UNIVERSITY OF KWAZULU-NATAL

Title: Factors affecting the attraction and retention of teachers in the uMkhanyakude Education District

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DECLARATION

I, **Fikile Nomasonto Raspo Dumisa,** declare that:

I.   The research presented in this dissertation, except where otherwise indicated, is my original research.

II.   This dissertation has not been submitted for any degree or examination at any other university.

III. This dissertation does not comprise other people's data, pictures or information, unless specifically acknowledged as being sourced from other people.

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ABSTRACT

The purpose of this study was to explore the factors influencing teachers" attraction and retention in the uMkhanyakude Education District of KwaZulu-Natal in South Africa. The objectives of the study included the following: to identify the factors that attract teaching staff; to identify the factors that retain teaching staff; and to determine the attraction and retention strategies that should be put in place in the uMkhanyakude Education District.

The study adopted an exploratory research design using a qualitative approach. The researcher used a sample of 15 participants, and the purposive sampling method was applied. Data was collected using in-depth interviews, and was then analysed by means of thematic analysis.

The findings of the study revealed that several factors attract teachers: availability of vacancies for teachers, good roads, community values, teachers" allowances, affordable cost of living, safety and social needs, decent learners, funding for teachers to further their education, philanthropic beliefs, and others. The study found that the retention of teachers is influenced by affordable accommodation, good roads, personal characteristics, infrastructure and service delivery, and a suitable climate.

The study recommends that the uMkhanyakude Education District consider the hygiene factors that are necessary to avoid dissatisfaction among teachers, such as overcrowding in learners" classrooms and among teaching staff, as well as the motivators that contribute to teachers" job satisfaction, such as adequate and timely remuneration and fringe benefits, rural allowances, teaching materials, good salaries, performance-based rewards, and a clear vision of the uMkhanyakude Education District.

GLOSSARY

DEFINITION OF CONCEPTS

- **Attraction:** Refers to the interest/fascination in something because it pulls one towards it.
- **Attrition:** A process whereby teachers leave their jobs for reasons such as retirement, illness, resignation, and transfer, among others (Ingersoll, 2008).
- **Job satisfaction:** A feeling of pleasure resulting from people"s views of one"s work. Cano and Miller (1992) defined job satisfaction as the condition of comfort with regard to one"s setting, thereby implying an attitude which is positive.
- **Motivation:** Refers to the stimulation of behaviour that is channelled into a particular aim. It is a driving force or desire that causes people to engage in certain behaviour (Mamwenda, 1995). In this study, motivation is a desire that prompts people to want to behave in a certain way.
- **Retention:** An organised effort by employers to encourage valued employees to remain with their organisation (OECD, 2008).
- **School head:** This is a title for the top management personnel in a school. In some cases, school heads are called principals, headmasters, head teachers, or school managers. Most school heads are the top professional practitioners in schools, and are tasked with leading and managing the staff and school (Hannah, 2011).
- **Teacher:** According to Scheerens, Hendriks and Van Amelsvoort (2000), a teacher is a trained classroom practitioner whose main function is to provide formal instruction to learners. Teachers" professional activities include transmitting knowledge, skills and attitudes to learners registered for educational programmes in schools.
- **CMCs:** Circuit management cluster.
- **EMIS :** Education Management Information Systems
- **HOD:** Head of Department.
- **S-** A: School A.
- **S-** B: School B.
- **S-** C: School C

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

This chapter provides a general overview of the research problem that this study sought to address, in particular the difficulty experienced by the Department of Education in uMkhanyakude in attracting and retaining teachers. The chapter introduces the study by providing a background to the study and a statement of the problem on which it is based. The aims, objectives, contribution and significance of the study are also discussed, as well as the research objectives and research questions. The limitations of the study are also presented.

The chapter starts with a global overview of the shortage of teachers, and then goes down to the national level, finally focusing on the UMkhanyakude Education District in KwaZulu-Natal. It concludes with a short summary of the major issues highlighted in the chapter.

1.2 BACKGROUND TO THE STUDY

For a long time, policy makers and academics have wrestled with the issue of teacher attraction and retention, especially in government-owned schools. Teachers with particular qualities are more likely to leave teaching in search of jobs offering better rewards. On the other hand, conditions affecting teachers" attraction and retention are widespread (Behrstock and Clifford, 2009; Gordon, 2009).

The National Policy Framework for Teacher Education and Development in South Africa attempted to propose various techniques for the progressive professional development, recruitment and retention of teachers, in order to address the economic and social needs of the country. The main aim of the policy is to produce competent community educators who are committed to offering high quality education, with sophisticated stages of outcome, as well as performance and ethical standards of conduct. The National Teacher Education Audit revealed the fragmented supply of teacher education, mismatch between demand and supply, and large

numbers of under-qualified and unqualified educators. Numerous reports assisted in the development of the policy, inclusive of the report of the Committee on Rural Education (2005), which highlighted specific problems facing education in rural areas. The report revealed a shortage of qualified and competitive educators in multi–grade, under-resourced school facilities, large classes, and the limited accessibility of professional development programmes for educators. These national policies, as well as Cosatu, are facing a huge challenge because the teacher supply versus demand is still in question. Cosatu engaged with the Department of Basic Education, demanding the payment of rural incentives to teachers working in deep rural areas, but only 68 schools qualified to receive the incentives out of 548 schools in the uMkhanyakude Education District (HRM circular, number 53 of 2015).

It seems that the shortage of teachers is a global phenomenon. The Utah Foundation (2007) found that low salaries and poor conditions of services are the primary reason for the shortage of teachers. In spite of measurable achievements in the area of educational and political transformation, Africa still has several challenges. In South Africa, the issue of demand and supply of teachers is now a national issue. For several years, schools have been struggling to attract and retain teachers, and this has an impact on school performance. Generally, the shortage of teachers is caused by a perception that teaching is a stop-gap profession or a profession of „last resort‟ (Gordon, 2009).

In spite of efforts to ensure education for all (Millennium Development Goals and Universal Primary Education), several countries are experiencing a decline in teacher supply. Severe challenges in this regard are being experienced in East Asia, Arab States and the Pacific, and West Asia (International Task Force on Teachers for EFA, 2010). The UNESCO Institute for Statistics (2009) indicated that more than 66% of the countries hit by the crisis of the shortage of teachers are in Sub-Sahara Africa. At the global level, a total of 10.3 million teachers need to be recruited by 2015, in order to address the shortage of teachers in schools (Payumo, Jane, Grimes and Jones, 2012). An analysis of classroom needs in more than 96 countries for the period between 2007 and 2015 suggests that no fewer than 1.9 million teachers will be needed to offer universal primary education of a good quality (UNESCO Institute for Statistics, 2009).

Globally, the issue of the shortage of teachers has been addressed in different forums, including conferences and workshops. South Africa is among those countries which have pledged to achieve the goal of universal primary education by 2015 (Gordon, 2009). For this to be achieved, there is a need to ensure that schools have quality teachers to provide quality instruction, as this is one way of ensuring that schools function effectively.

In 2014, South Africa celebrated 20 years of democracy. During this period of time, significant progress has been registered in the education and political spheres. However, the education system is facing huge challenges, which are making it hard to meet the expectations of the country"s people.

The Department of Education (2009) reported that South Africa will need between 20 000 and 30 000 new teachers every year over the next ten years. However, the number of teacher graduates is below the required level that is trained by our local universities, such as UKZN and UNIZUL. Furthermore, the rate at which teachers are leaving the profession due to poor conditions, retirement, medical incapacity, or death due to the AIDS pandemic is growing steadily. According to the Department of Education (2012), 24 750 teachers left teaching between 2005 and 2008. The knowledge that is lost because of this is difficult to replace.

One of the most affected areas in the field of education is basic education, in particular secondary education. It is estimated that over the next nine years, about 4 000 full-time education posts in South Africa will be vacant. Educators with relevant teaching qualifications will therefore be required (Department of Education, 2014). The shortage of educators, especially in scarce subjects such as science and mathematics, tends to be a key challenge in many rural areas, especially KwaZulu-Natal.

The uMkhanyakude Education District, where this study was conducted, is also experiencing the challenge of skill shortages (South Africa, 2010). It is situated on the north coast of KwaZulu-Natal, in the rural area of Mkuze, and has 548 public schools. The uMkhanyakude Education system comprises of the Education and Training band (Grade R-9), the Further Education and Training Band (FET) (Grade 10-12), and vocational studies (uMkhanyakude

profile, 2014). There is a shortage of skills with regard to suitably qualified mathematics and science teachers in uMkhanyakude public schools (uMkhanyakude profile, 2014), and this has an impact on the value of the schools, as well on the outcomes and competitiveness of these public schools. Teaching staff tend to stay at schools for a few months and then leave (Boyd, Lankford, Loeb, Ronfeldt and Wyckoff, 2011). The continuous exodus of skilled teachers is disruptive to scholars, and therefore requires an urgent solution.

The current shortage of teachers seems to suggest that educational policies and strategies are not effective in addressing issues of attraction and retention. Worse still, the underlying factors contributing to teachers" attraction and retention have not been scientifically documented. In light of these challenges, the questions that can be asked in this study are as follows: What are the factors that influence the attraction and retention of teachers in the uMkhanyakude Education District? What strategies can be employed by the uMkhanyakude Education District to attract and retain teachers?

1.3 PROBLEM STATEMENT

Teachers who are appointed to schools in the UMkhanyakude Education District generally leave after a period of about three months (uMkhanyakude profile, 2014). The continuous exodus of skilled teachers results in a dire shortage of personnel, which leads to vacant posts at all levels and the disruption of learners" education. In light of this, an urgent solution is needed to address the problem. However, it is important to first understand the factors that influence the attraction and retention of teachers, in order to devise strategies to enhance their attraction and retention.

1.4 PURPOSE OF THE STUDY

The purpose of this study is to assess the factors affecting teacher attraction and retention in government high schools in the uMkhanyakude Education District, in order to develop strategies for enhancing teacher attraction and retention (Fuller, Young, and Baker, 2011).

1.5 SIGNIFICANCE OF THE STUDY

The findings of this study may be of benefit to the Department of Education, which can use the study to gain a better understanding of the factors affecting the attraction and retention of teachers in government high schools, particularly in remote rural areas (Lehmann, 2008). This study is significant because without knowledge of these factors, the problem of the shortage of teachers will persist through attrition and resignation, amongst other factors, and it will be difficult for the uMkhanyakude Education District to provide quality education.

1.6 RESEARCH AIMS

This study had two main research aims, namely to determine the factors affecting the attraction and retention of teachers in the uMkhanyakude Education District, and to develop strategies for enhancing the attraction and retention of teachers in this region.

1.7 CONTRIBUTIONS OF THE STUDY

There are many teachers who are unmotivated and dissatisfied with several issues related to their jobs in the uMkhanyakude Education District. A study such as this one, which explores factors affecting the attraction and retention of teachers, and develops strategies to enhance their motivation, would be useful to the South African education system as a whole. This study provides insight into the problems faced by teachers in their work environments. Identifying these challenges can yield important information for addressing the current situation of discouraged and demotivated educators. The study has the potential to shape work environments that either agree or are in conflict with teachers" needs. An understanding of the issues that are of concern to teachers, especially the main factors that inspire the motivation of teachers, is essential to the effectiveness of school management teams. This study will be valuable to the general public, as well as educational policy makers, planners and managers, because the findings will inform these stakeholders about the variables that influence educators" motivation and satisfaction on the one hand, and those that demotivate and dissatisfy them on the other hand.

1.8 RESEARCH OBJECTIVES

The objectives of this study are to:

- Identify the factors that attract teachers to the uMkhanyakude Education District;
- Identify the factors that help the uMkhanyakude Education District to retain teachers; and
- Determine whether or not schools use teacher support systems, and what can be done to improve them.

1.9 RESEARCH QUESTIONS

The questions of this study are as follows:

- What are the factors that influence teachers" attraction in the UMkhanyakude Education District?
- What are the factors that influence teachers" retention in the UMkhanyakude Education District?
- What attraction and retention strategies should be developed in the UMkhanyakude Education District?
- What support systems are used by schools in this district, and what can be done to improve them?

1.10 LIMITATIONS OF THE STUDY

The problem that is being addressed in this study is not limited to the uMkhanyakude Education District, but also affects other rural districts in the province and throughout the country. This study focuses on three secondary schools within the uMkhanyakude Education District, one in a very rural area, the second in a semi-rural area, and the third in a semi- urban area. Taking costs and limitations into consideration, the scope of the study will be restricted to the teaching staffs who are currently employed in the uMkhanyakude Education District. One of the biggest limitations of this study was the difficulty experienced in tracing teachers who had left the system, as having access to them would have helped to determine why they left the uMkhanyakude Education District. Other limitations were that the study only focused

on the educators presently working in public schools, while those in private schools were excluded. The sample was comprised of educators, heads of departments, deputy principals and school principals who are currently in the system, which is an important limitation of the study. However, this does not mean that the findings are not reliable.

1.11 OUTLINE OF THE STUDY

This study is divided into five chapters as follows:

Chapter One: Introduction and background

This chapter provides an introduction to the study, and includes the background, research problem, study objectives and questions, significance, contribution and limitations of the study.

Chapter Two: Literature review

This chapter presents the literature review that was conducted for the study. It focuses on literature related to motivation theories and factors that influence teachers" motivation and dissatisfaction. It concludes by providing an overview of the major findings with regard to the reviewed literature.

Chapter Three: Research methodology and design

This chapter discusses the methodology, research design and sampling methods used in this study, as well as the criteria for the sample size. It also provides comprehensive information regarding the data collection and data analysis techniques used in the study, and highlights the issues of reliability and validity, as well as ethical considerations.

Chapter Four: Presentation and discussion of findings

This chapter presents the data obtained in the study and discusses the findings of the data analysis. It also interprets the main findings of the study.

Chapter Five: Conclusion and recommendations

This chapter presents the conclusion and recommendations of the study, which are based on the findings discussed in the previous chapter.

1.12 CONCLUSION

This chapter provided a brief background to the shortage of teachers at the global, national, and district level. In addition, the chapter included the statement of the problem, significance, aims, purpose, contribution and overall objectives of the study, as well as the main research questions that will guide the study. It also discussed the limitations of the study, and defined the key concepts underpinning the study. The next chapter presents the literature review.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter presents the literature that was reviewed, in an effort to explain the complex nature of issues related to teachers" attraction and retention from different perspectives. The chapter is divided into two parts: the first part deals with literature on process and motivation theories, and the second part reviews literature on factors that influence teachers" attraction and retention.

2.2 THEORETICAL PERSPECTIVES ON MOTIVATION

There are numerous theories that are utilised to address the phenomenon of teacher motivation. However, this chapter will only deal with five motivation theories: Maslow"s hierarchy of needs theory, Herzberg"s two-factor theory, theory of positive enforcement, expectancy theory, and equity theory (Enterprise Risk Management in International Construction Operations, 2015).

2.2.1 Maslow's hierarchy of needs theory

In 1943, Maslow developed a theory that explains the needs of humans. This theory is called a hierarchical model, with the higher needs at the top and the basic needs at the bottom. The human needs identified by Maslow"s theory are in a hierarchical order, starting with physiological, safety and security, social and belonging, self-actualisation and self-esteem needs (Adams and Heywood, 2009; Yunfeng, 2015). Figure 2.1 below illustrates Maslow"s hierarchy of needs theory.

Figure 2.1: Maslow's Hierarchy of Needs Theory

Source: Adapted from Adams (2009)

2.2.1.1 Physiological or biological needs

Maslow"s theory explains physiological or biological needs as people"s lowest basic needs, which are important mainly for survival. Physiological needs include clothing, shelter, water, air, rest and exercise (Adams, 2009; Yunfeng, 2015). Behrstock and Clifford (2009) found that teachers are able to satisfy their physiological needs when they are appointed and have an adequate salary. The ability to meet these needs has inspired teachers to work towards the next higher order need. On the other hand, Hannah (2011) argued that when teachers" needs are not met, they become apprehensive and are likely to leave teaching in search of a job that can satisfy their physiological needs.

2.2.1.2 Safety and security needs

In terms of Maslow"s theory, human beings have the need for protection against deprivation, physical dangers and threats (Adams, 2009). This is supported by Bellingsley (2003), who suggested that people need organisational and individual protection, as well as protection from excessive fear. In school environments, studies have indicated that the need for security and safety is transformed into a concern for security at work and guaranteed wages (Ballou, 2001; Yunfeng, 2015). The provision of security services in all schools in the UMkhanyakude Education District is imperative in order to motivate teachers to stay longer in the area.

2.2.1.3 Belonging and social needs

This construct postulates that human beings want to be appreciated, needed and accepted by others. This need includes people‟s need to associate with others of their own type, identify with certain groups, take part in everyday social activities, and feel loved (Deci and Ryan, 2004; Yunfeng, 2015). In educational environments, these needs are visible in teachers‟ participation in both formal and informal social groups. Ingersoll (2008) argued that having a cohesive work environment can be effective in encouraging teachers and schools to achieve their goals.

2.2.1.4 Esteem needs

Maslow‟s theory states that human needs are of two types. The first are needs that relate to human self-esteem, such as knowledge, independence, competence, confidence, self-respect and achievement. The second type of needs is related to the human reputation, such as status, recognition, prestige, appreciation and deserved respect from colleagues (Connolly, 2000; Yunfeng, 2015). Pulse (2005) argued that teachers find it difficult to achieve reputation and esteem needs at work. Rasmussen (2008) claimed that teachers seek indefinitely to achieve their needs, and when their esteem and reputation needs are not met through their job, they become despondent, and this affects their output. This in turn increases their likelihood of leaving in search of better working conditions, in order for their esteem needs to be met (Raham, 2000; Yunfeng, 2015).

2.2.1.5 Self-actualisation

The construct of self-actualisation refers to people‟s need for development and growth. Specifically, the theory states that people have the need to transform latent potential and talents, in order to progress towards achieving their own objectives, besides seeking to achieve the goals set by others (Figlio and Kenny, 2007). Maslow‟s theory also argues that people have a need to realise their ultimate goals, fulfill their destinies, and become what they aspire to be in life (Raham, 2000; Yunfeng, 2015). Davis and Wilson (2000) asserted that self-actualisation is the highest form of need, and this is not easily realised in schools with difficult or poor conditions.

Thus, Maslow‟s theory proposes that unfulfilled types of human needs motivate behaviour (Dee and Keys, 2004). Another important construct is that people are inclined to satisfy their needs methodically, beginning with basic needs and then moving upwards (Eberts, Hollenbeck and Stone, 2002; Fullan, 2008; Yunfeng, 2015). Therefore, as long as basic needs are not satisfied, the need to meet the highest order needs or self-actualisation remains unmotivated.

Maslow‟s hierarchy of needs has been criticised for several reasons. Critics argue that people have several needs, but not everyone has the same five levels of needs. They suggest that unlike Maslow‟s proposition, people‟s actual needs are more unstable and variable (Fryer, 2011). Bigler (2000) held that there is a paucity of evidence to support Maslow‟s theory. Furthermore, a few people, such as Albert Einstein, Abraham Lincoln and Thomas Jefferson, were considered in establishing the notion of self-actualisation, by analysing their bibliographies and then generating a list of qualities that appeared to be characteristic of these people, before reaching a conclusion regarding what self-actualisation is. Thus, Maslow‟s theory is criticised for lack of evidence and a credible methodology to support the assertions being made. The theory also states that people satisfy their needs one by one. However, Kaur (2013) refuted this assumption, stating that people such as Galileo and Van Gogh were able to produce great works that made a difference to society, despite suffering from mental illness, poverty, an unhealthy upbringing, psychoses, and depression. In other words, there are people whose lower needs are not fully met, but who still manage to excel in life. Lemmon (2001) maintained that the theory is inadequately substantiated and rigid. In addition, the argument of moving up in a hierarchy in order to meet one‟s needs is inconsistent with the behaviour of many people (Bigler, 2000; Yunfeng, 2015). Some critics have stated that the nature of the theory‟s concepts defies their assessment and the logic is unintentional, as well as the fact that the constructs based on self-actualisation is not completely defined (Gratz, 2009; Straiger, Raudenbush and Whitehurst, 2010). The district management, in taking cognisance of Maslow‟s hierarchy of needs, would need to engage in negotiations to provide all teachers in the district with rural incentives, because of its deep rural nature. In so doing, teachers‟ needs will be partly addressed.

Despite the criticism levelled against Maslow"s theory, several researchers have argued that the theory provides a valuable framework for understanding the different needs that educators may encounter in the workplace. The theory"s value lies mainly in its capacity to inform top school management teams about processes and variables that have a significant influence on educators" behaviour in the workplace. This makes it a good theoretical lens for this study, as it will investigate the factors that influence teachers" recruitment and retention. Maslow"s theory is supported by Herzberg"s two- factor theory, which is discussed below.

2.2.3 Herzberg's two-factor theory

The two-factor theory, sometimes called the hygiene motivator theory, was developed by Snyderman, Mausner and Herzberg in 1995 (Lockwood and McCaffrey, 2007; Son, 2015). The theory was based on a study in which 200 engineers and accountants were asked to recall their moments of satisfaction and dissatisfaction at work (Owens, 2004; Son, 2015). The study found that participants described experiences that were satisfying with regard to intrinsic variables related to teachers" jobs. Secondly, participants described experiences that were dissatisfying with regard to extrinsic variables associated with the working environment (Pevy, Engbers and Jun, 2009; Son, 2015). Herzberg and his colleagues used the findings of the study to conclude that motivation is based mainly on two types of independent variables: motivation variables, which spearhead to job satisfaction, and maintenance variables, which can either block or facilitate job satisfaction (Weirich and Koontz, 2005; Son, 2015). Figure 2.2 below presents the two-factor theory.
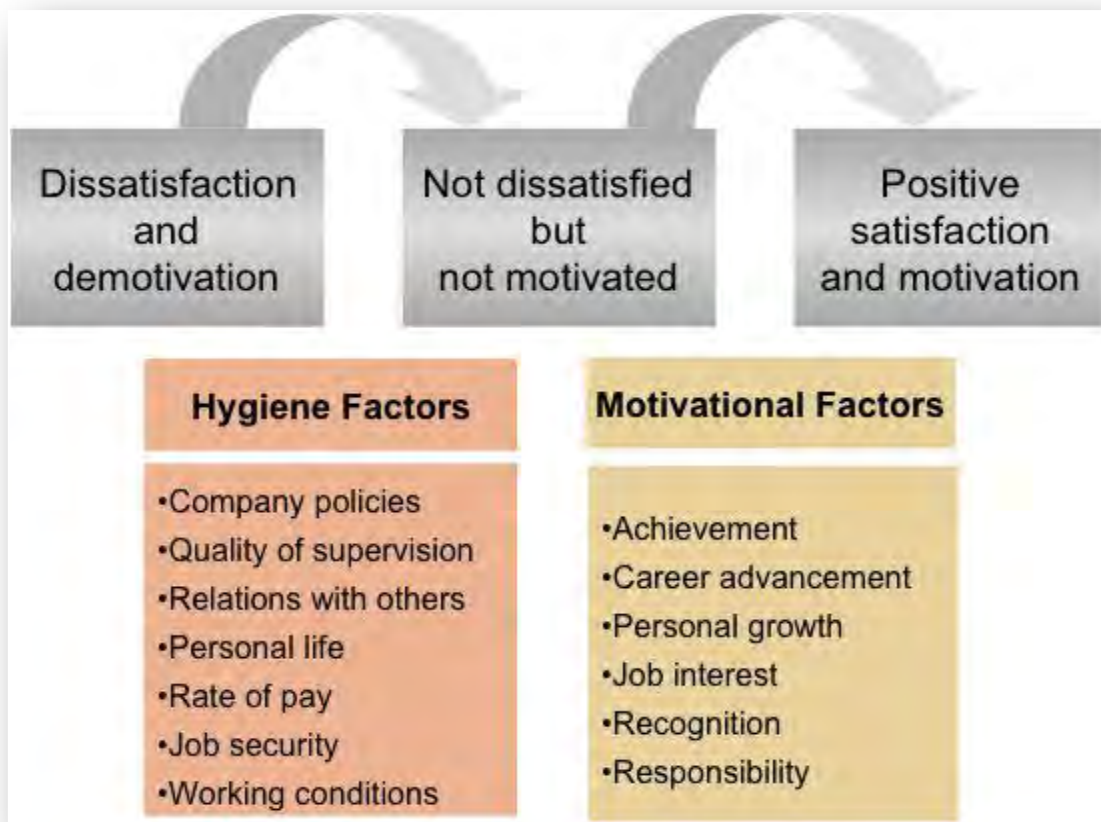
Figure 2.2: The Two-factor Theory
Source: Mertler (2002)

2.2.3.1 Motivation factors

These are factors that are related to the practical performance of work, and deal with content issues related to the work that was done. Motivation factors have a significant influence on people‟s performance and attitudes in different careers, including teaching, and are intrinsic in nature. Perry and Hondegham (2008) explained that motivation factors encourage workers to aim for better achievements, recognition, responsibility, advancement, promotion, and both professional and personal development.

Herzberg and his colleagues argued that the presence of motivation variables could inspire workers to be satisfied, while the absence of these factors can lead to the opposite (Mertler, 2002; Son, 2015). For example, if teachers in rural areas are well paid and get along well with

their colleagues, they are less likely to stop teaching, because they are provided with acknowledgement and responsibility. Thus, the satisfaction or dissatisfaction of workers is determined by the presence or absence of motivation factors in a work environment. The motivation theory should be applied practically to the uMkhanyakude Education District through the recognition of service excellence, in order to motivate teachers who have performed exceptionally well in their jobs.

2.2.3.2 Maintenance factors

Maintenance variables are also referred to as „hygiene" variables, because they are closely associated with the workplace environment. Maintenance factors include fringe benefits, salaries, supervision, work conditions, interpersonal relationships, status, job security, attitudes and policies. Reiger and Stang (2000) stated that maintenance factors breed dissatisfaction among workers if they are inadequate. For instance, teachers in rural areas will feel dissatisfied if they are not recognised and given responsibility, even if they are well paid and there is job security (Bennell and Akyeampong, 2009, Son, 2015). Proponents of the theory argue that meeting teachers" low level needs, such as working conditions and salaries, will reduce workers" dissatisfaction. However, Herzberg, Snyderman and Mausner (1995) reasoned that job satisfaction can only be achieved by meeting teachers" higher order needs, including recognition and achievement. This indicates that reducing workers" dissatisfaction does not imply that workers will automatically be motivated and become satisfied with their jobs. In other words, Herzberg"s hygiene factors are in parallel with Maslow"s hierarchy of needs theory (Owens, 2004; Son, 2015). The motivation factors are related to the highest levels of human needs, namely self-fulfilment and self–esteem, whereas the „hygiene" variables refer to the lower level needs, specifically the need for security (Martin, 2007; Son, 2015).

The two-factor theory is criticised for being too simplistic and rigid in dealing with the intricacy of human motivation. In this regard, the theory depicts an oversimplified version of reality (Reiger and Stang, 2000; Byrd, 2015). Muralidaran and Sundaraman (2006) stated that the theory is techniques-based. Therefore, the outcomes of a study only inform the support of the theory when Herzberg"s interviews and analysis techniques are used. Others have argued

that the theory is not reliable and therefore questionable (Owen, 1995; Son, 2015). Laurie (2002) indicated that the theory fails to demonstrate a relationship between motivation and satisfaction. The method used by Herzberg foreshadows the findings of the study. The participants in Herzberg"s study attributed dissatisfaction to the characteristics of the organisation and motivational factors to themselves (Glenne, Ilias and Kremer, 2010; Byrd, 2015). Critics argue that the theory does not give adequate attention to people"s differences (Porter and Steers, 1991; Son, 2015), and above all, no study has been able to sustain the existence of „hygiene" and motivation variables (Plonsky, 2007; Son, 2015).

Despite Herzberg"s theory being criticised, many scholars state that the theory has significant value for personnel management (Mertler 2002; Reiger and Stang 2000; Cole, 1996; Steyn, 1996; Son, 2015). In other words, the theory is a powerful body of knowledge that explains the factors that motivate teachers and have an influence on organisational performance. This theory will be used in this study to determine the factors that influence teachers" recruitment and retention, which has an impact on organisational performance. Godhader (2010), Fryer (2011) and Byrd (2015) took the debate further by arguing that pre-eminent modes of motivating and transforming the behaviour of staff can be explained in terms of the positive reinforcement theory, which is based on behavioural control.

2.2.4. Positive reinforcement theory

According to Steers and Porter (1991), the positive reinforcement theory is also known as the behaviour modification theory, which is based on Thorndike"s Law of Effect. The theory states that the desirable behaviour with pleasing results will be repeated by people, while behaviour preceded by unpleasant results is not likely to be repeated (Lavy, 2002, 2004; Yang, 2015). Therefore, the positive reinforcement theory of motivation proposes that the behaviour of humans is based on the results of the initial behaviour.

In essence, this theory explains that behaviour is influenced to a certain extent by the punishments or incentives that are associated with previous behaviour. Therefore, rewards or punishments have the effect of reinforcing current behaviour (Samson, 2002; Yang, 2015). Figure 2.3 below presents the positive reinforcement theory.

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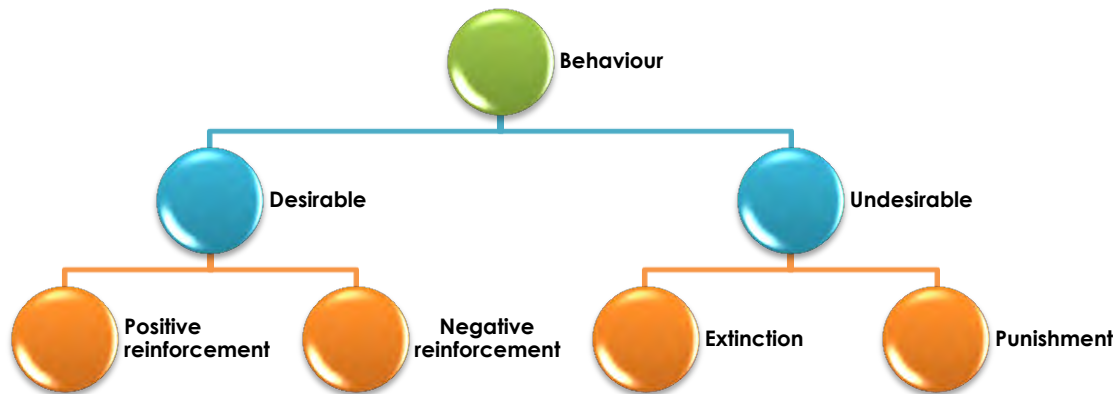
Figure 2.3: Positive Reinforcement Theory

Source: Van den Aardweg and Van den Aardweg (1993)

An underlying assumption of the theory is that individuals exist to be managed, and that the management of an organisation has a duty to offer desirable conditions in order to inspire a high level of performance (Perry, Mesch and Paarberg, 2006; Yang, 2015). In light of this, it can be argued that the behaviour of teachers at school is caused by external variables, and educators therefore have little control over the results of their behaviour (Tripath, 2004; Yang, 2015).

According to the positive reinforcement theory, the key principle of motivation is that people behave in certain ways because they are seeking reinforcement which is „positive‟, in the form of incentives being paid for good performance, or praise for and recognition of work done properly (Silva, 2008; Yang, 2015). Therefore, positive reinforcement is based on pleasurable motivations that encourage the repetition of the behaviour. The school management teams should ensure that it is imperative to recognise the good work that the teachers have done, in order to reinforce the repetition of this good performance within the school setting.

However, the positive reinforcement theory has attracted its share of criticism (Miskel, 1982; Yang, 2015). Critics argue that the theory ignores the intrinsic situation of a human in seeking the explanation for his or her behaviour (Hofmeyr, 1992; Raham, 2000; Yang, 2015). The theory also oversimplifies and ignores social processes which are complex in nature, which neutralise the reinforcement system (Barnnett and McCormick, 2003; Yang, 2015). Others

have argued that there are very few studies that evaluate behaviour change principles in work settings, and that the theory has been largely unevaluated by workers in educational settings (Roza and Miller, 2009; Yang, 2015).

Winter, Ruther, Barnett, Greene and Yang (2006; 2015) stated that the theory overlooks the fact that people have free will, and can therefore choose whether or not to be managed. In addition, Pinky (2009) and Yang (2015) used a humanistic perspective to demonstrate that information based on the experimentation of animals is insufficient and unethical. The principles of the theory could therefore be inappropriate in the world of work, which is more complex.

Furthermore, although positive reinforcement theory has faced criticism for its gaps and inconsistencies, many scholars state that the theory has positive educational implications. The theory can be used to understand how forms of acceptance, compliments and praise inspire teachers to reach greater heights (Van den Aardweg and Van den Aardweg, 1993; Yang, 2015). Thus, this theory will be used in this study to inform the investigation into how forms of commendation, acceptance and compliments can motivate teachers.

2.2.5 Expectancy theory

The expectancy theory was championed by Victor Vroom, who stated that people are more likely to try to improve their performance at work if there is an expectation of a reward which is valued (Podgursky and Sponger, 2007; Purvis, 2015). The foundation of the theory is that motivation forms part of individuals who wish to accomplish a certain objective. People"s inspiration is perceived as the perception by a person that an increase in his or her performance will result in certain incentives, which will assist him or her to achieve personal objectives (Ballou, 2001; Purvis, 2015). Therefore, the expectancy theory holds that motivation relies on how people aspire towards particular goals and how achievable people perceive these goals to be (Dee and Keys, 2004; Purvis, 2015). In other words, the subjective nature of people"s views is essential to this theory.

The theory of expectancy is based on attempts, achievements, results, and the manner in which a person envisages the three variables to be linked, as well as how the individual unpacks the

results or incentives. The theory explains that whenever a person makes an attempt, he or she gauges the probability that the attempt will raise individuals" performance (Figlio and Kenny, 2007; Purvis, 2015). Besides effort, there are other factors that influence an individual"s personality, knowledge, skills and perceptions that affect performance. Figure 2.4 below presents the expectancy model established by Vroom, which shows the elements of an attempt that are based on relevant and accurate performance incentives.

Motivational Force (MF) Force directing specific behavioral alternatives	=	Expectancy (E → P) Perceived likelihood that Effort will lead to performance	X	Instrumentality (P → R) Perceived likelihood that Perfromance will lead to desired Rewards	X	Valance V(R) The value of expected rewards to the individual
		⇧		⇧		⇧
		Self Efficacy Goal Difficulty Perceived Control		Trust Control Policies		Needs Values Goals Perferences

Figure 2.4: The Expectancy Theory
Source: Figlio and Kenny (2007)

The expectancy theory also argues that three factors are related to the individual"s personal perceptions and encourage people to put an effort into something. The three variables identified by Vroom are the following: valence, expectancy and instrumentality (Adams, 2009; Bradford, 2015).

According to the expectancy theory (Baker, Barton, Darling-Hammond, Haertel, Ladd, Linn, Ravitch, Rothstein, Shavelson and Shepard, 2010; Bradford, 2015), expectancy is the degree of a person"s perception that a specific reaction will yield particular results. Instrumentality is held to be the degree to which people view successful performance to be linked to the desired incentives. On the other hand, valence is the strength of a belief that attractive incentives are potentially available (Fuller, Young and Baker, 2011). In other words, it is the power to inspire which differs from person to person. Ballou (2001) and Bradford (2015) stated that

Vroom‟s theory has three variables that together constitute a driving force that encourages people to make an attempt, achieve a certain level of performance, and gain incentives in the end.

According to the expectancy theory, an attempt is associated with the desire for particular results, but is neutralised by the expectancy or appraisal that when a specific plan is followed, a specific result will be obtained (Barker *et al.,* 2010; Bradford, 2015). These authors further stated that people will only react if they have a reasonable expectation that their behaviour will bring about the desired results.

The expectancy theory also indicates that individuals are inspired to function when they expect an increased attempt to lead to the desired results or incentives (Adams and Heywood, 2009; Bradford, 2015). The incentives could be extrinsic or intrinsic. Intrinsic incentives are primarily intangible and internal, such as feelings of accomplishment or fulfilling the sense of efficacy or pride at work, and are obtained by achieving higher level personal needs, such as personal growth and self-esteem, and people can base their level of personal management upon these needs. On the other hand, extrinsic incentives are mainly external and material, such as working conditions, promotions and salaries, which are provided by the institution, and therefore beyond the control of people (Gratz, 2009; Bradford, 2015). Consequently, an individual‟s performance level will be motivated by extrinsic or intrinsic incentives. People usually have their own opinions with regard to the appropriateness of the different incentives to be gained, which can be measured against the incentives really obtained. Ultimately, this has an impact on the satisfaction levels experienced by people. Their satisfaction will also encourage further attempts to be made with regard to work achievements.

The theory of expectancy takes a holistic view of the process of motivation. It shows that people will react if they have a reasonable expectation that the behaviour will produce pleasing results, and emphasises the important role of people‟s perceptions regarding reality in the process of motivation (Martin, 2007; Bradford, 2015). The theory holds that the strength of motivation is ruled collectively by the expectations that certain actions will yield specific results or incentives, and by the value associated with these results (Bandura, 1990; Bradford,

2015). In its elementary version, the expectancy theory proposes that the higher the expectancy that behaviour will produce particular results and the more highly these outcomes are valued, the greater the motivation will be to do the task (Lockwood and McCaffrey, 2007; Bradford, 2015).

Critics argue that the expectancy theory is very difficult to apply in practice (Perry, Engber and Jun, 2009; Bradford, 2015), too little is known about the validity of the theory (Fryer, 2011), and the theory overemphasises linearity and rationality, at the expense of other alternatives, when deciding how to act (Glenne, Ilias and Kremer, 2010; Bradford, 2015). Some critics argue that it is not possible for managers to know all of their employees" expectancies and the valence of various outcomes, as claimed by the theory (Lavy, 2004; Bradford, 2015).

Despite this criticism, the expectancy theory is reported to be effective in informing managers about how to motivate their employees. It emphasises that the principal of a school must determine the main results that each educator needs to achieve, and then decide what levels and types of outcomes are required to accomplish the objectives of the school. The theory suggests that to encourage motivation, school principals should try to provide accurate incentives for the performance of individuals, and pay special attention to interfering factors, such as capabilities, which may hinder performance (Deci and Ryan, 2004; Bradford, 2015).

Fullan (2008) argued that the expectancy theory helps teachers to make concerted efforts to enhance their performance when there is a prediction of the intrinsic rewards of having reached their learners, worked alongside interesting colleagues in a supportive environment, as well as a strong sense of ownership. The theory also emphasises the fact that school principals should pay attention to the expectations of educators and investigate the incentives that educators may envisage for working overtime, and then attempt to provide such incentives (Adams, 2009; Bradford, 2015). Barker *et al.* (2010) stated that the theory encourages teachers to be involved in decision-making processes, and encourages school principals to ensure that the system of incentives is equitable and fair.

All in all, the expectancy theory holds that in order to increase fulfillment, school principals should aim to provide accurate incentives for performance, and pay special attention to interfering factors, such as capabilities, support facilities, traits and organisational procedures, which may hinder performance. A closely related theory of motivation is the equity theory.

2.2.6. Equity theory

The equity theory explains that people"s motivation emanates from a desire to be handled justly or fairly (Van Fleet *et al.,* 1991; Lazaroiu, 2015). The basis of the theory"s application to the job environment is that individuals draw comparisons between themselves and others, and in terms of what efforts individuals put into their work activities and what outcomes they achieve from their efforts. In other words, the theory argues that people"s motivation is influenced mainly by how they feel they are treated in comparison to others (Deci and Ryan, 2004; Lazaroiu, 2015). Figure 2.5 below illustrates the rationale of the equity theory.

Figure 2.5: The Equity Theory
Source: Steers and Porter (1991)

Adams, one proponent of this theory, suggested that people compare the investments they make in their jobs by means of experience, training, loyalty, expertise, education and effort with the incentives obtained in the form of promotions, social relationships, remuneration, prestige, recognition and status by other employees in similar jobs (Cole, 1996; Steyn, 1996; Lazaroiu, 2015). If the input and reward comparison makes people feel a sense of equity, they will be encouraged to maintain the status quo. However, when people are left with a feeling of inequity, they are motivated to change the situation. According to Gratz (2009), when people have a stronger sense of unfairness, they tend to have a stronger motivation to do something about it.

Cole (1996) claimed that the equity theory proposes that people are not only interested in rewards as such, but are also interested in the comparative nature of returns. This means that part of the desirability of rewards in a work context is the degree to which they are perceived to be equivalent to those available to the peer group.

However, several criticisms have been levelled against the equity theory. Critics argue that many studies which support this theory have focused on the way in which perceptions of reward equity affect the quantity and quality of tasks performed (Lay, 2004; Lockwood and McCaffrey, 2007; Lazaroiu, 2015). Others have explained that the theory makes no extrapolations on the choice of the comparison other. In addition, the comparison other that was utilised by subjects in the several studies which were conducted is vague (Bigler, 2000; Lazaroiu, 2015). Fryers (2011) argued that the theory has failed to identify the difficulties faced by people in the real world.

The theory was also criticised for suggesting that the feeling of inequity is only based on the comparison with others, as evidence shows that people"s own internal standards influence their sense of equity. Other critics have indicated that there is a dearth of evidence that confirms suitable behaviour when results at work are seen to surpass efforts (Chamberlin *et al.,* 2002; Lazaroiu, 2015).

However, scholars argue that the theory"s emphasis on individual perceptions has important implications for the educational environment (Budhal, 2000; Connolly, 2000; Lazaroiu, 2015). In other words, the equity theory can be used to understand relationships between teachers and school environmental factors, thereby enabling school principals to contribute towards the motivation and satisfaction of teachers. This study will employ the equity theory to understand how school management teams contribute towards the recruitment and retention of teachers.

The work motivation theories reviewed above clearly show people"s complex nature. Each theory presented in this study is, to some extent, applicable to certain individuals and scenarios. It is essential for researchers, when taking motivation theories into account, to remember that every setting is unique, as well as every person in that setting. This means that the different theories are contextual in their application. In order to benefit from these four

theories, the theoretical lens underpinning this study was informed by different constructs from the theories presented above. The following section explores the factors that influence motivation in the school environment.

2.3. FACTORS THAT INFLUENCE WORK MOTIVATION

This section highlights the factors which hinder the motivation of teachers, which can be used to understand the factors that influence teachers" recruitment and retention. For this reason, the main factors that influence the motivation of teachers are categorised into interpersonal relationships, organisational practices, job characteristics, working conditions and factors associated with positive job attitudes. The five sets of factors influencing teachers" motivation are not discrete, but rather intersect and interact with one another in a composite manner (Pelletier and Rocchi, 2016).

2.3.1. Working conditions

Previous studies   define working conditions as including fringe benefits, salaries, administrative support, and physical environments (Deci and Ryan, 2004; Raham, 2000, Messenger, 2016). Lay (2002) revealed that working conditions such as concern, care, and a comprehension of what makes people motivated should remain a priority if teachers" spirits are to be uplifted.

A study conducted by Pager (1996) in South Africa found that good working conditions were the most important factors that motivated teachers. In particular, the presence or absence of administrative support, salaries, physical environment and fringe benefits affected teachers either positively or negatively. Herzberg and his colleagues found that salaries and allowances, which are regarded as maintenance and care factors, influenced teachers" motivation and satisfaction (Lavy, 2004; Yang, 2015). This is supported by the Alliance for Excellent Education"s (2008) finding that the types of salaries that teachers received could either influence their satisfaction or dissatisfaction. In addition, the study argued that low salaries caused dissatisfaction in teachers, so that they would not respond to opportunities for promotional growth, recognition and achievement. Behrstock and Clifford (2009) argued that

teachers view salaries as a form of enforcement, and that this serves as a strong motivator in their work environment.

Hannah (2011) contended that money is considered to be relatively unimportant in fulfilling high level needs, and is therefore not a strong motivation factor. This is supported by Ingersoll"s (2008) study, which found that very few teachers reported an increase in salaries as an important motivation factor. This is contrary to Holy and Miskel"s (1996) finding that the opportunity to be paid more money was an important motivation factor, especially among teachers whose monthly income fell short of meeting their basic needs. Maslow argued that a fixed salary is able to meet both teachers" physiological and security needs. This is in agreement with the International Task Force on Teachers for EFA"s (2010) report that teachers were motivated by money, and that the lack of it made them demotivated, especially when the money paid to them did not reflect their contribution and affected their families" well-being. The Organisation for Economic Co-operation and Development (OECD) (2008) explained that in as much as money is a motivation factor, source of security and status, it is mainly utilised to moderate the demand placed on educators (Davis-Slotta, 2011).

Pulse (2005) and Irwin (2015) reported that fringe benefits, which include benefits such as travelling, annual housing and holiday allowances, medical schemes, vacation leave, and retirement income, motivated teachers. According to Suell and Piotrowski (2007), care factors are fringe benefits, and workers get despondent when these factors are not part of their package. However, fringe benefits are worth little in terms of motivating workers. Utah (2007) found that benefits such as housing allowances are strong motivation factors, but holidays and working hours were not reported as motivating factors. This is in agreement with Daft and Marcic"s (2012) study, which argues that improving teachers" fringe benefits is not a motivating factor, but has the potential to reduce and eliminate teachers" dissatisfaction, and eventually create conditions that may motivate them.

The Trends in Education Macro Indicators Report (2009) found that physical environments, in particular teaching workloads, class sizes, teaching materials, and working conditions of teachers, are motivation factors. Maslow"s theory classifies physical environments as

maintenance factors and lower level needs. These physical environments can cause dissatisfaction among teachers if they are not adequately provided for (Tanzanian Education Network, 2008; Corr, 2015).

Pager (1996) found working environments to be one of the most important factors that motivate teachers. This finding is in agreement with Baddassi"s (1990) report that head teachers have the potential to directly influence teachers" motivation, by paying attention to teachers" physical comfort and other needs. In addition, Deci and Ryan (2004) and McKenzie (2007) found that teachers were used to working very hard, and performed most of their work when the working conditions, including lecture room space, equipment, supplies and basic physical needs, were both adequate and modern. They found large, difficult classes, heavy schedules, poorly built classrooms, insufficient furniture, and lack of resources to be sources of teachers" discomfort, which in turn affected their motivation and output.

Studies also indicate that physical environments, in particular circumstances in extreme conditions, have a bearing on teachers" attitudes and job performance (Hunter, 2013; McKenzie, 2007; Noel, Hollenbeck, Gerhart and Wright, 1994). Sweeney and Winter (1994) identified five forms of administrative support that influenced the school climate. These administrative supports include supporting teachers, caring, and applying school rules fairly to all teachers. Winter (2006) argued that teachers need support when dealing with learners and their parents, as well as recognition for their work. This is in agreement with Maslow"s argument that human beings need security and trust.

Silva (2008) explained that school management teams have a duty to ensure that teachers are provided with a supportive extrinsic climate, in order to allow teachers" intrinsic drive to be actualised. Connolly (2000) built on Hofmeyr"s (1992) finding by stating that encouragement, support, caring, fairness and reliability in the implementation of rules and policies can create a positive school climate that in turn influences teachers" motivation. Poor administrative support is one of the negative influences on teachers" motivation, and this lack of support is viewed as an attack on teachers" professional integrity, according to Pitsoe (2013). Therefore,

studies suggest that teachers can be inspired by professional and administrative support from top managers in the school.

2.3.2. Interpersonal relationships

Maslow"s theory argues that the need to belong and socialise can be classified under interpersonal relationships. Steyn (1996) categorised interpersonal relationships as maintenance factors, and argued that it is hard to motivate employees using maintenance factors. On the contrary, Van der Lay (2004) stated that positive interpersonal relationships are strong motivation factors for teachers. Studies have categorised interpersonal relationships as those related to the social environment, as well as those with top managers, parents, learners and co-workers (Rahm, 2000; Metler, 2002; Schoebi, 2015).

According to Steyn (1996), interpersonal relationships with superiors influence teachers" motivation. He argued that when management teams in schools are able to deal effectively with teachers and their specific work in schools, teachers become motivated. The argument is that head teachers can motivate teachers if they deliberately create and maintain good relationships with teachers, as this helps them to create a socio-emotional climate in which successful learning and teaching can take place. Pinky (2009) added that head teachers" leadership style also has an influence on the motivation of teachers. He argued that head teachers who are autocratic, impersonal, and not open to participatory decision making processes can easily undermine the job satisfaction of their teachers. Silva (2008) reported that poor supervision by head teachers influences job satisfaction. In support of this, Gratz (2009) explained that when teachers are satisfied with supervision, they feel motivated to do their work.

Davis and Wilson (2000) contended that when appraisal systems are democratic and flexible, teachers are motivated. In the same vein, Laurie (2002) stated that when teachers provide their subordinates with supportive feedback, they motivate and inspire educators to strive for excellence in their work. Therefore, feedback seems to be a strong source of job motivation and satisfaction, and results in improved organisational performance.

Studies show that teachers" interpersonal relationships with learners are a source of their motivation and satisfaction at work. Therefore, relationships between teachers and students

play an important role in the motivation of teachers (Ballou, 2001; Schoebi, 2015). Wright and Custer (1998) stated that teachers get fulfillment from successful and healthy relationships with learners, as well as from seeing their learners excel in their studies (see also Adedeji and Olanyan, 2011). This finding is augmented by Hunter"s (2013) study, which reported teachers" interaction with students as being the most satisfying and motivating experience among teachers. The relationship between teachers and students is critical in influencing the performance and satisfaction of teachers in their work environment (Petty, Fitchett and O" Connor, 2012).

The International Alliance of Leading Education Institutes (IALEI) (2008) argued that motivation and job satisfaction amongst educators can be either negatively or positively affected by students" receptiveness and behaviour, such as level of performance, students" attitude towards their work, and the teacher-student relationship. Wright and Custer (1998) stated that teachers" morale partly depends on learners" achievement. In agreement with this, Craig, Kraft and du Plessis (1998) reported that students" poor answers to educators" input lead to demotivation, while positive feedback from learners is a source of motivation.

Other studies have shown that interpersonal relationships with co-workers are both motivating and demotivating to teachers. In this regard, Bigler (2000) highlighted that teaching is done in self-contained lecture rooms, which prevent educators from interacting with and supporting their subordinates. Pulse (2005) stated that interpersonal relationships among teachers lead to both job satisfaction and dissatisfaction. Relationships with colleagues influence teachers" desire for achievement and professional growth, while the lack of collegial relationships contributes to educators" lack of fulfillment (Utah, 2007; Frase and Sorenson, 1992). Therefore, good relationships with colleagues contribute towards satisfaction among teachers. The support and co-operation of colleagues in school projects, workshops, challenging tasks, and the development of school improvement strategies are thus important factors in teachers" satisfaction and motivation (Utah, 2007; Schoebi, 2015).

The literature also shows that teachers" motivation and satisfaction are influenced by interpersonal relationships with the parents of learners. Deci and Ryan (2004) contended that parental involvement in students" school activities has an impact on the fulfillment of teachers,

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because the attitudes and achievements of students hinder teachers‟ job fulfillment. Hannah (2011) argued that educators are fulfilled in their jobs when they feel that the community appreciates the work done by them, which encourages educators to stay longer in that particular area. Therefore, the social integration of workers in their communities contributes to their job satisfaction. Teacher-parent relationships thus influence teachers‟ positive perceptions of themselves, which also influences their job satisfaction. Weirich and Koontz (2005) and Schoebi (2015) identified parental support and cooperation as sources of teachers and students‟ morale.

2.3.3. Organisational systems

Studies show that organisational climate is one of the underlying factors in teachers‟ motivation (Behrstock and Clifford, 2009; IALEI, 2008; OECD, 2008). For example, the Alliance for Excellent Education (2008) reported that healthy climates in schools strongly influence teachers‟ motivation. Some studies have identified managerial and general organisational matters as sources of teachers‟ motivation. A study conducted by Owen (1995) found that adequate management policies and administration influence dissatisfaction among teachers. However, Owens (2004) highlighted that management policies and administration are unable to be motivating factors, and will also not contribute towards job satisfaction, but function rather as preconditions for the motivation of teachers. On the other hand, undemocratic and poor management policies and practices were reported to negatively affect teachers, by demotivating them in their work (Rasmussen, 2008). Lack of security, mediation action from school management teams, favouritism or discrimination, and unreliable policy administration are other factors that strongly influence teachers‟ feeling of insecurity. Utah (2007) found that teachers were aware that policy and rule enforcements should be consistent. Therefore, lack of fairness in their application negatively affected teachers‟ patience and the school climate.

Furthermore, Draft and Marcic (2012) found that management style had both a positive and negative influence on teachers‟ autonomy, self-actualisation, enthusiasm, self-discipline, efficacy, as well as their satisfaction or motivation and demotivation. Hunter (2013) and Deci

and Ryan (2004) indicated that an authoritarian management style of leadership demotivates teachers, while transformational, collegial and democratic leadership styles motivate them.

Vantage Communication (2006) reported that effective communication between students, teachers, school management teams and parents influenced teachers" shared commitment to their work. Specifically, the study found that two-way communication between school stakeholders motivated teachers. Participation in educational decision making processes was also identified as a source of motivation for teachers. Teachers" participation made them feel that their efforts were valued, and this influenced their feelings of belonging, achievement, recognition, respect, and self-esteem (Ingersoll, 2008; Vantage Communication; Smith, 2015). It can therefore be argued that teachers view authoritarian decision making as a top-down process which is demotivating and has a negative impact. Therefore, it is important to ensure that decision making is based on democratic procedures that have been implemented within schools.

2.3.4. Job characteristics

Behrstock and Clifford (2009) and the Alliance for Excellent Education (2008) indicated that teachers" job characteristics motivate them in their work. For instance, the Alliance for Excellent Education (2008) alluded to the fact that the teaching profession demands skill variety, whereby teachers are required to engage in several activities which include various talents and skills. The involvement of teachers in different tasks and skills, such as instruction, resource management, planning and classroom management, which influences teachers" levels of motivation and satisfaction (The Alliance for Excellent Education, 2008). Other motivation factors identified include task identity, and the extent to which teachers are able to do work from the beginning with visible or tangible results (Behrstock and Clifford, 2009). The International Task Force on Teachers for EFA (2010) reported that task significance or the phenomenon whereby tasks given to teachers have a substantial impact on the lives of the people in the community that they are serving help teachers to find meaning in their work and enhance their motivation. Teachers" autonomy or degree to which their jobs give them considerable freedom and discretion in scheduling and determining procedures is another source of motivation and satisfaction, as this creates a sense of responsibility (IALEI, 2008).

Other studies argue that feedback in the school environment, whereby the execution of job activities results in individuals obtaining, on a regular basis, clear and direct reports on the outcome of their work, whether positive or negative, motivates teachers and gives them a sense of satisfaction (Utah, 2007; Billingsley, 2003; De Neve, 2015).

2.3.5. Factors related to constructive attitudes

A few studies suggest that factors related to teachers" positive job attitudes influence their motivation. In particular, Pulse (2005) stated that teachers" motivation and satisfaction are influenced by identified achievements or educators" ability to perform their work well and find solutions to their challenges. Laurie (2002) argued that when teachers are able to perform effectively and get results, this motivates them and influences their job satisfaction. In support of this view, Daft and Marcic (2012) indicated that achieving personal competence, respect and recognition were sources of teachers" motivation. Advancement, promotion, personal and professional growth, responsibility, and a highly motivating job were also reported to have a strong influence on teachers" motivation and satisfaction (Mertler, 2002; Lothoko, 2001; Masner, 2000; Lavingia, 2015).

2.4. CONCLUSION

This chapter presented theories of work motivation in an attempt to understand the complex nature of the factors that influence teachers" recruitment and retention. Motivation theories help education managers to comprehend the attitudes and behaviour of educators, and therefore their commitment and motivation at work. Motivation theories thus have important implications for managers in the education environment. Theories such as Herzberg's two-factor theory and Maslow"s hierarchy of needs attempt to unpack the needs which inspire individuals. The distinguishable part of these theories is that they place more emphasis on individuals" motivation - for instance, a need which should be fulfilled. People"s needs are fulfilled by means of incentives that are either intrinsic or extrinsic to the work environment. The understanding of motivation and human needs is extremely important, especially for school principals who have the responsibility of improving the job satisfaction of educators (Yang, 2015). The positive reinforcement theory pays more attention to institutional settings, and suggests that the environment establishes motivation. Out of all the motivation theories

discussed in this chapter, the positive reinforcement theory is the only one that deals with the complex value of a job"s environmental factors. On the other hand, the expectancy and equity theories involve a series of steps. They are mainly focused on the real series of steps in the process of motivation, by looking at how behaviour is formulated, sustained and directed. The series of steps in these theories focus not on the needs which have to be fulfilled, but on the thinking processes which inspire behaviour.

The background to the equity theory has shown that individuals hate to be taken advantage of. The theory posits that educators will generally be fulfilled in their work when they feel that the school is treating them fairly, and will be unfulfilled when they feel that the school is providing unjustified incentives to others. Educators who feel that they are being treated unfairly will generally attempt to take action, in order to change the situation. The equity theory argues that it is the educators' perception, not facts, which inspire their motivation.

The expectancy theory focuses on the notion that educators make decisions with an understanding in their minds of the outcomes that they envisage obtaining, and the probability of obtaining those outcomes. According to Lay (2004), motivation is predetermined by peoples' perceptions and resulting behaviours, which lead to outcomes at work and rewards for work performance (Fryer, 2011). School principals can make use of educators' expectations, by combining educators" most sought-after incentives with the type of job that the institution most needs educators to perform (Gratz, 2009). In this way, education managers can positively influence the motivation of staff members.

Furthermore, the motivation theories discussed in this chapter have attempted to explain the complexity of the concept of motivation from various perspectives, which will either be mutually preclusive or contradictory. These theories complement one another and have essential implications for schools, in particular education heads. For this reason, several constructs from the four theories will be used to guide the investigation in this study.

In addition, the chapter has shown that teachers" values are inspired by numerous variables, both extrinsic and intrinsic. In this study, the researcher categorised motivation variables according to working conditions, organisational practices, interpersonal relationships, factors

related to positive job attitudes, and job characteristics. Nevertheless, the factors presented cannot be used to explain the factors that influence the attraction and retention of teachers in the uMkhanyakude Education District, since the contexts differ in the two cases.

However, evidence suggests that motivation has a direct impact on schools. Inspired teachers usually encourage enhanced learner and educator performance. Teachers therefore tend to be more committed, satisfied and productive in the institution. Under-inspired educators, on the other hand, tend to withdraw from a school, either through quitting or absenteeism, thereby forming part of the institution"s turnover rate.

Inspired educators play a vital role in improving the quality of education in any country. The necessity for such educators has even more relevance to South Africa, where quantitative education is accomplished to the detriment of qualitative education.

The pressure on educators has increased over the years in South Africa. Public interest has placed even more emphasis on educational matters in South Africa in recent years. Under - performing learners, undesirable conditions in many schools, and the inequality of education in general has increased concern about educators" attitudes towards their work. Educators encounter numerous challenges and teachers" motivation and morale become low. Many variables, including undesirable working conditions, contribute to the low motivation and morale within the education profession. Therefore, school principals as managers should pay careful attention to theories of motivation, bearing in mind that these theories are contextual in nature. Thus, variables which inspire educators belong to a set of political, professional, cultural and economic conditions that may not be applicable in another situation. Contextual and social variables hinder motivation through teachers" influence on institutional and personal objectives. The factors discussed above provide a suitable foundation for exploring the factors that influence the attraction and retention of teachers in the uMkhanyakude Education District.

The next chapter describes the research design and methodology that were used in this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This study explored the factors influencing the attraction and retention of teachers in the uMkhanyakude Education District (Lehmann, 2008). In terms of the research methodology used in this study, a qualitative research approach was adopted. This chapter discusses the research design, research setting, population, and sampling method used, as well as the data collection and analysis techniques that were employed. In addition, the issues of reliability and validity are discussed in this chapter, which concludes by addressing the ethical issues that were taken into account (Merriam, 2015).

3.2 RESEARCH DESIGN

This study used an exploratory research design. An exploratory study assists in exploring respondents" opinions, experiences and feelings, and collates data in order to gain a better understanding of behaviour (Matthews, 2010). Creswell (2009) argued that exploratory studies investigate important factors related to a phenomenon in an in-depth manner, in order to provide a reliable and accurate explanation of the phenomenon under investigation. The main purpose of the study was to identify the factors that influence teachers" attraction and retention. Therefore, this design is suitable for this study, because an exploratory study is effective in generating new insights and knowledge, and investigating factors that influence the attraction and retention of highly qualified educators in the deep-rural area of the uMkhanyakude Education District (Maxwell, 2012).

3.3 RESEARCH METHODOLOGY

The research methodology that was utilised in this study is that of a qualitative approach (Leedy, 2010). Leedy argued that a qualitative methodology should be used when a researcher is trying to interpret a particular phenomenon. However, Daft (2012) suggested that qualitative research is not objective, and that the researcher who decides to adopt a qualitative

methodology needs to be comfortable with ambiguity and a subjective opinion of the world, as well as having in-depth conversations with participants (Daft, 2012). Qualitative research methods are recommended if the study includes capturing people"s feelings, opinions and practices, as well as their experiences and the type of atmosphere and context in which they function. Qualitative research is also regarded as field research because it involves data collection in the field, where the data collector is able to observe and record events and behaviour in their natural settings (Fetterman, 2010:22). In the qualitative paradigm, researchers may physically visit the research site to observe people in their natural environment. Qualitative research is effective for studying subtle nuances in attitudes and behaviours, and for assessing processes over time (Taylor, 2015). The main strength of qualitative research lies in the depth of understanding of the phenomenon under study (Creswell, 2009).

3.4 RESEARCH SETTING

A research setting or study site is defined as the place where the study was conducted (Babbie, 2009). This study was conducted at schools in the uMkhanyakude Education District in KwaZulu-Natal (KZN) (Merriam, 2015). UMkhanyakude is one of the twelve districts of this province, and is a very rural district, with the largest town being Mtubatuba in the south, and Hluhluwe, Mkuze, Jozini, Kwangwanase, Ingwavuma and Kosi Bay further to the north. UMkhanyakude is reported to be one of the two poorest districts in South Africa (Census, 2013).

The population group which dominates the uMkhanyakude District is Blacks (98, 77%), followed by Whites (0, 67%). Furthermore, the gender breakdown is 53, 88% female and 46, 12% male. The first language distribution in the area is as follows: IsiZulu 94, 56%, English 1, 74% and IsiNdebele 1, 19% (Census, 2011). The total population is approximately just over 610 000. The population is extremely young, with 70% being below 18 years of age. Low education levels (46% of the population is illiterate and 54% of adults have lower grade education), together with the youth population profile, stresses the dire need for focusing on education and other related activities. There is restricted access to information, especially in the deep rural areas.

The socio–economic conditions can be described as follows: poverty and unemployment are very high, with only 6.6% of the entire population being employed. Above 70% of the population earn less than R800 per month and 82.95% of households survive below the poverty index. The map below represents the district areas, inclusive of the Circuit Management Cluster, demarcation of Circuits, and visited schools (highlighted in yellow).
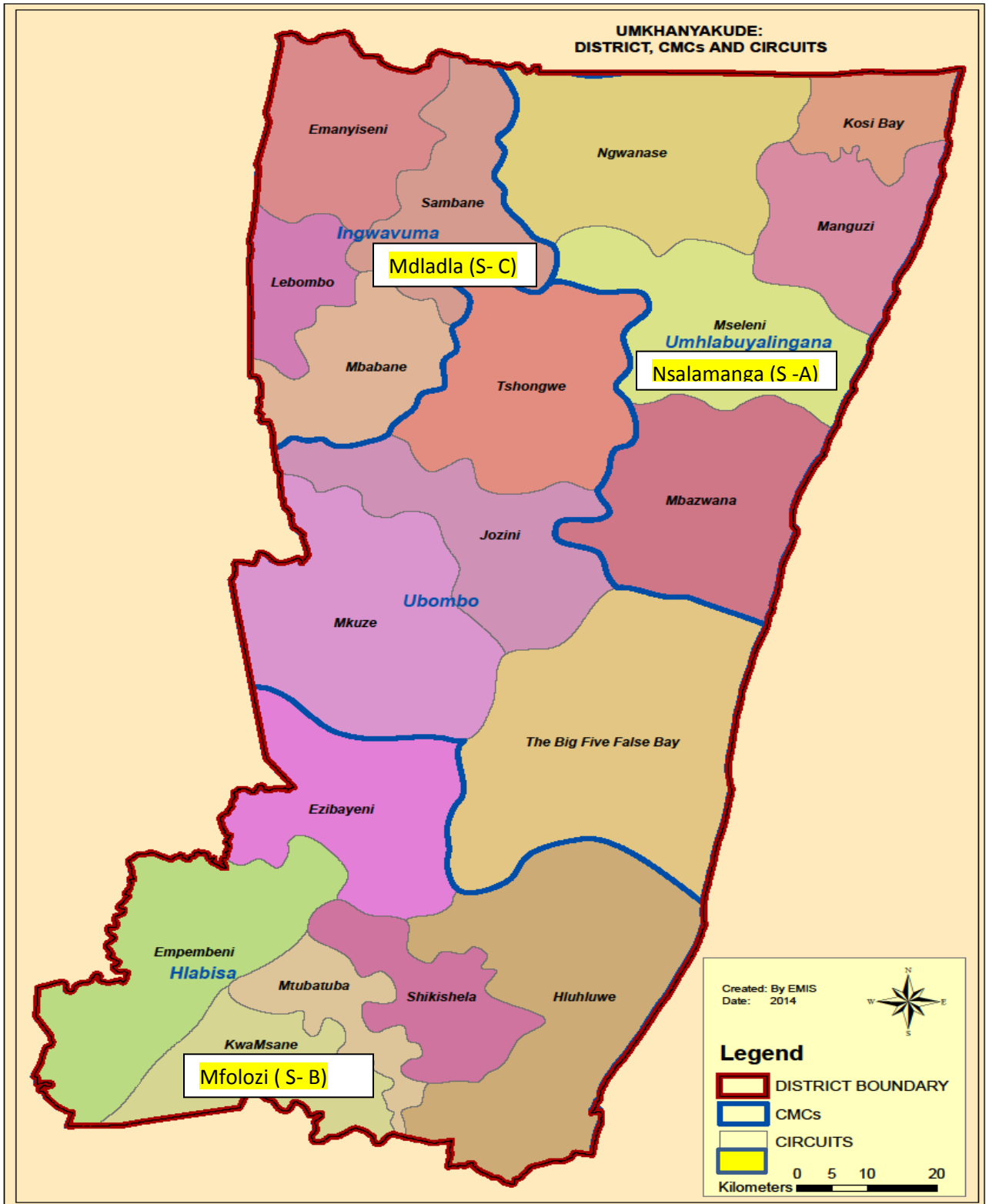
Figure: 3.4.1 uMkhanyakude Education District Map reflecting CMCs, Circuits and visited schools

Source: uMkhanyakude Education District Profile: Emis

3.5 TARGET POPULATION

A target population is the collection of units or people with specific characteristics in which the researcher is interested (Fetterman, 2010:9). The research population in this study consisted of educators, heads of departments, deputy principals and school principals in the uMkhanyakude Education District. Furthermore, the gender representation of the research population was eight females and seven males. The population used for the study was chosen from three schools in the district. These schools are situated in the following circuits: School A in Ngwanase circuit, School B in KwaMsane circuit, and School C in Sambane circuit. In this regard, recently employed educators, heads of departments, deputy principals and school principals were selected. The researcher is the HR practitioner responsible for Human Resource Support Services: Conditions of Services in the uMkhanyakude Education District. In addition, the researcher ensured that she did not influence or guide the participants about what to say, but instead created an atmosphere where participants could talk freely about the problem being studied (Cooper, 2016).

Below is the sample of the teachers and variables considered in the selected schools.

Setting	Sample	Work Experience	Rank	Gender
School A	Respondent A	23 years	Principal	Male
School A	Respondent B	20 years	Deputy Principal	Male
School A	Respondent C	20 years	HOD	Female
School A	Respondent D	5 years	Teacher	Male
School A	Respondent E	10 years	Teacher	Female
School B	Respondent A	31years	Principal	Female
School B	Respondent B	20 years	Deputy Principal	Male
School B	Respondent C	12 years	HOD	Male
School B	Respondent D	4 years	Teacher	Male
School B	Respondent E	8 years	Teacher	Female
School C	Respondent A	21 years	Principal	Male

School C	Respondent B	20 years	HOD	Female
School C	Respondent C	7 years	Teacher	Female
School C	Respondent D	7 years	Teacher	Female
School C	Respondent E	6 years	Teacher	Female

Table 3.5.1: Respondents' experience, rank and gender

3.6. ACCESSIBLE POPULATION

The accessible population is a subgroup of the target population that mirrors particular characteristics (Creswell, 2009). Eligibility conditions suggest that for a person to be included in a study, the sample should have specific characteristics (Seidman, 2006:3). In this study, the accessible population consisted of educators, heads of departments, deputy principals and school principals at the selected schools in the uMkhanyakude Education District (Meurer, 2016).

3.7 SAMPLING TECHNIQUE

This study used the non-probability sampling technique to select participants for the sample. In non-probability sampling, people are chosen based on the judgment of the researcher. Therefore, the sample selection was done by means of choice. The study used purposive sampling to choose the sample, which is a technique in which people are chosen to take part in the study through the researcher"s direct intentions. Purposive sampling is used when a researcher is targeting a specific group, so that the findings will reflect the perceptions of the research population (Palinkas, 2015).

3.8 SAMPLING AND SAMPLE SIZE

In accordance with Yin (2009), sampling is the series of steps involved in choosing a small portion of the population to represent the whole or target population, whereas the size of a sample is the total number of people chosen to take part in the research. The uMkhanyakude Education District has 548 schools. In this study, one rural, one peri-urban and one urban school were purposively selected, and two educators, one head of department, deputy principal and one school principal were selected from each school as follows:

- Rural (five)
- Peri-urban (five) and
- Urban (five)

Educators, heads of departments, deputy principals and school principals were chosen from each stratum using the purposive sampling technique, because they are deemed to be the main decision makers or key role-players in guiding schools" decisions as far as attraction and retention are concerned. A total of fifteen staff members were selected for inclusion in the sample: three principals, three heads of departments, two deputy principals and seven educators (Bryman, 2015).

3.9 DATA COLLECTION INSTRUMENTS

This study used semi-structured in-depth interviews to generate data. The main reason for using this instrument was to allow for the collection of focused and rich data (Areff and Novel, 2015). To facilitate in-depth data collection, interview questions were physically given to participants two weeks before the interviews, in order to ensure that they had enough time to reflect on the questions and give more fecund responses. The semi-structured in-depth interviews explored factors that influence the attraction and retention of teachers. Fifteen (15) participants were interviewed about their experiences of the phenomenon under study. The in-depth interview questions went together with a letter of consent describing the aims of the study and guaranteeing the privacy of the information to be provided by respondents (Lewis, 2015).

3.10 DATA COLLECTION PROCESS

Preliminary consultations with the principals of the three selected schools took place telephonically, and they were given introductory letters that sought permission to include their staff in the study. Meetings were then scheduled at the selected schools for the respondents, in order to explain the rationale behind the study to them. This was done in order to elicit appropriate answers during the interviews. The participants were assured of the confidentiality and anonymity of their responses, and were made aware of the fact that the study was for

academic purposes only, and that the project leader was conducting the study as part of her academic function. This enabled the project leader to create a good rapport with the selected participants, and ensured that the targeted participants were effectively reached (Palinkas, 2015).

3.11 DATA ANALYSIS

The data collected during in-depth interviews was analysed using thematic analysis. This method involved identifying themes within the data and reporting them as findings. Thematic analysis is assumed to be suitable for analysing data in this study because this technique concisely organises the collected data and then describes the data sets in detail. Thematic and content analyses enable data to be treated in a way that makes it possible to interpret factors that influence the attraction and retention of teaching staff in the uMkhanyakude Education District (Ott, 2015).

3.12 RESEARCH PROCESS

The first phase of the research process involved designing and testing the data-gathering instruments. In the second phase of the study, participants were selected for the pilot study two weeks after the respondents had been sampled. The pilot study was conducted in the uMkhanyakude Education District. Two (2) teachers and two (2) principals were selected for the pilot study. The data that was collected was then analysed in order to help identify questions that may be vague or recurring, and to identify gaps in the information and questions that may be misunderstood. This enabled the research instruments to be revised by reframing some of the research questions, in order to address the information gap. This increased the reliability and validity of the study. After revising the research instruments, the participants were selected (Lewis, 2015).

3.13 ETHICAL ISSUES

Ethical approval for this research was obtained from the University of KwaZulu-Natal Ethics Research Committee (ERC), and a gatekeeper‛s letter was obtained from the Office of the Head of Department (Dr S.N.P. Sishi) in the KwaZulu-Natal Department of Education. To ensure that human dignity was upheld, the researcher requested the informed consent of

respondents and allowed them to decide whether or not to participate, based on their knowledge of the study. Privacy, confidentiality and anonymity were ensured throughout the study (Youth at the Margin, 2015).

3.14 CONCLUSION

This chapter discussed the research design, qualitative research methodology, and exploratory research design to be used in this study. It also described the study site, and the uMkhanyakude Education District population. In addition, the chapter discussed the non-probability sampling method, in particular purposive sampling, that was used to select the study sample. Thereafter, the data collection and analysis tools were discussed, as well as the issues of reliability and validity. In conclusion, the ethical issues to be considered were presented. The following chapter presents and discusses the findings of the study.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1. INTRODUCTION

The previous chapter presented the methodology used to explore factors influencing the attraction and retention of teachers in the uMkhanyakude Education District. This chapter presents and discusses the data collected in this study. Participants included the principals, deputy principals, heads of departments (HODs) and teachers from three different schools. The presentation and discussion of the findings of the study are intended to answer the following research questions:

- What factors attract teaching staff in the uMkhanyakude Education District?
- What factors retain teaching staff in the uMkhanyakude Education District?
- What attraction and retention strategies should be implemented in the uMkhanyakude Education District?

This chapter is divided into four sections, the first three of which focus on the factors that influence teachers" attraction and retention, and attraction and retention strategies in the uMkhanyakude Education District. The fourth section provides a conclusion to the chapter.

4.2. FACTORS INFLUENCING TEACHERS' ATTRACTION AND RETENTION IN THE UMKHANYAKUDE EDUCATION DISTRICT

This section presents and discusses the factors that influence the attraction of teachers in the uMkhanyakude Education District.

4.2.1. Availability of Vacancies

The study found that the availability of vacancies affected teachers" attraction. A principal from a rural school, representing other participants from all three schools, stated the following in this regard:

The district is underdeveloped therefore schools have many vacancies which subsequently attract teachers who are not easily absorbed by the urban schools (Interview, September 2014)

This is in agreement with the view of a Head of Department at a rural school, who stated that:

Educators are attracted by the availability of teaching posts as new schools are being built that need additional staff (Interview, August 2014).

This is also supported by the statement made by a Deputy Principal from the same school:

Pre-1994 the district was one of those neglected by the government of that time. Education was not a priority. Therefore the district environment is very much conducive for teachers...... So educators who like facing challenges are attracted to come and teach here at uMkhanyakude Education District (Interview, August 2014).

The views expressed above show that educators are attracted to teaching in the uMkhanyakude Education District because of the availability of teaching posts. This availability of teaching posts is caused by local development at the district level, which has a positive impact on the education system. However, the findings suggest that the full socio-economic potential of the uMkhanyakude Education District has not been fully tapped, and as a result, local development is slower than it should be, which means that the district is unable to attract many teachers. This finding builds on Adedeji and Olanigan"s (2011) study, which found that teachers are attracted to developing areas because of the teaching opportunities that come with socio-economic development, such that they are able to choose which school they want to teach at.

With regard to the above finding, the study found that the uMkhanyakude Education District has opportunities for the advancement of employees in teaching positions. This is reflected in the words of a principal from a rural school, who represented the other participants:

> *Staffs choose uMkhanyakude Education District because there are job promotion opportunities unlike in fully developed areas where teaching positions are scarce* (Interview, August 2014).

This perception is in accord with what an HOD at a rural school stated:

> *The availability of senior positions attracts teachers to come to uMkhanyakude Education District.* (Interview, September 2014).

In a similar vein, a principal from a peri-urban school indicated that:

> *The availability of senior posts as compared to other Education District attracts teachers to uMkhanyakude Education District* (01 September 2014).

These findings suggest that senior positions attract teachers to the uMkhanyakude Education District. This supports the study conducted by Barley and Beesley (2007), who found that educators, especially leading educators, were attracted to developing areas because of senior teaching positions.

4.2.2. Good roads

This study found that good roads attract educators to the uMkhanyakude Education District. This is because good roads make it easy for transport operators to travel to and from the uMkhanyakude Education District. Therefore, transport is readily available for teachers to use. Representing other participants, the principal of a peri-urban school stated that:

> *.....the school is situated near the N2 which makes travelling easier for the educators. Inroads are better maintained than in the deep rural and that*

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attracts educators because there is an even flow of transport (Interview, September 2014).

What this finding seems to suggest is that in the uMkhanyakude Education District, there are good roads that attract teachers, as they enable teachers to travel easily in and around the area when performing their activities. This finding supports Berry et al"'s (2013) finding that teachers who owned vehicles were attracted to teaching in areas with good roads, as this meant that their vehicles would stay in good condition, unlike having to drive them on bad roads.

4.2.3. Community Values

Most of the participants indicated that educators are attracted to the uMkhanyakude Education District because of community values:

> *People in this community believe in ubuntu, humanity towards others. As a result, they value and respect teachers for educating and taking care of their children* (Deputy Principal from a rural school, Interview August 2014).

The above view suggests that teachers" belief in a universal bond of sharing that connects all humanity encourages local people to have due regard for teachers whom they believe are empowering their children with knowledge. Thus, the openness and availability of the local community to teachers give them a sense of affirmation and belonging to the community. In other words, educators are valued, and this attracts them to teaching posts in the uMkhanyakude Education District.

4.2.4. Employing New Graduates

The data collected in this study showed that many teachers are attracted to the uMkhanyakude Education District because it also employs new graduates:

> *The district takes university graduates despite lack of experience in teaching* (Educator, Interview 2014).

Therefore, educators are attracted to the uMkhanyakude Education District because it employs graduates who have no experience in teaching. This finding builds on Anaxagorou"s (2007) study, which reported that schools that employed teachers who had no teaching experience had more teachers than those that did not employ inexperienced teachers.

The above finding is supported by the words of the deputy principal of a peri-urban school, who represented other participants:

> *Most of the schools have a shortage of educators, especially in challenging subjects such as Mathematics, Physical Science and Accounting. Therefore educators that are not yet employed know for sure that chances are there for them to be employed in uMkhanyakude Education District* (Interview, August 2014).

This statement suggests that schools in the uMkhanyakude Education District are facing huge teacher shortages, and are therefore attracting both experienced and non-experienced teachers. Berry et al. (2005) indicated that by the year 2020, there will be a serious teacher shortage in South Africa, particularly in the more demanding subject areas of mathematics and science.

Related to the above findings is the view that teachers are attracted to the uMkhanyakude Education District because it has a policy of employing unqualified teachers. An educator from a peri-urban school, representing some participants from all three schools in the study, indicated that the employment of unqualified teachers played an important role in attracting teachers:

> *uMkhanyakude Education District employs unqualified educators because of the shortages of educators. This attracts a lot of people especially those who are desperate for employment* (Interview, August 2014).

This finding suggests that the uMkhanyakude Education District is attracting teachers because it hires untrained staff if they are the right candidates for the job. This finding is in agreement with Arnold et al‟s (2005) study, which found that schools that employed untrained teachers managed to fill most of their teaching positions, compared to those that only employed trained graduate teachers.

4.2.5. Place of origin

The findings showed that some educators are attracted to teaching in the uMkhanyakude Education District because they originally came from there. Representing other participants, the HOD from a peri-urban school said that:

> *I came to teach here because I am a bona fide resident of uMkhanyakude District* (Interview, August 2014).

This suggests that some educators are attracted to the uMkhanyakude Education District because they want to serve people from an area in which they were born and raised. A study conducted by Adedeji and Olanigan (2011) found that some teachers prefer to teach in their home area, in order to gain access to the resources, skills, ingenuity and experience needed to provide specific benefits to their home communities. Barnett and Hirsch (2005) found that teaching in one‟s home area is one way of serving the community and participating in the development of society.

4.2.6. Teachers' allowances

Teachers‟ allowances were reported to attract educators to the uMkhanyakude Education District. An educator at a peri-urban school stated that:

> *Incentives such as rural allowances that the Department of Education used to give rural teachers every month attracted teachers* (Interview, September 2014).

This view shows that teachers are attracted to the uMkhanyakude Education District because of the rural allowances. This finding is in agreement with the findings of the study conducted by Barley and Beesley (2007), who reported that social packages that include hardship allowances attract not only teachers, but also good quality teachers.

4.2.7. Economic/financial factors

The study found that economic or financial factors attract educators to the uMkhanyakude Education District. Educators from both rural and peri-urban schools respectively argued that teachers choose the uMkhanyakude Education District because:

> *The cost of living is very low compared to urban areas* (Interview, September 2014).

An educator from a peri-urban school said that:

> *Teachers chose uMkhanyakude Education District because economic advantages such as affordable cost of living* (Interview, September 2014).

These two views indicate that the cost of living or maintaining a certain standard of living in the uMkhanyakude Education District attracts educators. These findings are confirmed by Berry et al (2013), who found that changes in the cost of living over time influenced teachers" decisions regarding where to go and teach. Simply put, the cost of living, as measured in terms of purchasing power parity rates, motivated educators to go to the uMkhanyakude Education District to teach.

4.2.8. Safety and social needs

The findings showed that safety and social needs attract educators to the uMkhanyakude Education District. An educator at a peri-urban school said that:

Educators are attracted to this area because it is a safe place to work in due to low crime rates and there is little pollution compared to cities (Interview, September 2014).

The same educator further indicated that:

In other areas they even offer educators a place to sleep if they are new in the area and treat them as members of the family (Interview, September 2014).

The views presented above demonstrate that safety (low crime rates and levels of air pollution) is one of the important features that attract teachers to the uMkhanyakude Education District. This finding is in agreement with Maslow''s theory, as presented in chapter two (see page 9), which asserts that safety and social (belonging) needs influence people''s decisions. The theory specifically states that people need safety and security for physical and conscious protection (Bellingsley, 2003). The finding that some teachers are given houses by the community when still new to the district indicates that teachers'' social needs are also taken care of (Deci and Ryan, 2004).

4.2.9. Decency of learners
The decency of the learners was reported to motivate educators to work in the uMkhanyakude Education District. Two educators from a rural and peri-urban school respectively indicated that:

Teaching learners who show respect towards their educators is encouraging. When feels to teach in an area you know where learners do not engage in drugs and hence the reasons some of us chose to work in uMkhanyakude education district (Interview, September 2014).

The above view builds on what an educator from the rural school said:

Learners in uMkhanyakude are hardworking making the community proud of them. This encourages educators to come and work in uMkhanyakude (Interview, August 2014).

These two responses suggest that educators are attracted to working in the uMkhanyakude Education District because learners conform to generally accepted standards of respectable or moral behaviour. This confirms the findings of Claycomb‟s (2000) study, which reported that teachers are hesitant to teach in schools where students lack a clear understanding of the difference between „right‟ and „wrong‟, to such an extent that they engage in different types of risky behaviour, including drug abuse, violence, sex and other behaviours. This finding is also supported by the finding that violence in the community is low:

In some schools there are safety measures, for example teachers are not killed by community members and learners as reported in other places and this encourages teachers to go and teach in such areas (Educator at an urban school, interview September 2014).

The findings of the study therefore indicate that the behaviour of learners influences educators‟ attraction to the UMkhanyakude Education District.

4.2.10. Funding for further studies

The availability of funding for further studies motivates teachers to come to the uMkhanyakude Education District, as indicated by an educator at a peri-urban school:

As you may know some schools in the district have financial schemes to sponsor teachers for further education. This draws many teachers to our district (Interview, September 2014).

In support of this view, Collins (2008) found that schools that have bursary programmes for teachers to study further attract educators. The findings suggest that in some schools in the district, full-cost bursaries are available, in order to enable eligible teachers, especially those teaching mathematics and science, to complete their teaching qualification in an area of school and national priority.

4.2.11. Absence of family control

The findings of the study suggest that educators are attracted to the UMkhanyakude Education District because they want to be far away from their family members:

> *Some educators prefer to be far from their homes for various personal reasons,*
> *sometimes reasons pertaining to quarrels in the families* (Educator from an
> urban school, interview, September 2014).

This was supported by another teacher from a peri-urban school, who said that young educators are attracted to the district because they want to be far away from their homes, in order to avoid parental control. Another educator said that it is easier for teachers to work out a budget when they live by themselves, and they can even save money.

The findings therefore suggest that teachers are generally attracted to schools that are far from their homes, as this is seen as a milestone in the lives of educators, due to the fact that the separation from their parents gives them a certain amount of independence. Darling-Harmmond (2000) argued that moving to a school far away from home represents a significant step towards adulthood. For most, taking up employment as a teacher marks the symbolic end of their childhood.

4.2.12. Houses located in residential areas

Educators from both rural and peri-urban schools reported that they were attracted to uMkhanyakude because the schools are located in residential areas, thereby making it easy for educators to rent houses near to their schools:

There are houses for rent near schools. If a teacher rent a cottage close to the schools the teacher does not pay travelling cost (Educator at a peri-urban school, interview, September 2014).

This view suggests that teachers are attracted to the uMkhanyakude Education District because there are houses available for renting near schools. A study by Darmody and Smith (2009) found that rentals for houses in rural areas are lower than in urban areas. Thus, the availability of houses and rentals that are less than market rates attract teachers to the uMkhanyakude district.

4.2.13. Simple lifestyle

The findings of the study indicate that educators are attracted to uMkhanyakude because of the simple rural lifestyle. For example, a teacher from a peri-urban school said that:

In a rural school we do not worry about dressing. Our dressing is cheaper compared to the city lifestyle where one has to look very good all the times (Interview, September 2014).

This finding is supported by the view of an educator from an urban school, who reported that:

Our friends in rural areas spend less on clothing and make-up. The demand to look good is high here unlike in rural schools where there is little competition in dressing. Teachers in rural areas look like anyone else in the rural areas (Interview, August 2014).

This perception reinforces Davis" (2000) finding that in rural schools, competition in terms of clothing and fashion is not as rife as in urban schools, where teachers want to put on designer clothes all the time or drive expensive cars. It is therefore arguable that some teachers are attracted to uMkhanyakude because life is considerably cheaper than

in urban areas. This supports Descesare et al"s (2008) finding that teachers in rural areas are less concerned about what they wear than teachers in urban schools.

4.2.14. Philanthropic beliefs

The study found that educators are attracted to the uMkhanyakude district because they want to serve poor communities. A teacher from a peri-urban school representing several participants said that:

> *Some educators feel pity when they look at the matric results nationally,*
> *especially how students perform badly that they get the urge to come on board*
> *and lift up the education standards in uMkhanyakude Education District*
> (Interview, September 2014).

This finding suggests that educators" love of people in the sense of caring for and nourishing them, as well as developing and improving their lives, attracts them to work in the uMkhanyakude Education District. This finding is supported by Gallagher et al"s (2005) argument that some teachers are encouraged to work in rural and under-performing schools as a way of exercising their values by giving to and helping other people.

The following section presents and discusses the factors that influence teachers" retention in the uMkhanyakude Education District.

4.3. FACTORS THAT INFLUENCE TEACHERS' RETENTION IN THE UMKHANYAKUDE EDUCATION DISTRICT

This section discusses the factors that influence the retention of teachers in the uMkhanyakude Education District.

4.3.1. Availability of affordable accommodation

This study found that working conditions influence teachers" retention in the uMkhanyakude Education District. An educator representing most of the participants said that:

> *Teachers are offered accommodation by schools. And as you may know accommodation is a big issue. And teachers are attracted because of the availability and affordability of school rental houses* (Principal at a rural school, interview, August 2014).

The above report suggests that the provision of affordable housing for teachers helps to retain them in the uMkhanyakude Education District. This finding builds on Gonder and Hymes" (2004) study, which argues that adequate housing and fair-market rentals help to retain teachers in rural schools, as teachers prefer lower and more affordable rent (Ababa, 2011).

4.3.2. Good roads

The study found that good roads and the availability of transport in the uMkhanyakude Education District are important determinants of the retention of teachers. Several teachers argued that teachers find it easy to move around the uMkhanyakude Education District because of the availability of transport, while others said that good roads meant that their vehicles would be safe. Therefore, this finding indicates that fundamental amenities such as good roads help to retain educators in the uMkhanyakude Education District.

4.3.3. Educators' personal characteristics

The study also found that personal characteristics influence the retention of teachers. A principal at a rural school said that:

> *The district is developing very well and some educators want to teach in places there is development to be able meet their lifestyles and needs* (Interview, August 2014).

This view suggests that educators" backgrounds or personal characteristics make them stay in the UMkhanyakude Education District, as the rural context seems to be aligned with their personalities. This finding is supported by Kazembe and Sithole"s (2010) argument that teachers" personalities will cause teachers who are better suited to be able to overcome the problems of staying in a rural area. This means that some educators have the necessary disposition and knowledge for rural life, and deliberately choose to stay in rural schools because they find it fulfilling.

4.3.4. Infrastructure and service delivery

The study found that infrastructure plays a vital role in retaining teachers. Teachers from all schools in the study said that they want to teach in uMkhanyakude because the area is developing a good infrastructure, as reported by an educator from a peri-urban school representing other participants:

> *With the coming of local development, some of our schools have internet, text books, teachers' offices, running water, flowing transport system, decent houses for renting, shopping malls, banks, close by police stations, clinics, Social Development offices, electrical grids, telecommunications, and so forth. These amenities retain educators as they want an area with good infrastructure and service delivery* (Interview, August 2014).

This finding suggests that the availability of the basic physical and organisational structure needed for the operation of uMkhanyakude, or the services and facilities necessary for its economy to function helps to retain teachers. In other words, uMkhanyakude has a set of interconnected structural elements that provide a framework to support uMkhanyakude"s infrastructure and service delivery. Liu et al (2000) found that infrastructure and service delivery are important factors that influence teachers" retention, as well as being useful for assessing the development of areas or regions.

4.3.5. Opportunities for professional development

The study found that educators are motivated to stay in uMkhanyakude because of the chances they have for professional development:

> *Some schools in this district know that the key to successful school development and improvement lies in the staff of the school. Teachers make a difference in classrooms. Teachers make a difference to the lives of learners. They improve learners' future life chances and therefore some schools provide teachers with professional development programmes including funding their further studies* (Educator at in a rural school, interview, August 2014).

This view shows that the development of educators" professional and pedagogical skills is not only essential to improving the performance of pupils and the school in general, but is also important for retaining educators. Lankford (2002) argued that good professional development and retention programmes should include sending teachers for training courses or workshops, or encouraging them to study further.

4.3.6. Climate and weather conditions

A few participants from all three schools said that they are motivated to stay in uMkhanyakude because of the favourable climate and weather, as this also influences their success in teaching and desire to stay. In other words, prevailing weather conditions in uMkhanyakude, observed as a long-term average, encourage educators to stay. Therefore, it is evident that teachers seem to enjoy certain climatic conditions, besides the tourist facilities in the district. This finding is supported by Sithole"s (2008) report that KwaZulu-Natal, in which uMkhanyakude is situated, is on the east coast of South Africa, and its shores are lapped by the warm waters of the Indian Ocean. Therefore, uMkhanyakude enjoys a warm coastal climate with plenty of sunshine, quite a lot of humidity, and a fair amount of light rainfall. As a result, the terrain is green and plentiful, and local people are able to enjoy good weather. The climate of uMkhanyakude therefore retains teachers, as it is generally warm and even the winters are mild. According to Mpofana (2009), much of this is owing to its subtropical latitude and proximity to the Indian Ocean.

4.4. STRATEGIES TO ENHANCE THE ATTRACTION AND RETENTION OF TEACHERS IN THE UMKHANYAKUDE EDUCATION DISTRICT

This section presents strategies that could be used to enhance the attraction and retention of educators in the uMkhanyakude Education District (Lehmann, 2008).

4.4.1. Performance-based rewards

The study found that several educators from all schools in the study were of the view that strategies to improve attraction and retention in the uMkhanyakude Education District should include promoting teachers based on their performance, not on the demands of the trade unions. The deputy principal at a rural school indicated that:

> *Educators should be recognised for the excellent work they are doing by promoting them, awarding them with certain prizes such as bursaries, and better salaries* (Interview, August 2014).

This finding suggests that there should be performance-based schemes to reward or sanction teachers based upon some form of performance evaluation. This finding is in agreement with Lankford"s (2002) view that performance-based schemes to reward teachers should be informed by the skills assessed and rewards provided. Lankford (2002) further argued that teacher" individually-based rewards for high levels of performance, defined in terms of student outcomes or teacher skills and knowledge, have the potential to both attract and retain educators. According to Liu et al (2000), teachers" rewards should include bursaries, increased vacation leave, and professional development courses.

4.4.2. Rural allowances

Educators reported that teachers should be given rural allowances. Several educators said that rural allowances should be introduced to attract and retain teachers in rural schools. The finding suggests that giving educators consistent rural allowances, for example not less than R3 000.00, would bridge the gap between rural teachers and their urban counterparts. Davis"

(2000) study found that rural allowances had an influence on the motivation and retention of educators in rural schools. However, rural allowances also had the unintended negative consequences of perceived divisiveness and staff dissatisfaction. Therefore, the Department of Education should pay more attention to contextual and process factors in policy formulation and implementation, so that policies have the intended impact (Ditlopo, 2011).

4.4.3. Teaching materials

The study found that the availability of teaching resources, especially classroom resources, complemented and extended learning beyond school hours. A teacher from a rural school representing others from all schools in the study put it this way:

> *The government must provide schools in rural areas with enough teaching materials, for example books, computers, build libraries, for schools. Laboratories should be built to help teachers to do experiments for science and computer students. The department of Education must also build houses for educators to stay. For example, nurses have places called nurses' homes where nurses stay inside the hospital. It makes it easier for them to wake up and go for work.* (Interview, August 2014).

This finding suggests that in order for educators to be attracted and retained, it is important to foster more engagement and opportunities for teachers, so that they take full charge of their teaching with high quality, engaging and relevant tools designed for today''s busy teachers. Thus, it is important to explore programmes and contests, interactive games, puzzles, lesson plans, videos and other teaching resources, in order to attract and retain teachers (Berry et al., 2013).

4.4.4. Increasing the salaries of educators

A principal at a peri-urban school representing other teachers said that:

> *The government must improve salaries of the educators* (Interview, August 2014).

Therefore, some teachers believe that increasing their salaries is one of the keys to attracting and retaining educators, and in turn to increasing educational quality. Barley and Beesley (2007) argued that while having enough pay is certainly important, teachers go to teach at different schools for non-pecuniary reasons.

4.4.5. Issue of overcrowding

The study found that classroom overcrowding caused teaching to become a blur. Participants said that the huge numbers of students in classes prevented learners" individual needs from being addressed. An educator from a peri-urban school representing other participants said that:

> *Overcrowding in classes can be avoided by building more schools or classrooms. Not that, schools should build big staff rooms to avoid overcrowded staff rooms as this is not conducive for effective working* (Interview, August 2014).

The finding suggests that the issue of overcrowding, both in classrooms and staff rooms, should be addressed if teachers are to be attracted and retained. In a similar vein, Arnold et al (2005) stated that every child has the right to the attention and support which they need, which is difficult to achieve in crowded classrooms and creates tension for teachers, which increases as the sizes of classes grow. Therefore, having more reasonably sized classes and staff rooms would contribute to teachers" attraction and retention in these schools.

4.4.6. Clear vision of the district

The findings show that educators feel that the uMkhanyakude Education District has no clear vision. In order for teachers to be attracted and retained, the vision should be clearly defined:

> *The vision of the district must be clear to educators not the way it is now in grey colours. Besides, long term and short term goals must be simplified and*

transferred to educators at a working place (Deputy Principal at a peri-urban school, interview, September 2014).

The Deputy Principal further explained that:

A clear vision will help educators to preach a good sermon to other educators to come and teach here or encourage others to stay (Interview, September 2014).

The above perceptions suggest that the district‟s mission should be made very clear, as this is essentially its statement of purpose. Since a vision serves as a guide for all of the district's decision-making, and teachers are generally the target of the mission, they should understand the vision. Having a clear vision can offer teachers insight into leaders‟ views in the uMkhanyakude Education District regarding what can attract or retain educators.

4.4.7. Other issues

The study found that participants hinted at the need to train local students and deploy them to their local schools, as well as to improve accommodation, road infrastructure and school safety. The findings also indicated that teachers want more internet facilities, such as internet cafés and libraries. Participants further argued that departments should provide support to schools by bringing in a psychologist in times of stress and trauma, as well as workshops to empower teachers, and career support. The respondents indicated that teachers and teaching are essential to the transformation of the education system. Socio-economic transformation, which aims at enhancing human and school development, should be of great importance, and an emphasis needs to be placed on the improvement of teachers‟ working conditions.

In other words, it is important that schools are provided with workable strategies that will enhance teachers‟ working conditions, in order to attract and retain them.

4.5. CONCLUSION

This chapter presented and discussed the findings of the study on factors influencing the attraction and retention of teachers in the uMkhanyakude Education District. The findings revealed that several factors attract teachers: availability of vacancies, good roads, community values, teachers‟ allowances, affordable cost of living, safety and social needs, decency of learners, funding for teachers to further their education, philanthropic beliefs, and others. The retention of teachers is influenced by affordable accommodation, good roads, personal characteristics, infrastructure and service delivery, and good climate. This study supports the idea that the uMkhanyakude Education District should address the issue of overcrowding in teachers and learners‟ classrooms, provide adequate and timely remuneration and fringe benefits for teachers, as well as rural allowances, teaching materials, and performance-based rewards, and ensure that there is a clear vision for the uMkhanyakude Education District. The next chapter presents the conclusions and recommendations of this study.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter presented and discussed the findings of the study on the factors influencing the attraction and retention of teachers in the uMkhanyakude Education District. This chapter presents the conclusion and recommendations. The chapter is divided into four sections, the first three of which discuss the factors that influence teachers" attraction and retention, as well as possible attraction and retention strategies. The fourth section presents the conclusion and recommendations of the study.

5.2. FACTORS INFLUENCING TEACHERS' ATTRACTION TO THE UMKHANYAKUDE EDUCATION DISTRICT

The study found that educators are attracted to teaching in the uMkhanyakude Education District for a number of reasons. Firstly, the availability of teaching posts attracts teachers to the district, and the availability of teaching posts is caused by local development, which has a positive impact on the education system. This is in agreement with Adedeji and Olanigan"s (2011) study, which found that teachers are attracted to developing areas because of the teaching opportunities that come with socio-economic development (see also Berry et al., 2013).

Furthermore, the study found that the availability of senior positions attracted teachers to the uMkhanyakude Education District. This finding is supported by Barley and Beesley"s (2007) study, which found that educators, especially leading educators, were attracted to developing areas because of senior teaching positions. Good roads were also reported to attract teachers, as this enabled them to easily travel around the area when performing their activities. This finding is in agreement with Berry et al"s (2013) study, which argued that teachers who owned vehicles were attracted to teaching in areas with good roads, as this prevented their vehicles from being damaged.

This finding suggests that the openness of the local community to teachers makes teachers feel a sense of belonging and value, and this attracts them to teaching in the uMkhanyakude Education District.

The findings also indicate that educators are attracted to the uMkhanyakude Education District because the district employs untrained teachers. This is in agreement with Anaxagorou"s (2007) study, which found that schools that employed teachers who had no teaching experience had more teachers than those that did not employ inexperienced teachers. This suggests that schools in the uMkhanyakude Education District are facing teacher shortages. A study by Berry et al (2005) reported that by 2020, South Africa will have a critical shortage of teachers, especially in the areas of mathematics and science.

In this regard, the study found that the uMkhanyakude Education District is attracting teachers because the district hires graduate teachers. A study by Arnold et al (2005) found that schools that employed untrained teachers had most of their teaching positions filled, as opposed to those that only employed trained teachers.

This study found that some educators are attracted to the uMkhanyakude Education District because they want to teach in their home communities. Adedeji and Olanigan (2011) argued that some teachers prefer to teach in their home areas, in order to gain the knowledge and skills to benefit their communities. Barnett and Hirsch (2005) found that teaching in one"s home area is one way of participating in the development of society. In addition, the study found that teachers are attracted to the uMkhanyakude Education District because of rural allowances. This is supported by Barley and Beesley (2007), who reported that social packages that include hardship allowances attract not only teachers, but also quality teachers.

Another finding of the study was that the cost of living in the uMkhanyakude Education District attracts educators. This finding is supported by Berry et al (2013), who found that changes in the cost of living influenced teachers" decisions to teach in certain places. Related to the cost of living is the finding that safety attracts teachers to the uMkhanyakude Education District. In this regard, Maslow"s theory states that safety and social needs influence people"s

decisions. Therefore, it can be argued that teachers" need for safety and security attracts them to the uMkhanyakude Education District. In addition, the study found that teachers are given houses by the community, which indicates that their social needs are also being taken care of.

The study also found that educators are attracted to uMkhanyakude because learners conform to generally accepted standards of moral behaviour. This confirms Claycomb"s (2000) finding that teachers are hesitant to teach in schools where students engage in high risk behaviours. The findings therefore indicate that the behaviour of learners also influences educators" attraction to the uMkhanyakude Education District.

According to the findings of the study, some schools have full-cost bursaries for teachers, especially those teaching mathematics and science. In this regard, Collins (2008) found that schools that have bursary programmes for teachers to study further tend to attract them.

Lastly, the study also found that teachers are attracted to uMkhanyakude because of the availability of houses for renting near schools. A study by Darling-Harmmond (2000) found that rentals for houses in rural areas are usually lower than in urban areas. Thus, the availability and affordability of rentals attract teachers to the uMkhanyakude Education District.

5.3. FACTORS THAT INFLUENCE TEACHERS' RETENTION IN THE UMKHANYAKUDE EDUCATION DISTRICT

The findings of this study suggest that good roads and the availability of transport in the uMkhanyakude Education District are important determinants of the retention of teachers. The study found that teachers find it easy to move around the uMkhanyakude Education District because of the availability of transport, and good roads help to protect their vehicles against damage.

Furthermore, this study found that educators" personal characteristics motivate them to stay in uMkhanyakude, as the rural context seems to be in agreement with their personalities. Kazembe and Sithole (2010) argued that teachers" personalities will lead teachers who are

better suited to the rural context to be able to withstand the problems of staying in a rural area. This means that some educators deliberately choose to stay in rural schools, as they find this fulfilling.

The findings also show that the availability of the basic physical and organisational structure needed for uMkhanyakude"s economy to function helps to retain teachers. This is supported by Liu et al. (2000), who found that infrastructure and service delivery influence teachers" retention.

Lastly, the study found that educators are motivated to stay in uMkhanyakude because of the favourable climate and weather conditions. In this regard, Sithole (2008) reported that uMkhanyakude is part of KwaZulu-Natal, which has a green terrain, and local people usually experience good weather. Therefore, uMkhanyakude"s climate helps to retains teachers.

5.4. STRATEGIES TO IMPROVE THE ATTRACTION AND RETENTION OF TEACHERS IN THE UMKHANYAKUDE EDUCATION DISTRICT

The findings of this study suggest that there is a need for performance-based schemes to reward or sanction teachers based upon some form of performance evaluation. Lankford (2002) argued that performance-based schemes should be informed by the skills that are assessed and the rewards provided. He also suggested that teachers" individually-based rewards have the potential to attract and retain educators (Lankford, 2002). Other researchers argue that teachers" rewards should include bursaries, increased vacation leave, and professional development courses (Liu et al., 2000).

The study also indicates that there is a need to give teachers rural allowances in order to attract and retain them in rural schools. Giving educators consistent rural allowances will bridge the gap between rural and urban teachers. Davis" (2000) study found that rural allowances influenced the motivation and retention of educators in rural schools. On the other hand, rural allowances had the unintended negative consequences of perceived divisiveness and staff dissatisfaction. The Department of Education should therefore take contextual and process

factors into account in policy formulation and implementation, so that policies have the intended impact (Ditlopo, 2011).

It is important to foster more engagement and opportunities for teachers, in order to enable them to take full charge of their teaching, and achieve high quality teaching. Thus, it is important to explore innovative programmes and contests, as well as other teaching resources, so as to attract and retain teachers (Berry et al., 2013).

There is also a need to increase teachers" salaries and educational quality, in order to attract and retain teachers. In addition, the issue of overcrowding, both in classrooms and staff rooms should be addressed in order to attract and retain teachers. Arnold et al. (2005) stated that having reasonably sized classes and staff rooms will both attract and help to retain teachers.

The uMkhanyakude Education District also needs to make its mission very clear, as this is essentially its statement of purpose. Having a clear vision can offer teachers insight into leaders" views in the district regarding what can attract or retain teachers.

The District should also train local students and deploy them in their local schools, as well as improve accommodation, road infrastructure and school safety. Internet facilities, such as internet cafés and libraries, should be established. Departments should also bring in psychologists in times of stress and trauma, and organise workshops to empower teachers and provide career support.

5.5. RECOMMENDATIONS

Teachers in rural schools are dissatisfied with their remuneration and working conditions, which leads to a lack of motivation. There is a need to revisit the policy so as to attract and retain good quality teachers in rural schools. This can be achieved through the following recommendations:

• Having uniform incentives across provinces

The teacher incentive policy should be uniform across all provincial rural areas, but should take into account the fact that remote rural areas may need greater incentives for their teachers than rural schools located near towns.

• Policy plan for teacher professional development

There is a need to implement a meaningful policy plan for the professional development of rural teachers (Kong et al., 2015). The teachers" development plan should be designed in such a manner that it provides educators in rural schools with on-going knowledge and skills development opportunities, in order to enhance their career growth.

Teachers must receive initial training that is adequate and relevant to the conditions that they will face. In addition, there is a need for continuing in-service training and development which takes rural classroom conditions into consideration.

• Methods of payment and compensation

Incentives for teachers should be paid by the provincial district, using the same payment method employed by the Personal and Salary System. This will help to improve the existing system, and efficiency could help retain teachers in rural areas.

• Housing and benefits

Teachers" level of education and knowledge should be used to determine the provision of good and safe housing. In addition, there is a need for better housing and availability of housing loans, as they are useful incentives for ensuring that rural teachers are retained.

Teachers with scarce skills in subjects such as mathematics and science need to be rewarded, in order to encourage them to teach in rural schools that lack such expertise.

5.6. AREAS FOR FUTURE RESEARCH

Further research is needed to determine the possible use of technology, specifically mobile banking, to pay teachers in a timely manner.

Furthermore, a study should be conducted to establish teachers and the district"s views regarding the strategy of binding contracts (bursary scheme) for pre-service teachers, where teachers can be expected to work for at least three years in rural schools. It is also recommended that a future study is conducted in order to investigate gender differences and gender experiences with regard to the attraction and retention of teachers.

5.7. CONCLUSION

This study has shown that several factors attract teachers to the uMkhanyakude Education District. These factors include the availability of vacancies for teachers due to the development that the area is experiencing. Teachers are also attracted by good roads, which make it easy for teachers to use public transport to get to their destination. In addition, good roads mean that teachers" vehicles are less prone to the problems caused by bad roads. The study found that community values such as "ubuntu", teachers" allowances, affordable cost of living, safety and social needs, such as police stations and shopping malls, peaceful communities and learners, funding for teachers to further their education, and philanthropic beliefs or attitudes attract teachers to the uMkhanyakude Education District.

The findings suggest that the retention of teachers is influenced by affordable accommodation, good roads, personal characteristics of teachers, and infrastructure and service delivery. The study also found that the good climate in the uMkhanyakude Education District influenced teachers" decision to stay and teach in the district.

In conclusion, the study recommends that the uMkhanyakude Education District should take into consideration the hygiene factors that are necessary to avoid dissatisfaction among teachers, as well as the motivators that contribute to teachers" job satisfaction, such as overcrowding in teachers" staff rooms and learners" classrooms. Furthermore, the district should give sufficient and timely salaries and fringe benefits to teachers, and ensure that teachers have rural allowances, teaching materials, and performance-based rewards. Lastly, the vision of the uMkhanyakude Education District should be clearly defined for teachers and schools.

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APPENDICES
APPENDIX 1: Ethical Clearance Certificate

UNIVERSITY OF KWAZULU-NATAL ™
INYUVESI YAKWAZULU-NATALI

16 July 2014

Mrs Fikile Nomasonto Raspo Dumisa 212562506
Graduate School of Business and Leadership
Westvielle Campus

Protocol reference number: HSS/0812/014M
Project title: Factors Affecting the Attraction and Retention of Teachers in the uMkhanyakude Education District

Dear Mrs Dumisa

Expedited Approval

In response to your application dated 16 July 2014, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted FULL APPROVAL.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

Please note: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Shenuka Singh (Chair)

/px

cc Supervisor: Alec Bozas
cc Academic Leader Research: Dr E Munapo
cc School Administrator: Eileen Mohamed

Humanities & Social Sciences Research Ethics Committee
Dr Shenuka Singh (Chair)
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APPENDIX 2: Consent Letter

I………………………………………………… (Full names) hereby confirm that I understand the contents of this letter and the nature of the research project has been clearly defined. I agree to participate in this research project.

Participant's Signature……………………………………Date…………………………

APPENDIX 3   : Audio recording agreement

Consent for use of audio equipment

If you are willing to be interviewed, please indicate (by ticking the applicable box) whether or not you are willing to allow the interview to be recorded using the following equipment.

Equipment	Willing	Not willing
Audio equipment		

APPENDIX 4 : INTERVIEW SCHEDULE

WELCOMING REMARKS (RESEARCHER)

I will first greet the participant and introduce myself, and then invite him or her to do the same.

PURPOSE OF THE INTERVIEW (MODERATOR)

I will inform the respondent that all issues to be discussed are of great importance for understanding the attraction and retention of teaching staff in the uMkhanyakude Education District.

I will encourage the respondent to feel free to express his or her views. I will remind him or her that there are no wrong or right answers; hence their views are very important. I will make it clear that this research is mainly aimed at eliciting information that will contribute to understanding the factors influencing the attraction and retention of teaching staff in the uMkhanyakude Education District, and that all information provided by him or her will be treated as confidential. I will then tell the respondent that he or she is entitled to his or her own opinions. The respondent will be informed about the expected duration of the interview, and a request will be made to record the whole interview.

INTERVIEW

I will set the ball rolling by posing a general question on the attraction and retention of teaching staff in the uMkhanyakude Education District. I will then move to more specific questions, which are guided by Ashiedu and Scott-Ladd"s (2012) conceptual framework. The following are some of the questions that will be posed:

1. What are the factors that attract teaching staff to the uMkhanyakude Education District?
2. What are the factors that help to retain teaching staff in the uMkhanyakude Education District?

   - **Examples of sub-questions on attraction and retention are dependent on the outcome of questions 1 and 2**:
     - Do working conditions influence the attraction and retention of teaching staff in the uMkhanyakude Education District? If yes, how?

     - Do living conditions influence the attraction and retention of teaching staff in the uMkhanyakude Education District? If yes, how?

     - Does alternative employment influence the attraction and retention of teaching staff in the uMkhanyakude Education District? If yes, how?

     - Do personal characteristics influence the attraction and retention of teaching staff in the uMkhanyakude Education District? If yes, how?

     - Do perceptions about teaching influence the attraction and retention of teaching staff in the uMkhanyakude Education District? If yes, how?

3. What are the factors that cause teachers to leave the uMkhanyakude Education District?
4. What are the suitable strategies that can be implemented to improve the attraction of teaching staff to the uMkhanyakude Education District?

5. What types of incentives can be introduced to retain teaching staff in the uMkhanyakude Education District?

6. What are the strategies that can be put in place in the uMkhanyakude Education District to attract educators?

7. To what extent do schools use support systems, and what can be done to improve them?

CLOSING REMARKS

I will offer an opportunity for any final comments to be made by the participants.

Thank you very much for your input today. Are there any final comments that anyone would like to make? The information you provided will help me to write my dissertation and inform the strategy for the attraction and retention of teaching staff in the uMkhanyakude Education District.

APPENDIX 5   : Turnitin report

Turnitin Originality Report

- Processed on: 11-Feb-2016 9:30 AM CAT
- ID: 588534093
- Word Count: 19405
- Submitted: 5

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CHAPTER ONE INTRODUCTION TO THE STUDY 1.1 INTRODUCTION This chapter provides a general overview of the research problem that this study sought to address, in particular the difficulty experienced by the Department of Education in uMkhanyakude in attracting and retaining teachers. The chapter introduces the study by providing a background to the study and statement of the problem on which it is based. The aims, objectives, contribution and significance of the study are discussed, as well as the research objectives and research questions. The limitations of the study are also presented. The chapter starts with a global overview of the shortage of teachers, and then goes down to the national level, finally focusing on the UMkhanyakude Education District in KwaZulu- Natal. It concludes with a short summary of the major issues highlighted in the chapter. 1.2 BACKGROUND TO THE STUDY For a long time, policy makers and academics have wrestled with the issue of teacher

APPENDIX   6   : Gate keeper's letter

education
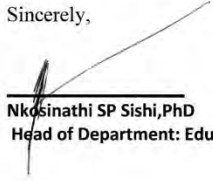Department:
Education
PROVINCE OF KWAZULU-NATAL

Graduate School of Business and Leadership
University Of KwaZulu-Natal
Westville Campus
Durban
3630

20 June 2014
Dear Sir/Madam

RE: PERMISSION TO CONDUCT RESEARCH

This letter serves to confirm that I, Dr SNP Sishi, Head of Department in education hereby
acknowledge and approve the research of F.N.R Dumisa within UMkhanyakude District for
the completion of her Master of Commerce in Leadership and Management.

Sincerely,

Nkosinathi SP Sishi,PhD
 Head of Department: Education

2014 / 07 / 01
Date