



**EXAMINING THE REASONS BEHIND TEACHERS LEAVING THE PROFESSION:  
A CASE STUDY OF uMLAZI EDUCATION DISTRICT**

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specialising in Public Management  
Durban University of Technology  
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**APPROVED FOR FINAL SUBMISSION**

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## **Declaration**

I, TandekaNdende, hereby declare that this dissertation is original and all the contents are appropriately acknowledged and explicitly referenced. A list of references is appended to the dissertation. Furthermore, it represents my own opinions and not necessarily those of the Durban University of Technology.

I also certify that the dissertation has not heretofore been submitted in any of its parts or entirety for a degree of Master of Management Sciences specialising in Public Management in any other institution of higher learning locally or internationally.

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**TandekaNdende**

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**14-05-2021**

**Date**

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I would also like to thank my family for their support and for always encouraging me to go the extra mile.

To my children, you are the reason why mum is pushing harder. Let this milestone serve as a motivation for you to dream big.

## **Abstract**

In the uMlazi Education District, there has been a surge of teachers leaving the teaching profession for various reasons. Statistics have revealed that since 2012, the uMlazi Education District has lost 1116 teachers and the number is still rising as teachers are constantly not being replaced by the uMlazi Educational District. It is against this backdrop that this study was conducted in order to analyse the causes of teachers leaving the profession, specifically in the uMlazi Education District. A qualitative study was conducted to probe the target audience's inner emotions and perceptions about the reasons propelling teachers to leave the profession. In this regard, interviews were conducted with the teachers to ascertain their feelings and emotions. The target population for this study was all the ex-teachers who have quit or left the teaching profession in the uMlazi Education District. A sample size of 10 former teachers was used. Data collected from the interviews were analysed using thematic and content analyses.

The findings of this study show that the factors that cause teachers to abandon the profession are multidimensional, namely physical, social and psychological factors. It was also found that mentorship, professional development, good remuneration in the form of salaries, a sizeable workload and recognition could be used to motivate teachers and ensure job satisfaction and staff retention. In this regard, a staff retention model for teachers was developed as a framework that will guide education managers to address the problems confronting the uMlazi Education District. Several recommendations have been provided to assist the ministry of education, education managers, scholars and policy-makers to improve the welfare of teachers, as well as to appreciate the bottlenecks crippling the education sector.

**Keywords:** Teachers, attrition, job satisfaction, staff retention, education, motivation, uMlazi.

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# CHAPTER 1 - Introduction

## 1.1 Background to the Study

In the uMlazi Education District, there has been a surge of teachers leaving the teaching profession for various reasons, which this study seeks to establish. Statistics have revealed that since 2012, uMlazi Education District has lost 1116 teachers and the number is still rising as these teachers are constantly not being replaced by the uMlazi Educational District. However, the phenomenon of teachers leaving this profession is not unique to KwaZulu-Natal or uMlazi Educational District only as it is a phenomenon that happens in all provinces and districts in South Africa. The known reasons for teachers leaving the profession are often vague as each individual teacher discloses a different version of what seems to be the problem with teachers leaving the profession (Morrel and Shefer, 2012). On the other hand, teachers who are still in the profession choose not to talk about their challenges in the profession openly. Whilst the South African Democratic Teachers Union (SADTU) and National Allied Teachers Union (NATU) are both vocal on addressing the needs of the teaching profession in South Africa, political interference is a major factor that hinders the functionality of both unions. The association of one of the unions with the political party in power has caused the union to see itself as better than the other, thereby ignoring the given mandate to serve the teaching profession. Instead, it is busy serving the political affiliate's interests. On the other hand, the other union channels most of its energy in retaining its membership, thus in the process forgetting to fight for teachers' rights, which has resulted in some of the teachers losing trust in the unions representing them (Morrel and Shefer, 2012).

According to Pitsoe (2013: 309), problems being experienced in the teaching profession are universal and have contributed to the decline in the teaching profession. Sahlberg (2020: 12) reveals this to include longer working hours, diverse learners with different values and expectations and needs from one another, and growing pressure for teachers to fix the school system's dysfunctional aspects. Owing to the aforementioned problems, Sahlberg (2020: 12) argued that teachers are tired and even burn out to the point that many want to leave the profession to avoid further personal harm. In the United Kingdom, for example, Buchanan et al.

(2013: 114) reported that the extra burden of work face by teachers had contributed to a high attrition rate in the teaching profession.

However, in South Africa, most of the challenges are common across the board because the system of education is the same, especially for government schools. The social-economic standards prevalent in South Africa make teachers susceptible to common challenges in different provinces around South Africa (Liu and Onwuegbuzie, 2014). Challenges faced by teachers in the teaching profession have elicited a need for government, teachers, parents and scholars to work together in finding common ground in making teachers happy in their profession. The root cause of the problem of teachers leaving the profession is attributed to various factors linked to education policies. Nowadays, teachers are faced with several challenges that have forced the profession to function beyond the boundaries of teaching. Most teachers are functioning as social workers, nurses and parents (Anastasiou and Papakonstantinou, 2014). Thus, it is important that in-depth research is conducted to explore the perception of the teachers leaving the profession around the catchment area of the uMlazi Education District.

## **1.2 Research Problem**

The background and the preliminary literature review have shown a high rate of teachers leaving the profession caused by numerous factors that directly impact the culture of learning. This presents challenges for both learners and educational managers because these challenges act as an impediment to the learning process. The South African education system continues to face a number of challenges. Some of which have a direct impact on the welfare of teachers who are key to advancing the learning process. For instance, schools in rural areas often have more vacant positions than those in urban areas, thus causing prospective teachers to take up these positions, not by choice but by situational factors. Unfortunately, these positions are used as a waiting opportunity until another opening is found in the preferred area. As a result, some teachers feel that they can quit at any time because they are in an environment they do not like (Simon and Johnson, 2015).

The lack of school resources such as libraries, science laboratories and computer laboratories has a direct negative impact on teachers not producing good results with

learners. Simply put, teachers do not have the relevant tools to teach the learners and consequently, levels of frustration are high (Wang, Hall and Rahim, 2015). Thus, the failure by the management of the Department of Education to address these challenges has exacerbated the problem, thereby leaving teachers frustrated and wanting to abandon the profession. Therefore, this study explore some of the underlying factors that are contributing to teachers wanting to abandon the profession.

### **1.3 Aim and Research Objectives**

This study aims to explore and investigate the common causes of teachers leaving the profession, specifically in the uMlazi Education District. A number of research objectives were derived to achieve the research aim.

The following objectives were explored:

- To analyse factors that cause teachers to abandon the teaching profession at uMlazi District.
- To identify themes and categorise the cause of service failure based on the perceptions of the teachers who had abandoned the teaching profession.
- To identify the link between the dimensions of educational global factors and local factors that cause teachers to abandon their profession.
- To propose a framework that would help the implementation of strategies that will reduce teacher attrition.

### **1.4 Research Questions**

- What are the factors that cause teachers to abandon the teaching profession at uMlazi District?
- What causes service failure in the teaching profession?
- Is there any link between the dimensions of educational global factors and local factors that cause teachers to abandon their profession?

## **1.5 Significance of the Study**

Teachers are crucial for the development of any country and South Africa is not an exception. In recent times, the number of teachers quitting the profession has been on an upward trajectory. This practice affects the continuity of learning and ultimately the quality of education because learners are disturbed when their guide decides to leave the job. It is therefore important for the higher education sector and institutional management to understand the reasons for teachers leaving the profession so that appropriate strategies can be put in place to address their problems and retain this important resource in the sector. The South African Council for Educators (2011) has noted that although some researchers have tried to reduce the negatives of teacher induction in developed countries to a low level, the void created by emigrating teachers is nevertheless not likely to jeopardize the capacity of developing countries in their respective countries to provide quality education for future generations.

## **1.6 Overview of the Research Methodology**

An overview of the research methodology used in this study is provided below. A more detailed perspective was discussed in Chapter Three.

### **1.6.1 Research Approach**

This study followed an inductive approach because it is not based on known theory as is the case in quantitative studies where the theoretical framework is created based on existing theory (Zikmund, Babin, Carr and Griffin, 2010:44). According to Barbour (2014:66-70), qualitative research is unstructured, exploratory in nature and based on small samples, whereas quantitative research focuses on a descriptive design which uses a set of scientific methods and measures to collect raw data and create data structures that define existing characteristics of a defined target market (Evergreen, 2014:9-15).

### **1.6.2 Research Design**

Explorative, descriptive and causal analysis are three types of designs. Explorative analysis attempts to discover new perspectives and ideas about a phenomenon. Often it is used to describe the issue of the decision of the researcher and to provide potential reasons. Descriptive research is intended to determine the frequency or association between variables. Causal studies aim to establish the relationship between causation and effect (Churchill, Brown and Suter, 2010:79) and typically takes the form between experiments. The study's research nature was exploratory. Thus, qualitative research was undertaken.

### **1.6.3 Target Population**

Population relates to every likely item that encompasses a data value (measurement or observation) of the random variable under study. The target population for this study was all teachers who have left the teaching profession in the uMlazi District in the past five years (2014 to 2019). The rationale for selecting the relevant population was based on their understanding of the profession and the reasons that prompted them to leave the profession.

### **1.6.4 Sample Size**

The sample size is a sub-set of items drawn from a population. The sample size is not only an issue in quantitative research, particularly when one wants to claim that findings are representative of a larger population, but also in qualitative research where the use of case studies is common, and open-ended questionnaires and/or semi-structured interviews are often used (Biggam, 2008:91). The sample size is used because it is often not possible to record every data value of the population because of cost and time constraints. A sample size of 10 teachers who have left the teaching profession and are residing in uMlazi and areas surrounding uMlazi Township were used as respondents in this study.



### **1.6.5 Sampling Method**

The sampling method that was adopted for this study was a non-probability sampling technique because the list of the target population is not known (Krishnaswami and Satyaprasad, 2010:80). In this regard, the snowball sampling method, which is a form of non-probability sampling, was used. In this study, the researcher contacted principals of schools to get details of teachers who have resigned. The sample members were used as referrals to get access to other respondents because it was not easy for the researcher to know the people who have left the teaching profession. Thus, each respondent selected for the study referred the researcher to other individuals who have left the teaching profession until 10 participants were interviewed for the study.

### **1.6.6 Data Collection**

Data for this study was collected using interviews. Open-ended questions were used during the interviews, thereby allowing participants to explain and elaborate their feelings on the subject at hand. Interviews were administered by recording the participants. Each interview form had an invitation and consent letter for respondents explaining the nature of the study and its benefits. Interview responses were recorded for later analysis and data compilation. The researcher intentionally selected snowball sampling to allow participants to be brought into the study by individuals they know and trust so that they would be able to disclose information that they would not disclose if the researcher approached them directly.

### **1.6.7 Data Analysis**

Content analysis was used to analyse the qualitative data collected through interviews. The data were transcribed, coded and analysed so that the researcher can unearth emerging themes.

### **1.6.8 Pre-testing and Pilot Testing**

Pre-testing was conducted to evaluate or eliminate flaws in the interview questions for the study. Pilot studies were done on three teachers who have quit the profession. The first three interviewees were recorded and later the data analysed for validity.

### **1.6.9 Delimitations of the Study**

The study was restricted to the uMlazi Department of Education District only because of the absence of resources such as manpower and funds to explore KwaZulu-Natal as a whole. In addition, the study only focused on teachers who have quit the teaching profession in the last five years at uMlazi Department of Education district.

### **1.6.10 Limitations of The Study**

The study focused on teachers in the uMlazi Department of Education District who have quit the teaching profession. The limitation of the study was instigated by limited funds and manpower. By leaving out the perceptions of teachers who are currently working, the researcher has ignored a reliable source of knowledge that could possibly provide new information based on what they think is crippling the teaching profession. However, despite the limitation, the findings of this study could help the management of the uMlazi Education District to understand the causes and at the same time devise new strategies for addressing the challenges.

### **1.6.11 Trustworthiness and Credibility**

Reliability and validity are often not discussed in qualitative studies. Rather, researchers use the concepts of trustworthiness and credibility. Neuman (2011:214) suggests that in qualitative research, a variety of data sources and multiple measurement methods are used because different researchers who use alternative measures may find distinctive results since the data collection process is interactive

in a setting that is highly evolving and the context is dictated by a unique mix of measures that cannot be replicated. In this study, trustworthiness and credibility were established by thoroughly checking the data, coding, analysis and presentation.

#### **1.6.12 Anonymity and Confidentiality**

In order to ensure that participants of the study are not discriminated against or harmed for thinking or behaving differently from others, anonymity and confidentiality are essential. Data obtained from interviews have been retained and professionally analyzed for this report by not disclosing participant names or identifying numbers, organizations and other details which could lead to participants and/or organizations being identified. This is important given that Mouton (2001:57) claims that it will lead to greater content validity by maintaining the privacy and confidentiality of respondents.

#### **1.6.13 Ethical Considerations**

To ensure compliance with institution ethics requirements, letters of approval to commission the research were obtained from the Department of Education and submitted together with the proposal for review. Participants' informed consent was obtained before collecting data and the names of the participants were disclosed when analysing and presenting the findings of the study.

#### **1.6.14 Classification Of Dissertation**

The following indicates the composition of the chapters of the dissertation:

##### **Chapter One: Introduction**

Chapter One provided the background to the study. In addition, the problem statement was laid down to justify the basis for doing this research. Other sections covered in this chapter are: the objective of the study, the significance of the study and an overview of the research methodology.

## **Chapter Two: Literature Review and Theoretical Framework**

The second chapter reviews all relevant literature related to teachers' attrition. Thus, a national and global perspective of teachers' attrition is reviewed to create an understanding of the concept. Lastly, the causes of teachers' attrition are discussed.

## **Chapter Three: Research Methodology**

This chapter covers the research approach used, the research design, sampling method, data collection methods, data analysis and ethical considerations of the study.

## **Chapter Four: Data analysis and Discussion of Findings**

This chapter unpacks and discusses the results of the survey guided by the research methodology. Tables and graphs are used to present the findings of the study.

## **Chapter Five: Summary, Recommendations and Conclusion**

Chapter Five provides the summary of this study, the limitations, the contributions made to the body of knowledge, possible recommendations, opportunities for future research and the conclusion of the study.

### **1.7 Chapter Summary**

Chapter One provided the background and context of this study; defined the problem to be investigated; outlined the research aims and objectives; and gave an overview of the research methodology used in this study. Lastly, the chapter discusses the chapter organisation of this study. The next chapter reviews the literature on teachers' attrition in the South African education sector.

## **CHAPTER 2 - Literature Review And Theoretical Framework**

### **2.1 Introduction**

This chapter provides an overview of the existing literature and the reasons compelling teachers to quit the profession. Firstly, this chapter describes the theoretical framework underpinning this study. Thus, theories of motivation are discussed to create an understanding of the driving forces or factors that may compel teachers to behave in a certain way. In this regard, the factors leading to teachers' attrition in South Africa will be discussed. Furthermore, a detailed perspective will be provided with particular reference to the uMlazi Education District because it is where this research is conducted. The consequences of teachers' attrition at the international level have also been analysed in order to understand the push and pull factors of the gaps left by teachers and the implications thereof for all stakeholders, viz. learners, school staff, government and society at large.

### **2.2 Theoretical Framework**

A plethora of studies provide a background to the problems of teacher attrition. In this regard, it is important to review a number of theories that guide the conduct or behaviour of workers in the workplace. These theories include motivational theories, with specific reference to Maslow's Hierarchy of Needs and Herzberg's Two-factor theory. A detailed analysis of these theories is provided in the following discussion.

#### **2.2.1 The Concept Of Employee Motivation**

According to Hitt, Miller and Colella (2009:187), motivation is the wilful conduct of an employee that forces him to act with persistence and intensity towards the realisation of specific objectives. Thus, motivation encompasses a particular force that drives an employee to engage in consistent behaviour (Griffin and Moorhead, 2007:83). Similarly, Armstrong (2010:136) refers to motivation as the driving force that provides energy and direction, and sustains employee behaviour. Motivation is voluntary in

nature and can be ascertained through the actions and behaviour of employees (DeSimone and Werner, 2009:45).

Kreitner and Kinicki (2008:210) noted the psychological mechanisms in motivating, contributing to the excitation, direction and continuation of the volunteer activities of employees that are guided by particular objectives.

Werner, Bagraim, Cunningham, Pieterse-Landman, Potgieter and Viedge (2011:82) posit that motivation encompasses the arousal, direction and persistence of employee behaviour as illustrated in Figure 2.1 below:

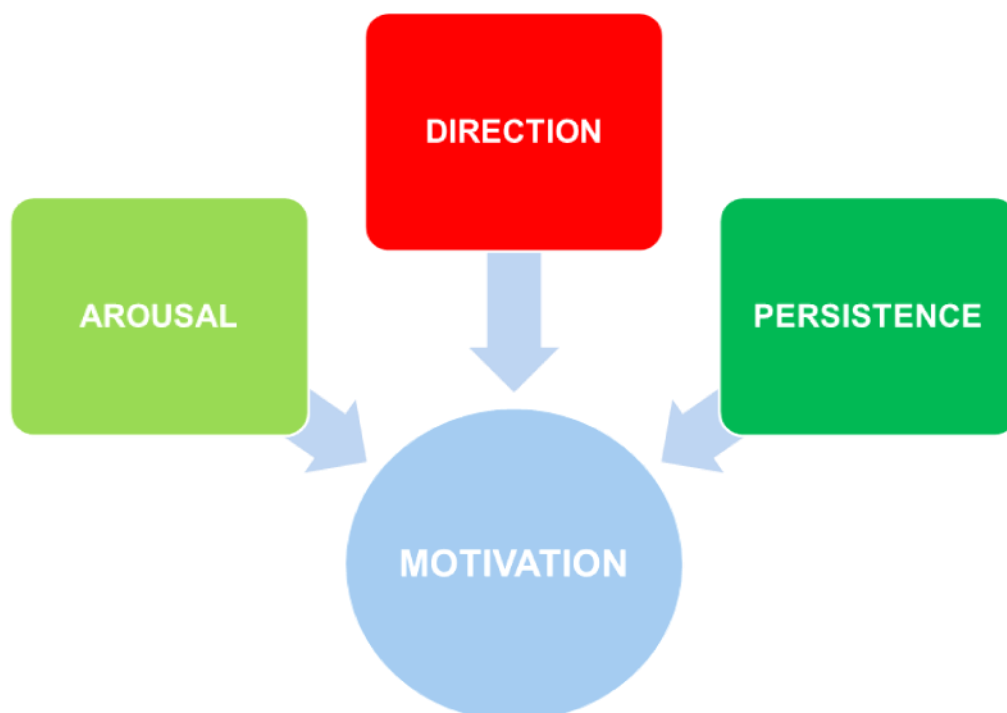


Figure 2.1: Motivation as a Process

Source: Adapted from Werner, Bagraim, Cunningham, Pieterse-Landman and Viedge (2011:83)

Arousal is concerned with the need and motivation behind the behavior (Bloisi, Cook and Hunsaker, 2007:196). In addition, enthusiasm is the force that pushes an employee to act (Werner et al., 2011:82). Armstrong (2014:169) argues that an employee will attempt to prove his willingness, whilst Robbins, Judge, Odendaal and Roodt (2009:144) argue that the management is in place when an employee chooses to conduct himself or herself to reach particular targets.

DeSimone and Werner (2009:45) accept that the strategy requires effort over others.

Persistence refers to the degree to which employees are going to adhere to the set targets to achieve the set objectives and targets (Armstrong, 2014:169). Similarly, Schermerhorn et al. (2011:110) state that persistence refers to the length of time or period an employee is willing to hold on in his or her attempt to achieve company or personal goals. Therefore, Kreitner and Kinicki (2008:210) believe that motivation encompasses several things such as individual needs; a good work environment; reasonable rewards and performance systems; and the actual creation of specific goals. It also encompasses certain aspects that drive individual behaviour or conduct (Armstrong and Stephens, 2005:70).

## **2.3 Theories Of Motivation**

Motivation theories explain the behaviour of employees in an organisation. The reality is that employees have their own needs and are also attracted to a set of goals (Quick and Nelson, 2006:152). According to Werner et al. (2011:85), different motivational theories are aimed at assisting managers to trigger and sustain a specific cause of action or to bring to an end certain behaviours that are harmful to the organisation. In addition, Martin (2001:403) argues there is no motivation theory or school of thought that can be deemed to be embracing the entire range of personal and organisational imperatives.

### **2.3.1 Maslow's Hierarchy Of Needs**

Abraham Maslow believed that individuals have to work in order for them to earn a living and survive (Creed, 2011:97). This is what drove him to come up with Maslow's Hierarchy of Needs. According to Knights and Willmott (2007:44), the hierarchy of needs provides an overview of motivation as a process that deals with fulfilling human needs or wants. Thus, this theory contends that human beings have needs that they would like to fulfill or satisfy and such needs are what drives their behaviour (Martins, 2001:405).

Griffin and Moorhead (2007:86) noted the five hierarchies of needs, including motivation. Physiological needs, the need for protection, need for membership, need

for recognition and self-actualisation. The most influential needs can be achieved by financial incentives such as wages. *Physiological needs* are the most significant. Fundamental needs like nourishment, air, water and sleep are necessary for the body's survival and proper working condition (Martin, 2001:405).

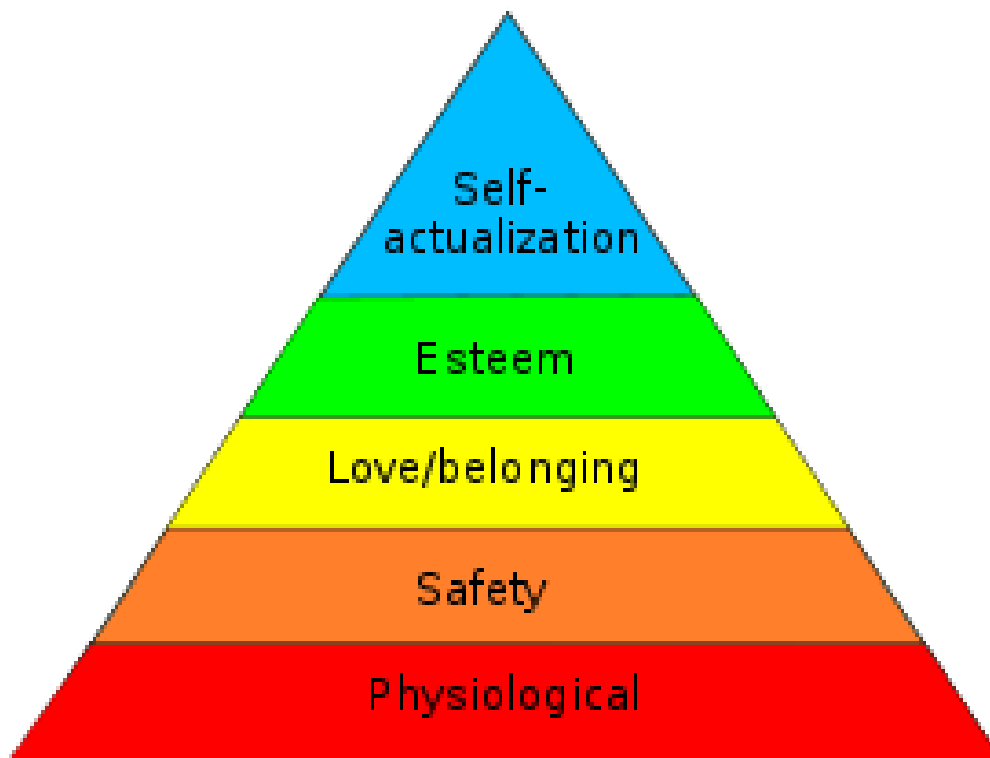


Figure 2.2: Maslow's hierarchy of needs

Source:Adopted from Griffin and Moorhead (2007:86)

According to Kaur (2013:1062), *safety needs* encompass safety and protection from distress, physical and emotional harm. For instance, safety and security can be viewed in the context of an assurance or guarantee of salary. Werner, et al. (2011:87) suggest that the failure to provide or meet physiological and safety needs may lead to the lack of opportunities to develop physically and psychologically. This is based on the fact that survival needs are the most critical needs and motivators of individual employees. Hosain, Alauddin, Tanvir and Sawda (2013:125) argue that it is important to observe that in developing economies, people buy food to fulfill their lower-order needs, whilst in highly developed economies, people buy food to satisfy or meet higher-order needs.



### **2.3.1.1 Criticism Of Maslow's Hierarchy Of Needs**

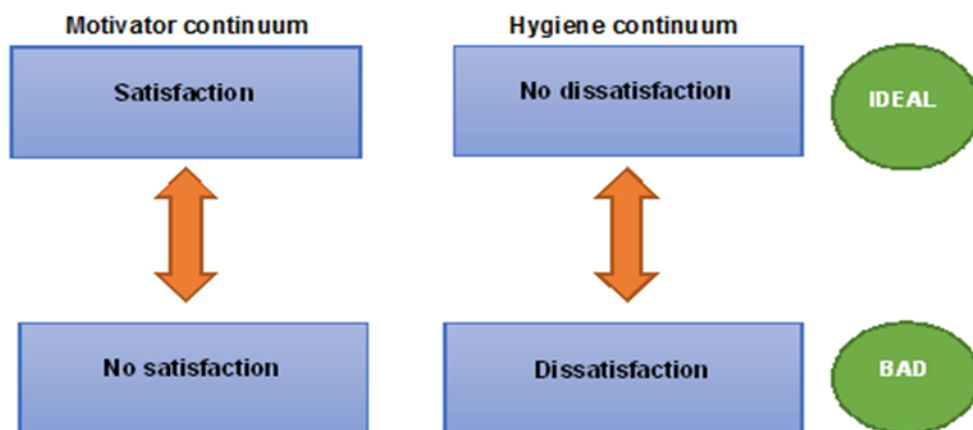
Maslow's hierarchy of needs was opposed by a number of theorists. Kaur (2013:1063) argues that while fulfilling the lower-level needs, superior needs may still dominate. Moreover, a person may have more than one need a day, and Maslow's presumption that a person has one need at a given moment is impractical and unworkable (Creed 2011:98). However, it should be noted that as new theorists adapt their model to similar types of needs, Maslow's hierarchical necessities are generally recognized as fundamental.

### **2.3.2 McClelland's Achievement Motivation Theory**

The Achievement Motivation Theory contends that human needs are obtained based on the events and experiences of individuals (Mustafa, 2013:5). According to Du Toit, Erasmus and Strydom (2007:238), McClelland's theory is multidimensional and is made up of the need for achievement (nAch), power (nPower) and affiliation (nAff). Affiliation is the need to belong and sustain interpersonal relationships, whereas achievement is the need to execute tasks that are challenging (Reis and Geller, 2010:50). The high levels of affiliation mean that decisions are driven by social status rather than the achievement of a particular goal, whereas individuals with high achievement levels are concerned with the opinion of others (Aamodt, 2013:308). Individuals need power so that they can influence the behaviour of other people. Geller (2010:51) believes that employees with high levels of power need personal power so that they can have control and be able to direct others. Institutional power refers to the need for individuals to achieve the objectives set by the organisation (Reis and Geller, 2010:51). Nel and Werner (2014:269) believe that what motivates employees are tasks that are challenging, being recognised and being given opportunities for advancing their careers rather than compensation or fringe benefits. In addition, highly performing individuals consider money as one of the indicators of success.

### 2.3.3 Herzberg's Two-Factor Model

Two groups, motivators and hygiene factors, form part of a two-factor motivation theory. Higher-order needs are graded by Herzberg for satisfaction/ dissatisfaction and they are encouraged to satisfy these criteria. Moreover, Herzberg puts a spectrum of discontent / no discontent on less demand and calls for care or hygiene to be met. This is illustrated in Figure 2.3. The Herzberg model provides insight into how motivation and satisfaction function are related to one another (De Klerk et al., 2014:73). Furthermore, factors making workers feel good at their jobs vary greatly from factors making them feel bad at work. This suggests that the other way round is no happiness at the workplace and that the reverse is not disappointment at the workplace. In addition, the motivation-hygiene theory indicates that workers are motivated when their work satisfaction is high, as shown in Figure 2.3 below:



**Figure 2. 3: Herzberg's Two-Factor Theory**

Source: Adapted from VanAswegen (2011:96)

#### 2.3.3.1 Hygiene Factors

Hygiene or maintenance factors refer to those factors that deal with the context of employee satisfaction and/or dissatisfaction. Availability of hygiene factors is not enough to motivate employees, whereas their absence may lead to dissatisfaction with the job and the organisation. Hitt, Miller and Corella (2011:95) have noted that

hygiene factors are external or extrinsic to the employee and may include the following:

- Salary;
- Working conditions;
- Job security;
- Interpersonal relationships at work;
- Level and quality of supervision; and
- Company and administrative procedures.

### **2.3.3.2 Motivating Factors**

Motivators are factors that drive workers to improve the performance in their workplace. According to Erasmus, Strydom and Rudansky-Kloppers(2013:330), motivating factors deal with the composition of the work and intrinsic factors. Motivating factors include the following:

- Recognition;
- Sense of achievement;
- Responsibility;
- Nature of the work itself;
- Growth; and
- Advancement.

The two-factor theory does not suggest that there is a hierarchical relationship between motivators and hygiene factors. However, the motivation-hygiene theory posits that intrinsic factors have a significant effect on job satisfaction, whilst extrinsic factors have a significant effect on job dissatisfaction (Nel et al., 2012:203) and may not cause employee demotivation but may lead to employee dissatisfaction. Butler and Rose (2011:91) suggest that eliminating factors which lead to dissatisfaction in the workplace may lead to peace but not the motivation of employees. In addition, Nel and de Beer (2014:73) believe that there is a need to maintain hygiene factors in order to achieve the satisfaction of employees. Even though high levels of motivating factors may lead to an increase in employee motivation, low levels of

motivators may negatively affect employees' level of motivation and subsequently lead to a feeling of dissatisfaction amongst workers or employees (Wilton, 2013:43).

### **2.3.3.3 Criticism Of Herzberg's Two-Factor Theory**

The theory of two variables is the most important theory of work satisfaction. Critics also suggested that technology, the atmosphere and the history of Herzberg's groups is distinct from the majority of the other job groups, according to Gibson et al. (2012: 134). Theorists have argued that Herzberg simplifies work satisfaction too much when in reality, it is a complex and dynamic mechanism to ensure employee satisfaction and motivation (Saif, Nawaz, Jan and Khan, 2012:1386).

The two-factor theory was also criticized for paying limited attention to the motivative position of lower-order needs, and in particular to the position of money (Erasmus, Strydom and Rudansky-Kloppers, 2013:332).

Overall, the central theme emerging from both Maslow's and Herzberg's theories is that every one has different needs and that certain factors motivate or satisfy such needs. Despite some criticism faced by both theories, they still remain relevant in explaining the factors that may contribute to an employee's attrition or retention from their work. As such, other scholars have applied both theories in explaining factors contributing to teachers' motivation (Bennell and Akyeampong, 2007; Gameda and Tynjälä, 2015). Moreover, and in the context of low-income countries where basic needs are neglected, Maslow's theory becomes highly essential (Illiya and Ifeoma, 2015:1). The relevance of both theories in low-income and developing countries will lead to the point of departure for the the next section.

## **2.4 Teacher Attrition In South Africa**

Despite the transition from a divided society to democratic rule in the South African context and the swift growth of the education sector, specifically registration at the primary level, continues to display traits of a background that has remained persistent for nearly two decades. While the crisis of an inadequate supply of well-trained educators has hit South Africa as a nation, many other researchers believe

that several other nations are affected by this disturbing social reality. This has motivated many nations to strategize by roping in foreign specialists in the domains where there are glaring gaps in order to resolve the challenges by, amongst other things, proposing better social conditions and financial support in order to deal with factors that have encouraged teacher attrition. It is believed that one of the ways to fight teachers' attrition is to supplement the number of learners that register in the pedagogy in order to increase the number of learners who complete their studies and are willing to get involved in teaching (Sutcher, Darling-Hammond and Carver-Thomas, 2016).

Several researchers from South Africa and abroad have focused on understanding the motivations behind teachers leaving their profession. A recent study in the South African context that focused on the perceptions of tertiary students in the final year of studies towards the teaching profession suggested that some of these would-be teachers are harbouring migration intentions. Findings reveal that students who were willing to remain and work in the country in the teaching profession recorded the highest number at 79%, whereas 8% suggested they will migrate and another 8% had no clear decision regarding their next move. In the same context, a number surpassing a third of the learners, about 38%, acknowledged having a plan to teach abroad within five years (de Villiers, 2017:212).

The learning and teaching sector, commonly referred to as the "education system", is believed to be facing various problems due to the shortage of decision-making and policy-making, as well as well-trained personnel to manage institutions properly. In addition, the scarcity of teachers is influenced by deep-rooted problems originating from the teacher as an individual, as well as the social, political and scholastic environments that are unique to different countries (Swanson and Mason, 2018:254). In recent times, there has been a surge in the number of teachers leaving the profession due to various reasons. Moreover, the number of teachers leaving the profession in South Africa is alarming, although there has been enough willingness to bring about change in this sector by the government.

The scarcity of well-trained educators and the current phenomenon of losing teachers that have specific attributes in various educational institutions is a worldwide concern. Several countries have expressed concern over the lack of teachers in the

educational sector (Sutcher, Darling-Hammond and Carver-Thomas, 2016). Strategies put in place by some nations to resolve such problems include encouraging teachers through attractive salaries. Unfortunately, it remains questionable if such problems can be resolved by recruiting new teachers as seen in initiatives taken by other countries. As a result, this has pushed some nations to look at encouraging the recruitment of many new students to be trained in the education field and allow a number of those who graduate to take over in institutions where there are open positions (Lindqvist, Nordäng and Carlsson, 2014:95). It is important to underline, however, that the phenomenon of teachers leaving this profession is not unique to KwaZulu-Natal or uMlazi Educational District. It affects all provinces and districts in South Africa, as well as many other countries. In the same vein, some governments are able to deal with this phenomenon accordingly by developing better policies and strategies, while others fumble.

The situation overseas is not different as teachers or prospective teachers who are trained to be in the domain are found in different sectors other than education. For instance, the United Kingdom (UK) experienced a shift in job type amongst teachers. Thus, instead of remaining in the education system after their qualifications, they prefer to seek employment in other sectors and positions that are lucrative. It is stated for example that 50 percent of the trained personnel in the education field who qualified as teachers did not exercise in the profession after 5 years upon qualification, while at least 40 percent of those who were officially recognised as being qualified after studies are not involved in teaching, despite being awarded a teaching qualification (Espionaza, 2015).

Similarly, in Hong Kong, the situation stands at 4.8 to 5 percent of the number of educators that do not exercise in their profession (McInerney, et al., 2015:12). In the US, it has been revealed that in 2017, about 50.7 million K-12 learners were registered in the public basic and secondary levels, while a growing number of 5.2 million of learners were about to register in the private sector (National Center for Educational Statistics, 2017:1). It has therefore been noticed that the growing number of students being recruited require enough teacher support, which has not been happening because teachers' recruitment in the education sector is said to be falling by up to 35 percent within the country for the past five years (Long, 2016:1).

Various causes lead to the erosion of the teaching profession. The reality is that cases of attrition have been experienced in the country for several years and their consequences on learners and the education system, which is a bedrock for providing workers in different domains, is strongly felt. Unfortunately, this situation emanates from different socio-political imbalances that engulf the country. If not properly analysed, purported solutions to mitigate the worsening of the situation may take many years before meaningful progress is made. Furthermore, it has been observed that the majority of teachers are lacking commitment to remain in the domain of their study due to various reasons (Plunkett and Dyson, 2011:35).

## **2.5 Factors That Cause Teachers To Abandon The Teaching Profession**

Several factors may lead to teachers leaving the profession that they were trained for. In the same vein, it is therefore important to acknowledge aspects such as historical background of the country, its socio-economic, educational and political system as part of the process. The lack of teachers in South Africa is driven by the long-term challenges originating from the apartheid era which have not yet been resolved properly. While the focus of studies on specific education districts remains insignificant, it is important to underline that the causes are stretched from a practical and well-balanced perspective of the country's past educational policies (Murtin, 2013:7).

Better remuneration and other practices in the working environment are critical to staff retention. However, such practices are not limited to the education system alone. The health sector is believed to be affected as well as some public medical workers have shown preference to choose the private sector due to better pay. A study led in KwaZulu-Natal to understand the pulling out motivations behind health professionals leaving the public sector for the private sector shows that their choice to switch to the private sector was justified. As a matter of fact, a sample of seven histopathologists from the private sector and nine from the public sector, representing a total of 16 of the 23 histopathologists in service for the province, discovered the preference of histopathologists. The study concluded that histopathologists were motivated by a good salary in the private sector rather than in the public sector (Ruggunan and Singh, 2013:3). Therefore, one may be inclined to

conclude that teachers might equally be persuaded to leave the public sector for the private sector because of the good salary offerings in the private sector. For instance, the majority of teachers in the Vhembe District of Limpopo Province, South Africa, who resigned from the Department of Education postulated that one critical factor pushing teachers out of the system through resignations and early retirements has to do with the low salaries of teachers (Mafukata and Mudawu, 2016:2249).

A considerable number of these teachers have been wrested by countries abroad with promises of better working conditions, particularly better salaries. It is troubling that in weak areas of expertise like mathematics, science, technology or languages, South Africa is losing its best professors. For example, a teacher trained to teach mathematics until grade 12 said he is leaving for Bahrain because R6500 is not enough for bonds and a car after tax (Mampana, 2012:73). A teacher who is trained to teach mathematics until grade 12! Similarly, teachers are underpaid with minimal allowances, housing support and advancement incentives (Machondo, 2014), as the Gambian Teachers' Union considers (Makondo, 2014).

Earlier studies have shown that employee turnover factors are popular in various industries. Some of the following factors (especially important for teaching) are:

- Economics linked to other better paid jobs being available;
- Organizational performance where an organization that is perceived to be economically difficult increases the specter of immediate layoffs, which leads to employees searching for alternative jobs;
- Organizational culture, including the compensation system, leadership power, the ability of the business to create a sense of employee loyalty and the creation of a sense of common objectives, can influence indices of work satisfaction such as employee turnover and turnover rate; and
- The attributes of the job, as certain work are more desirable than others naturally. Many characteristics, including repeatability, difficulty, threat, perceived value and ability to generate a sense of achievement, can influence the attractiveness of a job. The status of work, as well as several other factors, is significant (Mampane, 2012:73).



Workplace favouritism is one of the issues that paralyzes education. This activity, which has been condemned by many teachers, civil society and public representatives as part of the spoiled system for which the ruling Party is notorious. This practice has had the effect that engaged and skilled teachers are eventually lost to the profession because they cannot embrace and ignore, despite their abilities, this blatant patronage system (Mampane, 2012:80). It has also been noted that all teachers, including the president of this country, are blasphemed by the politicians who stand in parliament and accuse teachers of pitilessness, a drink at work and all forms of immorality, without ever considering teachers' conditions, such as the low salary, crime, mis-discipline of learners and the lack of political help. The fact is that teachers cannot be accused of bad knowledge of subjects when no in-service instruction, no labs, no textbooks and libraries are provided (Mafukata and Mudawu, 2016:2251).

Motseke (2013) argues that teachers are subject to increased stressful working environments, and the final performance is impossible and immoral – and that teachers are eventually forced out. Similarly, Strydom et al .( 2012) submitted that their job satisfaction has reached an all-time low due to issues currently faced by teachers in major schools, including work pressure and insufficient assistance and reform of the education system. One of the factors driving the teachers out of the profession was a rise in the workload. Therefore, historic differences in pupil-teacher ratios are factors leading to increased workload. It was stated at one point that a 38:1 ratio was the most significant teacher-pupil ratio was in the KwaZulu-Natal Provincial Department of Education (Jarvis, 1999). In addition, it has been noted that one of the key contributors to the teaching resignations and early retirement in the Vhembe district is an irregular and unsustainable workload. The results are consistent with the results previously reported in other studies. The high workload was cited in some schools elsewhere in South Africa in general as a major cause of teacher exhaustion and turnover (Van Scheeer and Wiid, 2011).

The majority of educators in Vhembe district leaving the profession is high – and from time to time fluctuates. The impressions of teachers who resigned and others

who retired early in a study by Mafukata and Mudau (2016:2252) was analyzed. Several explanations have been discovered and the majority of respondents have cited inadequate remuneration and benefits, fatigue, burnout and tiredness, while other teachers have found that authorities are not involved in resolving educational challenges. For example, corrupted and highly fraudulent promotional and career development programs; lack of enhancement of teacher safety and protection; and an irregular amount that is not conducive to teacher achievement were noted.

Teachers are also seen as a crucial learning resource in developing societies in particular, considering the dynamic working and livelihoods that occur in such societies. The lack of teaching tools also makes it the only way for teachers to fulfill their educational ambitions. These teachers' issues touched on every aspect of education, from the learners to the parents, from the authorities to the general public and the whole school system (Struyven and Vanthournout 2014: 37). Shifts in the laboratory for older teachers and compensation for younger and new graduates replaced issues like ill-discipline, lack of participation in decision-making (i.e. top-down approach), lack of parental involvement, etc. (Naong, 2011:193).

Dissatisfaction as a key reason for teachers leaving the country was given amongst South African teachers. Reasons for this frustration are largely related to recent changes in educational policy, including weak management and increased workloads, poor pay, shortened periods of time-off for teachers, OBE and confusion with temporary teachers, amongst others. Teachers who wanted to move did so because they felt like they were economically disadvantaged and felt poorly qualified to teach in the modern education paradigm (Manik, Maharaj and Sookrajh, 2006).

One of the reasons that teachers leave the profession is migration in search of better opportunities. The benefits of teacher migration seem insignificant when one takes the view that teacher education in an already developed country like the United Kingdom or Australia deprives a community as a whole of their skills and expertise. The effect of such a loss on the literacy level of a nation will be immense and will continue to impair any important form of growth in these countries. The lack of teachers is not a concern, nor is the quality of teacher migration adversely affected.

The lack of job satisfaction and salary conditions, bureaucracy and the policies formulated that make teachers feel unfit to effectively provide services tend to be the key causes of teachers leaving South Africa. Policy should be geared towards ensuring that the profession is stable, politically desirable and that expert teachers are promoted and respected for significant reasons to retain educators in the country (South African Council for Educators, 2011).

McClelland and Varma (1996) have categorized factors which lead to the attrition of teachers into two broader categories of needs, namely teachers' personal and professional needs. According to them, practically all the causes and reasons an instructor is interested in are his or her personal or occupational needs. The term "pull factors," which define personal and technical teaching factors that influence attrition was used in Cunningham (2000). Thus, if one looks at reasons for the turnover of teachers or the causes for teachers to stay in classrooms, one can concentrate on teachers' requirements.

Teachers' voluntary resignation is partially based on the job market and the relative appeal of alternative work opportunities. In certain situations, even teacher turnover is a reaction to unhappiness, bad management and inadequate pay distribution. Furthermore, the success of their students motivates dedicated teachers and discourages them from circumstances that render success impossible. Various policy interventions can influence turnover, including enhanced policies on deployment, increased local recruiting use, improved working conditions for teachers, improving pay reliability and enhanced school-level governance, as shown in Table 2.1. (Mulkeen and Crowe-Taft, 2010).

**Table 2.1: Factors leading to teacher attrition**

Category	Possible Factors
Demographics	Retirement age and policies Age profile of teaching force
Personal factors	Marriage Family responsibilities Illness
Pull factors - alternative employment	Labor market conditions Relative pay of teachers Relative pay progression of teachers
Push factors - dissatisfaction with teaching	Conditions of schools. Living conditions at post. Management within school. Management within education sector. Poor school climate. Low job satisfaction

Source: Mulkeen and Crowe-Taft (2010:11)

Such issues as scarcity of funds, poor safety measures, unsafe school systems, inefficient funding, low pay, poor government governance, corruption and lack of proper governance have been identified by Unesco (2012), in particular in the war zones in developing countries. These are both reasons for the high turnover of teachers and hence for the inability to achieve quality education. In its education system, South Africa faces obstacles to producing the country's sufficient performance to achieve high levels of outcomes education. To counter this particular need, researchers recommend that teachers must be provided with enough material to meet the country's needs (Steyn, 2008:15).

Consequently, there have been many projects to concentrate the instructor on improving the success of learners (Desimone, Smith and Ueno, 2006:178). Previous research has shown that the teacher's expertise, abilities and temperaments are crucial to learning and must be the product of direct and enduring interaction with students (King and Newman, 2001: 86). They can develop their own learning skills.

In addition, proposals that endorse the need for policy-makers in compliance with the UNESCO (2013) criteria to prioritize training to enable teachers to be exposed to the problems they face in their classrooms, based on their teachers' education, are important for a lasting solution of the matter.

The main feature of South Africa's education result, which has been evaluated on many occasions, is one of the worst systems of education of all countries of medium-sized income involved in cross-border evaluations of education performance compared even with a few low-income African countries. Statistics collected for Grade 12 in the national annual report by the National Senior Certificate (NSC) indicate vulnerabilities. The study reveals that just half of every 100 pupils enrolled for the beginning of school have reached grade 12 and only 12 pupils meet the university criteria. Compared with the findings of many local and global didactic studies, such as Annual National Evaluations, South Africa has been criticized by many researchers around the country for the credible local one to six and nine grades' testing (Spaull, 2013:3).

On the international level, South Africa participates in three tests to assess how best countries achieve in their education system, known as Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading and Literacy Studies (PIRLS) and the Southern and Eastern African Consortium for Monitoring Educational Quality (SACMEQ). In different periods, results of the evaluation tests suggest the lack of improvement in Grade Six literacy or mathematical ability in South Africa for SACMEQ II (2000) and SACMEQ III (2007) for the entire seven-year period the tests were taking place. More disturbing is the fact that the report underlines that about "27 percent of South African Grade Six pupils were illiterate because they were unable to read a short and simple text extract." The case of Limpopo Province was worse where pupils were found to be uneducated, with "half (49 percent) of all Grade Six, while only 5 percent was noticed for the Western Cape (Spaull, 2013:4).

### **2.5.1 Teachers' Responsibility In The Decline Of Education Achievements**

In the continuity of learners' low performance, these few lines focus on the many causes of teachers abandoning their profession linked to "content knowledge". Here, the focus is on South African mathematics teachers. Teachers and learners are the foundation of the education system. While teachers on the one hand remain the tank in well-informed programmes to transmit to pupils or students, students on the other are the reservoirs of the knowledge to be acquired. This suggests that the type of knowledge, the capacity of the teachers and the quality of materials are very important for the success of the education process. Unfortunately, the drawbacks pointed out in the previous paragraphs about the weak results of the knowledge transmitted by teachers have been expressed to have performed lower on average than countries that are less resourced.

Once again, Spaul (2013:5) demonstrates how a cohort of South African teachers trained in mathematics and sciences has recorded "below-basic levels of content knowledge", proving their incapacity to respond to questions directed to their learners. Findings of the quality of mathematics educators for Grade Six from quintiles one, two and three are found out to be at the same level of content knowledge to the average of teachers in Mozambique, Zambia and Malawi. In addition, the South African mathematic teachers have been identified with substantially lower content knowledge compared to those in countries such as Kenya, Zimbabwe, Uganda and Tanzania. Finally, the above incapacity of teachers making them unable to teach unknown knowledge has severe consequences for the quality of the South African education system as a whole. Mathematics teachers being unable to handle their tasks to transmit knowledge are likely to leave the profession for other types of less demanding job opportunities.

Another important issue is the lack of teachers in the rural environment, which is driven by the failure of teachers to accept the rural postings. The reality is that many teachers do not like to be sent there and as a result, many well-trained teachers are leaving the countryside for more attractive "fee-paying schools" (Murtin, 2013:23). Consequently, these behavioural traits of the teachers have been identified as contributing to the results of the matriculants in places like the umlazi District. Another school of thought suggests that the joining of unions has created a negative

impact on teachers' capacity or performance to do their job. Many believe that teacher unions have been a cause of "fear, chaos and paralysis in numbers of schools in South Africa" (Zengele, 2013:63).

## **2.6 Educational Management: Theoretical Overview Ofthe School Management System**

Issues related to educational management are of a worldwide concern, although certain nations have particular advantages to address them with seriousness and with available adequate instruments. Research indicates that there has been considerable growth in increasing the understanding of the administration and the leadership in education since the 1960s. Unfortunately, there is a serious dearth of works in the domain of education and management because the mainstream of "published sources of knowledge" and findings are mostly found in a few developed nations (Hallinger and Bryant, 2013:205;Hallinger, 2014:544).

Both developing and developed nations have strategic ways to improve the daily management of the education sector. Thus, depending on the nature of the challenges each nation faces, appropriate mechanisms are put in place to improve conditions of teaching and learning, the process of recruiting suitable teachers in particular domains as well as other administrative posts. These are all related to the adequate management of the school environment. However, some of the factors contributing to the failure of the education systems to deliver good learning experiences to children are weak accountability relationships amongst policy-makers, education providers, citizens and the students whom they serve. As a result, the continued shift of decision making in the education sector based on school reform policies in many nations is becoming more and more popular (Patrinis and Fasih, 2009:9).

The role that management plays is critical to the improvement of working conditions, including the improvement of the well-being of educators and the entire education personnel. Thus, it is important to understand the meaning and the role that School-Based Management (SBM) can play in the running of a better teaching and learning environment where everyone abides by the laws that govern the institution. SBM is understood as an approach to education governance that transfers authority from

higher levels of the education system to teachers, principals and parents (Edwards, 2017:1).

Furthermore, for the SMB to be more efficient, only certain responsibilities are transferred- like assessing how the management uses the budget; developing the school curriculum; purchasing teaching and learning materials; enhancement of the physical infrastructure; monitor and assess the way educators perform in their field, as well as employing and getting rid of educators. Commonly, such bodies are made of parents, teachers and principals and they play a crucial role in implementing the transference of power (World Bank, 2007).

SBM has been in place since the early 1990s as a widespread way/ governing strategy that was put in place to follow development processes at the international level due to its attachment to principles of augmenting community involvement, enlightening the responsibility of teachers, stimulating higher productivity and improving teaching outcomes (Edwards and DeMatthews, 2014:8). Upon considering the successful results of the SBM system implementation in the education system and particularly in the context of leadership, importance has been given to the global limitations of a knowledge base in different societies (Mertkan et al., 2016).

Besides, specific attention has been given to Educational Leadership and Management (EDLM), considering the deficiencies of management roles of respective schools in poor nations (O'Donoghue et al., 2016:1338). Therefore, the above shortages have encouraged the focus on growing research, on which several empirical studies have suggested that the focus be moved to the ultimate importance of connecting leadership and also taking into consideration the hands-on practices in their school environments (O'Donoghue et al., 2016:1334; Hallinger and Liu, 2016: 169; Walker and Hallinger, 2015:555).

### **2.6.1 Discipline As A Key Component Of The School Management System**

School management faces many challenges in dealing with children's education and maintain regular disciplined behaviour in their respective schools. When parents send their children to school, they expect them (in return) to acquire adequate



knowledge on how to handle their lives in the future. While biological parents or guardians know the behaviour of their kids, educators and the school management team have to deal with care of the behaviour of each child. Children at the secondary level live in a turbulent period as they embrace their puberty. This is an important period in which children need to be highly controlled in terms of discipline during the period they access the school premises. Discipline is believed to have become one of the irritating issues to handle at schools, given the fact children lose control as some are excited about the second environment of their day (Edinyang, 2017:56).

This has become a huge problem for the majority of schools, parents, policy-makers, etc. However, such an educative environment should be able to maintain discipline and afford quality education to the learners as part of the social mandate between the school management and the stakeholders (parents, the school board of management, the Ministry of Education, etc.). A key example of the consequences of a lack of discipline in the school environment has been identified in research conducted by the Mauritius Research Council in 2012. The investigation focused on finding the motivations behind certain behavioural traits manifesting, such as lack of discipline and other aspects related to writing or using foul language in class, lateness, classwork and homework not done, smoking, verbal aggression, using a mobile phone in class, bullying, class disruption, stealing, unjustified absence from school and bunking classes (Ramharai, Curpen and Mariaye, 2012).

The wrongdoings by pupils which include 'inappropriate dressing, property destruction, hooliganism, alcohol, drug abuse and immoral acts' are said to be amongst issues that demonstrate a lack of discipline in certain education institutions in Mauritania. It is important to state that few other investigations conducted in the education sector in the domain of managing pupils' discipline have concluded that it is not an easy issue because it is exhibited in different ways (Jeeroburkhan, 2016).

It is important to underline that most children at the high-school level are young people, which every particular nation defines according to its historical background and needs to allocate to this active social group. This specific social group is said to be quite impulsive in behaviour, leading to violence in schools and their respective social environments. The Global School-based Health Survey, for instance, indicates that about 34% of pupils in high schools are prone to "physical violence" once in a

study year (Jeannot, 2015). It is further confirmed that a serious worsening of the situation in the school environment has been growing because of the different types of pupils' in-discipline, including the lack of operative pupil behaviour administration approaches (Beebeejaun-Muslum, 2014:126). Furthermore, motivational factors that encourage adolescent pupils are connected to the understanding that this is the most difficult age period that might be influenced by the social environment around them. Findings reveal that factors such as the environment of the school, the household, friends' influence, the community and the media have a crucial impact on pupils' behaviour (Belle, 2017:27). In the same vein, the teacher is also one of the people that play a crucial role in maintaining discipline, which some researchers believe also negatively influences pupils' behaviour. Gambo and Muktar (2017:153) suggest that many negative factors observed from teachers by pupils contribute to their poor behaviours in terms of discipline.

Therefore, the issue of management in general needs to be well understood from different angles as it involves all societal domains. The education system is involved in managing human resource issues which spearhead the applicability of best practices. Thus, better management of schools that aims at maintaining successful results needs to comply with two important practices. The first is related to studying the relationship that exists between various social assets such as training, recruitment, remuneration and the performance of the organization. Secondly, focus should be given to make the best practices of managing an organization by looking at whether there exists better competition in the organization that targets better performance (Singh et al., 2012:657).

A school environment that applies positive ways of managing policies for improvement is likely to maintain a well-balanced performance in terms of management and attain the positive objectives of its mandate. Thus, discipline and other aspects could be well-maintained by putting in place management that looks at these elements. This way of thinking applies at the tertiary level too because better management includes the procedures of learning and teaching that consider training future elite competence and consciousness, adding value in the country's management (Shultz, 2015:445).

The transmission of knowledge from teachers to learners and the entire administrative involvement process remain motivational factors towards learners as they receive adequate knowledge that enhances their capacity, become valuable, and acquire noticeable progressive passions (Fox, Cong and Attoh, 2015). Similarly, with respect to management, the leading team of the educational institution, that includes principals and other administrative personnel, is trusted by learners because they are their role models which make them trust their school officials (Smithgall, 2016). Thus, the process of transmitting the right behavioural traits as educators is critical if learners are to finally adopt them and become aware of their responsibility to the school. It is believed, therefore, that pupils improve their behaviour by understanding their respective responsibilities, making them self-disciplined (Govender and Sookraj, 2014).

### **2.6.2 Quality Management In The Education System To Provide Quality Education**

South Africa is known to have experienced decades of political turmoil due to the type of political system that was imposed by the apartheid government, which had subsequently implemented disastrous policies against the majority of the population. The education sector, which deals with imparting knowledge to the population, was amongst the most affected sectors, with huge underlying consequences today. After the demise of apartheid, which had bad policies and an education system that did not meet the needs of the people and the country, a new system was necessary to correct the imbalances observed in the entire management. Indeed, it was time to implement a new system that focused on restoring a philosophy of teaching and learning in the school environment. A new approach initiated by the South African government was put in place to deal with education quality known as the Integrated Quality Management System (IQMS). The objective of the programme was to enhance the teaching profession, but also to encourage the procedure to practice a better performing management system, as well as the assessment of competence (Steyn, 2007:249).

The implementation of IQMS in the education sector came as a crucial contribution in terms of determining the accomplishment of educators through their teaching and

learning processes. This led to an agreement with the Education Labour Relations Council (ELRC) to put in place IQMS to help deal with the issues faced in the management and evaluation of teaching (Chetty, 2013:1). This was one way to evaluate teachers who willingly looked at improving their capacities to attain a superior level of education quality.

More interesting is the fact that the education sector benefited three programmes. First is the Developmental Appraisal (DA), second came Performance Measurement (PM) and lastly Whole School Evaluation (WSE), which are different from one another. On one hand, the DA programme aimed to have teachers go through a procedural evaluation to understand their 'strengths and weaknesses' in order to help e institutions to tackle new programmes meant to enhance their capacity. On the other hand, the PM's aim looked at aspects related to 'salary progression, an affirmation of appointment, reward, and incentives of individual teachers; while the WSE gave attention to measuring the entire functioning of institutions, as well as lend a hand of support from the district, school management, infrastructure and learning resources and the quality of learning and teaching' (Chetty, 2013:7).

Of great importance, the Department of Education's introduction of the idea of IQMS to improve the quality of education has been considered by other researchers as motivated by the will to improve the performance of education. Given the burdens to address the gaps that were there by the new democratic dispensation, the supervision of education quality became a priority. In one way, the transformation of the education system in South Africa is believed to have been motivated by the search to deliver the transformation process of the education sector (Sibeko, 2014:5).

Finally, the implementation of the IQMS initiative should be considered as one way of giving a chance to developing a response system that provides better services to communities by affording them a quality education. In so doing, the education system can respond to the provision of an education that uplifts the country's reputation by meeting the needs of the stakeholders, the country and the world in terms of development prospects. The South African government's attentiveness was therefore focused on enhancing the educational quality by using IQMS as a tool meant for performance management (Rabichund and Steyn, 2013:1).

## **2.7 Understanding Local And International Educational Factors Causing Teacher Attrition**

Teacher attrition is a local and global reality. It takes different forms, and its effects have different consequences on the stakeholders. This has affected different countries on various levels. Nevertheless, the nations that receive teachers from other countries have a lot of advantages in terms of benefiting from the contribution of immigrants as some nations lack certain expertise in particular domains. Estimates suggest that migrants, in general, contribute about 300 billion dollars per annum in terms of transfers, an amount that is believed to be three times the foreign aid budget package of the entire world awarded to developing nations in Africa (American Federation of Teachers, 2009).

### **2.7.1 General Understanding Of The Concept of Attrition**

An institution or company cannot succeed in any business if it does not consider keeping its personnel on a long-term basis. Managing effectively all the aspects related to the organisation such as finance and human resources is crucial to the success of the organization. Vignesh, Sarojini and Vetrivel (2018) define attrition as an ongoing figure decrease of employees within an organization that comes in the form of resignations, bereavement or retreat. Motivations of attrition in the working environment are believed to be linked, but not limited, to issues related to the 'absence of work safety, deficiency of professional improvement, aspiration for alteration in new occasions, envisioning better pay and others'.

The reality is that no matter what kind of attrition happens in the working environment, it leaves a serious gap in the institution or organization. A slight difference is nonetheless brought by the way attrition is considered. When a worker with talent leaves the organization, it is a loss because there are costs that the organization will incur to replace the one that leaves. This means the organization needs to recruit a new employee that has the same talent or better than the ones that leave. Unfortunately, aspects such as 'layoffs and termination' are not considered as part of the attrition. As for the types of attrition, Vignesh, Sarojini and

Vetrivel (2018) present the following: Internal versus external attrition; Skilled versus unskilled employee attrition; Functional and dysfunctional attrition; Voluntary versus involuntary attrition; Pull and push forms of attrition.

### **2.7.2 Local Dynamics Affecting Teacher Attrition**

One of the factors contributing to the attrition of teachers and subsequently their migration has been identified as motivated by the search for greener pastures beyond national borders, as mentioned in report of the Departement of Basic Education (2015) regarding the case of South Africa. Statistical results compiled in 2013 indicate that 12 883 888 pupils deriving from 30 027 institutions were affected by the migration of teachers. Three important trends have been noticed in the process. Firstly, there was a tendency of career change motivated by the unhappiness of teachers, whilst the second motivation has been identified as teachers' propensity of leaving the profession (mainly called slow destruction i.e. by death or retreat), while the third has more to do with the industrialised recruitment of teachers (de Villiers, 2017:214).

### **2.7.3 International Issues Motivating Teachers To Leave Their Profession**

While the interest of this chapter lies in investigating factors linking teachers' tendency to leave their profession, it is, however crucial to highlight that it is the task of the government and the education support institutions to provide and maintain outstanding quality teachers. Attrition is a worldwide challenge that has led to several nations witnessing the loss of good teachers with requisite knowledge because of their choice to leave or retire. As a result, the cost of their action of leaving or retiring is not only felt by the teachers themselves, but also by other stakeholders (Schuck, et al., 2012).

It is believed that the tendency of teachers leaving the profession that they freely decided to join at the beginning of their career or twilight of their careers cannot be predicted. Recently, several studies have been conducted to understand the reasons that have motivated teachers to leave the profession and linking such factors to

different aspects. Thus, adequate differentiation has been made with “situated factors”, “personal factors” and “professional factors”. Findings in this research suggest that amongst the factors encouraging the attrition of teachers are hard working conditions (Borman and Doeling, 2008:367). This social tendency has been reinforced by findings compiled in a study conducted in England where 1,066 educators left their employment due to extra work burdens (Buchanan, et al., 2013:114).

In the Netherlands, a study comprising of 545 educators originating from 73 secondary schools suggests that 12% left the teaching profession within 3 years of graduation, while 13% have changed their place of work to other schools. Furthermore, this study revealed that the lowest percentage of teachers’ attrition with official certification is said to be around 6%, suggesting that the motivation of teachers leaving the profession was because of the lack of teaching ability, as well as insignificant social welfare maintenance. The above figures, however, are believed to include voluntary and involuntary abrasion due to the lack of the institution providing any other job or as a result of the non-performance of the teacher (Verkade, et al., 2015).

## **2.8 Framework To Deal With the Teacher Crisis In South Africa**

A number of factors have contributed to the crisis observed in the education sector, including the consequences that these factors have had in the lives of the people of this country. Better consideration of the consequences of the drawbacks accumulated during the pre-apartheid era would lead to an understanding and conclusion. First and foremost, a look at the previously implemented policies in the education sector should be considered because they are linked to the factors contributing to the crisis in some ways. One of the key, but not exclusive, references is the focus on two policies effected by the South African Department of Education in the 1990s to decrease the figure of pupils who were over the age of the school system (Berger, 2015:74).

As a result, the new initiative did not accept pupils that were two years above the grade they were applying for and the new regulation system did not tolerate students

to repeat a grade more than once. This restriction should be considered as an impact factor, considering the obsolete policies that affected the majority of black communities. In the same context, other motivations leading to school decline found in a study conducted in the education constituencies of uMlazi and Pinetown in the province of KwaZulu-Natal included aspects such as '*quality of school leadership, dedication and commitment of school teachers and learners, socio-economic factors, inadequate support from the Department of Education and the interference of some teacher unions*' (Mthiyane, Bhengu and Bayeni, 2014:295).

Bearing in mind the feebleness of some educators in planning for effective results, it has become compulsory that teacher development initiatives by the school leadership or their respective education structures should be aimed at enhancing teachers' skills for them to be ready to take on new roles (Ono and Ferreira, 2010:60). Via seminars and symposia or modules, changes are sponsored. The creation of educators can be controlled in various ways. For instance, the training is based around the skills of technology, micro-teaching, media, etc., while teacher training focuses on the professors in their professional positions (Ball and Cohen, 1999).

## **2.9 Conclusion**

This chapter provided a review of the literature on the factors that are causing teachers to leave the profession. Firstly, the concept of attrition was discussed and factors leading to teachers' attrition such as low pay or salary, high work overload and the preferential treatment given to members of staff in terms of promotion were highlighted. In this regard, both local and international dynamics of the subject at hand were reviewed so that a holistic picture is presented. Lastly, an education framework for dealing with teachers' crisis was provided.



## CHAPTER 3 - Research Methodology

### 3.1 Introduction

This chapter describes the research methodology that was used in this study. It covers the research philosophy, research design, target population, sampling techniques, trustworthiness and credibility of the study.

### 3.2 Research Philosophy

The philosophical outlook or philosophical orientation affects the study procedure, according to Slife and Williams (1995), quoted by Creswell (2014:5). The research theory helps the researcher to obtain a deeper and wider view of the research sample (Carson, Gilmore, Parcy and Gronhaug, 2001:1). The theory of science influences the techniques, techniques and methods taken in a given research study for Saunders, et al. (2009:101). Consequently, Creswell (2014:6) defined four distinct worldviews in philosophical terms: positivism, constructivism, transformative, and pragmatism. Table 3.1, after the discussion of the metaphysical assumptions, displays the key elements of these metaphysical worldviews.

**Table 3.1: Philosophical assumptions**

<p><b>Positivism</b></p> <p>Determination</p> <p>Reductionism</p> <p>Empirical observation and measurement</p> <p>Theory verification</p>	<p><b>Constructivism</b></p> <p>Understanding</p> <p>Multiple participant</p> <p>Social and historical construction</p> <p>Theory generation</p>
<p><b>Transformative</b></p> <ul style="list-style-type: none"> <li>• Political</li> <li>• Power and justice oriented</li> <li>• Collaborative</li> <li>• Change-oriented</li> </ul>	<p><b>Pragmatism</b></p> <ul style="list-style-type: none"> <li>• Consequences of actions</li> <li>• Problem-centered</li> <li>• Pluralistic</li> <li>• Real-world practice oriented</li> </ul>

Source: Creswell (2014:6). Adapted.

### **3.2.1 Post-Positivist Worldview**

Post-positivism is also known as positivist or empirical analysis and believes that science is the only way to understand and discover the facts. Saunders et al. (2009:136) therefore assert that the positive philosophical approach focuses on experimental methods in which the scientist creates causal connections in the data in order to generalize the results. In order to put it this way, the researcher who adopts the optimistic philosophical approach should define the factors that lead to results. Creswell (2014:7) explains the factual and logical considerations that the post-Positivist typically depends upon. These are therefore the analytical evaluation of the components, creation of hypothetical concepts and quantitative analysis in the post-positivist research theory (Saunders et al., 2009:137). Creswell (2014:7) also stressed the objective compilation and analysis of the data in a post-positivist philosophical worldview in the least contact with the participants.

### **3.2.2 Constructivist Worldview**

The proponents of constructivism hold the idea that knowledge is built or constructed through experiences and social interaction (Creswell, 2014:8; Dudovskiy, 2013). The aforesaid philosophical worldview postulates that the researcher should organise and interpret the views of research participants (Creswell, 2014:8; Dudovskiy, 2013). In a constructivist worldview, the interpretations of researchers can be easily influenced by their own beliefs and backgrounds. Creswell (2014:8) therefore prompts researchers to focus on the participants' views on the situation under study. Furthermore, Creswell (2014:8) indicates that the constructivist philosophical approach is suitable for qualitative research as the researchers inductively generate theories from the data collected from the research participants.

### **3.2.3 Pragmatic Worldview**

The main focus of the pragmatic worldview is on research results. It does not relate to any philosophical approach. It assumes that the research is relevant if it is based on actions (Kelemen and Rumens, 2008 cited in Saunders et al., 2009:143). The pragmatic worldview advocates that the researcher starts by identifying the problem,

then proposes solutions. According to Creswell (2014:11), the pragmatic approach is problem-centered and real-world practice-orientated. Therefore, the researcher should focus on the research problems and use different strategies and approaches to understand the problem. Hence, the pragmatic research philosophy can accommodate various research methods, techniques and procedures (Saunders et al., 2009:143; Creswell, 2014:11).

### **3.2.4 Transformative Worldview**

The transformative worldview or the post-modernism philosophical approach emphasises power relations. The transformative worldview focuses on the study of the lives and experiences of marginalised people in the society (Saunders et al., 2009:142; Creswell, 2014:9). Mertens (2010) in Creswell (2014:11) explains that in transformative research, the researcher adopts “a programme theory of beliefs” to understand how the programme works, as well as to probe the logic behind oppression, power relationships and domination. Creswell (2014:10) further contends that from the perspective of the transformative worldview, the researcher should rely on the research participants as they may assist in designing the research questions, collecting and analysing data.

### **3.2.5 Philosophical Approach Of The Study**

This study uses an empirical enquiry that was aimed at exploring some of the underlying factors contributing to teachers wanting to abandon the profession. The research is therefore grounded on a constructivist worldview which holds that the researcher needs to determine the causes that lead to particular actions or outcomes, as well as experiences and social interactiveness of the participants. Kumar (2014:34) states that scientific research entails the following steps: formulating a research problem, conceptualizing its design, determining the measurement instrument, selecting the sample, collecting the data and analysing the data.

### **3.3 Research Design**

Creswell (2013:107) describes the design as a strategy to summarize how the research project is being evaluated and how it is being executed.

The research design stipulated by Smith (2014:110) sets out the methodology for data collection and analyses, thus suggesting which investigational methods are applicable. Exploratory, descriptive and causal research are three forms of research design. Exploratory analysis attempts to discover new perspectives and ideas about a phenomenon. It is sometimes used to describe the decision dilemma of managers and generate potential theories. Descriptive research is intended to determine the frequency or association between variables. Causal analysis is intended to establish the relationships between cause and effect, which are usually experiments (Churchill, Brown and Suter, 2010:79). The research design adopted for this study is exploratory. Thus, qualitative research was undertaken.

Flowerdew and Martin (2013:114) state that the qualitative research approach in the mixed-method research design allows the researcher to make inferences based on perspectives and therefore it is important to obtain as much data as possible for later analysis. According to Clark and Ivankova (2015:18), data collection in the qualitative approach may involve interviews, direct observation and/or archival data, which the researcher may combine to facilitate the interpretation of the data to gain insight and explore the depth, richness and complexity inherent to the phenomenon. Creswell (2014:93) states that the qualitative research approach is regarded as a systematic subjective approach that clarifies individual interpretation regarding a research question and relies on an inductive reasoning approach to explore meaning and discovery.

### **3.4 Target Population**

Mertens (2014:67) states that a population is the full set of elements from which a sample is selected. The target population for this study were all teachers who have left the teaching profession in the uMlazi District. The reason for selecting the relevant population in this area is the easy accessibility of the participants.



Figure 3.1: Map of uMlazi district showing study location

Source: <https://www.google.com/maps/place/Umlazi/>

### 3.5 Sampling Techniques

Berger (2015:116) clarified that sampling is the reflection or basic characteristics of a portion or smaller number of units of a population. The sample contains elements or a sub-set of the population considered for actual study inclusion, according to Anderson and Shattuck (2012:18). The measurements from a population in which investigators are involved can also be used as a sub-set of tests. Yin (2013:82) distinguishes between two types of sampling methods, namely probability and non-probability sampling techniques. In this study, a snowball sampling method, which is a form of non-probability sampling, was used. Due to the difficulty of knowing which participants had left the teaching profession, sample members were used as referrals to get access to other respondents. Each respondent selected for the study

referred other individuals who have left the teaching profession to the researcher until 10 participants were interviewed for the study.

### 3.6 Sample Size

Unlike quantitative research, studies involving a qualitative research approach have limited or small sample sizes (Miles, Huberman and Saldana, 2014). A sample size of 10 teachers who had left the teaching profession and are residing in uMlazi and areas surrounding the uMlazi township were selected. The interview participants were chosen because of their availability. The researcher believes that engaging with these participants provided adequate information to address the objectives of the study.

Table 3.2 gives a synopsis or summary of the sampling plan that was used in this study.

**Table 3.2: Sample plan of the study**

<b>Sampling</b>	
<b>Target Population</b>	Teachers who have quit the teaching profession at uMlazi District (2014 to 2019).
<b>Sampling Units</b>	Teachers who have quit the profession living at uMlazi Township and around uMlazi District area.
<b>Elements</b>	Only teachers who have quit the teaching profession at uMlazi District.
<b>Sample Frame</b>	It is for the uMlazi department of education district only.
<b>Sampling Size</b>	10 respondents in the uMlazi District

### 3.7 Data Collection Methods

Focused semi-structured interviews were used to collect the qualitative data in this study. Christensen, Johnson and Turner (2010:109) state that focused semi-structured interviews allow the interviewer to create and use a framework of topics to

explore through an interview guide. Maxwell (2013:135) explains that semi-structured interviews permit the participants the freedom to express their views on their terms. Drake and Heath (2010:87) add that the focused semi-structured interview method is flexible and can provide reliable, comparable qualitative data. A brief explanation of the data collection method used in this study follows.

### **3.7.1 Focused Semi-Structured Interview**

O'Leary (2011:23) states that focused semi-structured interviews is a technique used to collect qualitative data by setting up an interview that allows a participant the time and scope to talk about their opinions on particular topics or themes. Robson and McCartan (2016:117) highlight that the focus of the interview is decided by the researcher, based on the areas or themes that the researcher wishes to explore.

Lewis (2015:17) adds that the focused semi-structured interview comprises open sets of questions, allowing new ideas to be brought up during the interview as a result of what the interviewee says. Kothari (2013:71) emphasises that the objective is to understand the participant's point of view rather than make generalisations about behaviour. Maxwell (2013:138) cautions that the interviewer should consider well in advance the specific topics or themes that will be explored during the interview and accordingly prepare an interview schedule. Morling (2014:73) posits that a focused semi-structured interview allows the researcher to build a positive rapport with the participant, which allows for complex issues and questions to be discussed or clarified. Fowler (2013:108) believes that the focused semi-structured interview is beneficial if the researcher will only have a single opportunity to interview with the participants, whilst aiming to extract as much data as possible.

### **3.7.2 Interview Schedule And Protocols**

In this study, a focused semi-structured interview schedule was used. The interview schedule is comprised of the following: a covering letter assuring respondents of their anonymity and a consent form (Appendix A). The interview schedule was developed based on the guidelines presented by Curry and Nunez-Smith (2014:121) on the types of topics, the sequencing and the wording of the questions (Appendix

B). The recommendations provided by Goodwin and Goodwin (2012:83-85) were used in preparing, conducting and recording the interviews. The interviews were conducted in the private residence of the participants. Each of the interviews lasted 45 minute to1 hour and were recorded using a smartphone device (J4-Samsung).

### **3.8 Trustworthiness**

Reliability and validity are often not discussed in qualitative studies. Rather, researchers use the concept of trustworthiness. Trustworthiness is associated with the reliability and validity of the qualitative study. Thus, to ensure that the trustworthiness of this study is achieved, pre-testing was conducted to address problems related to the questions. Furthermore, the collected data were recorded, transcribed, properly coded and cleaned (Anney, 2014).

Apart from the above, trustworthiness was established through credibility (member checks or thoroughly checking the data), transferability, dependability and confirmability. Member checks is a component of credibility whereby the researcher had to take into consideration the voices of respondents in the analysis and interpretation of data. This is crucial because it helps to remove researcher bias when interpreting and analysing data. Member checks is a strategy used to achieve structural corroboration or coherence (Anney, 2014).

Transferability, by contrast, refers to the degree to which the results of a study can be transferable to other contexts. Transferability was achieved in this study through a thick description analysis (Korstjens and Moser, 2018). Dependability of this study was achieved by coming up with a proper research design and following all the steps that were envisaged at the conceptualisation of the study. Confirmability was established in this study by making sure that the findings of this study emanate from the experiences and ideas of the respondents, rather than the researcher (Anney, 2014).

### **3.9 Pre-testing**

Pre-testing is one of the most important aspects of the research process. Pre-testing allows researchers to ascertain the viability of the questions. Thus, the researcher



can gauge if the questions are properly understood and interpreted by the respondent. Based on the pre-testing, the researcher can modify the questions so that they are fit for the actual interview (Hilton, 2017). In this study, two respondents were interviewed to evaluate the interview questions and some modifications were made subject to evaluation.

### **3.10 Analysis Of Data**

For qualitative data analysis, Lewis (2015:67) claims that the move from coding to interpretation is crucial and involves the transcendence of factual data and cautious analysis through applying data reduction, data display and conclusion drawing/verification. The responses to the focused semi-structured interviews were coded based on the guidelines provided by Morling (2014:78). Qualitative content analysis was used to analyse data in this study. This was done by analysing the content obtained from respondents to identify themes, patterns or any prejudices. Similar topics were grouped for the purposes of analysis.

### **3.11 Ethical Considerations**

Jensen (2011:38) states that social research is a complex process that often requires interference with people's lives and thus relies in large part on a good relationship. A listing of the major ethical considerations which normally require adherence to in research is given by Cozby and Bates (2014:112). These include the following:

- Voluntary nature of the involvement and to be able to withdraw at any time from the process in full or in part;
- Maintaining the confidentiality and privacy of data provided by persons or identifying participants;
- Confidentiality of potential and actual participants;
- Participant responses to the way one collects data;
- Effects of how the researcher uses the results, analyzes them and reports them;  
and
- Behaviour and objectivity of the researcher.

Resnik (2011) as quoted by Trochim, et al. (2016:34) points out that researchers must comply with ethical principles in their study because they cultivate moral and social values. In addition, ethical principles guarantee the consistency and honesty of science (Trochim et al., 2016:34). Likewise, Gravetter and Forzano (2016:101) postulate that the ethical values behind fairness, accountability and consideration for all people involved in their research must guide researchers. Thus this study was accompanied, first of all, by the Education Department research approval, as well as by the ethical guidelines of the Durban University of Technology.

The researcher discussed the ethical concerns that may have emerged during the study after receiving a letter from the Gatekeeper (Annex E). The researcher also ensured that an information and consent form covering the intent of the study, the planned period of field work and the right of respondents to refuse participation was included in the interview guide, without any aversion on the part of the researcher. The investigator did not violate the privacy of the interviewees. Furthermore, no monetary reward or pressure contributed to the interview. In order to protect the confidentiality and privacy of respondents, data collected have also been stored safely.

### **3.12 Conclusion**

A systematic overview of the research approach used in this study was given in this chapter. The investigative methodology was clarified and the strategic analysis used in the investigation was justified. In addition, the chapter identified the adopted research design and data collection process. Moreover, the faith and reliability of the collected data have been developed and the ethical standards have been upheld to ensure the quality of this research study. The following chapter explores and analyzes the results and details.

## **CHAPTER 4 - Data Analysis And Discussion Of Findings**

### **4.1 Introduction**

The previous chapter presented the methodology used in this study. This chapter will focus on the data analysis and the discussion of the findings. This study aimed to investigate the common causes of teachers leaving the profession, specifically at uMlazi Education District. To achieve this, interviews were conducted with teachers who had resigned from the profession between 2014 and 2019 to get a deeper understanding of the underlying reasons that led them to make the decision. The information solicited from the interviews was transcribed for further analysis and interpretation. The data used in this study was collected from the interviews conducted with 10 teachers who left the profession between 2014 and 2019 in the uMlazi Education District. Additionally, biographical information of the respondents was collected.

### **4.2 Biographical Data**

This section presents the characteristics of the sample respondents. The demographic items included gender, age, monthly income, race, highest education qualification, location and the length of service. Descriptive statistics were used to evaluate the data.

#### **4.2.1 Gender Of Respondents**

Figure 4.1 shows the composition of the gender of the sample respondents of teachers who left the teaching profession in the uMlazi Education District between 2014 and 2019. The results show that the majority of the respondents were Female teachers, who accounted for 70% of the respondents. Hence Male teachers constituted 30% of the respondents.

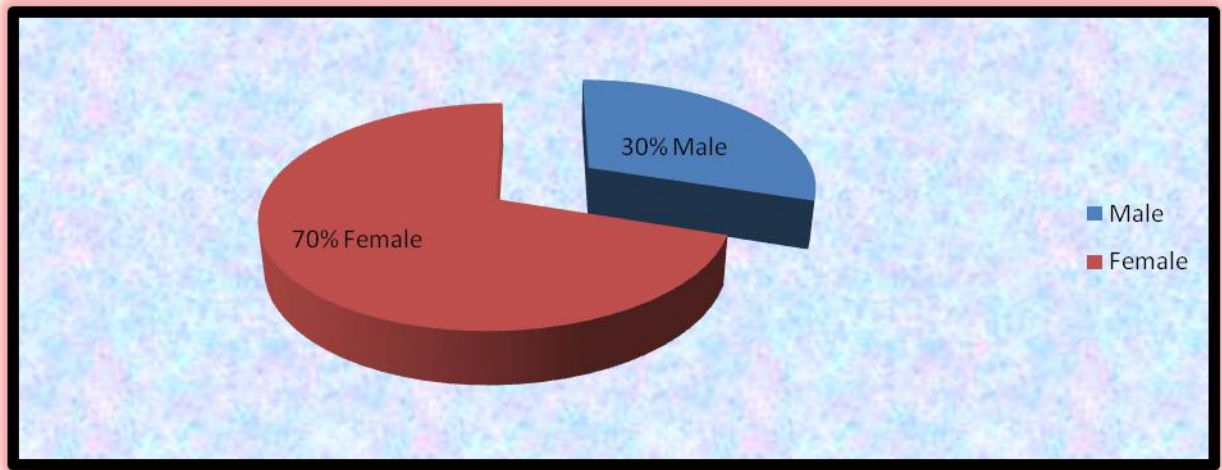


Figure 4.1: Gender of respondents

#### 4.2.2 Age Of Respondents

Figure 4.2 illustrates the age composition of the respondents. The results show an equal distribution of the respondents between the ages 25 and 34; 35 and 44; and 45 and 54, which constituted 30% respectively. The age distribution between 55 and 64 accounted for 10% of the respondents, whereas there was no record of the respondents between the ages of 18 and 24.

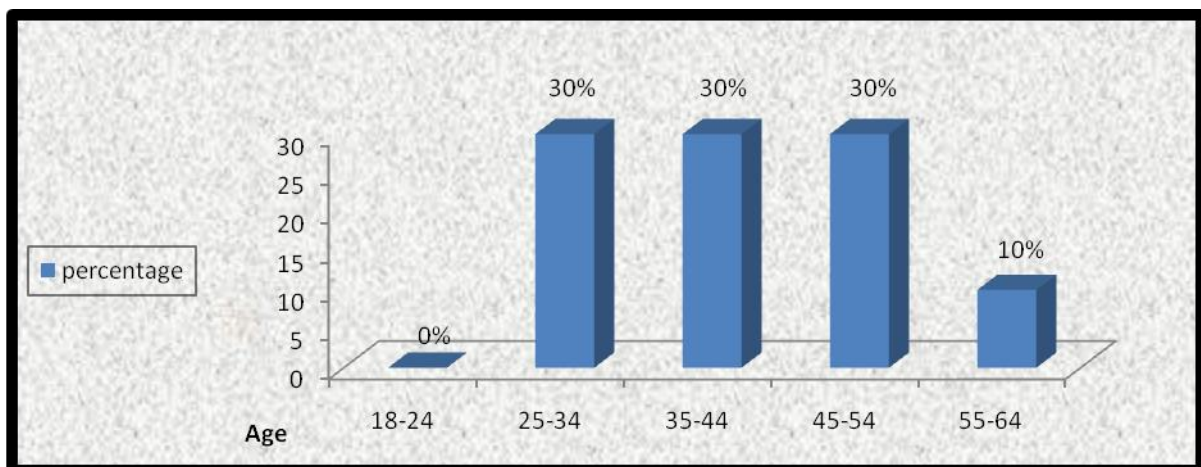


Figure 4.2: Age of respondents

### 4.2.3 Race Of The Respondents

Figure 4.3 shows the race of the respondents that were used in this study. The findings show that the majority of the respondents, which constituted 40%, were Indians, followed by coloureds which constituted 30%, followed by black which constituted 20% of the respondents. Whites constituted 10% of the sample respondents, which shows that they were the minority.

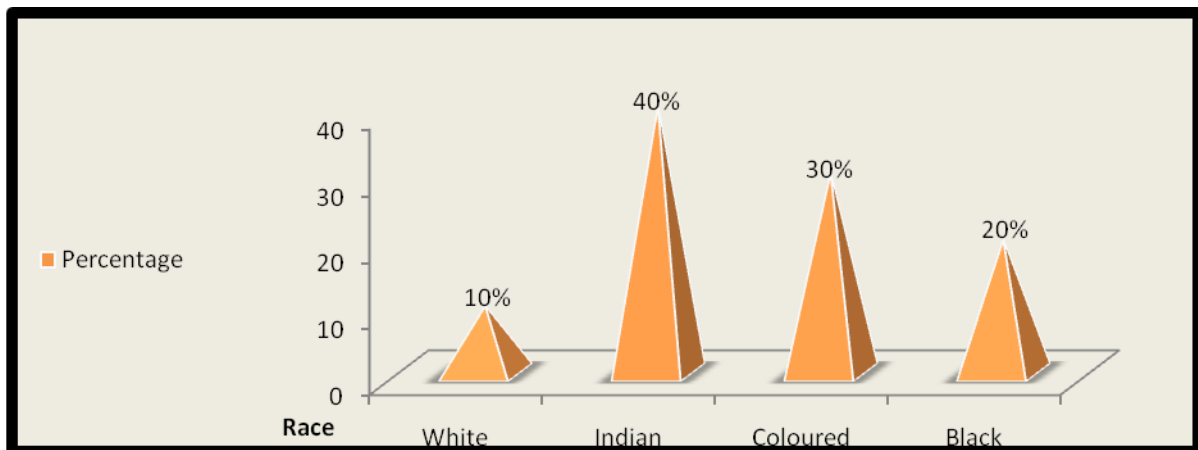


Figure 4.3: Race of the respondents

### 4.2.4 Length Of Service Of The Respondents

Figure 4.4 illustrates the length of service for the sample respondents. The findings of this study show that employees who had worked between 6 and 10 years accounted for the majority of the respondents at 50%, followed by employees who had worked between 11 and 15 years who accounted for 20%. Employees who had worked between 16 and 20 years and above 20 years accounted for 10% respectively.

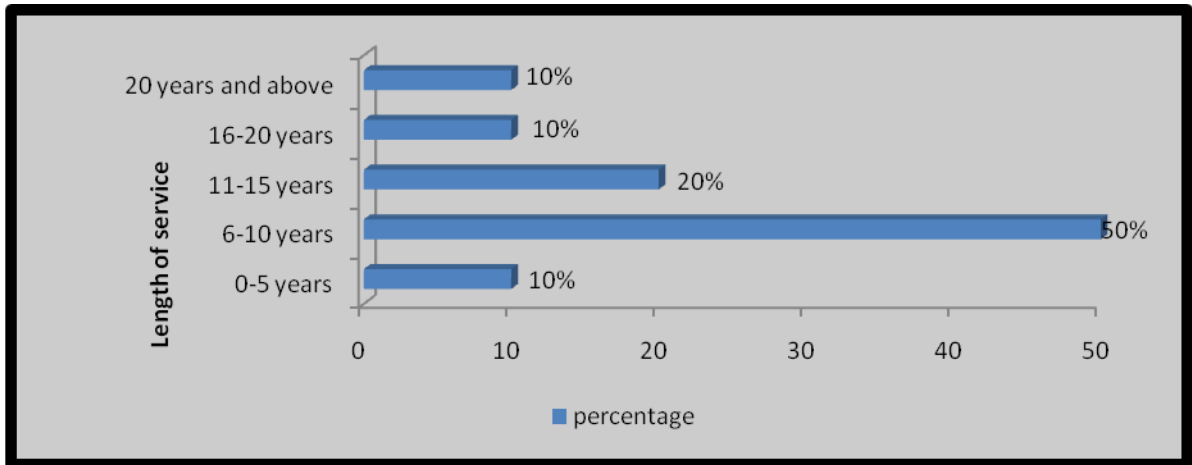


Figure 4.4: Length of service of the respondents

#### 4.2.5 Highest Qualification

Figure 4.5 depicts the highest qualification of the sample respondents. The results of this study show that the majority of respondents had an advanced diploma (40%), followed by a degree and postgraduate degree at 30% respectively. There was no record for the respondents with matric as the highest qualification.

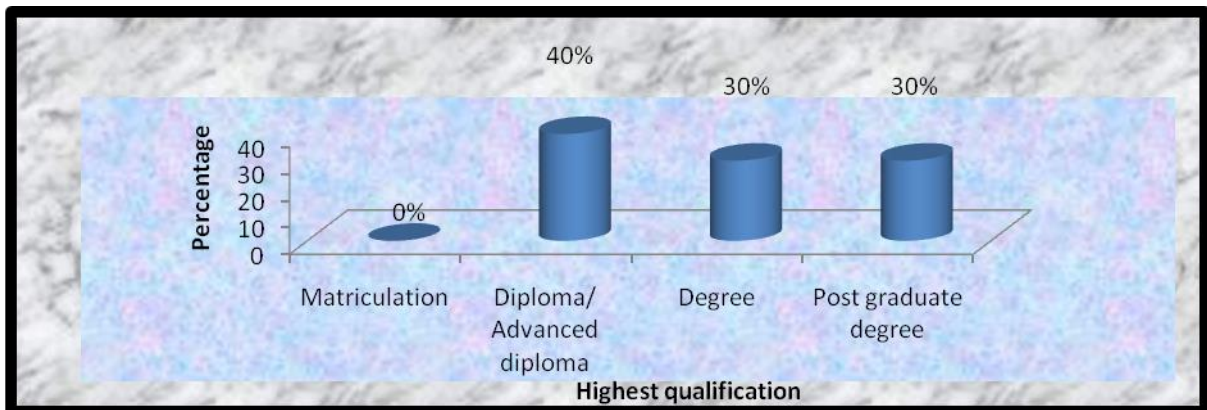


Figure 4.5: Highest qualification of the respondents

#### 4.2.6 Location Of The Respondents

Table 4.1 shows the location of the sample respondents. The findings of this study show that the majority of respondents were from uMlazi and uMbumbulu who constituted 20% of the sample respectively, followed by respondents from Amanzimtoti, Kwamakhutha, Lamontville, Chatsworth, Savannah park and Wentworth who constituted 10% of the sample respectively.

**Table 4.1: Location of the respondents**

Location	Frequency	Percentage
uMlazi	2	20%
Amanzimtoti	1	10%
Sphingo	0	0%
Kwamakhutha	1	10%
Mbumbulu	2	20%
Lamontville	1	10%
Chatsworth	1	10%
Savanah park	1	10%
Wentworth	1	10%
Others	0	0%

#### 4.2.7 Monthly Income Of The Respondents

Table 4.2 shows the monthly income of the sample respondents. The results of this study show that the majority of respondents, at 60%, earned between R10,000 and R20,000, followed by respondents earning between R20,000 and R30,000 at 20%; whilst respondents earning between R30,000 and R40,000 and R40,000 and R50,000 accounted for 10% of the respondents respectively.

**Table 4.2: Monthly income of the respondents**

Income (Gross income)	Frequency	Percentage
R500-R10 000	0	0%
R10 000-R20 000	6	60%
R20 000-R30 000	2	20%
R30 000-R40 000	1	10%
R40 000-R50 000	1	10%

R50 000+	0	0%
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### 4.3 Qualitative Analysis

The interviews of this study were based on 5 questions which sought to gain a deeper understanding of the respondents' perspectives regarding the subject at hand. Semi-structured interviews were conducted with 10 former teachers to gauge their feelings on teacher attrition. The interview started with a collection of biographical information and these were followed by probing questions. The interviewees in this study included teachers from uMlazi, Amanzimtoti, Spingo, Kwamakhutha, Mbumbulu, Lamontville, Chatsworth, Wentworth and Savannah Park. Respondents were given the flexibility to provide answers that were relevant to the question but would also be useful for the study. The questions for the interview were formulated to provide narrative inquiries and the lead to respondents to tell a story about their experiences and reflections, as suggested by Rallis and Rossman (2012:97). The interviews in this study focused on the reasons for teachers leaving the teaching profession. The interviews covered five questions as follows:

- What prompted you to join the teaching profession?
- What prompted you to quit the teaching profession at the uMlazi Education District?
- Would you please explain several challenges that you faced during the period you were working as a teacher?
- When making this decision did you have a fall-back position or what were you intending to do after profession?
- What do you think should be done to improve the welfare of teachers and ultimately reduce the number of teachers leaving the profession? You may wish to propose what you know or have heard is being implemented elsewhere since we live in the global world?

In analysing data, the researcher has not used the names of respondents or anything that will lead to their identification in order to comply with the requirement for anonymity and confidentiality. Interview consent forms were given to participants before the commencement of the interviews and a copy of the consent form has



been provided in Annexure C. Based on the interviews, the researcher managed to get valuable information that provided a picture or insights into why teachers are leaving the profession. The analysis of interview transcripts led to the creation of themes and corresponding categories. However, it is important to highlight that the first question of the interview guide seeks to get an understanding on what prompted the respondents to join the teaching profession. Subsequent questions deal directly with the issue of teachers leaving the profession.

#### **4.4 Theme 1: Factors Influencing The Choice Of Teaching as a Profession**

Of interest, Nesje, Brandmo and Berger (2018) see the teaching profession as highly important for pupils in all levels of the school system. Given this importance, and corroborating with other studies (Bruinsma and Jansen, 2010; Roness, 2011; Watt and Richardson, 2012), the insight into the reasons for teachers choosing the teaching profession is of particular interest to help explain why teachers decide to stay in or leave the teaching profession. Avgousti (2017:219) reveals that the ideology for someone to select the teaching profession as a career choice is centred on their previous knowledge, self-perception of the profession, as well as the aspirations of the profession. It is highlighted in the literature that the choice of teaching professionals is motivated by the desire to work with children, the potential for intellectual fulfilment and the opportunity to make a meaningful social contribution as the primary motives for choosing a teaching career (McKenzie et al., 2005; Watt and Richardson, 2012). Consistent with the aforementioned studies, it emerged from the interviews that family members, the love for children, passion for the profession and recognition had influenced the respondents' career choice of the teaching profession. Equally, it was found that financial considerations also motivated some of the respondents in the teaching profession. These are elaborated upon below.

##### *a) Family members*

Although it is suggested that teachers in high schools may directly influence the choice of some people entering the teaching profession (Dutton and Keislar, 2013

cited in Avgousti, 2017), it was however found that having a family member who was a teacher contributed to some of the respondents' career choice as a teacher.

*"I belong to a family where most members are in the education profession. I felt that as an educator I will be able to make a difference in the lives of others"*  
(Respondent 1)

The above view supports the findings of Avgousti (2017) who noted that having one of the family members, such as parents, as a teacher influenced the choice of selecting the teaching profession. Besides the fact that members of the family were in the teaching profession, it was also hinted that the desire to make a difference in the lives of others motivated their choice of the profession. It can therefore be assumed that the said desire emanates from the confidence the respondents had in their abilities to positively influence the lives of others. Hennessy and Lynch (2017) noted that prior teaching and learning experiences, as well as perceived ability, are important influential factors in people's decision to become a teacher.

*b) Uncertain career path*

Another factor that emerged as to why some of the respondents had chosen the teaching profession was attributed to uncertainty in their career path. This is illuminated in the statement below.

*"Due to financial constraints my parents were unable to afford the fees for a university education. As a result, I was forced by my family to apply for a bursary to study. Although teaching was not my chosen field. I had to go with the decision of my family. At the time many of my peers had enrolled to do teaching. In a way was influenced by their decision. As a youngster. I was unsure about a career path to follow. I knew one was exciting and adventurous. Education faculty was most certainly not my favorite choice"* (Respondent2).

Drawing from the above narrative, it can be surmised that uncertainty of the right career choice might have contributed to the choice of the teaching profession, besides the role that family as well as peer pressure played in the choice. Moreover, it was explicitly noted by respondent 2 that education was not the favourite choice. According to Hennessy and Lynch (2017), learners who chose to teach because they were unsure of what career they wanted or as a result of not receiving a place in their first-choice course were significantly less satisfied with teaching as a career. This may probably have contributed to the exiting of some of the respondents.

c) *Love for children and profession*

According to other authors (Manuel and Hughes, 2006), three reasons may lead teachers to join this field. These are: to play an influential role in the lives of young minds; the pursuit of self-contentment; and prospecting a substantial commitment with the subject of their choice. Resonating with this, it emerged that the love for children and the teaching profession influences some of the respondents to choose to become a teacher. This is highlighted in the statements below.

*“My love for the profession. Keen to impact knowledge to children. Thoroughly enjoyed watching kids thirst for knowledge and the expression received back was so rewarding” (Respondent 3).*

*Guiding a person through doing something is what I enjoy, sometimes listens to other people’s ideas makes you change the way you think and the way you do things, I’ve always loved it when learners debate and offer different types of understanding which proves the way they see things and understand them and messing with their heads (Respondent 9).*

In essence, and consistent with Avgousti (2017), one could draw out from the above that the desire to work with children has had a positive influence on the respondents’ teaching career choice. This is also supported by another of the respondents who stated the following:

*“Sharing experience and having a passion and ability to help children achieve their best and help them work hard towards their goals and dreams mostly by being able to interact with kids who are mostly good and do try to do what’s expected of them” (Respondent 6).*

Several other studies have reported that the desire to work with children/adolescents and to support their holistic development was a critical motivation for some teachers who had chosen the profession (Taris, Van Horn, Schaufeli and Schreurs, 2004; Van Horn, Taris, Schaufeli and Schreurs, 2004).

*(d) Employment and job security*

Another notable reason given by some of the respondents for the choice of the teaching profession was the prospect of employment and job security in working for the government.

*“My passion for children and desire to bring about change in the ECD field. I also wanted financial security which I thought I would acquire in a government job” (Respondent4).*

*“It was very easy to get the bursary, and very easy to get the job. The excitement of getting the first salary although it took some time. Having to work with the children is the best part of the job, because they are always eager to learn new things every day” (Respondent5).*

The above notion of financial security is in agreement with the findings of Avgousti (2017) that people joined the teaching profession because it is easier to get employment.

*e) Recognition*

Recognition that comes with the teaching profession was also alluded to be the reason for the career choice. One of the respondents narrated a sense of feeling and fulfillment that the teaching profession brings. In the respondent's own words:

*“Waking up each day and going to school makes me feel special and important because I would be invited to various schools and help other teachers and schools work at the grassroots level to improve student lives” (Respondent7)*

Kelchtermans (2017) highlighted that the chance a teacher has to take on job responsibilities—in one’s school or at a different institutional level in the school system—in which one can use and apply different expertise than the one drawing on in the work with learners in the classroom- may constitute a very powerful, professionally rewarding and motivating experience for teachers.

f) *Passion for the profession*

The passion for the job was also another reason noted for the choice of the teaching profession. This is captured in the statement below.

*“I love the excitement of sharing the new chapter, when I introduce it and start talking about it with excitement the learners can not wait for me to start explaining and reading every paragraph to them ,when its time to stop reading and being our next lesson ,they would beg for me to continue and that is so super great and cute it gives me some sort of value and enjoyment of company and the message I am trying to make them picture” (Respondent 10)*

g) *Sense of control*

It emerged that the sense of control the profession offers the teachers was another motivating factor that influences the choice of teaching. This is reflected in the statement below.

*“I love my job, it makes me feel so many powers of having control over my job because I decide what and when I teach, I decide if I am going stay late, I can take my work home if needed without reporting to anyone and I seem to be good at it” (Respondent8).*

The above statement resonates with the findings of Hellsten and Prytula (2011) that the importance of “having my own classroom”, “salary and benefits” and “professional quality of life” were the motivation for the teaching career choice.

In summary, the above theme suggests that several factors influence the choice of the teaching profession. Amongst these, it was noted that the love for children; passion for the profession; employment opportunities and financial security; and having members of the family teaching had influenced the choice of the profession. These views align with the findings reported in the literature (Kyriacou and Coulthard, 2000; Thomson, Turner and Nietfeld, 2012; Yüce et al., 2013; Balyer and Özcan, 2014). The aforementioned studies classified the motives for the choice of a teaching career into three, namely extrinsic, intrinsic and altruistic.

Bergmark et al. (2018) clarify that **extrinsic** motives include salary status and working conditions. According to the authors, **intrinsic** motives, by contrast, are related to the meaning of teaching and the passion for teaching, subject knowledge and expertise. On the other hand, altruistic motives entail perceptions of teaching as a valuable and important profession, with the desire to support children’s development and to make a difference in society.

Equally relevant, and contrary to the views that both intrinsic and altruistic reasons are more prevalent in developed countries (Watt et al., 2012; Azman, 2013;), it emerged that many of the views given for the choice of teaching profession- such as a passion for the job, love for children, etc.- were intrinsic (See Respondent 10’s statement) and altruistic (See Respondents’ 3, 6& 9 statements).

Although both altruistic and intrinsic reasons for the choice of teaching career may be beneficial for teaching retention, Bergmark et al. (2018) point out that those who enter teacher training based on altruistic and intrinsic motives may leave the

occupation when they encounter a reality that does not match with their perceptions. This will explain why the participants decided to leave the profession. The next theme details the motives for teachers quitting their teaching profession.

#### 4.5 Theme 2: Motives For Quitting The Teaching Profession

For the lack of a better word and broadly speaking, motivation as a theme has been used in this study to describe the motive behind teachers leaving the profession and the strategies that can be used to reduce teacher attrition. Motivation consists of a set of forces that cause employees to engage in consistent behaviour (Griffin and Moorhead, 2007:83). Armstrong (2010:136) defines motivation as a force that energises, directs and sustains the behaviour of an employee. This theme provides a detailed analysis of each sub-theme and corresponding extracts from the interview question. The three sub-themes emerging from this study are physical factors, psychological factors and social factors. These are elaborated upon in detail below.

##### 4.5.1 Psychological Factors

Psychological factors are those factors that relate to the mental process or state and behaviour of employees. These factors also influence the attitudes and emotions of employees. They include the psychological contract, job satisfaction, organisational commitment and job insecurity (Muller and Price, 1990:322). As highlighted in Table 4.3, excessive workload emerged as the core psychological stressor behind the respondents' teaching attrition.

**Table 4.3: Psychological factors description and excerpts from interviews**

Excerpts from in-depth interviews	Category	Subtheme
"I felt a lot of work in my arms and it was too much to handle plus I did not love the description of my job in all I only felt it is not me and it does not define who I am, so I decided to leave and chase after what I want instead of what I had as an option".	<ul style="list-style-type: none"> <li>A lot of work (workload)</li> </ul>	Psychological Factors
"To make teachers stay in the profession, teachers should be given maximum load of work and not let them work on their free/spare time also during their	<ul style="list-style-type: none"> <li>Maximum reasonable</li> </ul>	Psychological Factors

lunch time, they should also teach their relevant subjects and not take the subjects because of the job vacancy by doing such they will not leave the profession and the teacher Lerner ratio should be on a relevant manner in sense of having a specific number of learners allowed in class”	workload • The teacher-student ratio is high	
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In this study, teachers complained about working under bad conditions. One respondent indicated that he was teaching overcrowded classrooms, which made it difficult for him to interact properly with learners.

*“We work under bad conditions; we are forced to teach over 60 learners in one classroom, which makes teaching very difficult it” (Respondent 5).*

The above statement is in agreement with Van Scheeer and Wiid (2011) that heavy workload has been cited as one of the major causes of teacher fatigue and turnover in some schools elsewhere in South Africa in general.

For respondent2, the following reasons were given for quitting the teaching profession:

*“I was dissatisfied with the heavy curriculum and the change over the years from OBE to CAPS. I felt the curriculum was prescriptive and little opportunity for creativity” (Respondent 2).*

The above narrative suggests a stressful working condition which may have a negative consequence on the teachers’ psychological wellbeing. This assertion is in line with a policy proposal by the Department of Education titled, “Teachers for the Future; Meeting Teacher Shortages to achieve Education for all” in 2005, which states that *“teachers should be released from administrative tasks and other activities that increase their workload and distract their attention”* (Department of Education 202, 2005).

Another psychological factor noted by the respondents was associated with a lack of support and assistance, as well as perceived victimisation from the school management. These are captured in the following excerpts:



*“Lack of support/ assistance. Delays in dealing with documentation and professional matters. Lack of urgency from department officials when dealing with issues” (Respondent 1).*

*“The pressure experienced in the classroom become unbearable. Management was victimizing me, and parents were unfriendly and found fault in everything I do” (Respondent 3).*

Studies have shown that teachers who experience a high workload and lack of appropriate support often feel dissatisfied. This may cause them to leave the teaching profession early in their careers (Rones and Smith, 2010; Kim and Cho, 2014).

Added to the above, it emerged that teachers' inability to control their classrooms contributed to their leaving the teaching job. This is illuminated in the following statement:

*“Disciplining learners is challenging. The manner in which learners are disciplined is too tolerant. Learners disrespect teachers in the name of knowing their rights. Learners swear at us and ridicule us right in front of the authorities, but no one does anything about it” (Respondent 2).*

Beebejaun-Muslum (2014:126) reported that a serious worsening of the situation in the school environment has been growing because of the different types of pupils' indiscipline, including the lack of operative pupil behaviour administration approaches. The poor discipline and unruly behaviour of learners were also reinforced by another of the respondents as the reason behind the quitting from the teaching profession.

*“The learners were bad in sense I had to leave the school, they weren't so co-operative as expected and they had unnecessary attitude towards me, so I wasn't really getting good achievements from them” (Respondent 7)*

The above view is consistent with Hong's (2010) that the lack of efficacy in managing the classroom, as well as handling misbehaving learners, was responsible for teachers quitting their jobs. Hence, and corroborating with De Neve and Devos (2017:18), it is sufficient to assume that teachers' decisions to remain in or

leave teaching may depend on their ability to form working and cordial relationships with their learners.

#### 4.5.2 Physical Factors

Table 4.4 indicates that financial constraints, poor working conditions, high poverty and a lack of basic infrastructure were amongst the physical factors accentuated by the respondents for quitting the teaching profession. The excerpts from the interviews are highlighted in Table 4.4.

**Table 4.4: Physical factors description and excerpts from interviews**

Excerpts from in-depth interviews	Category	Subtheme
<p>“Due to financial constraints, my parents were unable to afford the fees for university education. As a result, I was forced by my family to apply for a bursary to study. Although teaching was not my chosen field. I had to go with the decision of my family. At the time many of my peers had enrolled to do teaching. In a way was influenced by their decision. As a youngster. I was unsure about a career path to follow. I knew one was exciting and adventurous. Education faculty was most certainly not my favourite choice”.</p>	<ul style="list-style-type: none"> <li>• Financial Constraints</li> </ul>	<p>Physical factors</p>
<p>“Teachers who spend their first year in higher level of poverty schools tend to leave the profession, but government could intervene on making them stay in the profession in terms of providing the basic infrastructure that one would expect from the place like: water, electricity, road, sanitation and easy excess to technology computers and cottages for them to have a place to stay and make them feel safe inside the school premises”.</p>	<ul style="list-style-type: none"> <li>• poor working condition</li> <li>• Poverty is high</li> <li>• lack of basic infrastructure</li> </ul>	<p>Physical factor</p>

Regarding low salaries, one of the respondents highlighted that low salaries were the core reasons for quitting the teaching profession. The respondent iterated that:

*“several factors have led to my decisions. Firstly, it was a decision based on my poor financial situation. I was in bad debt so going to an international school*

*to help reduce that debt. This was one of the main reasons for quitting” (Respondent 2).*

Resonating further, the above respondent reveals the following:

*“My stress levels contributed to my health issues, High blood pressure and diabetes. And lastly, I needed a change, was looking for adventure” (Respondent 2).*

Similar sentiment was shared by respondent 9, who claimed the following:

*“I had to stop working because of family issues because at the end family takes priority and I was forced to prioritize between family and work, my family had to move to a different city due to the illness of my other grandmother, so duty called, and I had to leave” (Respondent 9).*

The above-illuminated views resonate with other scholars who suggest that chronic stress, inadequate pay, lack of recognition, increased job demands and other negative job characteristics are identified as reasons relating to workers turnover intentions (Ellett, 2001; Scannapieco and Connell-Carrick, 2007:31). Added to this, Motseke (2013) postulates that teachers are exposed to increased stressful work conditions, which may ultimately result in a dislike of their jobs and decreased morale – subsequently pushing the teachers out of the system.

Another concern noted for quitting is the prospect of better financial remuneration.

*“The main reason I quite the profession was due to the law which stated that from 1 March 2015 the government employees would not be entitled to a lump sum when they retire. I lost interest to teach because of lack of resources and teaching in overcrowded classrooms” (Respondent 6).*

The above factor might have also contributed to the desire for other teachers to move abroad for better opportunities and financial security. According to Mampane

(2012:73), a significant number of these teachers are poached by overseas countries with promises of better working conditions and, in particular, better salaries. Consistent with this, it is revealed that the opportunities and testimonies of previous colleagues' success overseas influenced others to follow the same path.

*“Many of my colleagues also went abroad and shared their success stories and wanted to share the same” (Respondent 2).*

*“The main reason for quitting was to find a teaching position abroad international. My goal salary overseas, save enough of money and return to South Africa. Their take up a position back as a teacher. I envisioned saving enough to pay off my debts and then just earn enough to just survive. If all else failed I would enter the private sector as a trainer of some sort” (Respondent 1).*

### 4.5.3 Social Factors

Table 4.5 highlights some of the social factors behind the quitting of the teaching profession. The excerpts from the interviews are highlighted below.

**Table 4.5: Social factors description and excerpts from interviews**

Excerpts from in-depth interviews	Category	Theme
“There was conflict between me and my boss (principal) I had things I needed from the principal that I couldn't get because of the conflict we had that I asked questions I shouldn't have asked as a result I had to quit, I couldn't even get a signature on the important documents that needed his signature, so I was forced to move.”	<ul style="list-style-type: none"> <li>• Conflict (relationship breakdown)</li> </ul>	Social Factors
“Lack of support from Department of Education. The needs at the curriculum were vast. I felt I needed more training to deal with the demands. Fragmented relationship at the school I was in SMT no support with curriculum needs. Conflict amongst staff. No resolution to the countless problems faced by teachers. My health determined I felt very dissatisfied”.	<ul style="list-style-type: none"> <li>• Lack of support</li> <li>• Fragmented relationships</li> </ul>	Social Factors

Social factors in this study were experienced in terms of the relationships between teachers and learners and their parents as well. One of the respondents remarked on the following:

*“Dealing with difficult parents, a student was transferred into his class because the learners' mother did not like the previous two teachers he was assigned to that year. The learners' mother would leave 20-minute phone messages on his voice mail every day, listening to them would consume his entire free period. In addition to the barrage of phone messages, she frequently requested conferences or appeared without an appointment. He would walk into his classroom to find her sitting there waiting for him.” (Respondent 4).*

Another school of thought suggests that parents must be teacher-facilitators who work behind the scenes in practical ways to empower their children with attitudes and experiences which will make children good at school and good children at home. In addition to the significant role played by teachers and their roles in the school and class, children should be keenly sensitized. Parents can only make a successful contribution to the growth and expansion of their children, academically and otherwise, when they understand that it is a significant part of parental duty. Only then should one know that parents do it correctly (Maharaj-Sharma, 2003).

In addition, it was found that broken relationships and unresolved conflicts with the head of the school (principal) contributing to the reason that some of the respondents interviewed exited the teaching profession. This is illuminated in the statement by respondent 10.

*“There was conflict between me and my boss (principal) I had things I needed from the principal that I couldn't get because of the conflict we had that I asked questions I shouldn't have asked as a result I had to quit, I couldn't even get a signature on the important documents that needed his signature, so I was forced to move” (Respondent 10)*

The above statement corroborates the report by Catana (2016:89) that conflicts at school level result from school climate deterioration and a more difficult internal

communication. According to the aforesaid author, school conflicts may negatively affect the personal image of the teacher, isolate them, demotivate them and create an unfriendly atmosphere in the teachers' room, etc. This also can help explain why respondent 10 chose to quit the teaching profession.

In summary, the above-highlighted motives for the respondents quitting the teaching profession are centred into two factors, namely individual and institutional factors. George (2010) reveals that institutional factors ranged from working conditions to poor remuneration and poor supervision, while factors such as diseases, indiscipline amongst the teachers, family responsibilities and teaching experience are attributed to individual factors.

Drawing from the above narrative, one could rightly assume that excessive workload, lack of support, victimization, poor working conditions and lack of basic infrastructure are related to institutional factors. Hence, it is sufficient to say that the institutional factors are the main causes of attrition amongst teachers in the uMlazi district.

#### **4.6 Theme 3: Challenges Faced By Teachers**

It is reported in the literature that teachers face challenges while carrying out their jobs daily. In consonance with this, the respondents were asked to explain the challenges faced during the period working as a teacher. Several reasons were uncovered and the majority of the respondents cited an uncondusive environment and insecurity, curriculum and lack of government support, nepotism and favouritism as well as absence of time for their personal life amongst the challenges indicated by them. These are elaborated below.

##### *a) Uncondusive environment and insecurity*

In terms of the challenge cause by an uncondusive environment and insecurity, it was found that the lack of safety and security, and a tense working environment constituted a source of challenges. This is reflected in the statement below.

*“Lack of safety and security which puts me at risks. Large class numbers. Shortage /lack of resources. No support in terms of challenges. Tense working environment”*(Respondent 2).

Besides the above, another of the respondents added the following:

*“Some environments are so unhealthy as a result I can’t say enough how frustrating it is to be exposed to unnecessary illnesses due to lack of consideration of the parents and the non-existent /enforced policies of administration regarding sick children in school. With the H1N1 virus, now a pandemic, I feel more strongly than ever that clear definitive rules and consequences need to be put in place regarding parent’s compliance regarding child attendance. I therefore also believe that the perfect attendance award should be modified as for some learners this is only award they can aspire to and so come to school regardless of the endangerment of others”* (Respondent 7).

The above findings support Makondo (2014) who noted that teachers are faced with poor conditions of service and are grossly underpaid, with limited benefits in terms of allowances, assistance in housing and promotion, amongst others.

#### *b) Changes in curriculum and lack of support*

Apart from safety and environmental concerns, it emerged that the constant changes in the curriculum, coupled with a lack of support from the government were other challenges cited by some of the respondents. These are captured in the excerpts highlighted below.

*“The changing face of education. The numbers of times the curriculum has changed was overwhelming. The high teacher /pupil ratio. Lack of resource. Teacher had to compensate, Education system way too challenging for learners. Content based and not concept based. Lack of parental involve*

*/interest. Discipline a major problem. Learners have a different mindset” (Respondent3).*

*“Lack of support from Department of Education. The needs at the curriculum were vast. I felt I needed more training to deal with the demands. Fragmented relationship at the school I was in SMT no support with curriculum needs. Conflict amongst staff. No resolution to the countless problems faced by teachers. My health determined I felt very dissatisfied” (Respondent 4).*

The above narratives are in line with the observation of Strydom et al. (2012) that due to problems currently experienced by teachers at mainstream schools, such as work pressure and minimal support and restructuring of the education system, their job satisfaction has reached an all-time low. Equally relevant and in agreement with Strydom et al. (2012), there is a lack of interest by the authorities to address challenges faced by teachers in the education system.

#### *c) Nepotism and favouritism*

Equally concerning, one of the respondents exposed the challenge of systematic nepotism and favouritism. This, the respondents noted, negatively impacted progress in the profession resulting in attrition. In the respondent's own words:

*“I saw no progression in career especially since no chance of becoming HOD - principal etc. Posts earmarked for specific people. Issue of race. Certain race groups were acquiring posts. Corruption and dishonesty was rife – certain educators were given preferential treatment. Teaching resources very limited, textbooks” (Respondent 5).*

The above statement echoes the assertion of Mampane (2012:80) that favouritism in the workplace is one of the challenges crippling the education sector. According to the author, nepotism and favouritism have a negative consequence as it leads to demoralizing and demotivating committed and competent teachers who are



ultimately lost to the profession because they cannot accept this blatant system of patronage and being overlooked despite their competency (Mampane, 2012:80).

*d) Unruly learners' behaviour*

It was highlighted in the previous theme that the aggressive and disruptive behaviour found amongst some of the learners were also causes of teachers' attrition. Consistent with this, one of the respondents cited the following:

*"learners tend to have bad behaviour, one of my learners had a difficult home life and acted out in class. She would stand on the table, bark at the learners and staff, lash out violently, and roll back and forth on the floor, bumping into other kids. She bit one of the teaching assistants and hit the other learners"*  
(Respondent 6).

*e) Absence of time*

Equally relevant, one of the respondents points out a lack of time available for teachers, particularly newly recruited teachers.

*"Lack of time, if you are new teacher you must understand creating all your lesson plans, class materials, learning activities, and correlate them back to states standards and they do this for every course prep they have it is easy to see why so many teachers 'drop out' within the first two years of teaching"*  
(Respondent 8).

The above-mentioned lack of time is highly critical as excessive workloads may result in stress and burnout. This is noted by the respondents as a reason many teachers dropout from the profession. Giacometti (2005) and Ghanizadeh and Royaei (2015) noted that stress and burnout are some emotional factors which can arise from facing the everyday challenges and has a foremost influence on teacher career satisfaction.

#### *f) Education policy*

The policy of the education sector was cited as a challenge faced by the respondents during their teaching careers. According to one of the respondents, policy-makers are out of touch with the current happenings in the educational sector. One of the respondents voiced the following:

*“Out of touch policy makers, my gripe as a public-school teacher may be systemic in any large district, and that is district politics. My classroom is overseen by principal who is overseen by a local ‘mini-district’, that is overseen by a very large centralized district. People who are very far removed from my classroom hand down policies that frequently do not suit the needs of my learners. On numerous occasions the policies have been Nepostic in origin and lined the pockets of bureaucrats without necessarily serving the education of learners” (Respondent 9).*

As highlighted in the South African Council for Educators (2011) reports, policy needs to focus on making the profession stable policy-wise, more appealing and ensuring that the experienced teachers are nurtured and recognised to provide more reasons to keep teachers in the country. This may go a long way in reducing teacher attrition in the profession.

In summary, it can be gathered that several challenges were encountered by the respondents during their time as a teacher. Chief amongst these challenges cited by the respondents include an uncondusive working environment, unruly student behaviour, favouritism and nepotism, etc. The findings resonate with the work of Buchanan et al. (2013), which reported that teachers face challenges of unprofessional working conditions, extra workload, poor communication and isolation. Other study also reported concerns of overcrowded classes, poor and unattractive salaries, lack of teaching materials, poor student behaviour and lack of basic facilities (Suleman et al., 2012).

According to Buchanan et al. (2013), the above-mentioned challenges could negatively affect the teachers' performances, thereby resulting in their attrition. Apart from this, Mahmood (2011) attributed poor student behaviour to be a result of

overcrowded classes. This perhaps may help explain the unruly behaviour cited by some of the respondents in the above theme.

#### **4.7 Theme 4: Strategies That Could Help To Prevent Teacher Attrition**

This qualitative analysis also evaluated the perception of respondents on what should be done to minimise teacher attrition in the education sector. Thus, teachers who had left the teaching profession suggested what interventions that should be put in place by the authorities to minimise or bring to an end the high level of staff turnover or attrition. The following are some of the excerpts from the interviews that were conducted and the issues found have been used to formulate a framework, depicted in Figure 4.6.

##### **4.7.1 Mentorship**

One of the ways to address the challenges forcing teachers to leave the profession is through mentorship, as shown in Figure 4.6. One of the respondents was of the view that:

*“A teachers support is very important in terms of recognition and assistance in terms of learning professional development setting, it can include admirative, instructional, resources, peer support, supervisory support and moral support from the supervisor of the department and should develop systems for instructional coaching—not just monitoring or data collection that teachers tend to misbrand as “coaching” but Use appropriate and available technologies to provide ongoing support. Shift Per day away from workshops to more support-based interventions—modelling, coaching, observations and feedback. Strengthen school leadership so that headteachers and directors can provide ongoing support” (Respondent 4).*

The findings in the current study agree with another study in Turkey which suggested that educational institutions should focus on mentoring for early career-stage and young academics. It was further noted that the absence of mentorship leads to low motivation. As such, there is a need for mentoring programs as a career development tool (Özkalp, Kirel, Sungur and Cengiz, 2006).

#### **4.7.2 Professional Development**

Professional development is one of the critical areas that help to build staff morale and satisfaction of the job, as shown in Figure 4.6. Accordingly, one of the respondents advocated the following:

*“Invest in high-quality teacher educators by recruiting professional development providers with extensive teaching experience which will strengthen the teacher-professional development provider capacity for areas with no teacher educators. Offer didactic materials and draw on skilled community members and other teachers to provide instruction in key areas” (Respondent 5).*

Similar studies agree that professional development activities can offer teachers an opportunity to renew their commitment to learning. These activities can also give the college an opportunity to introduce new teaching methods, new paradigms and reinforce the values of the institution (Bosley, 2004).

#### **4.7.3 Remuneration (Salaries)**

Salaries were identified as an area that could improve teachers' satisfaction and staff retention, as shown in Figure 4.6. One of the teachers who had abandoned the teaching profession was of the view that teachers with higher salaries were more likely to continue teaching when compared with those with lower salaries. This is illuminated in the following statement:

*“teachers with higher starting salaries were more likely to continue teaching than those with lower salaries, I believe every citizen should be treated fairly but it is difficult looking at the world we live in, the government should have new policies that encourage every teacher to work at their best of doing their good jobs which will leave a remarkable mark of courage to do more and never leave the profession” (Respondent 2).*

Similar studies conducted on salaries indicate that good pay or salary has a significant impact on job satisfaction and ultimately employee motivation. Thus, it

was further noted that salaries are very important for any organisation's sustainability (Chaudry, Sabir, Rafi and Kalyar, 2011).

#### **4.7.4 Sizeable Workload**

Teachers' workload is a major area of concern for teachers that have abandoned the teaching profession as shown in Figure 4.6. Consistent with this, the teachers were of the view that there is a need for schools to look seriously into this area so that the work is sizeable and manageable. According to the assertion of one of the teachers:

*“to make teachers stay in the profession, teachers should be given the maximum load of work and not let them work on their free/spare time also during their lunchtime, they should also teach their relevant subjects and not take the subjects because of the job vacancy” (Respondent 5).*

Adding further, the above teacher noted that by doing such, they will not leave the profession and the teacher-learner ratio should be a relevant manner in the sense of having a specific number of learners allowed in class.

The above narrative suggests that work overload is a critical issue in the workplace. This problem causes stress conflicts and sometimes affects the morale of workers and ultimately affects the level of their involvement in the workplace (Ali and Farooqi, 2014).

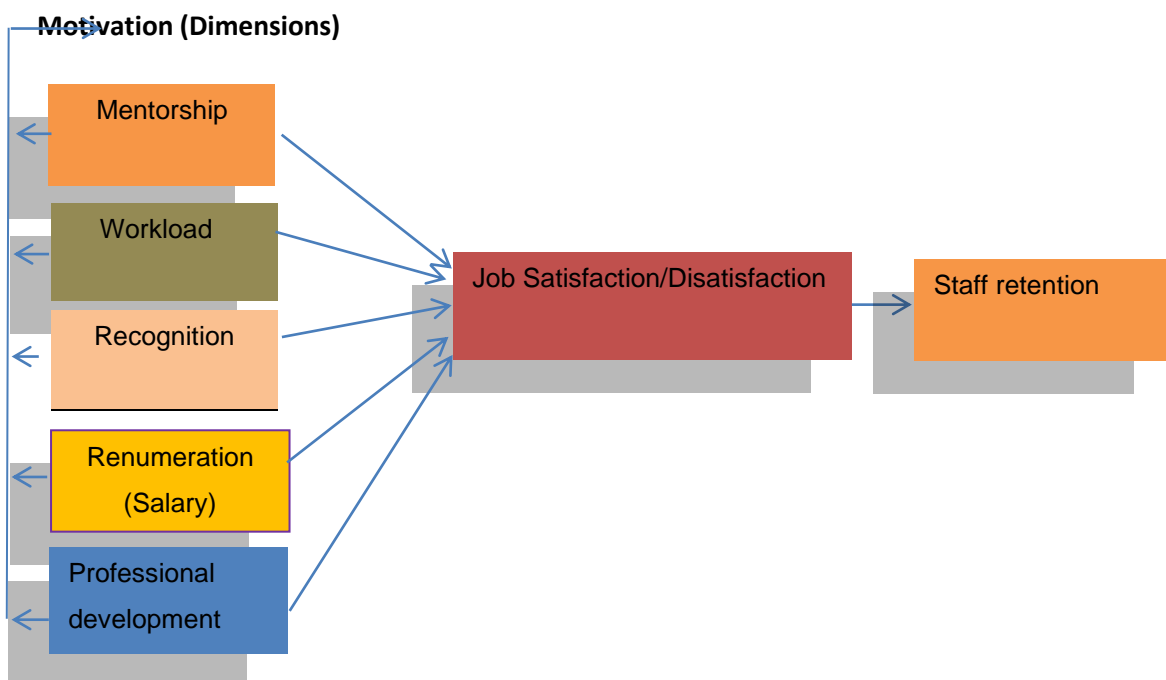
#### **4.7.5 Recognition**

Recognition was identified by some of the respondents during interviews as one of the areas affecting their morale and also contributing to teachers leaving the profession as shown in Figure 4.6. Thus, one the respondents remarked that:

*“In most cases, teachers tend to work for more than 10 years in the same field and faculty with no recognition, Teachers can be granted promotions as a reward of good work intelligence and motivate them to do even better looking at their assessments, tasks, and improvement of marks more especially the*

*passing rate of learners towards a subject. Payments made to teachers who are master and senior teachers come once in their lifetime and it is not enough. Teachers who are postgraduates are also paid once off compensation to their studies but it's very rare for them to get promotions or higher posts. If all that can be corrected by the employer or the government, teachers will not leave the profession" (Respondent 10).*

Robbins(2001) states that promotions generate opportunities for personal development, increased transparency and social status. In addition to being an employee in the company, an acknowledgement, which is a key point for inspiring workers, rewards an employee through gratitude and grants a position at the individual level.



**Figure 4.6: Framework for ensuring teachers' satisfaction and staff retention**

## 4.8 Conclusion

This chapter has discussed the findings of this study. Descriptive analyses of the results encompassing the gender, age, income, level of education, geographical area, race and number of years in service as a teacher were evaluated using frequencies, tables and graphs. It is worth stating that the aforementioned respondents' socio-demographic characteristics have no impact on their decisions to quit the profession. Overall, four themes emerged from the thematic analysis of the interviews data. The **first theme** explores the factors influencing the choice of the teaching profession. It emerged that intrinsic motives such as a passion for the profession, altruistic motives like the love for children and the desire to support them were the main determinants in the respondents choice for choosing a teaching career. Moreover, extrinsic motives such as employability and financial security were cited as another influence in the choice of a teaching career.

**Theme 2**, on the other hand, explores the motives for the respondents quitting the teaching profession. The findings from this theme show that the categories of the causes of teachers' attrition are multidimensional, encompassing psychological, social and physical factors. In this regard, the relevant excerpts were identified to ground the findings.

**Theme 3** highlights the daily challenges the respondents encountered during their time as a teacher. Several challenges such as an uncondusive work environment, constant changes in the curriculum, unruly student behaviour, nepotism and favouritism, amongst others, were cited as a daily challenge faced by the respondents.

**Theme 4**, by contrast, highlights the strategies that could be used to help prevent teachers' attrition. The findings from this theme suggest that the way to reduce teachers' attrition includes mentorship, professional development, remuneration, sizeable workload and recognition. Lastly, a framework has been developed based on the teachers' perceptions as to what should be done to enhance teachers' morale, job satisfaction, retention and reduce teachers' attrition or staff turnover.

## **CHAPTER 5 - Summary, Conclusions And Recommendations**

### **5.1 Introduction**

The previous chapter focused on the analysis of biographical data and also the qualitative analysis of the study. Thematic analysis for the qualitative study was adopted. The outcomes of the analysis were compared with relevant literature to highlight the factors that are causing teachers to abandon the teaching profession. The current chapter will focus on the summary, recommendations and conclusion of this study. This chapter will discuss the evaluation of the set research objectives, a comparison of the objectives with the findings of the study and the recommendations based on the findings of this research. Lastly, suggestions for future research are made.

### **5.2 Summary Of The Theoretical Study**

The higher education sector, specifically Basic Education, has been facing enormous challenges relating to teacher attrition. There has been an increase in the number of teachers abandoning the profession. There is a belief that the challenges experienced by teachers are the same across the board. Thus, this study aimed to evaluate the common causes of teachers leaving the profession, specifically at uMlazi Education District. Chapter Two discussed the literature review and theoretical framework that underpins this study. Several theories of motivation were described to lay a foundation and provide background information that causes teachers to abandon the teaching profession.

Firstly, the motivation process was discussed as encompassing direction, arousal and persistence. Thus it is believed that for a certain action to take place amongst teachers there must be a driver or force that triggers a particular behaviour. Maslow's Hierarchy of Needs consists of five levels of needs, namely physiological needs, safety needs, belonging needs, esteem needs and self-actualisation needs were discussed. Further discussion was provided on McClelland's theory which consists of the need for achievement (nAch), power (nPower) and affiliation (nAff). In addition, the Two-factor theory of motivation comprising two categories, namely



motivators and hygiene factors were highlighted in Chapter Two. The last part of Chapter 2 discussed teacher attrition. Thus, causes that lead to teachers abandoning the teaching profession were discussed in detail. It was also noted that the problems encountered in the sector are not unique to KwaZulu-Natal province in general and the uMlazi Education District in particular, but all the provinces in South Africa. Furthermore, the reviewed literature showed that the situation is not different from the United Kingdom and Hong Kong, whereby teachers abandon the teaching profession for other lucrative professions. Some of the specific causes that are forcing teachers to abandon the profession are poor remuneration, favouritism at the workplace, violence, ill-disciplined learners, work overload and pressure.

### **5.3 Evaluation Of The Objectives Of The Study**

Several objectives were formulated to guide the study, thus qualitative research was undertaken to achieve the realisation of the set objectives. The following is the review of the set objectives and how the researcher has achieved them.

#### **5.3.1 To Analyse Factors That Cause Teachers To Abandon The Teaching Profession AtuMlazi District**

A qualitative study was conducted to solicit the respondents' perceptions of the causes of teachers abandoning the profession. As shown in the qualitative analysis section, the findings indicate that several factors triggered teacher attrition. Amongst some of the factors highlighted were the poor financial situation as the salary was not enough, work overload and stress, as well as bad working conditions, amongst others. Thus, it can be concluded that this study uncovered the causes that are leading teachers to abandon the profession, as such Objective One was met by the researcher.

#### **5.3.2 To Identify Themes And Categorise The Causes Of Teachers' Attrition Based On The Perception Of The Teachers That Had Abandoned The Teaching Profession**

In order to achieve this objective, categories that drive individuals to take certain actions in a workplace were identified, based on motivation theories. Thus, three sub-themes of the categories that cause teachers to abandon the profession were listed as psychological factors, social factors and physical factors and the corresponding issues and each theme identified. Therefore, the researcher has successfully met this particular objective after a qualitative analysis of the study.

#### **5.3.3 To Identify The Link Between The Dimensions Of Global And Local Educational Factors That Cause Teachers To Abandon Their Profession**

The findings in the current study were compared with other findings of similar studies in other parts of the world. Thus, it has been found that the causes of teachers

abandoning the profession are universal. Hence, the challenges being encountered in the South African context with particular reference to the uMlazi Educational District are synonymous with the challenges experienced globally and in particular other countries such as the United Kingdom and Hong Kong. Therefore, this finding and comparison with previous studies have assisted in meeting this particular objective.

#### **5.3.4 To Propose A Framework That Would Help The Implementation Of Strategies That Will Reduce Teacher Attrition**

A model has been developed and the issues that need the attention of policy and decision-makers have been highlighted so that the plight of teachers can be improved and ultimately reduce staff turnover or attrition. Thus, Figure 4.6 serves this particular purpose.

### **5.4 Recommendations**

The findings of this study have shown that there is a need for a multi-stakeholder approach to address the challenges that have been identified. Based on the findings of this study, the following recommendations are made:

- There is a need for the the Department of Basic Education to review the remuneration of teachers working in government schools. In this regard, the salaries and associated benefits need to be improved so that teachers can be motivated and work diligently towards assisting the ministry to achieve its set objectives.
- There is also a need for the Department of Basic Education to implement sector reforms in different areas. This will enable the Department of Basic Education to holistically analyse all the challenges the teachers are facing. Thus, the Department of Basic Education can set up a commission with various members from civil society and teachers' unions in order to analyse the issues deeply and make recommendations that will assist the government to revamp the sector. The Department of Basic Education should set up a robust monitoring and evaluation system that will be able to track the challenges

reported at specific schools and be able to evaluate if there have been improvements with respect to the reported issues. In so doing, the ministry through its Provincial Heads of Department, District Directors and Circuit Managers will be able to track and resolve any recurring challenges or issues.

- There is also a need to introduce or provide teachers with support programs. Thus, teachers' professional development programs will enable teachers to master the craft in the area of teaching and other skills related to teaching, which will in turn build their expertise and confidence. It is important that teachers are equipped with the relevant skills and competence to enable them to deliver their respective assignments with diligence and excellence. Therefore, it is vital that Teacher Development Units be strengthened to undertake this important task of supporting teachers' professional development.
- There is a need for the Department of Basic Education, in collaboration with respective principals or heads of schools, to foster relationships with various stakeholders such as parents. The findings of this study indicated that some of the teachers are leaving the profession because of the behaviour of learners. Therefore, the introduction of empowered School Governing Bodies will enable teachers to interact with parents and find collaborative solutions aimed at addressing their challenges. The behaviour of learners can always be addressed if they are properly taught by their parents to respect elders and their teachers. This will also mitigate against several vices such as learner to teacher violence and learner to learner violence.
- The Department of Basic Education and authorities in the sector should create public awareness and public relations campaign aimed at sensitising teachers on the new policies and plans that are being undertaken to improve the sector and their welfare. This will help to address challenges relating to the information gap but also allay any fears that teachers may have on particular pressing issues.
- The South African Council for Educators can also play a major role in reducing teachers' attrition by empowering teachers through continuous education and career development paths.

## **5.5 Limitation Of The Study**

This study has several limitations. Firstly, the study has a small sample size such that the findings of this study cannot be generalized beyond the current scope or to all education districts in South Africa and other parts of the world. However, the findings can prove useful to other education districts, which can refer to the issues raised to benchmark against their performance and study. Also, it was difficult for the researcher to find the teachers who had abandoned the teaching profession district in the uMlazi Education District. However, the headmaster and other teachers came handy in providing information of colleagues who had left the profession due to various information, which proved useful and helped the researcher to make contact with the relevant people who were used as respondents in the study.

## **5.6 Direction For Future Research**

The current study investigated the causes of teachers leaving the profession at uMlazi Education District. Future research should investigate the causes of teachers leaving the profession nationally. In addition, a comparative analysis of the causes of teachers leaving the profession from uMlazi Education District with other districts in KwaZulu-Natal or other provinces will assist the Department of Basic Education, policy-makers and educational managers to have a holistic understanding of the challenges confronting the sector, and to respond appropriately with strategies that can help various players to address them.

## **5.7 Conclusion**

This study aimed to explore and investigate the common causes of teachers leaving the profession, specifically at uMlazi Education District. The researcher is of the view that the education sector is currently riddled with several challenges, and these cannot be resolved with the same kind of mindset. This study has investigated the causes of teacher attrition in the uMlazi Education District and also proposed a framework that highlights several factors that if included, can help the education sector specifically in the uMlazi Education District, to avert the current challenges or causes that are leading to teachers' attrition.

The findings of this study should therefore act as a signal to the Department of Basic Education and other players in the sector to identify critical areas that are affecting the smooth running of education at the uMlazi Educational District. Thus, key role-players such as the Department of Basic Education are advised to put in place measures such as improvements to the working conditions, salaries, involvement of other key stakeholders such as fully functional School Governing Bodies, public awareness and relations to sensitise teachers of the recent developments so that they are kept abreast of things that are aimed at improving their welfare. The quest for an education sector and well-grounded schools cannot be achieved by chance. There must be a deliberate monitoring and evaluation efforts of the challenges and the milestones that have been achieved. This will assist in addressing recurring problems.

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## Appendix A: Ethical Clearance



MANAGEMENT SCIENCES: FACULTY RESEARCH ETHICS COMMITTEE (FREC)

29 November 2017

Student No: 21751982 FREC No: 145/17FREC

Dear Ms T Ndende

MASTERS IN MANAGEMENT SCIENCES: PUBLIC MANAGEMENT

TITLE: Examining the reasons behind teachers leaving the profession: A case study of uMlazi Education District.

Please be advised that the FREC Committee has reviewed your proposal and the following decision was made: **Ethical Level 2**

Date of FRC Approval: 29 November 2017

Approval has been granted for a period of two years from the above FRC date, after which you are required to apply for safety monitoring and annual recertification. Please use the form located at the Faculty. This form must be submitted to the FREC at least 3 months before the ethics approval for the study expires.

Any adverse events [serious or minor] which occur in connection with this study and/or which may alter its ethical consideration must be reported to the FREC according to the FREC SOP's.

Please note that ANY amendments in the approved proposal require the approval of the FREC as outlined in the FREC SOP's.

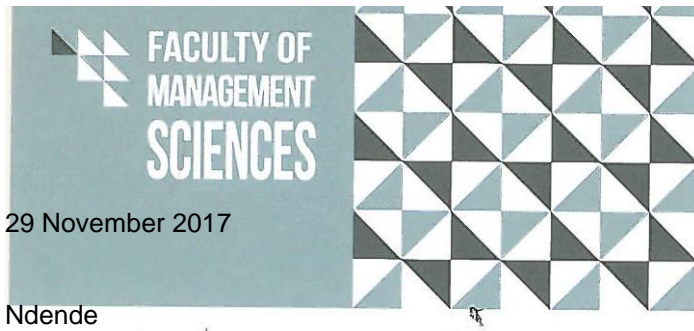
Yours Sincerely

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Chairperson: Faculty Research Ethics Committee

Prof JP Govender

## Appendix B: Research Approval Letter



Reference:- Approval Ms T

Student number: 21751982

Dear Ms T Ndende

### **MASTERS IN MANAGEMENT SCIENCES (PUBLIC MANAGEMENT)**

1. This serves to confirm the approval of your research proposal by the Faculty Research Committee, at its meeting on 29 November 2017, as follows:

Research proposal and provisional dissertation title:

**Examining the reasons behind teachers leaving the profession: A case study of uMlazi Education District**

Supervisor: Dr S Govender  
Co-supervisor: N/A

Please note that any proposed changes in the thesis/dissertation title require the approval of your supervisor/s, the Faculty Research Committee, as well as ratification thereof by the Higher Degrees Committee.

2. Research budget to the amount of **R10000.00**

Please note that this funding is not a scholarship or bursary and is therefore not paid directly to you, but is controlled by the Faculty. Any proposed changes to the use of this funding allocation requires the approval of your supervisor and the Dean. Please note that funding will be re-imbursed to you after the provision of receipts.

The Institutional Research Committee has stipulated that:

(a) This University retains the ownership of any Intellectual Property (patent, design, etc.)

registered in respect of the results of your Masters/Doctors Degree in Technology studies as a result of the award and the provisions of the above Act;

(b) Should you find any of the terms above not acceptable then you are given the option to decline the Research budget award to your project in writing.

May we remind you that in terms of Rule G25(2)(b), if you fail to obtain the Masters/Doctors degree within the maximum time period allowed after first registering for the qualification, Senate may refuse to renew your registration or may impose any conditions it deems fit. You may apply to the Faculty Research Committee for an extension.

Please note that you are required to convert your registration from the informal to the formal course and re-register each year.

1

Please note that the following must be adhered to:

**Registration:**

1. ensure formal registration has taken place
2. ensure that application for conferment of status has been made in the event of your undergraduate qualification being different to this application
3. ensure that your supervisor has submitted your proposal to the Faculty Research Officer (FRO) for IREC clearance (institutional research ethics committee). This is in the case of Ethics level 2 IREC and level 3 IREC (in the case of a study dealing with vulnerable populations). See guideline attached.

**Dissertation submission for examination:**

1. ensure that you submit the intention to submit form (PGS), signed by the HOD and Supervisor
2. ensure that the signed checklist is submitted with the **PG5**
3. once your dissertation is submitted to the supervisor for examination purposes, communication from hereon will only be with your supervisor and not with the faculty.
4. Your supervisor **MUST** nominate the examiners three months prior to submission of the dissertation/thesis for examination.
5. on submission for examination, please note that three ring bound signed copies must be



submitted to your supervisor along with the completed and signed **PG7** form and **Turnitin report**.

6. feedback will be provided to your supervisor regarding the examination result after the result is ratified by the Higher Degrees Committee (HDC).
7. in the event of a resubmission the reports will be submitted to the supervisor who will communicate with you for revision. Once revision has taken place your supervisor will submit to the FRO for resubmission to the examiners.
8. In the case where there is a discrepancy in examiners results, an Arbitrator will be nominated via the HOD and supervisor and tabled at FRC and ratified at HDC. On completion of this process, the Arbitrator's report will be tabled at FRC and ratified at HDC.
9. Results of the Arbitration process will be communicated to your supervisor

### **Graduation requirements:**

1. Ensure that you submit a completed signed PG10 form
2. one hard bound dissertation/thesis with a pdf version on CD
3. response to post graduate examination form
4. completion of study form (IREC form)

Should you experience any problems relating to your research, your supervisor must be informed of the matter as soon as possible. If the difficulties persist, you should then approach your Head of Department and thereafter the Faculty Research Coordinator.

Please refer to the General Rule Book and the Postgraduate Students' Guide 2017 concerning the rules relating to postgraduate studies, which include *inter alia* acceptable minimum and maximum timeframes, submission of thesis/dissertations, etc. Please do not hesitate to contact this office for any assistance. We wish you success in your studies.

Kind regards,

FRCChairperson:FacultyofManageme  
ntSciences Cc Supervisor: Dr  
SGovender

## Appendix C: Participant Letter Of Information

Faculty of Management Sciences

Department of Public Management and Economics

29<sup>th</sup> July, 2017

Dear Participant,

### **INDIVIDUAL INTERVIEW SCHEDULE FOR DATA COLLECTION CONCERNING EXAMINING THE REASONS BEHIND TEACHER QUITTING THE PROFESSION: A CASE STUDY OF uMLAZI EDUCATION DISTRICT**

The aim of this study is to examine the reasons behind teachers leaving the profession at uMlazi education district. In addition, the study intends to further explore what other countries have done to stop teachers from leaving the profession. By so doing, recommendations on how to stop teachers from leaving the profession could help to mitigate against the current challenges and yield positive results in the sector.

In the first place, this study will be approved and cleared by DUT University Research Ethics Board before it is carried out. The aim of the study is to successfully contribute to the Department of Education in the uMlazi district including KwaZulu-Natal as whole.

The data collected in this study is in compliance with DUT Research Policy on Research Ethics and participation in the study is voluntary as your dignity and anonymity is most paramount. Hence, information provided will be kept private and confidential. With your permission, I wish to sit with you for an interview to collect research information which will take an estimate of 45min-1hr.

The interview session concerns answering questions in relation to you as a teacher who left the profession. Please kindly answer the questions to the best of your knowledge in all honesty since the data or information will be used to improve issues related to your reasons for leaving the profession. However, I am pleased to let you know that your name and identity will not be needed or written anywhere in this interview or research findings.

Many thanks for your anticipated contribution.

Name: Tandeka Ndende  
Mobile No. 0730060649  
Email address: ndendetandeka@gmail.com

Dr S Govender  
Supervisor  
Mobile No: 0823757722  
Email: dr1govender@telkomsa.net

## APPENDIX D: Interview Guide

THE INTERVIEW QUESTIONS TO BE ANSWERED BY TEACHERS WHO HAVE LEFT THE TEACHING PROFESSION AT UMLAZI EDUCATION DISTRICT.

The questionnaire seeks to examine and explore the reasons behind teachers leaving the teaching profession in uMlazi education district. It constitutes of 2 sections of which the first section concerns your biographical data and the other section relates to your opinion on the reason for leaving the profession. If there is need to seek clarity concerning any of the questions, the researcher will be readily available to do so.

Please respond by inserting an X in the provided box.

N.B. The information provided in this interview questionnaire will remain confidential.

### SECTION A. BIOGRAPHICAL DATA

#### 1.Age

18-24	1
25-34	2
35-44	3
45-54	4
55-64	5

#### 2.Gender

Male	1
Female	2

#### 3. Race Group

White	1
Indian	2
Coloured	3
Black	4

#### 4.Service record - Number of years as a teacher)

0-5 years	1
6-10 years	2
11-15 years	3
16-20 years	4
20 years and above	5

5. Teacher geographical area you live in.

Umlazi	1
Emanzimtoti	2
Sphingo	3
Kwamakhutha	4
Mbumbulu	5
Lamontville	6
Chartsworth	7
Savana park	8
Wentworth	9
Others	10

6. Level of educational qualification/ experience

Below matric	1
Matriculation	2
Diploma/ Advanced diploma	3
Degree	4
Post graduate degree	5

7. Income

R500-R10 000	1
R10 000-R20 000	2
R20 000-R30 000	3
R30 000-R40 000	4
R40 000-R50 000	5
R50 000+	6

## SECTION B

### INTERVIEW SCHEDULE

1. What prompted you to join the teaching profession?
2. What prompted you to quit the teaching profession at uMlazi education district?
3. Would you please explain a number of challenges that you faced during the period you were working as a teacher?
4. When making this decision did you have a fall-back position or what were you intending to do after leaving the profession?
5. What do you think should be done to improve the welfare of teachers and ultimately reduce the number of teachers leaving the profession? You may wish to propose what you know or have heard is being implemented elsewhere since we live in a global world.

Thank you so much for your time!!!

# Appendix E: Letter Of Approval From Department Of Education



education

Department:  
Education  
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1063

Ref.:2/4/8/1499

Ms T Ndende

44 Avocado Groove  
Avoca Hills  
4150

Dear Ms Ndende

## PERMISSION TO CONDUCT RESEARCH IN THE KZN DōE INSTITUTIONS

Your application to conduct research entitled: “**EXAMINING THE REASONS BEHIND TEACHERS LEAVING THE PROFESSION: A CASE STUDY OF UMLAZI EDUCATION DISTRICT**”, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 05 April 2018 to 09 July 2020.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

**Dr. EV Nzama**  
Head of Department: Education  
Date: 05 April 2018

KWAZULU-NATAL DEPARTMENT OF EDUCATION  
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...Championing Quality Education - Creating and Securing a Brighter Future

## Appendix F: Turnitin Report

Ndende thesis

### ORIGINALITY REPORT

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