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COMPENSATION STRUCTURE AND EMPLOYEE COMMITMENT: THE CASE OF ACADEMICS AT A COMPREHENSIVE TERTIARY INSTITUTION

Mrs. Nomfundiselo Constance Ngxito (201551076)

Research Report submitted in fulfilment of the requirements of the degree of Master of Commerce in the department of Business Management, Faculty of Commerce Administration and Law at the University of Zululand

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By

Mrs. Nomfundiselo Constance Ngxito (201551076)

Supervisor
Prof S Lubbe

Co-Supervisor
Mrs V Mntambo

DECLARATION

I hereby declare that this research project is my own work and is submitted in fulfilment of the requirements of the degree of Master of Commerce in the department of Business Management, Faculty of Commerce Administration and Law at the University of Zululand.

I also declare that this research project has not been submitted before to any other institution/s.

Signature:.....

Date:.....

DEDICATION

I would like to thank God for granting me strength and perseverance up to the end. The study is dedicated to my family members for giving me their support throughout this journey. Their love and support has kept me going till the end.

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So many people played a role in supporting me through the study. I wish to thank the following people for their continued support:

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- My colleagues at the University of Zululand.
- The Academics at the University of Zululand whose assistance made this study possible.

ABSTRACT

Introduction

Compensation is a complex concept which is influenced by a number of factors. The purpose of the study was to evaluate and analyse the effects of the compensation structure on employees' commitment at the University of Zululand (UNIZULU), which is a comprehensive tertiary institution. It is the observation of this researcher that, based on nine years experience in Human Resources Management at UNIZULU, retaining academic employees at the Institution is challenged by competitors who are steadily poaching academic employees, resulting in a high turnover over the past few years. In addition, based on this researcher's engagements with academic employees of UNIZULU, some academics are demoralised which, in turn, affects their performance and commitment towards the institution. This researcher, therefore, saw the need to embark on this study and attempt to make a significant contribution to improving the employee benefits, particularly compensation, at UZ. In addition, this study attempts to generate new knowledge on the impact of a good compensation plan on the commitment and performance level of academic staff of a university. Apart from contributing to literature the study will also contribute to practice and formulate a theory that will promote adequate compensation for academic staff, not only at UNIZULU but generally for the world. Hence, for the purpose of this study, the following factors were considered: the working conditions of employees, lack of company policies, employee remuneration, employee benefits, academic workload, and inadequate resources. The study employed a quantitative data collection approach through which academic staff at UNIZULU were surveyed. From the findings it is recommended that UNIZULU attend to these factors as their abandonment is detrimental to the commitment and retention of the academic staff at UNIZULU.

Key words: Academic labour turnover, academic salaries, working conditions, job satisfaction, commitment and performance.

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CHAPTER ONE

Introduction and Background to the Study

1.1. INTRODUCTION

Employees are seen as an important asset of any organisation and their commitment plays a significant role in meeting the organisational goals and objectives (Alamelu *et al.* 2015). The University of Zululand (UNIZULU) served as the setting for this study. Established in 1960, UNIZULU is the only comprehensive tertiary educational institution north of the Tugela River in the KwaZulu-Natal Province of South Africa (SARUA, 2007). Specifically, the study was carried out to investigate the influence of compensation structure on academic employee's commitment to the University.

This chapter primarily focuses on the introduction and background to the study. It also captures the statement of the problem, research questions, objectives, scope, the significance of the study, as well as the structure of the research study.

The management of people at work is part of the management process. There is a need to direct functions and processes within work establishments as part of creating order, development and managing the manner and levels of engagement in the workplace. The importance of people in organisational development cannot be over-emphasised (Maduka & Okafor 2014).

It is a known fact that the success of any establishment depends on the human capital within that establishment and, subsequently, on the management of that human capital (Greenwald, 2018; Dass & Chelliah, 2019). The human element and organisation are synonymous, particularly in an academic environment, although the levels and fields of employment may be different. There are executive managers, and academic managers as well as managers in areas that support core business within an academic institution.

One cannot assume that having a job and working for a particular entity or institution means that one is going to give of one's best. There are a number of factors that contribute to an employee's performance and work ethic. Motivation is one of the driving forces for moving and directing behaviour which can lead to better

productivity (Sabri, Mutalib & Hassan, 2019). The overall success of every establishment in achieving its organisational objectives relies heavily on the extent to which an employee is motivated (Maduka&Okafor 2014). In other words, the absence of or inadequate motivation among employees is likely to cause them to put little or no effort into their jobs (Osabiya, 2015).

Employees who are adequately motivated to work are likely to be committed, determined, innovative and competent (Kirusa & Mukuru, 2018). This statement assumes that the importance of motivation among various professionals in every establishment cannot be over-emphasised and most importantly, cannot be taken for granted. The motivation of staff in an organisation can be encouraged in various forms, either through monetary or non-monetary incentives. The two forms of incentives constitute a good working environment in an organisation and are determinant factors in achieving organisational goals and objectives (Rizal, Idrus, Jumahir & Mintarti, 2014).

It has been observed that if universities in Africa are to make maximum utilisation of their work force there must be an improvement in the quality of services they provide (Craft, 2018). This suggests, therefore, that there is a need for adequate compensation. There are several ways in which institutions can create enabling environments in which staff are motivated and productive. Financial incentives may at times not be adequate compensation although incentives have their place. Good working conditions, an enabling environment and effective leadership play a key role in motivating academic staff to be more committed to the development of the organisation (Saurombe, Barkhuizen & Schutte, 2017). Similarly, Smit et al.(2016) assert that incentives should include the creation of horizontal structures which will make up for limited opportunities for upward mobility. However, Hellriegel *et al.*(2012) warn that managing a rewards culture can be complex as issues of fairness, adequacy and relevance may need to be unpacked.

The core business of any university is to provide quality teaching, research and community service (Kezar, Chambers & Burkhardt, 2015). Therefore, the university has a duty to support the personnel, especially academics, who support this strategic role. This can be done through the implementation of an effective compensation management system. Rizal, Idrus, Djumalur & Mintari (2014) state

that the manner in which a university compensates its employees affects their productivity. Furthermore, Rizalet *al.* (2014) argue that compensation that is inconsistent with conditions of employment, salaries and benefits is not likely to boost employees' performance. This necessitates, therefore, sound strategies such as adequate motivation which can be in the form of good salaries, promotions and bonuses which are meant to motivate academic staff in a university environment. This is appropriately in line with their line functions, e.g. scarce skills and/or normal skills. Nawab & Bhatti (2011) argue that a university with a better compensation structure stands a better chance of recording a high level of employee retention. The researcher agrees with Nawab & Bhatti (2011) that better compensation plays a key role in the overall development of the universities in respect of the environment in which they operate. Although people regard compensation as having extrinsic value only it does contribute to the positive outlook and commitment of the employees (Nzyoka & Orwa, 2016).

Onwubiko (2009) notes that unless conditions are created that will permit the release of academic staff potential, the goals of the university will not be attained. In most universities in developed countries, the desire to achieve an optimal level of academic excellence is central to university objectives. As such, the various university management portfolios need to look at ways to create an enabling environment in order to increase academic staff morale for their universities in order to improve and meet universal academic standards.

Survastarn & Barmola (2011) aver that effective functioning of academic staff in a university depends largely on the extent of the various employee compensation schemes that are put in place. On a similar note, Johnson & Media (2007) list various compensation plans needed by academic staff which consist of monetary and non-monetary components. These include health insurance, retirement benefits, leave bonus, retention rate and academic allowances. This implies that compensation to academic staff in the university environment plays a key role because it becomes a bone of contention in maintaining staff employment relationships and compensation is critical to both employees and employers. Teaching staff, like any other employees, depend on and demand decent salaries that will ensure the livelihood of their families and benefits to provide income and health security.

Kanten & Ulker (2013) opine that workplace environment has a great influence on academic staff compensation, and that the working environment contributes to their organisational commitment, which can lead to organisational success. Therefore, it is important that university management understand the factors that often influence academic staff commitment in their workplace.

1.2. PROBLEM STATEMENT

An organisation records high levels of employees' commitment and productivity when there is job satisfaction. In order to make employees satisfied and committed to their job functions in the academic environment, there is need for strong and effective motivation at various levels, units, and departments (Tella, Ayeni & Popoola, 2007). Poor performance of employees in many universities in Africa within the context of adequate compensation of academic staff has been a concern for various stake holders (Tetty, 2010). In South Africa, the situation at hand has been demonstrated by low levels of commitment and morale, poor attitude to work, and dissatisfaction among academic staff (Jackson, Rothmann & Van de Vijver, 2006). When an employee of University of Zululand resigns from the organisation, he or she is provided with an exit form, which is a document that has a questionnaire about reasons for leaving. It is on the Human Resources records of the University of Zululand that, between 2010 and 2015 the University lost 53 academic staff due to resignation. The majority of these resigned staff moved to other universities or corporate organisations that offer better conditions of service. This may be due to poor salary structure and other relative benefits and infringements which may not be competitive enough to retain them.

The shortage of academic staff and the failure of the university to retain quality academic staff has been a cause for concern for many university stakeholders. It is costly and laborious to recruit due to the scarcity of qualified academics who must compete in a space that has high global demand for academic staff. Secondly, when a staff member leaves there is a risk of loss of productivity and teaching and learning time. The risk could therefore extend to the market questioning the quality and suitability of the graduate whose study time was affected by the absence of a lecturer.

In addition, attracting and retaining academic staff with a high level of intellectual capacity has become difficult in many Africa countries. Letseka and Maile (2008) and Govinder, Zondo & Makgoba (2013) state that universities are struggling to create a conducive work environment for academic staff to be committed and make a success of their universities. Extant literature reveals that the cost of losing academic staff can be enormous, beyond monetary value. The extant literature also indicates that it is valuable for universities to have a strong committed academic workforce. This can be achieved by rewarding them accordingly through adequate compensation. (Schulze, 2006; Mafin, 2014; Moloantoa. 2015).

The extant literature reveals that studies have been done on academic staff retention in South African universities, for example, job satisfaction among academics in South Africa (Schulze, 2006; Mafin, 2014; Moloantoa. 2015) and organisational commitment among academic staff (Coetzee, 2014). However, there is a paucity of literature on the effects of compensation on academic staff's organisational commitment. This is another gap the research aims to fill.

1.3. AIMS

The aim of the study was to investigate the influence of the University's compensation on academic employee commitment towards the Institution.

1.4. OBJECTIVES OF THE STUDY

- a) To find out ways of improving compensation practice at the University of Zululand.
- b) To ascertain whether the University had a strategic plan to retain academic employees.
- c) To determine the effect of compensation on academic staff commitment to the University.
- d) To identify variables, unique to historically under-resourced Universities like the University of Zululand, that affect compensation and staff commitment, with a view to expanding on current theoretical perspectives.

1.5. RESEARCH QUESTIONS

- a) How can compensation practice be improved at the University of Zululand?
- b) What strategic plans have been established by the University to retain academic staff?
- c) What are the effects of compensation on academic staff commitment to the University?
- d) Do current policies adequately explain compensation and staff commitment at the University of Zululand?

1.6. THEORETICAL FRAMEWORK

There are various theories that are relevant to the study, such as, the hierarchy of needs (Maslow, 1943), Management by Objectives (Drucke, 1954), Change Prases (Kotter, 1996), Team Development (Tuckman, 1965), and Motivation-Hygiene theory (Herzberg, 1964). Consulted texts are used in this study to either explain the applicable theories to the study or to support propositions and positions that are central to it.

The study uses Hertzberg's theory on group motivation in two main groups, which are Motivators and Hygiene. The study uses Hertzberg two-factor of job satisfaction in order to determine various factors that motivate academic staff satisfaction between intrinsic (motivator) and extrinsic (hygiene) factors in their workplace (Dartey-Baah & Amoako, 2011). Motivation factors that have positive influence on academic staff level of satisfaction in the workplace, such as a university, are recognition and academic and personal development. The theory reveals that job satisfaction, which includes adequate compensation, can motivate academic staff to be more committed to their jobs (Dhanapal *et al.*2013).

Hussain *et al.* (2012) note the following: there is a relationship between motivation and job satisfaction variables; the type of feedback received depends on work interest; employees will surely achieve their goals if they are motivated and satisfied in their jobs. They contend that the relationship between the two-factors is that theintrinsic factors can increase job satisfaction. On the other hand, extrinsic factors may not necessarily motivate the academic staff.

1.7. MOTIVATION OF THE STUDY

This study was motivated by the high rate of staff turnover being experienced at the University of Zululand, South Africa. The important issue to address in the study is the challenge academic staff drainage that the University of Zululand is faced with. Also, based on the researcher's engagement with academic employees of the University of Zululand, some academics indicated that they were demoralised, which in turn affected their performance and commitment towards the institution. Some indicated that they were appointed by the University ten years ago and yet they were still sitting on the same notch.

The study intended to establish the extent to which the University's compensation affects Academic Employee commitment towards the Institution and, if compensation was found to be the cause of staff high turnover, propose possible ways that could mitigate the loss, thereby making a significant contribution to improving the employee benefits, particularly compensation in the University.

1.8. RESEARCH METHODOLOGY

1.8.1. Research design

Research is a plan, structure and strategy of investigation that is conceived in order to obtain answers to research questions or problems (Kerliger, 1986). In another development, Kumar (2011) describes research design as a plan that provides a complete outline of what the investigator will do from writing the research hypotheses and their operational implication to the final analysis of data. In the same vein, Hall (2008) defines research design as all plans, including methods and procedure, for data collection.

The study employed a non-experimental design called descriptive survey design. The justification for using descriptive survey design was based on the fact that descriptive survey does not allow for intervention or controlling of the research setting (Brik *et al*, 2014). In addition, Trochchim (2006) states that descriptive survey research is very appropriate in social science research because it is flexible in data collection and saves time and money.

1.8.2 Research approach

The study used a quantitative research approach and also adopted the survey research method using self-administered questionnaires, to collect data from respondents. Ghauri and Gronhaug (2005) describe surveys and questionnaires as among the most popular data collection methods in business and social science research.

The purpose of using a quantitative approach for a study is to conduct scientific research that will provide strong evidence regarding the research problem under investigation (Brink, van der Walt & Rensburg, 2013). The study used a positivist approach.

1.8.3. Population

Babbie and Mouton (2001) describe 'population' as a group of people about whom the researcher intends to draw conclusions. On the other hand, Welman, Kruger and Mitchell (2005) define population as the study object, which can be people, or a group of people, institutions, and products. The choice of population in a research study is based on the specific unit of analysis. The academic staff at the University of Zululand are the ones on whom the researcher conducted the study and drew specific conclusions.

1.8.4. Sample strategies

The research was a descriptive survey that involved a large portion of the population. "It is impractical and uneconomical to involve all the members of the population in a study" (Welman, Kruger & Mitchell, 2005: 55). One of the ways of solving this problem according to Babbie and Mouton (2001) and Welman, Kruger and Mitchell, (2005) is to obtain or select a sample of a small number from the population of the study. Contributing to this, Babbie *et al.* (2001) and Brink *et al.*

(2013) define sampling as the process of selecting observations or members of the population in social science research. The selection of the sample for the research was done in a way that allowed for the generalisation of the final results.

Since the calculated sample size was 111, the proportion of the sample to the total population was $111/137 = 0.81 = 81\%$. Using probability proportional to size in

stratified sampling, the researcher selected 81 % (Biau *et al.* 2008) of each stratum to arrive at the sample size from each stratum.

1.8.5. Sampling frame

The sampling frame is a comprehensive list of the sampling elements in the target population (Brink, Walt & Rensburg, 2012). Neuman (2011) lists various ways in which a sampling frame can be selected, including the use of telephone directories, tax records and driver's licence records. However, for the purpose of the study the staff nominal roll was used to choose the sampling frame for the study. Brink, Walt and Rensburg (2012) state that staff nominal rolls are more realistic and available from which to select a sampling frame for academic staff.

1.8.6. Data collection instrument

Neuman (2014) sees research data as the forms of empirical information carefully gathered according to the rules or procedures of research. Yin (2011) notes the importance of data in social science research as the basic foundation of good academic research. Bellamy (2012) defines methods of data collection in academic research as the ways in which the researcher obtains relevant information that will assist him or her to provide answers to their research questions.

However, for the purpose of this study only a questionnaire was used for as the data collection instrument. A questionnaire is a research instrument designed primarily to gather information, it usually consists of various items related to the research questions in order for the researcher to gather relevant information (Brink, 2014). The questionnaire is a standard tool commonly employed in social science research (Viitanen, Ojanen, Peuhkuri, Vinha, Lähesmäki, & Salminen, 2011) and is appropriate in an evaluation study like the one undertaken.

1.9. DATA QUALITY CONTROL

1.9.1. Validity of the instrument

Validity applies to a measuring instrument used to find the degree to which the instrument measures what it ought to measure (Gray, 2009). Neuman (2011) identifies four types of validity, namely, face validity, content validity, criterion validity, and construct validity. Upadhya & Singh (2010) note validity of a test as

being primarily concerned with the degree to which an instrument measures what it is designed to measure. The validity of the instrument for this study was measured using the Cronbach's alpha to determine the level of internal consistency of the questions in the instrument in line with the research questions and objectives of the study.

1.9.2. Data presentation and analysis

The study employed the use of descriptive statistics to analyse the questionnaires. A descriptive statistics approach employs measures such as frequency distributions, measures of central tendency, dispersion or variability, and measures of relationship (Brink *et al.* 179). The Statistical Package for Social Science (SPSS) and Microsoft Excel's simple frequency account and percentages were employed in this study.

Response scores were calculated to indicate the extent to which respondents agreed/disagreed. Association tests were performed to determine whether there were any associations between scores and bio-data. Regression analysis was performed to determine which of the identified factors (variables) significantly affected the responses scores.

Descriptive statistics was used to summarise data, detect anomalies, and detect and display trends in the responses. This provided insight into the responses for individual questions.

1.10. ETHICAL CONSIDERATIONS

Participants were informed of their rights to voluntary participation and the benefits they may enjoy from the outcome of the study. They were assured that confidentiality would be maintained and that their participation would remain anonymous since they would not be required to disclose their personal particulars. The study was also guided by fundamental considerations that relate to responsible research.

Permission to conduct the study within the premises of the institution was requested through the research office. The ethical clearance certificate was granted to the researcher by the University of Zululand Research Ethics Committee (UZREC).

1.11. THE SCOPE AND IMPORTANCE OF THE STUDY

The scope of this study was limited to Academic Employee of the University of Zululand. The study concentrated on compensation as a motivator but also investigated other motivational factors that could impact employee commitment.

1.12. STRUCTURE OF THE DISSERTATION

The study has five chapters as follows:

- **Chapter one**

This chapter comprises the full background of the study and its framework. It has the topic, aims, and objectives of the study as well as research methods that the researcher used.

- **Chapter two**

This chapter focuses on the theoretical background of employee compensation in the workplace particularly in a university environment. The researcher used different sources and synthesised the relevant literature. The researcher attempted to consider the views of authors who are mostly recent in their quest to unravel the factors that could lead to job satisfaction.

- **Chapter three**

This chapter focuses on the methodological approach and steps that were undertaken in addressing the research problem.

- **Chapter four**

This chapter focuses on the data collected in the field, and the findings of the study compared against the literature review with the purpose of filling missing gaps.

- **Chapter five**

The final chapter provides the conclusion, recommendations and suggestions for further study.

1.12. SUMMARY

This chapter has provided a general background of the research study. The chapter also highlighted the statement of the problem, research objectives and questions, significance of the study, and contributions to knowledge. The goal of the chapter has been to make known what the previous studies have highlighted about employees' compensation and motivation, especially in the academic setting. The chapter also highlighted some ethical considerations which guided the conducting of this study.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

Compensation structure is an important element in employment relationships and a key driver for gaining employees' optimum commitment and performance in an organisation. Studies have confirmed compensation structure to be a vital tool for enhancing organisational performance and sustained competitiveness (Trevor, 2008; Gomez-Mejia, Berrone, & Franco-Santos, 2014; Harper, 2015). Contemporary approaches to compensation structure emphasise the significance of aligning employee behaviours to the strategic direction of the organisation. Universities worldwide are built to train manpower that will contribute to the socio-economic growth and development of the society (Kezar, Chambers & Burkhardt, 2015). For any university to achieve this objective it must ensure that the employees' compensation and working conditions are favourable to the employees, especially those employed to do teaching and research.

The aim of this chapter is to review previous studies from different scholars on the subject matter. Review of related literature is vital in a research study in order to expand the frontier of knowledge. Basically, this chapter serves as a ladder that link previous studies with the current one.

The review of related literature for this study, therefore, covered the main themes of the study. These include the concepts of employee compensation, job satisfaction, academic attraction and retention, competitiveness and attractiveness of academic salaries, academic working conditions and work demands, labour turnover, labour market competition, commitment and performance, hygiene and motivation, and academic career.

2.2. Conceptualising Employee Compensation

Employees are a vital resource to any institution of higher learning. This is why the survival or failure of any university is hinged on its ability to attract, retain, and reward competent academic and support staff who are deemed to be talented, committed and dedicated to drive other resources towards achieving the overall

goals and objectives of the institution (Armstrong, & Taylor, 2014; Dhar, 2015; Bratton, & Gold, 2017). Employee compensation in any organisation is the rewards given to employees in exchange for the services they render (Osibanjo *et al.* 2014). These rewards may be in form of wages, salary, bonus, incentives like commission, leave or vacation.

Holt (1993) sees employee compensation as the output and benefit that employees receive in the form of pay, wages and other forms of rewards to improve on the job performance. Similarly, Werner (2001) & Martineau *et al.* (2006) view employee compensation packages as the ones that entail some basic elements that tend to satisfy employees in their job. This includes bonuses, salaries, incentives, promotion, and allowances, among others. All of these have a significant effect on the level of employees' commitment to the job as well as their performance because the level at which employees are appreciated and rewarded determines their level of loyalty and dedication to the workplace (Martin, & Ottemann, 2016). However, it is important for the employers of labour to clearly communicate to employees the job dimensions and requisite strategies needed to drive the much needed performance in the organisation.

Moreover, Ivancevich (2004) sees employee compensation as the human resource management function that deals with every category of reward that the individual employee receives. These rewards are in exchange for performing different functions and responsibilities within an organisation.

Furthermore, the American Compensation Association (1995) defined employee compensation as the monetary and non-monetary remuneration provided by an employer for services rendered by the employees. This also includes the financial rewards which refer to any monetary rewards that go above and beyond basic pay. In other words, these rewards are different and not added into basic salary. Examples of these are special bonuses, recognition and financial incentives. The American Compensation Association categorised compensation into two types, namely, direct and indirect compensation. These are seen as rewards received by employees in an organisation geared towards achieving employee satisfaction and retention as well as improving job performance (Adeniji & Osibanjo, 2012).

Compensation is the reward employees receive in exchange for performing organisational tasks (Bullock, Stritch, & Rainey, 2015). Compensation is direct and indirect wages. Direct compensation includes wages, salaries, bonuses or commission based on performances, overtime work, holiday premium, while indirect compensation is paid as medical benefits, housing allowance, meal allowance, utility allowances, incentive bonus, shift allowances, hospitalisation expenses, out of station allowance, vehicle loan benefits, annual leave allowances, car basic allowances, among others.

Of all the various categories of employee compensation, wages are the most common and the major reason why many people work (Mckinney, 2018). Most employees are paid salary on an hourly or annual basis. Others are paid a variable rate based on their job performance and ability to meet the target set. The willingness of an employee to stay on the job largely depends on the available compensation packages in the organisation (Armstrong, 2003). Many employees today have zero tolerance for unfavourable compensation packages and will not hesitate to leave a job. This is true of the university as a world of work where academic staff migrate from one to the other in search of better compensation and conditions of service (Jouda *et al.* 2016).

In an attempt to guarantee workers optimal on-the-job performance and retention, organisations need to ensure that a variety of appropriate methods and strategies are available to reward their employees in order to get the desired outputs (Falola, Ibiidunni, & Olokundun, 2014). The reason is simple, studies have revealed that the extent to which workers are satisfied with their job, as well as their readiness to stay in an organisation, is mainly determined by the compensation packages and reward system that are available in the Organisation (Terera, & Ngirande, 2014; Cloutier *et al.* 2015; Anitha, 2016; Noe, *et al.* 2016; Parveen *et al.* 2017; Sarkar, 2018).

The university being a higher education institution that produces manpower cannot afford to neglect the importance of employees' satisfaction in realising its set goals and objectives (Osibanjo *et al.* 2014). Students may not access quality in terms of teaching and learning as well as the full benefits that should accompany their studies when academic staff are not well remunerated, or when they are dissatisfied with their jobs or working conditions (Woldon, 2014). This is why every institution of

higher learning, especially universities, must strive to design a good compensation structure that is capable of attracting and retaining the best academics. The reason is simple, quality academics will deliver quality teaching, research and community engagement which are the core mandate of universities worldwide.

2.3. Job Satisfaction

Job satisfaction in educational institutions is still an extensively debated topic among scholars and stakeholders in education (Pan *et al.* 2015; Yousef, 2017; Salehi, & Baboli, 2017; Sari, & Seniati, 2018). Job satisfaction of academic members of staff in South African universities should be of significant concern not only for the government or Department Higher Education and Training (DHET), but also for management and other stakeholders within the universities. The reason is not far-fetched, happy and satisfied employees are those that are satisfied with their job roles and environments (La Mer, 2015).

Job satisfaction is considered to be the pleasurable emotional condition resulting from the appraisal of one's job as having achieved one's job values (Osibanjo *et al.* 2014) In other words, job satisfaction is the extent to which an individual employee likes or dislikes his or her job.

Spector (1997) highlights some general features of job satisfaction which include: communication, appreciation, co-workers, job conditions, fringe benefits, nature of the work, organisation, personal growth, policies and procedures, promotion opportunities, recognition, security, and supervision. Similarly, Hill (2015) gives some of the factors that affect job satisfaction as the following:

- **Opportunities for Advancement:** Opportunities for growth is one of the essential ingredients to drive job satisfaction among workers in an organisation. Employees become more satisfied if they see an enabling work environment and opportunities for growth in the organisation, as they know that this in turn will result in increased remuneration.
- **Workload and stress:** Increased levels of workload as a result of the employees' quest to meet deadlines decrease the level of job satisfaction among employees. The rush to meet deadlines will surely increase the volume of work, and when this happens, the satisfaction levels decrease.

- Relationships with supervisors: Some employees expect some form of encouragement and recognition from their supervisors because they want to feel recognised for their hard work and excellent performance. Therefore, employers of labour must ensure that the structures that give rewards for excellent performance are available.

In the university context, level of appointment and type of appointment made, the quality of work, as well as career progression are part of the essential factors that determine job satisfaction (Odirile *et al.* 2009). This is why Mapesela & Strydom (2004) emphasised that for the institutions of higher learning in South Africa, especially universities should place high priority on the development of human resources for social development through the production of knowledge and high-level manpower. Malik *et al.* (2010) note that the quality of teaching and learning, as well as the overall functioning and performance of universities, depends mainly upon the quality of their academic staff members and, ultimately, their perception of support services that are available, job satisfaction and institutional commitment.

Furthermore, Njiru (2014) notes the similar factors that drive job satisfaction in educational institutions as remuneration, good working conditions, availability of professional development, and gender equity. Recent studies have identified continuing professional development as the main driver of job satisfaction in higher education institutions (Leibowitz *et al.* 2015; Gerken *et al.* 2016; Hagger, & McIntyre, 2018). This is because continuing professional development enhances the professional development of the academics, and thus increases the quality of teaching and learning in higher education institutions. Continuing professional development as a job satisfaction factor is imperative, especially for employees in academia, as there are regular changes that occurs in the higher education sector (Ellis, 2018).

Academics' role and responsibilities in the university, the extent of their participation in decision making processes within their university, the social reputation of the university, and its rewards structure constitute the main factors of job satisfaction or dissatisfaction (Shin & Jung, 2014). Reflecting on the changes that occur daily in the academic work environment, many recent studies consider both intrinsic and extrinsic factors that drive job satisfaction among the academic employees in

universities (Filiz, 2014; Rasheed, 2018; Mone, & London, 2018). However, the researcher is interested in whether job satisfaction is increasing or decreasing in the South African academic environment, especially in the face of current economic and political realities in the country.

2.4. Academic Attraction and Retention

The most significant of all assets in any organisation is people (Armstrong, & Taylor, 2014). In other words, human capital is the major factor that drives other resources towards achieving organisational goals. Thus, attraction and retention of quality manpower is essential for any organisation (Aruna, & Anitha, 2015; Alshathry *et al.* 2017). Without any iota of doubt, there is a paradigm shift from the use of the term 'human resource' to 'human capital' in the world of industrial relations today. Human capital consists of the knowledge, skills and abilities of individuals employed in an organisation, which is indicative of the value they hold (Armstrong, 2010). Whenever employees quit their jobs it is usually a signal that something is wrong somewhere. Many employees leave their workplace in search of other organisations that can offer them more autonomy, flexibility, support for personal growth and ability to acquire new things (Naris & Ukpere, 2009).

Similarly, Chiboiwa (2010) notes the main purpose of job retention to be to prevent capable and qualified employees from leaving the institution as this could have negative effects on productivity and service delivery. Sutherland (2004) also emphasised that the objective of retention policies should be to identify and retain committed employees for as long as is mutually profitable for both parties, i.e. the organisation and the employee.

To achieve quality assurance in retention programmes organisations must determine the retention techniques that are relevant to each of their employees and then develop strategies on these techniques. Employees in an organisation are said to have a high rate of job retention when all or most of the established posts in that organisation are filled. This also includes when they have low or no intentions to leave, have had constancy in job status, have had an opportunity for career development or when they keep their jobs for a considerable period of time (Chew, 2004).

Some retention strategies like employer branding and employer of choice have been introduced by organisations as a means to improved staff retention. Branham (2001) notes the advantage of an employment brand that it creates an image that makes people want to work in the organisation because it is a well-managed organisation where employees are continually learning and growing. Considering the increased demand and competition for skilled manpower worldwide, the use of an employer brand is now being recognised as vital in that, in addition to the fact that it attracts external candidates, it helps to keep current and potential employees constantly and actively aware of the company's value proposition and the benefits of being committed to that organisation, Hughes *et al.* (2010).

Furthermore, commitment of staff to an organization has been identified as a crucial human factor that determines, to a great extent, the effectiveness of the organization (Alsiewi & Agil, 2014). A study by Gbadamosi, Ndaba and Oni (2007) confirmed employees' commitment to an organization as the heart and mind of human resource management practice. The reason is simple, the absence of employee commitment can slow down the services or production process, and dwindle the overall performance of the organization (Southcombe *et al.*, 2015). Moreover, Santoso, Rusdinal, and Alkadri (2019) notes the high rate of academic staff commitment to a university as important factor that propel high productivity. However, an unmotivated staff member with low commitment will have a negative impact on any institution.

Universities as institutions of higher learning are seen as the highest source of knowledge, and a production hub where manpower is trained in different fields of human endeavour (Khalid *et al.* 2012). Therefore, a healthy and positive working climate is needed for university academic staff to have job satisfaction. A positive working climate is vital because it can increase a university academic's satisfaction. This is possible through the recognition and provision of a variety of factors such as healthy working conditions (Masum *et al.* 2015), supportive collaborations and relationships with colleagues (Jung *et al.* 2017), research and teaching support, prompt payment of salary and other benefits, as well as prompt promotion opportunities (Bibi *et al.* 2017). In addition to ensuring job satisfaction of academic employees, availability of these factors also boosts the morale of the employees to

strive and achieve the overall productivity that the educational institution fosters (Noordin & Jusoff, 2009).

Similarly, research studies conducted by Santhapparaj & Alam (2005), as well as Baloch (2009), indicate that a positive climate at the university increases not only academic job satisfaction but also performance. Dibble (1999) also emphasised that the job description, selection, recruitment and induction have a significant impact on an employee's decision to leave the organisation. Therefore, knowing the reasons why employees leave an organisation is important, as it will help organisations manage and developed possible retention strategies that meet the needs of the organisation and its employees.

Dibble (1999) identified key contributing factors that prompt employees to leave the job. These include lack of career opportunities, being in a dead-end job, and lack of opportunity to go up the hierarchical structure of the organisation. Other scholars (De Vos & Meganck, 2009; Ertas, 2015; Moloney *et al.* 2018) have revealed that most employees' decisions to quit are influenced by factors such as work-life balance, salary, and/or career opportunities.

Due to the rigid labour market, highly experienced and qualified employees who possesses skills that are in demand will consider looking employability first before employment, and this will spur him/her to change jobs often (Miller, 2017) Moreover, Individuals with higher education qualifications earn better salaries because skills enhancement boost an individual's stock of human capital, and therefore, increases his or her productive potential (Buchko *et al.* 2017) The reason is simple, this calibre of workers know their status in the labour market and can apply their skills to issues that can give their workplace a sustained competitive edge over others. There is also a perception that people do not stay with one organisation for a long time.

2.5. Effect of Remuneration on Employee Retention

Reward structure in an institution encompasses non-financial rewards such as promotion, recognition and responsibility. On the other hand, rewards are the financial recompense commonly known as remuneration. The objectives of reward systems, according to Armstrong (2010) are to attract, motivate and retain highly competent employees and to improve organisational success.

Remuneration is a different type of financial reward which involves salary as well as direct financial benefits such as commuting allowance, accommodation allowance and subsistence allowance as well as related allowances based on performance such as bonus and profit sharing (Geiler & Renneboog, 2016).

According to Dockel (2003), monetary rewards are extrinsic financial rewards that organisations give to their staff for services delivered by them. Attractive remuneration packages are one of the most effective strategies of retaining employees because they fulfil the financial and material desires as well as providing the means for employee status (Shoaib *et al.* 2009). A well-structured compensation plan gives an institution a competitive advantage over others. The reason is that it helps to attract the best job candidates, motivates them to perform to their maximum potential, and retains them for the long term.

To motivate valuable staff members to remain in an institution, the compensation system must offer competitive rewards in order for these employees to feel contented when they compare their rewards with those received by individuals performing similar jobs in other organisations. Kotachachu (2010) argues that if compensation policies are below market level there will be a problem retaining employees because their compensation needs are not being met. This is consistent with Guma (2011) who observes that remuneration constitutes the largest part of the employee retention process. Employees always have high expectations regarding their compensation packages. An attractive compensation package plays a critical role in employee retention.

In compensation, the theme of equity is crucial and it relates to the perception of fairness in the distribution of rewards. There are different types of equity, for example external equity, which involves comparisons of rewards across similar jobs in the labour market (Ngo, 2017). In addition, there is internal equity, which deals with comparisons of rewards across different jobs within the same organisation, and individual or procedural equity, which is concerned with the extent to which an employee's compensation is reflective of his or her contribution and the fairness with which pay changes such as increases are made (Serrat, 2017).

According to Mtazu (2009), to gain workforce support and commitment, organisations should offer remuneration and rewards that are internally and

externally equitable. This is because inequity in remuneration is the source of employee discontent and turnover. This principle is clearly underlined in the equity theory which is one of the theories guiding this study.

The key component of financial rewards or remuneration is the salary. Shoaib *et al.* (2009) argue that attractive salary packages are one of the most important factors of retention because they fulfil financial and material desires. However, empirical findings on the role of salary in intention to leave or stay have been mixed. Johnshrud *et al.* (2002) observe that salary has never been shown to be the primary motivator for faculty members and hence does not influence their decision to leave or stay.

Dibble (1999) claims that many managers of companies think that financial reward is the only thing that can help retain highly skilled employees but whereas money lures people to companies more than any other factor, it does not help retain them. He therefore argues that organisations need to be competitive with rewards when recruiting employees but should realise that that benefit alone cannot retain employees. This is echoed by Beardwell *et al.* (2007) who observe that there is a growing realisation that higher pay cannot be enough to retain employees, and hence schemes such as profit sharing, and other perks as well as a secure career and better communication are often offered to retain employees in sectors with highly skilled employees. On the other hand, salary has been shown to be an important personal issue that may affect the satisfaction of faculty members in colleges and universities. Although most of the studies of faculty members suggest that salary, in and of itself, is not the most important aspect of their work life and satisfaction, salary is one of the primary reasons why faculty members leave their institution.

According to Tettey (2015), some universities in Africa, South Africa included, offer various allowances as a way of supplementing the employees' base salaries. However, Tettey observes that although allowances provide a useful supplement to staff income this does not necessarily mean that the staff members are well catered for.

Some universities have creative ways of rewarding their academic staff by giving salary top-ups from funds raised from self-sponsored programmes and other

income generating activities. However, this has often raised conflicts because the income generating activities vary across faculties and hence create disparities in terms of benefits. In addition, these revenue generating schemes are not always guaranteed to yield consistent and desired levels of funding and hence can only be supplementary (Ahmed, 2015).

According to Armstrong (2010) organisations provide bonus and gainsharing as a form of incentive. A bonus system is an incentive for retention that is often based on some kind of performance. A goal is set and if reached it is often rewarded in monetary forms. A difficult aspect of a bonus system is specifying what kind of performance is desired and how it is determined. Poorly designed and administered reward systems can do more harm than good but when performance is effectively related to bonus pay, it can motivate, attract and retain key contributors.

In many universities in Africa dissatisfaction with wages and salary is one of the significant factors undermining the commitment of academic staff to their careers. This is one of the main reasons why many of them leave academia for industry, where they get better pay (Courtois, & O'Keefe, 2015)

Bibi *et al.* (2017) argue that universities would be able to improve retention within their system by ensuring that the implementation of discretionary pay is conducted fairly, justifiably and in a transparent manner.

2.6. Labour Turnover in Academia

The Business Dictionary (2018) defines labour turnover as the ratio of the number of workers that leave a company through attrition, dismissal, or resignation. In other words, labour turnover is all about the retention of employees. Put another way, labour turnover is the ability of an organisation to convince its employees to remain working with the organisation.

Labour turnover is one of the most significant features in the world of labour or industrial relations. It is generally seen as the percentage change in the labour force of an organisation within a specific period of time. According to Mwami (2014:1), labour turnover is described as the influx and exit of individuals into and out of the workforce of an organisation over a specific period of time. Exit from a work place can take different forms, such as retirement, resignation, dismissal or death.

Voluntary turnover is seen as any employee's departure as a result of the individual's decisions or actions, while involuntary turnover is due to termination of employment by the employer. Involuntarily turnover includes all forms of discharge which is believed to be beneficial to the organisation, while voluntarily turnover accounts for all other forms of exit and is discharge and is felt to be a loss to the organisation (Armstrong, 2010).

The major causes of labour turnover can be broadly classified into three (Armstrong, 2010). These are personal causes, unavoidable causes, and avoidable causes.

- Personal Causes: Some employees leave their workplace as a result of personal conditions or circumstances as given below:

- (a) Circumstances of family.
- (b) Retirement on reaching the prescribed age.
- (c) Change in material status in the case of women employees.
- (d) Dislike for the job or place.
- (e) Death of the employee.
- (f) Employee getting recruited for a better job.
- (g) Permanent disability due to accidents.
- (h) Involvement of employee in activities of moral turpitude.

- Unavoidable Causes: In some circumstances, the organisation may disengage workers due to unavoidable reasons such as:

- (a) Termination of workers on account of insubordination or inefficiency.
- (b) Discharge of workers on account of irregularity or long absence.
- (c) Retrenchment of workers by the company on account of shortage of work to do.

- Avoidable Causes: Some of the employees may leave the organisation on account of the following reasons:

- (a) Non availability of promotion opportunities.

- (b) Dissatisfaction with incentive schemes.
- (c) Unhappiness with remuneration.
- (d) Unsuitability for job due to wrong placement.
- (e) Unhappiness with working conditions.
- (f) Non availability of accommodation, health and recreational facilities.
- (g) Lack of stability of Tenure.

It is important to note that labour turnover levels vary from one organisation to another. Studies, e.g. Brown *et al.*(2015), have shown that the highest levels of labour turnover are typically found in the hospitality industry such as hotels, catering and leisure, call centres, and among other lower paid private organisations.

There is a high labour turnover in the higher education sector today, especially in the university. Reasons for high labour turnover in higher education institutions, according to Metcalf *et al.* (2005), & De Vos & Meganck (2009), are frustration arising between junior and senior academic members; unfavourable working conditions; excessive workload; lack of career opportunities and progression; and work-life balance.

Mayer (2006) conducted a study in Australia and discovered that young academic staff members' reasons for leaving universities are a bit different. Their decisions to quit range from excess workload, lack of involvement in decision making, the quest for new challenges, insufficient autonomy, and poor wage to other personal circumstances. The study discovered that excess workload was considered to be the highest, while salary was the least motivating factor for resigning.

Guma (2011) notes that poor job retention among employees leads to many costs associated with employee turnover which include additional burden on remaining staff, recruitment and training costs, lost productivity, loss of clients and loss of intellectual capital. Another more insidious cost of turnover involves the sharing of a company's methods, technology, and clients with competitors who may have hired the employee.

It thus goes without saying that undesirable employee turnover is costly and disruptive, drains resources and can cause inefficiency (Katsikea *et al.* 2015). The development of the global research market has made institutions of higher learning realise that only the right workforce can drive the institution's goals and objectives and give them a competitive advantage (Abugre, 2018). The fact remains that every institution wants to have a competitive edge in order to attract more students and skilled employees. Therefore, the demand for skilled and experienced employees has increased and universities worldwide are competing to attract and retain the best manpower that is capable of driving the set goals to fruition.

Universities are no exception to the problem of staff retention, particularly with regard to the academic staff, and it is quite obvious that universities will be increasingly obliged to make retention of academics a strategic priority (Pienaar *et al.* 2008). Indeed, the problem of academic staff retention in universities is global and affects both the developed and developing countries.

Dockel (2003) identified the following as top retention factors: training and development, supervisor support, career opportunities, skill variety, work-life policies, job autonomy, job challenge, and salary. Chew (2004) divides retention tools into two categories as follows: Human Resource (HR) factors, which include person-organisation fit, remuneration, training and development, and career opportunities; organisational factors, which include leadership behaviour, teamwork relationship, company culture, work environment, and communication.

Similarly, in addressing the challenges of labour turnover in the academic sector, scholars (Ng'ethe, 2014; Chalmers, & Gardiner, 2015; Abugre, 2018) suggest effective career development strategies for universities that would help them keep qualified and competent academic staff in the system. Career progression and development should be encouraged and up and coming academics that have potential should be identified and mentored by the experienced ones. This will benefit the university by having teaching staff with skills, knowledge and attitudes that are relevant, up-to-date and productive (Nicholls, 2014).

Flexibility of roles in terms of where and when to perform given responsibilities is also an important contributing factor to academic staff's decision to leave. As a result, academic staff should be given flexible working hours so that they can

balance their work with their lifestyles. In addition to flexibility, Holland *et al.* (2007) recommend that universities encourage their academic staff with non-financial rewards such as recognition of exceptional efforts of teaching staff through teaching awards, opportunities for personal development, and granting of extra leave days for research purposes.

In addition, it was also suggested that universities reward non-academics with non-financial rewards such as platforms for personal growth and acknowledgement for a job well done, effective induction, and occasional training to prepare them for the new changes and challenges arising from their jobs.

Universities are expected to identify staff members with scarce specialised skills and do everything necessary to keep them in the system. Universities should have effective retention strategies to keep those who have gained new knowledge and skills over the period of time they have been working with the institutions. It is important that key employees who have been equipped and developed on-the-job are also retained. A retention plan like job enlargement could be introduced, which refers to adding challenging or new responsibilities to an employee's roles at work. Hamid & Yahya, (2016) corroborated this when they revealed that a successful retention programme is one that incorporates training and development in an effort to retain employees.

2.7. Summary

This chapter has reviewed relevant literature on the key variables of the study such as the concepts of employee, employee compensation, job satisfaction, academic attraction and retention, among others.

The literature review has highlighted the significant reasons why academic institutions must introduce strong training and development programmes, supervisor support initiatives, career opportunities, skill variety, and the opportunity for those staff members who may want to take leave in order to complete an academic or professional programme. The key driver of employee commitment and motivation is compensation, which may come in the form of monetary or non-monetary rewards, to deserving individual staff within an organisation.

Furthermore, from the review of related literature, it is clear that some of the main factors that drive job satisfaction in academic institutions are remuneration, good working conditions, availability of professional development, and gender equity. Communication has been revealed by many studies as a vital tool in the delivery of the goals and objectives of a higher education institution, so academic institutions must communicate effectively to the members of the academic staff on the policies and best practices that can deliver the set goals.

The chapter also highlighted the place of compensation in attracting and retaining academic staff in a higher education institution. In the next chapter the researcher describes the research design and methods of data collection for the study.

CHAPTER THREE

Research Method

3.1. Introduction

The previous chapter (Chapter Two) presented the literature review for the study by highlighting submissions of various scholars on the main themes of the study which include employee compensation, remuneration, staff retention and turnover, among others. This chapter discusses the research methodology and research design for this study. The chapter also highlights the ethical issues and considerations that have been taken into account. The chapter is arranged under the following subheadings: Introduction, Research Methodology, Research Design, Research Approach, Research Paradigm, Research Strategies, Format and Content, Model Used, Population for the study, Sampling and sampling technique, Alignment of Research Questions, Data Collection, Data Handling, and Ethical Considerations.

3.2. Research Methodology

The study adopted a quantitative research method which utilises a survey approach to data collection. The researcher found the quantitative methodology suitable for this study because it allows for simultaneous collection of data from a target group using an instrument. The target group explained here represents the academic staff members of a comprehensive university in the KwaZulu Natal province of South Africa. According to Ngulube (2015:127), research methodology is vital since it is considered as a lens through which a researcher gazes when making assessments about social phenomena, and getting answers to the research questions. Therefore, the aim of the methodology in a research is to forecast, describe or explain an experience or fact and add to the body of knowledge held concerning the fact or belief.

3.2.1. Research Design

Descriptive research design will be employed to carry out this study. The justification for using a descriptive survey design is based on the fact that descriptive survey does not allow interference or controlling of the research setting (Brik *et al.* 2014). In addition, Trochchim (2006) states that descriptive survey research is very

appropriate in social science research because it is very flexible in data collection and saves time and money.

3.2.2. Research Approach

The study employs a quantitative research design of a survey type. The researcher made use of self-administered questionnaires to collect data from the respondents. Ghauri & Gronhaug (2005) describe surveys and questionnaires as among the most popular data collection methods in business and social science research.

The purpose for using quantitative for the study was to conduct a piece of scientific research that would provide strong evidence regarding the research problem under investigation (Brink, *et al.* 2013).

3.2.3. Research Paradigm

This study was established in the positivist research paradigm as it made use of survey, specifically through questionnaire, to collect data from the target participants. The phrase research 'paradigm' originated from the Greek word 'paradeigma' which simply means 'pattern' and it was first used by Thomas Kuhn in 1962 (Owolabi, 2017). Paradigm in a research study is similar to methodology because it talks directly about the constructive framework that satisfies the criteria for methodology. Durodolu (2016) sees a paradigm as an algorithm designed on a logical foundation rather than a physical array of connected elements. Neuman (2011:81) also described paradigm as an entire system of thinking that includes fundamental assumptions, the vital questions to be answered or puzzles to be solved, and the research techniques to be adopted. Similarly, the Merriam-Webster Dictionary (2013) sees a paradigm as a philosophical and theoretical framework of a scientific discipline within which laws, theories, assumptions and the activities performed in support of them are formulated.

Maree (2011) identified the three main classifications of research paradigms to be positivism, critical theory and the interpretive paradigm. However, Creswell (2014) explained research paradigms in four dimensions, namely, constructivism, post-positivism and pragmatism.

3.3. Research Strategies

This study employed the use of positivist research strategy as it focuses on the use of surveys and questionnaires.

Grix (2010:81) highlighted some premises on which positivism research studies must be based. These include:

1. Realism, which believes that the world exists independently of our knowledge of it;
2. Employment of scientific methods to analyse the social world;
3. Giving explanation in social research, as opposed to understanding, through the conduct of scientific investigation;
4. Allowing observation, verification and empirical practice; and
5. Promoting objectivity in research.

Forzano & Gravetter (2012) declared that surveys and questionnaires are used broadly in a study and are quite efficient ways of gathering large amounts of information. With a presentation of a few carefully constructed questions to people, it is likely to acquire self-reported answers about approaches, thoughts, personal characteristics, and deeds. The use of survey to obtain a report of a particular group of individuals in a research study is called a survey research design.

3.3.1. Advantages and disadvantages of positivist research strategy

Brink *et al.* (2013:200) notes that, though each of the paradigms has its merits and demerits, the researcher should take the following into consideration before choosing a research approach: population, sampling frame, technique used in selecting sampling frame, sampling size, method of data collection, data processing and analysis, as well as strategies to enhance methodological integrity and scientific rigour for the study.

Creswell (2009:231) identifies the main advantage of positivism in the field of social science research to be its ability to encourage precision, exactitude and power of prediction which is relevant to social sciences research which can be done through observation and the measurement of objective reality. Maree (2014) also

corroborates this by emphasising that positivism produces precise, verifiable, systematic and theoretical answers to a study's research questions.

3.4. Validity of the instrument

The validity of the instrument for this study will be assessed using the Cronbach's alpha to determine the level of internal consistency of the questions in the instrument in line with the research questions and objectives of the study. Validity is a measuring instrument used to find the degree to which the instrument measures what it ought to measure (Gray, 2009). Neuman (2011) identifies four types of validity, namely, face validity, content validity, criterion validity, and construct validity. Upadhyaya & Singh (2015) note that validity of a test is primarily concerned with the degree to which an instrument measures what it is designed to measure. Moreover, the final draft of the instrument will be made available to the research supervisor for any necessary modification or amendment before the administration.

3.4.1. Reliability of the survey instrument

To ensure the reliability of the instrument, the researcher presented the questionnaire to the research supervisors who read through it and gave proper guidance where necessary. Furthermore, the final instrument was administered as a pilot among a selected number of academic staff in the university shortly before the actual administration of the questionnaire. According to Gray (2009:155), reliability is an indicator of uniformity between measures of something which could be two separate instruments. Neuman, (2011) lists various ways of measuring reliability which include stability, equivalence, internal consistency, and inter-judge reliability.

3.4.2. Advantages of Questionnaire

The questionnaire was chosen as the main instrument for data collection for this study. Leedy & Ormond (2008) identified the usefulness of questionnaire in a research study because of the following advantages:

- Questionnaire is easy to use and analyse because most statistical analysis software or packages can easily process data collected using questionnaire.

- Questionnaires are commonly used instruments among social and management researchers today and are also familiar to most people.
- Questionnaires are less interfering than telephone or face-to-face interviews. When participants receive a questionnaire either by post or email, they have the liberty to complete it in their own time.
- Written questionnaires reduce bias because there is uniform question presentation to all participants.

3.4.3. Disadvantages of Questionnaire

Nevertheless, as good as questionnaire is, it has some disadvantages and these are listed below:

- Questionnaires are simply not suitable to obtain information from some categories of individuals. For example, minors and people living with physical disabilities.
- Structured questionnaires often limit the ability of the participants from personalising their responses, because respondents often want to qualify their answers.
- A common challenge of questionnaires is that they often have low response rates, which are a problem for statistical analysis.

3.4.4. Questionnaire Construction

The questionnaire used as the instrument for data collection comprised Section A which solicits for the demographic data of the study participants, and Section B which comprises a set of questions drawn to elicit responses on the determinants of job satisfaction and compensation as stated in the research questions and objectives. These determinants are Employee Compensation, Job Satisfaction, Academic Attraction and Retention, Effects of Remuneration on Employee Retention, and Labour Turnover in Academia. Hofstee (2006) states that a few advantages questionnaires have over verbal interviews is that they offer confidentiality to the respondents and are generally used to analyse quantitative

results and also allow for a greater number of responses to raise the confidence level.

According to Chikumbi (2011) the construction of the questionnaire is critical. If the questionnaire is improperly structured, respondents will tend to miss out some questions or confuse them. The questionnaire must be well-spaced and simple.

3.4.5. Format and content

The questionnaire for this study is divided into two sections, Sections A and B. Section A carries the demographic characteristics of the respondents, while section B contained questionnaire items drawn from the research questions and objectives set for the study. Most types of questionnaires make use of a combination of open and closed-ended questions. Open-ended questions enable the participants to give answers in their own way. On the other hand, close-ended questions provide a number of alternatives from which the participants are instructed to choose.

According to Seabelo (2012), there are six types of closed questions, namely (1) 'list', where the respondent is offered a list of items, any of which may be selected; (2) 'category', where only one response can be selected from a given set of categories; (3) 'ranking', where the respondent is asked to place items in order; (4) 'scale or rating', in which a rating device is used to record responses; (5) 'quantity', to which the response is a number giving the amount; and (6) 'grid', where responses to two or more questions can be recorded using the same matrix. The questionnaire for this study contain both open and close-ended questions.

Questionnaires can either be of the self-administered type, or the interviewer administered type. Self-administered questionnaires can be administered online, through the post or delivered to and collected from respondents, while interviewer administered questionnaires can take the form of either telephonic questionnaires or structured interviews.

The choice amongst these types of questionnaires will depend on a variety of factors related to the research question(s) and objective(s). These factors include: (1) characteristics of the respondents from whom one wishes to collect data; (2) importance of reaching a particular person as respondent; (3) importance of the respondents' answers not being contaminated or distorted; (4) size of sample one

requires for the analysis, taking into account the likely response rate; and (5) types of questions one needs to ask to collect the data (Saunders & Thornhill, 2003). Since the researcher intended to obtain information from the academic staff members of the University of Zululand, the self-administered method of data collection was employed to gather information from the participants.

3.5. Population

The population for the study consists of all academic staff members in the University of Zululand, South Africa. These academic staff members were selected from the four Faculties of the University, namely, the Faculties of Arts, Education, Science and Agriculture, and Commerce, Administration and Law (CAL).

3.6. Sampling Method

Probability Proportionate to Size (PPS) was used to select the academic staff for the research. This has been used by various scholars, e.g. in a similar study by Ani (2014). Babbie, (2009) notes that PPS is normally used when clusters sample in academic research of different sizes, and PPS is recommended in order to give each cluster a chance of selection proportionate to its size. Based on this, academic departments were used as a stratum for determining the size of the population.

Since the calculated sample size was 111 the proportion of the sample to the total population was $111/137 = 0.81 = 81\%$. Using probability proportional to size in stratified sampling, the researcher selected 81% (Biau *et al.* 2008), of each stratum to arrive at the sample size from each stratum.

The sampling frame is a comprehensive list of the sampling elements in the target population (Brink *et al.* 2012). Neuman (2011) lists various ways in which the sampling frame can be selected, including the use of telephone directories, tax records and driver's license records. However, for the purpose of the study the staff nominal roll was used to choose the sampling frame. (Brink *et al.* 2012) state that staff nominal rolls are more realistic and available for selecting a sampling frame in for academic staff.

3.7. Data Collection

Bellamy (2012) defines methods of data collection in academic research as a way in which the researcher obtains relevant information that will assist them to provide answers to their research questions. However, the choice of data collection in academic research depends on the research method adopted in a study. For this research study, questionnaires were administered among the academic staff members of the University of Zululand. Additionally, interviews were conducted with 8 members of the academic staff (2 from each Faculty), in order to justify quantitative data collected through the questionnaire.

Mathern *et al.* (2009), & Brink *et al.* (2014), justified the need for using questionnaires in staff auditing research like the one being carried out. They confirmed that using questionnaire is fast and efficient, particularly when there is need to gather information from a large sample of people.

3.8. Data Handling

Data handling in a research study refers to the way and manner in which a researcher handles the data collected in the study. The data collected for this study was handled with uttermost confidentiality, as declared in the section on ethical considerations.

3.9. Ethical Considerations

Academic staff members that participated in the study were informed of their rights to voluntary participation and the benefits they may enjoy from the outcome of the study. They were assured that confidentiality would be maintained and that their participation would remain anonymous since they would not be required to disclose their personal particulars. The study was also guided by the fundamental principles highlighted in the University of Zululand Research Ethics document.

3.10. Summary

This chapter has examined the methodology employed in carrying out this research study, using a quantitative research paradigm as a guide. The descriptive research design in the form of a survey was employed to gather data from the academic staff of the University of Zululand.

The chapter also gave an in–depth account of the study area and population, which includes the location of the participants based in the Four Faculties of the University, namely Arts, Education, Science and Agriculture, and Commerce, Administration and Law (CAL). The chapter has examined data collection instruments, which included questionnaires which were designed with questions in both open and close-ended format with a view to eliciting information from the participants to answer the research questions and objectives set for the study.

Questionnaire was found suitable for data collection for this study and its justification has been provided in the study. One of the merits of using a questionnaire was that it is capable of being tested on a small but related group, and the dependability, acceptability and validity were assured before it was used on a large scale. The next chapter presents the analysis and interpretation of the data.

CHAPTER FOUR

Results and Discussion

4.1. Introduction

An effective organisation will ensure that there is a spirit of organisational commitment and job satisfaction within the sphere of its influence. In South Africa various institutions have demonstrated low levels of commitment and morale, a poor attitude to work and dissatisfaction among academic staff.

At the University of Zululand a number of academic staff resigned to join other universities or corporate organisations that offer better compensation in terms of pay and other conditions of service. Therefore, this leaves a question on the salary structure and other benefits at the University of Zululand as to whether they are competitive enough to retain academic staff.

This chapter provides the empirical findings of this study on the objectives and research hypotheses of this study. The interpretation of the results is supported by the insights gained from the literature that has been discussed in chapter two. Hence, the main aim of this chapter is to provide the results as well as a discussion of the results. Moreover, the results that are robust in accord with the literature and those that are not robust will be highlighted in this chapter, to validate whether or not the research aims have been met.

4.2. Analysis

The analysis was done using SPSS v.25 and charts were constructed using MS Excel. Associations were tested using Cramer's V statistic. The association test determines whether responses follow similar trends across the categories of the demographic factors. Significant associations at the 5% and 10% levels were indicated.

Cronbach's Alpha was used to assess the reliability of the instrument used for data collection. As discussed by Tavakol and Dennick (2011), Cronbach Alpha test has internal consistency which describes the extent to which all the items in a test measure the same concept or construct and hence is connected to the inter-relatedness of the items within the test.

Therefore, the internal consistency should be determined before a test can be employed for research or examination purposes to ensure validity. Nunnally & Bernstein (1994) argue that the reliability of an instrument does not depend on its validity.

In this study the testing process started where the researcher tested the accuracy internal consistency. Due to the fact that the improper use of alpha can lead to situations in which either a test or scale is wrongly discarded or the test is criticised for not generating trustworthy results there needs to be an understanding of the associated concepts of internal consistency, homogeneity or un-dimensionality, which help to improve the use of alpha.

In addition, there are different reports about the acceptable values of alpha, ranging from 0.70 to 0.95. A low value of alpha could be due to a low number of questions, poor interrelatedness between items or heterogeneous constructs. For example, if a low alpha is due to poor correlation between items then some should be revised or discarded. The easiest method to find them is to compute the correlation of each test item with the total score test; items with low correlations (approaching zero) are deleted. If alpha is too high, it may suggest that some items are redundant as they are testing the same question but in a different guise. A maximum alpha value of 0.70 has been recommended.

4.3. Profile of respondents

UZ has four different faculties: (1) Arts, (2) Education (3) Commerce, Administration, and Law (FCAL), and (4) Science and Agriculture, and each faculty comprises of various departments. The sampling for this study was done from these four faculties.

A total of 111 questionnaires were collected from academic departments however, some questionnaires were returned incomplete. The summary and analysis exclude unanswered questions hence, there is a slight variation in sample sizes used in this chapter. Furthermore, the only condition that a respondent had to adhere to was that they should be an academic employee of UZ.

Table 1: Demographical summary



























Characteristic	#Responses	% Responses	
Gender			
Male	67	61	
Female	43	39	
Current age			
25 – 34 yrs	21	19	
35 – 44 yrs	32	29	
45 – 54 yrs	28	26	
More than 54 yrs	28	26	
Years in academia			
Less than 5 yrs	19	17	
5 – 9 yrs	26	23	
10 – 14 yrs	25	23	
15 – 19 yrs	15	14	
More than 19 yrs	26	23	
Tenure at UZ			
Less than 5 yrs	38	35	
5 – 9 yrs	35	32	
10 – 14 yrs	18	16	
More than 14 yrs	19	17	
Faculty			
Arts	23	22	
Commerce, Administration, and Law (CAL)	27	26	
Education	20	19	
Science and Agriculture (S & A)	34	33	
Current position			
Lecturer	70	64	
Senior Lecturer	17	16	
Professors	19	17	
Other	4	4	
Highest qualification			
Other	6	6	
Masters	44	40	
Doctorate	59	54	

Table 1 contains a summary of the demographical data of the respondents. The participants' ages ranged from 25 years to above 54 years, and academic experience ranged from less than five years to more than 19 years. The majority of the respondents were lecturers (64%), and doctorates (54%) and masters (40%) were the most prevalent qualifications. Male responses (61%) were approximately 50% more than female responses (41%), and the responses from the Faculty of Education were the lowest at 19%, whereas the responses from the Faculty of Science and Agriculture were the highest at 33%.

4.4. Results : How can the compensation practice (CP) at the University of Zululand best be improved so that it can retain academic employees and make them committed to the organisation?

Ten sub-questions were formulated under this objective by considering all relevant factors/ items affecting CP. Cronbach's Alpha for reliability of the instrument was performed on the 10 items under CP. Table 2 contains the results of Cronbach's Alpha. The reliability of the instrument improves from $\alpha = 0.613$ to $\alpha = 0.700$, upon removal of the two items "The university has adequate compensation policy for the retention of academic staff (CP1)" and "I have enjoy(ed) various compensation opportunities in the university (CP3)". The reason for the improved result is that these two items yielded results that are inconsistent with the other eight.

Table 2: Result of Cronbach Alpha Test

Number of items	Cronbach's Alpha	Cronbach's Alpha based on standardised items
All items	0.569	0.613
After removing CP1 & CP3	0.688	0.700

Table 3 reports the number (%) of responses for each of the four categories, viz. Strongly Disagree, Disagree, Agree, and Strongly Agree, for all items under the theme of Compensation Practice.

All CP items, except for CP1 and CP3, received overwhelmingly positive responses with 'Agree+Strongly Agree' ranging from 79%, for CP6, to 99%, for CP10. CP1 and CP3 received, respectively, 41% and 35% positive responses.

Table 3: Responses relating to Compensation Practice

Compensation Practice	Strongly disagree	Disagree	Agree	Strongly agree
CP10) A good working environment will promote the retention of academic staff in the university and improve their commitment to the university.	0 (0%)	1 (1%)	18 (16%)	92 (83%)
CP7) Adequate motivation and recognition can be compensation factors that can motivate the staff of the university to be retained.	0 (0%)	5 (5%)	64 (58%)	42 (38%)
CP5) Availability of work incentives will encourage the retention of academic staff in the university.	2 (2%)	3 (3%)	36 (33%)	67 (62%)
CP4) Adequate compensation can promote organisational commitment among academic staff at the university.	1 (1%)	5 (5%)	39 (36%)	65 (59%)
CP9) Living salaries with reasonable allowances can motivate academic staff to retain their jobs and be more committed to the organisation.	1 (1%)	6 (5%)	48 (43%)	56 (51%)
CP2) Adequate compensation in the university for academic staff will promote employee retention in the university.	5 (5%)	9 (8%)	39 (36%)	56 (51%)
CP8) In-service training is one of the compensation factors that can motive academic staff to retain their jobs.	2 (2%)	16 (15%)	64 (58%)	28 (26%)
CP6) Performance-based promotion is one of the compensation practices that can retain academic staff at the university.	2 (2%)	21 (19%)	59 (53%)	29 (26%)
CP1) The university has adequate compensation policy for the retention of academic staff.	20 (19%)	44 (41%)	33 (31%)	11 (10%)
CP3) I have enjoyed various compensation opportunities at the university.	18 (17%)	51 (48%)	30 (28%)	7 (7%)
Overall	51 (5%)	161 (15%)	430 (39%)	453 (41%)

Table 4 contains the p-values for the associations between each item and variable. Gender and CP9 had a significant association at the 5% level with a p-value of 0.0285, whereas Gender and CP5, Years in academia and CP4, Years in academia and CP1, where significant at the 10% level with respective p-values 0.0605, 0.0992, and 0.0517.

Table 4: Association test p-values

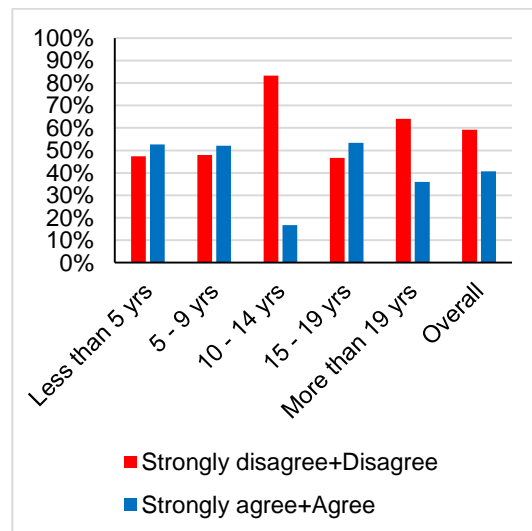
	Gender	Current age in years	Years in academia	Tenure at UZ	Faculty	Current position	Highest qualification
CP10	0.2099	0.4883	0.4823	0.1606	0.4106	0.8985	0.6410
CP7	0.3706	0.1077	0.6669	0.1629	0.1911	0.9515	0.8091
CP5	0.0605**	0.4094	0.4239	0.7849	0.7599	0.3789	0.5261
CP4	0.2401	0.7288	0.0992**	0.3468	0.9014	0.5382	0.5012
CP9	0.0285*	0.4324	0.8860	0.1459	0.2117	0.4155	0.3779
CP2	0.1320	0.9844	0.8949	0.1062	0.5486	0.7577	0.9492
CP8	0.1017	0.8037	0.4118	0.7424	0.3196	0.6527	0.8615
CP6	0.3388	0.1769	0.6730	0.8837	0.1139	0.2450	0.3283
CP1	0.5002	0.4786	0.0517**	0.1597	0.7541	0.7964	0.7496
CP3	0.7387	0.1721	0.4839	0.7612	0.6770	0.3167	0.5749

*Significant at the 5% level; **Significant at the 10% level.

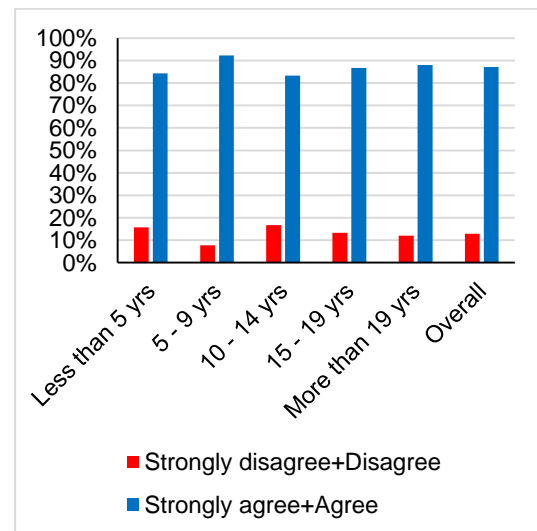
Figure 1 illustrates the difference between (a) a significant association, and (b) a non-significant association. Significant associations have item trends inconsistent with the overall trend, whereas non-significant associations have item trends consistent with the overall trend.

Figure 1: Significant versus non-significant association

a) Significant association: Years in academia x CP1



b) Non-significant association: Years in academia x CP2



Tables 5(a)-(d) contains the results for the significant associations highlighted in Table 4. From Tables 5(a)-(d) shows that (a) no females disagreed to any extent with CP9, (b) no females disagreed to any extent with CP5, (c) staff in academia for 15 to 19 years are four times more likely to disagree to some extent with CP4, and

(d) staff in academia for 10 to 14 years are approximately 50% more likely to disagree to some extent with CP1.

Tables 5(a)-(d): Significant associations

(a) CP9		Strongly disagree +Disagree	Strongly agree +Agree	Total
Gender	Male	10%	90%	100%
	Female	0%	100%	100%
	Overall	6%	94%	100%

(b) CP5		Strongly disagree +Disagree	Strongly agree +Agree	Total
Gender	Male	8%	92%	100%
	Female	0%	100%	100%
	Overall	5%	95%	100%

(c) CP4		Strongly disagree +Disagree	Strongly agree +Agree	Total
Years in academia	Less than 5 yrs	5%	95%	100%
	5 - 9 yrs	4%	96%	100%
	10 - 14 yrs	0%	100%	100%
	15 - 19 yrs	20%	80%	100%
	More than 19 yrs	4%	96%	100%
	Overall	6%	95%	100%

(d) CP1		Strongly disagree +Disagree	Strongly agree +Agree	Total
Years in academia	Less than 5 yrs	47%	53%	100%
	5 - 9 yrs	48%	52%	100%
	10 - 14 yrs	83%	17%	100%
	15 - 19 yrs	47%	53%	100%
	More than 19 yrs	64%	36%	100%
	Overall	59%	41%	100%

4.4.1. Discussion: Compensation Practice

“A good working environment will promote the retention of academic staff in the university and improve their commitment to the university (CP10)”, received one-hundred-and-ten (110) out of 111 (or 99%) positive responses, i.e. ‘Agree+Strongly agree’, while less than 1% of the respondents believe that this is not the case. This finding is in agreement with results reported by Masum *et al.* (2015) who revealed

that a healthy and positive working climate is needed for university academic staff to have job satisfaction. A positive working climate is vital because it can increase a university academic's satisfaction. This is possible through the recognition and provision of a variety of factors such as healthy working conditions.

The findings from 'Compensation Practice' revealed that compensation practice is a crucial aspect that needs to be improved at the University of Zululand. Sutherland (2004) emphasised that the objectives of retention policies should be identified in order to retain committed employees for as long as is mutually profitable to both parties, i.e. the organisation and the employee.

Furthermore, Jung, Bozeman & Gaughan, (2017), argue that supportive collaborations and relationships with colleagues, research and teaching support, prompt payment of salary and other benefits as well as prompt promotion opportunities (Bibi *et al.* 2017), while Onwubiko (2009) notes that unless conditions are created that will permit the release of academic staff potential, the goals of the university will not be attained. In most universities in developed countries the desire to achieve optimal levels of academic excellence is central to university objectives. As such, the various university management portfolios need to look at ways to create an enabling environment in order to increase the academic staff morale for their universities to improve and meet universal academic standards. This was supported by the finding that 96% of the respondents believe that "Adequate motivation and recognition can be a factor that can motivate the staff of the university (CP7)".

One-hundred-and-four of the 111 respondents (95%) agreed to some extent that "Adequate compensation can promote organisational commitment among academic staff at the University of Zululand (CP4)". Therefore, this reveals that adequate compensation can be used as a tool in promoting organisational commitment among the academic staff at a tertiary level. The outcome was in agreement with the finding reported by Adeniji and Sibango (2012), who recommended that good compensation policy is a vital aspect of achieving employee satisfaction, retention as well as improving work execution.

In trying to understand that the availability of work incentives will encourage the retention of the academic staff at the University of Zululand the results reveal

that using incentives is one of the tools that must be used for encouraging the retention of academic staff at tertiary level. Moreover, ninety-two (84%) of the participants agreed that “In-service training is one of the compensation strategies that can motivate academic staff to commit to their jobs”. One of the respondents stated that “doing in-service training will help the academic staff that are becoming redundant”.

Rizal, Idrus, Jumahir and Mintarti, (2014) argue that the motivation of staff in an organisation can be encouraged in various forms, either through monetary or non-monetary incentives. Hence, the two forms of incentives constitute a good working environment which will lead to retention of the academic staff. The authors further state that compensation that is inconsistent with conditions of employment, salaries and benefits is not likely to boost employees' performance. This necessitates, therefore, sound strategies such as adequate motivation, which can be in the form of good salaries, promotions and bonuses which are meant to motivate academic staff in the university environment. This is appropriately in line with their line functions, e.g. scarce skills and/or normal skills. Nawab and Bhatti (2011) argue that a university that has a better compensation management system makes a positive impact on their academic staff.

Moreover, in understanding whether performance-based promotion is one of the compensation practices that can retain academic staff at the university, minority of the respondents (41%) remarked that “the university has adequate compensation policy for retention of academic staff (CP1)”. Table 5(d) shows that of the academics with 10 to 14 years experience, only 17% agreed/ strongly agreed with CP1. This is in agreement with the study reported by Falola, Ibidunni and Olokundun, (2014) who advise organisations to ensure that a variety of appropriate methods and strategies are available to reward their employees in order to get the desired outputs. Studies have revealed that the extent to which workers are satisfied with their job as well as their readiness to stay in an organisation is mainly determined by the compensation packages and reward system that are available in the organisation (Terera, & Ngirande, 2014; Cloutier *et al.* 2015; Anitha, 2016; Noe *et al.* 2016; Parveen, Maimani, & Kassim, 2017; Sarkar, 2018). In the case of whether employees enjoy(ed) various compensation opportunities in the university, 65% of the respondents claimed that they haven't enjoyed compensation

opportunities in at the University of Zululand (CP3). There were no significant associations between CP3 and any of the variables. This means that regardless of the respondents demographic profile, the responses were consistent. The study by Adeniji & Sibango, (2012) revealed that rewards received by employees in an organisation should be geared towards achieving employee satisfaction and retention as well as improving job performance.

4.4.2. Summary of the first theme: Compensation Practice

The main aim of this theme was to investigate how best the compensation practice can be improved at the University of Zululand such that it can retain academic employees and make them committed to the organisation. The results confirmed that compensation practice is the most valuable motivational factor for retaining employees and make them to be committed to the organisation. Similarly, Chiboiwa (2010) notes that the main purpose of job retention is to prevent capable and qualified employees from leaving the institution as this could have negative effects on productivity and service delivery.

This outcome was in agreement with the findings of Werner (2001) and Martineau *et al.* (2006) who notes employee compensation packages as the one that entail some basic elements that tend to satisfy employees in their job, amongst which are bonuses, salaries, incentives, promotion, and allowances. All of these have significant effect on the level of employees' commitment to the job as well as their performance because the level at which employees are appreciated and rewarded determines their level of loyalty and dedication to the workplace, while the study by Ivancevich (2004) views compensation practice as a human resource management function that deals with every category of reward that the individual employee receives. These rewards are in exchange for performing different functions and responsibilities within an organisation.

It has been observed that if universities in Africa are to make maximum utilisation of their work force, particularly the academic staff, the high level of services expected from them will be increased and they will be more committed to meet organisational objectives. This suggests, therefore, that there is a need for adequate compensation.

4.5. Results: What are the strategic plans (SP) that are available in this university to retain academic employees and make them committed to the institution?

Twelve sub-questions were formulated under this objective by considering all relevant factors/ items affecting SP. Cronbach's test was performed on the 12 items under 'Strategic Plans'. Table 6 contains the results of the Cronbach's test. The result confirmed that the instrument used in this study are reliable and valid. This conclusion is reached due to the fact that Cronbach's Alpha is 0.816, while Cronbach's Alpha Based on Standardised Items is 0.807. Removing items did not result in significant improvements in alpha (Table 7).

Table 6: Cronbach's Alpha for SP

Number of items	Cronbach's Alpha	Cronbach's Alpha based on standardised items
All items	0.816	0.807

Table 7: Cronbach's Alpha after removal of items

Item	Cronbach's Alpha if item deleted
SP1	0.792
SP2	0.794
SP3	0.800
SP4	0.807
SP5	0.802
SP6	0.798
SP7	0.783
SP8	0.789
SP9	0.807
SP10	0.814

Table 8 reports the number (%) of responses for each of the four categories, viz. Strongly Disagree, Disagree, Agree, and Strongly Agree, for all items under the theme of Strategic Plans.

Overall the positive responses was 65%, with 'Agree+Strongly agree' ranging from only 30% for SP3, to 97% for SP12. Of the 12 items, only SP12, SP10, SP11, SP9, SP6, SP5, and SP2 received a majority positive responses.

Table 8: Responses relating to Strategic Plans

Strategic plans to retain academic staff in the university	Strongly disagree	Disagree	Agree	Strongly agree
SP12) In order for the university to retain effective and committed staff members, the university must offer a competitive level of compensation.	0 (0%)	3 (3%)	36 (33%)	70 (64%)
SP10) Adequate retention policy for academic staff can promote job satisfaction and loyalty especially in the services to the university.	1 (1%)	3 (3%)	49 (45%)	56 (51%)
SP11) Adequate career development opportunities can enhance academic staff commitment to the organisation.	0 (0%)	5 (5%)	51 (47%)	53 (49%)
SP9) Employee commitment can be enhanced leading to better performance, improving employee attitude and morale.	1 (1%)	8 (8%)	55 (53%)	40 (39%)
SP6) The university provides growth opportunities for academic staff to develop particularly in achieving their professional potential.	6 (6%)	15 (14%)	59 (55%)	28 (26%)
SP5) The university has various benefits such as bonus, a competitive salary, pension, and health plans in place to retain academic staff.	5 (5%)	21 (19%)	59 (55%)	23 (21%)
SP2) The university has various training programmes to retain academics staff and make them committed to the organisation.	6 (6%)	39 (36%)	55 (51%)	9 (8%)
SP4) There is adequate provision for job security for academic staff in the university.	13 (12%)	46 (43%)	43 (40%)	6 (6%)
SP8) There is an adequate appraisal mechanism for evaluation and promotion of academic staff in the university.	16 (15%)	43 (40%)	45 (42%)	4 (4%)
SP1) There are various strategic plans to retain academic staff in the university.	13 (12%)	59 (55%)	28 (26%)	7 (7%)
SP7) There is adequate provision for job satisfaction for academic staff in the university.	13 (12%)	59 (56%)	24 (23%)	10 (9%)
SP3) The university has a mentoring programme to retain academic staff and make them committed to the institution.	12 (11%)	63 (59%)	27 (25%)	5 (5%)
Overall	86 (7%)	364 (28%)	531 (41%)	311 (24%)

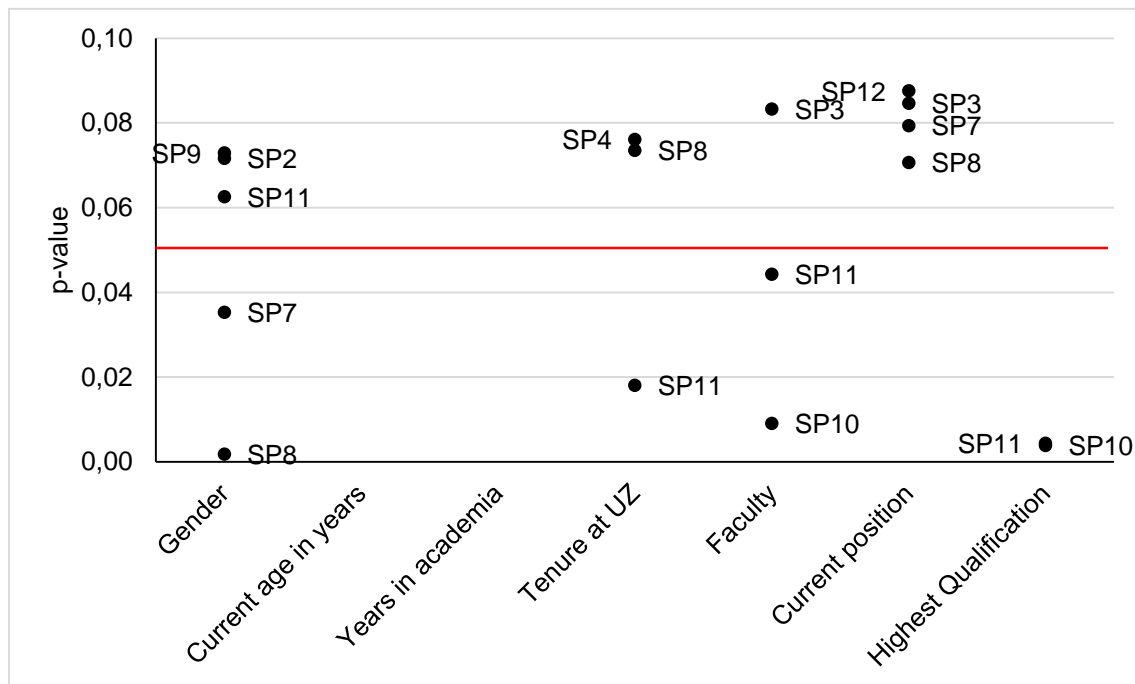
Table 9 contains the p-values for the associations between each item and variable and Figure 2 is a graphical representation of the values that are significant at the 5% and 10% levels.

Table 9: Association test p-values

	Gender	Current age in years	Years in academia	Tenure at UZ	Faculty	Current position	Highest qualification
SP12	0.8161	0.2759	0.7596	0.8126	0.7016	0.0876**	0.6166
SP10	0.5374	0.6346	0.4411	0.3219	0.0090*	0.2136	0.0038*
SP11	0.0626**	0.9609	0.6787	0.0181*	0.0443*	0.3741	0.0044*
SP9	0.0729**	0.8937	0.8396	0.3884	0.8640	0.3411	0.5695
SP6	0.2259	0.7358	0.2296	0.1296	0.4995	0.9380	0.7684
SP5	0.8366	0.1742	0.7339	0.2999	0.3085	0.8717	0.1243
SP2	0.0716**	0.9900	0.6949	0.9212	0.6744	0.3010	0.1692
SP4	0.2581	0.1823	0.2203	0.0761**	0.3652	0.2812	0.1973
SP8	0.0018*	0.3018	0.8433	0.0736**	0.8579	0.0706**	0.3178
SP1	0.9295	0.9569	0.7301	0.2444	0.5299	0.4994	0.8864
SP7	0.0353*	0.8660	0.5945	0.4574	0.5383	0.0794**	0.7050
SP3	0.6641	0.8752	0.6087	0.4771	0.0833**	0.0846**	0.9032

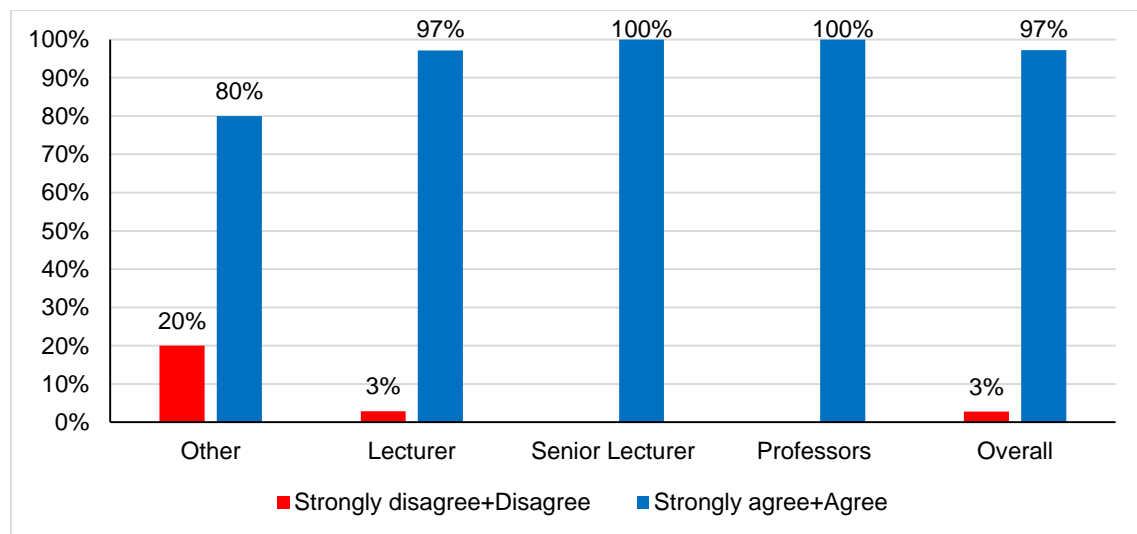
*Significant at the 5% level; **Significant at the 10% level.

Gender has the most (five) significant associations, viz. (from most to least) SP8, SP7, SP11, SP2, and SP9. 'Current position' has four associations significant at the 10% level, viz. (from most to least) SP8, SP7, SP3, and SP12. The item with the most number of significant associations was SP11 with four.

Figure 2: Association test p-values

The following tables and charts illustrate the significant associations from Table 8.

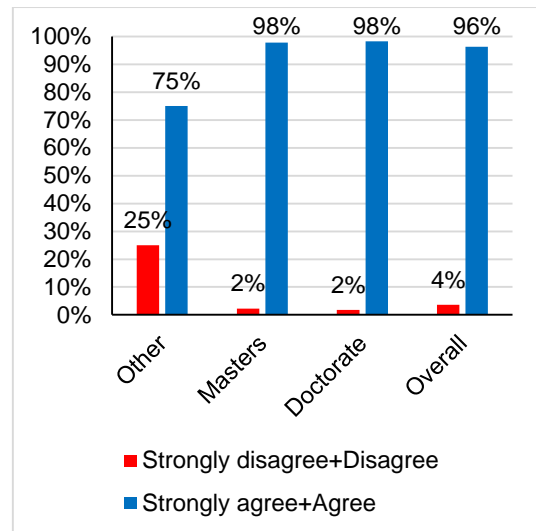
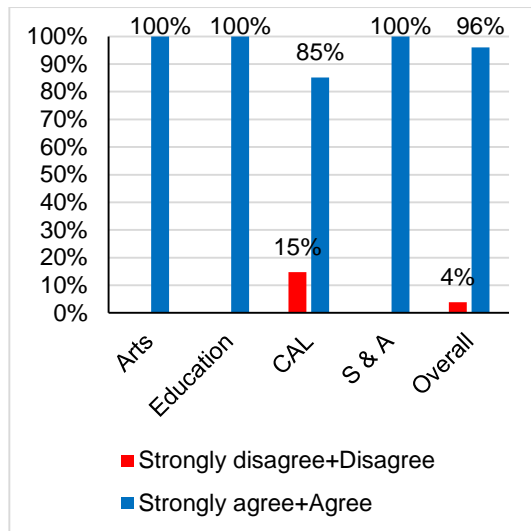
SP12		Strongly disagree +Disagree	Strongly agree +Agree	Total
Current position	Other	20%	80%	100%
	Lecturer	3%	97%	100%
	Senior Lecturer	0%	100%	100%
	Professors	0%	100%	100%
	Overall	3%	97%	100%



SP10		Strongly disagree +Disagree	Strongly agree +Agree	Total
Faculty	Arts	0%	100%	100%
	Education	0%	100%	100%
	CAL	15%	85%	100%
	S & A	0%	100%	100%
	Overall	4%	96%	100%
Highest qualification	Other	25%	75%	100%
	Masters	2%	98%	100%
	Doctorate	2%	98%	100%
	Overall	4%	96%	100%

Faculty × SP10

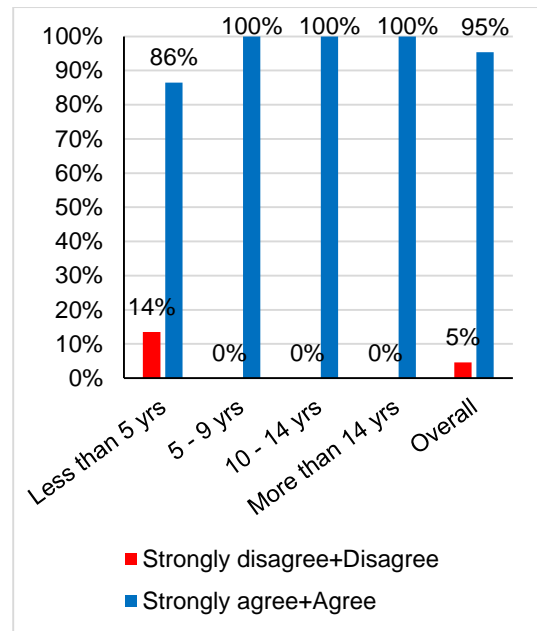
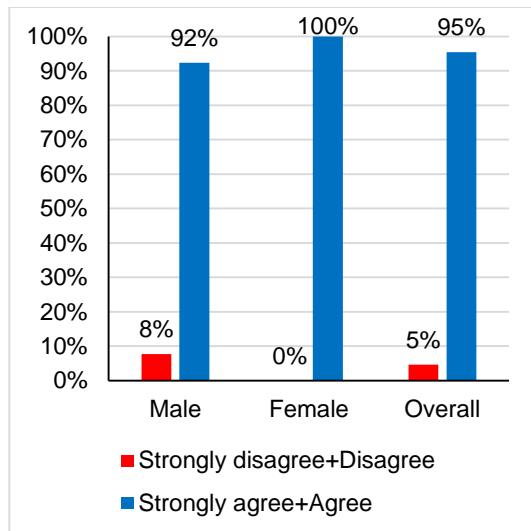
Highest qualification × SP10



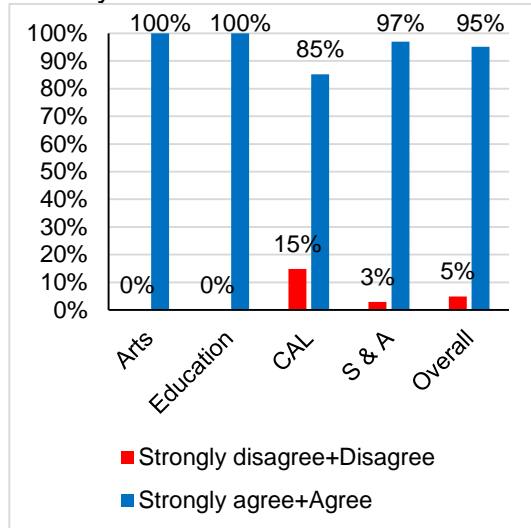
SP11		Strongly disagree +Disagree	Strongly agree +Agree	Total
Gender	Male	8%	92%	100%
	Female	0%	100%	100%
	Overall	5%	95%	100%
Tenure at UZ	Less than 5 yrs	14%	86%	100%
	5 - 9 yrs	0%	100%	100%
	10 - 14 yrs	0%	100%	100%
	More than 14 yrs	0%	100%	100%
	Overall	5%	95%	100%
Faculty	Arts	0%	100%	100%
	Education	0%	100%	100%
	CAL	15%	85%	100%
	S & A	3%	97%	100%
	Overall	5%	95%	100%
Highest qualification	Other	25%	75%	100%
	Masters	7%	93%	100%
	Doctorate	0%	100%	100%
	Overall	5%	95%	100%

Gender x SP11

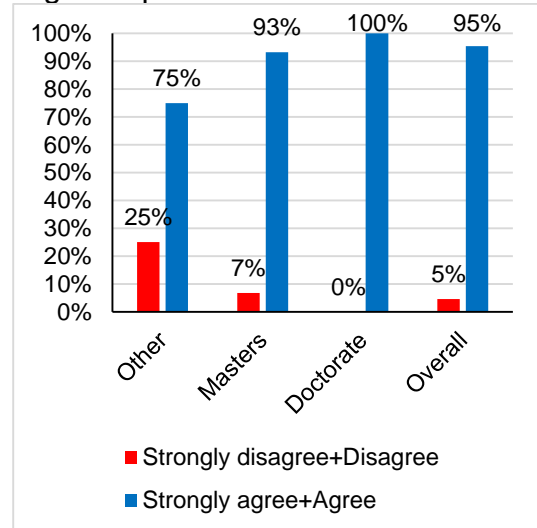
Tenure at UZ x SP11



Faculty x SP11

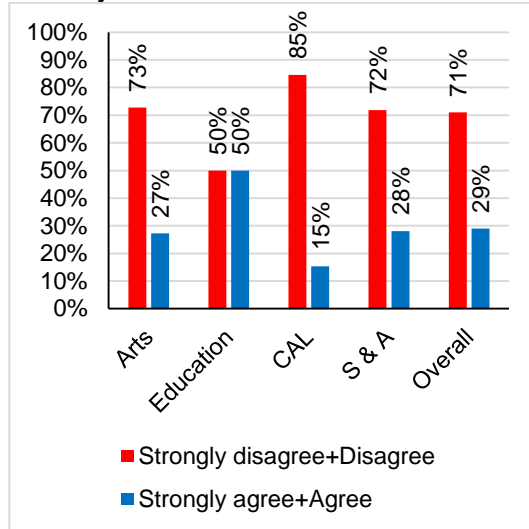


Highest qualification x SP11

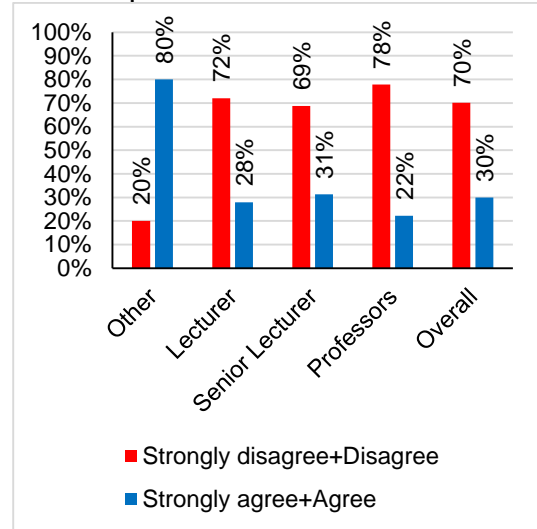


SP3		Strongly disagree +Disagree	Strongly agree +Agree	Total
Faculty	Arts	73%	27%	100%
	Education	50%	50%	100%
	CAL	85%	15%	100%
	S & A	72%	28%	100%
	Overall	71%	29%	100%
Current position	Other	20%	80%	100%
	Lecturer	72%	28%	100%
	Senior Lecturer	69%	31%	100%
	Professors	78%	22%	100%
	Overall	70%	30%	100%

Faculty × SP3



Current position × SP3



4.5.1. Discussion: Strategic Plans

Item SP12, which states that “In order for the university to retain effective and committed staff members, the university must offer a competitive level of compensation”, 97% of the participants indicated that for the university to retain effective and committed staff members, a competitive level of compensation must be put into practice. These findings are in line with the empirical study by Hertzberg. His theory reveals that job satisfaction, which includes adequate compensation, can motivate academic staff to be more committed to their jobs (Dhanapal *et al.* 2013).

The item with the second highest agreement percentage, SP10, was aimed at understanding whether “adequate retention policy for academic staff can promote job satisfaction and loyalty especially in the services to the university”. Approximately 96% of the respondents were in agreement with the statement. Going forward, 104 out of 109 of the correspondents claimed that adequate career development opportunities can enhance academic staff commitment to the organisation. Moreover, 91% of the participants are in agreement with the statement that employee commitment can be enhanced and can lead to better performance, improving employee attitude and morale.

In trying to understand whether the University provides growth opportunities for academic staff to develop themselves particularly in achieving their professional potential, 81% of the respondents were in agreement with the statement that the

University of Zululand provides growth opportunities for academic staff to develop themselves particularly in attaining their professional height. Also, 24% of the correspondents claimed that the university failed to provide various benefits such as bonus, a competitive salary, pension, and health plans in place to retain academic staff. Quoting some respondents:

The argument behind this correspondence is that in most cases you find that this is well planned, however applying it in into practical or action, it is a problem from this institution”.

“In this institution it took also more than 7 working days, for your application to be approved if it is related to the mention of the above benefit.

59% of the respondents were in agreement that the university has various training programmes to retain academic staff and make them committed to the organisation, while 41% claim that the institution has no programmes that are meant to retain academics staff, and is failing to come up with strategies that encourage the staff to commit themselves to the organisation.

The respondents seem to be aggressive when it comes to the issue of whether there is adequate provision for job security for academic staff in the university. This statement is based on the finding that 55% of the respondents claim that there is no adequate provision for job security for academic staff in this institution. Looking at the case of whether there is an adequate appraisal mechanism for evaluation and promotion of academic staff in the university, 55% of respondents were in disagreement with this statement, while 45% claimed that there is an adequate appraisal mechanism for evaluation and promotion of academic staff in the university. In response to the contracted sub-question “There are various strategic plans to retain academic staff in the university”, 67%, were in disagreement with this statement.

The findings are in agreement with those of Falola, Ibidunni and Olokundun (2014) who argue that in an attempt to guarantee workers’ optimal on-the-job performance and retention, organisations need to ensure that a variety of appropriate methods and strategies are available to reward the employees in order to get the desired outputs.

Seventy-one out of 109 of the sample size, claimed that at the University of Zululand there is a lack of adequate provision for job satisfaction for academic staff, while twenty-four out of 109, which is equivalent to 32%, of the correspondents were in agreement with the statement that the university does provide adequate provision for job satisfaction for academic staff. Thus, a system designed to ensure that academic staff is satisfied is needed. Herzberg's two-factor theory reveals that job satisfaction which includes adequate compensation can motivate academic staff to be more committed to their jobs (Dhanapal *et al.* 2013), while Hussain *et al.* (2012) note that there is a relationship between motivation and job satisfaction variables, that employees will surely achieve their goals due to motivation and satisfaction in their jobs. Spector (1997) highlights some general features of job satisfaction which include communication, appreciation, co-workers, job conditions, fringe benefits, nature of the work, organisation, personal growth, policies and procedures, promotion opportunities, recognition, security, and supervision.

Lastly, it is clear that the university needs to formulate a mentoring programme for academic staff. The majority of the study participants, 70%, were in disagreement with the statement "the university has a mentoring programme that is meant to retain academic staff and make them committed to the institution."

4.5.2. Summary of the second theme: Strategic Plans

The main aim of this question was to investigate the strategic plans that are available at the University of Zululand to retain academic employees and make them committed to the institution. Looking at the strategic plan the university offers, the study has confirmed that strategic plans are available at the University of Zululand, however it seems that they are not actively working. Therefore, this study gives the University of Zululand an indication that, in order for the university to retain academic employees and make them committed to the institution, effective and energetic strategies must be active. Again, in achieving quality assurance in retention programmes, organisations must determine the retention techniques that are relevant to each of their employees and then devote strategies to these techniques.

Sutherland (2004) emphasises that the objective of retention policies should be to identify and retain committed employees for as long as is mutually profitable to both

parties, i.e. the organisation and the employee, while Chiboiwa (2010) notes the main purpose of job retention strategic as being to prevent capable and qualified employees from leaving the institution as this could have negative effects on productivity and service delivery. Some retention strategies like employer branding and employer of choice have been introduced by organisations as a way to improve staff retention. Branham (2001) notes the advantage of an employment brand that it creates an image that makes people want to work in the organisation because it is a well-managed organisation where employees are continually learning and growing.

Considering the increased demand and competition for skilled manpower worldwide, the use of an employer brand is now being recognised as vital. Hughes *et al.* (2010) note that it helps to keep current and potential employees constantly and actively aware of the company's value proposition and the benefits of being committed to that organisation.

4.6. Results: What are the Effects (E) of compensation on academic staff commitment to the university?

The third research question dealt with the theme "Effects". The researcher aimed to find the effects of compensation on academic staff commitment at the University of Zululand. Under this question there are twelve sub-questions to obtain sufficient information. Cronbach's test for reliability of the instrument was performed on the 12 items under 'Effect'. Table 10 contains the results. Cronbach's Alpha for all items is 0.816, while for the Cronbach's Alpha Based on Standardised items is 0.807. The reliability is considered good, since the results for both Cronbach's Alpha and Cronbach's Alpha Based on Standardised Items exceed 0.700.

Table 10: Reliability measure

Number of items	Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items
All items	0.816	0.807

However, the reliability indicates that high correlations exist between the items which means that some items may be considered redundant when measuring 'Effect'. For the sake of the study and research objectives, all items were retained.

Table 11 reports the number (%) of responses for each of the four categories, viz. Strongly Disagree, Disagree, Agree, and Strongly Agree, for all items under the theme of Effect. Overall the positive responses was 90%. All E items received overwhelmingly positive responses with 'Agree+Strongly Agree' ranging from 79% for E7, to 97% for E3.

Table 11: Responses relating to compensation on staff commitment

Effects of compensation on staff commitment	Strongly disagree	Disagree	Agree	Strongly agree
E3) It increases the staff's organisational commitment.	0 (0%)	3 (3%)	52 (50%)	49 (47%)
E8) It motivates the staff.	0 (0%)	6 (6%)	50 (46%)	53 (49%)
E1) When I am well compensated, I perform my function effectively.	1 (1%)	5 (5%)	40 (37%)	63 (58%)
E2) It increases the staff's job satisfaction.	1 (1%)	6 (6%)	41 (38%)	61 (56%)
E10) Exceptionally well-motivated academic staff can build appropriate support both locally and internationally for themselves and the university particularly in terms of research publication.	0 (0%)	7 (6%)	39 (36%)	63 (58%)
E11) Effective compensation among academic staff leads to better performance and keeps the academic staff focused on their jobs.	1 (1%)	7 (6%)	46 (42%)	55 (51%)
E12) Effective compensation of academic staff in the university will prevent various forms of an industrial dispute.	0 (0%)	14 (13%)	44 (40%)	51 (47%)
E5) It increases staff's productivity.	1 (1%)	13 (12%)	43 (39%)	52 (48%)
E9) It increases the research output.	1 (1%)	15 (14%)	48 (45%)	43 (40%)
E6) It promotes effective teaching and learning.	1 (1%)	17 (16%)	44 (41%)	46 (43%)
E4) It promotes effective communication and good working relations between the management and staff.	0 (0%)	19 (17%)	44 (40%)	46 (42%)
E7) It promotes a conducive environment for teaching and learning.	1 (1%)	21 (19%)	50 (46%)	36 (33%)
Overall	7 (1%)	133 (10%)	541 (42%)	618 (48%)

In analysing the sub-questions under the third theme (which meant to understand the effect of compensation on staff commitment), the sub-question that was formulated is that “it increases the staff” organisational commitment (E3)”. One-hundred-and-one out of one-hundred-and-four of the participants indicated that this is indeed the case, while only three of the respondents claim that this is not the case.

The second sub-question was formulated with aim of understanding whether or not compensation motivates staff. An overwhelming 95% (one-hundred-and-three out of 109) of respondents were in agreement with the statement that ‘the effect of compensation motivates the staff’ while only six claimed that the effect of compensation does not motivate the staff. 94% claimed that the effect of compensation on staff increases the staff’s job satisfaction.

Table 12 contains the p-values for the associations between each item and variable.

Table 12: Association test p-values

	Gender	Current age in years	Years in academia	Tenure at UZ	Faculty	Current position	Highest qualification
E3	0.1447	0.2708	0.5762	0.5856	0.5163	0.7279	0.2354
E8	0.7386	0.0800**	0.4267	0.5803	0.2058	0.9586	0.5130
E1	0.2333	0.3280	0.3592	0.4144	0.5845	0.6682	0.6581
E2	0.1536	0.0013*	0.2130	0.3188	0.1167	0.0195*	0.6760
E10	0.5297	0.4332	0.3042	0.2317	0.4717	0.0776**	0.0276*
E11	0.3737	0.1863	0.7519	0.1718	0.3978	0.8685	0.2738
E12	0.8032	0.0654**	0.3017	0.2434	0.0377*	0.4798	0.7248
E5	0.8032	0.1354	0.7167	0.0541*	0.3515	0.4826	0.0738**
E9	0.4102	0.1555	0.0765**	0.1638	0.1075	0.7109	0.0000*
E6	0.2390	0.9221	0.7210	0.4115	0.2537	0.4546	0.2480
E4	0.2087	0.6822	0.5992	0.6208	0.6687	0.9019	0.1736
E7	0.4230	0.7876	0.7778	0.8150	0.7052	0.6893	0.8718

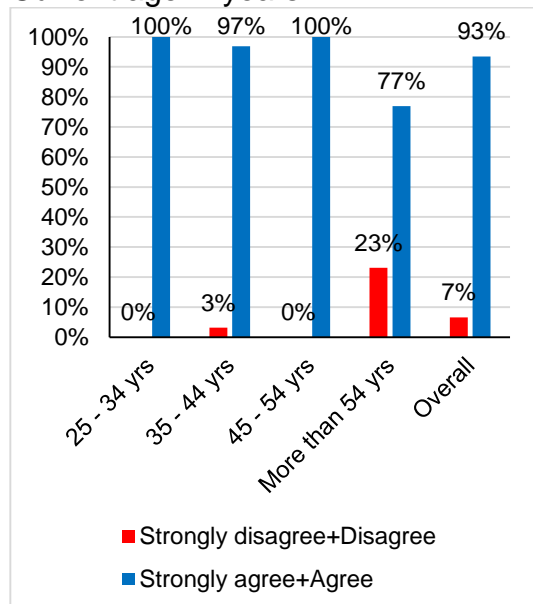
*Significant at the 5% level; **Significant at the 10% level.

‘Current age in years’ and ‘Highest qualification’ has the most (three respectively) significant associations however, ‘Highest qualification’ has two associations that are significant at the 5% level, whereas ‘Current age in years’ only has one. Gender is the only factor with no significant associations.

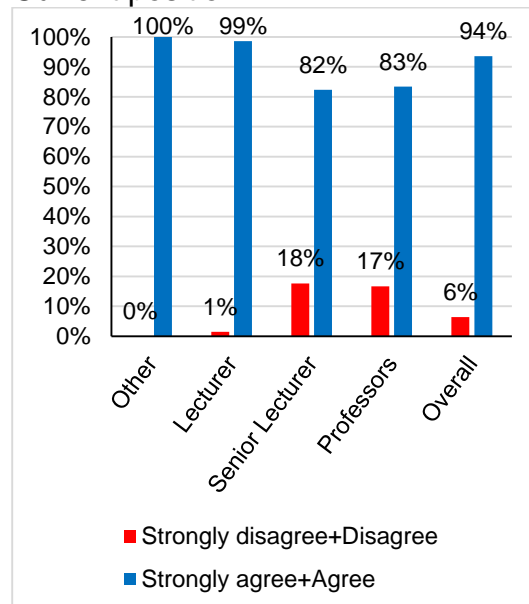
The following tables and charts illustrate the significant associations from Table 12.

E2		Strongly disagree +Disagree	Strongly agree +Agree	Total
Current age in years	25 - 34 yrs	0%	100%	100%
	35 - 44 yrs	3%	97%	100%
	45 - 54 yrs	0%	100%	100%
	More than 54 yrs	23%	77%	100%
	Overall	7%	93%	100%
Current position	Other	0%	100%	100%
	Lecturer	1%	99%	100%
	Senior Lecturer	18%	82%	100%
	Professors	17%	83%	100%
	Overall	6%	94%	100%

Current age in years × E2

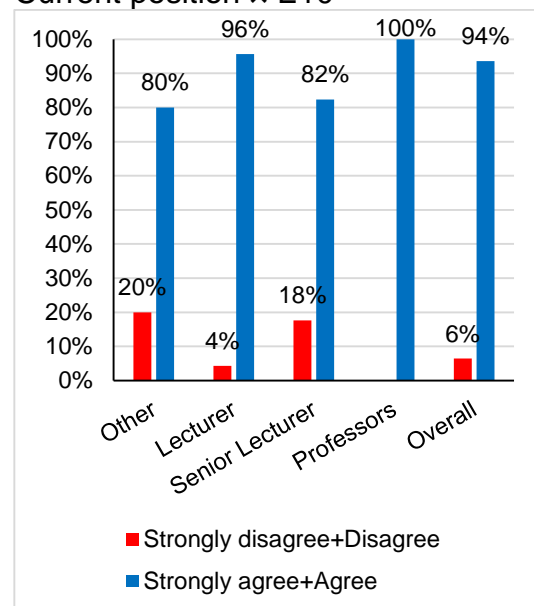


Current position × E2

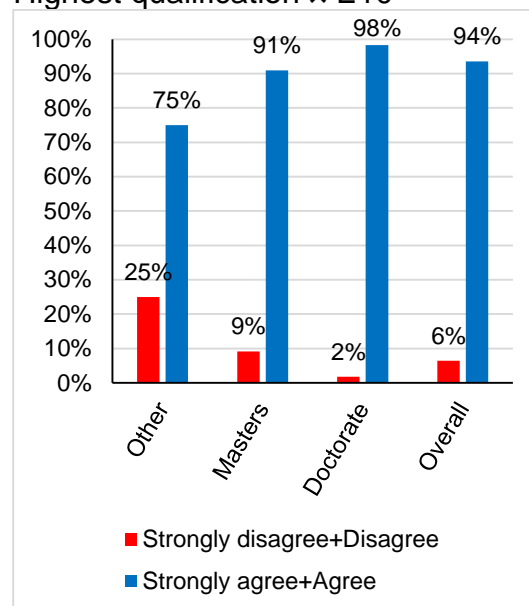


E10		Strongly disagree +Disagree	Strongly agree +Agree	Total
Current position	Other	20%	80%	100%
	Lecturer	4%	96%	100%
	Senior Lecturer	18%	82%	100%
	Professors	0%	100%	100%
	Overall	6%	94%	100%
Highest qualification	Other	25%	75%	100%
	Masters	9%	91%	100%
	Doctorate	2%	98%	100%
	Overall	6%	94%	100%

Current position × E10



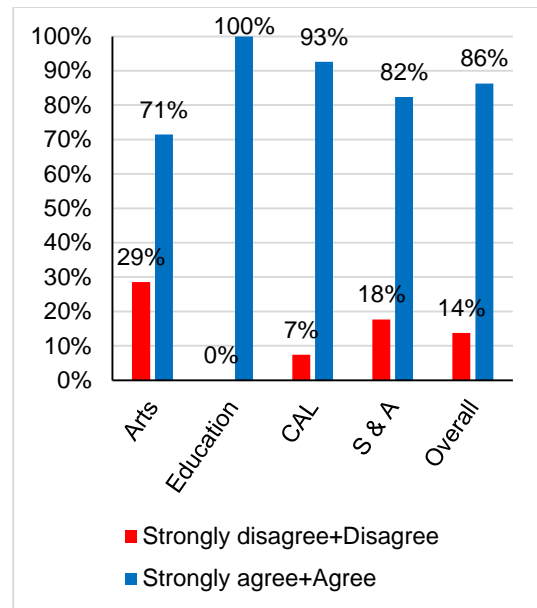
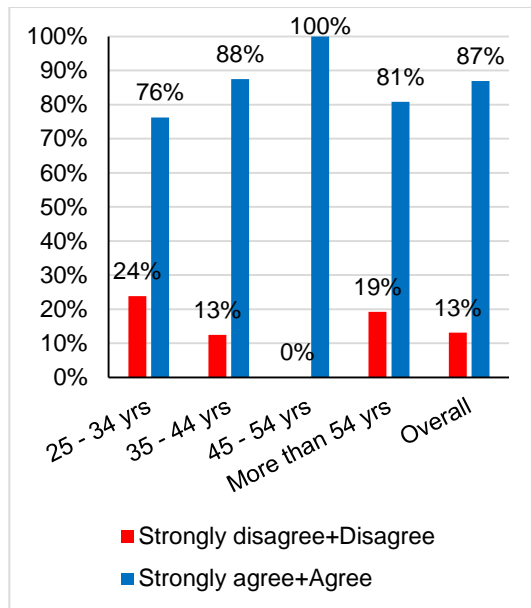
Highest qualification × E10



E12		Strongly disagree +Disagree	Strongly agree +Agree	Total
Current age in years	25 - 34 yrs	24%	76%	100%
	35 - 44 yrs	13%	88%	100%
	45 - 54 yrs	0%	100%	100%
	More than 54 yrs	19%	81%	100%
	Overall	13%	87%	100%
Faculty	Arts	29%	71%	100%
	Education	0%	100%	100%
	CAL	7%	93%	100%
	S&A	18%	82%	100%
	Overall	14%	86%	100%

Current age in years × E12

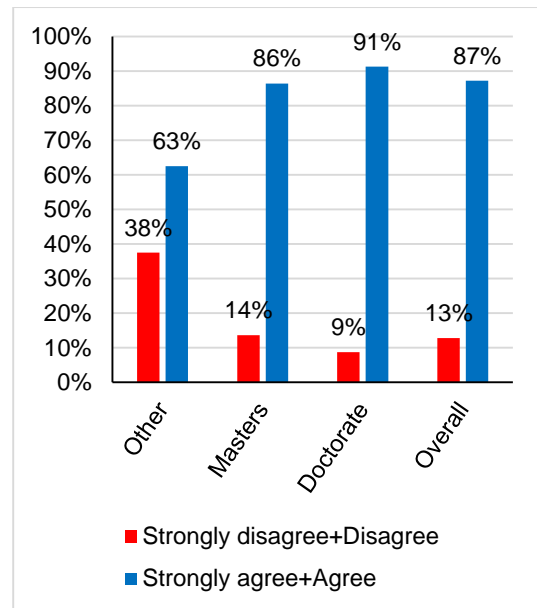
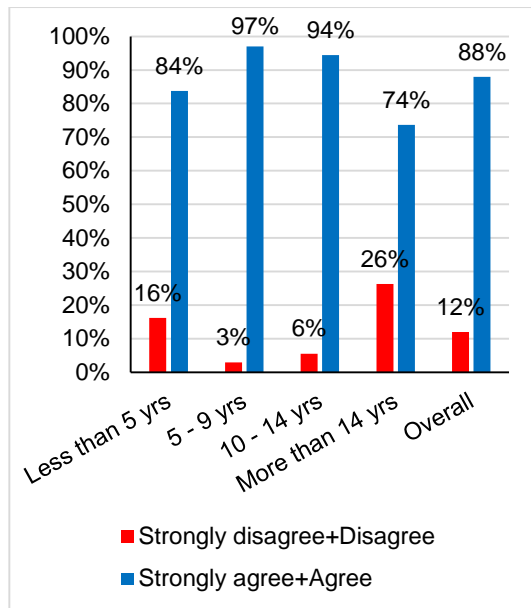
Faculty × E12



E5		Strongly disagree +Disagree	Strongly agree +Agree	Total
Tenure at UZ	Less than 5 yrs	16%	84%	100%
	5 - 9 yrs	3%	97%	100%
	10 - 14 yrs	6%	94%	100%
	More than 14 yrs	26%	74%	100%
	Overall	12%	88%	100%
Highest qualification	Other	38%	63%	100%
	Masters	14%	86%	100%
	Doctorate	9%	91%	100%
	Overall	13%	87%	100%

Tenure at UZ × E5

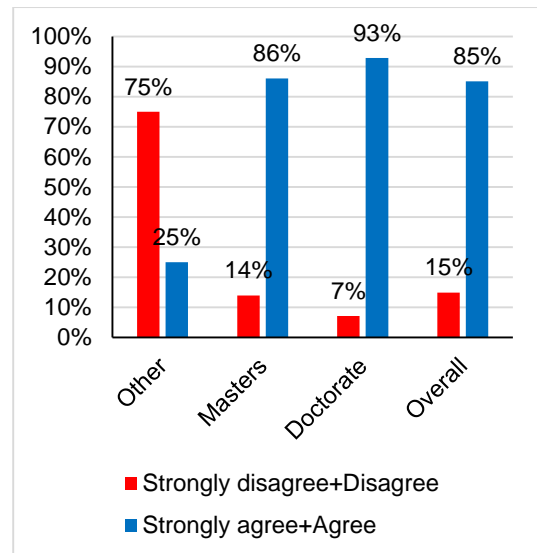
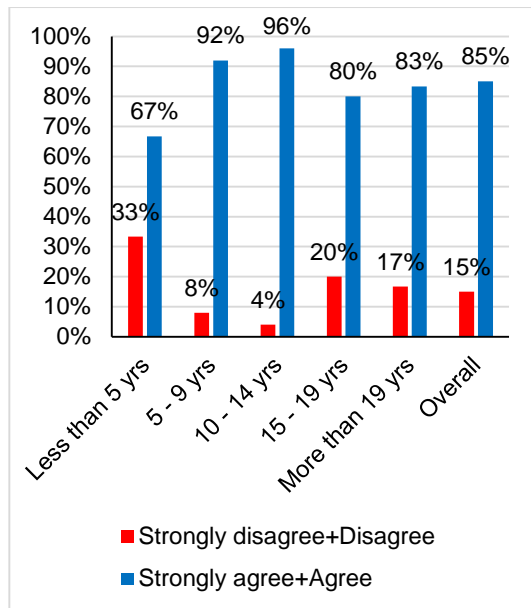
Highest qualification × E5



E9		Strongly disagree +Disagree	Strongly agree +Agree	Total
Year in academia	Less than 5 yrs	33%	67%	100%
	5 - 9 yrs	8%	92%	100%
	10 - 14 yrs	4%	96%	100%
	15 - 19 yrs	20%	80%	100%
	More than 19 yrs	17%	83%	100%
Overall		15%	85%	100%
Highest qualification	Other	75%	25%	100%
	Masters	14%	86%	100%
	Doctorate	7%	93%	100%
	Overall	15%	85%	100%

Year in academia × E9

Highest qualification × E9



4.6.1. Discussion: Effects of Compensation

In understanding whether effect of compensation on staff commitment leads staff to be exceptionally well-motivated in their academic activities it is important to understand that it can build appropriate support both locally and internationally for academics and the university, particularly in terms of research publication. 94% (one hundred and three out of hundred and nine of the correspondents) are in agreement with this statement. Eight out of hundred and nine of the correspondents raise the argument that the effect of the compensation among academic staff does not lead to better performance and it does not keep the academic staff focused on their jobs.

Moreover 87%, ninety-five out of 109 of the correspondents, were in agreement that effective compensation of academic staff at the University of Zululand will prevent various forms of industrial dispute, while 12.8% of the participants claimed that compensation of academic staff will never prevent various forms of industrial dispute at the University of Zululand. The respondents to this sub-question receive the same percentage as the one that cited that the effect of compensation on staff commitment will increase staff productivity. Hence some of the respondents state that “there are various effects that lead academics to underperform”.

Whether the effect of compensation promotes effective teaching and learning, one hundred and two out of 109 of the participants were in agreement.

17% claimed that it does not promote teaching and learning, 17% of the participants claimed that the effect of compensation on staff commitment does not promote effective communication and good working relations between the management and staff, while 83% were in agreement with the statement. Lastly, 20% (twenty-one out of 109 participants) rejected the statement that the effect of compensation on staff commitment is one of the drivers to promote a conducive environment for teaching and learning. about a substantial majority (80%) of respondents were in agreement with the contention that the effect of compensation on staff commitment is one of the drivers for promoting a conducive environment for teaching and learning.

The above findings are in agreement with results reported by Ngo (2017), Serrat (2017), Mtazu (2009) and Shoaib et al. (2009) arguing that attractive salary packages are one of the most important factors of retention because they fulfil financial and material desires. Furthermore, the American Compensation Association (1995) defined employee compensation as the monetary and non-monetary remuneration provided by an employer for services rendered by the employees. This also includes the financial rewards which refer to any monetary rewards that go above and beyond basic pay. In other words, these rewards are different and not added into basic salary. Examples of these are special bonuses, recognition and financial incentives. The American Compensation Association categorised compensation into two types, namely, direct and indirect compensation. These are seen as rewards received by employees in an organisation geared towards achieving employee satisfaction and retention as well as improving job performance (Adeniji & Osibanjo, 2012). However, the study by Johnshrud et al. (2002) observe that salary has never been shown to be the primary motivator for faculty members and hence does not influence their performance as well their decision to leave or stay.

The findings from 'Effective compensation of academic staff in the university will prevent various forms of an industrial dispute' revealed that compensation practice is a crucial aspect that needs to be monitored at the University of Zululand. Werner (2001) & Martineau et al. (2006) view employee compensation packages as the ones that entail some basic elements that tend to satisfy employees in their job. Which intern lead to low level of industrial dispute.

In an attempt to guarantee workers optimal on-the-job performance and retention, organisations need to ensure that a variety of appropriate methods and strategies are available to reward their employees in order to get the desired outputs (Falola, Ibadunni, & Olokundun, 2014). The reason is simple, studies have revealed that the extent to which workers are satisfied with their job, as well as their readiness to stay in an organisation, is mainly determined by the compensation packages and reward system that are available in the Organisation (Terera, & Ngirande, 2014; Cloutier et al. 2015; Anitha, 2016; Noe, et al. 2016; Parveen et al. 2017; Sarkar, 2018).

4.6.2.Summary of the third theme: Effects of Compensation

The aim of this question was to investigate the effects of compensation on academic staff commitment to the University of Zululand. Looking at the effect, all the participants in responding to the sub-questions that were formulated in this study reveal that indeed compensation has various effects on retaining academic in the institution such as commitment, job satisfaction, motivating staff, preventing forms of industrial dispute, productivity, and research output. Therefore, this study drew the conclusion that the University of Zululand needs to formulate strategies which will make sure that compensation meets the global standard.

4.7.Results: Theories of Compensation (TC) - Do current theories adequately explain compensation and commitment at the University of Zululand?

The fourth research question was drawn under the fourth theme which is based on the 'Theories of compensation'. The question was formulated as follows "Do current theories adequately explain compensation and commitment at the University of Zululand?" Hence, under this question the researcher formulated seven sub-sections with the aim of obtaining sufficient information on understanding this question.

Cronbach's test for reliability of the instrument was performed on the 6 items under 'Theories'. Table 13 below contains the results. Since the results exceed 0.800 the reliability is considered good and there is no need for improvement. However, the high reliability indicates that high correlations exist between the items which means that some items may be considered redundant when measuring 'Theories'. For the sake of the study and research objectives all items will be retained.

Table 13: Reliability measure

Number of items	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
All items	0.801	0.801

Table 14 reports the number (%) of responses for each of the four categories, viz. Strongly Disagree, Disagree, Agree, and Strongly Agree, for all items under the theme of Theories of Compensation. Overall the positive responses was only 44%. TC4 had the highest positive responses with 70%. This was followed by TC3 with 67%. The lowest was TC2 with only 24%.

Table 14: Responses relating to theories of compensation

Theories of compensation	Strongly disagree	Disagree	Agree	Strongly agree
TC4) An adequate understanding of current compensation theories makes employees to take accountability and ownership of their key performance areas.	2 (2%)	31 (28%)	60 (55%)	16 (15%)
TC3) Consequences of understanding current compensation theories encourage employees to better understand and deliver to their best.	3 (3%)	33 (31%)	61 (57%)	11 (10%)
TC6) Employees understand their rights and well-being associated with compensation theories.	10 (9%)	52 (48%)	42 (39%)	4 (4%)
TC5) Employees understand the type of policies and strategies that align with compensation theories.	12 (11%)	59 (54%)	34 (31%)	4 (4%)
TC1) Employees understand how compensation theories are structured.	15 (14%)	61 (56%)	31 (28%)	3 (3%)
TC2) It is easy for employees to align compensation theories with their key performance areas.	12 (11%)	71 (65%)	22 (20%)	4 (4%)
Overall	54 (8%)	307 (47%)	250 (38%)	42 (6%)

TC4 in table 14 shows that thirty–three out of 109 (30.2% of the respondents) claim that the current compensation theories do not give employees the chance to be accountable for and ownership of their key performance areas, while seventy-six out of 109 (69.7%) were in agreement with the statement that current compensation theories make employees be accountable for and ownership of their key performance areas.

33.4% (thirty-six out of 109) of the participants were in disagreement with the statement that consequences of understanding the current compensation theories encourage employees to better understand and deliver to their best, while seventy-two out of 109 (66.7%) of the participants claim that it does encourage employees to better understand and deliver to their best.

Hence, a significant majority of respondents rejected the statement that employees understand their rights and well-being associated with compensation theories. Sixty-two out of 109 of the respondents, which is 57.4%, claimed that this is no true, while 42.6%, which is forty-six out of 109, claimed that employees understand their rights and well-being associated with compensation theories.

Table 15 contains the p-values for the associations between each item and variable. 'Current age in years', 'Years in academia', and 'Highest qualification' each had one significant association at the 5% level, and only 'Faculty' had one significant association at the 10% level. Gender, 'Tenure at UZ', and 'Current position' had no significant associations.

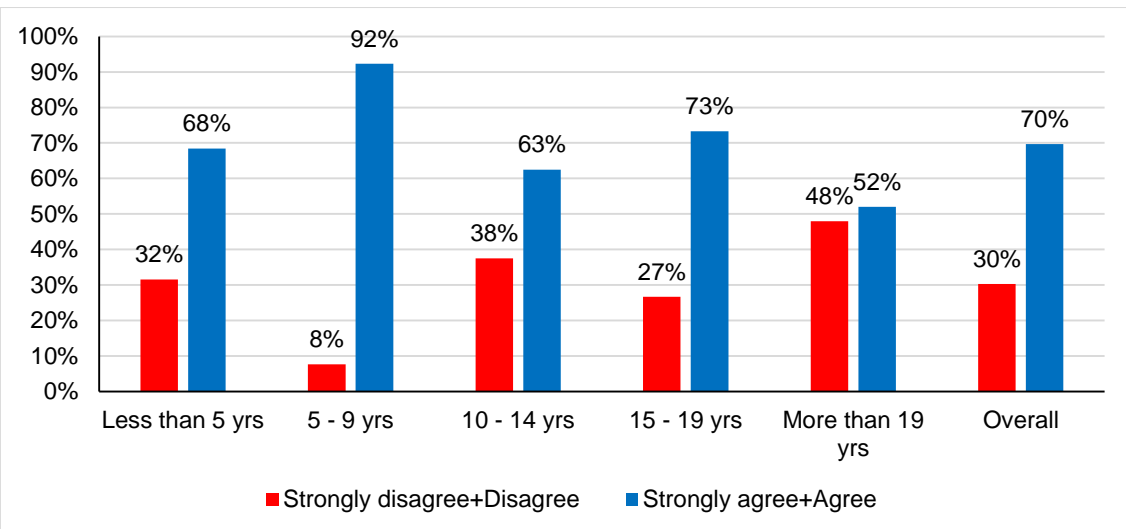
Table 15: Association test p-values

	Gender	Current age in years	Years in academia	Tenure at UZ	Faculty	Current position	Highest qualification
TC4	0.6270	0.2578	0.0301*	0.2065	0.5751	0.3470	0.1541
TC3	0.7157	0.8963	0.2311	0.8772	0.6792	0.9305	0.5797
TC6	0.7902	0.0050*	0.5358	0.1151	0.4900	0.3734	0.5647
TC5	0.9114	0.6069	0.9681	0.2638	0.7668	0.6458	0.9860
TC1	0.1979	0.6909	0.2331	0.5252	0.2148	0.7549	0.0182*
TC2	0.6567	0.2588	0.3450	0.3498	0.0911**	0.4040	0.5996

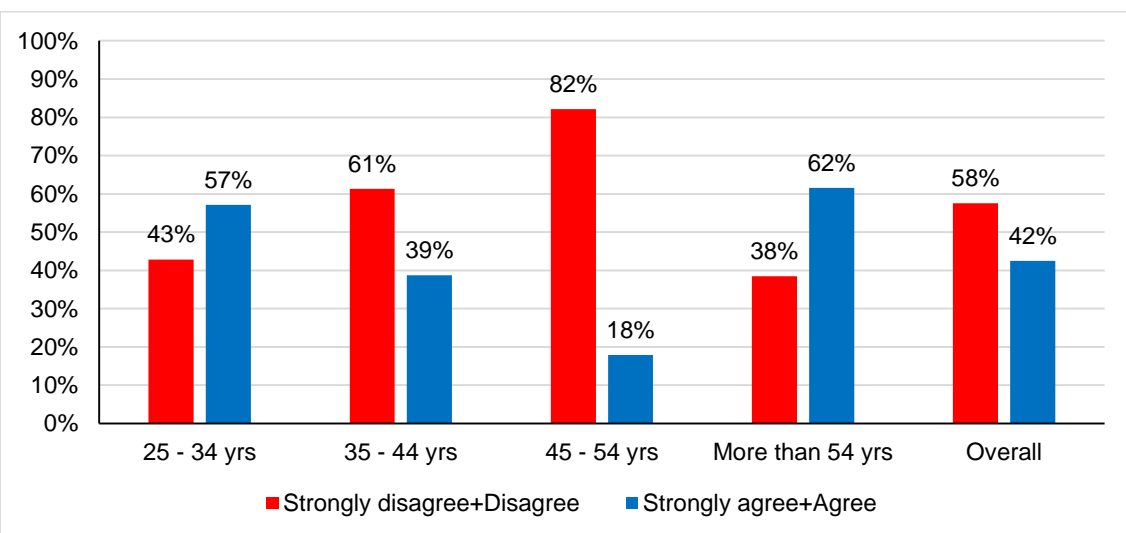
*Significant at the 5% level; **Significant at the 10% level.

The following tables and charts illustrate the significant associations from Table 20.

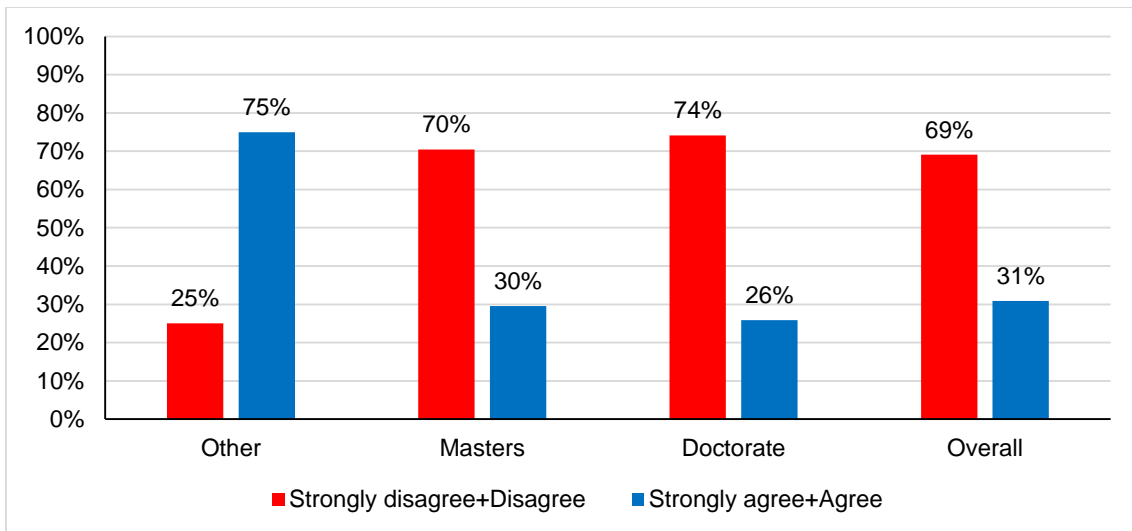
TC4		Strongly disagree +Disagree	Strongly agree +Agree	Total
Year in academia	Less than 5 yrs	32%	68%	100%
	5 - 9 yrs	8%	92%	100%
	10 - 14 yrs	38%	63%	100%
	15 - 19 yrs	27%	73%	100%
	More than 19 yrs	48%	52%	100%
	Overall	30%	70%	100%



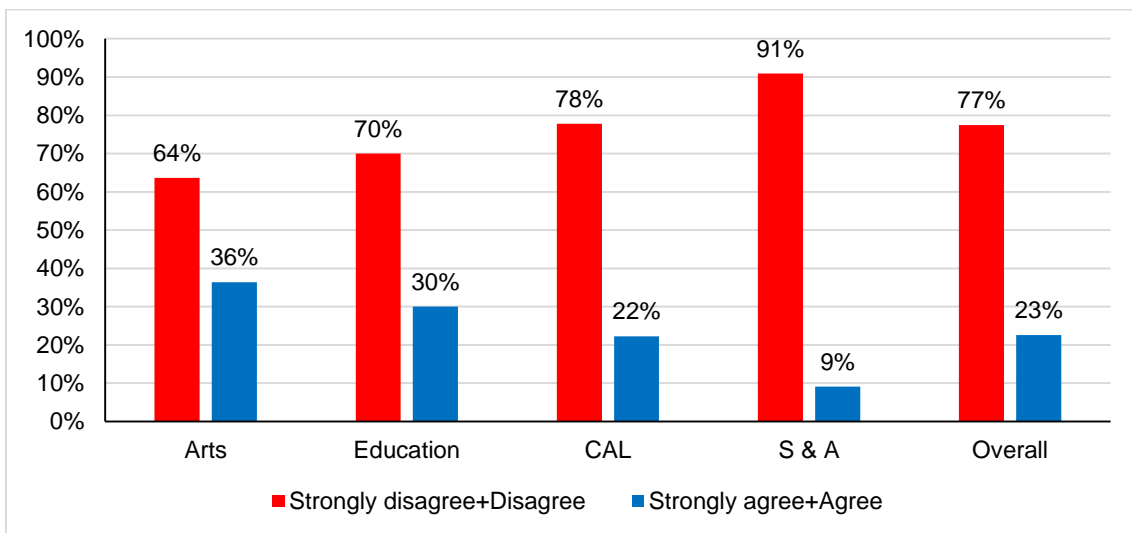
TC6		Strongly disagree +Disagree	Strongly agree +Agree	Total
Current age in years	25 - 34 yrs	43%	57%	100%
	35 - 44 yrs	61%	39%	100%
	45 - 54 yrs	82%	18%	100%
	More than 54 yrs	38%	62%	100%
Overall		58%	42%	100%



TC1		Strongly disagree +Disagree	Strongly agree +Agree	Total
Highest qualification	Other	25%	75%	100%
	Masters	70%	30%	100%
	Doctorate	74%	26%	100%
	Overall	69%	31%	100%



TC2		Strongly disagree +Disagree	Strongly agree +Agree	Total
Faculty	Arts	64%	36%	100%
	Education	70%	30%	100%
	CAL	78%	22%	100%
	S&A	91%	9%	100%
	Overall	77%	23%	100%



4.7.7. Discussion: Theories of Compensation

In understanding whether employees understand the type of policies and strategies that align with compensation theories, 65.1%, of the participants were in disagreement with this statement. Hence, few (34.9%) of the correspondents claimed that this is valid. 69.1% of the respondents raised the argument that

employees do not understand how compensation theories are structured. While 30.9% of the correspondents claim to understand how compensation theories are structured.

Lastly, 76.1% of the correspondents were in disagreement with the statement which claims that it is easy for employees to align compensation theories with their key performance areas. While about 23.9 of the respondents were in agreement with the statement.

4.7.2. Summary of the fourth theme: Theories of Compensation

The main aim of this the fourth theme was to investigate whether current theories adequately explain compensation and commitment at the University of Zululand. The study has confirmed that theories of compensation at the University of Zululand have been neglected as most of the sub-questions that were formulated in this study seem to contrast with the views of the participants.

The result of the Cronbach's test for reliability of the instrument and validity claim that the instrument used in this study is valid and reliable. Hence the p-value of the Cronbach's test the high reliability indicates that high correlations exist between the items, which means that some items may be considered redundant when measuring 'Theories'.

Table 16: Overall percentages of all correspondents per theme

Themes	Strongly disagree	Disagree	Agree	Strongly agree
Effect of compensation on staff commitment	7 (1%)	133 (10%)	541 (42%)	618 (48%)
Compensation Practice	51 (5%)	161 (15%)	430 (39%)	453 (41%)
Strategic plans to retain academic staff in the university	86 (7%)	364 (28%)	531 (41%)	311 (24%)
Theories of compensation	54 (8%)	307 (47%)	250 (38%)	42 (6%)

4.8. Qualitative summary

This type of research was adopted in order to gain insight, as well as to support the findings of this study. The researcher aimed to find out the views of academic staff

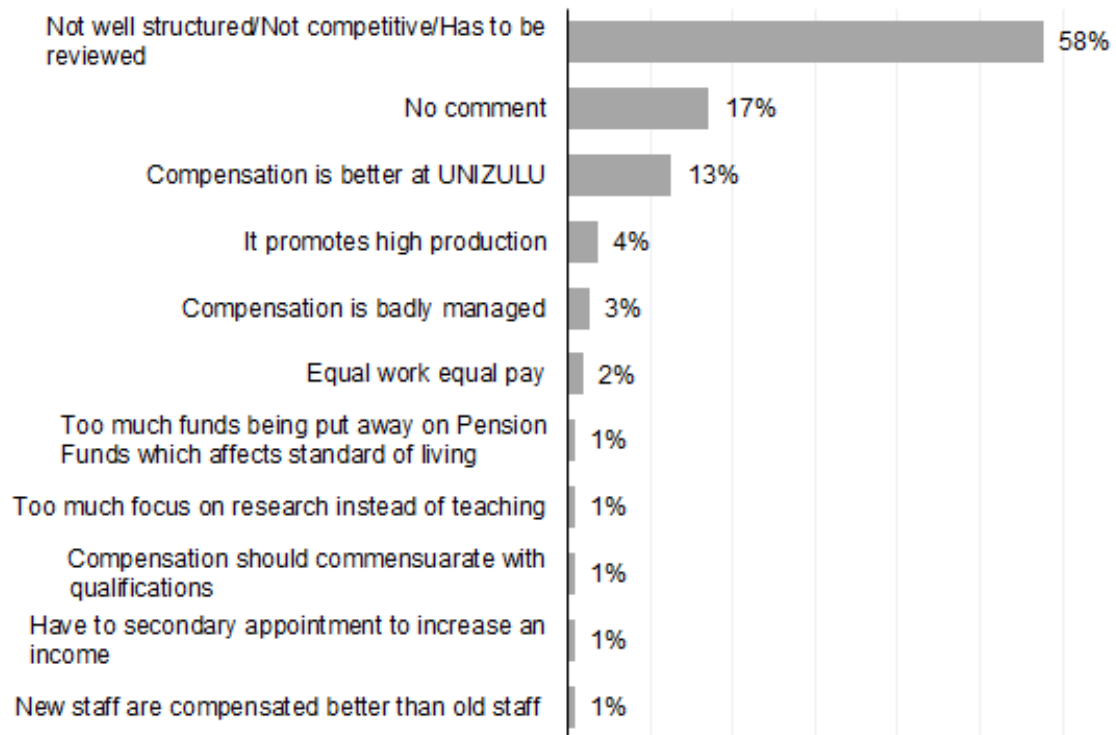
members on the effect of compensation on their performance. As can be seen in Figure 3, 59% of the staff argue that their performance would improve if there were a better working environment, while 20% argue that their performance would improve if they were compensated well. 5% ended up having no comment on this matter, while 5% indicated that the availability of better facilities is one of the drivers of good performance.

Figure 3: Results for “What factors would you consider affect your performance?”



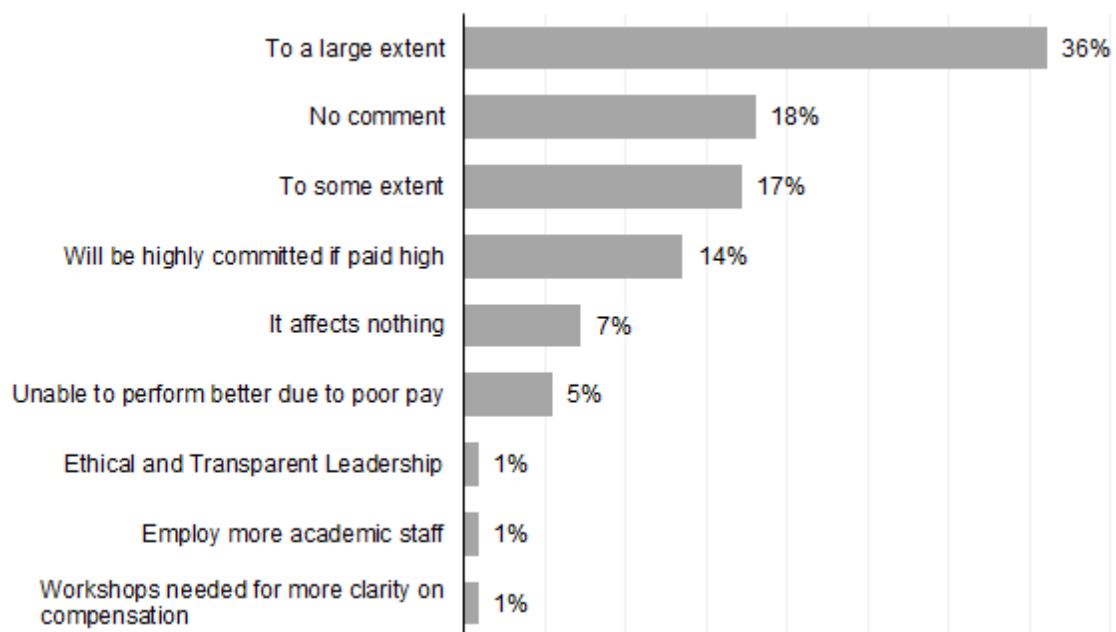
Hence the remaining factors were all counting 1%. Moreover, looking at figure 4, 58% of the respondents claim that the University of Zululand has an unstructured/ not competitive structure of compensation. Therefore, this needs to be reviewed. The findings reported in this section support the findings of this study. Furthermore, 17% of the correspondents decided not to give any view on this matter, 13% argue that compensation is better at the University of Zululand, while 4% of the respondents claim that compensation leads to high output and production.

Figure 4: Results for “What is your view on compensation of academic staff in the university?”



Three percent (3%) of the participants claimed that compensation is badly managed at the University of Zululand, while 2% sing a song of ‘equal work equal pay’. Hence others were counting 1% of the sample size.

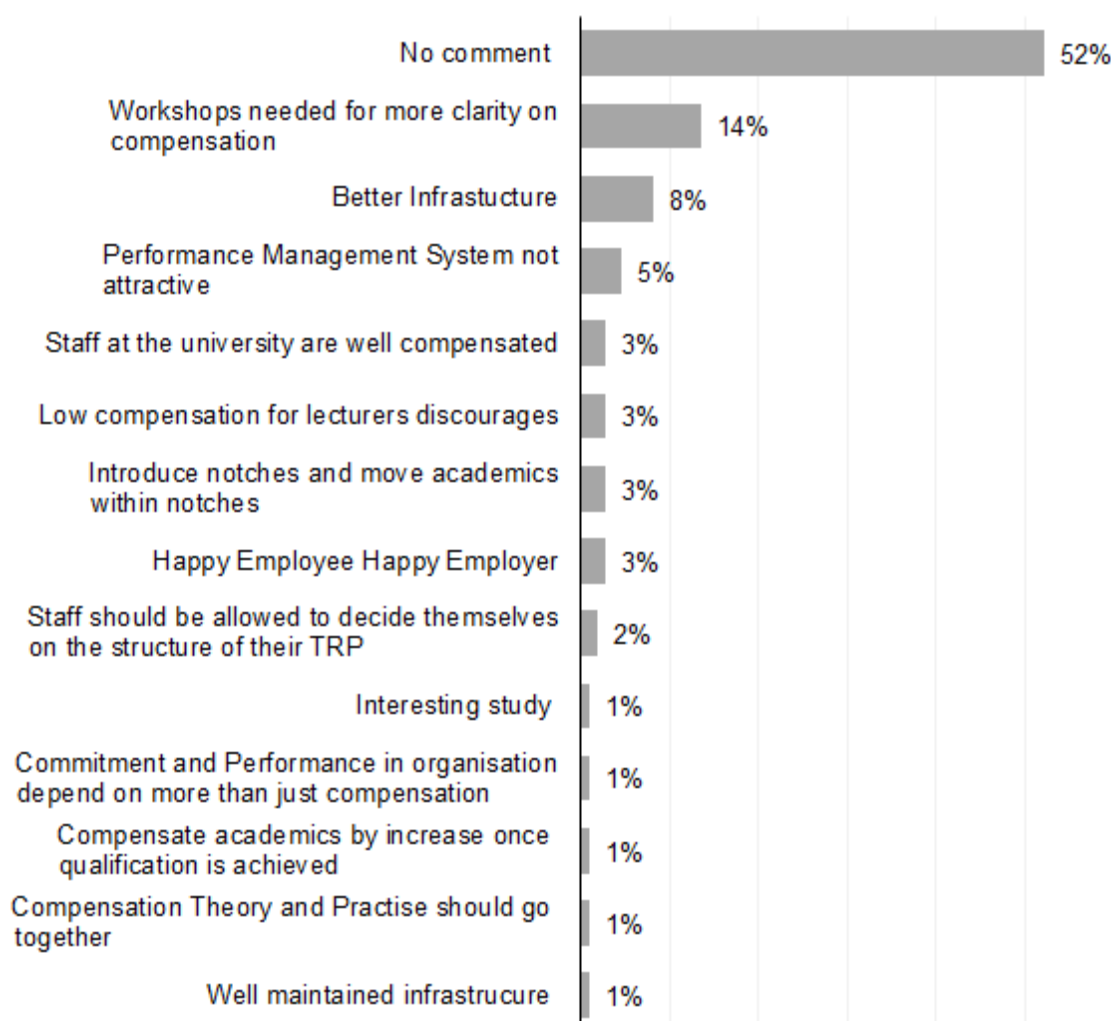
Figure 5: Results for “To what extent does your compensation affect your commitment to the university?”



The analysis in Figure 5 explains the extent to which compensation affects staff's commitment to the University. 36% of the respondents supported the findings of this study, claiming that compensation has a massive impact on their academic commitment. Hence a good number (18%) of the respondents decided to withhold their views on this matter, while 17% of the participants claim that this impacts academic commitment to some extent. Looking forward, 14% of the respondents claim that they would be more highly committed if they were paid a higher salary. The problem comes up with the participants who claimed that compensation has an effect on academic staff. Again these findings strongly support the empirical results reported in this study.

In addition, looking at Figure 6, a number of respondents decided to offer no comment regarding this matter. 14% of the participants suggested workshops with the aim of giving clarity on the compensation structure.

Figure 6: Results for “Do you have any further comments, suggestions or questions?”



8% of the correspondents suggested that better infrastructure is required, while 5% of the correspondents claim that the Performance Management System (PMS) is not attractive and that, therefore, a better PMS is needed at the University of Zululand. Some of the academic staff suggested that there must be the introduction of notches and movement of academics within notches; others were singing a song of 'happy employee, happy employer', meaning that if the staff are well compensated, there will be better delivery of services. Some of them were saying that commitment and performance in an organisation depend on more than just compensation, while others were claiming that compensation theory and practice should go together. This supports the finding of this study in theme 4, where the researcher found that theories of compensation are not active at the University of Zululand.

4.9. Summary

Overall, the results from participants indicated that the effect of compensation structure on employees' commitment has various impacts on employees. All four themes reveal the same argument. Looking at the first hypothesis, the aim of which was to understand how best the compensation practice can be improved at the University of Zululand so that it can retain academic employees and make them committed to the organisation, the study has confirmed that compensation practice is the most valuable motivational factor for retaining employees and making them committed to the organisation.

The second theme aimed to understand the strategic plans that are available at the University of Zululand to retain academic employees and make them committed to the institution. Looking at the strategic plan the University offers to academic staff the study has confirmed that strategic plans are available at the University of Zululand, but it seems that they are not actively working. The findings revealed that those strategic plans the University offers are not sufficient. Hence, this study gives the institution a challenge that in order for the University to retain academic employees and make them committed to the institution effective and energetic strategies must be active. With regard to achieving quality assurance in retention programmes, organisations must determine the retention techniques that are relevant to each of their employees and then devote strategies to these techniques.

Moving on to the third theme, which aimed to understand the effects of compensation on academic staff commitment to the University, the study arrived at the conclusion that the University needs to formulate strategies that will ensure that compensation meets the standard of the academic staff, especially in conformity with the best practice globally.

The fourth theme aimed to understand whether the current theories adequately explain compensation and commitment at the University of Zululand. The study revealed that the current theories of compensation at the University of Zululand have been neglected. The reason behind this is that employees do not understand the type of policies and strategies that align with compensation theories.

The next chapter presents the summary, conclusion and recommendations advanced in the study.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

In this study the researcher evaluated the effects of the compensation structure on academic staff members of the University of Zululand. The objective of this study was to find out ways of improving compensation practice at the University of Zululand, to ascertain whether the University had the strategic plans to retain academic employees, to determine the effect of compensation on academic staff commitment to the University and to identify variables, unique to historically under-resourced Universities like the University of Zululand, that affect compensation and staff commitment with a view to expanding on current theoretical perspectives.

This chapter summarises the study, highlights its findings and contributions, and points out its recommendations based on the interpretation of findings.

5.2. Main Findings

Throughout the study the following remained burning issues. It is therefore proposed that the University of Zululand pay attention to these factors as they are detrimental to the commitment and retention of the academic staff at the University of Zululand.

5.2.1. Improved Working Conditions

Based on the findings of the study, there is need for the University of Zululand to improve the working conditions of its employees, especially the academic staff. To achieve the basic improvement in the wellbeing and security of academic staff members, the University of Zululand needs to come up with interventions that will address infrastructural needs, technological infrastructure needs, and risks in infrastructure development.

5.2.2. Lack of Company Policies

The Higher Education sector, like all other economic sectors of the country, faces a serious challenge in attracting and retaining talent with high level competencies (requisite knowledge, scarce and critical skills and appropriate behaviours) due to

the competitive environment for this resource in the labour market. Based on the findings of the study, which revealed that in order to compete effectively for highly skilled talent and address this challenge, the University of Zululand should develop policies that are aimed at retention and attraction in order to address the retention of committed employees for as long as is mutually profitable to both parties, i.e. the organisation and the employee. This shall serve as a guide in its war for talent.

5.2.3. Employee Remuneration

According to the findings of the study as revealed in Figure 3, the compensation structure was identified to be low and not competitive at the University of Zululand. In order to combat the level of dissatisfaction, the University of Zululand should introduce adequate compensation that is sound and attractive and which can be used as one of the tools in promoting the level of commitment among the academic staff, as compensation and rewards received by employees in an organisation should be geared towards achieving employee satisfaction and retention as well as improving their level of job performance.

5.2.4. Employee Benefits

According to the findings of the study as indicated in Figure 3, most of the participants claimed that compensation leads to high output and production. Therefore, the University of Zululand should enhance its employee benefits such as bonus, pension, health plans, succession plan, promotion opportunities and recognition by means of staff awards, and acknowledgment of good employees in order to retain academic staff. These benefits are essential for the organisation to be seen as the employer of choice.

5.2.5. Academic Workload

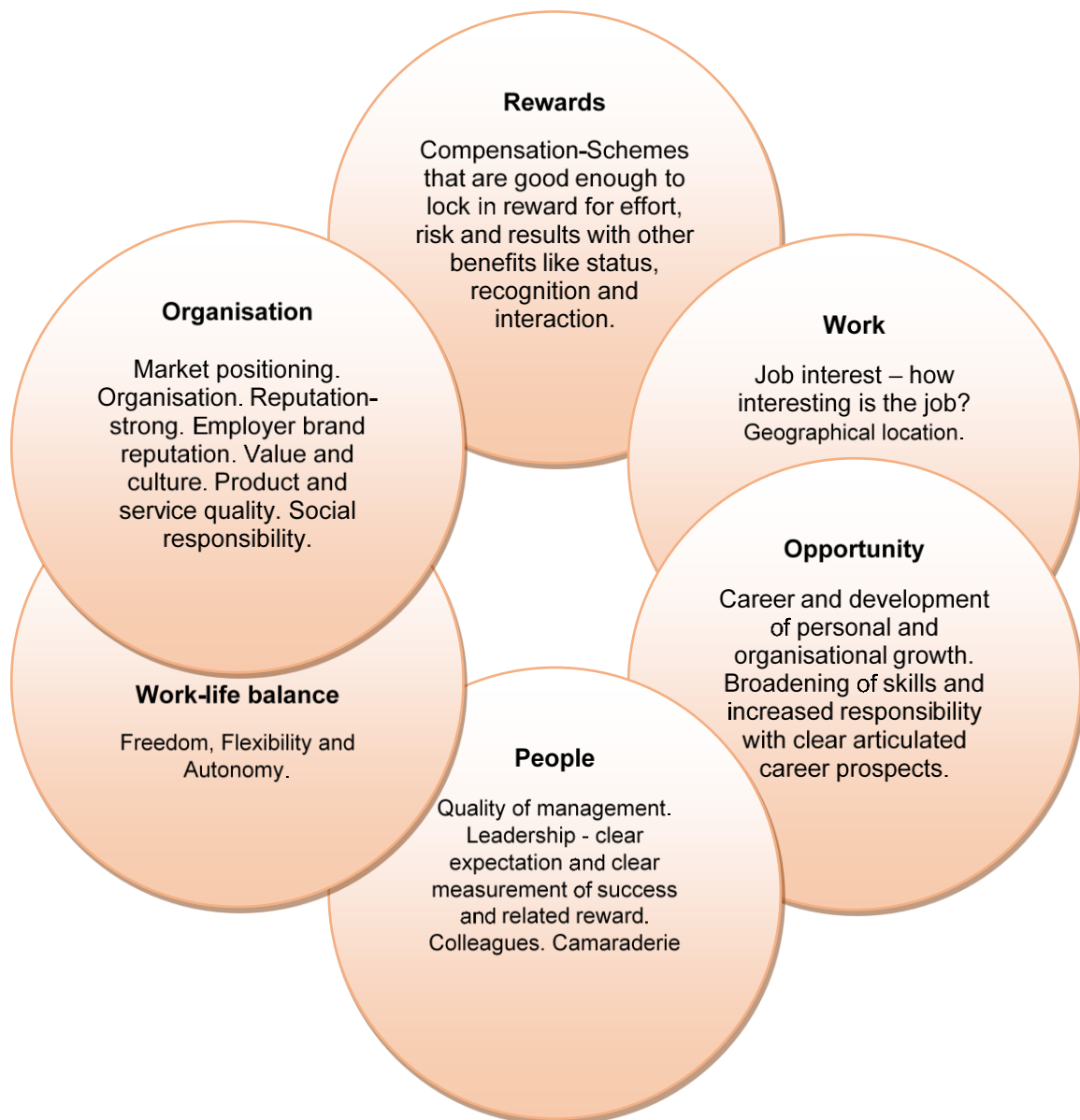
Findings, as indicated on Figure 3, revealed a high workload among the current academic staff members due to shortage of hands. Therefore, introduction of fair and reasonable workload is required at the University of Zululand as it will create a balanced structure in terms of activities that are expected to be performed by an academic employee. If there is a structured workload policy employees will be able to meet deadlines and therefore increase their morale and level of commitment, and therefore performance, in the required and expected manner.

5.3. Recommendation to Management of the University of Zululand

Data on Figure 5 revealed that an 18% of the participants had no comment on whether compensation affects staff commitment. This shows a level of unwillingness on the part of the participants as to how the compensation structure available in the University speaks to their commitment to the institution. Therefore, the study proposed that Management communicates the policies and procedures that are fair and transparent. An urgent intervention by Management to address burning issues will assist the University of Zululand to achieve its strategic goals, and its vision and mission.

Also, it is evident from the study that remuneration plays a significant role in commitment and productivity. Therefore, the pay structure of the University of Zululand must be appropriate in order to motivate and increase the level of morale among academic staff. Employees must be allowed and encouraged to participate in decision-making with regard to everyday work processes. In that way they will feel respected and engaged. The University of Zululand must develop and sustain an excellent institutional culture through good practices which will ultimately attract highly skilled employees to the organisation. Its practices must be fair and transparent such that it is known and seen to be one of the best employers in the country.

Management must not only treat their subordinates with respect and dignity but must also recognise their individual goals and needs and provide recognition and praise to employees who excel in their work. It is therefore evident that in order for academic staff to commit and excel in their responsibilities, the University of Zululand should develop an “Employee Value Proposition” that seeks to address the following:



5.4. Possibilities for Future Research

Since the research undertaken investigated the effects of the compensation structure on academic employees' commitment to the University of Zululand only further research could be undertaken on academic staff that are based at other universities in the KZN area as this will provide wider information on the effects of the compensation structure on employees' commitment which can be comparable amongst KZN Universities.

5.5. Limitations of Research

This study had certain limitations due to the fact that the data gathered did not consider non-academic staff but only included academic staff members in all four Faculties at the University of Zululand as follows:

- Faculties of Arts
- Faculty of Commerce, Administration and Law
- Faculty of Education
- Faculty of Science and Agriculture and

This study also did not take into account gender in determining impact on the commitment of academic staff employees.

5.6. Conclusion

The study highlighted the impact of the level of compensation structure on employees' (academic staff) commitment to the University of Zululand. The exploration goals recorded for this investigation have been met regardless of the limitations noted in this chapter.

A successful organisation has to ensure that there is a soul of authoritative duty and job satisfaction within the sphere of its influence and occupation, with a point of keeping the employees satisfied so as to focus on their responsibilities.

Utilising information gathered from the University of Zululand's academic employees' views, and the connection between them investigated, the researcher was able to identify the degree to which factors influence employee commitment. The examination has revealed factors that have been demonstrated to have the greatest effect on worker responsibility levels. The factors included amongst others: clear organisation objectives, clear policies, and a challenging work environment. The study provided direction to the University of Zululand in order to improve areas that require improvement.

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