

**TALENT ATTRACTION AND RETENTION OF QUALITY SECONDARY  
SCHOOL TEACHERS TO THE RURAL AREAS OF THE NORTHERN  
CAPE PROVINCE OF SOUTH AFRICA**

by

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i

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## TABLE OF CONTENTS

<b>Declaration regarding plagiarism</b> .....	<b>ii</b>
<b>Acknowledgements</b> .....	<b>iii</b>
<b>Table of Contents</b> .....	<b>iv</b>
<b>List of Tables</b> .....	<b>viii</b>
<b>List of Figures</b> .....	<b>ix</b>
<b>Abstract</b> .....	<b>x</b>
<b>CHAPTER 1: INTRODUCTION AND BACKGROUND TO THE STUDY</b> .....	<b>1</b>
1.1. INTRODUCTION .....	1
1.2. BACKGROUND.....	1
1.3. PROBLEM STATEMENT .....	2
1.4. PURPOSE STATEMENT .....	2
1.5. SPECIFIC RESEARCH QUESTIONS .....	3
1.6. IMPORTANCE AND BENEFITS OF THE PROPOSED STUDY .....	3
1.7. ASSUMPTIONS .....	4
1.8. DEFINITION OF KEY TERMS.....	5
1.9. AN OUTLINE OF THE REMAINING CHAPTERS .....	6
1.10. CONCLUSION.....	7
<b>CHAPTER 2: LITERATURE REVIEW</b> .....	<b>8</b>
2.1. INTRODUCTION .....	8
2.2. AN OVERVIEW OF THE EDUCATION SYSTEM OF SOUTH AFRICA IN RURAL AREAS .....	8
2.2.1. Definition of rural area .....	8

2.2.2.	Northern Cape as rural area in South Africa.....	8
2.2.3.	Demographics of people and teachers in the Siyanda district.....	9
2.2.4.	Definition of a quality teacher.....	13
2.2.5.	Supply and Demand of quality teachers in rural areas.....	14
2.3.	THEORY ON ATTRACTING AND RETAINING AS PART OF TALENT MANAGEMENT.....	17
2.3.1.	Definition of talent management.....	17
2.3.2.	The key factors for a successful talent management model.....	18
2.3.3.	Theory on attracting and retaining.....	22
2.4.	IMPORTANCE OF TALENT MANAGEMENT FOR RURAL SCHOOLS AND THE DEPARTMENT OF EDUCATION.....	32
2.5.	ATTRACTING AND RETAINING TEACHERS.....	33
2.6.	SUMMARY.....	37
CHAPTER 3:	RESEARCH DESIGN AND METHODS.....	38
3.1	INTRODUCTION.....	38
3.2.	RESEARCH PARADIGM / PHILOSOPHY.....	38
3.3.	DESCRIPTION OF INQUIRY STRATEGY AND BROAD RESEARCH DESIGN.....	39
3.3.1.	A description of the proposed study's strategy of inquiry.....	39
3.3.2.	Characteristics of qualitative research.....	39
3.3.3.	Phenomenology research design.....	41
3.3.4.	A classification of the proposed study's overall research design.....	44
3.4.	SAMPLING.....	45
3.4.1.	Target population.....	45
3.4.2.	Unit of analysis.....	45
3.4.3.	Data source.....	45
3.4.4.	Sample size.....	46
3.4.5.	Sampling technique.....	47
3.5.	PARTICIPANTS' PROFILES.....	49

3.6.	DATA COLLECTION .....	51
3.7.	PRIMARY DATA COLLECTION PROCEDURE .....	52
3.8.	DATA COLLECTION AND STORING OF DATA.....	53
3.9.	DATA ANALYSIS .....	54
3.10.	DATA VERIFICATION .....	56
3.11.	ASSESSING AND DEMONSTRATING THE QUALITY AND RIGOUR OF THE RESEARCH DESIGN .....	56
3.11.1.	Data quality issues related to qualitative research .....	56
3.11.2.	Strategies to overcome the data quality issues .....	57
3.12.	RESEARCH ETHICS .....	58
3.13.	CONCLUSION.....	59
CHAPTER 4: RESEARCH FINDINGS.....		60
4.1.	INTRODUCTION .....	60
4.2.	IDENTIFYING STATEMENTS RELATING TO THE TOPIC.....	60
4.3.	FINDINGS PER RESEARCH QUESTION.....	63
4.3.1.	Attraction factors to teaching as a career and to rural schools.....	63
4.3.2.	Factors retaining teachers to rural schools (Retention factors for teachers to these rural schools) .....	67
4.3.3.	Factors influencing teachers to leave .....	71
4.3.4.	Challenges that teachers experience in the rural area, .....	75
4.3.5.	Reasons for the shortage of quality teachers and the effect on the learners .....	79
4.3.6.	Talent attraction and retention framework for rural schools in the Siyanda District .....	85
4.3.7.	Methods to attract and retain teachers .....	89
4.4.	PERSONAL PROFILE FOR A RURAL TEACHER.....	91
4.5.	SUMMARY .....	91
4.6.	CONCLUSION.....	92

CHAPTER 5: CONCLUSION, LIMITATIONS AND RECOMMENDATIONS.....	93
5.1. INTRODUCTION .....	93
5.2. OVERVIEW OF THE STUDY .....	93
5.3. THEORETICAL LINKS TO ESTABLISHED LITERATURE .....	94
5.4. RESEARCH QUESTIONS AND FINDINGS .....	96
5.5. EVALUATION OF QUALITY AND RIGOUR.....	98
5.6. LIMITATIONS OF THE RESEARCH .....	99
5.7. RECOMMENDATIONS FOR FUTURE RESEARCH .....	100
5.8. CONCLUSION.....	101
LIST OF REFERENCES.....	102
 <b>APPENDICES</b>	
APPENDIX A: Collection instrument.....	109
APPENDIX B: Informed consent form of data collection instrument.....	112
APPENDIX C: Letter of permission to do research in the Siyanda District.....	114

## LIST OF TABLES

Table 1: Abbreviations used in this document .....	6
Table 2: Education profile of the people living in the Siyanda District.....	11
Table 3: Key factors of employee attraction vs. employee retention .....	26
Table 4: The top five reasons why employees join and stay at an organisation according to Berger and Berger (2004) .....	27
Table 5: Four attractors and retainers.....	28
Table 6: Most prominent attraction and retention factors as identified in literature .....	31
Table 7: The top 6 most difficult jobs to fill .....	34
Table 8: Issues relating to attracting, developing and retaining teachers .....	36
Table 9: Racial Composition of Siyanda district in 2007 .....	48
Table 10: Characteristics of participants .....	49
Table 11: Initial statements identified in the data .....	61
Table 12: Themes identified to describe the phenomenon .....	62
Table 13: Responses relating to factors attracting individuals to teaching as a career .....	64
Table 14: Responses relating to factors attracting individuals to this rural area .....	65
Table 15: Responses relating to factors that retain teachers in this rural area .....	68
Table 16: Responses relating to factors that cause frustration and will force teachers to leave .....	71
Table 17: Responses relating to challenges these rural schools face .....	75
Table 18: Responses relating to reasons for the shortage of quality teachers.....	80
Table 19: Responses relating to the effect of the shortage of teachers .....	83
Table 20: Attraction and retention drivers of teachers from this rural area .....	86
Table 21 Different strategies to attract and retain quality teachers to rural schools.....	90
Table 22: Person Profile for a rural teacher .....	91



## LIST OF FIGURES

Figure 1: Map of the Siyanda District highlighted.....	10
Figure 2: Gender distribution of the people in the Siyanda District .....	10
Figure 3: Age distribution of the people living in the Siyanda District.....	11
Figure 4: Ethnic group profile of the people living in the Siyanda District .....	12
Figure 5: Conceptual model: demand for and supply of teachers.....	17
Figure 6: The key factors for a successful Talent Management model.....	19
Figure 7: Retention Factors framework for existing employees .....	29
Figure 8: The phenomenology research procedure followed .....	43
Figure 9: Data analysis process followed.....	54
Figure 10: The process followed in analysing the data .....	55
Figure 11: Attraction and retention framework .....	87

## **ABSTRACT**

# **TALENT ATTRACTION AND RETENTION OF QUALITY SECONDARY SCHOOL TEACHERS TO THE RURAL AREAS OF THE NORTHERN CAPE PROVINCE OF SOUTH AFRICA**

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Despite a number of positive changes in the education system in South Africa, rural schools still experience problems with regards to accessing qualified teachers, the availability of teachers and the shortage of teachers in key subjects (Pennefather, 2008). This study investigated the reasons for the shortage of quality teachers in the Siyanda District in the Northern Cape Province of South Africa. This aim was accomplished through focusing on the factors that attract and retain teachers in rural schools, as well as the factors that force teachers to leave these schools. This study was motivated by the fact that little research has been done on this topic in this part of the country. Therefore, this study is original and sheds some light on this rural district.

The study made use of a qualitative exploratory research strategy as little research has been conducted in the geographical area under investigation and an insufficient amount of theory is available regarding the research topic. In-depth, semi-structured interviews were held with the participants. These interviews provided rich information regarding the ways in which participants view and experience specific situations and their individual subjective experiences of these situations.

The research results suggest that the main talent attraction factors are being familiar with the area and having family in the area. The main talent retention factors were the type of people and learners living in the area. These factors are remarkable as they are not something the school can implement; instead they are a contribution from the community. The lack of resources, research facilities, and the fact that teachers must do all the research and find information were the main challenges facing teachers in this rural area. These factors were also cited as the reasons why teachers decide to leave these rural schools, resulting in a shortage of teachers. The shortage of teachers affects learners as teachers are forced to teach outside their specialty fields and learners do not get the best education as possible. In addition, learners are sometimes without teachers as the schools have trouble finding teachers to fill the vacant positions.

This study made a unique and important contribution to education in the Northern Cape Province, as little research attention has focused on attracting and retaining quality teachers in this part of the country. This study was original and focused research attention on this district. The study provided rich information that can be used to design interventions that will improve the attraction and retention of quality secondary school teachers to this rural area.

# **CHAPTER 1: INTRODUCTION AND BACKGROUND TO THE STUDY**

## **1.1. INTRODUCTION**

This chapter presents a broad overview of the study. It explains the purpose, objectives and relevance of the study. The chapter also focuses on the background to the study as well as the research problem. Other focus areas include the importance and benefits of the study, core assumptions and key definitions. Finally, an outline of the remainder of the chapters is provided.

## **1.2. BACKGROUND**

Teachers leave existing jobs as new opportunities arise. These new opportunities frequently move teachers from the rural areas to more urban areas. This has an impact on the children who are left behind in rural areas and are then deprived of a quality education. Despite all the positive changes in the education system in South Africa post-1994, inequalities between schools in urban and rural areas remain. Rural schools still experience problems with regards to the ability to access qualified teachers, the availability of teachers and the shortage of teachers in key subjects (Pennefather, 2008). The former Minister of education, Naledi Pandor, highlighted this issue as one of grave concern. According to Pandor (cited in Pennefather, 2008) more than 75% of all newly trained teachers want to teach in urban areas.

Attracting and retaining quality secondary school teachers in rural areas is of great importance to the Department of Basic Education (Delihlazo, 2010). Research needs to be conducted in order to ascertain the reasons for the shortage of teachers in rural areas. Possible research questions include: Why do teachers not want to work in rural areas? What needs to be done to attract and retain teachers to rural areas? The Department of Basic Education has conducted a few studies that have focused on the education system in the rural areas of Limpopo, the Western Cape and the Eastern Cape (Department of Education, 2009). However, very little research has focused on education in the Northern Cape. This study focused primarily on the

shortage of quality secondary school teachers in rural schools in this province and attempted to develop a talent attraction and retention framework for these schools.

### **1.3. PROBLEM STATEMENT**

South Africa is currently facing a supply problem in relation to quality secondary school teachers in rural areas (Delihlazo, 2010). This study aimed to investigate the reasons for this shortage. In addition, the study investigated the reasons for the lack of retention of quality teachers. It is hoped that the findings of this study will provide information on interventions that can be conducted in order to improve the attraction and retention of quality secondary school teachers in rural areas. It is possible that the poor performance of schools in rural areas in contrast to urban schools might be a direct result of the undersupply of quality school teachers (Department of Education, 2009). The lack of quality education might influence the grade 12 examination pass rate for this area, which is an important indication of the need for the Department of Education to investigate the current situation in these schools.

### **1.4. PURPOSE STATEMENT**

According to school principals of the Siyanda district in the Northern Cape there are currently a shortage of quality teachers in this district (R. Kotze & F.W. Clark, personal communication, October 18, 2010; J. van Vuuren & F. Isaacs, personal communication, October 27, 2010). This means that talent (quality teachers) is not managed effectively in this district. This study investigated the reasons for this shortage of quality teachers through focusing on the factors that attract and retain teachers to these schools, as well as the factors that force teachers to leave. The study was conducted at a few schools in the Siyanda district. In-depth, semi structured interviews were held with the principals and some of the teachers from the schools. The purpose of the interviews was to understand how the participants experience working in this rural area. Not all rural areas are the same and this study therefore chose to focus specifically on the Siyanda district, in the Northern Cape province of South Africa.

## 1.5. SPECIFIC RESEARCH QUESTIONS

This study was guided by the following specific research questions:

- What factors attract teachers to schools in rural areas?
- What factors retain teachers in schools in rural areas?
- What factors force teachers to leave schools in rural areas?
- What are the challenges that school teachers experience in rural areas?
- Are there any differences in the challenges that school teachers experience in rural areas, based on their demographic characteristics?

## 1.6. IMPORTANCE AND BENEFITS OF THE PROPOSED STUDY

In 2010 the Department of Basic Education was assigned a large portion of the national budget to address challenges or issues in the education system (Delihlazo, 2010). President Jacob Zuma highlighted the importance of education and indicated that by 2011/2012 education will consume 18.2% of the total national budget (Department of Basic Education, 2009). This percentage represents the single biggest slice of national expenditure (Department of Basic Education, 2009). The annual report of the Department of Education for 2008/2009 stated that the recruiting and retaining of educators at rural schools was a priority (Department of Education, 2009). Thus, quality education in rural areas is of great importance to the government. In this regard the lack of quality teachers in rural schools needs to be addressed.

The Nelson Mandela Foundation (2005) provides several reasons why rural education is vitally important. These reasons are listed below and serve as justification for the importance of this research.

- ***The constitution requires it*** - The constitution of South Africa declares that all people have the right to basic education.

- ***People are living there*** - South Africa is predominantly urbanised, but a large portion of the population still live in rural areas.
- ***Popular demand*** - The people living in rural areas want education and want it to be of good quality.
- ***Human development*** - Human development can be measured in terms of level of literacy, general wellbeing and health. In South Africa, human development is particularly bad in rural areas. Quality education in rural areas can increase human development.
- ***Joy of learning and individual well-being*** - People living in rural areas are committed to education and it would only be fair to provide and support these people through quality education.

This study focused primarily on the challenges associated with the attraction and retention of quality secondary school teachers in a specific rural area. Through this focus the study can also help provide a framework or foundation for future research in this area and this topic. This study makes a unique and important contribution to knowledge as this topic has not previously been researched in relation to this part of the country. Therefore, this study is original and brings some focus on this district.

## **1.7. ASSUMPTIONS**

According to Hofstee (2006), assumptions are things that the researcher accepts as valid and true without verifying their truth. It is important to clarify the assumptions on which a particular research project is based as these assumptions can potentially affect the study's validity.

In this study, it was assumed that:

- the literature on rural education is also applicable to the particular rural area investigated;

- schools can be seen as organisations, in terms of talent management;
- all the schools from which teachers were selected have problems with attracting and retaining quality secondary school teachers;
- an exploratory qualitative phenomenology research design was the most appropriate method;
- in-depth, semi-interviews were the best data collection method;
- participants were willing to provide the data required from them for the study;
- participants were willing and able to provide correct and truthful answers to the questions asked; and
- the researcher chose the appropriate participants for the study.

## 1.8. DEFINITION OF KEY TERMS

This study involved a few key concepts, namely, attraction, retention, rural, talent, talent management and quality secondary school teachers. The definitions of these terms used within the context of this study are provided below.

**Attracting:** Refers to recruiting and selecting people from outside the organisation to come and work for the organisation (Armstrong, 2006).

**Retaining:** Ensuring that the people working in the organisation stay committed and remain with the organisation (Armstrong, 2006).

**Rural:** The term rural is defined in relation to how far an area is situated from a metropolitan or urbanised area (Arnold, Biscoe, Farmer, Robertson, & Shapley, 2007). In this study rural refers to an area that is  $\pm 400$ km away from the closest metropolitan area of Kimberley.

**Talent:** Refers to the entire organisation's human capital (Paradise, 2009).

**Talent management:** Is about predicting what talent or human capital will be needed in the future and developing a plan to meet those needs (Cappelli, 2008).



**Quality secondary school teacher:** A teacher who successfully enhances students' learning and demonstrates a high level of knowledge, experience and skills in the subject he or she teaches. Quality secondary school teachers are also committed to their students and able to assess and report on students' performance (National Board for Professional Teaching Standards, 2010).

The following table provides the meanings of the abbreviations used throughout this research study:

**Table 1: Abbreviations used in this research study**

Abbreviation	Meaning
EVP	Employee value proposition
DoE	Department of Education
NBPTS	National Board for Professional Teaching Standards
UNESCO	United Nations Educational Scientific and Cultural Organisation
EFA	Education for all

## 1.9. AN OUTLINE OF THE REMAINING CHAPTERS

The content of the rest of the study is as follows:

**Chapter 2** focuses on previous research and research findings relevant to this study. It provides the reader with an overview of the field and offers clear definitions of important terms such as rural area, quality secondary teacher, talent management, attracting and retaining. Chapter 2 is thus a comprehensive and contextualised literature review based on past research findings.

**Chapter 3** outlines the research methodology of the study. In this chapter the research design and procedures are discussed in detail. Specific attention is given to sampling, the data collection process and the way in which the data was analysed. Finally, the quality and rigour of the research design and research ethics are also addressed in this chapter.

**Chapter 4** presents the research findings of this study. This chapter focuses specifically on interpreting and analysing the research findings. A detailed discussion of the results is provided and sub-conclusions are discussed in relation to the specific research questions mentioned in the introduction.

**Chapter 5** focuses on drawing the final conclusions of the study. Recommendations and suggestions for potential future research studies are made and the limitations of the study are discussed. This chapter provides an overall conclusion for the entire study.

## **1.10. CONCLUSION**

This chapter presented the background and motivation for this study. There appears to be a shortage of quality secondary teachers in the rural areas of the Northern Cape and a definite talent attraction and retention framework is necessary if these schools are to survive and thrive. The main purpose of this study was therefore to investigate the reasons for these shortages and attempt to design interventions that can address the problem at hand. In addition, this chapter focused on the background of the study, the problem statement, the specific research questions and the assumptions of the study. Finally, the chapter provided an outline of the remaining chapters. The following chapter contains a comprehensive literature review of all research concerning the rural education system of South Africa, theoretical viewpoints regarding attracting and retaining as part of talent management and the factors impacting the attracting and retaining of teachers.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1. INTRODUCTION**

This chapter provides an overview of the South African education system in rural areas, focusing on the Siyanda district in the Northern Cape. The theory and importance of talent attraction and retention, especially within rural schools, is also highlighted. Lastly, different attraction and retention factors for teachers are discussed.

### **2.2. AN OVERVIEW OF THE SOUTH AFRICAN EDUCATION SYSTEM IN RURAL AREAS**

#### **2.2.1. Definition of rural area**

There is no fixed agreement on what exactly constitutes a rural and an urban area in South Africa. The word rural has various definitions and the meaning of the term can vary widely between definitions. The exact nature of the definition depends on who and for what purposes it will be used (Hart, Larsonm, & Lishner, 2005; Monk; 2007; Nelson Mandela Foundation, 2005). Rural areas are usually defined in terms of population density, geographical situation, proximity to a city or urbanised area and the level of development (Arnold et al., 2007; Hart et al., 2005). In the context of this study the term rural was defined in relation to proximity to a city and population density. Thus, the rural area in this study has a low population density and is  $\pm 400$ km away from the nearest big city or urbanised area.

#### **2.2.2. Northern Cape as rural area in South Africa**

The majority of studies focusing on rural education in South Africa have focused on KwaZulu-Natal, the Eastern Cape and Limpopo. These provinces are seen as predominantly rural. However, research attention has not focused on the Northern Cape, which also consists mainly of rural areas. The Human Science Research

Council commissioned a comprehensive report on education in South African rural communities, but this report only focused on KwaZulu-Natal, the Eastern Cape and Limpopo (Nelson Mandela Foundation, 2005). The decision to focus on these areas was based on the fact that they have high poverty and unemployment levels, poor educational achievement and are home to the largest percentages of school going children (Nelson Mandela Foundation, 2005).

The Bill of Rights in the South African Constitution specifies that “everyone has the right to a basic education, including adult basic education and further education, which the State, through reasonable measures, must make progressively available and accessible” (Constitution of the Republic of South Africa ,1996). Although the state has made progress towards the realisation of these rights, the government is not fully satisfied with the current situation. In order to ensure that people’s rights are met access to and quality of education need to be improved for everyone (Education for all, 2009).

Although the Northern Cape has the smallest number of learners, educators and public schools in the country, every child in the country has the right to quality education (Department of Education, 2010). It is therefore important that research attention focus on education in this rural area. This study focused specifically on education in the Siyanda District in the Northern Cape.

### **2.2.3. Demographics of people and teachers in the Siyanda district**

One of the research questions of the study was to investigate whether teachers’ demographic characteristics influence the challenges they face. In order to address this research question the literature review focuses on this area in order to determine the demographics of the population as a whole.

The Siyanda district is situated in the Northern Cape Province and is bordered by the Republic of Botswana in the North and the Republic of Namibia in the west. The Orange River flows through the district and is a “life vein” for the area.



Figure 1: Map of the Siyanda District highlighted (Source: Office of the premier, 2009)

According to the data gathered during the 2001 census the population of this district is approximately 191 891 to 202 096 people. Most of the people in the district are Afrikaans speaking (ITS engineers Pty (Ltd), 2007). The demographics of the Siyanda district in terms of gender, age, education and ethnic group are illustrated below.

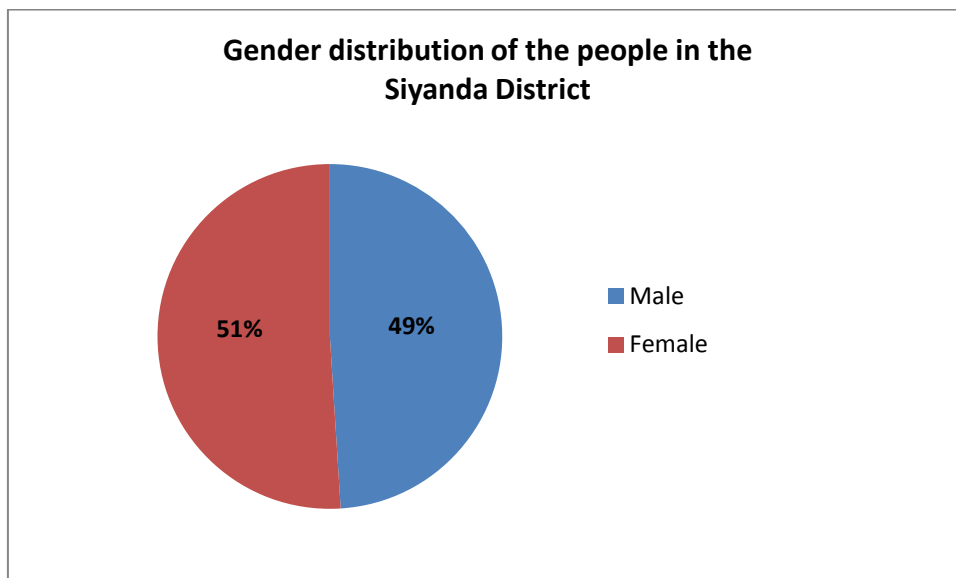


Figure 2: Gender distribution of the people in the Siyanda District (Source: ITS Engineers (Pty) Ltd., 2007)

The percentage of males and females living in the district is almost identical.

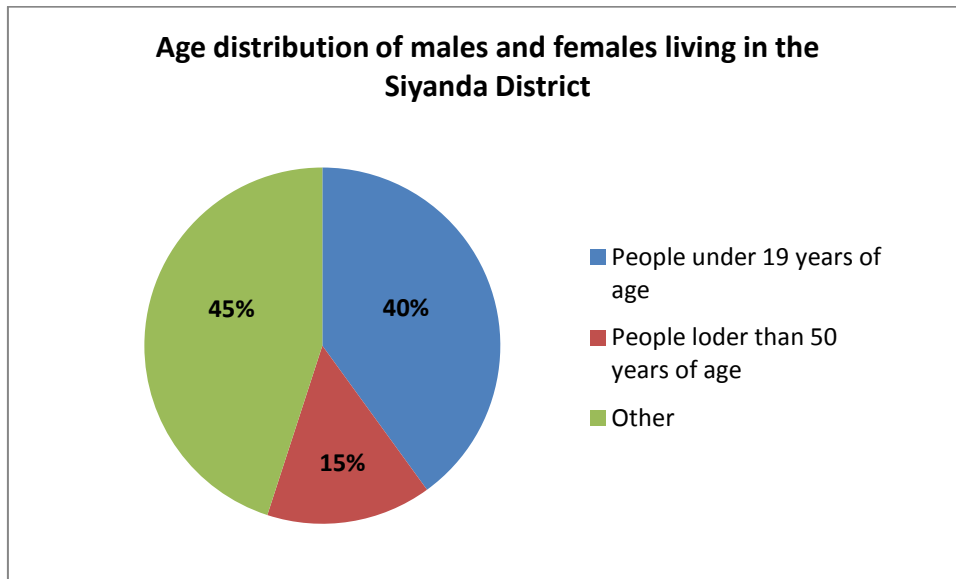


Figure 3: Age distribution of the people living in the Siyanda District (Source: ITS engineers (Pty) Ltd., 2007)

40% of all the people living in the district are under 19 years. Thus, 45% of the people living in the district are between 20 and 50 years.

**Table 2: Education profile of all the people living in the Siyanda District**

Education profile
24% of the people had some primary education
16 % of the people had no education
9% of the people completed primary education
30% of the people had some secondary education
16% of the people had completed secondary education
5% of the people went further and receive training and higher education

Source: (ITS Engineers (Pty) Ltd., 2007)

The majority of the people living in this area only have some primary and some secondary education. Only 16% of the population have completed secondary school. These figures emphasise the need for quality education in this area.

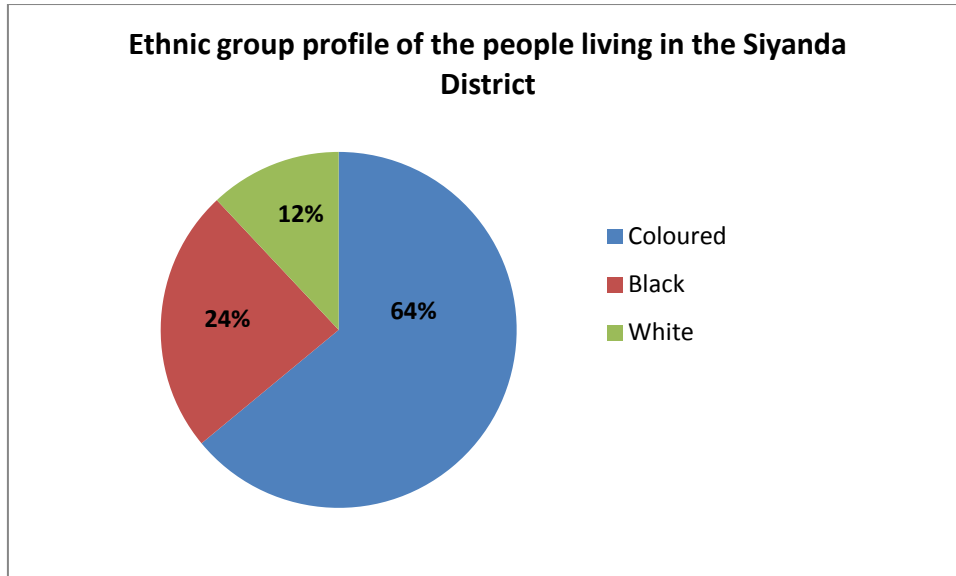


Figure 4: Ethnic group profile of the people living in the Siyanda District (Source: ITS Engineers (Pty) Ltd., 2007)

The population of this area is primarily Coloured. The other large population groups include Black Africans (24%) and Whites (12%).

The following statistics were taken from the education statistics of South Africa collected in 2008 (Education statistics in SA 2008, 2010):

- A total of 2 196 teachers;
- 1 411 female teachers;
- 785 male teachers;
- 124 public schools; and
- 22 330 secondary school learners.

It is evident that the majority of the people living in this area are Coloured and Afrikaans speaking. Therefore, it can be assumed that the majority of the teachers in this area would also be Coloured. Most of the people living in this area only have some secondary education and very few individuals further their education at a higher institution. The reasons for this lack of higher education are not clear.

#### **2.2.4. Definition of a quality teacher**

*More can be done to improve education by improving the effectiveness of teachers than by any other single factor.*

- Wright, Horn and Sanders (as cited in, Wong & Wong, 2010, p. 10)

“Teacher quality is widely recognised by policymakers, practitioners, and researchers alike to be the most powerful school-related influence on a child’s academic performance” (National Academies, 2007). According to Wong and Wong (2010) the effectiveness of the teacher is the factor that has the single largest effect on a student’s academic performance. Providing quality education to children is one of the biggest challenges facing South Africa and is one of the highest priorities of the government (Education for all, 2009).

Although it is widely acknowledged that quality teaching has a positive impact on the improvement of students’ academic performances, it is difficult to determine exactly what constitutes a quality teacher (Akiba, LeTendre, & Scribner, 2007). The National Board for Professional Teaching Standards (NBPTS) outlined five different competencies of a quality teacher (NBPTS, 2010).

- Quality teachers are committed to their students and their learning. They believe in their students’ abilities and understand how students develop and learn.
- Quality teachers have knowledge of the subjects they teach and know how to teach those subjects most effectively to their students. They know how their subjects link to other disciplines and use various strategies to explain difficult concepts to students.
- Quality teachers are accountable for monitoring and managing student learning. This refers to being able to assess and report on students’ performance.
- Quality teachers think systematically and scientifically about what they are doing and learn from experience. Their decisions are based on experience and not only on research and theory.



- Quality teachers are teachers but also form part of the learning communities and work together with students' parents.

Akiba et.al.'s (2007) description of a quality teacher is very similar to the description provided by the NBPTS. The authors agree that teachers need to demonstrate competence in the subjects they teach and have experience in teaching. However, Akiba et al. (2007) also state that quality teachers need to have mathematics as an education major.

Harry Wong and Rosemary Wong have conducted research concerning teaching and have taught teachers all over the world how to be more effective teachers. According to Wong and Wong (2010) effective, good quality teachers have three prominent characteristics: Firstly, they are "extremely good managers"; secondly, they know "how to teach a lesson for student learning and mastery"; and thirdly they have "positive expectations for student success" (p. 1). This definition and description of quality and effective teachers is similar to aspects of the definition provided by the NBPTS.

In the context of this study a quality teacher was defined as a teacher who successfully enhances students' learning and demonstrates a high level of knowledge, experience and skills in the subject they teach. He or she is also committed to their students and is able to assess and report on students' performance.

### **2.2.5. Supply and demand of quality teachers in rural areas**

A lot has changed in South Africa's education system post-1994, but inequalities between schools in urban areas and rural areas still exist. Rural areas still have problems with the qualifications, availability and shortage of teachers for key subjects (Pennefather, 2008). The DoE has admitted that the quality of South Africa's education does not reflect the amount of money government spends annually on education (Chrisholm, 2004). The issue of providing quality teachers is

integrally related to the supply and demand of teachers (Guarino, Santibañez, & Daley, 2006). When the demand for teachers is high and the supply low, schools are forced to recruit unqualified, ineffective teachers.

In South Africa the demand for quality secondary school teachers is high, particularly in the rural areas (Peltzer, 2005). Smaller towns or cities in rural areas sometimes find it difficult to recruit quality teachers because of the small talent pool or population of the town. In addition, candidates need to consider employment opportunities for their spouses and the social and cultural life of their children (White & Smith, 2005). According to Park (2006) the forecast of South Africa's teacher demand and supply shows a threatening imbalance between the number of people entering the teaching profession and the actual human resource needs of the South African education system. This is also the case in the United Kingdom and Europe (Park, 2006). Research conducted by Crouch (cited in Park, 2006) for the DoE shows that the total number of students registered in teacher courses or programmes is less than the number of teachers that will be needed to service the school sector in the next 30 years. The demand and supply of teachers is thus not balanced and this is likely to lead to a disturbing shortage of teachers in the future.

The number of teachers in South Africa declined from 386 735 in 1997/1998 to 366 320 in 2003/2004. There are various reasons for this decline. Various factors cause teachers to leave the profession including premature mortality, low morale, the AIDS epidemic, low job satisfaction and high levels of stress (Park, 2006; Peltzer, 2005). The decline in the number of teachers can also be attributed to contract terminations, resignations and the decline in the number of people studying education (Peltzer, 2005). Crouch (cited in Park, 2006) found that the HIV/AIDS epidemic and the negative perceptions young people have towards this field of study have a major impact on the shortage of teachers. The decline in the number of teachers has resulted in a high demand for teachers as well as impacting on the age profile of this profession in South Africa.

In 2004 a School Educator Survey found that the percentage of under qualified and unqualified teachers was higher in rural schools (9%) than in urban schools (7.5%). In addition, more than 10% of teachers in the Western Cape, Free State, the Northern Cape and the North West were under qualified and unqualified (Peltzer, 2005). This situation is likely to have deteriorated even further as a result of the increasing number of educators leaving South Africa. Thirty two percent of South African emigrants are in the education and humanities professions (Bailey, 2003).

The factors listed above are likely to result in a shortage of teachers in the future. Stated simplistically, the supply will not meet the demand. According to Peltzer (2005) the supply shortage is related to the quality as well as the quantity of teachers. Thus, although there may be enough teachers in some areas there may be a shortage of good quality, effective teachers.

Peltzer (2005) developed a conceptual model (see figure 5) that illustrates the relationships between the different variables that impact on the demand and supply of teachers. This model provides insight regarding the number of teachers that can be expected to be employed and the number of teachers that will be required for the future.

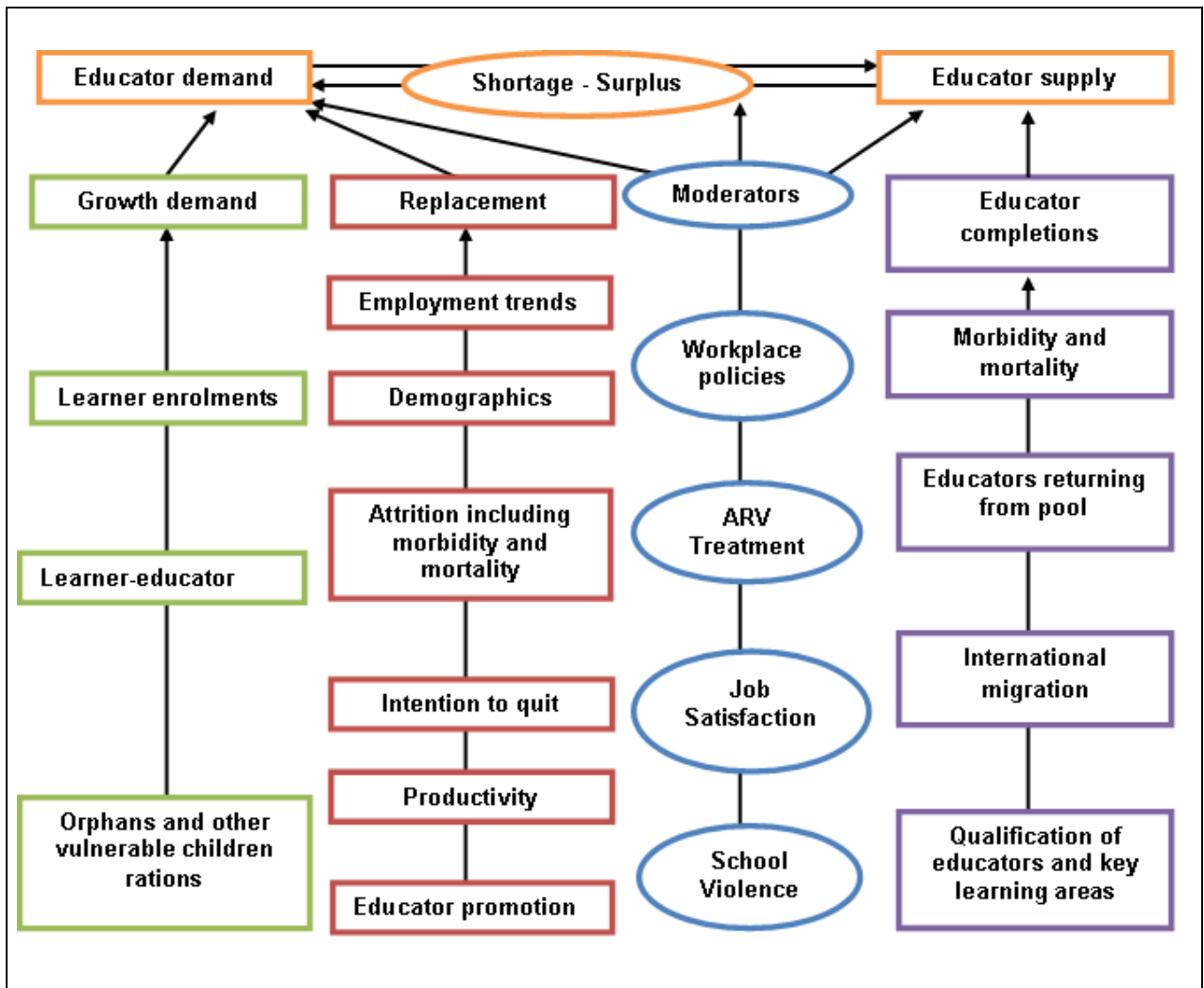


Figure 5: Conceptual model: demand for and supply of teachers (Source: Peltzer, 2005)

## 2.3. THEORY ON ATTRACTING AND RETAINING AS PART OF TALENT MANAGEMENT

### 2.3.1. Definition of talent management

The phrase “talent management” has recently become a “buzz word” in organisations. However, the exact definition and meaning of the term remain “hazy and fuzzy” (Lewis & Heckman, 2006; Morton, 2004). Despite the lack of a clear definition the literature concerning talent management was reviewed in order to develop a definition for talent management that could be used in this study.

According to Garrow and Hirsh (2008) talent management helps an organisation to maintain and keep their skills and talent. Talent management is a proactive approach to the development of skills and careers in positions that are generally difficult to fill. Through talent management organisations are able to develop a labour force for the future. O’Callaghan (2008) agrees with this definition and describes talent management as an active, ongoing, and forward-thinking process of recognising, evaluating and developing talent inside or from outside the organisation, in order to fill critical roles in the future. According to O’Callaghan (2008), talent management ensures the organisation of enduring and optimal performance.

Talent management consists of several different but related integrated processes and systems that ensure that organisations have the right person, with the right skills and capabilities in the right position. These various integrated processes include recruiting, selecting, retention, performance management, career development, training, succession planning and recognition. Talent management is therefore a system that attracts and retains the right talent, provides development opportunities and ensures a perfect fit between the employee and the employer (Lawler, 2008; Vermeulen, 2008). Talent management is thus involves determining what talent the organisation will need, attracting the best talent in the market to meet those needs, developing talent if necessary and retaining the best employees (Berger & Berger, 2004; Cappelli 2008).

For purposes of this research study talent management was defined as:

“The proactive management processes and systems that identify develop and maintain people (talent), to enable the organisation to have the right skills and talent available at the right time”.

### **2.3.2. The key factors for a successful talent management model**

Organisations have different human capital needs and business strategies and thus their ideal talent management strategies differ. The type of industry, the

organisations' strategy and the environment, all play a very important role in determining which talent management approach is best for the organisation (Cillie-Schmidt & Meyer, 2009). Organisations also differ in terms of the kind of resources they want and the labour markets they use to search for potential employees (Garrow & Hirsh, 2008).

Talent management models therefore need to be modified and adapted to suit the organisations' own needs and strategies. However, companies need to take several important success factors companies into consideration when developing a talent management model. These factors are likely to lead to more effective and efficient talent management and increase the chance of more continuous and optimal performance (O'Callaghan, 2008).



Figure 6: The key factors for a successful talent management model

**Learning and development** - Development involves providing individuals with challenging experiences, coaching and mentoring. This also includes career development and helping employees plan their careers. Organisations have increasingly become “poachers of talent” and instead of developing their own talent, they “buy” talent from other organisations (O’Callaghan, 2008). This approach increases tension between organisations and organisations become frustrated as they are “fighting in the war for talent”. Organisations need to develop employees who can become the future leaders and equip others with the necessary skills to be effective employees (Garrow & Hirsh, 2008; Morton 2004). This represents a new holistic approach to development. More traditional approaches to development simply equated development with training (Phillips, Edwards, & Taff, 2008). Developing people and talent inside the organisation will increase the overall talent pool and help to end this war for talent.

**Attraction and retention of talent** - To attract and retain the most talented employees, the right attraction and retention strategies need to be in place (Armstrong, 2006). For example, employees could be rewarded for certain achievements (Morton, 2004). O’Callaghan (2008) emphasises that these attraction and retention strategies need to be focused on the individuals in the organisation and not on the organisation as a whole. These strategies must be implemented on the first day the individual starts at the organisation. It is also necessary to evaluate the talent management strategy regularly, to ensure that the attraction and retention strategies are still in line with the business strategy. This will ensure that the right talent (skills and competencies) are attracted to the organisation (Marzo, 2009).

**Workforce planning** - Workforce planning helps to meet the present talent requirements and determine what talent will be necessary for future requirements (Cillie-Scmidt & Meyer, 2009). This enables the organisation to forecast the talent needs and demands and then develop talent in accordance with these needs and demands (Morton, 2004). Workforce planning gives direction to the whole talent management system and forms an essential part of successful talent management (Armstrong, 2006).

**Competency management** - This helps to identify potential talent, developmental needs and provide information on when new talent will be needed (Cillie-Scmidt & Meyer, 2009). An audit of the existing talent forms a crucial part of competency management. This audit identifies the employees with potential talent and helps the organisation implement appropriate development and career planning. It also identifies the talents that currently exist in the company as well as highlighting areas of skill shortages (Armstrong, 2006).

**Compensation planning** - The main purpose of compensation and reward systems is to strengthen and support actions that are in line with the desires of the company (Berger & Berger, 2004; Cillie-Scmidt & Meyer, 2009). For example, good rewards systems can be an important retention tool for employees and potential employees (Berger & Berger, 2004). The right compensation and reward strategy needs to be developed and implemented in the talent management system in order to manage talent effectively (Cillie-Scmidt & Meyer, 2009).

**Succession planning** - Succession planning is used to determine whether a potential candidate is available if someone should retire or leave. This involves ensuring that the person has the correct skills and helping the individual to develop these skills where necessary (Armstrong, 2006). Succession planning focuses on essential people in managerial positions that the organisation needs to make sure remain filled. It also includes talent auditing, which involves determining the availability and demand of talent in the future and reviewing the quality of employees' work. This process has to be well timed and strategised (Mello, 2006). Succession planning and leadership development also form an important part of the business strategy for the retention and development of talent in the organisation (Lockwood, 2006).

**Leadership of the process** - A good and effective talent management model must be integrated at all levels in the organisation and the different human resource management activities must all be linked with each other (Berger & Berger, 2004; Cillie-Scmidt & Meyer, 2009). Although the various activities in a talent management



model can be divided into separate sections such as attraction, development and retention, it is important that one person remains responsible for the coordination and integration of all the different sections. This individual needs to provide leadership for the talent management process (Phillips, et.al, 2008)

***Alignment with business strategy*** - The talent management model needs to be linked and correlated with the organisations' business strategy, goals and desires. Senior managers are more likely to engage in and support the program if it is in line with the business strategy. These managers' commitment is very important and essential for the successful implementation of a talent management model (Garrow & Hirsh, 2008). The business strategy also describes the services or products the company chooses to focus on and the markets in which the company competes (Lawler, 2008). The business strategy thus guides the organisations' choice of which talent to attract, develop and retain in order to have the correctly skilled, committed and engaged employees to deliver excellent services or quality goods (Armstrong, 2006).

***Monitoring or evaluation of the process*** - Performance management is a way of monitoring the talent management model (Cillie-Scmidt & Meyer, 2009). Through performance management the company can identify talent or potential talent and determine the areas where learning and training are needed. Performance management can also determine whether the talent management model provides any benefits for the company (Garrow & Hirsh, 2008). Performance management helps the organisation to make the most of its talent and monitor areas of poor performance (Armstrong, 2006). The talent management process could also be evaluated and monitored through regular employee surveys, the use of the balanced scorecard and exit interviews (Morton, 2004).

### **2.3.3. Theory on attracting and retaining**

David Whitwan, former CEO of Whirlpool Corporation, stated "The thing that wakes me up in the middle of the night is not the economy or competitors; it is whether we

have the leadership capability” (O’Callaghan, 2008, p.1). Whitwan’s statement reflects the fact that companies find it challenging to retain good quality and talented people (O’Callaghan, 2008).

In this literature review and study, the focus predominantly on the talent management processes of attraction and retention. Attraction and retention are two very important elements in talent management. If an organisation wants to attract and retain the best talent in the market, they need to possess or develop creative and innovative internal attraction and retention systems (Lawler, 2008). Some researchers believe that employee motivation is one of the most important factors in human resource management theories concerning the factors that affect employees’ performance at work. Thus, in order for an organisation to develop attraction and retention strategies, they need to understand what motivates their employees (Müller, Allinata, & Benninghoff, 2009; Ukpere & Naris, 2010). Attraction and retention strategies therefore need to be focused on the individuals in the organisation and not on the organisation as a whole. These strategies must be implemented as soon as the individual starts at the organisation, individuals must be treated as valuable from the beginning. The “employee – employer fit” plays a critical role in attracting and retaining the right talent (Lockwood, 2006).

According to Mello (2006) and Berger and Berger (2004) factors such as the right compensation, motivation and the provision of development opportunities have a large impact on employee motivation, retention and attraction. Ukpere and Naris (2010) agree that people are motivated by monetary rewards but caution that money can also lead to the development of unwanted behaviours from people and that this does not build commitment in an organisation. If money is the only motivation used then individuals will easily leave an organisation when competitors offer them higher salaries (Ukpere & Naris, 2010). Employee commitment has become increasingly important during the last decade as employees now have a larger employer pool they can choose from both locally and globally (Munsamy & Bosch Venter, 2009).

### **2.3.3.1. Definition of attraction**

Attracting individuals to an organisation involves recruiting and selecting people from outside the organisation to come and work for the organisation. There are various strategies and methods that can be used to attract employees to an organisation (Armstrong, 2006).

Before attraction can take place organisations need to know what talent and skills they will need to successfully execute their business strategy (Lawler, 2008). Attraction strategies need to be designed to attract the right people. If the right people are attracted turnover rates will be lower as employees are more likely to remain with the organisation (Vlachos, 2008). If the specific talent is scarce, such as the quality and effective teachers in this study, organisations need to be more innovative and creative in order to attract these talents (Lawler, 2008).

### **2.3.3.2. Definition of retention**

Retention programmes are used to ensure that the people working in the organisation stay committed and remain with the organisation (Armstrong, 2006). The turnover of important and essential employees can have a very negative impact on an organisation and organisations therefore want to retain their talented employees (Lawler, 2008).

Organisations that want to retain employees need to take cognisance of various factors (Lawler, 2008). Organisations need to know the market and know what rival companies are willing to offer. If an organisation is able to provide a better offer, they must ensure that employees are aware of this offer. Organisations also need to determine what individuals want and value and then compile compensation packages based on individuals' needs. Finally, retention strategies should primarily be focused on high performing talent, which is hard to find.

### **2.3.3.3.      *Attraction and retention factors***

The shortage of talented people all over the world has increased organisational awareness of the need to develop innovative and creative retention strategies in order to attract and retain valuable and talented individuals (O’Callaghan, 2008). The demand for good talent is constantly increasing (the war for talent) and organisations find it more and more difficult to attract and retain talent (Ukpere & Naris, 2010). A review of the literature on attraction and retention highlighted various factors that influence the attraction and retention of quality employees.

Employer branding is an effective attraction strategy and forms a key component of attracting the best talent for the organisation. Employer branding refers to the way in which an organisation expresses their values and culture and what people can expect from the organisation (Armstrong, 2006; Lawler, 2008). A good employer brand or image can be an excellent talent attraction and recruitment tool, as this image makes the organisation an employer of choice for potential employees (Armstrong, 2006; Coetzee, 2007; Lockwood, 2006; O’Callaghan, 2008). If an organisation is seen as the employer of choice or best organisation to work for talented people are attracted to the organisation. The organisation will then have the ability to choose the people who best fit the organisational culture and values.

A quality employee value proposition (EVP) is also an excellent recruiting, retaining and marketing strategy. EVP refers to the impression the company makes on the employees inside and outside the market. It also involves what the employer can offer to the employee in return for working at the organisation (Berger & Berger, 2004; Lawler, 2008).

A Global Human Capital Study conducted in 2008 by IBM in China resulted in the identification of ten attraction and retention factors (see table 3). The study found that “positive corporate reputation” and “company has a track record of transforming itself and continuing its success in the market” were the top attraction factors (Chen, 2008). According to Ukpere and Naris (2010) a good company reputation helps with

attracting more good quality talent. According to O’Neal and Gebauer, (2006) a good company reputation can also be a good retention strategy. Chen’s (2008) study found that providing employees with new or challenging responsibilities and clear career growth opportunities were the top retention factors. These two factors were also good attraction drivers (Chen, 2008; O’Neal & Gebauer, 2006).

**Table 3: Key factors of employee attraction vs. employee retention**

Drivers of employee attraction	Factors	Drivers of employee retention
49%	Positive corporate reputation	25 %
42%	Company has a track record of transforming itself and continuing its success in the market	29%
40%	New or challenging responsibilities	48%
37%	Clear career growth opportunities	43%
33%	Compensation and benefits equal to or greater than, industry and/or local norms.	39%
31%	Company values are aligned with personal values	34%
18%	Ability to balance work and life demands	26%
18%	Opportunity to build specific skills	15%
10%	Educational opportunities	11%
5%	Opportunity to work with a specific manager or set of peers	12%

Source: (Chen, 2008)

According to Munsamy and Bosch-Venter (2009) retention strategies that work well for the generation group include good communication, valuing employees and providing development opportunities. Compensation and reward systems can also

be important retention tools for employees and potential employees (Berger & Berger, 2004; Cappelli, 2000; Lawler, 2008; Mello, 2006). It is therefore important that employers generate opportunities for employees to state what rewards they find valuable and personally significant (Berger & Berger, 2004; Lawler, 2008). The most appropriate compensation and reward strategies need to be developed in order to ensure that the talent management system is effective (Cillie-Schmidt & Meyer, 2009). Munsamy and Bosch Venter (2009) agree that although remuneration can be a good retention strategy non-monetary factors are much more effective. Organisations need to make sure that employees receive benefits for staying with an organisation that go beyond simple monetary compensation. According to Berger and Berger (2004), a competitive base pay is one of the top five reasons why employees choose to remain with an organisation, but it is not the main reason.

**Table 4: The top five reasons why employees join and stay at an organisation**

	<b>Join</b>	<b>Stay</b>
<b>1</b>	<ul style="list-style-type: none"> <li>Competitive base pay and health benefits.</li> </ul>	<ul style="list-style-type: none"> <li>Developing the skills of employees.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Opportunities for advancement.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the unique needs of high performers.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Work/life balance.</li> </ul>	<ul style="list-style-type: none"> <li>Competitive base pay.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Competitive retirement benefits package.</li> <li>Pay raises linked to individual performance.</li> </ul>	<ul style="list-style-type: none"> <li>Aligning HR programs to meet the business objectives.</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Recognition for work.</li> </ul>	<ul style="list-style-type: none"> <li>Clarifying what the company expects and what employees can expect in return.</li> </ul>

Source: (Berger & Berger, 2004)

It is clear that the factors (see table 4) that attract individuals to an organisation are not necessarily the same as the factors that influence employees' decision to stay with an organisation (Berger & Berger, 2004). Organisations should thus not simply use the same strategies to attract and retain individuals. O'Neal and Gebauer (2006)

agree with Berger and Berger (2004) and argue that competitive pay, work-life balance and opportunities for career advancement are important factors that influence individuals' decision to join an organisation.

The Corporate Leadership Council also identified (see table 5) categories of factors that attract and retain highly skilled employees to organisations (Munsamy & Bosch Venter, 2009).

**Table 5: Four attractors and retainers**

<b>COMPENSATION AND BENEFITS</b>	<b>WORK ENVIRONMENT</b>
Compensation and benefits must be market-related, mechanisms should also be in place to reward and retain top performers.	The work environment must be challenging and offer real learning and growth. Job profiles should be flexible to make positions more attractive, for example by removing bureaucratic work from these jobs. Catering for internal morbidity, vertically and horizontally, together with recognition, role clarity and relevant responsibility, are key to the attraction and retention of high-value employee
<b>WORK-LIFE BALANCE</b>	<b>ORGANISATIONAL ENVIRONMENT</b>
The focus here is on the notion of a flexible and stress-free work environment by making provision for childcare facilities and access to families. Location is therefore important, as is the amount of travel away from home, recreational facilities in distant locations and hours of work, leave time, overtime and flexi time.	Issues here include the prestige and reputation of the organisation and the work. Creating an attractive image and place to work requires a more proactive marketing and communication strategy, the publication of success stories and an emphasis on learning and innovation and on the importance of the work. Access to leading-edge technology is an important pull factor for high-end ambitious employees.

Source: (Munsamy & Bosch Venter, 2009)

Research conducted in South Africa suggests that the way in which people are managed (leadership) in an organisation, plays a large role in determining whether employees choose to remain with an organisation (Munsamy & Bosch Venter, 2009; O'Callaghan, 2008). Other factors that also influence the retention of employees are organisation culture, health benefits, honesty of management, independent work, job

satisfaction, intention to leave, relationship with immediate boss, encouragement of social ties, organisational commitment, individualising of the job, perceived employability and communication of strategy (Munsamy & Bosch Venter, 2009; O’Neal & Gebauer, 2006). Flexible hours also help to retain employees, but this solution usually only works in the short-term (Munsamy & Bosch Venter, 2009). Employers who wish to retain their employees must provide them with various options from which they can choose in order to best meet their needs. Supervisors and management must have continual discussions and conversation with employees to determine whether their needs have changed and to try to accommodate them as best as possible (Munsamy & Bosch Venter, 2009; O’Neal & Gebauer, 2006).



Figure 7: Retention Factors framework for existing employees (Source: Munsamy & Bosch Venter, 2009)



Munsamy and Bosch-Venter developed the retention factors framework for existing employees (see figure 7) by combining all of the retention factors found in the literature reviewed. In the framework the “Direct Financial” factor refers to all the monetary, tangible things associated with a specific job e.g. paying employees a bonus to motivate them (Munsamy & Bosch Venter, 2009). The “Indirect financial” factor involves non-monetary components, such as providing a pension fund or medical aid (Munsamy & Bosch Venter, 2009). The “Work/life balance” factor refers to things like the convenience of the organisation’s location, flexibility in the workplace and accommodation of employees’ family needs (Munsamy & Bosch Venter, 2009; O’Neal & Gebauer, 2006). “Career” relates to the employee and his or her future and includes aspects such as interaction with experts (mentorship) and the opportunities the employer provides for personal development and growth (Munsamy & Bosch Venter, 2009). The “Work Content” factor refers to all the aspects associated with the degree of autonomy available to the employees as well as the challenging and meaningful nature of the work (Munsamy & Bosch Venter, 2009). The “Affiliation” factor is associated with the organisational environment, technology used, working conditions and the management style of the organisation (Munsamy & Bosch Venter, 2009; O’Callaghan, 2008; O’Neal & Gebauer, 2006).

Employees leave organisations as a result of factors such as lack of career opportunities within the organisation, salaries, work-life balance and dead-end jobs. People have various reasons for leaving organisations and therefore retention strategies need to be multi-faceted. Without successful retention strategies, “organizations will bring new employees in at the front door, while experienced ones will walk out through the back door” (Ukpere & Naris, 2010, p.1080). Training and development as well as job enlargement are also methods of retaining employees. Job enlargement refers to making employees’ jobs more challenging or giving employees new extra responsibilities (Ukpere & Naris, 2010).

Research conducted by Barkhuizen, Stanz, and Du Plessis (2010) indicated that talent management practices such as mentorship have a significant impact on employees’ intention to quit. In a study by Carva and Barkhuizen (2009) the

relationship between having a mentor and employees' intention to quit was negative, thus supporting the finding by Barkhuizen et al. (2010). This finding suggests that if employees have a mentor they were less likely to leave an organisation. Having mentors within an organisation can therefore serve as an retention strategy. Veldtman (2010) states that employee engagement can also predict whether an employee chooses to remain with an organisation. According to Hughes and Rog (2008) employee engagement contributes to the effective and successful recruitment and retention of individuals within an organisation.

#### **2.3.3.4. Summary**

After an intensive review of the literature relating to attraction and retention factors, some drivers or factors were found to be more prominent than others. Table 6 represents (in no specific order) the top five factors contained in the literature.

**Table 6: Most prominent attraction and retention factors as identified in the literature**

Attraction factors	Retention factors
Good company reputation	Challenging work
Opportunities for growth and development	Providing career growth opportunities
Work-life Balance	Work-life Balance
Competitive and unbiased compensation	Competitive base pay
Recognition for work done	Mentors or interaction with experts
	Management style and leadership of immediate boss

## **2.4. IMPORTANCE OF TALENT MANAGEMENT FOR RURAL SCHOOLS AND THE DEPARTMENT OF EDUCATION**

The workforce and workplace have changed significantly over the last few decades (Cillie-Scmidt & Meyer, 2009). Organisations need to be able to fit the right people to the right jobs at the right time (Pillay, Subban, & Qwabe, 2008). Globalisation, the ageing of the workforce, changes in the workplace and the shortage of skills in professional positions are some of the main contributing factors to the current war for human capital (Cillie-Scmidt & Meyer, 2009). Talent management is important if an organisation wants to differentiate itself from its competitors and provide a good quality service or product (Vermeulen, 2008) Due to the current economic conditions and the current skills shortage it is vital that organisations ensure that they have appropriate attraction and retention strategies (Gratton & Ulrich, 2009). Organisations that fail to retain their talent will struggle to survive and perform (Vermeulen, 2008).

There is currently a shortage of teachers, particularly quality teachers, in South Africa. It is therefore vital that steps are taken to increase the number of teachers and maintain the access to quality education for all South Africans. The DoE needs to assess the amount of human resources in this occupation in order to ensure that sufficient teachers are available (Park, 2006). There is currently a shortage of skilled teachers and the supply of teachers is far below what is demanded. Teachers therefore need to be managed as talent by the DoE and by schools. Talent management processes such as attraction and retention need to be put in place in order to attract young people to the profession and to keep qualified teachers in the profession. This will ensure that there is a sufficient flow of people into this profession and maintain the flow of new talent (Park, 2006).

Schools should be viewed as organisations in terms of talent management. Schools also need to have the right attraction and retention strategies in place in order to ensure that the right person with the right skills is available when needed. The implementation of talent management systems at schools will help retain and attract

much needed talent. This will lead to the development of a talent pool and ensure a flow of talent (Armstrong, 2006). Thus, if schools have appropriate processes in place to attract, develop and retain the right talent they will have a major competitive advantage because they will have access to quality and dedicated teachers.

## **2.5. ATTRACTING AND RETAINING TEACHERS**

Teachers have a substantially low retention rate. According to Watkins (2005) 29% of educators end their teaching career after three years and 39% leave after five years of teaching. These statistics emphasise the need for good retention and attraction strategies in schools. Principals are responsible for retention and attraction and are faced with the challenge of developing the school environment in a way that attracts and retains quality teachers (Watkins, 2005). In order to retain and develop excellent, qualified and capable teachers principals need to make retention and development of staff one of their top priorities (Watkins, 2005).

Attraction and retention initiatives should include financial and non-financial incentives. Although offering an attractive salary plays a significant role in attracting and retaining teachers, it is not a long term solution (Mulkeen, Chapman, De Jaeghere, & Leu, 2007; Nilson, 2003). Berry et al. (2007) state that although money is important it is not the only influencing factor. Schools also need to focus on the working conditions experienced by teachers. In addition, school leadership in the form of principals who lead and provide sufficient support to teachers also plays an important role. Peltzer (2005), Mulkeen et al. (2007) and Nilson agree that the attraction and retention of teachers are also influenced by teachers' level of satisfaction with their jobs and working conditions.

According to Mulkeen et al. (2007) in order to improve teachers' professional, physical and social experience of their work, their commitment to the schools should be enhanced. This can often prove to be a better and cheaper way to address attraction and retention than simply increasing salaries. Other options to consider include the provision of benefits such as medical aid, pension, sick leave; improving

the classroom environment; decreasing the paper work burden; and improved discipline and safety in schools (Department of Education, 2003; Peltzer, 2005).

Various methods can be used to attract and retain teachers. Principals need to determine what their teachers' value and then plan their attraction and retention strategies in accordance with these values. This will provide a better framework to attract new teachers and retain old teachers. The attraction and retention of qualified and capable teachers are important aspects to consider in managing teacher supply and demand effectively. However, it is not always easy to match the specific job specification with the qualified individuals (Müller et.al., 2009).

In addition to understand why teachers are attracted to certain areas and schools; it is also very useful to understand what initially attracted teachers to the teaching profession. Principals, schools or the DoE could use this information to assist them in developing and deciding on attraction and retention strategies.

In a Talent Shortage Survey conducted by BMP in South Africa in 2007, teachers (see table 7) were listed as one of the top six jobs that are the most difficult to fill (O'Callaghan, 2008).

**Table 7: The top 6 most difficult jobs to fill**

SA Rank	Job	Global Rank	Job	USA Rank	Job
1	Engineers	1	Sales Representative	1	Sales Representative
2	Trades	2	Trades	2	Teachers
3	Technicians	3	Technicians	3	Mechanics
4	Accounting and Financial Workers	4	Engineers	4	Technicians
5	Management/ Executives	5	Accounting and Financial Workers	5	Management
6	Teachers	6	Labourers	6	Freight Truck Drivers

Source: (O'Callaghan, 2008)

Studies by Kyriacou and Coulthard (2000, cited in Müller et.al., 2009) and Obin (2002, cited in Müller et.al., 2009) categorised the reasons people decide to follow a career in teaching into three categories. The first category focused on intrinsic reasons and included a sense of satisfaction concerning transferring knowledge to learners. The second category focused on extrinsic reasons, and referred mostly to external factors such as pay level, working conditions, autonomy and job security. The final category focused on altruistic reasons and contained reasons concerning wanting to help children and add value to their lives. The findings of these studies thus suggest that although teachers are motivated by salary increases or financial benefits they are also motivated by several other factors. Teachers' motivations are more influenced by factors such as the level of stress they experience, working hours and the principal's management's style (Müller et al., 2009).

Müller et.al. (2009) researched the motives of individuals entering and leaving the teaching profession. The main motivators for entering teaching as a career were humanistic values, professional vocation and work conditions. The term humanistic values refer to the need to have contact with children and wanting to help children be successful and accomplish their goals. Humanistic values were found to be the main motivating factor for individuals entering the teaching profession (Müller et al., 2009). In Müller et al.'s (2009) study professional vocation was defined as the ability to identify with the profession and experience passion in relation to teaching. Finally, working conditions referred to the features and characteristics of the profession that motivated the individuals. These included knowing that there would be frequent school holidays.

Müller et.al. (2009) identified three issues that initially motivate individuals to become teachers but that later motivate teachers to leave teaching as a career (see table 8). These issues are working conditions, job characteristics and the image of teaching as a profession. Although all three these factors initially attract individuals to teaching they later drive some individuals to leave the teaching profession.

**Table 8: Issues relating to attracting, developing and retaining teachers**

Issues	Motivations for entering teaching	Motivations for leaving teachers	Possible solutions or interventions
<b>Job characteristics</b>	<p>Little job routine. Working in a social network providing various human contacts (students, colleagues, parents).</p> <p>An evolving and demanding job.</p> <p>Transmission of knowledge to young people.</p>	<p>Increasing work load (E.g. increasing diversity of tasks, more administrative work). Increasing number of meetings.</p> <p>Dissatisfaction with content and the way that institutional reforms have been implemented.</p> <p>Too much effort going into disciplining rather than into teaching students. Poor student behaviour.</p>	<p>Task system (E.g. job definition, job description).</p> <p>Leadership system (E.g. change implementation). Professional development system (e.g. enhancement of teacher's competencies). Task system (e.g., evolution of teacher's responsibilities and professional activities. Social system (e.g. perception of teacher's role in society)</p>
<b>Working conditions</b>	<p>Autonomy in pedagogical choices and activities.</p> <p>Autonomy in performing teaching activities.</p>	<p>Lack of autonomy and flexibility.</p> <p>Lack of hierarchical support. Lack of flexibility.</p>	<p>Task system (e.g. structures and processes to carry out professional activities). Professional development system (e.g. opportunities to acquire skills and knowledge).</p> <p>Leadership system (e.g. guidance and support to carry out professional activities). Social system (e.g. teamwork and feedback procedures). Reward system (e.g. pay and working conditions).</p>

<b>Professional image</b>	Identification with teaching profession.	Degradation of teaching profession's image.	Task system (e.g. vision creation and mission development). Social system (e.g. shared vision and set of norms).
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Source: (Müller, Alliata, & Benninghoff, 2009)

According to Wong and Wong (2010) induction can be an effective strategy for increasing the retention of teachers at a school. Induction refers to a process where new teachers are prepared and supported by the school in order to adapt to their new environment. An effective induction program must address aspects such as coaching and mentoring, structure for networking with colleagues, discussions of professional development opportunities, administration support, scheduling a visit to the community, establishing a centre to welcome the new teacher settling into the new community and providing opportunities to visit other classes and learn how to operate within the existing system.

## 2.6. SUMMARY

In this literature review various aspects of the education system in South Africa were discussed. It is clear that South Africa is currently facing a shortage of quality teachers and this shortage impacts on education, particularly in rural areas. Rural schools are thus faced with challenges associated with the attraction and retention of effective secondary school teachers. The importance of talent management and the ways in which talent management can help schools and the DoE address these challenges were also discussed.

In the next chapter the research methodology is discussed in detail.



## **CHAPTER 3: RESEARCH DESIGN AND METHODS**

### **3.1 INTRODUCTION**

Chapter 3 outlines the research methodology of the study. In this chapter the research design and procedures are discussed in detail. Justification is provided for the choice of research design. The chapter also focuses specifically on sampling, the data collection process and data analysis. Finally, the quality and rigour of the research design and research ethics are addressed.

### **3.2. RESEARCH PARADIGM/PHILOSOPHY**

Although it is not necessary to have a research philosophy the presence of a research philosophy serves as the background for a study. The research philosophy shows how the researcher sees the world and guides the assumptions that underpin the choice of research method and data analysis strategies (Saunders, Lewis, & Thornhill, 2009). The research philosophy thus provides a framework for the whole research study.

This study aimed to explore the living and working experiences of teachers working in a specific rural area. In order to meet this aim it was important that the teachers' subjective meanings were captured. The social constructivism paradigm provided the best framework for this study as it allowed conclusions to be developed based on the subjective views of the participants. The teachers' subjective views have developed as a result of socialising with each other and events that have happened in the past (Creswell, 2009). Individuals' experiences may thus vary greatly and questionnaires cannot be developed through narrowing views into only a few categories. Instead of using questionnaires in-depth interviews were conducted with the participants in order to gather the best and most useful information. These in-depth interviews formed the building blocks of the whole study.

### 3.3. DESCRIPTION OF INQUIRY STRATEGY AND BROAD RESEARCH DESIGN

#### 3.3.1. A description of the study's inquiry strategy

Very little research has been conducted in the geographical area under investigation and an insufficient amount of theory is available on the topic. Therefore, a qualitative exploratory research strategy was deemed the best method of inquiry. This type of research strategy explores and investigates a situation in order to clarify the understanding of the phenomenon (Creswell, 2009; Leedy & Ormrod, 2010; Saunders et al., 2009). The qualitative research method used in this study provided valuable information concerning the ways in which teachers experience teaching in this rural area.

#### 3.3.2. Characteristics of qualitative research

Creswell (2009) analysed the work of several authors and developed a comprehensive list of the characteristics of qualitative research. The characteristics of qualitative research and their application within this study are briefly discussed below.

***Natural setting*** - Qualitative research is done in the field and data is collected in the place where people experience the problem or phenomenon. People are not taken out of their environment to perform experiments and they are not asked to complete questionnaires. Instead, the information is collected in the natural setting by means of face-to-face interviews and interactions between the participants and the researcher. In this study the participants were interviewed at their schools, a place that was familiar to them.

***Researcher as key instrument*** - Qualitative research does not rely on instruments or questionnaires to gather information or data. In this study data was collected

through exploring and investigating documents, interviewing individuals and observing participants' behaviour.

**Multiple sources of data** - Qualitative researchers do not rely on only one form of data collection. Instead, they make use of a variety of forms such as documents, observing and interviewing participants. The data is then reviewed and organised by the researcher in order to identify different themes that appear across the data. In this study most of the data was collected through interviewing the different participants. However, the researcher also kept field notes describing the participants' non-verbal behaviour and these field notes were used as an additional data source.

**Inductive data analysis** - Qualitative research has an inductive approach to research. This means that patterns, themes and categories are built from the bottom upwards. Participants can also be involved in the shaping and decision making process of the themes that may emerge from the whole process. During an inductive data analysis process it is not necessary to ensure that the results can be generalised to the larger population (Creswell, 2009; Saunders et.al., 2009). In this study the general themes were identified after all the data was collected. The results and findings of this study are only applicable to the specific rural areas investigated and cannot be generalised to all rural areas in South Africa.

**Participants' views** - During the research process the focus was on the ways in which the participants view the phenomenon and problem. The researcher did not allow her view or the literature to influence the findings of the study. In order to ensure that the interpretation of the data was a true reflection of the participants' views the participants were asked to check the accuracy of the interview transcripts and interpretation of the data.

**Emergent design** - Qualitative research always involves an emerging process and it is therefore not possible to follow a predetermined research design. The research

process may change as the researcher starts collecting the data. In this study the use of semi structured interviews ensured that the data was generated freely.

***Theoretical lens*** - In qualitative research, the researcher often uses theory as a lens through which to view the study. For example, theory can be used to explain why the participants behave in a certain way and it can also help determine the types of questions needed.

***Interpretive*** - Qualitative researchers are subjective, their research, findings and interpretations are influenced by their history, context and background. Qualitative research is socially constructed and is thus a form of interpretive inquiry. Researchers' findings should be seen as an interpretation of what they hear, see and understand (Creswell, 2009; Saunders et al., 2009).

***Holistic account*** - Qualitative researchers try to take a multitude of factors into consideration when studying a problem or issue. The goal of qualitative research is to identify as many factors as possible that impact on the research phenomenon or problem.

### **3.3.3. Phenomenological research design**

A phenomenological research design was used in this study. Phenomenological research is a “qualitative method that attempts to understand participants’ perspectives and views of social realities” (Leedy & Ormrod, 2010, p. 108). In phenomenological research the views of a few participants concerning a specific phenomenon are collected in an effort to understand these participants’ perceptions and understanding of a particular phenomenon (situation) (Leedy & Ormrod, 2010). This study focused on exploring the challenges that are associated with the attraction and retention of quality secondary school teachers within a specific rural area. In order to identify these challenges the teachers’ experiences and perspectives of working in this area were explored. The phenomenological research

design was appropriate to the research topic as it allowed for the exploration of the participants' subjective experiences.

In phenomenological research the researcher chooses to investigate a specific phenomenon. The researcher then collects data from people who have experienced the phenomenon. Following the data collection the researcher analyses the data and looks for similarities in the data. The researcher then uses these similarities to describe the participants' experience of the specific phenomenon. The aim of phenomenological research is to enable the reader to understand what it is like to experience the specific phenomenon (Creswell, Hanson, Plano, & Morales, 2007).

There are various approaches to phenomenological research and this study, made use of Moustakas's psychological phenomenology approach. This approach focuses on describing the phenomenon rather than interpreting the participants' experiences. The researcher or investigator plays an objective role in the research. He/she needs to attempt to put his own perspectives and opinions aside. Although this can be difficult it contributes to the objectivity and credibility of the study (Creswell et al., 2007).

The procedure followed in this study was based on Moustakas instructions for conducting phenomenological research (cited in Creswell et al., 2007)

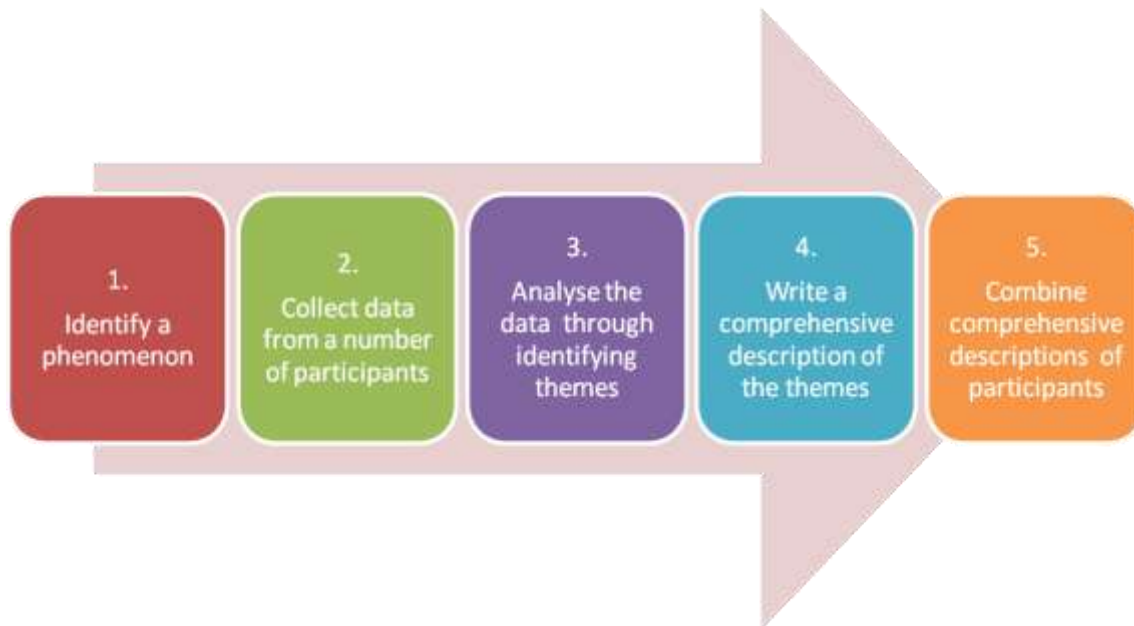


Figure 8: The phenomenology research procedure followed

1. Identify a phenomenon
2. Collect data from a number of participants
3. Analyse the data by means of a thematic analysis
4. The data was analysed through identifying themes or categories that appeared across all the information and data (Creswell, 2009). The phases and steps that were followed during this thematic analysis are discussed in the data analysis section of this chapter.
5. Write a comprehensive description of the participants' experiences and combine this comprehensive description with the structural description in order to express the importance of the experience. The structural description is a description of the context, conditions and situations in which the participants experienced the phenomenon.

The phenomenon under investigation in this study was “teaching in schools in the Siyanda district in the Northern Cape”. The study focused on investigating the challenges associated with the attraction and retention of quality secondary school teachers in a specific rural area. Each of the teachers in this area has their own subjective experiences of the phenomenon and the teachers' who were interviewed

provided information concerning their working conditions, pay levels and learners' discipline. These factors all provided additional descriptions of the phenomenon.

### **3.3.4. Classification of the study's overall research design**

The following descriptors were deemed most suitable in describing the study's general research design:

- *Empirical* - This study can be classified as empirical, as primary data was collected from the participants.
- *Basic research* - Basic research seeks to expand the knowledge of the field under study and it is conducted to better understand certain processes and their outcomes. (Saunders et al., 2009). The research conducted in this study focused on improving the understanding of the challenges associated with the attraction and retention of quality secondary school teachers within this specific rural area.
- *Exploratory* - Kumar (2005) states that exploratory research aims to explore and investigate an area about which little is known.
- *Cross-sectional study design* - This design is used when a study investigates the prevalence of a certain phenomenon. Cross-sectional research usually only involves one contact session with the participants (Kumar, 2005). This study was cross-sectional as all the participants were only interviewed once and no follow-up interviews took place.
- *Primary data* - Primary data refers to "data collected specifically for the research project undertaken" (Saunders et al., 2009). This type of data is seen as the most valid, informative and meaningful data (Leedy & Ormrod, 2010). The data that was used in this study was collected specifically for this research study.
- *Qualitative data* - Qualitative data is data that is not numerical (Saunders et al., 2009). In this study the data was collected through means of interviews and no numerical data was used.

### **3.4. SAMPLING**

Sampling occurs when a few individuals (a sample) are selected from a bigger group, called the sample population. This sample is then used as the basis for predicting or estimating the frequency or occurrence of an unknown outcome for the sample population (Kumar, 2005). Sampling makes it easier, more practical and more manageable to determine the prevalence of a phenomenon in a population without having to collect data from everyone in the population. The sample is thus a sub-group of the larger population (Saunders et al., 2009).

#### **3.4.1. Target population**

The target population refers to the population from which the sample is drawn and which the sample represents. The target population in this study was teachers working in the public schools in the Siyanda district in the Northern Cape province of South Africa during the 2011 academic year. For practical reasons and in order to make the study more manageable, a sample was selected from this population.

#### **3.4.2. Unit of analysis**

The unit of analysis was all the teachers working in public schools in the Siyanda district in the Northern Cape province of South Africa during the 2011 academic year. The study sample was selected from these schools.

#### **3.4.3. Data source**

The teachers selected for the sample served as the data source. Data was collected from the teachers during interviews. Supporting data collected through the review of relevant literature was also used to provide insight into the data and assist in interpreting the data collected.



#### **3.4.4. Sample size**

Determining the sample size is a very important aspect of the research process. The sample size and the way in which the sample will be accessed need to be considered before data can be collected. For example, if the sample is too small it might not represent the target population sufficiently (Maree & Pietersen, 2009).

Sampling helps the researcher to gather information in situations where it would be impractical for him or her to survey an entire population (Saunders et al., 2009). It is often difficult to determine the correct sample size for a specific study. Various factors such as the characteristics of the population, the cost and time available, the type of statistical analysis used and the importance of accurate results all play a role in determining sample size (Maree & Pietersen, 2009; Saunders et al., 2009).

Quantitative research usually makes use of a well planned probability sampling method. This includes the use of a larger sample representing a larger population. This type of sampling results in more accurate findings (Maree & Pietersen, 2009).

In qualitative research, the sample size is of less importance as qualitative investigations aim to explore and describe the phenomenon or situation under study. In certain situations a sample size of one is sufficient. In qualitative research the researcher does not want to determine the amount or level of diversity, he or she only wants to explore the diversity. Qualitative researchers seek to reach saturation point when collecting data and exploring the diversity of the phenomenon. Saturation point refers to the point at which no new data is gathered or the new information obtained is insignificant. This point is determined by the researcher and is very subjective (Kumar, 2005).

Many qualitative researchers believe that the use of small samples can sometimes be more effective than gathering information from the whole population. The advantage of using a small sample is that more time can be spent on each case and more detailed information can be gathered and analysed (Saunders et al., 2009).

In this study the sample was drawn from two schools situated in the Siyanda district. The sample consisted of four teachers and two principals teaching in these schools. At each school a teacher who had been working for more than ten years and a teacher who had been working for less than ten years were interviewed. The principal of each school also formed part of the sample. This study used a qualitative exploratory research strategy to explore and investigate the situation to clarify the understanding of the phenomenon and therefore the use of a small sample was appropriate. The sample consisted of two white and 4 coloured participants. Data was gathered through means of in-depth semi structured interviews with each of the participants. This data collection method allowed for the generation of valuable and detailed information.

#### **3.4.5. Sampling technique**

Qualitative researchers generally use a non-random sampling technique (Leedy & Ormrod, 2010). In some cases qualitative researchers make use of purposive sample in order to select participants who are able to provide the best information to answer the research questions. This sampling method is particularly useful wishes to describe a phenomenon or is conducting the study with a specific purpose in mind (Kumar, 2005; Maree & Pietersen, 2009; Saunders et al., 2009). This research study had a specific purpose in mind and aimed to describe a specific phenomenon. According to Kumar (2005), the purpose of sampling in qualitative research is to select individuals who will best help the researcher to find answers to the research questions and increase the researchers' understanding of the problem.

In order to answer all the research questions posed in this study it was important that the study sample consisted of people with different demographic characteristics and included teachers with varying degrees of experience. Therefore, the participants in this study were selected in accordance with these specifications. The sample was therefore accessed using purposive sampling. The researcher selected individuals

that she felt would be the best candidates to answer the research questions and provide the most useful information.

Despite the advantages of purposive sampling it also has certain limitations. Most importantly, purposive sample can result in bias because the selection of the participants is completely determined by the researcher. It is therefore possible that the sample chosen may not accurately represent the target population (Kumar, 2005). In order to combat possible bias in this study the researcher asked the principals (who formed part of the sample) to select the teachers who formed part of the sample. Despite the limitations of purposive sample it was advantageous to this study as it allowed for the inclusion of participants with different demographic backgrounds. In addition, purposive sampling is inexpensive and can be used when there is little time available (Maree & Pietersen, 2009).

Table 9 contains the demographic characteristics of the people living in the Siyanda district. According to table 9 the Coloured ethnic group are the most represented racial grouping in the Siyanda district. This sample used in this study attempted to match the racial distribution in the district by including four Coloured participants and two White participants.

**Table 9: Racial Composition of Siyanda district in 2007**

African	Coloured	Indian	White
67,858	128,186	702	23,972

*Source:* (Jacobs, Punt, Uchezuba, & Bashi, 2009)

Table 10 provides a detailed breakdown of the demographic characteristics of the teachers who participated in the study.

**Table 10: Characteristics of participants**

Participant	Gender	Race	Age	Place of origin	Occupation	Years in education	Years teaching in this area
1	Male	White	52	Siyanda district	Principal	31	25
2	Female	White	58	Lydenburg	Teacher	29	26
3	Female	Coloured	21	Upington	Teacher	1	1
4	Female	Coloured	40	Rietfontein	Teacher	15	15
5	Male	Coloured	58	Siyanda district	Principal	35	35
6	Female	Coloured	27	Upington	Teacher	5	5

### 3.5. PARTICIPANTS' PROFILES

All the participants were very helpful and open about their feelings and the way in which they experience teaching in this rural area. Following the interviews it became clear to me that these teachers shared several characteristics. They were all willing to put in extra time and effort, were appreciative of many things and were extremely talkative. The table below provides a brief background discussion of each participant and the way in which I experienced their interaction.

PARTICIPANT	BACKGROUND
P1	Participant 1 is a 52 year old white male, married with 3 children. He has been the principal of his school for the last 5 years. He grew up in this district and has been teaching for 31 years, 25 years in this district and 22 years at this specific school. His wife is also a teacher at the school. The main subject he teaches is mathematics. During the interview, it was apparent that it is definitely a great challenge for a school in this area to attract and retain teachers. He identified the type of people living in this area as a strong factor that keeps him in the area.

PARTICIPANT	BACKGROUND
P2	Participant 2 is a 58 year old white female, married with 2 children. She teaches mainly English. She grew up in Lydenburg. Her husband is originally from this area and they moved here 26 years ago when her husband inherited part of a family farm. She has been teaching for 29 years, 26 years in the district and 22 years at this specific school. She is very proud to live in this area and does not feel that the city has anything more or better to offer her. During the interview, it was clear that she would not exchange teaching in this area for a position in a more urban school.

PARTICIPANT	BACKGROUND
P3	This participant is a 22 year old, coloured female who is not married and does not have children. She grew up in this district and matriculated at the school where she is currently teaching. She studied psychology at the University of the Free State and completed her post-graduate certificate in education in 2009. Her ultimate goal is to become an Educational Psychologist. The main subjects she teaches are Life studies and Social sciences. Her family also lives in the Siyanda district. She has been teaching for one year. During the interview she appeared very excited about teaching but it was also clear that she misses the social opportunities that form part of life in an urban area.

PARTICIPANT	BACKGROUND
P4	Participant 4 is a 40 year old coloured female, married with two children. She was born in Rietfontein in the Kalahari. She has been teaching for 15 years and has spent 14 years and six months at this school. The main subjects she teaches are Economic and Management sciences, Business studies and Economics. Her husband is currently working and living in Cape Town. She is currently looking for a job in Cape Town as her husband lives there, but she is worried about the type of learner she will encounter in the city. She feels that the children in urban schools are much less disciplined and disrespectful towards teachers.

PARTICIPANT	BACKGROUND
P5	Participant 5 is a 58 year old coloured male, married with 6 children. He grew up in this district and has been teaching in the district for 35 years. He has been at his current school for 22 years and has been the principal of the school for 20 years. He wants to stay at this school until he retires and wants to die and be buried in Upington. He has no desire to relocate to any other place.

PARTICIPANT	BACKGROUND
P6	This participant is a 27 year old, unmarried coloured female who does not have any children. This is her fifth year teaching and her third year at this school. Her family lives in this area and she also grew up there. She decided to follow a career in education after she assisted a teacher who taught Computer Studies and found that she enjoyed teaching. She now has a certificate in education and wants to complete her bachelor's degree in education. She aims to eventually attain a master's degree in education. The main subjects she teaches are Economics, Afrikaans and Natural sciences. She feels very strongly that she has been placed at this school for a specific purpose and will not leave the school without fulfilling that purpose.

### 3.6. DATA COLLECTION

When conducting research data can be collected through primary or secondary sources. Secondary data refers to data that is already available and just needs to be extracted. Examples of secondary data include government policies, personal records and earlier research. Primary data is generated when no information is available and information needs to be collected prior to analysis. Examples of primary data include using information from questionnaires, interviews and observations (Kumar, 2005). This study made use of primary data and interviews were conducted before any analysis was conducted.

This study made use of an exploratory qualitative research method. The data was collected through in-depth interviews with teachers working in the district under

investigation. The use of in-depth interviews was preferred to the use of a questionnaire because the researcher was not familiar with the challenges associated with the retention and attraction of quality secondary school teachers to this rural area and as such would have been unable to develop an appropriate questionnaire. The interviews followed a semi-structured format. Thus, the interviews were structured in terms of their purpose but did not follow a predetermined structure (Smythe, Ironside, Sims, Swenson, & Spence, 2008). This research method was appropriate to the aims of this study as it provided valuable information concerning the experiences of the teachers.

The use of a semi-structured interview allows the researcher to be flexible in terms of the questions asked. This allows the researcher to explain the questions to participants and ask questions that come to mind as the interview develops (Kumar, 2005). In a completely unstructured interview the interviewer has the freedom to ask any questions and no structure is given to the interview. This freedom can cause research bias and make data analysis very difficult as researchers struggle to compare the unstructured material from various interviews (Kumar, 2005).

### **3.7. PRIMARY DATA COLLECTION PROCEDURE**

The data collection procedure started when permission was obtained from the district director. The district director gave permission for the teachers to be interviewed, provided the interviews did not interfere with schoolwork. The researcher telephoned the principals and arranged appointments with all the participants. During the telephonic discussions the principals confirmed their willingness to participate in the study. The appointments were made at the different schools and were scheduled at times convenient to the participants. Before the interviews began each participant signed a consent form that provided permission for using the data.

The interviews were therefore held at a venue and time convenient to all the parties involved. Three interviews were conducted on one day. The interviews were all conducted by the researcher and recorded using a voice recorder. In addition, the

researcher took notes during the interviews. The use of only one interviewer increased the quality of the data as interviewers' way of interviewing may differ (Kumar, 2005). A pilot study was not conducted. Each interview was approximately 45 minutes long.

At the beginning of the interview the importance, purpose, objectives and relevance of the research were discussed with the interviewees. In addition, the interviewees were told that their input was considered extremely important. Individuals were informed that the conversation would be recorded and that the tape recordings would be safely stored and the information would be kept confidential. Finally, the participants were told that they would remain anonymous and were free to stop the interview at any point. Once the interviews were completed they were transcribed and the transcripts were used for data analysis.

The decision to conduct the interviews at the schools allowed the participants to feel at ease as they were in familiar surroundings. In addition, the participants were encouraged to speak their home language during the interviews. All the participants appeared to be at ease during the interviews.

### **3.8. DATA COLLECTION AND STORING OF DATA**

The data in this study was collected through means of semi-structured in-depth interviews (see previous section). In order to ensure that the data gathered was not lost the audio recordings were transcribed and saved on different electronic mediums. In addition, notes were taken during the interviews to provide information concerning the participants' non-verbal communication.



### 3.9. DATA ANALYSIS

This study investigated the participants' experiences of teaching in rural schools. It was hoped that understanding these experiences would allow the researcher to challenges relating to attracting and retention of teachers in rural schools. Cresswell (2009) divided the process of qualitative data analysis into six different components. There components are: making sense out of the text received; preparing the data in order to analyse it; perform different analyses; trying to find a deeper and deeper understanding of the data; representing the data; and trying to interpret the larger and bigger meaning of the data collected. These different components guided the data analysis process followed in this study, which is outlined in figure 9.

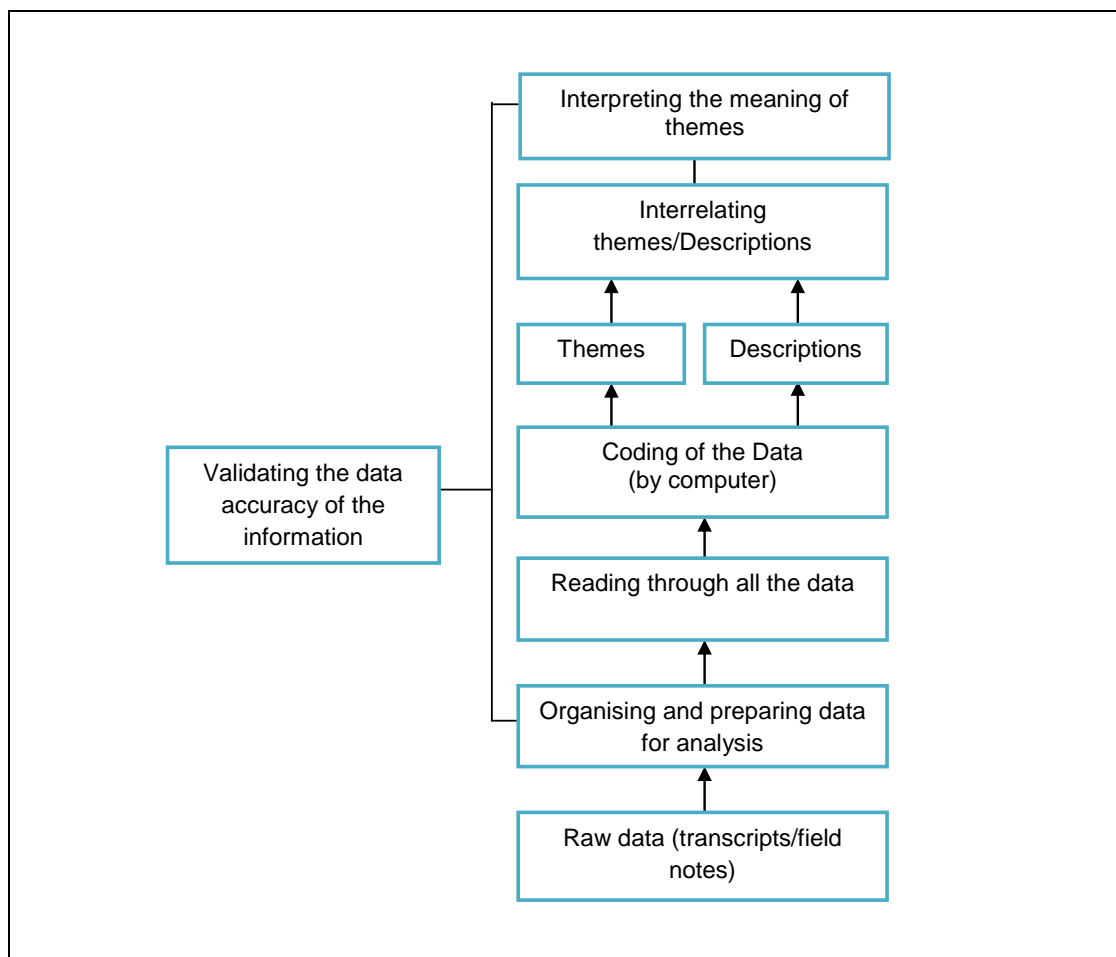


Figure 9: Data analysis process followed (Source: Cresswell, 2009)

The interview transcripts and the notes written during the interviews served as the raw and main source of data for this study. The participants' demographic information was then added to the transcripts and the spelling, grammar, line spacing and font size of the data were standardised in order to make the data easier to read. Once the data was standardised the coding process began. The coding was conducted through the assistance of a computer programme: Atlas.ti (Atlas.ti., 2004). The interpretation of the data was conducted by the researcher. The Atlas.ti programme was also used to store all the data (Atlas.ti., 2004).

The most important component of the data analysis process is the identification of general themes in the descriptions of the participants' experiences. The data was analysed using a thematic data analysis. The process that was followed to identify the general themes in the data is reflected in figure 10.

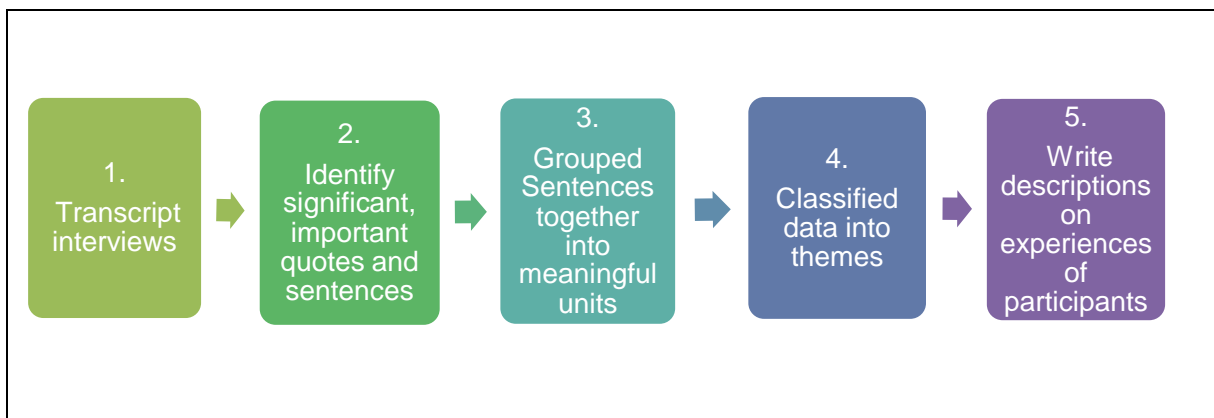


Figure 10: The process followed during data analysis

1. The interviews were transcribed.
2. Significant, important quotes, statements or sentences that related to the topic were identified and written down.
3. The sentences or statements were grouped together into meaningful units. These units reflected different aspects of the specific phenomenon.
4. After the themes were identified, the data was classified into the different themes.
5. Lastly, once all the data was classified under the different themes, the researcher described the participants' experiences (Cresswell et al., 2010).

This type of analysis was appropriate for this research question as it provided general themes of the participants' experiences regardless of individual differences. The themes were selected by the researcher and reflect the researcher's understanding of the phenomenon as described by the participants (Müller et al., 2009). Finally, once all the themes were identified, the meanings of the different themes were interpreted and recorded.

### **3.10. DATA VERIFICATION**

A key factor in the data verification process involved the fact that the interviews were conducted in Afrikaans (the home language of the participants) and meaning could easily have been lost when the interviews were translated into English. To prevent the loss of meaning the transcripts of the interviews were sent back to the participants, who were asked to correct any errors or misinterpretations if necessary. This process definitely increased the accuracy of the data as the participants verified that the transcripts were accurate reflections of the interviews.

### **3.11. ASSESSING AND DEMONSTRATING THE QUALITY AND RIGOUR OF THE RESEARCH DESIGN**

#### **3.11.1. Data quality issues related to qualitative research**

The quality and rigour of a research design refers to the reliability and validity of the processes used and the way in which the research design ensures validity and reliability. A qualitative study can be described as reliable when the researcher's approach remained consistent throughout the whole study. Qualitative validity indicates that the findings are accurate and the researcher made use of various processes to ensure the accuracy of the findings (Creswell, 2009).

Studies that make use of semi-structured, in-depth interviews to collect data need to focus on quality issues related to reliability, validity, generalisability and different

forms of bias (Saunders et al., 2009). The use of non-standardised interviews provides the opportunity for various types of biases or errors to occur. Interviewer bias occurs when the interviewer allows his or her own experiences and beliefs to interfere with the interpretation of the responses. Interviewee bias occurs when the interviewee is not really willing to participate and does not provide enough information on the topic being explored (Saunders et al., 2009). The validity of qualitative research findings should be questioned if the participants' responses are not discussed from a variety of angles. Lastly, qualitative research studies are not usually generalisable as the data and findings are only based on a small sample.

Some researchers argue that four main constructs should be considered in order to generate a trustworthy qualitative study. These constructs are (Shenton, 2004):

**Credibility** (focus on internal validity) refers to whether the study measures what it initially intended to measure (Shenton, 2004).

**Transferability** (focus on external validity/generalisability) refers to the degree or extent to which the research findings can be applied or generalised to other similar situations (Shenton, 2004).

**Dependability** (focus on reliability) is concerned with whether the same results would be obtained if the study were to be repeated with the same methods, the same participants and the same context (Shenton, 2004).

**Confirmability** (focus on objectivity) refers to the objectivity of the researcher and focuses on whether the researcher allowed his or her own experiences and preferences to influence the findings (Shenton, 2004).

### 3.11.2. Strategies to overcome the data quality issues

In order to address the quality issue discussed above it is necessary to have certain measures in place to increase the reliability of the study and the findings. In this study the following procedures were used to increase the dependability of the research:

- All the interviews were conducted by the same person.

- All the transcripts were checked by an external person in order to ensure that no mistakes were made.
- Definition codes were checked to make sure they were correct and that the same definition codes were used throughout the whole process.
- Other researchers cross checked the codes used to ensure that the codes were used correctly.

The following validity strategies recommended by Creswell (2009) were used to enhance the credibility and the transferability of the findings:

- Data was collected from different sources – both audio recordings and field notes were used.
- The final transcripts of the interviews were sent back to the participants in order to give them a chance to comment on the results. This increased the objectivity or confirmability of the findings as any personal biases were identified by the participants.
- The researcher clarified possible biases she might bring to the study prior to the commencement of the study.
- All the data was documented, even if it was contradictory to the findings of the study.

These strategies increased the validity and accuracy of the findings as well as the quality and rigour of the research.

Reporting style also needs to be considered during the reporting process. The reporting style involves determining whether the researcher's approach towards the study is reliable and consistent and whether the researcher documented as many steps of the research process as possible (Cresswell, 2009). In this study, the data was recorded and transcribed and in addition field notes were taken in order to capture any non-verbal behaviour that occurred during the interviews.

### **3.12. RESEARCH ETHICS**

According to Leedy and Ormrod (2010) any research that involves human beings has ethical implications. In this study in-depth interviews were held with the participants (principals and teachers) about their personal experiences. The participants shared personal information with the researcher and therefore needed to be assured that their information would remain confidential and private.

All the participants signed a consent form stating that:

- the study involves an anonymous survey;
- all answers and information will be treated as strictly confidential;
- their participation is very important but they can choose to stop participating at any time during the process;
- the data may be used for academic purposes; and
- may be published in an academic journal.

The researcher also signed a form that stated that she agreed to keep all the participants' information anonymous and confidential. In this way the study attempted to address all the possible ethical implications of the research.

### **3.13. CONCLUSION**

The phenomenological research method was deemed appropriate for this research project. The use of this research method allowed the researcher to gain a better understanding of the participants' perspectives and views. In this chapter a brief review of the research design and methods was presented. The data for the study was collected through semi-structured in-depth interviews with four teachers and two principals from two different schools in the Siyanda district. The interviews were then transcript and analysed. In the next chapter the data analysis of the findings and the results collected from the interviews are discussed in detail

## CHAPTER 4: RESEARCH FINDINGS

*"The key is for the pieces to be sorted"*

- Saunders, Lewis, & Thornhill (2009)

### 4.1. INTRODUCTION

This chapter focuses on interpreting and analysing the research findings gathered through the in-depth interviews. A detailed discussion of the results is provided and sub-conclusions are discussed in relation to the specific research questions.

### 4.2. IDENTIFYING STATEMENTS RELATING TO THE TOPIC

The most important part of the data analysis process involved identifying the general themes in the participants' descriptions of their experiences. The data was therefore analysed through a thematic data analysis. Significant important quotes, statements or sentences that related to the topic and research questions were identified from the transcripts and coded (Leedy & Ormrod, 2010). During this process the relevant information was separated from all the irrelevant information. This type of analysis was appropriate as it identified general themes that were common to most of the participants. During this phase 32 statements relating to the research questions were identified (see table 11).

**Table 11: Initial statements identified in the data**

Family lives in area (attraction factor)	Attraction factors to teaching as a career	Attraction factors to this rural area (Reasons for teaching here)	Demographic: Place of origin	Reasons for below standard quality education
Challenges rural principals face	Challenges rural teachers face	Challenges this rural area faces in attracting teachers	Methods schools use to attract and retain teachers	Reasons for the shortage of teachers
Demographic: Years in education	Demographic: Age	Demographic: Gender	Suggested methods schools can use to attract and retain teachers	Retention factors to this area (reasons for staying at rural schools)
Demographic: Race	Demographic: Years at this school	Lack of resources (challenge for school)	Reasons for applying for other jobs	Lack of resources (reason for shortage of teachers)
Demographic: Years teaching in this district	Learners sometimes go without a teacher	Teaching outside speciality field	Demographic: Married or unmarried	Subjects in which a shortage of teachers occurs
Demographic: Children or not	Factors that cause frustration	Factors that force teachers to leave	Going the extra mile, child important, type of people	The effect of a shortage of teachers
Family lives in area (retention factor)	Love the type of people living in the area			

These initial 32 statements were grouped together to form nine meaningful themes (see table 12). These themes reflected different aspects of the ways in which the participants experienced the specific phenomenon. The themes were selected based on my opinion regarding their importance and relevance to the phenomenon. The data was then classified into these different themes.



**Table 12: Themes identified to describe the phenomenon**

Initial Statements	Main Themes Identified	Description
<ul style="list-style-type: none"> <li>Attraction factors to teaching as a career</li> </ul>	Factors attracting individuals to teaching as a career	This category includes factors relating to the things that attracted the participants to follow a career in teaching.
<ul style="list-style-type: none"> <li>Attraction factors to this rural area (Reasons for teaching here)</li> <li>Family lives in area (attraction factor)</li> </ul>	Factors attracting individuals to this rural area	This category includes factors relating to the things that attracted the participants to this rural area.
<ul style="list-style-type: none"> <li>Family lives in area (retention factor)</li> <li>Love the type of people living in this area</li> <li>Retention factors to this area (reasons for staying at rural schools)</li> <li>Going the extra mile, child important, type of people</li> </ul>	Factors that retain teachers in this rural area	This category includes factors relating to why teachers want to stay at these schools and in this area.
<ul style="list-style-type: none"> <li>Lack of resources (challenge for school)</li> <li>Factors that cause frustration</li> <li>Factors that force teachers to leave</li> <li>Reasons for applying for other jobs</li> </ul>	Factors that cause frustration and may force teachers to leave	This category includes factors relating to issues that frustrate teachers and may eventually force them to leave.
<ul style="list-style-type: none"> <li>Challenges rural principals face</li> <li>Challenges rural teachers face</li> <li>Challenges this rural area faces in attracting teachers</li> </ul>	Challenges these rural schools face	This category includes factors relating to the challenges these rural schools face in order to be effective.
<ul style="list-style-type: none"> <li>Lack of resources (reason for shortage of teachers)</li> <li>Subjects in which a shortage of teachers occurs</li> <li>Reasons for the shortage of teachers</li> </ul>	Reasons for the shortage of quality teachers	This category includes factors relating to the reasons for the shortage of quality teachers.
<ul style="list-style-type: none"> <li>Teaching outside speciality field</li> <li>Learners sometimes go without a teacher</li> <li>Reasons for below standard quality education</li> <li>The effect of a shortage of teachers</li> </ul>	The effect of the shortage of teachers	This category includes factors relating to the effect that the shortage of teachers has on the school and the children.
<ul style="list-style-type: none"> <li>Demographic: Gender</li> <li>Demographic: Age</li> <li>Demographic: Race</li> <li>Demographic: Years at this school</li> <li>Demographic: Years in education</li> <li>Demographic: Years teaching</li> </ul>	Demographics of participants	This category includes factors relating to the demographics of participants.

in this district <ul style="list-style-type: none"> <li>• Demographic: has Children or not</li> <li>• Demographic: Married or unmarried (single)</li> <li>• Demographic: Place of origin</li> </ul>		
<ul style="list-style-type: none"> <li>• Methods schools use to attract and retain teachers</li> <li>• Suggested methods schools can use to attract and retain teachers</li> </ul>	Methods for attracting and retaining teachers to this rural area	This category includes different methods schools can use or implement to attract and retain teachers to these rural schools.

### 4.3. FINDINGS IN RELATION TO THE RESEARCH QUESTIONS

The data is presented in relation to the research questions. The different data themes that were identified correspond to different parts of the research problem (Leedy & Ormrod, 2010). The research questions are discussed by presenting the data in a table indicating which participants agreed with each specific statement. Quotations from participants are presented in italics and significant phrases were underlined. Finally, the data is analysed and discussed in relation to the literature reviewed. This section aims to provide a better understanding of the data and findings.

#### 4.3.1. Attraction factors to teaching as a career and to rural schools

This research question related to the factors attracting teachers to careers in schools in rural areas.

##### 4.3.1.1. Attraction factors to teaching as a career

This category includes factors relating to the things that attracted the participants to careers in teaching.

**Table 13: Responses relating to factors attracting individuals to teaching as a career**

Attraction factors to teaching	Participants
Love working with children and people	P1 P2 P3 P6
Wanted to become a teacher	P2 P3 P6
Family tradition	P2 P3
Lack of finance to study something else	P5
There is always work available – Job security	P3
Lack of knowledge about any other careers	P4

The primary factor that attracted participants to follow careers in teaching were their interest in people and their love for working with people and children. Some of the quotes by the participants include:

*...I love working with children, and it is something I always wanted to do. There are also many teachers in my family....and* (P3)

*...I studied kindergarten because I like to work with small children...and* (P2)

*...for someone who is still interested in the person, it plays a role... and* (P1)

*I realised that I can apply knowledge and have the ability to teach, and I want to do that...* (P6)

Some of the respondents also have family members who are teachers and they felt that teaching was a safe and secure career to follow. It is clear that participants want

to work with people and children and identify teaching as their passion. Some of the quotes from the participants include:

*It is a family thing, my father was a principal and his family were all teachers...So, my dad was very serious about it. You firstly had to prove that it really is what you want to do and then you do it because you like it...and*

(P2)

*There are also many teachers in my family....*

(P3)

The findings in relation to this research question are similar to the findings contained in the literature. The main factors attracting and motivating participants to enter teaching as a career were the need to have contact with children and being able to identify with teaching as a profession and feel passionate about the profession (Müller et al., 2009). However, the existing literature does not mention the influence of family tradition as an attraction factor to teaching as a career.

#### 4.3.1.2. Attraction factors to this rural area

This category includes factors relating to the things that attracted participants to this rural area.

**Table 14: Responses relating to factors attracting individuals to this rural area**

Attraction factors to this rural area	Participants
<b>Familiarity with the area, grew up in the area</b>	P1 P3 P4 P5 P6
<b>Family lives in this area</b>	P1 P2 P3
<b>More at ease with the countryside</b>	P2
<b>Wanted to come back home</b>	P3
<b>Got married and followed husband here</b>	P2
<b>Was without a job</b>	P4

<b>City area too scary, do not want to start career at a big school</b>	P3
<b>Easier to save money in a rural area</b>	P3
<b>Familiar with the school</b>	P3
<b>Good norms and values</b>	P5

The results showed that two main factors attracted participants to teach in this rural area. Firstly, many of the participants were familiar with the area and grew up in the area and secondly, many of the participants' families lived in the area. Some of the quotes from the participants include:

*I come from this area and I am settled here, so it is not a problem for me to stay here...and*

(P1)

*All his people and family are from here, one of my children also lives in the district. I'm a rural person... I do not want to be in the city!... and*

(P2)

*...I wanted to come back home... As it is my old school and it was nice for me to come back here.*

(P3)

*When I completed my studies, I did not want to sit without work. So I phoned my home school, Rietfontein and asked them if I can come and teach there.*

(P4)

One participant stated that she lived in the area because she had followed her spouse to the area. Some of the participants believe that rural schools have better norms and values, which match their own norms and values. One of the younger participants stated that she was too scared to begin her teaching career at a big

urban school. This participant also felt that she could save more money living in a rural area than living in the city. Some of the quotes by the participants include:

*I believe in good norms and values and in the city there are norms and things I don't agree with.*

(P5)

*... I was too scared, to start at a big school in the city.*

(P3)

During the literature review no information was found in relation to the reasons why teachers choose to move to rural areas and teach at rural schools. These findings therefore provide a basis for future research and can be used in frameworks and methods to attract more teachers to schools in rural areas.

The data analysis showed that the primary attraction factors related to either being born in the area or to having family in the area. Therefore, attraction strategies need to focus more on learners who finished school in this area as they are likely to have ties to the area. For example, schools can grant study bursaries to deserving candidates in grade 12 to help them further their education in teaching. Following graduation the student would then need to come back and teach at the school for the amount of years he/she studied.

The main attraction factors identified in this study were a love of and need for working with children and people and familiarity with the rural area. These factors thus attracted the teachers to teaching as a career and to teaching at rural schools.

#### **4.3.2. Factors retaining teachers to rural schools (retention factors for teachers in rural schools)**

This question relates to the factors that make teachers want to stay at these schools and in this area.

**Table 15: Responses relating to factors that retain teachers in this rural area**

Factors that retain teachers in this rural area	Participants
Type of people and learners living in this area	P1 P2 P3 P4 P5 P6
The learners are not only a number, different, special and still matter	P1 P2 P3 P5
Family lives here	P1 P2 P5
Learners can be disciplined	P3 P4 P5
You know everyone, you know where they come from and their circumstances	P1 P2 P5
Come from this area	P1 P5
Like living in the countryside	P2 P5
No race problems, people have learnt to live together in peace	P5
Good norms and values here in the rural area	P5

The analysis revealed that the main reason teachers want to stay at these schools and in this area was due to the type of people and learners living in this area. The participants also felt that the learners in these schools are special and unique and not merely numbers. Some of the quotes by the participants include:

*The people, the people I am working with, they are another type of people....I come from this area and I am settled here, so it is not a problem for me to stay here... and* (P1)

*... I do not want to be in the city! The type of people living in this area is unique, my type of people, they keep me here. I feel anything you miss when in the rural area, you can someday experience, you can easily catch up if necessary, it depends on yourself... and* (P2)

The participants choose to stay at these schools due to the type of people living in the area. This in effect is a retention strategy provided by the environment and the community, and is something a school cannot really develop and implement. Some of the quotes by the participants include:

*The past 22 years, was very good. That is what I like about the living in the countryside. You get to know the children, they stay here, they meet you in town and greet you, know you and say "hi Ma'am, here is my baby, my mother and my family." And they were in your class 10 years ago. And later on, you teach your old pupils' children. And they write you a note saying, "Ma'am, be strict with them like you were with us". I like that very much, very much, they are not just numbers, you remember them, I like to see what became of them, when you are in town and you see one of your scholars as the vice manager of ABSA and you see that the branch likes him and you know he was in you class...and*

(P2)

*The people make a difference and still care. I think in the cities the individual does not matter so much. You are just a number and that is that. Here you know where the child is coming from, you know his parents and you know what is going on in his home. And for someone who is still interested in the person, it plays a role... and*

(P1)

*Our pupils see that we are real in what we do and the trouble you go through for them ...If people have trouble with behaviour, it is because they do not handle the situation correctly. These kids are different, special... and*

(P5)

*The children listen; they show appreciation and are thankful. The school and the people here are wonderful. You get amazing job satisfaction here...and*

(P3)



*A.J. children you can discipline, or I can discipline them...When I watch the news and hear what they are capable of; I get scared because we can discipline our children here and respect is important. If you respect the child, he respects you... and*

*(P4)*

Some of the participants also mentioned that they like living in the countryside more than the city and this is why they choose to stay in the area. “Coming from this area” and “having family in the area” were also retention factors for the participants.

The literature states that retention programmes are used to make sure people working in an organisation stay committed and remain with the organisation (Armstrong, 2006). In order to retain employees organisations need to determine the specific needs of all their employees as needs may differ from employee to employee. Direct financial factors like employee bonuses, salary increases, reward systems and compensation are usually seen as effective and easy to implement retention tools (Munsamy & Bosch Venter, 2009). However, the results of this study show that financial or tangible rewards are not one of the top retention factors for teachers in these rural schools. Instead, the top retention factors in this study were based on the participants’ working conditions and work environment. The teachers stay at schools because of the type of people in the area and the type of pupils at the schools. In other words, the people in this area are the key to retaining teachers. This is an interesting finding as it is not something the school or the Department of Education can implement in order to keep teachers. Instead, it is something the community does for the schools.

The results of this study clearly demonstrate the importance of understanding employees’ perspectives regarding the rewards they find valuable and personally significant. For example, if this study had not been conducted the principals at the schools may have attempted to retain teachers by offering financial benefits. The results of this study suggest that monetary rewards will not be sufficient to retain teachers and that retention strategies should instead focus on other, less tangible,

factors. Retention strategies must be much more than just an increase in a salary cheque.

The findings regarding the importance of social ties, working conditions and environment in the retention of teachers are consistent with findings reported in the literature. However, no literature was available concerning specific retention factors for teachers in rural areas. The specific retention factors identified in this section are thus new findings.

#### **4.3.3. Factors that cause frustration and influence teachers to leave**

This question relates to the factors that frustrate teachers and force them to leave these rural schools.

**Table 16: Responses relating to factors that cause frustration and force teachers to leave**

<b>Factors influencing teachers to leave</b>	<b>Participants</b>
<b>Because of the lack of access to resources, research facilities, teachers must do all the research and find information (New teaching system)</b>	P2 P4 P6 P3
<b>Lack of social and recreational infrastructure</b>	P3 P6
<b>Department of Education, time wasting efforts, incompetence</b>	P1 P2
<b>Lack of cooperation between school and community</b>	P5 P6
<b>Classes are very big</b>	P6
<b>Teachers must teach over a spectrum of subjects because of the shortage of teachers</b>	P6
<b>School does not take care the of infrastructure</b>	P2
<b>Area is far from other cities and places if one wants to study further, develop yourself</b>	P3

<b>Senior teachers misuse young new teachers</b>	P3
<b>Workplace bullying: Young teachers are misused and not treated like teachers; they are given all the odd jobs.</b>	P3
<b>Senior teachers are more traditionalists and fixed to old way of doing things</b>	P3
<b>Senior teachers get preferential treatment</b>	P3
<b>The right job at the right time</b>	P1
<b>Far from friends</b>	P3
<b>Community discriminate against you if you are from outside, from another place</b>	P6
<b>Promotion to another school</b>	P1

The data analysis showed that the primary factors that force teachers to leave are similar to the main challenges teachers experience teaching in this rural area. Thus, the of lack of access to resources, research facilities, and the fact that teachers must do all the research and find information, are not only challenges but also factors that force teachers to leave the school. Some of the quotes by the participants include:

*If you are at a school where you have a minimum of resources and things available, it may make you want to go... So you do the research, get the information from the internet, make copies and divide it into sections, hand it out to them and they do their research from that. This is a way to overcome this. It depends on you as teacher. It was the same with the previous curriculum which everybody called a flop. It was a flop yes, it depends on how you handle it... and*

(P2)

*Another thing, I am teaching natural science to grade 9's. But there is no lab, no water nothing, I need to work in a normal classroom. Therefore, I cannot really dissect a liver or a kidney. A teacher needs to be provided with the necessary tools*

*and resources in order for them to be the best they can. This makes it difficult to live out your passion and do experiments... and*

*(P3)*

*I have not thought about it. I am so used to my situation, I am so used to teaching my pupils everything, I provide everything, notes, everything. If I think about an urban school, they surely must have more resources, but I am so used to doing it myself, it is not that bad...and*

*(P4)*

*...you are basically the children's main source you need to be on the ball in terms of your subject knowledge, everything you do, need to be of such nature that the child immediately grasp what you are trying to say and applies the new knowledge...We do not have internet..., which other schools might have. This put more stress on you as a teacher as your preparation needs to be excellent. You as a teacher need to do the research for the children and provide the different resources to the children. You as a teacher are actually the child's main resource ... and*

*(P6)*

It was evident that the teachers with more experience had adapted to the situation. However, the lack of resources and facilities still causes a lot of frustration. The participants described their experiences of various frustrations, including:

*The "time wasting efforts" of the Department of Education. The unbelievable wasting of time of the Department of Education. The systems they have in place just do not work. The department's way of placing people just do not work. Their processes do not work at all. They try to make the process transparent, but through that, they unnecessarily give up quality and time. They also do not keep up with their time schedules or think of the planning for the next year, their structure is just terrible... and*

*(P1)*

*They have to do something, what, I do not know exactly. There is definitely a need for an intervention because rural areas lose their talent and human resource to urban areas, everybody says it. We experience that from time to time some teachers do not come to school; there are times when classes sit without teachers. The department can do something in connection with the appointing process. They should not take so long before they let teachers know when they have been appointed... and*

(P2)

Participants experienced high levels of frustration towards the Department of Education. They felt the Department of Education does not do enough to help attract and retain teachers to these areas. They also felt that the Department of Education wastes a lot of time.

The younger, unmarried teachers were frustrated by the lack of social and recreational infrastructure. These factors have a major influence on the attraction and retention of young new talent. However, it is not really possible for the schools to change the infrastructure of the town. Some of the quotes by the participants include:

*I also get frustrated here, as there is not much to do on weekends for young people like me here in Upington. There is so much more things to do in the city. You can go ten-pin bowling, ice-skating...and*

(P3)

*This new teaching system where the children have to do research. This is frustrating...*

(P2)

The new teaching system where the students need to do a lot of research is very frustrating for the teachers as the children in the rural area do not have the resources and the teachers need to do the research for them. The lack of cooperation between the school and community was also mentioned as a frustrating factor.

According to the literature reviewed teachers are frustrated and forced to leave due to factors such as lack of career opportunities to move up in the organisation, increasing work load, dissatisfaction with content, student behaviour, salaries, lack of autonomy and work-life balance, dreadful conditions and the teaching profession's image (Müller et al., 2009). These factors are very general and based on what teachers' average experiences. This study focused particularly on the experiences of rural teachers. The findings provide insight and understanding regarding the types of retention strategies that would be effective at these rural schools.

#### **4.3.4. Challenges teachers experience in the rural area**

This research question related to the challenges teachers and schools experience in rural areas.

##### **4.3.4.1. Challenges rural schools face**

This category includes factors relating to the challenges these rural schools face in order to be effective.

**Table 17: Responses relating to challenges faced by rural schools**

<b>Challenges rural schools face</b>	<b>Participants</b>
<b>Shortage of utilities and resources for teaching e.g. library, internet access, books</b>	P2 P3 P4 P6
<b>Learners are more narrow minded in terms of their answers to questions, no insight</b>	P3 P4 P6
<b>The teacher is the main source of information for the learners</b>	P2 P4 P6
<b>External environment under developed, lack of recreational activities and education institutions for further education</b>	P3 P6

<b>Distance, far from cities, universities, airlines and travelling with learners is expensive,</b>	P1 P4
<b>Difficult to find quality teachers in key subjects like Science, Mathematics, Languages and Accounting</b>	P1 P5
<b>Lack of financial resources/support</b>	P1 P5
<b>Few work opportunities</b>	P1
<b>Need to think of various alternatives in order to survive</b>	P1
<b>People are more traditionalistic, want to do things the old way</b>	P3
<b>No air conditioning, insufficient infrastructure</b>	P4

In this research study it was clear that the main challenges faced by rural schools are related to the shortage of utilities and resources. Some of the quotes by the participants include:

*I am teaching natural science to grade 9's but there is no lab, no water... nothing, I need to work in a normal classroom. Therefore, I cannot really dissect a liver or a kidney. A teacher needs to be provided with the necessary tools and resources in order for them to be the best they can. This makes it difficult to live out your passion and do experiments. My classroom is not equipped to teach science here. This makes it difficult...and*

(P3)

*If you give them a project, they do not do anything, they do not do research because they do not have access to resources. They are not in touch with what happens in the business world...our children have no access to the internet...We do not have the necessary resources to stimulate everyone...and*

(P4)

*...it is very, very challenging here. In the rural schools I struggle with resources, we do not have enough resources, to be as effective as possible...*

*(P6)*

In addition to the lack of resources, the participants also identified the narrow mindedness of the learners as a challenge to teaching. Some of the quotes by the participants include:

*Children from rural areas are also more narrow minded. Whereas children from urban areas are more exposed and open to things... and*

*(P3)*

*...children have no insight in it, they do not read, they do not have newspapers and they do not watch the news...and*

*(P4)*

*...children's outlook on the world is also very narrow. They might not have had the same experience or exposure that children in the city might have had. For example, many of them have never seen the sea before. And interestingly yesterday we have spoken about a grade 12 exam paper where they asked the children about sharks, conservation etc. and then we (some of our teachers) discussed it and said that many of the children can be unsuccessful with this section, as they never had the exposure to the sea or an aquarium. You can see it on the TV but not all of them have TVs...*

*(P6)*

The fact that the teachers are the main source of information for the learners is another challenge for rural schools. Teachers need to provide all the necessary research material in order for learners to complete projects and assignments. This can be costly for the teacher and also increases the teacher's workload.



The Siyanda district of the Northern Cape is very far away from a large metropolitan area. This distance has a financial impact on the school and is also a teacher attraction challenge. Schools need to travel long distances to compete against other bigger schools, thus travelling costs are much higher than for an average school in an urban area. The attraction challenge lies in the fact that young teachers do not want to move to rural schools because of the lack of development opportunities, social interaction and activities. One of the participants stated:

*Distance, a young person would not easily come and sit in the rural area without a wife; there are not many women around here...*

(P1)

The principals mentioned that it was a challenge to find quality teachers in key subjects like Science, Mathematics, Languages and Accounting. The extreme temperatures in the summer were also mentioned as a challenge as some of the classes do not have air conditioning or fans to control the heat.

*Air-conditioning, it is hot here in Upington and we have no air-conditioning or fans...*

(P4)

According to the literature rural schools face challenges related to the small talent pool from which teachers can be appointed and the lack of work opportunities for spouses (White & Smith, 2005). The findings of this study confirm the existence of these challenges. However, these factors were not identified as the most significant challenges facing this rural area. In the following section the data is presented in relation to the participants' demographic characteristics.

#### **4.3.4.2. Challenges teachers experience based on their demographic characteristics**

This category focuses on aspects of the participants' experiences that were related to their demographic characteristics.

The two younger participants, Participant 3 and Participant 6, found the lack of recreational activities and facilities where people can enrich and develop themselves challenging. For example, in order to complete a Netball coach certificate it would be necessary to travel to Kimberley or Bloemfontein and these cities are 500/600km away from the area. Completing this certificate would therefore be very costly and time consuming. This type of difficulty frustrates young teachers and motivates them to move to bigger cities with more opportunities.

The principals find the lack of financial support a challenge as they needed to look after things and make additional plans and think of methods to make more money and support teachers where needed. The principals also found it challenging to appoint quality teachers in subject areas.

It was interesting to note that race did not have an effect on the challenges the teachers experienced but that age played a major role. It was clear that teachers who are older and have worked in the area for more than 10 years are more likely to overcome the challenges. These teachers had made peace with their environment and the nature of the situation.

No previous research has focused on the impact of demographic characteristics on teachers' experiences of challenges. The findings of this research study were therefore new and form an interesting starting point for further research.

#### **4.3.5. Reasons for the shortage of quality teachers and the effect on the learners**

This research question relates to determining the reasons for the shortage of quality teachers and how this shortage impacts on the learners.

#### 4.3.5.1. Reasons for the shortage of quality teachers

This category includes factors relating to the reasons for the shortage of quality teachers.

**Table 18: Responses relating to reasons for the shortage of quality teachers**

Reasons for the shortage of quality teachers	Participants
<b>Lack of resources e.g. Access to internet</b>	P2 P3 P4 P6
<b>Infrastructure of the town and social activities not that well developed.</b>	P1 P3 P6
<b>Distance, countryside far from other cities and places</b>	P1 P3
<b>Not many job opportunities for the spouses</b>	P1 P3
<b>Minimum amount of teachers who study either a BSC degree or a BCom degree and who go into education</b>	P1
<b>Very few Grade 12 learners go into teaching. e.g. maybe they do not have a good image of teachers.</b>	P5
<b>People's view of life, money, pleasure differs. You must have the personality to fit in here; you must want to be here.</b>	P5
<b>Newly qualified teachers, first look for job opportunities closest to universities, in urban areas.</b>	P2

According to the research findings, the lack of resources is the main reason for the shortage of quality teachers. In addition, the main reasons why teachers leave these schools and the main reasons for teacher shortages are the same. Some of the quotes by the participants include:

*A teacher needs to be provided with the necessary tools and resources in order for them to be the best they can. This makes it difficult to live out your passion and do*

*experiments. My class is not equipped to teach science here. This makes it difficult...and*

*(P3)*

*In the rural schools I struggle with resources, we do not have enough resources, to be as effective as possible...and*

*(P6)*

*I also get frustrated here, as there is not much to do on weekends for young people like me here in Upington. There is so much more things to do in the city. You can go ten-pin bowling, ice-skating....Unfortunately; you cannot hold the school responsible for the lack of social stuff here. The people my age are frustrated because Upington does not really provide any social possibilities. I really think this is the biggest reason why young people do not want to come back here...*

*(P3)*

The younger teachers mentioned that the lack of social places and recreational and entertainment activities plays a role in the shortage of young, well qualified teachers in this rural area. Other factors that also played a role were the distance of this area from major cities and the lack of job opportunities for spouses. One of the participants offered the following explanation regarding the shortage of quality teachers:

*Countryside (rural area) plays a very big role and the infrastructure of the society. This definitely plays a very big role. Are there enough primary schools, are there enough sports facilities for the persons who want to come here and have children who need to be placed in these schools? The question for them is: Do I want to come to Upington and place my child in a school here? For instance if the husband of the family wants to come and teach here, will his wife also have a job here. If both of them do not have a job then they would not move. Thus, the infrastructure of the town plays a very big part in the question, if people would come and teach here. The school cannot really do something on the infrastructure of the town. This is why we as a school think of implementing strategies to make it possible for people to come here. For example if the husband comes to the school, we try and help find a work*

*for the wife as well. Today with the economy we have, someone would not come if his wife or husband cannot work here as well. For example, the preacher of Kanoneiland is a women she has a job but her husband is an accountant and he does not find a job in this area. So yes, this is definitely a very big problem...*

*(P1)*

The data analysis showed that the findings of this study verified some of the factors identified in the literature review. These factors included the fact that small towns find it difficult to employ quality teachers because of the small talent pool and population to choose from and the fact that candidates are also concerned with the possibility of their spouse finding employment in the town (White & Smith, 2005). The other factors identified in the literature were related to the general shortage of teachers, and not specifically to the shortage of teachers in rural areas. One of the participants had the following to say in relation to the shortage of quality teachers in rural areas:

*Distance, a young person would not easily come and sit in the rural area. Without a wife, and there are not many women around here... That is the problem; you have to attract him, with what? Can you provide him with housing, additional remuneration? You cannot treat someone from Upington, Kimberley and Cape Town under the same criteria. The structures differ too much. For example to go to Cape Town is 800 km, to Pretoria it is 800 km. If he comes from those areas, it becomes very expensive to go and visit his family. If you fly from Cape Town, Pretoria or Bloemfontein you can use the low cost airlines R500 Mango, One time. But in Upington, you can only fly to Cape Town for R1800 with SAL a very expensive airline. How can you help that young person to go and visit his family over a weekend if he wants to go to Cape Town? He needs to drive his car. It is a total different viewpoint than what you have in the urban areas.*

*(P1)*

The findings identified the lack of resources, the underdevelopment of recreational activities and the long distance from other large cities as the main reasons for the shortage of teachers in this area. Based on these findings it is clear that there are external and internal reasons for the shortage of teachers. The internal reasons can

be influenced by the schools, while the external reasons are beyond the schools' control. The distance from other cities and the lack of infrastructure in the town are factors the school cannot control. The principals of these schools need to be creative and think of alternative ways to overcome these obstacles. For example, they need to think of ways to provide recreational activities for young teachers and ways to "decrease" the distance between the town and other cities.

#### 4.3.5.2. The effects of the shortage of teachers

This category includes factors relating to the effects that the shortage of teachers has on the school and the children.

**Table 19: Responses relating to the effects of the shortage of teachers**

The effects of the shortage of teachers	Participants
Teachers teach outside their specialty fields	P1 P5 P6
Learners are without a teacher for a while, have trouble finding qualified teachers	P1 P5
Big classes	P6
Appoint someone who is not really up to standard	P5
Teachers teach any subject just to have a job	P6
Cause a lot of pressure and stress to teachers (teachers must teach subjects they are not qualified to teach)	P6

The primary effect the shortage of teachers has on learners is that teachers are forced to teach outside their speciality fields and the learners do not get the best education as possible. The second most prominent effect is that learners are sometimes without teachers, as the schools struggle to fill vacant positions. According to one of the participants:

*There are some teachers, who do not cope that well in the subjects they are teaching, because sometimes teachers end up at a school, and they need someone to teach a main subject like Afrikaans but they are educated for something else. Just to have a job they agree to teach Afrikaans. At the end of the day, it is not only you who are stressed and disadvantaged but also the child...*

(P6)

The participant stated that this occurred because of the Shortage of teachers in the country, especially in the rural area...and

(P6)

Yes, that also causes a lot of pressure and stress to the teacher. This shortage also then forces teachers to teach subjects other than those they are educated in.

(P6)

The shortage of quality teachers has a detrimental effect on learners' education and their ability to perform. Teachers teach subjects that they are not qualified to teach. This disadvantages both the learner and the teacher. The teacher experiences a lot of stress as he/she does not understand the subject sufficiently and the learners do not receive the best education possible. The participants responded as follows when asked whether principals sometimes go without a teacher or appoint unqualified individuals due to a lack of teachers:

*Yes, but not that much, but there are people who teach outside their main subjects because there is not always someone with the appropriate qualifications...and*

(P5)

For four years, we struggled without a Physical Science teacher. The subject adviser, I and the Biology teacher helped out. And their results were not too bad. You struggle with those subjects, specifically mathematics and physical science. You do not find teachers for it easily.....In the end we got someone from Namibia, he is still here. He is happy, but he cannot be appointed permanently because his qualifications are not up to standard...

(P5)

This participant's responses clearly show that there is a shortage of quality teachers in this rural area. The literature review highlighted a lack of quality teachers as a definite and major problem for the country (Guarino et al., 2006). The shortage of quality teachers forces schools to recruit unqualified teachers.

This shortage of teachers contrasts strongly with the Bill of Rights, which states that all children have the right to quality education. It is obvious that children are not receiving the best education if they do not have appropriately qualified teachers. The findings of this study thus emphasise the need to improve the quality of education. This can be achieved through the improvement of schools' teacher attraction and retention strategies. The literature indicated that the shortage of teachers does have an influence on the quality of rural education, but it did not specify the exact nature of this influence.

#### **4.3.6. Talent attraction and retention framework for rural schools in the Siyanda District**

Various factors can attract and retain employees to an organisation. Attraction drivers include factors such as good company reputation, opportunities for growth and development and competitive, unbiased compensation. Retention drivers include factors such as challenging work, providing career growth opportunities, competitive base pay, work-life balance, management and the leadership style of the immediate manager.



The findings of this study highlighted certain factors that attract teachers to this rural area and factors that influence their choice to remain in the area. It is important that schools in the Siyanda District and the Department of Education are aware of these factors and use them to design attraction and retention strategies for quality teachers.

**Table 20: Attraction and retention drivers of teachers from this rural area**

Rank	Attraction Drivers	Retention Drivers
1	Familiarity with the area, grew up in the area	Type of people and learners living in this area
2	Family lives in this area	The learners are not only a number, different, special and still matter.
3	More at ease with the countryside	Family lives here
4	Wanted to come back home	Learners can be disciplined
5	Got married and followed husband here	You know everyone, you know where they come from and their circumstances
6	Was without a job	Come from this area
7	City area too scary, do not want to start career at a big school	Like living in the countryside
8	Easier to save money in a rural area	No race problems, people have learnt to live together in peace
9	Familiar with the school	Good norms and values here in the rural area
10	Good norms and values	

The attraction and retention model (see figure 11) developed in this study includes all the drivers listed in table 20 and focuses on important enablers that will help schools and the Department of Education to attract and retain quality teachers. The model also includes enabling processes. These enabling processes refer to the people or systems that help or inhibit the implementing of the attraction and retention strategies in an organisation and thus have an influence on the attraction and retention drivers (Cillie-Scmidt & Meyer, 2009). The enablers in this process are senior management, attraction, recruiting and selection systems, development and learning, mentoring and coaching, rewards and compensation, succession planning and exit management.

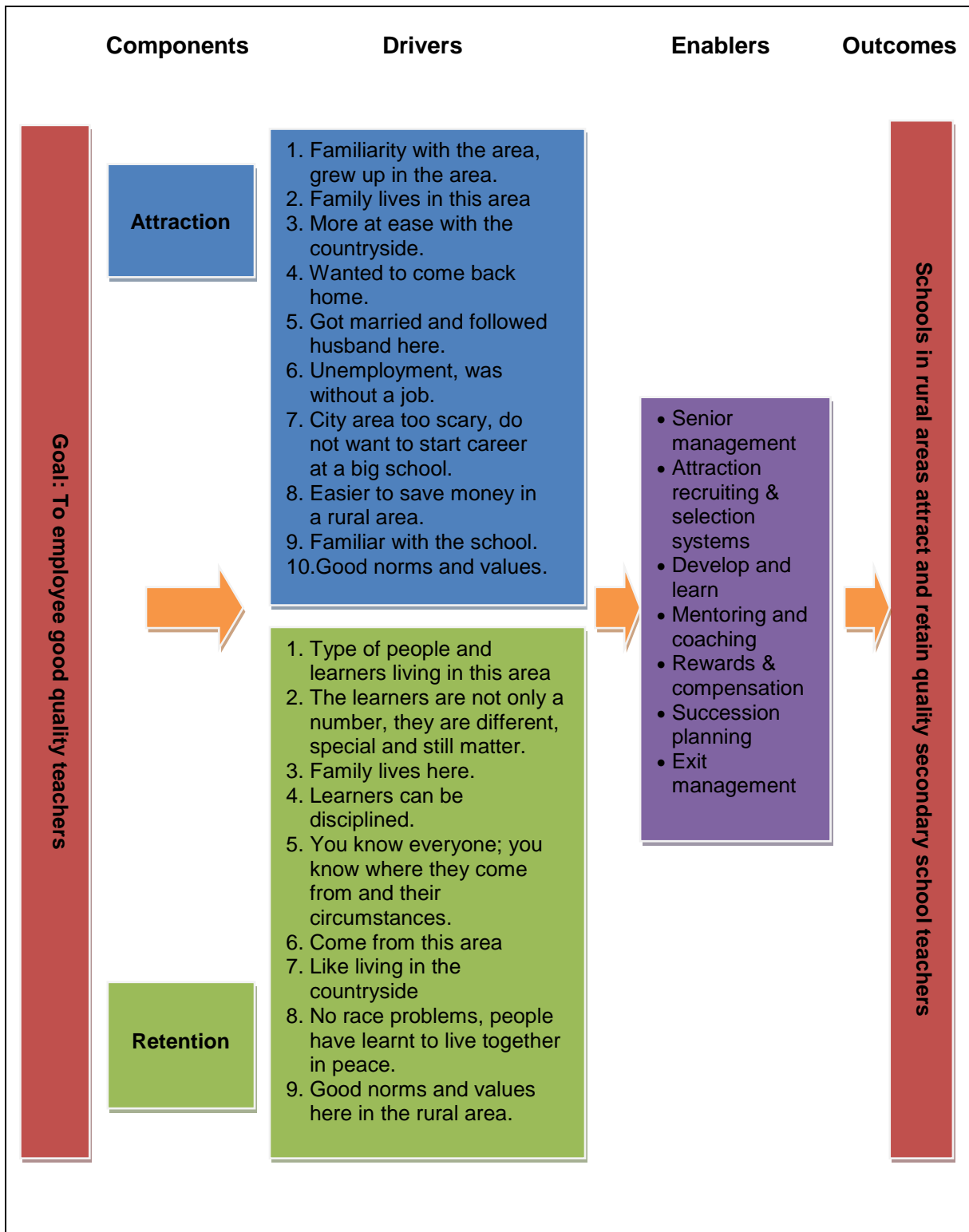


Figure 11: Attraction and retention framework

A brief discussion of the ways in which the enablers can influence the attraction and retention drivers is presented below.

### ***Senior management***

Senior management's commitment is one of the most essential components of a successful talent management strategy (Cillie-Scmidt & Meyer, 2009; Garrow & Hirsh, 2008). Senior management needs to decide whether the attraction, retention and motivation of talented employees are important to the company (Cillie-Scmidt & Meyer, 2009). When employees and potential employees view management as committed managers to the development of workers, it sends out positive signals and can be a good attraction strategy (Cillie-Scmidt & Meyer, 2009).

### ***Attraction, recruiting and selection systems***

In order to attract the most talented employees, the right attraction strategies need to be in place (Armstrong, 2006). The use of incorrect attraction strategies may result in the recruitment and selection of unqualified and incompetent people. This can lead to schools employing incapable teachers.

### ***Development and Learning***

This factor includes career development and helping employees to plan their careers (Garrow & Hirsh, 2008). This is beneficial to the school as employees can be developed and trained to fulfil senior roles. It is therefore not necessary to recruit externally. Leadership is also seen as a talent and organisations need to provide leadership development opportunities (Vermeulen, 2008). Organisations need to equip their employees with the skills to become leaders in future (Garrow & Hirsh, 2008).

### ***Mentoring and coaching***

Mentoring refers to a process whereby certain people (mentors) in an organisation are selected to provide support and guidance to other staff members. The mentors receive training in how to give guidance and support to individuals. Mentoring can also serve as a form of learning and development (Armstrong, 2006). Coaching is also a way of helping employees learn and develop. Coaches help individuals to improve their performance and their skills (Armstrong, 2006).

### ***Rewards and compensation***

The main purpose of compensation and reward systems is to strengthen and support actions that are in line with the desires of the company. Good rewards systems can be an important retention tool for employees and potential employees (Berger & Berger, 2004). The right compensation and reward strategy needs to be developed and implemented in the talent management system in order to manage talent effectively (Cillie-Scmidt & Meyer, 2009). It is important to generate opportunities where workers can receive rewards that they find valuable and personally significant (Berger & Berger, 2004).

### ***Succession planning***

Succession planning is critical for any organisation (Berger & Berger, 2004). Succession planning includes talent auditing, determining the availability and demand of talent in the future and reviewing the quality of employees' work. Employers need to ensure that qualified potential successors are available if an employee decides to leave the organisation or retire (Armstrong, 2006).

### ***Exit management***

Exit management is strongly connected with employer branding. It is essential that when an employee leaves the company he or she continues to build the brand (Cillie-Scmidt & Meyer, 2009). Exit interviews can be held to ensure that the individual leaves on a good note. It is also important to keep in touch with talent that has left the organisation, this ensures that the company's brand remains intact and can also serve as a recruitment strategy if former employees choose to return to the organisation (Cappelli, 2008).

The methods mentioned in the section below can serve as attraction and retention strategies to attract and retain quality secondary school teachers in these rural schools.

#### **4.3.7. Methods to attract and retain teachers**

The findings of this study highlighted various reasons and factors that influenced the participants' attraction to this rural area as well as their decision to stay or leave (retention). In addition, the study highlighted factors influencing the general shortage of teachers in this area. The Department of Education, schools and principals should consider these factors when attempting to design attraction and retention strategies for quality teachers to this rural area. Table 21 highlights different strategies and methods schools and principals can use to attract and retain quality secondary teachers.

**Table 21 Different strategies to attract and retain quality teachers to rural schools.**

<b>Methods to attract and retain teachers</b>
Help find work for husband/wife of potential new teacher.
Provide housing, let teacher stay in the hostel and eat for free, or at a very low rate.
Additional performance related remuneration.
Give individual one Friday a month off to visit family that live far away.
Assist individual by paying air fares to go and visit family.
Provide study bursaries to deserving candidates in grade 12 and ensure that these candidates return to teach at the school following graduation.
School must build a good reputation so that future teachers would want to come and teach there.
Make funds available for laboratories and other facilities.
Make the community part of the school by having fundraisers for certain goals (these fundraisers could also serve as recreational activities for young teachers).
Find sponsors from the community for the bursaries.
Build the school's reputation through the use of modern media such as facebook etc.

#### 4.4. PERSONAL PROFILE FOR A RURAL TEACHER

The findings suggest that a certain type of teacher is likely to be attracted to living in the countryside and teaching at a rural school. The following key factors should be taken into consideration when appointing a new teacher in a school in this rural area.

**Table 22: Person Profile for a rural teacher**

Family lives nearby or in this rural area.
Must have rural values.
Person must be from a rural area or from this area specifically.
Husband/Wife has a key role in the town or at least a job.
Likes the countryside and the associated lifestyle.
Hard working, able to work hard and go the extra mile.
Creative, able to think of alternative ways to do things, willing to work with limited resources.
Feels like he/she belongs there.
Values the child or the person as an individual and not just as a number.
Has an interest in the school and area.
Has a positive outlook on life.

#### 4.5. SUMMARY

The Siyanda district is clearly in need of quality secondary school teachers. The shortage of quality teachers has an impact on both the learners and the teachers. Teachers experience a lot of stress as they need to perform extra work to compensate for the vacant positions. In addition, teachers often have to teach subjects that they are not qualified to teach.

The participants' experiences of teaching in this rural area were unique. The attraction and retention factors described by the participants were also unique to this area, and would be difficult to implement or duplicate elsewhere. It therefore seems

that the first step in a retention strategy would involve focusing on what this area can offer, rather than focusing on the things that are available in larger cities.

#### **4.6. CONCLUSION**

This study aimed to investigate the reasons for the current shortage of quality teachers through focusing on the factors that attract teachers to rural schools, as well as the factors that influence their decisions to stay at the schools (retention) or leave the schools. This aim was achieved. An exploration of the experiences of the teachers teaching in this rural area allowed for the development of an understanding of the reasons for the shortage of teachers, as well as the identification of attraction and retention factors specific to this area.

The following chapter discusses the study's final conclusions. In addition, recommendations and suggestions are made for potential future research studies.

## **CHAPTER 5: CONCLUSION, LIMITATIONS AND RECOMMENDATIONS**

### **5.1. INTRODUCTION**

In this closing chapter, the focus is on drawing final conclusions for this study. Firstly, an overview on the study is provided and the research questions that guided the study are reviewed. The main findings of this study are then outlined and discussed in relation to the research questions. The findings are then reviewed in relation to the existing literature concerning attracting and retaining quality teachers. An evaluation of the quality and rigour of the research process follows. Lastly, recommendations and suggestions for potential future research studies are made and the limitations of the study are discussed. This chapter provides an overall conclusion for the whole study.

### **5.2. OVERVIEW OF THE STUDY**

This study aimed to explore and attempt to understand the reasons for the shortage of quality secondary school teachers in rural schools in the Northern Cape. In addition, the study also aimed to explore the reasons why teachers choose to leave these rural schools. The focus was therefore on attraction and retention factors for teachers at these schools and on the challenges associated with these factors. A talent attraction and retention framework for these schools was developed based on the factors identified during the analysis. This framework highlighted the factors schools in the Siyanda District and the Department of Education need to take into account when designing and implementing their attraction and retention strategies for quality teachers. In addition, the framework provides information concerning interventions that can be used to improve the attraction and retention of quality secondary school teachers to rural areas.

This study aimed to explore the living and working experiences of the teachers working in a specific rural area. In order to achieve this aim it was necessary to have



a better understanding of how the teachers experience living and working in this area. The research was conducted by means of an explorative qualitative research approach. In-depth semi-structured interviews were conducted with four teachers and two principals from two different schools in the Siyanda District of the Northern Cape province of South Africa. The interviews focused on how the individuals experienced teaching in this area, why they choose to stay in the area, factors that initially attracted them to the area and factors that influence their decision to stay or leave. The study focused on a particular phenomenon (teaching in a rural school) and the phenomenological methodology was therefore used to gather and analyse the data.

### **5.3. THEORETICAL LINKS TO ESTABLISHED LITERATURE**

Very little research has focused on education in the Northern Cape. The few studies that have investigated education in rural South Africa have focused on the rural areas of Limpopo, Western Cape and Eastern Cape (Department of Education, 2009). Thus, an insufficient amount of theory and literature is available concerning this specific geographical area. The literature review thus focused on providing a background and overview of the education system in the Northern Cape province, discussing general talent attraction and retention factors and the importance of implementing talent and retention strategies in schools. In this next section the existing literature regarding attracting and retaining quality teachers to rural areas is discussed in relation to the findings of this study.

The results of this finding were largely supported by the existing literature. However, the study also yielded some findings that are not contained in the existing literature. According to the literature the main attraction and motivation factors that contribute to individuals choosing teacher as a career involve a need to have contact with children and being able to identify with teaching as a profession (Müller et al., 2009). This means that the person can identify with the profession and has a passion for the profession. These two factors were also very influential in the participants' in this study's decision to enter the teaching profession. However, this study also

highlighted the influence of a family tradition of teaching as an important attraction factor. There is currently no existing literature concerning the reasons why teachers choose to teach in rural schools and the findings of this study can thus be used as a basis for future research.

The literature highlights various factors companies need to implement and consider in order to retain quality employees. General retention strategies for teachers include implementing an induction program, employee bonuses, reward systems and compensation, social ties, working conditions and environment (Munsamy & Bosch Venter, 2009; Wong and Wong, 2010). These factors were also found to be influential in this study. However, once again the literature does not provide any information regarding factors specific to rural schools. The retention factor “the type of people and children living in the area” found in this study appears to be unique to rural areas.

The literature highlights specific factors that frustrate teachers and eventually force them to leave schools. These factors include increasing work load, no career opportunities to move up in the organisation, dissatisfaction with content, salaries, student behaviour, lack of autonomy, work-life balance and the shocking conditions and image of the teaching profession (Müller et al., 2009). Although it is possible that these factors are also applicable to rural schools, no research has focused on factors specifically applicable to rural schools. The factors identified in this research can thus be seen as a new contribution to knowledge.

The challenges rural teachers experienced in the study were also identified in the existing literature and include the lack of work opportunities for spouses (White & Smith, 2005). However, the most outstanding challenge for this specific rural area, the shortage of utilities and resources, was not identified in the literature. In addition, the findings concerning the relationship between teachers’ demographic characteristics and their experiences of teaching in a rural area also represent a new contribution to knowledge.

Although the literature states that the shortage of teachers has a negative effect on the quality of rural education, it does not specify the exact nature of this effect. Thus, the findings concerning the effects of the shortage of teachers also represent a new contribution to knowledge.

#### **5.4. RESEARCH QUESTIONS AND FINDINGS**

This study was guided by the following specific research questions:

- What factors attract teachers to schools in rural areas?
- What factors retain teachers in schools in rural areas?
- What factors force teachers to leave schools in rural areas?
- What are the challenges that teachers experience in rural areas?
- Are there any differences in the challenges that teachers experience in rural areas, based on their demographic characteristics?

The data was initially analysed through the use of a thematic analysis. The important, significant sentences and statements relating to the research topic were identified and coded. The relevant information was separate from the irrelevant information. The data was examined and divided into general themes. In total, 32 initial themes were identified. The 32 initial themes were then grouped into nine more meaningful themes each reflecting different aspects of the specific phenomenon. These nine themes were used to analyse the data in accordance with the research questions.

Firstly, factors that attract teachers to rural areas were identified. The data identified two primary factors that attract participants to teach in this rural area. The first factor involved familiarity with the area and the second factor involved having family ties with the area. Therefore, attraction strategies should focus on recruiting learners who grew up in the area as they are likely to have ties to the area. These attraction strategies could include granting study bursaries to deserving candidates in grade 12 in order to help them gain their teaching qualifications. Once the candidates have graduated they should be required to teach at the school for a set period of time.

Secondly, the factors that influence teacher retention in this area were discussed. The analysis suggested that the main factor keeping teachers in this area was the type of people and learners living in the area. An additional retention factor was the type of learners in these schools. The participants stated that the learners in these schools are special and different. Thus, the people in and from this area are the key to retaining teachers. This is a remarkable retention factor as it is not something that the school of the Department of Education can implement; instead it is something the community does for the schools.

Thirdly, the factors that force teachers to leave schools in rural areas were addressed. This research question focused on determining the factors that frustrate teachers and force them to leave these rural schools. The data analysis showed that the primary factors that motivate teachers to leave are the same as the challenges that the teachers face. These factors include the lack of resources and research facilities and the fact that teachers must do all the research and find information for the students.

The fourth research question focused on the challenges experienced by teachers in rural areas. The research findings suggest that the main challenges rural teachers face relate to the shortage of utilities and teaching resources. Another primary challenge involves the fact that the teachers need to act as the main source of information for the learners. Teachers need to provide all the necessary research material and exposure to learners to do projects and assignments. This is costly for the teachers and also increases the teachers' workload.

The final research question focused on determining whether the teachers' demographic characteristics impacted on the challenges they experienced. The findings suggest that teachers experience different challenges depending on their age, number of years teaching in a rural area and the position held. The younger participants found the lack of recreational activities and facilities challenging. The principals found the lack of financial support and the difficulty of appointing quality

teachers in key subject areas challenging. Teachers who had been teaching for more than 10 years in this area were more likely to have made peace with the challenges associated with teaching in a rural area than teachers who had been teaching in this area for less than five years.

These findings contribute directly to answering the primary research question: “Why is there a shortage of quality secondary school teachers in rural areas of the Northern Cape?” The findings suggest that the major reason for the shortage of teachers is the lack of resources. The major reasons why teachers leave these schools and the reasons why there is a shortage of quality teachers are the same. This shortage has a negative impact on learners as teachers are forced to teach outside their specialty fields and learners do not get the best education possible. In addition, learners occasionally go without teachers as schools sometimes experience difficulties in filling vacancies.

This study identified both external and internal reasons for the shortage of teachers. Internal reasons for the shortage of teachers can be controlled by the schools. However, external reasons are outside of the schools’ control. These external reasons include distance from other cities and the infrastructure of the town. Principals of these schools need to be creative and think of alternative ways to overcome these obstacles. For example, they need to think of ways to provide recreational activities for young teachers and ways to “decrease” the distance between the town and other cities.

## **5.5. EVALUATION OF QUALITY AND RIGOUR**

The quality and rigour of a research design refers to how reliable and valid the processes are and the way in which the design ensures that the data is valid and reliable (Creswell, 2009). The researcher thus needs to build a variety of controls and measures into the study to ensure that the process and approach remains consistent throughout the whole study and that the findings are valid and reliable.

The following constructs were considered and applied in this study in order to ensure that this qualitative research was valid, accurate and trustworthy.

Firstly, the study focused on ensuring that the same results would be obtained if someone else were to repeat the study using the same methods and participants, in the same context (Shenton, 2004). This was achieved by ensuring that all the interviews were conducted by the same interviewer. In addition, the transcripts of the interviews were sent to an external person who checked them for accuracy. The definition codes were also double checked to make sure that they were correct and that the same definition codes were used throughout the whole process. Finally, other researchers cross check the codes used in order to ensure that the codes were used correctly.

Secondly, internal and external validity strategies were implemented to ensure that the study measured what it initially intended to measure. In addition, an attempt was made to determine whether the findings are generalisable (Shenton, 2004). Internal and external validity were ensured through the use of multiple data collection strategies (audio recorded interviews and field notes). The sample was very small and therefore the results are not generalisable.

Finally, the study's credibility was ensured through ensuring that the researcher's own experiences and preferences did not unduly influence the findings (Shenton, 2004). This was accomplished through sending the transcribed interviews, the results and the findings to the participants. The participants were able to agree with the results or recommended changes, and the findings were then altered to reflect these changes. However, the use of semi-structured, in-depth interviews as a data collection tool could have resulted in the study being influenced by researcher bias.

## **5.6. LIMITATIONS OF THE RESEARCH**

This study had several limitations associated with the theoretical perspectives, the context and the target population. Firstly, there is a lack of literature concerning

education in this specific rural area. Most literature on rural education in South Africa focuses on the rural areas of KwaZulu-Natal and Limpopo (Nelson Mandela Foundation, 2005). Therefore, most of the literature used in this study focused on studies conducted in America and other parts of the world. It is thus possible that this literature is not relevant to the South African context.

Secondly, due to the small sample size the findings of this study are not generalisable to the general population (Maree & Pietersen, 2009). The findings of this research study are only applicable to the specified schools in the district and cannot be expanded to the rest of the province or country.

The use of purposive sampling resulted in the study being vulnerable to selection bias. The sample chosen may thus not represent the target population completely (Kumar, 2005). In addition, because the researcher was not situated close to the target population the data was collected over a short period and it is possible that the participants may have been interviewed at inconvenient times.

## **5.7. RECOMMENDATIONS FOR FUTURE RESEARCH**

This study made a unique and important contribution to the understanding of education in the Northern Cape province. No research has previously focused on attracting and retaining quality teachers to this part of the country or on investigating the reasons for the shortages of teachers in this area. This study was original and provided rich information regarding the specific district. This information can be used to develop interventions to help improve the attraction and retention of quality secondary school teachers to this rural area.

The following recommendations are made for future research:

- The talent attraction and retention framework that emerged from this study should be viewed as a proposed outline of the process of attracting and retaining teachers to this rural area. Quantitative studies should be conducted

to validate this framework. These studies should aim to determine whether the different factors and enablers identified contribute to effective talent attraction and retention of quality teachers.

- Further research in this regard may also lead to the generation of more effective attraction and retention strategies for rural schools.
- Conducting a similar study with a larger number of participants could increase the findings' generalisability.
- This study's findings concerning the reasons why teachers decide to move to rural areas and choose to teach at rural schools could provide a basis for future research.
- More research can be conducted concerning the relationship between teachers' demographic characteristics and the challenges they face.

## 5.8. CONCLUSION

There is a definite shortage of quality secondary teachers in the rural areas of the Northern Cape and an efficient talent attraction and retention strategy is necessary if these schools want to survive and prosper. This study explored the different challenges teachers experience in rural areas. The research also proposes a framework for an attraction and retention strategy for teachers in the Northern Cape province of South Africa.

In closing, although this part of the country does not have shopping centres on every corner, blockbuster movies in every mall and classrooms packed with resources, it is populated by special people and it is these people that encourage teachers to stay in the area.

*I am home, where there is fresh air, bright and shiny stars, people I know, low buildings and few cars; this is the place I love...*

*- Jarina Maree*



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# **APPENDIX A**

**- Data collection instrument(s) -**



# **TALENT ATTRACTION AND RETENTION OF QUALITY SECONDARY SCHOOL TEACHERS TO THE RURAL AREAS OF THE NORTHERN CAPE PROVINCE OF SOUTH AFRICA**

Participant \_\_\_

Age:

Gender:

Years in education:

Years teaching in this district:

Years at this school:

1. Why did you decide to become a teacher?
2. How do you experience teaching at this school? In this area?
3. Why are you teaching here in this rural school?
4. What factors attracted you to this area?
5. Where did you teach before?
6. What do you enjoy the most about teaching here?
7. What challenges do you as a teacher in this rural areas/school face?
8. Did you consider applying for a position at another school? Where? Why?
9. Do you think of staying here for another 5-10 years?
10. Why did you not move?
11. What would you want to improve at this school?
12. What frustrates you the most about teaching here?
13. Why would you think of leaving the school, what factors will drive you to leave this rural area/school?
14. If you are at the beginning of your career, would you change anything?
15. What makes you want to stay here?
16. Are you married?

17. Do you have family nearby?
18. Where did you grow up? Rural or urban?
19. Do you have children?

**Questions only to the principals:**

20. Do you find it challenging to attract quality teachers here? Why?
21. Do you find it challenging to appoint good quality and qualified teachers? Why?
22. Do you find it challenging to keep teachers here? Why?
23. Are there times when the children are without a qualified teacher?
24. How many of the teachers are teaching outside their primary subjects and speciality fields?
25. Do you think the Department of Education can do more regarding attracting and retaining teachers to this area?
26. Do you have extra resources that you can use to attract and retain teachers to this school?

**APPENDIX B**  
**- Informed consent form -**



## Informed consent for participation in an academic research study

Dept. of Human Resource Management

### TALENT ATTRACTION AND RETENTION OF QUALITY SECONDARY SCHOOL TEACHERS TO THE RURAL AREAS OF THE NORTHERN CAPE PROVINCE OF SOUTH AFRICA

Research conducted by:

Ms. M.E. Strauss (26006261)

Cell: 072 913 5161

Dear Respondent

You are invited to participate in an academic research study conducted by Marelle Strauss, a Masters student from the Department Human Resource Management at the University of Pretoria.

The purpose of the study is to determine what challenges are associated with the attraction and retention of quality secondary school teachers to rural areas.

Please note the following:

- This study involves an anonymous survey. Your name will not appear on the questionnaire and the answers you give will be treated as strictly confidential. You cannot be identified in person based on the answers you give.
- Your participation in this study is very important to us. You may, however, choose not to participate and you may also stop participating at any time without any negative consequences.
- Please answer the questions in the interview as completely and honestly as possible. This should not take more than 60 minutes of your time.
- The results of the study will be used for academic purposes only and may be published in an academic journal. We will provide you with a summary of our findings on request.
- Please contact my supervisor, Dr. N Barkhuizen at 082 456 9352 or email her at [nicolene.barkhuizen@up.ac.za](mailto:nicolene.barkhuizen@up.ac.za) if you have any questions or comments regarding the study.

Please sign the form to indicate that:

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

\_\_\_\_\_  
**Respondent's signature**

\_\_\_\_\_  
**Date**

## **APPENDIX C**

**-Letter of permission to do research in the Siyanda District-**



DEPARTMENT OF EDUCATION  
DEPARTEMENT VAN ONDERWYS  
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Tshupelo :  
Isilathiso :  
Verwynings :

Date : 22 NOVEMBER 2010  
Leshupelo :  
Umhla :  
Datum :

MS. M. STRAUSS

APPLICATION FOR PERMISSION TO DO RESEARCH IN THE SCHOOLS IN  
THE //KHARA HAIS MUNICIPALITY IN THE SIYANDA DISTRICT

The District Director Mr. G. Berends herewith approves your request to conduct research in schools in the //Khara Hais Municipality.

It is important for us though that teaching and learning time is not sacrificed in the course of the research.

Kind regards

G. BERENDS  
DISTRICT DIRECTOR  
SIYANDA



HIV/AIDS is everyone's concern.