

UNIVERSITY OF KWAZULU-NATAL

The effect of Learning Academy on the recruitment and retention within the Department of Water and Sanitation, South Africa.

Mfundo Sithole

215081406

A dissertation submitted in partial fulfilment of the requirements for the degree of Master of Business Administration

Graduate School of Business & Leadership

College of Law and Management Studies

Supervisor: Dr N Khumalo

2017

Acknowledgements

First and foremost, I would like to thank the Almighty God for allowing me the opportunity and for carrying me through to this point in my career.

I wish to express my sincere appreciation and gratitude to the following individuals, without whose assistance, this study would not have been possible:

- To my mom, Miss S.N Sithole: thank you believing in me even when I was starting to lose hope, thanks for encouraging and supporting me throughout this journey.
- To my late dad: even though you are no longer present to witness the harvests of your seeds, I would like to thank you for being there for me where and when you could. The love you showed me remains alive and it will stay alive forever.
- To my family and friends: I have not mentioned all of you but your support since the beginning of this journey is extremely valued.
- To my supervisor and colleagues: Your understanding and selflessness in this regard does not go unnoticed. Thank you.
- To Ms T. Letele: Thank you for agreeing to proof read my work for countless times. I will probably request your assistance again on my next endeavours, please do not despair.
- To UKZN (GSBL): thank you for offering me this opportunity to study and thank you for adding intellectual and business value to my calibre.
- To my supervisor, Dr N. Khumalo: Your, guidance, helpful comments, positive critique and intellectual support throughout this journey is highly appreciated.
- To all respondents who participated in my study, thank you for your participation and for affording me time to answer my questions.

Abstract

Employee recruitment and retention are some of the major concerns for engineering companies because of the shortage of highly qualified staff to the public sector and other organisations in South Africa that are able to offer better rewards and benefits.

The retention of talented employees is therefore a major issue for the organisation under investigation. The recruitment and retention of among a workforce of 300 employees was thus investigated. The purpose of the study was to investigate the effect of Learning Academy on the recruitment and retention of engineering personnel in the Department of Water and Sanitation (DWS) in South Africa.

A quantitative cross-sectional study was thus conducted by means of the objective analysis of organisational data in arrangement with a structured questionnaire. Descriptive statistics was applied to analyse the data across the demographic groups, including age, level of employment (academic and professional).

The results indicated that the organisations motivational factors influence employee retention. The findings also indicate that the motivational factors that are crucial in influencing employee retention are financial rewards, job characteristics, career development, recognition, management and work-life balance.

The study was significant as it was aimed at assisting in decreasing employee turnover in the organisation through proper recruitment and motivational rewards. The research was of academic importance as it was evident from the literature review that the DWS and the Learning Academy (LA) are still faced with a challenge of curbing turnover and attracting the right kind of talent needed by the organisation.

The findings of the study indicated that if the DWS follows and formulates appropriate retention strategies in a holistic manner to reduce turnover rates, they will be able to overcome major challenges facing them. This may require a commitment from employers, but it will be well worth the investment in the long term.

Table of Contents

Acknowledgements	ii
Abstract	iii
List of Figures	ix
List of Tables	xi
List of Acronyms	xii
CHAPTER 1: OVERVIEW OF THE RESEARCH STUDY	1
1.1 Introduction	1
1.2 The Background of the study	2
1.3 The Problem Statement of the study	3
1.4 The Aim of the study	3
1.5 The Objectives of the study	4
1.6 The Research Questions of the study	4
1.7 The Significance and Contributions of the study	4
1.8 The Research Methodology	5
1.8 Limitations of the study	6
1.9 Definition of terms	6
1.10 The structure of the study	7
1.11 Conclusion	9
CHAPTER 2: REVIEW OF LITERATURE	10
2.1 Introduction	10
2.2 Theory of Recruitment	10
2.2.1 Definition of employee recruitment	10
2.3 Human Resource Planning and Job Analysis	11
2.3.1 The Process of Recruitment	13
2.3.1.1 Job Analysis	14
2.3.1.2 Job Description	14
2.3.1.3 Job Specification	15
2.4 Recruitment Policy	16
2.5 Importance of Employee Recruitment	17
2.6 Employee Retention	18

2.6.1 Factors Affecting Employee Retention	20
2.6.1.1 Work Environment.....	21
2.6.1.2 Training and Development	21
2.6.1.3 Superior and Subordinate Relationship	22
2.6.1.4 Career Development	23
2.6.1.5 Communication	23
2.6.1.6 Work-life balance	24
2.6.1.7 Benefits and Rewards	24
2.7 Recruitment Challenges Facing Various Institutions	25
2.7.1 Lack of Linking Recruitment and Selection Policies.....	25
2.7.2 Use of reference for shortlisting.....	25
2.7.3 Emigration of skilled South Africans to other countries.....	26
2.7.4 Human immunodeficiency virus and acquired immune deficiency syndrome Pandemic.....	26
2.8 Employee Turnover.....	26
2.8.1 Lack of promotion and inadequate training and development opportunities	27
2.8.2 Lack of competitive compensation systems	27
2.8.3 Lack of adequate resources and tools to perform duties	28
2.8.5 Poor Communication	28
2.8.6 Lack of Interesting Work.....	28
2.9 Job Satisfaction and Motivation.....	29
2.9.1 Theories of Motivation	30
2.9.2 Needs-Based Theories	31
2.9.3 Herzberg’s two-factor theory	32
2.9.4 Hackman and Oldham’s task enrichment theory	34
2.10 Related studies in South Africa.....	35
2.11 Conclusion.....	36
3.1 Introduction.....	38
3.2 The Aim and Objectives of the study	38
3.3 Research methodology.....	39
3.4 Research design and approach.....	39
3.4.1 Research Design	39

3.4.2 Research approach	41
3.4.2.1 Qualitative Approach	41
3.4.2.2 Quantitative Approach	41
3.4.2.3 Mixed Approach	42
3.4.2.4 Selected Approach	42
3.5 Participants and location of the study	42
3.6 Sampling	43
3.6.1 Defining Population	44
3.6.2 Sampling frame	44
3.6.3 Sampling design	45
3.6.4 Sample size	45
3.7 Data Collection Strategies	46
3.8 Questionnaire Design	47
3.8.1 Description and purpose of the instrument	47
3.8.2 Construction of the instrument	49
3.9 Validity and Reliability	51
3.9.1 Validity and Pre-testing	52
3.9.2 Reliability	53
3.10 Administration of the Questionnaire	53
3.11 Data Analysis	54
3.12 Ethical Considerations	55
3.13 Conclusion	55
CHAPTER 4 – DATA ANALYSIS	56
4.1 Introduction	56
4.2 Overview of the results	56
4.3 Analysis of reliability	57
4.4 Demographical information	57
4.4.1 Gender	57
4.4.2 Age of respondents	58
4.4.3 Length of Service	58
4.4.4 Race of respondents	59
4.4.5 Qualifications	60

4.5 Objectives of the study	63
4.5.1 Objective One: To identify motivating factors for engineering employees to stay in the Department of Water and Sanitation	63
4.5.1.1 Training and skills development opportunities.....	64
4.5.1.2 Job Satisfaction	65
4.5.1.3 Competitive salary packages	65
4.5.1.4 Work-life balance	66
4.5.1.5 Obtaining professional registration with ECSA	67
4.5.2 Objective two: To identify factors that drive engineering employees to resign from the Department of Water and Sanitation.	67
4.5.2.1 There is no opportunity for personal growth and career development.	67
4.5.2.2 The current salary package is not competitive to the market.	68
4.5.2.3 I do not feel my contribution is valued.	69
4.5.2.4 There is lack of employee benefits and incentives.	69
4.5.2.5 My current job is not challenging enough.	70
4.5.2.6 There is lack of job security as I am employed on contract.	70
4.5.3 Objective three: To establish the effectiveness of retention opportunities employed by Learning Academy and the Department of Water and Sanitation.	71
4.5.3.1 Section 1	71
4.5.3.1.2 Competitive salary packages	72
4.5.3.1.3 Non-monetary rewards and recognition	73
4.5.3.1.4 Performance management and appraisal system	73
4.5.3.1.5 Mentorship programmes	74
4.5.3.1.6 Support from management	74
4.5.3.1.7 Empowerment of employees	75
4.5.3.2.1 Training and development	75
4.5.3.2.2 Competitive salary packages	76
4.5.3.2.3 Non-monetary rewards and recognition	76
4.5.3.2.4 Performance management and appraisal system	77
4.5.3.2.5 Mentorship programmes	77
4.5.3.2.6 Support from management.....	77
4.5.3.2.7 Empowerment of employees.....	78

4.5.3.3 Section 3	78
4.5.4 Objective four: To recommend the possible recruitment and retention opportunities for the Learning Academy and the Department of Water and Sanitation.....	80
4.6 Conclusion	81
CHAPTER 5: DISCUSSION, RECOMMENDATIONS AND CONCLUSIONS	82
5.1 Introduction.....	82
5.2 Research implications	82
5.3 Demographic details of respondents.....	82
5.4 Discussions	83
5.4.1 Motivating factors for engineering employees to stay	84
5.4.2 Factors that drive engineering employees to resign.....	85
5.4.3 The effectiveness of retention opportunities employed by Learning Academy and DWS.....	86
5.4.3.1 Section one.....	86
5.4.3.2 Section two.....	87
5.4.3.3 Section three.....	87
5.4.4 Recommended recruitment and retention opportunities for the Learning Academy and the Department of Water and Sanitation	88
5.5 Recommendations to solve the research problem	89
5.6 Implications of the research.....	91
5.7 Study limitations.....	92
5.8 Recommendations for future research.....	92
5.9 Conclusion	93
References	Error! Bookmark not defined.
Appendix 1- Gate keeper’s letter.....	99
Appendix 2- Ethical clearance.....	100
Appendix 3- Informed Consent Letter	101
Appendix 4- Questionnaire.....	103

List of Figures

Figure 1.1. Depicting the structure of the study.....	7
Figure 2.1. Linking Organisational Strategies to Human Resource Planning	12
Figure 2.2. The Recruitment Process.....	15
Figure 2.3. Maslow's need hierarchy.....	31
Figure 2.4. Hackman and Oldham's task enrichment theory.....	35
Figure 3.1. Types of questionnaires.....	48
Figure 4.2.1: Responses from respondents.....	55
Figure 4.4.1: Gender of respondents.....	56
Figure 4.4.2: Age of respondents.....	57
Figure 4.4.3 Length of service of respondents.....	57
Figure 4.4.4 Race of respondents.....	58
Figure 4.4.5 Qualifications of respondents.....	59
Figure 4.5.1.2 Job Satisfaction.....	64
Figure 4.5.1.3 Competitive salary packages.....	64
Figure 4.5.1.4 Work-life balance.....	65
Figure 4.5.1.5 Obtaining professional registration with ECSA.....	66
Figure 4.5.2.2 The current salary package is not competitive to the market.....	67
Figure 4.5.2.4 There is lack of employee benefits and incentives.....	68
Figure 4.5.2.5 My current job is not challenging enough.....	69
Figure 4.5.2.6 There is lack of job security as I am employed on contract.....	69
Figure 4.5.3.1.1 Training and development in Section 1.....	69

Figure 4.5.3.1.2 Competitive salary packages in Section 1.....	71
Figure 4.5.3.1.3 Non-monetary rewards and recognition in Section 1.....	71
Figure 4.5.3.1.4 Performance management and appraisal system in Section 1.....	72
Figure 4.5.3.1.5 Mentorship programmes in Section 1.....	73
Figure 4.5.3.1.6 Support from management in Section 1.....	73
Figure 4.5.3.1.7 Empowerment of employees in Section 1.....	74
Figure 4.5.3.2.2 Competitive salary packages in Section 2.....	75
Figure 4.5.3.2.3 Non-monetary rewards and recognition in Section 2.....	75
Figure 4.5.3.2.4 Performance management and appraisal system in Section 2.....	76
Figure 4.5.3.2.7 Empowerment of employees in Section 2.....	77
Figure 4.5.4.1 Responses for possible recruitment and retention strategies.....	79

List of Tables

Table 3.1 Objectives of the study	50
Table 4.4.6 Summary of demographical information.....	61
Table 4.5.1: Summary of results for Objective one.....	62
Table 4.5.1.1 Training and skills development opportunities.....	63
Table 4.5.2.1 There is no opportunity for personal growth and career development.....	66
Table 4.5.2.3 I do not feel my contribution is valued.....	68
Table 4.5.3.2.1 Training and development in Section 2.....	74
Table 4.5.3.2.5 Mentorship programmes in Section 2.....	76
Table 4.5.3.2.6 Support from management in Section 2.....	76
Table 4.5.3.3 Effectiveness of current retention strategies.....	77

List of Acronyms

ECSA: Engineering Council of South Africa

SAICE: South African Institute of Civil Engineering

LA: Learning Academy

DWS: Department of Water and Sanitation

CHAPTER 1: OVERVIEW OF THE RESEARCH STUDY

1.1 Introduction

This research study was based on the recruitment and retention of engineering employees by the Learning Academy (LA) in the Department of Water and Sanitation (DWS) in South Africa. Recruitment is the process of finding and hiring the best-qualified candidate (from within or outside of an organisation) for a job opening, in a timely and cost effective manner (Devi, 2014). Mita (2014:66) defines employee retention as “a technique adopted by businesses to maintain an effective workforce and at the same time meet operational requirements.”

This is the first study of this kind that has been conducted on the use of LA in DWS for recruitment and retention of personnel. This study should have looked at all fields with skill gaps but due to time and financial constraints, the study focused on engineering personnel only.

The first chapter of this document discusses the background of the study, the problem statement, the aim and objectives of the study. It further discusses the research questions, significance of the study and the research methodology of the study. Chapter two provides a review of literature on the topic and the objectives of the study, the research methodology of this study is explained further on chapter three. Chapter four and chapter five will provide the data analysis and discussion and the conclusion and recommendations respectively.

Learning Academy is an establishment within the Department of Water and Sanitation designed to, amongst other objectives, ensure the recruitment and retention of engineering personnel. Skills shortage is both a national and global major problem, especially in the engineering sector. This study aims to determining the effect of Learning Academy (LA) in the Department of Water and Sanitation in terms of recruitment and retention of engineering personnel. The effect of the LA will be determined by addressing the following: Identify motivating factors for engineering

employees to stay in the DWS, identify factors that drive engineering employees to resign from the DWS, establish the effectiveness of retention opportunities employed by LA and the DWS, and lastly, identify and possibly recommend the recruitment and retention opportunities for the LA and the DWS.

The research was conducted on a sample of personnel representing engineering personnel at different regional offices throughout the country. The outcome of this study could enable the DWS to measure its return on investment on this particular programme in terms of recruiting and retaining engineering personnel.

1.2 The Background of the study

The Department of Water and Sanitation (DWS) Learning Academy “is a response to specific scarce and technical skill-related issues that are affecting both the Department and the National Water Sector. The Learning Academy is committed to the effective administration of the programme ensuring the provision of an immediate response to the perceived and imminent threat of skills shortages within DWS and the water sector in South Africa.” (DWS, 2016).

The immediate objectives of the Learning Academy are “to forestall a skills shortage within DWS that will arise from the retirement of senior engineering and technical management personnel. In the long-term, the Learning Academy will lead a sustained campaign to secure a steady supply of high level skills in water-related science, engineering, and management to meet projected demand within DWS and the water sector.” (DWS, 2016).

The Learning Academy was established in 2007 by the Department of Water and Sanitation to minimise skills shortages by recruiting and retaining personnel in mainly the following field studies, i.e. Environmental, Water and Engineering studies. Learning Academy is the first establishment designed solely for mitigating scarcity of skills in the departments. In a public sector, other departments such as Department of Transport have employed similar strategies for skills shortages through bursary schemes but none of them have an establishment similar to Learning Academy yet. The Learning

Academy is departmental section headed by the Director with offices at Head Office. Its mandate is to ensure alleviation of skills gap in the department. The LA has allocated 801 bursaries since its establishment. 381 of these bursaries are in engineering disciplines. 698 of the bursars have completed their studies and are now employed by the DWS as Graduate Trainees since 2007. Currently there are over 300 engineering personnel employed in different regional office and head offices within the DWS.

This study was therefore aimed at addressing the effect of the LA in the department so as to enable the department to measure the outputs of the programme and further make necessary mitigations based on the outcomes of the study.

1.3 The Problem Statement of the study

The South African market is known to have a shortage of engineer's. According to the latest Engineering Council of South Africa (ECSA) results, South Africa only has a total of 15 000 engineers and has one engineer that services approximately 2666 people whereas internationally one engineer services 40 people (Tancott, 2014:63).

It is with concern that the South African Institution of Civil Engineering (SAICE) learnt of Minister of Water and Sanitation (DWS), Ms Nomvula Mokonyane's announcement of the signing of an agreement with her Cuban counterpart in Havana to pave the way for 37 Cuban engineering specialists to come and fill the existing critical technical gaps in the DWS (Ashpole, 2015).

Skills shortage is not only a global issue but nationally it still places major challenges in the public sector, more especially in the engineering field. Department of Water and Sanitation is one of the public organisations faced with this challenge. Ashpole, (2015) states that a substantial number of experienced engineers, scientists and technicians will retire and resign soon leaving significant gaps in the workforce.

1.4 The Aim of the study

The purpose of the study was to assess the impact of Learning Academy as a strategic tool on the recruitment and retention of engineering employees in the Department of Water Sanitation, South Africa.

1.5 The Objectives of the study

To fulfil the aim of the study, the following research objectives need to be attained;

- To identify motivating factors for engineering employees to stay in the Department of Water and Sanitation.
- To identify factors that drive engineering employees to resign from the Department of Water and Sanitation.
- To establish the effectiveness of retention opportunities employed by Learning Academy and the Department of Water and Sanitation.
- To recommend the possible recruitment and retention opportunities for the Learning Academy and the Department of Water and Sanitation.

1.6 The Research Questions of the study

Below are the research questions, in line with the objectives of the study;

- What are the motivating factors for employees to stay in the Department?
- What drives engineering employees to resign from Department of Water and Sanitation?
- How effective are the recruitment and retention opportunities employed by the Learning Academy and the Department?
- What strategies can be implemented for the recruitment and retention of engineering personnel in the Department of Water and Sanitation?

1.7 The Significance and Contributions of the study

- This study can add further insight into the body of knowledge on the role of LA in the department.
- It is expected that the outcome of this research can enable the department to measure outputs and make appropriate decisions in terms of investments and strategies it has applied in the recruitment and retention of engineering employees.
- It can further enable the department to maintain its workforce and mitigate staff shortages based on the turnover results.

- The study could also improve the quality of programme/s that is aimed at reducing skills shortage through recruitment and retention of personnel.
- The outcomes above are believed to further provide some direction on the debate between the department, Engineering Councils, i.e. South African Institute of Civil Engineering (SAICE) and Engineering Council of South Africa (ECSA) and all involved stakeholders on whether or not South Africa has an adequate number or supply of engineering professionals, and whether or not there is no need for the department to seek skills from abroad.

1.8 The Research Methodology

Records from Human Resources and Administration offices were used for sampling purposes as the population involved all engineering personnel to collect data. The population of the study was 300 and from the table of Sekaran and Bougie, a sample of 169 was drawn. This population was sampled in such a way that all regional offices were represented and they were according to the number of employee in each regional office. The researcher has considered all research methodologies, qualitative, quantitative and mixed. Schwardt (2007:195) defines research methodology as a theory of how an inquiry should proceed. It involves analysis of the assumptions, principles and procedures in a particular approach to inquiry. Based on the kind of data required and types of questions this study aims at addressing, a quantitative approach has been selected and found most suitable for this study.

As per quantitative requirements, a researcher constructed a research tool, which was a 0-5 Likert scaled research questionnaire. The questionnaire was communicated in English and in a simple understandable format. The researcher administered the research questionnaire for a period of two weeks. A questionnaire was distributed to 169 participants and only 96 responded. All questionnaires were analysed using the SPSS (Statistical Package for Social Sciences) which provided the results in a form of tables, graphs and pie charts.

After the sampling had been completed, a questionnaire was used to collect data from the participants; the questionnaire was distributed via emails. The data was analysed,

presented in a form of graphs and tables. The findings are discussed in Chapter 4 and they were further used to determine the effect of Learning Academy in terms of the answers to the questions above, and this was used to provide conclusion and necessary recommendations for the department and other stakeholders.

1.8 Limitations of the study

Poor response rate was anticipated from research participants who work on site. Allocating more time in data collection improved the response rate and mitigated this challenge.

1.9 Definition of terms

- **Recruitment:** Renuka & Banu (2014) recruitment is a process of searching for suitable candidates for employment and motivating them to apply for jobs in the organisations. It is the process of finding and hiring the best suitable and qualified candidate for a job opening (from inside or outside the organisations), in the timeliest and cost-effective manner.
- **Retention:** According Kossivi, B., Xu, M. & Kalgora, B., (2016) employee retention as a technique adopted by organisations to maintain an effective workforce and at help meet operational requirements.
- **Human Resource management:** Human resource management is defined as system of activities and strategies that focus mainly on the management of people at different levels of the organisations for achieving organisational goals (Burma, 2014).

1.10 The structure of the study

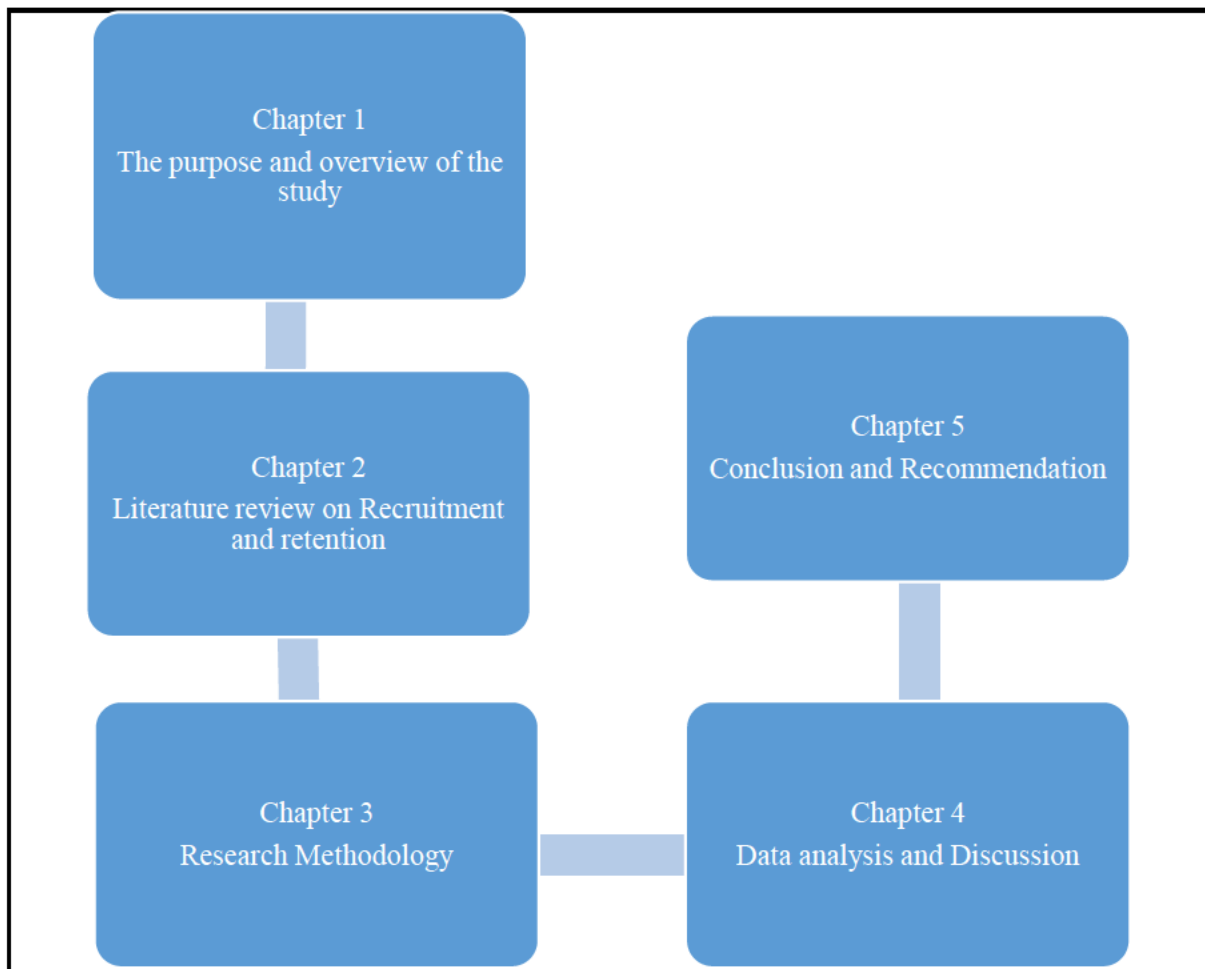


Figure 1.1. Depicting the structure of the study

Saunders ,M., Lewis. and A. Thornhill. 2012. **Research Methods for Business Students**. 6th edition. Pearson Education Limited: London.p46

Chapter 1 - Purpose and Overview of the study

In this chapter the researcher outlines the purpose of the study such that the reader can get an overall understanding of the research. The research takes the reader through the aim of the study, research problem, research objectives and the research methodology approach in order to arrive at the conclusive findings and recommendations derived from the study.

Chapter 2 - Literature Review

In this chapter the researcher collects, analyse and summarise all the information that is related to the study from different number of sources. This chapter reviews the literature, important factors of the study, work and other studies that have been done in the past which are similar or related to a study being conducted. This provides the reader with a theoretical background of the study. It also looks at all important factors and work researched in the past to support or oppose the factors addressed in this particular study.

Chapter 3 - Research Methodology

The researcher explains to the reader how the study was conducted from the beginning to the analysis of data. It explains how the information was collected, sampling methods, research designs, what tools or instrumentation were used. It also explains the location of the study, the population, the duration of the study. It also addresses the validity and reliability of the instrument used to collect data. Ethical issues relating to the study are also addressed in this chapter.

Chapter 4 - Data Analysis and Discussion

After the data has been collected using a research methodology discussed above, the researcher then provides the analysis of the collected data. This involves coding, editing and representation of data. The researcher also provides the explanation and readable exhibition of the collected data for a reader to understand and interpret as the results of the study.

Chapter 5 - Conclusions and Recommendations

In this chapter, the researcher then makes their remarks, conclusion and recommendations based on the analysis done in the previous chapter. The conclusion may also be based on making comparison with previous studies and current models.

1.11 Conclusion

The above discussions are brief subtopics aimed to give a reader a summarised overall understanding of what this study entails. The chapter has explained why there is a need for a study, the background, aim and objectives of the study and a summary of how the study was conducted through problem statement, significance and research methodology. The following chapter is literature review, this chapter will focus on the theoretical background of the study and provide a reader with more understanding of the main factors entailed and discussed in this study.

CHAPTER 2: REVIEW OF LITERATURE

2.1 Introduction

Chapter two presents research relevant to employee recruitment, employee retention and employee motivation to bring about an understanding of the theories related to the research study. According to Shivarudrappa, *et al.*(2010:96) human resource management can be seen as a set of management activities that comprises of recruitment, selection, training, motivation and the development of employees in order to satisfy both personnel and organisational needs, goals and objectives. The aim was to continuously recruit and retain employees with necessary skills and competencies. This chapter starts by reviewing the theory of the investigated study and outlines the necessary policies and procedures currently employed by the department and the weaknesses of the policies are discussed. This section also entails literature on recruitment, retention, motivation, and job satisfaction. Thereafter, recommendations were presented to managers on how employees can be effectively recruited and retained.

2.2 Theory of Recruitment

2.2.1 Definition of employee recruitment

As indicated by Noe, *et al.*(2012:65) recruitment is the way towards seeking applicants for potential employment. In other words, recruitment is a phase that draws in applicants who have interest in working for the organisation. In this manner, it makes a precise list of hopefuls by choosing the most qualified candidates. Since they have reasonable qualities for the opening position or can create, every single required ability in a worthy period. However, the performance of this stage depends primarily on the adequacy of fundamental job analysis task (Rashmi , 2010:79).

Therefore the recruitment strategy or then again policy is planned to portray and give guiding principles on conveying the processes of recruitment. Empowering management and attracting the most skilled and best qualified of the candidates to fill in the positions are all contributing to the significant target of the policy. Without well

designed policies, certain goals and objectives set for the organisation won't be accomplished. The recruitment procedure should be done carefully and thoroughly as should require potential employees to encounter competency-based interviews, this will assist the organisation to dodge a high turn-over rate. An organisation in this manner should filter all applicants, to bring a certain range of abilities and versatility (Kreitner & Kinicki, 2009:111).

Kreitner & Kinicki (2009:111) states that these policies need to differentiate between vacancies to be filled by external enlisted recruits and those that should be filled by internal advancements or progression. The general practice in South Africa is that posts in a permanent establishment should be filled by either transfers or promotions (internal). In the event that an appropriate candidate is not available, it can be filled by recruiting external candidates.

2.3 Human Resource Planning and Job Analysis

According to DeCenzo and Robbins (2009:20), at a point whereby the organisation is occupied with a procedure of determining its human asset needs, it ends up plainly engaged with a procedure called Human Resource Planning. Human Resource Planning is a vital element within a successful Human Resource Management Program, based on a fact that this is a procedure by which the organisation guarantees its possession of the correct kinds and number of individuals, who are at the perfect place, at the ideal time, able to do adequately and proficiently effecting those assignments that will assist the organisation in order to accomplish its overall strategic objectives. Employment planning deciphers the organisation's general objectives into the types and number of employees that are expected to meet those objectives. Without precise and thorough planning and direct connection to the strategic key direction of the organisation, estimations of the organisation's needs of human resources are diminished to mere guesswork. Business planning cannot exist in isolation it must be connected to the organisation's strategy.



Figure 2.1. Linking Organisational Strategies to Human Resource Planning

Adapted from Decenzo, D.A. & Robbins, S.P., (2005), **Fundamentals of Human Resource Management**. New York: John Wiley & Sons, 8th edition.p251.

Van der Westhuizen, *et al.*(2013:16), express that managers in human resource must participate during the planning process of both the overall strategy and recruitment, to guarantee that suitable staff are available to meet the prerequisites. The motivation behind this planning effort is to figure out what Human Resource Management prerequisites exist for present and future supplies and demand for workers. For instance, if an office has planned as one of its objectives to grow its service delivery abilities over the period of five years, it will therefore require that skilled employees be accessible to deal with the jobs. Following this assessment, employment planning will match the provisions and requests for work while providing support to the general population of the section.

Van der Westhuizen, *et al.*,(2013), further state that innovative initiatives as strategic measures to show employees that their contributions to the organisation are valued can be used by an organisation, and in so doing, impact their motivation, job satisfaction – resulting in improved job performance. However, the conflicting implementation of any activity (for instance a reward or recognition system) could bring more negative impacts than positive. The staff that truly exceeds expectations would see the activity to be out of line if the individuals who are seen not to exceed expectations in their performance are not benefiting from such activities (Grobler & Warnich, 2009:89).

2.3.1 The Process of Recruitment

According to Ahmad & Schroeder (2012:35) a goal of recruitment and selection is to make processes that would assist the Human Resource office with picking the suitable candidates for the position. The knowledge, skills and abilities required by the organisation may traverse the procedure of recruitment in some circumstance. Ahmad & Schroeder (2012:35) additionally propose that the all the more viably the recruitment stage is executed, the less vital the selection procedure progresses toward becoming. Job analysis is the fundamental stage in the process when an organisation chooses to fill existing opportunity via recruitment. After job analysis has been led, the organisation has a distinctive idea of the specific employment obligation, and would thus be able to start the procedure of recruitment to pull in appropriate candidates for the specific opportunity. In a few circumstances, the skill required by the organisation may be acquired through the procedure of recruitment (Ahmad & Schroeder, 2012:36).

As indicated by Bossler (2016:65), three segments are recognized in a process of recruitment. The initial stage is the job analysis which is done keeping in mind the end goal to assemble all important data regarding the job requirements and to set the recruitment standards. Secondly, it's the recruitment strategy, the strategy to communicate all important information amid the conceivable arrangement of applicants; the third segment is concerned with method of selection, the reason for which is to screen the candidates in terms of abilities and attributes bearing in mind the end goal to evaluate the level of accomplishment and compatibility of the person within the organisation. After the selection, criteria take after the prerequisites of the employment

position, the recruitment and selection process is aimed ensuring that the adequate competencies are identified as to ensure acceptable performance strategy.

2.3.1.1 Job Analysis

Prior to the recruitment of another employee, a procedure of job analysis must be coordinated. Job analysis is a method of gathering data pertaining a specific employment position. This data is essential for effective recruitment and selection, the information gathered gives those accountable for the process of recruitment a sensible direction of the employment position to be filled. The data will in like manner be significant in different other human resource management related capacities. Bossler (2016:65), additionally called attention to that job analysis depends intensely on subjective discretion; therefore it is open to many sorts of bias documented for such discretions. For instance, discretions might be liable to conformity pressures, should management have clear perspectives about the job nature.

2.3.1.2 Job Description

A job description involves an activity commitments statement, its crucial capacity, reporting relationships, working condition, and essential accreditation. After satisfactory information has been accumulated about the job, a clear description of a job must be set. List of responsibilities, tasks, and duties included in a job are part of a set of job descriptions (Noe *et al.*, 2012:90). The job description is a set of responsibilities is for the most part used to demonstrate the objectives and need of the activity and furthermore to perceive the objectives related with each particular task. It ultimately provides an overall image of the position while making accentuation on the basic components of the employment position. This is a valuable tool for applicants of the job (Noe *et al.*, 2012:90).

These are exceptionally valuable papers that can be used for any procedure in human resource management. Various wrong procuring decisions at the underlying phase of recruitment because the organisation might not have cleared up what is definitely required in the new contract. For instance, different individuals with whom the new contract will interact with may have their own particular thoughts regarding the ideal

employment applicants. If the requests of the position and job are clear, candidates would constantly apply for the position. Description of responsibilities pertained in a job must incorporate various criteria, for instance, the title of the job, complete purpose of the job, working conditions, duties, grading, compensation and the benefits offered. Amid performance appraisal the supervisors and managers use the set of job description to differentiate between the employee's actual execution and the one that is required (Personal communication, 2006).

2.3.1.3 Job Specification

Job specification is created once the set of job descriptions are established. It is an individual description's revision which incorporates to the individual required for the job. This is a statement that weights on the individual knowledge, qualities, background, experience, attributes and other imperative elements required to perform the job. (Henkens *et al.*, 2015:25). The purpose behind the job specification is to identify the role of the job, determine the criteria to be used for selection of candidates, and choose the appropriate possibility to execute the role. The agreed criteria give structured methods for candidate assessment, and dependable and objective standards for all candidates. Job specification is prepared while using some certain key viewpoints among which are the capabilities (Henkens, et al., and 2015:63). To conclude, the breakdown of recruitment process is demonstrated in Figure 2.1.



Figure 2.2. The Recruitment Process

Adapted from Noe, et al., 2012. **Human Resource Management**. New York: McGraw-Hill. p87.

2.4 Recruitment Policy

Staff recruitment is a continuous procedure in many organisations, it is exceptionally vital. Deery (2009:96) alludes to recruitment as the way toward procuring candidates who are accessible and met all requirements to fill empty posts in an organisation. The fundamental necessity in recruitment is a thoroughly thought out policy, wherein rules and goals to be accomplished ought to be clearly defined.

There ought to be a cautious concern of policy, regulations and rules, without ignoring the distinctive Acts that fill in as guidelines to recruitment. In like manner, an organisation ought to in like manner have an adequately thoroughly considered approach as the principle prerequisite for a strong workforce (Deery, 2009:23).

According to Deery (2009:89) the policies need to give guidelines on staff recruitment and must express the destinations to be accomplished by the organisation. An organisation's Recruitment Policy must be consistent and sensible, be of non-discriminatory nature on the grounds of race, sex, religion, age, incapacity, and must acclimate to constitutional controls of the state, and in accord with best practices.

There is a common absence of supply when it comes to knowledgeable staff, in like manner, there is tremendous rivalry in organisations to pull in and retain these talented assets (Mbugua *et al.*, 2015:101).

Strategies that will attract, persuade and retain knowledgeable staff ought to along these lines be established. Procedures and policies must be researched carefully, keeping in mind the end goal to make sure that they comply and enforce the Labour Relations Act. No. 66 of 1995.

When essential, there must be an aggregation of new procedure to be connected dependably and decently to all job applicants (Mbugua, *et al.*, 2015). A recruitment policy is planned to depict and give guidelines on conducting processes of enrolment. The standard objective is to engage management to pull in the most qualified and capable of the applicants to fill in the job positions (Mbugua *et al.*, 2015:102).

2.5 Importance of Employee Recruitment

Recruitment is a vital function of human resource management for any type of business organisation. This term refers to the process of attracting and choosing candidates for employment. The quality of the human resource the firm has heavily depends on the effectiveness of these two functions (Ekwoaba *et al.*, 2015:62). Recruiting and selecting the wrong candidates who are not capable come with a huge negative cost which almost all businesses cannot afford. Thus, the overall aim of recruitment within the organisation is to obtain the number and quality of employees that are required to satisfy the strategic objectives of the organisation, at minimal cost (Ekwoaba *et al.*, 2015:63). Recruitment is in this way the process towards finding and attracting reasonably qualified individuals to apply for work openings in the organisation. It is an arrangement of activities an organisation uses to draw in job candidates who have the required capacities and attitudes. Enrollment is the way toward creating a pool of qualified candidates for organisational employment opportunities.

According to Ofori and Aryeetey (2011:86) recruitment is the way toward creating a pool of capable people to apply for work inside an organisation. Bigger companies are more probable than smaller organisations in implementing modern recruitment processes with larger part of smaller organisations who depend on referrals and advertising as their recruitment practices of choice. The significance of recruitment as indicated by Ofori and Aryeetey (2011:65) is to give the organisation a pool of conceivably qualified employment applicants.

The nature of human resource in an organisation exceedingly relies upon the nature of candidates pulled in on the grounds that organisation will choose workers from the individuals who were attracted. In the same vein, Henry and Temtime (2009:72) state that recruitment as the entry point of manpower into an organisation and the path an organisation must follow from there on in order to make sure that they have attracted the right individuals for their culture and atmospheres so that the overall strategic goals are achieved.

Often the performance of businesses relates directly to the people working within it, meaning the right people need to be hired to ensure organisational success (Henry &

Temtime, 2009:72). It is also an expensive process to hire someone new into the organisation. So it is not something organisations want to put time and money into just to find they have hired somebody who is not suitable. It is vital that organisations get the process right the first time round, because resources are scarce enough as it is. Recruiting and selecting the right applicant can be a difficult task, but at the end of the day, the organisation's reputation is held by the people it employs (Henry & Temtime, 2009:72).

2.6 Employee Retention

Employee retention is one of the major challenges that organisations face. In today's competitive environment, retaining suitable employees for an organisational fit is one of the major concerns experienced by many organisations. However, this topic remains one of the most understudied issues by Human Resource and by different organisations.

Employee retention is the most overlooked concept of the organisation, more especially those organisations which are growth oriented. Employees usually leave organisation when they feel that their job or tasks are no longer satisfying them, the absence of supervisory assistance or feedback, the absence of training and development and incapable pay or incentives (Kemelgor & Meek, 2008).

According Johnson (2007), employee retention largely depends on management and leadership abilities and HR strategies, for example, if a manager or supervisor isn't well trained and has trouble in building relationships with subordinates, then employees are more likely to leave the organisation after a short lived period. The productive and knowledgeable employees are needed and urged to stay whereas the inefficient employees are pressurised to leave the organisation.

However, if an organisation would keep every employee, they should keep those individuals who are beneficial as they probably know all the work. This means that the organisation does not have any to spend any money on hiring and training new employees (Sigler, 2009). Employee retention also pushes organisation towards an economic balance in a few aspects like employment wellbeing, extra benefits and

additional spending on merchandise and enterprises. Retaining employees is pivotal for the economic development of the business as an organisation can now give more time performing and less time training employees. Whereas, according to Whitcomb (2012), attracting, retaining and engaging with the workers delivers quality outcomes for the business which prompts great consumer loyalty. Whitcomb (2012) additionally expresses that a very much trained and engaged staff impacts employee retention rate.

Ethics of Public Sector is concerned with the way in which individuals act while leading a task of service delivery. This proposes the motivation driving the decisions taken that impact the business (Bennett Alexander 1996:98). The best contention for ethics in different department in the workplace is rendering a good service. In South Africa, it is in the best of interest of managers to lead their organisation to success in an ethical way.

The motivating factors of work relationship are controlled by psychological contracts, each group's feelings about its entitlement, and what it is committed to give, in return of other party's contribution. Exactly when contracts of this nature are maintained, results are idealistic; when violations occur, results are contrary (Naidoo and Solomons, 2012:24). Individuals join the organisation with certain suppositions about advancements, openings, pay status, the measure of challenging tasks instead of the measure of exhausting tasks. They similarly have assumptions about the capacities, energy, time, commitment, communication abilities, et cetera (Naidoo & Solomons, 2012:24).

Each individual has specific targets which are the eventual outcome of the desires stipulated in the psychological contract. In perspective of the idea of the psychological contract the organisation has certain desires as well from the workers. It is acknowledged, by then, that there is a predictable interaction between the organisation and the individual with the point of fulfilling a goal (Naidoo and Solomons, 2012:25). When an individual enters the organisation, they do in that capacity with particular needs. In case an employee harbours an atmosphere that will advance and satisfy these prerequisites, an employee would exhibit ideal worker lead. In the event that such an atmosphere is absent, the subordinate will put his/her own objectives over those of an organisation. This therefore interlinks with motivational theories (Naidoo & Solomons,

2012:25). Sentiments of betrayal or emotional experiences outcome result in shock, low confidence and unfavourably the turnover of employees. During the examination of elements considered fundamental to South African talent, Blirt *et al.*, (2004:34) structured their literature writing about the significant idea of talent retention. Their review of literature begins with a concise review research conducted in the past. This is due to Schreuder and Theron, (2001:36) who stated that the competitive advantage of any organisation is regularly dependent on specific information and abilities controlled by workers.

2.6.1 Factors Affecting Employee Retention

Employee retention is the “effort by an employer to keep desirable workers in order to meet the business objectives by keeping the right people on the right jobs” (Hassan *et al.*, 2011). CIPD (2014) describe “retention as the extent to which an employer retains its employees and may be measured as the proportion of employees with a specified length of service (typically one year or more) expressed as a percentage of overall workforce numbers. Retention is important for an organisation as it ensures that the organisation keeps hold of its best employees, thereby ensuring high productivity.”

Only when appropriate should employee retention strategies be embraced and executed by the organisations. Employees remain and work the successful accomplishment of an organisations objectives. As per Das and Baruah (2013:96) “it is becoming more essential to secure and manage competent human resource as the most valuable resource of any organisation, because of the need for effective and efficient delivery of goods and services by organisations”. In order for organisations to accomplish their objectives, a fitting strategy for employee recruitment and retention is a major need for improved performance (Das and Baruah, 2013:89).

Walker (2001:85) identifies seven factors that can ensure and enhance retention of employees: management’s appreciation and compensation for work performed, the provision of work that challenges employees, opportunities to be promoted internally and to learn continuously, an enticing atmosphere within every department of the organisation, positive relationships with other subordinates, a healthy work life balance and the presence of good communication channels.

According to Das and Baruah (2013:36) if the above factors are available in an organisation the employee turnover will be reduced. These factors are also known to invite employee engagement. If a training and development, good work environment, leadership and employee retention, compensation and rewards participation in decision making, promotion and opportunity for growth, job satisfaction and work life balance exist, not only will it help attract the right candidates to the organisation but it will also help retain already existing employees (Das & Baruah, 2013:56).

2.6.1.1 Work Environment

Work environment alludes to the working conditions in which employees need to play out their duties. These conditions incorporate work schedules, reporting times, nature of supervisors, nature of work, and work flexibility among others (Lee *et al.*, 2015:96). Das and Baruah (2013) expressed that “organisations which have generous human resource policies, have a very good chance to satisfy and retain employees by providing them an appropriate level of privacy and sound control on work environment which enhances the motivation levels to commit with the organisation for the long term”.

Challenging and unfavourable work conditions can result in occupational stress and extended levels of burnout among employees, this can drive them to leave the organisation, and sometimes even the industry (Kokt & Ramarumo, 2015:63). Then again, work environment together with employee fulfilment is probably going to influence them and sway them to remain with the organisation. Employees are likely to be highly motivated and beneficial when they feel content with the conditions their workplace. In consideration of exceptional hours of work and changes in deadlines related to the government sector, a perfect workplace for representatives can incorporate a situation that engages the workers and "enables them to merge individual and work relationships and accommodate exceptional requirements" (Timothy & Teye, 2009:33).

2.6.1.2 Training and Development

Training and development impacts employments satisfaction and organisational commitment which subsequently impacts staff retention, an organisation that gives

inadequate training constructs staff turnover and cripples quality measures and profits (Poulsston 2008). Past research by Govaerts *et al.*, (2011) has exhibited that learning and development is a crucial retention strategy that builds up and supports a learning and working organisation which is useful to any organisation. Training of new organisational members ensures that they are comfortable in their new work environment and reduces the chances of the employees getting perplexed in their new position (Lashley & Best 2012). A study conducted by Costen and Salazar (2011) reveals that staffs who feel that they have the opportunity to grow new skills via training and development in the work environment are rather more content with their employment and are, along these lines, more inclined to stay devoted to an organisation. Garg and Rastongi (2006), recommended that in the present competitive work environment, feedback from workers is essential for the employer and the educated employee changes into a superior asset to a company, that can to perform and enable the organisation to address the global difficulties in the market . Dhār (2015), expressed that employee training likewise enhances the yield of workers of higher value in the organisation and inciting higher quality administrations which thus enhances the necessities of the organisation to keep hold of them in the entire run. (Das and Baruah 2013) states that appropriate assimilation and innovation of knowledge is fundamental for the well-being and survival in any workplace in this manner information is the most costly resource of any organisation.

2.6.1.3 Superior and Subordinate Relationship

The superior-subordinate relationship is, from a worker's point of view, the most key relationship in a workplace (Taylor, 2012). To a certain degree, this relationship, as demonstrated by Taylor (2012) decides how satisfied and happy the employees are with their work environment and occupations, how extraordinary their profession improvement are inside the association, and the nature of their everyday encounters in the work environment. Brunetto and Farr-Wharton (2012) contended that supervision from the immediate manager builds the level of job satisfaction in people in public sector workers. Paille *et al.*, (2013), proposed that trust in a superior and perceived support from superiors expands the likelihood of workers to remain within an organisation while, a poor or non-existent relationship, builds the odds of intentional voluntary resignation

by the employees. Leadership style can affect organisational commitment and work satisfaction positively, and work satisfaction can affect organisational commitment and work performance positively (Hanaysha *et al.*, 2012).

2.6.1.4 Career Development

Career development creates an opportunity for employees to be promoted within the organisation, as it provides opportunities such as training and skills development which allow staff to continually increase their chances to be employed in a particular work environment (Das & Baruah, 2013:89). Therefore career development permits employees to be successful in their careers and this result in career and employee satisfaction. Employees are likely to perform at their best of abilities when they see opportunities, for example, career development exhibit inside their organisations (Das and Baruah, 2013:69). Furthermore, management's support with regards to career development is very connected with organisations having the capacity to lessen worker's intentional leaving the organisation, as they are probably going to see career development openings being practiced (Kraimer *et al.*, 2011:84). Managers must perceive that talented employees in as much as talented employees are required to maintain their superior performance; these same employees need growth to develop and ascend on their career ladder. An employer who wishes to take after such methods would bring to the table employee's advancement plans, internal promotion and precise review amid the hiring phase (Prince, 2005:74).

2.6.1.5 Communication

There are different forms of communication that can have a negative or a positive effect on the workers' choice to stay or leave. These incorporate; having regular workforce meetings, simple communication access with management, simple intercommunication with different employees (Jones, 2012:36). Regular staff meetings or interchanges through newsletters or emails have demonstrated to assume a major part in retaining employees (Jones, 2012:36). The perfect amount of correspondence with employees is noted by Das and Baruah (2013:85) to make employees feel involved with leadership and decision making, and ensures that workers have an unmistakable picture about the organisations key course. Noah (2008:34) states that employees who are engaged with

decision making are given a feeling of having a place which manufactures a decent workplace and helps construct an employee-employer relationship. Absence of communication accordingly results in workers having a feeling of detachment from the firm.

2.6.1.6 Work-life balance

Having a work- life balance has been a major concern for both employees and employers in the South African context, as the lack of balance between work and an employee's personal life is related and is known to have the ability to reduce the physiological and physical wellbeing of employees. A good example of this would be having employees work during weekends which have been directly linked to the causes of stress and emotional exhaustion for employees (Lazae , J., Osoian, C. & Ratiu, P., 2010:23). Work-life balance has also been viewed to affect individuals more especially females working in the corporate environment while having family commitments and obligations (Lazae *et al.*, 2010:23). However work life balance also affects males due to their inabilities to balance work and their personal life, this according to Lazae *et al.*,(2010:23) causes dissatisfaction, creates job turnover and brings about high number of absentees in their job.

Family issues are not the only factors that constitute to work life balance, activities such as; hobbies desired by employees outside the work environment pertain to work life balance. Thus flexibility is obtained by transferring workers between different sections and roles, and also nurturing interdepartmental cooperation, depending on work required. This ensures that workers stay in the organisation even during the event that demand drops in their perspective sections. Job rotation or flexibility also allows firms to plan and cope with fluctuating demands, which is a characteristic of the public sector (Lazae *et al.*, 2010:23).

2.6.1.7 Benefits and Rewards

Reward framework involves explicit policies practices and techniques which are organised and regulated as a whole Armstrong (2008:166). Compensating employees impacts them to feel recognized and required, which helps create a bond with them and the organisation. Rewards, along these lines, expect to be a part in the retention of

workers by ensuring that they feel needed and persuaded which accordingly prompts job satisfaction and a higher likelihood of employees remaining inside an organisation (Tessema *et al.*, 2013:63). Organisations need to grasp the degree that chooses how much rewards satisfy people as this adds to their motivation and engagement. (Armstrong 2008:134) rewards have a persisting impact on workers which thus gives the workers a feeling that they are esteemed in the organisation (Tessema *et al.*, 2013:63).

However, the centrality of employees benefits have progressed toward becoming consistent, employees benefits are membership based and non-monetary prizes offered to attract and keep staff. Organisation benefits are seen as an approach to realise goals of the organisation, hold and attract great staff regardless, the operation of a advantages programme can impact workers performance and attitude (Aslam *et al.*, 2015).

2.7 Recruitment Challenges Facing Various Institutions

The challenges discussed below influence recruitment and selection in the different organisations within an African setting:

2.7.1 Lack of Linking Recruitment and Selection Policies

Organisations have a tendency to fail since they don't interface their recruitment and selection policies with HR strategy and with the overall organisational and business goals (Ekwoaba *et al.*, 2015). A complete job analysis influences organisations into having a distinctive sign of a specific requirement of the activity and where that activity is aligned with the general organisational structure. It is required that employment practices received by the association must be sound and practices received by the organisation with the business strategies and with its HR limits, for instance, the HR Development and Management Systems (Ekwoaba *et al.*, 2015).

2.7.2 Use of reference for shortlisting

Organisations do not succeed since they do not conduct immediate reference checking of applicants amid the process of shortlisting and this result selection of candidatess having criminal records or incapable employees. It is thus important that employer's

conduct immediate reference checks to settle on informed decisions about applicants prior to appointment (Kaplan & Hoppli 2017:28).

2.7.3 Emigration of skilled South Africans to other countries

Emigration of skilled South Africans to other countries poses a serious challenge to the South African job market. This is more evident in the areas such as the health, education and engineering sector, in which particularly nurses, teachers, scientists and doctors leave the country to other countries for greener pastures (Kaplan & Hoppli, 2017). The emigration of skilled workers, for example, engineers and scientists to different states additionally has a negative impact on different organisations since organisations end up not getting the technical skills needed to perform technical duties. As means to address the challenge, some organisations end up temporarily appointing engineers and scientists from other nations (Limpopo Department of Agriculture: Vulindlela report for January 2015:63).

2.7.4 Human immunodeficiency virus and acquired immune deficiency syndrome Pandemic

The investigation led by United Nations (2000:54) on the impact of Human Immunodeficiency Virus (HIV) and Acquired Deficiency Syndrome (AIDS), poses the following recruitment challenges:

- Increased absenteeism at work due to illnesses such as HIV and Aids;
- An increase in number with regards to staff turnover;
- There is a loss in the amount of skilled employees;
- The remaining employees indicate a decline in morale
- There is a felt loss of tacit knowledge.

2.8 Employee Turnover

Employee turnover as stated by Zhang (2016:65) happens when workers leave their organisation and must be supplanted. Turnover is thus seen as problematic as it impacts organisations adversely in different ways. When a valuable staff member leaves, they leave with their capacities and aptitudes and convey them on to their new organisations. Productivity and service delivery of the association is usually lowered

because new employees require training for them to gain understanding of new tasks. Zhang (2016), states that workers with extra ordinary scarce skills are scarce and therefore in demand in South Africa as they are gradually becoming plainly hard to source. Zhang (2016) additionally clarifies that if these kinds of employees are in the end sourced, they turn out to be considerably harder to retain.

Turnover is caused by different factors, for example, an absence of advancement and poor training and development openings, absence of an competitive compensation framework, absence of satisfactory tools and resources to carry out day to day undertakings, work pressure, poor correspondence and absence of interesting work (Zhang ,2016:123).

2.8.1 Lack of promotion and inadequate training and development opportunities

Absence of advancement or development opportunity impacts staff to start exploring alternative employment opportunities in various organisations. Alkahtani (2015:75) is of the view that training and developments, and advancement opportunities, are amongst the crucial reasons for workers to remain in the organisation, especially young vibrant employees. Alkahtani (2015:75) also suggests that organisations should make career paths for their staff to develop in a professional manner and should in like manner make sure that employees get suitable training opportunities. Not only will this simply lift their confidence but it will moreover encourage employees to be productive when undertaking out their employment duties.

2.8.2 Lack of competitive compensation systems

According to Shah and Shah (2010:41) employees are rather more productive when they see that their rewards are practically comparable to the work and effort they exert. The inverse is in like manner substantial, if they see that their rewards are not competitive, they will start searching for different openings for work elsewhere. This implies that employees are actually motivated by their feelings towards the reward structure as being reasonable or prejudicial with respect to their inputs and expertise. This furthermore infers that employees are inclined to depart if they are under the

impression that their compensation and reward structure is for the most part relatively low.

2.8.3 Lack of adequate resources and tools to perform duties

When they are not given resources and tools to play out their abilities, employees are likely to be demotivated. Thus the absence of these tools and resources put employees in a position whereby they refuse to perform as they are supposed to and along these lines they will explore different openings for work outside the organisation. This implies that employees value working under positive conditions with adequate resources that help them to perform better (Chapman 2009:126). The very same notion is supported by the Department of Public Service and Administration (2006:13), who state that organisations must make sure that there is adequate supply of resources accessible to meet daily job requirements and deadlines.

2.8.4 Job stress

Workers perform adequately under circumstances where they feel anxiety and stress is low. Minimal grievances amongst staff and managers give a positive workplace. It implies that businesses should keep stress and anxiety low constantly and that will make workers happy and productive (Ongorih, 2010:96).

2.8.5 Poor Communication

Communication assumes a very critical part in uniting workers. Poor Communication negatively affects workers and it influences them to depart their organisations. The correlation is between good communication and employee retention a positive one. This therefore implies that workers will stay in the organisations given that the communication is great and will depart when communication is poor (Ongorih, 2010:96).

2.8.6 Lack of Interesting Work

According to Hissom (2009:8), workers leave organisations on the off chance that they do not gain the necessary experience they see essential for their development, they feel as if they are simply sitting on idle. Workers will leave organisations if they are not allocated some tasks to perform. This suggests that workforce is demotivated when it there is no work allocated to them. It also suggests that businesses must ensure there

is available job description for each employee in their workforce. Organisations must dependably audit the job descriptions of their employees to ensure that their workers are motivated and cheerful. The above discussion exhibits that businesses must build up their employers through training, give a noteworthy job description to their employees and enhance communication within the organisation.

2.9 Job Satisfaction and Motivation

As indicated by Kian and Yusoff (2014:26), in the present business environment, organisations in all ventures are encountering rapid change, which is accelerating at enormous speed. To be successful in a borderless, competitive global condition, organisations must make certain to work hard on particularly the people side of their business. This view is supported by Bwire *et al.* (2014), who expressed that organisations must recognise that the human factor is becoming much more important for organisational survival, and that business excellence will only be achieved when employees are excited and motivated by their work. In addition, difficult circumstances, such as violence, tragedy, and fear and job insecurity create severe stress in employees and result in reduced workplace performance (Bwire , *et al.*,2014:63).

South Africa is no stranger to these types of every day stressors, and Swift (1999:105) in this way emphasised corporate survival in the present South Africa depends on management's capacity to persuade and motivate the workforce to seek after and take pride in both their own particular and corporate accomplishments. To this extent, successful individual's management is particularly vital. There is enough empirical evidence that successful individual's administration and conduct drive organisational profitability (Saleem & Mahmood , 2010:101). The issue of what motivates employees has set a practical and theoretical agenda for organisational psychologists since the start of the 20th century. Baron (2011:212) explained motivation as "a standout amongst the most pivotal concerns of modern organisational research". Osabiya (2015:222) stressed the point by expressing that productivity is a component of both the capacity and the motivation of a worker. In this way, if motivation measures up to zero, so does productivity. Since employee performance is a joint capacity of ability and motivation,

one of management's essential tasks, in this way, is to propel and motivate employees to perform to the best of their capacity.

2.9.1 Theories of Motivation

The study of motivation has drawn in an increasing number of theoretical perceptions. Most of which draw their in reference from the Maslow's hierarchy of needs theory (Wicker & Wiehe, 1999:89) (Cited in Noe *et al.*, 2012:132), their theoretical commitment has established a framework of subsequent theories that are evident and recognised.

As expressed by Noe *et al.*, (2012:132) the massive range of motivation theories are based, basically, on different approaches to deal with the causes of motivation, e.g. Energy, heredity, learning, social interaction, cognitive procedures, activation of motivation, homeostasis, indulgence or growth motivation. Dependent upon the particular approach embraced, inspiration speculations are generally described into three classes, in particular needs-based, cognitive, and drive and reinforcement theories (Baron et al., 2011). Needs-based theories, moreover insinuated as content theories in view of their clarification of the content of motivation Grobler and Warnich (2009:66), propose that internal states within people empower and direct their conduct. These internal states are regularly alluded to as drives, needs or motives in these theories, of which those of Maslow, McGregor and Herzberg are well-known illustrations. Cognitive theories don't concentrate specifically on work as a potential source of motivation, yet rather on the cognitive processes, for example, thoughts, beliefs and values, which individuals use to make decisions in regards to their conduct at work. Thus these theories are likewise alluded to as process theories. Examples incorporate equity, expectancy and goal-setting theories. Drive and reinforcement theories depend on behaviouristic methodologies, which argue that reinforcement conditions behaviour, i.e. that behaviour that has been rewarded in the past will have a tendency to be repeated, and conduct that has been punished already, will have a tendency to be extinguished.

2.9.2 Needs-Based Theories

Maslow's hierarchy of needs theory is a standout among the frequently cited motivation theories done by Abraham Maslow, which he displayed in 1943 (Van Niekerk, 1987:85) (Cited in Milmore , *et al.*, 2009:306). The basic translation of the theory is that individuals are motivated by their quest to fulfil their needs, or inadequacies, which can be grouped in five classifications, and that these requirements happen in a particular pecking order, where lower order needs must be fulfilled before those of a higher order nature (Gouws, 1995:23). Maslow (1968:79) declared that gratification of one basic need opens consciousness of another need. Maslow's need progression is depicted in Figure 2.1.

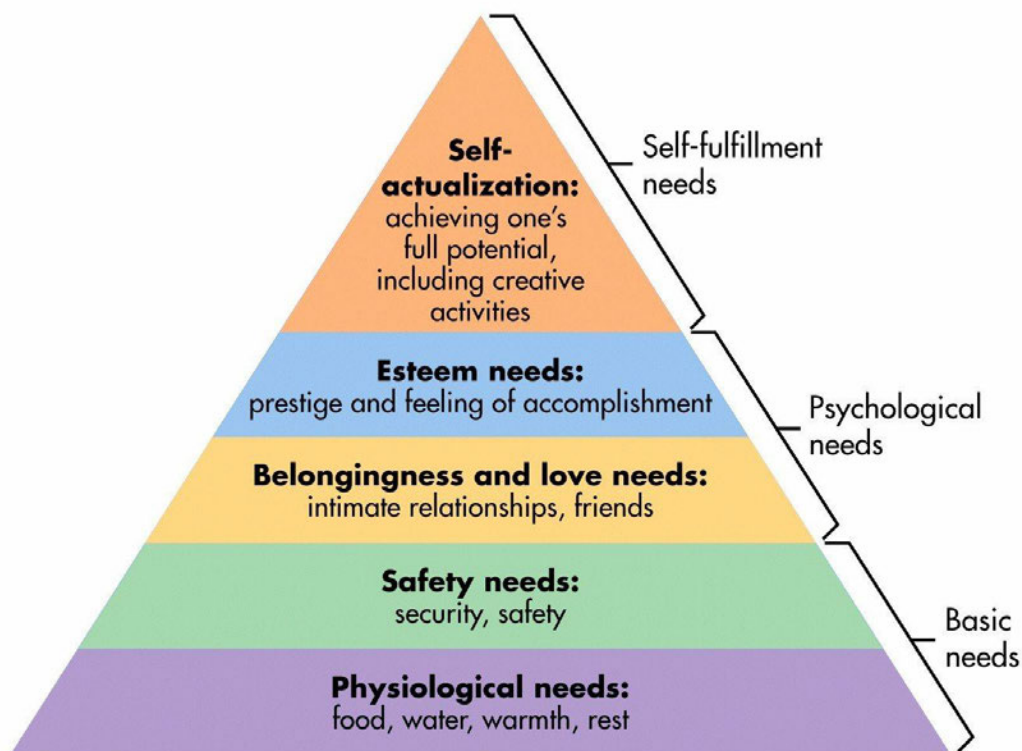


Figure 2.3. Maslow's need hierarchy

Adapted from Noe *et al.*, (2012). **Human Resource Management**. New York: McGraw-Hill. P151.

Physiological necessities are in terms of fundamental survival, e.g. hunger or thirst. Safety needs do not simply apply to physical safety and security, yet notwithstanding a

man's striving towards personal security, for instance, a permanent employment. Social needs suggest companionship, love and social acknowledgment and support, while egotistical necessities incorporate a man's want to receive respect from others and from him or herself. Self-actualisation occurs at the bottom of the necessities order, as it addresses an individual striving towards the full progression of his potential, which is essentially never completely accomplished (Gouws, 1995:200). As indicated by Maslow (1968:99) as cited in (Warnich, et al., 2015), people constantly seek after what they do not yet have. Thus, those needs that have just been fulfilled, never again give motivation to perform (Schultz and Schultz, 2008:212). After some time, minimal observational evidence has been conveyed to help the support the possibility of a needs hierarchy, or the likelihood that as these needs are satisfied, their noteworthiness reduces (Baron *et al.*, 2011:222). These deficiencies have been had a tendency to in Alderfer's Existence-Relatedness-Growth theory, which is an extension of Maslow's theory. Alderfer lessened Maslow's five needs into three, which were named 'Presence' (physical survival needs), 'Relatedness' (social needs) accentuated that these requirements do not take place in a progressive system, yet rather on a continuum (Spector, 2013:171), and may in fact be experienced all the while (Alderfer, 1969:92). Alderfer's theory has instinctual request, and is more particularly material to worker inspiration than Maslow's needs hierarchy theory. It likewise has more prominent experimental help (Wanous & Zwany, 1977) (Cited in Milmore , *et al.*, 2009:100). Regardless of the limited observational support, needs hierarchy theory has positively affected organisations, as it is focused on the significance of tending to employees' needs at work (Spector, 2013:56). Likewise, one of its primary constructs, the self-actualisation concept, has resulted in an exceptionally well known concept with particularly managers and executive who have acknowledged this high-level need as a strong motivator (Schultz & Schultz, 2008:116).

2.9.3 Herzberg's two-factor theory

Frederick Herzberg's outstanding and controversial theory of motivation was proposed in 1954, and made from his work to decide the attitude of employees towards their occupations (Gouws, 1995). In like manner, it was at first intended to be a job satisfaction theory, however after some time it was its motivational perspectives that

pulled in most consideration (Milmore, *et al.*, 2009:63). This theory constitutes to a more prominent degree a work motivation than general human motivation theory. The focal presumption of Herzberg's theory is that motivation begins from the job itself, and not from other external environment. work motivation than general human motivation theory. The focal assumption of Herzberg's hypothesis is that motivation begins from the job itself, and not from other external properties, and that those segments prompting job satisfaction ('helpers) are particular and distinctive from those inciting work disappointment ('tidiness/bolster' factors) (Herzberg, 1966:106).The hygiene factors, which could be contrasted and Maslow's lower order needs, are set along a continuum, from a state of dissatisfaction, to no dissatisfaction. These components incorporate conditions encompassing the undertaking which do not instant employment fulfilment, however avert disappointment, if acceptably taken care of. Cases of these upkeep factors consolidate the level of supervision, work status, work conditions, benefit conditions, pay and social connections (Herzberg, 1966:106). Motivators, on the other hand, have a quick useful result on the work circumstance, and provoke upgraded efficiency. They may be contrasted and Maslow's higher order needs, and are furthermore put along a continuum – from an highly motivated to an exceedingly unmotivated state. Parts of the activity itself, e.g. level of acknowledgment, joy of execution, extended duty, and open doors for advancement and headway, fill in as Motivators (Herzberg, 1966:111) (Cited in Milmore , *et al.*, 2009:302).

The assumed autonomy of motivators and the expected independence of motivators and hygiene factors involve some discussion in the field, and the theory in general has amassed minimal empirical support. However, the theory has majorly affected organisational psychology (Baron et al., 2002), in that it has prompted the re-design of many jobs to take into account more noteworthy participation of workforce in planning, performing and assessing their own particular work – an idea currently alluded to as 'job enrichment' (Schultz & Schultz, 2008:56).

Motivator/hygiene theory has been extremely effective in focusing attention on the significance of giving employees work that is important to them (Spector, 2009). McGregor's Theory X and Theory Y Gouws (1995:89) noticed that McGregor's theory

intently resembles that of Maslow, in that the elements McGregor trusted go about as motivators to individuals at work, are satisfied and arranged in a comparative order. McGregor likewise set physiological needs to begin with, trailed by physical and social needs.

Egotistical needs are subcategorised as self-regard needs from one viewpoint, which include self-respect, self-confidence, autonomy, accomplishment, competence and knowledge, and reputation needs on the other. The last incorporate needs, for example, the status, recognition, respect and appreciation an individual appreciates. The highest amount of need is that of self-fulfilment, which individuals attempt to fulfil through continued self-development and innovativeness.

Douglas McGregor's (1960:222) as cited in Van der Westhuizen, *et al.* (2013) Theory X and Theory Y represent an extension of his ideas on motivation to the direction and control of employees in the working environment. As indicated by McGregor's Theory X, which explains the conventional way to deal with motivation, individuals are not enthused about work, and attempt to maintain a strategic distance from it where conceivable. Thus, employees must be constrained and controlled by reformatory measures to perform effectively. The average individual is accepted to lack ambition, maintain a distance from responsibility, and make strive toward security and financial related remuneration only. Therefore human beings are known to be egocentric, and not in the least mindful of organisational goals.

2.9.4 Hackman and Oldham's task enrichment theory

Richard Hackman and Greg Oldham's model, which was introduced in 1980 (Van Niekerk, 1987), is generally called the 'job characteristics' theory (Schultz and Schultz, 1998) (as cited in Noe, *et al.*, 2012:200). It was made out of the authors' research with the objective measures of job characteristics that correlated with job satisfaction and work participation (Schultz and Schultz, 1998) (as cited in Noe, *et al.*, 2012:200). The theory is based on the premise that three psychological states specifically are important to enhance a person's motivation and job satisfaction, to be specific: - the experience of work as responsibility, i.e. the experience of work obligation, i.e. the level of moral obligation regarding a man's work; - level of personal responsibility, i.e. how much

knowledge an individual has in how well or how insufficiently he is performing while doing his tasks. The more intense the experience of these three expresses, the higher the person's motivation level will be (Porter, *et al.*, 1975:633). Hackman and Oldham in like manner perceived five task characteristics acknowledged to incite the above motivational states. These attributes, which incorporate skills variety, task identity, task importance, autonomy and performance feedback, and their communication with the three motivational states, are discussed diagrammatically in Figure 2.2.

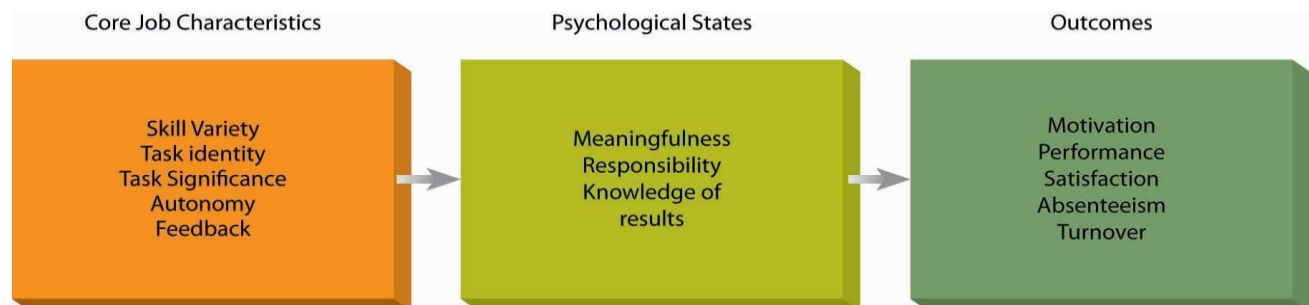


Figure 2.4 Hackman and Oldham’s task enrichment theory 35

Adapted from Decenzo, D.A. & Robbins, S.P., (2005). **Fundamentals of Human Resource Management**. New York: John Wiley & Sons, 8th edition.p181.

Fundamental to this theory is the thought that the requirement for personal development, creativity and challenge has an extremely noteworthy effect on successful execution of a significant task. What's more, as a result of changing individual drives and needs, unique people will react differently to a comparable task (Van Niekerk, 1987) (as cited in Noe et al., 2012:201). Task enrichment has wound up being outstandingly imperative and helpful in the workplace, and Hackman and Oldham's theory along these lines keeps on stimulate examination (Tyagi, 1985). A meta-analysis of 200 examinations, for instance, asserted the positive association between job characteristics, job satisfaction and performance (Milmore , *et al.*, 2009:62).

2.10 Related studies in South Africa

According to Richard (2009:100), Herman (2005:233) and Armstrong (2009:119) many researchers have conducted the investigation about motivation and employee retention

in public organisations. There is no solid examination which states plainly to point out the impact of motivation on employee retention in public organisations. In spite of continuing circumstance of employee retention to be extremely essential in Kwa-Zulu Natal, the vast majority of studies led don't concrete a solid answer for the issue.

A recent study led by Songstand *et al.*, (2012:45) states that the employees under the government sector in developing areas of South Africa like to be employed by public sectors as a result of their working hours and accessibility to different benefits offered to them, especially favourable pension plans. People in the public sector rely mainly on the government as being the only reliable source of employment in developing areas and this is some of many reasons why government employees tend to dedicate their long service in the public sector.

2.11 Conclusion

The public service is a labour-intensive employer and the nature of its services is specifically subject to the quality and performance of its employees. Seen from this point of view, recruitment and retention as a whole represents one of the most essential human resource practices. Given the link between great quality recruitment and service delivery, its significance is paramount. In any case, its significance is regularly overlooked. Mistakes made in regard of recruitment and retention requires costly and extensive rescue measures at different levels, for example, the accompanying:

- A more prominent requirement for guidance by supervisors at more elevated levels to balance junior employees failure to work independently,
- Mentoring,
- Motivation and emotional intelligence
- Training, and
- An accompanying heavier weight on different individuals from staff to guarantee goal attainment.
- Intellectual capacity

The viability of recruitment and retention is in itself dependent on the quality of human resource planning, proper job descriptions and staffing necessities managed by

transformation and service delivery objectives. In the event that these areas are neglected, this will definitely overflow into the area of recruitment and retention, setting off and regularly expanding endless vicious cycle. There

Chapter three focuses on the research design and the methodology used for this particular study

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

The research paradigm in this study was to determine the effect of the Learning Academy in recruiting and retaining engineering employees in the Department of Water and Sanitation. While the previous chapter focused on the literature for the relevant problem, this chapter explains the research approach and methods that were selected and used to obtain the results of the study.

This chapter discusses the way in which the primary data was collected, including the aim and objectives of the study. It further briefly explains the concept of research methodology, research philosophy, the chosen methodology for this study and the reasons for selecting the study approach. Subsequently this chapter provides detailed outline of the research design, study population, location, sampling methods, instruments, validity, and reliability of the study.

3.2 The Aim and Objectives of the study

According to Alvesson and Sandberg (2011:89), the research aim precisely provides a formal statement of what the study intends to achieve. The aim specifies why the study is being undertaken whilst the objectives provide the area on which the research study will be focused to ultimately accomplish the aim of the study (Sekaran & Bougie, 2013:289). One of the common reasons for the business research study is to understand and explain the impact of something in the organisation (Saunders *et al.*, 2012:222).

The aim of the study was to assess the impact of the Learning Academy as a strategic tool on the recruitment and retention of engineering employees in the Department of water and Sanitation.

To fulfil the aim of the study, the following objectives needed to be realised:

- To determine the recruitment and retention strategies employed by the Learning Academy in the Department of Water and Sanitation.

- To assess the causes of skills gap in the Department of Water Sanitation
- To recommend the possible recruitment and retention strategies for the Learning Academy in the Department of Water and Sanitation

3.3 Research methodology

A plan from which a well explained outline to conduct a research or study is depicted, is called research methodology (Wahyumi, 2012:56). Additionally, Sekaran and Bougie, (2013) define business research as an organised, systematic, objective, and critical investigation on a certain business problem or challenge undertaken, with the intention of discovering answers and solutions. Mathiba (2011:62) states that the focus of research methodology is on the procedures, methods and tools that will be used in undertaking the research study.

According to Wahyumi, (2012:333) research methodology is a plan consisting of essential philosophies and attitudes from which the researcher will select their choices based on the overall nature and type of the study. The importance of thoroughly analysing overall nature of the study and selecting the appropriate design and approach can therefore not be overemphasised.

3.4 Research design and approach

3.4.1 Research Design

According to Cooper and Schindler, (2008:96) research design is a plan that provides guidance for a researcher to be able to answer his/her research questions through the research process. It assists the researcher by connecting a research methodology and relevant techniques in such a way that the research questions are addressed and answered (Wahyumi, 2012:46). The main purpose of the research design was to provide the researcher with various research choices from which they will select the most suitable method in order to maximise the validity and reliability of the research outcomes (Vosloo, 2014:317).

According to Sekaran and Bougie, (2013) the nature of research study may be either;

- Exploratory

- Descriptive
- Causal

Exploratory: exploratory studies are conducted when little or no information is known about a situation and more knowledge is still required to develop a viable theoretical framework to find solutions (Sekaran & Bougie, 2013). This type of study is usually conducted with the expectation of a more conclusive and formal study on a similar situation in future that will answer the research questions which were raised during the exploratory phase (Babin & Griffin, 2010: 54)

Descriptive: descriptive studies are often used to provide description of people characteristics, event or situations and it can either be quantitative or qualitative in nature. This type of study is also used to describe relationships and correlation between variables in a research.

Causal: casual studies are a scientific approach of establishing whether a change in one variable will affect the other. It tests whether or not one variable is dependent to the other.

The nature of this study was of a descriptive nature. This is because the study aimed at establishing whether the recruitment and retention strategies affect the choices and preferences of engineering personnel. The outcomes of the study have then described the characteristics of the engineering personnel based on these choices and preferences.

According to Kothari, (2014:96) the research strategy is either experimental, survey research, observational, case study, grounded theory, action research or mixed methods. This study used a survey mechanism to collect data and therefore the research strategy adopted for this study is survey. Survey research provides a researcher with a structure to collect data from his/her sample of interest. This strategy can either be qualitative or quantitative typically using survey interviews and self-administered questionnaires respectively (Sekaran & Bougie, 2013:89)

The duration of the research study can either be cross-sectional or longitudinal. Cross-sectional studies collect data at one point in time whereas longitudinal studies collect data at more than one point in time (Saunders *et al.*, 2009). The time horizon for this study was cross-sectional as the collection of data was performed only once over a period of a few days and not repeated at different points in time.

3.4.2 Research approach

According to Sekeran and Bougie, (2013:45), the approach to research can be either qualitative, quantitative or a combination of the two, also known as mixed method. For the purpose of this research study, the selected approach for this study will be discussed after briefly discussing the three existing approaches.

3.4.2.1 Qualitative Approach

Qualitative research focuses on exploring, understanding, explaining and clarifying situations, beliefs, perceptions, feelings, attitudes, experiences and values of individuals or a group of people. Furthermore, qualitative research is a less structured and less defined approach as opposed to quantitative (Kumar, 2011:23). On qualitative approach, data is generally collected by observations, conversations, interviews, life history and or any participatory methods that are normally non-numeric and data comes from comparatively small datasets (Hulme, 2007:6). Open-ended questions are used to collect data and this approach is rather flexible as questions and procedures tend to emerge through the process. Collection of data is usually at a participant's setting and the final written report has a flexible structure (Bhattacharya, 2014:96).

3.4.2.2 Quantitative Approach

Quantitative research is an approach used mainly for testing objective theories where relationship among variables is examined (Bhattacharya, 2014). These variables are investigated numerically and the outcomes are normally presented in numbers, charts and diagrams (Munzhedzi, 2011:57). This approach uses predetermined or closed-ended questions method, of collecting data is usually experiments and surveys, and data analysis procedures produce numerical data (Saunders *et al.*, 2012:151). Cooper and Schlinder, (2014) simplify it further by stating that quantitative research is usually

used to measure consumer behaviour, opinions or attitudes and usually asks the questions of 'how often', 'how much', 'how many', etc.

3.4.2.3 Mixed Approach

As it was mentioned above, a mixed method is the combination of both qualitative and quantitative research approaches, and therefore it is aligned with pragmatism. This method applies observable facts and numbers whilst simultaneously looking at subjective perceptions to create a solution to the research paradigm (Borrego, Douglas and Amelik, 2009). Bhattacharya (2014:65) argues that this approach provides a more holistic understanding of a research problem in comparison to either approach alone. However, according to Saunders *et al.*, (2012:75) this approach merely uses qualitative and quantitative methods parallel or sequential to one another but these methods are never combined.

3.4.2.4 Selected Approach

The study aimed at addressing factors and characteristics associated with the effectiveness of recruitment and retention strategies of engineering personnel in the Department. The population (N) of a study was 300 and only predetermined questions were used to collect data. The responses from participants were arranged in terms of likelihood and applicability of the current and proposed strategies, 5 likert type of questions were used and the data collected was numerical. Facts and numbers were used to introduce a solution to the problem. Based on the above facts, the quantitative approach was found suitable and therefore employed for this study. Data was collected by use of a questionnaire which comprised of structured questions where participants were required to choose from fixed predetermined answers.

3.5 Participants and location of the study

Identifying the location or setting of the study is a subsequent step after establishing the research question, aim and objectives, and the research design (O'Brien *et al*, 2009). Leedy and Ormrod, (2013:45) define Participants as individuals or groups who will be providing responses to survey questionnaires or interviews during the collection of data

stage. The participants in this study were engineering personnel who comprised of engineering technicians, technologists and engineers who are directly involved in the Learning Academy programme in the Department of Water and Sanitation.

The respondents who took part in the survey were all based at the Department of Water and Sanitation regional offices all over the country.

According to Barnham (2010), participants need not to feel pressured or forced to participate in any study, participation has to be voluntary. For this reason the questionnaire was distributed to participants via emails to allow them a chance to answer it on their spare and convenient time.

3.6 Sampling

Sekaran and Bougie, (2009:65) define sampling as a method used to select and draw an adequate number of individuals, objects or events from their entire population in a manner that they represent the population from which they were drawn or selected. The sampling process enables one to obtain data from a smaller group and use the collected data to understand the group and ultimately generalise the understanding of the group to the population elements. The smaller group of a population is called a sample (Walliman, 2011:101).

In reality, when conducting a study it is usually impossible and impractical to collect data from the entire population, especially when the population number is high. Factors such as fatigue, time, budgetary constraints, amongst many others, are believed to hinder the success of the study. Sampling eliminates and decreases these factors whilst enabling the researcher to conduct a study with confidence of producing reliable results (Shajahan, 2010:136).

Shajahan (2010:202) identify the following as crucial steps in a sampling process:

- Defining population
- Determining sample structure
- Determining sampling design
- Determining appropriate sample size

- Implementing the sample process

The questionnaire was used in this study as an effort made to reach the whole targeted population sample. Verification was ensured by sending the questionnaire to all the targeted individuals via e-mail. The participants self-administered the questionnaire and returned completed questionnaires via emails as well.

3.6.1 Defining Population

Population is defined as the total number of people, objects or groups on which the researcher intends to conduct a study. The population of the study is comprised of elements, i.e. an element is the single member of a population. The researcher is guided by their research objective and scope when determining their target population (Sekaran & Bougie, 2013). Dura and Driga, (2011:87) also concur by describing population as the entire group of things, individuals, organisations, events that the researcher is interested to observe, investigate or examine.

Under ideal conditions, the study would have been conducted on all the personnel employed in the Learning Academy programme, but due to factors such as time, impracticability and budgetary constraints, only engineering employees were targeted. Engineering personnel make a large portion of the employees in the Learning Academy programme and they represent all the regional offices of the department. The size, representation and coverage should be large enough to make it possible for generalisation as the selected population and sampling methods should be appropriate representation of the whole population (Qui *et al.*, 2012:87).

The engineering employees range from civil, chemical and electrical engineers. This is comprised of technicians, technologists and engineers

3.6.2 Sampling frame

Saunders *et al.*, (2012:68) define sampling frame as a list of all the elements in a population from which the researcher will draw their sample. The most common sampling frames are existing databases in the organisations.

The sampling frame used for this study was the Learning Academy database. The database was used to obtain the list of all the engineering employees involved in the LA programme, from which the sample was then drawn.

3.6.3 Sampling design

Representativeness and generalizability are two desirable factors when determining a sample design. Depending on the researcher's desires guided by factors like overall type and parameters of the study, the researcher needs to select the most suitable sampling design (Sekaran & Bougie, 2009:35).

Two types of sampling design exist, these being probability and non-probability sample designs. Probability designs result in the dependable depiction of the population whilst non-probability designs utilise the researcher's judgement and can therefore not be truly used to make generalisations about the entire population (Walliman, 2011:56).

This study adopted the probability stratified sampling. This is because the target population comprised of engineering personnel at different job levels and they were therefore categorised according to job titles.

3.6.4 Sample size

According to Dura and Nita, (2011:46), sample size depicts the elements from where the information and data will be collected. Sekaran and Bougie identify the following 6 factors affecting the researcher when deciding on a sample size:

- The research objective
- The extent of precision desired
- The acceptable risk in predicting that level of precision
- The amount of variability on the population
- The cost and time constraints
- Sometimes, the population size

A sample of 169 employees from engineering employees was expected to respond. Based on the findings by most researchers, duration of the research study and budgetary constraints, responses from the respondents will be a representation of

engineering employees employed by the Learning Academy only and not the generalisation of all employees in the Learning Academy or Department of Water and Sanitation.

3.7 Data Collection Strategies

Data is collected to answer questions like why things happen the way they do. The collected data then is analysed in a way that the researcher can make necessary recommendations, decisions and ultimately draw conclusions to establish answer/s the research question. Data can be obtained from primary or secondary source. Primary data is first-hand information directly collected by the researcher from sources like individuals, groups, questionnaires etc. Secondary data is the information that was collected prior to the research, this information already exists. Sources of secondary data include reviewing literature of published and un-published work of other researchers, organisational records, archived records, data published in statistical and other journals, government publications, websites etc. (Blaxter , *et al.*, 2012:36).

“A questionnaire is a pre-formulated written set of questions to which respondents record their answers, usually within rather closely defined alternatives.” (Sekaran and Bougie, 2014). Saunders *et al.*, (2012:89) describe the questionnaire as tools that can either be administered in person, mailed or electronic. Questionnaires have the ability to save time and costs but since they solely depend on the respondent’s willingness to participate, they however have a low response rate in comparison to interviews and observations.

According to Greener, (2008:71) administered questionnaires, observations and interviews are three common strategies used by researchers to collect data. These different data collection strategies have their own advantages and disadvantages and therefore the researcher needs to select the suitable method for the study guided by the research question and objectives.

Observation strategies have the ability to methodically observe, portray, analyse and clarify the behaviour of people and groups. This provides a researcher with valuable information through delicate awareness and understanding of rather complex situations.

However, this method is costly, time consuming and exposed to observer's biases (Saunders *et al.*, 2012:63).

Interviews are either structured, unstructured, semi-structured. The set up can either be face-to-face or telephonic. Structured interviews take place when the interviewer or researcher sets a predetermined question list to which the interviewee will provide answers. Unstructured interviews on the other hand follow a rather informal or spontaneous approach, i.e. there are no predetermined questions set prior to the interview. Semi-structured is when the researcher combine both the structured and unstructured approach. Interviews have the ability to provide clarity to ambiguous questions but they can be very expensive and time consuming (Cooper & Schindler, 2013:96).

After considering the above advantages and disadvantages for each method, a questionnaire was found to be more suitable for this kind of study. This is because of the nature of the study, it is a quantitative study which was conducted over a limited period of time. Therefore based on the above reasons, the researcher opted for this method. However, the low response rate and non-response error were not overlooked, the questionnaire was sent to the whole target population as means to reduce or eliminate these disadvantages.

3.8 Questionnaire Design

3.8.1 Description and purpose of the instrument

A questionnaire is a data collection tool that allows respondents to participate in a study by answering relevant set of questions in a pre-set order. It is the most commonly used tool for collecting data efficiently in studies that have large samples. (Saunders *et al.*, 2012:54). A questionnaire is a tool that guarantees success of the study if constructed appropriately but may easily become a failure when constructed poorly. This is due to the fact that the type of questions used and the manner in which they are asked have a huge impact in shaping the overall nature of feedback from participants (Gregg *et al.*, 2013:96).

Two types of questionnaire exist, namely self-administered and interviewer-administered questionnaires. Self-administered questionnaires include internet, personal or postal questionnaires while interviewer-based ones are either telephonic or structured interviews (Saunders et al., 2009:108)

According to Saunders *et al.*, 2012 the types of questionnaires are as illustrated below:

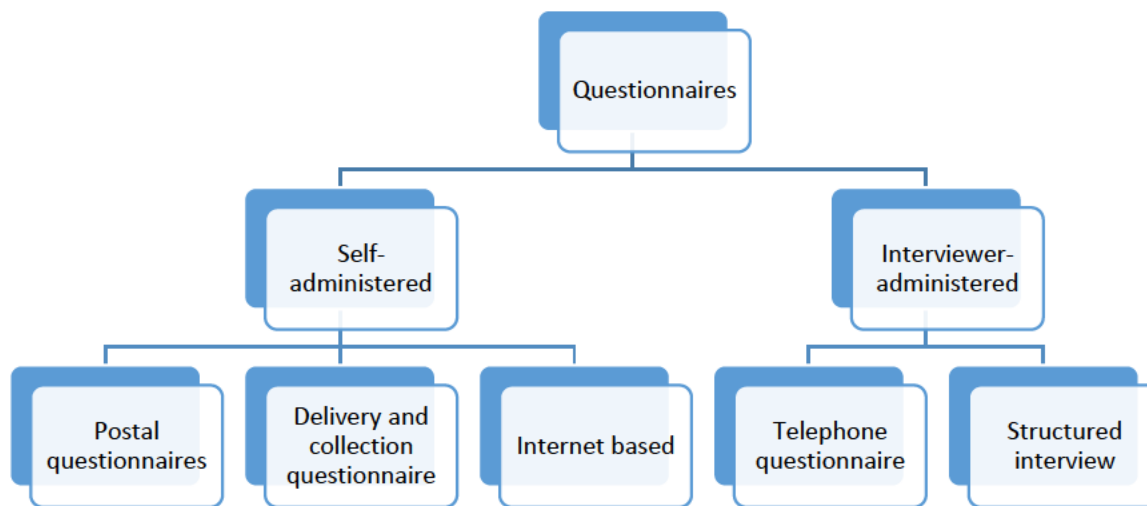


Figure 3.1 Types of questionnaires

Saunders ,M., Lewis. and A. Thornhill. 2012. **Research Methods for Business Students**. 6th edition. Pearson Education Limited: London.p46

As mentioned in the research design section, this study is descriptive in nature and the location of the study is regional offices scattered all over the nation. The sample size for this study was relatively large, i.e.300, the duration of the study was very short and participants are not always available as they are both office and site based. Based on the nature and location of the study, sample size, time constraints and the ability of the respondents to answer the relevant questions themselves, the appropriate choice for this study was a self-administered internet-based questionnaire.

When deciding on a questionnaire to be used for the study, the researcher needs to consider whether or not the information in quest has already been established by other sources. This will assist the researcher to wholly or partially adapt and use the similar questionnaire instead of re-inventing the wheel. The questionnaire used for this study was partially adapted from the questionnaire that was used in a previous similar study conducted by Zamanguni Fortunate Kubheka in her research study titled Employee retention strategies at the Department of Health.

3.8.2 Construction of the instrument

The initial part of the questionnaire was a good and simple introduction. This part introduced the important introductory information that consisted of the researcher's identity, the aim of the researcher, the research objectives and assurance to participants that their participation is strictly voluntarily and on their own will (Sekaran and Bougie, 2009:86).

Sekaran and Bougie, (2013:32) identify the following, amongst other factors, as the most vital attributes of the questionnaire: content and purpose, wording of the questionnaire, general appearance and how the variables will be categorised, scaled and coded when they return from the respondents. The above are strong design principles and they all need to be incorporated to the questionnaire to ensure the success of data collection and analysis.

The questionnaire design for this study was based on the purpose of obtaining data from the engineering employees currently employed by Learning Academy in the department to answer the research question through the objectives tabulated below. To overcome low response rates associated with questionnaires, the questionnaire was set out in a logical manner, consisted a covering letter detailing the aim and objectives of the study, and reassured respondents of their autonomy (Appendix 1). The questionnaire furthermore aligned research questions to research objectives. The table below illustrates how each question was aligned to each objective.

Section	Objective	Question number
1 Demographic and general information.		1.1
2 To identify motivating factors for employees to stay in the Department of Water and Sanitation.	To what extent do you agree that the following factors motivate you to stay at Department of Water and Sanitation?	2.1
3 To identify factors that drive employees to resign from the Department of Water and Sanitation.	The factors listed below are perceived to be leading to employee resignation. To what extent do you agree that these factors drive employees to resign from the Department of Water and Sanitation?	3.1
4 To establish the effectiveness of retention opportunities employed by the Learning Academy and the Department of Water and Sanitation.	Do you have knowledge of retention opportunities in the Department of Water and Sanitation? Choose one	4.1
5 To recommend possible recruitment and retention opportunities for the Learning Academy and the Department of Water and Sanitation.	To what extent do you agree that the strategies below can prevent you from leaving the Department of Water and Sanitation?	5.1

Table 3.1 Objectives of the study

As illustrated in the table above, the purpose and content of the questionnaire were strategically aligned to the objectives of the study, thus ensuring relevancy. There were no double-barrel questions, leading or loaded questions used in the questionnaire. The language and the wording used were in a simplest form and the pilot study assisted in testing the respondents' understanding.

There are many ways in which data can be measured. The measurement level of data demonstrates how the variables in question are different from another in a study (Walliam, 2011:38). A combination of different appropriate and relevant rating, scaling measurement methods was used in this study to gather data from participants. This was done to ensure that during the data analysis the researcher was able to code, categorise and edit data in the assessment of validity and reliability (Kiruma, et al., 2011:86). Five point Likert scale was used for most of the questions. The aim was to assess how strongly participants agree and disagree with the statements given to them. In section B, a different scale was used to establish if retention strategies were to be implemented, to be improved or they were successful. In this particular section, participants were requested to choose 'implement', 'improve' or 'successful' as one of their choices.

The questionnaire was accompanied by informed consent form. The informed consent form was designed to explain to participants what the research is, to further clarify that participation in the study is voluntary. It was further meant to provide assurance that respondent's identity was not going to be compromised as participants' details were not going to be shared with third parties. Lastly, assurance was made that the use of this questionnaire was going to be present valid, reliable and unbiased estimate.

3.9 Validity and Reliability

After the research instrument has been constructed, the following step is to ensure that the instrument used is valid and reliable. The aim of this step is to ensure that the concepts being tested are really tested in the instrument itself (Saunders, et al., 2009).

3.9.1 Validity and Pre-testing

Validity refers to the extent in which the test instrument measure what it intends to measure. It is concerned with the correctness and accuracy of the measuring instrument in what it is designed to measure. Validity of the measuring instrument can be improved by ensuring thorough and careful sampling, appropriate instrumentation and relevant statistical treatments of data (Cooper & Schindler, 2013:96).

According to Cooper & Schindle (2013:56), validity refers to the confidence placed on the instrument that it will actually measure what it intends to measure. They categorise validity into three groups discussed below:

- Content validity: refers to the delineation of concepts elements and dimensions.
- Criterion-related Validity: refers to when the measure of question/s differentiate respondents on criterion that is intended to predict.
- Construct validity: this refers to how well the results obtained from the measuring instrument relates to the theories upon which it is based.

This study considered and achieved content validity. This was attained through sending a pre-test questionnaire to 2 supervisors and 2 engineering employees who did not participate in the actual study, the feedback received assured the researcher that the questionnaire adequately covered the research question. The following measures were executed to ensure data validity for this study:

- The purpose of the study was clearly explained to the respondents.
- Simple English terms were used in the questionnaire and informed consent letter for easy, improved understanding.
- Respondents were provided with guidelines on hoe top complete the questionnaire.
- All unclear information and questions were re-worded to a simplest and most understandable way.

3.9.2 Reliability

While validity is concerned with how well the instrument measures concepts, the reliability is more concerned with the consistency of the instrument in its ability to measure items without being biased (Kumar, 2011:85). According to Saunders *et al.*, (2009:78), the two most commonly used tests of reliability are test and retest and internal consistency.

Test and retest reliability is the use of one questionnaire twice on one respondent so that data is collected and correlated using the identical questionnaire under similar conditions. This is an effective way of measuring reliability but researchers face difficulties in convincing respondents to answer the same questionnaire twice (Saunders *et al.*, 2009:86).

Internal consistency of measure aims to determine if the concepts can be measured independently with the same meaning to respondents. Assessing the correlation and subset of items in the measuring instruments helps the researcher determine how consistent the instrument is, i.e. higher correlation means high reliability (Kumar, 2011). The most commonly used method for internal consistency of questionnaires is called Cronbach's alpha method. This method was designed by Lee Cronbach's and is measured or represented by a number between 0 and 1. The acceptable Cronbach's alpha is usually 0.70 or more. The length and scope of the questionnaire have a huge influence when determining this alpha (Tavakol and Dennick, 2011:45).

Due to time constraint it was difficult to get participants to respond twice to the same questionnaire, the research therefore made use of internal consistency as a measure of reliability. Cronbach's alpha was used to calculate the internal consistency and hence the reliability of the study, which would then be determined after all data have been collected.

3.10 Administration of the Questionnaire

The final step after the questionnaire has been designed, a pre-test done and the questionnaire amended accordingly is to utilise the questionnaire to finally collect data. This is the final step in administering the questionnaire (Saunders *et al.*, 2009:63).

As was mentioned previously, the questionnaire was chosen for this study. This was a simplest, inexpensive and most effective way to collect data from scattered offices around the country. All identified respondents had access to emails and the study administered the questionnaire through emails. In a quantitative study responses are predetermined and based on that fact, there was no need for a researcher to be present and supervise completion of questionnaire. The main objective was to ensure that the questionnaire is clear, simple and easy to understand. Allowing participants to answer questionnaire in their own space and time provided freedom to respondents. The inconvenience was reduced, sense of responsibility was increased, and confidence was built. All this had positive effects to the respondent's state of mind and mood (Barnham, 2010:75).

An email attaching a questionnaire was distributed to a list of personnel representing a sample of the study. The questionnaire were answered and returned via email. Microsoft Excel was used to administer the questionnaires returned. Emails reminding participants were sent every three days until the last day of data collection.

3.11 Data Analysis

After data has been collected, the subsequent step is to analyse the data (Greener, 2008). Since this is a quantitative study, responses from participants will be assigned a number or a code, this process is called data coding, it enables the researcher to capture collected data into the database (Sekaran & Bougie, 2009). After coding the data, editing it may also be necessary, it involves taking care of all inconsistent and illogical responses also known as outliers. The following step in data analysis process is data transformation which allows the researcher to draw conclusion on the data based on his desired outcomes (Sekaran and Bougie, 2013:56).

As mentioned previously, Microsoft Excel administered the questionnaire used for this study, and this enabled all the participants' responses to be captured and stored upon receiving the answered questionnaire. A numerical code was allocated to each variable such that it could be transferred to SPSS (Statistical Package for Social Sciences) for further examination. SPSS is a widely used tool which enables data to be entered, edited and transformed as per requirements of the data analysis process.

3.12 Ethical Considerations

This study has met all the ethical considerations through the following:

- An ethical clearance was requested and obtained from the University of KwaZulu-Natal committee (see appendix 2).
- All participants were requested to give informed consent before starting to answer the questionnaire, this was provided in the preamble of the questionnaire (see appendix 1).
- Survey monkey was used to answer the questions autonomously and maintain confidentiality of the respondents.

3.13 Conclusion

This chapter provides a comprehensive summary of the research methodology used in this study. The purpose of this chapter is to provide a reader with various techniques of conducting a study by putting emphasises on the need for selecting efficient and reliable methodology processes based on the overall nature of the study. The chapter covers the research approach, participants, location, sampling techniques and data collection strategies selected for the study. It further discusses questionnaire design, questionnaire validity and reliability, administration of the questionnaire, how the data will be analysed and last but not least, the ethical considerations of this study.

The subsequent chapter will present and discuss the results obtained from collecting data form the participants.

CHAPTER 4 – DATA ANALYSIS

4.1 Introduction

In the previous chapter the research methodology used to collect data was discussed. In this chapter the collected data is being presented and analysed, this was done according to the questionnaire used to collect data and in line with the objectives of this study. A variety of presentation and illustration methods will be used to present and analyse data, ranging from tables, graphs and pie charts.

4.2 Overview of the results

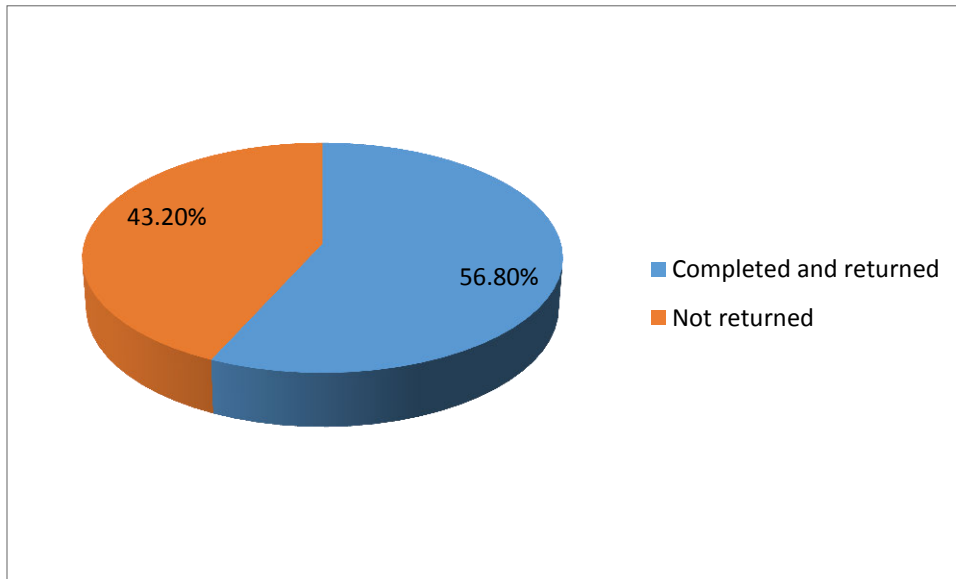


Figure 4.2.1: Responses from respondents

As per sample number, 169 questionnaires were distributed via emails to the participants of the study. Only 96 of these questionnaires were answered and returned. 73 were not returned and it is assumed that they were either never answered or the participants attempted to answer them and stopped due to the length of the questionnaire. As seen in the figure above, the response is presented in terms of percentage and the number of questionnaires answered and returned was just over 55%.

4.3 Analysis of reliability

The reliability of this data was tested by calculating the Cronbach's alpha using the Siegle Reliability calculator. Reliability for each objective was tested and the overall value for all questions was (Cronbachs alpha = 0.929). According to Bryman and Bell, (2011), the acceptable value of alpha should range between 0.7 and 0.9. Since this value was greater than 0.7, it was accepted and therefore the data collected was reliable.

4.4 Demographical information

4.4.1 Gender

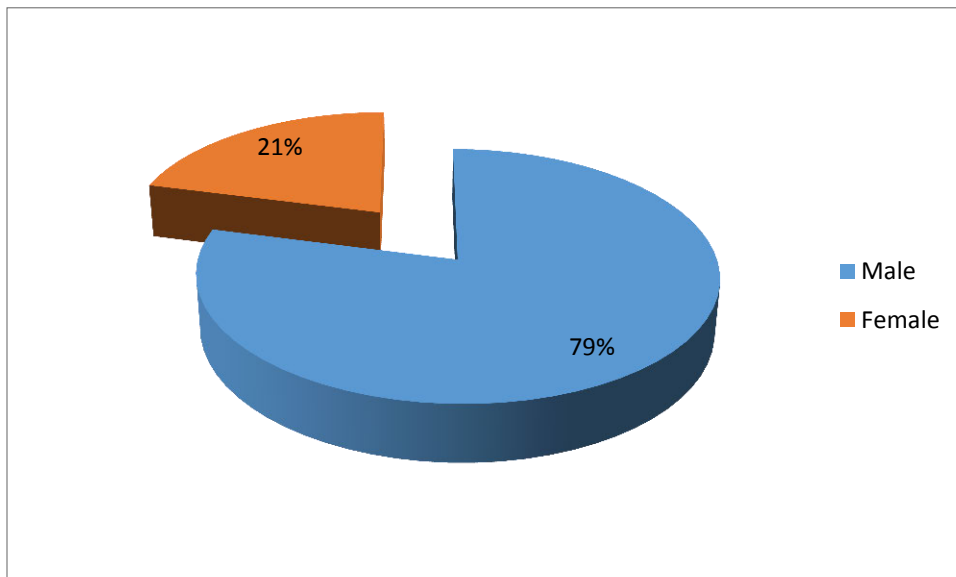


Figure 4.4.1: Gender of respondents

As seen in figure 4.4.1, males dominated the population with a percentage of almost 80%.

4.4.2 Age of respondents

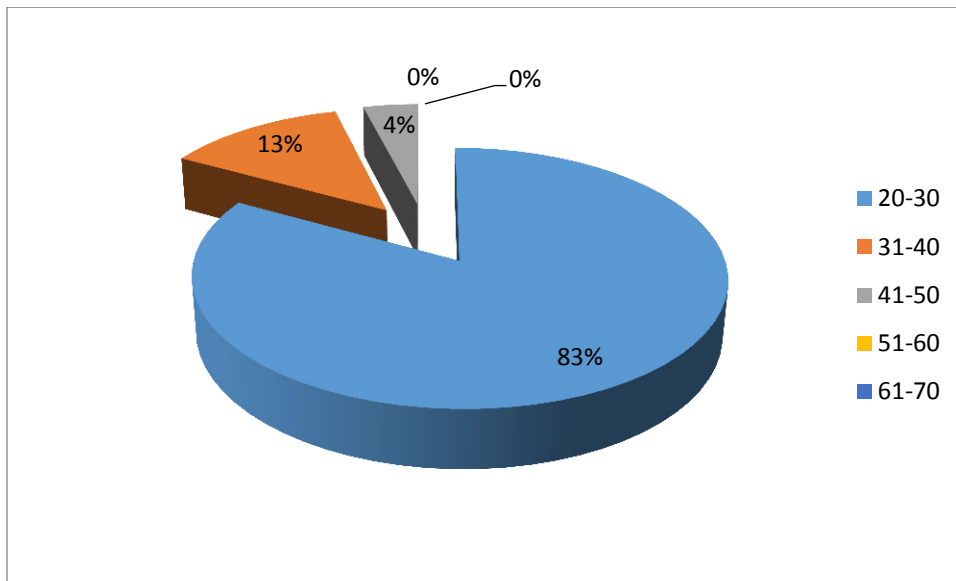


Figure 4.4.2: Age of respondents

In terms of the age of respondents, 20-30 years represented over 80%, with 30-40 and 40-50 represented by only 13 and 4 respectively. As seen in the figure above, no respondents were older than 50 years.

4.4.3 Length of Service

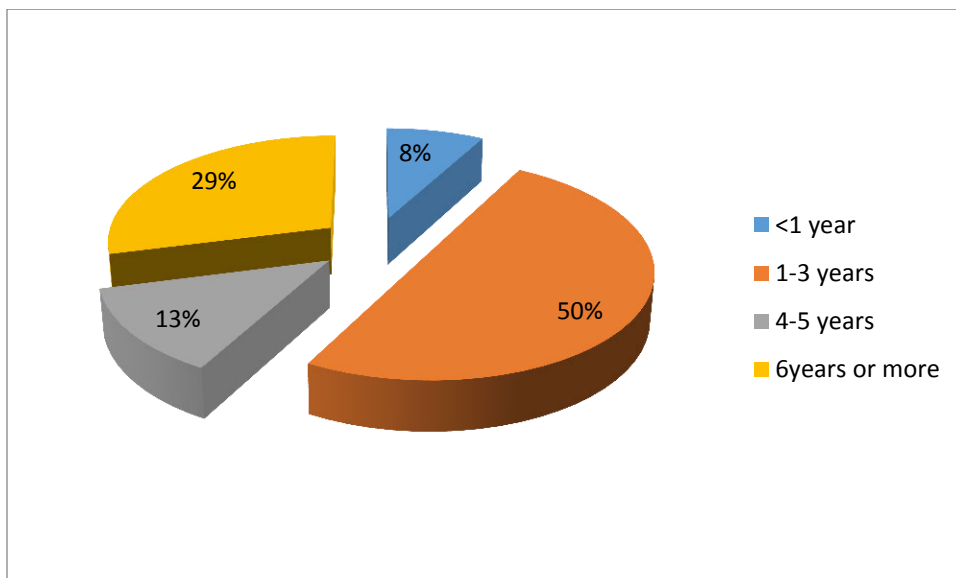


Figure 4.4.3 Length of service of respondents

Length of service was mostly represented by 1-3 years at half of the sample followed by 6 years and above at almost 30%.

4.4.4 Race of respondents

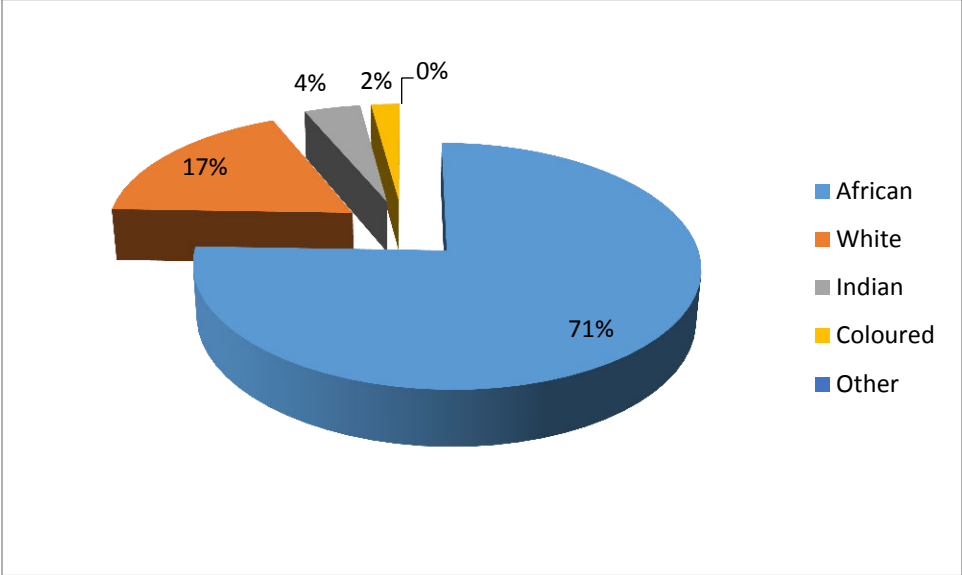


Figure 4.4.4 Race of respondents

Figure 4.4.4 shows the representation of race of the respondents. Blacks represented just over 70% followed by Whites at 17%. Coloured and Indians were also represented with coloureds at the lowest percentage of 2%.

4.4.5 Qualifications

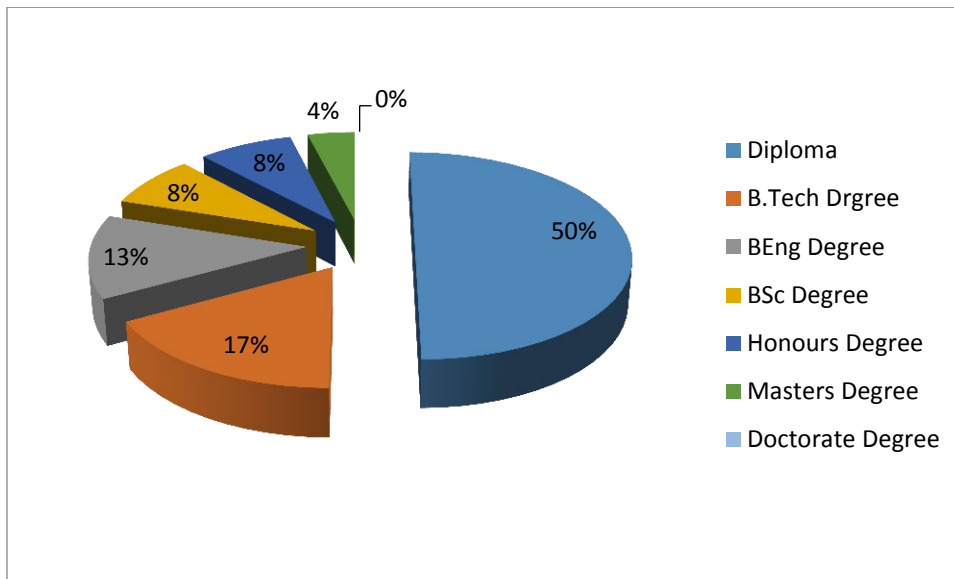


Figure 4.4.5 Qualifications of respondents

The qualifications of the respondents were dominated by National diploma representing half of the population while followed by B.Tech at 17%, BEng and BSc were represented by 13% and 10% respectively.

4.4.6 Summary of demographical information

Variables	Category	Response Count	Percentage
Gender	Female	20	21%
	Male	76	79%
	Total	96	100 %
	20 - 30 years	80	83%
	31 - 40 years	12	13%
	41 - 50 years	4	4%
	51 - 60 years	0	0%
	61-70 years	0	0%
	Total	96	100 %
	Length of Service	<1 years	8
1-3 years		48	50%
4-5 years		12	13%
6 years and above		28	29%
Total		96	100 %
Race	African	68	71%
	White	16	17%
	Indian	4	4%
	Coloured	8	2%

	Other	0	0%
	Total	96	100 %
Qualifications	Diploma	48	50%
	B.Tech Drgree	16	17%
	BEng Degree	12	13%
	BSc Degree	10	10%
	Honours Degree	8	8%
	Masters Degree	2	2%
	Doctorate Degree	0	0%
	Total	96	100 %

Table 4.4.6 Summary of demographical information

The summary of the demographics of the study is tabulated above with regards to the response rate. The demographics are represented in terms of gender, age, length of service, race and qualifications of the respondents.

The demographics show that the majority of respondents were males, with a length of service of 1-3 years. Even though the majority of race was Blacks followed by Whites, Indians and Coloureds were represented in smaller numbers as well. It further reveals that the majority of the respondents have National Diploma and B Tech. However, just as with representation of race, other qualifications were represented except the Doctorate qualification only.

4.5 Objectives of the study

4.5.1 Objective One: To identify motivating factors for engineering employees to stay in the Department of Water and Sanitation

To identify motivating factors for the respondents, a 5 likert rating style question with strongly agree, agree, neutral, disagree and strongly disagree was asked for each of the factors tabulated below. The table below also shows the summary of responses in percentage, as per questionnaire. For the purpose of this study, only the top five factors (highlighted in blue) will be analysed and discussed in this chapter since they are the only ones that address objective one. Based on the results, the rest of the factors do not address the objectives and therefore they were not worth analysing.

Statement	Total of Strongly Agree and Agree	Neutral	Strongly Disagree and Disagree	Total
Career and growth progression	33.33%	25.00%	41.67%	100.00%
Training and skills development opportunities	50.00%	29.17%	20.83%	100.00%
Job satisfaction	33.34%	33.33%	33.33%	100.00%
Competitive salary package	50.00%	20.83%	29.17%	100.00%
Work-life balance	66.67%	25.00%	8.33%	100.00%
Good leadership style	20.83%	25.00%	54.17%	100.00%
Good management style	20.84%	33.33%	45.83%	100.00%
Supportive work	25.00%	33.33%	41.67%	100.00%

environment				
Recognition and rewards for outstanding performance	25.00%	29.17%	45.83%	100.00%
Mentorship programme	25.00%	37.50%	37.50%	100.00%
Obtaining professional registration	66.67%	16.67%	16.66%	100.00%

Table 4.5.1: Summary of results for Objective one

4.5.1.1 Training and skills development opportunities

	Response Count	Percentage
Strongly Agree	16	16.67%
Agree	32	33.33%
Neutral	28	29.17%
Disagree	12	12.50%
Strongly Disagree	8	8.33%
Total	96	100.00%

Table 4.5.1.1 Training and skills development opportunities

The above table represents the responses in terms of the Training and skills development as the motivating factor. Almost 30% remained neutral, while half of respondents collectively agreed (both strongly agree and agree) with this factor. The smallest percentage of just over 8% strongly disagreed contributing to a total disagreeing percentage (both strongly disagree and agree) of just over 20%.

4.5.1.2 Job Satisfaction

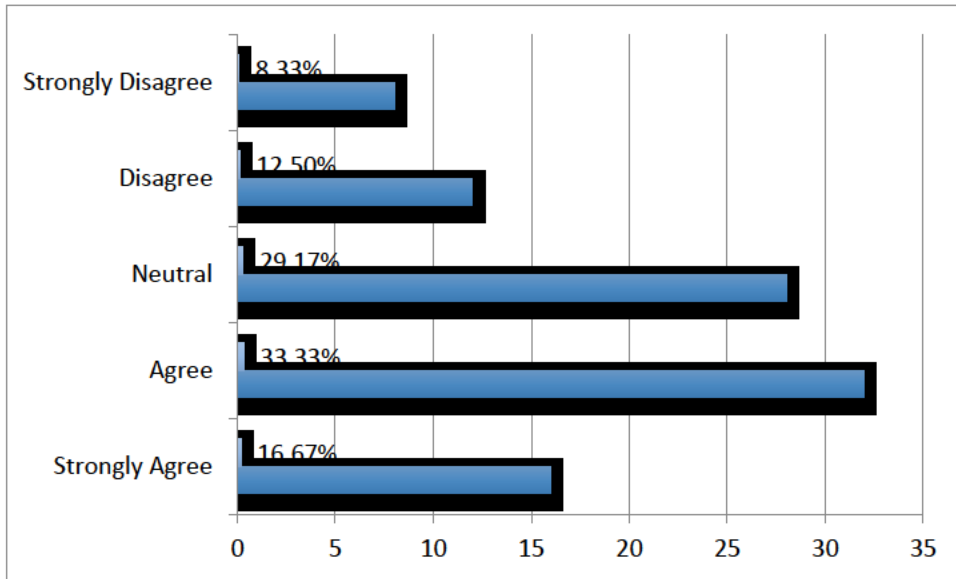


Figure 4.5.1.2 Job Satisfaction

The above figure illustrates the results of the respondents in terms of job satisfaction as a motivating factor. The results reveal that 50% of the respondents agreed with this factor with strongly agree and agree at 16.67% and 33.33% respectively. Almost 30% of respondents remained neutral with this factor while approximately 21% collectively disagreed.

4.5.1.3 Competitive salary packages

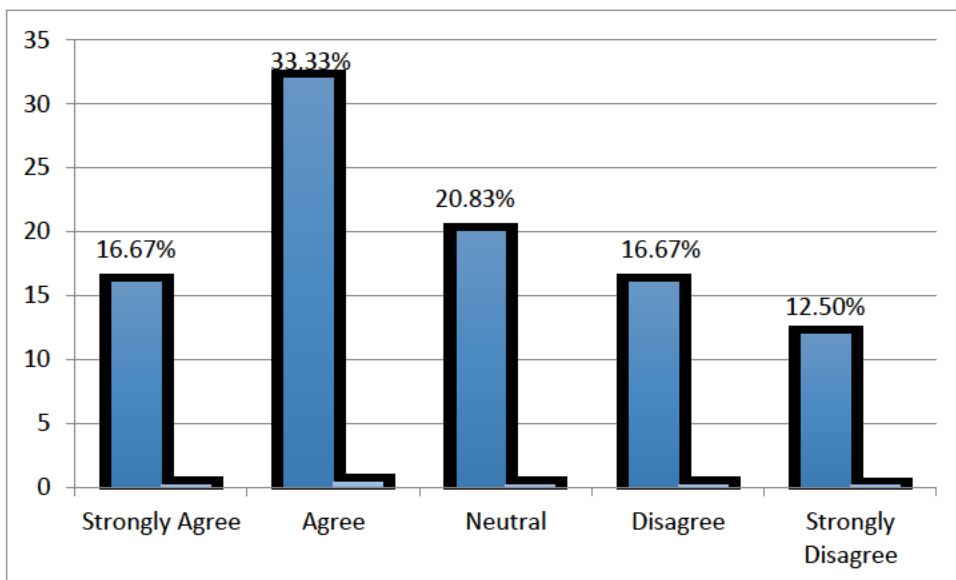


Figure 4.5.1.3 Competitive salary packages

Figure 4.5.1.3 shows the results of respondents with regards to competitive salary packages as a motivating factor. The highest percentage (33.33%) is represented by agree, followed by neutral at 20.83%. The smallest percentage (12.5%) strongly disagreed with this factor.

4.5.1.4 Work-life balance

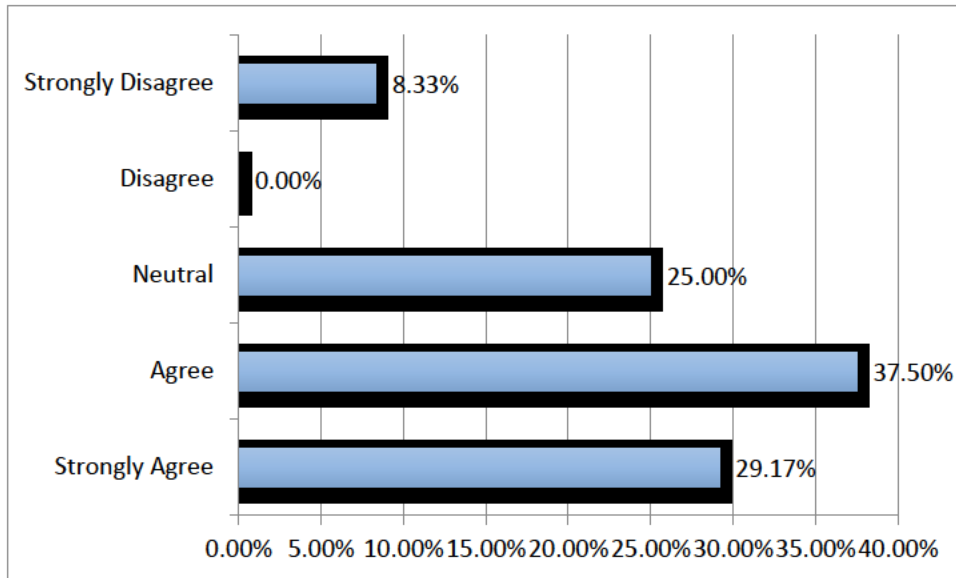


Figure 4.5.1.4 Work-life balance

The above table shows the results of the work-life balance factor in terms numbers and percentage. None of the respondents disagreed with the factor while only 8% strongly disagreed. A quarter of respondents remained neutral and the rest agreed with the factor with the highest percentage represented by agree at 37.5%.

4.5.1.5 Obtaining professional registration with ECSA

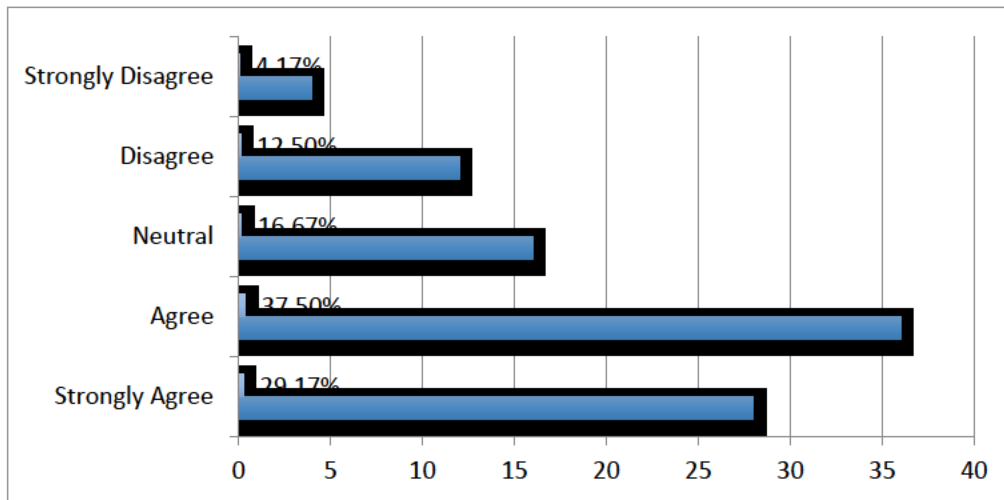


Figure 4.5.1.5 Obtaining professional registration with ECSA

Figure 4.5.1.5 shows the results of obtaining a professional registration as a motivational factor for respondents to remain in the Department of Water and Sanitation. This was the factor with the highest total number of agree and strongly disagree combined (66.67%). Following that was a 16.67% of respondents who represented the ones that remained neutral while the smallest percentages were represented by the ones that disagreed and strongly disagreed at 12.5% and 4.17% respectively.

4.5.2 Objective two: To identify factors that drive engineering employees to resign from the Department of Water and Sanitation.

The following factors were found to be amongst the leading factors that drive employees to resign from the workplace. Participants were asked to answer by making a mark on a 5 likert question and the following results were obtained for each factor.

4.5.2.1 There is no opportunity for personal growth and career development.

	Response Count	Percentage
Strongly Agree	28	29.17%
Agree	32	33.33%
Neutral	20	20.83%

Disagree	16	16.67%
Strongly Disagree	0	0.00%
Total	96	100.00%

Figure 4.5.2.1 There is no opportunity for personal growth and career development

Opportunity for personal growth and career development is one of the reasons that drive employees to resign from their employment. The figure above shows the results from the respondents in terms of the number and the percentage of responses. None of the respondents strong disagreed with this factor with only about 17% that disagreed. The majority of responses agreed with the factor with strongly agree and agree collectively constituting over 60% of the results. Just over 20% remained neutral on this factor.

4.5.2.2 The current salary package is not competitive to the market.

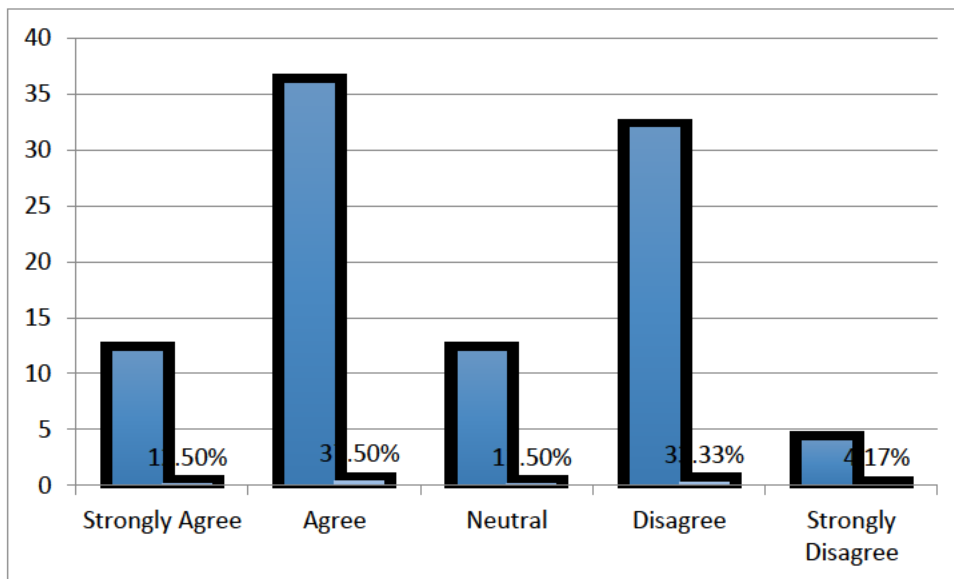


Figure 4.5.2.2 The current salary package is not competitive to the market.

Half of respondents agreed with this factor while a quarter remained neutral. However 33.33 % of respondents disagreed with this factor with strongly disagrees contributing with lowest (4.17%) percentage of the population.

4.5.2.3 I do not feel my contribution is valued.

	Response Count	Percentage
Strongly Agree	28	29.17%
Agree	32	33.33%
Neutral	16	16.67%
Disagree	20	20.83%
Strongly Disagree	0	0.00%
Total	96	100.00%

Table 4.5.2.3 I do not feel my contribution is valued.

Most of the respondents agreed with this factor with strongly agree and agree at 29.17% and 33.33% respectively. There was 20.83% that disagreed with the factor while the rest of the respondents remained neutral. None of the respondents strongly disagreed with the factor.

4.5.2.4 There is lack of employee benefits and incentives.

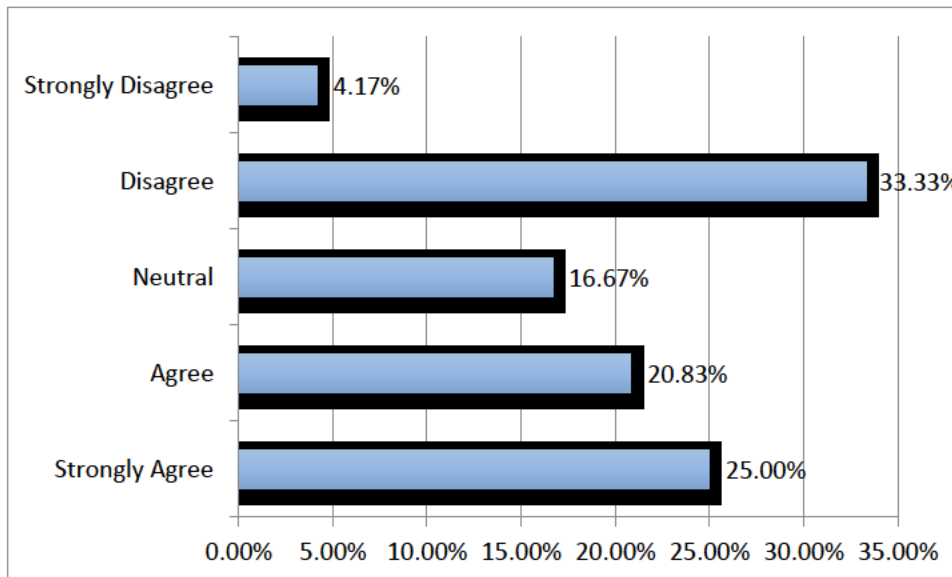


Figure 4.5.2.4 There is lack of employee benefits and incentives.

The above figure shows the results for lack of employee benefits as a driving factor for employees to resign. As seen in the figure, 33.33% of the respondents disagreed with this followed by 25% who strongly agreed with the factor. The lowest was strongly disagree at 4.17%.

4.5.2.5 My current job is not challenging enough.

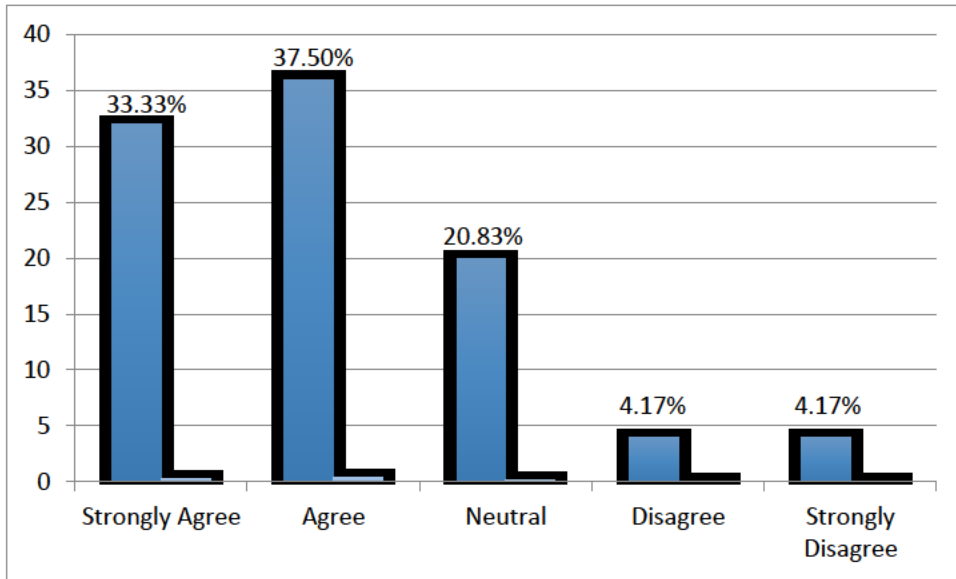


Figure 4.5.2.5 My current job is not challenging enough.

This factor had the agree (37.5%) and strongly agree (33.33%) as the highest percentages with just over 20% of respondents who remained neutral. Disagree and Strongly disagree were less than 10% combined.

4.5.2.6 There is lack of job security as I am employed on contract.

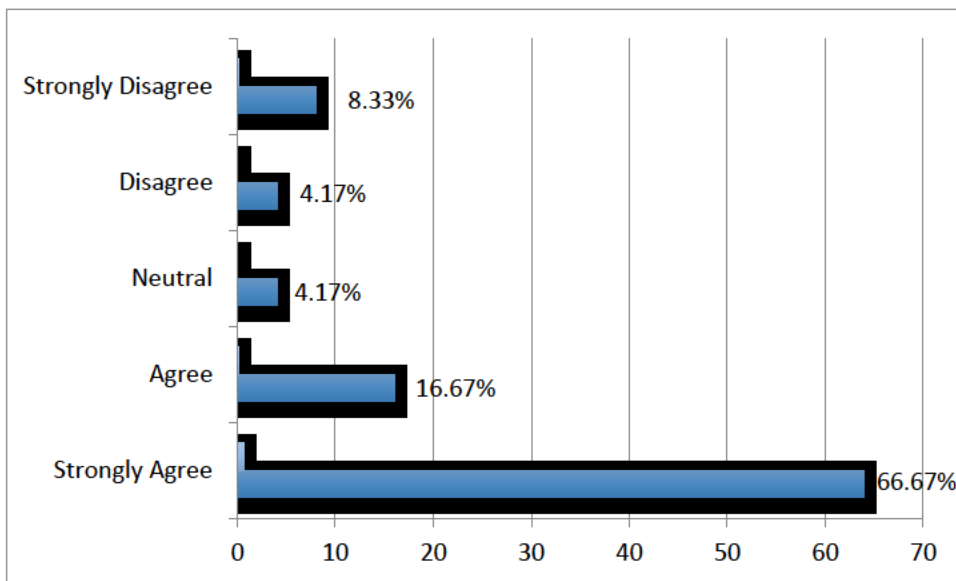


Figure 4.5.2.6 There is lack of job security as I am employed on contract.

This factor showed the highest percentage was strongly agree at 66.67%, followed by agree at 16.67%. However, 8.35 strongly disagreed with this factor while disagree and neutral were only represented by 4, 17% of the respondents.

4.5.3 Objective three: To establish the effectiveness of retention opportunities employed by Learning Academy and the Department of Water and Sanitation.

In order to realise this objective, 7 opportunities were identified as retention opportunities currently employed by the Learning Academy and the department of Water and Sanitation. Three sections were used to obtain this objective i.e. the first section aimed at establishing whether participants had any knowledge of these opportunities, the second section was to determine which of these strategies needs more focus and section three was to establish the effectiveness by asking which of the opportunities needs to be improved and which ones are being employed successfully.

4.5.3.1 Section 1

The following figures illustrate the responses when participants were asked if they are aware of current opportunities offered to them as means of retaining them. The results show clearly that there are well-known opportunities while there are some where the majority said they were not aware of did not know of them. “Training and Development”, “Support from management” and “Mentorship programmes” were amongst the well-known opportunities with the majority answering yes to the question. On the other hand, opportunities like “Empowerment of employees” and “No-monetary rewards and recognition” had the highest responses of no.

4.5.3.1.1 Training and development

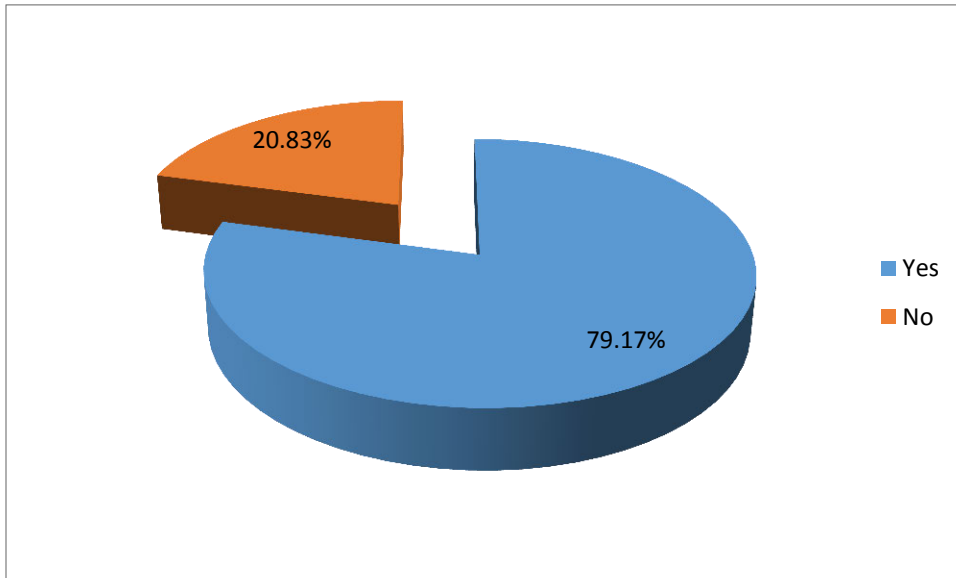


Figure 4.5.3.1.1 Training and development in Section 1

4.5.3.1.2 Competitive salary packages

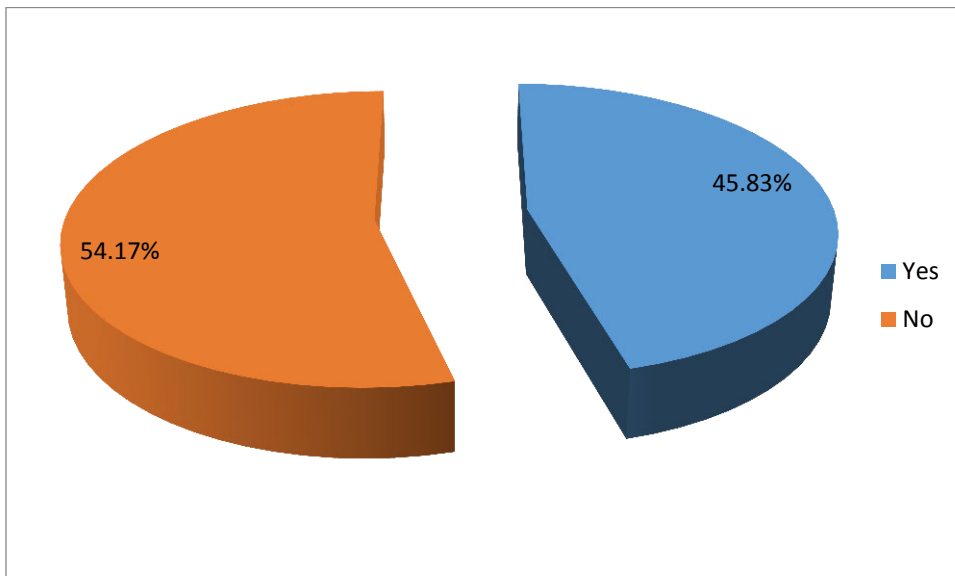


Figure 4.5.3.1.2 Competitive salary packages in Section 1

4.5.3.1.3 Non-monetary rewards and recognition

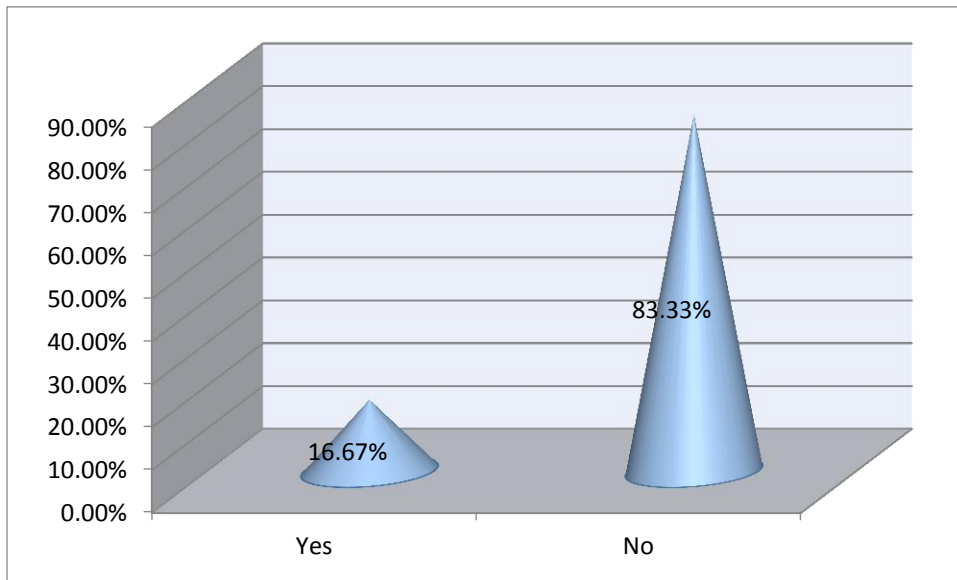


Figure 4.5.3.1.3 Non-monetary rewards and recognition in Section 1

4.5.3.1.4 Performance management and appraisal system

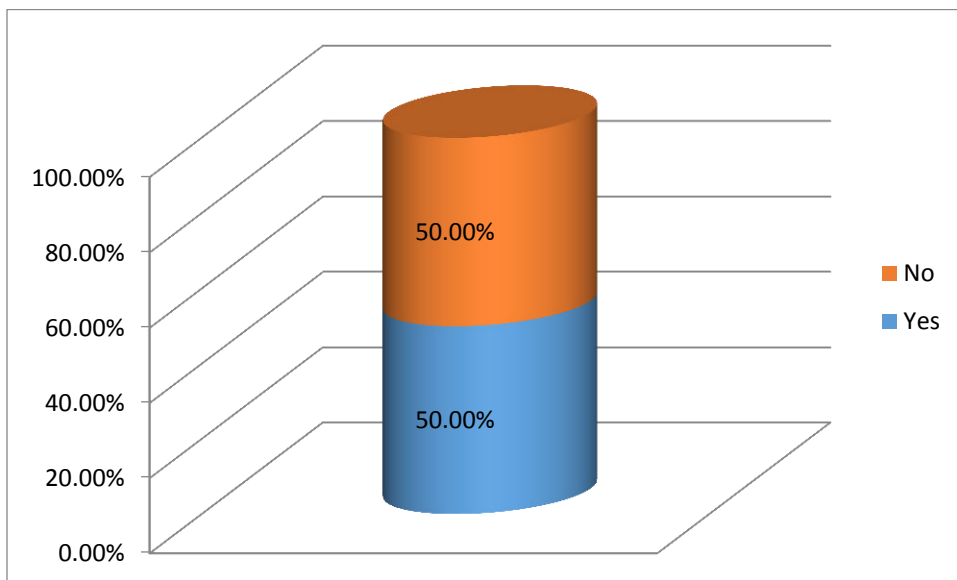


Figure 4.5.3.1.4 Performance management and appraisal system in Section 1

4.5.3.1.5 Mentorship programmes

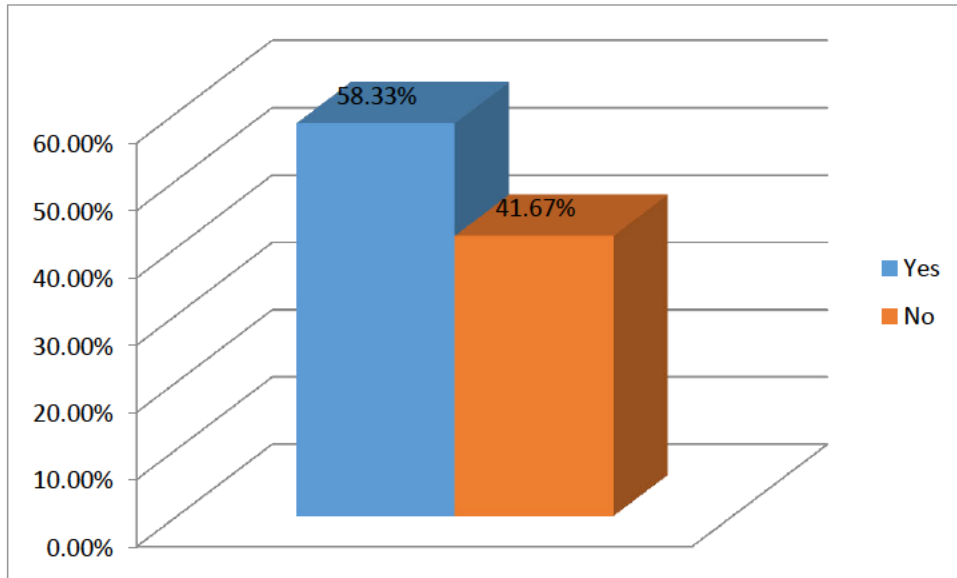


Figure 4.5.3.1.5 Mentorship programmes in Section 1

4.5.3.1.6 Support from management

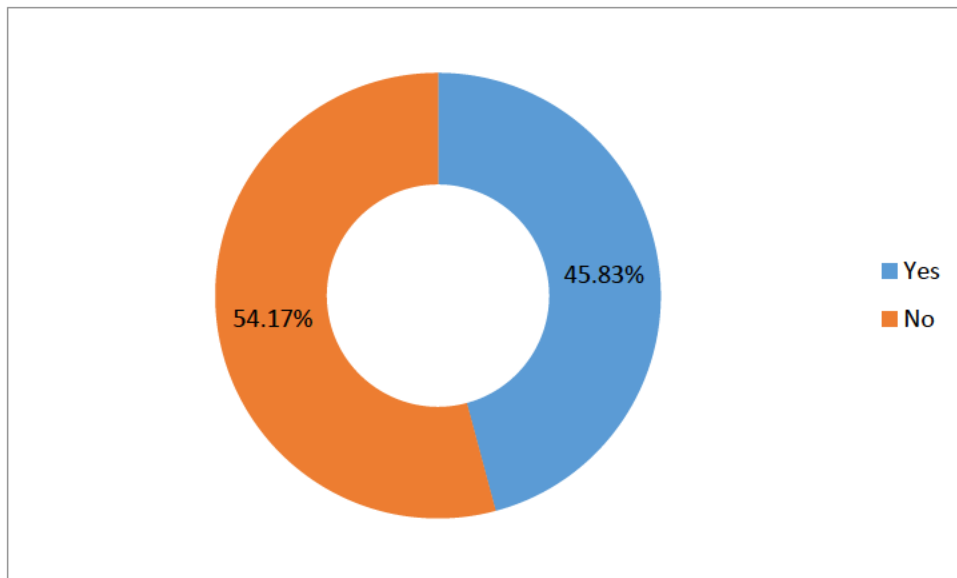


Figure 4.5.3.1.6 Support from management in Section 1

4.5.3.1.7 Empowerment of employees

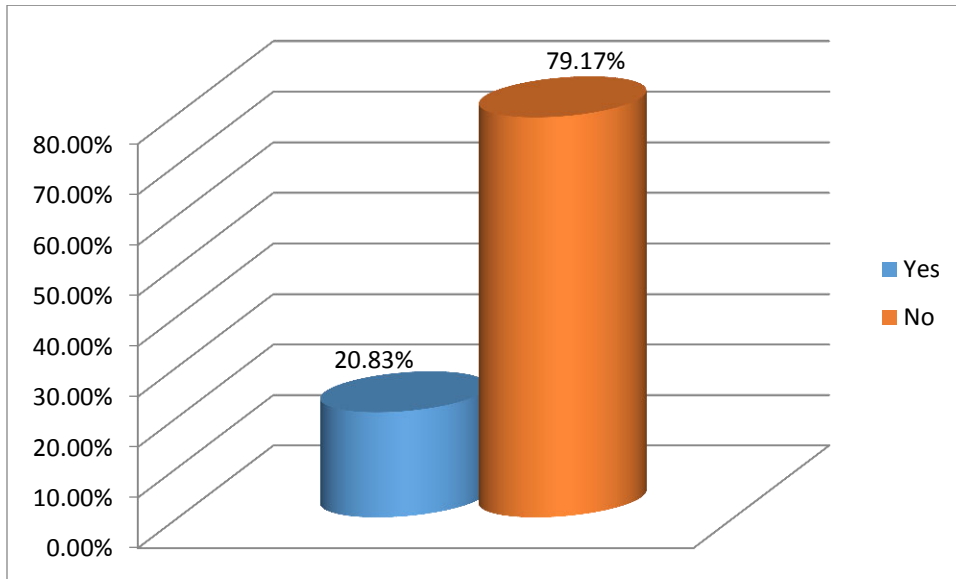


Figure 4.5.3.1.7 Empowerment of employees in Section 1

4.5.3.2 Section 2

After establishing whether or not the respondents have knowledge of the objectives in section 1, this section aimed at determining whether or not the DWS should put focus on these opportunities to retain employees. The results on this section showed that respondents feel that the DWS should put more focus on all of the opportunities. The responses for each opportunity were all relatively high on strongly agree and agree with low rate of neutral and disagree. The results for each opportunity are shown in the tables and figures below.

4.5.3.2.1 Training and development

	Response Count	Percentage
Strongly Agree	60	62.50%
Agree	36	37.50%
Neutral	0	0.00%
Disagree	0	0.00%
Strongly Disagree	0	0.00%
Total	96	100.00%

Table 4.5.3.2.1 Training and development in Section 2

4.5.3.2.2 Competitive salary packages

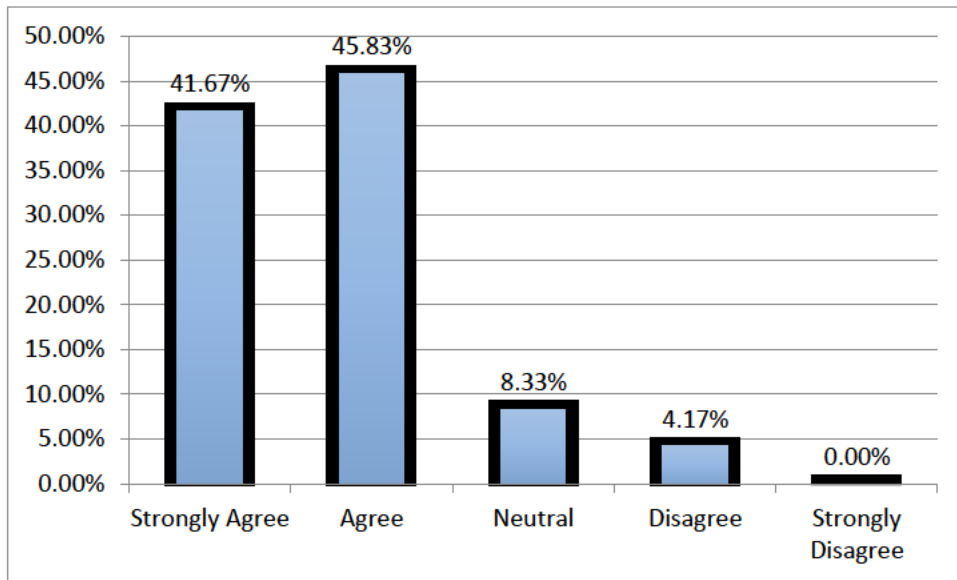


Figure 4.5.3.2.2 Competitive salary packages in Section 2

4.5.3.2.3 Non-monetary rewards and recognition

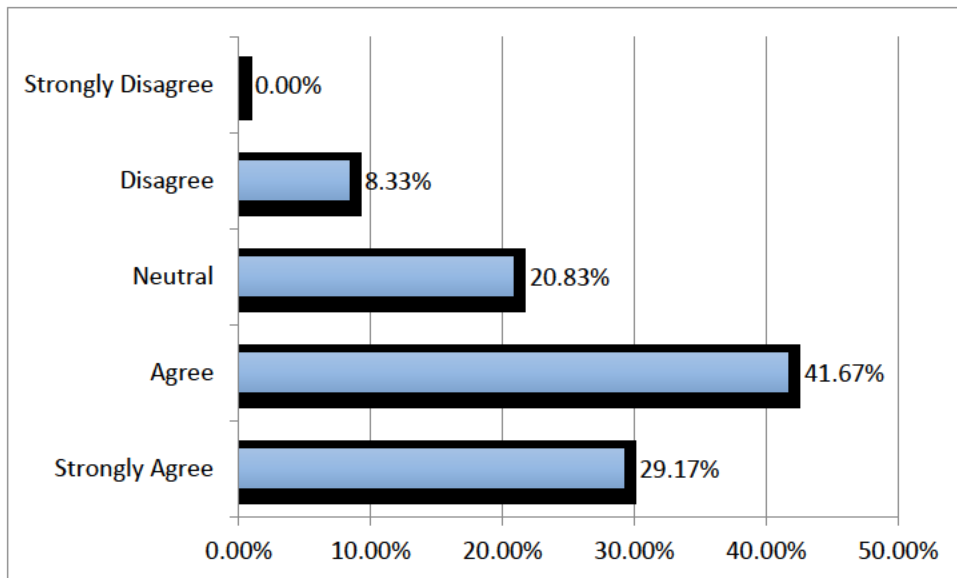


Figure 4.5.3.2.3 Non-monetary rewards and recognition in Section 2

4.5.3.2.4 Performance management and appraisal system

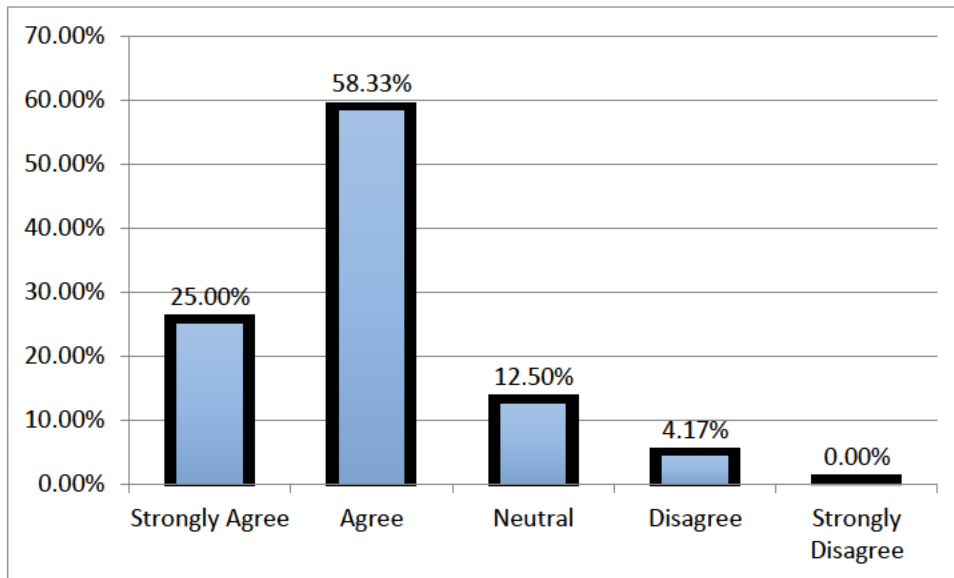


Figure 4.5.3.2.4 Performance management and appraisal system in Section 2

4.5.3.2.5 Mentorship programmes

	Response Count	Percentage
Strongly Agree	52	54.17%
Agree	36	37.50%
Neutral	8	8.33%
Disagree	0	0.00%
Strongly Disagree	0	0.00%
Total	96	100.00%

Table 4.5.3.2.5 Mentorship programmes in Section 2

4.5.3.2.6 Support from management

	Response Count	Percentage
Strongly Agree	56	58.33%
Agree	36	37.50%
Neutral	4	4.17%
Disagree	0	0.00%
Strongly Disagree	0	0.00%
Total	96	100.00%

Figure 4.5.3.2.6 Support from management in Section 2

4.5.3.2.7 Empowerment of employees

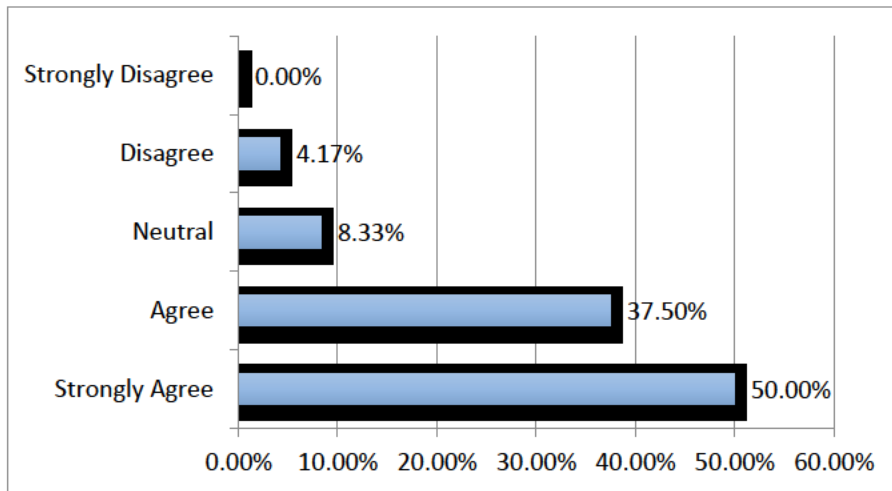


Figure 4.5.3.2.7 Empowerment of employees in Section 2

4.5.3.3 Section 3

Opportunities	Improve	Successful	Total Percentage
Training and development	83.33%	16.67%	100%
Competitive salary packages	79.17%	20.83%	100%
Succession planning	95.83%	4.17%	100%
Non-monetary rewards and recognition	87.50%	12.50%	100%
Performance management and appraisal system	83.33%	16.67%	100%
Mentoring and support from management	87.50%	12.50%	100%
Empowerment of employees	95.83%	4.17%	100%

Figure 4.5.3.3 Effectiveness of current retention strategies

The table above shows the responses in terms of whether or not the listed opportunities should improve. The results show that all these opportunities need to be improved with all of them sitting above 75% of improve response rate. "Succession planning" and "Empowerment of employees" were the highest in improve response with 95.83% while the lowest (Competitive salary packages) was not so far, sitting at 79.17%. The opportunity with the highest percentage of successful was Competitive salary packages with only 20.83%.

4.5.4 Objective four: To recommend the possible recruitment and retention opportunities for the Learning Academy and the Department of Water and Sanitation.

In this objective, the aim was to establish what available opportunities (either new or existing) that can be viable for the DWS to improve the current framework for retaining employees. The responses are shown below as per opportunity.

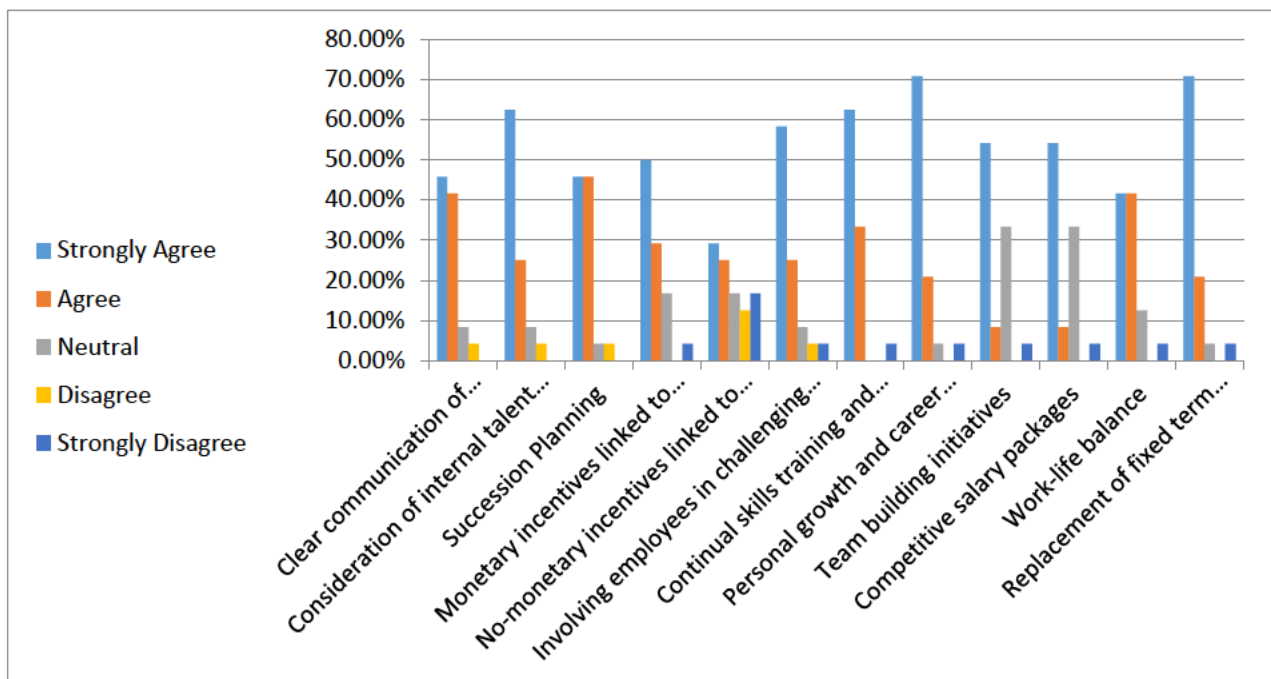


Figure 4.5.4.1 Responses for possible recruitment and retention strategies

From the above it can be seen that almost 8 out of 12 opportunities were 50% and above on strongly. Looking at strongly agree and agree combined, all the opportunities 50% and above including the opportunity with the lowest agree rate, which in this case was “Non-monetary incentives linked to performance”. The opportunities that were highest on strongly agree included “Personal growth” and “Replacement of fixed term contracts with permanent contracts”. However, opportunities like “Clear communication of recruitment strategy”, “Succession planning” and “Work-life balance” were high on both agree and strongly agree combined. “Team building” and “Competitive salary

packages” had the highest neutral response rate and the rest of the opportunities had a relatively low disagrees and strongly disagree with the highest sitting at just over 15% on “Non-monetary incentives linked to performance”.

4.6 Conclusion

In this chapter findings from the data collected were presented and analysed based on the objectives. The results were also shown in line with the questionnaire used for this study. Results of the respondents’ demographics were discussed and it was discovered that male and blacks dominated the respondents. The respondents were dominated by 20-30 year olds, Graduate Trainees who are in possession of a National diploma.

Factors motivating employees to stay in the DWS were discussed for objective one and results revealed that Work-life balance and obtaining a Professional registration with ECSA are the leading factors. The next objective of establishing the reasons for resigning showed that lack of job security and less challenging work are the most leading reasons for employees to resign. Objective three results showed that the current strategies or opportunities need to clearly communicated to all employees for awareness and most respondents felt that they can still be improved. The last objective showed that most respondents are in agreement with the proposal of implementing possible opportunities for retention of employees.

In the next chapter, summary of these results will be discussed, recommendations and conclusion of the study while addressing the problem statement will also be discussed.

CHAPTER 5: DISCUSSION, RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

In this chapter the conclusions were drawn from findings, discussions and interpretation carried out from chapter four. The conclusions are based on the problem statement, aim of the study, the research questions and the objectives of the study which were found in chapter one. Recommendations were then made on strategies and opportunities that can be adopted to improve recruitment practices that can help retain the engineering professionals in the organisation. These recommendations were based on the findings of the study in conjunction with the literature reviewed.

5.2 Research implications

The research has made contributions to scholarship by recognising factors that motivate engineering professionals in the different areas at the Department of Water and Sanitation (DWS).

The research has also contributed to scholarship by providing similar contributions as the findings have shown that although monetary rewards have the potential of motivating employees to stay in the organisations, however that alone cannot retain employees. There were numerous factors and characteristics that motivate employees and keep them fulfilled.

The suggestions from the examination could help the organisation to formulate great systems and strategies to help retain employees. This study was directed in the DWS, similar investigations can be done in similar industries to help establish if the effects of their programmes similar to the Learning Academy does affect employee's recruitment and retention in similar engineering industries.

5.3 Demographic details of respondents

- **Age**

The findings indicated that a fairly young personnel works in the organisation as most of the respondents were below the age of 50. The findings revealed that 83% of the respondents were between the ages of 20-30. This implies that a majority of the respondents are generation y employees, who according to Kaifi *et al.*, (2011:73), have certain specifications that need to be tailored to ensure retention and motivation.

- **Gender**

The results from the study revealed that 79% of the respondents were males. This indicates that an almost exclusive male workforce works for DWS. This indicates that South Africa still needs more female engineers to infiltrate the industry.

- **Length of service**

From the results, 50% of the workforce had 3 years or less of years of experience, 13% had 4 to 5 years of experience. The aggregate percentage suggests that DWS has a moderately experienced workforce that is employed through the LA.

Furthermore the remaining 29% had over 6 years of experience and had worked only for DWS, whilst 8% had 1 year of experience some of which had worked for other organisations prior joining DWS. 50% of the respondents occupied candidate technician positions, whilst 38% of the respondents are graduate technicians. This implies that the majority of the workforce occupied positions of entry level and non-management positions that offer an average salary.

5.4 Discussions

The responses from participants were analysed in this section to achieve the findings as indicated in the previous chapter. This section helps summarise the findings aligned to the objectives.

The findings indicated that employees are unhappy about the organisation for different reasons. 50 % state that they feel training and development would open new opportunities for them, whilst 50% believe that they prefer competitive salaries as a motivating factor, 20.84% believe in good leadership as a better motivating factor,

66.67% still believe in work–life balance as a motivational characteristics that can motivate employees not to leave.

From the findings above it is evident that employees retained and attracted to different factors as the responses given spread across five objectives, namely;

5.4.1 Motivating factors for engineering employees to stay

In general South Africa as a whole has problems with having qualified, skilled, registered and experienced engineering professionals. The revitalisation of the Learning Academy (LA) strategy is aimed at improving Human Resource policies and the retention strategy. The demand for qualified engineering professionals in South Africa is greater than the supply therefore workers at DWS can simply search for better opportunities from different organisations.

Should employees leave the organisation, remaining employees are left with no or little choice to handle more tasks than they ought to than what was contractually agreed upon. This can disturb the work life balance of the remaining employees (Lazae , et al., 2010:65). This could also demotivate the remaining employees.

Training and development is a tool used by most organisation as a talent management tool or strategy as it has been be proven to retain employees for long within their respective organisation. For this very reason 50% of the respondents agreed and strongly agreed that training and development opportunity within DWS is a motivating factor.

A total of 50 % of the respondents agree that a competitive salary package was still regarded as a motivational factor and can assist management retain employees at DWS. This supports the literature reviewed in chapter two by Armstrong (2008:133), where it was stated that competitive rewards should still be used as strategy to retain employees.

Based on the findings, work-life balance was additionally an issue for employee retention. As indicated by Lazae , et al., 2010) work life balance was additionally a key issue for men because of the issues caused by failure to adjust work and non-work life

which may cause dissatisfaction, job turnover and non-attendance in their job for this very reason respondents at DWS responded that the unavailability thereof pushes them to leave.

A total of 66.67% of the respondents state that obtaining professional registration with ECSA would be a motivating factor for them to stay in the Department of Water and Sanitation. The Maslow's need hierarchy cited in Schultz & Schultz (2008:55) states that every individual has a need for personal growth and development, therefore if the need is met the better chances for satisfaction and retention.

5.4.2 Factors that drive engineering employees to resign

The findings in this study coincide with the literature reviewed that the lack of personal growth and career development are mainly factors that drive the engineering professionals to leave, this is also found in the demographic findings whereby employees remain in the graduate trainee programme for 3 years or more. The basis for personal growth and career development stems from other factors such as advancement plans and internal promotion (Prince, 2005:74). This means that incorporating such policies can make employees feel positive about their organisation and jobs. Thus there is a positive correlation between career growth and turnover. A total of 62.5% of the respondents also rated growth and career development as a factor than can result in fewer employees leaving the organisation.

A competitive salary package can be used by DWS as a retention strategy as it has always been known to retain employees and prevent them from resigning. 50 % of the respondents agree that a factor that that might cause them to resign is a non-competitive salary package.

Not valuing employees' contributions is proved to be a motivating factor that causes employees to resign. The findings in the study indicate that 62.5 % of the employees at DWS responded to this factor as one of the most important factors that evoke the decision to resign. Validation and valuing contributions empowers motivates employees to feel positive about their contributions. The literature reviewed also indicates that

employees are inclined to leave if they believe that their pay structure is relatively low (Shah and Shah, 2010:4).

Benefits and incentives have proved to be motivating factors that cause employees not to resign. The findings of the study indicate that 45.83% of the employees responded that the lack of benefits and incentives thereof would cause them to resign. According to Tessema, *et al.* (2013) benefits and incentives have an enduring impression on employees which in turn gives the employees an impression that they are valued in the organisation.

Unavailability or the lack of interesting work can urge employees to resign. Like many organisations job rotation at DWS is still a major concern. Most of the employees (70.83%) have asserted to the statement that their jobs are not challenging enough and as a result this leads to job dissatisfaction.

The effects of the lack of job security because of contractual employment had the highest frequency of 83.34 % of the respondents agreeing that such factors make them leave or resign should a better opportunity arise outside the organisation. Job security fall within the list of factors that lead to job satisfaction and motivation as indicated by Kian & Yusoff (2014) in the literature reviewed.

5.4.3 The effectiveness of retention opportunities employed by Learning Academy and DWS.

5.4.3.1 Section one

Most of the respondents 50% know of performance management practices that take place regularly within the organisation. It is good to see that the organisation conducts performance management practices as this according to Armstrong & Baron (2012), if not administered well can lead to issues such as poor motivation and low self-esteem because employees receive inadequate feedback on work performed.

The results illustrated that the majority of the respondents 58.33% responded no to them having knowledge of mentorship programmes within the organisation. And the remaining 41.67 % responded yes to the question.

Most of the respondents 45.83% responded that they have no knowledge of support from management as an opportunity offered by the organisation. And the remaining 54.17% still feel that there is enough knowledge about the opportunity in the organisation.

The results indicate that 20.83% of the respondents responded no to the question of having any knowledge of employee empowerment within the organisation. The results therefore imply that the opportunity of employee empowerment is not known to employees.

It can be concluded that employees still need knowledge of the retention opportunities offered by the organisation. Employees need to be continuously made aware of the retention opportunities that have been adopted by the organisation as this will show that the organisation and its management cares for the current talent.

5.4.3.2 Section two

From the results, the study has revealed that the following (in order of importance as per results), are opportunities that the Department of Water and Sanitation must focus on in order to retain employees:

- Training and development
- Mentorship programmes
- Support from management
- Competitive salary package
- Empowerment of employees
- Performance management and appraisal system
- Non-monetary rewards and recognition

5.4.3.3 Section three

Most of the respondents responded to the following opportunities as being less successful as the largest percentages recommended that there is still a greater need for improvement:

- (83.33%) felt that Training and development still needs improvement

- (79.17%) stated that Competitive salary package still need to be improved and implemented
- (95.83%) of the respondents felt that Succession planning still needs to be improved
- (87.50%) of the respondents felt that Non-monetary rewards and recognition have a greater need to be improved
- (83.33%) of the respondents felt that Performance management and appraisal system still need to be improved
- (87.50%) of the respondents felt that Mentorship programmes still need to be improved
- (95.83%) of most of the respondents felt that Empowerment of employees is a system that still need to be worked on.

The above results conclude that the some of the current retention opportunities are not well-known to the workforce. The respondents felt that there is a huge room for improvement in most of the opportunities within the DWS as there was no indication from the respondents that there's any successful opportunity implemented that can make them stay longer in the organisation.

5.4.4 Recommended recruitment and retention opportunities for the Learning Academy and the Department of Water and Sanitation

Most of the respondents felt that the following opportunities should be implemented at the Department of Water and Sanitation. The opportunities are listed in order of importance with regards to the results from respondents.

- Clear communication of recruitment strategy
- Consideration of internal talent first when filling vacant posts
- Succession planning
- Monetary incentives linked to good performance
- Involving employees in challenging work tasks and job enlargement
- Continual skills and development

- Personal growth and career advancement
- Team building initiatives
- Competitive salary packages
- Work-life balance
- Replacement of fixed-term contracts with permanent contracts

5.5 Recommendations to solve the research problem

Below are some of the recommendations directed to the organisations leaders who are tasked to recruit and retain employees towards the attainment of the overall organisational goals.

- It is recommended that the organisation needs to improve the recruitment and selection process to ensure that the right candidate suitable for the organisations culture is initially selected. When the correct candidate is selected the work environment is enhanced as this can help ensure healthy relations are formed for greater team work and productivity. Management should also note that this can only be achieved by constantly monitoring and evaluating the organisations recruitment process, and by selecting candidates whose values resonates with that of the organisation. This will in turn reduce the cost implications that recruitment places on an organisation and ensure that no employee comes to DWS for a few months and leave.
- Proper channels and exit interview systems need to be put in place, as this will assist management to understand why employees leave the company, thus this will also allow them to work on areas which influence employees to leave their organisation.
- The rate of turnover needs to be continually monitored and be considered as an important policy to be formulated by Human Resource, as this can help retain some of the best employees.

- The findings also suggest that employees want to be treated fairly and their performance needs to be monitored fairly as well. Thus there is a need for fair implementation of policies and better management practises that are well communicated to all employees.
- Employees need to be recognised for their inputs and their outcomes need to be recognised as well. This will help build or create a formal recognition system for the organisation. For examples employees can receive certificates, awards such as employee of the year.
- Rewards need to be awarded strictly on merit and promotions should be on rank and merit, this can assist employees to perform better and will also help in retaining the cream of the crop.
- Employees' salaries need to be increased along with the organisations performance, this will assist in retaining employees currently employed by the organisation and also help attract and recruit suitable candidates from other organisations as well.
- Leaders need to identify those benefits that can influence employees to stay in the organisation. Furthermore leaders need to also revisit their present benefits packages and identify benefits that are no longer useful and replace them.
- Training programmes can be established as regular practices for the provision of training and creating new opportunities for their employees. This will not only help employees learn and grow but can also enhance retention.
- Career development counselling session for employees can also be implemented as functional systems that can help employees remain loyal to the organisation.

- Employees need also to understand that they represent the organisation itself, therefore when offered training and career development opportunities they have the responsibility to avail themselves to those opportunities. This will help them to increase their marketability.
- The employer needs to abide to the contractual agreement at all times, as deviation from it can be viewed as disrepute and employees may resort in leaving the organisation immediately.
- Management needs to consider internal well experienced staff in lower positions first when filling open posts, as workers see this as career growth. There is a tremendous need for succession planning, training and grooming to enable workers to assume control over different roles available.
- Leaders and managers need to clearly define and communicate strategic goals and objectives. This is of utmost importance as employees need management to clearly outline goals and objectives to help avoid ambiguity of unnecessary expectations. Employees also feel involved in decision-making, this can be a good retention strategy.
- The organisations leaders need to make DWS a work environment that caters to employee's needs. The focus should not only be about profit maximisation and service delivery but employee wellness and employee assistance should be strengthened.

5.6 Implications of the research

There is a lack of literature regarding the topic recruitment and its effects on retention in the public sector. Therefore the results of the study will have an impact on future research in the academic domain. The respondents and the organisations can also use the recommendations for a retention strategy that is based on the perceptions of management and employees, this will ensure that the views are current and relevant to

the organisation under study. Incorporating the relevant factors as discussed in the chapter and implementing new procedures and policies that will help enhance retention of these engineering professionals, will in turn decrease the turnover rate in the organisation. This will have a positive impact to the organisation and its overall performance.

5.7 Study limitations

Below are some of the challenges and limitations that were identified by the researcher while conducting the current study:

- Data was collected over a short period of time due to the fact that the study has to be completed within a period of six months.
- The findings of the study could not be easily accessed as the respondents were dispersed throughout South Africa. The researcher had to leave out some surveys as not all respondents responded in time.
- (169) questionnaires were sent out, however only (96) were completed and sent back the questionnaire. It is assumed that some of the respondents felt that the questionnaire required too much time to complete.
- The process of collecting data was delayed as ethical clearance from the university was not received in time.

5.8 Recommendations for future research

The recommendations for future research can be achieved by combining the findings of the study with the study's limitations. The following are recommendations for future studies:

- Similar study can be replicated in a similar government organisation, as this can provide a comprehensive image of a strategy needed to retain engineering employees in South African government entities.

- It is recommended that a longitudinal study be conducted whereby a proper exit questionnaire is then developed to be completed by all employees who leave or resign from the organisation. This can thus be analysed to find the possible causes.
- Another study that uses a qualitative method can be conducted to identify other underlining issues and factors that could not be explored in the study.
- Should a future study be conducted, more time needs to be allocated to the respondents to ensure that everyone brings back their surveys in time.

5.9 Conclusion

The findings of this research indicated that retention of employees at DWS is still a major challenge. It is great that the organisation has taken the initiative to include the LA as a retention tool in the department, however the findings still indicate that there is still room for improvement. The analysis of data collected therefore made it easy for the researcher to come to a solution that will help resolve the issues and answer the research problem and answer the research questions. The main issues and effects that drove employees to leave the organisation were identified. Non recognition of good performance, uncompetitive rewards package and the unavailability of career advancement and personal growth as well as management style are vital contributing factors.

The employees have knowledge of the Learning Academy opportunities and there is room for improvement in some areas. Opportunities such as competitive salary package, succession planning, non-monetary rewards and recognition, Performance management and appraisal system, mentorship programmes, empowerment of employees still need to be improved. The current strategies and opportunities need to be clearly communicated to employees and there is a need for incorporating these with new strategies discussed in this study for better retention of workforce. Should the public sector integrate these factors mentioned above, the aggregate effect will conclude into a supportive culture, growth and development that will ultimately assist the organisation's overall performance.

References

- Ahmad, S. & Schroeder, R. G., 2012. The importance of recruitment and selection process for sustainability of total quality management. *International Journal of Quality & Reliability Management*, Vol. 19(Issue: 5), pp. 540-550.
- Alkahtani, H. A., 2015. Investigating Factors that Influence Employees' Turnover Intention. *International Journal of Business and Management*, Vol. 10(Issue. 12), pp 152.
- Alvesson, M and Sanberg, J. 2011. Generating Research Questions through Problematization. *Academy of Management Review*, 36, pp. 247-271.
- Aslam, A., Ghaffar, A., Talha, T. & Mushtaq, H., 2015. Impact of compensation and reward system on the performance of an organisation. *European Journal of Business and Social Sciences*, Vol. 4(Issue. 08), pp. 319 - 325.
- Barnham, C, 2010. Viewpoint separating methodology. *International Journal of market research*, 54, pp. 736-738.
- Bhattacharya, D. K., 2014. *Research Methodology*. 2nd ed. New Delhi: Excel Books .
- Blaxter , L., Hughes, C. & Tight, M., 2012. *How to research*. 2nd ed. New Delhi: Viva.
- Bosler, M., 2016. Recruiting abroad: an empirical analysis. *International Journal of Manpower*, Vol. 37(Issue: 4), pp. 590-605,.
- Burma, Z. A., 2014. Human Resource Management and Its Importance for Today's Organisations. *International Journal of Education and Social Science*, Vol. 1 (Issue. 2).
- Bwire , J., Sekakubo, J. & Lwanga, F., 2014. Employee Motivation, Job Satisfaction and Organisational Performance. *Global Advanced Research Journal of Management and Business Studies*, Vol. 3(Issue. 7), pp. 315-324.
- Cooper, D. & Schindler, P., 2013. *Business Research Methods*. 10th ed. New Delhi: McGraw-Hill Edition.

Deery, M., 2009. Talent management, work-life balance and retention strategies. *International Journal of Contemporary Hospitality Management*, Vol. 20 (Issue: 7), pp. 792-806,.

Dura, C. & Nita, D, 2011. Using Random Sampling Method in Anglo- Marketing Research. *Economics*, 11, pp.77-88.

Ekwoaba, J. O., Ikeije, U. U. & Ufoma, N., 2015. The impact of recruitment and selection criteria on organisational performance. *Global Journal of Human Resource Management*, Vol.3(Issue.2), pp. 22-33.

Grobler, P. & Warnich, S., 2009. *Human Resource Management in South Africa*. 3rd ed. Cape town: Thomson.

Greener, S. 2008. Business Research Methods. [Online]. Available: <http://www.msu.ac.zw/elearning/material/1332864106intriduction-to-research-methods.pdf>[Accesed 1 October 2015].

Henkens, K., Remery, C. & Schippers, . J., 2015. "Recruiting personnel in a tight labour market: an analysis of employers' behaviour. *International Journal of Manpower*, Vol. 26(Issue: 5), pp.421-433.

Henry , O. & Temtime, Z., 2009. Recruitment and selection practices in SMEs: Empirical evidence from a developing country perspective. *Advances in Management*, Vol. 3(Issue. 2), pp. 52-58.

Kaplan, D. & Hoppli, T., 2017. The South African brain drain: An empirical assessment. *Development of Sourthen Africa*, Volume 34,(Issue 5), pp. 497-514 .

Kimura, T., Satoh, K & Itoh, H. 2011. Effective Sampling of electron Energy distributions Using High order sampling and spline function. *Electronics and communications in Japan*, 94, pp. 22-28.

Kian, S. & Yusoff, W. F., 2014. Job Satisfaction and Motivation. *European Journal of Business and Social Sciences*, Vol. 3(Issue.2), pp. 94-102.

Kossivi, B., Xu, M. & Kalgora, B., 2016. Study on Determining Factors of Employee Retention. *Open Journal of Social Sciences*, Volume 4, pp. 261-268.

Kreitner, R. & Kinicki, A., 2009. *Organisational Behaviour*. 8th ed. New Delhi: McGraw-Hill.

Lazae , J., Osoian, C. & Ratiu, P., 2010. The Role of Work-Life Balance Practices in Order to Improve Organisational Performance. *European Research Studies journal*, Volume 8(1), pp. 256-281.

Leedy, P. & Ormrod, J.2013. *Practical Research planning and design*. 10th ed. Pearson Education, New York, USA.

Mbugua, G. M., Waiganjo, E. W. & Njeru, A., 2015. Relationship between Strategic Recruitment and Employee Retention in Commercial Banks in Kenya. *International Journal of Business Administration*, Vol. 6(Issue. 1), pp. 87.

Milmore , M., Lewis , P., Saunders, M. & Thornhill, A., 2009. *Strategic Human Resource Mngement*. United Kingdom: Pearson Education.

Noe, R., Hollenbeck, J., Gehart, B. & Wright, P., 2012. *Human Resource Management*. 8th ed. New Year: McGraw-Hill.

O'Brien, K. K., Bayoumi. A. M., Young, N.L & Strike. 2009. *Using Exploratory Focus Groups to establish a Sampling Strategy to Investigate Disability Experienced by adults living with HIV, current HIV Research*, 7, pp. 626-633.

Ofori , D. & Aryeetey, M., 2011. Recruitment and selection practices in small and medium enterprises. *International Journal of Business Administration*, , Vol. 2(Issue. 3), pp. 45-60.

Ongorih, M., 2010. Employee Turnover. *African Journal of Business Management*, Vol. 6(Issue.2), pp. 49-54.

Osabiya, B. J., 2015. The effect of employees' motivation on organisational performance. *Journal of Public Administration and Policy Research*, Vol. 7(Issue. 4), pp. 62-75.

Qiu,J., Donaldson,L.& Luo,B.N.2012. Symposium: The benefits of persisting with paradigms in organisational research. *Academy of management perspective*. pp. 36, 93-104.

Rashmi , K. T., 2010. *Recruitment Management*.. 2nd ed. Mumbai: Himalaya Publishing House..

Renuka , D. & Banu, V., 2014. Introduction to Recruitment. *International Journal of Economics and Management Studies*, Vol.1 (Issue. 2).

Saleem , R. & Mahmood , A., 2010. Effect of Work Motivation on Job Satisfaction. *International Journal of Business and Management*, Vol. 5(Issue. 11).

Sekaran, U and Bougie, R., 2009. Research Methods for Business: A Skill Building Approach, 5th ed. United Kingdom, John Willey & sons Ltd.

Shajahan, S., 2010. *Research Methods for Mangement*. 4th ed. New Delhi: Jaico.

Shivarudrappa, D., Ramachandra, K. & Gopalakrishna, K. S., 2010. *Human Resource Management*. 6th ed. Mumbai: Himalaya Publishing House. Vol.2 (Issue. 6) pp. 2-6.

Tavakol, M., Butler, N.P. & Akleker, M.2015. Pharmacist Perception of Occupational Specific Dispensation (OSD): Exploratory Study of Career and Human Resource Perspective. *South African Pharmaceutical Journal*, Vol.82, (Issue. 3). pp.1.

Tessema, M. T., Ready, K. J. & Embaye, A. B., 2013,. The Effects of Employee Recognition, Pay, and Benefits on Job Satisfaction: Cross Country Evidence. *Journal of Business and Economics*, Volume 4(Issue. 1), pp. 1-12.

Van der Westhuizen, E., Wessels, J. & Swanepoel, B., 2013. *Human Resource Management*. 2nd ed. Cape Town: Juta.

Wahyuni, D.2012. The research design maze: *Understanding paradigms, Cases, methods and methodologies*. Research Note, 10.69.80.

Walliman, N. 2011. *Research Methods: The basics*. Routledge, London.Warnich, S., Carrell, M., Elbert, N. E. & Hartfiled, R. D., 2015. *Human Resource Management in South Africa*. 5th ed. Cape town: Cengage Learning.

Zhang, Y., 2016. A Review of Employee Turnover Influence Factor and Countermeasure. *Journal of Human Resource and Sustainability Studies*, Volume 4, pp. 85-91.

Appendix 1- Gate keeper's letter



water & sanitation

Department:
Water and Sanitation
REPUBLIC OF SOUTH AFRICA

Private Bag X313, Pretoria 0001 / Sedibeng Building, 185 Francis Baard Streets, Pretoria
Tel: 012 336 7500 / Fax: 012 324 6592

Eng: Ms V Meyer Singh Tel: 012 336 7448 Fax: 012 336 6576 Ref: SP54722624

3 August 2017

TO WHOM IT MAY CONCERN

APPROVAL TO CONDUCT MBA THESIS RESEARCH AT THE DEPARTMENT OF WATER AND SANITATION

On behalf of the acting Director General of the Department of Water and Sanitation, I take this opportunity to express our sincerest appreciation and deep sense of gratitude for your support and contribution to Mfundo Sithole in conducting his research and completing his MBA.

The Department has granted approval for Mfundo Sithole to conduct his research field work via the offices of the Director: Learning Academy. He will be granted access to the sample groups identified via the research proposal via the offices of the Director: Learning Academy.



Director: Learning Academy

Appendix 2- Ethical clearance



Protocol reference number : HSS/2144/017N
Project title : The effect of Learning Academy on the recruitment and retention within the Department of Water and Sanitation, South Africa

ACKNOWLEDGEMENT: BREACH OF ETHICAL PROCESSES AT UKZN

I, the undersigned,

Student Name (Student Nr) : Mir Nifundo Sithole (215081406)
School : Graduate School of Business & Leadership
Campus : Westville

as the Principal Investigator ("the Applicant") in the above stated project, do hereby acknowledge that:

1. The University of KwaZulu-Natal's (hereinafter "UKZN") Research Ethics Policy (V) does not make provision for Retrospective Ethics Approval;
2. All researchers (both students and staff) at UKZN are obliged to be familiar with this policy;
3. I have been informed that research cannot be done without obtaining full ethical clearance as per the policy and guidelines of the University;
4. Research for the above project was undertaken by myself without final ethical clearance being obtained;
5. The University reserves its right to, at any stage and time, withdraw the relevant degree obtained by myself if:
 - 5.1 It becomes known to UKZN that there was an additional ethical breach during any field work or whilst collection data for the above stated project, and / or
 - 5.2 I fail to apply for ethical clearance for any future research projects.
6. In addition to point 5 above, the appropriate disciplinary processes will follow should this occur again.

I further acknowledge that should there be any legal implications/actions emanating from the research in terms of any ethical violations, I will be personally liable and hereby indemnify UKZN against any legal action that may arise from my failure to adhere to the University Research Ethics Policy (V).

Signed at *PHB* on the [redacted] 2017

Signature of applicant: [redacted]

Signed at [redacted] on the [redacted] 2017

Signature of Chair (HSSRE) [redacted]

Date: *18/12/17*

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh, (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag 259001, Durban 4000

Telephone: +27 (0) 31 260 8582/8300/4057 Facsimile: +27 (0) 31 260 4009 Email: hssre@ukzn.ac.za

Website: www.ukzn.ac.za

Appendix 3- Informed Consent Letter

Informed Consent Letter 3C

UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

Dear Respondent,

MBA Research Project
Researcher: Mfundo Sithole (078 584 4700)
Supervisor: Dr. Khumalo (033 260 8768)
Research Office: Ms P Kimba 031-2603587

I, **Mfundo Sithole** an MBA student, at the Graduate School of Business and Leadership, of the University of KwaZulu Natal. You are invited to participate in a research project entitled **The effect of Learning Academy in the Department of Water and Sanitation in terms of recruitment and retention of engineering professionals**. The aim of this study is to **assess the impact of Learning Academy as a strategic tool on the recruitment and retention of engineering employees in the Department of Water Sanitation, South Africa**.

Through your participation I hope to understand **the effectiveness of the programme since its establishment in the department**. The results of the focus group are intended to contribute to **reduction of skills gaps, planning and building capacity for the department in the engineering sector**.

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this survey/focus group. Confidentiality and anonymity of records identifying you as a participant will be maintained by the Graduate School of Business and Leadership, UKZN.

If you have any questions or concerns about completing the questionnaire or about participating in this study, you may contact me or my supervisor at the numbers listed above.

The survey should take you about **15 minutes** to complete. I hope you will take the time to complete this survey.

Sincerely

Investigator's signature _____



Date 18/10/2017

This page is to be retained by participant

**UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP**

MBA Research Project

Researcher: Mfundo Sithole (078 584 4700)

Supervisor: Dr. Khumalo (033 260 8768)

Research Office: Ms P Ximba 031-2603587

CONSENT

I.....(full names of participant)

hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT

DATE

.....

This page is to be retained by researcher

Appendix 4- Questionnaire

RESEARCH QUESTIONNAIRE

Student Name: Mfundo Sithole

Student Number: 215081406

This research is conducted to fulfil requirements to complete Master of Business Administration at University of KwaZulu-Natal. The research topic is “**The effect of Learning Academy on the recruitment and retention within the Department of Water and Sanitation, South Africa.**”. Respondents are requested to complete this questionnaire. This questionnaire aims at determining factors or reasons that drive engineering employees to stay or leave the Department of Water and Sanitation.

Instructions to Respondents

1. The questionnaire is divided into 4 sections
 - 1.1 Section 1 – Demographic and general information.
 - 1.2 Section 2 – To identify motivating factors for employees to stay in the Department.
 - 1.3 Section 3 – To identify factors that drive employees to resign from the Department.
 - 1.4 Section 4 – To establish the effectiveness of retention opportunities employed by Learning Academy and the Department.
 - 1.5 Section 5 – To recommend possible recruitment and retention opportunities for the Learning Academy and the Department.
2. Please be honest and objective as possible when completing the questionnaire.
3. All sections and questions should be answered by placing an “X” on the block that you feel best answers the question asked.
4. Please note that the questionnaire is anonymous, all the answers provided will be kept confidential. No participants name will be mentioned in the research report.

5. Your participation is voluntary.

SECTION 1- Demographic and general information

Please answer each question by placing an 'X' in the box that describes your response

1.1 What is your gender? **Choose one**

Male	
Female	

1.2 What is your age? **Choose one**

Years	
20-30	
31-40	
41-50	
51-60	
61-70	
Other	

1.3 What is your race? **Choose one**

African	
White	
Indian	
Coloured	
Other	

1.4 What is your highest qualification? **Choose one**

3 year Diploma	
B.Tech Degree	
BEng Degree	
BSc Degree	
Honours Degree	
Doctoral Degree	

1.5 How long have you been employed by the Department of Water and Sanitation?

< 1 year	
1-3 years	
4-5 years	
6years or more	

1.6 What is your current employment status or position in the Department of Water and Sanitation?

Graduate Trainee	
Candidate Engineer	
Candidate Technologist	
Candidate Technician	

SECTION 2: To identify motivating factors for employees to stay in the Department of Water and Sanitation.

Please place an 'X' in the block that best describes your response. Please choose only one answer for each statement.

2.1 To what extent do you agree that the following factors motivate you to stay at Department of Water and Sanitation?

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Career and growth progression					
Training and skills development opportunities					
Job satisfaction					
Competitive salary package					
Work-life balance					
Good leadership style					
Good management style					
Supportive work environment					
Recognition and rewards for outstanding performance					
Mentorship programme					
Obtaining professional registration					

SECTION 3: To identify factors that drive employees to resign from the Department of Water and Sanitation.

3.1 The factors listed below are perceived to be leading to employee resignation. To what extent do you agree that these factors drive employees to resign from the Department of Water and Sanitation?

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
There is no opportunity for personal growth and career development.					
The current salary package is not competitive to the market.					
I do not feel my contribution is valued.					
There is lack of employee benefits and incentives.					
My current job is not challenging enough.					
There is lack of job security as I am employed on contract.					

SECTION 4: To establish the effectiveness of retention opportunities employed by the Learning Academy and the Department of Water and Sanitation.

4.1 Do you have knowledge of retention opportunities in the Department of Water and Sanitation? **Choose one**

Opportunities	Yes	No
Training and development		
Competitive salary packages		
Non-monetary rewards and recognition		
Performance management and appraisal system		
Mentorship programmes		
Support from management		
Empowerment of employees		

4.2 The following aspects are important to know when employers formulate or review current retention opportunities.

Looking at the current retention opportunities available in the Department of Water and Sanitation (DWS), what opportunities must be focused on in order to retain employees?

Please place an 'X' in the block that best describes your response. Please choose only one answer for each strategy.

Opportunities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Training and development					
Competitive salary packages					
Non-monetary rewards and recognition					
Performance management and appraisal system					
Mentorship programmes					
Support from management					
Empowerment of employees					

4.3 Now looking at the same opportunities stated, please indicate whether these strategies at Department of Water and Sanitation need to be improved or they are successful.

Improve means there is room for improvement in current opportunities and **Successful** means the opportunities are offer effectively and nothing further needs to be done to improve it. Please **select one** for each opportunity.

Opportunities	Improve	Successful
Training and development		
Competitive salary packages		
Succession planning		
Non-monetary rewards and recognition		
Performance management and appraisal system		
Mentoring and support from management		
Empowerment of employees		

SECTION 5: To recommend possible recruitment and retention opportunities for the Learning Academy and the Department of Water and Sanitation.

5.1 The following opportunities are perceived to be reducing employee's resignation. To what extent do you agree that the strategies below can prevent you from leaving the Department of Water and Sanitation?

Please place an 'X' in the block that best describes your response. Please choose only one answer for each opportunity.

Opportunities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Clear communication of recruitment strategy					
Consideration of internal talent first when filling vacant posts					
Succession planning					
Monetary incentives linked to good performance					
Non-monetary incentives linked to good performance					
Involving employees in challenging work tasks and job enlargement					
Continual skills training and development					
Personal growth and career advancement					
Team building initiatives					
Competitive salary packages					
Work-life balance					
Replacement of fixed term contracts with permanent contracts					

Thank you for you participation