



**REMUNERATION AS A STRATEGIC TOOL IN RETAINING ACADEMIC
STAFF IN AN INSTITUTION OF HIGHER LEARNING**

By

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DECLARATION

I, Rembuluwani Magiledzhi, student number: 36317748, declare that "Remuneration as a strategic tool in retaining staff in an institution of higher learning" is my own work, and that all the sources that I have used or have quoted from have been indicated and acknowledged by means of references.

The style guidelines of the American Psychological Association (6th edition) have been applied throughout this dissertation, which furthermore adopted a past tense writing style as the research had taken place.

I further declare that ethical clearance to conduct the research has been obtained from the Department of Industrial and Organisational Psychology, at University of South Africa.

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ABSTRACT

REMUNERATION AS A STRATEGIC TOOL IN RETAINING ACADEMIC STAFF IN AN INSTITUTION OF HIGHER LEARNING

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The objectives of the research were to explore remuneration as a strategic tool in retaining staff in an institution of higher learning and to determine whether remuneration differ significantly based on gender, race, age and educational qualifications of academic staff.

A quantitative design which relates to descriptive, correlational and inferential analyses was adopted to achieve the research objectives and to test the research hypotheses. Data mining technique were followed to extract data from secondary source. Convenience sampling (N=225) of permanent academic staff was used and data was extracted from secondary source of an HEI.

The results of the study show that remuneration significantly predicts retention of academic staff in an HEI with reference to tenure. Furthermore, the correlational analysis revealed that remuneration differs significantly based on gender, age and educational qualifications of academic staff in an HEI. However, remuneration does not differ significantly based on race.

Recommendations are suggested for use by remuneration specialist, human

resources managers and Human resource business partners in terms of using remuneration for retention strategies and practices, within the HEI.

Key term

Remuneration, staff turnover, total rewards, employee retention

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ACRONYMS AND ABBREVIATIONS

AAPAM	African Association for Public Administration and Management
CIPD	Chartered Institute of Personnel Development
HEI	Higher Education Institution
HESA	Higher Education South Africa
HR	Human Resources
HRM	Human Resources Management
SAS	Statistical Analysis System
SPSS	Statistical Package for the Social Sciences
TGP	Total Guarantee Package

CHAPTER 1: INTRODUCTION AND BACKGROUND

1.1 SCIENTIFIC ORIENTATION OF THE RESEARCH

This research investigated remuneration as a strategic tool in retaining academic staff in an institution of higher learning (HEI). Section 2 of this chapter provides the background and motivation for this study. Section 3 of the chapter deals with the rationale and objectives of the study. Section 4 discusses the problem statement, specific literature questions, specific empirical questions and value that this study may contribute to industrial and organisational psychology. Section 5 discusses the aims of the study. Section 6 of the chapter explains the paradigm perspective. Section 7 discusses the research method used in the study and includes a description of the sample, the research instrument, data capturing and data analysis. The research design section provides details on the research approach, validity and reliability and variables. The last section deals with ethical considerations.

1.2 BACKGROUND AND MOTIVATION

The global knowledge economy, made possible by the revolution in information technology, has also affected higher education and academic profession. The academic profession of the 21st century is, without question, less of a community than it was in the past. Employee retention continue to be a high priority, not only for human resources employees but also for institutions of higher learning in South Africa (Frank, Finnegan, & Taylor 2004; Giancola, 2008).

The successful retention of employees in the global workplace has been affected by extensive changes in workforce demographics, as institutions are expected to manage more diverse groups of talent (Snelgar, Renard, & Venter, 2013). Flake (2015) states that any assets are important to the accomplishment of an institution's goals as the image portrayed to the media, customers, shareholders as well as the general public. Further to that, HEI should attract qualified academic staff that can ensure sustainability and quality over the long term (Makondo, 2014; Pienaar & Bester, 2006). Retaining

knowledgeable employees poses a challenge for organisations across the globe.

Knowledge is important to organisational success, but not all knowledge in an organisation is worth retaining. The knowledge that needs to be retained is that which is valuable in terms of affording competitive advantage, due to its scarcity, relevance, heterogeneity or non-substitutability (Ramlall, 2003; Tettey, 2006). Most critical knowledge is often found in experience, skills, knowledge and capabilities of employees and groups, that are important to keep within the organisation (Seidman & McCauley, 2005 as cited in Martins, 2010, p.59).

Because of the competition for scarce skills in the market, the retention of qualified employees has appeared as the biggest challenge in human capital management, which is also affecting institutions of higher learning (Terera & Ngirande, 2014: 481). Ng'ethe, Iravo, and Namusonge (2012) highlight that the most important asset available to an organisation is its employees; consequently, retaining them in their jobs is important for any organisation.

Furthermore, HEIs need to develop rewards strategies for retaining and motivating staff while being competitive in a regional and global higher education arena (Akhtar, Aamir, Khurshid, Abro, & Hussain, 2015). Higher education institutions are vulnerable of losing their highly qualified employees to well-paid offers from the private sector.

As in any other sector, HEIs are finding it difficult to retain skilled, knowledgeable and talented employees in the global war for talent (Mokgojwa, Barkhuizen, & Schutte, 2017), due to scarcity of resources and tough competition in the market. According to Anecia (2012), the strength of HEIs lies in their human capital; therefore, it is crucial to align their policies and procedures to attract and retain skilled employees. Research by Barkhuizen, Schutte, and Nagel (2017) indicate that talent management programmes such as talent acquisition, talent deployment, talent development, executive support and remuneration are significant predictors of academic staff turnover intentions.

Furthermore, it becomes the responsibility of HEIs to ensure that they find a solution to problems experienced by academics of inadequate remuneration in the early phase of their career (Makondo, 2014; Onah & Anikwe, 2016). To retain staff, employers need appropriate total rewards (Obicci, 2015). Moore and Bussin (2012) argue that, organisations are not merely competing against traditional competitors in the war for talent, but highly skilled and medium-skilled people have high levels of mobility. The competition is exacerbated by the fact that fewer skilled people are entering the workforce.

World at Work (2015) specifies that elements of total rewards define an organisation's approach to retaining and ensuring the engagement of employees. According to Higher Education South Africa [HESA] (2011), the salary differentials between the private sector and HEIs are substantial, which result in academics being poached by the private sector.

1.3 RATIONALE FOR THE STUDY AND STUDY OBJECTIVES

The findings by Biraghi and Gambetti (2015) indicate that universities need to offer conducive work environments that would meet faculty requirements with the aim of gaining their loyalty. A study by Theron, Barkhuizen, and Du Plessis (2014) further shows that more than half of academics considered resigning from their jobs for better remuneration in other industries.

The problem of attrition among valuable academics is an international phenomenon, which is affecting most HEIs in South Africa. According to Tetley (2006), academic staff retention is a global occurrence which affects both developing and industrialised countries. Organisational rewards have been identified as a crucial aspect in the workplace to retain staff (Bussin & Van Rooy, 2014) and this is the case with HEIs, as indicated in a study by (Ngobeni and Bezuidenhout, 2011) that higher education are vulnerable to losing their highly qualified employees to private sector.

Phillips and Edwards (2008, as cited in Mukweyi, 2016, p.8) indicate that, when organisations train their employees, they increase the talent pool and the

competition for talent decreases. Korir and Kipkebut (2016) state that institutions should be proactive and use total rewards management to attract and retain staff.

Furthermore, demographic and sociological changes in a country, different life stages (Giancola, 2008) and cultural influences (Chiang & Birtch, 2007), all present employers with major challenges when retaining and motivating employees. Companies need to adopt innovative ways of management in order to differentiate themselves in the labour market (Heneman, 2007), particularly with regard to how their reward systems are developed and managed. Organisations have responded to these pressures by adopting more flexible salary structures such as total rewards packages, which better position organisations to retain high-quality employees (Bussin, 2011).

Limited research has been conducted on the use of remuneration as a tool in retaining staff in the higher education sector. The study by Mabaso (2016) was conducted to “establish the influence of rewards on job satisfaction and organisational commitment among academic staff at selected universities of technology in South Africa” (p.18) and another study was conducted by Njanjobea (2016) which “investigated talent management and employee retention in higher education sector of South Africa” (p.4). However, few if any studies, have investigated remuneration as a strategic instrument in retaining staff in an HEIs.

1.4 PROBLEM STATEMENT

Globally, the demand for staff in HEIs is increasing and is expected to continue to increase in the 21st century. As indicated by HESA (2011), HEIs are currently facing a significant challenge in retaining key and talented academic employees. Several explanations have been offered for these high turnover rates, which include among others, uncompetitive remuneration packages and incentives. Most employees at HEIs leave the institution because of the lack of proper recognition programs, insufficient salaries, boring hours, poor leadership or lack of flexible working arrangements (Smit, Stanz & Bussin, 2015).

Furthermore, socio-economic and political strategies implemented by governments in different countries are negatively impacting on the availability of talent in higher education (Makhanya, 2012). Retaining academic staff is, of course, important as they ensure that universities achieve their visions and missions and become centre of excellence (Ng'ethe, Iravo & Namusonge, 2012).

South African higher education's institutions cannot afford to continue losing important and talented academic employees if they are to contribute to the development of the country and its people over the long term (Netswera, Rankhumise, & Mavundla, 2005; Pienaar & Bester, 2008). The same problem has been experienced by Universities in Sub-Saharan Africa which are seriously under-resourced. This presents significant challenges for the institutions and scholars concerned (Onah & Anikwe, 2016; Selesho & Naile, 2014). This is due to the shortage of skilled, experienced and specialist academics in the market. Hence, it is important for the higher education sector to understand why academics want to leave HEIs so that they can develop programmes to mitigate employee intentions to leave and develop the current staff (Khan & Du, 2014).

Over the past two years, state and research support funding of public university has significantly faded and reduced by the government (De Villiers & Steyn, 2009; Mouton, 2010). Further to that, the significant inequalities in salaries, remuneration, and the terms and conditions of academic work benefit the wealthier, private HEIs and contribute dramatically to movement of talent from poorer to richer institutions (HESA, 2014).

It is against this background that the main objectives of this research study is to investigate remuneration as a strategic tool in the retention of academic staff in an HEI in South Africa.

The study also aims to contribute to industrial and organisational psychology as a body of knowledge and human resources. The findings of this study may

provide a platform for interventions for retention using remuneration as a strategic tool.

From the background, the issues identified and the problem statement, the research was designed to answer the following questions:

1.4.1 Research Questions with regard to Literature Review:

- How is remuneration conceptualised in the literature?
- How is retention conceptualised in the literature?
- Is there a theoretical relationship between remuneration and retention of academic staff in an institution of higher learning?
- Does gender, race, age and educational qualification influence remuneration of academic staff in an HEI?

1.4.2 Research Questions with Regard to Empirical Study:

- Does remuneration predict retention of staff in an HEI with reference to tenure?
- Does remuneration differ significantly based on gender, race, age and educational qualifications of academic staff in an HEI?

From the research background and research questions, the following research hypotheses are presented and are tested empirically in this research:

1.4.3 Central Hypothesis

The central hypothesis of the research is as follows:

A statistically significant relationship exists between remuneration and retention of staff in an institution of higher learning with reference to tenure. Furthermore, remuneration differ significantly based on gender, race, age and educational qualifications of academic staff in an HEI.

1.4.4 Research Hypotheses

The following research hypotheses were empirically tested in this study:

H₀₁: Remuneration does not significantly predict retention of academic staff in an HEI with reference to tenure.

H₀₂: Remuneration does not differ significantly based on gender, race, age and educational qualifications of academic staff in an HEI.

- **Sub-hypothesis 1** – Remuneration does not differ significantly based on gender.
- **Sub-hypothesis 2** – Remuneration does not differ significantly based on race.
- **Sub-hypothesis 3** – Remuneration does not differ significantly based on age.
- **Sub-hypothesis 4** – Remuneration does not differ significantly based on educational qualification.

1.5 AIMS OF THE RESEARCH

This study explores various reward strategies that seek to retain academic staff in an HEI, in light of the need to retain talented staff (Martin & Roodt, 2008; Ngobeni & Bezuidenhout, 2011). The study aims are as follows:

1.5.1 General Aim of the Study

- The general aim of the study is to establish if remuneration predicts retention of academic staff in an HEI with reference to tenure.
- The secondary aim is to determine whether remuneration differs significantly based on the gender, race, age and educational qualifications of academic staff in an institution of higher learning.

1.5.2 Specific Aims of the Research

The following aims are formulated for the literature review and empirical study:

1.5.2.1 Aims of the Literature Review

The specific aims relating to the literature review were to:

- Conceptualise remuneration from a theoretical perspective.
- Conceptualise retention from a theoretical perspective, and

- Explain the theoretical relationship between remuneration and retention with specific reference to gender, race, age and educational qualifications).

The specific aims relating to the empirical study were to:

- Determine whether remuneration predicts retention of staff in an institution of higher learning with reference to tenure.
- Determine whether remuneration differs significantly based on gender, race, age and educational qualifications of academic staff in an institution of higher learning.

1.6 RESEARCH PARADIGM

Terre Blanche, Durrheim & Painter (2016) define study paradigms in social sciences as positivist, interpretive or constructionist. This study used quantitative research to better understand the relationship between variables in the research problem – it, therefore, adopts a positivist paradigm. The research paradigm and philosophy are crucial aspects of research methodology that determine how data will be collected in an effective and appropriate manner. Furthermore, Colman (2009) states that a paradigm is a pattern, model or meta-theoretical conceptual framework within which theories in an area of research are generated. This study used a functionalist paradigm because it seeks to explain how social equilibrium exists within an HEI. The research also followed the research framework of philosophical conviction that sociological, ontological, teleological, epistemological and methodological dimensions exist (Mouton & Marais, 1996, as cited in Bryman, 2012, p.16). It assumes rational human action and believes one can understand organisational behaviour through hypothesis testing. The following sections address the functionalist paradigm assumptions:

1.6.1 Ontological Assumptions

The study follows realist ontological assumption. The realist ontological assumption deals with the nature of reality, which can be learned and interpreted. The interpretation is based on a person's view or opinion about the reality in the world in which he/she lives (Basit, David & Sutton, as cited in Ormston, Spenser, Barnard & Snape, 2014). It was the researcher's conviction that, by interacting with academics, it would be possible to establish whether their remuneration encouraged their retention at the institution. The implication of the realist ontological assumption in this study is that remuneration and its influence or relationship to retention is an objective phenomenon that can be studied objectively.

1.6.2 Epistemological Assumptions

The study follows the positivists epistemological assumption. The epistemological assumption focuses on the approach of knowing and learning about the truth of the world (Ormston et al., 2014, p.8). The methodologies frequently used by positivist scholars and researchers comprise confirmatory analysis, nomothetic experiments, quantitative analysis, laboratory experiments and deduction (Olesen, 2004, p.19).

In research, the two most important contrasting paradigms to positivism are interpretivism and constructivism. Constructivists take the philosophical and scientific position that all knowledge arises through a process of active construction while interpretivists restrict knowledge to social reality (Creswell, 2002). Positivists rely on theories and methodologies, using numerical methods and approaches, which are "naturally more helpful to their ontology compared to others" (Weber, 2004, p.4). Thus, this research adopted a positivist paradigm.

1.6.3 Historical Overview

1.6.3.1 Meta-theoretical inquiry

Pietersen (1989) calls for continuous self-examination based on a meta-theoretical investigation into the discipline of industrial psychology. A meta-theoretical imperative is required to ensure that psychologists are aware of how the theoretical models applied in the discipline impact people and society that they form part of (Retief, 1989).

Meta-theoretical statements are the guidelines and assumptions underlying specific theories and methodological strategies that are not directly tested in the study being conducted but which are, nevertheless, applicable to theories, models and paradigms contextualized in the research (Mouton & Marais, 1996). In the process, the existing status quo and the paradigm that maintains it should be continuously reflected upon. This may manifest in an unconditional acceptance of the perceived importance of macro processes and “generally accepted practices” (Mouton & Marais, 1994, p.54). This may, in turn, inhibit the sustainable relevance of the discipline.

The field of industrial and organisational psychology is a field of applied psychology which focuses on human functioning and behaviour in the work setting. It is thus concerned with both a broader understanding of the psychological meaning of work and the application of theories and principles on an individual, group and organisational level in order to enhance performance and overall well-being (Rothman & Cilliers, 2007).

The literature presents several rewards models and systems. These models of total reward total rewards and frameworks have been developed by scholars and different organisations in the consulting space. This has been highlighted by Nienaber (2010), who agrees with Armstrong and Murlis (2004) who state that many Human Resources (HR) managers of leading organisations and reward consultants constitute their own models of total rewards in order to create an improved employer brand.

The main reason for implementing reward models and systems in an organisation is to retain qualified and competent employees (Akhtar, Aamir, Khurshid, Abro & Hussain, 2015). Therefore, implementing a rewards model can assist academic staff with job satisfaction, which may lead to retention. From the literature review in this study, a total rewards model was followed that formed the starting point of the quantitative study and subsequent analysis. The fields within industrial and organisational psychology are discussed next.

1.6.3.2 Career Psychology

Career psychology is focused on providing models and explanations for career-related activities, which brings about an understanding that personality traits, attitudes, motives and values, which are influenced by society, culture and economy, result in vocational behaviour, decision-making and vocational maturity (Beukes, 2010; Coetzee, 1996).

There is a growing need for a better understanding of commonalities and differences in career transitions within a range of cultural contexts. In particular, perceived causes of career transitions are crucial since such perceptions are influenced by cultural patterns. Cultural perspectives in career research are important, but little research has been done in this domain (Tams & Arthur, 2007).

Career psychology plays an important role in managing staff turnover in the organisation, and better career management leads to better remuneration, which in turn supports staff retention in the organisation. According to Lent (2013), career resilience is associated with making preparation for life as it is not always feasible to foresee all the changes and problems that may influence continued employment.

1.6.3.3 Personnel psychology

Personnel psychology is concerned with maximising productivity and employee satisfaction using assessment and selection procedures, job evaluation, performance, ergonomics and career-planning methodologies

(Beukes, 2010). Personnel psychology is related to the current study, in that managers need to understand their employees, for them to devise retention strategies that are tailor-made for the institution. Personnel psychology is therefore pertinent regarding aspects such as job analysis, retention of key and scarce resources, employee selection and placement, and remuneration (Schreuder & Coetzee, 2010).

1.6.3.4 Interdisciplinary Character

The interdisciplinary nature of industrial psychology also needs to be stated. It is regarded as an intermediate (or linking) science (Raubenheimer, 1974) that links psychology and management and economic sciences, for example, accounting, business management and economics as well as remuneration. It is thus also viewed as a supporting science that, through its practical application, assists industrialists and business leaders to reach their economic goals (Raubenheimer, 1974).

1.7 RESEARCH DESIGN

The purpose of this study is to investigate whether remuneration can be used as a strategic tool in retaining academic staff in an HEI. A quantitative research design was used in this study. According to Creswell (2008), research design is a specific procedure for collecting, analysing and reporting in quantitative research. It can be regarded as a map of how the research will unfold and provides a logical plan as to how it will be conducted and how the findings will be validated. Babbie (2007) states that "research design involves a set of decisions regarding what topic is to be studied among what population with what research methods for what purpose, research design is the process of focusing your perspective for the purposes of a particular study" (p.112). For Mouton and Marais (1996), research design is a plan and structure to perform the research to maximise the validity of the findings.

Data mining approach was adopted for this study, which involves extraction of data from the Human resources system of the HEI. Data mining is the process

of exploration and analysis, by automatic or semiautomatic means, of large quantities of data to discover meaningful patterns and rules (Jain & Srivastava, 2013). According to Chung and Gray, 1999) the objective of data mining approach is to identify valid novel, potentially useful, and understandable correlations, and patterns in existing data. This study will follow a type of data mining approach were pattern detection seeks to identify unusual patterns for behavior between variables being studied.

1.7.1 Type of Research

1.7.1.1 Exploratory research

Salkind (2012) refers to exploratory research as an exploration of an unknown research field. According to Mouton and Marais (1996), the main aim of exploratory research is to gain new insights, undertake preliminary investigations, establish central concepts and constructs and then to determine priorities for future research. This research is exploratory in that it seeks to compare various theoretical perspectives on remuneration and retention factors.

1.7.1.2 Descriptive research

According to Salkind (2012), descriptive research refers to an in-depth description of the individual, situation, group, tribe, culture, interactions or social objects. It is used to classify the relationship between the variables under study. In literature, descriptive research is referred to the conceptualisation of the constructs of organisational remuneration, retention (Hendricks, 2006). In empirical studies, descriptive research refers to means, the frequencies, and standard deviations of constructs.

The study was descriptive in nature, as it strived to describe the relationship between remuneration and retention intention. Creswell (2014) stated that descriptive statistics will help the researcher to summarise overall trends or tendencies in data and provide insights into where one score stands in

comparison with others. This study investigates the empirical relationships between the variables by means of correlational statistical analysis.

1.7.1.3 Explanatory research

Salkind (2012) mentions that explanatory research goes further than explaining the relationship between variables; it also indicates the direction of the relationship in a causal relationship model. By using explanatory research, a conclusion was formulated in this study regarding the relationship between the constructs of remuneration and retention. It should be noted that, in this study, due to the descriptive nature of the research design, the focus was not on establishing a cause-effect relationship, but rather assessing the nature and magnitude of the relationships between the variables. Tests for significant mean differences were utilised to investigate whether Gender, race, age and educational qualifications differed significantly in terms of the constructs measured. The level of statistical significance was set at $p < .05$.

1.7.2 The Proposed Methodology

The research problems involve identifying the extent to which remuneration drives retention in an HEI. The intention of quantitative research is to find, confirm or validate relationships from a sample that can be generalised to assist or explain theories in a population (Creswell, 2003; Leedy & Ormrod, 2010).

Quantitative research was used for the research project which involved the data mining of secondary data from a selected HEI's HR information system database to collect substantive and relevant data. Data mining is the process of exploration and analysis, by automatic or semiautomatic means, of large quantities of data to discover meaningful patterns and rules (Jain N & Srivastava, 2013). The goal of mining data is to extract information from a data set and transform it into an understandable structure for further use. Statistical techniques were applied to determine whether it is reasonable to presume co-variation given a specified alpha level and the obtained variances. Both the

literature review and analysis of secondary data were undertaken to determine what measures could assist in addressing the retention of staff challenges within the university. For this research the following data was obtained from HR information system:

- Demographic information (gender, race, age, and educational qualifications).
- Employees salary and tenure information.

1.7.3 Research Variables

A variable is defined as a logical set of attributes (Mitchell & Jolley, 2001). The independent variable was remuneration. The dependent variables were retention. The research attempted to determine whether a significant empirical relationship existed between these variables.

1.7.4 Data sources

The research was conducted using secondary data, which was extracted from the HEIs human resources information system database. Secondary data are data that were previously collected from secondary source. Using such data for research is becoming more prevalent (Andrews, Higgins, Lalor, Schutte, & Smith, 2012). Data mini technique was followed that involved the extraction of data from secondary data.

Data mining is described as the process of identifying crucial data patterns from large quantity of data (IvyPanda, 2019). This study has followed clustering methods of data mining technique. According to (Han, Kamber and Pei, 2011), data mining follows various methods which include predictive analysis, web mining, and clustering and association discovery. Clustering involves grouping of data into specific classes based specific profile (Han, Kamber and Pei, 2011).

Most research investigates what is already known and what remains to be learned about the topic (Creswell, 2009); thus, one should consider previously collected data on the topic when engaging in research (Dale, Arbor, & Procter, 1988; Doolan & Froelicher, 2009). Secondary data were appropriate

for the study due to their availability and were used in answering the research question.

1.7.5 Sampling Techniques

According to Fink (2003:1), a sample is a subset of a larger population. Bailey (1978) indicated that experienced researchers initially identify population and then specify the group to work with. Suitable sampling methods and sample sizes reduce sampling error. Sampling error refers to a situation where two different samples that are selected from the same population and by the same method produce different results. This situation results in a misalignment of results between the sample and the population (Fox & Bayat, 2007). Terre Blanche et al (2006) state that due to the expensive nature of probability samples, most of research in the social sciences relies on non-probability samples that are adequate for research purposes. Quantitative research methods are mostly used when the sample is large, involves collecting data, analysis, interrelating and reporting on findings. Maree (2009: 145) stated that quantitative research method is systematic and objective in its method of using numerical data from selected sample to generalise the findings of the population that is being studied. The selected data covered a range of academics within different departments in the institution in terms of their demographics (Gender, race, age, tenure, and educational qualifications). After data collection, data was captured onto Excel spreadsheet.

1.7.6 Sample Size

Population is an important element in sample size (Lodico, Spaulding & Voegtle, 2006). One of other factor that affects the sample size is the effect size, which is presented, decreases; the required sample size (StatSoft, 2010). To this research a sample of N=225 academics was selected using convenience sampling and this will not be the case with this study. Reason for using convenience sample is the availability of the data to be used.

1.7.7 Data Analysis and Interpretation

One of the element of data mining is to extract, transform, and load transaction data onto the data system (Jain N & Srivastava, 2013). According to Silahtaroglu(2008:10) described data mining as "the generation of previously unknown, valid and applicable information from large data base and their use in decision making". For this study, secondary data were analysed using SPSS (Statistical Package for the Social Sciences) and SAS (Statistical Analysis System). SPSS is used by many researchers for statistical analysis. Leedy and Ormrod (2010) state that logical conclusions, deductive reasoning and objectivity are sustained through statistical analysis procedures. Statistical analysis was carried out to test the hypothesis and re-specified models. The hypothesis that was tested in this study was the effect of remuneration on retention.

Descriptive statistics such as means, deviations and Spearman correlation with a p-value smaller or equal to 0.05 were used to determine statistical significance. Multiple regressions were used to explore the proportion of variance in the dependent variable (retention) that is explained by the independent variable (remuneration) (Tredoux & Durrheim, 2013). Independent t-tests determined whether there were significant mean differences between the various demographic groups in relation to the variables.

1.7.8 Unit of Analysis

The unit of analysis refers to the "objects or things that are researched in order to formulate generalisations of these objects and to explain differences among them" (Terre Blanche, et al, 2006, p.7). Furthermore, it may also refer to a "group, social artefact, social action/event, or intervention" (Babbie & Mouton, 2001, p.75). The unit of analysis in this study was permanent academic staff from an institution of higher learning. The analysis was done in terms of demographic variables.

1.7.9 Issues of Reliability and Validity

Measures were put in place to ensure a valid and reliable research process.

1.7.9.1 Validity

According to Babbie and Mouton (2009), validity is the degree to which the measurement adequately shows the real meaning of the concept being investigated. Internal and external validity is imperative for a good research design. External validity can be described as the extent to which the results obtained can be applied to a wider population than just the selected sample, meaning that the results can be generalised (Leedy & Ormrod, 2010). According to Salkind (2012), internal validity refers to generating accurate and valid findings on a specific phenomenon; for research to be internally valid, the construct must be measured in a valid manner and the data measured must be accurate and reliable. Bordens and Abbott (2014) stated that external validity is the extent to which the results of the study can be generalised to other groups.

For this study, the validity of the literature was ensured by using literature that was relevant to the research topic, problem statement and aims of the study. Construct validity was measured by factor loading. The average should be 0.5 or higher for the validity to be achieved. According to Creswell (2014), "construct validity is a determination of the significance, meaning purpose and use of scores from an instrument" (p.2). Lochmiller and Lester (2017) refer to construct validity as coherence between ideas and the way in which they are measured. For the empirical study, validity was achieved by ensuring that the requirements for scientific research method was followed until research findings. Oliver (2010) stated that, research validity is a compulsory requirement for types of studies.

Selection of a representative sample were undertaken to ensure external validity. That will be followed by the identification of plausible rivalry hypotheses and eliminating their impact to achieve design validity. Internal

validity was further ensured by minimising selection bias (The study targeted the academic staff at the HEI). External validity was ensured by ensuring that results are relevant only to the permanent academic staff at the institution. The research is descriptive in nature, and purposive sampling was used.

1.7.9.2 Reliability

According to Wilson (2014), reliability refers to a process where different research participants are tested by the same instrument at different times with similar results. Two statistical packages, (SPSS) and (SAS), were used to analyse the data to ensure reliability in analysis.

According to Leedy and Ormrod (2010), reliability is the extent to which consistent results are achieved when the construct being tested remains the same. It is a measure that is used to describe the overall consistency of a measure. Gary (2009) states that reliability is an extent to which a research instrument will give the same result on different occasions.

Maree (2017) refers to reliability as the consistency or dependability of measurement. It involves test-retest reliability by administering the same test twice over a period to a group of individuals. Internal consistency reliability assesses the reliability of a set of items when several items are summed to form a total score for a scale (Malhotra, 2010).

According to (Maree, 2017) a measurement that is reliable will produce the same results if a variable is repeatedly measured. To this research, reliability was achieved by using academic staff from only one institution; therefore, data were assumed to be consistent since they all came from the same database. SPSS (version 16) and SAS (version 7. 15 HF3) were used to ensure the reliability of the analysis.

1.8 ETHICAL CONSIDERATIONS

An ethical certificate clearance to undertake the study was applied for through the Research Committee of the Department of Industrial and

Organisational Psychology. The ethical clearance certificate is attached as an annexure and the reference number is: 2015_CEMS/IOP_031.

To ensure that ethical measures were taken into consideration, guidelines, as stipulated by the Health Professions of South Africa and the Department of Industrial and Organisational Psychology, were followed.

1.9 DEFINITIONS

1.9.1 Employee Retention

Employee retention is defined as a system that ensures that the employer at all times has access to human capital capacity, including leadership, to carry out its business strategy and operations effectively and efficiently, both now and in future (Bussin & Van Rooy, 2014). Staff retention in the context of this study is measured through tenure. That is, the period with which an academic remained in the employ of the university.

1.9.2 Total rewards

An item valued by the employee in the employer/ employee relationship. These could be intrinsic or extrinsic, financial or non-financial (Amstrong, 2006; World at Work, 2007; Bussin, 2011).

1.9.3 Remuneration

Remuneration is pay allocated by an employer to an employee in exchange for services rendered. It is normally the first aspect of the employment contract and calls for the extension of an acceptable monetary reward in return for the time, effort, and skill of the employee. Fixed pay or base pay as elements of remuneration is usually determined by the organisation's philosophy and pay structure (World at Work, 2007).

1.9.4 Staff turnover

Is defined as the rate at which employees leave an organisation over a certain period (Stimpson, 2002:290).

1.9.5 Talent Management

is a strategy to maximise an organisation's competence to manage talent (Kim & Kotchegura, 2017)

1.12 CHAPTER LAYOUT

Chapter 1: Introduction and Background

The aims of the research, the research problem and research design and methodology were discussed in this chapter. Definitions of the keywords in the research were listed and defined.

Chapter 2: Literature Review

This chapter expands on the information provided in the first chapter by reviewing the literature. The literature on the relationship between remuneration, retention is discussed.

Chapter 3: Conceptual Framework

The literature from books, journals and peer-reviewed articles is reviewed to develop a conceptual framework that includes the dependent and independent variables. The framework is created through a combination of factors identified in the literature, which includes remuneration and retention

Chapter 4: Research Design

This chapter covers the research methodology and design that was used in this research. The quantitative method was used as a research method for the study. The study used an analytical and descriptive method to present the data from the institutional management information system. Details of how the sample was selected are provided.

Chapter 5: Results/Findings

In this chapter, results and findings of the study are analysed and interpreted. Data were analysed and interpreted using the statistical software. This chapter

reveals the findings and statistical analysis used to evaluate the research question and hypotheses. The relationship between remuneration, and retention of academic staff is explained.

Chapter 6: Conclusion, limitations and recommendations

This chapter focuses on the conclusions arrived at in this study. The chapter highlights the limitations of the literature review and empirical results are discussed. Recommendations are made for future research studies.

1.13 CHAPTER SUMMARY

The chapter began by providing the background and motivation for the study. The problem statement for the study was outlined and was followed by the aims of the research. Both the general aim and specific aims of the study were stated. The chapter further outlined the research design, which comprised of the research approach, research method and procedure, research participants, research instrument and statistical analysis. The chapter concluded with the operational definitions used in this study.

Chapter 2 presents a literature review in relation to talent management and retention.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter dealt with the background to and motivation for the research. In addition, the problem statement, research objectives, the research questions and research design were presented. Chapter 2 addresses the literature review and conceptualises remuneration and retention. The chapter commences by providing an overview of HEI, and its human resources policy on retention. The chapter further explores the theory relating to the retention of staff in an HEI and outlines some of the strategies that are used by other institutions to retain employees.

2.2 BACKGROUND ON INSTITUTION OF HIGHER LEARNING

The university migrated to Total Guaranteed Package in 2010 and moved all staff to the minimum of the Total Guaranteed package as derived from Remchannel Tertiary Market survey. The biggest problem experienced was the movement to minimum package as no job evaluation was done. The HEI utilise the anticipated Peromnes job grades based on Remchannel Job Title benchmarking as a temporary solution. It is important to note that, an HEI that is situated 45 km from city centre would have to determine a competitive market pay level, especially considering the challenge of retaining staff in the institution. To retain staff, the HEI needs to commit itself to a possible solution of bringing the gap between its salary structure and the market. Funding and affordability are the main driving force behind HEI's salary not aligned with the market. Currently, the HEI does not have the retention policy currently and the Human resources policy only states that the university will ensure that all employees are remunerated fairly, competitively and within the boundaries of best practice in the industry (Sefako Makgatho Health Sciences University: Human Resources Policies and Procedures, 2015).

2.3 RETENTION IN AN INSTITUTION OF HIGHER LEARNING (HEI)

2.3.1 Conceptualisation of Employee Retention

Employee retention is a process of ensuring that the organisation has access to human resources, including leadership, to execute its business strategy and operations effectively and efficiently, both now and in the future (Bussin & Van Rooy, 2014). Retention refers to the number of employees in an organisation that remain in the employment of the organisation for a given period of time, and it relates to an organisation's ability to maintain a competent and stable workforce (Rothwell, 2011). Makhubela and Ngoepe (2018) indicated that the resignation of skilled and fully trained employees is the significant cost associated with turnover.

Furthermore, retention is the ability of the organisation to retain its valuable employees for a period of time (Shekhawat & Sandhu, 2016). The retention of valuable, qualified employees is a priority for contemporary organisations (Neininger, Lehmann-Willenbrock, Kauffeld, & Hensechel, 2010). Bussin & Van Rooy (2014) states that the ability to attract, engage and retain staff better than a competitor is a key strategic competitive advantage, both in good times and particularly in a global economic war. When looking to invest in retention initiatives, it is useful to quantify the potential cost and risk of not retaining key talent. Knowledge retention is also a strategic tool to reduce organisational costs, considering that knowledge is a valuable asset that has to be managed strategically to maintain competitive advantage (Madsen, Mosakowski, & Zahher, 2003; Malhotra, 2003; Nelson & McCann, 2010; Tettey, 2010).

Many universities agree on the importance of having competent staff to ensure their competitiveness (Morse & Babcock, 2010). Retaining academic staff is regarded as important, as it ensures that universities can accomplish their visions and missions, and become centres of excellence (Ng'ethe, et al, 2012). Turner, Spowart, Winter, Muneer, Harvey, & Kneale, P (2017) stated the

need for continuous development of academic staff to meet the growing educational demands of students.

Talent management is becoming increasingly more important because of changes in demand for certain skills and knowledge in different occupations and jobs, the anticipated retirement of the baby boomer generation (born between 1946 to 1964), and the need to expand managerial talent with leadership skills (Noe, 2010). Managers are required to spend more time in operations where they can learn how to motivate employees, advising, counselling, coaching, guiding, training and listening to employees (Neo, 2010). Higher education needs to develop a good brand or image that will attract the right employees into the sector and retain the best academic talent (Saurombe, Barkhuizen, & Schutte, 2017). According to Badat (2017) the fees must fall campaign has tarnished HEI reputation as employer of choice.

2.4 TALENT MANAGEMENT APPROACH

Talent management is a strategy that integrate the business and balanced scorecard of organisation. It should be a value-driven and entails talent value proposition (Saurombe, Barkhuizen, & Schutte, 2017). According to a study by Maurya and Agarwal (2018), fair rewards, remuneration and work life balance were the most effective predictors of organisational brand.

The increasingly complex nature of globalisation has also resulted in increased demand for “more sophisticated talent with global acumen, multi-cultural fluency, technological literacy, entrepreneurial skills, and ability to manage increasingly delayered, disaggregated organisations” (Chambers, Foulon, Handfield-Jones, Hankin & Michaels, 1998, p.45). Together with the growth of enticing job opportunities in the expanding small and medium-sized enterprise sector, and increased job mobility; the war for talent has intensified (Chambers et al., 1998).

Engagement and retention strategies are thus crucial components of an integrated talent management strategy. In terms of best practice, research

suggests focusing on engagement strategies away from just driving engagement in the present to building engagement over the long term. According to the Corporate Leadership Council [CLC] (2006), engagement capital refers to the amount of commitment, discretionary effort, and intent to stay that employees exhibit given the combination of their past experiences, present events and expectations about the future.

Lesenyeho (2017), indicated that organisations are perceived positively if they display the desire to improve talent. Kahn and Louw (2010) state that talent “is a more focused and segmented approach to managing people in strategic roles within the public institution” (p. 179). Even though Kahn and Louw (2010) and Vermeulen (2007) were referring to public institutions, their views also apply to HEIs

Research by Kwaeng & Barkhuizen (2017) indicated that talent management predict voluntary turnover intentions. However, a study by Masale (2020) highlighted that leadership drive and foresight is a significant predictors strategic direction and innovation. Research has showed that leadership is critical to ensure that talent management strategies are supported within the organisation (Tladi ,2016)

AboueI Neel & Elsaid (2017) argue that talent management components such as motivation, training and development, as well as job enrichment had direct impact on job satisfaction. Research findings by Saurombe, Barkhuizen & Schutte (2017), indicated that reputation and image of HIE are important towards improving brand that can be attractive to more academics. HEIs are constantly investing in new ways to manage talent, and the approaches they follow differ widely. These approaches to workforce planning, innovative employer branding strategies, and more comprehensive efforts relate to onboarding and development of high potential employees (Hewitt Associates, 2010). Literature review has revealed that “global business leaders seem to recognise the need for a global talent intelligence, it seems that some of the

challenges exist in developing and implementing the required talent strategy, given the complexity involved" (Gundling et al., 2016).

To manage successfully in a global knowledge economy, managers need to be self-aware and be able to build international teams, create global management and marketing practices, and interact and manage employees from different cultural backgrounds. Managers contribute to employee engagement by performing basic management functions such as planning, organising, controlling, leading, but also through using good communication skills. Research by Makondo (2014) indicates that professional support, remuneration and teaching load contribute to the attraction of academic staff.

2.5 THEORETICAL MODEL: APPROACHES TO RETENTION

Retaining and managing talent provides competitive edge, according to, Rodriguez-Sanchez, Gonzalez-Torres, Montero-Navarro and Gallego-Losada (2020). Within the framework of this study, the talent philosophy has been adopted because of the view that every employee has the potential to contribute to the organisation's objectives and this capability may be developed (Meyers, Woerkom, & Dries, 2013). Globally, a challenge that organisations, including HEIs, face is how to retain top talent (Van den Brink, Fruytier, & Thunnissen, 2013). The challenge can be attributed to the institution's inability to offer competitive remuneration to new recruits and continuous academic development.

Organisations are increasingly recognising the value of retaining staff from all demographic groups in order to improve workforce performance and thus promote their competitive position (Torrington, Hall, Taylor & Atkinson, 2009). Furthermore, organisations are now realising that retaining skilled employees is a huge task, especially for South African organisations (Rasool & Botha, 2011). One way of doing this is to develop reward strategies that are suited to individual choices. Sound talent management practices, specifically talent development, reward and performance management, should be maintained

through continuous management commitment (Mokgojwa et al., 2017). Research by Tian, Shuja Iqbal, Qalati, Anwar & Khan (2020) indicated that leaders have an important role to play in talent retention.

According to research, employee retention refers to the effort by organisations to keep those employees of whom the organisation has a positive evaluation and who might leave the organisation through voluntary resignation (Van Rooyen, Du Toit, Botha, & Rothmann, 2010).

Meyers et al. (2013) state that talent sourcing should not be concerned with finding only the employees within an organisation that are considered to be talented by their line managers, but rather it seeks to bring to light everyone's strengths so that they can be matched to positions, tasks, and challenges. World at Work (2015) states that career opportunities involve a strategy for employees to develop their career goals, which include promotion into a position of responsibility in an organisation. Mokgojwa (2019) further state that managers should have regular talent retention conversations with their employees to mitigate the risk that can result in voluntary turnover intentions.

Retention of employees are factors that are encompassed in the broader concept of talent management. Although both factors are found to be important in aligning employee talent management with organisational strategies, they are different constructs and have dissimilar underlying approaches (Mandhanya & Shah, 2010). There are tangible and intangible factors that attract candidates and motivate them to work for an organisation and to stay within it as opposed to driving them away (Regovich, 2014). Factors such as pay and bonus, benefits, a safe working environment and collegial managers attract employee to the organisation.

Phillips and Edwards (2008, as cited in Mukweyi, 2016, p.8) indicate that, when organisations train their staff, the overall talent pool increases and the war for talent decreases. The CIPD's Learning and Talent Management Survey (LEO Learning Management Team, 2011) indicates that this is a common approach with nearly two-thirds of organisations across all sectors surveyed focusing on

the identification of key positions in the organisation and ensuring a perfect match of players and positions. Human resource managers are tasked with aligning human capital and business strategies to ensure the successful implementation of any talent management model (Schutte, Barkhuizen, & van der Sluis, 2016).

Retention of academics is becoming a serious challenge as it becomes increasingly difficult to retain key and competent staff (Barkhuizen, Roodt & Schutte, 2014). The loss of senior academic staff sets higher education institution back in terms of research output. Most universities require academics to serve three months' notice, so it takes longer to fill the vacant posts. In addition to extra time and money spent on recruitment and training of the replacement as well as the added stress of a greater workload for remaining staff during the interim are a few of the consequences suffered by an institution when turnover occurs (Philips, 1990).

Retention of high potential employees should be the top priority of HEIs. For organisations to compete, high-performing employees should be encouraged to remain with the organisation, as they add value. Research has shown that the non-existence of an employee retention strategy, to which management can refer when recruiting and retaining employees with the right skills, leads to an uncontrollably high employee turnover rate (Mohlala, Goldman, & Goosen, 2012). Retention policies, strategy and practices should be able to attract new employees and retain the current employees within the organisation (Barkhuizen, 2014). Research by Rampfumedzi (2009) further, found that the primary reason artisans leave organisations is dissatisfaction with remuneration.

The shortage of younger individuals entering higher education institutions is concerning and can hinder its future stability and contribution to the development of the country (South African Council for Higher Education, 2016). Due to the lack of information concerning Generation Y (Born between 1980 and 1996) academia in South Africa, there has been a missed opportunity for growth and development. This could have affected the organisational

performance and staffing in organisations and academia, particularly in the light of the forecast shortages in higher education.

The current critical workforce of HEIs in South Africa typically comprises mature and experienced academics. Statistics show that, as of 1 April 2011, the percentage of academics younger than 35 at HEIs in South Africa was approximately 30% of the academic workforce (Boughey & Botha, 2011). Badat (2008) estimated that, based on the current retirement age of 65, 4 000 academics (27% of academics) would retire and need to be replaced by 2018. For professors and associate professors, who made up the best qualified and most experienced academics, the percentage rises almost 50%. Generation Y academics (i.e. people born during the 1980s and early 1990s) will need to be equipped to take responsibility for conducting research and publishing so that the knowledge needs of South Africa are met effectively (Badat, 2008).

Retaining young talent in South Africa, as in many other countries, is challenging because of the struggle for talent, skills scarcity, employee mobility and the imminent retirement of experienced, older staff (Masibigiri & Nienaber, 2011). Research indicates that "Insufficient career opportunities and inadequate academic staff development programs have implications for career motivation, career success and employability of academics, which can lead to the devaluation of the professoriate" (Bitzer, 2008, p.265).

For an institution to continue producing research and teaching excellence, a focus should be on retaining newly recruited and developed academic staff in crucial positions. Clearly, the retention of academics should be a strategic priority, since it is difficult to replace the knowledge, skills and experience of academic staff (Simmons, 2002). Pienaar and Bester (2006) highlight the fact that an academic career is probably no longer as desirable and attractive as was previously believed, which exacerbates the challenge of retaining academics in South Africa.

Bakos (2007) reports that South African organisations face a scenario in which the demand for highly skilled employees is far greater than the supply. This is compounded by the fact that most organisations are in search of this scarce resource, and talent pools are rapidly becoming exhausted as globalisation increases, and talented employees become more mobile (Botha, Bussin & De Swardt, 2011; Grobler & De Bruyn, 2012; Mendes & Stander, 2011; Minchington, 2010). Lom (2012) indicated that Senegal's premier Universite' Cheikh Anta Diop in Dakar was going to lose 60% to 70% of academics by 2015 as a result of large-scale retirements.

Kemelgor and Meek (2008) contend that there are several retention factors conducive to high levels of job satisfaction, namely, a positive working environment, freedom and flexibility, employee communication and assistance, employee involvement and growth, as well as compensation and benefits. Research has consistently demonstrated that engagement and commitment are both vital ingredients in effective retention strategies. A Watson Wyatt study (2009, as cited in Bussin, 2014, p.26) found that an organisation with highly engaged employees achieves a financial performance four times greater than an organisation with poor engagement. From the discussion above, it is apparent that a good employer should know how to retain employees to ensure a good return on investment. When employees feel dissatisfied with their current employer, they move on, and any investment in them is lost. Nair (2009) argues that institutions are facing numerous problems in employee retention and hiring knowledgeable people for the job is essential for an employer, although retention is more important than hiring. The following section discusses the important retention factors.

2.5.1 Positive Working Environment

It is the responsibility of management to create a positive environment to motivate employees which they can express their ideas and opinions (Glanz, Rimer & Lewis 2002). To retain employees for a number of years, management can consider providing a healthy working environment that allows positivity,

creativity and productivity (Herman, 1999). According to Thorne and Pellant (2007), talented people want the following: recognition; a feeling of achieving something significant; excitement, variety and stimulation; and a feeling of making a difference in the organisation. In higher education institutions, reward system should not only retain academic staff but also empower them to achieve the objective of producing endowed workforce (Mabaso, 2016).

2.5.2 Employee Assistance and Communication

Communication is crucial to the success of every institution. It has become so heavily stressed in the workplace that it almost seems to have become a motto. The best institutions understand that its employees need to be informed and want to be heard, and so they develop and implement communication policies for these purposes. The word “communicate” means to share; by communicating, employees create unity and single-mindedness which can be an institution’s greatest asset in achieving its goals (Martel, 2002).

The importance of good communication in the work environment cannot be underestimated. According to Porter, Smith and Fagg (2006), poor communication can have a negative effect on production and employee relations; lead to continued misunderstanding, confusion; mistakes, wastage, and even accidents; and result in a high labour turnover.

2.5.3 Employee Involvement and Growth

It is essential to include employees in the decision-making processes of the organisation, especially where decisions will affect them individually. This can help to create a culture of employee involvement and will generate the new idea of a “we are feeling”, or a culture of engagement and development as Russo (2010, p.10) contends. Research by Hassan, Razi, Qamar, Jaffir, and Suhail (2013) further indicates that career opportunities also have a direct impact on employee retention.

2.6 CHAPTER SUMMARY

The chapter defined the concept of retention in the HEI, talent retention approach and design thereof and the theoretical model for talent management. The chapter further explored the theory relating to the retention of staff and outlined some of the strategies that are used by organisations to retain employees.

Chapter 3 presents a literature review in relation to remuneration.

CHAPTER 3: CONCEPTUAL FRAMEWORK: REMUNERATION

3.1 INTRODUCTION

The previous chapter discussed theories in relation to retention. Chapter 3 conceptualises remuneration in an HEI. Remuneration theory and practice are explained, and different reward components and reward models are discussed and illustrated. This chapter covers the following areas of research: a theoretical approach to remuneration, different remuneration components, as well as retention strategies.

3.2 CONCEPTUALISATION

World at Work (2015) defines reward as salary paid in exchange for services rendered between employee and employer. It further states that remuneration involves salaries offered by an employer to an employee for services rendered which includes time, effort and skill. However, according to Swanepoel, Erasmus, Schenk and Tshilongamulenzhe (2014), benefits are indirect forms of rewards which aim to supplement the achievement of the human resources objectives of attraction, retention and motivation of employees.

Rewards can be both financial and non-financial. Financial rewards include basic pay, variable pay, share ownership and employee benefits. Non-financial rewards are anything else offered by the employer including work-life balance and training and development. Remuneration means cash payments provided by an employer to an employee in exchange for the services rendered, while a total rewards strategy, which encompasses financial and non-financial elements, is considered as one of the most effective tools for enhancing employee organisational commitment. (Chelangat & Gachuga, 2016).

Remuneration means payments in cash provided by an employer to an employee for services rendered. The most common form of remuneration is a salary or fixed pay, and the amount is usually determined by the organisation's

pay structure (World at Work, 2011). Salary structure normally reflects the minimum, mid-point and maximum of a pay grade. Research clearly indicates that educators are poorly compensated and underpaid (Correa, Parry & Reyes, 2015; Quresh, 2015; Smith, Conley & You, 2015).

Rewards are defined as incentives paid by an employer for the time, skills and efforts presented by the worker in fulfilling job requirements aimed at achieving organisational goals and objectives. In the context of this study, rewards are extrinsic (financial), which cover salary and financial benefits (Bowie, Mwase & Chinkhumba, 2009; Mullins, 1996; Muula, 2006; Muula & Maseko, 2005). Extrinsic rewards refer to cash payments.

CIPD (2009) defines total rewards as a “term that has been adopted to describe a reward strategy that brings additional components such as learning and development, together with aspects of the working environment, into the benefits package” (p.26). It is also aimed at giving the employees an opportunity to voice their opinion on operations, and it goes beyond standard remuneration by embracing the organisational culture.

World at Work (2015) further refers to remuneration as pay provided by the employer for services rendered by employees to the organisation. World at Work further highlight that remuneration consists of both fixed and variable pay, and it is sometimes linked to performance. The challenges that HEIs are facing is how to design a strategy to retain top talent (Van den Brink, et al, 2013). Financial rewards such as salaries have been defined as the most important feature of any employment contract. In order to attract much-needed knowledge workers and maintain a competitive advantage, it is important for organisations to understand the types of financial rewards most valued by the talent in the market. Remuneration and reward strategies must be included in the retention of all skilled and talented employees (Mbugua, Waigonjo & Njeru, 2015). According to World Economic Forum report “Organisations are entering a new era of unprecedented talent scarcity, which will hinder economic growth around the world, and fundamentally

change the way we approach workforce" (World Economic Forum, World Bank, & African Development Bank, 2011, p.485).

Remuneration is a driver of retention, job satisfaction and employee commitment in South Africa. According to Grobler, Wörnich, Carell, Elbert, and Hatfield (2011), job applicants compare different job offers and pay scales, putting more weight on the comparative salaries being offered to them by organisation than benefits. Institutions need to create a holistic reward strategy, which is a far greater challenge than in the past where an organisation's concern was to offer a market-related salary (Gross & Fredman, 2004). "Every generation wants to earn more money, although money is not always the most important part of retaining Generation Y employees" (Fallon, 2009, p. 5).

Reward management is one of the key strategies used to create a motivated and committed workforce. From a talent perspective, total rewards strategies have been found to contribute towards retaining valuable talent in the workplace (Bussin & Toerien, 2015; Makhuzeni & Barkhuizen, 2015)).

A study by Theron (2014) indicated that 34% of academic staff are considering leaving due to their unhappiness with their remuneration and rewards. This study included an analysis of academic remuneration from all South Africa tertiary institutions. What this means, in essence, is that the sector's academic remuneration is not competitive in relation to the public and private sector. Furthermore, the study by Onah and Anikwe (2016) found that HEIs do not remunerate new, young academics adequately. However, a Study by Tabatabaei and Farazmehr (2015) indicate a positive and significant relationship between remuneration and job satisfaction among academic staff.

The most common practice in universities is to structure pay as a remuneration package. This amount is then divided into basic pensionable pay, contributions to retirement and medical schemes, performance rewards, variable dependent on performance up to a maximum value stated in the

overall package. The performance reward is given on an individual basis and includes meeting or exceeding performance targets (HESA, 2006).

With respect to normative salary structures and internal pay equity, there is considerable debate about what constitutes best practice. Also, there is no single approach to establishing equity in the internal pay line, owing mainly to such factors as the current level of remuneration, organisational affordability, and organisational health (HESA, 2006). For, example, a big research university may offer a good remuneration package to a senior professor, which is further enhanced by benefits such as the provision of a good research infrastructure, opportunities for conference attendance, and overseas travel. Compared to rural-based universities, urban-based universities are more able to attract public funding and private endowments based on the strength of their research capacity and output (HESA, 2006).

Research by (Mabaso, 2016) suggested that organisation should find an alternative method of retaining key talent, hence total reward was suggested as an approach that can be used to retain talent. That was supported by study by (Chelangat & Cachunga, 2016), who indicated that total rewards is considered as one of the most important tool for enhancing organisational commitment. Walters and Le Roux's (2008) study focused on the gender remuneration gap for academics at Stellenbosch University for the years 2002 to 2005. It was stated that the university must provide competitive remuneration for staff with qualifications that are scarce in the broader labour market, as is the case with staff in the faculties of Law, Economics and Management Sciences and Engineering, and often for National Research Foundation evaluated researchers. The finding of the study highlighted the widening gender remuneration gaps in different faculties.

Badat (2010) states that the South African academic workforce exhibits complexity because it is racialised and gendered, which bestows South African universities with a predominantly white male academic workforce in terms of the demographics. In the first decade since democracy, most

professors and associate professors in South African universities, who constitute most highly qualified, experienced and productive researchers and are experts in their chosen disciplines, were older white workers above the age of 50. Unfortunately, as observed by Badat (2010) and Van der Walt (2010), the trend seems to be on-going. For instance, there is evidence that even after 2004, the most highly qualified, experienced, and top-rated researchers were mainly white.

In order to attract, retain and satisfy employees who are committed, employers need to focus on introducing the total rewards strategy (Obicci, 2015). Poor remuneration for South African academics, compared to occupations in the public and private sector that need similar levels of qualifications and expertise, plays a part to in the problem. According to various researchers, the remuneration differentials between HEIs and the public and private sectors are significant and widening (Badat, 2008; Du Plooy & Snyman, 2004; Oshagbemi & Hickson, 2003; Pienaar & Bester, 2006). Koen (2003, as cited in Pienaar & Bester, 2006, p.582) agrees that insufficient financial remuneration is also one of the most important reasons that why young, competent academics cannot be attracted or retained for in HEIs in South Africa.

The influence of effective reward management on employees have an effect on commitment, motivation and subsequent high organisational performance is clearly reflected in practice (Nuajjoo & Meyer, 2012). For example, in dollar terms, Google employees receive a salary of USD86\$86 800 (R1,2 million) a year, compared to an average of GBP21\$21 500 (R380 000) in the UK private sector (Rupert, 2011). The average annual salary for South Africans is ZAR448 000 (Average Salary Survey, 2018) equivalent to USD32 000. In relation to higher education organisations in the public -sectors, private-sector organisations, for example, Google, are able to retain their critical or scarce skills through their retention strategies.

The National Development Plan (NDP) Vision 2030 has two guiding objectives: the eradication of poverty and promotion of equality. Higher education is an important contributor to the achievement of these objectives through quality learning and teaching, teaching professionalism in higher education, using technology in support of research, learning and teaching and the overall increase in research outputs, access, participation, throughput and graduation rates as indicators of quality higher education (Department of Higher Education and Training, 2012).

It is evident from the literature above that South African academics are poorly remunerated compared to occupations in the public sector and private sector that need similar levels of qualifications and expertise. To the disadvantage of universities, the economy and society at large, the remuneration differences between universities and the public and private sectors also discourage potential academics (postgraduate students) to replace at an equivalent pace the void that will be left by the exiting professoriate (Habib & Morrow, 2006; Notshulwana, 2011).

Nausheen and Sahar (2015) indicate that remuneration contributes to staff turnover in organisations and states that it plays a major role in employee retention. According to Seeletse and Thabane (2016), hardworking academics do not feel recognized for the work they are doing, which lead to absenteeism and poor work performance.. HEIs depend on external funding from government and organisations; therefore, they need to operate as centres of excellence in order to broaden their national and international recognition, which will, in turn, attract financial assistance. If HEIs continue to lose academics, their national and international image and competitive advantage, as well as their ability to produce new knowledge in a specific field, may be affected adversely (Pienaar & Bester, 2008).

According to Makondo (2014), retention of qualified academics staff has been very difficult because the career is no longer attractive as it was. The notion that an academic career is less attractive may have far-reaching

consequences for higher education and society, as well as for the economy of the country. The HEI can contribute to socio-economic development by retaining the critical skills that make it possible to provide higher education to all stakeholders, like students and the community in general (Coetzee & Rothman, 2004; Van den Berg, Bakker & Ten Cate, 2013).

Furthermore, working conditions and job satisfaction, reward and work engagement (Chaacha, 2017) have been highlighted as factors that influenced turnover. The results indicated that pay level was the most important factor, while security, promotion opportunities and co-workers were ranked as the least important factors. A study by Dorasamy & Lotooane (2015) found that academic turnover is influenced by low remuneration packages and lack of policies on career support. A study by Benjamin and Ahmad (2012) indicates that "job satisfaction builds on the perception that employees are not just interested in working for money but also to create purpose and satisfaction in the lives" (p.90).

Awang and Ahmed (2010) conducted a study that aimed at investigating the impact of job satisfaction of university lecturers on their commitment towards their academic task. They considered studying factors that contribute to job satisfaction. Remuneration was found to be one of the factors that increase job satisfaction. Chabaya, Tshepe, and Molotsi (2014) indicate that job satisfaction is one of the reasons why employees leave organisations and also that the relationship between job satisfaction and employee turnover is related.

Bosanquet et al. (2017) indicate that the employment context in higher education necessitates the redefinition of early careers in academia. Furthermore, South African HEIs are said to have a low-risk environment and are thus attractive to academics that have a heart for teaching and research, even though better jobs with better financial rewards may be available elsewhere. There is no monetary value that can be attached to many of the

advantages of the academic profession. Higher education needs to develop a brand that will attract the right employees (Saurombe, et al, 2017).

The notion that organisations should develop relevant and targeted reward packages and develop retention strategies to best suit the needs of the organisation across different generations, gender or race group, has been the focus of research over the last few years (Codrington, 2008; Schlechter, Hung, & Bussin, 2014; Snelgar et al., 2013; Sunderland, 2004). In the South African context retention of Generation X (i.e. people born between the 1960s and the early 1980s), female employees and black professionals, has been the focus of specific reward strategies (Bussin & Toerien, 2015; Kotze & Roodt, 2005; Krishnan, 2009; Masibigiri & Nienaber, 2011; Schlechter et al., 2014).

Remuneration is a driver of retention, job satisfaction, as well as employee commitment and should thus include attracting highly-qualified employees (Grobler & de Bruyn, 2012; Meyer & Kirsten, 2012). In terms of retention, Grobler and De Bruyn (2012) note that inadequate remuneration is often the cause of turnover. Organisations are now discovering the importance of customising their remuneration to tailor-make rewards to retain critical skills (Schlechter et al., 2014).

. World at Work (2008) breaks up total rewards into the following components:

- Remuneration: pay that includes both fixed and variable pay linked to a level of performance rendered by an employee for (time, skill, and effort).
- Benefits: these are programs such as health, income protection, savings, and retirement programmes.
- Work-life balance: it is a specific set of organisational practices, policies and programs which support employees both at work and home.
- Performance and recognition: it link team, individual and organisational efforts in achieving organisational goals; performance includes staff

expectations, skill demonstration, assessment, feedback and continuous improvement;

- Development and career opportunities: development refers to an improvement of competencies of applied skills to an employee through a designed set of learning experiences, while career opportunities refer to a planned advancement in an organisation to a higher level in the hierarchy within the specific area of specialisation.

Total rewards strategies entail the sum of those financial and non-financial, intrinsic and extrinsic rewards, which are made available to an organisation's human capital (Armstrong & Stephens, 2005; Tsele & Kutin, 2013).

According to World at Work (2010a), the concept of total rewards which emerged in the 1990s was used to retain and motivate employees. It was aimed at combining remuneration and benefits in both intangible and tangible ways. The inclusion of remuneration, benefits, work-life, performance and recognition and development and career opportunities into the strategies of the organisation can help the organisation to retain and motivate its employees.

Shields (2007:30) indicated that reward management is not only financial rewards. It also includes recognition, communication, work environment, training, and career development. Monetary rewards are legal obligations in the employment relationship and critical incentives to retain employees. Rewards have also been defined as the financial, non-financial and psychological benefits that organisations offer to employees in return for their contributions (Bratton & Gold, 2003; Haider, Aamir, Hamid, & Hashim, 2015). According to (Haizer, et al., 2015:342) higher education should design effective financial and non-financial reward packages to retain employees.

Remuneration contributes to retention, job satisfaction as well as employee commitment in South Africa (Sutherland, 2011). The objectives of the remuneration approach should thus include attracting highly qualified

employees as well as motivation and retaining these employees through incentivising desired behaviour and rewarding good performance (Grobler & De Bruyn, 2012; Mere & Kirster, 2012). Antoncic and Antoncic (2011) indicate that employees generally derive satisfaction through being paid well and find work to be challenging and exciting, providing them with a sense of accomplishment.

According to Grobler and De Bruyn (2012), job applications compare different job offers and pay scales, putting more weight on the comparative salaries being offered to them as opposed to benefits and intrinsic rewards on offer because it is easier to compare monetary offers. He also noted that inadequate remuneration is often the cause of turnover. This is confirmed in the South African context by Mohlala, et al (2012), who found that monetary rewards were lacking in the organisations they studied.

Performance pay is the most important variable pay in the market. According to Aguinis (2013:11) short term reward schemes are designed to drive an organisation's short term to medium business strategies by rewarding achievement of targeted financial and strategic performance. Aguinis (2013:11) further states that long term incentives are designed to drive long-term business strategies (stock ownership, or option to buy stock).

According to Grigoriadis and Bussin (2007), there is a global trend to incorporating good benefits into their reward systems to increase retention, but Philips and Gully (2012) mention that this will only affect retention positively if employees understand and appreciate the benefits provided. Osa (2014) states that monetary rewards are those rewards which are tangible such as financial and money-driven incentives used to reward employee performance.

Rewards are often used to enhance motivation or performance of employees (Aktar, et al, 2012; Hamukwaya & Yazdanifard, 2014). Reward as HRM practice are the most common form of extrinsic motivators in the employment environment (Cerasoli et al., 2014.) According to (Joshi, 2016) "the most

common distinction of rewards occurs in transitional and relational rewards". The research is in line with the study by Gong and Zhang (2017) which find the relationship between supportive manager feedback/recognition and creative outcomes.

Mullins (2007) states that extrinsic motivation is associated with tangible rewards, which are rewards that cannot be influenced by individual managers as they are set at the organisational level. These rewards include the following: remuneration, fringe benefits and work environment. Shanks (2007) maintains that, for a better understanding of external motivation and the fundamental part it plays in motivating employees, reinforcement theory should be considered.

Robbins Odendaal & Roodt (2007) mention that highly trained employees with qualifications such as degrees are paid well with intrinsic rewards in their organisations. For them to keep up with the changes in the external environment, they need to update their qualifications. Money and promotions are insignificant motivators for these types of employees because they appreciate their jobs and are highly remunerated. Factors that motivate professional employees are the job itself, support, challenges, the value of what they do, and above all, autonomy (Robbins et al., 2007). Intrinsic rewards are classified in different ways (Jacobs, Renard & Snegar, 2014). A sense of meaningfulness is described by Jacobs et al. (2014) as the task, role and duties that employees perform which form part of a higher purpose and portray the job's worth.

Smit et al. (2015) mention that equity theory contributes to understanding motivation and performance. They further maintain that most of the sources of dissatisfaction that are mentioned in Herzberg's theory are associated with feelings of unfairness. The equity theory is based on an individual's feelings, especially about how fairly they are treated in their workplace. Rewards that are perceived to be fair and equitable are those that motivate individuals within the organisation. According to Rehman et al. (2013), the academic staff

are more satisfied in their relationship with their colleagues and job security. The studies included the following factors: work, pay, supervision, promotion, co-workers, and work environment.

Employees draw their conclusions about the job specifics on a larger scale if they are presented with information about rewards during the recruitment. The following are employee retention and attraction fundamentals suggested by World at work (2010b): multiple total rewards programmes; cultural dynamics to satisfy employees; and contributing to the improvement of business performance and results. Figure 3.1 below depicts the World at Work rewards model:



Figure 3.1: World at Work's total rewards model

Source: World at Work (2020)

The critical elements of the model (Figure 3.1) are briefly explained below to understand the value to add in the organisation:

3.3.1 Remuneration

World at Work (2020), defined remuneration as pay to worker in exchange for services such as time, effort, and talent. It further states that, the pay includes both fixed and variable pay. World at Work (2015) states that remuneration

involves pay offered by an employer to an employee in exchange for services rendered which comprises time, effort, and skill. According to Payne et al. (2010), one of the most effective job attributes in retaining employees is pay. Employees' decisions in choosing a job are better determined mainly by remuneration elements compared to attitudes. This can be reinforced by individual differences in their jobs. Cable and Judge (1994) found that students desired to work for organisations that paid higher salaries (remuneration) compared to low salaries, benefits that were flexible compared to fixed benefits, individual pay compared to team-based pay and fixed pay rather than variable pay.

An organisation's remuneration system may influence the attractiveness of a job because remuneration systems can act as signalling devices that convey information about an organisation's value, culture, philosophy and practices (Rynes, 1987, as cited in Schlechter et al., 2014, p.190). Organisational values and beliefs are non-monetary elements that have a major influence on employee's connection with the organisation and their decision to remain with the organisation or leave (Singh, Bhandarker, Rai, & Jain, 2011).

Previous studies have also found remuneration to be one of the most important attributes that applicants consider when looking for a job (Boswell, Roehling, LePine & Moynihan, 2003; Jurgensen, 1978; Tornikoski, 2011; Van Rooy, 2010). It is common knowledge that individuals are attracted to organisations that offer higher levels of pay.

3.3.2 Well-Being

World at Work (2020) indicated that as part of total reward strategy, well-being refers to the state of workforce that is productive, comfortable, happy, and healthy. It further state that, organisational strategy influence and build programs that support workforce success inside and outside.

World at Work (2015) indicates that work-life balance programmes enable employers to reach a better work-life balance. It is vital that employees should

be supported by their managers in finding ways of achieving a healthy balance between family commitments and work. This can be achieved by introducing programmes such as flexitime, job-sharing, and teleworking.

In addition, Payne et al. (2010) suggest that specific benefits are frequently implemented by companies to assist employees in balancing their family and work life. Strauss (2012) found that family support and work-life balance are key motivators to retaining teachers in rural schools. The study is supported by Vorster and Barkhuizen (2013) who indicate that support from both the family and work context are essential to maintaining a balanced work and personal life. Miryala and Chiluka (2012) state the importance of work-life balance policies and programmes that enable the teaching community to balance their work and personal life needs.

Skinner and Pocock (2008) state that the influence of parenting on work-life relations is deceptive, especially when the differences in working hours are statistically controlled. This comes because of gender differences in their working hours depending on their status in the workplace, especially women who have children and those who do not. They further state that women generally absorb the impact of work-life conflict, particularly those who have children and are single. The higher salary earners also suffer the worst work-life balance compared to those who are earning an average salary. Padma and Reddy (2014) state that work-life balance facilities are important tools to retain a talented pool of teachers. This can also be an important tool for an HEI to retain staff.

According to Nienaber, Bussin and Henn (2011), reward preferences differ according to a few demographic factors, such as race, gender, age and educational qualifications. A study by Fagley (2012), however, indicated no significant relationship between race and remuneration.

Burke, (2002, as cited in Doble & Supriya, 2010, p.331-342) revealed that both men and women favour organisations that give provide work-life balance. He further showed that women are more likely to sacrifice family time to attain job

goals. Research by Paddey and Rousseau (2011), indicates no gender differences in South Africa with regards to restructuring work to accommodate one's home life such as family responsibilities. Finally, some research has shown that the importance of family life is predominantly more important in middle to top-level managerial positions than the lower level managerial positions (Keene & Quadagno, 2004). According to Maphanga (2014), organisations need to realise that their greatest assets are people and commit to meeting people's health and balanced life needs should be in the long term.

3.3.3 Benefits

Benefits is defined by World at Work (2020) as programs that focused on health and welfare, income protection, financial preparedness, retirement and time off including leaves of absence, which aimed at providing well-being and security for the employees and their families. Swanepoel et al. (2014) stated that employee benefits are indirect rewards which are aimed at the achievement of the human resources objectives of motivating employees in the organisation. Employee benefits can also influence the retention of employees. World at Work (2011) defines employee benefits as programmes an employer uses to supplement the cash remuneration that employees receive.

World at Work (2015) indicates that employee benefits comprise non-monetary rewards to add to financial remuneration that employees get. Armstrong and Murlis (2004) state that benefits add a quantifiable value to employees, and they may be deferred or contingent, like pension schemes, health and welfare plans and sick pay. An employee retention survey by World at Work (2007) found that 95% of the participants rated medical plans as having a moderate to high impact on employee attraction. Andrew (2012) notes that South Africans are paying up to five times more on health care than other nations. Nienaber, Bussin and Henn (2011) further state that women have a stronger preference for remuneration and benefits as well as conducive working environment.

According to Van der Westhuizen (2017), a fringe benefit is regarded as an indirect form of remuneration which is aimed at assisting the organisation to attract, retain and motivate employees. According to Dulebohn, Molloy, Pichler, and Murray (2009), the renewed interest among applicants and employees in benefit packages can be attributed to trends such as the increasing number of women in the labour force and rising costs of benefits such as medical cover.

Payne et al. (2010, p.45) who showed that potential candidates from all walks of life, who regard benefits as important to them, tend to prefer or are willing to accept lower salaries. He further stated that research shows vacant positions tend to be filled more quickly in companies with flexible benefits compared to those with fixed benefits. Nienaber et al. (2011), however, found that rewards such as remuneration plus benefits, as well as good working conditions, are valued more by younger employees, although research conducted by Moore (2009) indicated that different generations do not have different reward preferences. Nienaber et al. (2011,) further stated that women have a stronger preference for remuneration and benefits as well as conducive working environment.

Organisations offer a wide range of traditional and non-traditional benefits. In the past, the dilemma for organisations was how to offer the mix of these benefits to retain top performers while also balancing increasing costs of benefits. According to a research report by Society for Human Resource Management (SHRM) (2011), benefits allocation in HR budget are typically fixed, and it is not surprising that employers continue to remodel their benefits plans to give employees greater responsibility to manage their health care costs, retirement security, and leave.

SHRM (2011) states that most organisations offer retirement plans to help employees plan for their financial future post-employment. A defined contribution retirement plan (93%) was the most common type of plan offered, followed by saving plans (31%), traditionally defined benefit pension plans

(22%) and cash balance pension plans (8%). In addition, 11% offered supplemental executive retirement plans. According to Lawton and Chernyshenko (2008), job level and type were found to be favourable by full-time employees with dependents who prefer family-supportive rewards, such as medical and life insurance, and that lower-level employees felt that additional education and training would increase their chance for career advancement.

South African universities offer benefits that also determine remuneration levels and are based on value proposition and benefits that include flexible working hours, travel grants, leave (conference attendance), vacation (42 days a year for academics), maternity and paternity leave, sick leave, research assistance, incentives for research output, and allowances for rated researchers. These benefits, especially those related to research support, are mainly applicable at major research universities, while smaller teaching universities would mostly offer higher salaries in the form of hard cash in order to attract quality staff.

Naseem and Salman (2015) indicate that fringe benefits should be introduced in HEIs since these types of rewards impact on job satisfaction and organisational commitment. Benefits such as medical aid or medical insurance, group life, relocation costs, study opportunities for dependents and the academic themselves are common practice in many public universities. Study opportunity benefits are limited to dependents studying at the institution where the staff member is working, unless the intended study programme is not offered at the home university. Figure 3.2 illustrated the components of total rewards below:

Transactional rewards	Base pay	Total remuneration	Total rewards
	Contingent pay		
	Employee benefits		
Relational rewards	Learning and development	Non-Financial/ Intrinsic rewards	
	The work experience		

Figure 3.2: The components of total rewards

Source: Armstrong & Brown (2006, p.22)

The purpose of total rewards is to create a cluster where all the different remuneration processes are connected, complementary and mutually reinforcing one another. For organisations to achieve internal consistency, the total rewards strategies are horizontally integrated within activities and vertically integrated with business strategies (Armstrong & Brown, 2006).

The benefits of a total rewards system is described by Armstrong and Brown (2006) as:

- Greater impact – when different types of rewards are combined, they will have a deep and long-lasting effect on the motivation, commitment, and engagement of employees.
- Enhancing the employment relationship – total rewards appeals more to employees, since it makes the maximum use of relational as well as transactional rewards.
- Enhancing cost-effectiveness – because total rewards effectively communicates the value of the whole rewards package; it minimises the undervaluing of the true costs of the packages.
- Flexibility to meet individual needs – due to the variety of rewards, the total rewards can answer the individual needs of the employees and hence bind them more strongly to the organisation.
- Winning the war for talent – because relational reward processes are more difficult to replace than individual pay practices, total rewards gives the organisation the ability to retain talented employees by differentiating their recruitment processes and hence becoming “a great place to work” (Amstrong, 2006, p.15)

3.3.4 Development

According to Word at Work (2020) stated that development entails rewards and opportunities that employer offer their employees to develop their skills, competence, responsibilities, and contributions, which can be short- and long-term career.

According to Koekemoer (2014) stated that South African organisation are facing what is known as a 'brain drain' which refers to the loss of talented employees. It was further stated by (Makhuzeni & Barkhuizen, 2015), find that total rewards model is useful as a reason to benchmark specialist rewards. The study further proved that total reward model can be applied within public department.

3.3.5 Recognition

According to world at Work (2020), recognition is formal or informal programs that thank, validate, recognise, and celebrate employees' contributions while aligning and strengthening organisational culture. Irvine (2010) found that the recognition of success in the workplace requires a strategic initiative with actionable objectives and measurable results that integrate positively with the organisation's culture. Irrespective of the industry, senior management should continuously explore how to best reward and recognise the achievements of employees, as employees perceive recognition as a sign of appreciation of their contribution. Furthermore, performance recognition is important for the enhancement of employees spirit and subsequently lessens pressure, absenteeism and turnover (Makhuzeni & Barkhuizen, 2015)). A survey found that 34.2% of employees felt that there was insufficient recognition or appreciation of their work, talents and capabilities, and provided this as a reason for leaving their jobs (Janas, 2009).

Grigoriadis and Bussin (2007) suggest that it has become more difficult for organisations to differentiate between high-performing and low-performing employees based on their salaries alone. As a result, many organisations have

adopted variable pay, which is aimed at retaining talented individuals, differentiating employees and giving greater monetary recognition to high-performing employees (Amstrong & Murlis, 2004; Grigoriadis & Bussin, 2007; Jansen, McMullen, & Stark, 2007).

Ngobeni and Bezuidenhout (2011), for example, report that inadequate employee recognition as described in their talent retention study seems to align theoretically with the psychodynamic theory where employees need a symbolic reward in the form of appreciation and, a sense of acknowledgement or gratitude for their dedication or contributions (Brun & Dugas, 2008).

Every generation wants to earn more money, although money is not always the most important part of retaining Generation Y employees (Cave, 2002; Fallon, 2009). Earning a great deal of money appears to be less of a motivator for this generation, whereas contributing to society, parenting well, and enjoying a fulfilled and balanced life appear to be more motivating (Burmeister, 2009; Fallon, 2009; Ferri-Reed, 2010).

Dinnell (2007) affirms that remuneration is important to Generation Y employees, but that they also yearn for non-monetary recognition, as it feeds their self-esteem. Educators should receive regular feedback on their own performance as well as recognition for a job well done (Williams, Champion & Hall, 2012). Research conducted by Thompson and Gregory (2012), found that younger generations, valued non-financial rewards more than financial rewards. Regarding age, the study showed that respondents in the age group 18-29 years (Generation Y) placed less importance on base pay and contingency or variable pay.

3.4 THEORETICAL RELATIONSHIP BETWEEN RETENTION AND REMUNERATION

The retention of qualified and productive employees is essential in any institution for its survival. Retention of staff is a critical aspect of HRM which deserves the attention of the management in an institution. This also applies to

higher education institutions. There is a need to retain, as far as possible, all qualified and productive employees for the sake of institutional survival, growth and prosperity. The successful retention of human resources globally has been affected by extensive changes in workforce demographics, meaning that organisations are now required to manage a more diverse workforce (Snelgar et al 2013).

As the global economy is increasingly knowledge-driven, and with a global skills shortage, intellectual capital has become a source of competitive advantage for organisations (Halawi, Aronson & McCarthy, 2005; Powell & Snellman, 2004). HEIs in South Africa have become vulnerable to losing their highly qualified knowledge workers to well-paid offers from the private sector and headhunting from other HEIs internationally (Ngobeni & Bezuidenhout, 2011).

A critical component of talent management is reward management. The organisation must establish which rewards (monetary and non-monetary) are valued by employees and determine whether their configuration of total rewards will achieve the desired retention effects (Rumpel & Medcof, 2006). Pay has been cited as the fifth most common reason for leaving an organisation (Bussin, 2012). Organisations differ from one another in terms of strategic focus, how pressing the nature of the knowledge retention problem is, and the fact that there clearly is no one-size-fits-all solution when it comes to knowledge retention (DeLong & Davenport, 2003).

According to the African Association for Public Administration and Management [AAPAM] (2008), talent scarcity in Africa is a result of talented individuals migrating to developed countries. The primary reasons, according to AAPAM, include, among others, poor remuneration, uncompetitive work environments and high levels of crimes.

Knowledge workers are highly mobile and recognise that their skills are highly sought-after by organisations. A highly mobile workforce and increasingly competitive market have highlighted the need to focus more on talent

management (Aiman-Smith, Bauer, & Cable, 2001; D'Annunzio-Green, 2008; Tornikoski, 2011).

Pregnoiato (2010) found that the financial and non-financial reward elements, financial rewards (i.e. monetary benefits, monetary recognition and remuneration) were the most important types of rewards to retain employees from various demographic groups. Financial elements have traditionally been a defining feature of an employment relationship, and research has found them to be one of the strongest retention measures (Tornikoski, 2011). Antoncic and Antoncic (2011) further indicated that employees generally derive satisfaction through being paid well and find work to be challenging and exciting, providing them with a sense of accomplishment.

An organisation's remuneration system may influence the attractiveness of a job because remuneration systems can act as signalling devices that convey information about the organisation's value, culture, philosophy and practices (Rynes, 1987). Previous studies have also found that applicants consider these when looking for a job (Boswell, et al., 2003; Jurgensen, 1978; Tornikoski, 2011; Van Rooy, 2010).

3.5 IMPLICATIONS OF RETENTION FOR REMUNERATION

Talent management is a strategy to maximise an organisation's competence to manage talent (Kim & Kotchegura, 2017; Theunissen et al., 2013). It is recognised as an effective tool for the retention of talented employees in the organisation (Hejase, Hejase, Mikdashi & Bazeih, 2016; Majeed, 2013).

As remuneration for skill and talent gains traction among HR leaders, the pay for performance approach is becoming a sub-component of the newer, more encompassing model. Most organisations may do a combination of both: reward for past performance and incentivise for future action to retain key talent, drive performance, and align the workforce towards achieving corporate goals. It all comes down to optimising their remuneration spend to support the achievement of corporate goals not only for the present but for

the next several years. "Organisations are entering a new era of unprecedented talent scarcity, which will put a brake on economic growth around the world, and fundamentally change the way we approach workforce" (World Economic Forum, World Bank, & African Development Bank, 2011, p.485).

Remuneration has been cited as the as the most important reward element in retention strategies (Bussin, Nicholls & Nienaber, 2016). The monetary reward is considered an essential tool in retaining staff (Vaiman & Vance, 2008). Mendez (2011) further states that the company needs to invest in employee retention in order to be successful in executing the task at hand. A good remuneration package is important in retaining employees, and offering an attractive, competitive benefits package with components such as life insurance, disability insurance and flexible hours motivates employees to commit themselves to an organisation (Lockwood, 2006). Considering the above, a salary offered to an employee should not only be viewed as a sum of money but as a package of remuneration for the payment to serve as a retention factor. Abbott, Johnson, King and Turner (2010), state that money is not the only motivation.

Rewards such as promotions, achieving results and the pride of belonging to an institution were overlooked and sometimes ignored (Abbott et al., 2010). Further research by Khan (2010) found that money is the main reason why employees leave one organisation for another. Therefore, remuneration and reward strategies must be included in the retention of all skilled and talented employees (Mbugua et al., 2015).

Remuneration accounts for over half the operating costs of South African organisations, which points to the importance of maximising the return on these costs (Sutherland, 2011), especially in trying economic times. Growing concern regarding the retention of high performers has resulted in employers thinking the way in which they reward their employees (Deloitte Consulting, 2008), particularly because of a shortage of skilled and executive employees in Africa

(Sutherland, 2011). Furthermore, companies have faced a difficult economic environment that has challenged traditional reward practices and strategies (Deloitte Development LLP, 2009).

3.6 CHAPTER SUMMARY

In this chapter, the theory of remuneration within organisations were discussed and explained. Concepts related to remuneration were explored. Remuneration theory and practice were explained, and total rewards model were discussed and illustrated.

Chapter 4 addresses the research design and method.

CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

The previous chapter explored the literature review and conceptualised the relationship between remuneration and retention. It also explored in detail the most common systems of remuneration. This chapter addresses the research design in terms of the research approach, research method and procedure, research participants, research instruments and statistical analysis.

4.2 RESEARCH APPROACH

A quantitative research approach was deemed appropriate for this study because it provides evidence in the form of numbers which are then reported in statistical terms to answer a given research question (Neuman, 2007). A quantitative approach contributes to the reliability of the study since a defined set of rules is followed and can, therefore, be duplicated (Terre Blanche et al., 2006). The study used a data-mining research design to collect quantitative secondary data obtained from the human resources information system of the HEI. Data mining refers to extracting the knowledge from large amount of data. Exploiting this stored data, to extract useful and actionable information is the overall goal of the generic activity termed as data mining (Jain & Shrivastara , 2013). Data mining technique is relevant in this study in that data was extracted, transformed, clustered, and loaded into the system and analysed by application software. Data mining technique was followed because of its reliability and conveniences it offers.

4.2.1 Data Mining approach

According to (Hai, Kamber & Pei, 2011: data mining is a process of analyzing large information and discovering implicit and useful information. Data mining approach start by integrating data from the sources and formats. The raw data collected is then cleaned to remove duplicates and inconsistent data (Ha et al.,2011. The aim of this study is to investigate remuneration as a strategic tool in attracting and retention of staff in HEI, to this end content and statistical

analyses of raw data obtained from HRIS system was performed. The following data mining approaches were followed:

4.2.1.1 Classification

Classification is a process of classifying data records into number of predefined categorical classes to discover predictive patterns (Chen & Liu, 2014). Classification of data retrieved from HRIS was done in the study using excel spreadsheet and then to SPSS.

4.2.1.2 Clustering

Clustering is a process of uncovering unanticipated trends by segmenting no predefined clusters (Chen & Liu, 2004).

4.2.1.3 Association

Data were arranged in order and allocated codes accordingly. Data were put together in terms of their association. Association is a process of aims to find relationship between data items in a database such as attributes and variables (Lunfeng, Huan & Li, 2012).

4.3 RESEARCH METHOD

The quantitative research method was used for this study. Creswell (2014) defines quantitative research as an inquiry approach useful for describing trends and explaining the relationship among variables found in the literature. The selection of the research methodology and its application is dependent on the aims and objectives of the research, the nature of the phenomenon being studied, and the expectations of the investigator (Babbie & Mouton, 2001). Babbie (2014) further states that research methodology is generally influenced by the philosophical assumptions adopted by the researcher.

4.4 RESEARCH PARTICIPANTS

Population can be defined as a set of clusters or objects or people that can answer the research question (Weathington, Cunningham, & Pittenger, 2010).

A study population is the full set of elements from which a representative sample of participants is taken (Welman, Kruger & Mitchell 2005). Sampling can be described as a process of selecting items, elements or objects from the population in order to study and understand the characteristics of the subject, resulting in the researcher being able to generalise the results to the larger population (Creswell, 2014; Whitley, Kite, & Adams, 2013). The sample in this study consisted of the academic staff working at an HEI. The purposive sampling method was used to collect data for the study. The categories of respondents included professor, associate professor, senior lecturer, lecturer and junior lecturer.

For this research, participants included 225-academic staff from the HEI. Most of the participants were female (69%) while 31% were male. Creswell (2014: 8) stated that target population the group of individuals who have the same characteristics. Only academics was selected to participate in this research, because of the same characteristics.

Mensah and Adjei (2015) indicate that demographic variables (age, gender, tenure, race, and educational qualifications) played an important role in understanding an employee's commitment to the organisation.

4.5 SELECTION OF SAMPLE

According to Creswell (2014:160) stated that a sample is a subgroup of targeted population in which the researcher planned to study. It is described as a selected group which one carries out the research (Wisker, 2001). According to Willemse (2009) design of a sample describe the method used to select the sample from the population. For this study, the convenient sampling was adopted. Convenience sampling is non-probability or non-random sampling which sample is selected from population for the purpose of the study if they mere certain criteria (Donyei, 2007). Academics of HEI met the criteria for this study, as the study is focused. The tables below show the descriptive data used in terms of position gender, race, age, tenure and educational qualification,

4.5.1 Composition of Gender Group in the Sample

This section provides information on the gender distribution of the sample.

Table 4.1:

Statistical data on gender (N = 225)

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	156	69.3	69.3	69.3
	Male	69	30.7	30.7	100.0
	Total	225	100.0	100.0	

The table above shows the gender frequency of staff: 69.3% of them are female, and 30.7% are male.

4.5.2 Composition of Race Group in the Sample

This section provides information on the race distribution of the sample.

Table 4.2:

Statistical data on race (N = 225)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Asian	14	6.2	6.2	6.2
	Black	166	73.8	73.8	80.0
	Coloured	3	1.3	1.3	81.3
	White	42	18.7	18.7	100.0
	Total	225	100.0	100.0	100.0

Table 4.2 above shows that race of the sample is made up of 74% blacks followed by whites at 19%, while 6% are Asian and 1% are coloured.

4.5.3 Composition of Age Group in the Sample

This section provides information on the age distribution of the sample. The graph below shows the age frequency of the sample. Most of the sample is in the age group of 36-45 and 46-55. This group constitutes 28% and 27%

respectively of the workforce while 20% of the academic workforce is between the age group of 23-35 years.

Table 4.3:

Statistical information on age group (N = 225)

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	23-35	45	20	20	20
	36-45	63	28	28	48
	46-55	61	27	27	75
	56-65	65	25	25	100
	Total	225	100.0	100.0	

4.5.4 Composition of Tenure in the Sample

This section provides information on the tenure distribution of the sample.

Table 4.4:

Statistical data on tenure in the institution(N=225)

Tenure					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5 Yrs	117	52.0	52.0	52.0
	6-10 yrs	39	17.3	17.3	69.3
	11-15 Yrs	28	12.4	12.4	81.7
	16-20 Yrs	14	6.2	6.2	87.9
	21-25 Yrs	7	3.1	3.1	91
	26-30 Yrs	13	5.8	5.8	96.8
	31-35 Yrs	5	2.2	2.2	99
	36-40 Yrs	2	.9	.9	100
	Total	225	100.0	100.0	

The table 4.4. above shows the majority of the workforce (52%) have 0-5 years of service in the institution; 17% have 6-10 years; 13% have 11-15 years, 6% have 16-20 years, and 1% of employees have a tenure period of 36-40 years in service.

4.5.5 Composition of Tenure Per Department in the Sample

This section provides information on the tenure per department distribution of the sample.

Table 4.5:

Statistical data on tenure per department (N=225)

Tenure 0-5 years					
Department		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Pharmacy	6	2.7	2.7	2.7
	Clinical Pathology	77	34.2	34.2	36.9
	Health Sciences	81	36.0	36.0	72.9
	Medicine	57	25.3	25.3	98.2
	Oral Health	4	1.8	1.8	100.0
	Total	225	100.0	100.0	

Table 4.5 above shows that most employees with services between 0-5 years are in the Health Sciences and Clinical Pathology departments. The School of Medicine also has a high percentage with 23% of employees with service of up to 5 years.

4.5.6 Composition of Educational Qualifications in the Sample

This section provides information on the educational qualification's distribution of the sample.

Table 4.6:

Qualifications of the sample (N= = 225)

Qualifications					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelors	12	5.3	5.3	5.3
	Diploma	21	9.3	9.3	14.7
	Honours	118	52.4	52.4	67.1
	Masters	10	4.4	4.4	71.6
	PhD	64	28.4	28.4	100.0

	Total	225	100.0	100.0	
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The table 4.6. above shows that most of the workforce (52.4%) have honours degrees, followed by 4.4% who have master's degrees while 28.4% of employees have a PhD degree and 5.3% have bachelor's degrees.

4.5.7 Composition of Salary Information in the Sample

This section provides information on the salary information distribution of the sample.

Table 4.7:

Statistical information on salaries(N=225)

Basic Salary Per annum					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	150 000-200 000 Pa	53	23.6	23.6	23.6
	200 000-300 000 Pa	76	33.8	33.8	57.3
	300 000-400 000 Pa	50	22.2	22.2	79.6
	400 000-500 000 Pa	28	12.4	12.4	92.0
	500 000-600 000 Pa	7	3.1	3.1	95.1
	600 000-700 000 Pa	4	1.8	1.8	96.9
	700 000-800 000 Pa	4	1.8	1.8	98.7
	800 000-1 000 000 Pa	3	1.3	1.3	100.0
	Total	225	100.0	100.0	

Table 4.7 above shows that 34% of the workforce are earning a basic salary of R200 000-300 000 per annum. Only 1% of the academic staff fall within the R800 000-1 000 000 salary bracket.

4.6 STATISTICAL ANALYSIS

Data mining approach was used in this research which involves extraction of data from the database. According to Akpınar (2001:1) stated that data mining is a modelling process that analyse data by process of definition of the problem, proceeds with the examination of data sources and ends with data

preparation, modelling and evaluation, and it offers a comprehensive and flexible analysis. The data collected from the HEI's HR information system were captured on an excel spreadsheet electronically and coded in order to conduct statistical analysis. The raw data were cleansed to ensure that there were no incomplete data. Data mining techniques allows a researcher a flexibility in statistical analysis and interpretation to be made of the results, but for the purpose of this research, SPSS (version 16) were used to analyse the data. Biggam (2008) stresses that a framework for data analyses aims to explain how the researcher intends to describe and analyse the empirical data. Descriptive and inferential statistics were used to analyse quantitative data from the secondary sources. Such data were first coded and summarised before being entered into the computer using the SPSS package (version 16) and SAS. The package was chosen because of its convenience in analysing and interpreting data (Barry, 1998; Brace, Kemp & Snelgar, 2000; Bryman & Cramer, 1999; George & Mallery, 2003; Salkind, 2000).

Correlational statistics were used to determine the strength of the relationships between the constructs. Spearman's correlation coefficient was calculated to indicate the association and strength of the relationship between variables. Such analysis helped determine whether items loaded significantly impacted on the factors they were measuring. Tredoux and Durheim (2013) indicate that correlation statistics test the direction of the strength of the relationship between two or more variables. They further describe the correlation statistics test as the direction of the strength of the relationship between two or more variables, with the strength being represented by the correlation coefficient. Spearman and Pearson's correlation coefficients were used to specify the relationship between variables.

The data used for analysis were secondary data. The processing stage involved editing, classification and coding. In the analysis of data, descriptive analysis was employed to describe the relationship between variables. After being analysed, data were presented in the form of tables, graphs, and chart.

Measurement instrument refers to various methods through which researcher obtains data from respondents for his research. They are mainly used in research to collect reliable data which will later be analysed (Aina, 2004). According to Adedokun (2003:57) data refers "to any fact, observation or facts relating to the subject of the study". This study looks at the way in which remuneration (the dependent variable) predict retention of staff (independent variables).

Analysis of variance was used to assess whether remuneration of the academic staff differ in terms of age, race, tenure, education qualification. To determine statistically significant associations between variables, a chi-square test was conducted on remuneration (dependent) and age, tenure, race, and education level (independent). One-way analysis of variance (ANOVA) is a statistical tool used to analyse data. The ANOVA allows one to test whether differences among groups are significant relative to random variation estimated by within -group means (Valiela, 2001:50-55). ANOVA statistical tool was used for this research.

4.7 RESEARCH PROCEDURE

Ethical approval for the study was obtained from the higher education institution before the data was collected. An explanation about the purpose of the study and the confidential and anonymous use of data was communicated to the organisation. Employee data (biographical) were requested from the HR department of the participating organisation. Retrieval of information was done on the human resources information system, which is available for use by employees in the institution. A purposively chosen group was selected to be used for the study. Confidentiality was guaranteed by ensuring proper safeguards to protect information from unauthorised used, theft and information used does not contain identifiable information, as the information used related to employees' personal information and remuneration. The raw data were captured on an excel spreadsheet and coded.

4.9 RELIABILITY AND VALIDITY

4.9.1 Reliability

Zikmund (2003) states that “reliability is a degree to which measures are free from error and therefore yield consistent results” (p. 300). Leedy and Ormrod (2010) define reliability as “the consistency with which a measuring instrument yields a certain result when the entity being measured has not changes” (p. 29). It is also described as the extent to which the instrument measures what it is intended to measure (Leedy & Ormrod, 2010; Zikmund, 2003). Prinsloo (1996, as cited in Carr, 2005, p.11) stated that aids such as using the SPSS program is used to determine the reliability of the study.

Reliability was achieved by using literature sources, theories and models that are available to researchers (Salkind, 2012; Wilson, 2014). Reliability was ensured by allowing access by other academics to the literature review and theoretical frameworks. The Statistical analysis package (SPSS) was used to analyse the data to ensure the reliability of the analysis.

4.9.2 Validity

Validity refers to the extent to which a measurement procedure measures what it is intended to measure rather than measuring something else (Leary, 2004). Internal validity applies to the context of the study itself, whereas external validity applies outside the context of the study and is used for generalisations (Miller, 2013). In this research, the internal validity was ensured through the literature, models and theories that are relevant to the topic, problem statement and aims. External validity was ensured through the selection of a representative sample of the total population.

Kumar (2014) states that research is only valid when it measures what it supposed to measure. For the purpose of this study, validity was ensured through the use of exploration and analysis, by automatic or semiautomatic means of large quantities of data in order to discover meaningful patterns and rules.

4.10 CHAPTER SUMMARY

The chapter addressed the research method used in this study. Research participants, measuring instruments, research procedures and statistical analysis were also discussed. The chapter further discussed and explained reliability, validity, and ethical considerations.

Chapter 5 presents the results and findings.

CHAPTER 5: RESULTS AND FINDINGS

5.1 INTRODUCTION

The previous chapter explored the research design for the study. This chapter presents the results, interpretation, and discussion of the data obtained from the empirical and literature review. Furthermore, the results are presented using descriptive and correlational analysis. The results are presented in the forms of figures and tables.

5.2 DESCRIPTIVE STATISTICAL ANALYSIS

5.2.1 Descriptive Statistics

Creswell (2014) indicates that descriptive statistics present information that helps a researcher describe responses to each question in a database as well as to determine overall trends and the distribution of the data. Furthermore, Jackson (2012) defines descriptive statistics as the “numerical measure that describes a distribution by providing information on the central tendency of the distribution, the width of the distribution, and the distribution’s shape” (p. 34). Terre Blanche et al. (2006) maintain that descriptive analysis “aims to describe the data by investigating the distribution of scores on each variable” (p.193).

As has been noted in the previous chapter, there is one independent variable (remuneration) that was tested against a dependent variable (retention) which included demographic characteristics. The following is the description of frequency analysis of the demographic information:

Table 5.1:

Demographic information

The table below present the demographic information of the sample.

Demographic Information		
Gender	Female	69%
	Male	31%
Race	Blacks	73.80%
	White	18.70%
	Indian	6.20%
	Coloured	1.30%
Age	23-35	20%
	36-45	38%
	46-55	27%
	56-65	25%
Tenure	0-5 Years	52%
	6-10 Years	17.30%
	11-15 Years	12.40%
	16-20 Years	6.20%
	21-25 Years	3.1%
	26-30 Years	5.80%
	31-35 Years	2.20%
	36-40 Years	.90%
Educational Qualifications	PhD	28.40%
	Masters	4.40%
	Honours	52.40%
	Bachelors	5.30%
	Diploma	9.30%
Remuneration	150 000-200 000 Pa	23.6
	200 000-300 000 Pa	33.8
	300 000-400 000 Pa	22.2
	400 000-500 000 Pa	12.4
	500 000-600 000 Pa	3.1
	600 000-700 000 Pa	1.8
	700 000-800 000 Pa	1.8
	800 000-1 000 000 Pa	1.3

In summary, the biographical profile obtained from the sample shows that the main sample characteristics are as follows: the majority of the sample was between the age of 36 to 45 (38%), Blacks represented 73.80% (whites, 18.70%; Indians, 6.20% and coloureds, 1.30%). Women represented 69% and men 31%. Most participants (52%) had been in the institution for at least five years.

5.2.2 Inferential Statistics

Jackson (2012) states that inferential statistics are procedures that are followed in arriving at conclusions regarding a certain population based on the data collected from the sample. In addition, Leedy and Ormrod (2010) state that inferential statistics allow the researcher to make inferences about large populations by collecting data on relatively small samples.

Multiple regression analysis was conducted to determine whether (1) remuneration predicted retention of the academic staff in an HEI; and (2) determine whether there are a positive correlation between remuneration and gender, age, race and educational groups among academic staff in an HEI.

The propositions with values equal to or bigger than 0.05 were accepted as a null hypothesis, which means there are no differences between the variables understudy. Values smaller than 0.05 reject the null hypothesis and conclude that there is a difference in responses.

Table 5.2:

Statistical Model

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	26	8129.40034	312.66924	7.03	<.0001
Error	198	8811.69548	44.50351		
Corrected Total	224	16941.09582			

The mean across different demographic groups was assessed, and sample measures were used. These statistics are generalised to test a hypothesis of multivariate normality. Table 5.2 shows the results from the analysis of variance. The statistical model fit is significant since the p-value is less than 0.05. The results show that the model variances (312.66924) are considerably higher than the error variances (44.50351), indicating a significant difference in predicting employee salary as a retention factor and we can conclude that the structural model fits the data acceptably

5.2.3 Correlation Results

This section reviews the descriptive, correlational, and inferential statistics of significant value for each scale. Tredoux and Durrheim (2013) state that correlation statistics test the direction of the length of the relationship between two or more variables, the relationship being represented by a correlation coefficient. Pearson (r) correlation has values range from -1.00 to + 1.00. The level of significance was set at $p < .05$. The r provides information about the direction of the relationship between variables. A correlation + 1.00 indicates that as the scores for the dependent (x) variable increase, scores for the independent (Y) variable also tend to increase. A negative correlation of -1.00 indicates that as scores for the dependent (X) variable increase, scores for the independent (Y) variable tend to decrease (Cohen, Manion, & Morrison, 2013). A correlation between .0 and .3 indicates a weak linear relationship; a correlation of between .3 and .7 indicates a moderate linear relationship; while a correlation of .7 and 1.0 indicates a strong linear relationship (McGrath, 2014).

Table 5.3:

Correlation Coefficients

Spearman Correlation Coefficients, N = 225					
Prob > r under H0: Rho=0					
	Tenure	Employee_Age	Employees_Salary_TGP_	Gender_Code	Race_Code
Tenure	1.00000	0.51067 <.0001	0.18281 0.0060	-0.08388 0.2101	0.14900 0.0254
Employee_Age	0.51067 <.0001	1.00000	0.39728 <.0001	-0.06595 0.3247	0.26636 <.0001
Employees_Salary_TGP_	0.18281 0.0060	0.39728 <.0001	1.00000	-0.21636 0.0011	0.28750 <.0001
Gender_Code	-0.08388 0.2101	-0.06595 0.3247	-0.21636 0.0011	1.00000	0.03096 0.6441
Race_Code	0.14900 0.0254	0.26636 <.0001	0.28750 <.0001	0.03096 0.6441	1.00000
Qualif_Code	-0.05212 0.4366	-0.30233 <.0001	-0.50060 <.0001	0.19290 0.0037	-0.23613 0.0004

5.2.3.1 Correlation between employee tenure and remuneration

The p-value of $p < .0060$ is less than p value 0.05 which shows a statistical difference between employee salary and tenure, and the null hypothesis is therefore not supported.

H_{01} : Remuneration does not significantly predict retention of academic staff in an HEI with reference to tenure.

Therefore, the results suggest that remuneration does predict the retention of academic staff in an institution of higher learning.

5.2.3.2 Correlation between gender and remuneration

Table 5.3 shows a correlation between gender and employee salary ($r=0.21$, $p<.0011$). The $r=0.21$ shows a positive relationship between variables. The p-value of 0.0011 is less than 0.05, which indicates a statistically significant relationship between variables. The hypothesis, therefore, fails to be rejected. However, the positive relationship between gender ($r=0.21$) shows a direct relationship between the variables. Thus, the null hypothesis is rejected.

Sub-hypothesis 1 – Remuneration does not differ significantly based on gender.

Therefore, the results suggest that there is a statistically positive correlation between gender and remuneration.

5.2.3.4 Correlation between race and remuneration

On race and salary, the study shows ($r=0.28$, $p<.0001$). The correlation between race and employee salary was .28, which means there was a weak correlation between these two variables. The p-value $<.0001$ is less than p-value 0.05, which mean that the null hypothesis was rejected, and it can, therefore, be stated that there is a significant positive correlation between the variables. The null hypothesis is rejected.

Sub-hypothesis 2 – Remuneration does not differ significantly based on race.

Therefore, the results suggest that there is a statistically significant positive correlation between race and remuneration.

5.2.3.4 Correlation between age and remuneration

Table 5.3 above shows a correlation of ($r=0.39728$), which indicates a moderate correlation between the variables. The p-value ($p<.0001$) indicates a significant difference between variables. The sub-hypothesis fails to be rejected.

- **Sub-hypothesis 3** – Remuneration does not differ significantly based on age.

Therefore, the results suggest that there is a statistically significant positive correlation between age and remuneration.

5.2.3.5 Correlation between educational qualification and remuneration

On salary and qualification, the study shows a p-value of ($p<.0001$) which is less than the significance level of 0.05, which means there is a significant relationship between employee salary and qualification. However, the study shows a correlation ($r=-0.50$), which mean a high negative relationship between variables. However, the negative relationship between remuneration and qualification shows a high inverse relationship between the variables. Thus, the null hypothesis is rejected

- **Sub-hypothesis 4** – Remuneration does not differ significantly based on educational qualification.

5.2.4 Cross Tabulations

Table 5.4:

Chi-Square Tests (Salary and Gender)

Table below shows a Chi-Square test results for salary and gender

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	12.293 ^a	6	0.056
Likelihood Ratio	12.002	6	0.062
N of Valid Cases	225		

a. 3 cells (21.4%) have expected count less than 5. The minimum expected count is 1.84.

The chi-square test value of 0.06 is bigger than 0.05. In this case, Table 5.4 indicates that there is no significant difference between remuneration and gender. The null hypothesis is rejected.

Table 5.5:

Race and Salary

The table below present the demographical data on race and salary.

Race * Salary Category Crosstabulation						
			Salary Category			
			300 000 – 399 999	400 000 – 499 999	500 000 – 599 999	600 000 – 699 999
Race	Asian	Count	0	0	7	3
		% within Race	0.0%	0.0%	50.0%	21.4%
	Black	Count	20	15	62	44
		% within Race	12.0%	9.0%	37.3%	26.5%
	Coloured	Count	0	0	0	3
		% within Race	0.0%	0.0%	0.0%	100.0%
	White	Count	1	2	10	10
		% within Race	2.4%	4.8%	23.8%	23.8%
Total		Count	21	17	79	60
		% within Race	9.3%	7.6%	35.1%	26.7%

Race * Salary Category Crosstabulation						
			Salary Category			
			800 000 – 899 999	900 000 – 999 999	1 000 000 – 1 999 999	
Race	Asian	Count	3	0	1	14
		% within Race	21.4%	0.0%	7.1%	100.0%
	Black	Count	9	5	11	166
		% within Race	5.4%	3.0%	6.6%	100.0%
	Coloured	Count	0	0	0	3
		% within Race	0.0%	0.0%	0.0%	100.0%

	White	Count	4	1	14	42
		% within Race	9.5%	2.4%	33.3%	100.0%
Total		Count	16	6	26	225
		% within Race	7.1%	2.7%	11.6%	100.0%

Table 5.5 shows that majority of Asian (50%) are paid 500 000-599 999 and most blacks (37%) are paid between 500 000-599 999, while most whites (33.3%) are paid 1 000 000-1 999 999.

Table 5.6:

Chi-Square Tests

The table below shows a Chi-Square tests regarding salary and race.

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	44.409 ^a	18	.001
Likelihood Ratio	41.197	18	.001
N of Valid Cases	225		

20 cells (71.4%) have expected count less than 5. The minimum expected count is .08

The value 0.001 is smaller than 0.05, which indicates that there is a significant difference between salary and race at the institution.

Table 5.7:

Qualification and salary

Qualif * Salary Category Crosstabulation						
			Salary Category			
			300 000 – 399 999	400 000 – 499 999	500 000 – 599 999	600 000 – 699 999
Qualif	Bachelors	Count	3	4	3	1
		% within Qualif	27.3%	36.4%	27.3%	9.1%
	Diploma	Count	8	3	5	3
		% within Qualif	38.1%	14.3%	23.8%	14.3%
	Honours	Count	10	10	56	35
		% within Qualif	8.1%	8.1%	45.2%	28.2%
	Masters	Count	0	0	6	7
		% within Qualif				

		% within Qualif	0.0%	0.0%	24.0%	28.0%
	PhD	Count	0	0	9	14
		% within Qualif	0.0%	0.0%	20.5%	31.8%
Total	Count		21	17	79	60
	% within Qualif		9.3%	7.6%	35.1%	26.7%

Qualif * Salary Category Crosstabulation							
			Salary Category				
			800 000 – 899 999	900 000 – 999 999	1 000 000 – 1 999 999		
Qualif	Bachelors	Count	0	0	0	11	
		% within Qualif	0.0%	0.0%	0.0%	100.0%	
	Diploma	Count	1	0	1	21	
		% within Qualif	4.8%	0.0%	4.8%	100.0%	
	Honours	Count	4	3	6	124	
		% within Qualif	3.2%	2.4%	4.8%	100.0%	
	Masters	Count	4	0	8	25	
		% within Qualif	16.0%	0.0%	32.0%	100.0%	
	PhD	Count	7	3	11	44	
		% within Qualif	15.9%	6.8%	25.0%	100.0%	
	Total		Count	16	6	26	225
			% within Qualif	7.1%	2.7%	11.6%	100.0%

Table 5.7 above shows 36.4% of staff with a bachelor's degree earns R400 000-R499 999 Total Guaranteed Pay, while 31.8% with a PhD earn between R600 000-R699 999.

Table 5.8:

Chi-Square Tests

The table below shows the Chi-Square tests with regards to educational qualifications

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	97.214 ^a	24	.000
Likelihood Ratio	92.661	24	.000
N of Valid Cases	225		

a. 22 cells (62.9%) have expected count less than 5. The minimum expected count is .29.

Value .000 is less than 0.05 and therefore means that qualifications determine employee salaries in the academic field. Academic career movement is determined by qualification.

Table 5.9 below summarises the decisions regarding the hypotheses.

Table 5.9:

Research hypotheses results

Research hypotheses		Supportive evidence
H ₀₁	Remuneration does not significantly predict retention of academic staff in an institution of higher learning with reference to tenure.	No Rejected
H ₀₂	Remuneration differ significantly based on gender, race, age and educational qualifications of academic staff in an institution of higher learning?	Yes Rejected
Sub-hypothesis 1	Remuneration does not differ significantly based on gender.	No $p = 0.0011$ $(r = -0.21636)$ Rejected
Sub-hypothesis 2	Remuneration does not differ significantly based on race.	Yes $(p = <.0001)$ $(r = 0.28750)$ Accepted
Sub-hypothesis 3	Remuneration does not differ significantly based on age.	Yes $(p = <.0001)$

		(r = 0.39728) Accepted
Sub-hypothesis 4	Remuneration does not differ significantly based on educational qualification.	No (p = <.0001) (r = - 0.50060) Rejected

5.3 DISCUSSION OF THE RESULTS

This section discusses the prominent findings of the research, in relation to hypotheses and results presented in the descriptive analysis. It also focuses on the effect of biographical variables on remuneration and retention. The literature presented in chapters 2 and 3 is also interpreted in this section which presents and discusses the findings of the study. The primary objective of this study was to investigate remuneration as a strategic tool in retaining staff in an HEI. The secondary objective was to determine if remuneration differed significantly based on (i.e. gender, race, age, and educational qualifications).

5.3.1 Research Question 1: Does Remuneration Predict Retention of Staff in an HEI with reference to tenure?

The p-value of p<.0060 is less than p value-0.05 which shows a statistical difference between employee remuneration and tenure, and the hypothesis is therefore not supported. H₀₂: remuneration does not predict staff retention is therefore rejected. However, a positive correlation between retention and tenure has been hypothesised by numerous studies in the past. According to Meyer and Allen (1984: 377) when length of service with a particular organisation increases, it also increases organisational commitment which lead to retention.

Table 5.3 shows a p-value of.0060, which indicates significant differences. The results of the study are supported by Obicci (2015), who indicates that organisations need to have an appropriate total rewards system to retain staff. The study is further supported by Tabatabaei and Farazmehr (2015) who

indicate a positive and significant relationship between remuneration and job satisfaction among academic staff.

According to Nausheen and Sahar (2015), compensation contributes to staff turnover in organisations, and it plays an important role in employee retention. Nausheen and Sahar (2015) further state that organisations which do not pay their employees well would find it difficult to retain them. Research by Padma and Reddy (2014) found that work-life balance facilities are an important tool for HEI to retain staff.

5.3.2 Research Question 2: Does remuneration differ significantly based on gender, race, age and educational qualifications of academic staff in an institution of higher learning?

5.3.2.1 Gender

Table 5.3 shows the p-value is less than 0.05, which indicate a significant difference between gender and remuneration. The correlation between gender and remuneration was $r = -0.21636$, which means a negative weak correlation between the two variables, which mean that the sub-hypothesis was rejected, and it can, therefore, be stated that there is an inverse relationship between the variables. The Sub-hypothesis is therefore rejected. According to Nienaber et al. (2011), women place more importance on pay and good working environment. This finding that women place more importance on integrating their work and home lives is also in contrast to findings by Paddey and Rousseau (2011), who found no gender differences in South Africa with regards to restructuring work to accommodate one's home life such as family responsibilities. However, Snelgar et al. (2013) found that gender played an important role in determining reward preferences, although this is not always the case for all gender.

5.3.2.2 Race

The p-value $<.0001$ between race and remuneration is less than p-value 0.05, the correlation between race and remuneration was $.28$, which means there

was a weak correlation between these two variables, which mean that the null hypothesis was not rejected, and it can, therefore, be stated that there is a significant positive correlation between the variables. The sub-hypothesis fails to be rejected. According to Nienaber, Bussin and Henn (2011), reward preferences differ according to several demographic factors, such as race, age, tenure, educational qualifications, and tenure. A study by Fagley (2012), however, indicated no significant relationship between race and remuneration.

5.3.2.3 Age

The p-value $<.0001$ between age and remuneration is less than p-value 0.05, the correlation between age and remuneration was $r = 0.39728$, which means a moderate correlation between two variables. The sub-hypothesis was not rejected, and it can, therefore, be stated that there is a significant positive correlation between the variables. The results of the study on age and remuneration showed a statistically significant effects between age and remuneration. This means that, based on these findings, age does influence salary in the organisation. The study is in line with previous research conducted by Thompson and Gregory (2012), who found that younger generations, valued non-financial rewards more than financial rewards. The study further showed that respondents in the age group 18-29 years (Generation Y) placed less importance on base pay and contingency or variable pay.

This in contrast to Nienaber et al. (2011), who found no differences in reward preferences among generations in South Africa, with all generations stating that salary and benefits are important aspects of rewards. Cennamo and Gardner (2008) found that older employees' value extrinsic rewards, such as pay and benefits, more than younger employees, which is in line with the present study's findings.

5.3.2.4 Educational Qualifications

Results of the study on remuneration and qualification show a p-value of ($p < .0001$) less than the significance level of 0.05, the correlation between qualification and remuneration was $r = -0.50060$, which means a moderate correlation between two variables, which mean that the sub-hypothesis was rejected, and it can, therefore, be stated that there is a significant high correlation between the variables, which mean an inverse relationship between variables. However, Lawton and Chernyshenko (2008), found that lower-level employees felt that additional education and training would increase their chance for career advancement.

5.4 RESULTS PRESENTATION: LITERATURE

The literature review provided important information pertaining to various theoretical models and frameworks relating to remuneration and retention. Literature has highlighted the way in which retention strategies and practice is influenced by remuneration. Organisations are now realising that retaining skilled employees is a huge task, especially for South African organisations (Rasool & Botha, 2011).

The literature review indicated the way in which retention strategies and practices are influenced by the relationship between organisational commitment and remuneration. The remuneration differences between universities and the public and private sectors also discourage potential academics (postgraduate students) to replace at an equivalent pace the void that will be left by the exiting professoriate (Habib & Morrow, 2006; Notshulwana, 2011). The findings of the research further show that academics' compensation remains problematic.

The results of the study by (CHE, 2008; HESA, 2011; Ngobeni & Bezuidenhout, 2011) are not surprising and again support the reports that there is a lack of good and proper bonus structures designed for academics. Ngobeni and Bezuidenhout (2011) indicated that inadequate employee recognition was

linked to lower employee engagement and higher turnover intentions in a South African HEI. Rampfumedzi (2009) found that the primary reason artisans leave organisations is dissatisfaction with remuneration.

According to Barkhuizen (2014), retention policies should be able to attract new employees, satisfy the older generation of employees and motivate current employees to stay within the organisation. Ngobeni and Bezuidenhout (2011) further state that salary structure in the academic context is not properly applied.

In the past, the remuneration was on compensating employees by financial means (basic salary). Further to that, companies have faced a difficult economic environment that has challenged traditional reward practices and strategies (Deloitte Development LLP, 2009). Research has shown that individuals reward preferences are influenced by their personal demographic characteristics.

According to Nienaber et al (2011), reward preferences differ according to several demographic factors, such as race, age, educational qualifications and tenure. According to Philips and Gully (2012), good benefits affect retention positively if employees understand and appreciate the benefits provided. Further, they suggested that workplace flexibility, in the form of alternate job arrangements, could assist in retaining employees, because arrangements such as job sharing, flexitime and telecommuting could help employees with work-life balance. Miryala and Chiluka (2012) state the importance of work-life balance policies and programmes that enable the teaching community to balance their work and personal life needs.

According to Armstrong et al. (2011, p.31), "Reward and recognition have also been shown to lead to engagement, which comprises motivation, commitment and organisational citizenship and, in turn, leads to improved performance". Performance measures are indicators of the extent to which employees are helping the organisation meet its business objectives (Malik & Ghafoor, 2011).

The literature reveals that organisational values and beliefs are non-monetary elements that have a major influence on employee's connection with the organisation and their decision to remain with the organisation or leave (Singh et al., 2011). Training and development opportunities must be an integral part of organisational commitment if they are to reach their objectives (Njuki & Moronge, 2016).

Rehman et al. (2013) agree that similar factors that influence academic staff in their research. Regarding public universities, it has been found that the academic staff are more satisfied in their relationship with their colleagues and job security. The studies included the following factors: work, pay, supervision, promotion, co-workers and work environment.

The HEI provides the opportunity for career advancement through its academic promotion policy. The policy provides for automatic promotion in the event an employee acquires a relevant academic qualification. For instance, if an employee acquires a PhD, the employee is automatically promoted to a senior lecturer position. Research indicates that "Insufficient career opportunities and inadequate academic staff development programs have implications for academic staff retention, which can lead to the devaluation of the professoriate" (Bitzer, 2008, p.265). According to Hassan et al. (2013), career opportunities also have a direct impact on employee retention. Skill attrition has serious implications for industry and results in immense financial losses for the organisation (Kaur & Vijay, 2016).

5.7 CHAPTER SUMMARY

In this chapter, the results of the study were presented, by means of quantitative data analysis. Demographic factors like age, gender, race and qualification were also discussed in the chapter. Theories presented in the literature were also highlighted. The chapter concluded by discussing results from the literature review.

CHAPTER 6: CONCLUSION, LIMITATION AND RECOMMENDATIONS

6.1 INTRODUCTION

The previous chapter presented and discussed the results of the study. This chapter focuses on the conclusions arrived at in this study. The chapter highlights the limitations of the literature review and empirical results are discussed. Recommendations are made for future research studies.

6.2 SYNTHESIS OF CHAPTERS

Chapter 1 of the research dealt with the background and rationale, problem statement; research question; research objectives; research design and methodology; data collections; sampling method; data analysis; and delimitations of the research.

Chapter 2 dealt with remuneration and retention in an HEI. In this chapter, past and present research on talent management and retention provided views on the subject. The chapter also explored the theory relating to the retention of staff in organisations and outlines some of the strategies that are used by organisations to retain employees.

In **Chapter 3**, the remuneration theory and practice were explained, and different reward components and reward models were also discussed and illustrated. This chapter covered the following areas of research: a theoretical approach to remuneration, different remuneration components and retention strategies.

In **Chapter 4**, the literature on quantitative research was discussed, followed by a review of the methodology and the research instrument used. Data mini as a technique in data collection was also discussed. Issues around data collection and analysis were explored, followed by a review of validity and reliability.

Chapter 5 dealt with results presentation and analysis of the data collected through secondary data. Demographic data were analysed, in terms of age, gender, level, tenure, salary and educational level.

6.3 SUMMARY OF THE STUDY

The main aim of the study was to investigate remuneration as a strategic tool in retention of academic staff in an HEI. The results of the study show a negative relationship between qualification and remuneration, however a significant positive relationship between age and remuneration was found. The results of the study could assist the HEI in improving their remuneration strategies to ensure better retention of academic staff.

6.4 CONCLUSIONS

The current study focused on retaining talent, and the aim was to determine whether financial reward elements, including remuneration and benefits, are still important for retaining knowledge workers. The study highlighted the key theories, and results reflect several significant relationships between demographic factors such as age, gender, qualification, and race.

6.4.1 Research Question 1: Does Remuneration Predict Retention of Staff in an HEI with reference to tenure?

The results of the study showed a statistically significant relationship between employee's remuneration and tenure with 52% of the workforce at the institution having a tenure period of 0.5 years of service. This could be attributed to the institution's inability to retain its employees. The findings of this study indicated a significant relationship between employee salary and tenure, meaning the institution could use remuneration as a tool in retaining the employee. The findings of the study are supported by Antoncic and Antoncic (2011) who indicated that employees generally derive satisfaction through being paid well and find work to be challenging and exciting, providing them with a sense of accomplishment.

According to Higher Education South Africa (HESA, 2011), HEIs are facing a challenge in retaining key and talented academic staff. This is supported by Mokoditsoa (2011, s1.4) and Robyn (2012, s1.4). The research highlighted the fact that uncompetitive salaries were the major reason for high turnover in higher education.

The higher institution can contribute to socio-economic development by retaining the critical skills that make it possible to provide higher education to all stakeholders, like students and the community in general (Coetzee & Rothman, 2004; Van den Berg et al 2013, s3.2). Paying employees with the same responsibilities and duties equal pay for equal work could contribute to job satisfaction.

The literature review indicated that, when considering an offer of employment, candidates look at competitive salaries and good benefits, and that has been seen to increase retention, although Philips and Gully (2012, s3.5) mention that this would only affect retention if employees understood and appreciated the benefits provided.

6.4.2 Research Question 2: Does remuneration differ significantly based on gender, race, age and educational qualifications of academic staff in an institution of higher learning?

Mensah and Adjel (2015, s4.4) indicated that demographic variables played an important role in understanding an employee's commitment to the organisation. Based on the study of the literature and secondary data analysis, the research indicated the following:

The results of the study showed a significant difference between age and salary, gender and no significant different between qualification and remuneration. Literature indicated that employees who are provided with benefits (e.g. increased salary and bonus) develop stronger loyalty and commitment towards the organisation and promote retention of employees (Zaltouni et al 2011, s2.2.3). The results of this study showed a direct relationship

between salary and tenure, which means that salary does influence the retention of employees in the organisation.

When it came to gender and salary, the results of this study showed that there were no significant differences in the influence of gender on salary. This means that gender does not influence salary offerings at the HEI. Nienaber et al (2011, s3.3.2), however, indicated that "reward differences differ according to a number of demographic factors, such as race, gender, and educational qualifications" (p.56). The study showed a negative relationship between remuneration and educational qualifications. It clearly means that highly qualified staff earned more in the institution.

Nienaber et al. (2011, s3.3.2) further stated that women have a stronger preference for remuneration and benefits as well as conducive working environment.

On age and salary, the study showed a significant difference between age and salary. Thus, age does play a role in salary differences in the academic environment. Nienaber et al. (2011,3.3.2), however, found that rewards such as remuneration plus benefits, as well as good working conditions, are valued more by younger employees, although research conducted by Moore (2009) indicated that different generations do not have different reward preferences.

"Every generation wants to earn more money, although money is not always the most important part of retaining Generation Y employees" (Fallon, 2009, p. 5, s3.2). The study further indicate that It is mostly Generation Y employees who regard non-financial factors such as work-life balance as an important factor in remaining with the organisation. These are employees in their early stage in their career. The findings are in line with Miryala and Chiluka (2012, s3.3.4) who indicated the importance of work-life balance that enables the teaching community to balance their work with personal life needs.

The general conclusion of this study is that remuneration does play an important role in the retention of staff, because there is a significant difference

between salaries and tenure ; however, the institution must adopt a multifaceted HR strategic approach to address the issue of retention of expert and knowledgeable staff (Frank et al 2010).

6.5 LIMITATIONS OF THE STUDY

The findings of the study are limited in terms of generalisability. The main limitation of this study is that the sample was only drawn from one HEI. The employees may only fit a specific profile in terms of total rewards that they value in their career. Secondly, the study only focused on academic staff, which could not be generalised across the institution or the market sector.

This study also focused only on remuneration as an effective tool in retention, so it is unclear as to whether committed and motivated employees perceive their rewards more favourably or whether the favourable financial rewards lead to increased motivation.

A wider sample of HEIs, with more balanced distribution variables, could produce a broader distribution of scores. Despite the limitations, the study shows potential for analysing the relationship between remuneration, retention factors and differences regarding the constructs between demographic groups.

6.6 RECOMMENDATIONS

6.6.1 Conclusions: Recommendations for the HEI

Given the findings of this study, certain recommendations can be made in terms of how the institution attracts and retains its staff. It is recommended that the institution should:

- design a salary structure that will ensure better retention of staff. This will be done by benchmarking the salary against the market median of the HEI market.

- encourage academic development, as that has an influence on the rank or level, which, in turn, determines the level of pay. Introduces a recognition programme that recognises good behaviour and performance.
- adopt an holistic approach regarding the implementation of talent interventions. Talent attraction, retention and development are integrated.
- adopt a total rewards strategy that is tailor-made to academic staff. The reward strategy should focus on both monetary and non-monetary reward.
- introduce more recognition schemes that reinforce a good performance culture.
- find a mix of rewards that accommodates both age and generation groups.
- introduce a multidimensional approach to talent management.
- address all core skills and human characteristics that are required for an institution to be successful.
- address the issue of career opportunities and inadequate academic staff development and focus on career development and succession planning.
- focus on employment equity practices in a manner that would benefit all racial groups and not allow any form of discrimination.
- Develop a retention policy tailor made for academics.

6.6.2 Implications for practice

The literature provided new perspectives on how organisations should go about retaining staff, using remuneration as a strategic tool. Concepts and theoretical models that will help organisation retaining staff from various profile groups were provided. The inferences from the literature review, as well as the results of the study, should contribute to the field of industrial and organisational psychology.

The findings from the study could contribute to the development of organisational interventions in as far as retention of staff are concerned. The following is the contribution to the field:

- The study shows a significant difference between employee's salary and qualifications in the institution. It is, therefore, recommended that HEIs should support academic development since it determines employees' salaries, which, in turn, ensures better retention in the institution. Retention of academics is important to ensure the accomplishment of visions and missions and contribute to academic excellence.
- The results of the study show a significant correlation between employee salary and tenure. Therefore, organisations should compensate their employee fairly and competitively to ensure better retention.
- Remuneration is directly linked to the ability of the organisation to attract, manage and retain employees for longer and thus maximising profit and achievement of the organisational vision.
- The research adds to the body of knowledge by further facilitating retention strategies, and by providing an indication of the types of reward elements that are perceived to be the most valued by academics within the total rewards models.

6.6.3 Recommendations for Future Research

The research sample used for the research comprised only academic staff from one institution; it is therefore recommended that future research should focus on non-academic staff at an HEI as well. It should also cover the other HEIs in South Africa. A more representative sample will allow for generalization of the findings.

It is also recommended that future research should focus on other retention factors, as the current study was more focused on remuneration as a strategic tool in retention. The findings of the study allow only a limited understanding related to retention factors. Future research should explore more ways of attracting and retaining staff because such study will add valuable information for industrial psychologists and human resource professionals in improving attraction and retention strategies in an organisation. This research is a starting

point to determine a possible relationship between remuneration and retention of employees in the HEI. Future studies could focus on the following:

- The influence of total rewards on talent retention in an HEI,
- The influence of training and development in ensuring better retention, and
- Other factors that will encourage academics to stay in higher education institutions.

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