AN ASSESSMENT OF THE RECRUITMENT, SELECTION AND RETENTION OF TECHNICAL STAFF IN THE LIMPOPO DEPARTMENT OF AGRICULTURE

By
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I declare that AN ASSESSMENT OF THE RECRUITMENT, SELECTION AND RETENTION OF TECHNICAL STAFF IN THE LIMPOPO DEPARTMENT OF AGRICULTURE is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

SIGNATURE
(Mr LETSHOKGOHLA MP)
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ABSTRACT

This research examined the problem of poor retention of employees with scarce skills in the Limpopo Department of Agriculture. Employees with scarce skills were selected to participate in the research which focused on recruitment, selection and retention. Recruitment, selection and retention of line employees with valued skills are a major crises facing many institutions. The problem of poor retention and turnover of line employees with scarce skills has far reaching consequences in that dissatisfaction with working conditions causes additional turnover. To some extent, the Department can control the turnover rate of its employees with scarce skills.

The research assessed recruitment, selection and retention of line employees with scarce skills in the Limpopo Department of Agriculture. The research concentrated on the reasons for poor retention of line employees with scarce skills, the extent of turnover of employees with scarce skills, what process do the Limpopo Department of Agriculture follow in filling vacant post and what interventions and measures do the Department undertakes to ensure compliance to the recruitment policy.

A questionnaire was used to collect data from managers and line employees with scarce skills. A hundred (100) questionnaires were distributed and 67 were returned. The findings revealed that Limpopo Department of Agriculture can do more in retaining its valued line employees (those with scarce skills). The challenge of scarce skills in the Department is compounded by the high demand of for instance engineers, state veterinarians and researchers in South Africa. There is a war on scarce skills in South Africa, Generation Y needs resources, better working conditions and a better salary to be retained.

The research findings were evaluated and possible strategies for improving recruitment, selection and retention of line employees with scarce skills are recommended. The Department should design a career progression path policy. This would assist in retaining scarce skills in the public sector.
Key terms

Agricultural engineer
Hydrologist
Limpopo Department of Agriculture (LDA)
Line employee
Recruitment
Retention
Scarce skills
Selection
State veterinarian
Veterinary technologist
Vacancy rate
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CHAPTER 1

GENERAL INTRODUCTION

1.1 INTRODUCTION

The strength of any institution is determined among others by its human resources capacity (Lavigna & Hays 2004:237). Recruitment, selection and staff retention form a collection of instruments for effectively engaging and managing human resources (HR) of an institution. As opportunities grow in the labour market both nationally and internationally, public sector institutions come under pressure to manage human resources capacity efficiently, otherwise the staff turnover grows annually (Lavigna & Hays 2004: 238).

The research investigates why the Limpopo Department of Agriculture (hereafter referred to as the Department) find it challenging to recruit and retain line employees with scarce skills. Newly appointed line employees (State Veterinarians, Veterinary Technologists and Researchers) stay within the institution for two or three years and then resign or go to national departments and other provinces. The continual outflow has clearly been higher than inflow, emphasizing the need to reassess why this happens, despite the fact that the public service has tools to engage and keep staff (Lavigna & Hays 2004:242). The findings from this research could be useful to:

- help Limpopo Department of Agriculture and other institutions to develop better strategies to retain line employees with scarce skills.
- assist the Department of Public Service and Administration (DPSA) to develop policies to retain line employees with scarce skills in the public service.

In this chapter the background to and motivation of the research, research statement, aims and objectives of the research, significance of the research, literature review, research questions, data presentation and analysis, methodology, clarification of concepts as well as the outline of the research will be discussed.
1.2 BACKGROUND TO AND MOTIVATION OF THE RESEARCH

Prior to 1994, recruitment and retention of staff in South Africa was based on racial discrimination and thus prevented black people from accessing high quality jobs such as State Veterinarians, Agricultural Engineering and Agricultural Research in the country’s mainstream economy (Industrial Conciliation Act 11 of 1924). The situation changed significantly when the African National Congress (ANC) – led government assumed power in 1994. The labour reforms introduced by the government after 1994 set new employment standards for South Africa. This was achieved on the other hand, through the introduction of the Labour Relations Act 66 of 1995 – which emphasised the protection and promotion of employees’ rights in the workplace. The Employment Equity Act 55 of 1998 provided for affirmative action and sought to increase equal access to job opportunities for people from previously disadvantaged communities (Thomas 2002:237).

The Limpopo Department of Agriculture is an integral part of the South African Public Service established in terms of section 197 of the Constitution of the Republic of South Africa and of section 7(1) and 7(2) of the Public Services Act 103 of 1994 (Republic of South Africa 2004:12).

The Department is constituted by a merger of four former administrations which are Lebowa, Gazankulu, Venda and the Transvaal Provincial Administration (TPA). Staff from these administrations together with their personnel records were inherited and incorporated into the new Department of Agriculture in 1994. The workforce of the Department currently stands at 3182 staff on the hierarchy. Sixty per cent of staff is predominantly support in nature and comprises Administration Clerks, Registry Clerks, Personnel Officers, Personnel Practitioners, Labour Relations Officers, Revenue Clerks and Land Administrators, while the line staff (Agricultural Technicians, Animal Health Technicians, Agricultural Scientists, Veterinary Technologists, State Veterinarians, Agricultural Researchers and Agricultural Engineers) make up the rest.

From the line staff, Veterinary Technologists, State Veterinarians, Agricultural Researchers, Agricultural Engineers, Hydrologists and Survey Technicians constitute the scarce skills of the Department. The Department currently has 100 vacancies in
these skills. Line employees with scarce skills tend to leave the Department two to three years after appointment.

1.3 RESEARCH STATEMENT

According to Creswell (1994:50) a problem is defined as an issue that exists in the literature, theory, or practice that led to the need for a research. Recruitment and retention of line employees is a major challenge for the Department, impacting negatively on service delivery.

In this research, retention of line employees is important because a shortage could lead to work overload, dissatisfaction and compromise in service delivery. The problem is demonstrated by a high vacancy rate and high staff turnover of line employees with scarce skills. Limpopo Department of Agriculture’s internal limitations which include non-compliance with employment equity targets and delayed selection processes have compounded the problem and contributed to staff dissatisfaction as demonstrated by the high number of labour relations cases.

Therefore the research investigate the reasons for poor recruitment and retention of line employees with scarce skills in the Limpopo Department of Agriculture.

1.4 AIM AND OBJECTIVES OF THE RESEARCH

The primary aim of this research is to identify factors influencing the recruitment and retention of line employees with scarce skills in Limpopo Department of Agriculture. Specific attention will be devoted to the line employees with scarce skills such as State Veterinarians, Agricultural Engineers, Veterinary technologists and Agricultural researchers, Hydrologists, Survey Technicians and Specialist Researchers.

1.4.1 Objectives

The objectives will assist in achieving the aim of the research as well as solving the problem investigated. The objectives are:

- To determine the reasons for poor retention of line employees in the Limpopo Department of Agriculture.
- To explore measures to retain line employees in the Department.
To determine the rationale for appointing line candidates in the Department of Agriculture in Limpopo.

1.5 RESEARCH QUESTIONS

The following research questions will assist the researcher in attempting to answer the problem investigated:

- What are the reasons for poor retention of line employees with scarce skills in the Department?
- What is the extent of turnover of line employees with scarce skills?
- What processes are followed in filling vacant positions in the Department?
- What are the interventions and measures which the Department undertakes to enforce compliance to the recruitment policy?

1.6 SIGNIFICANCE OF THE RESEARCH

According to Pajares (2007:7), the significance of the study indicates how the research will go about refining, revising or extending the existing knowledge in the area under investigation. Such refinements, revision, or extensions may have substantive, theoretical, or methodological significance. Service delivery defines the sole existence of government departments. Since recruitment and retention of line employees is a major factor that impacts service delivery, the appointment of line managers with scarce skills are crucial. The research is significant in determining how service delivery can be improved. The research will also generate new understanding of the current limitations in staffing and suggest new strategies that will improve performance of the Department and other related institutions.

1.7 LITERATURE REVIEW

According to Vithal and Jansen (1997:14), the literature review offers a synthesis of:

- what is already been written on the topic,
- what has not been written on the topic, or is written in such a way that it is conceptually or methodologically inadequate, with a goal to clarifying and
- how the researcher’s research will address the gap or silence or weakness in the existing knowledge base.
1.7.1 Recruitment

Recruitment is the process whereby an institution’s human resources function attracts, recruits and selects the right type and number of people required to help the institution achieve its goals (Cascio 2003:201). Recruitment involves actions and activities taken by an institution in order to identify and attract individuals to the institution who have the capabilities to help the institution realise its strategic objectives (Evers, Anderson & Voskuijl 2005:48). Recruitment is a process which aims to attract appropriately qualified candidates for a particular position from which it is possible and practical to select and appoint a competent person or persons (Pilbeam & Corbridge 2002:115).

1.7.2 Selection

Selection is a process which involves the application of appropriate techniques and methods with the aim of inducting a competent person or persons, (Pilbeam & Corbridge 2002:115). Selection is a process of collecting and evaluating information about an individual in order to extend an offer of employment. Such employment could be either a first position for a new employee or a different position for an existing employee (Gatewood & Field 1990:3). The selection process starts with line management, who address issues such as identifying a need as to which post has to be filled. Once a need has been established, an advert is prepared to attract suitable candidates. Shortlisting, interviews, final selection and the job offer are the subsequent steps to ensure that the selection process is complete. During the selection process criteria such as equity, skills and experience are used to determine as to who makes it to the interviews.

1.7.3 Staff retention

Staff retention is a process of ensuring that employees are kept within the department, especially employees with valued or needed skills or experience in a scare/critical field (where recruitment is difficult) and employees from designated groups, namely black people, women and people with disabilities, using various techniques (Department of Agriculture: KZN: 2004:1). Frank, Finnegan & Taylor (2004:13) define retention as the effort by an employer to keep desirable workers in order to meet business objectives. According to Samuel and Chipunza (2009:411),
the main purpose of retention is to prevent the loss of competent employees from the institution as this could have an adverse effect on productivity and service delivery.

1.8 METHODOLOGY

The research is based on a qualitative and quantitative approach and more emphasis will be put on contextual issues. The data collection instrument which will be used in the research will be a structured questionnaire which will be administered to a sample of respondents (Van As & Van Schalkwyk 2000:28). The questionnaire will include mainly close-ended questions. However, a few open-ended questions will be included to gather qualitative data. Interviews will also be conducted to obtain additional information. A purposeful sampling method will be used. This kind of sampling will be used to obtain in-depth information about recruitment, selection and staff retention in the Department (Welman & Kruger 2001:63). Selection will be made in terms of:

- Levels
- Gender
- Components.

A sample will include all categories of line employees to be researched such as State Veterinarians, Agricultural Engineers, Hydrologists, Agricultural Researchers and Agricultural Scientists. At the end a summary will be compiled from the findings.

The research will help to identify the gaps that exist in the recruitment, selection and staff retention in the Department.

1.9 DATA PRESENTATION AND ANALYSIS

An explanatory approach will be adopted to ensure effective and meaningful data analysis and interpretation in the research. The data from the questionnaire will be aggregated, analysed, summarised and presented in tables and narrative form. In addition, diagrams and illustrations will be utilised to enhance data display and interpretation and by so doing the perceptions and views of the respondents will be tested. Conclusions and recommendations will be made on the basis of the data collected.
1.10 REFERENCE TECHNIQUE

The researcher will adopt a Harvard-method of referring to the sources in this research.

1.11 CLARIFICATION OF CONCEPTS

For the purpose of this research, the following terms are used as defined below:

An Agricultural Engineer. This is a professional engineer who supervises engineering technicians and he/she holds a four year or higher qualification in engineering and is registered with the Engineering Council of South Africa (ECSA) as an engineer. (Personnel Administration Standard for Engineers 1996:3)

A Hydrologist. A Scientist who possess a Bachelor of Science (Bsc), (Hons) or equivalent qualification and is registered with the South African Council for Natural Scientific professional (SACNSP) as a professional, Department of Public Service and Administration. (2014:20).

Line employee. An employee who is at a supervisory level and performs the core function of the department. (Public Service Commission 2006:17).

Scarce skills. Occupations characterised by a scarcity of qualified and experienced employees. These are the skills in short supply in the labour market and difficult to retain, (Republic of South Africa 2005:1).

State Veterinarian. Means a person who has received a doctor’s degree in veterinary medicine from a school of veterinary medicine NRS: Chapter 638 – Veterinarians.

Veterinary Technologist. An employee who holds a National Diploma in Veterinary Sciences and is responsible to analyse specimens submitted to the laboratory. Veterinary technologists support the foundation of the veterinary diagnosis; and assist and promote research through veterinary technology and such an employee should be registered with the South African Veterinary Council as a Veterinary Technologist (South African Veterinary Council:2015:1).

Vacancy rate. The number of unfilled established posts at a particular time. Zurn, Dolea & Stilwell (2005:8).
1.12 OUTLINE OF THE RESEARCH

Chapter 1 provides a general introduction to the research, background to and motivation of the research, research statement, aim and objectives of the research, it addresses the research questions, significance of the research, literature review, methodology, data presentation and analysis, clarification of concepts and the outline of the research.

Chapter 2 discusses recruitment, selection and retention theories, methods and concepts.

Chapter 3 focuses on the methodology that will be employed to undertake the research and the data collected for the research.

Chapter 4 presents the data analysis and interpretation thereof.

Chapter 5 concludes the research by presenting the findings, conclusion and recommendations.

1.13 CONCLUSION

This chapter provided the reader with a general overview of the research. It focused on the background and the rationale of the problem of poor retention of line employees in the Limpopo Department of Agriculture, the research statement, aim and objectives of the research, it addressed the research questions, significance of the research, literature review, methodology, data presentation and analysis, clarification of concepts and the outline of the research. The next chapter focuses on the theories of recruitment, selection and retention of employees.
CHAPTER 2
RECRUITMENT, SELECTION AND RETENTION

2.1 INTRODUCTION

The previous chapter dealt with the background of the research, the statement of the problem, aim and objective of the research, research questions, significance of the research, literature review on recruitment, selection and retention of employees, the methodology, data presentation and analysis, clarification of concepts and outline of the study.

This chapter focuses on theories of recruitment, selection and retention of employees. The definitions of recruitment, theories of recruitment, recruitment methods, classifications of recruitment methods, recruitment challenges and selection methods and retention will be discussed.

2.2 DEFINITIONS OF RECRUITMENT

Various scholars have defined recruitment in diverse ways. Russo, Rietveld; Nijkamp & Gorter (1995:4) have defined it as the purchase of one of the production factors. It is seen as the purchase of skills that employees possess to do the work. Cascio (2003:201) defines recruitment as the process whereby an institution’s human resources function attracts, recruits and selects the right type and number of people required to help the institution achieve its goals. Casio views recruitment as a partnering process.

Evers et al. (2005:48), argue that recruitment involves actions and activities taken by an institution in order to identify and attract individuals to the institution who have the capabilities to help the institution realise its strategic objectives. According to this view, recruitment is considered to be an enabling process. Pilbeam and Corbridge (2002:115) have a similar understanding, arguing that recruitment is a process which aims to attract appropriately qualified candidates for a particular position from which it is possible and practical to select and appoint a competent person or persons. Barber (1998:5) also suggests an enabling process, claiming that recruitment includes those practices and activities carried out by an institution with the primary
purpose of identifying and attracting potential employees. A matching process advanced by Heraty and Morley (1998:662) suggests that the focus of recruitment and selection is on matching the capabilities and inclinations of prospective candidates against the demands and rewards inherent in a given job. According to Heraty and Morley (1998:662), recruitment and selection lies at the heart of how businesses procure human resources required to maintain a sustainable competitive advantage over rivals. Procurement of the skills required to do the work is paramount in this argument.

Finally, in Taylor & Collins (2000:306) the emphasis in the definition of recruitment is placed on activities undertaken by the institution for the primary purpose of identifying a desirable group of applicants, attracting them into its employee ranks, and retaining them at least for the short term.

It can be observed from the various definitions that have been explored, that proponents of recruitment place their emphasis on diverse elements. The following elements emerge from the definitions and have been classified as:

- Matching of candidates against the requirement of the post (process of fit).
- Partnering process between the employers and employees (process of partnership).
- Selection of the best candidate from a pool of candidates (process of methodology).
- Purchase of one of the factors of production (process of resourcing).

Recruitment can be defined and summarised as:

- Recruitment is a matching process as advanced by Heraty and Morley (1998:662). Institutions match potential candidates against the requirement of their posts.
- Recruitment is an enabling process as advanced by Barber (1998:5). She sees recruitment from the point of view where institutions work to attract candidates from a pool of candidates. This view is shared by Pilbeam and Corbridge (2002:115), as well as Evers et al. (2005:48). In their argument, they define recruitment as a process involving mainly actions and activities intended to attract appropriately qualified candidates into the institutions.
Taylor & Collins (2000:306) have merely modified this view by indicating that once candidates have been attracted into the institutions, they need to be retained.

- Recruitment is a partnership arrangement. Evers et al. (2005:48) have further built on the definitions of recruitment from both Barber and Breaugh and Starke by indicating that once employees have been attracted into institutions, such employees need to have the capabilities to help their institutions realise their strategic objectives. Cascio (2003: 201) makes it clear when he states that recruitment forms a partnership between employees and employers.

Evers et al's. (2005:48) definition of recruitment is the one adopted and applied in this dissertation. They view recruitment to involve actions and activities taken by an institution in order to attract individuals to the institution who have the capabilities to help the institution realise its strategic objectives.

2.3 THEORIES OF RECRUITMENT

This research is founded on Economic, Human Resources Management Theory, Motivation, Hygiene and Motivation Theories, Acceptance Theory and Equity Theories. The research will also explore the applicability of these theories in the context of Limpopo Department of Agriculture.

2.3.1 Economic theory

The objective of economic theory is to appoint the best employees at the lowest cost in the shortest time. Economic theory views recruitment from a micro perspective because it considers issues such as costs, productivity and wages within profit maximization whilst regarding labour as one factor of production. According to economic theory, employers aim to achieve maximum profit with minimum expenditure incurred (Russo et al. 1995:8).

2.3.2 Human resource management theory

Human resource management theory considers aspects such as job analysis to allow discussion between employers and the prospective employee’s suitability. Russo et al. (1995:4) argue that human resource management theory is more
holistic and qualitative in nature because it approaches recruitment from a more pragmatic point of view than the economic theory, which is rigid in nature. Furthermore, human resource management theory uses selection criteria or methods to acquire staff.

Employers screen the ability of candidates and traits against their vacancies (two-way communication). Institutions advertise their vacancies in order to attract suitable candidates, once suitable candidates have applied for the vacancies, the employer applies selection criteria to eliminate candidates who do not meet/comply with the selection criteria.

The human resource management theory considers various strategies or channels used by institutions to acquire staff. Given their similarities, these two theories could be integrated (Figure 2.1).

Both theories consider the fact that employees are recruited from the labour market and that they need to be appointed as soon as possible using the cheapest methods. The economic theory is more concerned with variables such as hiring costs and the productivity of employees.

The Human Resource Management Theory approaches recruitment from a holistic point of view because it considers the fact that employees need to be satisfied at work in order to be productive. The Economic Theory may be viewed as employers only being interested in the productivity of employees in order to redeem their hiring costs. Human Resource Management Theory is embracing and accommodative because it considers the employee’s well-being in totality.
Two critical issues emerge from the discussion above. Both the employers and employees need each other for the survival of the institution. Employers should not only view their employees as production factors but should also consider the fact that employees need better working conditions to be productive. Better working conditions include benefits such as leave of absence, recognition of good performance, given tools to perform their duties and upgrading of their skills/competences.

2.3.3 Theories of motivation

Motivation refers to the measure of extent to which people commit themselves to achieving goals (Malunga: 2003:19). The following theories of motivation, Economic, Human Resources, Motivation, Hygiene and Motivation Theories, Acceptance Theory and the Equity theories as well as the sixteen employee – motivation checklist are discussed.
2.3.3.1 Motivation theory

According to the Economist (2008:1), Robert Owen’s Theory of motivation suggests that employees are more productive if they are managed rather than governed. The theory further emphasises that employees are like machines which need to be well-oiled, cared for and maintained in order to be efficient, reliable and durable. According to Owen’s Theory, employees need to be given better working conditions such as leave of absence, performance bonuses, housing allowances, pensions, car allowances, injury on duty allowances and other service benefits in order to retain them.

The following critical considerations emerge from Robert Owen’s theory:

- Employees are responsible for the tasks assigned to them and therefore they need autonomy and independence to function more effectively.
- Employers should take care of their employees because employees who are well cared for are more productive at work and they will not be inclined to leave their institutions.

2.3.3.2 Hygiene and motivation theories

Frederick Herzberg developed two theories of employee motivation, the Hygiene and Motivation Theories (Yudhvir & Yudhvir 2012:59). The two theories are discussed below:

2.3.3.2.1 Hygiene factors

According to Herzberg, hygiene factors include factors such as the Institution, its policies and its administration, the kind of supervision (leadership and management), working conditions, interpersonal relationships, salary, status and job security. Herzberg argues that these factors do not improve the level of motivation but without them there will be dissatisfaction (Accel Team 2010:2).

2.3.3.2.2 Motivation

The second theory of Herzberg is the motivation theory. Herzberg argues that motivation involves what employees actually do on the job. He further suggests that
employees are motivated by achievement, recognition, growth or advancement and interest in the job. These factors develop from within and makes employees motivated (Accel Team 2010:2).

The two approaches (hygiene and motivation) are inseparable entities and therefore employers should carry them out simultaneously. Demotivated employees will not be productive in carrying out their duties, therefore employers should treat their employees with respect in order to reduce dissatisfaction and the level of stress at work. Employers should also use their employees in order to achieve the best for their institution and by so doing employees will grow and advance in their work.

**2.3.3.3 Acceptance theory**

The Theory of Acceptance suggest that the degree of authority that a manager can exercise depends on how much employees are willing to accept (Efere 2005:7). The theory further suggests that the extent to which employees are willing to accept authority is dependent on:

- Employees understanding exactly what management wants them to do;
- Employees being physically able to carry out the instructions;
- Employees believing that the instructions are in line with the institutional goals and objectives; and
- Employees believing that the instructions are not contrary to their personal goals and objectives.

The Theory of Acceptance suggests that employee have a “zone of indifference” which enables them to accept management’s authority without questioning them. The zone of indifference will continue to grow provided management continues to put strategies in place to induce the employees.

The Theory of Acceptance further states that employers should observe the following in order to induce their staff (Efere 2005:7):

- To establish and maintain effective communication systems in the institution;
- To employ and retain capable and efficient staff; and
- To motivate the staff.
The following critical considerations stem from the Theory of Acceptance:

Both the employer and the employee are the building blocks for any institution to survive. Compared to employees, employers have a bigger role to play because they have to ensure that:

- Effective communication is taking place within their institutions and that the relationship is sustained;
- Retain employees;
- Remove all barriers which could lead to employees being unhappy at work; and
- Create conditions in which there are few demotivated employees, who turn to be inefficient and less productive at work.

### 2.3.3.4 Equity theory

According to Shah and Shah (2010:5), the Equity Theory of Adams suggests that employees are willing to stay in their work provided they believe that their salary is fair relative to their inputs. The opposite is also true: if employees are of the view that their pay structure is not equivalent to their inputs, they will either reduce the quantity or quality of work or migrate to other institutions. Employees tend to work harder if they perceive that their pay structure is higher.

According to the Equity Theory of Adams, money plays a greater role in motivating employees at work. The Equity Theory further suggests that employers should consistently revise the salary policies of their institutions as a way to retain their employees (Shah & Shah: 2010:5).

The following points emerge from the Equity Theory (Shah & Shah: 2010:5):

- Money plays an important role in retaining employees within the institutions and therefore employers should develop good retention policies in order to retain their employees. Employers should constantly revise the salaries of their employees to be competitive and by so doing they will be able to retain their employees. On the contrary experience has also shown that employees are only satisfied with higher pay for a couple of months thereafter they regard their pay as once again being insufficient.
• Communication between the employers and employees is vital for the success of institutions.

2.3.3.5 Employee – motivation checklist

Lavinsky (2012:1) suggests that the following sixteen employee – motivation checklist items are critical in making employees happy, motivated and productive at work:

Institutions should make employees feel that they are doing something meaningful, in other words employees are motivated when their contributions are recognised and valued. Employees could be recognised by way of awarding certificates, payment of performance awards and by being taken out for a lunch by management. Employees are motivated if employers are effectively communicating and sharing information with them and therefore regular meetings and feedback sessions with employees makes them feel valued and appreciated. Employers should give their employees clear job descriptions and accountability, employees are motivated when they are given clear job descriptions and accountability.

Pires as quoted by Hissom (2009:10), suggests that employers should describe the job as accurately as possible so that candidates will know what is expected from them. It means that employees are inclined to stay if they know what is expected of them than those who do not know what is expected. Employees should receive ongoing performance feedback from their employers. This is one element that shows that employees are motivated when employers communicate with them about the level of their performance. It means that regular communication between the employers and employees is important for the survival of any institution.

From Lavinsky’s sixteen employee – motivation checklist it is clear that communication plays an important role between employers and employees. Without proper communication employees become demotivated. From all the theories which were discussed, it is clear that there is no theory which is better that the other. The researcher will however adopt the Economic and Human Resource Management Theories as a theoretical background in this research because both theories considers the fact that both employers and employees are the building blocks of a successful institutions. The next section discusses the recruitment methods.
2.4 RECRUITMENT METHODS

Institutions use active and passive recruitment methods to appoint employees.

2.4.1 Passive Recruitment Method

In the passive recruitment method, institutions employ a wait and see strategy to fill their vacant posts. Institutions wait until prospective employees get in touch with them by way of sending applications without an advertisement (Henkens, Remery & Schippers 2005:423). Employees are more active than employers in this method. For example, in the public service vacancies are filled through horizontal transfer of employees. The horizontal transfer may be internal wherein employees within the same institutions are absorbed into the available vacancies or through external transfer where employees are absorbed to fill the available vacancies in other departments within the public service.

2.4.2 Active recruitment method

In the case of active recruitment method, employers are more active than employees. Employers use recruitment agencies, or by approaching institutions of higher learning to search for graduates who have completed their studies. Employers use existing social networks, contacting colleagues in other institutions, searching CV databases and career sites, searching through recruitment and industry fairs, and also organise special recruitment events (Henkens et al. 2005:425). The use of the internet has become one of the active recruitment strategies used by most employers to search for highly educated employees (Henkens et al. 2005:425). Institutions also uses head-hunting as one of the active recruitment methods to search for employees. Through this method the best experienced persons are approached and attracted to join an institution (Mulenga & Van Lill 2007:32).

Employers also use active recruitment strategy by introducing students to the opportunities available through internship in their institutions. With this method, newly graduated interns are afforded an opportunity to gain work experience which is a prerequisite for employers before appointment (Grobler, Warnich, Carrell, Elbert & Hatfield 2002:36).
One of the active recruitment strategies used by employers is career exhibitions. Through this strategy, employers organise companies who sponsor national career exhibitions in the locality of the potential employees. At the exhibitions the employers offer incentives such as bursaries, free education for children, transport and housing allowance to attract designated employees to join them (Grobler et al. 2002: 136).

According to Grobler et al. (2002:136) employers also use telerecruiting as an active recruitment method to attract employees to fill their vacancies. Vacancies are advertised through television and radio to attract suitable employees.

Recruitment of employees is a two-way process. Both the employers and employees complement each other in filling the available vacancies in institutions. Employees access the available vacancies of the institution through passive recruitment methods (walk-ins). Employees can also fill the available vacancies through horizontal transfers while employers use active recruitment methods such as head-hunting and advertising their vacancies to fill their vacancies.

2.5 CLASSIFICATION OF RECRUITMENT METHODS

Institutions use formal and informal recruitment methods to fill their positions. These are discussed below:

2.5.1 Formal recruitment method

Formal or traditional recruitment method refers to a method in which institutions place their advertisements in newspapers or magazines. This method involves the use of some intermediary between the employer and the potential employee. The public sector prefers to use this method to advertise their vacancies in the national newspapers in order to attract a wider pool of potential employees because politicians require transparency and free access for all (Henkens et al. 2005:423).

2.5.2 Informal recruitment method

The Informal recruitment method is used in smaller institutions to acquire staff (Tanova 2003:107). In this method employers use a network of employers to recruit employees more effectively (Henkens et al. 2005:423). Employees recruited through informal sources have higher job satisfaction than employees who are recruited by
means of formal sources (Evers et al. 2005:52). Institutions also use head-hunting as one of the informal recruitment methods to search for employees (Mulenga et al. 2007:32).

2.6 RECRUITMENT IN SOUTH AFRICA

The South African Public Service uses both formal and informal recruitment methods to fill its vacant posts. The available vacancies are advertised internally and externally in the newspapers in order to attract a pool of candidates. The reason for advertising the vacancies in the newspapers is that the public service wants to be transparent.

In terms of Section C.2.3 of the Public Service Regulations 2001, as amended, all posts from salary level 13 (Directors) upwards are advertised in the national newspapers while lower posts (salary level 1 to 12) are advertised internally through internal circulars which are posted on the Department of Public Service and Administration (DPSA) website in order to give the current employees an opportunity to compete for the available vacancies.

The public service also uses informal recruitment methods to fill its posts. This method is used when scarce skills employees cannot be attracted through advertising. In terms of Section C.2.5(a) of the Public Service Regulations 2001 as amended, the public service also fills its vacant posts through the absorption of supernumerary employees from other departments as a result of the restructuring processes. Institutions follow the following steps when filling their vacancies:

2.6.1 Identify a need to recruit

Before recruitment could take place, line managers inform Human Resources about the need to fill the post. Human Resources will then verify with Work Study and Job Evaluation section about the existence of the post on the Departmental structure, its salary level and whether it has been budgeted for. This is emphasized by Amos, Ristow, Ristow & Pearse (2008:115), who claim that the need to advertise the post could arise from the creation of a new job or from a vacancy created by someone who resigned or was promoted.
2.6.2 Update job description

Job descriptions assist in acquiring the right candidate for the job. This is stressed by Coetzee & Schreuder (2010:94), who suggest that job descriptions are useful in recruitment and selection in clarifying the nature and scope of responsibilities attached to the specific jobs. According to Robbins (as quoted by Coetzee et al. 2010:94), job descriptions could be used in training and development and performance appraisal or evaluation of employees. The Department uses job description to recruit new employees and furthermore it uses the job descriptions to develop the performance instruments for its employees.

2.6.3 Job evaluation

The Department conducts job evaluations as required by Part IV of the Public Service Regulations 2001 as amended to evaluate its vacant posts before advertisement. This is underscored by section 6.3.3 of the Limpopo Department of Agriculture recruitment, selection and appointment policy. (2010:4)

2.6.4 Develop the recruitment advertisement

The Department uses the following criteria when advertising its positions: qualifications, competencies (knowledge, skills and work experience) and the closing date for applications. Amos, Ristow & Ristow. (2004:34), suggest that advertisements should have the job title, a brief description of the job, the person required in terms of special characteristics, talents, skills and qualifications.

2.7 RECRUITMENT CHALLENGES

Institutions face two types of challenges every time a vacancy becomes available. The first challenge is uncertainty about the demands of the job and the second challenge is uncertainty about the ability of the applicant to perform the job. These challenges are discussed below:

2.7.1 Uncertainty about the job’s demand

Heraty et al. (1998:665) maintain that job analysis comes before a job could be advertised and its purpose is to gather all information about the duties, responsibilities, the necessary skills, outcomes, and work environment of a particular
job and to determine where the posts fits within the structure of the institutions. This implies that institutions cannot do anything without a well-defined job analysis. A well-defined job analysis determines the well-being of institutions. It further means that without job analysis institutions will not be in a position to determine the duties and the requirements of the post.

2.7.2 Uncertainty about the applicant’s ability

Institutions introduced selection criteria to deal with the suitability of the applicant when filing their vacant posts (Russo et al. 1995:4). Institutions use interviews as a way to determine the suitability of candidates against the advertised posts.

2.7.3 RECRUITMENT CHALLENGES FACING VARIOUS INSTITUTIONS

The following challenges affect recruitment and selection in the various institutions:

2.7.3.1 Lack of linking recruitment and selection policies

Institutions fail because they do not link their recruitment and selection policies with human resources strategy and with the broader business and institutional goals (Heraty et al. 1998:663). A comprehensive job analysis helps institutions to have a clear indication of the particular requirements of the job and where that job fits into the overall institutional structure. There is a need that staffing practices adopted by institutions should be coherent and consistent with its business strategies and with its Human Resources (HR) functions such as the Human Resource Development and HR Management Systems (Wickramasinghe 2007:110).

2.7.3.2 Use of reference for shortlisting

Institutions fail because they do not conduct reference checks of candidates during the shortlisting process and they end up appointing employees with criminal records. It is therefore critical that employers conduct reference checks in order to make informed decisions about candidates prior to appointment (Heraty et al 1998:663).

2.7.3.3 Emigration of skilled South Africans to other countries

Emigration of skilled South Africans to other countries poses a serious challenge to the South African job market. This is more evident in the areas such as the health
sector, in which particularly nurses and doctors leave the country to other countries for greener pastures (Rogerson & Crush 2007:2-3). The emigration of skilled employees such as engineers and scientists to other countries is also impacting negative on the Department because farmers end up not receiving the technical skills required to perform their daily farming activities. In order to address the challenge, the Department is appointing engineers and State Veterinarians on a temporary basis from other countries (Limpopo Department of Agriculture: Vulindlela report for January 2015).

2.7.3.4 Human immunodeficiency virus and acquired immune deficiency syndrome Pandemic

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

• HIV and AIDS increases absenteeism at the workplace;
• it increases staff turnover;
• loss of skills;
• declining morale of the remaining employees and
• it also causes the loss of tacit knowledge.

2.8 OVERCOMING RECRUITMENT CHALLENGES

The following factors could be implemented to reduce the recruitment challenges.

2.8.1 Integrating Employees into the Institution’s Culture

Chapman (2009:125) is of the view that institutions should retain their employees by integrating them into the institution’s culture so that they do not fail and ultimately decide to leave. She further suggests that the working environment should support the newly appointed employees by offering them coaching skills.

2.8.2 Good communication

Communication is an important element which contributes towards the retention of employees. Poor communication makes employees leave institutions. Salopek (2000) as quoted by Netswera, Rankhumise & Mavundla (2005:37) is of the view
that employers should communicate how employees contribute towards the corporate vision and mission of their institutions. Amos et al. (2004:11), suggest that institutions should open a two-way communication channel to build trust and commitment, rather than developing adversarial relationships. Mutuality of interest between employer and employee is encouraged.

2.8.3 Development of employees through training

According to the National Development Plan 2030 (2012:423) employers should develop the technical skills of employees through training programmes in conjunction with training institutions and professional councils and associations. Government institutions should discourage the outsourcing of skills because it reduces the junior posts of professional employees in the public service. Graduate training schemes should be linked to the staffing needs of departments, so that trainees have a clear sense of how their career could develop if they perform well.

2.8.4 Preparing job description in advance

Dibble (1999) as quoted by Netswera et al. (2005:37), suggest that employers should prepare job descriptions in advance before new employees could be appointed. Dibble further suggests that if employers fail to prepare the job description beforehand new employees will not meet the requirements of the post and as such will not stay. Amos et al. (2004:39), suggest that new employees should be provided with an overview of the job and the institution, the job content and outcome expectations are clarified and agreed to, and an overview is provided of the institution, including its strategic objectives, policies and procedures and facilities.

Employers are required to develop a recruitment and selection policy and a retention policy. There is also a need for employers to develop employee wellness programmes to counsel employees with HIV-AIDS related diseases. Employers should also introduce an induction programme for its new employees.
2.9 SELECTION METHODS

Selection refers to a process which involves the application of appropriate techniques and methods with the aim of selecting and inducting a competent person or persons (Pilbeam et al. 2002:115). According to Amos et al. (2004:5), selection refers to the process of selecting the most suitable candidate from a pool of candidates recruited.

Institutions uses various selection methods such as interviews, the application form, reference check, assessment centres and psychological testing to fill their vacancies (Heraty et al. 1998:682).

2.9.1 An application form

According to Gatewood, Field and Barrick (2008:363) an application form serves as a means of deciding if the applicants meet the minimum requirements of a position and it assesses and compares the relative strength and weakness of individuals making the application. In Northern Cyprus institutions view the application form as the second recruitment process while filling their posts (Tanova 2003:112).

2.9.2 Interviews

According to Grobler, Warnick, Carrel, Elbert & Hatfield (2006:192) the purpose of the interview is to determine the ability of the applicant to perform the job and whether the applicant will succeed in performing the job. Interviews also ascertain whether the applicant will match the needs of the institution. This is underscored by Coetzee et al. (2010:162), who claim that an interview serves as a selection tool and it is designed to predict a person’s job performance based on his or her oral responses to the questions asked.

2.9.3 Reference checks

The purpose of the reference check is to verify whether the information provided by the applicant on their application form is true or not. It also serves as a basis for predicting the job success of applicants or screening out unqualified applicants; and it also uncovers the background information which was not provided by the job applicant (Gatewood et al. 2008:197).
According to Gatewood et al. (2008:397) the main aim of a reference check is to verify the applicant’s information from those who know them well. The reference check also provides prospective employers with criminal records, credit files and educational credentials of employees (Grobler et al. 2006:196).

2.9.4 Assessment centres

According to LaRue (1989:2) an assessment centre consists of a standardized evaluation used by multiple – trained observers to assess the behaviour of employees based on multiple inputs such as tests and simulation exercises. The assessment centres help institutions to select the right person for the right role. This is underscored by Coetzee et al. (2010:160), who claim that the first step in developing an assessment centre is to do a thorough job analysis in order to determine which behaviours are required for an employee to be successful in a particular job. Employers are then able to design some job related competencies based on the conduct of the employees to empower them.

2.9.5 Psychological testing

According to Grobler et al. (2006:198) physical examination occurs after the decision to extend a job offer to a prospective employee has taken place. Van Cleaf (as cited in Wickramasinghe, 2007:112) suggests that “the employee psychometric test is used to measure psychological traits that are considered to be relevant to the performance of the job tasks”.

2.10 SELECTION PROCESSES

According to Grobler et al. (2006:182), selection involves choosing the best applicant to fill a position. The selection processes used by the Department are discussed below.

2.10.1 Screen and shortlist applications

Limpopo Department of Agriculture is able to shortlist candidates quicker as a result of the screening process conducted by the Human Resources Department. According to the Public Service Commission (2006:21), screening seeks to identify those applications that meet the basic entry-level requirements. This is emphasised
by Grobler et al. (2006:187), who state that screening minimises the time the Human Resources Department spend on the selection process by removing obviously unqualified or undesirable applicants.

2.10.2 Invite candidates on the shortlist

During the invitation of the shortlisted candidates for the interviews, the Department arranges for parking, travelling and accommodation costs as required by section C.1.3.12 (a) and C.1.3.13 of the Limpopo Provincial Departments Transversal Financial Policies (2010:22). This is underscored by Amos et al. (2004:36) who states that institutions should contact and inform the candidates about where, when and what time the interviews will be conducted.

2.10.3 Conduct interviews

The Department invites the shortlisted candidates in writing five days prior to the interviews. According to Amos et al. (2004:37), interviews provide a platform for employers to come into contact with the applicant and also affords the applicant the opportunity to learn more about the institution.

2.10.4 Check background information of applicants

The Department conducts various kinds of reference checks to verify the suitability of candidates. The first reference check is used to gather information from the applicant’s supervisor. The second reference check is used to gather information from the Human Resources Department where the employee is working. The third reference check is conducted by Security Management Services. With this reference check, shortlisted candidates are subjected to criminal and security vetting. Gatewood et al. (2008:397), claim that the purpose of the reference check is to find out about the applicant from those who know them well. This is stressed by Grobler et al. (2006:196), who suggest that the reference check provides prospective employers with criminal records, credit files and educational credentials of potential employees.
2.10.5 Make a job offer

After all the stages of appointment are completed, the employer provides the employee with a job offer which indicates the rank, component, salary notch, salary level, salary scale, condition of receiving service bonus, the centre, as well as the probation period an employee need to undergo before the appointment could be confirmed. Amos et al. (2004: 38), are of the view that the job offer letter should include job title, a brief description of the job, the acceptance letter, the starting remuneration package as well as the length of the probationary period.

2.10.6 Open a file for new employees

The Department opens a personnel file for each employee and keeps all appointment records in that file. The records include the application form, CV, qualifications and verifications of security checks. This is highlighted by Amos et al. (2004:38) who claim that employers should keep a set of records pertaining to the recruitment and selection of employees. This includes records of all the documents from every step of the process including application form, advertisement, appointment letter, acceptance letter and CV.

2.11 SELECTION CHALLENGES IN THE PUBLIC SERVICE

The investigation undertaken by the Public Service Commission (2008:Vii) on recruitment and selection reveals that institutions in South Africa generally have a number of shortcomings which are discussed below:

2.11.1 Job description

Job descriptions are critical documents because they contain detailed information on the knowledge, skills, experience, and abilities that an acceptable candidate should possess (American Society of Health – System Pharmacist report 2003:587). It means job descriptions are the guiding documents for employees to carry out their work more effectively. Job descriptions are useful in recruitment and selection in clarifying the nature and scope of responsibilities attached to the specific jobs (Coetzee et al. 2010:94). Robbins (as quoted by Coetzee et al. 2010:94), job descriptions could be used in training and development and performance appraisal
or evaluation of employees. Lack of job evaluation means that institutions will not appoint the right employees for the right job. Without proper job descriptions, employees will not meet the institutional objectives. In its findings, the *Public Service Commission* (2008:Vii) states that without approved job descriptions it is unclear how institutions link the actual contents of the posts to the advertisements and that may lead to the selection of candidates that do not possess the required qualifications, skills and experience.

2.11.2 **Job evaluations**

In terms of Part IV of the *Public Service Regulations 2001* as amended, job evaluations are necessary to ensure that work of equal value is remunerated equally. This is underscored by Coetzee *et al.* (2010:96), who claims that job evaluation refers to the formal assessment and systematic comparison of the relative value or worth of a job to an institution with the aim of determining appropriate compensation. It means that job evaluation is important because it determines amongst others the salary level, the salary scale of the post and it also specifies to whom the incumbent reports.

2.11.3 **Shortlisting**

Lack of recruitment and selection policy to guide the process of appointing employees makes public institutions ineffective in acquiring employees. According to the *Public Service Commission* (2006:12), lack of departmental recruitment policies makes departments lose direction of what should be achieved. In such circumstances, recruitment and selection is often managed clumsily, leaving the results open to scrutiny.

2.12 **EMPLOYEE RETENTION**

According to Frank, Finnegan and Taylor (2004) as cited by Govaerts, Kyndt, Dochy & Baert (2011:37) retention is defined as the effort by an employer to keep desirable workers in order to meet business objectives. Casio, as quoted by Coetzee *et al.* (2010:258) defines retention as the initiatives taken by management to keep employees from leaving the institutions. The following retention strategies are proposed which institutions may consider in retaining their employees.
2.12.1 Opportunities for advancement

Employees are motivated when they are empowered through training and skills development to meet the job standards. Netswera et al. (2005:39), states that opportunities for promotion, training and development are among the most important reasons why employees stay. Coetzee et al. (2010:261), further suggest that employees stay at companies that promote career opportunities through learning, and the opportunity to apply their newly-learned skills. Hang (1999) as quoted by Coetzee et al. (2010:261) has summed it by saying that training and development makes employees attached to their institutions.

2.12.2 Good Communication within the institution

Employees are happy and productive if there is a free flow of information taking place in their institutions. This is accentuated by Walker (2001) as cited by Govaerts et al. (2011:37), who states that a positive relationship with colleagues encourages them not to leave. Good communication has a positive impact on line managers and it boosts their morale. This is supported by Lockwood and Ansari (1999:256) who claim that the retention factor encompasses sub-factors such as: working relationship with immediate supervisors, relationship with peers, workload and job stress, resource adequacy, top management support and physical working conditions, which influence employee motivation and performance. They further argue that if any of these conditions are not met, employees would start looking for employment opportunities elsewhere.

2.12.3 Provision of challenging work

Employees are motivated when they are given some challenging work to do rather than performing their routine work. Netswera et al. (2005:39), are of the view that employees should be provided with challenging tasks to perform. This is supported by Herzberg (1959) as quoted by Samuel et al. (2009:412) who state that employees are motivated by internal factors such as achievement, recognition, the work itself, responsibility, advancement and growth.

A number of deductions are made from the above discussion: Both the employers and employees have a role to play in ensuring that the retention of employees is
possible. Employers have a bigger role to play than the employees because they are responsible to make the working environment attractive to employees by providing opportunity for training, good communication and to create a conducive work environment for their employees to be productive and efficient. From the employee point of view age, seniority and the level of education are the key drivers which facilitate the retention of employees.

2.13 EMPLOYEE TURNOVER

According to Samuel et al. (2009:411), employee turnover occurs when employees leave their employment and must be replaced. Turnover is disruptive and it affects institutions negatively in various ways. Firstly, valuable employees leave with their skills to new institutions, productivity and service delivery of the losing institutions decreases because new employees have to be trained on the job to gain experience. Hendricks (2006) as quoted by Samuel et al. (2009:411) suggests that employees with scarce skills are in demand by the South African government and becoming difficult to source. He further states that if these categories of employees are eventually sourced, they become even more difficult to retain. The Limpopo Department of Agriculture is facing a situation in which newly appointed line employees (State Veterinarians, Veterinary Technologists and Researchers) stay within the institution for two to three years and then resign or go to national departments and other provinces.

Turnover is caused by various factors such as a lack of promotion and inadequate training and development opportunities, lack of a competitive compensation system, lack of adequate resources and tools to perform duties, job stress, poor communication and lack of interesting work.

2.13.1 Lack of promotion and inadequate training and development opportunities

Lack of opportunity for advancement or growth makes employees start looking for alternative employment opportunities in other institutions. Netswera et al. (2005:39) are of the view that opportunities for promotion, training and development are among the most important reasons why employees stay, especially young and enthusiastic ones. It means that institutions should develop career paths for their employees to
grow professionally and should also ensure that staff receive proper training opportunities. This will not only boost their morale but will also encourage them to be efficient and productive when performing their duties.

2.13.2 Lack of competitive compensation system

Shah and Shah (2010:4) suggest that employees are productive when they perceive that their remuneration is on par with their output. The opposite is also true, if they perceive that their remuneration is not competitive, they will start looking for other job opportunities elsewhere. It means employees are motivated by their beliefs about the reward structure as being fair or unfair relative to their inputs. It also means that employees are inclined to leave if they believe that their pay structure is relatively low.

2.13.3 Lack of adequate resources and tools to perform duties

Employees are demotivated when they are not given resources and tools to perform their functions. Lack of resources and tools put employees in a situation where they will not perform their duties as they should and therefore they will start looking for other job opportunities. It means employees enjoy working under conducive environments where they have adequate resources to perform their duties (Chapman 2009:126). This sentiment is echoed by the Department of Public Service and Administration (2006:13), which emphasises that institutions should ensure that there are enough resources available to meet the demands of the job.

2.13.4 Job stress

Employees perform well under a situation where the stress level is low. Minimal grievances between staff and employers provide a favourable work environment. It means that employers should keep the stress level low all the time and that will make employees happy and productive. (Netswera et al.2005:39).

2.13.5 Poor communication

Communication plays a critical role in bringing employees together. Poor communication has a negative impact on employees and it makes them leave their institutions. There is a positive correlation between good communication and
employee retention. It means that employees will remain in their institutions provided the communication is good and will leave when communication is poor (Govaerts et al. 2011:37).

2.13.6 Lack of Interesting Work

According to Rampur, as quoted by Hissom (2009:8), employees leave institutions if they don’t gain experience and are just placed on the bench. Employees leave institutions if they are not given some work to do. It means that employees are demotivated when they are not given some work to do. It also means that employers should develop meaningful job descriptions for their employees. Employers should consistently review the job descriptions of their employees in order to keep their employees happy and motivated.

The discussion above shows that employers should develop their employees through training, improve communication and provide a meaningful job description to their employees.

2.14 CONCLUSION

This research investigates the recruitment, selection and retention of employees. The various definitions of recruitment were explored and Evers et al’s. (2005:48) definition of recruitment was adopted and applied in this dissertation. In their argument they view recruitment as involving actions and activities taken by institutions in order to attract individuals to the institutions who have the capabilities to help the institutions realise their strategic objectives.

The study also examined various challenges institutions are facing to retain their employees. Various strategies were suggested for institutions to adopt for retaining their employees. Chapter 3 focuses on the research design and the methodology used in the research.
CHAPTER 3
RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter discussed theories, methods and challenges of recruitment and retention. It also focused on selection and the importance of selection. It concluded by focusing on the reasons for employee turnover. This chapter deals with the research design, methodology, population, data collection instrument, permission to conduct the study, assumption, sample, data analysis as well as ethical considerations.

3.2 POPULATION AND SAMPLE

According to Castillo (2009:1), a research population is a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have common, binding characteristics or traits. Kitchenham (2002:17) suggest that the target population is the group or the individuals to whom the survey applies.

In this research the population includes all line employees falling under the scarce skills of the Limpopo Department of Agriculture, which are:

- Agricultural Engineering (Agricultural Engineers, Hydrologists and Engineering Technicians).
- State Veterinary (State Veterinarians, Veterinary Technology) as well as
- Agricultural Researchers.

Kitchenham (2002:17), defines a valid sample as a representative subset of the target population. Kitchenham suggests that the researcher should clearly define the population and that the population should be in a position to provide useful answers to the survey questions.
The researcher used the following criteria to select the respondents to participate in the research, namely that they should:

- fall under the scarce skills of Limpopo Department of Agriculture
- must consent to participate in the research
- be willing to participate in the survey

3.3 SAMPLING METHOD

A purposeful sampling method was selected in this research because it increases the likelihood of obtaining samples that are representative of the population. The sampling method will also be used to obtain in-depth information about recruitment, selection and employee retention in the Department (Welman & Kruger 2001: 63). The sample will include all categories of line employees to be researched, namely State Veterinarians, Agricultural Engineers, Hydrologists, Agricultural Researchers and Agricultural Scientists (this includes Agricultural Economists, Aquaculture, Pasture Scientists, Agro Food Processors, Soil Scientists and Entomologists). Line employees with scarce skills were selected in terms of their salary levels, gender and sections to participate in the research.

3.4 RESEARCH DESIGN

In this research both qualitative and quantitative research designs were used. Qualitative research design was used to assess the attitudes, opinions and the behaviour of the respondents, while quantitative research design was used to describe and test the relationship between respondents factors that affect them. In Patton (2001) as quoted by Golafshani (2003:600), a qualitative research uses a naturalistic approach that seeks to understand phenomena in context – specific settings. The researcher does not attempt to manipulate the phenomenon of interest. According to Hancock, (2002:1) qualitative research attempts to increase the understanding of the researcher regarding why things are the way they are in our social world and why people act the way they do.

A survey was used to obtain a sample from line employees with scarce skills. In this research information was collected through a self-administered questionnaire which was delivered in person to the respondents.
A descriptive survey was used in the research because of its accuracy and because it meets the objectives of the research, namely to determine the reasons for poor retention of line employees with scarce skills in the Limpopo Department of Agriculture, recommend measures to retain line employees with scarce skills from leaving the Department and to determine whether the Department considers appointment of candidates for attitude or competencies/skills.

3.5 RESEARCH SETTING

The research took place in the Limpopo Department of Agriculture; data was collected from line employees based at Polokwane – Head Office of the Limpopo Department of Agriculture, its five districts, namely Mopani, Vhembe, Capricorn, Sekhukhune and Waterberg, its two Research Stations which are Towoomba and Mara as well as the two Colleges of Agriculture which are Tompi Seleka and Madzivhandila.

3.6 DATA COLLECTION INSTRUMENT

According to the United States Census Bureau (2012), a questionnaire refers to a set of questions designed to collect information from a respondent. In this research, data was collected by means of a questionnaire which was delivered in person to the selected groups of the population. The returned questionnaire was submitted to a statistician for data analysis and interpretation. According to Mathers et al. (2009:6), the questionnaire data method has the following advantages:

- Surveys have internal and external validity.
  A survey which is of a random sampling technique will produce a sample which represents the population which may be generalised to the wider population.
- Surveys are efficient.
  Smaller samples can be used to generate findings which can be used to draw conclusions about the whole population.
- Surveys can cover geographically spread samples.
  Participants who are widely dispersed can be accessed and included in the sample.
Surveys have ethical advantages. Surveys give the participants some privacy because participants answer the survey in their private space. No interviewer is involved to bias the respondent’s answers.

Surveys are flexible. Respondents answer the survey when they have time.

The questionnaire has the following limitations:

- Surveys are not good at explaining why people think or act as they do.
- Surveys are limited in providing information on why certain decisions were taken.
- Surveys are dependent upon the chosen sampling frame. The representativeness of a survey is dependent on the accuracy of the sampling frame used.
- Surveys take longer to complete than telephone or personal interviews.
- Response rate is low.
- Researcher has no control over who answers.

### 3.6.1 The structure of the questionnaire

The researcher used the same questionnaire to collect data from managers and employees with scarce skills in the Limpopo Department of Agriculture. The questionnaire consisted of the following sections:

**Section A**  
Biographical Information

**Section B**  
Criteria to assess attitude and perceptions regarding recruitment policy, recruitment strategy, selection process, turnover and the retention strategy applicable to the Limpopo Department of Agriculture.

The questionnaire included mainly closed-ended questions. However a few open-ended questions were also included to gather qualitative data. One hundred questionnaires were delivered to the respondents and 67 questionnaires were returned which makes a 67% response rate.
3.7 DATA ANALYSIS

According to Kawulich (2004:97) data analysis is the process of reducing large amount of collected data to make sense of them. Data analysis helps the researcher to organise and summarise data in order to answer the research questions. The researcher analysed the data in such a way that he was able to see patterns, identify themes, discover the relationships, develop explanations, make interpretations, mount critiques and generate theories.

In this research, the statistician analysed data by using descriptive statistics such as frequencies and percentages, presented in tables.

3.8 PILOT STUDY

Once the questionnaire was constructed, it was piloted in order to check that the results were potentially appropriate to satisfy the intentions of the researcher. Line employees were asked to read through the questionnaire in order to see if there were shortcomings which were not noticed and for them to comment about the length, structure and wording of the questionnaire. Inputs received were consolidated and altered accordingly. According to Mouton (2001:103), one of the sources of errors in questionnaire development is not piloting or pretesting the questionnaire before it is used.

3.9 PERMISSION TO CONDUCT THE RESEARCH

The researcher obtained permission to conduct the research from the Head of Department (see ANNEXURE A).

3.10 ETHICAL CONSIDERATIONS

Ethics refers to moral principles that control or influence a person’s behaviour (Oxford Advanced Learner’s Dictionary 2005:498). In this research, the researcher upheld the following ethical principles: confidentiality, consent, respect for persons and loyalty. Completion of the questionnaires was voluntary as candidates were under no obligation to complete the questionnaires. Respondents’s participation in the research was voluntary. Ethical clearance was obtained from the University of South Africa to conduct the research.
3.10.1 Consent

Patton and Cochran (2002:5) suggest that everyone who participates in the research should have freely consented to participation, without being coerced or unfairly pressurised. In this research, the respondents were requested to participate in the research of their own free will, without fear and prejudice. Respondents were informed of their rights to voluntary consent or decline to participate, or withdraw their participation at any time and by so doing they were not prejudiced or victimised.

Before signing the consent form, the researcher engaged respondents and explained:

- The purpose of the research to the respondent;
- The objective of this research to the respondent;
- Informed the respondent about the content of the consent to participate in the research;
- Explained to the respondent, the implications of signing the consent to participate in the research;
- Provided the respondent with a signed original copy of the consent form.
- Explained what is expected of a research participant, including the amount of time likely required for participation;
- Explained the expected risks and benefits, including psychological and social;
- Explained that participation is voluntary and that the respondent can withdraw at any time with no negative consequences;
- Explained to the respondent how confidentiality will be protected
- Explained to the respondent the name and contact information of the lead investigator to be contacted for questions or problems related to the research;
- Explained to the respondent name and contact information of an appropriate person to contact with questions about one’s rights as a research participant.

3.10.2 Confidentiality

Confidentiality in research refers to the protection of the identity of the person from whom information is gathered (Brikci & Green 2007:5). In this research the confidentiality of the population will be observed and maintained by protecting all information provided. All data provided will be kept confidential and the subject’s
identity will not be revealed. The researcher will at all times, maintain strict confidentiality and the identity of the participant will not be linked to the information provided.

3.10.3 Respect for persons

Respect for persons is a principle which guarantees the autonomy of research participants. The dignity of the participants was protected at all times. The researcher never exploited the respondents while achieving the research objectives. The dignity of the respondents was respected. The researcher adhered to this principle to ensure that the respondents are not used simply as a means to achieve research objectives. Participants were informed about being in the research, and free from coercion or undue inducement to participate by the researcher (Module 1:2013).

3.10.4 Anonymity

Anonymity refers to the protection of the respondents' identity (Clark 2006: 3). In this research respondent's identity remained anonymous and was not identified on the basis of the response provided.

3.10.5 Honesty

According to Resnik (2011:2), the researcher should be honest in all scientific communications, report data, results, methods and procedures, must not fabricate, falsify, or misrepresent data nor deceive the public. The researcher remained honest and has reported all the facts as presented.

3.11 Validity and Reliability

Validity and reliability is discussed hereunder:

3.11.1 Validity

According to Struwig and Stead (2001:143), validity in qualitative research is also referred to as trustworthiness or credibility. The researcher ascertained that the instrument really measures what it was intended to measure. According to Walonick (2005:6), validity refers to the accuracy or truthfulness of a measurement. In this
research the researcher used a credible and trustworthy questionnaire to collect data from the respondents. Validity helped the researcher to accurately measure what he intended to measure.

Three types of validity are discussed below.

3.11.1.1 Face validity

Face validity refers to the likelihood that the question may be misunderstood or misinterpreted (Walonick 2005:6). To increase validity, the researcher pretested the questionnaire before it was used.

3.11.1.2 Content validity

Content validity pertains to the degree to which the instrument fully assesses or measures the construct of interest (Miller 2014:3). The researcher ensured that all questions asked were related to the recruitment, selection and retention of line employees with scarce skills in the Limpopo Department of Agriculture.

3.11.1.3 Construct validity

According to Miller (2014:3), construct validity refers to the degree to which an instrument measures the trait or theoretical construct that is intended to measure. In this study, the researcher used the questionnaire to measure the concept being studied namely recruitment, selection and retention of line employees in the Limpopo Department of Agriculture.

3.11.2 Reliability

Reliability refers to the level of accuracy or stability with which the instrument yields consistent results every time it is used (Walonick: 2005:6). According to Robinson (2013), reliability in research refers to the degree to which an assessment consistently measures what it is measuring. For Trochim (2006:1), reliability refers to consistency or repeatability of measurement. Consistency means that the respondents understand the true meaning of the question as stated in the survey. In this study, the instrument consistently measured the attribute it was required to measure. To increase reliability, the researcher piloted the questionnaire with various
line employees falling under the scarce skills to verify its reliability before it was used.

3.12 ASSUMPTION

Assumptions are the basic principles which are accepted in faith, taken for granted, or assumed to be true without proof or verification (Brink, Van der Walt & Van Rensburg 2012:12). In this research, the researcher assumed that:

- The sample represented the population,
- The questionnaire is valid
- The questionnaire measured what it is intended to measure and
- The researcher assumed that the respondents answered the questions truthfully and honestly.

3.13 CONCLUSION

This chapter discussed the population and sample, sampling methods, research design, research setting, data collection instrument, data analysis, piloting the questionnaire, permission to conduct the study, ethical considerations, validity, reliability and assumptions. The next chapter deals with the data analysis and interpretation thereof.
CHAPTER 4
RESEARCH ANALYSIS

4.1 INTRODUCTION

The previous chapter discussed the population for this research, the sample criteria used, the data collection instrument as well as validity and reliability. This chapter presents the results of the research focusing on the demographic variables, opinions of respondents in relation to recruitment, selection and retention of line employees with scarce skills in the Limpopo Department of Agriculture.

The primary aim of this research was to identify factors influencing recruitment and retention of line employees with scarce skills in Limpopo Department of Agriculture. The objectives of the research were to determine the reasons for poor retention of line employees in the Limpopo Department of Agriculture, recommend measures to retain line employees with scarce skills and to determine whether the Department considers appointment of candidates for attitude or competencies or skills.

The information presented in this chapter reflects the empirical results which are supported by scholarly literature. The chapter focuses on the biographic information, recruitment, selection and retention of line employees with scarce skills in the Limpopo Department of Agriculture. The respondents were asked a series of opinion-related questions based on a 5-Point Likert Scale where SD= Strongly Disagree, D = Disagree, N = Neutral, A = Agree and SA = Strongly Agree.

4.2 BIOGRAPHIC INFORMATION

The profiles of the respondents were analysed in terms of their gender, age, ethnicity, position within the Department, salary level, workplace, years of experience, division, educational qualification and nature of appointment. The results are presented as simple frequency of occurrences, simple proportions as well as summarised by graphs (pie charts and bar charts) in this section.

Figure 4.1 represents the profile of respondents by gender. The profile of respondents by gender indicated that 67.11% of the respondents are males while 32.89% are females. This could be explained by the fact that Limpopo Department of
Agriculture is characterised by a male-dominated workforce as indicated in the Limpopo Department of Agriculture Human Resource Plan for Medium-Term Expenditure Framework (MTEF) 2012-2015: 11 – 12.

From figure 4.1, it is clear that the majority of men will occupy senior positions. According to Statistics South Africa (Census 2011, Key results: 5), black people (Africans - 79.2%, coloured people – 8.9% and Indians – 2.5%) constitute more than 90.6% of the total population of South Africa (51, 7 million) (Statistics South Africa, Census 2011 key results: 3).

According to Statistics South African (Census 2011, Statistical release: 47) during 2011, the absorption labour rate was the lowest among young people aged 15 – 19 years (5.6%) while youth aged 20 – 24 years, the rate was 26.9%. Rasool and Botha (2011:10) concurs that South Africa is having the highest youth unemployment rate in the world.

Figure 4.1: Profile of respondents by gender

Figure 4.2 illustrates the age categories of the respondents in the Department. The ages of the respondents ranged from 18 to 50. All respondents (n=67) answered this question. The results indicate that 2.63% respondents fall between the age category of 18 and 25, 47.37% are between the ages of 26 to 35, 19.74% are in the age category of 36 to 40, and 30.26% are 41 and older.
From the figure it is clear the majority of the workforce belongs to Generation Y, which means they are younger than 36 years of age. It further means that the Department should invest in this generation – the future generation. Govaerts et al. (2011:48) have however found that there is a negative relationship between young age and retention. They further argue that younger employees are more likely to leave as a result of changing jobs at the beginning of their careers than older employees who cannot easily find another job.

Figure 4.2: Profile of respondents by age category

Figure 4.3 depicts the profile of respondents by ethnicity. The results indicated that 88.16 % of respondents are black while 11.84 % are white. From the figure it is clear that the Indian and coloured communities are underrepresented while black people are over-represented. According to this research, women constitute 32.89% of the population while men constitute 67.11% of the population. Respondents younger than 36 years of age constitute 50% of the total population (n=67).
Profiling respondents according to their positions is critical because the researcher wanted to establish the number of respondents by different positions they hold in the Department.

Figure 4.4 shows the results in terms of positions of respondents in this research. Almost 32% (31.55%) of the respondents represented occupy the position of Agricultural Researcher, 21.05% are State Veterinarians, 10.53% are Agricultural Economists, 9.21% are Agricultural Engineers, 6.58% are Plant Production Scientists, 3.95% are Animal Production Scientists, 3.95% are Geographic Information System (GIS) Technicians, 2.63% are Veterinary Technologists, 2.63% are Science Technicians, 1.32% are Hydrologists, 1.32% Veterinary Public Health Technicians, 1.32% hold the position of Senior Manager Natural Resource Management, 1.32% are Managers of Animal Health, 1.32% are Senior Managers while 1.29% represent Engineering Technicians – which are scarce skills and they are also line functionaries in the Department.
Figure 4.4: Profile of respondents by their positions

Figure 4.5 depicts the results in terms of the salary levels of respondents in this research. Respondents at salary levels 8, 9 and 10 constitute about 25% while the majority (75%) of respondents are at salary level 11, 12 and 13. The majority of generation Y (age under 36) would be in lower income group because they are just starting their career and are in junior positions. Older generations (generation X and Baby Boomers) would be in higher income brackets because of years of service and holding senior positions.

Figure 4.5: Profile of respondents by salary levels
Figure 4.6 illustrates the results in terms of the workplace of respondents in this research. About 39.48% respondents represented working at Polokwane Head Office while 11.84% are at Towoomba Research Station and Vhembe District, 10.53% of the respondents work at Capricorn District, 9.21% are at Mara Research Station, 5.7% are Waterberg District and 5.7% at Sekhukhune and Mopani District offices respectively. Tompi Seleka and Madzivhandila staff did not respond to the questionnaire.

**Figure 4.6: Profile of respondents by their workplace**

Figure 4.7 indicates the profile of respondents in terms of the number of years they have been employed by the Department. The results indicated that 6.58% of the respondents have 1 and 2 years’ working experience, 25% have 3 and 4 years’ working experience, 25% have between 5 and 7 years’ working experience, while 13.16% represent the respondents with 8 to 10 years’ working experience in the Department. About 30.26% of respondents have 10 years or more working experience.

From the figure below, respondents with 7 – 10 years would be generation Y, those with 10 – 20 years would be generation X and those with more than 25 years would be Baby Boomers. This category has approximately 10 years of service before
retirement. It means more investment is needed in generation Y – the future generation.

![Profile of respondents by work experience](chart.png)

**Figure 4.7: Profile of respondents by work experience**

Figure 4.8 shows the profile of respondents in terms of the sections in which they are employed by the Limpopo Department of Agriculture. The results indicated that 34.22% respondents are working in Research Services, 25% respondents work in Veterinary Services, 14.47 % work in Engineering Services, 7.89% work in Plant Production, 5.26% respondents work in Agribusiness and Agric Economic Support respectively, 3.95% work in Animal Production, 2.63% work in Spatial Information Services and 1.32% work in Enterprise Development.
Figure 4.8: Profile of respondents by their sections

Figure 4.9 depicts that 33.33% of respondents have an Honours Degree/PG Diploma. About 28% of respondents have Baccalaureate Degree(s), 26.67% have a master’s degree or PG, and 6.67% have Diplomas or Certificates, 4% of respondents have a Ph.D. qualification while 1.33% of respondents had Grade 12. The profile shows that majority of the respondents have post-graduate qualifications.

The Department has a well-educated workforce and therefore it is able to deliver quality service to its clients/customers.

Figure 4.9: Profile of respondents by educational background
Figure 4.10 shows that the vast majority (92% of the respondents) are permanently appointed while 8% respondents are appointed on a fixed-term basis. This means that continued service, good hiring relationship, job stability and lower turnover is expected. Good relations between the employer and employees also means that the staff morale and productivity would be high. According to the American Society of Health-System Pharmacists report (2003:590), staff turnover is having a negative impact on staff morale which may further reduce productivity and increase turnover.

![Profile of respondents by nature of employment](chart)

**Figure 4.10: Profile of respondents by nature of employment**

From the above discussion the following deductions can be made. Limpopo Department of Agriculture is a male dominated institution (67.11% men and 32.89% women) despite the fact that the Constitution of the Republic of South Africa 1996 provides that Public Administration must be broadly representative of the South African people, with employment and personnel management practices based on ability, objectivity, fairness, and the need to redress the imbalances of the past to achieve broad representation. Limpopo Department of Agriculture does not fit into this requirement.

47.37% of the workforce belongs to Generation Y because they are younger than 36 years of age. However Govaerts et al. (2011:48) have shown that there is a negative correlation between younger age and retention. They argue that younger generation employees will leave because they are likely to change jobs at the early years of their careers other than older employees who cannot easily find new jobs.
The age distribution of respondents correlates with the number of years of experience in the Department. Generation Y has fewer years of experience while the older generation are in higher positions as a result of their years of service and seniority.

The Department has appointed an educated workforce considering the fact that 33.33% respondents have Honours Degrees and Post Graduate Diplomas, 28% have Baccalaureates, 26.67% have a Master’s Degree and 4% have a Ph. D. qualification. This implies that the Department will be in a better position to deliver quality service to its clients.

The Department is not fairly balanced in terms of ethnicity. Indians and Coloured people are underrepresented while Africans (Africans, Indians and Coloured people) and White people constitute 88.16% and 11.84% of the population respectively.

The next section discusses the recruitment process which could benefit Limpopo Department of Agriculture.

4.3 RECRUITMENT

The respondents were asked a series of opinion-related questions based on a 5-Point Likert Scale on their perceptions regarding the criteria to assess recruitment policy, recruitment strategy and selection process of line employees with scarce skills in the Limpopo Department of Agriculture. The results are revealed in the figures below:

Figure 4.11 illustrates that about 64.47% respondents agree that the Department has a recruitment and selection policy while 9.21% disagree. 26.32% of the respondents neither disagree nor agree that the Department has a recruitment and selection policy. It implies that the Department should follow the right procedures when appointing employees and that Human Resources (HR) plays a critical role in advising line employees about all the steps needed to fill their vacancies. According to the Public Service Commission (2008:17), line managers are responsible to ensure that posts are filled, HR component only offer assistance in ensuring that all recruitment processes are adhered to.
Figure 4.11: The availability of recruitment and selection policy in the Department

Figure 4.12 illustrates that about 38.66% of the respondents agree that they understand how the recruitment and selection policy of the Department works, while 21.34% of the respondents disagree and 40% remained neutral.

There is a correlation between Figures 4.11 and 4.12. According to Figure 4.11, the majority of respondents confirm that the Department has a recruitment and selection policy while Figure 4.12 shows that respondents understand how the policy works.

It means that Human Resources is helping the Department to acquire competent staff for the Department. It further means that HR involves line employees in the development of the recruitment and selection policy. This is accentuated by Walker (2001) as cited by Govaerts et al. (2011:37) that a positive relationship with colleagues discourages them from leaving. Good communication has a positive impact on line managers and it boosts their morale.
Figure 4.12: Understanding of how recruitment and selection works

Figure 4.13 depicts opinions of respondents on whether Human Resources consistently implement the selection process while appointing candidates. The results show that about 28.38% respondents agree that Human Resources consistently implements the selection process while 18.92% respondents disagree and 52.70% respondents remained neutral to the statement.

It is clear that there is a correlation between Figures 4.11, 4.12 and 4.13 because respondents are confirming that the Human Resources is competent and consistent in implementing the selection processes. It implies that Human Resources appoint educated employees to the Department. It further means that HR assists and advises line managers in ensuring that posts are filled within the required time frames (DPSA 2006:17).
Figure 4.13: Human Resource implements selection processes consistently

Figure 4.14 illustrates the opinion of respondents on whether Limpopo Department of Agriculture is a preferred employer of choice. All together 42.1% of the respondents agree that Limpopo Department of Agriculture is a preferred employer of choice, while 26.32% respondents disagree with the statement and 31.58% respondents remained neutral.

The results indicate that line employees have confidence in working for the Limpopo Department of Agriculture because the Department uses a fair selection process to appoint staff, appoint competent and qualified employees and that generation Y is recognised to participate in the decision-making structures of the Department. This is confirmed by Walker (2001) as cited by Govaerts et al., (2011:37) who suggest that good communication within institutions has a positive effect on the retention of employees.
Figure 4.14: Limpopo Department of Agriculture is a preferred employer

Figure 4.15 illustrates that about 48% respondents tend to agree that the recruitment method used by Limpopo Department of Agriculture reaches the majority of the intended recipients. On the contrary 26.67% respondents disagree while 25.33% respondents remained neutral to the statement. The 48% respondents who are in the majority are in agreement with the statement that advertisement in the media reaches the pool of potential applicants. This statement is confirmed by Figure 4.16 which indicates that the recruitment method used makes opportunities accessible to all.

The Limpopo Department of Agriculture uses a formal recruitment method to advertise its vacancies in the newspapers for being transparent and for the purposes of targeting all suitable employees including line employees with scarce skills. This is stressed by Henkens et al. (2005:423) who maintain that political heads in government institutions prefer advertising their vacancies in the newspapers to promote transparency.
Figure 4.15: The recruitment method used reaches the majority of the intended recipients

Figure 4.16 shows that 46.67% respondents agree that the recruitment method used by the Limpopo Department of Agriculture make opportunity accessible to all, while 22.66% disagree and 30.67% of respondents remained neutral to the statement.

The greatest single proportion of the respondents (46.67%) agree with the statement because they are of the view that the recruitment method used makes opportunity accessible to all. Respondents are also of the view that the Department should consider using other recruitment methods such as the social media (Facebook and Twitter) because generation Y uses such media. This is supported by Grobler et al. (2002:136) who suggest that the Department could use tele-recruiting (television and radio) as an active recruitment method to attract employees because more potential applicants have access to such media than newspapers.
Figure 4.16: The recruitment method used makes opportunity accessible to all

Figure 4.17 shows that 40.84% respondents agree that the recruitment method used promotes fairness. About 22.54% respondents disagrees while 36.62% respondents remained neutral to the statement. There is a clear correlation between Figures 4.16 and 4.17 because if the recruitment method used makes opportunity accessible to all, it means the recruitment method used promotes fairness. Respondents have also shown that the Department should consider using other recruitment methods such as the social media (face book and twitter) because generation Y uses such media. Management should consistently implement the selection policy in order to reduce employee dissatisfaction.

Figure 4.17: Recruitment method used promotes fairness
From the above discussion the following deductions are made:

The Department has a recruitment and selection policy which is effective because respondents understand how it works. It means Human Resources plays a critical role in recruiting qualified employees. Respondents are also of the view that the Limpopo Department of Agriculture is a preferred employer because the Department uses a fair selection process to appoint competent and qualified employees, is transparent in advertising its vacancies and its recruitment method reaches all the intended recipients.

The next section deals with the selection of employees.

4.4 SELECTION

Figure 4.18 shows that about 26.67% of respondents tend to agree that the Limpopo Department of Agriculture select staff for attitude, while 20% disagree with the statement. About 53.33% respondents remained neutral regarding the statement. It means that Human Resources select and appoint competent employees for the Department. It further means that Human Resources is on the right track to acquire skilful employees for the Department. Appointment of good employees means that employee morale is boosted. This is supported by Adnan (2010:275), who claims that highly motivated and performing employees are crucial factors in the institutional productivity.

![Select staff for attitude](chart.png)

**Figure 4.18: Select staff for attitude**
Figure 4.19 illustrates that the majority (62.67%) of respondents tend to agree that the Limpopo Department of Agriculture selects staff for competency/skills. About 21.33% disagree with the statement, while 16% remained neutral.

Of the 67 line employees with scarce skills who responded to this question, 33.33% had achieved an Honours Degree or Post Graduate Diploma and 26.67% (n=20) a Master’s Degree whereas 4.00% (n=3) had a Ph.D. and 1.33% (n=1) had achieved a Grade 12 (Matric/Std. 10) qualification.

It means that the Department has competent staff to perform their functions. According to Farnham and Pimlott (1995) as quoted by Heraty et al. (1998:665) suggest that effective recruitment and selection reduces labour turnover and increases employee morale.

Figure 4.19: Limpopo Department of Agriculture selects staff for competencies/skills

Figure 4.20 reveals that about 53.95% of respondents agree that the Department uses a fair selection process during selection of candidates. On the contrary 18.42% disagree while 27.63% respondents remained neutral. In other words, the majority of 53.95 % respondents agree that the Department uses a fair selection process during selection of candidates.

A fair selection means that the Limpopo Department of Agriculture will appoint competent and skillful employees who will be able to perform their duties more
easily. It can furthermore be deduced that competent and skilful employees will deliver quality service to the Department. Netswera et al. (2005:37), suggest that once the institutions have appointed talented employees, such employees should be retained for the institution to realise a return on investment.

![Fair selection process during selection of candidates](image)

**Figure 4.20: Fair selection process during selection of candidates**

Figure 4.21 illustrates that the greatest single proportion (48.65%) of respondents agree that HR consistently applies the selection process when selecting candidates. However, 14.86% of the respondents disagree while 36.49% remained neutral.

It can thus be deduced that the HR section in the Limpopo Department of Agriculture plays an influential role in the selection of candidates. Furthermore, it means that the HR section assists line employees in acquiring new staff for the Department.

The statement above is in line with section 11(2)(a)(b) of the *Public Service Act* 103 of 1994 which stipulates that all persons who apply and qualify for appointment concerned shall be considered; and the evaluation of persons shall be based on training, skills, competence and knowledge of the applicant.
Figure 4.21: Human Resource consistently applies the selection process when selecting candidates

Figure 4.22 shows that the majority (63.16%) of respondents tend to agree that the Limpopo Department of Agriculture conducts interviews fairly. On the contrary, 9.21% respondents disagree and 27.63% were neutral about the statement.

The majority of 63.16% respondents agree that the Department conducts interviews fairly. This implies that good candidates would be appointed. It further means that the selection committee complies with section 11(2)(a)(b) of the Public Service Act 103 of 1994 which stipulates that all persons who apply and qualify for appointment concerned shall be considered and that the evaluation of persons shall be based on training, skills, competence and knowledge of the applicant.
Figure 4.23 illustrates that about 98.68% of respondents tend to agree that as a member of the selection team they don’t have a problem to appoint candidates better qualified than themselves while 1.32% remained neutral. This means that Generation Y could be appointed. There seems to be a difference between what is stated and what is practiced. Motsoeneng and Kahn (2013:12) are of the view that the selection committees are inclined not to appoint candidates that are more competent and better qualified than themselves. This means that Generation Y would likely not be appointed and their argument is confirmed by a large youth unemployment in South Africa (Statistics South Africa: 2011:47). This is also underscored by section 11(2)(a)(b) of the Public Service Act 103 of 1994 which stipulates that all persons who applied and qualify for appointment concerned will be considered; the evaluation of persons will be based on training, skills, competence and knowledge of the applicant.

Figures 4.23 and 4.24 shows correlation between the interviewer’s ages versus management age. The respondents are educated and young which is different to managers who sit on the selection committees.

Figure 4.23: Appointing candidates better qualified than yourself

According to Figure 4.24, 100% respondents agree that they would appoint candidates younger than themselves. These are educated and qualified respondents who do not fear to compete with those who are equally as educated and qualified as they are. This is underscored by section 11(2)(a)(b) of the Public Service Act 103 of
1994 which stipulates that all persons who applied and qualify for appointment concerned will be considered; the evaluation of persons will be based on training, skills, competence and knowledge of the applicant. This implies that more of Generation Y would be appointed.

![Appointing candidates younger than yourself](image)

**Figure 4.24: Appointing candidates younger than yourself**

Figure 4.25 illustrates that the respondents were asked to indicate whether the composition of the selection committee is represented in terms of race and gender. Altogether 53.52% respondents confirmed that the selection committee is represented in terms of gender and race while 23.94% disagree with the statement. 22.54% remained neutral.

It means that the selection committee complies with section 16(ii) of the *Employment Equity Amendment Act*, 2013 which emphasises equitable representation in the appointment of employees. A fair selection committee does not mean that good candidates would be appointed. Institutional power allows senior managers to use their power and influence to appoint candidates of their choice. Unrest in many municipalities as a result of poor service delivery is an example that the most suitable, competent and qualified candidates are not always appointed.
Figure 4.25: Composition of the selection committee in terms of race and gender

Figure 4.26 shows that the respondents were asked to indicate whether they were members of the selection committee. Almost two-thirds (64%) of the respondents agree that they have been members of the selection committee while 36% disagreed with the statement. The majority of respondents have an understanding of the functionality of selection processes (particularly selection committees). The respondents have a pretty fair idea of the institution’s institutional politics and what it means to appoint the best candidate or be persuaded by internal political pressures.

Figure 4.26: Members of the selection committee

Figure 4.27 represents the opinion of respondents on the strategies to improve selection of candidates in the Limpopo Department of Agriculture. The results illustrate that 57.14% respondents are of the view that selection committees should
possess the relevant skills and knowledge while 42.86% respondents suggest that the employer should improve work conditions. A knowledgeable and competent selection committee means that the Department will appoint good candidates. The appointment of good candidates means that the morale of employees as well as their job performance will increase and that employees would remain with the Department longer.

Figure 4.27: Selection

According to Figure 4.28 the respondents were asked to illustrate whether the selection committee appoints candidates better qualified than themselves; 41.89% respondents agree that the selection committee appoints candidates better qualified than themselves, while 16.22% disagreed and 41.89% of respondents remained neutral.

According to Motsoeneng and Kahn (2013:12) the selection committees are inclined not to appoint candidates that are more competent and better qualified than themselves because they fear those who are better qualified will take their position in the future. It means that generation Y would likely not be appointed. The large youth unemployment is evidence of such practices in the public service (Statistics South Africa 2011:47).
Figure 4.28: Appointing candidates

Figure 4.29, reveals the response when respondents were asked to show whether the same committee members sit on both the shortlisting and selection committees. The figure shows that 44.59% respondents agree that the same members sit on both shortlisting and selection committees, 21.62% disagreed with the statement while 33.79% of respondents remained neutral. The 44.59% respondents who agreed that the same committee members sit on both the shortlisting and selection committees have participated in the shortlisting and selection process. However the 21.62% respondents who disagreed are of the view that the Department should introduce a stronger labour movement to monitor the appointment process. They are also of the view that the Department should utilise external recruitment agencies as a way of enforcing transparency in the appointment process.

The Public Service Commission (2006:44), allows members of the shortlisting panels to also be members of the selection committee. It means the Department enforces transparency and consistency with its selection committees.
Respondents were asked to suggest strategies to improve recruitment and selection of line employees with scarce skills in the Department. Their response was analysed textually by developing themes. It was further analysed by simple frequency techniques to determine the most frequent items as per the figures below.

Figure 4.30 represents opinions of respondents on the strategies to improve recruitment of line employees with scarce skills in the Limpopo Department of Agriculture. The results show that 52.93% of the respondents believe that recruitment should be based on the relevant qualifications and skills of the advertised posts, while 11.77% of the respondents suggest that the employer should improve the working conditions. All together 35.30% of the respondents are of the view that management should align the salary scales of line employees with scarce skills to be on par with the market trends.

According to the *White Paper on Human Resource Management in the Public Service* (1997:35), selection should be based on available applicants, the person best suited for the position, on the basis of his or her skills, experience, abilities, personal attributes, future potential as well as the need to achieve a representative and diverse workforce in the public service.
The Department has an educated workforce to deliver quality service to its clients. This is confirmed by the fact that the selection committee is represented in terms of gender and race. There has been a clear correlation between Figures 4.20, 4.21 and 4.22 because respondents have shown that the Limpopo Department of Agriculture uses a fair selection process during the selection of candidates, HR is consistent in applying the policy and that the selection committee is represented in terms of gender and race shows that the Department is on the right track in terms of acquiring staff.

A fair selection process by the Department has resulted in the appointment of almost 50% of generation Y candidates/employees. The implementation of a fair selection process promotes good HR practice for other Departments to follow.

The next section deals with retention strategies which the Department may consider to apply.

**4.5 RETENTION STRATEGY**

The respondents were asked a series of opinion related questions based on a 5-Point Likert Scale on their perceptions regarding the criteria to assess the retention strategy of line employees with scarce skills in the Limpopo department of Agriculture. The results are shown in the figures below.
Figure 4.31 reveals that 37.33% of the respondents tend to agree that they are aware of the retention policy used by the Limpopo Department of Agriculture. On the contrary, 33.33% disagree while 29.34% gave a neutral response.

Less than 50% of the respondents are of the view that the retention policy is not encouraging because it is being implemented subjectively, while the 33.33% respondents who disagree with the statement are of the view that the Department should introduce succession planning as one of the retention strategies. Inconsistencies in the implementation of the retention policy leads to low staff morale and demotivation. This is emphasised by Chapman (2009:125) who suggests that institutions should develop a human resources plan that includes a recruitment, orientation, training and retention programme in order to improve the ability to attract, retain and motivate employees.

![Availability of the retention policy](image)

**Figure 4.31: Availability of the retention policy**

Figure 4.32 represents the opinion of respondents on their knowledge regarding how the retention policy used by the Limpopo Department of Agriculture works. About 26.03% respondents agree that they understand how the retention policy works. On the contrary, 42.46% respondents disagree with the statement while 31.51% respondents remained neutral. It means that line employees with scarce skills in the Limpopo Department of Agriculture does not understand how the retention policy works. It further means that line employees with scarce skills leave the Department because they do not understand how the retention policy works. Respondents are
also of the view that the Department does not have a succession plan and therefore their future job prospect is not certain. This is supported by Chapman (2009:122) who states that employees leave institutions because of poor job prospect being available to them.

Figure 4.32: Knowledge of the functioning of retention policy

Figure 4.33 represents the opinion of the respondents on their knowledge of the functionality of the retention policy. About 8% of respondents tend to agree that the retention strategy used by the Limpopo Department of Agriculture is effective. However, 36% respondents disagree while 56% respondents remained neutral (did not express their view one way or another). Because 36% of the respondents disagree with the statement, it means that the policy appears to be ineffective. The Department should review the retention policy periodically to cater for the needs of employees. This is emphasised by the ASHP report (2003:590), which suggests that the Limpopo Department of Agriculture should develop a retention plan which needs to be reviewed periodically to accommodate the needs of employees. A well-articulated retention plan will boost the morale of the employees.
Figure 4.33: Functionality of retention strategy

Figure 4.34 represents the opinion of respondents on the working conditions of employees with scarce skills in the Limpopo Department of Agriculture. The results show that about 26.66% of respondents tend to agree that the working conditions in the Limpopo Department of Agriculture are favourable. However, 42.67% respondents disagree while 30.67% respondents remained neutral to the statement.

The largest single proportion of 42.67% of the respondents don’t agree that the working conditions are favourable. They illustrated lack of career progression, lack of working resources, poor supervision, better salaries offered elsewhere, insubordination of employees to their supervisors, matrix structure not understood by line employees, better opportunities, and poor working conditions such as a lack of working tools as factors which contribute towards employees leaving the Department.

All the factors cited above have a negative impact on employee motivation, satisfaction, job performance and retention. This is supported by Lockwood and Ansari (1999:256) who claim that the retention factor encompasses sub-factors such as: working relationship with immediate supervisors, relationship with peers, workload and job stress, resource adequacy, top management support and physical working conditions which influence employee motivation and performance. They
further argue that if any of these conditions are not met, employees would start looking for employment opportunities elsewhere.

Figure 4.34: Working conditions

Figure 4.35 illustrates the opinion of the respondents on whether they will consider coming back should they leave the Limpopo Department of Agriculture. About 18.67% respondents tend to agree that they will consider coming back should they leave the Limpopo Department of Agriculture. However, 33.33% respondents disagree while 48% remained neutral. Figures 4.42 and 4.43 confirm that line employees are not happy about the working conditions in the Limpopo Department of Agriculture.

This implies that the respondents are not happy about the working conditions in the Department. In view of this statement, respondents indicated that they are unhappy about management issues such as poor communication between line employees and supervisors, nepotism, work which is not challenging, lack of career progression, rigid structure with matrix system and lack of working resources. This is underscored by Netswera et al., (2005:39) who suggest that employees enjoy working under flexible working hours, given a challenging job, a sense of purpose and a low dissatisfaction at work.
Figure 4.35: Stay with the Limpopo Department of Agriculture

Figure 4.36 represents the views of the respondents on whether they feel they are part of the bigger team. The results show that about 48% respondents tend to agree that they feel to be part of the bigger team. However 17.33% respondents disagree while 34.67% remained neutral to the statement. Managers are prone to appoint (Generation Y) younger and competent qualified candidates. The reason for this view is that Generation Y participate in the selection committee of the Department and therefore they participate in the decision-making structure of the Department. The recognition of Generation Y to participate in the decision-making structure of the Department makes them feel recognised and valued. This is supported by Herzberg (1959) as quoted by (Samuel et al. 2009:412) who states that employees are motivated by internal factors such as achievement, recognition, the work itself, responsibility, advancement and growth.
Figure 4.36: Part of the bigger team

Figure 4.37 represents the views of the respondents on whether opportunities for career progression exist. The result reveals that 35.13% respondents tend to agree that opportunities for career progression exist. However 36.49% respondents disagree whereas 28.38% remained neutral to the statement. The greatest single proportion of 36.49% respondents does not agree with the statement. This works against Generation Y – who seeks career progression and better opportunities because they are ambitious.

The fact that managers are prone to appoint younger and competent qualified candidates as shown in Figure 4.36 above does not correlate with Figure 4.37 because respondents do not believe that opportunities for career growth exist in the Department. This is also stressed by Netswera et al. (2005:39) who state that employees tend to leave institutions when they experience that they are no longer growing.
Figure 4.37: Opportunities for career progression exist

Figure 4.38 illustrates the opinion of the respondents on the degree of communication. The results indicate that about 32.90% respondents tend to agree that there is quality communication with staff. However 42.1% respondents disagree whereas 25% respondents remained neutral. The greatest single proportion of 42.1% respondents are of the view that the Department does not effectively communicate with staff. Communication plays a critical role in bringing employees closer to their institutions. It keeps employees informed, motivated and connected to their institutions, however lack of communication demotivates employees (Govaerts et al. (2011:37). Generation Y is likely to be demotivated because they like to be connected.

The Department uses various communication methods such as emails, telephones, intranet, and e-documents to communicate with employees. The most common methods used to communicate are telephones and emails because they are accessible to the majority of employees.

Respondents indicated that inexperienced personnel are appointed in higher posts, officers are deployed without their consultation and this closes the available opportunities for them to grow. Respondents are also of the view that their inputs are not taken into consideration. This is supported by Govaerts et al. (2011:37) who states that good communication has an influence in the retention of employees.
Figure 4.38: Degree of communication

Figure 4.39 depicts opinions of respondents on whether employees with scarce skills have adequate office facilities. The results show that about 21.06% respondents tend to agree that office facilities are adequate, on the contrary 44.73% respondents disagree while 34.21% remained neutral. In other words 44.73%, the greatest single proportion of the respondents disagree with the statement, they have however stated that dilapidated buildings and lack of office space – overcrowding makes it difficult for them to perform their work properly. Lack of adequate office facilities impact negatively towards service delivery of the Department because employees are demotivated and are not able to perform their duties properly. Generation Y is technology understanding generation who are inclined to various communication tools to communicate with, therefore it is important that the Department acquire the necessary communication devices or tools.
Figure 4.40 illustrates the opinion of respondents on whether employees with scarce skills have adequate equipment and tools to perform their functions. The results show that 28.95% of the respondents tend to agree that the working tools are adequate. However 46.05% respondents disagree while 25% remained neutral. It means that lack of office equipment/tools negatively affect employees’ performance and it further erodes the relationship between line employees and their supervisors.

Respondents state that they do not have office facilities such as laptops, cell phones, 3Gs, emails and stationery to perform their functions. They further indicated that the Department should open their telephone lines to communicate with farmers on their cell phones. They further mentioned that they have limited airtime and budget to execute their duties properly – this prevents them from doing what they have been trained to do and therefore they do not grow professionally and they become demotivated.

Respondents are also of the view that the austerity measures (cost cutting measures) implemented by the Department poses some challenges for them to perform their functions as required. Lack of equipment/tools has a negative impact towards employees performing their duties. Unresolved dissatisfaction among employees leads to staff turnover and has negative consequences for service delivery. According to Kawasaki (2006) as quoted by Chapman (2009:126),
institutions should provide employees with tools to perform their tasks. This sentiment is echoed by the Department of Public Service and Administration (2006:13), which emphasised that institutions should ensure that there are enough resources available to meet the demands of the job.

Figure 4.40: Employees’ equipment/tools

Figure 4.41 depicts the opinions of respondents on the level of managing employees. The results shows that about 46.05% respondents tend to agree that the level of managing employees is encouraging. However 27.63% respondents disagree while 26.32% respondents remained neutral.

It is more difficult to manage professional and educated staff than ordinary employees because their demand on institutions are greater than ordinary employees. Samuel et al. (2009:410) concurs. They argue that the retention of highly skilled employees has become a difficult task for managers as this category of employees is being attracted by more than one institution at a time with various kinds of incentives.
Figure 4.41: Managing employees

Figure 4.42 represents the views of respondents on why subordinates leave. The results show that 45% of the respondents tend to agree that employees leave as a result of better working opportunities, 27% respondents claimed that subordinates leave as a result of management related matters such as: non-implementation of OSD to deserving line employees with scarce skills, poor communication, lack of supervision and team work, nepotism and work which is not challenging, 21% of the despondence believe that employees leave as a result of better working conditions. 3% respondents are of the view that job security contributes towards subordinates leaving the institutions. 3% respondents shows that employees leave as a result of development opportunities while 1% respondents confirmed that employees leave because of balance between work and family – they need to be closer to their families. According to Netswera et al. (2005:39) institutions should help employees maintain a balance between personal and work life.
Figure 4.42: The reasons for employees (subordinates) to leave

Figure 4.43 portrays the views of respondents on the reasons for poor retention of line employees with scarce skills in the Limpopo Department of Agriculture. The results show that 34% of the respondents believe that line employees with scarce skills leave as a result of better work opportunities such as higher salaries and career progression, 39% respondents are of the view that the Department does not provide them with working tools, lack of supervision and team work or challenging work. Also, 22% of respondents stated that line employees leave because of better working conditions, they are of the view that the Department does not provide them with sufficient funds to perform their work, their expectations are not met, no succession planning and lack of transparency. Moreover, 5% of the respondents indicate that line employees leave as a result of development opportunities, they showed that the Department does not offer mentorship programmes for young professionals.

This implies that line employees are not happy about their working environment in the Limpopo Department of Agriculture. Their morale and motivation level are low and that impacts negatively on their job performance. According to the DPSA (2006:11), a poor working environment makes employees to be unhappy at work and
makes other job options attractive to them. The grass always looks greener on the other side of the fence.

Figure 4.43: The reasons for poor retention of line employees

Figure 4.44 depicts opinions of respondents on the measures to retain line employees with scarce skills in the Limpopo Department of Agriculture. The results demonstrate that 39% of the respondents are of the view that the Department should consider improving the following managerial issues in retaining line employees with scarce skills: improve salary scales of line employees with scarce skills to be on par with the skills offered, implement Occupation Specific Dispensation (OSD), create an environment where employees can achieve their goals, implement career paths for its employees, implement and attend to employee grievances in time and motivate employees to work every morning. According to Shah and Shah (2010:4), employees are willing to stay in their work provided they believe that their salary is fairly relative to their inputs. Coetzee et al. (2010:260), confirm this by stating that employees are willing to stay with their employers if they receive a fair salary. It means that there is a positive correlation between a fair salary and retention.

Altogether 34% of the respondents indicated that better working conditions plays a significant role in employee retention. Respondents have also shown that the Department should consistently review the salaries of its employees to correspond with the skills offered. Of the respondents, 22% are of the view that the Department should provide line employees with working resources to perform their tasks properly.
while 5% of the respondents illustrated that employees leave as result of development opportunities. This is supported by Netswera et al. (2005:39) who stated that opportunities for promotion, training and development are among the most important reasons why employees stay within the institutions.

![Figure 4.44: Measures to retain line employees](image)

The working environment involves the psychological as well as the physical aspect of the work environment, which influences the well-being of employees.

The respondents were asked to rate the following aspects with a “yes” or “no” response to determine the working environment as per Table 4.1 below:

**Table 4.1 Working environment of line employees with scarce skills in the Limpopo Department of Agriculture**

<table>
<thead>
<tr>
<th>No</th>
<th>Description</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Job satisfaction</td>
<td>39%</td>
<td>61%</td>
</tr>
<tr>
<td>2.</td>
<td>Friendly</td>
<td>65%</td>
<td>35%</td>
</tr>
<tr>
<td>3.</td>
<td>Learning environment</td>
<td>57%</td>
<td>43%</td>
</tr>
<tr>
<td>4.</td>
<td>Stressful</td>
<td>57%</td>
<td>43%</td>
</tr>
</tbody>
</table>
Respondents were requested to illustrate their perception with regard to the working environment in the Limpopo Department of Agriculture. From table 4.1 it is clear that respondents are not happy with the following working conditions: no job satisfaction, stressful working conditions, lack of innovation, administratively burdensome and co-operation between line employees with scarce skills and other line employee. They also stated that the working environment is not competitive. However, respondents illustrate that they are satisfied with the following working conditions: employees are friendly, there is a learning environment, employees are professional and there is teamwork amongst employees. Netswera et al., (2005:39), confirm this, stating that institutions should provide flexible working hours, a challenging job, a sense of purpose and minimal grievances between staff and employees which provides a favourable work environment.

4.6 TURNOVER OF MANAGERS AND LINE EMPLOYEES WITH SCARCE SKILLS

The following section discusses the reasons for the turnover of managers and line employees with scarce skills in the Limpopo Department of Agriculture.

4.6.1 The reasons why managers leave

Respondents were asked to suggest any other information which could lead to turnover of line employees with scarce skills in the Limpopo Department of
Agriculture. Their answers were analysed textually by developing themes. Their answers were analysed by simple frequency techniques to determine the most frequent items and were shown as per figure (pie chart) below.

Figure 4.45 depicts the reasons why managers leave. The results show that 31.08% of the respondents state that managers leave due to lucrative remuneration; 23.23% respondents mentioned attractive working conditions as the reason for managers to leave; 20.19% respondents stated that managers leave as a result of advancement opportunities; 12.2% respondents mentioned stress/burnout as the cause for managers to leave while 13.3% respondents illustrated that managers leave institutions as a result of institutional politics and as a result of being ill-treated. It means that the Limpopo Department of Agriculture should create a better and more efficient retention strategy to keep its key employees. Netswera et al. (2005:37) emphasise this by stating that once institutions have captured talented people, they need to close the back door to prevent them from leaving in order to realise their return on investment.

![Pie Chart: The reasons why managers leave](image)

**Figure 4.45: The reasons why managers leave**

From Figure 4.45 it is clear that lucrative salary, attractive working conditions and advancement opportunities have a greater influence on management leaving institutions as compared to stress/burnout and line managers which contributed less towards management leaving the institutions.
4.6.2 The reasons why subordinates leave

Figure 4.46 represents opinion of respondents on why subordinates leave institutions. The results show that 80% of respondents are of the view that subordinates leave as a result of managerial issues such as lack of resources to perform their duties while 20% of the respondents indicate that employees leave as a result of better work opportunities. Netswera et al. (2005:37) highlight this by stating that once institutions have captured talented employees, they need to close the back door to prevent them from leaving in order to realise their return on investment.

![The reasons why subordinates leave](image)

**Figure 4.46: The reasons why subordinates leave**

Figure 4.47 indicates that 43.66% of respondents show that the relationship between managers and line subordinates/non-managers is good. However, 22.54% of respondents disagree with the statement while 33.8% of respondents remained neutral. The 22.54% of respondents who disagree with the statement are of the view that the working environment is poor. This is supported by the fact that 57% of employees with scarce skills are experiencing stress at work as shown in Table 4.1. The implications of poor relationships between managers and subordinates leads to poor staff morale, demotivation, poor service delivery and low retention rate (DPSA 2006:11).
The following deductions are made:

From Figures 4.46 and 4.47 the following could be deduced: both managers and subordinates leave because of institutional politics and poor salary.

The retention strategy used by the Limpopo Department of Agriculture is not effective because it is being subjectively implemented. The majority of the respondents are not aware of the policy and how it works and therefore the Department should promote an awareness programme on the policy to its employees.

Generation Y is recognised for being part of the selection process of the Department and therefore they feel valued and recognised.

The opportunities for growth do not favour Generation Y because they have just started with their careers while older generations (Generation X and Baby Boomers) are in higher income brackets because of years of service and holding senior positions.

Lack of office facilities and resources negatively affect line employees to deliver services as required. Managers leave as a result of lucrative salaries, attractive working conditions and advancement opportunities while employees leave as a result of better work opportunities and lack of resources to perform their duties.
The Department should provide offices, allocate adequate funds and develop line employees with scarce skills through training to better perform their duties.

4.7 CONCLUSION

This chapter discussed data analysis and presentation of results. It presented the biographic information of respondents, recruitment, selection and retention strategies as well as the reasons for turnover of managers and line employees. The research found that there were areas in the work environment that could cause employees to leave the Department.

The next chapter concludes the study. It presents findings, conclusions and recommendations.
CHAPTER 5

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

Chapter 1 provided the reader with a general overview of the research. It focused on the background and rationale of the problem of poor retention of line employees in the Limpopo Department of Agriculture, the purpose and significance of the research, the objective in terms of the literature and research questions were highlighted.

Chapter 2 explored the various definitions of recruitment and various selection challenges. The research also examined various retention challenges institutions are facing. Various strategies were suggested for institutions to adopt for retaining their employees.

Chapter 3 discussed the population and sample, sampling methods, research design, research setting, data collection instrument, data analysis, piloting the questionnaire, permission to conduct the research, ethical considerations, validity, reliability and assumptions.

Chapter 4 discussed data analysis and presentation of results. It presented the biographic information of respondents, recruitment, selection, retention strategies as well as the reasons for turnover of managers and line employees. The research found that there were areas in the work environment that could cause employees to leave the Department.

This chapter presents the findings, conclusions and recommendations of the research.

Chapter 5 also provides an evaluation of recruitment, selection and retention of employees with scarce skills in the Limpopo Department of Agriculture. Conclusions were discussed based on the findings of the research.
5.2 FINDINGS

The objectives of this research were to determine the reasons for poor retention of line employees in the Limpopo Department of Agriculture, to explore measures to retain line employees in the Department and the rationale for appointing line candidates in the Department of Agriculture in Limpopo. This section discusses the findings under the following headings: recruitment, selection and retention.

5.2.1 Recruitment

The Limpopo Department of Agriculture recruits competent and qualified staff as a result of its Human Resources, which is efficient and consistent in implementing the recruitment policy. The Department complies with the recruitment processes as outlined in the Public Service Regulations 2001 as amended and the Employment Equity Act 55 of 1998 regarding advertising and filing its positions.

The media for advertisement reach the intended majority of recipients at local, regional and national levels. The recruitment method used makes opportunities accessible to all and therefore the recruitment method promotes fairness.

5.2.2 Selection

Human Resources is efficient in appointing skilful employees to the Department. Effective selection reduces labour turnover and increases employee morale (Farnham & Pimlott, as quoted by Heraty et al. 1998:665). The Department also uses fair and consistent selection criteria when selecting candidates. The selection committee is represented in terms of race and gender as required by the Employment Equity Act 55 of 1998. The Department complies with section 11(2)(a)(b) of the Public Service, Act 103 of 1994 regarding appointment of employees.

5.2.3 Retention strategy

The findings of the research show that the retention policy used by the Limpopo Department of Agriculture is not effective because line employees with scarce skills leave as a result of lack of a career path system, lack of adequate working tools to perform duties as required, lack of development opportunities, lack of succession
plans and mentorship programmes to support new employees, the stressful working environment and poor communication. This is confirmed by Figure 4.32 which shows that 36% of the respondents claim that the retention policy is not adequate and relevant because it does not represent their views. This is further emphasised by the American Society of Health-System Pharmacists report (2003:590), which suggests that institutions should develop a retention plan that accommodates the needs of employees.

Poor working conditions in the Department contribute towards poor retention of line employees with scarce skills. Employees enjoy working under favourable working conditions where they are given challenging work, have minimal grievances and a sense of purpose, Netswera et al. (2005:39).

Figure 4.38 shows that the level of communication in the Limpopo Department of Agriculture is low. Govaerts et al. (2011:37) suggest that communication keeps employees informed, motivated and connected to their institutions and lack of communication makes employees demotivated. Govaerts et al. (2011:37), further suggest that there is a positive correlation between good communication and retention.

Employees with scarce skills do not have adequate working tools and resources to perform their functions as required. Employees perform their duties well if they are provided with adequate tools and resources (Chapman 2009:126).

5.3 CONCLUSIONS

This section summaries recruitment, selection and retention of line employees in the Limpopo Department of Agriculture.

5.3.1 Recruitment

The Limpopo Department of Agriculture is efficient in appointing competent and skilful line employees with scarce skills. Its recruitment method is effective because it reaches the intended recipients. The Department complies with the recruitment processes as outlined in the Public Service Regulations 2001 as amended and the Employment Equity Act 55 of 1998 regarding advertising and filing its positions.
5.3.2 Selection

The Department complies with the Public Service Regulations 2001 as amended and the Employment Equity Act 55 of 1998 in selection of employees – it uses fair selection processes when conducting interviews. The selection panel is also represented in terms of gender and race.

5.3.3 Retention

The research found that the most common reasons for employees with scarce skills to leave the Limpopo Department of Agriculture were a lack of a career path, poor communication and poor working conditions. Institutions should retain talented employees by motivating, developing and providing career path and promotion opportunities (Netswera et al. 2005:37).

5.4 RECOMMENDATIONS

Based on the findings and the objectives of this research, which were to determine the reasons for poor retention of line employees in the Limpopo Department of Agriculture, to explore measures to retain line employees and the rationale for appointing line candidates in the Department of Agriculture in Limpopo, it is recommended that the Department should design a career progression path and submit it to the Department of Public Service and Administration (DPSA) for consideration and possible policy design. This would assist in retaining scarce skills in the Department.

The Limpopo Department of Agriculture should cater for a better and more efficient retention strategy to keep its key employees. The retention policy should also address the issues of a succession plan and the mentorship programme to support new employees. Furthermore the Department should conduct an awareness programme on the policy.

The Department should also improve the working conditions of line employees with scarce skills because it has a detrimental effect on staff morale and performance. Line employees are to be provided with adequate working tools and resources in order to be efficient while carrying out their duties.
The Department should improve communication between managers and subordinates because the implications of poor relationships lead to poor staff morale, demotivation, poor service delivery and low retention rate.
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[https://www.google.co.za/#q=fieldresearch.msfs.org%2Fmsfs%2Fbitstream%2F10144%2F84230%2F1%2FQualitative%2520research%2520methodology.pdf+pdf](https://www.google.co.za/#q=fieldresearch.msfs.org%2Fmsfs%2Fbitstream%2F10144%2F84230%2F1%2FQualitative%2520research%2520methodology.pdf+pdf)


REQUEST FOR A PERMISSION TO CONDUCT RESEARCH IN THE LIMPOPO DEPARTMENT OF AGRICULTURE ON RECRUITMENT, SELECTION AND RETENTION OF EMPLOYEES WITH SCARCE SKILLS: LETSHOKGOHLA MP (80732844)

1. PURPOSE

To seek the approval of the Acting Head of Department to conduct a research on recruitment, selection and retention of employees with scarce skills in the Department.

2. BACKGROUND

The University of South Africa (UNISA) has approved my research proposal on the ASSESSMENT OF THE RECRUITMENT AND SELECTION OF TECHNICAL STAFF IN THE LIMPOPO DEPARTMENT OF AGRICULTURE. The purpose of the study is to identify and analyse factors that are more problematic to recruitment, selection and retention of employees with scarce
REQUEST FOR A PERMISSION TO CONDUCT RESEARCH IN THE LIMPOPO DEPARTMENT OF AGRICULTURE ON RECRUITMENT, SELECTION AND RETENTION OF EMPLOYEES WITH SCARCE SKILLS: LETSHOKGOHLA MP (80732844)

skills in the Department. The study will benefit Limpopo Department of Agriculture in the sense that it will identify gaps and challenges in recruiting and retaining employees with scarce skills. The participants in this study will be: State Veterinarians, Agricultural Scientists (this includes Hydrologists, horticulturalists and etc), Agricultural Engineers, Specialists Researches and Veterinary Technologists.

3. THE OBJECTIVE OF THE STUDY

The objective of the study is to assess the current recruitment and selection strategies used by LDA, their strength and weakness and to improve on them.

4. RESEARCH METHODOLOGY

The research methodology to be used includes the questionnaire which will be administered by the researcher in person to a group of respondents which falls under the scarce skills of the Department. If necessary the researcher will also conduct the interviews with selected employees to obtain some additional information. Data will be analysed to assess the perceptions and attitude of employees towards the current recruitment, selection and retention strategies used by LDA.

5. RECOMMENDATION

The approval of the Acting Head of Department is hereby sought that the researcher be granted permission to conduct a research on recruitment, selection and retention of employees with scarce skills in the Limpopo Department of Agriculture.
REQUEST FOR A PERMISSION TO CONDUCT RESEARCH IN THE LIMPOPO DEPARTMENT OF AGRICULTURE ON RECRUITMENT, SELECTION AND RETENTION OF EMPLOYEES WITH SCARCE SKILLS: LETSHOKGOHLA MP (80732844)

LETSHOKGOHLA MP

Recommended/not recommended

__________________________________________

__________________________________________

__________________________________________

__________________________________________

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SENIOR MANAGER: RECORDS MANAGEMENT

Recommended/not recommended

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________

SENIOR MANAGER: HRS

Recommended/not recommended

__________________________________________

__________________________________________

__________________________________________

__________________________________________

106
REQUEST FOR A PERMISSION TO CONDUCT RESEARCH IN THE LIMPOPO DEPARTMENT OF AGRICULTURE ON RECRUITMENT, SELECTION AND RETENTION OF EMPLOYEES WITH SCARCE SKILLS: LETSHOKGOHLA MP (80732844)

5. RECOMMENDATION

The approval of the Acting Head of Department is hereby sought that the researcher be granted permission to conduct a research on recruitment, selection and retention of employees with scarce skills in the Limpopo Department of Agriculture.

Recommended/not recommended

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

ACTING GENERAL MANAGER: HRM DATE

Approved/not approved

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

ACTING HEAD OF DEPARTMENT DATE
ANNEXURE B

INFORMED CONSENT FORM

1. Name of researcher Letshokgohla MP

2. Address of the researcher
   Private Bag X9487
   POLOKWANE
   0700

3. Contact details
   (015) 2943084
   083 7360 756
   082 808 2515

4. Title of the research
   AN ASSESSMENT OF THE RECRUITMENT,
   SELECTION AND RETENTION OF TECHNICAL
   STAFF IN THE LIMPOPO DEPARTMENT
   AGRICULTURE

5. Purpose of the research
   The primary aim of the study is to identify factors
   influencing the recruitment and the retention of line
   employees with scarce skills in the Limpopo Department
   of Agriculture.

6. Expected duration of participation
   It will take approximately 20 to 30 minutes of your time to
   complete the questionnaire.

7. Benefits for the participation
   Your participation in this study will help Limpopo
   Department Agriculture to retain line employees with
   scarce skills.

8. Procedures
   The participant is expected to complete one
   questionnaire which will be administered by the
   researcher in person.
9. Risk involved
The risks involved are that the Limpopo Department of Agriculture may refuse to give the researcher access to information related to his study. In this instance the researcher will secure a meeting with top leadership of the Department to indicate the importance of accessing the required records.

10. Participant’s rights
I may, at any time, discontinue my involvement in this research or withdraw my consent to participate in this research; The information that I have provided until such time as I withdraw my participation in this research can, however, still be used by the researcher; I have the option to refuse to answer any question(s) should I feel that this/these question(s) constitute a violation of my own privacy, When signing this consent form to participate in the research I undertake to answer in an honest manner to all reasonable questions and not to provide any false information or in any other way purposely to mislead the researcher.

11. Confidentiality
The researcher will at all times, maintain strict confidentiality that the identity of the participant will never be linked to the information provided.

12. Questions
Should the participant have any questions concerning this study, he/she may contact Professor Maduwe SM at 012 – 429 8499 or email maduwesm@unisa.ac.za

13. Willingness to participate : I hereby declare that the researcher:
- has explained to me the objective of this research.
- has informed and explained to me the content of this consent to participate in the research.
- has explained to me on the implications of signing this consent to participate in the research.
- I will be provided with a signed original copy of this consent form.

By co-signing this consent to participate in the research, the researcher undertake to:
  - maintain confidential and private information of the participant and the information provided in the research.
  - organise, beforehand, the venue and time for me to participate in this research project.
  - to keep in safe place the duplicate of this consent to participate in the research.

Signed at…………………………………….., on ............. of ..................... 2013

PARTICIPANT’S SIGNATURE

RESEARCHER’S SIGNATURE
Dear Sir / Madam

Kindly be informed that I am a research student of the University of South Africa (UNISA) and my thesis is titled **AN ASSESSMENT OF THE RECRUITMENT AND SELECTION OF TECHNICAL STAFF IN THE LIMPOPO DEPARTMENT OF AGRICULTURE.**

An approval to conduct the study was sought and granted by the Department. To this end we kindly request that you complete the following short questionnaire regarding the recruitment and selection of staff in the Limpopo Department of Agriculture.

Your name was selected randomly from a list of people who work in the Department. There was no special reason as to why we selected you and not others, except that you are falling under the scarce skills of the Department.

The aim of this survey was to cover a range of employees. Now that your name has been selected, we would like you to complete the questionnaire. Please do not pass it to someone else.

It will take almost 20 to 30 minutes of your time to complete the questionnaire. Although your response is of importance to us, your participation in this survey is entirely voluntary.

Please do not enter your name or contact details on the questionnaire. It remains anonymous. Information provided by you remains confidential and will be for research purposes only.

It will be appreciated if the completed questionnaire could reach us on or before **30th June 2013.**
Should you have any queries or comments regarding this survey, you are welcome to contact me at (015) 294 3084, Cell No 082 808 2515 or e-mail me at letshokgohlamp@agric.limpopo.gov.za.

Yours sincerely

Letshokgohla MP
RESEARCHER
PLEASE ANSWER THE FOLLOWING QUESTIONS BY CROSSING (x) IN THE RELEVANT BLOCK OR WRITING DOWN YOUR ANSWER IN THE SPACE PROVIDED

Section A – Biographical information

This section of the questionnaire refers to the biographical information. Although we are aware of the sensitivity of the questions in this section, information will allow us to compare groups of respondents. Once again, we assure you that your response will remain anonymous. Your co-operation is appreciated.

A.1 Gender

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>1</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
</tr>
</tbody>
</table>

A.2 Choose your age category

<table>
<thead>
<tr>
<th>Age Category</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Between 18 to 25 years</td>
<td>1</td>
</tr>
<tr>
<td>Between 26 to 35 years</td>
<td>2</td>
</tr>
<tr>
<td>Between 36 to 40 years</td>
<td>3</td>
</tr>
<tr>
<td>Between 41 and above</td>
<td>4</td>
</tr>
</tbody>
</table>

A.3 Choose your ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>1</td>
</tr>
<tr>
<td>White</td>
<td>2</td>
</tr>
<tr>
<td>Coloured</td>
<td>3</td>
</tr>
<tr>
<td>Indian or Asian</td>
<td>4</td>
</tr>
<tr>
<td>Other please specify</td>
<td>5</td>
</tr>
</tbody>
</table>

A.4 What is your current appointment?

<table>
<thead>
<tr>
<th>Appointment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Researcher</td>
<td>1</td>
</tr>
<tr>
<td>Animal Scientist</td>
<td>2</td>
</tr>
<tr>
<td>Hydrologist</td>
<td>3</td>
</tr>
<tr>
<td>Plant Production Scientist</td>
<td>4</td>
</tr>
<tr>
<td>Soil Scientist</td>
<td>5</td>
</tr>
</tbody>
</table>
A.5 What is your current salary level?

**Tick one box only**

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15

A.6 Indicate your workplace. Workplace refers to the site or location at, or from, which you work.

<table>
<thead>
<tr>
<th>Workplace</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polokwane HO</td>
<td></td>
</tr>
<tr>
<td>Madzivhandila College</td>
<td>2</td>
</tr>
<tr>
<td>Tompi Seleka College</td>
<td>3</td>
</tr>
<tr>
<td>Mara Research Station</td>
<td>4</td>
</tr>
<tr>
<td>Towoomba Research Station</td>
<td>5</td>
</tr>
<tr>
<td>Waterberg District</td>
<td>6</td>
</tr>
<tr>
<td>Sekhukhune District</td>
<td>7</td>
</tr>
<tr>
<td>District</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>----</td>
</tr>
<tr>
<td>Capricorn District</td>
<td>8</td>
</tr>
<tr>
<td>Mopani District</td>
<td>9</td>
</tr>
<tr>
<td>Vhembe District</td>
<td>10</td>
</tr>
</tbody>
</table>

**A.7** How many years in total have you been working at the Department of Agriculture?

<table>
<thead>
<tr>
<th>Years</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Between 1 and 2 years</td>
<td>1</td>
</tr>
<tr>
<td>Between 3 and 4 years</td>
<td>2</td>
</tr>
<tr>
<td>Between 5 and 7 years</td>
<td>3</td>
</tr>
<tr>
<td>Between 8 and 10 years</td>
<td>4</td>
</tr>
<tr>
<td>10 years or more</td>
<td>5</td>
</tr>
</tbody>
</table>

**A.8** In which Section are you working?

<table>
<thead>
<tr>
<th>Section</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterinary Services</td>
<td>1</td>
</tr>
<tr>
<td>Engineering Services</td>
<td>2</td>
</tr>
<tr>
<td>Plant Production</td>
<td>3</td>
</tr>
<tr>
<td>Animal Production</td>
<td>4</td>
</tr>
<tr>
<td>Soil Science</td>
<td>5</td>
</tr>
<tr>
<td>Research Services</td>
<td>6</td>
</tr>
<tr>
<td>Other please specify</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**A.9** Indicate your highest educational qualification

<table>
<thead>
<tr>
<th>Qualification</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 12 (Matric/Std 10)</td>
<td>1</td>
</tr>
<tr>
<td>Post Matric Diploma or certificate</td>
<td>2</td>
</tr>
<tr>
<td>Baccalaureate Degree(s)</td>
<td>3</td>
</tr>
<tr>
<td>Hons Degree/PG Diploma</td>
<td>4</td>
</tr>
<tr>
<td>Masters Degree</td>
<td>5</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>6</td>
</tr>
</tbody>
</table>
A.10 Is your job permanent, or is it temporary or for a fixed term?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent</td>
<td>1</td>
</tr>
<tr>
<td>Temporary</td>
<td>2</td>
</tr>
<tr>
<td>Fixed term</td>
<td>3</td>
</tr>
</tbody>
</table>

**Section B**

This section explores your attitude and perceptions regarding recruitment, selection and turnover of line employees with scarce skills in Limpopo Department of Agriculture.

To what extent do you agree with each of the following statements. Please indicate your answer using the following 5 point scale where:

1. = Strongly disagree (SD)
2. = Disagree (D)
3. = Neutral (N)
4. = Agree (A)
5. = Strongly agree (SA)

<table>
<thead>
<tr>
<th>CRITERIA TO ASSESS RECRUITMENT POLICY</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.1 The Department has a recruitment and selection policy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.2 I understand how the recruitment and selection policy works.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.3 Human Resource Unit consistently implements the recruitment and selection processes as outlined in the policy when recruiting employees.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CRITERIA TO ASSESS RECRUITMENT STRATEGY**

B.4 Limpopo Department of Agriculture is a
preferred employer.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B.5</strong></td>
<td>The recruitment method used reaches all the majority of the intended recipient.</td>
</tr>
<tr>
<td><strong>B.6</strong></td>
<td>The recruitment method used make opportunity accessible to all.</td>
</tr>
<tr>
<td><strong>B.7</strong></td>
<td>Recruitment method used promotes fairness.</td>
</tr>
<tr>
<td><strong>B.8</strong></td>
<td>Limpopo Department of Agriculture recruit staff for attitude.</td>
</tr>
<tr>
<td><strong>B.9</strong></td>
<td>Limpopo Department of Agriculture recruit staff for competency/skills.</td>
</tr>
</tbody>
</table>

**CRITERIA TO ASSESS SELECTION PROCESS**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B.10</strong></td>
<td>The Limpopo Department of Agriculture uses a fair selection process during selection of candidates.</td>
</tr>
<tr>
<td><strong>B.11</strong></td>
<td>HR consistently applies the selection process when selecting candidates.</td>
</tr>
<tr>
<td><strong>B.12</strong></td>
<td>The Limpopo Department of Agriculture conduct interviews fairly.</td>
</tr>
<tr>
<td><strong>B.13</strong></td>
<td>As a member of the selection committee: Would you appoint candidates better qualified than yourself?</td>
</tr>
<tr>
<td><strong>B.14</strong></td>
<td>Would you appoint candidates younger than yourself?</td>
</tr>
<tr>
<td><strong>B.15</strong></td>
<td>Is the composition of the selection committee representative in respect of race and gender?</td>
</tr>
<tr>
<td><strong>B.16</strong></td>
<td>Have you been a member of the selection committee?</td>
</tr>
</tbody>
</table>
B.17 What suggestions do you propose to improve Recruitment and Selection of line employees with scarce skills in the Department?

CRITERIA TO ASSESS RETENTION STRATEGY

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SD</td>
<td>D</td>
<td>N</td>
<td>A</td>
<td>SA</td>
</tr>
</tbody>
</table>

B.18 I am aware of the retention policy used by the Limpopo Department of Agriculture.

B.19 I understand how the retention policy works.

B.20 The retention strategy used by Limpopo Department of Agriculture is effective.

B.21 The working conditions in Limpopo Department of Agriculture are favourable.

B.22 If I leave Limpopo Department of Agriculture I will consider coming back.

B.23 I feel to be part of the bigger team.

B.24 Opportunities for career progression exist.

B.25 There is quality communication with staff.

B.26 Office facilities are adequate.

B.27 Working tools are adequate.

B.28 The level of supervision is encouraging.

B.29 Why do employees leave the Department – mention reasons?

__________________________________________________________________________

__________________________________________________________________________
<table>
<thead>
<tr>
<th>B.30</th>
<th>Does the Selection Committee appoint candidates better qualified than themselves?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>B.31</td>
<td>Do the same Committee Members sit on both shortlisting and Selection Committees?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>B.32</td>
<td>What do you think are the reasons for poor retention of line employees with scarce skills in the Limpopo Department of Agriculture?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>B.33</td>
<td>What measures do you think the Department should put in place in order to retain line employees with scarce skills?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B.34 How would you describe the working environment of line employees with scarce skills in Limpopo Department of Agriculture?

<table>
<thead>
<tr>
<th>Description</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friendly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conducive for learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stressful.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Innovative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administratively burdensome.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team work among staff.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperation between line employees with scarce skills and other line employees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competitive</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B.35 What are the reasons for the turnover of line employees with scarce skills in the Limpopo Department of Agriculture?

**Tick one box only**

<table>
<thead>
<tr>
<th>Reason</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retirement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ill health.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Better remuneration (salary) elsewhere.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Better working conditions elsewhere.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Too much conflict at the workplace.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Better opportunities for development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overwork due to staff shortages.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Badly treated by line managers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other, please specify</td>
<td></td>
<td></td>
</tr>
<tr>
<td>..................................................................................................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>..................................................................................................................</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B.36 Is there any other information you could provide on the turnover of line employees with scarce skills?

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

B.37 In general, how would you describe the relationship between managers and employees with scarce skills in the Limpopo Department of Agriculture?

**Tick one box only**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>1</td>
</tr>
<tr>
<td>Good</td>
<td>2</td>
</tr>
<tr>
<td>Neither good nor poor</td>
<td>3</td>
</tr>
<tr>
<td>Poor</td>
<td>4</td>
</tr>
<tr>
<td>Very poor</td>
<td>5</td>
</tr>
<tr>
<td>Don’t know</td>
<td>6</td>
</tr>
</tbody>
</table>

Thank you for your time and invaluable contribution.