AN EXPLORATION OF TALENT MANAGEMENT PRACTICES IN SOUTH AFRICAN HIGHER EDUCATION INSTITUTIONS

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DECLARATION

I, Leonie Nagel, declare that “An Exploration of Talent Management Practices in South African Higher Education Institutions” is my own unaided work both in content and execution. All the resources I used for this study are cited and referred to in the reference list by means of a comprehensive referencing system. Apart from the normal guidance from my supervisor, I have received no assistance, except as stated in the acknowledgements. I declare that the content of this thesis has never before been used for any qualification at any tertiary institution.

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Signature

Date: 30 September 2012

ABSTRACT

Objectives: Talent management (TM) and its practices are popular topics of discussion in the work context. These practices, however, have never been studied in the context of South African higher education institutions (HEIs). This study aims to identify what TM practices are prevalent in South African HEIs, as well as the extent to which they are applied in the institutions.

Method: A quantitative research approach, using survey research, was followed in this study. The Job Characteristics scale, Satisfaction with Talent Management questionnaire, and the Intention to Quit questionnaire were administered to academics in the higher education sector across South Africa (N=146).

Results: This study provides a view on current and perceived TM practices in HEIs in South Africa, as well as the extent to which these are applied, by looking at academics' satisfaction with the TM practices, and their intention to resign from the HEIs. Academics also perceive more talent demands than talent enablers in their work.

Conclusions: Despite a continuous proliferation of research on TM and its practices in the organisational context, little research could be found relating to the TM practices in the higher education sector in South Africa. The present research study makes an important contribution towards increasing the current knowledge on current TM practices and their perceived importance in South African HEIs.

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CHAPTER 1: INTRODUCTION AND BACKGROUND

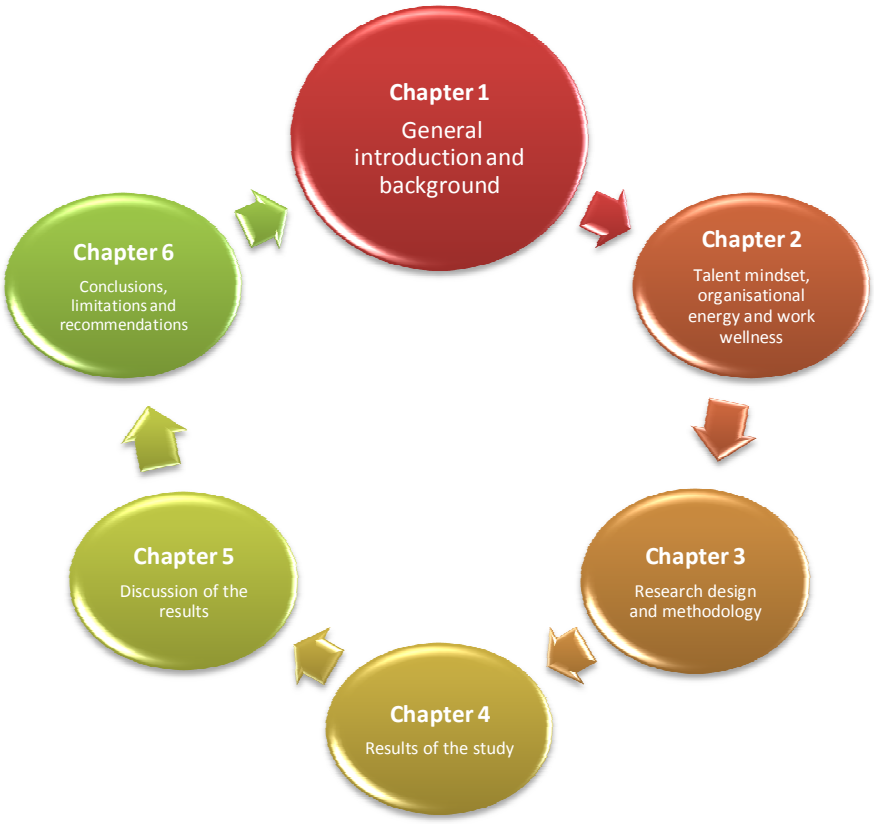
"People are not your most important asset, the RIGHT people are"

Jim Collins (2001)

1. INTRODUCTION

Figure 1.1 below depicts the chapter layout of this study:

Figure 1.1: Chapter layout



1.1 BACKGROUND

South African higher education institutions (HEIs) have an important role to play in providing this nation with sustained and quality talent (Pienaar & Bester, 2008). Unfortunately, the World Competitiveness Report (IMD, 2008) ranks South Africa in 53rd position out of 55 countries in terms of competitiveness, a decline from previous years. "Skills shortages in the South African economy, and the reasons behind them, are well known, and they are one of the major constraints to a sustainable economic growth" (Contogiannis, 2007, p. 44). Without ambition to grow, institutions run the risk of stagnating and deteriorating, "unless the country addresses a worsening skills crisis" (Paton, 2003, p. 18).

Without well-qualified and committed academic staff, sustainability and quality objectives cannot be achieved. Research has proven that the talent pool is shrinking, leaving organisations uncertain about the relevant decisions to be made surrounding the necessary talent management (TM) practices (Armstrong, 2007; Bussin, 2007; Crous, 2007; Leonardi, 2007; Minchington, 2006). Not only are academic staff members under-resourced (Mouton, 2010), but HEIs are having difficulty ensuring a postgraduate pipeline sufficient to achieve the national strategy regarding human capital development (Council of Higher Education, 2009). This means that, not only are South African HEIs not producing the requisite number of PhD graduates (Blaine, 2010), but also that it is difficult to replace valuable academics who leave (Netswera et al., 2005; HEPI, 2004). The result of a shrunken pool of talented academics is that it becomes more difficult to attract, develop, and retain academic talent in HEIs.

Talented academics who truly strive to sustain the graduate pipeline are scarce, which has led to the 'war for talent' (Welby-Cook, 2010). In South Africa, this war for talent in higher education is evident. Once again, South Africa shows low market efficiency, being ranked 88th out of 134 countries, and 93rd with regard to innovative potential, due to low enrolment in tertiary education (Blake & Sala-I-Martin, 2009). According to Ingham (2006), TM remains one of the major challenges in effective organisation management, where acquisition, allocation, development, and succession planning create optimum competitive advantage. It is, therefore,

important to manage talent in such a way that TM practices become a strategic agenda for every tertiary institution.

From the discussion above, it is apparent that there is a great need to investigate and explore academic TM in higher education in South Africa. Literature shows that extensive construct research has been conducted on TM in general (Berger & Berger, 2004; Cappelli, 2008; Gratton & Ulrich, 2009; Lawler, 2008), but not in the higher education sector in South Africa. In this study, the focus is on the development and retention, rather than the attraction of, academic talent in higher education. The focus will be to explore TM practices for academics in the South African higher education context.

1.2 PROBLEM STATEMENT

Most of the research conducted in previous years only investigated the practices of the management of talent in workplaces other than academia. An extensive search on Google Scholar and other academic databases, such as EBSOCHost and SABINET, showed that such a study on academia has never been done. The main gap identified in the literature is that TM practices in South African HEIs have not yet been identified and studied. Therefore, this study will attempt to investigate a context that has never been studied before, namely academics in HEIs. Unlike other studies, which utilised the context of work and participants who had been employed in the public or private corporate sector for some time, a study in the academic context might shed some light on TM and TM practices in HEIs, and on the relevant sample group as a whole.

1.3 PURPOSE STATEMENT

A study of this nature has never been done, and to be able to generalise findings on the context of higher education would not only be new, but is also the ultimate purpose of this study.

Derived from the research question, the purpose of this study is to know whether and to what extent TM practices are applied in South African tertiary institutions. This research will identify the TM practices that currently exist in South African HEIs, as also describe their application. In addition, this research will aim to identify the most important TM practices for developing and retaining academics in South African HEIs.

1.4 RESEARCH QUESTIONS

This study will be guided by the following specific research objectives:

Main research question:

- How are academic TM practices applied in South African HEIs?

Secondary research questions, based on the measurements:

- What are the perceived current TM practices in South African HEIs?
- are academics satisfied with the TM practices currently applied in South African HEIs?
- do academics consider quitting their jobs in South African HEIs?
- Are there any significant differences in academics' perceptions of the current TM practices, based on their demographic characteristics?
- Are there any significant differences in academics' satisfaction with the TM practices, based on their demographic characteristics?
- Are there any significant differences in academics' intention to quit their jobs, based on their demographic characteristics?

1.5 ACADEMIC VALUE AND INTENDED CONTRIBUTION OF THE PROPOSED STUDY

After an extensive literature investigation, it became apparent that the academic contribution of this study will be that it will add new knowledge to the field of Industrial Psychology, as the proposed topic has never been researched in the South African academic context. The identification of TM practices in HEIs in South Africa is a

completely new topic area that would add significant knowledge to the development area of the South Africa Netherlands research Programme on Alternatives in Development (SANPAD) objectives. The research objectives that will be addressed by SANPAD are:

- What constitutes TM practices in the higher education context?
- What are the differences in perceptions of effective TM practices among the key role players in HEIs?
- What are effective practices for academic TM in the higher education sector?

By answering these questions, this study will make a contribution to other SANPAD objectives, such as the career satisfaction, motivation, and success of academics; developing an integrated TM model; as well as developing TM strategies and practical guidelines for efficient TM. The findings of this study will, therefore, make a significant theoretical contribution to the academic field.

In this study, a methodological contribution will be made through the test of reliability and validity, and a practical contribution will be made, in that knowledge objectives, such as a new model and strategy with regard to academic talent, will be achieved. The development of the models and strategies, and the implementation thereof, can lead to better attraction, development, and retention of academic talent in South Africa. Identifying effective TM practices from academic's point of view could help tertiary institutions better understand the need to invest in their employees in order to gain a sustained competitive advantage, which links this study to strategic human resources management (HRM) (Mello, 2006).

The present study has four central parts: a section discussing the delimitations and assumptions of this study; a list that defines key terms in the study, as well as a list of applicable abbreviations; a literature review that provides a comprehensive list of TM practices identified in higher education worldwide; the strategy of inquiry, sampling, data collection, and data analysis; and, finally, a discussion of the rigour, quality, and the ethical considerations of this study.

1.6 DELIMITATIONS

This study will be subject to several limitations in terms of the context, theoretical perspectives, and constructs to be used. It is, however, very important to remember that this study will focus primarily on identifying TM practices in South African HEIs. The following four delimitations should therefore be viewed together with the main objective of the study. Firstly, in terms of the context of the proposed study, the main focus will be on academics in all South African HEIs. This will limit participation in the study, no other countries will be included in the study. The study is, however, not limited in terms of geographical area within South Africa, and any university willing to participate will be included in the sample group.

Secondly, the study is limited in terms of the constructs and the main focus will be on identifying perceived TM practices in South African HEIs. Therefore, talent management practices as constructs will be studied and identified, and the only relationships tested are those between academic's satisfaction with TM practices and their demographics. .

The final limitation pertains to the target population and the sample. The study will focus on academics in South African HEIs as the target population. The sample will consist of all lecturers, regardless of years in, or level of, teaching. The sample will be drawn from the disciplines of human resources or industrial and organisational psychology, thereby excluding any other disciplines.

1.7 ASSUMPTIONS

Every research effort has some assumptions on which the research is based. These assumptions can be derived from the research paradigm, theory, and research approaches and methods, and are "self-evident truths, the *sine qua non* of research" (Leedy & Omrod, 2010, p. 5). The proposed study assumes the following:

- The research is limited to the restrictions of the fundamental theoretical conditions.
- Only one true, identifiable, and measureable reality exists.

- Quantitative research is assumed to be an appropriate means to explore, identify, and list TM practices.
- Participants will be willing to provide data due to the voluntary nature of the study.
- Each participant is literate, understands English, and will be able to complete the questionnaire.
- Participants will be honest in answering the survey, due to the guarantee of confidentiality.
- Results can be generalised, as the sample is representative of the population.
- The data collection tools are valid and reliable because of the proven reliability and validity of the data collection instrument.

1.8 DEFINITION OF KEY TERMS

There is a need to define the most central and core components and terms in order for the reader to fully understand the contents of this proposal. These terms are listed in alphabetical order below.

Higher education institutions: This term refers to and includes universities, universities of technology, and any other institution seen as academic, functioning on NQF Level 5 or more.

Talent: Those people who can add value to the organisation through the application of their skills, abilities, and knowledge to the strategic direction of the organisation (Duttagupta, 2008).

Talent management: A process that aims to ensure that organisations have the quantity and quality of people in place to meet their current and future business requirements (Godsmith, 2009; Marah & Murray, 2008).

Talent management practices: People management activities that are utilised to achieve operational and strategic objectives within a business (Botha, 2010).

1.9 CHAPTER OUTLINE OF THE STUDY

The aim of this study is to determine what the current perceived TM practices in South African higher education institutions are, as well as the perceived importance of these practices, according to academics' demographic characteristics. The chapter outline highlighting the overview of this study is as follows:

Chapter 1: Introduction

This chapter is divided into five sub-sections, consisting of an introduction and background of the rationale for the study, a description of the research problem, the main and secondary research questions, an academic justification for the research, and a basic outline of the report to follow.

Chapter 2: Literature review

The literature review will attempt to identify and synthesise the main body of knowledge currently available on TM practices in South African higher education. The literature review is aimed at achieving the following:
To develop a clear definition of talent and TM;
To develop and discuss a TM model;
To discuss the history of South African higher education; and
To identify major TM practices through extensive content analysis.

Chapter 3: Research design

This chapter commences with descriptions of the applicable research paradigm and the overall research design. An explanation of the population and sample, as well as the sampling methods, is followed by a description of the data collection methods and -instruments. The data analysis procedure is depicted and discussed in terms of preparation and techniques. Furthermore, the rigour of the study is discussed in terms of possible bias and errors, reliability and validity, and the chapter concludes with the ethical considerations relevant to this study.

Chapter 4: Results

This chapter will provide a brief discussion on the statistical techniques, where after the results obtained from the statistical analyses of the data are presented.

Chapter 5: Analysis and interpretation

In Chapter 5, the results presented in Chapter 4 are interpreted and discussed according to the research questions and with reference to the literature review.

Chapter 6: Conclusions, limitations, and recommendations

In this, the final chapter, the literature review and findings will be summarised, limitations addressed, and recommendations made for future studies on TM practices in South African HEIs.

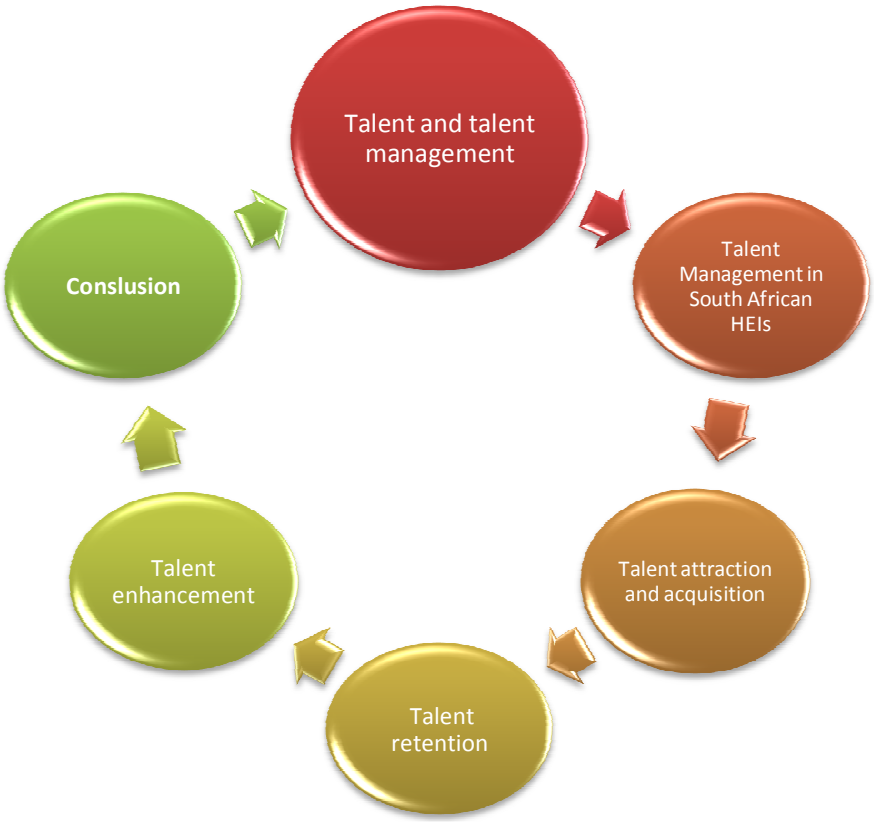
1.10 CONCLUSION

Chapter 1 is fundamental to this research study, where the rationale and process of identifying TM practices in South African HEIs is justified and presented. A review of the most prominent literature relating to the study is provided next.

CHAPTER 2: LITERATURE REVIEW

2. INTRODUCTION

Figure 2.1: Chapter layout



As mentioned previously, the concept of TM is a field substantiated by thorough past research. This literature review comprises three sections. The first aims to define talent management, the second to contextualise South African higher education, and the last lists the main practices found in tertiary institutions worldwide. The practices identified and critically categorised in the literature review are studied with the aim of generalising them to South Africa HEIs.

2.1. TALENT AND TALENT MANAGEMENT

Before conceptualising 'talent management,' the term 'talent' has to be defined. The following table lists some definitions of 'talent' found in the literature.

Table 2.1: Definitions of talent

Author	Definition
Godsmith (2009) Marah and Murray (2008)	Talent can be seen as a scarce or critical skill, a high performer or a combination of these factors.
Hansen (2007)	Talent can be seen as a small but critical segment of the workforce that is capable of driving growth and profitability.
Welby-Cook (2010)	Talent are those people who can add value to the organisation through the application of their skills, abilities and knowledge to the strategic direction of the organisation.
Duttagupta (2008)	A recurring pattern of thought, feeling, or behaviour that can be productively applied."
Ashton and Morton (2005)	Talent can be seen as a strategic differentiator of a business as well as change agent.
Born and Heers (2009, p. 7)	"A talent is an individual with special competencies. In a business context these competencies are of strategic importance to the organization. The absence of these competencies would pose an actual situation of crisis for the organization. Furthermore, they are hard to copy for other organizations and can rarely be developed here and now."

Talent as a construct grew from personnel management, to human resources management, to human capital, and, ultimately, to the exciting and new field of TM. The current economic state worldwide compels organisations to make TM a business priority. Bashabe (n.d.) attempted to define the concept of TM by taking a look at six perspectives (refer to Table 1). In the present study, "national culture" was added to this list, as the researcher deemed this seventh perspective as integral to TM. Table 2.2 lists prominent definitions of TM, categorised according to the workplace context.

Table 2.2: Definitions of TM

Perspective	Summary	Source
Process	TM should include all processes needed to optimise people within an organisation, and does not stand alone from other people management practices in an organisation, despite its talent-focused approach. It is a perpetual journey towards consistently higher levels of performance efficiency. Thus, managing and nurturing talent forms part of the everyday process of organisational life.	Garrow & Hirsch (2008) Bingham (2008) Leekha & Aparna (2008)
	Talent management are the tools and technology utilised by an organisation to make decisions regarding talent.	Farley (2005)
	Talent management is the implementation of integrated strategies or systems designed to increase workplace productivity by developing	Welby-Cook (2010)

	improved processes for attracting, developing, retaining and utilizing people with the required skills and aptitude to meet current and future business needs. Integrative TM is looking at talent management processes and initiatives as a system of interrelated parts that assists a company to strategically leverage their talent	 Jones (2007)
Organisational culture	TM is a mindset to leverage the greatest competitive advantage from people while influencing and being influenced by the organisation's culture and values. This is achieved by individuals believing that their talent is needed for success. The integration of different initiatives, or constructs, into a coherent framework of activity.	Creelman (2004) Yarnall (2007) Michaels et al. (2001) Ashton and Morton, (2005)
HR planning	TM is about matching the right people to the right jobs at the right time, supported by highly sophisticated IT systems for effectiveness. Succession planning tends to be more prominent in companies taking this approach. Talent management also pertain new business science that integrates workforce planning, acquisition, development, mobility and measurement into a strategic discipline.	Mucha (2004) Capelli (2008) Cunningham (2007) Schweyer (2004) Blass (2007) Human Capital Institute and Vurv Technology, (2008)
Competition	TM is about identifying talented people and figuring out what they need so that competitors cannot poach them.	Woodruffe (2003)
Development paths	TM focuses on accelerated development of high-potential employees for future leadership deployment. Hence, the focus is on developing high potentials or talents much faster than others. Talent management can be seen as the sum of people's capabilities, experiences, competencies, attitudes and behaviour that can be turned into organizational performance.	Blass (2007) Pillay et al. (2008)
Change management	Change management is underpinned by the belief that TM is a driver of change in the organisation, using the talent management system as part of the wider strategic HR initiative for organisational change.	Lawler (2008)
National culture	TM is defined according to the different cultures (namely individualistic and collectivistic), which have different values about what a talent is and what kind of TM, or HRM practices in general, are appropriate. National culture has a great influence on TM and the way it is implemented in organisations.	Born and Heers (2009)

The following table describes the major components of TM. These elements ensure a broad understanding of the term 'talent management,' therefore simplifying the identification of TM practices:

Table 2.3: Elements of TM

Element	***Description***
Talent mindset	The inherently held values and behaviour that demonstrate that an individual has potential that is considered worth investing in and developing for the organisation.
Differentiation	Knowing which roles make a difference to the organisation, and ensuring a correct person-job-time match.
Positioning	Ensuring that talent is owned by the line management and enabled by HR, as opposed to full accountability resting within the human resources function.
Structure	Having the necessary enablers of TM (tools, processes, and techniques) to ensure governance and accountability, with the aim of meeting business objectives.
System	Ensuring that sustainable platforms are created to house knowledge on talent and manage talent within predefined frameworks

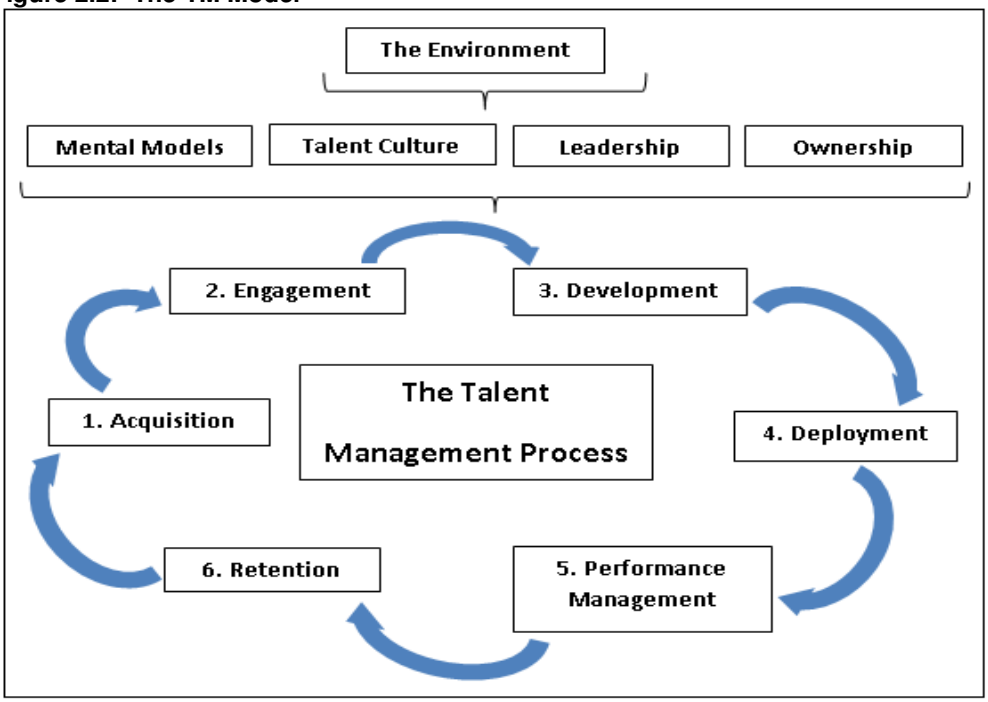
Source: Welby-Cook, 2010, p. 31

Any competitive organisation is driven by the inescapable responsibility to define a TM strategy and strategically aligning talent decisions with the organisation's umbrella strategy. Human capital should be managed proactively, which includes superior performers influencing others, ensuring quality backups for key positions, and investing in employees, based on their projected value-adding capabilities (Berger & Berger, 2004). Organisations should be aware of inherent skills and talent, and need to seek the best action plans to optimise TM. These plans would best drive business performance if they prove to be practical and customised to the organisation's own culture, processes, goals, and needs (Welby-Cook, 2010). Gratton and Ulrich (2009) suggest that managing talent is not merely a once-off event, but a process that occurs systematically. Its aim should be to secure individual competencies, as well as the organisation's capabilities. This process should focus on leaders and high performers, but also include all individuals in the organisation, as well as the organisation's inherent ability to build and manage talent. For higher education institutions to also achieve this, critical TM practices need to be identified and improved for strategy creation and a competitive advantage.

Organisations that aim to capitalise on the retention of talent should be aware that, although financial incentive is a considerable factor, it is not the only one encouraging employees to remain in a specific organisation (Chambers et al., cited in

Cheese et al., 2008; Lawler & Mohrman, 2003). Organisations should offer both tangible as well as intangible rewards (Born & Heers, 2009), such as flexible working hours, customised fringe benefits, opportunities for growth and development, and first-rate recognition and appraisal policies, to name a few. Concurrently, organisations need to be responsive to the virtuous spiral, as identified by Born and Heers (2009), in order to attract, develop, and retain talent. The spiral works as follows: improved organisational performance provides a better opportunity for organisations to better reward employees, and increased rewards contribute to organisations' success in the attraction, development, and retention of talent. This, ultimately, results in a competitive advantage for the organisation (Lawler & Mohrman, 2003). TM practices are, therefore, a way of working (a range of activities) to achieve organisational success. The following model of TM illustrates the main TM activities needed in organisations. Welby-Cook (2010, p. 34) states: "... the functions are and should generally be embodied in the practices around talent in an organisation." For the process of TM to be successful, certain organisational activities need to practised, and this model looks at the main practices of TM.

Figure 2.2: The TM Model



(***Adapted from Welby-Cook, 2010, p. 34; du Plessis, 2010, p. 26)***

The Environment: Both external and internal environments have an impact on the TM of an organisation. Environmental factors contributing to TM manifest in the following foundational aspects: TM mental models, a talent culture, leadership, and talent custodians.

Mental models: Two of the most prominent mental models are: Employees are classified or distinguished from each other in terms of their performance, potential, and core competencies. Compensation and rewards should provide high performers or high-potential employees with meaningful pay differentiation through a significantly higher base salary and variable pay (Lurz, 2004; Michaels, n.d.; Chuai et al., 2008; Birchfield, 2002).

Talent culture: TM has been described as a mindset and a cultural issue. Mindset and culture are viewed as constructs in the same stream, and as directly impacting TM success rates.

Leadership: TM is a construct that revolves around the concept of leadership mindset (McArdle & Ramerman, cited in Barkhuizen & Stanz, 2010). "Leaders need to identify and invest in the critical talent that provides a platform for success, growth and new opportunities, but they must do so in a world of constraints – on time, money, and especially talent" (Welby-Cook, p. 36). TM involves the implementation of integrated human resource strategies to attract, develop, retain, and productively utilise employees with required skills and abilities to meet current and future business needs (Kontoghiorges & Frangou, 2009). This implies a culture that contributes to and unleashes the passion, commitment, and performance of people, which, in turn, contribute to the organisation achieving its mission, vision, and business goals (McArdle & Ramerman, cited in Barkhuizen & Stanz, 2010).

Talent Custodians: A Human Resource professional not only has to manage talent, but should also advance the talent mindset and guide managers' decision-making (Creelman, 2004). "HR staff is or should be the principal enablers of creating and sustaining the distinctive competencies of a talent-powered organization" (Welby-Cook, p. 36).

Talent acquisition: It might be easy for organisations to attract people, but not as easy to attract the *right* people. Competitive organisations should deal with recruitment as an investment. When an organisation has recruitment procedures in place, this does not necessarily imply that they will be competitive in the market and be assured of attracting the cream of the talent pool (Welby-Cook, p. 36).

Talent engagement: Engagement is defined as physically, intellectually, and emotionally saying that the academic can apply his mind and feelings on the job and on the people around him/her (Cheese et al., 2008). Effective TM necessitates all stakeholders to be engaged and involved. With reference to the present study, engagement will be enhanced when the institution proves its concern over the academics by caring about their wellbeing, building relationships with them, and encouraging achievement (Du Plessis, 2010).

Talent development: Similar to investing in training workshops and development, organisations should focus their resources on growing new and existing talent. Managing talent provides insight into and valuable information on workforce skills, emerging performers, and other valuable, measurable aspects. Important aspects of the development of talent include enabling career self-management and enabling beneficial work changes (Lawler, 2008).

Talent deployment: This component involves placing the employee in a position where he/she is given the opportunity to do what they do best, leading to the best people being focussed on the most important jobs. Talent deployment is, therefore, based on the notion that people should be matched to a specific role, based on their competencies and skills, to add value in the form of excellent organisational performance (Welby-Cook, 2010). Managers realised that the solution to productivity problems lies in the job in combination with the employee and saw productivity as a result of properly matched jobs and people. (Blaird, cited in Felice, 2008).

Performance management: Talent requires assessment to establish the talent mindset (Du Plessis, 2010). Dave Ulrich (2009) states that if people are not measured, they will never know how well they do and, as a result, there will be no accountability. Both the behaviours of individuals and the outcomes of their actions

require measurement. According to Handfield-Jones et al. (2001) and Workforce Management (2007), TM practices, together with performance management, are beneficial to the organisation in the following ways:

- They strengthen the talent pool of the institution;
- People's actions and behaviours can be managed more consistently; and
- A benchmark against which people's performance can be measured is established.

Retention: Higher retention rates, having turnover rates under control, and having enough time to develop successors for key positions are amongst the outcomes of investing in TM (Nicholls, 2005).

Studies prove that remuneration (Moore *et al.,* 2007), development and promotion (Greenbank, 2006), sense of purpose (Netswera *et al.,* 2005), as well as working conditions and culture (Lockhead, 2005) are all strategies to retain top talent in the organisation. Retention as a TM practice will be elaborated on in Section 2.3.2. of this chapter.

Compensation and remuneration: Studies prove a significant correlation between reward systems and TM practices (mostly engagement and retention), and productivity. Remuneration is therefore an important and popular strategy in TM (Welby-Cook, 2010). Organisations use appealing packages, bonuses, and increases as strategies to attract and retain desirable employees.

Thus far, the research focus has been on the corporate environment of TM. However, it is important to also look at TM in the academic world, where there is a lack of TM activity in higher education (Riccio, 2010).

2.2. TALENT MANAGEMENT IN SOUTH AFRICAN HEI'S

In order to gain a better understanding of TM practices in HEIs, it is important to reflect on the different paradigms that shaped South Africa's HEIs of today.

2.2.1. PARADIGMS IN SOUTH AFRICAN HEI'S

The higher education system in South Africa provides an interesting historiography. Booyse *et al.* (2011) describe three paradigms present South African education to date:

The Christian national paradigm

This paradigm was promoted by white Afrikaans-speaking educationists by separating education opportunities according to race (de Lange Report, 1998, cited in Booyse *et al.,* 2011) and by basing education on the Christian religion. This paradigm encouraged different cultural and ethnic groups to have their own education systems. Therefore, this paradigm suggested that the education system is driven by the culture and language of a group. After 1994, however, this education paradigm fell from grace, with literature suggesting desegregation, multiculturalism, democratisation, and equality (Labuschagne et al., 1997*;* Berkhout, 1996; Claasen, 1995, cited in Booyse *et al.* 2011).

Liberalism paradigm

This paradigm suggests "individual rights, equal opportunities, law, a *laissez faire* economy, autonomy in civil society and minimal governmental interference" (Booyse et al., 2011, p. 5) drove the South African education system. Literature on this paradigm rejects the legally prescribed racial isolation prior to 1994, and views the post-1994 education dispensation as built on liberal views, utilising education as a tool to better the South African economy.

Liberation socialism

This paradigm, promoted by mainly black academics and the post-1976 generation of white academics, condemns the pre-1994 political and economic systems, including the racial segregation in education of that era. Though these protagonists reject the apartheid era, the literature on this paradigm suggests both acceptance and rejection the new educational dispensation (Booyse et al., 2011). After the democratisation of South Africa, a National Commission on Higher Education was established to create education legislation, such as the Higher Education Act (Act 101 of 1997), with the aim to redress inequalities in education. From this Act, the Council of Higher

Education was established to advise the Minister of Education on implementing the Act. In 2001, the minister published the *National Plan for Higher Education* (RSA 2001d: 5), providing a framework for the restructuring of the higher education system. Today, South African HEIs are not only financially challenged, but the Council of Higher Education is continuously investigating student drop-out rates, students not finishing degrees in the prescribed timeframe, and also possible limitations in curricula (Booyse et al., 2011).

Literature suggests that HEIs face greater competition for talent worldwide, and are also facing challenges in attracting, retaining, and developing competent, innovative, and imaginative leaders for the future (Mellahi & Collings, 2009; Cappelli, 2008a, 2000b; Boudreau & Ramstad, 2002; Lewis & Heckman, 2006; Davies & Davies, 2010).

Colleges and universities will, sooner or later, have to acknowledge the importance, and perhaps paramount importance of employees as assets, and reflect this in the strategic plan or mission statement of the human resource department in order to attain lasting success.

Additionally, Lynch (2007) and Riccio (2010) argue that it is realistic to expect the producers of knowledge in a knowledge economy to value TM, and even possess a competitive advantage in that respect. Lynch (2007) further points out that most institutions perform well in developing their students, but there is a deficiency with regards to assisting their internal personnel in their own skills development. Since these institutions do not fall short in developing their students, this ironic situation can be solved by the simple solution of adopting the 'practise what you preach' approach.

Similarly, Lynch (2007, p. 2) suggests that, “If colleges want to be perceived as part of the solution rather than a major cause of the looming crisis, they must examine their culture and policies to better align them with what we collectively known to be true – that access to knowledge and talent is the key to a future society that is both just and wise.” Thus, institutions that accept the challenge to construct talent from within to meet impending leadership requirements will surely achieve an advantage over peer institutions in this highly competitive environment (Mackey, 2008).

2.2.2. TALENT MANAGEMENT PRACTICES IN HIGHER EDUCATION

Nicholls (2005) states that the teaching and learning practices of academics are dependent on social, ideological, political, as well as educational contexts, especially when facing periods of change. Today, academics are not only providing students with knowledge, but also with practical examples and, more importantly, research skills (Mackinnon, 2006). TM practices in higher education can "reflect whether there is actually a commitment to talent in terms of whether resources are being allocated to these practices, for instance, an allocation of a substantial budget to recruitment indicates ownership and acknowledgement of importance" (Welby-Cook, 2010, p. 34).

Research found the following to be general TM practices in organisations:

- A TM strategy (Ashton & Morton, 2005; Cantrell & Benton, 2007; Guthridge et al., 2006; Reindl, 2007; Ludike, 2011);
- Workforce planning, metrics and review processes (Human Capital Institute Africa & Hewitt's Human Capital Consulting, 2008; Michaels, n.d.; Hult et al., 2005; HCI, 2012; Welby-Cook, 2010);
- Talent acquisition (Human Capital Institute, 2008a; Michaels, n.d.; Welby-Cook, 2010; Benschop, 2003);
- Talent engagement (Bhatnagar, 2008; Human Capital Institute, 2008b; Barkham, 2005);
- Talent development (Cappelli, 2008; Galagan, 2008; Sharma & Bhatnagar, 2009; Welby-Cook, 2010; Avison, 2005; Larocco & Bruns, n.d.; Miller et al., 2006);
- Talent deployment (Galagan, 2008);
- Performance management (Galagan, 2008; Handfield-Jones et al., 2001; Welby-Cook, 2010; Larocco & Bruns, n.d; Mapesela & Hay, 2006; Greenbank, 2006; Mott-Stenerson, 2005; Bitzer, 2008);
- A talent environment (Larocco & Bruns, n.d.; Reese, 2005; Locklead, 2005);
- Change management (Mapesela & Hay, 2006; Reese, 2005; Portnoi, 2009);
- Talent retention (Galagan, 2008; Welby-Cook, 2010; Ackers & Gill, 2005);
- Leadership/High-potential development (Welby-Cook, 2010); and

- A culture of managing talent (Welby-Cook, 2010).

The above practices have already proven to be effective TM practices in organisations, but the present study aims to identify TM practices in HEIs in South Africa. After a thorough literature study, the following were found to be basic TM practices in HEIs, and will be briefly discussed:

- Talent retention (Netswera et al., 2005; Ackers & Gill, 2005; Nicholls, 2005; Moore, Newman & Terrell, 2007; Mitchell, 2007; Benschop, 2003);
- Talent attraction (Ackers & Gill, 2005);
- Talent enhancement (Nicholls, 2005; Mapesela & Hay, 2006; Tourna, Hassall & Joyce, 2006; Greenbank, 2006; Avison, 2005; Larocco & Bruns, n.d.); and
- Talent engagement (Nicholls, 2005; Larocco & Bruns, n.d.; Mapesela & Hay, 2006).

2.3.1. Talent attraction and acquisition in South African higher education

Universities with an established cadre of researchers with essentials skills and knowledge and who have development opportunities, already enjoy a competitive advantage over other HEIs. In this regard, South African HEIs might find it difficult to acquire valuable talent for the following reasons:

- Knowing someone at a university will enhance your chances of being offered a position with an organisation (Benschop, 2003);
- Men are preferred candidates over women (Fogelberg et al., 1999; Van Balen & Fischer, 1998; Rogg, 2001; Bagilhole, 2003; Hult et al., 2005);
- There is a decline in the supply chain, as less students enrol for certain courses (Ackers & Gill, 2005); and
- The 'brain drain' is causing a loss of talented academics to other countries (Ackers & Gill, 2005).

These challenges might be overcome by, not only recruitment of international staff, but also the following possible solutions (Ackers & Gill, 2005; Kerr-Phillips & Thomas, 2009; Glen, 2006; Munsamy & Bosch Venter, 2009), as they might enhance the attractiveness of a South African tertiary institution:

- Improving access to information;
- Enhancing mobility in academia;
- Removing administrative obstacles to enter;
- Creating attractive research careers;
- Improving visibility of the research profession;
- Encouraging standardised recruitment, selection, and evaluation of researchers;
- Recruiting internationally (DfES, 2003, p. 14);
- Promoting mobility regarding access to information;
- Improving the attractiveness of HEIs to scientists from other developing countries;
- Creating a strong work culture, employer brand, and institutional values;
- Offering leadership opportunities and leadership development programmes; and
- Offering competitive remuneration.

2.3.2. Talent retention in South African higher education

Enabling and nurturing truly excellent researchers remains the cornerstone of high quality academic institutions (Ackers & Gill, 2005; Glen, 2006).

The following is found in the literature to be major talent retention challenges in HEIs (Netswera et al., 2005, p38; Ackers & Gill, 2005; Deem & Lucas, 2007; Du Preez, 2002):

- “Increasing aggressive recruitment and global demands have made retaining the scarce skills more difficult”;

- "Unfavourable working conditions and low and unattractive remuneration...";
- The brain drain of professionals, students, as well as academics;
- Developing and retaining Black professionals;
- "the biggest cost on turnover is that of replacing an employee who leaves… calculated conservatively at 30% of an employee's annual salary";
- It might be "difficult to be a productive academic and an involved, caring parent" (Colbeck & Drago, 2005, p. 12); and
- Racial discrimination (Mahtani, 2006).

In addition to this list of retention challenges, Netswera, Rankhumise, and Mavundla (2005) postulate discriminatory practices, economic relevance, and sense of purpose, salaries and other benefits (Moore et al., 2007), work environment, management and governance, staff development and promotion (Greenbank, 2006), the institutional track record and growth potential, as well as the external environment as important considerations when developing a retention strategy.

In South Africa, the consideration of staff development and promotion is especially important in retention. Research is the cornerstone of academic knowledge and sustainability, and researchers might be more motivated and feel more valued if they have access to sufficient research funding (Ackers & Gill, 2005). Nicholls (2005) also found a significant correlation between the reward system within a university and engagement and retention of academics. Moore et al. (2007) proved competitive salaries data and promotions to be linked with productivity and improved retention. Furthermore, the research and teaching/working conditions and the culture are not only relevant in retention, but also in the attraction and engagement of talent.

Finally, an outstanding academic publication record is a requisite for an academic's promotion (Mitchell, 2007), therefore the institution must ensure implementation of individual development and progression plans to ensure higher retention. According to Bitzer (2008, p. 277), promotion in academia is becoming increasingly difficult because of the "systemic, institutional and disciplinary variance" that is a reality.

Promotion is a powerful retention tool and, therefore, strategic thinking is imperative in retaining talented academics (Robinson & Harvey, 2008).

2.3.3. Talent enhancement in South African higher education

While this study focuses on the academic, it is difficult not to think about the sustainable development of students as well. Academics need to be equipped to develop students in such a way that they will be sustainable talent in the South African workplace (Le Grange, 2008). Sustainable development can be defined as development which meets present needs without compromising the ability of future generations to meet their own needs (WCED, 1987).

Even though South African legislation has the intention of developing academics for ultimate sustainability, the implementation of legislation such as the Skills Development Act (SDA) is difficult (Greyling, 2001), mostly because HEIs seek to claim from the SETA, and do not further the aims of the act (Le Grange, 2004). Unfortunately, limited attention is given to the learning environment and preparations in training needed to cope with changes in these learning environments.

To understand these learning environments, lecturers' perceptions, induction courses, and development are critical to ensure more effective teaching, as well as on-the-job development of different teaching and learning strategies (Nicholls, 2005). It is crucial to keep in mind that academics learn and develop through active, informal, social, and self-regulated processes (Botha & Potgieter, 2009; Knight et al., 2006; Steyn, 2004) with the focus on the promotion of the academic's learning. According to Nicholls (2005, p. 613), "practitioners must engage in developing theory from practice if they are to 'learn from learning' and develop a meaningful practice."

Research has proven that adults can also play an active role in their learning, as adult learning involves active engagement with the environment of which the learner is a part (Nicholls, 2005). Because professional development is multidimensional, and lecturers, especially at the start of their careers, have a need for further professional teaching training (Tourna et al., 2006; Mitchell, 2007), Mapesela and

Hay (2006, p. 740) suggest that HEIs have to "identify resources that could be utilised in training and development and ... establish whether such resources were being utilised optimally." HEIs also have to implement intervention strategies, such as effective performance management and individual or workplace skills development plans. Another training and development strategy that will improve the esteem of the academic is leading conferences. These strategies may improve academics' profiles and opportunities in the international research community. "The importance of supporting and mentoring faculty members in teaching, locating necessary resources and facilitating collegial relationships" has to be borne in mind when developing strategies (Avison, 2005, p. 896).

HEIs in South Africa may, even after applying these suggested strategies, face two issues: firstly, the true meaning of professional development in the context of higher education, as the academic acts as an agent in the development process (Tourna et al., 2006), and, secondly, developing the academic in accordance with student needs (Greenbank, 2006).

From the literature, it is evident that the main TM practices identified in higher education in South Africa not only correlate with general TM practices of organisations, but also with the proposed TM model in this chapter. Compensation, work-life balance, and the working environment are three major components that contribute to the sustainability of the TM practices discussed above (Corporate Leadership Council, 2002). South African literature on this topic is highly limited, but it was found that the TM practices in South African HEIs mostly consist of talent acquisition, development, and retention.

2.4. CONCLUSION

This literature review not only provided the underlying meaning of talent and TM in relation to a TM model, but also discussed historical trends and paradigms in South African higher education. Furthermore, major TM practices in HE were identified and listed, which formed the basis for the research. The following chapter discusses the research design and methods.

CHAPTER 3: RESEARCH DESIGN AND METHODS

3.1. INTRODUCTION

Figure 3.1: Chapter layout

This section provides a description of the research philosophy and design, as well as the sampling, data collection, and data analysis methods used. This study made use of a cross-sectional survey research design. Applicable literature is presented to substantiate the choices made within the design.

3.2. RESEARCH PARADIGM AND PHILOSOPHY

Filstead (in Ponterotto, 2005, p. 127-128) defines a paradigm as "a set of interrelated assumptions about the social world which provides a philosophical and conceptual framework for the organised study of that world." A research paradigm is similar in that it sets the context for the study to be undertaken (Ponterotto, 2005).

Creswell (2009) defines a research paradigm as a worldview, which, in essence. is a basic set of beliefs that guide and direct action (Botha, 2010). A research paradigm

includes assumptions regarding ontology (the nature of reality), epistemology (the relationship between the researcher and the research participant), and axiology (the role that a researcher's personal values play in the research process), rhetorical structure, and, finally, the method to be used (Kotze, 2010, cited in Botha, 2010).

This study was conducted from a positivistic paradigm. According to Creswell (2009), this paradigm has four assumptions, of which the main ones are determination and reductionism. Because this study did not seek to determine cause and effects of a relationship (determination), it focused mainly on reductionism with the intent to "reduce the ideas into small, discrete sets of ideas to test" (Creswell, 2009, p. 7). Therefore, the results might not describe a relationship between variables, but rather lists sets of main talent management practices that were quantitatively tested. The ontology, epistemology, axiology, rhetorical structure, and the method that characterise the positivistic approach are summarised in Table 5.

Table 3.1: Research paradigm descriptions

Dimension	Description	Positivistic assumption
Ontology	Nature of reality	One true reality that is identifiable, measurable, and apprehendable. It is not context- or time bound, and can be generalised.
Epistemology	The relationship between the researcher and research participant	Independent of each other. The researcher does not influence the participants, and vice versa.
Axiology	The role of values in the research process	Values have no place, and must be carefully controlled.
Rhetorical structure	The language and presentation of the research	Objective, third person, who is scientific and detached from the research process.
Method	The process and procedure of the research	Only quantitative strategies of inquiry are used.

Source: Botha (2010, p. 34)

The positivistic paradigm was appropriate to the study, as it attempts to quantitatively reduce information into set ideas and results. The paradigm was also appropriate in light of the fact that the study made use of a survey design. The study, furthermore,

aimed to generalise the results to the sample population, as the results have the potential to be valuable to various groups and contribute to the literature. The function of the researcher in the study was to be objective, impartial, and unbiased while hoping to reproduce, as far as is possible, stringent scientific methods and procedures (Ponterotto, 2005). The assumptions on which this proposal is based are in line with the paradigm that the researcher adopted (Botha, 2010).

3.3. DESCRIPTION OF INQUIRY STRATEGY AND BROAD RESEARCH DESIGN

3.3.1. Basic characteristics of quantitative research

According to Maree (2010, p. 145), quantitative research is:
A process that is systematic and objective in its ways of using numerical data from only a selected subgroup of a universe (or population) to generalise the findings to the universe that is being studied.

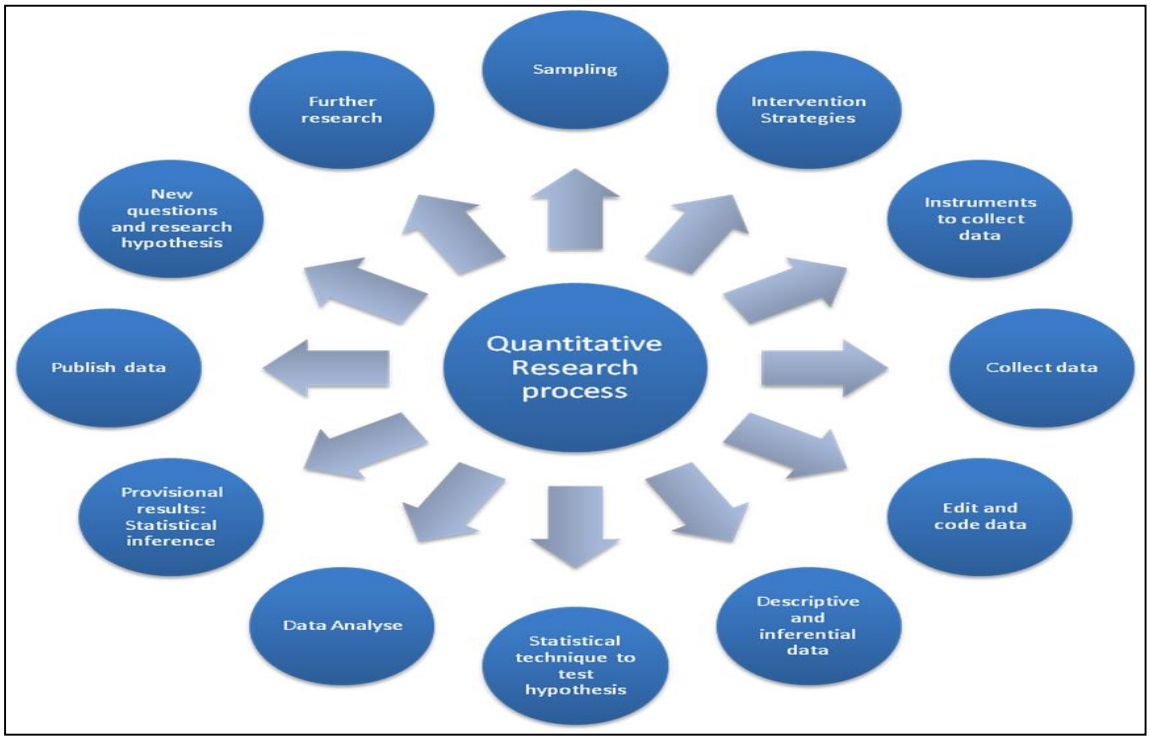
From this definition, three important elements can be identified, which are: (1) objectivity (2) numerical data, and (3) generalisability. It was evident that a quantitative design held specific benefits for the present study:

- Quantitative research is much more objective and free from researcher bias than qualitative research, because the researcher is not seen as an integral part of the data collection process.
- The researchers themselves are not the data-gathering instrument, and, hence, a more objective view can be taken.

Quantitative research is done from a deductive approach, involving the testing of theoretical propositions by the employment of a research strategy that is specifically designed for the purpose of the testing (Saunders et al., 2009). This, in essence, means that no new concepts will be developed, but that only something already proposed to be true in the literature will be tested.

Survey research is seen as a non-experimental means of conducting quantitative research by means of collecting questionnaire data and analysing it for the purposes of answering the research question. Maree (2010) gives an overview of the quantitative research process, shown in Figure below:

Figure 3.2: Quantitative research process



Source: Maree (2010, p. 146)

3.3.2. An overview of survey research

Survey research is described as a form of quantitative research that involves obtaining information about groups of people by asking questions about their opinions, characteristics, or attitudes, and charting these answers in order to draw statistical conclusions from the responses (Leedy & Omrod, 2010). Furthermore, data collected by means of survey research can be used to suggest reasons and explore possible relationships that might exist between variables (Saunders et al., 2009).

Survey research has the power to contribute to the advancement of scientific knowledge (Forza, 2002) by means of capturing a short-lived moment in time, and drawing conclusions from one momentary gathering of data (Leedy & Omrod, 2010). This type of research enables the researcher to draw inferences and extrapolate about a certain state of relationships over longer periods of time (Botha, 2010). Survey research has the following advantages (Mouton, 2001; Saunders et al., 2009):

- The researcher is not dependent on the participants in the study, and the research can continue long after departure of the sample group, which may lead to better turnaround time;
- Results may be generalised to a large population, provided that appropriate sampling techniques were used;
- High measurement reliability, provided that the research made use of proper instruments; and
- The sample group trusts the researcher's guarantee of participant anonymity, as there is no supervision.

In the present study, the questionnaire administered linked with the content analysis of different talent management practices in HEIs. The present study attempted to identify and determine the extent to which these practices are applied in higher education in South Africa by means of administering a questionnaire to the sample group. For this reason, the survey research design seemed appropriate for the purposes of answering the research questions and objectives.

3.3.3. An overview of survey research

The following characteristics were considered appropriate descriptors of the broad research design of the present study (Adapted from Botha, 2010):

- **Empirical research** – New data is collected by the researcher for analysis (Kotze, 2010). According to Mouton (2001), survey research can be classified as empirical, as it is usually quantitative in nature. Therefore, the present study

is empirical in nature, as new information was gathered, and because the statistical analyses were empirical in nature.

- **Basic research** – Basic research aims to expand existing knowledge (Saunders et al., 2009). The present study cannot be seen as applied research, as it neither aimed to resolve 'real-life' problems, nor make suggestions for managerial decision-making (Kotze, 2010), but rather only explored the applications of TM practices in South African HEIs.
- **Exploratory** – According to Botha (2010, p. 38), exploratory survey research is the best way to gain understanding of a specific phenomenon, as it "helps to uncover evidence for associations amongst concepts which can eventually lead to theory development."
- **Cross-sectional** – Creswell (2009) describes a cross-sectional survey as one where the data is collected at one point in time only. This time dimension was appropriate for the present study, as multiple instances of data collection to study longitudinal changes were not necessary.
- **Primary data** – Saunders, Lewis, and Thornhill (2009) define primary data as data collected for a specific research project. As the data of present study were collected data with a specific purpose, the data are considered to be of a primary nature.
- **Numeric data (quantitative data)** – Quantitative data are numerical data used to conduct statistical analysis in order to draw conclusions.

3.4. SAMPLING

A sample is defined as a "sub-group or part of a larger population" (Saunders et al., 2009). The procedure for selecting a sub-group is referred to as 'sampling' (Botha, 2010). According to Maree (2010), the majority of survey research incorporates some form of sampling. Leedy and Omrod (2010) state that a researcher should pick an applicable sample, depending on the research question and the objectives of a study. Maree (2010) elaborates on this by stating that a sample will depend on the availability of a good sampling frame, money, time, and the inherent characteristics of the population.

3.4.1. Target population and units of analysis

The target population for the present study was all academics from identified South African HEIs. The identified South African HEIs included traditional and comprehensive, as well as universities of technology.

There were three reasons for choosing this specific population:

- Ease of access to the participants in terms of location and entry;
- An established sampling frame was available from the proper authorities;
- The sapling fit the research objective, as the researcher did not intend to make use of participants in established careers.

The population of the present study was somewhat specific, and generalisability to other populations who do not have the same characteristics as the participants might be problematic. However, generalising back to the population will not be a problem, due to precautions taken to increase generalisability and objectivity). The units of analysis for the proposed study were individual academics who took part in the study, regardless of their demographic characteristics.

3.4.2. Sampling Method

The researcher in the present study made use of non-probability sampling, as the sample was based on the knowledge of the sample and the purpose of the study (Babbie, 2008). Limited resources necessitated purposively selecting the sample according to set criteria, using purposive and convenience sampling techniques.

Purposive Sampling:
This technique entails choosing units of analysis for a specific purpose (Leedy & Omrod, 2010) and in a specific context, and therefore participants need to have specific characteristics. The main characteristics required for the present study were that participants had to be academics in a traditional or a comprehensive HEI or university of technology.*Convenience Sampling*:

Unfortunately, the researcher did not have access to all academics in all the HEIs in South Africa, and, therefore, the researcher selected HEIs and units of analysis based on convenience (Leedy and Omrod, 2010). This sampling technique ensured that the objectives and purpose of the study were indeed accomplished (Botha, 2010).

3.5. DATA COLLECTION

The main methods for data collection in survey research are interviews and questionnaires (Leedy & Omrod, 2010). For the purposes of the present study, only questionnaires were used to collect data from the participants. The nature of the data was primary and related to the main constructs the researcher intended to investigate. The data being of primary nature means that the data were collected for the purposes of the study only, and was done for the first time in the particular context. The researcher personally collected the data by the means explained, and there was no need for training support staff in any of the measures.

3.5.1. Possible obstacles in data collection

The following table illustrates the obstacles that may be experienced in the data collection process of a study, as well as possible solutions:

Table 3.2: Possible obstacles and solutions in data collection

Obstacle	Solution
Physical access to participants	Informed consent from institutions; the study formed part of the academic environment conducive to research; electronic distribution;
Cognitive access to participants (selecting sample)	Stratified random sampling
Support and interest of key role players	Permission granted from key role players

3.5.2. Data collection Instrument

An adapted version of the Job Characteristics Inventory (Barkhuizen, 2005), a Satisfaction with Talent Management Practices measure (Theron & Barkhuizen, 2012) and Intention to Quit measure were used to gather the data.

Job characteristics inventory: The Job Characteristics Inventory was used to measure the academics' perceptions of the current application of TM practices in their respective HEIs. The Job Characteristics Inventory consists of 39 items, and measures eight TM practices: staffing, talent acquisition, talent deployment, management support and commitment, opportunities for career development, talent engagement, performance and remuneration. Respondents are requested to indicated their responses on a four-point Likert scale ranging from *Never* (1) to *Always* (1). The measure has been validated in previous studies (see Barkhuizen, 2003; 2005).

Satisfaction with talent management practices: The Satisfaction with Talent Management Practices measure (Theron & Barkhuizen, 2012) was used to measure academics' level of satisfaction with identified TM practices in their respective HEIs. These practices included, amongst others, sufficient funding opportunities for conferences and research, mentorship, respect for values, and institutional policies. Respondents were requested to indicate their responses on a four-point Likert scale ranging from *Extremely dissatisfied* (1) to *Extremely satisfied* (4).

***Intention to quit*:** Three items were used to determine the employee's intention to quit their jobs. Respondents were asked to rate the items on a seven-point Likert scale ranging from *Strongly disagree* (1) to *Strongly agree* (6). Acceptable internal consistency of 0.91 was found for this instrument in the South African context (Kahumuza & Schlechter, 2008). In addition, respondents were asked to indicate and rank the reasons that will make them consider leaving the institution. A list of eighteen reasons was provided to the respondents, which included, amongst others, dissatisfaction with promotion, remuneration, and development.

The biographical information gathered included gender, age, home language, ethnicity, job level, job category, years' service at current institution, years' service in current position, and hours worked in a typical work week.

3.5.3. Data collection approach

This study forms part of the South African Netherland Project for Alternatives in Development (SANPAD) research project in collaboration with the Vrije University in the Netherlands. Permission for the project was first obtained from the Head of Skills Development of Higher Education South Africa. The questionnaires for the research project were distributed in hard copy via the skills development facilitators to a stratified random sample of academics in the identified HEIs. Permission to use the questionnaires was obtained from the relevant developers and subjected to an ethical clearance process. Questionnaires were treated anonymously to protect the identity of the respondents.

3.6 DEVELOPMENT OF RESEARCH HYPOTHESES

For purposes of this research, three integrated hypotheses were formulated. Due to inconclusive evidence from the literature, it was decided to set both zero and alternative hypotheses. The three hypotheses are related to research objectives 4, 5, and 6 of this study. The research hypotheses are presented below.

Hypothesis 1:

$H_0$1: There are no significant differences in the academics' perceptions of the current TM practices, based on their demographic characteristics.

H_a1: There are significant differences in the academics' perceptions of the current TM practices, based on their demographic characteristics.

Hypothesis 2:

$H_0$2: There are no significant differences in academics' satisfaction with the TM practices, based on their demographic characteristics**.**

H_a2: There are significant differences in academics' satisfaction with the TM practices, based on their demographic characteristics.

Hypothesis 3:

$H_0$3: There are no significant differences in academics' intention to quit their jobs, based on their demographic characteristics.

H_a3: There are significant differences in academics' intention to quit their jobs, based on their demographic characteristics.

3.7. DATA ANALYSIS

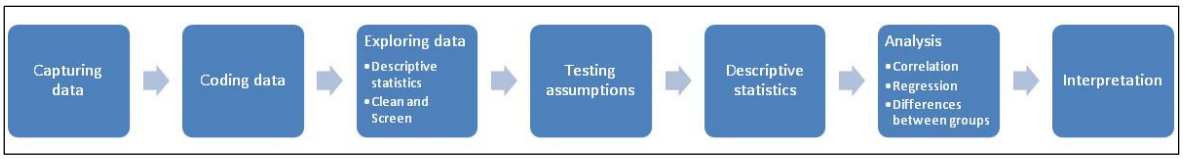
3.7.1. Preparation of data for analysis

. This only starts answering the research questions in the data analysis phase of a study, and, hence, considering this part of the chapter was essential. In this section, the analysis of the data gathered is described. Data were analysed by means of quantitative techniques, in essence referring to statistical analysis (Botha, 2010).

3.7.2. The overall data analysis process

A high-level overview of the data analysis process is illustrated in Figure 3.3, which concludes this section.

Figure 3.3: Overview of data analysis



As stated, the present study made use of only quantitative techniques for data analysis. Quantitative techniques, according to Saunders et al. (2009), can range from the simple creation of tables or diagrams that show frequencies to more complex statistical analyses such as comparisons and statistical modelling. In essence, quantitative data are data that have been quantified, hence, numerically depicted.

Descriptions and motivations for the main types of analyses that were performed are provided next. The SPSS software package was used to capture the data for statistical analysis.

3.7.3. Data analysis techniques

The present study made use of only quantitative techniques of data analysis, including tables and diagrams that show frequencies and complex statistical analyses such as comparisons and statistical modelling (Saunders et al., 2009). SPSS was for statistical analysis, using techniques such as descriptive statistics, factor analysis, reliability analysis, as well as variance and multiple variance analysis to enable the researcher to make relationships between variables.

Descriptive statistics

Descriptive statistics can be described as the "collective name for a number of statistical methods that are used to organise and summarise data in a meaningful way" (Maree, 2010, p183) to describe characteristics of the sample, ensuring that variables do not violate assumptions underscoring statistical tests, and to continuously question the research questions. Therefore, the present study used descriptive statistics, not only to explore the data, but also to describe the sample in a more interpretable manner. Descriptive techniques used include means (average of a group of scores), standard deviation (distribution of scores from the mean), frequencies (number of cases in certain intervals), skewness (symmetry of a frequency distribution), and kurtosis (the 'peakedness' of the distribution) (Pallant, 2005).

Descriptive statistics was appropriate for this study, as it improves understanding of the data's properties and any inaccuracies that may occur (Botha, 2010). It summarises the data, and ensures that there are no discrepancies between required assumptions and the statistical techniques, enabling the researcher to view the described data in an interpretable way (Welby-Cook, 2010).

Analysis of variance

The collected data's variance was analysed to test the significant properties and differences between means of different groups on one categorical independent variable and one continuous dependant variable (Pallant, 2007). This one-way analysis of variance was used to determine whether significantly different TM practices exist in South African HEIs. For a difference to exist, the significance value of the Analysis of Variance should be less than 0.05 (Botha, 2010).

Multivariate analysis of variance

Whereas the ANOVA examines groups based on one dependent measure, the Multivariate Analysis of Variance (MANOVA) compares groups on two or more dependent variables, and is used to discover which dependent variables are affected (Pallant, 2007). Once affected dependent variables have been identified, the effect size has to be examined in order to have a greater understanding of the impact of the independent variable on the dependent variable (Pallant, 2005). If significant results were produced by the MANOVA, further post hoc testing is used to discover which dependent variables are affected, as well as the size of the effect, to determine the impact of the independent variable on the dependent variable (Cuff, 2011).

Factor analysis

Factor analysis is the statistical technique used to test the construct validity of the Job Characteristics Scale instrument by identifying the dimensions, called factors, as well as to test the extent to which the items in the questionnaire relate to one another.

Therefore, factor analysis not only analyses whether questionnaire items are relevant to the constructs they measure, but it also supports the researcher in clustering items according to related dimensions and constructs. Factor analysis also enables the researcher to define structure among variables and constructs in the analysis (Welby-Cook, 2010).

Before factor analysis can be done, the suitability of the sample is usually determined by testing its adequacy and sphericity. The adequacy of the sample is tested using the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's Test of sphericity, and is indicated by a KMO value of above 0.6 at a significance level of 0.05 (Pallant, 2007), and the factor structure is determined by a axis factor analysis with factor loadings ranging from -1.0 to +1.0 (Field, 2005). Factor analysis as a technique is utilised to answer the following questions about the data (Cuff, 2011):

- How many different hidden dimensions (factors) are required to explain the relationships among the items or variables?
- What is the nature of these hidden dimensions?
- To what extent do the theoretical or hypothesised dimensions explain the data?
- Of how much unique variance is each item comprised?

There exist two approaches to factor analysis: exploratory and confirmatory. Exploratory Factor Analysis (EFA) reveals the structure of the questionnaire items (Hair et al., 2010), and Confirmatory Factor Analysis (CFA) measures the extent to which the theoretical structure of the items correspond to the actual data (Hair et al., 2010). Because the questionnaire used in the present study was new in the context in which it was applied, the exploratory approach was considered more appropriate.

Reliability analysis

Reliability analysis is used to test the consistency of an instrument by testing the degree to which an instrument measures consistently across time with the same sample and under the same conditions, and is therefore a requirement of validity (Foxcroft & Roodt, 2005). In the present study, Cronbach's alpha was used to indicate the internal consistency of the instrument, as the Cronbach alpha method computes correlations between all the items in the instrument (Field, 2005).

The closer the Cronbach Alpha values are to 1.0, the more reliable the measuring instrument is (Field, 2009) The generally accepted value for the Cronbach's alpha is above 0.7 (George & Mallery, 2003), but above 0.8 is preferred (Pallant, 2007).

3.8. ASSESSING AND DEMONSTRATING THE QUALITY AND RIGOUR OF THE RESEARCH DESIGN

3.8.1. Bias and errors in survey research

Leedy and Omrod (2010) define bias as an influence or conditions can potentially distort the data. To acknowledge bias in a study is important, as it can intrude and negatively affect the integrity of the data and the results. Survey research has its own opportunities for bias and error. The typical types of errors that should be minimised by the researcher are described by Forza (2002) as follows:

- *Sampling error*: Occurs when the sample chosen has no capability of representing the population (Forza, 2002). This error makes it impossible to generalise back to the population, in essence making the research of no value. This error can be overcome by employing well thought out and applicable sampling methods to ensure that a sample is chosen that will indeed represent the population.
- *Measurement error*: This type of error occurs when the instrument used to measure a certain theoretical construct fails in terms of reliability and validity (Forza, 2002), and does not measure the construct as intended.
  This error can be overcome by ensuring that the measuring instruments chosen for the study have been tested for validity and reliability, and can indeed be used in the relevant context.
- *Statistical conclusion error*: This refers to the typical TYPE I and TYPE II errors made in accepting or rejecting hypotheses (Forza, 2002). Many techniques exist that help a researcher to, at least, minimise the chances of these errors occurring.
- *Internal validity error*: This type of error occurs when an explanation is given of what was observed that is less probable than the explanations of others who have attempted to explain the same concept. These conclusions can then be seen as erroneous. Researchers should strictly follow the correct research design to ensure that validity is assured to the best of their abilities.

3.8.2. Reliability

Reliability is defined as the extent to which an instrument or data collection technique will yield consistent results for different researchers and at different times (Saunders *et al.*, 2010). Reliability is statistically measured using Cronbach's coefficient alpha. Reliability of the results of a study it can be assured or, at least, increased by giving consideration to probable errors that can occur and devising strategies to minimise the effect thereof on the reliability of the study. In the present study, reliability was tested by calculating the Cronbach's alpha via SSPS, where possible (Botha, 2010).

3.8.3. Validity

According to Saunders et al. (2009), validity can be defined in two ways, depending on the context. The first is with regard to the instrument used for data collection and whether or not the instrument measures what it intended to measure. The second definition of validity, postulated by Saunders et al. (2009), concerns the extent to which the findings of the study are actually what they set out to be. In the present study, this was assured by following a predefined methodology and cross-checking the data used for analysis.

3.9. RESEARCH ETHICS

In the context of research, ethics refers to the appropriateness of the researcher's behaviour in relation to the rights of those who participate in the study (Saunders et al., 2009). Ethical issues should be considered in all stages of a research project, including design and initial access, data collection, data analysis, and reporting stages (Botha, 2010). According to Leedy and Omrod (2010), the following need to be considered:

- *Protection from harm:* Participants should not be exposed to unnecessary physical or psychological harm. The general rule is that participating in the study should not pose a greater risk than that of the day-to-day activities of the participants.

- *Informed consent:* This entails that the participants in a study should be aware of the specific nature and purpose of the study in which they are participating. Annexure B (p. 54) provides the first draft of the informed consent form used in the present study, which all participants had to read, understand, and sign before partaking in the study.
- *Right to privacy:* The right to privacy refers to participants' confidentiality and anonymity.
- In the present study, participation was completely voluntary, and no incentive was given for participation. Furthermore, the participants were not asked to provide any information that could identify them
- The biographical information requested was of such a nature that it could not be used to identify individual participants.
- *Honesty with professional colleagues:* This principle has to do with reporting findings in a complete and honest fashion. This entails the researcher not misinterpreting information or misleading the reader in any way.

It is of the utmost importance that the researcher obtain authorisation from applicable authorities to conduct the study. In the present study, the researcher had to obtain permission from the various deans and heads of department of the participants. The researcher also had to comply with the ethical standards set out in the faculty regulations, and apply for ethical clearance from the applicable faculty. This application was attached to the final proposal, which was submitted to the researcher's department.

3.10. CONCLUSION

This chapter provided an overview of the theoretical research conducted, presented in Chapter 2, and discussed the research design and methodology used in the present study. The main statistical analyses that were performed to test the hypotheses and achieve the research objective set out in Chapter 1 were presented and discussed. Furthermore, consideration was given to the validity, reliability, quality and rigour, as well as ethics applicable to the present study.The following chapter shows the results of the empirical statistical analyses.

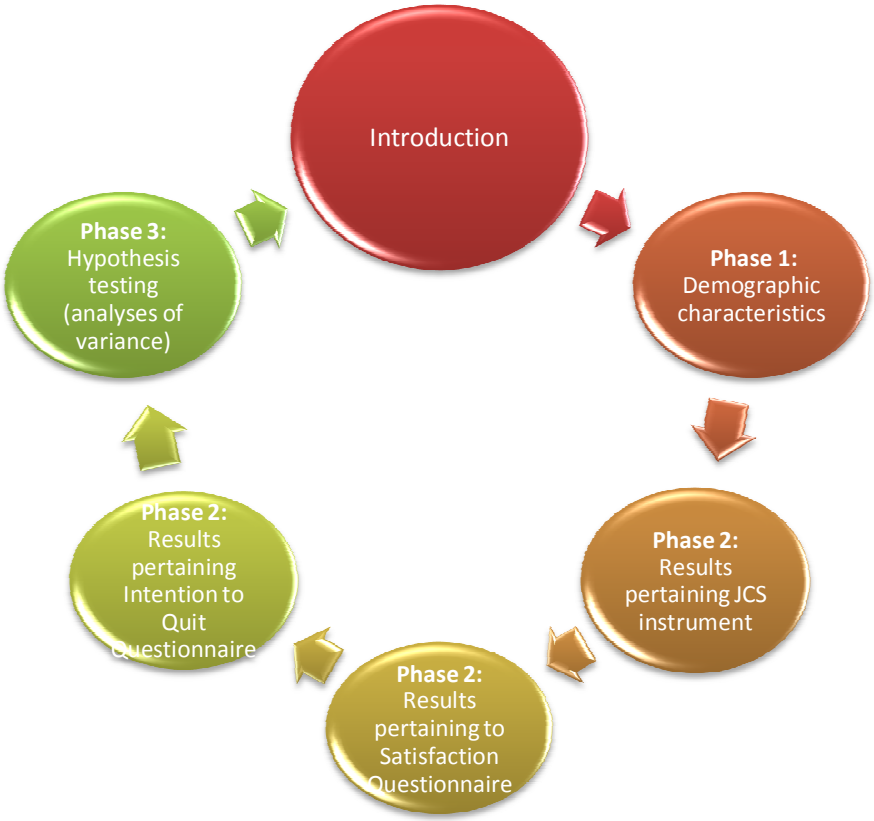
CHAPTER 4: RESULTS

4.1. INTRODUCTION

This chapter provides a brief discussion on the statistical techniques used (described in the previous chapter), where after the results obtained from the statistical analyses of the data of the study are presented. Firstly, the demographic information of the sample is provided, followed by descriptive and factor analyses of the data as proof of the current TM practices in HEIs and the extent to which academics are satisfied with its application. The results of this chapter are presented in three discrete phases:

Phase 1: Demographic characteristics
Phase 2: Results pertaining to the measuring instruments
Phase 3: Testing of hypotheses

Figure 4.1: Chapter layout



4.2. PHASE ONE: DEMOGRAPHICS OF SAMPLE

The demographics of the sample group used in the present study are presented in the section below, and are based on the biographical information provided by the respondents in the survey. The biographical characteristics and attributes collected from the academics from the various HEIs that participated included gender, ethnicity, language, age, marital status, qualifications, job level, job category, the number of years employed at the institution, the number of years in their current position, as well as the number of hours they work per week. Of the 330 questionnaires that were distributed, 158 completed questionnaires were received, and only 146 were usable for data analyses. This represents a response rate of 44%. The demographic breakdown of the sample is discussed next.

4.2.1. Gender

From Table 4.1, it is evident that the gender distribution was even, with male respondents making up 50.4% and females 49.6% of the usable responses.

Table 4.1: Distribution according to gender

	Frequency	Percentage	Cumulative percentage
Male	71	50.4	50.4
Female	70	49.6	100
Total	141	100	

4.2.2. Ethnicity

Various ethnicities were represented by the respondents in the present study, with the largest proportions of respondents being White (45%) and African (40%). There were thirteen Indian (9.3%) and eight Coloured (5.7%) respondents. Table 4.2 illustrates distribution of the sample according to ethnicity:

Table 4.2: Distribution according to ethnicity

	Frequency	Percentage	Cumulative Percentage
Black	56	40	40
Coloured	8	5.7	45.7
Asian	13	9.3	55
White	63	45	100
Total	140	100	

4.2.3. Language representation

As indicated in Table 4.3 below, the home languages of respondents were grouped as follows: Afrikaans, English, and indigenous. 41 respondents (29.1%) indicated that their home language is Afrikaans. A further 34% of respondents indicated that their home language is one of the nine indigenous languages recognised as official languages in South Africa. The largest proportion of the sample (36.9%) indicated that their home language is English.

Table 4.3: Distribution according to language

	Frequency	Percentage	Cumulative Percentage
Afrikaans	41	29.1	29.1
English	52	36.9	66
Indigenous	48	34	100
Total	141	100	

4.2.4. Distribution according to age

The biographical information also considered the ages of the respondents. The majority of the respondents (32.4%) are between the ages of 40 to 49 years. 25.9 percent of the respondents are between the ages of 30 to 39 years, while 36 respondents (25.9%) are between the ages of 50 to 59 years. The minority of the participants are in the age groups 20 to 29 years (11.5%) and 60 years or older (4.3%). The age distribution of the sample group is depicted in Table 4.4 according to these age groups.

Table 4.4: Distribution according to age

	Frequency	Percentage	Cumulative Percentage
20-29	16	11.5	11.5
30-39	36	25.9	37.4
40-49	45	32.4	69.8
50-59	36	25.9	95.7
60 plus	6	4.3	100
Total	139	100	

4.2.5. Marital status of respondents

The relationship status of the sample group was also considered in the biographical information. As is evidenced by Table 4.5, almost a third of respondents indicated that they are married (65%), with 21.4% of respondents being single, and only 5% of respondents being engaged or in a relationship. Eleven respondents (7.9%) indicated that they are divorced, and one individual (0.7%) indicated being separated.

Table 4.5: Distribution according to relationship status

	Frequency	Percentage	Cumulative Percentage
Single/ Widow/ Widower	30	21.4	21.4
Engaged/ In a relationship	7	5	26.4
Married	91	65	91.4
Divorced	11	7.9	99.3
Separated	1	0.7	100
Total	140	100	

4.2.6. Distribution according to highest qualification

The classification of respondents according to their highest qualifications revealed that the majority (59) respondents possess a Master's degree (41.3%), followed by 58 respondents who have a doctorate (40.6%). 4.2 percent of the respondents have a three-year bachelor's degree, and 14 percent possess an honours degree. Table 4.6 depicts the sample frequency distribution according to highest qualification:

Table 4.6: Distribution according to highest qualification

	Frequency	Percentage	Cumulative Percentage
Bachelor's degree	6	4.2	4.2
4-year honours degree	20	14	18.2
Master's degree	59	41.3	59.4
Doctorate	58	40.6	100
Total	143	100	

4.2.7. Distribution according to job level

Respondents were asked to indicate their job level within the HEI. As is evidenced by Table 4.7, 8.4 percent of the participants are junior lecturers. The majority (58) are lecturers (40.6%), followed by 36 (25.2%) senior lecturers. 10.5 percent of the respondents are associate professors, and 15.4% are full professors.

Table 4.7: Distribution according to job level

	Frequency	Percentage	Cumulative Percentage
Junior lecturer	12	8.4	8.4
Lecturer	58	40.6	49
Senior lecturer	36	25.2	74.1
Associate professor	15	10.5	84.6
Professor	22	15.4	100
Total	143	100	

4.2.8. Representation of Job Category

Participants were requested to indicate the focus of their jobs by selecting one of the academic job categories of research, lecturing, or both research *and* lecturing. Table 4.8 shows that 94 (67.1%) of the respondents indicated that they lecture *and* do research. A larger proportion of respondents focus on lecturing (22.9%) than on research (10%).

Table 4.8: Distribution according to job category

	Frequency	Percentage	Cumulative percentage
Academic research	14	10	10
Academic lecturing	32	22.9	32.9
Research *and* lecturing	94	67.1	100

Total	140	100

4.2.9. Number of years at the HEI

This study also required participants to indicate the number of years they have been employed at their institution. The majority (61.6%) of the sample has been employed at their HEI for 10 years or less. 42 respondents (28.8%) indicated that they have been at the institution for almost 20 years. Only 10 participants (6.8%) have working at the institution for between 20 and 30 years, and 2.7 % for more than 31 years. Table 4.9 shows these results.

Table 4.9: Distribution according to number of years at the institution

	Frequency	Percentage	Cumulative percentage
0-10	90	61.6	61.6
11-20	42	28.8	90.4
21-30	10	6.8	97.3
31 years and more	4	2.7	100
Total	146	100	

4.2.10. Distribution according to number of hours worked in a week

Table 4.10 illustrates the frequency distribution according to the number of hours the participants work in a week. According to the responses, the majority of respondents (38.7%) work 41 to 50 hours per week. 39 respondents (27.5%) work 31 to 40 hours per week, and 37 (26.1%) work more than 50 hours per week. 2.8 percent of respondents work 11 to 20hours, and another 2.8 percent work 21 to 30 hours per week. Only three respondents (2.1%) indicated that they work less than 10 hours per week.

Table 4.10: Distribution according to number of hours worked in a week

	Frequency	Percentage	Cumulative percentage
Up to 10	3	2.1	2.1
11-20	4	2.8	4.9
21-30	4	2.8	7.7

31-40	39	27.5	35.2
41-50	55	38.7	73.9
51-more	37	26.1	100
Total	142	100	

4.2.11. Number of years in current position

Finally, the participants were asked to indicate the number of years they have been employed in their current position. Almost the whole sample (89.4%) indicated that they have been in their current position for less than 10 years. Only 15 respondents (10.6%) have been in the same position for almost 20 years.

Table 4.11: Distribution according to number of years in current position

	Frequency	Percentage	Cumulative Percentage
0-10	126	89.4	89.4
11-20	15	10.6	100
Total	141	100	

From the data provided above, it can be summarised that equal numbers of male and female, mostly married academics took part in the study. Most participants were either White or Black, and mainly between 30 and 60 years of age. Speaking any of the South African languages, most of respondents posses either a Master's or a doctoral degree. The majority are lecturers, and the main focus of their job seems to both research *and* lecturing. Most of the respondents have been with the same HEI and in the same position for less than 10 years, and work 40 to 50 hours per week. The analysis of the questionnaires is discussed in the next section.

4.3. PHASE TWO: RESULTS PERTAINING TO THE INSTRUMENTS

Following is a presentation of the demographics of the sample used in this research study, presented as phase two, which will discuss the results pertaining to the data collection instruments.

4.3.1. INTRODUCTION

The following section will present the results obtained from the measures. The measures are: the adapted version of the Job Characteristics Scale, a Satisfaction with Talent Management Practices scale, and, finally, the Employee Retention Scale. Each measure is discussed in terms of its adequacy for analysis, factor analyses, reliability, and descriptive statistics of the sub-scales.

4.3.2. RESULTS: THE JOB CHARACTERISTICS SCALE

The emphasis of this section is on the statistical analysis of the data obtained using the Job Characteristics Scale (JCS) data to determine the current TM practices in HEIs. This is also used to determine the reliability of the instrument and data received from using the instrument. To achieve this, the following statistical techniques were implemented:

4.3.2.1. SAMPLING ADEQUACY AND SPHERICITY

The sampling adequacy and sphericity of the inter-item correlation matrix was determined by applying the KMO measure of sampling adequacy and Bartlett's test of sphericity to the JCS. The results of the KMO for the JCS are presented in Table 4.12.

Table 4.12: KMO and Bartlett's test of inter-item correlation

Kaiser-Meyer-Olkin measure of sampling adequacy		0.87
Bartlett's test of sphericity	Approx. Chi-Square	2784.093
	df	561
	Sig.	0

As evidenced in Table 4.12 above, the KMO measure verified the sampling adequacy for factor analysis, since the value of the KMO was 0.87, which is above the 0.6 cut-off point set by Pallant (2005) and Hair *et al*. (2010). Bartlett's test of sphericity was significant ($p<0.05$), indicating that correlations between items were

sufficiently large for a factor analysis. Thus, the sample was suitable for further analysis by means of factor analysis.

4.3.2.2. FACTOR ANALYSIS

An EFA, using the principle axis factoring extraction method, was performed on the 39 items of the Job Characteristic Inventory. The principle axis factor analysis initially resulted in twelve factors. However, a closer inspection of the pattern matrix indicated that the items primarily loaded onto three factors. A principle factor analysis was done, using the direct oblimin rotation to specify the four factors. Five items were excluded due to low and problematic factor loadings. The three factors were labelled Talent Resources (Factor 1), Talent Demands (Factor 2), and Remuneration (Factor 3). The three factors explained 43.455% of variance. The results of the factor analysis, as well as the pattern matrix, are shown in Table 4.13 and Table 4.14. The item loadings were acceptable for the three specified factors.

Table 4.13: Total variance explained for JCS

Factor	Initial eigenvalues			Extraction sums of squared loadings			Rotation sums of squared loadings[a]
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	9.502	27.947	27.947	8.951	26.327	26.327	8.837
2	4.040	11.882	39.828	3.499	10.292	36.620	3.492
3	2.762	8.122	47.951	2.324	6.835	43.455	3.126
4	1.758	5.171	53.121				
5	1.593	4.685	57.806				
6	1.329	3.910	61.716				
7	1.247	3.667	65.383				
8	1.131	3.326	68.709				
9	.987	2.904	71.614				
10	.861	2.532	74.145				
11	.724	2.129	76.274				
12	.703	2.067	78.341				
13	.662	1.946	80.287				
14	.616	1.811	82.099				
15	.553	1.626	83.725				

16	.529	1.555	85.280
17	.493	1.450	86.730
18	.455	1.338	88.068
19	.424	1.248	89.316
20	.388	1.142	90.458
21	.374	1.101	91.558
22	.333	.979	92.537
23	.320	.940	93.477
24	.295	.869	94.346
25	.255	.749	95.094
26	.244	.719	95.813
27	.224	.658	96.472
28	.214	.629	97.100
29	.195	.575	97.675
30	.188	.554	98.229
31	.169	.498	98.727
32	.163	.478	99.205
33	.153	.449	99.654
34	.118	.346	100.000

Table 4.14: Pattern matrix for JCS

	Factor		
	1	2	3
JCI1	.007	**.634**	-.123
JCI2	-.033	**.739**	-.067
JCI4	-.004	**.756**	.114
JCI5	.094	**.507**	.053
JCI6	.086	**.728**	-.010
JCI7	-.020	**.677**	.010
JCI8	-.011	**.386**	-.058
ICI9	-.164	**.555**	-.070
JCI12	**.496**	.193	.058
JCI13	**.438**	.117	.254
JCI14	**.434**	.105	.209
JCI15	**.637**	.049	.080
JCI16	**.626**	.033	-.172
JCI17	**.609**	-.030	-.143
JCI18	**.590**	-.075	-.151
JCI19	**.617**	-.202	.087

JCI20	**.713**	-.106	.036
JCI21	**.717**	-.162	.071
JCI31	**.717**	-.070	.038
JCI22	**.568**	-.051	-.014
JCI23	**.441**	-.144	-.104
JCI24	**.713**	.033	-.024
JCI25	**.716**	-.076	-.019
JCI26	**.683**	.052	.002
JCI27	**.690**	.125	.027
JCI28	**.595**	.076	.027
JCI29	**.626**	.030	.101
JCI30	**.580**	-.014	.110
JCI32	**.802**	.019	-.033
JCI33	**.511**	.129	.057
JCI34	-.008	-.077	**.769**
JCI35	-.090	.036	**.784**
JCI36	.068	-.094	**.831**
JCI37	.057	-.091	**.631**

4.3.2.3. SECOND-ORDER FACTOR ANALYSIS

A second-order factor analysis was conducted to specify the Talent Enablers and Talent Demands. Exploratory factor analysis using the principal component method was performed on the three factors, as shown above. Talent Enablers and Remuneration loaded onto one factor, and was labelled Talent Enablers. Talent Demands loaded onto the second factor, and remained labelled as such. The factor was explained by the 75.925% of the variance, as indicated in Table 4.15 and Table 4.16 below. The factor loadings for both Job Demands and Job Resources were acceptable.

Table 4.15: Total variance explained for JCS

	Initial eigenvalues			Extraction sums of squared loadings		
Component	**Total**	**% of Variance**	**Cumulative %**	**Total**	**% of Variance**	**Cumulative %**
1	1.305	43.487	43.487	1.305	43.487	43.487
2	0.973	32.439	75.925	973	32.439	75.925

3	0.722	24.075	100				

Table 4.16: Pattern matrix for second-order factor analysis

	Component	
	1	**2**
Job Resources	**0.733**	0.384
Remuneration	**0.786**	0.087
Talent Demands	-0.387	**0.905**

4.3.2.4. DESCRIPTIVE STATISTICS AND RELIABILITIES OF THE JCS

Descriptive statistics were used to explore the data. Table 4.17 below provides the descriptive statistics of the JCS, once the items had been grouped together, after the factor analysis was conducted. A four-point response scale ranging from *Never* to *Always* was utilised. The mean values ranged from 2.0483 to 3.2352. This shows that respondents tended to indicate answers that fell in the middle of the range. On average, it seems that the respondents perceive a higher level of talent demands than talent enablers.

Table 4.17: Descriptive statistics of the JCS

	N	Mean	Std. Deviation	Skewness	Kurtosis	Cronbach Alpha
Talent Demands	146	3.0668	0.5366	-0.217	-0.772	0.832
Talent Resources	145	2.8984	0.4855	-0.374	0.062	0.922
Staffing	146	3.2352	0.6726	-0.529	-0.776	0.785
Talent Acquisition	146	2.9658	0.5450	0.102	-0.663	0.734
Talent Deployment	146	3.0918	0.5594	-0.365	0.138	0.759
Talent Development	146	3.0719	0.8094	-0.513	-0.590	0.818
Executive Support	146	3.2894	0.7232	-0.998	0.368	0.883
Performance	146	2.9623	0.6143	-0.161	-0.563	0.849
Talent Engagement	146	2.9274	0.6488	-0.343	0.014	0.824
Remuneration	145	2.0483	0.7432	0.594	-0.107	0.850
Valid N (listwise)	145					

Table 4.17 provides an overview of the number of valid cases (*N*=145) per group for each of the ten grouped items, measures of central tendency, and dispersion. The sample group consisted of a total of 146 respondents.

Standard deviation values for the group ranged from 0.4855 to 0.8094, indicating a relatively small degree of dispersion. The skewness values for the group ranged

from -0.529 to 0.594, indicating a positively skewed distribution. The kurtosis values for the range ranged from -0.772 to 0.138. The Cronbach alpha coefficients ranged from 0.734 for Job Acquisition to 0.922 for Talent Resources, and, accordingly, the reliability of the relationships ranged from acceptable to excellent (George & Mallery, 2003).

4.3.2.5. SUMMARY OF RESULTS

To conclude, the results of the statistical analysis of the JCS can be summarised as follows:

- The KMO of sampling adequacy and sphericity inter-item correlation were high, and there was significant correlation between the items, according to Bartlett's test.
- An EFA was performed, and it was determined, according to the principle axis factor analysis, that there were eight main factors. The direct oblimin rotation reduced the eight factors to four main factors, which explained 43.455% of the cumulative variances.
- This required a second-order factor analysis to be run. The 10 factors were loaded onto the factors Job Demands, Remuneration, and Job Resources, with a cumulative variance of 75.925%.
- The overall value of Cronbach's alpha indicated an acceptable to excellent level of reliability for all the factors measured.
- The reliability statistics for all the sub-scales were between good and excellent.

4.3.3. RESULTS: SATISFACTION WITH TALENT MANAGEMENT QUESTIONNAIRE

The Satisfaction with Talent Management questionnaire was distributed to the sample to identify their existing perceptions of current TM practices prevalent in the HEIs, and to enquire to what extent the sample was satisfied with the application of these practices.

4.3.3.1. SAMPLE ADEQUACY AND SPHERICITY

The sampling adequacy and sphericity of the inter-item correlation matrix was determined by applying the KMO measure of sampling adequacy and Bartlett's test of sphericity to the inter-item correlation matrix of the questionnaire. The results of the KMO for the Satisfaction with Talent Management questionnaire are presented in Table 4.18:

Table 4.18: KMO and Bartlett's test of inter-item correlation

Kaiser-Meyer-Olkin measure of sampling adequacy.		0.869
Bartlett's test of sphericity	Approx. chi-square	1220.814
	Df	136
	Sig.	0

As evidenced in Table 4.18 above, the KMO measure verified the sampling adequacy for factor analysis, since the value of KMO was 0.869, which is above the 0.6 cut-off point set by Pallant (2005) and Hair *et al*. (2010). 0.869 indicates a high level of inter-item correlation. Bartlett's test of sphericity was significant ($p<0.05$), indicating correlations between items that were sufficiently large for factor analysis. Thus, the results were suitable for further analysis by means of factor analysis.

4.3.3.2. FACTOR ANALYSIS

An EFA using the principle components factoring extraction method was performed on the 39 items of the Satisfaction with Talent Practices scale. The principle components factor analysis initially resulted in four factors. However, closer inspection of the pattern matrix indicated that the items loaded primarily onto two factors. A principle components analysis was done, using the direct oblimin rotation to specify the two factors. The first factor was labelled Satisfaction with Institutional Practices, and the second factor was labelled Satisfaction with Funding Practices. The two factors explained 51.665% of the variance. The results of the factor analysis, as well as the pattern matrix, are shown in Table 4.19 and Table 4.20. The item loadings for the three specified factors were acceptable.

Table 4.19: Total variance explained for the Satisfaction with TM Practices questionnaire

Factor	Initial eigenvalues			Extraction sums of squared loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.743	39.667	39.667	6.743	39.667	39.667
2	2.040	11.997	51.665	2.040	11.997	51.665
3	1.357	7.982	59.647			
4	1.049	6.169	65.816			
5	0.775	4.557	70.373			
6	0.745	4.380	74.752			
7	0.665	3.910	78.662			
8	0.586	3.446	82.108			
9	0.533	3.135	85.243			
10	0.496	2.917	88.160			
11	0.470	2.766	90.925			
12	0.371	2.185	93.110			
13	0.299	1.759	94.869			
14	0.271	1.597	96.466			
15	0.226	1.331	97.797			
16	0.192	1.130	98.927			
17	0.182	1.073	100.000			

Table 4.20: Pattern matrix for Satisfaction with TM Practices questionnaire

	Factor	
	1	2
Sufficient access to information I need to do my job	0.441	0.074
Support from the HR department	0.734	-0.123
Changes and restructuring in the institution	0.794	-0.209
Opportunity to engage in community service projects	0.405	0.292
Affirmative action	0.524	0.204
Sufficient cultural diversity in the institution	0.416	0.252
Sufficient respect for my culture in the institution	0.556	0.100
Institutional leadership	0.911	-0.149
Institutional values	0.740	0.115
Institutional strategy	0.867	-0.121
Communication from leadership	0.832	0.007
Talent management policies in the institution	0.755	0.048
Mentorship opportunities for academic staff	0.606	0.106
Funding to attend conferences from the institution	0.051	0.767

Funding for research publications from the institution	0.024	0.799
Research funding from external bodies such as the National Research Foundation (NRF)	0.022	0.683
Funding from the institution for professional registrations	-0.049	0.777

4.3.3.3. SECOND-ORDER FACTOR ANALYSIS

A second-order factor analysis was conducted to specify the overall satisfaction with talent management practices. Exploratory factor analysis using the principal component method was performed on the two factors, as shown above. Talent Resources and Remuneration loaded onto one factor, and was labelled Talent Resources. The two factors loaded onto one factor, labelled Satisfaction with Talent Practices. The factor was explained by the 70.342% of the variance, as indicated in Table 4.21 and Table 4.22 below.

Table 4.21: Total variance explained for the Satisfaction with TM Practices questionnaire

	Initial eigenvalues			Extraction sums of squared loadings		
Component	**Total**	**% of Variance**	**Cumulative %**	**Total**	**% of Variance**	**Cumulative %**
1	1.407	70.342	70.342	1.407	70.342	70.342
2	0.593	29.658	100	0.593	29.658	100

Table 4.22: Pattern order for second-order factor analysis

	Component	
	1	**2**
General Practices	0.839	-0.545
Funding Opportunities	0.839	-0.545

4.3.3.4. DESCRIPTIVE STATISTICS

Descriptive statistics were used to explore the data. Table 4.23 and Table 4.24 (below) provide the item descriptive statistics of the Satisfaction with TM questionnaire once the items had been grouped together, but before the factor analysis was conducted. Table 4.21 and Table 4.22 provide an overview of the number of valid cases (N) per group for the 1 grouped item, with the measure of central tendency and dispersion.

Table 4.23: Descriptive statistics for Satisfaction with TM practices questionnaire

	N	Mean	Std. Deviation	Skewness	Kurtosis	Cronbach Alphas
Satisfaction with Practices	144	2.7430	0.47469	-0.251	0.809	0.899
General Practices	145	2.7602	0.53413	-0.139	0.834	0.904
Funding Opportunities	145	2.7293	0.59403	-0.461	0.656	0.779
Valid N (listwise)	144					

A six-point response scale ranging from *Extremely dissatisfied* to *Extremely satisfied* was utilised. The mean value for the responses was 2.7430. This indicates that respondents' answers tended to be towards the top of the answer range. This suggests that many respondents experience a relatively high level of satisfaction with the specified TM practices.

The standard deviation value for the group was 0.47469, indicating a small degree of dispersion. The skewness value for the group was -0.737, indicating a negatively skewed distribution. The kurtosis value was -0.251.

The Cronbach's alpha coefficient was 0.899 for Satisfaction with TM Practices, 0.904 for General Practices, and 0.779 for Funding Opportunities. This suggests that the overall reliabilities ranged from good to excellent.

Table 4.24 below provides the questionnaire items that were aimed at reveal with which TM practices the respondents are satisfied, or not. Evidence shows that academics are most satisfied with their access to the information necessary to do their jobs. Furthermore, they are satisfied that the HEIs' values are lived, and that there is sufficient respect for the academics' cultures in the institution. Academics are satisfied with their HEIs' engagement in community service projects, but are the least satisfied with the institutions' TM policies and mentorship opportunities.

Table 4.24: Descriptive statistics for Satisfaction with TM practices questionnaire items

	N	Mean	Std. Deviation	Skewness	Kurtosis
Sufficient access to information I need to do my job	146	3.110	0.70587	-0.635	0.723

Support from the HR department	146	2.726	0.85113	-0.393	-0.353
Changes and restructuring in the institution	145	2.566	0.78893	-0.348	-0.295
Opportunity to engage in community service projects	146	2.829	0.72739	-0.597	0.554
Affirmative action	146	2.603	0.85080	-0.429	-0.416
Sufficient cultural diversity in the institution	146	2.767	0.83080	-0.637	0.050
Sufficient respect for my culture in the institution	146	2.836	0.77928	-0.767	0.591
Institutional leadership	146	2.801	0.76672	-0.482	0.138
Institutional values	146	2.938	0.74485	-0.611	0.539
Institutional strategy	146	2.808	0.76397	-0.412	0.038
Communication from leadership	146	2.767	0.80551	-0.273	-0.333
Talent management policies in the institution	146	2.514	0.78990	-0.088	-0.398
Mentorship opportunities for academic staff	146	2.568	0.77822	-0.320	-0.269
Funding to attend conferences from the institution	146	2.692	0.84335	-0.552	-0.186
Funding for research publications from the institution	146	2.753	0.74798	-0.665	0.441
Research funding from external bodies such as the National Research Foundation (NRF)	146	2.767	0.77050	-0.673	0.375
Funding from the institution for professional registrations	145	2.717	0.69426	-0.691	0.602
Valid N (listwise)	144				

4.3.3.5. SUMMARY OF RESULTS

To conclude, the results of the statistical analysis of the Satisfaction with Talent Management Practices questionnaire can be summarised as follows:

- The KMO of sampling adequacy and sphericity inter-item correlation was high, and there was a significant correlation between the items, according to Bartlett's test.
- A factor analysis was performed, and it was determined, according to the component factor analysis, that there were 17 factors.

  The direct oblimin rotation grouped the 17 items into two main factors, which explained 51.665% of the cumulative variances.
- This required a second-order factor analysis. The 17 factors were loaded onto factors named Satisfaction with Talent Management Practices, General Practices, and Funding Opportunities, with a cumulative variance of 70.342%.

- The overall Cronbach's alpha value indicated an excellent level of reliability for all the factors measured.
- The reliability statistics for all the sub-scales were between good and excellent.
- The mean scores of the items proved that academics are mostly satisfied with their access to information, respect for their culture, and that institutional values are lived. However, academics are the least satisfied with TM policies and mentorship opportunities in the HEIs.

4.3.4. RESULTS: INTENTION TO QUIT QUESTIONNAIRE

The Intention to Quit questionnaire was used to determine the extent to which academics consider quitting their respective institutions. The results are reported in the section below by asking them these major questions:

1. I often think about leaving the organisation.
2. I am currently searching for an alternative to this organisation.
3. When I can, I will leave the organisation.

4.3.4.1. SAMPLING ADEQUACY AND SPHERICITY

The sampling adequacy and sphericity of the inter-item correlation matrix was determined by applying the KMO measure of sampling adequacy and Bartlett's test of sphericity to the inter-item correlation matrix of the Satisfaction questionnaire. The results of the KMO are presented in Table 4.25:

Table 4.25: KMO and Bartlett's test of inter-item correlation

Kaiser-Meyer-Olkin measure of sampling adequacy		0.745
Bartlett's test of sphericity	Approx. chi-square	300.546
	df	3
	Sig.	0

As evidenced in Table 32 above, the KMO measure verified the sampling adequacy for factor analysis, since the KMO value was 0.745, which is above the 0.6 cut-off

point set by Pallant (2005) and Hair *et al*. (2010). Bartlett's test of sphericity was significant ($p<0.05$), indicating that correlations between items were sufficiently large for a factor analysis. Thus, the results were suitable for further analysis by means of factor analysis.

4.3.4.2. FACTOR ANALYSIS

An EFA using the principle components factoring extraction method was performed on the 3 items of the Intention to Quit scale. The results showed that one factor, Intention to Quit, explained 85.192% of the variance. The items showed acceptable item loadings. The results are reported in Table 4.26 and Table 4.27 below.

Table 4.26: Total variance for Intention to Quit scale explained

Factor	Initial eigenvalues			Extraction sums of squared loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.556	85.192	85.192	2.556	85.192	85.193
2	0.275	9.165	94.358			
3	0.169	5.642	100			

Table 4.27: Component matrix for ITQ

	Factor
	1
Statement 1	0.941
Statement 2	0.923
Statement 3	0.905

4.3.4.3. DESCRIPTIVE STATISTICS

Descriptive statistics were used to explore the data. Table 4.28 below provides the item descriptive statistics of the Intention to Quit questionnaire. From the mean score, it is evident that the academics in this sample were not considering quitting their institutions. The Cronbach alpha coefficient was 0.911 and, accordingly, the reliability of the relationships ranged from acceptable to excellent (George & Mallery, 2003).

Table 4.28: Descriptive statistics of the Intention to Quit scale

	N	Mean	Std. deviation	Skewness	Kurtosis	Cronbach alphas
Intention to Quit	144	2.912	1.59154	0.53	-0.81	0.911
Valid N (listwise)	144					

4.3.4.4. REASONS FOR LEAVING

Statistical analysis was also conducted on the reasons why academics may leave their HEIs. In Table 4.29, each reason will show the frequency of selection, ranked from *a major reason for leaving* to *not a significant reason for leaving* the organisation.

Table 4.29: Reasons for leaving the HEI

Reasons for leaving	Frequency	Rank
Unhappy about financial compensation	76	1
Would leave for a promotion	70	2
Retirement	62	3
Unhappy about career development opportunities	57	4
Would leave for more pay in another company	53	5
Would leave for personal reasons such as family responsibility	45	6
Unhappy about company policies	35	7
Would leave for ill health/disability	33	8
Would leave if my spouse was transferred	30	9
Would leave to study further	29	10
Would leave for a career change	26	11
Would only leave if I was retrenched	24	12
Unhappy about the number of hours I am required to work	24	12
Unhappy about the job itself	23	13
Unhappy about the people I have to work with	23	13
Would leave to start my own business	23	13
Would leave for a job closer to home	22	14
Unhappy about training opportunities	14	15

From the table above, it is apparent that academics would leave their institution for better remuneration or promotional opportunities. Retirement and few career development opportunities are also major reasons why academics might choose to leave their organisations. Dissatisfaction with training opportunities, the job itself, or

colleagues do not seem to be sufficient reason for academics to leave their institutions.

4.3.4.5. SUMMARY OF RESULTS

To conclude, the results of the statistical analysis of the Intention to Quit questionnaire can be summarised as follows:

- The KMO of sampling adequacy and sphericity inter-item correlation was high, and there was a significant correlation between the items, according to Bartlett's test.
- A factor analysis was performed, and it was determined, according to the direct oblimin factor analysis, that there was one factor that explained 85.193 of the variance.
- The overall Cronbach Alpha value indicated an excellent level of reliability for all the factors measured.
- The reliability statistics for all the sub-scales were between good and excellent.
- Analysis proved that remuneration and promotional opportunities are major retention factors, whereas the nature of the job and relationships with colleagues do not seem to be sufficient reason for academics to leave their institutions.

4.4. PHASE 3: TESTING OF HYPOTHESES

For the purposes of this research study, three integrated hypotheses where formulated. The statistical tests performed for these hypotheses are briefly discussed below, and it is indicated whether or not each hypothesis is accepted or rejected.

Hypothesis 1

$H_0$1: There are no significant differences in the academics' perceptions of the current talent management practices, based on their demographic characteristics.

H_a1: There are significant differences in the academics' perceptions of the current talent management practices, based on their demographic characteristics.

4.4.1. RESULTS: MULTIPLE ANALYSIS OF VARIANCE

MANOVA was performed to determine whether there are any significant differences in the academics' perceptions of the current TM practices, based on their demographic characteristics. The results of the factor analyses in Phase 2 indicated that Talent Management Practices can be divided into Job Demands and Talent Enablers. The results of the MANOVA are presented in Table 4.30.

Table 4.30: Results of MANOVA investigating differences in Job Demands and Job Resources results, according to biographical characteristics

	Wilks' Lambda Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Gender	0.977	1.590[b]	2	137.000	.208	.023
Ethnicity	0.892	2.617[b]	6	268.000	**.018**	.055
Home Language	0.873	4.780[b]	4	272.000	**.001**	.066
Age	0.854	2.702[b]	8	264.000	**.007**	.076
Qualifications	0.934	1.582[b]	6	274.000	.152	.033
Job level	0.861	2.632[b]	8	272.000	**.009**	.072
Job Category	0.979	.708[b]	4	270.000	.587	.010
Years Institution	0.913	2.177[b]	6	280.000	**.045**	.045
Years Current Job	0.996	.245[b]	2	137.000	.783	.004
Hours Work	0.825	2.710[b]	10	268.000	**.003**	.092

From the results shown in Table 4.30, it is evident that statistically significant differences exist only according to ethnicity, age, home language, job level, and the number of years at the institution. Results show no statistically significant differences according to gender, qualifications, job category, and number of years in current position. The results of the significant relationships between the biographical variables and Talent Demands and Talent Enablers are reported below.

- The Wilks's lambda value for ethnicity was equal to 0.892 [$F_{(6, 268)} = 2.617$, $p \leq 0.05$]. This implies that there is a significant difference between the mean scores of the groups relating to job level and Talent Demands and Talent Enablers. Analysis of each dependent variable, using a Bonferroni adjusted

alpha level of 0.025, showed that the job level groups differed in terms of Talent Demands ($F_{(3, 1.327)} = 5.317$, $p \leq 0.05$, partial $\eta^2 = 0.106$). The results show that Coloured and White ethnic groups experience a higher level of talent demands than the Black ethnic group. The effect was large.

- The Wilks's lambda value for job level is equal to 0.861 [$F_{(8, 272)} = 2.632$, $p \leq 0.05$]. This implies that there is a significant difference between the mean scores of the groups relating to job level and Talent Demands and Talent Enablers. Analysis of each dependent variable, using a Bonferroni adjusted alpha level of 0.025, showed that the job level groups differed in terms of Talent Demands ($F_{(4, 0.919)} = 3.532$, $p \leq 0.05$, partial $\eta^2 = 0.093$) and Talent Enablers ($F_{(4, 0.350)} = 1,500$, $p \leq 0.05$, partial $\eta^2 = 0.042$). The results show that associate professors experience a higher level of talent demands than junior lecturers. The effect for Talent Demands was medium.
- The Wilks's lambda value for language was equal to 0.873 [$F_{(4, 272)} = 4.780$, $p \leq 0.05$]. This implies that there is a significant difference between the mean scores of the groups relating to language and Talent Demands and Talent Enablers. Analysis of each dependent variable, using a Bonferroni adjusted alpha level of 0.025, showed that the language groups did not differ in terms of Talent Demands ($F_{(2, 2.255)} = 9.045$, $p \leq 0.05$, partial $\eta^2 = 0.117$). The results show that there are no significant differences in the three language groups' experience of talent demands. The effect was medium.
- The Wilks's lambda value for the number of years at the institution was equal to 0.913 [$F_{(6, 280)} = 2.177$, $p \leq 0.05$]. This implies that there is a significant difference between the mean scores of the groups relating to number of years at the institution and Talent Demands and Talent Enablers. Analysis of each dependent variable, using a Bonferroni adjusted alpha level of 0.025, showed that groups differed in terms of Talent Demands ($F_{(3, 1.047)} = 3.913$, $p \leq 0.05$, partial $\eta^2 = 0.077$). Results show that academics experience more talent demands if they have been working for the HEI for between 11 and 20 years than for less than 10 years. The effect was small.
- The Wilks's lambda value for the age was equal to 0.854 [$F_{(8, 264)} = 2.702$, $p \leq 0.05$]. This implies that there is a significant difference between the mean scores of the group in terms of their age and Talent Demands and Talent

Enablers. Analysis of each dependent variable, using a Bonferroni adjusted alpha level of 0.025, showed that groups differed in terms of Talent Demands ($F_{(4, 1.262)} = 5.170$, $p \leq 0.05$, partial $\eta^2 = 0.135$) and Talent Enablers ($F_{(4, 0.110)} = 0.459$, $p \leq 0.05$, partial $\eta^2 = 0.014$). The results show that academics aged 30 to 39 years experience higher levels of talent demands than those aged 20 to 29 years. The effect for Talent Demands was medium.

4.4.2. ANALYSIS OF VARIANCE: SATISFACTION WITH TM PRACTICES

$H_0$2: There are no significant differences in academics' satisfaction with the talent management practices based on their demographic characteristics.

H_a2: There are significant differences in academics' satisfaction with the talent management practices based on their demographic characteristics.

The results of the ANOVA analyses are reported in Table 4.31 below.

Table 4.31: Results of ANOVA investigating biographical differences in satisfaction results

		Sum of squares	df	Mean square	F	Sig.
Gender	Between groups	20.92	85	0.246	0.943	0.601
	Within groups	13.83	53	0.261		
	Total	34.75	138			
Ethnicity	Between groups	162.03	86	1.884	0.918	0.641
	Within groups	104.62	51	2.051		
	Total	266.64	137			
Language	Between groups	49.27	86	0.573	0.793	0.831
	Within groups	37.55	52	0.722		
	Total	86.82	138			
Age	Between groups	91.46	83	1.102	0.918	0.641
	Within groups	63.62	53	1.200		
	Total	155.08	136			
Qualifications	Between groups	59.65	86	0.694	1.033	0.455

	Within groups	36.26	54	0.671		
	Total	95.91	140			
Job level	Between groups	110.20	88	1.252	0.726	0.908
	Within groups	89.72	52	1.725		
	Total	199.91	140			
Job category	Between groups	35.95	86	0.418	0.825	0.786
	Within groups	25.83	51	0.506		
	Total	61.78	137			
Years at institution	Between groups	48.41	89	0.544	0.992	0.520
	Within groups	29.59	54	0.548		
	Total	78.00	143			
Years in current job	Between groups	7.87	89	0.088	0.787	0.838
	Within groups	5.51	49	0.112		
	Total	13.38	138			
Hours worked per week	Between groups	90.09	88	1.024	0.714	0.918
	Within groups	73.14	51	1.434		
	Total	163.22	139			

From the results of Table 4.31, it is evident that there are no significant differences in academics' satisfaction with the TM practices, based on their demographic characteristics. The zero hypotheses are therefore accepted.

4.4.3. ANALYSIS OF VARIANCE: INTENTION TO QUIT

$H_0$3: There are no significant differences in academics' intention to quit their jobs, based on their demographic characteristics.

H_a3: There are significant differences in academics' intention to quit their jobs, based on their demographic characteristics.

The results of the ANOVA analyses are reported in Table 4.32 below.

Table 4.32: Results of ANOVA investigating biographical differences in ITQ results

		Sum of squares	df	Mean square	F	Sig.
Gender	Between groups	4.252	15	.283	1.143	.326
	Within groups	30.496	123	.248		
	Total	34.748	138			
Ethnicity	Between groups	50.854	15	3.390	1.907	.029
	Within groups	216.922	122	1.778		
	Total	267.775	137			
Language	Between groups	13.686	15	.912	1.520	.108
	Within groups	73.853	123	.600		
	Total	87.540	138			
Age	Between groups	16.008	15	1.067	.915	.549
	Within groups	141.073	121	1.166		
	Total	157.080	136			
Qualifications	Between groups	9.944	15	.663	.957	.505
	Within groups	86.623	125	.693		
	Total	96.567	140			
Job Level	Between groups	12.824	15	.855	.561	.899
	Within groups	190.424	125	1.523		
	Total	203.248	140			
Job Category	Between groups	6.084	15	.406	.888	.578
	Within groups	55.692	122	.456		
	Total	61.775	137			
Years at Institution	Between groups	6.399	15	.427	.742	.738
	Within groups	73.594	128	.575		
	Total	79.993	143			
Years in current job	Between groups	.731	15	.049	.474	.950
	Within groups	12.650	123	.103		
	Total	13.381	138			
Hours worked per week	Between groups	15.903	15	1.060	.892	.574
	Within groups	147.319	124	1.188		
	Total	163.221	139			

From Table 4.32, it is evident that significant differences exist between ethnic groups regarding intention to quit. Further post-hoc analyses revealed no further significant differences.

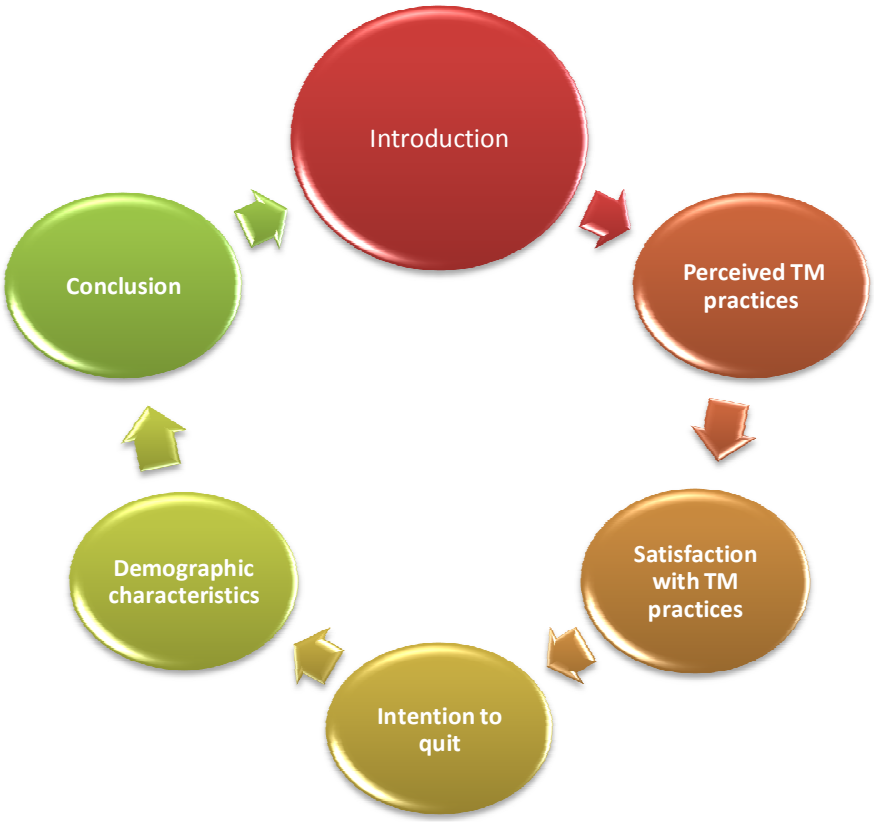
4.5. CONCLUSION

This chapter provided the statistical results obtained from the data analyses conducted. The responses obtained from the Job Characteristics scale, the Satisfaction with TM Practices questionnaire, as well as the Intention to Quit questionnaire were analysed, and the next chapter will discuss how these results address the research objectives and the decision to either to accept or reject hypotheses stated in this chapter.

CHAPTER 5: DISCUSSION OF RESULTS

5.1. INTRODUCTION

Figure 5.1: Chapter layout



For the purposes of the present study, one main research question existed, inspired by limited knowledge and contributions in the current literature: To what extent are TM practices applied in South African HEIs? Secondary research questions, based on measurements, were added:

- What are the perceived current TM practices in South African HEIs?
- To what extent are academics satisfied with the TM practices applied in South African HEIs?
- To what extent do academics consider quitting their jobs in South African HEIs?
- Are there any significant differences in the academics' perceptions of the current TM practices, based on their demographic characteristics?

- Are there any significant differences in academics' satisfaction with the TM practices, based on their demographic characteristics?
- Are there any significant differences in academics' intention to quit their jobs, based on their demographic characteristics?

In this chapter, these research questions will be answered based on the statistical results presented in Chapter 4.

5.2. WHAT ARE THE CURRENT PERCEIVED TM PRACTICES IN SOUTH AFRICAN HEIS?

Research found the following to be general TM practices in organisations:

- Strategy (Ashton & Morton, 2005; Cantrell & Benton, 2007; Guthridge et al., 2006; Reindl, 2007; Ludike, 2011);
- Workforce planning, metrics, and review processes (Human Capital Institute Africa & Hewitt's Human Capital Consulting, 2008; Michaels, n.d.; Hult et al., 2005; HCI, 2012; Welby-Cook, 2010);
- Talent acquisition (Human Capital Institute, 2008a; Michaels, n.d.; Welby-Cook, 2010; Benschop, 2003);
- Talent engagement (Bhatnagar, 2008; Human Capital Institute, 2008b; Barkham, 2005);
- Talent development (Cappelli, 2008; Galagan, 2008; Sharma & Bhatnagar, 2009; Welby-Cook, 2010; Avison, 2005; Larocco & Bruns, n.d.; Miller et al., 2006);
- Talent deployment (Galagan, 2008);
- Performance management (Galagan, 2008; Handfield-Jones et al., 2001; Welby-Cook, 2010; Larocco & Bruns, n.d; Mapesela & Hay, 2006; Greenbank, 2006; Mott-Stenerson, 2005; Bitzer, 2008);
- A talent environment (Larocco & Bruns, n.d.; Reese, 2005; Locklead, 2005);
- Change management (Mapesela & Hay, 2006; Reese, 2005; Portnoi, 2009);
- Talent retention (Galagan, 2008; Welby-Cook, 2010; Ackers & Gill, 2005);
- Leadership/High-potential development (Welby-Cook, 2010); and
- Culture (Welby-Cook, 2010).

According to the literature, the following talent management practices are currently applied in South African HEIs:

- Talent retention (Netswera et al., 2005; Ackers & Gill, 2005; Nicholls, 2005; Moore, Newman & Terrell, 2007; Mitchell, 2007; Benschop, 2003);
- Talent attraction (Ackers & Gill, 2005);
- Talent enhancement (Nicholls, 2005; Mapesela & Hay, 2006; Tourna, Hassall & Joyce, 2006; Greenbank, 2006; Avison, 2005; Larocco & Bruns, n.d.); and
- Talent engagement (Nicholls, 2005; Larocco & Bruns, n.d.; Mapesela & Hay, 2006).

The present study determined that the current perceived TM practices in South African HEIs are:

- Staffing;
- Talent acquisition;
- Talent deployment;
- Talent development;
- Talent engagement;
- Executive support;
- Performance management; and
- Remuneration.

The results of the present study show that staffing is perceived as a problem in HEIs in that there are too few people resources for the amount of job demands. Talent acquisition is considered problematic. The literature (Benschop, 2003; Fogelberg et al., 1999; Van Balen & Fischer, 1998; Rogg, 2001; Bagilhole, 2003; Hult et al., 2005; Ackers & Gill, 2005) indicates gender preference, the brain drain, and a preference for those already employed at the university, as well as a decline in the demand for new academics in certain courses, as talent acquisition challenges specific to South Africa. Nevertheless, the results indicate that the respondents view all TM practices as adequate, except for remuneration. The literature indicates that academics view their remuneration as low, and the results of the present study confirm this

perception. This poses a concern for academia, as remuneration is a valuable retention tool.

5.3. TO WHAT EXTENT ARE ACADEMICS SATISFIED WITH THE TM PRACTICES APPLIED IN SOUTH AFRICAN HEIS?

Data analyses proved academics to be satisfied with the current TM practices. The results show that academics are mostly satisfied with their access to the information necessary to do their jobs. Furthermore, academics are satisfied that the HEIs' values are lived, and that there is sufficient respect for their cultures in the institution. Academics are satisfied with the HEIs' engagement in community service projects, but are the least satisfied with Affirmative Action practices in talent management, institutions' TM policies, as well as mentorship opportunities. Extensive research is needed on reasons and actions surrounding academics' satisfaction with TM.

5.4. TO WHAT EXTENT DO ACADEMICS CONSIDER QUITTING THEIR JOBS IN SOUTH AFRICAN HEIS?

According to the literature, the following are major talent retention challenges in HEIs (Netswera et al., 2005, p38; Ackers & Gill, 2005; Deem & Lucas, 2007; Du Preez, 2002):

- "Increasing aggressive recruitment and global demands have made retaining the scarce skills more difficult"
- "Unfavourable working conditions and low and unattractive remuneration ..."
- The brain drain of professionals, students, as well as academics
- Developing and retaining black professionals
- "The biggest cost on turnover is that of replacing an employee who leaves… calculated conservatively at 30% of an employee's annual salary"
- It might be "difficult to be a productive academic and an involved, caring parent" (Colbeck & Drago, 2005, p. 12)
- Racial Discrimination (Mahtani, 2006).

Even though the respondents in the present study indicated that inadequate compensation, promotional opportunities outside the institution, and unsatisfying career development opportunities would be sufficient reasons for them to leave their current HEIs, they do not intend quitting from their HEIs. It may seem that these results contradict the literature in this regard. The challenges mentioned above are present in reasons for leaving the institution, but are not considered sufficient reason to quit. This finding is supported by the satisfaction of academics with the current TM practices in their HEIs.

5.5. ARE THERE ANY SIGNIFICANT DIFFERENCES IN THE ACADEMICS' PERCEPTIONS OF CURRENT TM PRACTICES, BASED ON THEIR DEMOGRAPHIC CHARACTERISTICS?

Evidence from the present study shows that there are significant differences only between the biographical factors of ethnicity, age, home language, job level, and the number of years at the institution. The results show no statistically significant differences between gender, qualifications, job category, and number of years in current job. There are, however significant relationships between the biographical variables and Talent Demands and Talent Enablers. Coloured and White ethnic groups experience a higher level of talent demands than the Black ethnic group. Associate professors experience a higher level of talent demands than junior lecturers. The results show no significant differences between the three language groups' experience of talent demands. Academics who have been working for the HEI for 11 to 20 years experience more talent demands than those who have been working for less than 10 years.

The results show that academics aged of 30 to 39 years experience higher levels of Talent Demands than those aged 20 to 29 years. This is a new finding, which requires further research.

5.6. ARE THERE ANY SIGNIFICANT DIFFERENCES IN ACADEMICS' SATISFACTION WITH THE TM PRACTICES, BASED ON THEIR DEMOGRAPHIC CHARACTERISTICS?

From the results presented in Chapter 4, it is evident that there are no significant differences in academics' satisfaction with the TM practices, based on their demographic characteristics. The zero hypotheses are therefore accepted. This indicates that demographic characteristics have no bearing on whether an academic is satisfied, or not, with TM practices.

5.7. ARE THERE ANY SIGNIFICANT DIFFERENCES IN ACADEMICS' INTENTION TO QUIT THEIR JOBS, BASED ON THEIR DEMOGRAPHIC CHARACTERISTICS?

It is evident that significant differences exist between ethnic groups regarding their intention to quit. This finding can also be linked with the third research objective, which found that, in spite of confirmation to the contrary in the literature, academics do not intend to leave their HEIs. This finding adds to the finding that demographic characteristics do not contribute to academics' intention to quit. Further research on this finding is required.

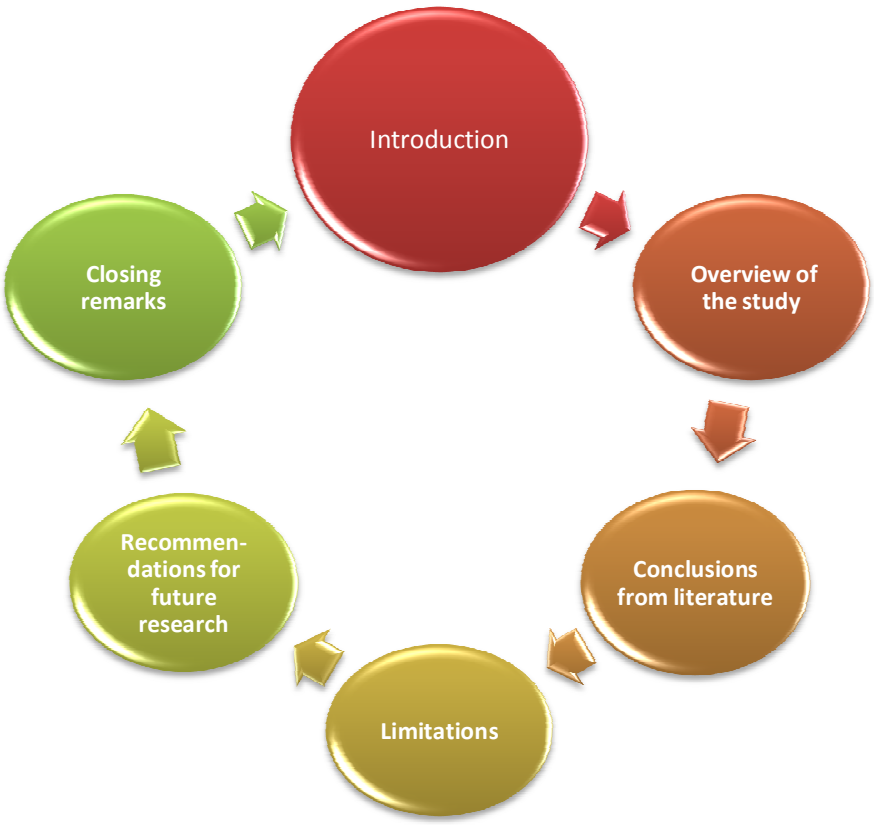
5.8. CONCLUSION

This chapter provided a detailed discussion of the research objectives, together with available literature on the TM practices in HEIs. These objectives were empirically tested, using the statistical data analysis techniques presented in Chapter 4. The empirical results and how these answer the research questions were discussed.
The next chapter provides an overview of the research study in its entirety, and discusses the conclusions, limitations, and possible future research areas associated with the study.

CHAPTER 6: CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS

6.1. INTRODUCTION

Figure 6.1: Chapter layout



This chapter offers a summary of the entire study. The most significant findings from the literature are discussed, together with a summary of the empirical results. The limitations of the study are addressed, and recommendations for further study in the field of TM in HEIs are made.

6.2. OVERVIEW OF THE STUDY

The following section discusses the purpose of the study, the main research objectives, and, finally, provides an overview of the contents of the study.

6.2.1. Purpose of the study

The main purpose of this study was to add new knowledge to the existing literature on TM in HEI's. Derived from the research question, this study aimed to explore whether, and to what extent, TM practices are applied in South African tertiary institutions. Through this research, it will be possible to identify current and perceived TM practices and interpret the application thereof, to aid HEIs in creating talent development and retention strategies.

6.2.2. Research objectives

This study was guided by the following specific research objectives:

Main research question:

- To what extent are TM practices applied in South African HEIs?

Secondary research questions, based on the measurements:

- What are the perceived TM practices currently applied in South African HEIs?
- To what extent are academics satisfied with the TM practices applied in South African HEIs?
- To what extent do academics consider quitting their jobs in South African HEIs?
- Are there any significant differences in the academics' perceptions of the current TM practices, based on their demographic characteristics?
- Are there any significant differences in academics' satisfaction with the TM practices, based on their demographic characteristics?
- Are there any significant differences in academics' intention to quit their jobs, based on their demographic characteristics?

6.2.3. Content of the study

The aim of this study was to determine the current TM practices in South African HEIs, and to establish the perceived importance of these practices according to

academics' demographic characteristics. The chapter outline highlighting the overview of this study is as follows:

Chapter 1 is divided into five sub-sections, consisting of an introduction and the rationale for the study, a description of the research problem, the main and secondary research questions, an academic justification for the research, and a basic outline of the report to follow.

The literature review (Chapter 2) identified and synthesised the main body of knowledge currently available on TM practices in South African HEIs. The literature review was aimed at achieving the following:
Developing clear definitions of talent and TM;
Developing and discussing a TM model;
Discussing the history of South African higher education; and
Identifying major TM practices through extensive content analysis.

Chapter 3 commences with a descriptions of the applicable research paradigm and overall research design. An explanation of the population and sample, as well as the sampling methods, is followed by data collection methods and instrument descriptions. The data analysis procedure is depicted and discussed in terms of preparation and techniques. Furthermore, the rigour of the study is discussed in terms of possible bias and errors, reliability, and validity, and the chapter concludes with ethical considerations in the present study.

Chapter 4 provides a brief discussion on the statistical techniques, where after the results obtained from statistical analyses of the data are presented.

In Chapter 5, the interpretation of the results presented in Chapter 4 is discussed according to the research questions and with reference to the literature review. In this, the final chapter, the literature review and findings are summarised, limitations are addressed, and recommendations are made for future studies on TM practices in South African HEIs.

6.3. CONCLUSIONS DRAWN FROM THE STUDY

6.3.1. Conclusions drawn from the literature

Research found the following to be general talent management practices in organisations:

- Strategy (Ashton & Morton, 2005; Cantrell & Benton, 2007; Guthridge et al., 2006; Reindl, 2007; Ludike, 2011);
- Workforce planning, metrics, and review processes (Human Capital Institute Africa & Hewitt's Human Capital Consulting, 2008; Michaels, n.d.; Hult et al., 2005; HCI, 2012; Welby-Cook, 2010);
- Talent acquisition (Human Capital Institute, 2008a; Michaels, n.d.; Welby-Cook, 2010; Benschop, 2003);
- Talent engagement (Bhatnagar, 2008; Human Capital Institute, 2008b; Barkham, 2005);
- Talent development (Cappelli, 2008; Galagan, 2008; Sharma & Bhatnagar, 2009; Welby-Cook, 2010; Avison, 2005; Larocco & Bruns, n.d.; Miller et al., 2006);
- Talent deployment (Galagan, 2008).;
- Performance management (Galagan, 2008; Handfield-Jones et al., 2001; Welby-Cook, 2010; Larocco & Bruns, n.d; Mapesela & Hay, 2006; Greenbank, 2006; Mott-Stenerson, 2005; Bitzer, 2008);
- Talent environment (Larocco & Bruns, n.d.; Reese, 2005; Locklead, 2005);
- Change management (Mapesela & Hay, 2006; Reese, 2005; Portnoi, 2009);
- Talent retention (Galagan, 2008; Welby-Cook, 2010; Ackers & Gill, 2005);

Leadership/High-potential development (Welby-Cook, 2010); and
Culture (Welby-Cook, 2010).

The practices listed above have been proven to be effective TM practices in organisations, but the present study aimed to identify TM practices in HEIs in South Africa.

After a thorough literature study, the following were found to be current TM practices in HEIs:

- Talent retention (Netswera et al., 2005; Ackers & Gill, 2005; Nicholls, 2005; Moore, Newman & Terrell, 2007; Mitchell, 2007; Benschop, 2003);
- Talent attraction (Ackers & Gill, 2005);
- Talent enhancement (Nicholls, 2005; Mapesela & Hay, 2006; Tourna, Hassall & Joyce, 2006; Greenbank, 2006; Avison, 2005; Larocco & Bruns, n.d.); and
- Talent engagement (Nicholls, 2005; Larocco & Bruns, n.d.; Mapesela & Hay, 2006).

6.3.1. Conclusions from statistical analyses

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

- Respondents perceive a higher level of talent demands compared to talent enablers.

- Respondents experience a relatively high level of satisfaction with the current TM practices. Apparently, academics are most satisfied with their access to information, respect for their culture, and institutional values being lived. However, academics are the least satisfied with TM policies and mentorship opportunities in HEIs.

- Remuneration and promotional opportunities are major retention challenges, whereas the nature of the job and relationships with colleagues do not seem to be sufficient reason for academics to leave their tertiary institutions.

- There are significant relationships between some biographical characteristics and talent demands:
    - Coloured and White ethnic groups experience a higher level of talent demands than the Black ethnic group.

- Associate professors experience a higher level of talent demands than do junior lecturers.
- There are no significant differences in the three language groups' experience of talent demands.
- Academics who have been working for the HEI for between 11 and 20 years experience for talent demands than those who have been working for less than 10n years.
- Academics aged 30 to 39 years experience higher levels of talent demands than those aged 20 to 29 years.

- There is no significant relationship between demographic characteristics and the level of satisfaction academics experience in the manner talent is managed in the HEI.

- There is no significant relationship between ethnic groups and their intention to quit.

6.4. LIMITATIONS

The following section discusses the limitations of the study.

6.4.1. Limitations in literature review

The limitation with regard to the theoretical perspectives is that TM practices have been studied mostly in an organisational environment; no research was available on TM practises in South African HEIs. This study was, therefore, the first of its kind. The limitation of the present study lies in the fact that some of the TM practices proved to be current overseas were assumed to be present in South African HEIs as well. This assumption was proven to be correct by the results of this study.

6.4.2. Limitations resulting from the research design

A cross-sectional research design was used in this study, which involves studying a particular phenomenon at a particular point in time. This limits the researcher in terms of cause and inferences from the statistical analyses.

6.4.3. Limitations resulting from the data collection method

Even though the quality of the data that questionnaires collect is often criticised (Leedy & Omrod, 2010), the way in which it was collected seems to be the limitation. In the present study, hardcopy booklets were distributed to many academic faculties and departments, but because it was a tedious process to fill in the booklet, a low response rate was achieved. The table below indicates the advantages, disadvantages, and attributes of electronic surveys, which would have been more a more appropriate data collection technique.

Table 6.1 : Electronic surveys: advantages and disadvantages

Electronic surveys		
Advantages	**Disadvantages**	**Attributes**
Cost saving	Sample is limited in terms of demographics	Population characteristics: computer literate and access to a computer
Ease of editing and analysis	Lower levels of confidentiality	High confidence that the right persons have responded
*Faster transmission time	Layout and presentation issues	Data contamination is unlikely
Easy use of pre-letters	Additional orientation and instructions are required	Size of sample is large and geographically dispersed
Higher response rate	Potential technical problems	Response rate: 30% for organisations, academic response rate is unsure
More candid responses		Recommended survey length: as few screens as possible
Potentially quicker response time		Closed questions are used
Wider coverage		2-6 weeks are required complete collection
		Low financial implications
		Automated data input

Source: Saunders et al. (2009, 346)

6.4.4. Limitations resulting from the sampling method

Purposive and convenience sampling was used for the present study, because the participants had to possess specific characteristics, and it was not possible to reach academics in all HEIs in South Africa. They, therefore, were not chosen according to convenience. However, it is important to note that conveniently collecting responses has an impact on the representation of the sample, as well as the generalisability of the results (Cresswell, 2009; Welman & Kruger, 2001). Participation in the present study was voluntary. The combination of non-probability sampling techniques and the voluntary nature of participation in the study imply that the results cannot be generalised to all HEIs in South Africa.

6.4.5. Limitations resulting from the sample size and its characteristics

Even though the academic environment is conducive to data collection, it remains a voluntary process. The projected sample size of 300 participants was further reduced by a cut-off date for collection, but an adequate sample size (146) was nevertheless obtained to accomplish the purpose of this study and conduct statistical analyses.

6.5. RECOMMENDATIONS FOR FUTURE RESEARCH

The results of this study provide valuable insights into academics' perceptions regarding current TM practices in HEIs. However, it is clear that more research is needed to distinguish between TM practices in different HEIs, as well as the extent to which these are applied. In particular, the organisations where such research is conducted should be considered, in order to add to the body of knowledge on the subject. Future samples should also attempt to collect more information from a wider range of the academics' biographical characteristics in relation to their satisfaction with TM practices and their intention to quit.

By using a larger sample group, the relationship between the concepts can be more clearly investigated, as there will be more data from which to draw more accurate

conclusions. Future studies can also focus on collecting data from a wide range of South African HEI populations, which will allow the findings to be generalised to South Africa.

It is recommended that HEIs consider the alternatives to overloading employees with work to make them more productive. Therefore, studies on talent demands to manage academics' satisfaction levels and intention to quit need to be considered. The results from the present study may be used as a foundation, in conjunction with other sources, to create strategies and interventions surrounding South African HEIs' TM practices, including managing talent demands and providing talent enablers, as well as perceptions and satisfaction of academics regarding TM.

6.6. CLOSING REMARKS

The empirical evidence in this study provides a glimpse of the way in which academic talent is managed. This study not only highlights TM practices that seem to be a concern at most HEIs, but also indicates academics' levels of satisfaction with these practices. Academics' intention to quit also indicates their perceptions of TM practices in their HEI. South African HEIs may use these findings as the basis for further research, as well as strategies and interventions to address some the highlighted shortcomings in the management of their talent.

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APPENDIX A

- Data collection instruments -

JCI

The purpose of this part of the questionnaire is to obtain an accurate picture of how you personally evaluate specific aspects of your work and work environment. Please read each statement carefully and decide if you feel this way (choose from the options *never*, *always*, *often*, or *always*). Please do not skip any questions.

SCALE:

1 = Never	2 = Sometimes	3 = Often	4 = Always

	STATEMENTS	SCALE			
1	Do you have too much work to do?	1	2	3	4
2	Do you work under time pressure?	1	2	3	4
3	Do you find that you do not have enough work?	1	2	3	4
4	Do you have to be attentive to many things at the same time?	1	2	3	4
5	Do you have to give continuous attention to your work?	1	2	3	4
6	Do you have to remember many things in your work?	1	2	3	4
7	Are you confronted in your work with things that affect you personally?	1	2	3	4
8	Do you have contact with difficult learners/students or parents in your work?	1	2	3	4
9	Does your work put you in emotionally upsetting situations?	1	2	3	4
10	In your work, do you repeatedly have to do the same things?	1	2	3	4
11	Does your work make sufficient demands on all your skills and capacities?	1	2	3	4
12	Do you have enough variety in your work?	1	2	3	4
13	Does your job offer you opportunities for personal growth and development?	1	2	3	4

14	Does your work give you the feeling that you can achieve something?	1	2	3	4
15	Does your job offer you the possibility of independent thought and action?	1	2	3	4
16	Do you have freedom in carrying out your work activities?	1	2	3	4
17	Do you have influence in the planning of your work activities?	1	2	3	4
18	Can you participate in the decision about when a piece of work must be completed?	1	2	3	4
19	Can you count on your supervisor when you come across difficulties in your work?	1	2	3	4
20	Do you get on well with your supervisor?	1	2	3	4
21	In your work, do you feel appreciated by your supervisor?	1	2	3	4
22	Do you know exactly what other people expect of you in your work?	1	2	3	4
23	Do you know exactly what you are responsible for, and which areas are not your responsibility?	1	2	3	4
24	Do you know exactly what your direct supervisor thinks of your performance?	1	2	3	4
25	Do you receive sufficient information on the purpose of your work?	1	2	3	4
26	Do you receive sufficient information on the results of your work?	1	2	3	4
27	Does your direct supervisor inform you about how well you are doing your work?	1	2	3	4
28	Are you kept adequately up to date about important issues within your department/faculty/university?	1	2	3	4
29	Is the decision-making process of your department/faculty/university clear to you?	1	2	3	4

EXPERIENCE AND EVALUATION OF YOUR WORK (continue)

SCALE:

1 = Never	2 = Sometimes	3 = Often	4 = Always

	STATEMENTS	SCALE			
30	Is it clear to you whom you should address within the department/faculty/university for specific problems?	1	2	3	4
31	Can you discuss work problems with your direct supervisor?	1	2	3	4
32	Can you participate in decisions about the nature of your work?	1	2	3	4
33	Do you have a direct influence on the decisions of your department/faculty/university?	1	2	3	4
34	Do you think your university pays good salaries?				
35	Can you live comfortably on your pay?	1	2	3	4
36	Do you think you are paid enough for the work that you do?	1	2	3	4
37	Does your job offer you the possibility to progress financially?	1	2	3	4
38	Does your university give you opportunities to attend training courses?	1	2	3	4
39	Does your job give you the opportunity to be promoted?	1	2	3	4

Talent Practices Satisfaction Survey

To what extent are you satisfied with the following factors in your institution?

	Statements	Extremely dissatisfied	Dissatisfied	Satisfied	Extremely satisfied
2	3	1	2	3	4
1	Sufficient access to information I need to do my job	1	2	3	4
2	Support from the HR department	1	2	3	4
3	Changes and restructuring in the institution	1	2	3	4
4	Opportunity to engage in community service projects	1	2	3	4
5	Affirmative action	1	2	3	4
6	Sufficient cultural diversity in the institution	1	2	3	4
7	Sufficient respect for my culture in the institution	1	2	3	4
8	Institutional leadership	1	2	3	4
9	Institutional values	1	2	3	4
10	Institutional strategy	1	2	3	4
11	Communication from leadership	1	2	3	4
12	Talent management policies in the institution	1	2	3	4
13	Mentorship opportunities for academic staff	1	2	3	4
14	Funding to attend conferences from the institution	1	2	3	4
15	Funding for research publications from the institution	1	2	3	4
16	Research funding from External Bodies such as the National Research Foundation (NRF)	1	2	3	4
17	Funding from the institution for professional registrations	1	2	3	4

Intention to Quit Survey

Cross one of the six categories from *Strongly disagree* (1) to *Strongly agree* (6) for each statement as it applies to you:

4	Statements	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
5	6	1	2	3	4	5	6
1	I often think about leaving the organisation.	1	2	3	4	5	6
2	I am currently searching for employment outside this organisation.	1	2	3	4	5	6
3	When possible, I will leave the organisation.	1	2	3	4	5	6

6.1.1.1 *Employee Retention Survey (continued)*

If you should leave your institution, what would be the most likely reasons? (Please choose your top 5 reasons)

1	**Dissatisfied with financial compensation**	
2	**Unhappy about company policies**	
3	**Unhappy about career development opportunities**	
4	**Unhappy about training opportunities**	
5	**Unhappy about the job itself**	
6	**Unhappy about the number of hours I am required to work**	
7	**Unhappy about the people I have to work with**	
8	**A promotion**	
9	**More pay in another company**	
10	**A job closer to home**	
11	**A career change**	
12	**To start my own business**	
13	**Retirement**	
14	**Would only leave if I was retrenched**	
15	**Would leave due to ill health/disability**	
16	**Would leave for personal reasons such as family responsibilities**	
17	**Would leave if my spouse was transferred**	
18	**Would leave to study further**	

APPENDIX B

- Informed Consent Form -

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Economic and
Management Sciences

Informed consent for participation in an academic research study

Dept. of Human Resource Management

EXPLORING TALENT MANAGEMENT PRACTICES IN SOUTH AFRICAN HIGHER EDUCATION INSTITUTIONS

Research conducted by:
Mrs. L.H. Nagel (27113273)
Cell: 084 407 2196

Dear Respondent

You are invited to participate in an academic research study conducted by Leonie Henriëtte Nagel, a Master's student from the Department Human Resource Management at the University of Pretoria.

The purpose of the study is to identify talent management practices in tertiary institutions.

Please note the following:

- This study involves an anonymous survey. Your name will not appear on the questionnaire, and the answers you give will be treated as strictly confidential. You cannot be identified in person based on the answers you give.
- Your participation in this study is very important to us. You may, however, choose not to participate, and you may also stop participating at any time, without any negative consequences.
- Please answer the questions in the attached questionnaire as completely and honestly as possible. This should not take more than 15 minutes of your time.
- The results of the study will be used for academic purposes only, and may be published in an academic journal. We will provide you with a summary of our findings on request.
  - Please contact my supervisor, Prof. E.N. Barkhuizen (082 456 9352), if you have any questions or comments regarding the study.

Please sign the form to indicate that:

- You have read and understand the information provided above.
- You give your consent to participate in the study on a voluntary basis.

_____ _____

Respondent's signature **Date**