligns the findings to objectives of the study as stated in Chapter One. Furthermore, it examines the different factors affecting staff retention and the impact these factors have in motivating staff to stay or leave College X. Literature reviewed in Chapter Two is used to explain the meaning of the main ideas originating from analysis.

Chapter Six: Chapter Six discusses the conclusions emanating from the findings of the study. The chapter also attempts to link the findings to the literature review in Chapter Two. Specific attention is paid to the factors affecting the retention of staff in College X.

Chapter Seven: This chapter offers recommendations to College X based on the significant findings of the study, the limitations and recommendations for further study.

Chapter Eight: Chapter eight presents a summary of the study which covers the aims, objectives, the design and the findings of the study

1.11 Summary

Attraction and retention of staff within the FET sector is a challenge. College X in the Cape Metropolis is the case under study. Chapter One seeks to illustrate the magnitude of the problem and highlight the significance of the study. Retention-related issues are explored and their possible impact on College X's staff retention challenge. The research methodology applied in the study, as well as definitions of related concepts used in the study are covered in this chapter. To illustrate factors which cause people to behave in certain ways, the following chapters will explore some forces which motivate people to remain with or resign from an organisation.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Retention and talent management are two topics that have become recognised as playing a role in the delivery of education and training in South Africa. Academic institutions, including FET colleges, use talent and retention management to ensure that all vacancies in their institutions are filled. The filling of vacancies is done to deliver on the recruitment and selection function, as well as to meet recruitment targets for the human resource department. In practice this worked well for certain institutions that were solely driven by the Human Resource Matrix. However, where the recruitment and selection processes in higher education institutions have been driven by knowledge retention and management thereof, it has proven to be unsuccessful. The gap between the justification of recruitment drive and retention of staff has become a challenge. This has become apparent in the recent years of war for talent and the globalisation of the labour market which is driven by the knowledge economy. In recent years the issues of knowledge management as a key component of retention, has become more formalised and specialised through the appointment of knowledge managers in organisations.

The knowledge economy is ubiquitous and necessitates that organisations foster innovation and improve competence, success, attractiveness and output through knowledge retention (Dube & Ngulube, 2013:1). Dube and Ngulube (2013:1) further argue that globally there seems to be an accord that the quality of education largely depends on the qualifications of staff and the professional capability in quality research, instruction and doctoral level certification.

Ukpere (cited in Naris, 2009:16), states that the current global economic, social political and rapidly quickening rate of scientific innovation has forced organisations to invest more in human resources as sources of comparative advantage. This is due to the mobility of the employees and the cost of retaining or recruiting the right talent for the right positions.

FET colleges should focus on developing ways in which they can attract and retain their talent, looking at the global challenges and trends in talent management. The demand for FET education and ability to deliver the above capacity requirements from the government, is a key challenge facing the FET sector.

According to Mokone (2011:18) the challenge of change management and strategic planning process within FET colleges is also a major issue that Education, Training and Development

Sector Authority can assist on. FET colleges should be capacitated to develop retention strategies for qualified lecturers.

Bowen and Schuster (cited in Tettey, 2006:1) correctly point out that "the excellence of higher education is a function of the people it is able to enlist and retain on its faculties". This fact, combined with the benefits discussed below, which can be gained from very good FET institutions, makes it imperative that FET colleges are well-staffed. This should be done to generate the quality needed for socio-economic and political demands in an emerging economy such as the Republic of South Africa. This implies that the retention of knowledge should be prioritised to ensure the curtailment of the impact of knowledge attrition (Dube & Ngulube, 2013:1). Unless something is done to improve the ability of FET institutions to attract and to retain the requisite levels of academic and management staff, FET colleges will continue to lose their essential talent. The FET sector must ensure that its own capacity is adequate enough to meet the demands.

According to Welman and Kruger (2001:33) it is important for researchers to compile a review of research findings on a particular topic, that have already been published. This is to assist the researchers to become aware of inconsistencies and gaps that may justify further research and to indicate where exactly their proposed research fits in.

The above offers a warning that FET colleges do not only have to focus on retaining employees for the sake of numbers. FET colleges should rather focus holistically on the critical issue of knowledge retention. It is important to note that these challenges are not only local, but global as well. This has compelled that the following sections be used to explore in detail the understanding of challenges related to retention in the academic world and draw from other sectors lessons which have been learned and best practices.

The importance of the following literature review is based on the significance of retaining staff over and above the necessity to acquire financial and physical resources. Therefore it is the duty of the management to take care of factors that cause the state of dissatisfaction amongst employees and which may lead to staff deciding to leave the organisation.

2.2 Understanding the challenges of retention

2.2.1 Legislation

Public FET colleges in South Africa have been evolving since the advent of the first FET Act in 1998, which transformed the institutional landscape by merging 152 colleges across the country to 50 large, multi-campus colleges (Papier, 2011:102).

Against this background it is important to understand the legislative framework underpinning the FET environment and how it impacts on the employment, retention and the overall delivery of the FET sector mandate. The function of legislation within the FET sector is to contribute to the goal of ensuring the efficient and effective development and implementation of National Qualifications in line with the constitution of Republic of South Africa. The Constitution of the Republic of South Africa Act (No. 108 of 1996), the Employment Equity Act (No. 55 of 1998), the Basic Conditions of Employment Act (No. 75 of 1997), the Skills Development Act (No. 97 of 1998), the Labour Relations Act (No. 66 of 1995), to name but a few, are some of the laws that have influenced the FET and Higher Education and Training (HET) environment.

FET-specific legislation such as the 1998 FET Act and other higher education legislation has been enacted to give colleges the authority to employ competent lecturers from the industry in any field. Despite this legislation there is a growing perception that FET colleges are still faced with a high staff turnover.

The two most important challenges from the legislative environment in the FET sector are the Employment Equity Act and the Skills Development Act. The lack of a clearly defined relationship in legislation that governs FET colleges implies that the colleges exist outside the labour market in which they operate Akoojee (2009:127). Baline (2008b), cited in Akoojee (2009:127), further proclaims that the staffing policies in particular resulted in considerable uncertainty in the sector and that a large number of staff either resigned or opted to move to other parts of the safe system. This affects the capacity of FET institutions to deliver on their mandate.

Given the above issues on legislation, there are many debates around how critical the implementation of the legislation is in the FET sector and its impact on the attraction and retention of employees within this sector.

South African labour legislation and its intended purpose, as mentioned above, are therefore some of the important aspects that need to be understood when seeking to illustrate the factors affecting retention in the FET environment.

2.2.2 Academic staff loss and gain in HET/FET Colleges

As mentioned in the beginning of this chapter, academics are fundamental in driving the socio-political change in South Africa as envisaged by government. It is important to analyse the loss of academics and the calibre of academics in the higher education and FET sector. According to HRD-SA (2010) FET anecdotal report on skills development and FET colleges in South Africa, there was a net loss of lecturing staff over the three-year period covering 2008-2010. However, in terms of average net loss/gain over the three-year period under investigation, there was an

average gain of 46 lecturing staff nationally and at the provincial level a net gain of 31, which is significantly lower than the national average.

At the level of staff turnover, from the national profile figures across the three years, an average of seven staff left each college per trimester. If these figures are compared, the losses with the average number of lecturing staff per college (167 nationally), staff turnover amounted to 4% per trimester.

The main cause of staff loss was resignations. This was based on the assumption that there would have been a net loss, not gain, of staff, given the changes in employment conditions of staff following the promulgation of the FETC Act of 2006. At the time of the writing of the report the reasons for net gain had not been probed.

According to Robyn and Du Preez (2013:2), the present employees of the higher education institutions in South Africa comprise mature and experienced academics. Boughey and Botha, (2011), cited in Robyn and Du Preez (2013:2), state that statistics as of April 2011 indicate that 30% of academics are younger than 35 years. Furthermore, based on the current retirement age of 65, about 4 000 academics (27% of academics) will retire and need to be replaced by 2018. In order for institutions to have a continuous cycle of research and teaching excellence, a focus on retaining newly recruited and developed academics staff is crucial (Robyn & Du Preez, 2013:4)

2.2.3 Transformation and its implications to the FET/HET institutions in RSA

A concern with merely replicating a new generation of academics without any associated and decisive thoughtfulness to redress social equity in South Africa is not enough. This could to large extent replicate the inequalities that branded apartheid higher education. The racial legacy of technical education in South Africa continues to pose employment challenges regarding recruitment, retention and distribution of college staff (Papier, 2011:111). Universities and the FET sector in South Africa underwent mergers. At the same time the South African higher education system has undergone a restructuring process of merging universities, Technikons and colleges during the period 2001 to 2007(Arnolds, Stofile & Lillah, 2013:1). According to Badat (cited in HESA, 2011:01), the overall task thus was to produce and retain a new generation of academics and simultaneously transform the historical and social composition of the academic staff.

Understanding the dynamics of transformation and how these dynamics impact on talent retention and management is imperative. This will assist FET institutions in crafting their strategic responses. Botha and Meyer (2000:12) define organisational transformation as an integrative disciplinary approach that facilitates continuous learning and change at all levels within the organisation. This is guided by the vision and the challenges of the macro environment, with the

main objectives being that of achieving employee wellbeing, equity and total organisation effectiveness. Botha and Meyer (2000) further add that organisation transformation is multi-dimensional and it is therefore important for those involved to be very innovative and flexible in their approach.

Acquisitions are a frequent, alternative strategic growth option to organic growth for organisations (Steynberg & Veldsman, 2011:5). The people factor is seen as one of the main contributors to this failure. Some of the pronouncements that were linked to the transformation of the higher education landscape had adverse effects for the retention of academic human capital (Dube & Ngulube 2013:2). This was seen especially after 1994 when the retirement age for academics at South African universities was reduced from 65 to 60. According to Schraeder and Self (cited in Arnolds *et al.*, 2013:1), managers of merging business firms often fail to consider what impact mergers have on their employees. They further state that research has shown that from 55% – 70% of mergers fail because human resource issues are neglected.

The success of the mergers and transformation within the sector often depends on how well the organisational transformation strategy was used to implement the legislative changes. The legislation can be enforced whilst being flexible to the work practices and aligning the employees with the visions and mission of the FET sector.

Botha and Meyer (2000:58) assert that in order for a strategy to be successful, the people who will carry it out must understand it, support it and align their efforts behind it. They further argue that for any transformation initiative there needs to be an application of behavioural science, knowledge and technology, the use of skilled change agents and finally, there should be an active participation of organisation members.

2.2.4 Cost of retention

Every time an employee permanently leaves your organisation, he or she is badly affecting the organisation's bottom line. The question of what constitutes the cost of retention is one of the many questions that organisations need to consider when addressing the talent management challenges. This is based on the resources that are needed to ensure that one person joins the company and even when leaving, it makes it imperative to explore the costs related to retention.

Ntuli (2007) cited in Dube and Ngulube (2013:03) argues that the cost of replacing employees refers to separation or severance pay, recruiting replacements, developing their skills and experience and factoring in loss of productivity.

Losing employees is a very costly exercise. Replacement costs incurred include advertising and recruitment expenses, orientation and training of new employees, decreased productivity and loss of customers which are costly to the organisation (Netswera, Rankumise & Mavundla, 2005:37). If the employees are not retained this will result in wastage of resources, which organisations cannot afford in this era of economic turmoil and global competition (Dube & Ngulube, 2013:1).

According to Griffin (2012:269), an organisation usually incurs costs in replacing individuals who have quit, but if turnover involves highly productive people, it is even more costly. However, he attests that if the people who chose to leave are low performers or express high levels of job dissatisfaction, the organisation may also benefit from turnover. Developing a strategy to deal successfully with attrition may save an academic institution thousands, if not millions of Rands every year.

In summary, costing models for retention in organisations can illustrate whether organisations really suffer from the haemorrhage of resources without actually putting a stop to the drainage. Putting a stop to the brain drain is not easy due to other organisations competing to sway employees by offering better incentives. Hence, according to Michaud (2000:2), the advice is to build strong relationships with your employees and do whatever possible to find something in common with each employee.

2.3 Talent retention

With the development of worldwide studies of the labour market, FETs and higher educational organisations are competing for highly competent and knowledgeable employees. It is without doubt that their ability to survive in the market rests on the competencies of their employees.

Michaels *et al.* (2001:xii) refer to talent as the sum of a person's ability, his or her intrinsic gifts, skills, knowledge, experience, intelligence, judgement, attitude, character and drive which also includes his or her ability to learn and grow. One critical element of the definition is that of "knowledge". Alstete (2003), Desouza and Awazu (2004), Drucker (2001), Hira (2011), Horwitz, Heng and Quazi (2003), cited in Dube and Ngulube (2013:1), state that "knowledge is regarded as a strategic, valuable and competitive asset that enables organisations to foster innovation and improve efficiency, effectiveness, productivity and competitiveness". Consequently, it is knowledge, the intellectual capital of state workers, which is the fundamental resource for economic development (Dube & Ngulube, 2013:1).

In addition to the previous definition of retention, Harvard Business Essentials (2002:160) defines retention as keeping talented employees on the workforce. Frank, Finnegan and Taylor (2004),

cited in Hatum (2010:97), define retention as the effort by an employer to keep desirable workers in order to meet the business objectives. This last definition is more encompassing as it includes both tangible and intangible factors. According to Hatum (2010:97), these factors can negatively affect retention, by way of weak engagement, low levels of motivation, high degree of distrust, a lack of communication and poorly managed compensation and reward practices.

It is important to note that talent speaks to the individual and the management of it encompasses the entire organisation, whilst it is also worth noting that at the core of these definitions is the employee.

Understanding the concept of talent and talent retention should be the foundation of an organisation's human resource department. This will assist the human resource department to unpack strategies to deal with retention. The next section focuses on managing talent.

2.4 Managing talent as opposed to retaining talent

As mentioned in Chapter One, FET colleges have been recognised as the primary institutions for the delivery of vocational education in South Africa. This recognition makes it imperative for these institutions to manage talent. The ability to manage talent rests with the capability of management in these institutions.

Usually, managers talk about recognising the benefits of supporting their business talent pool. However, it remains to be tested if they actually know how to do it. Knowing how to get the momentum of their organisations behind the effort means they need to understand how to manage talent.

The issue of talent and talent management is explained differently by different individuals, organisations and market economies. Talent management in emerging markets can be defined as proactively identifying suitable local and global talent pools and attracting, retaining, developing and effectively managing a disproportionate number of fit-for-purpose, high calibre, diverse people who can be deployed in the right emerging-market positions to contribute meaningfully to the multinational corporation performance (Bluen, 2013:1).

Hatum (2010:13) defines talent management as a strategic activity aligned with the firm's business strategy that aims to attract, develop and retain talented employees at each level of the organisation. On the contrary, Colvin (2008:20) argues that we should not simplify talent by referring to talent as a natural ability to do something better than most people can do it. He further

argues that scientific evidence does not support the notion that specific natural talents make good performers and that talent is innate, and if you are not born with it, you cannot acquire it.

Given the diverse issues involved in managing talent, distinctive competencies are required by management in order to be effective. This implies that whilst it is the human resource function to develop talent management, plans and processes, and even line managers, need to be accountable to manage talent, especially in the new FET landscape coupled with globalisation.

2.5 Globalisation and talent retention issues

The location for most companies nowadays is global, multifaceted, dynamic, extremely competitive, and volatile. Over and above these outside circumstances, most companies are also facing numerous global challenges. These challenges are connected to talent flow, the managing of two generations of employees, such as older and younger employees, and a shortage of required skills. One major result of these challenges for institutions is that they have to be global and that they have to be resourceful in managing their human capital. This is essential if they wish to have any expectation of gaining and sustaining a competitive advantage.

According to Paul (2002), cited in Sutherland & Jordan (2004), attracting and retaining intellectual capital, a cadre of highly skilled, independent, internationally marketable and mobile individuals, is a critical feature of globalisation.

Global growth in the global research market indicates that higher educational institutions are competing for highly qualified and experienced staff members (Naris, 2009:38). This is due to the reality that their competitive advantage relies on the skills, knowledge and abilities of their employees. While emphasising the imperatives of globalisation, Jones (2006), Ash (1993), Picher and Askew (2006), cited in Bluen (2013:205), state that:

In the late 1980s, early 1990s, the following geopolitical events have enhanced the transition of companies to become global players, and these factors are transformation, rise of globalisation, the collapse of the Berlin wall, the end of African socialism and the greater political stability in some parts of the world.

Emerging economies such as South Africa have for some time been recognised as the primary engines for future growth, profits and talent. Forecasts predicted that by the end of 2012, more than half of the world's imports would have been purchased by emerging markets, while mature markets are likely to have faced uneven recoveries, flat growth and declining talent pools (Bluen, 2013:1).

Managers should therefore examine the sources of employee turnover and recommend the best approach to fill the gap of the source, so that they can be in a position to retain employees in their

organisation to enhance their competitiveness in the world of globalisation (Ngobeni & Bezuidenhout, 2011:52).

In summary, the issue of talent management rests fundamentally with management. The next section will focus on literature regarding retention of academics, which is the root of the study.

2.6 Academic staff retention

Academic institutions are not only confronted with retaining staff, there is the challenge of change in demographics due to ageing of personnel. The capacity of these institutions to attract and retain young academics is becoming difficult. The demographic requirements of prospective staff members have a determining influence on their recruitment packages. According to HESA (2010:1) academia is not a particularly attractive career choice due to somewhat low salaries, increasing student numbers and resulting workloads and institutional culture issues, amongst others.

Robyn (2012:16) avers that many researchers have highlighted the benefits of academic turnover, such as the capacity to hire younger academics, the opportunity to reallocate duties across different programme areas and the chance to diversify faculties with regard to gender, race and ethnicity, but finding replacements for ageing academics is a major concern. Badat (2008), cited in Robyn (2012:17), further argues that the next generation of academics must possess the intellectual and academic capabilities related to the teaching and learning, research and community engagement that are necessary conditions for transforming and developing South Africa's higher education institutions.

The above authors agree that academic institutions are becoming less attractive to young people and again, losing the older ones is a challenge in terms of knowledge retention. Finally, academic institutions should search for candidates to bring a range of skills and versatility to achieve the transformation requirements of South African higher education.

2.7 Some factors affecting talent attraction and retention – steps in retention

2.7.1 Trust

Trust is an important factor in influencing an employee's decision to stay or leave an organisation. Kreitner and Kinicki (1995), cited in Von Der Ohe and Martins (2010:1), define trust as a reciprocal faith in others' intentions and behaviour.

According to Von Der Ohe and Martins (2002:50), employers can only speculate what the impact of a widening trust gap is on attracting and retaining talented workers. According to Martins

(2000), cited in Von Der Ohe and Martins (2002:50), South African organisations experienced drastic changes, re-engineering, downsizing, ferocious global competition and the implementation of various labour laws. These have led to negative change on employer/employee contracts of employment and is widening the trust gap between employers and employees.

2.7.2 Perceived organisational support

Rhoades and Eisenberger (2002), cited in Van Schalkwyk, Els and Rothmann Jr. (2012:3), state that perceived organisational support (POS) is founded on the assumption that workers form sentiments about the extent to which an organisation values their contributions and cares about their well-being.

According to Van Schalkwyk *et al.*, (2012:13) various researchers have found the dimensions of POS to be established in the following ways:

- role clarity
- job information
- participation in decision making
- support from co-workers
- supervisory support, which leads to increased job satisfaction
- performance
- commitment
- reduced turnover

Contrary to the notion of lack of organisational support as a perceived cause of turnover, Mignonac and Richebe (2013:72) have studied the attribution of disinterestedness as a social norm that decreases voluntary turnover. Their study follows an approach that suggests that firstly, employees make differential attributions about management's motivation for support they receive. Secondly, according to Nishii, Lepak and Schneider (2008), cited in Mignonac and Richebe (2013:73), these attributes are differentially associated with employee's attitudes and behaviours. Baudrillard (2003), cited in Mignonac and Richebe (2013:73), refers to disinterestedness as "a giving which asks nothing in return".

2.7.3 Employer branding

Organisations need to answer the question, why would a new hire want to come to them (Bussin, 2013:377). Rosethorn (2009) and Willock (2005), cited in Botha, Bussin and De Swardt (2011:2), argue that a strong employer brand acts as an inducement for new hires to join companies. Branding is a concept widely assumed as establishing a certain status or position in association with an individual, product and organisation.

Employer branding is defined as the communication of an organisation as a great place to work Recruitment Buzz (2013). According to Botha *et al.* (2011:1), in an ever-shrinking talent pool, organisations use employer brand to attract and retain talent. However, in the absence of theoretical pointers, many organisations are losing out on a powerful business tool by not developing or maintaining their employer brand correctly.

2.7.4 Career orientation

Coetzee, Bergh and Schreuder (2010:1) maintain that individuals' career orientations impact their overall sense of life and job of career satisfaction, happiness and perceptions of work as a valuable activity. Organisations concerned with retention of staff need to find a way of aligning individuals' career needs and motives with the goals and aspirations of the organisation. According to Netswera *et al.* (2005:39), employees who feel that they have outgrown their portfolios, and that further training does not enhance their career moves within the organisation, opt to leave. While emphasising the importance of career orientation, Coetzee *et al.* (2010:11) state that favourable organisational conditions and career development support practices foster proactive effective career development. Management may elicit higher levels of subjective and objective experiences of career success, possibly leading to job satisfaction, organisational commitment and talent retention.

2.7.5 Motivation

Work motivation and job satisfaction are considered as vital contributions to human resources in businesses with respect to organisational culture, individual identity and in handling success and quality. A well-motivated workforce will deliver better quality work and be productive. Motivation is a major source of job satisfaction and eventually retention entails providing feedback and appropriate rewards.

Intention to quit has been researched extensively in various organisational sectors. However, there remains a distinct lack of research on retention and retention strategies within the higher education arena in South Africa (Robyn, 2012:10).

Before concentrating on the issue of retaining talent, it is important to understand the concept of motivation and what exactly motivates people to leave or stay in an organisation. Armstrong (2002), cited in Salie and Schlechter (2012:2), refers to motivation as factors which influence human behaviour and usually comprises three main elements: direction, effort and persistence. Moorhead and Griffin (1989:103) define motivation as forces which cause people to behave in certain ways. People come to work for different reasons, which are mainly based on their needs (Naris, 2009:38).

Linked to the concept of motivation, several authors such as Maslow, Herzberg and McClelland, (cited in Robbins, Odendaal & Roodt, 2003:143) have postulated theories about what motivates people to work. Whilst acknowledging their theories, some theories have been criticised because the investigations were primarily about what people want from a job, and not why they leave Naris (2009:38).

Robbins *et al.* (2003), cited in Naris (2009:38), argue that non-professionals might also have extrinsic and intrinsic motivators, which are stated in Herzberg's two-factor theory.

Tore *et al.*, (1997), cited in Ongori (2007:50), posit that:

Insufficient information on how to perform the job adequately, unclear expectations of peer and supervisors, extensive job pressures, ambiguity of performance evaluation methods, and lack of consensus on job functions or duties may cause employees to feel less involved and less satisfied with their jobs and careers, less committed to their organisations, and eventually display a propensity to leave the organisation.

Whereas, Carmeli and Weisberg (cited in Robyn, 2012:10) argue that:

Turnover intentions refer to three particular elements in the withdrawal cognition process, namely having thoughts of quitting the job, having intentions to search for a different job, and then having the intention to quit.

In summary, if the organisation does not support a positive behaviour, people tend to disengage and that increases their intention to quit.

2.7.6 Remuneration

In order to explore the causes of people to stay or quit organisations, it is important to have a theoretical basis for remuneration as a factor that contributes to decisions to stay or leave. The paragraph below seeks to illustrate the significance of remuneration as a retention factor. This will allow the researcher to conceptualise the study from a generalist perspective of remuneration to specifics when dealing with remuneration.

According to Bussin (2013:309), global research done by the Corporate Leadership Council Advisory Board shows that about 25% of the stay decision by employees relates to remuneration.

Dube and Ngulube (2013:03) state that:

It becomes very clear in the literature that South African academics are inadequately remunerated relative to occupations in the public sector (state, public enterprises and science councils) and private sector that requires similar levels of qualifications and expertise.

These differences make academics relatively mobile and opt for more administrative or management roles at institutions of higher learning. Manu *et al.* (cited in Ongori, 2007:51), argues that employees quit from organisations due to economic reasons. Using the economic model they showed that people quit organisations due to economic reasons and these can be used to predict the labour turnover in the job market (Ongori, 2007:50).

In the context of the understanding of remuneration issues, it is important to note that organisations will not lose employees due to their own negligence but there could be socio-economic reasons linked to people leaving the organisation. It is clear that the present remuneration of academics also needs thoughtful attention if South Africa is to shape and sustain a high quality higher education system HESA, (2011:20).

2.7.7 Employee engagement

Being plugged into or unplugged in an organisation, and not understanding the DNA of the organisation by employees, are key factors in ensuring that the heartbeat of the organisation is in sync with all who work in it. Employee engagement ensures that the heartbeat of the company is paced correctly by all employees.

It is critical for an organisation to spell out their reasons for following the route of employee engagement (Bussin, 2013:319). Kahn (1990), cited in Robyn (2012:33), defines employee engagement, as "the harnessing of organisation members selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performance". Rothbard (2001), cited in Robyn (2012:33) further defines engagement as a psychological presence of an employee in an organisation.

According to Shaffer (2005) cited in Bussin (2013:323), the four dimensions to creating engagement are:

- **Line of sight:** I know how what I do contributed to business goals and outcomes.
- **Involvement:** I know I can make decisions which will influence business results.
- **Share information:** I have the information I need to guide my decisions.
- **Reward and recognition:** I know I'll be rewarded for my contributions.

Ngobeni and Bezuidenhout (2011:9962-9963) identify two main factors that impact engagement level, namely organisational and individual factors. Organisational factors are culture and communication, whereas individual factors are motivation, opportunities for growth, work/life balance, and supervisor/subordinate relationship.

Linked to the above factors, it is important to consider the psychological factors that impact on employee engagement. A study conducted by Rothmann and Rothmann (2013:1) showed that there are two psychological conditions which are positively associated with employee engagement. These conditions are psychological meaningfulness and availability. May, Gilson and Harter (2004), cited in Van Zyl, Deacon and Rothmann (2010:2), define psychological

meaningfulness as the value of a work goal or purpose, judged in relation to an individual's own ideals or standards.

2.7.8 Job satisfaction

In order to engage in a meaningful debate on talent retention, the understanding of job satisfaction is very important. According to Robbins *et al.* (2003:16) job satisfaction is defined as "the difference between the rewards workers receive and the rewards they believe they should receive". Steyn and Van Wyk (1993), cited in Maniram (2007:14), define job satisfaction as "the degree to which individuals feel positively and negatively about their jobs". All the above are true. If the employees' desires and beliefs are aligned to their expectations, they will experience a feeling of accomplishment which therefore influences their satisfaction levels. This could mitigate the negative consequences of job dissatisfaction.

2.8 Retention models

Retaining talent necessitates long-term thinking and innovative planning. Most staff retention programmes tend to focus on the development of attractive benefit packages. These attractive packages often comprise features such as salary adjustments and competitive remuneration within the labour market. However, these packages are not adequate enough to address turnover challenges. The benefits approach limits institutions from developing all-inclusive methodologies to deal with turnover issues and in turn, workable retention practices.

According to Hatum (2010:97), retaining talent requires long-term thinking and creative planning. Most employee retention programmes focus on developing attractive benefit packages, which often include features such as holiday pay, schedule adjustments and competitive compensation. However, benefit packages are not sufficient to address turnover problems and thus, such focus prevents organisations from developing a holistic view of turnover issues and in turn, truly effective retention practices.

Bussin (2013:309) argues that those employees join companies, and leave as bosses. The best spend may well be on training and development of bosses to be better and more inspiring leaders. Once that is done, remuneration options can be considered. This notion supports staff engagement tactics more than remuneration tactics.

Hatum's (2010:98) model for long-term retention strategy illustrated below (Figure 2.1) includes some aspects and elements considered important for organisations to consider in their attempt to influence employees to stay. These elements are organisational identity, career and employability, as well as compensation and rewards.

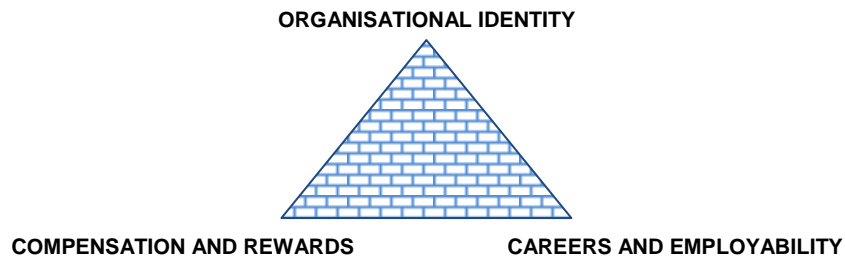


Figure 2.1: Retention strategy (adapted from Hatum, 2010:98)

The above model depicts the following:

- Organisational identity is seen to be the same as organisational commitment. By defining a set of core values; companies develop a clear, stable identity that allows people to identify with the organisation and in turn increases employee commitment. Zeffane and Al Zarooni (2012), cited in Coetzee and Botha (2012:2), state that commitment refers to the person's loyalty and intent to stay with the employer on the basis of a sense of duty and responsibility which extends beyond a purely personal interest in employment. Commitment is seen as a two-way street, in that if employers want committed employees, they need to be committed employers (Coetzee & Botha, 2012:3).
- Compensation and reward is seen to be the same as recognition. Talented people want to be paid according to market standards.
When employees perceive incongruence between their effort levels and compensation or that of their colleagues or other employees with whom they compare their situations, they experience dissonance and will react to that dissonance by changing their effort, their perception of reward or people with whom they compare themselves, or by leaving the organisation (Bluen, 2013:129).
- Finally, the model refers to employability/career paths as being similar to engagement. Due to generational changes, the old career paradigms have become obsolete. Opportunities to acquire knowledge and experience are thus imperative to entice people to join and stay with a company. Benko and Wesberg (2007), cited in Hatum (2010:110), refer to a new concept called "mass career customisation" and according to Tuglan (2002), cited in Hatum (2010:110), also known as "total career customisation".

This concept refers to the idea of multiple career paths that can be broken down into four dimensions:

- Pace
- Workload
- Location
- Role

The above dimensions are seen to have replaced the old career ladder with a "career lattice", which broadens the alternative ways for high-flyers to stay in an organisation but at a pace that suits them at any given point in time.

Nujjoo and Meyer (2012:8) agree with this framework but also include the element of intrinsic and extrinsic non-monetary rewards, role clarity and autonomy.

2.9 Motivators for leaving

Understanding what motivates staff in their jobs is important and the implications of the lack of motivation are equally important. People stay or leave organisations for various reasons.

Metcalf, Rolfe, Stevens and Weale (2005), cited in Naris (2009:39), assert that reasons for high turnover in higher education institutions include the following:

- dissatisfaction with relations between seniors;
- working conditions;
- few hours spent on research;
- excessive workload;
- financial rewards;
- lack of career opportunities; and
- work/life balance.

High labour turnover leads to decreased morale. This impacts on the reputation of the organisation, and eventually affects productivity (Naris, 2009:40). According to Naris and Ukpere (2010:1081-1083), some of the challenges leading to resignation of employees in an academic institution, and which should be addressed urgently, are:

- Career development should be vigorously encouraged and employees who have potential should be identified and developed;
- Lack of flexible working hours to academics so that they can balance their lifestyles;
- Academic staff are not offered non-financial rewards such as recognition of efforts through teaching awards, personal growth and extra time for research purposes;
- Non-academics should be offered non-financial rewards such as responsibility, influence, personal growth and acknowledgement for a job well done;

- Staff are not acknowledged for a job well done;
- There is a lack of effective induction and orientation that includes mentoring programmes for new academic staff;
- Organisations or institutions are not creating an adequately supportive environment;
- There is a need to focus on securing employment by making the academic organisation an "employer of choice" so that employees can return or recommend others;
- Poor training and development opportunities;
- Create organisational or institutional culture where teamwork is fostered and open communication is promoted; and
- Create fair promotional opportunities for everyone.

There are various factors which motivate academics and other employees to leave institutions, and many of them have far-reaching implications as to why people leave their places of employment.

2.10 Summary

The deficient working conditions of academics will continue to drive them towards the attractive lifestyles that they can enjoy in other countries or establishments outside of higher education.

Theoretical models and related literature have revealed various factors or antecedents that may impact the intention of people to stay or leave, namely person/organisation fit, training and career development, organisational culture, communication and consultation, team-working relationships, perceived organisational support, occupational stress, organisational commitment, transformational leadership, job satisfaction, and remuneration, reward and recognition. The impact of these variables in staff retention within FET colleges will be investigated in the survey conducted at College X in the Western Cape.

FET colleges are faced with two major challenges. On the one hand they have to deliver quality education to learners, and on the other hand, meet national skills development strategic demands. Thus FET colleges are promoted to increase their investment talent retention strategies.

Qualified academics are either lured by the private sector or are approaching retirement age. The younger generation is not sufficiently trained to assume the roles or they are not attracted to the sector due to poor employment conditions.

Theoretical and empirical research papers have been discussed and which gave insight into retention issues such as reasons for people to stay or quit companies. This is very significant in the turbulent South African economy. The next chapter discusses the research design and methodology employed in this study, and includes data collection methods, sampling size and challenges faced by the researcher.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

Research as a process enables gaining a better understanding of the intricacies of human experience. This chapter discusses the research design and methodology used in the study, including sampling, population, establishing rigour throughout data collection, ethical consideration, and data analysis. The research approach is non-experimental, qualitative, exploratory-descriptive and contextual. Hence this study will follow a blend of qualitative and quantitative research approach.

Bernard (2013:63) asserts that research is actually a messy process that is cleaned up in the reporting of results.

According to Wimmer and Dominick (2011:14) a typical research process consists of eight steps but they caution that these steps do not guarantee valid, reliable, and good research. These steps are:

- Selecting a problem
- Reviewing existing research and theory
- Developing research question
- Determining an appropriate methodology/research design
- Collecting relevant data
- Analysing and interpreting the results
- Replicating the study when necessary

The theoretical framework and literature review offered in Chapter Two, together with the research design and methodology outlined in this chapter, show the approach to address the research questions listed in Chapter One of this study.

3.2 Philosophical approaches and their application in the study

3.2.1 Positivism

According to Creswell (2013:24) in positivism or post-positivist approach, reality is stable, observable and can be measured. Knowledge is obtained using a scientific method which is objective and measurable. To prove that a phenomenon exists, one has to collect data scientifically and what cannot be tested empirically cannot be regarded as proven. To prove the validity of a statement, data must be collected (e.g. using experiments, surveys etc) using

methods that are agreed on by the scientific community. Also, the research when repeated should yield the similar results.

3.2.2 Application of positivism

This study began by suggesting factors which influence the beliefs as to why employees decide to quit the FET sector. Using the research problem and the literature review, a number of factors that may cause employees to leave or stay, were identified. These were remuneration, career and development opportunities, performance management, management and leadership style, work environment/location, organisational culture/environment, recognition, and reward. Based on these beliefs a questionnaire was developed and administered to a sample of academic and support staff of College X. Data was analysed and the factors were identified, explaining why employees quit the college. These factors were ranked according to reasons for employees to quit College X.

3.2.3 Phenomenology

According to Creswell (2013:76) phenomenology focuses on describing what all participants have in common as they experience the phenomenon. Literally, phenomenology is a philosophy of knowledge that emphasises observation of a phenomenon or the things we experience and the ways in which we experience such things (Bernard, 2013:20). Experience is a multifaceted concept and not openly observable by an external observer. For example, in this study how the employees experience College X may not be the same. Therefore it may be difficult to answer such questions because they are subjective. However, "inter-subjectivity" can be used as a mechanism for getting as close as possible to subjects' trustworthiness and credibility (Babbie & Mouton, 2001:273).

3.2.4 Application of phenomenology in this study

With this approach attempts were made to study the employee turnover experience objectively and scientifically, and the researcher did not propose any factors. This study did not emerge from the premise of preconceived ideas about the reasons for employees to quit the college. The interest in this study was more in understanding the experiences of employees of College X which may result in them quitting the college. Focus groups were used, where small groups of employees were interviewed. This was done to ensure face-to-face interaction with the college employees. Participants were observed as they responded to the questions and these responses were recorded during the focus group session.

3.3 Understanding the design and methodology of research

Conducting research entails two main dimensions, being research design and research methodology. Huysamen (1994:10) refers to research design as a plan or blueprint according to which data are collected to investigate the research hypothesis or question in the most economical manner. On the other hand, research methodology refers to methods, techniques and procedures that are employed in the process of implementing the research design or research plan and the principles underlying their use (Babbie & Mouton, 2001:647). Babbie and Mouton (2001) outline the difference between research design and methodology as follows:

Table 3.1: The difference between research design and methodology (adapted from Babbie & Mouton, 2001:75)

Research design	Research Methodology
Focuses on the end-product: what kind of study is being planned and what kind of results are aimed at.	Focuses of the research process and the kind of tools and procedures to be used.
Point of departure - research problem or question.	Point of departure - specific tasks (data – collection or sampling) at hand.
Focuses on the logic of research: what kind of evidence is required to address the research question adequately?	Focuses on the individual (not linear) steps in the research process and the most "objective" (unbiased) procedures to be employed.

3.3.1 Research approach in this study

This study utilised a mix of qualitative and quantitative research approaches. Gray (2009:203) calls this method a mixed methods research. Creswell, Clark, Gutmann and Hanson (2003), cited in Gray (2009:204), defines mixed methods as:

The collection or analysis of both quantitative and qualitative data in a single study in which the data are collected concurrently, are given a priority, and involve the integration of data at one or more stages in the process of research.

Qualitative research methods involve a researcher describing kinds of characteristics of people and events without comparing events in terms of measurement or amounts. However, quantitative methods focus attention on measurements and amounts displayed by people and events that the researcher studies (Thomas, 2011:1).

The key difference between quantitative and qualitative methods is their style of questioning and flexibility. Qualitative research uses flexible questioning whereas quantitative research uses

standardised questions (Wimmer & Dominick, 2011:50). Generally, quantitative methods are fairly inflexible. With quantitative methods such as surveys and questionnaires, researchers ask all participants identical questions in the same order. The response categories from which participants may choose are closed-ended. The advantage of this inflexibility is that it allows for a meaningful comparison of responses across participants. This study focussed on the opinion of academics and administration support staff on issues influencing the intention to quit the college. The research approach is non-experimental, qualitative, exploratory-descriptive and contextual.

Table 3.2: Summary of the purposes of the mixed methods (adapted from Gray, 2009:214)

Purpose	Rationale
Triangulation: seeks convergence, corroboration, correspondence of results from different methods.	To increase the validity of constructs by counteracting or maximising the heterogeneity of irrelevant sources of variance attributable to inherent method or bias or biases in inquiry context
Complementarity: seeks elaboration, enhancement, illustration, clarification of results of one method with the results from the other method.	To increase the meaningfulness and validity of constructs by capitalising on inherent method strengths and counteracting inherent method biases.
Development: seeks to use the results of one method to help or inform the other method.	To increase the validity of constructs and inquiry results by capitalising on inherent methods strengths.
Initiation: seeks the discovery of paradox and contradiction, new perspective, the recasting of questions or the results from one method with questions or results from the other method.	To increase the breadth and depth of inquiry results and interpretations by analysing them from the different perspectives of different methods and paradigms.
Expansion: Seeks to extend the breath and range of inquiry by using different methods from different inquiry components.	To increase the scope of inquiry by selecting the methods most appropriate for multiple inquiry components.

3.3.2 Qualitative research

According to Welman and Kruger (2001:191), unlike quantitative research, qualitative research is not concerned with the methods and techniques to obtain appropriate data for investigating the research hypothesis. Qualitative research seeks to understand a given research problem or topic from the perspective of the local population it involves. It is therefore interpretive in nature (Christensen, 2001:50).

The strength of qualitative research is its ability to provide complex textual descriptions of how people experience a given research issue (Bhattacharjee, 2012:114). Babbie (2007), cited in

Usadolo (2011:71), further argues that the qualitative approach provides richness in meaning because it allows the researcher to explain his findings beyond surface. Yin (2011:6) supports the qualitative research by asserting that "by now, qualitative research has become an acceptable, if not mainstream, form of research in many different academic and professional fields". He further argues that qualitative research represents an attractive and fruitful way of doing research.

Munhall (2007), cited in Burns and Grove (2011:20), describe a qualitative approach as a systematic, subjective approach used to describe life experiences and situations to give them meaning. Researchers use the qualitative approach to explore the behaviour, perspectives, experiences and feelings of people and emphasise the understanding of these elements.

In this study the qualitative research method was deemed appropriate to discover the experiences and perceptions of academic and support staff on staff turnover and staff/talent retention. This was done to obtain a clear perspective; all participants were assumed to be involved and immersed in the study.

There was a need ascertain the correct methodology to use to gather valid and reliable data. Yin (2011:26) avers that there are six fundamental competencies that are needed in doing qualitative research. These are:

- Listening
- Asking good questions
- Knowing your topic of study
- Caring about your data
- Doing parallel tasks, and
- Persevering

3.4 Target population and sampling

3.4.1 Research population

Christensen (2001:48) refers to population as "all of the events, things or individuals to be represented, and a sample as any number of individuals less than the population".

Burns and Grove (2003:234) define eligibility criteria as "a list of characteristics that are required for membership in the target population".

The criteria for inclusion in this study were:

- **Academic staff working at College X:** these are persons who provide professional educational services to the college.
- **Support staff working at College X:** these are employees who render academic support services, student support services, human resource administration, administration and

financial management services.

- **Academic staff who are also managers in their roles:** this category of staff assume overall responsibility for the academic aspects of the campus of a college, support the teaching staff and ensure a high level of customer service and student satisfaction.

3.4.2 Sample

Participant precision, data validity, and even ethical concerns are all measurement problems in research (Bernard, 2013:127). In order to succeed in your measurement, the understanding of your sample is critical. Wiid and Diggins (2009:191) define a sample as subset of a population (or universe). He further argues that in this context a population is defined as the total group of people or entities from whom information is required.

According to Wiid and Diggins (2009:192) the following aspects are important for successful sampling:

- Clearly defining the population;
- Defining the sample frame;
- Selecting a sampling strategy;
- Determining the sample size; and
- Selecting sample elements.

3.4.3 Sampling process

According to Bhattacharjee (2012:68) sampling techniques are grouped into two broad categories, namely random sampling and non-probability sampling. Probability sampling occurs when the people in the sample are chosen because the researcher is of the opinion that they represent a cross-section of the entire population (Naris, 2009:58). Non-probability sampling is done where the probability of the selection cannot be accurately determined (Bhattacharjee, 2012:68).

Probability sampling was employed in this study. Probability sampling has the following types: simple random sampling, systematic sampling, stratified sampling, cluster sampling, matched-pairs sampling and multi-stage sampling (Bhattacharjee, 2012:70).

In this study stratified sampling was used. This type of sampling is used when the researcher wants to highlight specific subgroups within the population and the study site, College X, had two categories of employees, namely support staff and academic staff. These employees had different designations. According to the college designations, academic staff comprised post levels 1 – 5 and support staff consisted of executive staff, managers and junior staff.

3.4.4 Sampling size

According to Bernard (2013:142) sample depends on the following factors, namely:

- the heterogeneity of the population or chunks of the population (strata or clusters)
- the number of population subgroups in the analysis
- the size of the phenomenon that the researcher wants to detect
- how precise the researcher wants the sample statistics to be

However, Gorard (2013:85) argues that if possible, it is best not to have a sample size at all, but to use or involve the entire population of interest. His advice is that if the researcher wants to draw conclusions about the population, then the sample should be as big as possible.

In this study the population was defined as the total number of employees across eight campuses, plus the central office, of College X. This comprised 221 support staff and 340 academic staff. Questionnaires were distributed to all 561 staff members, of which 223 completed questionnaires (39.7%) were returned.

Two focus groups, one comprising 15 participants and the other 9 participants, were selected from the bigger campuses. Campus management assisted in choosing the focus group participants, based on their level of experience in the college.

3.4.5 Sampling procedure in this study

Sampling of the participants was done as follows:

- The Chief Executive Officer of College X approved the research survey and a letter of invitation to participate was sent to academic and support staff from all eight campuses, as well as the central office (see Appendix C).
- Assistance was received from the Deputy-Chief Executive Officer and the Student Support Services manager of College X to encourage the maximum number of staff members to participate in the study. Possible focus group participants were selected after the researcher pre-selected participants according to the stratified sampling criteria to ensure representivity.
- The study was explained to the potential participants who were on the short-list for the focus group and these participants were asked if they were keen to participate in the focus group.
- Hard copies of the questionnaire were distributed to the whole college staff community to ensure true representivity and achieve maximum response rate. These were distributed only as hard copies, not e-mailed soft copies. The reason for not distributing via e-mail was to allow those employees who do not have access to a computer, to participate.

3.5 Data collection procedures

Data was collected from focus group discussions and questionnaires. The rationale behind choosing focus groups as well as questionnaires was to:

- Obtain different perspectives on the phenomenon under investigation.

- Clarify unclear questions which may not be clear in the questionnaire.
- Observe non-verbal communication.
- Prevent researcher bias and approach the phenomenon without preconceived ideas.

Obtaining data from participants with different experience avoids information bias and thus increases reliability of the data.

3.5.1 Anticipated problems during data collection

According to Harris and Brown (2010:1) a review of questionnaire/interview comparison studies found that consensus and consistency statistics were generally weak between these methods. They further argue that this poor alignment appeared attributable to a number of factors. These factors could be data collection procedures, the complexity and instability of the construct being investigated and most importantly, the emotive responses within the interviews and misinterpretation of questionnaires. In order to mitigate challenges, the study followed the ethical standards which are discussed at the end of this chapter.

3.5.2 Interviews: focus groups

Kitzinger and Barbour (cited in Barbour, 2007:2) refer to a focus group as any group discussion where a researcher is actively encouraging of, and attentive to, the group discussion. Barbour (2007:3) further opines that the researcher needs to moderate the discussion and pick up the differences in views.

In this study both academic staff and support staff who are employed at College X were interviewed. This was done to stimulate their opinions on what are the factors that may cause them to leave the college.

3.5.3 Interview technique

A structured interview format was used during the group discussions. Gray (2009:372) defines structured interviews as:

Interviews whereby the responses are recorded by the interviewer on a standardised schedule, and while there is some interaction between interviewers and respondent, this is kept to the minimum.

To ensure validity of the study the sizes of groups were kept small, e.g. groups of 9 – 15 were used. To avoid bias, the researcher followed the same protocol.

During the study each focus group was directed by means of an interview guide with semi-structured questions (Appendix E). During the interviews the respondents were engaged by ensuring they maintained eye contact with each other. The interview skill of probing (verbal and non-verbal) was used.

Each participant was given an opportunity to ask any questions for clarity and also asked if there were any more questions or comments. This assisted in closure of the interview.

3.5.4 The values of using focus groups

Focus groups were used to collect data. Some of the advantages and limitations of using focus groups are outlined below.

Table 3.3: Advantages and limitations of focus groups (adapted from OQI, 2007)

Advantages	Limitations
<ol style="list-style-type: none"> 1. Focus groups can produce valuable information that is not likely to come from a personal interview or a survey. 2. One focus group meeting uses fewer resources (time and money) than multiple personal interviews or large surveys that fail to ask the important questions. 3. Responses can be clarified and expanded upon with probing follow-up questions. 4. Non-verbal responses can be recorded and interpreted. 5. Group members can react to and build upon each other's responses to produce information or ideas that they might not think of on their own. Focus groups can be a natural forum for new ideas. 6. Focus groups can be a natural forum for new ideas. 	<ol style="list-style-type: none"> 1. The small size of a focus group does not allow statistically significant generalisation of responses to a larger population. 2. Since focus group members usually attend the meeting voluntarily, we might wonder how they differ from the larger population. 3. Focus group members may be difficult to recruit. 4. Open-ended responses may be difficult to group into categories. 5. Opinions presented by assertive focus group members may overwhelm ideas held by the rest of the group.

The comparative advantage of focus group interviews as an interview technique lies in their ability to observe interaction on the topic (Babbie & Mouton, 2001:292).

In this study the above shortcomings and limitations were used as a framework to design the focus group sessions and questions.

3.5.5 Questionnaires

According to Cozby (2007:134) there are two ways to administer surveys. One is to use a written questionnaire, where participants read the questions and indicate their responses on a form. The other way is to use an interview format, where the interviewer asks questions and records the responses. A Likert-type questionnaire was used as the data collection instrument for the study,

with closed-ended questions and multiple-choice answers from which respondents could choose their answers (Appendix D).

Only hard copies of the questionnaire were distributed to participants. These questions addressed the dependent and independent variables of the research problem. The reason for distributing only hard copies was to ensure that those respondents who do not have computers can easily participate and mitigate against sampling bias

The corporate executive manager of College X was requested to send an e-mail to the college community to inform them about the purpose and the commencement of the survey. The respondents were given a week to complete the survey and then return the completed questionnaires.

3.5.6 Structure of the questionnaire as an instrument

The questionnaire comprised two sections, one to collect biographical data and the second for collecting qualitative data on the employees' opinions on possible motivation for staff to leave the college. The questions were relevant to and addressed the research objectives.

Data analysis and interpretation was effected once the completed questionnaires had been received back by the researcher, and information gathered from the focus group interviews had been processed.

3.6 Ethical considerations

Ethical consideration relates to moral standards and the assessment of risks and benefits that related to the research. This applies to all methods and stages used during the research design. Cozby (2007:39) refers to these as topical issues that guide the study to make calculated participant satisfaction at the end of the research. Qualitative research involves the study of a research site(s) and gaining permission to study the site in a way that will enable the easy collection of data (Creswell, 2013:151). The research project was registered with CPUT (Cape Peninsula University of Technology (Appendix A). After the Ethics Committee of CPUT approved the study, an introductory letter was sent from the researcher's supervisor to the Quality Manager of College X (Appendix B). Permission was obtained from College X to conduct the study at the College. To maintain anonymity, this letter is not included as an appendix. The study followed the principles of ethics in research. According to Bhattacharjee (2012:134) the ethical principles of research are voluntary participation and harmlessness, autonomy and confidentiality, disclosure, as well as analysis and reporting. These are explained briefly below.

3.6.1 Anonymity and confidentiality

This means that the interest of the subjects, their identity, and wellbeing is protected during the survey (Babbie & Mouton, 2001:523). This means that the precautions are taken to ensure confidentiality.

In this research the following precautions were taken:

- The names of participants did not appear on the questionnaires.
- Once completed, the questionnaires were locked in a safe by College X for safekeeping and to ensure confidentiality.
- Notes collected from the focus groups were also kept locked in a safe.
- The researcher agreed to respect and abide by College X's request for anonymity and the name of this institution would not appear anywhere in this dissertation.

In short, anonymity is when the information is not linked back to the participants. Participants were assured both verbally and in written form, of complete confidentiality and anonymity.

3.6.2 Voluntary participation and harmlessness

In this research there was no risk of physical harm. However, the researcher looked at consequences that may be harmful to the participant. The possible harm was the psycho-social harm. Babbie and Mouton (2001:522) indicate that revealing of information could embarrass the participant or endanger their home life, friendships, jobs and so forth. This can result in negative psychological consequences. During the focus group discussions, the participants were informed that if they felt uncomfortable during the interview, they were free to withdraw at any time. Bhattacharjee (2012:135) further argues that even if subjects face no mortal threat, they should not be subjected to personal agony as a result of their participation.

3.6.3 Full disclosure

The purpose and outcomes of the study were clearly explained to the participants before the study commenced. However, Bhattacharjee (2012:136) argues that in some cases disclosing such information may potentially bias the subjects' responses.

3.6.4 Reporting

Researchers have an ethical responsibility to the scientific community and readers to ensure that authorship is genuine and plagiarism does not occur. Babbie and Mouton (2001:526) argue that dishonesty tends to mislead inexperienced researchers into thinking that all scientific inquiry was that of the researcher. Therefore the study should strive to maintain objectivity and integrity in the conduct of scientific research.

In summary, while the autonomy of researchers is to be respected, however, the adherence to and the protection of the research values is a primary responsibility of all researchers (Hammersley & Traianou, 2012:144)

3.7 Methods to ensure validity and reliability

It is imperative to note that a researcher's effort may be complicated and affected by bias in the research design, which in turn may affect the quality of the research. The framework of thinking about validation in qualitative research is to suggest that researchers employ accepted strategies to document the accuracy of their studies (Creswell, 2013:250). Hence in such cases and in trying to minimise this problem, issues of reliability, and validity in research become of greatest consideration.

3.7.1 Validity

According to Bernard (2013:45), validity refers to accuracy and trustworthiness of instruments, data, and findings in research. Validity is a measure of whether the data that was collected accurately reflects what is being measured (Babbie & Mouton, 2001:648; Polit & Beck, 2014:72; Wimmer & Dominick, 2011:175). Validity is measured in terms of two distinct but connected dimensions: these are internal validity and external validity (Bless, Higson-Smith & Kagee, 2006:92).

In this study, external validity was utilised to ensure that data was reliable. To achieve this, the researcher ensured that the names of participants remained anonymous to obtain true information. Permission was obtained from College X management to collect data. In order to mitigate bugs and other data errors, the researcher employed an independent person to capture data and only did spot checks for quality (Gorard, 2013:160).

3.7.2 Reliability

According to Polit and Beck (2014:390), reliability is "the degree to which a measurement is free from measurement error, its accuracy and consistency". Reliability tests such as interrater reliability, and test-retest reliability are used to ensure that the researcher gets the same answer by using an instrument to measure something more than once (Bernard, 2013:46-47). In this study triangulation was used whereby more than one method was used to collect data. Triangulation is defined as the use of multiple methods to collect data and interpret data about a phenomenon so as to converge on accurate representation of reality (Polit & Beck, 2014:393). In this research a combination of qualitative and quantitative design was used. The researcher explained his position and declared biases concerning data collection and analysis.

3.8 Summary

This chapter illustrated how the research was planned and executed. The different approaches followed were supported by literature from various authors to ensure authenticity, reliability and validity of the study.

Chapter Three provided broad elucidation and justification of the research design and methodology, and described the design of the research instruments. The research population and sampling techniques were discussed. The use of a mixed methods approach is explained. Data collection by use of questionnaires and focus groups is described. Ethical considerations, validity and reliability were also addressed.

In the conceptual phase the research question mainly focused on the perceptions of academic and support staff as to possible reasons for staff to remain at or leave College X. It is in Chapter One where the objectives were formulated for the purpose of the study. The research question evolved due to a range of challenges experienced by College X and their involvement in ensuring that there was enough investigation on issues affecting talent retention in the FET sector.

Chapter Four presents the results and findings obtained from the questionnaires and the focus groups.

CHAPTER FOUR

PRESENTATION OF DATA AND ANALYSIS

4.1 Introduction

According to Polit and Beck (2014:378), data analysis refers to "systematic organisation and synthesis of research data and in quantitative studies, the testing of hypothesis using those data". Analysing of qualitative data is an active and interactive process (Polit & Beck, 2014:383).

In the preceding chapter, research design and methodology was discussed. This chapter presents and summarises the data obtained from the questionnaires and interviews with focus groups. Tables, figures, and other forms of summarised data are used to present data and the major themes emanating therefrom. Major themes emerged when a significant percentage of respondents gave the same or very similar responses. Finally in this chapter, reliability will be presented using Cronbach's alpha as an estimate of reliability, as well as the independent sample tests.

4.2 Distribution and return of questionnaires

A total of 561 questionnaires were distributed to employees at the eight campuses and the central office of College X, of which 223 questionnaires (39.7%) were returned. The distribution of questionnaires followed a census sampling approach. Quantitative methodology was used to evaluate objective data from these 223 completed questionnaires. The qualitative research approach was applied to two focus groups with a total of 24 participants. The sample was randomly drawn and large enough to allow for good point estimates. The purpose of the qualitative approach was to establish an in-depth perception by the researcher of what might cause employees to leave or stay at College X. This was achieved by formulating questions representing different variables of the study.

The questions were divided into the following categories:

- Career and development opportunities
- Remuneration and benefits
- Work environment and location
- Organisation culture
- Management and leadership style
- Performance management
- Recognition and reward

A nominal and ordinal value was then assigned to responses to assist with analysis and descriptive statistics.

4.3 Occupational profile of respondents in the study

Table 4.1 below shows that participants held different levels of occupation. This was significant in obtaining different views regarding talent retention perceptions and causes of staff turnover.

Table 4.1: Sample breakdown of participants in the survey

Support Staff Sample	
<input type="checkbox"/> Admin Clerk	<input type="checkbox"/> Librarian
<input type="checkbox"/> General Assistant	<input type="checkbox"/> Student Support Services
<input type="checkbox"/> Secretary	<input type="checkbox"/> MIS Assistant
<input type="checkbox"/> Manager	<input type="checkbox"/> Household Aid
<input type="checkbox"/> IT Assistant	<input type="checkbox"/> Executive/Senior Manager
<input type="checkbox"/> Campus Co-ordinator	<input type="checkbox"/> Data Capturer
Academic Staff sample	
<input type="checkbox"/> Post Level 1	<input type="checkbox"/> Post Level 3
<input type="checkbox"/> Post Level 2	<input type="checkbox"/> Post Level 5

4.4 Results

4.4.1 Demographics of participants: gender, age, education

The following section provides an overview of the demographic profile of the sample. The demographic data indicates that there is gender imbalance—more female respondents than males—therefore the results will be biased towards female opinions. Most respondents ranged between the ages of 26 – 55 years. Educational levels were high with almost 71% having tertiary qualifications. Lastly, most respondents had fairly long terms of service with College X.

Gender

Figure 4.1 below indicates that 60.5% (N=135) female and 39.5% (N=88) male respondents.

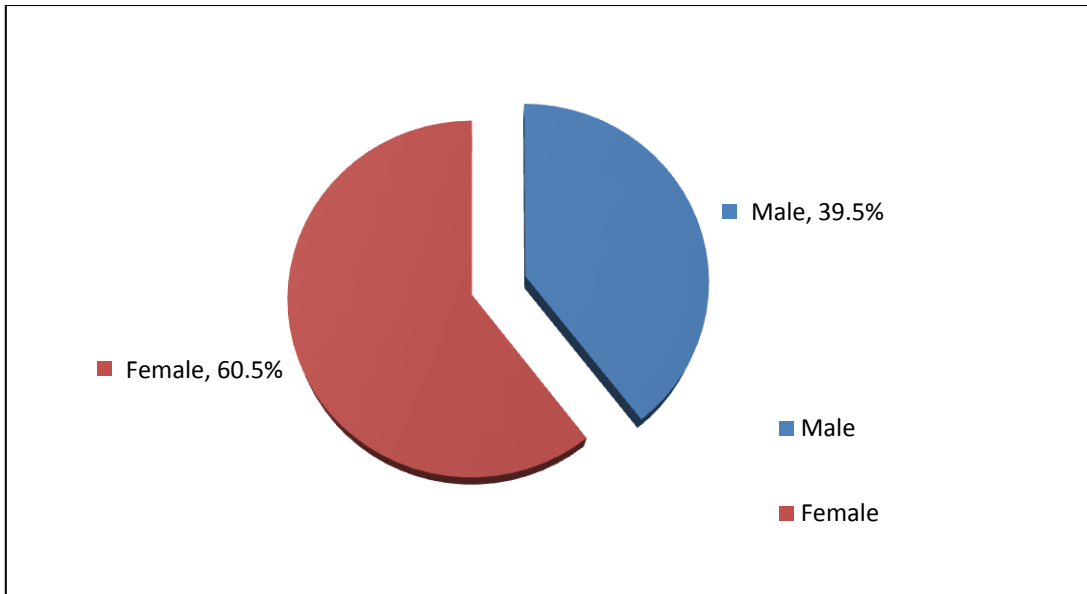


Figure 4.1: Gender distribution of the sample

Age

Figure 4.2 below shows the age distribution of respondents.

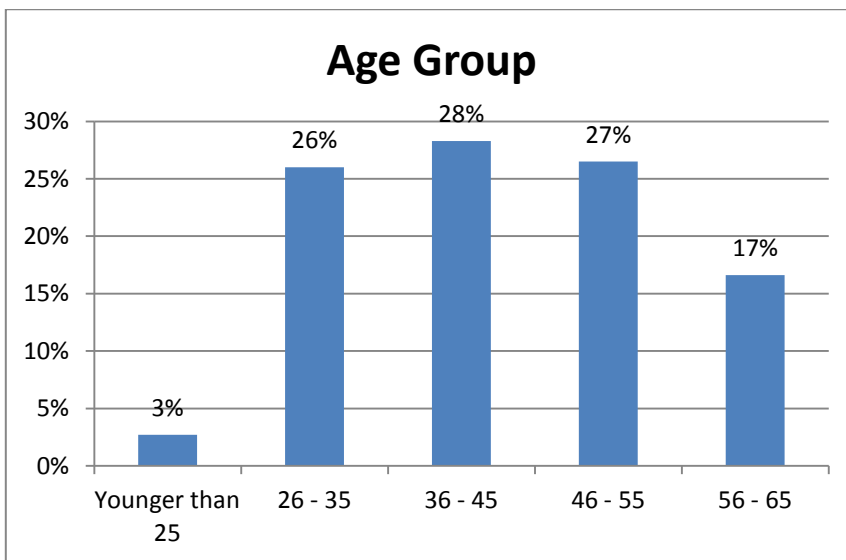


Figure 4.2: Age group distribution of the sample

Figure 4.2 reflects that 28% (N=63) of the respondents fall within the age grouping of 36-45 years. 27% (N=59) of the respondents were between the age 46 – 55 years, while 26% (N=58) of the respondents were between the age group of 26-35 years. 17% (N=37) ranged between the ages 56-65 years. Only 3% (N=6) of the respondents were below 25 years of age. There is a fair

distribution of ages between 26 – 45 years. Most respondents were from the age group 26 -56, with 81% from the group 26-55 years.

Education

Figure 4.3 below illustrates the distribution of educational levels of respondents.

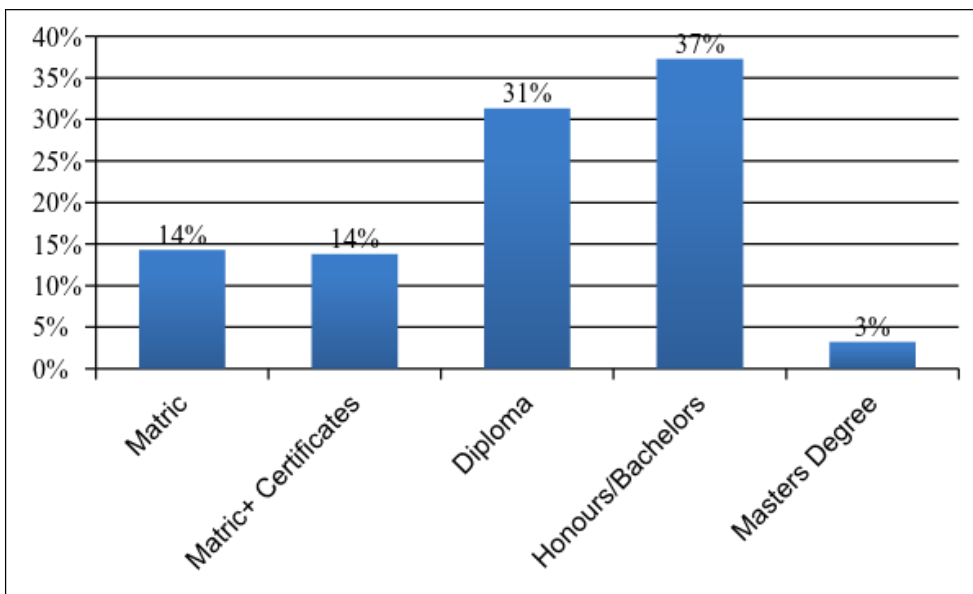


Figure 4.3: Education distribution of the sample

Approximately 37% (N= 81) of the respondents had Bachelor's and Honours degree, while 31% (N= 68) had a diploma as a qualification. About 14% (N=30) of respondents had Matric and some form of certification and another 14% (N=31) had Matric only. Only 3% (N=3) of the respondents had a Master's degree. None of the respondents had a Doctoral degree

4.4.2 Descriptive statistics (questions 1 – 30)

The researcher used descriptive statistics to describe the data that was collected. Descriptive statistics is used in the first instance to get a feel for the data, secondly for use in the statistical tests themselves, and in the third instance to indicate the error associated with results and graphical output. Many of the descriptions such as the mean, frequencies and focus group feedback were used as the basis for analysis.

4.4.2.1 Years of service

Figure 4.4 below reveals that about 28% (N=62) of the employees were in employment for 5 < 10 years and 24% (N=52) were in employment for more than 15 years. 18% (N=39) of the employees have been at the college more than a year but less than 3 years. Findings show that 13% (N=29) of the staff has been in the college for 10 to 15 years and only 8% (N=17) was at the college for less than a year. The figure below indicates a bit of instability in the years of service.

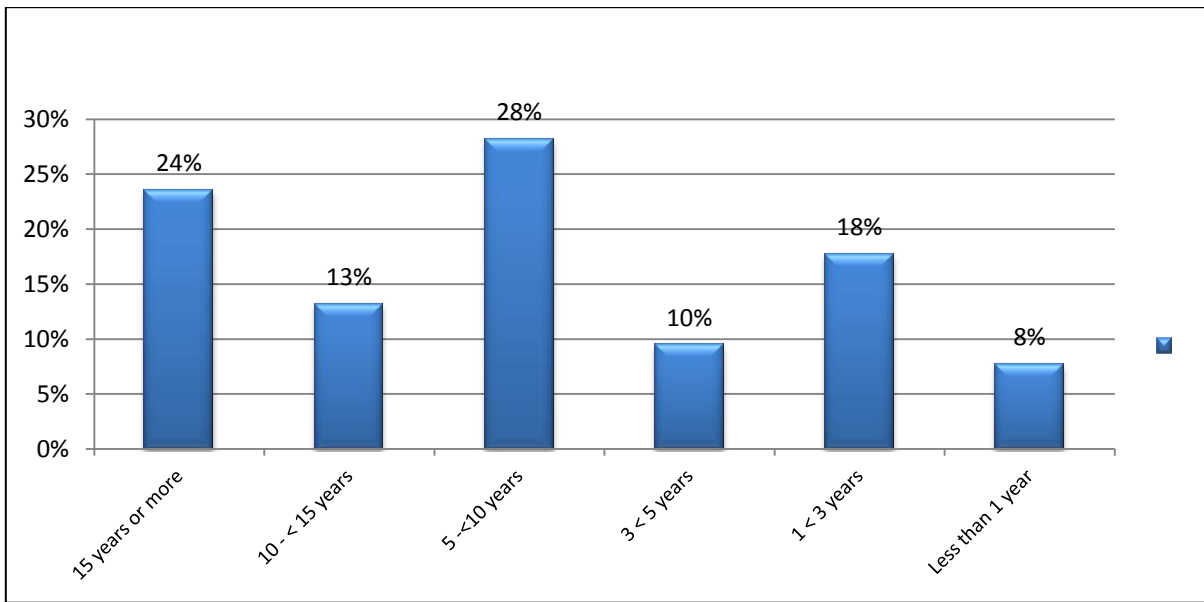


Figure 4.4: Time worked in present position

4.4.2.2 How many years are left before you reach retirement age?

According to Table 4.2 below, 56% (N =117) of the respondents had more than 15 years before they retire, while approximately 23% (N=47) will retire in 10 – 15 years. There were 13% (N= 28) of the respondents who would retire in 5 – 10 years. And about 3% (N=6) of respondents would retire in 3 – 5 years. Only 0.5% (N=1) of respondents were due to retire in less than a year. There is a general understanding that the normal retirement age is 55, 60 or 65 in South Africa.

Table 4.2: Number of years left before retirement

		Frequency	Percent	Cumulative Percent
Valid	15 years or more	117	56.0	56.0
	10 - < 15 years	47	22.5	78.5
	5 - < 10 years	28	13.4	91.9
	3 < 5 years	6	2.9	94.7
	1 < 3 years	10	4.8	99.5
	Less than 1 Year	1	.5	100.0
	Total	209	100.0	
Missing	System	15		
Total		224		

4.4.2.3 How much longer do you expect to be employed at the College?

Table 4.3 below reveals that 26% (N=52) were ready to continue working for the college for 5 to 10 years and 24% (N=47) were willing to stay more than 15 years in the college. About 17% (N=34) are willing to stay 10 – 15 years. 12%(N=24) were willing to stay for up to 5 years. This shows a majority of the employees were willing to stay longer at the college compared to the 6% (N=11)

who were willing to stay less than a year.

Table 4.3: Expected length of employment at the college

		Frequency	Percent	Cumulative Percent
Valid	15 years or more	47	23.9	23.9
	10 - < 15 years	34	17.3	41.1
	5 -<10 years	52	26.4	67.5
	3 < 5 years	29	14.7	82.2
	1 < 3 years	24	12.2	94.4
	Less than 1 Year	11	5.6	100.0
	Total	197	100.0	
Missing	System	27		
Total		224		

4.4.2.4 How much longer do you expect to remain in the FET sector?

Table 4.4 illustrates that that 28% (N=56) were willing stay within the FET sector for more than 15 years, another 21% (N=41) were willing to stay in the sector for 10 – 15 years and 22% (N=44) were willing to remain in the sector for 5 – 10 years. Only 6% (N=12) were willing to leave the sector in less than a year. Looking at the percentage willingness to stay at the college versus willingness to stay in the FET sector, illustrates that on average there was a willingness to stay in the FET sector.

Table 4.4: Expected length of stay in the FET sector?

		Frequency	Percent	Cumulative Percent
Valid	15 years or more	56	28.1	28.1
	10 - < 15 years	41	20.6	48.7
	5 -<10 years	44	22.1	70.9
	3 < 5 years	27	13.6	84.4
	1 < 3 years	19	9.5	94.0
	Less than 1 Year	12	6.0	100.0
	Total	199	100.0	
Missing	System	25		
Total		224		

4.4.2.5 How easy or difficult do you think it would be for you to find a similar or better job by the end of the year?

Figure 4.5 illustrates that 43% (N=91) and 19% (N=40) of the respondents thought that finding another job was difficult compared to 30% (N=64) of the respondents who believed that it would be easy to find another job. There was 8% (N= 17) of respondents who felt that it would be easy to find another job within a year. On average, the respondents thought it would be difficult to find another job within a year.

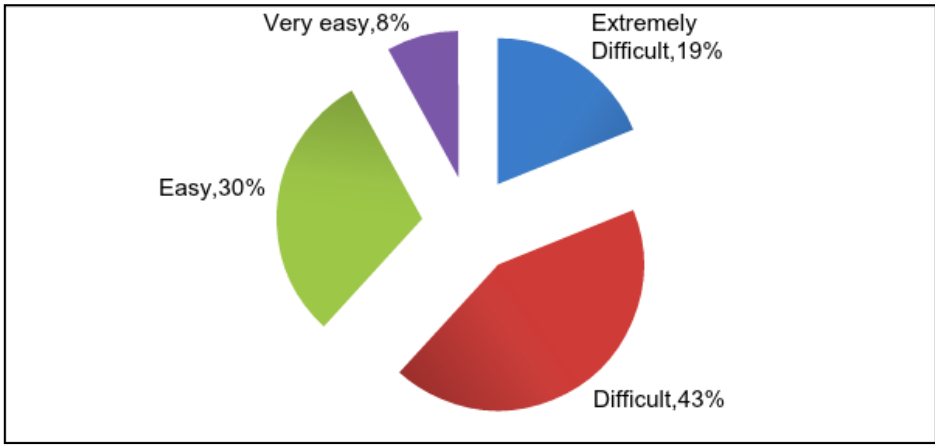


Figure 4.5: Ability to find a similar or better job within a year

4.4.2.6 I will not leave until I retire

Figure 4.6 below illustrates that 22% (N= 48)) strongly agreed that they would not leave the college before retirement and another 22% (N=47) of respondents agreed that they would remain at College X until retirement age. However, 14% (N=31) of respondents strongly disagreed and 15% (N=32) disagreed with that statement. Most respondents felt that they would stay at the college until they retire.

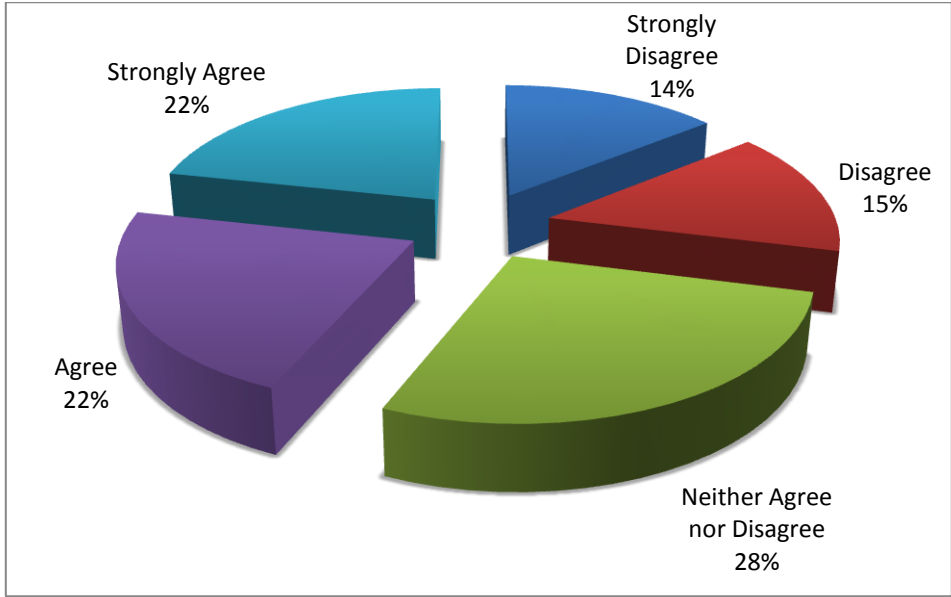


Figure 4.6: Will leave only at retirement

4.4.2.7 I would leave if I became dissatisfied with my job or work responsibilities.

Figure 4.7 shows that about 28% (N=58) of respondents agreed that they would leave because of being dissatisfied with their job or work responsibilities. However, 27% (N=57) respondents

disagreed that they would leave because of being dissatisfied with their job or work responsibilities. About 15% (N=32) of respondents strongly disagreed that they would leave because of job dissatisfaction and 12% (N=25) of the respondents strongly agreed that they would leave because of job dissatisfaction. The further 18% (N= 37) of the respondents remained neutral, neither agreed or disagreed with the statement.

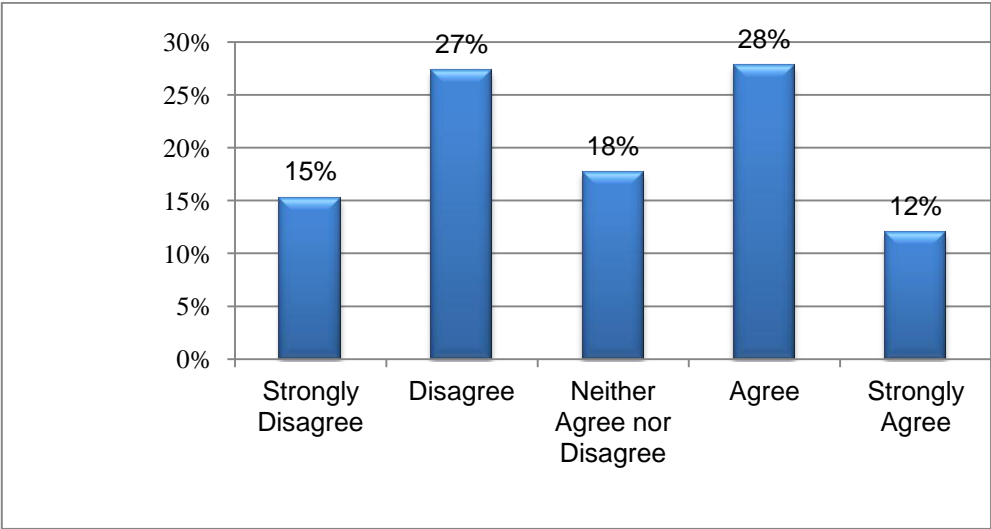


Figure 4.7: Would leave due to dissatisfying job or work responsibilities

4.4.2.8 I would leave if my skills and abilities were not being used properly.

Figure 4.8 below indicates that 30% (N=62) disagreed and a further 15% (N=32) of the respondents strongly disagreed that they may leave because their skills and abilities were not adequately used. 23% (N=48) agreed and 10% (N=20) strongly agreed that they would leave due to inadequate use of their skills and abilities. Responses to this statement revealed that a large number of staff may not leave the college due inadequate use of their skills and abilities.

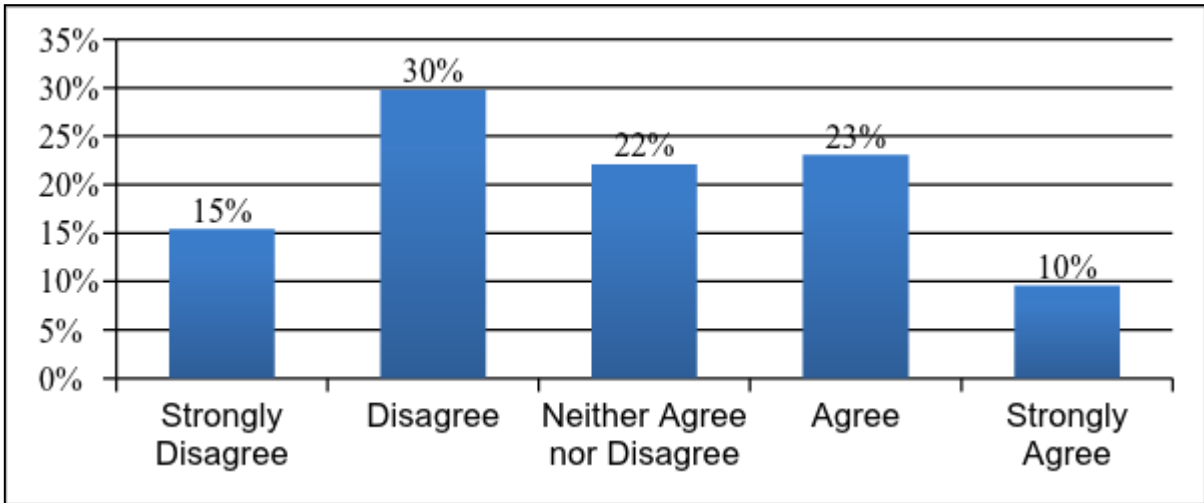


Figure 4.8: Would leave if skills and abilities were not being used properly

4.4.2.9 I would leave because of workloads that are too heavy.

Results in Figure 4.9 below show that a large percentage of respondents 45% (N=93) disagreed that they would leave due to a heavy workload, with a further 15% (N=31) who strongly disagreed with the statement. Moreover, 17% (N=35) agreed and 10% (N= 21) strongly agreed that they would leave due to workloads that are too heavy. Of the respondents, 14% (N=28) neither agreed nor disagreed with this statement. Responses to this statement reveal that many respondents feel that they may not leave due to heavy workloads.

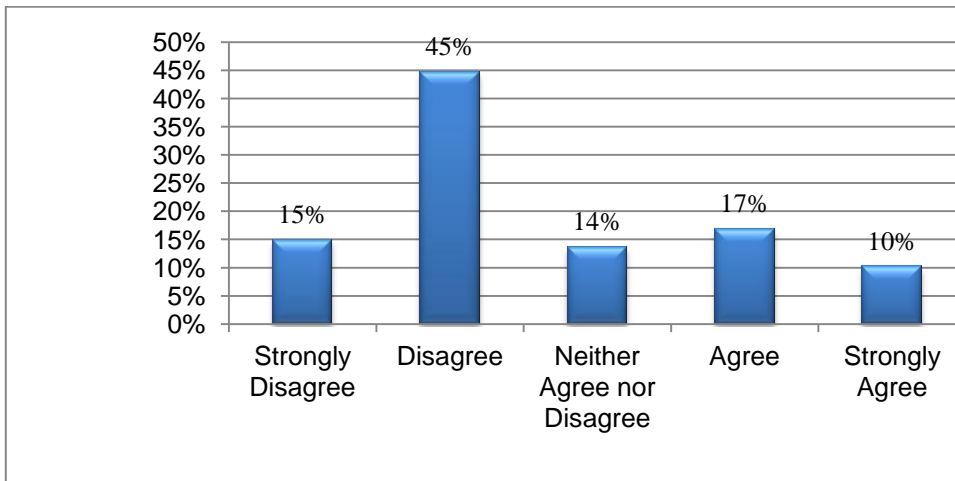


Figure 4.9: Too heavy workloads

4.4.2.10 I would leave if I could not achieve a good work/life balance.

Figure 4.10 illustrates that 37% (N=76) of respondents disagreed that they would leave due to work/life balance compared to 14% (N=29) who agreed that they would leave due to work/life balance. About 13% (N=28) strongly disagreed and 9% (N=19) strongly agreed they would leave because of work life balance. About 27% (N=56) of respondents neither agreed nor disagreed with this statement.

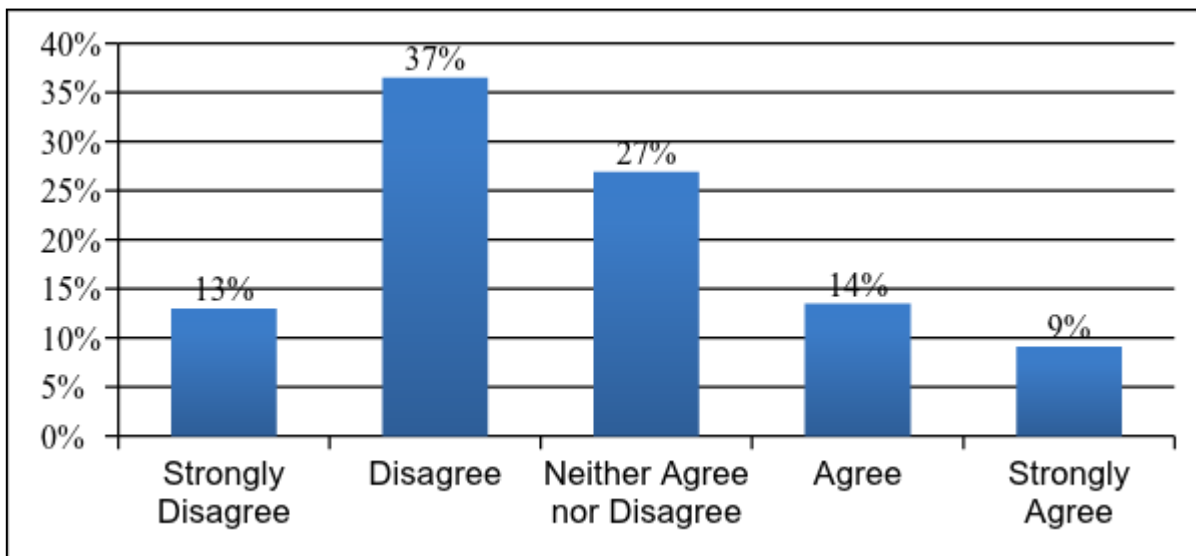


Figure 4.10: Lack of work-life balance

4.4.2.11 I would leave because of a poor relationship with my immediate supervisor

Figure 4.11 illustrates that 41% (N=86) of respondents disagreed that they would leave the college due to conflict with their supervisor, with a further 23% (N=47) of the respondents who strongly disagreed with the statement. About 12% (N=24) of respondents agreed with the statement and only 5% (N=10) of the respondents strongly agreed that they may leave due to conflict with the supervisor. About 20% (N=42) neither agreed nor disagreed with the statement.

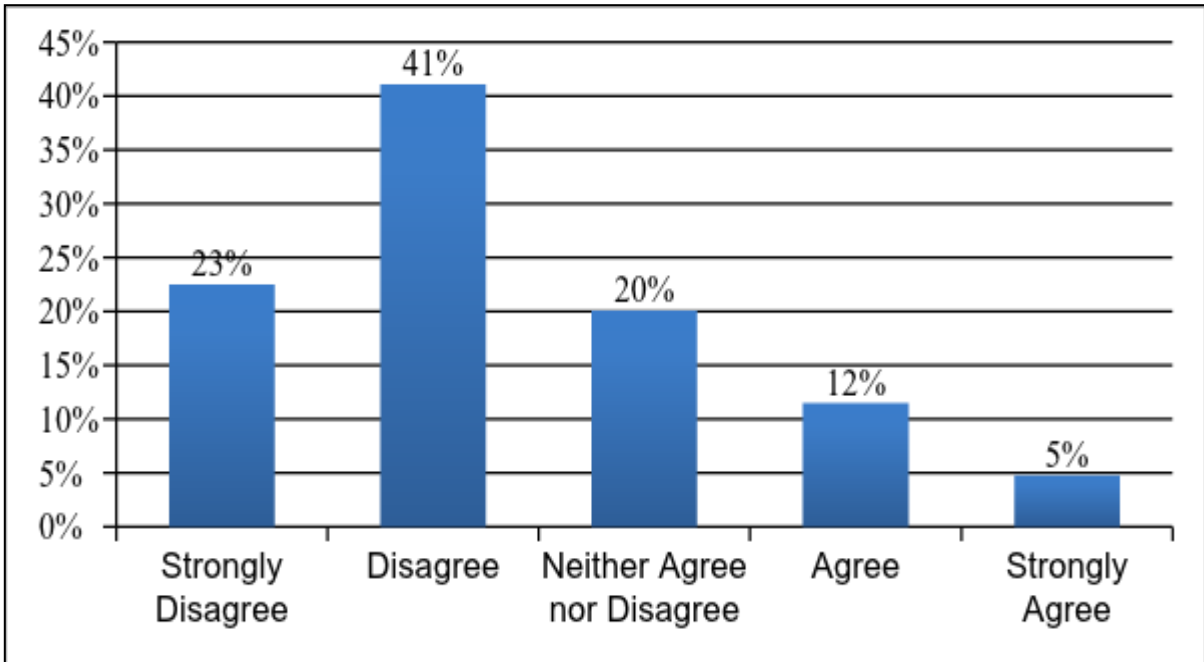


Figure 4.11: Poor relationship with immediate supervisor

4.4.2.12 I would leave because of lack of opportunities for advancement.

Figure 4.12 illustrates that 27% (N=56) of the respondents disagreed that they would leave the college due to lack of promotional opportunities compared to 26% (N=53) who agreed. About 19% (N=39) strongly agreed and 12% strongly disagreed that they would leave due to lack of promotional opportunities at the college. Those who neither agreed nor disagreed were 17% (N=35) of the sample. However, on average more respondents agreed that they would leave due to lack of promotional opportunities.

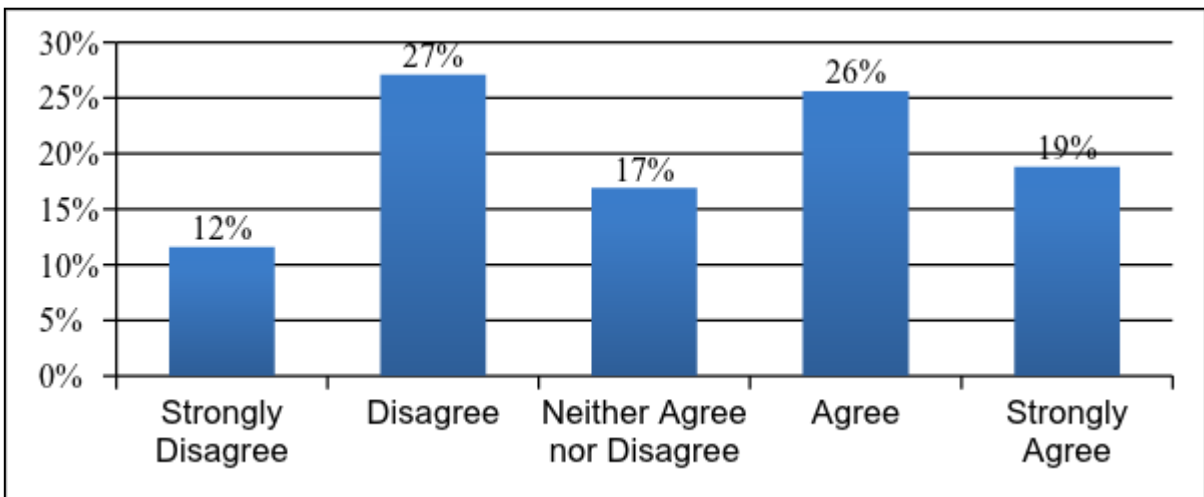


Figure 4.12: Lack of opportunities for advancement

4.4.2.13 I would leave because of lack of training and development opportunities.

Figure 4.13 indicates that the majority of the respondents disagreed 33% (N=68) or strongly disagreed 14% (N=28) that they would leave due to a lack of training and development opportunities. About 23% (N=48) respondents agreed that they would leave due to a lack of training and development opportunities, while a further 12% (N=25) strongly agreed that they would leave due to a lack of training opportunities. About 18% (N=36) of the respondents neither agreed nor disagreed with the statement. The major number of respondents indicated that they would not leave because of a lack of training and development opportunities.

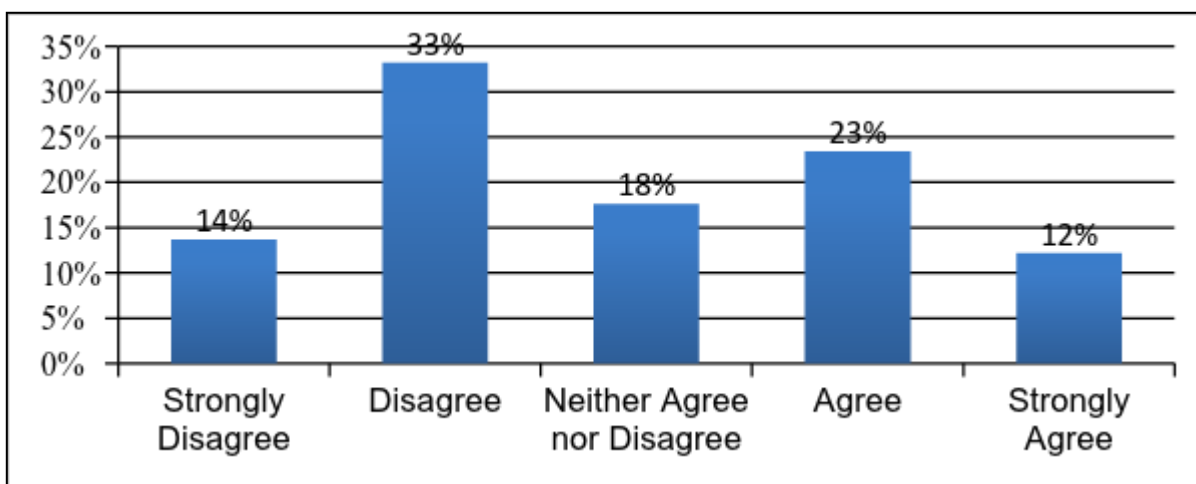


Figure 4.13: Lack of training and development opportunities

4.4.2.14 I would leave if I felt that I was being unfairly paid in relation to other employees in the FET sector

Figure 4.14 illustrates that 28% (N=60) of the respondents agreed that they would leave the college due to pay levels that are unfair relative to others within the sector. A further 27% (N= 57) of respondents strongly agreed that may leave because they feel pay levels are unfair relative to others within the sector, whereas 15% (N=31) disagreed with this statement. A large number of respondents felt that the pay levels in the college are unfair when compared to others in the sector.

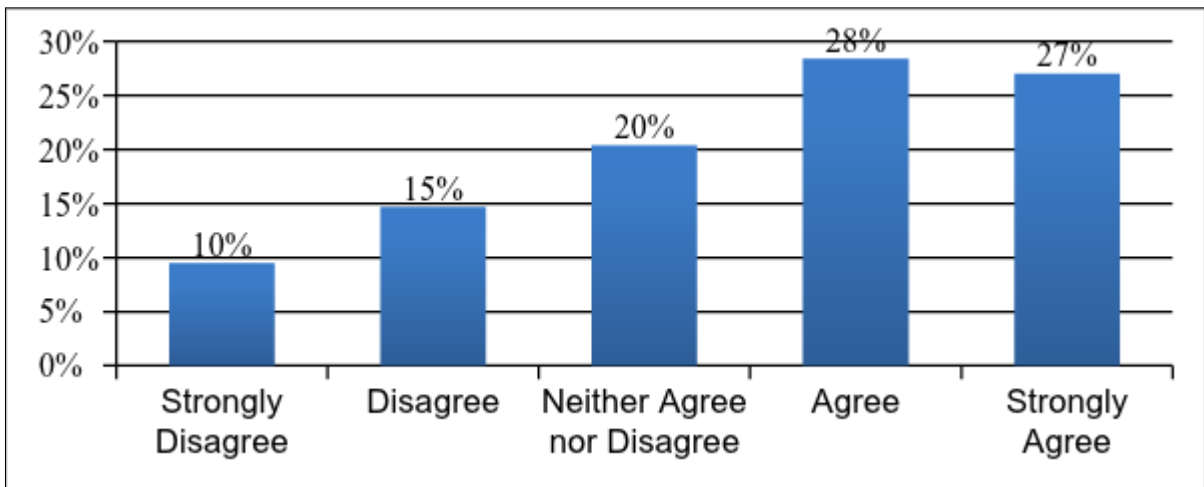


Figure 4.14: Would leave due to unfair pay in relation to other employees in the FET sector

4.4.2.15 I would leave if I felt that I was being unfairly paid in relation to the performance and contributions of other employees in the College.

Figure 4.15 illustrates that 29% (N=60) of respondents agreed that they would leave because of the unfair pay based on performance and contribution. Another 25% (N=51) of respondents strongly agreed that they would leave because of unfair pay based on performance and contribution. About 23% (N= 47) neither agreed nor disagreed with the statement, whereas 15% (N=32) disagreed to them leaving due to unfair pay for performance. Only 9% (N=18) of respondents strongly disagreed that they may leave because of unfair pay levels relative to employees' performance and contribution.

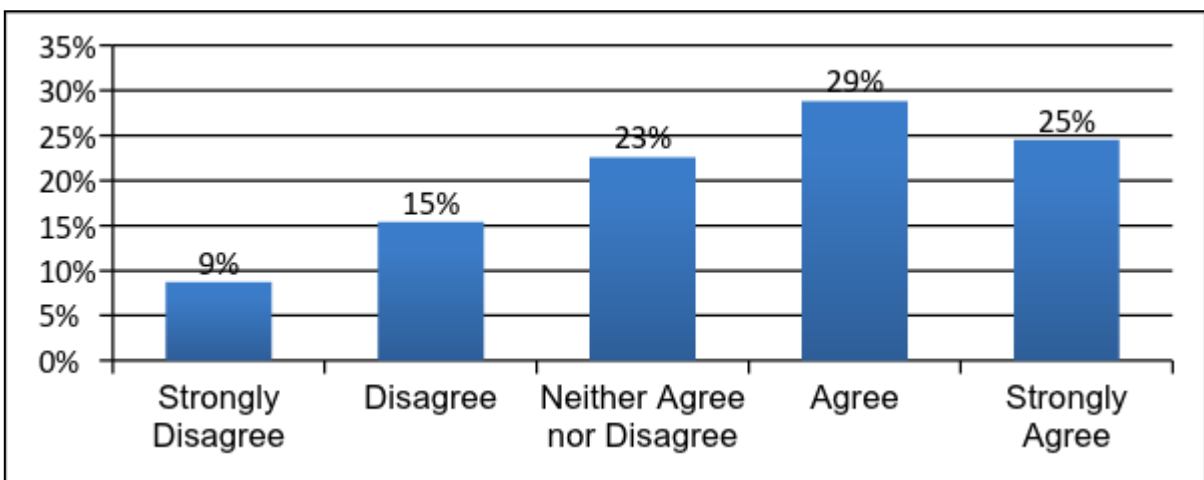


Figure 4.15: Would leave due to unfair pay for performance and contribution

4.4.2.16 I would leave for a better-paid job.

Figure 4.16 illustrates that 33% (N=63) of the employees in College X agree that they would leave in order to earn more pay elsewhere, with a further 30% (N=63) who strongly agreed with this statement. About 14% (N= 29) disagreed and 8% (N= 17) strongly disagreed that they would leave because of opportunities to earn more pay elsewhere. Some respondents 15% (N= 32) neither agreed nor disagreed with the statement. The overall trend shows that respondents would leave in order to get more pay elsewhere.

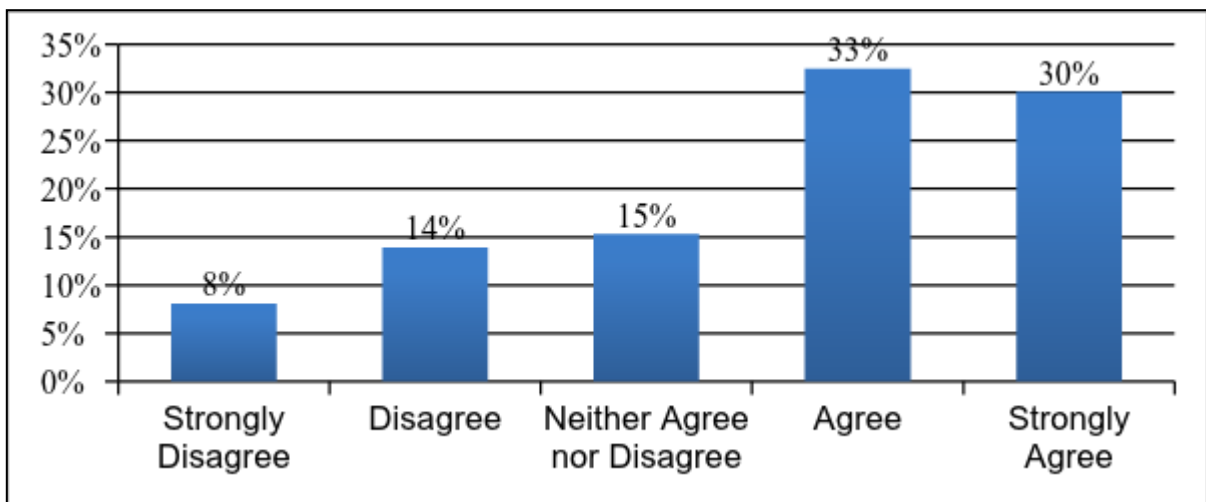


Figure 4.16: Would leave for a better-paid job

4.4.2.17 I would leave for a better healthcare package offered by another employer.

Figure 4.17 below illustrates that a total of 29% (N=59) respondents neither agreed nor disagreed that they would leave because of better healthcare packages. About 28% (N=57) disagreed and 9% (N=19) strongly disagreed that they would leave due to better healthcare packages. A total of 23% (N= 25) respondents agreed and 12% (N=25) strongly agreed that they would leave for better healthcare packages. The results indicates that on average more respondents would not leave for better healthcare packages.

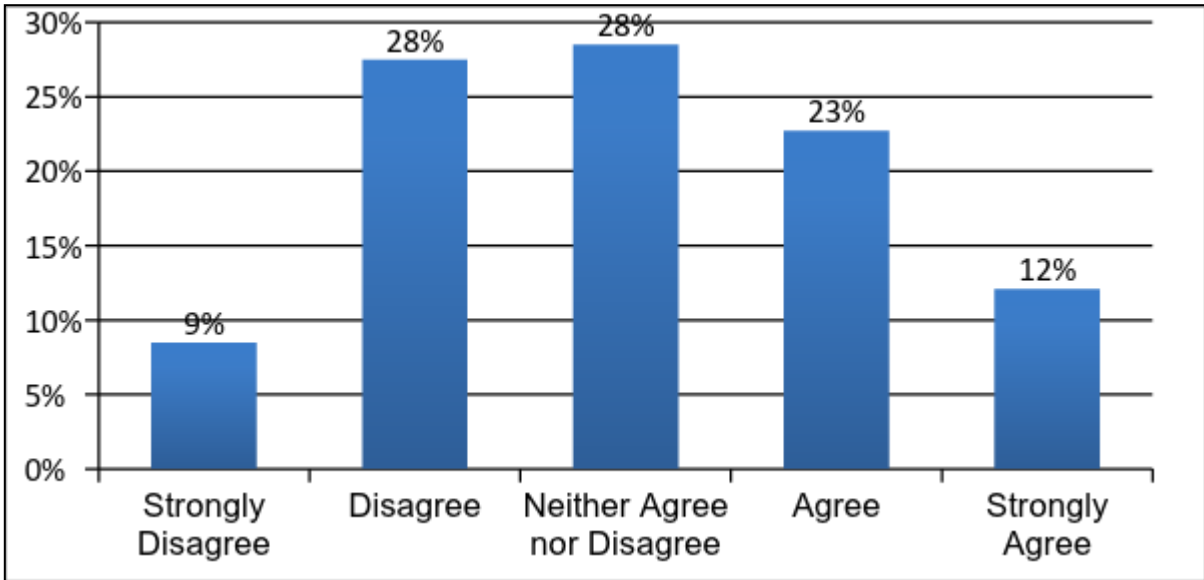


Figure 4.17: Would leave for a better healthcare package

4.4.2.18 I would leave for a better retirement/savings scheme offered by another employer.

Figure 4.18 below shows that 26% (N=54) remained neutral on the statement that they would leave for an opportunity to have a better retirement/saving benefits package. A total of 25% (N=52) agreed and 20% (N= 42) strongly agreed that they would leave because of an opportunity to have a better retirement/saving benefits package. This shows that many respondents would leave due to a better retirement package.

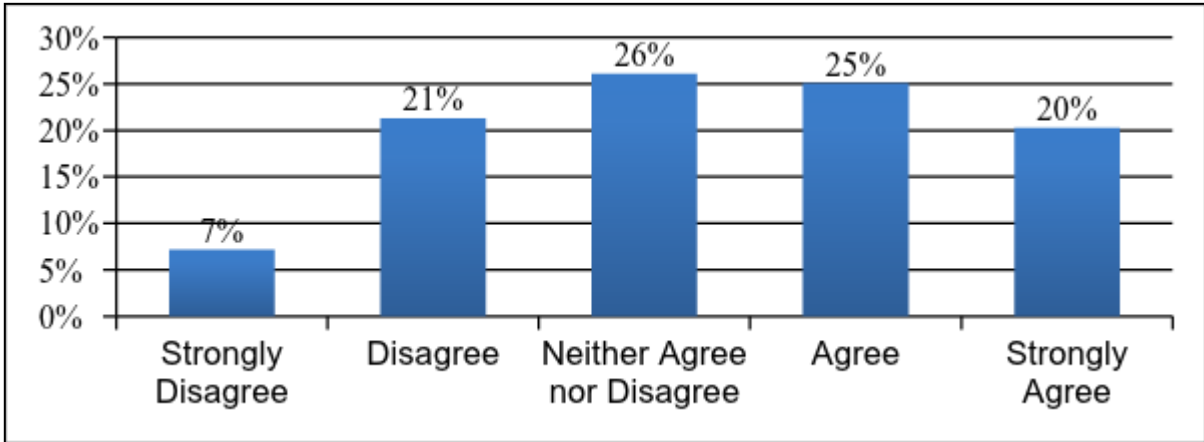


Figure 4.18: Would leave for a better retirement/savings scheme

4.4.2.19 I would leave because of dissatisfaction with College X leadership.

Figure 4.19 below indicates that 28% (N= 59) of respondents agreed that they would leave due to concerns about the direction of the organisation and leadership. A further 14% (N= 30) strongly agreed with this statement. Results indicated that 26% (N=53) of the respondents neither agreed nor disagreed to the statement. A total of 22% (N= 46) respondents disagreed that they would leave due to concerns about the direction of the organisation and leadership direction and 10% (N=20) strongly disagreed. Most respondents agree that they may leave due to concerns about the direction of the organisation and its leaders.

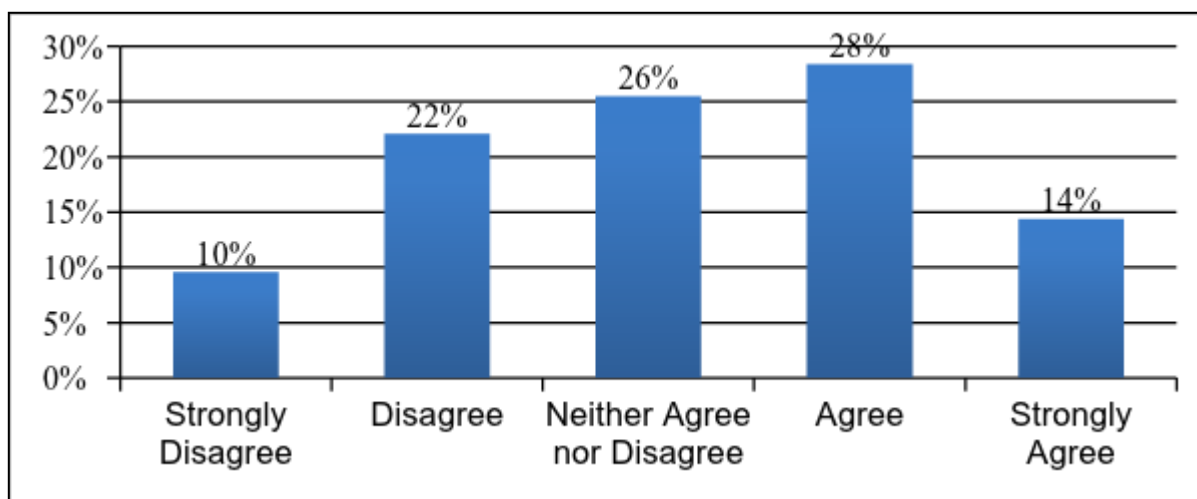


Figure 4.19: Dissatisfaction with the College leadership

4.4.2.20 I would leave because of dissatisfaction with the organisational culture of College X (lack of teamwork, insufficient collaboration, low levels of trust, etc.)

Figure 4.20 indicates that 28% (N= 58) of respondents disagreed that they may leave because of organisational culture. About 27% (N=56) neither agreed nor disagreed with the statement. About 25% (N=52) of the respondents agreed that they would leave because of culture and a further 10% (N=21) strongly agreed with the statement. Only 9% (N=18) of the respondents strongly disagreed that they would leave because of organisational culture.

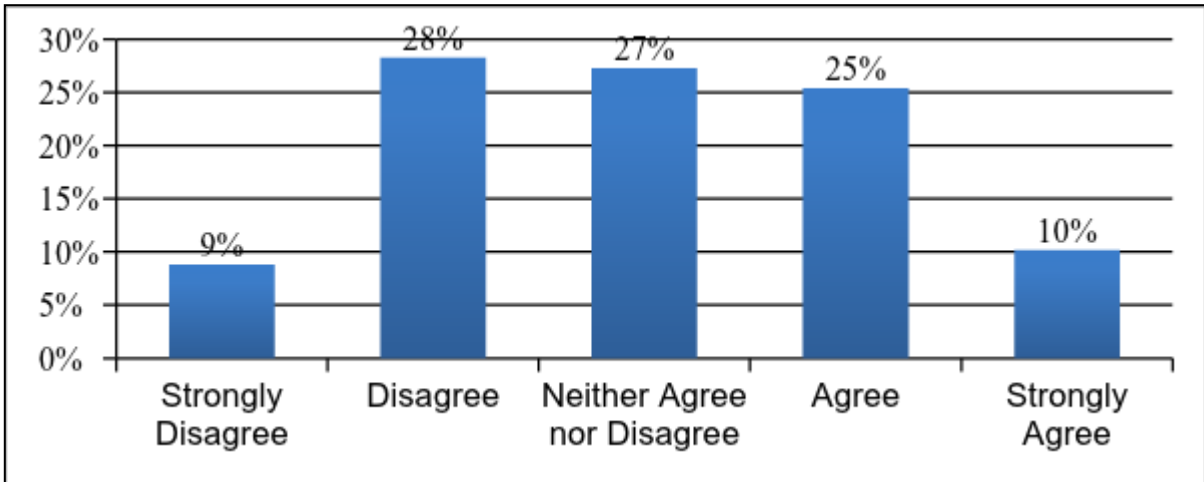


Figure 4.20: Dissatisfaction with the organisational culture

4.4.2.21 I would leave if I felt undervalued by the College.

The below Figure 4.21 indicates that 32% (N=67) of respondents neither agreed nor disagreed that they would leave because they felt undervalued. A further 10% (N=20) strongly disagreed with the statement. A total of 27% (N= 57) respondents disagreed that they would leave because of feeling undervalued by College X. About 22% (N= 46) of respondents agreed that they would leave because of lack of empowerment or influence on the job. A further 9% (N= 18) of the respondents strongly agreed they could leave because they felt undervalued.

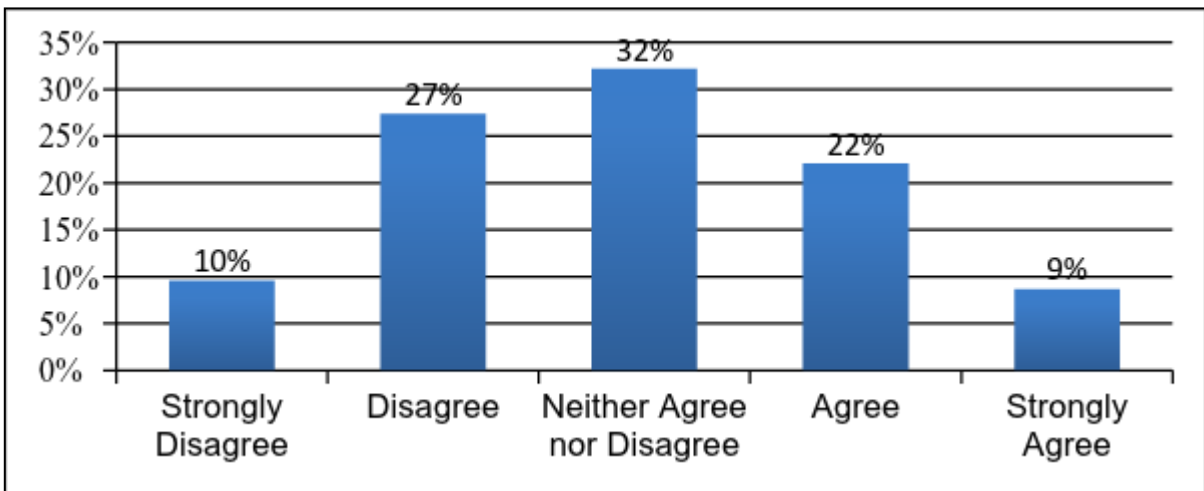


Figure 4.21: Feeling undervalued by the College

4.4.2.22 I would leave because of non-job-related factors (moving home, returning to full-time education, increased childcare responsibilities, etc.).

Figure 4.22 below indicates that 27% (N=56) of respondents disagreed that they would leave because of non-job-related factors. About 26% (N=55) neither agreed nor disagreed with the statement. A total of 24% (N= 50) respondents agreed that they would leave because of non-job-related factors. About 14% (N= 28) of respondents strongly disagreed that they would leave because of non-job-related factors. Only 9% (N= 19) of the respondents strongly agreed they may leave because of non-job-related factors.

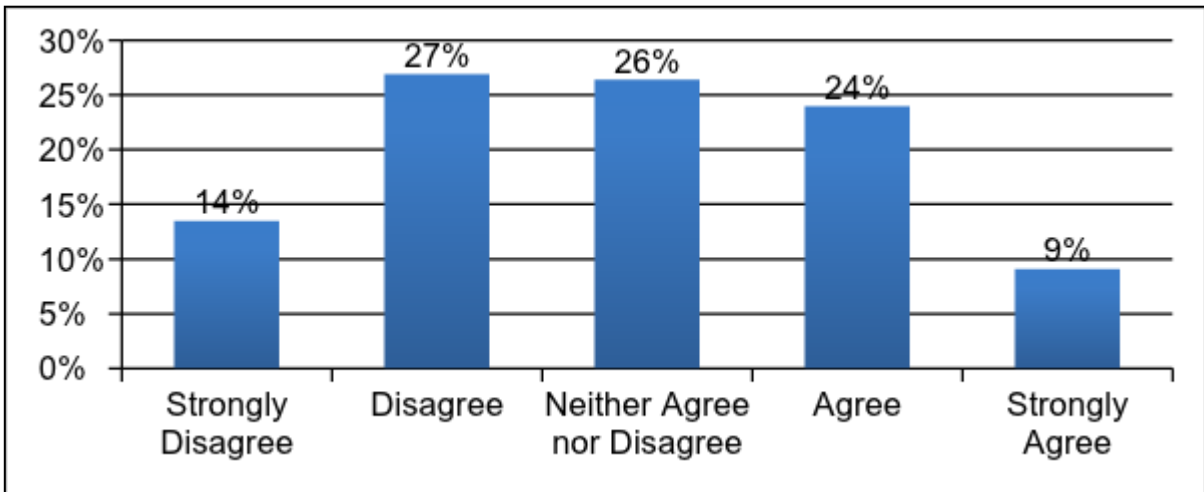


Figure 4.22: Would leave because of non-job-related factors

4.4.2.23 I would leave for another job that involved less commuting.

Figure 4.23 shows that 31% (N=64) of respondents agreed that they may leave because of another job closer to home and reduced commuting. A further 13% (N=28) strongly agreed with the statement. However, 22% (N=47) of respondents disagreed that they would leave because of a job closer to home, and 11% (N=24) strongly disagreed. 22% (N=47) of the respondents neither agreed nor disagreed with this statement. The above indicates that overall, the location of the workplace is not a real problem to the respondents.

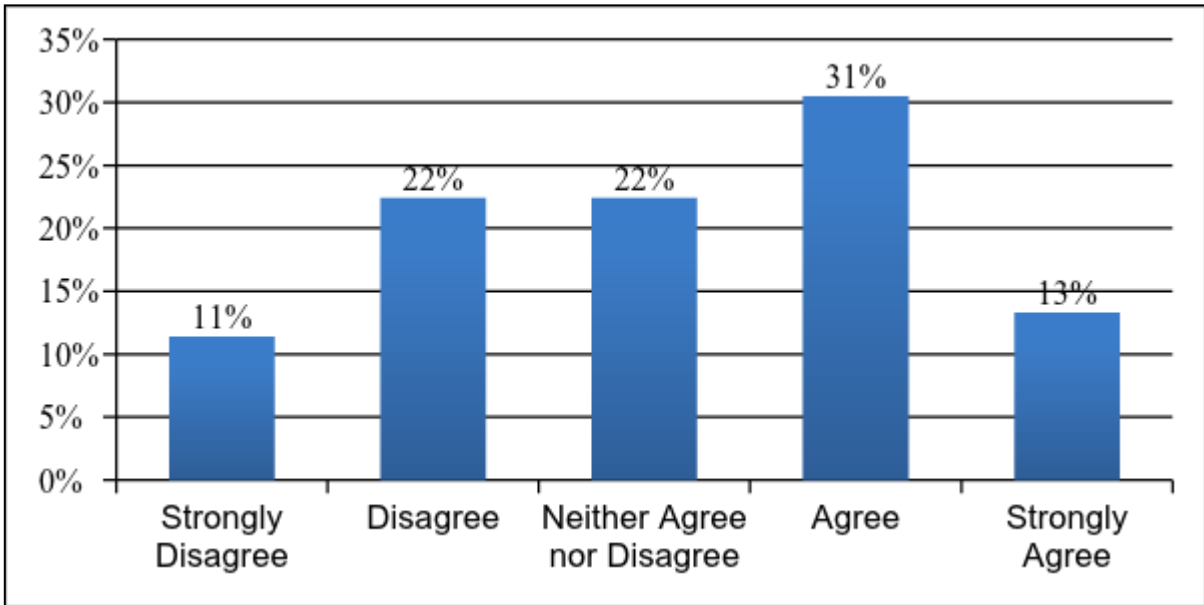


Figure 4.23: Would leave for another job that involved less commuting

4.4.2.24 Which factors were important to you when you decided to become a lecturer at an FET college?

Figure 4.24 indicates that of the 117 of respondents to this question, 86.3% (N=101) became lecturers at FET because of their desire to work with learners. Another 10% (N=12) of the respondents felt it was somewhat important for them to work with learners. About 3% (N=3) did not respond to the question, while 0.9% (N=1) rated working with learners as not important to them. These statistics show that motivation to work with learners is high at College X.

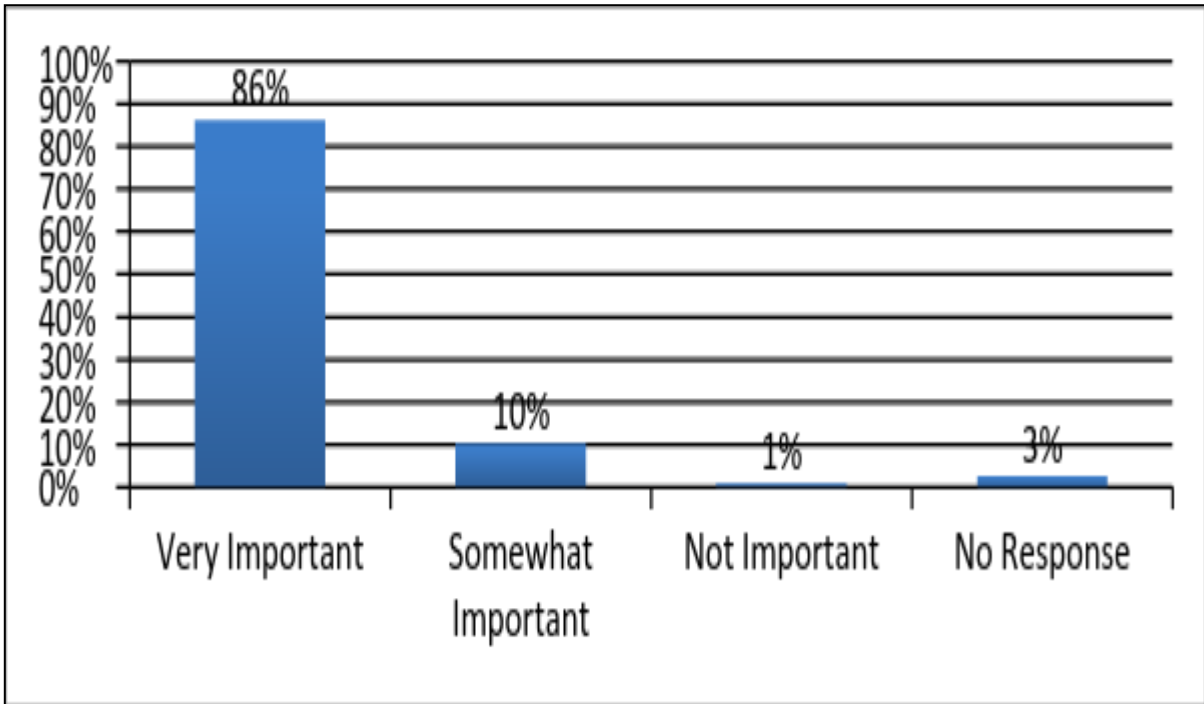


Figure 4.24: Desire to work with learners

4.4.2.25 Influence of my teachers.

Figure 4.25 below shows that 33% (N=37) of respondents to this item were influenced by their teachers to become lecturers at College X. A further 33% (N=38) of the respondents indicated that their teachers were not important in influencing their decision to become FET lecturers. About 21% (N= 24) of the respondents indicated that teachers played an important part in their decision to become lecturers at College X. About 13% (N= 15) did not respond to the question. The above graph shows that overall teacher influence played an important part in the respondents' choices to become lecturers.

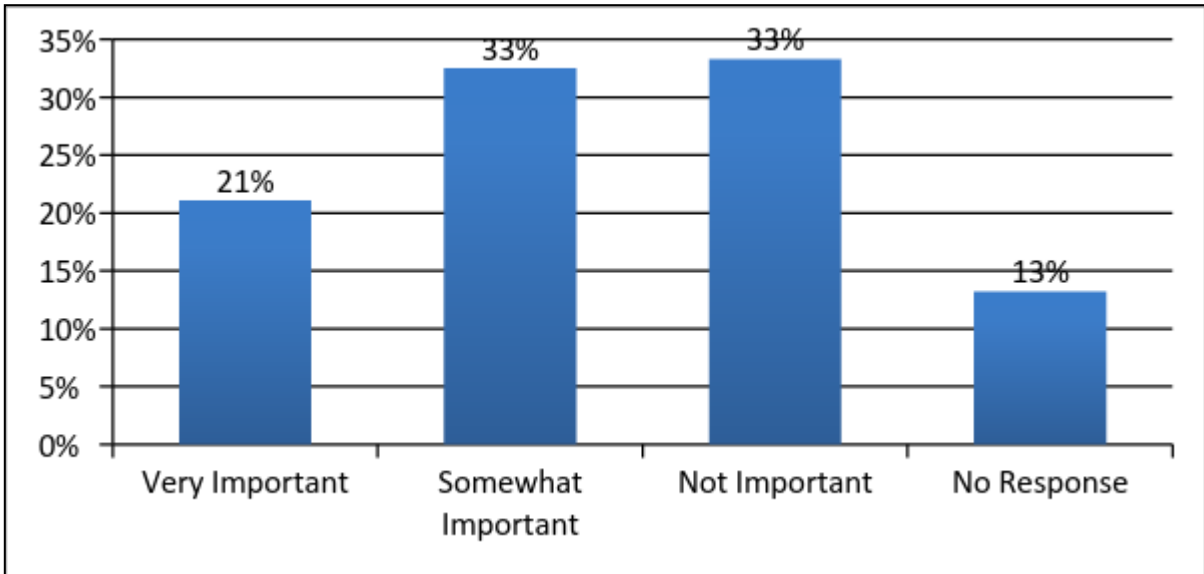


Figure 4.25: Influence of my teachers

4.4.2.26 Entry-level salary

Results in Figure 4.26 show that the question relating to salary had a somewhat mixed response level. Of the 113 respondents who responded 35% (N=40) felt that salary was not important for them to join College X. About 24% (N=27) of the respondents thought entry level salary was important for them to become lecturers at College X. 19% (N= 21) of respondents indicated that entry level salary was very important for them in order to decide to become lecturers at College X, whereas 35% of the respondents felt that salary was not important for them to join College X.

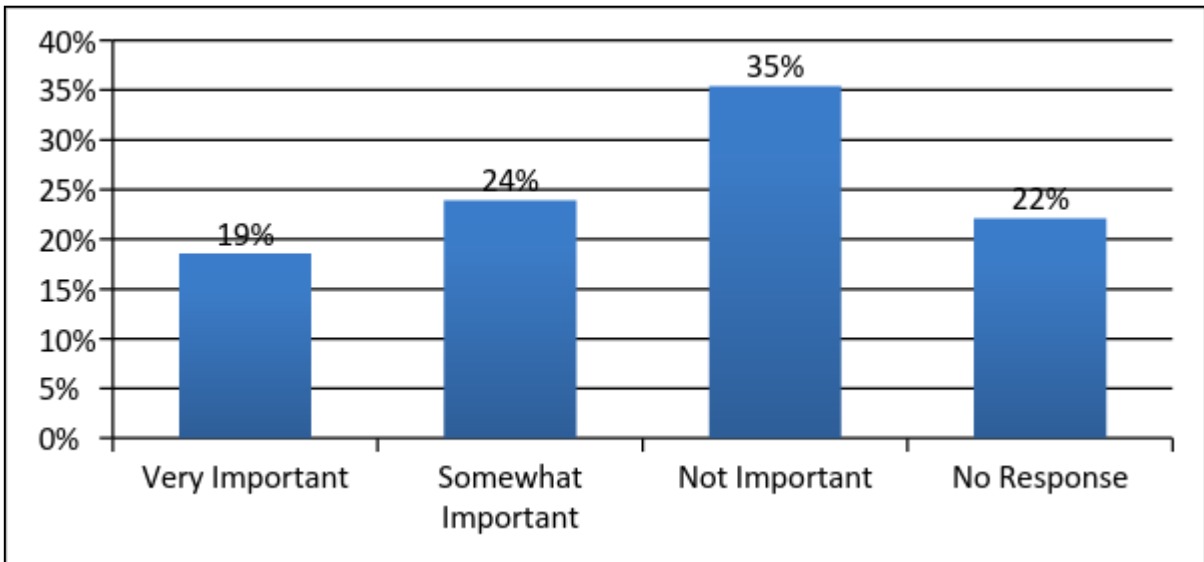


Figure 4.26: The entry level salary

4.4.2.27 Lack of other career options

Figure 4.27 indicates that of the 111 respondents to this question, 40% (N= 44) felt that the lack of career options were not important to them when they decided to become lecturers at College X. About 26% (N=29) did not respond to the question. About 23% (N=26) of the respondents indicated that lack of career option was a deciding factor in them deciding to become a lecturer at an FET college. 11% (N=12) of respondents indicated that lack of career options was a very important factor that made them to decide to become a lecturer at College X.

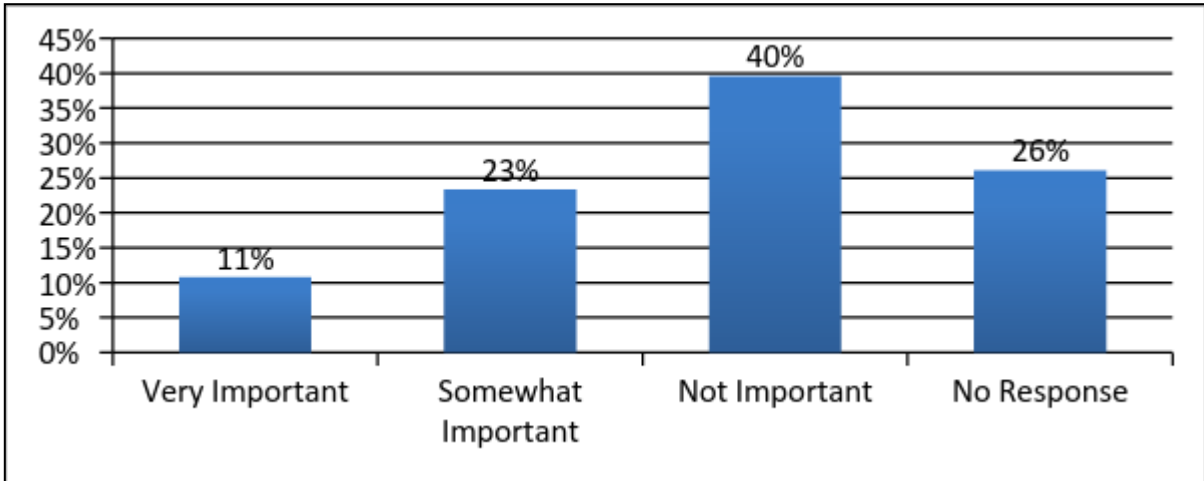


Figure 4.27: Lack of other career options

4.4.2.28 Would you choose to become a lecturer at an FET college today?

Figure 4.28 below shows that 69% (N=79) of the respondents to this question would still choose today to become lecturers at an FET college. About 19% (N=22) of the respondents were unsure. Only 12% (N=14) of respondents would not choose today to become a lecturer at an FET college.

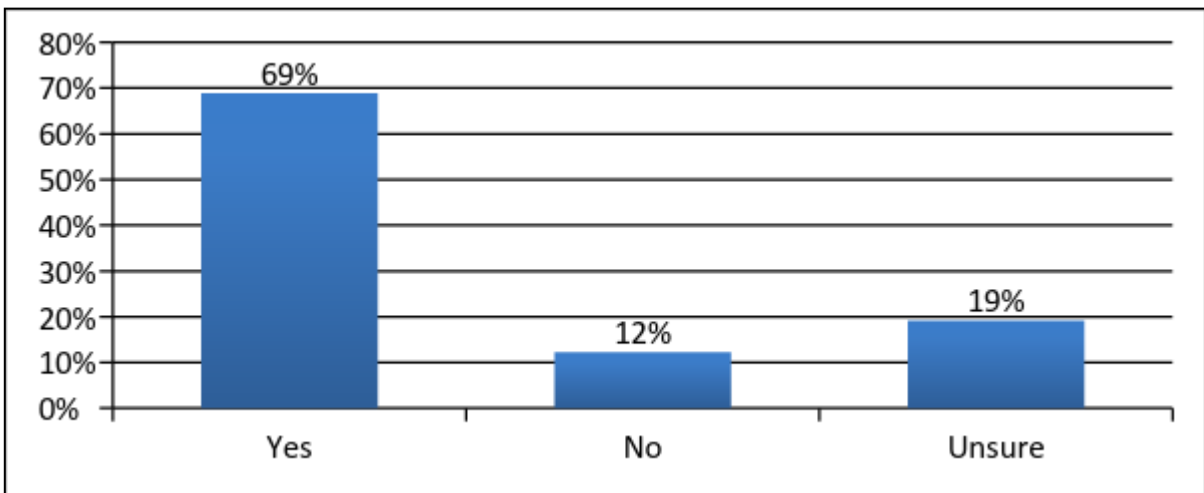


Figure 4.28: Would still choose to become a lecturer at an FET college today

4.4.2.29 Will you encourage your students to become a lecturer at an FET college?

Figure 4.29 below shows that 64% (N=76) of the respondents to this question would encourage students to become lecturers at an FET college. About 20% (N=23) of the respondents were unsure. About 16% (N=19) of respondents would not encourage students to become a lecturer at an FET college.

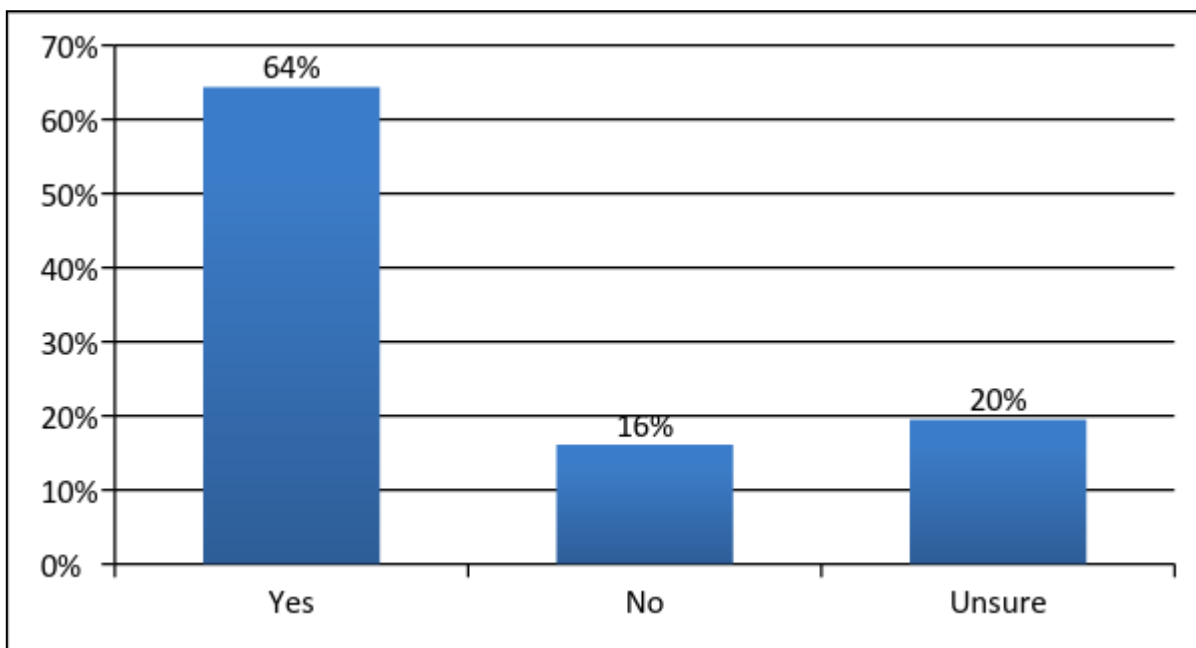


Figure 4.29: Would encourage students to become a lecturer at an FET college

4.4.2.30 Will you encourage members of your family to become a lecturer at an FET college?

Figure 4.30 below shows that 57% (N=67) of the respondents to this question would encourage family members to become lecturers at an FET college. About 24% (N=28) of respondents would not encourage family members to become a lecturer at an FET college. About 19% (N=22) of the respondents were unsure if they would encourage family members to become lecturers at an FET college.

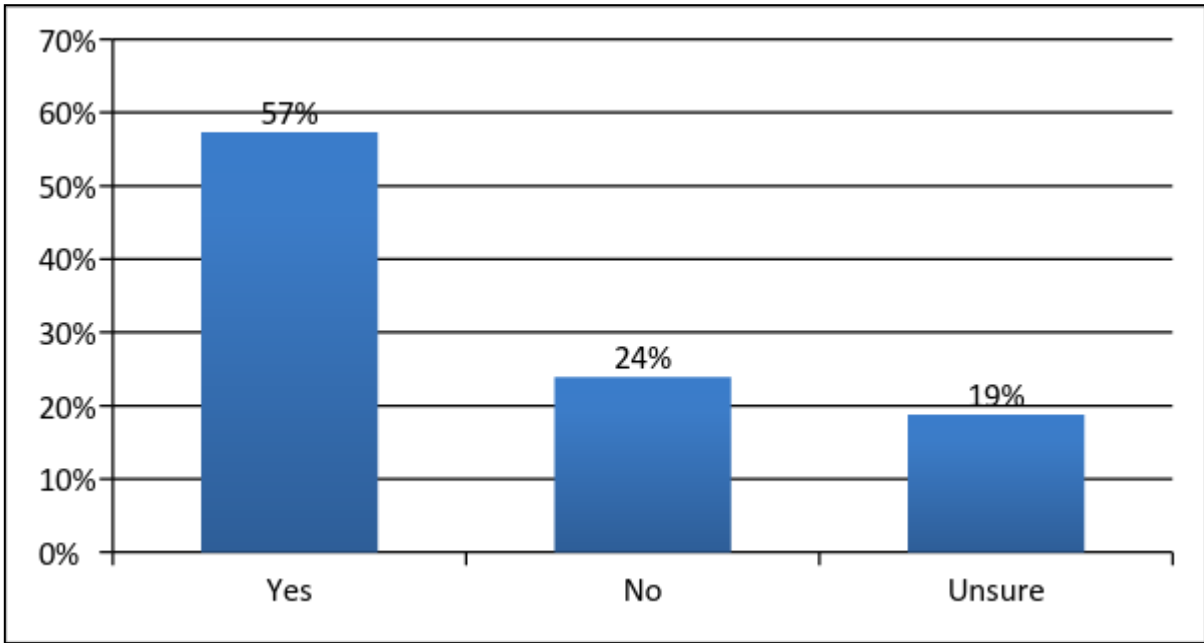


Figure 4.30: Would encourage family members to become lecturers at an FET college

4.5 Factor and reliability analysis

4.5.1 Reliability Statistics

According to Christensen (2001:163), reliability refers to "the extent to which the same results are obtained when responses are measured at different times". He further argues that reliability refers to consistency. Table 4.5 below show coefficients of internal consistency using Cronbach's alpha. Cronbach's alpha is used as an estimate of the reliability.

Table 4.5: Internal consistency using Cronbach's alpha

No	Category	Cronbach's alpha
1	Career development	0.722
2	Remuneration and benefits	0.872
3	Performance management	0.759
4	Organisational Culture	0.641
5	Management and leadership style	0.633
6	Staff retention	0.780
7	Environment and location of work	0.582

The alpha coefficient for the items in the remuneration and benefits category of is 0.872, suggesting that the items have relatively high internal consistency. According to George and Marellery (2003), cited in Gliem and Gliem (2003:87), a reliability coefficient of > 0.9 = Excellent, > 0.8 = Good, >.7 = acceptable, > 0.6 = Questionable, > 0.5 =Poor, < 0.5 = Unacceptable.

In Table 4.6 below, the staff types in the categories were ranked on a scale of 1 – 5 in their responses to the questions, with 1 being an indication of the participants' "strong disagreement" towards the element and 5 being an indication of a "strong agreement". Mean column shows the mean of the responses for the above categories.

Table 4.6: Reliability coefficient

Group Statistics					
	Staff Type	N	Mean	Std. Deviation	Std. Error Mean
Staff Retention	Academic Staff	116	2.3578	1.20651	0.11202
	Support Staff	96	2.5521	1.14639	0.11700
Career development	Academic Staff	114	2.8158	1.06069	0.09934
	Support Staff	96	3.2188	1.21138	0.12364
Remuneration and benefits	Academic Staff	117	3.3496	1.03816	0.09598
	Support Staff	98	3.3735	1.03264	0.10431
Management and leadership style	Academic Staff	114	2.5789	0.95607	0.08954
	Support Staff	96	2.9531	0.99757	0.10181
Environment and location	Academic Staff	115	2.8638	0.89606	0.08356
	Support Staff	97	2.9244	0.87169	0.08851
Performance management	Academic Staff	115	2.6435	1.09578	0.10218
	Support Staff	96	2.9635	1.14074	0.11643
Organisational culture	Academic Staff	115	2.7609	1.00076	0.09332
	Support Staff	96	3.1094	1.02393	0.10450

For **Staff retention** the academic staff had a mean of 2.3578 and support staff had a mean of 2.55. These two means are too close and do not indicate real differences. In the **Career development** category the academics had a mean of 2.815 and the support staff had a mean of 3.218, however between a mean of 2.8 and 3.2 there is a difference which has to be tested. **Remuneration and benefits** category has no significant difference between academic staff and support staff with a mean of 3.34 and mean of 3.37 respectively. **Management and leadership** shows a strong difference in mean of 2.57 compared to a mean of 2.95 leaning close to a mean of 3. No statistical significant difference exists between academic staff and support staff on how they view the **Environment and location**. There is statistically significant difference in **Performance management** between the two groups and in **Organisational culture**.

4.5.2 Independent samples test

Table 4.7 below shows the statistics of the variables that were created during the survey questionnaire. The independent sample test table is shown as a p-value.

Table 4.7: Table showing independent samples test

	t-test for Equality of Means						
	t	df	p-value (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Staff Retention	-1.194	210	0.234	-0.19432	0.16277	-0.51520	0.12655
Career development	-2.570	208	*0.011	-0.40296	0.15681	-0.71210	-0.09382
Remuneration and Benefits	-0.169	213	0.866	-0.02390	0.14182	-0.30344	0.25565
Management and Leadership	-2.770	208	*0.006	-0.37418	0.13509	-0.64051	-0.10785
Environment and Location	-0.497	210	0.620	-0.06063	0.12200	-0.30114	0.17988
Performance Management	-2.074	209	*0.039	-0.32006	0.15434	-0.62434	-0.01579
Organisational Culture	-2.493	209	*0.013	-0.34851	0.13982	-0.62414	-0.07287

* indicates a significant value

The following categories have shown a statistical significance:

- Career development
- Performance management
- Management and leadership and
- Organisational culture

There is no statistically significant difference between the academic and the support staff in how they rated the following questions:

- Staff retention-related questions
- Environment and location
- Remuneration and benefits

4.6 Analysis of focus group interviews.

In order to give space for a natural conversation, two focus group discussions were conducted using a combination of open-ended and closed-ended questions. In this section the study looked at recurrent themes in the conversation which perpetuate the motivation to stay or leave College X. Responses are tabulated in Tables 4.8 to 4.15 below.

Question 1: How long have you been working for the College, what are your career aspirations and what are your current career goals?

Table 4.8: Time worked in the college and career goals

<p>Significant themes</p>	<ul style="list-style-type: none"> • No aspiration or intention to quit
	<ul style="list-style-type: none"> • Only one of the respondents indicated they would want to leave.
<p>Responses:</p>	
<ol style="list-style-type: none"> 1. "...Okay, I have been here for five years." "I have no aspirations in the College..." 1. "...I am at the college for nine years, in the open learning centre and ideas..." 2. "...Yeah, OLC and my aspiration is just to widen my talent at the "College..." 3. "...I think I am the longest here of all of them. I am 34 years in the computer centre ,I am nearing retirement..." 4. "...I am also nearing retirement age, so I have no aspirations to go any further..." 5. "...I have been in the company for 14 years" I am also very close to my retirement..." 6. "...Okay, I have been in the college for a year. " Yes and I don't have any aspirations..." 7. "... I started working 15 years ago as the secretary for the vice rector and then I moved between campuses and I am here for three years now, this is my third year" "I am doing HR at the moment, and aspirations are just to keep everyone happy and that's all..". 8. "...In the FET sector, it would be four years. Going into five, currently I am not going to stay here..." after that... quit the college and go to a higher education institution, they offer more money there..." 9. "...my aspiration to be in the classroom to teach and that is what I am doing...." 	

Question 3: What aspects made you want to work at the College?

Table 4.9: Aspects that attracted the employees to the college

Significant themes	• Love for learners
	• Utilising skills and abilities
	• Job satisfaction
	• Culture and team cohesion
	• Work life balance
	• Training and development
Responses	
<ol style="list-style-type: none"> 1. "I wanted to work with students," 2. "I enjoy students, but primarily to earn money and I could bring up my son. Spend holidays with him, afternoons with him, while I am working..". 3. "...And in South Africa, if you stay in the government sector they can't do anything to you right now because the unions fight for us..." 4. "...I had a small child at school, had no holidays, except December for two weeks and then I have to take when they tell me, okay now we are closing and now you can leave and that is why I made the move and "...I thought the college would be the best at that moment." 5. "...The salary at the college was also double what I earned at the attorney's office..." 6. "My best friend, she was working at the college and I knew her, set up and everything so I asked her, told her is there anything to do at the college, even if it's making tea because I am sick and tired of these people I am working for, and she phoned me and the next day I got an appointment and the next term I started working, luckily there was a position available.. 7. "I thought FET was the middle where I could just use as for the stumbling, it was a step I had to take before I can reach my goal. I saw it as the perfect opportunity to...." 8. "... then I realised that we need to work to live, and not live just to work and that's where I decided that if I can work from eight o'clock to half past three every day and finish off at half past 12 everyday, while still earning my salary that I need to earn and spend the rest of my time with my kids then I am going to do that. Instead of being like a slave spending 8-5 working at and all those kind of things..." 9. "...it was an opportunity and I grabbed it with both hands..." 10. "...I love to make a difference in student's lives and because of my experience in the library field I thought I could make a contribution to the college and that is how I came about to be here..." 11. "... fresh out of school, looking for a job, went with the first, we started, I started in the factory and everybody says you must work for the state and there I moved from a typist I went as an exam officer..." 12. "...I just couldn't get a job, I started to work at St Joseph's home for handicapped children as a cleaner and I was very unhappy in my work..." 	

Question 5: What aspects would encourage you to leave the college?

Table 4.10: Aspects that would make the employees leave the college

Significant themes	<ul style="list-style-type: none"> • Remuneration and benefits
	<ul style="list-style-type: none"> • Better job opportunity
Responses	
<ol style="list-style-type: none"> 1. "Better package..." 2. "Better job opportunities..." 3. "Triplets...I am just saying, if its triplets I would obviously leave" 4. "I think the major reason for anyone wanting to leave the education sector is the money. I mean the holidays are good, the times are good but the money is the worst. And most people who don't have a teaching qualification, but a three year degree, or a four year degree you can earn four times more outside of a college than what you earn over here and that is why most people want to leave. Those people who have a teaching qualification, unfortunately they don't have as much opportunity as the others." 5. "For me it's a better package, so that I can have a better pension..." 6. "The money is an issue, but even if I win the Lotto I won't leave, I will still come back." 	

Question 6: Apart from you, in what ways do you feel that the people could be made to stay at the college?

Table 4.11: Ways that could make people stay at the college

Significant themes	<ul style="list-style-type: none"> • Remuneration
	<ul style="list-style-type: none"> • Job security
	<ul style="list-style-type: none"> • Fair pay
	<ul style="list-style-type: none"> • Management and leadership style
	<ul style="list-style-type: none"> • Performance management
Reponses	
<ol style="list-style-type: none"> 1. "Better salary" 2. "To become permanent..." 3. "Job security" 4. "...Its every 6 months,... Some people have been on six month contract for ten years or seven years..."; 5. "...no open contract, I never signed contract..." 6. "My problem is I was brought in as a secretary, which is actually like a PA now at the college, but at the moment I am an admin assistant and I don't get the salary of a PA, I don't say I want the salary of a PA, but people working much less years than myself, say for about three, four, five years and they earning my salary and I think it's not fair because I ..." 7. "Transparencywe are working from top-down, if there was just better transparency." 8. "The DHET thing, never been, I have never passed the WCED, because every time I am promised, you are going to get a better salary and this and that..." 9. "...and also the people, everyone wrote their own SPMDS, and you have to stop and decide, it's not that, a case of that we go and have an interview with at least two people, we evaluate the situation. How was the situation when someone told me I can't put a four there because he hasn't had the time to write a motivation and I wrote a speech, silly me..." 	

Question 7: What are the things that you are sure would attract people like you to the college?

Table 4.12: Things that would attract people at the college

<p>Significant themes</p>	<ul style="list-style-type: none"> • Career development
	<ul style="list-style-type: none"> • Recognition and reward
	<ul style="list-style-type: none"> • Training and development
	<ul style="list-style-type: none"> • Performance management
	<ul style="list-style-type: none"> • Availability of resources
<p>Responses</p>	
<ol style="list-style-type: none"> 1. "I think at the college it's just promotional criteria. You need to know that you start somewhere, say hypothetically I started as a clerk, then I need to know in three years' time I am going to move from clerk to a senior clerk and then from there, the next level and the next level. I think at the college some are in the admin support system ..." 2. "...because if I take myself, I've been on my maximum for the last six, seven, eight years and the only think I get is like, annual increases and nothing further than that..." 3. "...so it stops your growth and then what also happens, it makes you, it tends to get to your moral down..." 4. "I don't really have much to add." "...I agree with [name withheld].., there is no career path". 5. "I agree with her, and even if you do, do a grade or something anything, what do you call it - grading system. I will stay as an assistant and not get an increase or nothing". 6. "...for example would be maybe the pass rate, say my pass rate is higher than his pass rate. Obviously I have worked harder than him, but at the end of the day I am not being acknowledged, I am not being, I am getting paid the same depending on the qualifications, but there is no reward system.." "...Second year we do the same thing, still not being acknowledged..." "...Third year you are part of the furniture..". Fourth year, you now you are part of the chairs or whatever. ...So there are no rewards in place for hard working academic staff member..." 7. "...we do not get offered bursaries so we have do it out of our own..." 8. "...I agree with her, they basically said it all, I just want to touch on two aspects. "The first aspect is there is growth in the college but the growth is very slow...". So in order for you to end up being a CEO, you have to probably be close to retirement age already..... I mean you get an industry where you find a 35 years old and he is a CEO already..." 9. "...you don't see a CEO that is early 30 or late 30s, even to progress from a lecturer to an HOD..." 10. "...actually we do have CPD within..... "Not within student support services..." 11. "I agree with what everybody said, the lack of professional development is an issue..." 12. "...and budget, budget, budget, we are expected to deliver, I am speaking for the unit that I am working in, we are expected to implement programmes but the budget or the funding are just really low...." 	

Question 8: What makes your campus/place of work not to be welcoming for staff or new employees?

Table 4.13: Aspects which make the campus welcoming for staff or new employees

Significant themes	<ul style="list-style-type: none"> • Security • Cleanliness • Adequate resources
Responses	
<ol style="list-style-type: none"> 1. "With the recent protesting, a huge concern is security, personal security..." 2. "Adequate staffing". 3. "Probably more cleaning staff". 4. "Our department is always filthy and the toilet stinks and, the stench comes into our whole department that makes it unpleasant". 5. "I think the lack of resources in the classroom. I was just gave class now and city desks are you know, students sleeping, so those are the factors that are effect the learning environment and should be ..." 6. "Okay my problem is without IT support department, we can lodge a complaint now and two years later you will still be shouting about the same thing, so that is where my grievance is and that makes it difficult for me to perform my job. There is no consistency in the way they do their work, today you will have internet and tomorrow you won't, the next day this work and the next day something else is broken" . 	

Question 9: What things have your managers or management done over the years to inspire you?

Table 4.14: Things that have inspired employees

Significant theme	<ul style="list-style-type: none"> • Leadership style
Responses	
<ol style="list-style-type: none"> 1. "...In 2011 the wonderful thing, they gave us incentives, we then sent for SPA..." 2. "...in each division, this is manger's decision..... "This is the portion of money you can spend, so we could buy anything from little notebooks or printers, uniforms with that money without them asking where is the stuff and I think that year they really boosted moral of the stuff and if they can do something each and every year that will help us a lot.." 3. "..That was for other staff, but I didn't get that..." 4. "...That's your manager's thing....." 5. "...I don't think my manager has done anything to inspire me..." 6. "...I think our manager is a people person and he makes you feel comfortable, you don't have to be scared, he has an open door policy, and I think that really puts a smile on your face, he makes jokes and stuff you know, but at the time that is still because we also work hard, you know, it's a pleasant environment to work in..." 7. "...Before we used to have team building weekends, nice staff parties at the end of the year, in small groups in the whole college right now.." 	

Question 10: Is there anything else we have not deliberated yet that you think it is of significance for the college?

Table 4.15: Other issues significant to the college

Significant themes	<ul style="list-style-type: none"> • Low salaries
	<ul style="list-style-type: none"> • Heavy workload
	<ul style="list-style-type: none"> • Better planning
Sample of responses	
<ol style="list-style-type: none"> 1. "I can just mention that a manager must be qualified for the job that he is doing and that will influence the people around him..." 2. "I think just importantly is that your research and your topic is obviously very valid and the most important is what is going to come of it...." 3. "...The big question is, are you happy with your salary?..." 4. "...That is important because that will be determined by your output and for me I am not happy, they underpay me. So I am not happy with my salary..." 5. "...I just want to say, many instances that people do have a lower salary but they are happy, because their environment, for example a manager that is very complimenting so it is possible to be happy with the lower salary but again, it's just the environment needs to improve a little bit..." 6. ".....I find that, sorry, there are a huge amount of deadlines, it's like people that set these deadlines, don't actually take into consideration that you have other work. It's a deadline for this and deadline for that and its one administrator doing that specific task, and you falling over your feet most of the time, it's almost like there is no planning, they say they have plans but they never actually implement the stuff - its madness." 7. ".....and we should have better planning, its madness, always falling over your feet. Always taking one step forward, 10 steps back ... sorry.." 8. "...Communication..." 9. "...I think it ties in with falling over your feet. You usually also with the deadlines, you usually find out that you need a report two weeks ago, today, even for example, this interview, I think we've got the email, I got the email, people two days ago, just an example the communication..." 10. "..The resources..." 	

4.7 Summary

Chapter Four analysed data that was collected by means of questionnaires and focus group interviews. The questionnaires were distributed to 561 employees (the population) of College X. Focus groups were held with a mixed group comprising academic staff and support staff of the college. The reason for using both questionnaires and interviews was to obtain information that would help the research find responses to the research question explained in chapter one of the study.

Questions were grouped into staff demographics and factors affecting the decisions for employees to stay or quit the college. Data was analysed using SPSS (Statistical Package for Social Sciences). In this chapter, statements of results were made without implications or interpretation.

Chapter Five will interpret and discuss the results, and compare with relevant literature.

CHAPTER FIVE

DISCUSSION OF THE STUDY RESULTS

5.1 Introduction

The discussion will align the findings to objectives of the study as stated in Chapter One. The first objective of the research was to provide a contextual discussion of attraction and retention issues within College X. Furthermore, it set out to examine the different factors affecting staff retention and the impact these factors have in motivating staff to stay or leave College X. Lastly, the study was to determine the order of importance of specific retention factors within College X.

This chapter deals with the interpretation of results of the quantitative and qualitative research. A sample size of 223 respondents out of a population of 561 was used. The researcher considered the results in light of the literature review and explained the meaning of the main ideas originating from analysis. Findings in the following categories are discussed.

- Demographic characteristics
- Factors affecting staff retention and the impact on motivating staff to stay or quit College X

5.2 Demographic characteristics

Findings reveal that there is a large percentage of respondents who were above the age of 35 and 17% (age 56–65) of these employees are due to retire. Weiss (2005:2) articulates retirement by stating that "you are retired if you left your career and occupy a social niche in which it is socially acceptable to be without work". It is important for an academic institution to consider retirement during workforce planning. This is important because organisations in the FET sector have a significant role to play in the economic development of many rural and semi-urban communities. FET colleges offer vocational qualifications which are seen by the South African government as pivotal in uplifting previously disadvantaged communities.

According to South Africa (2013):

Provision for retirement can be seen in the context of the financial life cycle—as it applies to middle class wage earners (whether employed or self-employed).

The report states that the over-60s, depending on finances and inclination, can choose to work or retire or some combination of the two. This is an important report to consider if the organisations are to be successful in attracting, developing and retaining staff from all demographic groups. Coetzee and Gunz (2012:1) confirm that "in today's world of globalisation, demographic change and international migration, the workforce is becoming increasingly diverse". Therefore, during workforce planning provision for retirement age should be made as it impacts on retention.

Dube and Ngulube (2013:8) further posit that "action to retain knowledge in academia is needed if universities are to serve humanity ... in an ageing workforce". This is important due to the low levels of younger employees entering FET colleges. The study showed that only 3% of the respondents were younger than the age of 25. The low percentage of younger generation could be based on the difficulty to attract younger people into the education sector. Robyn and Du Preez (2013:14) maintain that:

In order for an institution to have a continuous cycle of research and teaching excellence, a focus on retaining newly recruited and developed academic staff is crucial.

They further emphasise that the Generation Y will need to be equipped in order to take up the responsibility of research and publishing.

This study revealed that about 65% of the respondents have been working at the college for more than 5 years, compared to 72% of them who are above the age of 35. This is a significant percentage of the workforce of the college. This percentage represents the amount of institutional knowledge that is retained by the college and indicates that the college is able to retain older employees. According to Cosser, Netshitangani, Twalo, Rogers, Mokgatle, Mncwango and Juan, (2011) the profiles of the national and provincial average age of lecturing staff in 2010 was 39, and in College X it is 36.

To illustrate this point one respondent in the focus group said:

...You don't see a CEO that is early 30 or late 30s, even to progress from a lecturer to an HOD, you either have to assassinate the current HOD who is never going to leave or you have to wait until in 30 years from now when he is going to retire and then you have to go for an interview after 30 years and hopefully you will get the job...

5.3 Factors affecting staff retention and the impact on motivating staff to stay or quit College X

Literature has recognised many antecedents that may impact on the intention to stay or quit, such as training and career development, organisational culture, remuneration and benefits, environment and location, management and leadership style and performance management. All these variables will be presented in the following section in order to give recognition to the complexities and encounters faced by the different respondents. Statements in a self-administered hard copy questionnaire and focus groups based on literature review were used to capture the perception of the respondents and their intention to quit. These statements were captured as follows:

- The extent to which the academic and administration staff were satisfied with the **Career development opportunities** at College X.
- The extent to which the academic and administration staff were satisfied with the **Remuneration and benefits** within College X.

- The extent to which the academic and administration staff were satisfied with the **Environment and location** of their faculties and campuses.
- The extent to which the academic and administration staff were **satisfied with the Organisational culture** at College X.
- The extent to which the academic and administration staff were satisfied with the **management and leadership style** within College X.
- The extent to which the academic and administration staff were satisfied with the **Performance management** within College X.

After analysis of the results a number of interpretations were made from the study results, linked to the objectives of the study. These are discussed below.

5.3.1 Career development

Organisations should provide career development, or employees will feel stagnant and quit (Ngobeni & Bezuidenhout, 2011:9964). During focus group discussions, one respondent when articulating this issue said:

The first aspect is there is growth in the college but the growth is very slow ... So in order for you to end up being a CEO, you have to probably be close to retirement age already ... I mean you get an industry where you find a 35 years old and he is a CEO already.

This statement is an indication that the respondent may leave the sector due to the lack of career growth.

Table 4.15 shows that the independent samples test reveals that career development has a p-value of 0.01, which means that there is a significant value placed on this variable by the respondents. This then suggests that there is a need for College X to look at the career development opportunities to in order to retain its employees. Figure 4.12 illustrates that a total of 45% of the respondents would leave the college due to lack of career development compared to 39% who disagreed that they would leave due to lack of career development opportunities in the college.

This results confirm that College X should focus on the specific issues relating to career development. These issues are promotion opportunities and training and development. Netswera *et al.* (2005:39) attest that "opportunities for promotion, training and development are among the most important reasons why employees stay especially young and enthusiastic ones". One respondent said that:

You need to know that you start somewhere, say hypothetically I started as a clerk, then I need to know in three years' time I am going to move from clerk to a senior clerk and then from there, the next level and the next level...

This is clearly evident from the survey results where 45% of the respondents agreed that they could leave due to lack of promotional opportunities.

When employees are trained but have no opportunity for growth in their career they may decide to leave. Responding to this point, one respondent said:

...currently I am not going to stay here long it was just a stumbling block to move, I had to do research, research for my masters, so I am currently studying while I am in the FET sector after that mmh ... quit.

This study validates the hypothesis that career path and development is one of the most important factors that could impact on the motivation for College X employees to stay or quit.

5.3.2 Performance management

According to Mondy (2008) and Mello (2008), cited in Molefe (2010:2), performance management is a goal-oriented process and the term is often used interchangeably with performance evaluation, performance appraisal or performance measurement. In his article Molefe (2010:2), articulates the definitions and assumptions of the term evaluation, particularly of academic staff who work under the changing demands placed upon them by stakeholders. He emphasises the changing demands of the academic environment in South Africa.

These changing demands place more pressure on the managers as the environment demands greater productivity in the wake of budget constraints, increased enrolments and more social demands. He further argues that the expectation to deliver under these circumstances can be met through use of an effective performance management system. This system should only measure only performance output in the teaching and service rendering, but also the required competencies of the lecturing staff.

In the light of the above literature on managing performance, the results in this study revealed an even distribution of respondents who would leave due to job or work responsibilities.

According to the respondents the majority of employees were least likely to quit due to heavy workloads, 45% disagreed that they would leave due to heavy workloads and a further 15% strongly disagreed that they would leave due to heavy workloads.

However, it is worth noting that a poorly managed performance management system results in unhappiness within an organisation, which decreases motivation (Iwu, Allen-Ile & Ukpere, 2012:153). Unhappiness with the performance managed was revealed during the focus group interviews. Explaining on this point, one respondent said:

... someone told me I can't put a four rating because he hasn't had the time to write a motivation...

Another respondent said:

They give you a lot of other junk, and then you measured on stuff you are not supposed to do, you are measured wrongly, because you are measured on things that you weren't employed to do and then your performance looks bad because you are measured wrongly all the time...

What emerged from the focus groups was that employees were unhappy with the way performance is managed in College X. Considering the study, it can be deduced from the feedback that although the college has a Staff Performance Management and Development System (SPMDS) the employees are unhappy with its implementation. The intricacy and time consuming nature of the process, and therefore the inherent subjectivity, is one of the reasons for the employees finding this system is not working well for them.

Over and above the bad experience on SPMDS, when employees are unhappy they are likely to disengage which may increase the possibility to leave.

5.3.3 Organisational culture

According to Ngobeni and Bezuidenhout (2011:9962), "Organisational culture implies the shared values, beliefs and ideas of employees". During the focus group discussions there was a fairly good reflection of the ethos and culture of work and study in the college. The respondents demonstrated that there was an awareness and commitment to the need to develop skilled and employable learners by the staff. The following quotations illustrate how the respondents felt about culture:

...What kept me here is also definitely also the students and the success stories. Because I deal with, am I able to say, I deal with counselling, so you see a student at their lowest point and at their highest point, so that is definitely what kept me here...

...My reason may not be the case in every department, but within the IT department I speak for myself and I am sure for my colleagues as well, that we choose to stay because of the culture in that department...

...Yes sir, we work well together, the people that we work with we enjoy working with them...

...Just the interaction between the students, it's never the same from one day to the next and the staff that I work with on this campus they are fantastic...

...I like working here because I could in a way assist students; students will come to me with their problems. And I feel I could help them...

The respondents seemed to share a culture of service excellence towards students and their achievement. They all seemed to be working as team towards one goal which is that of ensuring student success.

The results confirm that effective communication and transparency are possible areas of concern. This is critical because an organisation that lacks communication and transparency in the way things are done tends to have staff that do not trust each other. If employees do not trust each

other they may also not trust the systems and processes. This was mentioned and discussed in depth in the focus group sessions, particularly top-down communication from management:

... Transparency ... We are working from top-down, if there was just better transparency, even for example, this interview, I think we've got the email, I got the email, people two days ago, just an example the communication...

Another respondent said:

...Communication is a big problem, we need to, I don't know whether we have a communication policy but we need to work at something like that, because of the lack of proper communication things are falling apart, hence we are at each other's throats but it's because of, that is the key problem...

In light of the above, organisational culture appeared as one of the significant subjects in the study. Results revealed that cultural issues such as values, co-operation amongst staff, decision-making, control, communication and commitment varied across campuses and departmental managers located in the same college. One campus emphasised the importance of top management in managing culture and another campus emphasised that culture should be shaped from all directions.

5.3.4 Management and leadership style

According to Taplin and Winterton (2007), as cited in Ngobeni and Bezuidenhout (2011:9963), managers who are accessible and approachable, respected and trusted, and who listen and assist, encourage employees to remain engaged with organisations. The study results confirm that staff have trust in their leadership and would not leave due to their dissatisfaction with their management and leadership style.

Covey (2006:21) affirms the above by stating that:

The ability to establish, grow, extend, and restore trust with all stakeholders – customers, business partners, investors, and co-workers – is the key competency of the new global economy.

Opinions on management and leadership style within the college are quite evenly spread across levels and could be attributed to personal experience. When one studies the quantitative study outputs, 64% of the respondents were satisfied with their immediate supervisor. Respondents did not perceive leadership as a challenge that could lead to them leaving College X. Most respondents were of the opinion that their supervisors are readily available for coaching and developing them in order to influence the organisational objectives. The study shows that there was a strong positive relationship between management leadership style and FET employee retention.

5.3.5 Remuneration and benefits

According to Erasmus, Schenk and Tshilongamulenzhe (2014:614), remuneration may be defined as the financial and non-financial extrinsic rewards provided by an employer for the time, skills,

and effort made available by the employee in fulfilling job requirements aimed at achieving organisational objectives.

The above statement confirms that if organisations want to achieve their business objectives, they need to ensure that the remuneration of employees is aligned to the employee efforts and performance. Poor or absence of remuneration alignment may lead to negative attitude and therefore increase the motivation for employees leave.

This study shows that there was a strong motivation to leave amongst respondents due to remuneration. In particular, the study established that about 63% of the respondents in the survey agreed that they would leave in order to earn more pay elsewhere.

In explaining the above point, one responded in the focus group said:

I think the major reason for anyone wanting to leave the education sector is the money. I mean the holidays are good, the times are good but the money is the worst. And most people who don't have a teaching qualification, but a three year degree, or a four year degree you can earn four times more outside of a college than what you earn over here and that is why most people want to leave.

The second issue which emerged from the focus group was that of equal pay. One respondent in articulating the equal pay issue said:

... but people working much less years than myself, say for about three, four, five years and they earning my salary and I think it's not fair because I am experienced than them ...

According to Heldman (2011:360), "if two workers performing the same functions have large disparities in pay, and then pay can become a motivator." This statement supports the fact that fair remuneration is a motivator that leads to employee job satisfaction. If employees are satisfied with their pay when they benchmark it with other employees, they are less likely to quit their jobs.

The study validates that remuneration is a factor that can motivate College X's employees to leave or stay at the college. These findings support Abraham Maslow's theory of human motivation which postulates that all people in our society have a desire for self-esteem based upon achievement and recognition (Maslow, 1943). Based on this motivation theory, this study shows that the low staff retention in the organisation can arise due to self-esteem needs. Ultimately, if employees are to be self-sufficient they need to feel a sense of worth by being remunerated accordingly. This will motivate them to stay and contribute to the organisational objectives.

In expressing an opinion on remuneration, one respondent during the focus groups said:

I think the major reason for anyone wanting to leave the education sector is the money. I mean the holidays are good, the times are good but the money is the worst. And most people who don't have a teaching qualification, but a three year degree, or a four year degree you can earn four times more outside of a college than what you earn over here and that is why most people want to leave. Those people who have a teaching qualification, unfortunately they don't have as much opportunity as the others.

5.3.6 Environment and location of work

Environment and location of work was affected by the mergers which occurred in the FET sector. The merger of FET colleges in South Africa took place between the years 1994–2003. Powell (2013:62-65) refers to this as a period of reconstruction of FET colleges characterised by unresolved tensions due to FET college mergers. This study revealed that there were a number of unresolved tensions post-FET college mergers. Some of the tensions were economic, political, social and integration-related issues.

The mergers necessitated that some of the employees in College X be redeployed to other campuses. During the focus group interviews, the majority of the respondents felt that College X had not cared for their socio-economic needs appropriately and they were not satisfied with where they were located post- the merger.

The study established whether the respondents would leave the college due to non-job-related factors such the relocation of a spouse and whether they would leave College X for a job closer to home. According to Inoa (2013:9), the location choice of a pseudo-commune is considered to depend therefore on its job type attractiveness and the commuting travel time of individuals. Inoa (2013:10) further argues that:

In the decision-making process of choice of residence, the more the households move through their life cycle, the more they are willing to sacrifice accessibility to jobs to access to ownership and gain in residence space.

The findings from the questionnaire reveal that 41% of respondents disagreed they would move due to non-job-related factors whereas 44% agreed they would relocate if they found a job closer to home. The assumption here would be that the respondents would want to work closer to home. In explaining this point in the focus groups, three respondents had this to say;

... because it's not by choice that I work here, they asked me to work here, actually they told me to come and work here. Not that I don't like working here but its far and it costs me about R1500 per month for petrol and apart from that, its tyres and everything else and then your car has to stay the whole day in the sun. It's just little things like that...

When I worked at ... [Name withheld for anonymity] ... I paid R120 per month for a train ticket, and here you can't use a bus, you have to use a taxi and even if you use the train then you have to walk all the way from the station to here and I don't think it's really safe.

Even they can have like little busses that pick you up in Maitland, because transport is available for Maitland it's a problem. If you don't have a car, you are stuck.

These comments validate that the respondents are affected by the location of their workplace. This was an important finding due to the recent mergers that took place in the FET sector.

5.4 Summary

In this chapter, the results were presented and discussed. This was done using the themes which emerged from the study. It was found that there were four key areas that were of concern to the respondents. These were career development, performance management, remuneration and benefits, and environment and location. This study considered the results in light of the literature review, and explained what the findings meant. The qualitative and quantitative data analysis allowed this study to support the findings of which some were positive to the hypothesis and where the results were negative, the study promotes further research. The next chapter, Chapter Six, correlates the findings with the study objectives.

CHAPTER SIX

CONCLUSION: LINKING STUDY FINDINGS TO STUDY OBJECTIVES

6.1 Introduction

This chapter links the findings of the study to the study objectives and this is done by emphasising the extent of findings aligned with the objectives of the study. Where responses were significant in any of the research categories, these were identified as potential issues that College X needed to address. FET colleges are experiencing staff retention issues where both academics and support staff leave, thus creating a void in service delivery which has a negative effect on the FET sector mandate. The purpose of this study was to investigate the causes of staff wanting to leave College X and what could possibly make them want to remain at College X. FET employers should have a clear understanding about the turnover causes in the sector to help them embark on strategies to retain talent.

6.2 Problem statement

Chapter One of the study addressed the problem statement, namely that there is a growing concern in South Africa that the FET sector is losing or unable to retain its staff with specific reference to academic and support staff.

The main objectives of the study were:

- To provide a contextual discussion of attraction and retention issues within College X.
- To examine the different factors affecting staff retention and the impact these factors have in motivating people to stay or leave College X.
- To determine the order of importance of the specific retention factors within College X.

Basic examples of questions that needed to be answered were as follows:

- To what extent was the academic and administration staff satisfied with the career development opportunities at College X?
- To what extent was the academic and administration staff satisfied with the remuneration and benefits within College X?
- To what extent was the academic and administration staff satisfied with the work environment and the location of their faculties and campuses?
- To what extent was the academic and administration staff satisfied with the culture at College X?
- To what extent was the academic and administration staff satisfied with the management and leadership style within College X?

- To what extent was the academic and administration staff satisfied with the performance management within College X?

6.3 Summary of the results

Before examining the results of the study categories there was one important positive trend that became clear. The respondents were committed to the organisation, despite them having identified a few areas of concern within the organisation. The focus group discussion revealed that the respondents were committed to furthering the goals of College X. This commitment was supported by the results which showed that almost 68% of the respondents envisaged staying with the college for more than five years. A further 44% of the respondents anticipated being employed by the college until they retire. These were key pointers in allowing College X to approach the issue of attraction and retention in an optimistic and positive way.

The empirical results show, amongst other things, that:

- (1) perceptions about career paths are significantly related to the organisational commitment and the intentions to stay or quit College X;
- (2) remuneration and benefits are average, were not market-related and should be increased;
- (3) perceptions about workload fairness were significantly related to the organisational commitment of employees; and
- (4) although employees had experienced an increased workload, that did not seem to significantly impact on their decision to quit College X. On a positive note, the empirical results confirmed the professional commitment of employees in FET education and its mandate.

6.3.1 Satisfaction with career development

This study achieved the objective linked to this factor. The study sought the response from the questionnaires and the focus groups. College X faced an even tougher challenge than most organisations as, although the lack of career path opportunities within the college have been highlighted as an area of concern, the challenge that College X faced was that there was a general lack of confidence in education as a sector, including FET colleges. This is clearly evidenced by the study results where 45% of the respondents felt that the opportunities for rapid career advancement in the education sector were "Poor" or "Below average". The focus group sessions mirrored this view with the lack of relevant training opportunities and promotions dominating the perceived reasons as to why this lack of career progression existed.

6.3.2 Satisfaction with remuneration and benefits

Based on the survey results from respondents, the objective linked to this factor was achieved. Remuneration and benefits is the area where most respondents perceived there was problem.

This is clearly evident when one studies the results of the questionnaire and focus group discussions. One of the questions posed to the focus groups was to suggest how College X could best improve employees' perceptions of how much they are valued. About 63% of the respondents suggested that there is an issue with pay, either performance-related, and/or benefits. This needs to be tempered by the fact that should a retention study be conducted in other FET colleges, a fair percentage of the population of respondents would state that they would like more pay. It does, however, warrant further investigation.

6.3.3 Satisfaction with work environment and location

Opinions regarding this issue varied and it was difficult to pinpoint any trends on a profession or level of satisfaction within the college. Although a stressful environment is not ideal, this is not necessarily a negative point and is often the norm within an organisation these days. There are, however, a few low-cost/high-impact options used by the market to counter this and these will be introduced in the recommendations chapter of this study. Provided the major issues from this study are dealt with, there will be fewer employees who view environment and location as a problematic area.

The primary work environment/location areas that were highlighted as part of this process were to do with the mergers and redeployment of staff post-merger. Respondents felt that they were not offered support when they were relocated to other campuses during redeployment of staff. Concerns were raised about the changing student profiles and social backgrounds. Others felt that staff safety could be an issue which needed to be addressed.

6.3.4 Satisfaction with organisational culture and environment

During focus group discussions a possible area of concern arose pertaining to organisational culture and environment. This was discussed in depth in the focus group sessions, particularly top-down communication from management. Respondents also felt that they have no means of communicating with management on urgent matters. Respondents perceived that initiatives to improve this aspect have been attempted in the past but never reached the implementation stage.

There is a perception that morale and commitment is low in the organisation. This contradicts the statistic that 68% of respondents are either "Totally Committed" or "Very Committed" to furthering FET college goals. The real issue is therefore unlikely to be a commitment issue but rather one of morale one. The study revealed that more than half of the respondents do not feel empowered to make their own decisions. This also became apparent in the focus group sessions. Respondents felt that the dominant management style does not allow for employees to contribute to the decision-making process within the college.

The lack of trust within College X was discussed in the focus group sessions. It is often difficult in such a decentralised organisation to be as transparent as one would like. Issues such as trust, favouritism, transparency and support are more difficult to monitor. It is therefore even more important that communication channels are in place and used optimally. This objective according, to the output from the respondents, was not achieved and it needs further exploration as there were many contradictions.

6.3.5 Satisfaction with management and leadership style

This is an area where we see quite strong opinions came to the fore. There is a well-known saying that suggests that "employees join companies and leave as bosses". It is also an area that is relatively inexpensive to correct but has the biggest impact on employee morale. Opinions on management and leadership style within the college were quite evenly spread across levels and could be attributed to personal experience. The attitudes towards senior management were, however, far more negative than towards the campus management or employees immediate supervisors.

When one studies the questionnaire outputs, 64% of respondents were satisfied with their immediate and campus supervisors. The same cannot be said for senior management where 42%, nearly half of all respondents are "Somewhat Dissatisfied" to "Very Dissatisfied" with senior management. This could have to do with poor resource planning and the perceived lack of strategic direction. It was felt that senior management was too operational and should rather focus on empowering operational employees by providing the necessary strategic direction. The fact that this perception is primarily held by support staff could mean that there are management skill gaps at middle management level. Due to changes in the College X business model, respondents felt that they were required to operate in a business environment. Highlighted problems with this are twofold: Firstly, managers have not been trained to operate in a business environment and secondly, there are structural concerns that centre on the lack of middle management and where such a layer is present, the lack of delegated authority for them to act in an operational capacity. This suggests that employees did not feel empowered to make their own decisions.

6.3.6 Performance management

The focus group sessions revealed that all employees believe the system to be ineffective at recognising good performance or addressing poor performance. The complexity and time-consuming nature of the process and therefore the inherent subjectivity, is one of the reasons for this. This is a common complaint in most organisations and ensuring objectivity from the process is the most challenging aspect when implementing a successful performance management system. Respondents also felt that they are being measured on key performance

areas over which they have very little control. This should be analysed alongside the prevailing view that performance incentives, where present, are not used optimally to reward superior performers. There was a lack of faith in the system, with a number of respondents viewing the system as punitive as opposed to a personal development tool. Examples were given in the focus groups that training and development requests resulting from performance discussions were not approved. Respondents also felt that managers did not always manage poor performance effectively.

6.4 Summary

In this study the researcher used the literature review to provide the contextual discussion of attraction and retention issues within College X.

After reviewing the outputs of the study, clear trends were evident and it can be assumed that the outputs are a true reflection of respondents' opinions of College X, and these were congruent with the information coming out of the questionnaires and the focus group discussion sessions.

Lastly the "war for talent" has been intense for the past few years and South Africa has felt the effects of this as organisations compete for a smaller and smaller skills pool with many of skilled workers becoming very desirable commodities locally and internationally. This will persist as it is fuelled by the three fundamental forces. These are the irreversible shift from industrial age to information age. Secondly the intensifying demand for high calibre managerial talent and lastly growing propensity for people to switch from one company to another (Michaels *et al.*, 2001:3).

CHAPTER SEVEN

RECOMMENDATIONS

7.1 Introduction

The general theoretical literature on this subject and specifically in the context of FET colleges, is inconclusive on several vital questions within the retention discourse. Despite massive strides and achievements in the FET sector between 1994 and the present, the view of relevant literature and the findings of the focus groups indicate an FET system that still needs attention in attracting and retaining staff in the sector.

If, as suggested by this study, the respondents were not satisfied enough with some of the retention factors in College X, career development, remuneration, performance management, work location, and organisational culture are the areas which College X needs to address. Coupled with these factors is the perception that the South African education system is not attractive enough to new entrants.

While there may be no immediate crisis, if the looming threat resulting from interplay of the above factors is not appropriately addressed, it may lead to acute shortages in lecturer supply in the future.

7.2 Recommendations

The traditional view of retention, to which many companies still adhere, is the ability to hold on to, or keep, employees. The reality today is that organisations need to adopt a more flexible and understanding approach to meeting individuals' needs by creating an environment in which employees want to stay and grow. Employees need to be viewed as "free agents", not as "fixed assets". This might entail helping them chart creative career tracks, enriching skills through training or offering an array of career development options.

7.2.1 Career development

It is recommended that a retention management program be implemented to assist with the attraction and retention of key staff, i.e. identifying career paths, clear development plans, and transparency around their position on the succession plan. It is crucial in a learning environment that organisations provide opportunities for employees to grow, learn and develop, regardless of their length of employment or where they are situated on the pay scale. College X may therefore wish to evaluate the current promotion policy and consider implementing a career path strategy, especially in the college's core areas (education), where employees can advance through the

organisation based on the attainment of key competencies, experiences, exposures and qualifications.

7.2.2 Remuneration and benefits

The college needs to adopt a rewards system based on individual/team performance. According to Bluen (2013:128), research has shown that the types of rewards offered to employees reduce labour turnover, have a motivational impact, and positively influence the company's organisational culture and bottom line.

It is recommended that College X examine whether it is feasible to offer a performance incentive to those employees who consistently perform at a higher level than their peers. This is an effective way to drive organisational strategy, and outputs from this retention process could be used as key performance areas to ensure that the change management process happens. Salary increases are the most direct and powerful way to demonstrate the value accorded to the education profession. A lack of financial progress following entry into the profession could encourage attrition after a few years and should be addressed.

7.2.3 Organisational culture

Organisational culture is an area which emerged as not being uniform across the college campuses. Poor communication was highlighted as the main issue.

It is therefore recommended that the following be undertaken within the college:

- Review current communication practice and policy. If it is insufficient to cater for the college's communication needs, amendments need to be made as a priority.
- Gain more leverage from existing internal communication instruments – for example, use an internal newsletter or the intranet to communicate projects progress and results.
- Empower management to communicate directly with employees using existing and new communication tools.
- Investigate the feasibility of introducing an employee body mandated to be the "voice of the employees". This is to ensure a smooth information flow between employees and management/council.

7.2.4 Management and leadership

It became evident through the focus groups that there is a gap in the leadership style. At certain campuses leadership style was perceived to be better than in others. It is recommended that a thorough review of current leadership practice be undertaken to identify specific leadership development needs. In order to effect a change in the perception of leadership by employees, the following key actions are suggested:

- Ensure that management roles and expectations are clearly defined;

- Separate strategic intent and strategic execution by management level; and
- Empower managers to make decisions and take responsibility.

7.2.5 Performance Management

According to Bussin (2013:32), performance management is a product of the health of organisational DNA. He further argues that it is important to understand each driver of performance and the interdependence nature of these drivers. Below is a framework which could help College X in distilling the components of the ecosystem of performance management.

Table 7.1: Performance management (adapted from Bussin, 2013)

D	N	A
iDentity and Direction	eNgagement	Accountability
Purpose	Relationships	Performance
The Why and the Where	The "How"	The "What"
<ul style="list-style-type: none"> • Vision • Mission • Goals • Operating model 	<ul style="list-style-type: none"> • Values • Beliefs • Culture • Behaviour practices • Leadership 	<ul style="list-style-type: none"> • Goals • Standards, measurements, monitoring • Customer contact and feedback • Assessment and pay

Feedback from the respondents validates that College X's performance management system is not well received by the staff. Based on that feedback it is therefore recommended that performance management processes are reviewed, thus allowing managers to give accurate, objective and timely feedback to employees regarding performance. The performance management process must strike a balance between linking employees' objectives to the organisational strategy and developing appropriate behaviours.

7.3 Limitations of the study

It might be argued that the small sample size did not justify the findings of the study and that a larger sample would provide more insight into the findings. However, the findings provide an indication of the perceptions of employees on issues of retention at College X and not of the entire FET sector as a whole. As mentioned in Chapter Three, a fundamental limitation was the amount of data that was produced by the open-ended questions, which was time-consuming to analyse in the limited time that was available for the study. When analysing large quantities of qualitative data manually it is easy to make mistakes, to overlook data and to miss relevant or critical issues within the data. Utilising a computer software package to manage and store the qualitative data would

have made the process safe and secure. Such a computer software package would have coded the data and made the process more organised and less liable to mistakes.

The investigation of an effective management system at College X was done when the FET sector was undergoing another change. It would have been more satisfactory if the investigation was done in a more stable environment.

Finally, the major setback to this study was the inability of this study to illustrate the actual turnover costs and the turnover comparative figures at College X. These were needed to compare and contrast financial implications that College X endures due to turnover. This would have confirmed or denied the study's assumption that talent loss is an expensive phenomenon for many organisations, including College X.

7.4 Recommendations for further studies

This study confirmed the important role that factors affecting retention of talent plays in motivating employees to stay or quit College X. This study can be extended and repeated in a similar public FET college environment. Other possible areas for research include discovering from the entire FET sector what are the factors affecting the motivation of staff to stay or leave the sector.

The study has highlighted that career development, remuneration and performance management are critical factors to address if College X is to retain its staff and become competitive in the FET sector.

According to respondents, the performance management system of College X does not address its intended consequences, such as job satisfaction and improved performance. In future, the cultural context related to performance management, should be researched within College X.

Respondents were concerned about the cumbersome nature of the performance management system—too much paperwork, motivations etc—and there seems to be a disconnection between the system and the individual performances. Respondents were not happy and felt the system would reward for example a manager, whereas the team or individuals are the ones doing the job and who need to be rewarded.

An investigation into what kind of behavioural aspects are needed in implementing performance management in FET organisations, should be studied. A further suggestion is that College X investigates how it can increase its economic value by implementing improved performance management processes.

7.5 Summary

Based on information from the survey and focus groups on how to effectively attract, retain and develop talent, a retention strategy framework to address the issues identified, is critical. The attraction and retention framework in this document should be linked to business strategy and goals. The remuneration practices of College X should be re-evaluated to ensure they are aligned with best practices in other sectors of the South African economy. It is important to ensure that these practices are communicated clearly to all staff.

A critical success factor in implementing this attraction and retention strategy will be to ensure a closer relationship between senior employees and the remainder of the organisation. The data also suggests a very high-level intervention may be needed to clarify policy and procedure and advance attraction and retention strategy initiatives.

Implementing an attraction and retention plan that will work for College X is less likely to depend on a sophisticated intervention but rather on building a good working relationship among all of the organisation's employees, supported by policies and procedures clearly understood by all. Implementing this attraction and retention strategy framework will be significantly enhanced by the close involvement of senior management and leaders of College X.

CHAPTER EIGHT

SUMMARY

The FET college sector in South Africa is faced with the challenge of retaining staff. This is evident from the study where about 13.6 % of the staff would want to leave College X in 5 years time. Another 9, 5% would want to leave College X in three years and about 6% of employees would want to leave College X in less than a year. The study sought to identify which factors within College X would influence decisions by staff members to stay or quit College X, and the FET sector in general. One of the problems which emerged from this research is the lack of understanding of factors affecting the retention of staff at College X.

The identification of these factors may assist College X and the broader FET sector to manage retention of staff effectively. Improved staff retention will assist the FET sector to deliver on its mandate, which is provision of vocational education.

The aim of the study was to explore factors affecting retention of staff at College X.

The primary objective was to assess staff retention within FET colleges. Linked to the primary research objective, was to establish the extent to which the retention factors affect College X. The secondary objective of this study was to determine the perceived importance of the various factors on talent attraction and retention of employees in College X. Finally, recommendations were to be made on how College X could build staff capacity and develop more innovative ways of attracting valuable talent and become an employer of choice.

Both qualitative and quantitative research methods were employed, with semi-structured focus group interviews and a Likert-type questionnaire being the data collection tools. Data was collected from both academic and administration staff of the college and was thereafter analysed and interpreted.

More emphasis was placed on the qualitative approach as it does not overlook the critical features of the human phenomena. Qualitative research was used to describe the factors affecting the retention of staff within College X. The study investigated how these factors would impact on the decision of staff whether to stay at or quit College X.

Results indicate that the respondents are largely dedicated to furthering College X goals. However, main findings of the study indicate that the respondents were most likely to leave College X due to remuneration and benefits, performance management relates issues and career

and development opportunities. College X lacks a staff retention strategy and this impacts on the ability to deal with the factors as identified by the respondents.

The traditional view of retention, to which many companies still adhere, is the ability to hold on to, or keep, employees. The reality today is that FET colleges need to adopt a more flexible and understanding approach to meeting individuals' needs by creating an environment in which employees want to stay and grow. Employees need to be viewed as free agents, not fixed assets. This might entail helping them chart creative career tracks, enriching skills through training or offering an array of career development options as well as flexible remuneration packages.

It might be argued that the small sample size did not justify the findings of the study and that a larger sample would provide more insight into the findings. However, the findings provide an indication of the perceptions of employees on issues of retention at College X and not of the entire FET sector as a whole.

The study investigated the factors affecting retention of staff at College X. This study contributes to the literature on factors affecting the retention of staff within the FET sector. The understanding of the factors affecting retention could assist College X in crafting a retention strategy and policy which would not only benefit the college, but also the entire FET sector. Based on the study findings, it is worth noting that College X still has staff who are committed to the college and the FET sector and therefore there is a positive intention to assist management in dealing with the retention factors within College X.

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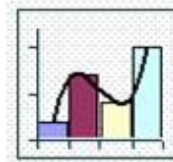
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APPENDIX A: REGISTRATION OF RESEARCH PROJECT



PROJECT REGISTRATION FORM: CPUT Researcher/Post-Graduate Student

Personal Details

Project Information

Surname		Nkomentaba	Nature of Project	Master's Degree		X
Name		Monwabisi		Doctoral Degree		
Title		Mr		MBA project		
Contact Details	Home ph	021 557 6995		Departmental Research		
	Work ph	021 427 4503	Contract Research			
	Fax	086 730 6109	Supervisor(s)	Main:	Dr Lee Kingma	
	Cell	081 444 4146		Co:	Professor Braam Rust	
	E-mail	mnwaiza@gmail.com				
Personnel/Student No		206165668	Supervisor's contact details	Work	021 659 2542	
Faculty/Unit		Business		E-mail	Lkingma@juta.co.za	
Department		Human Resource				

Concisely provide the following information about the project:

<p>Title: Talent retention in a Further Education and Training (FET) college: a case of a college in Cape Town.</p>
<p>Research Problem: The Western Cape FET sector is currently unaware of the motives of its staff or talent to stay or quit.</p>
<p>Research Question/Hypothesis and/or sub-questions: A case study/investigation into the possible reasons/causes/motives for staff to leave the FET college in Cape Town</p>

Research objectives:

- Identify attraction and retention factors requiring attention within the college in the Western Cape FET sector.
- To illustrate the cost of losing a valued staff member and the relationship between the need for Western Cape FET sector to adopt a cost effective retention strategy.
- The cost of turnover or attrition in the sector focusing on the direct and indirect cost of recruitment, training new employees and the cost of mistakes they can make before settling in their new roles.
- Identify the relationship between lecturing employee's perceptions of job satisfaction, organisational commitment and turnover intentions post FET merger in the of the FET college.
- Finally to investigate if there exists an innovative attraction and retention of valued employees who add significant value to the college in terms of improved work performance and that productivity becomes part of the employment practice in the college.

Research Design and Method:

This study will follow a blend of qualitative and quantitative research approach. Questionnaires will be used to collect data and Focus Groups will be used to support the survey.

APPENDIX B: INTRODUCTORY LETTER TO COLLEGE X



24 June 2013

From: Prof A A Rust

To: Mr A Winks
The Quality Manager
Central Office, College of Cape Town for FET
334 Albert Road
SALT RIVER 7925

Re: Confirmation of the research project: Monwabisi Nkomentaba, Student no: 206165668

This letter serves to confirm that **Monwabisi Allen Nkomentaba** is a part-time MTech: Human Resource Management student at the Cape Peninsula University of Technology. In order to fulfil the requirements of the degree, this student is expected to complete a dissertation which entails conducting a research study in a topic of his choice.

The title of his study is ***"Talent retention in a Further Education and Training (FET) college: a case of a college in Cape Town"***.

This student is expected to complete his studies in December 2014.

Yours sincerely

Dr Braam Rust (Assoc. Prof)
Senior Lecturer
Faculty of Business
Cape Peninsula University of Technology
(W) 021-4603301

APPENDIX C: LETTER TO INVITE PARTICIPANTS

Dear Managers and staff

The Chief Executive Officer of the college has approved a research survey to be conducted throughout the college. Participants to this survey are academic staff and support staff from all campuses including the central office.

You and your campus employees/team are invited to participate in a research study. The main investigator of the study is a master's student researching on the topic of staff retention within the FET colleges in the Western Cape. Participation should require about **15 – 20 MINUTES** of your time to complete the questionnaire and approximately an **HOURLY** for those few selected for the **FOCUS GROUP**.

Responses will be completely anonymous; your identity will not be linked to this survey in any way. Care has been taken to remove all questions on the survey which may cause emotional discomfort.

The potential benefit of participation in this study is that the college and the FET sector will receive a report on the findings which will assist in the strategic interventions that the college may wish to undertake.

Records of information that you provide for the research study have no personal link to you personally. There is no personal identification of any nature. With the information required it will not be possible to identify you as the person who provided any specific information for the study.

For further questions you may contact Annelie Eksteen @ aecksteen@cct.edu.za Tel 021 404 6731 or Signoria Maholwana the Student Support Service Manager at smaholwana@cct.edu.za, Tel : 021 696 5133.

Questionnaires will be delivered to your campus on or before the 14 March 2014. The questionnaires will be collected on the 20 March or you can drop them in the box at the staff Room as soon as you are done.

I encourage supervisors to allow you to take 30 minutes of your time to participate in the study the next step will be nomination be voluntary participation in the Focus group.

We thank your participation on this survey.

APPENDIX D: QUESTIONNAIRE

FET COLLEGE EMPLOYEE QUESTIONNAIRE

This questionnaire is for **full-time** employees of the College only.

All responses are anonymous and not linked to any individual.

- Answer each question by placing an 'X' in the appropriate box.
- Use a **pen** to complete the questionnaire

Your position in the College:

Support staff

Admin clerk	1	Librarian	2
General assistant	3	Student support services officer	4
Secretary	5	MIS assistant	6
Manager	7	Household aid officer	8
IT assistant	9	Executive/senior manager	10
Campus co-ordinator	11	Data capturer	12

Academic staff (lecturers)

Post level 1	13	Post level 3	14
Post level 2	15	Post level 5	16

Your personal demographics:

Gender

Male	1	Female	2
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Age

25 or younger	26 – 35	36 – 45	46 – 55	56 – 65
1	2	3	4	5

Educational qualifications

What is your highest level of education?

Matric	Certificate	Diploma	Honours/Bachelor's degree	Master's degree	Doctoral degree
1	2	3	4	5	6

Item	General	15+ years	10 < 15 years	5 < 10 years	3 < 5 years	1 < 3 years	Less than 1 year
1	How long have you worked in your present position?	1	2	3	4	5	6
2	How long before you retire?	1	2	3	4	5	6
3	How much longer do you expect to be employed at the College?	1	2	3	4	5	6
4	How much longer do you expect to remain in the FET sector?	1	2	3	4	5	6
		Extremely difficult	Difficult	Easy	Very easy		
5	How easy or difficult do you think it would be for you to find a similar or better job by the end of the year?	1	2	3	4		
Why would you leave the College?		Strongly agree	Disagree	Neither agree nor disagree	Agree	Strongly agree	
6	I will not leave until I retire.	1	2	3	4	5	
7	I would leave if I became dissatisfied with my job or work responsibilities.	1	2	3	4	5	

8	I would leave if my skills and abilities were not being used properly.	1	2	3	4	5	
9	I would leave because of workloads that are too heavy.	1	2	3	4	5	
10	I would leave if I could not achieve a good work-life balance.	1	2	3	4	5	
11	I would leave because of a poor relationship with my immediate supervisor.	1	2	3	4	5	
12	I would leave because of lack of opportunities for advancement.	1	2	3	4	5	
13	I would leave because of lack of training and development opportunities.	1	2	3	4	5	
14	I would leave if I felt that I was being unfairly paid in relation to other employees in the FET sector.	1	2	3	4	5	
15	I would leave if I felt that I was being unfairly paid in relation to the performance and contributions of other employees in the College.	1	2	3	4	5	
16	I would leave for a better-paid job.	1	2	3	4	5	
17	I would leave for a better healthcare package offered by another employer.	1	2	3	4	5	
18	I would leave for a better retirement/savings scheme offered by another employer.	1	2	3	4	5	
19	I would leave because of dissatisfaction with the College leadership.	1	2	3	4	5	

20	<i>I would leave because of dissatisfaction with the organisational culture of the College (lack of teamwork, insufficient collaboration, low levels of trust, etc.).</i>	1	2	3	4	5
21	<i>I would leave if I felt undervalued by the College.</i>	1	2	3	4	5
22	<i>I would leave because of non-job related factors (moving home, returning to full-time education, increased childcare responsibilities, etc.).</i>	1	2	3	4	5
23	<i>I would leave for another job that involved less commuting.</i>	1	2	3	4	5

NOTE: The following items (24 to 30) are for completion by lecturers and other academic staff members only.

Please indicate how important each of the following factors was when you decided to become a lecturer at the College						
	Factor	Very important	Quite important	Not important	No response	
24	Desire to work with learners	1	2	3	4	
25	Influence of one of my teachers	1	2	3	4	
26	The entry-level salary	1	2	3	4	
27	Lack of other career options	1	2	3	4	
Based on your own experiences as a lecturer at an FET college ...				Yes	No	Unsure
28	<i>Would you choose to become a lecturer at an FET college today?</i>	1	2	3		
29	<i>Will you encourage your students to become a lecturer at an FET college?</i>	1	2	3		
30	<i>Will you encourage members of your family to become a lecturer at an FET college?</i>	1	2	3		

Thank you for taking the time to complete this survey.

APPENDIX E: FOCUS GROUP INTERVIEW GUIDE

Focus Group Questions 1hr

Introduction by Facilitator

Hello, my name is Monwabisi Nkomentaba. I am writing a dissertation on talent retention in College X. Thank you for taking the time to participate in a focus group. This focus group is part of a larger study I am doing regarding the retention of talent within the FET sector.

You are a group of people, and of different levels who are employed by the college and have either been nominated to participate in that group due to your length of service or other interests you have in College X. I would like to hear from you about how the colleges can look at ways in which the talent is retained and or why are people leaving College X. I would like to know how the college has met your needs, and also the changes you would suggest so that they could better meet your needs as an employee at the College.

During this focus group I will ask questions and facilitate a conversation about how the college might be able to understand its talent retention objectives whilst meeting your career objectives. Please keep in mind that there are no "right" or "wrong" answers to any of the questions I will ask. The purpose is to stimulate conversation and hear the opinions of everyone in the room. I hope you will be comfortable speaking honestly and sharing your ideas with me.

I request to record to ensure I adequately capture your ideas during the conversation. However, the comments from the focus group will remain confidential and your name will not be attached to any comments you make. Do you have any questions before we begin?

Format and Philosophy: (Attention, Equality, Ease, Appreciation, Encouragement, feeling, information, diversity, incisive questions, and place).

- Every question will be timed.
- Everyone will be given a chance to say something.
- You may choose not to answer the question and say pass.

Let's do a quick round of introductions. Can each of you tell the group or me your name, which campus you are working at,

1. How long have you been working for the college, and what career aspirations. **(5 minutes)**.
2. What are your current career goals? **(5 minutes)**
Probe: Are you looking to, change careers; increase your skills in your current profession, or something else?
3. What aspects **made you want to join the College?** **(5 minutes)**
4. What aspects have **contributed to your staying** at the College? **(5 minutes)**
5. What aspects would **encourage you to leave** College? **(5 minutes)**
6. Apart from you, in what ways do you feel that the people **could be made to stay** at the college? **(5 minutes)**
7. What are the things that you are sure would **attract** people like you to the college? **(10 minutes)**
 - **Probe:** Remember, these can be in many areas: the environment, career options, development, etc. whether the college promotes intergenerational interaction, or anything else you can think of.
8. I would like to know what makes your campus/place of work not to be welcoming, and want to hear your thoughts on that.
 - Probe: This can be a wide range of services – new employee induction, transportation services, assistance with accessing life style centres, or anything else you can think of **(5 minutes)**
9. What things have your managers or management done over the year/s to inspire you? **(5 minutes)**
10. Is there anything else we have not deliberated yet that you think is significant for the college? **(5 minutes)**

Thank you for participating in this interview

APPENDIX F: LETTER FROM GRAMMARIAN

1 Side Street
Napier
7270

October 2014

EDITING & PROOFREADING

Cheryl M. Thomson

TO WHOM IT MAY CONCERN

This is to confirm that the Master's dissertation of MONWABISI ALLEN NKOMENTABA, student number 206165668, at the CAPE PENINSULA UNIVERSITY OF TECHNOLOGY, was proof-read and edited by Cheryl Thomson in preparation for submission of dissertation for assessment.

Yours faithfully

CHERYL M. THOMSON

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