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The influence of leadership and management on teacher retention in Mpumalanga schools

by

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SUMMARY

The influence of leadership and management on teacher retention in Mpumalanga schools.

Managing teacher retention is important for ensuring quality teaching and learning takes place in schools. Principals have to create conditions that are conducive to educative teaching and learning in the school to enhance job satisfaction so that most teachers would not leave the school. The main aim of this study was to investigate the influence of leadership and management on teacher retention in the Tweefontein South Circuit schools in the Mpumalanga Province. The assumption was that if teachers are satisfied in their jobs, then they will be retained in the school. Teacher attrition is, in most instances, ascribed to poor working conditions. The problem is that educators with the best training from universities or training colleges, once employed in schools encounter challenges which lead to attrition. To address this problem, a qualitative research approach was followed using semi-structured interviews to collect data. Purposively selected participants included principals, deputy principals, departmental heads and post level one teachers, because they had defining characteristics that made them holders of the data needed for the study. Thematic data analysis generated themes that addressed the study's problem. The findings from participants revealed that there were several but similar factors across all participants that led to teacher attrition in schools. Recommendations were that School Management Teams should involve teachers in decision making processes to enable them to experience job satisfaction. Furthermore, it was recommended that all school leaders should support educators in addressing challenges they experience at work to reduce teacher attrition.

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PERSONAL DECLARATION

I, **Sello Samuel Mkhondo**, student number **24472787** hereby declare that this dissertation," The influence of leadership and management on teacher retention in Mpumalanga schools", is submitted in accordance with the requirements for the Magister Educationis degree at University of Pretoria, is my own original work.

It has not previously been submitted to any other institution of higher learning. All sources cited or quoted in this research paper are indicated and acknowledged with a comprehensive list of references.

Sello Samuel Mkhondo

(24472787)

31 October 2016

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DEDICATION

This dissertation is dedicated to my beloved parents; mother Annah Ngoanile Maako and late father Mphanama John Mkhondo. They both played an enormous role in ensuring that I completed my basic education in 1990.

- To my uncle Samuel Shimi Maako for ensuring that I completed my teachers' diploma in 1993.
- To my lovely wife Sibongile Patricia Mkhondo for understanding and being patient with a studying husband.
- To my lovely daughters Nompumelelo and Sinqobile for understanding and being patient with a studying father.
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ABSTRACT

Managing teacher retention is important for ensuring that quality teaching and learning take place in schools. Principals play an enormous role in creating conditions that are conducive to educative teaching and learning in the school. If principals can ensure that conditions in the schools are conducive for job satisfaction, then most teachers would not leave the school. Teacher satisfaction ultimately leads to commitment in school work. The main aim of this study was to investigate the influence of leadership and management on teacher retention in the Tweefontein South Circuit schools in the Mpumalanga Province. The assumption was that if teachers are satisfied in their jobs, then they will be retained in the school. Teacher attrition is, in most instances, ascribed to poor working conditions such as work overload, poor interpersonal relations, poor salaries and lack of support from the school management team. Although educators employed in schools acquired the best training at universities or training colleges, they still struggle financially and have a lot of debts. To achieve the aim of the study, a qualitative research approach was followed to collect data through semi-structured interviews. Purposive sampling was used to select participants with defining characteristics that make them the holders of the data needed for the study. Data was collected from principals, deputy principals, departmental heads and post level one teachers. The collected data was analysed and a thematic analysis was carried out to generate themes that addressed the study's problem. The responses from participants revealed that the school leadership comprising of the principals, deputy principals and HoDs encounter serious challenges in retaining teachers in schools. Findings revealed that SMTs should support teachers by involving them in decisions that enable teachers to experience job satisfaction. Although all school leaders try to motivate and support teachers not to resign through leadership, the motivation has yielded meagre results. There is absolutely nothing or little that school leadership can do to retain a teacher who resigns in order to access his or her pension fund after experiencing financial difficulties. Recommendations were that the school leadership should involve teachers in making decisions that will ensure teacher job satisfaction

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and that the department of education should also establish mechanisms in which teachers would be allowed to access part of their pension fund should they experience financial difficulties before reaching the retirement age.

Key terms: teacher retention, attrition, leadership and management, job satisfaction, support.

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DECLARATION OF PROFESSIONAL EDIT

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LIST OF ABBREVIATIONS/ ACRONYMS

DoE – Department of Education

EFA - Education For All

HoD – Head of Department

MDGs - Millennium Development Goals

NEPAD - New Partnership for Africa's Development

SASA - South African Schools Act

SGB – School Governing Body

SMT - School Management Team

UPE - Universal Primary Education

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CHAPTER 1: (INTRODUCTION AND BACKGROUND)

1.1. INTRODUCTION AND BACKGROUND

Teacher retention in this study refers to teachers who have stayed in the same school for more than ten years and not relocated to another school or left the education system (Shen, 2010: 83). Retention therefore refers to the ability for an organisation to retain its employees in an effort to uphold its workforce such that growth is realised (Duze & Rosemary, 2013: 146). According to Shen (2010:83) retention of teachers should unfold on a voluntarily basis where teachers decide to work and stay in their schools. The assumption is that in schools where teachers enjoy job satisfaction, there may not be teachers who desire to be transferred to another school or teachers who leave the teaching profession. Hughes (2012: 247) believes that the school leaders' task is to influence, and to provide support to new teachers using their powers. It is important for leaders to understand their level of influence and guidance towards building teacher empowerment and a positive working relationship in order to enhance teacher retention. Duze and Rosemary (2013: 150) concur with Hughes that the most important factor in determining a positive school climate and activities is teacher feel supported. The principal, who practices an open-door policy to allow parents' inputs in school governance, gets offerings of voluntarily services if the need arises (Otanga & Yaki, 2014: 69) and such a principal gives support to teachers in the education of learners.

Positive partnership between parents and the school assists in learner performance and parents get motivated to assist learners with home activities assigned to them. Teachers can also relate to individual parents when they encounter challenges with their children and vice versa. Teachers would no longer feel that they are not supported and appreciated by the parents (Otanga & Yaki, 2014: 69; Ashiedu & Scott-Ladd, 2012: 17). Therefore schools depend on the availability of teachers' expertise and skills for the successful achievement of educational outcomes. School leaders or principals who have the skills to attract and recruit teachers can retain high quality teachers (Ashiedu & Scott-Ladd, 2012: 17). Quality teachers provide continuity in teaching and learning processes, and learners benefit from the teachers' experience in the subject content and methodology (Hughes, 2012: 245). Supported

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teachers develop an expertise in field of specialisation and they find it easy to impart knowledge to learners because of familiarity with the school conditions, school climate and culture, school community and stakeholders. Teachers should influence the lives of learners with different abilities, family background and linguistic variety through education (Duze & Rosemary, 2013: 146). Teachers' influence may benefit societies by creating human skills, uplifting the country's economy and by establishing knowledge for participating in politics (Ashiedu & Scott-Ladd, 2012: 17). Planning and programme continuity with supported and retained teachers is not disrupted and student learning is maintained and upheld, alleviating the school district's expenditures of recruiting and hiring new teachers (Shen, 2010: 81).

According to Waddell (2010:72), teachers' retention is influenced by features such as love, hope, anger and desperation, intellectual work, the belief in their ability to shape the future of learners and the perceptions of their teaching effectiveness and learners' performance (Hughes,2012: 247). Further influences are the opportunities to contribute to school-wide decisions about scheduling, selection of materials, and selection of professional development programmes (Boyd, Grossman, Ing, Lankford, Loeb & Wyckoff, 2011: 306). Teachers also get encouragement to adjust to the demands of teaching such as managing stakeholder relationships, adapting to the cultural contexts of the school and coping with the expectations that come with the profession (Buchanan, Prescott, Schuck, Aubusson & Burke, 2013: 113). With sufficient support from principals and colleagues through professional development and collaborative work (Prather-Jones, 2011:2; Waddell, 2010: 71) teachers who stay in the school will have the ability to effectively manage large amounts of paperwork, maintain and instil discipline and manage the classrooms (Kaufman & Al-Bataineh, 2011: 254). Supported teachers feel comfortable and can discuss with others the difficulties they encounter or seek advice from others (Boyd, Grossman, Ing, Lankford, Loeb & Wyckoff, 2011: 307).

Leaders should strive to retain all teachers to allow them to develop feelings of satisfaction and self-efficacy and the ability to develop teaching resources (Duze & Rosemary, 2013: 149) for easy and confident communication of knowledge to learners (Boyd *et al.*, 2011: 308). Policies should be in place to allow equitable

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allocation of resources to all schools for teacher retention (Duze & Rosemary, 2013: 149). Most teachers need a well-resourced school to become effective with their students and to increase students' performance. They are most likely to avoid working in schools in rural and poverty stricken areas where there is lack of resources and poor infrastructure. Schools and districts or circuits should also have high quality induction and mentoring programmes to increase teacher retention (Waddell, 2010:72) because if teachers are inducted and mentored, they will know how to utilise resources, improve the school culture and climate, feel valued by the school and thus stay in the school (Nantanga, 2014).

If induction precedes the beginning of each school term, teachers will be prepared and their self-efficacy will be enhanced (Kaufman & Al-Bataineh, 2011: 253). Retention and attrition can happen at any age, whether young or old (Hughes, 2012: 245). Young teachers tend to leave teaching due to job dissatisfaction while older teachers tend to leave due to retirement (Ashiedu & Scott-Ladd, 2012: 20). The middle aged teachers who are likely to stay are either satisfied or want to accumulate benefits from their pension fund (Ingersoll, 2001: 502). According to Hughes (2012: 245), teacher retention follows a U-shaped curve where younger and older teachers are likely to leave teaching and middle aged teachers are likely to stay. Individuals usually decide to leave a career determined by how much they have invested in it; as human capital theorist Waddell (2010: 71) states. This means that the more years the teacher has been teaching, the more likely that teacher will stay in his or her profession.

1.2. PROBLEM STATEMENT

The ability to influence teachers to remain in teaching is a major global challenge. According to Ashiedu and Scott-Ladd (2012: 17) it is a major challenge to attract and retain teachers in schools. Shen (2010: 81) concurs with Ashiedu and Scott-Ladd about the attraction and retention of teachers in schools world-wide, and states that it is an issue of continuing concern in education. Some schools experience difficulties in retaining educators whereas others do not (Hughes, 2012: 245; Kaufman & AlBataineh, 2011: 251). The inability to retain teachers increases the Department of

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Basic Education's expenditure in the recruitment and hiring of substitute teachers (Shen, 2010: 81).

The new South African education system's changes and expectations and issues such as lack of discipline among learners, the poor working conditions in some of the schools, and the requirement that teachers teach physically and psychologically challenged learners, and the implementation of the new curriculum make teachers' retention difficult (Xaba, 2003: 288). Such challenges and issues such as the rationalisation and restructuring of South African schools, packages, retrenchment, redeployment of excess teachers in schools, perpetuate teacher attrition and this results in widespread resignations of teachers (Xaba, 2003: 287). Other teachers who leave the system opt for better working conditions outside of teaching while others are deployed to other schools due to personality disputes with administrators or other staff members (Richwine, Andrew & Biggs, 2011).

Teaching in an environment that is characterised by poor working conditions such as low salary, and insufficient stakeholders' support, lack of learner discipline, poor motivation of learners, increased class size, increased workloads and wherein teachers are unable to participate in key decision making, affects the retention of teachers in the school (Duze & Rosemary, 2013: 146). Despite all these problems there are still teachers who are committed to their teaching as a calling wherein they have a passion for their profession. The question is: what motivates these teachers to stay in the system despite these challenges? According to Ingersoll (2001:501), there is a need for research to establish how leadership and management in schools contribute to teacher retention.

1.3. PURPOSE STATEMENT

The purpose of this study is to investigate the influence of leadership and management on teacher retention: a case of selected schools in Mpumalanga Province. The aim is to establish how teachers are retained in schools especially in the Tweefontein South Circuit of the Mpumalanga Province. The study aims to explore the leadership and management of principals and how this particularly influences teacher retention (Petty, Fitchet & O' Connor, 2012:69). Teachers need

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administrative or management support; the manner in which the principal as the school administrator or manager enables educators to execute their duties well, and collegial support and assistance rendered to them in order to improve teaching (Boyd, Grossman, Ing, Lankford, Loeb & Wyckoff, 2011: 307). In supporting teachers, principals should be approachable, accommodating and maintain two way communication (Waddell, 2010:72). Duze and Rosemary, (2013: 151) maintain that principals who are not office-bound and continuously interact with staff, learners and parents in the classrooms, corridors, during lunch and extracurricular activities, enhance teacher retention. It is therefore important that principals are proactive in offering support to teachers.

One way of supporting teachers is to establish team teaching. This means that planning, implementation and evaluation should be a joint venture for the achievement educational objectives. Team teaching enables teachers to plan together and share challenges that emanate from lesson presentation and assessment. In addition, team teaching may benefit teachers in their professional development and school improvement programmes (Kaufman & Al-Bataineh, 2011: 253) to grow both personally and socially. Developed teachers are bound to stay in schools because they feel valued and worthy of being in the schools (Waddell, 2010:79).

1.4. RATIONALE

The researcher's interest in this study stems from his twenty years' experience of teaching, wherein nine teachers have left the school that the researcher works in due to reasons such as death, retirement, promotion and resignation. However in the same school, 15 teachers are still teaching and showing commitment to their profession. The school is in a circuit with 312 teachers. By the end of 2014, 45 teachers had already left the teaching profession. Eleven of the teachers filed for resignation in 2015 (Tweefontein South Circuit annual report, 2014). Presently, there are 267 teachers who are retained in the teaching profession. The study therefore intends to explore why some educators stay in the profession and why others leave? Ashiedu and Scott-Ladd, (2012) and Waddell (2010) maintain that becoming a teacher starts with the aspirations to become a teacher and is followed by a motive for choosing

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teaching as a career. However, each person's determination to be a teacher varies according the demands of the profession that emerge.

According to Duze and Rosemary (2013:146), getting teachers to stay in the profession requires an understanding of why some teachers leave the teaching profession in the first place. Waddell (2010:76) maintains that knowing who is more likely to leave and the conditions behind their leaving can help improve stability and teachers' job satisfaction and improve learner performance or vice versa. If principals do not understand their teachers as well as the work environment, teachers will leave the profession because of reasons such as being bitter due to improper replacement or ineffectiveness and incompetency. Every teacher has their own way of doing things (Noor, Ishaque, Memon & Lodhi, 2012: 610) but ineffective and incompetent teachers frequently bunk classes, absent themselves and take leave without pay and ultimately end up leaving the profession.

Teachers who feel valued maintain positive learner discipline consistently through learner discipline policies (Duze & Rosemary, 2013: 149), and are retained in schools to be involved in discipline-related decisions that affect them (Prather-Jones, 2011: 5). Disciplined learners are motivated to do school work, are cooperative and also motivate teachers to stay in the school. When discipline is maintained, teachers feel free to execute their educational task, are confident when they are assigned classes and subjects and become knowledgeable, interested and experienced not only on the basis of vacancies or needs of the school (Duze & Rosemary, 2013: 155). Some teachers are attracted and retained in schools because teaching offers flexible hours and holidays that suit needs of the family or because teaching is the only available career they could be accepted into (Ashiedu & Scott-Ladd, 2012; Waddell, 2010). Teaching as a profession also provides job security and intellectual fulfilment of educating learners who can be valued by the society (Ashiedu & Scott-Ladd 2012: 18), thus most teachers ought to experience satisfaction and stay in the school.

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1.5. RESEARCH QUESTIONS

The main research question is: How does the leadership and management of principals influence teacher retention in schools?

Secondary research questions/ sub – questions

- What motivates teachers to stay in the schools?
- How do principals support teachers to ensure job satisfaction?
- Why do some teachers leave the teaching profession?
- Why do some teachers stay in the teaching profession?

1.6. LITERATURE REVIEW

The literature on teacher retention indicates that it is a multifaceted issue with many contributing factors. Factors attributing to teacher retention are, among others, teacher or personal characteristics such as years of teaching experience, gender, educational level, ethnicity, grade level, and subject content. School or organisational characteristics are size, socio-economic status, standardised test performance, and student ethnicity; financial incentives, teacher preparation programmes and school administration (Ashiedu & Scott-Ladd, 2012: 20; Kaufman & Al-Bataineh,2011: 253; Hughes, 2012: 247; Waddell,2010: 71). The above teacher retention factors as stated by several researchers such as Ashiedu and Scott-Ladd (2012: 20), Boyd *et al.*(2011: 307), Buchanan, Prescott, Aubusson and Burke (2013: 119), Duze and Rosemary (2013: 150), Hughes (2012: 247), Kaufman and Al-Bataineh (2011: 253), Martinez *et al*. (2010: 276), Petty *et al*. (2012: 81), Prather-Jones (2011: 2), and Waddell (2010: 76), cannot be generalised to the selected schools in the Mpumalanga Province. Hence, this study will explore how leadership and management in schools influence teacher attrition and retention in the rural, previously disadvantaged schools of South Africa. The assumption is that most rural schools lack sufficient resources, have poor working conditions and lack parental involvement where teachers ultimately feel unsupported, thus resorting to relocation and migration. The principal can establish systems by involving parents, motivating learners and engaging the department to provide teaching and learning resources.

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Causes of attrition: According Ashiedu and Scott-Ladd (2012: 18) the teaching profession suffers a status of anomaly where teachers receive less pay as compared to many other professionals. Nonetheless, individuals are still attracted to teaching places and remain in it. It is not financial incentives but working conditions and the principal's behaviour that attract or discourage teachers to stay in the education system (Petty, Fitchet & O' Connor, 2012:69). Teachers leave the school system because the morale of those working in it is affected. The attrition of teachers affects the quality of the teaching and harms student achievement because new and unfamiliar teachers are employed when the incumbent ones resign (Boyd, Ronfeldt, Lankford, Loeb, & Wyckoff, 2011: 3). When teachers leave the school during the active teaching and learning process, schooling is disrupted because learners do not receive teaching during those deserted periods (Xaba, 2003: 288). Funding that could be spent on resources and facilities, is redirected to recruitment and replacement of teachers (Plunkett & Dyson, 2011:33). It is thus important that school managers should motivate teachers to remain in the teaching profession.

According to Boyd, *et al.* (2011: 304) approximately half a million teachers in the United States of America (USA), leave their schools each year. Of those who leave, 16% retire and 84% move between schools and some leave the education system entirely. Boyd *et al.,* (2010: 304) further indicates that in New York City, in public school districts alone more than 5 000 teachers leave their schools in a single year. Eight per cent move to other schools while 10% leave the teaching profession entirely. In Sub-Saharan Africa, the rate at which teachers are leaving is at 30% within teachers' first three to five years of entering the education system (Pitsoe & Machaisa, 2012:1). According to Pitsoe (2013: 309) between 2007 and 2015, at least 1, 9 million teachers were needed to fill the gap left by teachers who had left teaching. These replacements were to meet the needs of ever increasing learner numbers in schools.

Schools that aim to increase teacher retention should consider instilling appropriate discipline, reducing teacher workloads and improving parent and learner participation (Hughes, 2011: 254). Boyd *et al.,* (2010: 306) indicate that in a study including more than 50 000 Chicago Public Schools, teachers were more likely to stay

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in schools where they had influence over school decisions. Kaufman and AlBataineh (2011: 254) indicate that only 16.1% of teachers leave rural high poverty schools and 8.8% leave poor urban schools because of lack of induction and mentoring programmes. According to Prather-Jones (2011: 2) a recent survey which was conducted approximately with 8 400 teachers across the United States of America revealed that teachers who left their profession were dissatisfied with the support provided by school leadership. Kaufman and Al-Bataineh (2011: 260) maintain that staff members also need to be proactive, instead of waiting for a new teacher to ask for help; they should offer support, suggestions, and feedback. Principals need to be available for teachers who need to discuss challenging issues that arise from teaching. Waddell (2010: 79) adds that contextually intelligent principals do not need to perform complicated actions nor use external resources or financial costs to retain teachers. Given this statement, the researcher would like to explore if principals in the context of this study can retain teachers in their schools because of the differences in the two contexts.

Causes of retention: Mokoena (2012: 688) posits that principals who embark on mentoring programmes and offer professional development opportunities and guidelines for acceptable technological use within the school are likely to retain teachers. Mokoena (2012: 688) and Duze and Rosemary (2013: 151) further indicate that leaders who are exemplary and honest can be trusted and are able to influence teacher retention. School administrators who are honest, warm and visible to teachers, learners and parents when needed, retain teachers in the school (Duze & Rosemary 2013: 151). Teacher retention is reinforced by appropriate disciplinary measures, inclusion of teachers in the decision making processes, demonstration of respect and appreciation for the teachers and their work (Prather-Jones, 2011: 6). This appreciation should be shown through positive feedback about work commitment, guidance, and encouragement from stakeholders (Kaufman & Al-Bataineh, 2011: 253). Teachers need constant management support to adapt to the demands of teaching and to be motivated to stay in the teaching system. Principals' increased support further builds professional relationships where teachers feel valued and encouraged. This result in collegial interaction and involvement in school decisions (Waddell, 2010: 72).

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Teachers who are competent, personally responsible and awarded opportunities for growth through positive interpersonal relationships, feel indebted to their schools and this may lead to longevity within their profession (Waddell, 2010: 71). According to Boyd *et al.,* (2011: 307) when principals are supportive, teachers' aspired personal and professional needs are easy to predict what teachers intend to remain in the school and which ones intend to find alternative jobs. Duze and Rosemary (2013: 150) emphasise the importance of having sufficient resources to support the diverse needs of learners, parents and teachers and also being able to identify additional support required in order to ensure suitable and relevant education for all learners for the various teaching conditions in the school.

Teacher support: Schools that have sufficient resources and facilities enable teachers to be well prepared and supported to do their jobs and in turn are more likely to stay (Boyd *et al.*, 2011: 308). The availability of material resources and infrastructure impacts feelings of satisfaction and self-efficacy among teachers thereby influences their retention (Duze & Rosemary 2013: 149). Teachers will do their utmost best to deliver the learning content to learners through resources. Topics that need practical experiments are practised, as learning is not a remote process. It becomes easier for learners to recall whatever was experimented during lesson presentations whenever they are writing examinations. Hughes (2012: 247) concurs with Duze and Rosemary (2013) when they indicate that teachers want to work in schools where they have greater autonomy, higher levels of administrative support and are informed about what is expected of them. According to Waddell (2010:79) healthy and proper relationships are at the core for teachers' satisfaction, productivity, professional growth and retention.

Organisational characteristics such as salary, workload, facilities, resources, parent and learner support is another determinant factor for teachers to stay in their teaching posts in comparison to other professions (Kaufman & Al-Bataineh, 2011: 253; Waddell, 2010: 72; Hughes, 2012: 247). According Kaufman and Al-Bataineh (2011: 255) teachers also consider pay when deciding whether or not to remain in the teaching profession. In a study conducted by the National Centre for Educational

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Statistics in 2008 in New York City (USA), it was reported that 25% of mathematics and science teachers leave their career in search of a better salary and benefits (Kaufman & Al-Bataineh, 2011: 255). There is, however, very little that principals can do in this regard because teachers' salaries in public schools are determined through years of experience, relative education qualification value and payment of taxes. The principal can, however, ensure teachers get incremental pay through a personnel management system called Integrated Quality Management System (IQMS) conducted in schools. The purpose of Integrated Quality Management System is to monitor and enhance performance of the education system. This is another incentive for teachers to stay in the field.

Impact of teacher retention: Learners learn best from retained high quality teachers who know the subject matter, how to deliver it, as well as the strengths and weaknesses of learners (Duze & Rosemary, 2013: 151). Such teachers are familiar with the school climate, school culture and the school community and know how to impart knowledge to learners effectively and efficiently. The experience acquired through the years becomes beneficial to aspirant learners and the school community. Teachers are able to involve parents and the school community when solving safety and discipline issues (Duze & Rosemary 2013:152). Effective teaching and learning improves learner performance and further ensures teacher job satisfaction resulting in teacher retention. Job satisfaction influences the way in which teachers regard the relationship between their duties and the fulfilment of values important to them. This in turn determines their inability to balance work with non-work commitments (Ashiedu & Scott-Ladd, 2012: 21).

Waddell (2010: 72) adds that insufficient preparation, inadequate mentoring support, poor working conditions, low salaries, and lack of influence in school decision making as some of the reasons that inhibit teacher retention. Most teachers who are not satisfied in their job will leave teaching (Boyd *et al*., 2011: 328). Job dissatisfaction is the greatest determinant of teacher attrition (Ashiedu & Scott-Ladd, 2012: 18; Boyd *et al.*, 2011: 328; Duze & Rosemary, 2013: 149; Hughes, 2012: 247; Martinez *et al*., 2010: 270; Waddell, 2010: 76). Therefore teachers who experience job dissatisfaction are most likely to get a transfer or leave the education system. The

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number of teachers leaving the system affects teacher employment stability (Plunkett & Dyson, 2011: 33). Teacher employment instability includes high levels of uncertainty in educational settings, school instability and impediments to school reform. It is imperative that teachers be retained in schools because the cost of recruiting, hiring and training new teachers is staggering (Hughes, 2011: 245). Funding that could have been spent on facilities and resources are instead spent on substitution of teachers (Plunkett & Dyson, 2011: 33). Global policies such as the New Partnership for Africa's Development (NEPAD), Universal Primary Education (UPE), Education For All (EFA) and Millennium Development Goals (MDGs) cannot be achieved if teachers are constantly leaving the teaching field (Pitsoe & Machaisa, 2012:1). Teacher attrition also contributes negatively on the quality of teaching and schooling because continuity is interrupted.

1.7. THEORETICAL FRAMEWORK

The study is rooted in both the Human Capital Theory and Maslow's Motivational Theory. The Human capital theory established by T.W. Schultz in 1960 in an article entitled Investment in Human Capital (Gilead, 2009: 557) addresses skills and knowledge possessed by humans, which should be regarded as capital forms termed human capital. The rates of return from formal education and job training are necessary for the acquisition of capital forms which are in turn investments for individuals and organisations (Gilead, 2009: 557). Therefore education is an investment in which individuals choose their education by comparing the benefits which are both monetary and non-monetary (Gilead, 2009: 558). According the Human Capital Theory as postulated by Gilead (*ibid*), individuals act as rational utility maximisers, when choosing their education with the primary aim of maximising their own wealth, and success in education. Furthermore, individual investment in education maximises the psychic as well as material gains.

According to Kirby and Grissmer (1993:6) the fundamental of the human capital theory's view on occupational choice is that individuals assess the system within which they work to find out the net monetary and non-monetary benefits of the different occupations and then make decisions of whether they should enter, stay in , or leave an occupation .The benefits assessed may be monetary benefits such as income in that profession, promotion opportunities, value for benefits, and others;

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whereas non-financially benefits include working conditions, support form stakeholders, availability of teaching materials, and others (Kirby & Grissmer, 1993:6). Therefore individuals will choose to stay in an environment where they feel comfortable and relate well with colleagues. Individuals accumulate human capital that could translate to wage premiums when they stay in their profession (Kirby & Grissmer, 1993:6). Therefore employees are more likely to remain in their occupation or profession, if they have accumulated more specific human capital such as home ownership and retirement pension (Shen, 2010: 81).

Human Capital Theory is thus useful because it addresses the fact that teachers are treated as rationale actors who make decisions about their career choices whether to become a teacher, remain committed to the profession or to exit the current teaching profession for better opportunities (Gilead, 2009: 558). Shen (2010: 81) maintains that teachers who have stayed longer in the system would have accumulated benefits and are more likely to remain in teaching. This is why novice teachers are more likely to leave the education system as they have not yet accumulated retirement benefits and home ownership. The Human Capital Theory links with the support provided by leadership and management in schools which helps identify factors influencing teacher retention such as monetary issues (salaries, benefits, bonuses, etc.) and non-pecuniary ones such as job satisfaction, working conditions, administrative and collegial support, learner motivation and learner discipline.

The decision for individuals to stay in the occupation of their choice is influenced by their job satisfaction. According Herzberg's two-factor theory of motivation, individual's job satisfaction is attributed to factors that lead to job satisfaction which are termed motivators and those that do not lead to job satisfaction, but can prevent job dissatisfaction which are termed hygiene (van Deventer & Kruger, 2003:151). According to Schultz, Bagrain, Potgieter, Viedge and Werner (2003), motivators at work are characterised by the level of recognition, pleasure of performance, increased responsibility and opportunities for advancement and promotion. Hygiene factors are characterised by the level of supervision, job status, work circumstances, service conditions, remuneration and interpersonal relationships (Hoy & Miskel, 1996:320).

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1.8. METHODOLOGY

This study made use of a qualitative research approach. Merriam (2009:5) observes that "qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences". The epistemological assumption in this qualitative study is that knowledge is constructed through participant input. The qualitative research focuses on examining the subjective experiences of individuals and recognising the importance of responses individuals make to specific events, occurrences and behaviours (Merriam, 2009:5). In this study, constructive interpretivism was used to allow the researcher to give meaning to the reality constructed through social interaction with the participants by interpreting the rich and thick descriptions (vivid and detailed) of provided data. The meanings participants assign to the phenomena were socially constructed and interpreted by the researcher. The researcher and participants were engaged in gathering meaning and exchanging ideas about teacher retention. This approach enabled the researcher to select the sampling techniques, data collection methods, data analysis as well as interpret results (Denzin & Lincoln, 2003).

A qualitative approach, is beneficial in the sense that knowledge claims made by the researcher are based primarily on constructivist perspective (i.e. the multiple responses of participants involved in the study, the meanings they provide and their individual experiences). All responses are based on meanings that participants construct, socially and historically with an intent of developing a theory of pattern or advocacy or participatory perspectives related to (political and issue-oriented), collaborative or change oriented, or both. Strategies of inquiry involved are narratives, phenomenology, ethnographies, grounded theory studies, or case studies. In this study open-ended, semi structured interviews were used to develop themes from the data (Creswell, 2003:18) constructed by individuals in their social worlds. A set of guidelines, instructions and prescriptions were followed in addressing the research problem, the research site, selected participants and data collection procedures to maximize the trustworthiness and credibility of the findings.

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1.9. RESEARCH DESIGN

Case study is "an empirical inquiry that investigates a contemporary phenomenon within its real life context, when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used" (Maree, 2007:75). This study's research design is a multi-case study which entails an empirical enquiry of a phenomenon within its real life context using multiple sources of evidence (Maree, 2007: 75). The design was chosen because of the philosophical assumption that knowledge comes from reality and that reality is produced by people, thus it examines individual cases and explores differences within and between cases (Myers, 2009:42). The goal was to replicate findings across cases. The design helps to make inductive reasoning from the participant to be used to interpret participants' meanings.

1.10. SAMPLING PROCEDURES

Sampling refers to the process used to select a portion of the population for the study (Maree, 2007: 79). Purposive sampling was used in this study because selected participants have some defining characteristics that make them the holders of the data needed for the proposed study (Maree, 2007: 79). In purposive sampling, "the researcher identifies information rich participants for the reason that they are possibly knowledgeable about the phenomenon under" study (McMillan & Schumacher, 1993: 378). Participants are purposively selected on the basis that they will supply relevant and rich information to the questions under study (Maree, 2007: 79). The selected participants were eight; Principal, Deputy Principal, Head of Department and a teacher in the Tweefontein South Circuit schools. They were four from a high attrition school and four from a low attrition school. Information about these schools or participants was requested from the district office of the Mpumalanga Department of Education offices as well as from the school leaders who have experienced teacher attrition in their years of school management. The participants were engaged in semi-structured interviews with a view of obtaining the answers to the research question.

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1.11. DATA COLLECTION

According to Bogdan and Biklen (1992: 106) the term data refers to the rough materials researchers gather from the participants they have selected, that form the basis of analysis. Such data is actively recorded as interview transcripts, and there may also be participant observation field notes. Interviews entail a communication between the interviewer and the participants wherein the interviewer asks the participants questions to get their meaning, ideas, beliefs, views, opinions and behaviours about the study at hand (Maree, 2007:87). Interviews involved oral questioning of participants with the aim of getting rich descriptive information about the phenomenon under research through the eyes of the participant. Semi-structured interviews were used because the researcher interacted with participants about their experiences. This enabled the researcher to understand the participants' world, establish rapport and trust to be able to extract information from them. Multi varied methods were used to investigate, explore, describe and explain data. Participants answered a set of predetermined questions that enabled probing and clarification of answers (Maree, 2007: 87) to gain better insight about the retention of teachers in the Tweefontein South Circuit schools. The interviews were voice recorded and transcribed verbatim for further analysis.

1.12. DATA ANALYSIS AND INTERPRETATION

Data analysis involved reducing and organising the data, synthesising, searching for significant patterns, and discovering what is important (Ary, Razavieh & Sorensen, 2006: 490).Data organisation, analysis and interpretation was guided by the primary research questions and responses from interviews with the participants. Thematic content analysis (coding), a most common method of analysing qualitative data (Leech & Onwuegbuzie, 2007) helped identify themes and patterns. Coding followed a progressive process of sorting and defining pieces of data applicable to the research topic, purpose and research questions (Given, 2008). In a similar fashion, related codes, categories and themes within and across the life stories of the participants were organised (Creswell, 2007). Sufficient time was allocated for transcription of interviews and analysis. Constant comparison was taken inductively with codes that emerged from the data. Furthermore, documents which may be

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classified as private or public or primary or secondary were analysed because they represent a good source for text (word) data in qualitative research (Schensul, 2008:232). In this study, document analysis of school records of teachers who are presently employed or have left employment in the selected schools was used and built into the literature study, and later referred to in the analysis section for clarity of interpretation on how principals retain teachers in schools.

1.13. CREDIBILITY / TRUSTWORTHINESS

The credibility and trustworthiness of the study was enhanced through triangulation of the data from the participant interviews and the documents (Schwandt, 2007:299). Data from interactive interviews was compared and cross-checked to seek corroboration of gathered data (Schwandt, 2007:299). This strategy of enhancing data credibility and reliability is called "Investigator triangulation" (Cohen, Manion & Morrison, 2007:141), or "Multiple researchers" (McMillian & Schumacher 2001). Data from the school management team members and teachers was cross-checked with the data from the documents. The researcher was aware that his personal experience may contribute to personal bias, therefore to reduce bias in the data interpretation, member checking and peer review was conducted (Creswell, 2003: 182) and the interview scripts were taken to participants to verify the accuracy of the data they provided. The researcher's interpretations draft was shared with peers for their critical comments. An audit trail of all the information collected was kept under lock and key. Credibility of the researcher's interpretation of data, information collected from the participants, is presented in direct quotes. Raw data was verified by submitting the study's transcripts to the participants to rectify if there were mistakes or omission during the interviews and also to ensure that what is in the transcript is what participants said (Maree, 2007:114). All the above outlined enlisted strategies were continuously used during the data gathering and data analysis exercises to ensure credibility and trustworthiness of the findings.

1.14. LIMITATIONS

This study is confined and limited to educators, namely the principals, deputy principal, HOD and teacher. Therefore, factors explored about teacher retention from

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a chosen teaching field will be those that affect the teachers in schools found in the Tweefontein South Circuit of the Mpumalanga Province, South Africa.

1.15. ETHICAL CONSIDERATIONS

Ethical issues in research relate to beliefs about what is wrong and what is right from a moral perspective in the conduct of research (McMillan & Schumacher, 2001). Prior to conducting the study, the researcher applied for permission to conduct research from the Mpumalanga Department of Education. On being granted the permission he applied for ethical clearance from the Ethical Committee of the University of Pretoria before commencing with the field work. Informed consent was granted by each participant wherein written consent was granted to voluntarily participate in the research. Participants have a right to information (Flick 2009: 37). Participants were informed in advance about the purpose of the research and the procedure; how it would be conducted; and when it would be conducted. Participants were informed that they have a right to withdraw from the research with or without reasons or any intimidation (Creswell, 2007; Trochim 2000 & Ary *et al.*, 2006).

Confidentiality and anonymity: Participants' confidentiality and anonymity was upheld at all times. Names, ages, place, gender and any other information that might reveal the identity of the participants was not released or recorded. Participants were accorded the right to privacy. The information was not passed on to others; any information collected from the participants was treated as confidential and accorded the status it deserves. Numbers or codes instead of real names of participants and their schools (Flick, 2009: 37) were used.

Participants' safety: Participants were not maltreated, discriminated, abused or victimised in whatever means. Safety of participants was, at all times guaranteed and upheld. The principle of benevolence was practised at all given times through fair treatment (Flick, 2009: 41).

Deception of the participants: The researcher has an obligation to tell the truth and not withhold information or give information which is incorrect to participants, some of whom could have opted not to participate and got lured to participate.

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Respect for participants: Participants were respected and their uniqueness or autonomy was recognised and acknowledged. If during the research process, participants felt discomfort or stressed up, necessary steps would be taken to reduce or avoid the sense of intrusion in order to put them at ease (Creswell, 2007; Trochim 2000 & Ary *et al.,* 2006).

Responsibility to the community: A researcher is responsible to the school community in which the research is conducted; therefore the study should contribute to the development of prosperous, free and just communities and to the wellbeing and quality of life of all South Africans (Creswell, 2007; Trochim 2000 & Ary *et al*., 2006).

The researcher's responsibility: researchers should always promote and protect the integrity and reputation of educational research by ensuring that research is conducted to the highest standard as anticipated by the university and must at all times be bound by the rules and regulations of the university and not bring it into disrepute (Creswell, 2007; Trochim, 2000; Ary *et al.*, 2006).

1.16. SIGNIFICANCE OF THE RESEARCH

The study aims was to investigate the influence of leadership and management on teacher retention in schools. The study may create awareness about the reasons why educators leave or stay in teaching. The reasons for staying or leaving in the teaching profession may assist in developing strategies or programmes for retaining educators in schools. Policy makers and principals may benefit from the strategies that emanate from this study and the Department of Education's expenditure on recruitment and replacement could be saved.

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CHAPTER 2 (LITERATURE REVIEW)

2.1. INTRODUCTION

In this chapter a detailed theoretical background about the influence of leadership and management on teacher retention in schools is presented. Leadership is seen as another aspect of management characterised by mission, direction and inspiration to promote the vision of the organisation (van Deventer & Kruger, 2003: 68). One of the schools' visions is to ensure that teachers are retained in the school. Management should design and carry out plans, they should get things correctly and purposively done with people (van Deventer & Kruger, 2003: 68) so as to retain good teachers. Leadership and management influences the entire atmosphere and working conditions within the schools (Lytle, 2013: 36). Working conditions in schools should determine job satisfaction among teachers (Lytle, 2013: 36) in order to create a teaching family wherein teachers feel at home because they are supported. The study maintains that if working conditions meet most of the requirements of effective teaching and learning, then teachers will inevitably experience job satisfaction, and will do their work more effectively and efficiently. Once teachers experience job satisfaction, they will ultimately remain committed to the school (Morrison, 2012: 5) and stay for many years to come. According to Morrison (2012: 5) teachers stay in schools because they experience job satisfaction characterised by both collegiality and administrative support.

2.2. LEADERSHIP AND MANAGEMENT IN SCHOOLS

Leadership and management is important because it determines the teachers' decision to be in the educational system (Wushishi, Fooi, Basri & Baki, 2012: 463). Therefore, leadership and management influences and determines how things are done in schools. Leadership and management by the principal determine interactions between school management team and teachers; teachers and learners; and teachers and parents for the achievement of the school's vision (Wushishi *et al.*, 2012: 463). Working conditions, the type and quality of supervision, safety and resources in turn influence teachers' decision to leave or stay in the school (Singh & Sinha, 2013: 2).

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School leadership and management play an enormous role in ensuring that teachers experience job satisfaction (Brown & Wynn, 2009: 43). Leaders should create favourable conditions for teachers to plan together, participate in decision making that affects them, foster learner discipline and encourage parental involvement. Brown and Wynn (2009: 43), state that principals should be instructional leaders who create favourable conditions for teachers to work under. When principals practice instructional leadership, they communicate their expectations and what is viewed as good teaching practice to teachers in line with the school's vision and mission (Duze & Rosemary, 2013: 151). Principals that practice instructional leadership are bound to implement and monitor the curriculum more closely such that teachers feel supported and as such are likely to be retained in the school (Duze & Rosemary, 2013: 151).

Principals that practice instructional leadership also practice both distributive and transformational leadership. According to Mancuso, Roberts and White (2010: 319), distributive leadership occurs when principals involve teachers in collective decision-making to ensure ownership of the outcome; this is referred to as shared leadership. Mancuso *et al.*, (2010: 319) maintain that transformational leadership should be characterised by 'clear and well-articulated goals; delegated tasks; shared decision making, shared problem solving; fair and equitable treatment of teachers and stakeholders and the provision of staff support in difficult situations'. Morrison, (2012: 5) concurs with Mancuso *et al.*, (2010: 319) when stating that where there is shared leadership, collective teaching and collegiality is encouraged and teacher retention is high. Servant and transactional leadership styles are assumed to be influencing positively teachers to experience job satisfaction thus increase their retention at the system (Lytle, 2013: 38). There are various reasons why teachers stay in schools namely; administrative characteristics which are principal support, leadership and management; teacher characteristics which are the teacher's age and efficacy and school characteristics which are working conditions, departmental policies and remuneration.

Administrative characteristics refer to where principals are able to better influence interactions that unfold in schools to ensure that teachers are retained (Hughes, 2011:

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246). Teachers will remain in schools where principals support them in executing their daily routines, provide constructive feedback and guidance that is timely and regular (Kaufman & Al-Bataineh, 2011: 253). Principals should enable teachers to review and reflect on their duties in terms of curriculum implementation. Professional development should be provided to improve teaching practices. Where teachers are able to reflect on duties or feedback, they become confident and their self-worth is intensified, thus leading to enjoyment of their duties (Kaufman & AlBataineh, 2011: 253).

Teacher characteristics such as the joy of working with children, job security, holidays, family background and promotional prospects, are among cited attributes for aspirant teachers to be propelled to enter the teaching profession and to remain in it (Ashiedu & Scott-Ladd, 2012: 19). Whenever teachers enjoy their duties, they are likely to stay longer in teaching. According to Pitsoe (2013: 310) 'teachers who acquire generic teaching skills are more likely to leave teaching for other jobs, while those who acquire a high level of specific scarce skills tend to stay in the teaching profession'. Ashiedu and Scott-Ladd, (2012: 20) concur with Pitsoe that attrition and retention of teachers follows a U shaped curve, wherein young teachers and older teachers are likely to leave teaching due to accumulation of less specific capital and retirement respectively.

According to human capital theorist Waddell (2010: 71), individuals assess the investments within which they work to find out benefits and then make decisions of whether they should stay in, or leave an occupation. Kirby and Grissmer, (1993: 6) maintain that a person accumulates human capital such as pension funds and home ownership that could be translated in to wage premiums when they stay in a profession. It is, therefore, likely that middle aged teachers could continue teaching as they could have accumulated the wage premiums. Teachers who stay longer in their schools are likely to remain in the teaching profession as they would have adapted and settled down to the demands of their profession (Kabungaidze & Mahlatshana, 2013: 59). School characteristics refer to concepts such as school location, learner discipline, parental support, resources, school safety, teacher support or collegiality and policies discussed under school characteristics.

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Teachers working in the Quintile 5 schools are more likely to stay in their schools as compared to teachers working in Quintile 1 or 2 schools (Dehaloo, 2011: 56). Quintile 5 schools are mostly well resourced and have smaller teacher – learner ratios, they have computers and media centres, support materials, and wider options of infrastructure. They usually have motivated and disciplined learners who participate in various sporting codes offered by the school curriculum (Dehaloo, 2011: 56). Schools that have adequate resources wherein teachers can easily transfer knowledge to learners are likely to encounter a high teacher retention rate (Boyd, Grossman, Ing, Lankford, Loeb & Wyckoff, 2011: 308). The availability of resources encapsulates comradeship or collegiality among teachers and leads to the realisation of the school's vision (Boyd *et al.*, 2011: 308).

Where collegiality exists, the spirit of togetherness is enhanced through teachers helping one another to overcome challenges in their work situation (Kaufman & AlBataineh, 2011: 252; Hughes, 2012: 247; Boyd *et al.*, 2011: 307). Petty, Fitchett and O' Connor (2012: 81) state that team teaching encourages collaboration and enhances teacher retention. However, leaders and managers should discourage teachers from competing against each other but, instead, should collaborate towards the achievement of professional and personal goals. Therefore sound teacher – teacher relationship is central to teacher's satisfaction, growth, performance and retention (Waddell, 2010: 79).

Family-like support in the form of phone calls and visits during difficult times such as stress, illness and death should be created to intensify teacher feelings of togetherness (Kaufman & Al-Bataineh, 2011: 252). Therefore togetherness demolishes teacher isolation (Kaufman & Al-Bataineh, 2011: 252). According to Hughes, (2012: 254) schools that aspire to retain teachers should carefully consider improving and upholding teacher–teacher, teacher–administrator, teacher–learner and teacher–parent relationships. School leaders and managers should organise social gatherings outside the school environment (Koech, Tikoko & Chemwei, 2014: 459) to help improve school relationships (Koech *et al.*, 2014:459). Teachers who stay in a school have better disciplined learners who are motivated to do their school work (Hughes,

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2012: 254; Boyd *et al.*, 2011: 308; Otangi & Yaki, 2014: 68). Motivated and well performing learners are likely to work with teachers to instil safety in school (Duze & Rosemary, 2013: 151). Bullying, violence and harassment can be easily detected and eradicated wherein teachers, learners and parents work as a team to enhance good performance (*ibid*).

Parental involvement in schools is also an important factor for teachers to remain in teaching (Pitsoe, 2013: 310; Petty *et al.*, 2012: 80). Otanga and Yaki (2014: 69) maintain that teachers are likely to experience job satisfaction when parents are involved in the school activities. Leaders who involve parents in the school to assist in learner discipline and motivation, find it easier to correct a deviant behaviour from learners whose parents are interested in their child's education and taking an active role (Pitsoe, 2013: 310). The availability of parents in school matters enhances educative teaching and learning as they will also monitor their learners' schoolwork (*ibid*). Leaders who also give incentives for excellent performance to teachers increase the likelihood of teachers remaining in the school (Hughes, 2012: 254).

2.3. INFLUENCE OF LEADERSHIP AND MANAGEMENT ON TEACHER RETENTION

Leaders who motivate their teachers play a prominent role for teachers to stay in schools. Brown and Wynn (2009: 44) indicate that teachers who are motivated to do their duties and who feel valued by the principal will likely remain in teaching. Principals can motivate teachers through "sharing power, authority and decision making in a democratic way" (Brown & Wynn, 2009: 44). This can be seen when the school leadership involve teachers in decision making that affect them and distribute leadership (Duze & Rosemary, 2013: 150). According Singh and Sinha (2013: 1) motivation is determined by two factors namely: motivator and hygiene as postulated by Freddrick Herzberg. Motivated teachers have the desire to perform, and achieve good results in duties assigned to them. They get recognition and promotional opportunities. The hygiene factor, also known as the 'maintenance factor' consists of factors such as salary, policies in education, job security and working conditions (Singh & Sinha, 2013: 1). Principals who motivate teachers to realise expectations, need to treat teachers as individuals and then as social beings

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(Quan-Baffour & Arko-Achemfuor, 2013: 27). Teachers work best when there are good working conditions, recognition of their work, and assurance of promotions. When teachers are de-motivated and discouraged, expectations will not be met (*ibid*).

Teachers supported by leadership and management in schools experience an open, warm and positive communication (Waddell, 2010: 72). Where leaders maintain a regular personal contact, teachers are able to talk about their challenges, concerns and other work-related difficulties so that improvement can be realised (*ibid*). It is recommended that principals be approachable and available when needed to enable teachers to air their views and to develop trust (Duze & Rosemary, 2013: 151). Trust in principals encourages good stakeholder relationships (teachers, learners and parents) which in turn determines teachers' job satisfaction (Lytle, 2013: 37). Principals should be available for teachers during both curricular and extracurricular activities (Duze & Rosemary, 2013: 151). When teachers feel motivated, needed, supported and recognised by the principals, they become more committed and loyal to the principal (Waddell, 2010: 78). According to Waddell (*ibid*) commitment and loyalty exhibited by the teachers will in turn enable principals to accomplish school educational aims. Kaufman and Al-Bataineh (2011: 260) maintain that school management teams need to be proactive. Instead of waiting for a teacher to ask for help, they should offer support, suggestions, and feedback.

Incentives such as salary linked to job satisfaction, are viewed by several authors such as Brown and Wynn (2009: 42), Lumadi (2008: 36), Shen (2010: 82), Lytle (2013: 36), Petty, Fitchett and O' Connor (2012: 68) and Fisher (2011:6) as a determinant of teacher dissatisfaction. Poorly paid teachers leave the teaching profession and consider better paying jobs elsewhere. Wushishi, Fooi, Basri and Baki, (2013: 463) indicate that 50% of teachers who left the teaching job in Florida, USA, cited poor salary as their reason for their departure. Ashiedu and Scott-Ladd (2012: 18) maintain that the demand of ever increasing goods prices exacerbate teacher stress which in turn increase teacher burnout. According to Wushishi *et al.*, (2013: 463), teachers' payment is usually very little to afford daily needs where the cost of living in urban areas is much higher than that of rural areas. Thus teachers struggle to afford accommodation and transport costs. Otanga and Yaki, (2014: 68) agree that

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teacher salaries are always below the inflation rate, are bound to tax increment resulting in a lowered income. Even if salaries are increased, the tax and the consumer price index declare it as insufficient to meet their basic daily needs. As such, salary packages are not in line with the amount of work that teachers execute (Kaufman & Al-Bataineh, 2011: 255). Teachers have an increased amount of work as they perform other duties such as caregiving, counselling and security. Pitsoe (2013: 311) indicates that science and maths teachers whose skills are required elsewhere compare the benefits and choose a better offer.

In a study conducted by the National Centre for Educational Statistics in 2008 in New York City (USA), it was recorded that 25% of mathematics and science educational practitioners leave teaching in search of a better salary and benefits (Kaufman & Al-Bataineh, 2011: 255). There is, however, not much that principals can do in this regard because teachers' salaries in public schools are determined through taxes. In the South African context, principals can however ensure teachers get incremental pay through IQMS conducted in institution of learning. This is an incentive for teachers to stay in the field as they are assured of a percent increment. However, it is worth noting that in South
African dispensation, teachers' qualifications do not contribute to their remuneration (Lumadi, 2008: 36). This Department of Basic education's administration discourages teachers from furthering their studies to improve their subject knowledge and learner performance.

Pitsoe (2013: 316) indicates that teachers' decision to stay in or leave their teaching profession is not only influenced by lower salaries but also by late payment. Appiah-Agyekum, Suapim and Peprah (2013: 47) reiterate that lower teacher salaries are stagnant and truncated. This is confirmed by Pitsoe (2013: 316) about most African countries where teachers' salaries are not paid on time. In countries such as Nigeria and Siera Leone, late payment of teachers' remuneration impacts negatively on their job satisfaction as they cannot afford to make ends meet (Wushishi *et al.*, 2013: 466; Pitsoe, 2013: 316). These researchers state that teachers will not come to work on time as they have to borrow transport fare and money for other household needs due to late payment of their salaries. Furthermore, Duze and Rosemary (2013: 155) posit

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that teachers' dissatisfaction with salaries is characterised by regular industrial actions such as strikes, picketing, go-slows and sit-ins. Teachers embark on industrial actions to compel government to increase salaries and to consider better working conditions (Duze & Rosemary, 2013: 155)

2.4. TEACHER RETENTION IN SCHOOLS

Teachers often experience issues of job satisfaction. Job satisfaction is defined as a "pleasurable emotional state resulting from the appraisal of one's job; an affective reaction to one's job; and an attitude towards one's job" (Appiah-Agyekum, Suapim & Peprah, 2013: 43). Job satisfaction is an overall attitude of an employee towards his or her employment in terms of job satisfaction (Singh & Sinha, 2013: 1). Appiah-Agyekum *et al.*, (2013: 43) define teacher job satisfaction as the "teachers affective relation to his or her teaching role and the perceived relationship between what one wants from teaching and what one perceives he or she is offering to teaching". Based on these definitions, job satisfaction is the extent to which a teacher is content and satisfied with their teaching duties. Job satisfaction is characterised by among other things such as opportunities for professional development, relevant job description, workloads that is realistic, adequate resources, manageable class sizes, acknowledgement and reinforcement of good performance, career pathways and reasonable salaries (Ashiedu & Scott-Ladd, 2012: 19). Job satisfaction may be enhanced by principals who consult teachers about work such as subject allocation, time-tabling, disciplinary proceedings and professional development programmes (Kaufman & Al-Bataineh, 2011: 252). There are a number of reasons why teachers leave teaching. These are attributed to teacher characteristics, school leadership, school characteristics, and departmental policies. In most instances, teachers would leave the school when they encounter job dissatisfaction characterised by poor working conditions (Duze & Rosemary, 2013: 146). Leaders and managers should ensure that teachers are satisfied in their duties and that there is support from the school administration especially with regard to disciplinary problems from learners (Ingersoll, 2001: 501).

The principal's leadership and management skills influence teachers' decision to leave the school or to seek better working conditions elsewhere. According to Duze

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and Rosemary (2013: 150) teachers constantly express dissatisfaction about school administrators making decisions that affect them without getting their input. This is observed during job allocation, time-tabling and professional development programmes (Duze & Rosemary, 2013: 150). The researcher argues that teachers are allocated duties on account of available posts rather than on their expertise and experience. According to Pitsoe and Machaisa (2012: 4) the rate of teacher attrition was as follows: South Africa, 5.9% in 2002-2003; Botswana, 14% in 2001; Swaziland, 12% in 2002 and United Kingdom, 15.3% in 2000. The South African Minister of Basic Education, Angie Motshekga, presented that 24 750 teachers left teaching between 2005 and 2008 due to ill-health, death, resignation and retirement (Pitsoe, 2013: 312).

Teachers' efficiencies contribute to role conflict which in turn leads to teacher job dissatisfaction (Kamstra, 2005: 43). Role conflict happens when teachers are unable to balance their teaching roles with their household roles (Kamstra, 2005: 43). The study indicates that teachers who cannot complete their schoolwork during instructional time finish it at home. This in turn in turn comes into conflict with housework tasks such as cooking, cleaning the house, doing laundry, child care and children's homework. The study further articulates that such teachers experience job dissatisfaction and have little passion for the profession.

Teachers who enrolled for teaching simply because there were no other fields of career choices are likely to leave teaching as they do not have intrinsic motivation towards their career option (Appiah-Agyekum *et al.*, 2013: 48). The study maintains that such teachers have no passion for their work and they would not hesitate to leave teaching if better job opportunities availed themselves. According to Ashiedu and Scott-Ladd (2012: 20) working conditions that are characterised by a lot of paperwork, increased class size and challenges to work with less understanding supervisors are likely to enhance teacher attrition. The likelihood of leaving teaching is exacerbated by a high volume of teaching assignments, conflicting role demands and less work recognition from the school administrators (Pitsoe, 2013: 311). Administrative duties such as marking of scripts, capturing of marks to the computer, report writing, greater accountability towards School Management Team (SMT) and parents, ever increasing technological demands, challenges in the diverse

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classroom and the constant needs for professional and academic development increase teacher workloads which causes teacher attrition (Harfitt, 2015: 24).

The pressure that comes with the perfect execution of non-work related issues such as health, discipline and dealing with physically challenged learners exacerbate teacher attrition (Ashiedu & Scott-Ladd 2012: 20). The study further posits that other teachers might leave the school due to conflict between their personal goals and those of the school. Teachers are not trained in issues such as solving learner conflict, counselling and security maintenance. As such, it becomes difficult for teachers to perform their work effectively (Ashiedu & Scott-Ladd, 2012: 20).

Location of the school determines teachers' decision to quit teaching in that particular school. Teachers avoid rural schools because there are inadequate resources and working conditions are unconducive for teaching (Lumadi, 2008: 37). Ashiedu and Scott-Ladd (2012: 20) concur with Hughes (2012: 253) that teachers in rural schools also migrate to urban schools because of the availability of career options. In rural areas, there are insufficient resources and facilities such as transport, health centres, safety centres and recreational centres thus these impact negatively on teachers' lifestyle (Appiah-Agyekum *et al.*, 2013: 46). The study further indicates that teachers' decision to teach in an urban area is determined or influenced by, among other things, the needs of their dependents as regard to water, electricity, education, health, safety, comfort, lifestyle and the entire family's quality of life.

Availability of resources in schools also influences teachers' decision to leave the school for another school. According to Boyd *et al.*, (2011: 308) resources such as textbooks, study guides, stationeries, chalk and chalkboard are fundamental for teaching to take place and influences teachers' career path. If these resources are unavailable teachers would not hesitate to leave that school.

Buckley, Schneider and Shang (2004: 3) reveal that in New York City, 26% of teachers have to use their personal money to purchase resources for their classroom. The study indicates that teaching and learning requires a large amount of photocopied materials, but school photocopier machines are frequently broken and not available for use. The researcher indicates that teachers have to rely on other private resources in order to produce copies. Copies are the only solution to the shortage of textbooks

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and other resources (Buckley *et al.*, 2003: 3). The shortage of textbooks makes teaching abstract and difficult to comprehend. This leads to teachers feeling that their teaching methods are ineffective, limited and inefficient (Kamstra, 2005: 53). The study maintains that teachers struggle to explain the content knowledge and ultimately underachievement and poor performance are imminent.

Brown and Wynn (2009: 42) concur with Lumadi (2008) that subjects that require practical experiments and references are difficult to teach in the absence of laboratories and libraries. Learners are compelled to rely on the explanation given by the teacher to perform well in their examination. Teachers from these schools find it difficult to continue teaching; ultimately teacher migration is inevitable (Lumadi, 2008: 32). Teacher retention is highly affected by overcrowded classrooms where in teachers find it difficult to teach as much as 94 to 120 learners in one class (*ibid*). In South African schools, normal classes are designed for 45 in primary schools and 35 learners in secondary schools (Kamstra, 2005: 58). In some instances, teachers are unable to control learners' work due to large classroom numbers. The researcher further indicates that it becomes very difficult to embark on individual teaching. Learners are taught in the same way regardless of their competence in terms of gifted, average and slow learners (Lumadi, 2008: 32). Overcrowding would lead to learners underperforming which would in turn lower teacher morale and enthusiasm. This can ultimately lead to teachers leaving the school for a better school elsewhere (Kamstra, 2005: 58).

Undisciplined or ill-disciplined learners give teachers a tough time to combat issues such as absenteeism, truancy, late-coming, insubordination, dodging, vandalism, inability to complete schoolwork and disruption of learning (Kamstra, 2005: 55). The researcher indicates that teachers use instructional time to attend to disciplinary problems instead of teaching needy and interested learners. As a result, there is no sufficient time for teachers to learn and diagnose the strength and weaknesses of learners to assist them according to their individual needs. Teacher attrition is thus inevitable in such circumstances.

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Policies in education administration influence teachers' decision to stay or leave the education system (Manik, 2009: 272; George, Louw & Badenhorst, 2008: 138; Lumadi, 2008: 35). According to George *et al.*, (2008: 138) continuous changes in educational curriculum and administration contribute to 60% of teacher attrition.

The admission policy practiced by South African schools wherein learners with special educational needs are enrolled to mainstream schools pose a serious teaching challenge (Dehaloo, 2011: 60). Although Education White Paper 6 requires teachers to be capacitated on the implementation of inclusive education, it is not the case in most schools. Teachers are therefore forced to teach these learners without obtaining training to cater for their special needs, which leaves teachers without other options but to quit (Dehaloo, 2011: 60).

Lumadi (2008: 35) indicates that in South Africa, teachers must have South African Council of Educators (SACE) membership before practicing as teachers. The study posits that educators who are employed without full qualifications are denied membership. Others are given contracts which are renewed annually. The author further indicates that teachers have it difficult to adjust to the demands of daily life as they have to annually renew their contracts. Lumadi (2008: 35) maintains that this situation discourages teachers from staying in teaching as their jobs are not secure.

The supply of teachers was seen as sufficient and the shortage was seen as an unequal distribution of teachers in South Africa (Kabungaidze & Mahlatshana, 2013: 54). The unequal distribution of teachers necessitated the need for restructuring and rationalisation of schools (Kabungaidze & Mahlatshana, 2013: 54). Xaba (2003: 287) concurs with Kabungaidze and Mahlatshana (2013: 54) that the policy on restructuring and rationalisation made teachers resigning from their positions in the form retrenchments, redeployment acquisition of packages. The civil service rules regarding teachers' promotion in Nigeria are no longer adhered to (Wushishi *et al.*, 2012: 466). According to the study, teachers were promoted to next level after 3 years, which is no longer the case as teachers stay on the same level for more than 5 years. According to Wushishi *et al.*, (*ibid*) the promotion irregularities deepen teachers' job dissatisfaction with the high risk of them leaving the system for better opportunities elsewhere. In South Africa, the irregularities in promotional posts have been practiced by unions through "Cadre Deployment" to management positions

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(Zengele, 2013:61). According to Zengele (2013:61), the South African Democratic Teachers Union (SADTU) has been placing its members on managerial positions overlooking prospective candidates with Honours, Masters and Doctoral degrees. These irregular promotions exacerbate job dissatisfaction which lead to teacher attrition (*ibid*). The study further reveals that those that oppose the "Cadre Deployment" are met with tremendous resistance.

The lack of career path in teaching wherein teachers are glued to post level one status is enhancing teachers' dissatisfaction with their profession (Quan-Baffour & Arko-Achemfuor, 2013: 25). The study further indicates that the lack of promotions in teaching is seen as frustrating teachers and leading to disillusionment and the inability to achieve self-fulfilment. Ingersoll (2001: 528) indicates that employees are likely to be loyal, voice their concern and or exit from the organisation if new policies are introduced. The researcher maintained that in a school situation whereby teachers are unable to express their disagreement with school policies, those teachers are bound to leave that school. Ingersoll (2001: 527) posits that teachers who have a different opinion about school policies exercise the following options: are loyal to the school, voice their disagreement or leave the school.

2.5. RELATIONSHIP BETWEEN LEADERS AND TEACHERS.

In supporting teachers it is imperative that the principal should be open, warm and maintain regular personal communication (Waddell, 2010: 72). When maintaining a regular personal contact, principals enable teachers to talk about their challenges, concerns and other work-related difficulties so that improvement is realised (Waddell, 2010: 72). It is recommended that principals should develop trust by being approachable and available at most times when needed to enable teachers to air their views (Duze & Rosemary, 2013: 151). Trust in principals influences the relationship between stakeholders (teachers, learners and parents) which in turn determines teachers' job satisfaction (Lytle, 2013: 37). The researcher indicates that trust shown by the school administration is likely to birth loyalty from teachers.

Principals should be available to teachers during both curricular and extracurricular activities (Duze & Rosemary, 2013: 151). During the visits and the interactions, the

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principals should value the relationships and enable teachers to feel individually valued and needed (Waddell, 2010: 79). When teachers feel motivated, needed, supported and recognised by the principals, they become more committed and loyal to the principals (Waddell, 2010: 78). According Waddell (*ibid*) commitment and loyalty exhibited by the teachers enables principals to accomplish the school educational aim. Kaufman and Al-Bataineh (2011: 260) maintain that the school management team need to be proactive; instead of waiting for a teacher to ask for help, they should offer support, suggestions, and feedback.

2.6. IMPACT OF TEACHER ATTRITION IN SCHOOLS

The departure of a teacher from a school disrupts educative teaching and learning especially when it unfolds during the intense interaction with learners in mid-year (Xaba, 2003: 288). Teacher attrition causes teaching and learning to be discontinued and disrupts cohesion and learner performance (*ibid*). Learners that are taught by a leaving teacher will not be taught in the subject concerned or in that class if it is class teaching. This is eminent where there is no immediate replacement of the teacher who left (Ronfeldt, Loeb & Wyckoff, (2013: 7). Ronfeldt et al., (*ibid*) concur with Xaba that teacher attrition impacts negatively on staff cohesion and relationship patterns. The relationship patterns and community cohesion is disrupted and held to a standstill (*ibid*). In addition, teacher attrition impacts negatively wherein an effective teacher is replaced by an ineffective teacher (Brown & Wynn, 2009:41).

Effectiveness is regarded as something that the teacher brings to the school or something that the teacher goes away with it (Ronfeldt, Loeb & Wyckoff, 2013: 6). An infective teacher will create tension amongst learners, parents and school management. Learners will compare the two teachers, thereby loose interest and focus in the new teacher which increases the failure rate (*ibid*). The researchers further indicate that tension is observed whenever the new teacher lacks essential skills and knowledge to implement unusual programmes. The school has to start afresh to familiarise the new teacher to the programmes, which is a delaying factor in the school programmes (Ronfeldt *et al.,* 2013: 8). Those teachers who stay are also affected as they have to capacitate and mentor the new teacher. The study further indicates that attrition can have positive outcomes especially when an ineffective

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teacher is replaced by an effective and dedicated teacher. Ronfeldt *et al.*, (2013: 6) relate that if the resigning teacher is equally effective as the new one, the school does not experience any harm.

The school that experiences teacher attrition is compelled to fill the vacant post (Pitsoe, 2013: 315). The study maintains that the pressure to fill vacant posts results in schools hiring teachers who are not prepared and competent to teach those subjects, and this leads to ineffective teaching thus destroying learners' ambitions. The filling of the vacant post brings in a lot of substantial financial impact as the school governing body has to budget for recruitment, hiring and training of the new personnel (Ronfeldt *et al.*, 2013: 8). Pitsoe (2013: 310) posits that teacher attrition has always been problematic as there has never be adequate teachers to meet the demands of the ever-increasing learner enrolments. Lytle (2013: 35) indicates that under-performing schools continue to under-perform as it is difficult to find an effective substitute especially in rural areas. Rural schools suffer the most as less or no teacher wants to teach in those areas (Lytle, 2013: 35). According to Brown and Wynn (2009: 41) a school that "loses a good teacher also loses that teacher's familiarity with school practices; experience with the school's curriculum and involvement with students, parents and colleagues".

It is imperative that teachers are retained at schools to realise the objectives of universal policies such as Education for All (EFA), Universal Primary Education (UPE), No Child Left Behind (NCLB) and the Millennium Development Goals (MDGs) (Pitsoe, 2013: 310; Pitsoe & Machaisa, 2012: 1; Lytle, 2013: 35). If teachers are not retained it will be unlikely that primary education is universalised and illiteracy reduced hence there would be insufficient teachers to execute the anticipated tasks (Pitsoe & Machaisa, 2012: 1). Therefore, teacher attrition negatively influences the quality of teaching and learning and the implementation of global policies. This trend of teachers experiencing job dissatisfaction would invariably threaten the future economic development of the nation as learners would have poor pass rates (Iwu, Gwija, Benedict & Tengeh, 2013: 841).

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The international policy of No Child Left Behind (NCLB) has brought a lot of challenges and mandates to teachers such as that all students must be proficient in reading and mathematics (Schneider, 2012:3). This study reveals that teachers are inundated with pressure to have learners achieving the goals of the policy. The study also indicates that teachers face sanctions if learners do not perform satisfactorily. To ensure good performance, schools are requested to use scripted lesson plans which in turn reduce teachers' autonomy in the classroom. Teachers are left with no other option but to quit the education system as they are compelled to teach in a prescribed way without deviation (Schneider, 2012:4).

Pitsoe and Machaisa (2012: 1) reveal that the following number of teachers is required to successfully implement the global policies in education: sub-Saharan Africa (1 056 000), Arab States (281 000), South and West Asia (260 000), and North America and Western Europe (152 000). Teacher attrition is costly (Pitsoe, 2013: 315; Brown & Wynn, 2009: 41; Plunkett & Dyson, 2011: 33). It is not only costly, but time consuming and energy draining to advertise vacant posts, review applications, short-list, conduct interviews and mentor new employees (Brown & Wynn, 2009: 41). The study reveals that in Texas, the state utilises at least $329 million annually for hiring substitute teachers. Plunkett and Dyson (2011: 33) indicates that money that is spent on hiring of substitute teachers would be best utilised in purchasing educational resources and facilities. It is a futile exercise to increase teacher recruitment, if large numbers of teachers are exiting the system (Ingersoll, 2001: 525). The researcher indicated that teacher retention should be addressed first then recruitment would follow.

2.7. CONCLUSION

Teacher retention should be taken seriously by the school administration, policy developers and government officials. The future of the country in terms of economy, politics, health, education, security, safety and social services depends entirely on the availability of the teaching personnel to capacitate and develop learners. If teachers are not retained, the education future of the country looks bleak. The availability of the teachers demands of them a positive attitude that is brought to the classroom. A positive attitude can only be brought to the classroom if teachers encounter job

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satisfaction. All stakeholders and interested parties should endeavour to support teachers to enhance job satisfaction which will in turn ensure teacher retention. Teacher retention is viewed to be attributed to factors such as teacher personal characteristics, school characteristics and governmental policies on education administration. The school administration is regarded as representing the most factors that exacerbate teacher retention. The principal and school administration, as the immediate supervisor, has all powers and influence by himself or herself to ensure that teachers experience job satisfaction, thus promote teacher retention. The human capital theory views teachers as human capital that needs to be taken good care of. Teachers are regarded as the schools' essential assets in realising its educational outcome.

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CHAPTER THREE - RESEARCH METHODOLOGY

3.1. INTRODUCTION

The previous chapter focused on and furnished a literature study of the influence of leadership and management on teacher retention in schools. This chapter furnishes an explanation of the research methodology undertaken to answer the research topic. It also provides an explanation of the theory underpinning the research method, research design, data collection and data analysis.

3.2. RESEARCH AIMS

The study aims to explore how leadership and management of principals influence teacher retention in schools? The study therefore intends to get a better understanding of why some educators stay in the profession while others leave, in the Tweefontein South Circuit in Mpumalanga Province. The study explores the experiences of both teachers and the school management team in ensuring that teachers are retained.

3.3. THEORETICAL FRAMEWORK

The study is rooted in both the Human Capital Theory and Maslow's Motivational Theory. The Human Capital Theory, established by T.W. Schultz in 1960 in an article titled Investment in Human Capital (Gilead, 2009: 557) addresses skills and knowledge possessed by humans and those that should be regarded as capital forms which are termed human capital. Formal education and job training have benefits and advantages which are necessary for the acquisition of capital forms which are in turn investments for individuals and organisations (*ibid*). Therefore education is an investment in which individuals choose their education by valuing the benefits which are both financial and non-financial (Gilead, 2009: 558).

Kirby and Grissmer (1993:6) concur with Gilead that the important the fundamental of the human capital theory's view on occupational choice is that individuals assess the system within which they work to find out the net monetary and non-monetary benefits of the different occupations and then make decisions of whether they should enter, stay in , or leave an occupation .The benefits assessed may be financial

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benefits such as income in that profession, promotion opportunities, value for benefits, and others; whereas non-financial benefits include working conditions, support form stakeholders, availability of teaching materials, and others (Kirby & Grissmer, 1993:6). Therefore individuals will choose to stay in an environment where they feel comfortable and relate well with colleagues. When individuals stay in the occupation of their choice, they accumulate human capital that could translate to wage premiums (*ibid*).

The stay of individuals in the occupation of their choice is influenced by their job satisfaction. According Herzberg's two-factor theory of motivation, individual's job satisfaction is attributed to factors that lead to job satisfaction which are termed motivators and those that do not lead to job satisfaction, but can prevent job dissatisfaction which are termed hygiene (van Deventer & Kruger, 2003:151). According to Schultz, Bagrain, Potgieter, Viedge and Werner (2003), motivators at work are characterised by level of recognition, pleasure of performance, increased responsibility and opportunities for advancement and promotion. Hygiene factors are characterized by level of supervision, job status, work circumstances, service conditions, remuneration and interpersonal relationships (Hoy & Miskel, 1996:320).

A satisfied teacher will be highly motivated and more likely to commit him or herself to the school. According Ololube (2006:6), satisfied teachers can create a good social, psychological and physical climate both in the classroom and in the community. It becomes easier for those teachers to be able to integrate professional knowledge, interpersonal knowledge, and intrapersonal knowledge (Ololube, 2006:6).

3.4. RESEARCH APPROACH

This study made use of a qualitative research approach to collect data and answer its question. Merriam (2009:5) observes that, qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences. The epistemological assumption in this qualitative study is that knowledge is constructed through participant input. The qualitative research focuses on examining the subjective

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experiences of individuals and recognising the importance of responses individuals make to specific events, occurrences and behaviours (Merriam, 2009:5). The qualitative approach was deemed the most relevant approach because it enabled the researcher to describe and analyse both teachers and school management team's experiences in teacher retention and attrition in schools. The qualitative approach was relevant because it enabled the researcher to collect data using semi-structured interviews in one on one interaction with participants.

In this study, constructive interpretivism is used to allow the researcher to give meaning to the reality constructed through social interaction with the participants by interpreting the rich and thick descriptions (that is vivid and detailed) of data given (Struass & Corbin, 1998; Merriam, 1998; Marshall & Rossman, 1999). The meanings participants assign to the phenomena were socially constructed and interpreted by the researcher. The researcher and participants engaged in gathering meaning and exchanging ideas about teacher retention. The participants' natural setting provided a complete and holistic comprehension of teacher retention because different settings give different responses (Babbie & Mouton, 2001). This approach also enabled the researcher to select the sampling techniques, data collection methods, data analysis as well as interpret results (Denzin & Lincoln, 2003).

A qualitative approach, is conducted in the sense that knowledge claims made by the researcher are based primarily on constructivist perspective (i.e. the multiple responses of participants involved in the study, the meanings they provide and their individual experiences). All responses are based on meanings that participants construct, socially and historically with an intent of developing a theory of pattern or advocacy or participatory perspectives related to (political and issue-oriented), collaborative or change oriented, or both. Strategies of inquiry involved are narratives, phenomenology, ethnographies, grounded theory studies, or case studies. In this study open-ended, semi structured interviews were used to develop themes from the data (Creswell, 2003:18) constructed by individuals in their social worlds.

In this study open-ended, semi structured interviews were used to develop themes from the data (Creswell, 2003:18) constructed by individuals in their social worlds. A

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set of guidelines, instructions and prescriptions were followed in addressing the research problem, the research site, participants selected and data collection procedures to maximise the trustworthiness and credibility of the findings.

3.5. RESEARCH DESIGN

Research design is described as a framework, and a format wherein answers to research are investigated and obtained (McMillan & Schumacher, 2006). The research design for this study is a case study. Case study is "an empirical inquiry that investigates a contemporary phenomenon within its real life context, when the boundaries between phenomenon and context are not clearly evident; and in which multiple source of evidence are used" (Maree, 2007:75). The research design is a case study which entails an empirical enquiry of a phenomenon within its real life context using multiple sources of evidence (*ibid*).The design was chosen because of the philosophical assumption that knowledge comes from reality and that reality is produced by people, thus it examines individual cases and explores differences within and between cases (Myers, 2009:42). The design was chosen because multiple sources of evidence were consulted to collect data, from their natural settings and acquire their experiences of teacher retention in schools. A case study was beneficial in this study because the researcher involved in "detailed and in-depth data collection using multiple sources of information rich in context" (Creswell, 1998: 61). The goal was to replicate findings across cases. The design helped to make inductive reasoning from the participants used to interpret the participants' meanings.

3.6. SAMPLING PROCEDURES

Sampling refers to the process used to select a portion of the population for the study (Maree, 2007: 79). Purposive sampling was used in this study because selected participants have some defining characteristics that make them the holders of the data needed for the proposed study (Maree, 2007: 79). In purposive sampling, "the researcher identifies information rich participants for the reason that they are possibly knowledgeable about the phenomenon under" study (McMillan & Schumacher, 1993: 378). Merriam (1998: 6) concurs with McMillan and Schumacher that in purposive sampling it is assumed that the researcher wants to "discover, understand and gain insight; and thus must select a sample from which the most can

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be discovered or learned". Participants were purposively selected on the basis that they supplied relevant and rich information to the questions under study (Maree, 2007: 79). Purposive sampling enabled easy selection of information rich participants who were accessible and eager and willing to be participants (Patton, 2000). Selected participants were four: Principal, Deputy Principal, Head of Department and a teacher in the Tweefontein South Circuit schools; from a high attrition school and a low attrition school. Information about these schools and participants was requested from the Tweefontein South Circuit's office of the Mpumalanga Department of Education as well as from the school leaders who had experienced teacher attrition in their years of school management. Participants were engaged in semi-structured interviews with a view of obtaining answers to the question under research.

3.7. DATA COLLECTION

According to Bogdan and Biklen (1992: 106) the term data refers to the rough materials researchers gather from the participants they have selected, that form the basis of analysis. Such data is actively recorded as interview transcripts, and there may also be participant observation field notes. In this study, data collection was conducted through semi structured interviews with a post level one teacher, HOD, deputy principal and principal.

Interviews entail a "two-way conversation in which the interviewer asks the participants questions to get their meaning, ideas, beliefs, views, opinions and behaviours about the study at hand" (Maree, 2007: 87). Interviews involve oral questioning of participants with the aim of getting rich descriptive information about the phenomenon under research through the eyes of the participant.

Interviews were chosen because they are relevant in qualitative research approach as they facilitate interactive conversation between the researcher and participants (Halcomb & Davidson, 2006: 38).

Semi-structured interviews were used in this study because of the ability to interact with the participants about their experiences. This enabled the researcher to understand the participants' world, establish rapport and trust to extract information

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from them. Multi varied methods were used to investigate, explore, describe and explain data.

Participants answered a set of predetermined questions that also allowed for probing and clarification of answers (Maree, 2007: 87) to gain better insight about the retention of teachers in the Tweefontein South Circuit schools. A number of the research questions focused on the how, why and what with the aim of getting answers to the research question. This enabled the participants to relate their opinions, experiences, values, beliefs and reasons of how they experienced teacher retention and attrition in schools. The interviews were or voice recorded after consent was obtained from participants. The voice recordings were to ensure that data was collected and stored in the same manner in which it was given (Blaxter *et al.,* 2004: 172). This ensured correct capturing of the data for further analysis and interpretation. During interviews, there was an open dialogue with participants as they expressed their experiences (Merriam, 2000) and their active participation ensured clear construction and interpretation of given information. The dialogue was open thus the researcher refrained from being obstructive and imposing his own influence on the participants. During the interviews, the researcher exercised empathy as participants were relating their experiences. This built and established trust and confidence from participants.

3.8. DATA ANALYSIS AND INTERPRETATION

Data analysis involved reducing and organising the data, synthesising, searching for significant patterns, and discovering the important aspects (Ary, Razavieh & Sorensen, 2006: 490). According to McMillan and Schumacher (2006: 364) data analysis is a systematic process of coding, categorising and interpreting data in order to explain the phenomenon under study, thus answering the research question. Data organisation, analysis and interpretation was guided by the primary research questions and responses from interviews with the participants in the study. Firstly, verbatim transcriptions of the interviews were done. Transcriptions were given to participants to verify that what was written is what they said. This was followed by chronologically ordering the interview transcripts and other information. This was

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executed through careful reading of transcriptions at least twice for comprehensive understanding.

The next step was to execute initial coding through generating numerous category codes and labelling related data. Thematic content analysis (coding), a most common method of analysing qualitative data (Leech & Onwuegbuzie, 2007) helped to identify themes and patterns. Coding followed a progressive process of sorting and defining pieces of data applicable to the research topic, purpose and research questions (Given, 2008). The codes were coloured to extract the research findings. The researcher organised similar or related codes into categories and then themes within and across the life stories of the participants (Creswell, 2007). Constant comparison was conducted inductively, with codes that emerged from the data, with the help of the voice-recorder because replay was possible.

3.9. CREDIBILITY AND TRUSTWORTHINESS

The credibility and trustworthiness of the study was enhanced through triangulation of the data from participant interviews and documents (Schwandt, 2007: 299). Data from interactive interviews were compared and cross-checked to seek corroboration of data gathered (Schwandt, 2007:299). This strategy of enhancing data credibility and reliability is called "Investigator triangulation" (Cohen, Manion & Morrison, 2007:141), or "Multiple researchers" (McMillian & Schumacher 2001). The researcher was aware that his personal experience may contribute to personal bias, therefore to reduce bias in the interpretation of data, member checking and peer review was conducted (Creswell 2003: 182) by taking the interview scripts to participants to verify the data accuracy. Raw data was verified by submitting the interview transcripts to the participants to rectify if there were mistakes or omissions during the interviews and also to ensure that what is in the transcript is what participants said (Maree, 2007: 114). A draft of the interpretations was shared with the researcher's peers for their critical comments. An audit trail of all the information collected is kept under lock and key. Credibility of the researcher's interpretation of data, information collected from the participants, was presented in direct quotes. All the above enlisted strategies outlined were continuously used during the data

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gathering and data analysis exercises to ensure credibility and trustworthiness of the findings.

3.10. ETHICAL ISSUES

According to McMillan and Schumacher (2001) ethical issues in research relate to beliefs about what is wrong and what is right from a moral perspective in the conduct of research. Ethics and procedures at the University of Pretoria's ethics agreement were observed with greatest consideration. The University of Pretoria granted permission to conduct this research. The Department of Education in Mpumalanga also permitted the researcher to conduct the research in schools in Tweefontein South Circuit. The school governing bodies of the sampled schools were requested for consent to conduct this research in their schools, which was duly granted. Participants were given letters of informed consent explaining the nature, purpose, objectives and topic of research. Letters also included the researcher's details. All participants signed the consent letters to give consent for their participation and to be voice-recorded during the interviews. Participants were guaranteed of their rights to withdraw from the research if they did not want to continue. Participants were also assured of the safety, confidentiality and anonymity of their participation. Adherence to confidentiality was guaranteed by ensuring that names of participants and their sites were only revealed to the supervisor in the research. As such, they were not required to provide their names and the names of their sites. Participants were respected at all times in order to achieve the desired and meaningful outcomes.

A copy of the voice recorder was made available to the University of Pretoria after analysis of the interviews. Participation in the research was voluntarily as such, participants were at liberty to discontinue with the research if they so wished, without any negative consequences. There were unknown risks that could have befallen participants during the research. Participants were interviewed after school hours in their preferred private rooms where it was only the researcher and a participant, per interview. Participants were definitely assured that the information they provided would solemnly be utilised for research purposes only and thereby possibly improve management and leadership in education.

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3.11. LIMITTIONS OF THE STUDY

The study was limited to teachers who have more than 10 years in the teaching field and who are practicing as teachers in Tweefontein South Circuit schools. The study was also confined to teachers in their capacities as principal, deputy-principal, head of department (HOD) and post level one teacher, in schools with high teacher attrition and those with high teacher retention rates. Factors explored on teacher retention from a chosen teaching field were those that affect the educational practitioners in schools found in Tweefontein South Circuit of the Mpumalanga Province.

3.12. CONCLUSION

In this chapter, a detailed explanation was given for theoretical framework, research approach and research design. Sampling procedure, data collection as well as data analysis and interpretation were discussed. Credibility or trustworthiness, ethical issues and limitations of the study were also given attention to ensure that the research question is adequately answered.

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CHAPTER FOUR: FINDINGS, DATA ANALYSIS AND INTERPRETATIONS

4.1. INTRODUCTION

In Chapter 3, the research design and methodologies used were discussed and justified by the choices made with regard to research instruments and strategies in terms of this study's research topic as well as the research purpose, questions and objectives. This chapter presents the data gathered during the semi-structured interviews with principals, deputy principals, HoDs and teachers, which are four from a school with high attrition rate and four from a school with low attrition rate. Data presented are discussed according to the study aims and questions for research. The gap identified in literature is the lack of strategies for teacher retention and job satisfaction in schools. The aim of this study was to explore and describe how principals ensure that teachers are retained in schools.

The main question asked was:

How does the leadership and management of principals influence teacher retention in schools?

The sub questions were:

1. What motivates teachers to stay in the schools?
2. How do principals support teachers to ensure job satisfaction?
3. Why do some teachers leave the teaching profession?
4. Why do some teachers stay in the teaching profession?

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4.2. BIOGRAPHICAL INFORMATION

Table 4.2.1: The biographical information of the participants involved in the study.

Participant	Gender	Post level	Experience in teaching
PRINCIPAL	MALE	4	32
PRINCIPAL	FEMALE	4	23
DEPUTY PRINCIPAL	MALE	3	24
DEPUTY PRINCIPAL	MALE	3	29
HoD	FEMALE	2	27
HoD	FEMALE	2	23
TEACHER	MALE	1	34
TEACHER	FEMALE	1	23

4.3. RESEARCH THEMES

From the semi structured research questions asked in this study, the following themes emerged:

Theme 1 – Teacher attrition rate in schools.

Theme 2 – Management support to retain teachers.

Theme 3 – Attractions to teaching.

Theme 4 – Personal and educational challenges for teacher retention.

Theme 5 - Impact of teacher attrition in schools.

4.3.1. Theme 1: Teacher attrition rate in schools

In this study, eight participants (two principals, two deputy principals, two HoDs and two teachers) were interviewed. All the participants interviewed had a teaching experience of over 20 years and were therefore considered knowledgeable about the issue of teacher retention in their schools. With regard to their knowledge of how many teachers had left the school since they were teachers, they indicated an attrition rate varying from none to ten. These were some of the comments from the participants:

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About 10 educators have left the school since I was the principal of the school (Principal 1).
No teacher has ever left the school under my principal ship (Principal 2)

I do not have the exact number, but, there are many who left (Teacher1).

From the participants' responses above, there were differences in the attrition rates of teachers in the schools. Some schools had a high attrition rate while others had a low attrition rate. However, the reasons for attrition were similar. Below are other responses from the participants:

The majority of educators leave school because of relocation. Most of them get new places to stay at, meaning that they would look for places or posts next to where they leave (Principal 1).

One of the lady teachers left because of heavy workload. She was always complaining that she is always doing more job than others that is why she has left. She left this school to try another one where she will get reasonable job allocation than what is happening here at our school. (Deputy- Principal 1.)

Well there are those, of course, who are leaving because of financial problems. They resign in order to get money from the department to pay for their debts, because the educator remuneration is poor (Teacher2).

There are various reasons as to why teachers leave their schools. The reasons mentioned differ from one individual teacher to another. Common reasons are relocation, financial problems, workload, promotions and redeployment. Teachers, who have debts they cannot pay end up resigning from their employment in order to access their pension fund so as to settle their debts. The pension fund is paid in a lump sum and teachers are able to settle their debts. Teachers who are overworked move to another school with an aim of having less or a reasonable workload. Some teachers get a higher promotion and leave for another school. Redeployment also happens in schools which experience a lesser enrolment number, and this decline in enrolment causes a decline in teaching posts resulting in a teacher being taken to

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another school. The redeployed teachers are those deemed to be in excess or surplus in their schools.

According to Pitsoe and Machaisa (2012: 4), the rate of teacher attrition is high all over the world. The statistics are as follows: South Africa, 5.9% in 2002-2003; Botswana, 14% in 2001; Swaziland, 12% in 2002 and United Kingdom, 15.3% in 2000. The South African Minister of Basic Education, Angie Motshekga, revealed that 24 750 teachers left teaching between 2005 and 2008 due to ill-health, death, resignation and retirement (Pitsoe, 2013: 312). Boyd, Grossman, Ing, Lankford, Loeb and Wyckoff (2010: 306) in a study that included more than 50 000 Chicago Public Schools teachers, found that teachers who are likely to stay in schools are those who have influence over school decisions. Kaufman and Al-Bataineh (2011: 254) indicate that only 16.1% of teachers leave rural schools with high poverty and 8.8% leave poor urban schools because of lack of support, especially in mentoring programmes.

According to Prather-Jones (2011: 2) a survey conducted in United States with about 8 400 teachers, 40% of teachers left due to lack of support from school principals (Waddell, 2010: 72). Other reasons attributed to teacher attrition were cited as poor working conditions, poor salary and lack of involvement of teachers in school decision making. Ashiedu and Scott-Ladd (2012: 20) concur with Waddell by indicating that teachers sometimes leave their work stations because of challenges in working with immediate supervisors, who do not treat them equally especially when it comes to workload.

4.3.2. Theme 2. Management support to retain teachers

Participants that are in the School Management Team (SMT) shared their experiences on how they ensured that teachers are retained in their schools. The school management team strives to create good work relationships with the staff and have open communication channels. This should be done so that teachers can give input or raise concerns and challenges. Some of the participants remarked as follows:

> *As school management we see to it that all educators work as a team and that there is a good working atmosphere for them so that the climate is conducive for them to can*

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work. We have opened up channels for them to communicate their problems. (Principal 1)

Well at first it was not easy, but now what I try to do is to motivate them. We know that there are challenges but we need to remind them that when you take this career you must have passion because we know that there is no money at all, this should be from your inner self. We also have to think about the poor black child. (Deputy-Principal 1).

We motivate them. Tell them about the importance of education. Because our school produces good quality results, they end up staying in the school. (Deputy- Principal 2).

We motivate them not to leave the system, especially those who do it because of copycatting others. Some really do not have a valid reason. (Principal 2).

From the responses of the participants above, it is indicated that the school management team encourages teacher retention through motivation. Teachers are motivated to think about their society and nation building. During motivational talks, teachers are requested to embrace the importance of education and the upliftment of the society. Teachers are advised to have a passion for their duties and to take teaching as a calling.

The SMT also embarks on participative decision making wherein teachers are involved in making decisions. The principal ensures that teachers participate in aspects that require their input. This is practised to create a conducive working atmosphere and to create teacher job satisfaction.

The principal make sure that teachers participate in all the aspects related to education. In all the activities. This means that teachers should be part of the school plan and administration. (Teacher 1).

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The SMT also embarked on conducting internal information sessions wherein regular feedbacks are given. This enhances communication and eliminates the distortion of information. One participant indicated this:

> *We hold regular work- shops with them. We give them feedback after attending workshops. (Teacher 2).*

According to Ingersoll (2001: 501), leaders and managers should ensure that teachers are satisfied in their duties and that there is support in educational matters including school administration in order to retain them in schools. To support teachers, principals should be available during both curricular and extracurricular activities (Duze & Rosemary, 2013: 151). During the visits and interactions, the principals should value the relationships and enable teachers to feel individually valued (Waddell, 2010: 79). When teachers feel motivated, needed, supported and recognised by the principals, they become more committed and loyal to the schools and principals (Waddell, 2010: 78).

Waddell (*ibid*) states that commitment and loyalty exhibited by the teachers will in turn enable the principals to accomplish school and educational aims and vision. Kaufman and Al-Bataineh (2011: 260) maintain that school management team members need to be proactive. Instead of waiting for a teacher to ask for help, they should approach teachers to offer support, suggestions, and feedback. Principals can also motivate teachers through 'sharing power, authority and decision making in a democratic way' (Brown & Wynn, 2009: 44). This can be seen when the school leadership involves teachers in decision making that affects them and distribute leadership (Duze & Rosemary, 2013: 150).

4.3.3. Theme 3. Attractions to teaching

There are different factors that contribute to teachers being retained in schools. According to some participants, teachers are attracted to teaching because they are content with the financial incentives they are getting. Such teachers are self-confident and know the aims and importance of education.

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Teachers stay in the school because of the faith they have about their teaching skills. Such teachers are passionate and are not looking for a better income than what they can get. (HoD2).

Most teachers who stay in teaching know the aims of teaching and why it is important that they must stay in the school. Such teachers are usually responsible people who care about education and their families (Deputy – Principal 2).

Some teachers have parental responsibilities, as such they are obliged to provide for their families. They are breadwinners. Leaving teaching without employment alternatives would expose their families to starvation and other harsh economic realities.

I know of teachers who are still in the school because they think of their children back home. There is no other income that they can get. (HoD2)

Other teachers stay in teaching because of the good working conditions in their schools. Such teachers feel satisfied with the situation in their school. They are motivated as there is equitable distribution of work amongst them. Fair labour is practised all the time.

Teachers in our school are enjoying being here, and they also feel at home, the atmosphere is conducive for them. (Principal 1).

In our school the school management team gives the teachers motivation and we have good interpersonal relations. We try our best to treat all of them equally, and we distribute the work equally. (Deputy–Principal 1)

Having a good relationship with the school community enables teachers to feel honoured and valued by the community. Most teachers live within a reasonable distance from the school and are able to participate in community events such as funerals, weddings and traditional ceremonies. At the same time, the subjects that

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they are offering, are not in demand and so they also know that they can be easily replaced.

> *We are a team. We work hand in hand with the community, and we have passion as far as education is concerned. Teachers are always supplied with the necessary resources. There is a good relationship between the teacher and the community. (Teacher 1).*

> *Our teachers are experts in the subjects they teach and the learning areas that they are offering are not scarce skill subjects. If they leave, it won't be easy for them to get another teaching post. Others teachers stay around the school. Because they are people who are nearby they will not leave the school since they are relieved of transport costs and the time to arrive at home. (HoD1).*

Teaching in an environment that is characterized by job satisfaction or good working conditions such as a reasonable salary, and adequate support from stakeholders, good learner discipline, motivated learners, manageable class size, availability of resources, reasonable workloads and participation in decision making, affects the retention of teachers in the school (Duze & Rosemary, 2013: 146). According to Boyd *et al.*, (2011: 308) resources such as textbooks, study guides, stationeries, chalk and chalkboard are fundamental for teaching to take place and influences teachers' career path; if they are unavailable in schools some teachers would not hesitate to leave that school.

According to Ashiedu and Scott-Ladd (2012: 20) working conditions that are characterised by a lot of paperwork, increased class size and challenges to work with less understanding supervisors are likely to enhance teacher attrition. The involvement of parents in the schools is also an important factor for teachers to remain in teaching (Pitsoe, 2013: 310; Petty *et al.*, 2012: 80). Otanga and Yaki (2014: 69) also maintain that teachers are likely to experience job satisfaction when parents are involved in the schools. Petty, Fitchett and O' Connor (2012: 81) state that team teaching encourages collaboration and enhances teacher retention. However, leaders and managers should discourage teachers from competing against each other but,

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instead, should collaborate towards the achievement of professional and personal goals. Therefore sound teacher–teacher interactions are at the core and fundamental to teacher's satisfaction, growth, performance and retention (Waddell, 2010: 79).

4.3.4. Theme 4. Personal and educational challenges for teacher retention.

There are differences between the challenges in schools that experience a high attrition rate and schools that experience a low attrition rate. In the school that experiences high attrition rate, the school management team encounters teacher challenges that are both personal and educational in their daily routine. These challenges determine the attrition or retention of teachers in the school. This is one of the responses regarding challenges experienced by teachers;

> *Most teachers have a lot of debts. This is one of the challenges that most unfortunately lead to teacher attrition and as a principal there is nothing that I can do. (Principal 1).*

These factors, if aggravated, see the SMT as being incapable of convincing such a teacher not to resign from teaching, if that teacher decides to leave. If the only solution for the teacher is to get enough money to pay up debts, the teacher would tender his or her resignation in order to access his or her pension fund. The pension fund comes in a lump sum and is given to teachers to be used as they wish. What is sad is that teachers do not use the money wisely, and end reapplying for a teaching post because of recurrent financial burdens.

Another challenge encountered is that of promotion. If a teacher is promoted to a higher post outside the school, the teacher would leave his/her institution to honour the promotional position. The promotional post comes with monetary benefits and growth. There is nothing that can be done by the principal to convince the teacher not to honour such an opportunity of being offered a promotional post.

> *We sometimes lose teachers due to positive incentives in their career. One of them is the advertised promotion posts. Most teachers will apply and if appointed have to leave the school (Principal 1).*

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The only way SMT can retain teachers is through continuous motivation and reassurance to teachers of the importance of contributing towards education, although this is not an easy task. Sometimes words of motivation do not convince all teachers and some end up leaving the school immediately after getting a promotion elsewhere without even serving the recommended three months' notice. These are comments from the participants:

> *It is difficult sometimes to motivate all teachers but we try by all means to explain to educators why they should stay in the school. Some listen but others need constant encouragement until they come to their senses. (Deputy – Principal1).*

> *At times you we find ourselves at loggerheads with the teacher, because they do not understand the appointment policy and want to leave immediately after telling you. (HoD 1).*

There are also educational challenges such as lack of resources, specifically textbooks. This contributes to teacher and learner dissatisfaction. And sometimes leads to the inability to maintain learner discipline. One of the participants stressed this:

> *Others challenges are those that are brought by the department, whereby we find ourselves lacking resources. Resources that should not be lacking are textbooks. If this occurs, we end up having dissatisfied teachers and parents. At the same time it will not be easy to discipline the learners who do not have learning resources. (Teacher 1).*

Working conditions in schools are characterised by lack of resources, non-parental involvement and ill-disciplined learners. All these pose a serious challenge for teachers to remain in schools (Ashiedu & Scott-Ladd 2012: 20). Teachers who are not satisfied because of lack in teaching and learning resources end up having learner discipline issues which in turn make their work difficult to perform. The lack of availability of resources in schools also influences teachers' decision to leave the school for another school. According to Boyd *et al.,* (2011: 308) resources such as textbooks, study guides, stationeries, chalk and chalkboard are fundamental for

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teaching to take place and influences teachers' career path. If these are unavailable in schools, teachers would not hesitate to leave that school. The opposite happens in schools which provide resources. There are less challenges encountered and low teacher attrition.

Another challenge stated by the SMT is teacher relocation. Teachers relocate to schools nearer their homes because living far away from their homes is costly. The following comment was made by one of the participants:

> *Some teachers who have left our school had a good reason. They left because of leaving far from the school. There is no way we can convince them to stay because of the financial implications which affect their families. (Deputy- Principal 2).*

The responses of the participants above reveal that the school that has more teachers leaving the education system experiences more challenges in retaining teachers. The school does not have the right to stop a teacher from leaving the school unless it offers the teacher better benefits. Of course schools with low teacher attrition have fewer challenges.

In a study conducted by the National Centre for Educational Statistics in 2008, it was found that 25% of mathematics and science teachers left teaching in search for better salaries and benefits (Kaufman & Al-Bataineh, 2011: 255). There is, however very little that principals can do in this regard because teachers' salaries in public schools are determined by the government.

4.3.5. Theme 5. Impact of teacher attrition in schools

Teacher attrition has a lot of disadvantages. All participants (Principals, Deputy-Principals, HoDs and teachers) stated that whenever a teacher leaves the teaching profession teaching and learning process is negatively affected. Learning becomes disrupted when a teacher leaves the school because the teacher who has left is usually not immediately replaced. Learners will not be taught for the period when a substitute is still sought and they later have to adjust to the new teacher. The following responses from the participants bear this testimony, especially when a teacher leaves without serving the recommended three months' notice and the

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school struggles to find a replacement. Some comments made by the participants are as follows:

> *Teachers who leave the school leave a gap in education. Learners are without an educator and this impact negatively towards the performance of the entire school. (Principal 1).*

> *It is true that if a teacher leaves the school the learners suffer. We once experienced it in our school. This really affected the results of the school. (Deputy- Principal 1)*

> *When we lose a teacher, learners are left behind. They struggle to catch up and this affects the school results. (HoD 1)*

> *All schools suffer when teachers resign. It becomes clearer to all that the teacher played an important role even if we did not see it before. (Principal 2)*

Although schools can come up with alternative internal arrangements such as requesting the available teachers to fill the gap of the teacher that left, this arrangement also means those teachers will have extra work in their daily schedule. These teachers would have to squeeze their schedules to accommodate the work of the teacher who left. The increase in workload is a challenge to teachers and this is how the participants responded:

> *The SMT are faced with the difficult task of making sure the learners are taught and that the syllabus is covered. Since the SMTs also have their own periods and classes, if they volunteer to take the classes of the teacher who has left, it becomes strenuous, especially if there is no replacement, on hand then. (HoD 1).*

> *When a teacher leaves the school, irrespective of the reason, there is an increase in workload for the remaining teachers. This becomes worse especially during the exam. This increase in workload impacts on the school. (Teacher 2).*

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When a teacher leaves the school, it takes time to find a suitable replacement due to the cumbersome processes that needs to be followed. Processes such as advertisement, recruitment, sifting, interviews and induction must be carried out. This takes time for it to be accomplished, as stated by this participant:

> *The process of getting a new teacher is not easy. You have to start by advertising the post and then go through the process of selecting and interviewing the relevant candidate to finally come to the filling up of the post. It is not easy. (Principal 1).*

As much as it takes time to find a replacement, it is also not easy to find a teacher who is relevant to teach the required subjects. This happens whenever the teacher who resigned was teaching fundamental subjects such as Mathematics and Physical science and IsiNdebele. There is a scarcity of teachers who have specialised skills in these subjects. These are the comments of some participants:

> *The educator who has just left us recently was teaching Isindebele, and it is very, very difficult to find an educator who can teach this language in the vicinity. (Deputy – Principal 1).*

> *Learning areas such as maths and science are scarce subjects and it is difficult to get educators who have specialised in maths and science. Losing such teachers affects the school's performance. (Deputy – Principal 1).*

> *Subjects like mathematics, science and EMS are learning areas that always impact on the results of the school because we have a scarcity of such teachers. (Teacher 1).*

When a replacement is found for teachers teaching scarce subjects, it will also take time for them to adjust to the work environment, learners and school community. Learners too will take time to adjust to the teaching method of the new teacher. These are comments from some participants:

> *It is going to take time really for a new occupant of the post to get used to the school environment. The new teacher will have to start by familiarizing himself with the nitty-gritty of the school. (Principal 1)*

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Learners usually take time to adjust themselves to the new environment or the new teacher. (Teacher 1)

The school suffers the knowledge, the skills, and the expertise that the teacher used to have. (Principal 2).

The teacher who leaves affects the results of the school. The school will not perform well because of the loss. Is sometimes becomes difficult to get a good teacher to replace the one who has left. (Deputy – Principal 2)

When a teacher leaves, the schooling is disrupted. Although a teacher can be replaced, the expertise of that teacher is difficult to replace. The resigned teacher has specific and unique knowledge that is difficult to replace. As such, school results get affected. Teacher attrition causes teaching and learning to be discontinued and disrupts cohesion and learner performance (Xaba, 2003: 288). Learners that are taught by the leaving teacher will lose teaching in the subject concerned or in that class if it is class teaching. This is eminent where there is no immediate replacement of the teacher who resigned (Ronfeldt, Loeb & Wyckoff, 2013: 7). Ronfeldt *et al.*, (2013: 7) concurs with Xaba that teacher attrition impacts negatively on staff cohesion and relationship patterns. The relationship patterns and community cohesion is disrupted and comes to a standstill (*ibid*).

Teacher attrition also impacts negatively where an effective teacher is replaced by an ineffective one (Brown & Wynn, 2009:41). Learners compare the two teachers and may lose interest and focus in the new teacher. This may lead to an increase in the failure rate (Ronfeldt, et al. 2013: 6). The researcher also indicates that tension may be observed whenever the new teacher lacks essential skills and knowledge to implement unusual programmes. Teacher attrition is costly (Pitsoe, 2013: 315, Brown & Wynn, 2009: 41; Plunkett & Dyson, 2011: 33), time consuming and energy draining. To advertise the vacant posts, to review applications, to do short-listing, and interviews is a tedious exercise and this has to be followed by the mentoring of the new employee (Brown & Wynn, 2009: 41). The study reveals that teacher attrition in Texas in the United States of America, cost the state at least $329 million annually,

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as well as hiring substitute teachers. According to Plunkett and Dyson (2011: 33) money that is spent on hiring substitute teachers could be utilised for purchasing educational resources and facilities.

4.4. CONCLUSION

This chapter presented, data analysis and research findings. The findings presented in the themes above link with and provide answers to the main question of research. How does the leadership and management of principals influence teacher retention in schools? And; secondary research questions or sub – questions enquiring about what motivates teachers to stay in the schools; how principals support teachers to ensure job satisfaction; why some teachers leave the education system; and why some teachers stay in the education system. Findings from verbatim quotations resulted from the interpreted participants' responses. The analysis of the study on how the leadership and management of principals influence teacher retention in schools was based on the responses of participants in one district in the Mpumalanga Province.

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CHAPTER 5 - SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. INTRODUCTION

In the previous chapter, the themes that emerged from participants' responses, verbatim quotations and discussions from participants' answers to the research question were presented. Analysis of themes that emerged from participants' responses was supported by literature. In this chapter a summary of findings, recommendations and conclusions of the findings on the influence of leadership and management on teacher retention in schools in the Tweefontein South Circuit in the Mpumalanga Province are presented.

The purpose of the study was to explore and investigate the influence of leadership and management on teacher retention in schools in Tweefontein South Circuit in Mpumalanga Province. The rationale of the study was that teachers experience dissatisfaction at work which makes them to leave their schools for other schools, resign from teaching and reapply and some ultimately leave their profession for other job opportunities. When teachers leave, learning is disrupted. Principals are positioned better to influence teacher job satisfaction and retention in schools.

5.2. CHAPTERS 1, 2, 3 AND 4 IN BRIEF

In chapter 1, the researcher presented the research purpose and explained the rationale for the study and the research questions. In addition, the researcher briefly described the research design and the measures taken to guarantee trustworthiness and credibility of the study. The limitations of the study were acknowledged, and the possible significance of the study to the greater research community was indicated. In Chapter 2, the researcher provided the literature review and detailed the theoretical background on the influence of leadership and management on teacher retention in schools. This was indicated by exploring leadership and management practised in schools, the influence of leadership and management on teacher retention in schools, and the impact of teacher attrition in schools. In Chapter 3, the research design and methodologies used were discussed and a justification on the choices made with regard to research instruments and strategies in terms of the

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research topic as well as the research purpose, questions and objectives were highlighted. The data gathered during the semi - structured interviews with principals, deputy-principals, HoDs and post level 1 teachers was presented and discussed according to the aims of the study and the research questions. The gap identified in literature is the lack of teacher retention in schools due to job satisfaction. The aim of this study was to explore and describe how leadership and management influences teacher retention in schools. In Chapter 4, the researcher presented the data analysis and research findings in terms of themes supported by verbatim quotations. Furthermore, the analysis of how leadership and management influences teacher retention in Tweefontein South Circuit in Mpumalanga Province was presented. This study's findings are compared with relevant literature. In chapter 5, the summary of the research findings, the recommendations and conclusion are outlined.

5.3. SUMMARY OF FINDINGS

5.3.1. Teacher attrition rate in schools

The findings from participants revealed that attrition rates in schools differ. Participants revealed that the rate of attrition ranges from none to ten. The attrition range is high in instances where a participant indicated that many teachers have left the schools since he was employed as a teacher in the school. Several participants indicated that attrition in schools is attributed to various factors including relocation, financial issues, dismissal, promotion, redeployment, working conditions such as learner discipline, parental involvement, workload and lack of resources and working relationships with the school leadership. Attrition due to relocation occurred in cases where a teacher found a teaching post nearer to their family home. Relocation became necessary as this allowed the teacher to be with the family and to play their parental role. School leadership had little to do with influencing the teacher not to stay with their family. The influential role of the school leadership is of little contribution towards teacher retention in this regard.

Remuneration played an important role in determining whether a teacher stays or leaves the teaching profession. Financial security plays an important role to all staff members. Any teacher could leave the profession if a better offer emerges outside the

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teaching field. This is in line with Wushishi, Fooi, Basri and Baki (2013: 463) who indicated that 50% of teachers who left their teaching job in Florida, USA, cited poor salary as their reason for departure.

Financial problems usually result in a number of teachers resigning from their teaching post prior to their retirement age in order to access their pension fund. The whole pension fund paid out enables teachers to attend to their financial needs such as consolidating their debts, purchasing their houses and buying cars that they desire. This is confirmed by human capital theorist Waddell (2010: 71) who states that people who make decisions to leave a job or career are influenced by how much they have invested in it. Kirby and Grissmer (1993: 6) support this by indicating that a person who has accumulated human capital such as a pension fund and home ownership that could be translated in to wage premiums, could stay in a profession. Thus more teachers will resign to access their pension fund to pay off debts. Evidence to this is seen when teachers who have resigned reapply for a teaching post. The re-entry into teaching indicates that teachers are in need of finances and that the only challenge is their meagre salary.

Other teachers leave the profession for career growth and promotions. Teachers, who have been promoted to positions out of their schools, would resume duty in the other school where the promotional post is awarded. Redeployment is another factor that may be considered for leaving the teaching profession because teachers get acquainted with the school environment and feel threatened if they have to start afresh in another school.

Working conditions also contribute to teacher job satisfaction and determine whether a teacher stays or leaves the school. If working conditions are characterised by poor learner discipline, teachers would not hesitate to seek greener pastures if opportunities arise. This is supported by Hughes (2012: 2540), Boyd *et al.*, (2011: 308), and Otangi and Yaki (2014: 68) who argued that teachers who stay in a school have better disciplined learners who are motivated to do their school work. Motivated and well performing learners are likely to work with teachers to instil safety in school (Duze & Rosemary, 2013: 151).

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Other teachers leave their teaching profession due to overload in work tasks. If a teacher experiences a heavy workload, stress comes in and the result is poor performance which leads to job dissatisfaction. According to Harfitt (2015: 24) workload includes administrative duties such as marking of scripts, submission of marks on the computer system, report writing, teaching and learning accountability towards SMTs and parents, increasing technological demands, and diversity challenges in the classroom. All these tasks will not help if the teacher is also in need of professional and academic development, the teacher will instead opt to leave for another school with a lesser workload.

Lack of teaching and learning resources may also lead to effective teachers leaving the school. Teachers who are passionate about their work will feel discouraged and demoralised if not supported with adequate resources for effective teaching and learning. Effective teaching means improved learner performance which would invariably improve school performance. Science subjects where experiments need to be conducted require relevant resources for teachers to perform their tasks well. Brown and Wynn (2009: 42) agree that subjects that require practical experiments and references are difficult to teach in the absence of laboratories and libraries. They further maintain that if resources are not provided, some teachers may practice poor teaching methods which may not yield quality performance in learners.

A relationship with the school leadership is important because it results in excellent job satisfaction. Principals influence a lot of decisions in schools which affect teachers' job satisfaction. It is important to have a suggestion box in cases where principals are not easily approachable. Good relationships determine job satisfaction and this is in line with Herzberg's two-factor theory of motivation, which states that hygiene factors improve job satisfaction (Hoy & Miskel, 1996:320). Therefore job satisfaction influences teacher retention in the work place.

5.3.2. Management support to retain teachers

The actions and practices of the school management team should motivate teachers in order for them to experience job satisfaction. Participants' responses also revealed that SMT use various support strategies to influence teacher retention in schools. Support strategies such as good work relationship and open communication channels make it easy for teachers to address their concerns and challenges. Leaders

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and managers in the school should constantly motivate teachers to think about having a passion to build the nation in order to retain teachers. Nation building encourages teachers to embrace the importance of education to uplift the society. Teachers should take teaching as a calling. Passion for teaching will be enhanced if SMT involves teachers in decision making that affects them, and provide regular feedback during information sharing sessions.

5.3.3. Attractions to teaching.

According to some participants, teachers are attracted to teaching because of the financial incentives. If they are satisfied with the remuneration package, teachers become confident and strive to attain the aims of education. Most responses of participants revealed that some teachers feel they have a parental responsibility to be carried out through teaching. As breadwinners, they feel they can never leave teaching to expose their families' difficult financial situations.

Other teachers who stay in the school do so because of the conducive conditions they work in. Teachers who experience satisfaction in the school, are motivated, especially if there is equitable distribution of work amongst them. Fair labour is important in the retention of staff and should be practised all the time. A good relationship with the school community enables teachers to feel honoured, and valued by the community. Such teachers become part of the school community, and participate in community events such as funerals, weddings, and traditional ceremonies.

5.3.4. Personal and educational challenges for teacher retention in schools. Participants also revealed that SMT sometimes have to deal with teachers' personal challenges such as financial problems. Such teachers, if not supported, may resign from teaching in order to access their pension fund. The pension fund which is paid out in a lump sum may enable teachers to consolidate their debts and cater for other financial needs. The pension fund is seen as beneficial if a teacher has been serving for many years in the teaching field. In cases such as these, there is nothing principals can do to stop teachers from taking such decisions to overcome financial challenges. Instead of teachers waiting for their retirement age to access their pension fund, they resign to access their money.

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Teachers who leave schools due to promotion opportunities also leave principals with teaching and learning challenges. School leadership cannot stand in the way of a career growth as promotion is accompanied by an increase in salary. Any staff member will not hesitate to relocate to a new school in order to honour a higher promotional post. The same with resources, if they are lacking, there will be educational challenges which may result in teachers leaving one school for another. The unavailability of resources makes teaching difficult, especially if the particular subject requires practical demonstration. Learners may find it difficult to comprehend the lesson because learners depend on the teacher's theoretical explanation.

5.3.5. Impact of teacher attrition

Teacher attrition has an enormous and negative impact to the education system. Participants' responses revealed that teachers who leave the school disturb the teaching and learning process. This happens especially when a teacher leaves without serving the three months' notice. Learners lose out on the subject concerned and it becomes difficult to find a replacement. The replacement procedure is a tedious process which entails advertising the post, recruitment, short listing, interviews, appointment and induction. Whilst the process of replacement is unfolding, learners are without a teacher, and the subject concerned is not taught. This may result in learners failing the term examinations.

If the school management team member can teach the subject of the teacher who resigned, this means extra work for the incumbent teacher. Learners, too, if distributed to other classes, may be overcrowded, and this is not easy, especially in the foundation phase. According to Kamstra, (2005: 58) South African schools' normal classes are designed for 45 learners in primary schools and 35 learners in a secondary school class. Therefore classes having more than these numbers may be difficult to teach. Even if a replacement teacher can be found, it is not be a complete replacement because teachers come with different personalities and expertise. This is confirmed by Brown and Wynn (2009:41) who indicate that teacher attrition impacts negatively wherein an effective teacher is replaced by an ineffective teacher. The new

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teacher has to adapt to the school conditions and learners also have to adjust to his or her teaching methods.

5.4. CONCLUSIONS

The study explored how the leadership and management of SMT influence teacher retention in schools. Teacher retention is linked to job satisfaction. The study's results revealed the need for school principals to understand the factors affecting teacher attrition in order to retain teachers and to have effective teaching and learning in the school. Teachers can only be retained if they experience satisfaction at work. The study reveals that there is a need for principals, together with the school management team, to enact policies that enable teachers to experience job satisfaction in order to be retained. The study further states that principals who support teachers in their teaching duties make teachers feel welcomed and valued, resulting in job satisfaction. Interactions, through good interpersonal relations, during curriculum and co-curriculum activities, lead to peer support in the school. During the visits and interactions, the principals and staff all feel valued and needed. When teachers feel motivated, needed, supported and recognised by the principals, they become more committed and loyal to the principals. Principals need to be proactive, and not wait for the teachers to approach them, but should approach teachers to offer assistance and support and also have a suggestion box to cater for teachers who are not confident to voice their concerns. This would enable all educators to raise their concerns and challenges without any form of intimidation. When challenges are voiced out, support can be promptly granted. Furthermore, principals should include teachers in decision making that affects them because teacher retention has great benefits to the school. Continuity is important if schools retain teachers and as such the vision and the educational aim of the school is achieved. This study may create awareness about why teachers stay or leave teaching, assist policy makers in developing programmes to retain teachers and may reduce the education department's expenditure on recruitment and replacement of teachers.

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5.5. RECOMMENDATIONS

Recommendations are divided into two sections. There are recommendations for the Department of Basic Education (DBE) and those that are directed to the school leadership.

5.5.1. Recommendations directed to the Department of Basic Education.

It is recommended that the Department of Basic Education should develop policies that: address the relocation of teachers from one school to another in such way that learning is not disrupted; remunerate teachers according to their qualifications and teacher performance; encourage teachers to improve their performance and qualifications to increase their salary; consider developing systems where-in teachers can access a portion of their pension fund whilst still in teaching to be of help in times of financial challenges.

5.5.2. Recommendations directed to the School Management Team.

It is also recommended that: the School Management Team have a suggestion box, wherein all teachers are able to register their concerns; encourage teamwork for teachers to develop a collaborative and team building spirit of collegiality; teachers should support one another and work in partnership with the school community wherein parents can give their inputs; the school community should support the school so that their kids can be enrolled in the school to avoid teacher redeployment; the school leadership continually motivate teachers within and outside the school environment; the school leadership should ensure that all teachers experience job satisfaction by practicing fairness and equity in the distribution of work.

5.6. LIMITATIONS OF THE STUDY

The study is limited and confined to teachers who have ten or more years serving in the teaching field, and who are principals, deputy principals, HoDs and teachers. Therefore, factors explored were on teacher retention from a chosen teaching level and in schools found in the Tweefontein South Circuit of the Mpumalanga Province.

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5.7. FUTURE RESEARCH

This qualitative research study used a case study as a research design and participants were questioned using semi-structured interviews to collect data. The study manage to provide some information into how the leadership and management of the principal influences teacher retention in the selected schools in Tweefontein South Circuit in Mpumalanga Province. A quantitative study could be undertaken. Factors that come forth from this study are the importance of teacher support, workload, and early attrition. Other factors such as team teaching (collegiality) and departmental support could be explored further to identify possible recommendations. Principals together with their SMT should consider the benefits of retaining teachers through leadership and management that would enable teachers to experience satisfaction at work.

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ANNEXURES

ANNEXURE 'A'

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

Department of Education Management and Policy Studies

16 February 2015

REGIONAL DIRECTOR (NKANGALA REGION)

MPUMALANGA DEPARTMENT OF EDUCATION

Researcher: Mr S. S. MKHONDO

Date: 16 February 2015

Dear Sir/Madam

RE: REQUEST FOR PERMISSION TO CONDUCT A RESEARCH IN SCHOOLS IN TWEEFONTEIN SOUTH CIRCUIT

I Sello S. Mkhondo a student at the University of Pretoria, Faculty of Education, and Department of Education Management under the supervision of Professor Mampane hereby request a permission to conduct a research at your school. The research I wish to conduct for my Master's dissertation is entitled **"The influence of leadership and management on teacher retention in Mpumalanga schools**". The study aims to find out the leadership and management of principals as well as how in particular this influences teacher retention. The study may create awareness about the reasons why educators leave or stay in teaching. The reasons for staying or leaving in the teaching field may assist in developing strategies or programmes for retaining educators in schools.

Participation in the study is voluntary and the participants have the right to withdraw at any stage of the study with no negative consequences to them. Confidentiality and anonymity of all participants is guaranteed as no participant will be identified or be traced. Names, ages, place, gender and any other information that might reveal the identity of the participants will not be released or recorded.

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Participants will be accorded the right to privacy. The information will not be passed on to others; any information collected from the participants will be treated as confidential and accorded the status it deserves. Numbers or codes instead of real names of participants and their schools will be used.

Participants will be respected and their uniqueness or autonomy will be recognised and acknowledged. There are no known risks to participants resulting from their participation in this study.

After getting written consent, face to face individual interviews will be conducted at the participants' school or in the participant's place of convenience. The interview will be conducted after hours to avoid disturbing the teaching and learning processes. The interview will lasts for 30 – 45 minutes. Participants will be asked about how leadership and management influence teacher retention in schools?

Please sign the consent letter if you allow the research to be conducted at your schools with school management team and post level one teacher as participants. The participants will be the principal, deputy-principal, HOD and post level one teacher. Allow me to audio-record the interviews for better capturing of the information. Please note that the findings of this study will be published and made available in open access repository.

Thank you beforehand.

Sello Mkhondo (Researcher)

Professor Sharon Mampane (Supervisor)

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ANNEXURE 'B'

education
MPUMALANGA PROVINCE
REPUBLIC OF SOUTH AFRICA

Building No. 5, Government Complex, KwaMhlanga, Mpumalanga Province
Private Bag x 4021, KwaMhlanga, 1022
Tel : 013 947 1500, Toll Free Line 0800 203 116

OFFICE OF THE DISTRICT DIRECTOR

Litiko leTemfundvo | Umnyango weFundo | Departement van Onderwys | Ndzawulo ya Dyondzo

Enq : SM Kabini
Tel : 013 947 1745 / Fax : 013 947 2956
Email : s.kabini@education.mpu.gov.za

INTERNAL MEMO

TO : **MR. SS MKHONDO**
RESEARCHER

FROM : **MR. JJ MABENA**
DISTRICT DIRECTOR

DATE : **04 MARCH 2015**

SUBJECT : **REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS.**

1. We hereby acknowledge receipt of your letter dated 16 February 2015 on the above matter.
2. Permission is hereby granted that you conduct the study in Tweefontein South as requested.
3. Please make prior arrangement with schools before you visit so that teaching and learning does not get affected.
4. We hope you will succeed and you get necessary cooperation from schools.
5. Thank you.

MR. JJ MABENA
DISTRICT DIRECTOR

04.03.2015
DATE

MPUMALANGA
THE PLACE OF THE RISING SUN

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ANNEXURE 'C'

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education

Department of Education Management and Policy Studies

20 July 2015

CONSENT LETTER

SGB (SCHOOL GOVERNING BODY)

RE: REQUEST FOR PERMISSION TO CONDUCT A RESEARCH.

I Sello S. Mkhondo a student at the University of Pretoria, Faculty of Education, and Department of Education Management under the supervision of Professor Mampane hereby request a permission to conduct a research at your school. The research I wish to conduct for my Master's dissertation is entitled **"The influence of leadership and management on teacher retention in Mpumalanga schools**". The study aims to find out the leadership and management of principals as well as how in particular this influences teacher retention. The study may create awareness about the reasons why educators leave or stay in teaching. The reasons for staying or leaving in the teaching field may assist in developing strategies or programmes for retaining educators in schools.

Participation in the study is voluntary and the participants have the right to withdraw at any stage of the study with no negative consequences to them. Confidentiality and anonymity of all participants is guaranteed as no participant will be identified or be traced. Names, ages, place, gender and any other information that might reveal the identity of the participants will not be released or recorded. Participants will be accorded the right to privacy. The information will not be passed on to others; any information collected from the participants will be treated as confidential and accorded the status it deserves. Numbers or codes instead of real names of participants and their schools will be used.

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Participants will be respected and their uniqueness or autonomy will be recognised and acknowledged. There are no known risks to participants resulting from their participation in this study.

After getting written consent, face to face individual interviews will be conducted at the participants' school or in the participant's place of convenience. The interview will lasts for 30 – 45 minutes. Participants will be asked about how leadership and management influence teacher retention in schools?

Please sign the consent letter if you allow the research to be conducted at your school with school management team and post level one teacher as participants. The participants will be the principal, deputy-principal, HOD and post level one teacher. Allow me to audio-record the interviews for better capturing of the information. Please note that the findings of this study will be published and made available in open access repository.
Thank you beforehand.

Sello Mkhondo (Researcher)

Professor Sharon Mampane (Supervisor)

_____

School governing body (SGB)

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ANNEXURE 'D'

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education
Department of education management and policy studies

4 August 2015

CONSENT LETTER

PARTICIPANTS

Dear participant

REQUEST FOR CONSENT TO PARTICIPATE IN A RESEARCH ON "INVESTIGATING THE INFLUENCE OF LEADERSHIP AND MANAGEMENT ON TEACHER RETENTION IN SCHOOLS".

I Sello S. Mkhondo a student at the University of Pretoria, Faculty of Education, and Department of Education Management under the supervision of Professor Mampane hereby request a permission to conduct a research with you at your school. The research I wish to conduct for my Master's dissertation is entitled **"The influence of leadership and management on teacher retention in Mpumalanga schools**". The study aims to find out the leadership and management of principals as well as how in particular this influences teacher retention. The study may create awareness about the reasons why educators leave or stay in teaching. The reasons for staying or leaving in the teaching field may assist in developing strategies or programmes for retaining educators in schools.

Participation in the study is voluntary and the participants have the right to withdraw at any stage of the study with no negative consequences to them. Confidentiality and anonymity of all participants is guaranteed as no participant will be identified or be traced. Names, ages, place, gender and any other information that might reveal the identity of the participants will not be released or recorded. Participants will be accorded the right to privacy. The information will not be passed on to others; any information collected from the

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participants will be treated as confidential and accorded the status it deserves. Numbers or codes instead of real names of participants and their schools will be used.

Participants will be respected and their uniqueness or autonomy will be recognised and acknowledged. There are no known risks to participants resulting from their participation in this study.

After getting written consent, face to face individual interviews will be conducted at the participants' school or in the participant's place of convenience. The interview will lasts for 30 – 45 minutes. Participants will be asked about how leadership and management influence teacher retention in schools?

Please sign the consent letter if you agree to participate in this research and allow me to audio-record the interviews for better capturing of the information. Please note that the findings of this study will be published and made available in open access repository.

Thank you for your willingness to participate.

I ……(*Surname and full names)* give consent to participate in the research. I agree to participate in the research provided that information I will provide to the research is kept confidential and anonymous and is not revealed to the public, that I can detach from the study at any time without victimisation as my participation is voluntarily.
I hereby declare that I fully understand the research topic, purpose of the research and the benefit that I will derive from the research.

Signature of participant: _____Date:_____

Signature of researcher: _____ Date: _____

Signature of supervisor: _____ Date: _____

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ANNEXURE 'E'

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

Department of Education Management and Policy Studies

INTERVIEW SCHEDULE

TOPIC: "THE INFLUENCE OF LEADERSHIP AND MANAGEMENT ON TEACHER RETENTION IN MPUMALANGA SCHOOLS".

SCHOOL MANAGEMENT TEAM MEMBERS

1. How long have you been in the SMT in this school?
2. How many teachers have left the school since you were the principal/SMT of the school?
3. What do you think was their reason for leaving?
4. How do you as a principal/SMT ensure that teachers stay in the school?
5. Why do you think some teachers are still in the school?
6. What challenges do you as a principal/SMT encounter with retaining teachers in the school?
7. What is the impact of teacher attrition in your school?
8. Is there any other thing you would like to say about teacher retention?

TEACHERS

1. How long have you been a teacher at this school?
2. How many teachers/colleagues have left the school since you were a teacher at this school?
3. What do you think was their reason for leaving?
4. How does the principal ensure that teachers stay in the school?

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5. Why do you think some teachers are still at the school?
6. What challenges do you as an educator encounter working under the leadership and management of your principal?
7. What is impact of teacher attrition in your school?
8. Is there any other thing you would like to say about teacher retention?

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ANNEXURE 'F'

LIST OF TABLES

TABLE 1.1: LIST OF PARTICIPANTS

PARTICIPANT	GENDER	POST LEVEL	EXPERIENCE IN TEACHING IN YEARS	EXPERIENCE IN THE POST IN YEARS
PRINCIPAL	MALE	4	32	16
PRINCIPAL	FEMALE	4	23	02
DEPUTY PRINCIPAL	MALE	3	24	05
DEPUTY PRINCIPAL	MALE	3	29	18
HoD	FEMALE	2	27	14
HoD	FEMALE	2	23	03
TEACHER	MALE	1	34	34
TEACHER	FEMALE	1	23	23

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ANNEXURE 'G'

TABLE 1.2: RESEARCH QUESTIONS AND THEMES

RESEARCH QUESTIONS	RESEARCH THEMES
MAIN RESEARCH QUESTION: • How does the leadership and management of principals influence teacher retention in schools?	• Teacher attrition rate in schools.
Sub questions: • What motivates teachers to stay in schools?	• Management support to retain teachers.
• How do principals support teachers to ensure job satisfaction?	• Attractions to teaching.
• Why do some teachers leave the teaching profession?	• Personal and educational challenges for teacher retention.
• Why do some teachers stay in the teaching profession?	• Impact of teacher attrition.

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