

**FACTORS CAUSING HIGH TURNOVER RATE OF SECONDARY
EDUCATION TUTORS AT THE NAMIBIAN COLLEGE OF OPEN
LEARNING: THE CASE OF SOUTHERN REGION**

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS OF THE DEGREE OF MASTER OF EDUCATION**

(EDUCATIONAL LEADERSHIP, MANAGEMENT

AND POLICY STUDIES)

OF THE

UNIVERSITY OF NAMIBIA

BY

EVELINA TUHAFENI NSINANO

9301747

APRIL 2018

Supervisor: Dr. J. Mushaandja

Co-supervisor: Dr. C. Tjitemisa

ABSTRACT

NAMCOL makes use of formal education teachers who are appointed by the College as part-time tutors. Tutors are appointed on a seven-month contract starting from March up to September of each year. They are allocated one to two class groups depending on the number of learners enrolled per subject and are remunerated on an hourly basis. Many tutors therefore, prefer to teach more than one class group and decline to be appointed for one group only because the more class groups they teach the higher their remuneration. It was observed that many tutors resign before the end of their contract and some never return after the first trimester while others disappear without prior notice, leaving learners unattended to for unspecified period of time. This is a problem to the institution, as it does not have full control over the tutors.

The purpose of the study was therefore, to explore the factors contributing to a high turnover among the secondary education tutors in NAMCOL's Southern region. When tutors leave or resign, learners do not get the support they require over a period of time until new tutors are appointed and this may lead to the poor academic performance of learners. The study mainly focused on the secondary tutors who resigned from tutoring in NAMCOL's Southern Region.

The study falls under interpretivist research paradigm. The research approach for this study was qualitative. Individual interviews were conducted with the participants, and document analysis was also used to collect additional data.

The study revealed that delayed payment, lack of ODL and teaching experience, inadequate communication flows from NAMCOL regional and head office and heavy workload were some of the contributing factors to the tutor turnover.

The study findings also showed that external factors such as competition from other institutions playing similar roles was also one of the causes of tutor turnover. The findings from this study imply that the college needs to design and implement effective tutor/staff retaining strategies, which may ultimately lead to improved results of learners in the secondary education programmes

The study made several recommendations for practice to open schools, which include the development of a remuneration and reward policy as well as training policy and guidelines for tutoring staff to ensure that they are kept abreast on the dynamics of ODL.

TABLE OF CONTENTS	Page
Abstract.....	.ii
Table of contents.....	iv
List of tables.....	vii
Acronyms and abbreviations.....	viii
Acknowledgements.....	ix
Dedication.....	x
Declarations.....	xi
CHAPTER 1: INTRODUCTION.....	1
1.1 Orientation of the study.....	1
1.2 Statement of the problem	3
1.3 Research questions	4
1.4 Significance of the study	5
1.5 Limitations of the study	5
1.6 Structure of the thesis.....	6
1.7 Summary	6
CHAPTER 2: LITERATURE REVIEW.....	7
2.1 Introduction.....	7
2.2 Theoretical framework	7
2.3 The role and characteristics of a tutor	10
2.4 Causes of teachers’ turnover	13
2.5 How teacher turnover affects learners’ performance	22
2.6 The cost of teacher turnover to the institution	25
2.7 Summary.....	28

CHAPTER 3: RESEARCH PARADIGM, DESIGN AND METHODS	31
3.1 Introduction.....	31
3.2 Research paradigm	31
3.3 Research design.....	36
3.4 Research methods.....	37
3.4.1 Population	37
3.4.2 Sampling	37
3.4.3 Research instruments	40
3.4.4 Data collection procedure	41
3.4.5 Data analysis	41
3.5 Ethical considerations	41
3.6 Summary	42
CHAPTER 4 PRESENTATION, INTERPRETATION AND DISCUSSION OF DATA	43
4.1 Introduction.....	43
4.2 Demographic profiles of the participants.....	43
4.3 The four broad themes	49
4.3.1 Theme 1: Understanding of tutor turnover	50
4.3.1.1 Influence of tutor turnover on the students’ learning.....	51
4.3.2 Theme 2: Tutors’ engagement with learners.....	54
4.3.2.1 Tutors’ experiences with learners	54
4.3.2.2 Experiences of learners’ participation and attitude towards their studies.....	56
4.3.3 Theme 3: Reasons for tutor turnover	57
4.3.3.1 Timing of resignation.....	60
4.3.3.2 Reasons that push tutors to leave tutoring at NAMCOL	61
4.3.3.3 Head of Centres’ role in retaining tutors.....	73

4.3.4 Theme 4: Measures to curb tutor turnover.....	74
4.3.4.1 Incentives, rewards and recognition.....	75
4.3.4.2 Training in ODL methods	76
4.3.4.3 Long-term contract appointments	78
4.3.4.4 Working environment	79
4.4 Summary	79
CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	80
5.1 Introduction	80
5.2 Summary of the main findings.....	81
5.2.1 Understanding of tutor turnover.....	81
5.2.2 Tutors' engagement with learners	82
5.2.3 Reasons for tutor turnover.....	82
5.2.4 Measures to curb tutor turnover	84
5.3 Conclusions.....	85
5.4 Recommendations for improvements	86
5.5 Recommendations for future research	91
5.6 Summary	91
REFERENCES	92
APPENDIX A: Ethical clearance.....	96
APPENDIX B: Letter requesting permission to conduct research	97
APPENDIX C: Permission to conduct research	98
APPENDIX D: Consent letter	99
APPENDIX E: Interview guide for Heads of Centres	102
APPENDIX F: Interview guide for tutors	107
APPENDIX G: Transcripts of a participant	112

LIST OF TABLES

Table 1: An overview of the sample size.....	39
Table 2: Profile of Heads of Centres interviewed in Windhoek.....	43
Table 3: Profile of Heads of Centres interviewed in Keetmanshoop	44
Table 4: Profile of tutors who participated in the interviews in Windhoek.....	45
Table 5: Profile of tutors who participated in the interviews in Keetmanshoop.....	46
Table 6: Themes that respond to the research questions.....	49

LIST OF ACCRONYMS AND ABBREVIATIONS

HoC	Head of Centre
IOL	Institute of Open Learning
NAMCOL	Namibian College of Open Learning
NUST	Namibia University of Science and Technology
ODL	Open and Distance Learning
SADC	Southern Africa Development Community
SAIDE	South African Institute for Distance Education
TUCSIN	The University Centre for Studies in Namibia
UNAM	University of Namibia

ACKNOWLEDGEMENTS

First of all I give all the Glory and Honour to the Almighty God for the wisdom, knowledge and understanding that He has granted me. I am genuinely appreciative of my supervisors, Dr John Mushaandja and Dr Collin Tjitemisa for their guidance, contribution and efforts to offer every possible help I needed to finish this thesis. It was a great honour for me to finish this work under their supervision.

I am deeply grateful and wish to express my deepest gratitude to Dr Heroldt Murangi, the Director of NAMCOL for his great support and countless encouragement. He has patiently guided me during my studies. I would also like to acknowledge my employer, (NAMCOL) for the financial support I received to pursue my studies. A special thanks goes to Mr. Ulrich Hummel for providing me with any assistance and motivation to conduct my research. To the staff in Keetmanshoop and Windhoek centres, thank you for your willingness to participate in this study.

My special gratitude goes to my parents, otate Reinhold and onane Eila-Frieda for their affection, humble guidance and encouragement. To my entire family and all who have contributed to the completion of my study, thank you for your support.

DEDICATION

I dedicate my thesis to my children,

Shalongo, Tashiya, Shoopala and Nelao

whose love, encouragement and prayers made
me able to get such success and honour.

DECLARATIONS

I, Evelina Tuhafeni Nsinano, hereby declare that this study is my own work and is a true reflection of my research, and that this work, or any part thereof has not been submitted for a degree at any other tertiary institution.

No part of this thesis may be reproduced, stored in any retrieval system, or transmitted in any form, or by any means (e.g. electronic, mechanical, photocopying recording or otherwise) without the prior permission of the author, or The University of Namibia in that behalf.

I, Evelina Tuhafeni Nsinano, grant The University of Namibia the right to reproduce this thesis in whole or in part, in any manner or format, which The University of Namibia may deem fit.

Evelina Tuhafeni Nsinano

Date

CHAPTER 1

INTRODUCTION

1.1 Orientation of the study

The Namibian College of Open Learning (NAMCOL) is a state-supported institution of learning with the key focus on providing educational opportunities to adults and out-of-school youth. NAMCOL comprises four regions: Southern region (Khomas, Omaheke, !Karas and Hardap), Northern region (Ohangwena, Oshikoto, Oshana and Omusati), Central region (Otjozondjupa, Erongo and Kunene) and North-Eastern region (Zambezi, Kavango West and East). Its core programmes focus mainly on teaching out-of-school youth to obtain their Junior Secondary Certificates (JSC) and Namibia Senior Secondary Certificates (NSSC).

Registered learners receive a full set of self-study materials for each subject. Additionally, they are provided with a range of academic support which includes face-to-face sessions with tutors. Originally, two hours of face-to-face tuition per week in each subject was provided for all secondary education learners. However, stakeholders were unhappy about the limited time available for contact with tutors. Learners and their parents wanted classes to be held daily just as they are in conventional schools, while tutors complained that there was insufficient time for them to cover the entire syllabi in the traditional didactic manner (NAMCOL, 2012). The findings in this report led to students now being provided with three to five hours of tutorials per week.

Currently, NAMCOL makes use of full-time teachers who are appointed as part-time tutors by the College. Tutors are appointed on a seven month contract starting from March up to September of each year. The recruitment of the tutors is done through recommendations by the heads of centres to the regional offices. Tutors are not expected to teach but to facilitate learning through the new approach of using Open and Distance Learning (ODL) methods. Tutors are introduced to these methods through training that is conducted for all tutors at the beginning of each year. Tutors are allocated one to two class groups depending on the number of learners enrolled per subject and are remunerated on an hourly basis per class group. The researcher observed that many tutors, therefore, prefer to teach more than one class group and decline to be appointed for lesser groups because the more class groups they teach the higher their remuneration.

As the Area Coordinator of the Southern (AC) region the researcher have observed that many tutors resign before the end of their contract and some never return after the first trimester while others disappear without prior notice, leaving learners unattended to for unspecified period of time. The NAMCOL annual reports show that in the Southern region in 2012, a total number of 219 tutors were appointed of which 23 resigned (NAMCOL, 2013); in 2013, a total of 250 tutors were appointed of which 32 resigned (NAMCOL, 2014); and in 2014, a total of 253 tutors were appointed of which 75 resigned (NAMCOL, 2015).

The above statistics show an increased trend of tutors resigning over the years. At the end of the academic year, when the College advertised tutoring positions for the next year, some of the tutors who resigned the previous year re-apply to come and teach again. It is important to mention here that it is difficult to replace these tutors and a lot of time gets wasted during the process of replacing them. Such valuable time could have been used in providing the much needed academic support to the learners. Mitra and Hendrikz (2009) also argue that tutors provide the most crucial form of learner support in open learning and that without tutorial support the best materials in the world may prove inadequate for learners.

1.2 Statement of the problem

As mentioned in the orientation of the study, NAMCOL utilizes teachers from conventional schools as tutors. These teachers are recruited to provide face-to-face tutorials to NAMCOL secondary education learners in the afternoon/evening or during the school holidays. Because they are not in full-time employment with the College they tend to resign from its services within a short period of time. In some instances, they give a termination notice of 24 hours or sometimes they do not inform the institution about the discontinuation of offering their services. Unlike the situation with their full-time employers where they have to give a one-month notice giving the employer sufficient time to seek for a replacement. The latter is a problem to the institution as it does not have full control over the tutors.

When tutors leave or resign, learners do not get the support they require over a period of time until new tutors are appointed and this may lead to poor academic performance of learners. It is with this in mind that Boyd et al. (2012) stipulate that teacher turnover can cause poor performance of learners in general. Not only does learner performance suffer, but high turnover of tutors can be costly to the College. The cycle of hiring and replacing drains the College the money that could have been better spent on improving the quality of tutorship to enhance learner achievement. This is so because when tutors resign, the College has to recruit new ones and these have to be trained on the concept of ODL teaching methods. Therefore, the purpose of this study was to explore the reasons contributing to a high turnover among the secondary education tutors in NAMCOL's Southern region in Namibia.

1.3 Research questions

The study was guided by the following main research question: What are the underlying factors leading to the turnover rate among secondary education tutors at NAMCOL in the Southern region?

The research questions that this study answered are as follows:

1. What are the reasons for the secondary education tutor turnover at the five selected centres in the southern region?
2. What mechanisms can NAMCOL put in place to retain secondary education tutors?

1.4 Significance of the study

The findings of this research may enable the College to design and implement effective tutor/staff retaining strategies. Furthermore, the findings could be used to develop a management model that could be used to retain secondary education tutors at NAMCOL and in any other learning institution that may be experiencing a similar challenge. In turn, this may ultimately lead to improved results of learners in the secondary education programmes. In this way the College is likely to build confidence and trust amongst the stakeholders. The foregoing will enhance their appreciation for Open and Distance Learning. Furthermore this enquiry will contribute to the limited body of knowledge on tutor turnover in Namibia and beyond.

1.5 Limitations of the study

The researcher had several limitations which included the fact that it was a challenge to reach most of the tutors who have resigned from secondary education tutoring at NAMCOL. This was owed to the fact that some tutors have relocated to other towns or regions or even transferred to other centres. In that case the researcher had to trace the contact details of these tutors through the Ministry of Education, Arts and Culture.

The other limitation was that the study involved participants who were attached to five selected centres in the southern while the College operates more than 90 tutorial centres. The selected sample makes the generalisation of the findings impossible.

Another limitation of the study was that the researcher was an employee of NAMCOL with some level of authority over the HoC and Tutors and could have some preconceived ideas on the factors that contribute to tutor turnover at NAMCOL

1.8 Structure of the thesis

The study comprises five chapters. Chapter 1 introduces the study and consists of the orientation of the study, statement of the problem, the main research questions and sub-questions, significance of the study and the limitations of the study.

Chapter two presents the literature reviewed on tutor turn-over and how it relates to the problem to be investigated which is, the factors contributing to tutor turn-over in NAMCOL. The first section deals with the theoretical framework which informed this study, the second section deals with the role and characteristics of a tutor in an institution of open and distance learning, the third section deals with the causes of tutor-turnover, the fourth section deals with how teacher turn-over affects learners' performance and the last section deals with the cost of teacher turnover to the institution/organisation. Chapter three deals with the research methodology. The research design is a case study and the data were collected using interviews and document analysis. Chapter four presents the results of the study, while the final chapter deals with the discussions and recommendations for possible implementation.

1.9 Summary

This chapter introduced the research study and gave the background and context of the study. It presented the research problem, the main research question and sub-questions, significance of the study as well as the limitations of the study.

The following chapter deals with the literature that relates to staff turnover in an ODL teaching and learning environment and in the formal school system.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter presents a comprehensive review of related literature. The chapter presents the theoretical framework based on Kirby and Grissmers' theory of teacher attrition. Furthermore, the chapter defines the role and characteristics of a tutor in an open school environment, teacher turnover in schools and Open and Distance Learning (ODL) environment, how teacher turnover harms learners' performance and finally the cost of teacher turnover to the institution.

2.2 Theoretical framework

The theory that informed this study is Kirby and Grissmers' Theory of Teacher Attrition: Uncertainty, Incomplete information, Kirby and Grissmer (1993). This theory is based on the premise that a major limitation of an employee is that he or she has perfect information about salary and benefits, but does not have enough information about the non-pecuniary aspects of the job (Kirby & Grissmer, 1993). Generally, tutors/teachers apply for vacant positions which are advertised with the intention of securing employment or gaining income without having information and experience about what the job entails and the characteristics of open and distance learners. Teachers' attitudes to the various drivers such as securing a job or gaining extra income end to be uncertain. On the one hand, some are encouraged by the possibilities offered by new technologies and interested in exploring new ways of

working. Open and dual-mode universities and open schools would not work without the enthusiasm of their staff (Perraton & Lentell, 2004).

They further explain that, on the other hand, many teachers are concerned that the introduction of open and distance learning, or of new teaching technologies, may add to their workload or, even worse, be used by educational managers as a way of reducing staffing levels (Perraton & Lentell, 2004). The actions of the various drivers and the behaviour of the stakeholders together influence the choice of options in terms of management and organisational structure. In the context of this study, tutors apply for tutoring positions at NAMCOL without having a thorough understanding of what the position entails. In most instances, NAMCOL makes use of teachers from the conventional system and it is assumed that they have an understanding of the needs and demands of open and distance learning learners. From the surface, it appears that although secondary education tutors are provided with training on open and distance learning methods, they still get shocked when confronted by the real situation on the ground. The situation on the ground includes the types of learners, most of whom will be failures from the conventional system, the workload, which is so demanding and lack of support from heads of centres and the College. Distance education stands or falls according to the learning that results from the situation mentioned above. This in turn depends on the participation of learners. According to Jenkins (2004), distance education is used for teaching and learning in post-compulsory or non-formal settings and that most distance learners participate on voluntary basis. Many turn to distance education as a more convenient alternative to traditional learning methods, and completion is not compulsory. Jenkins goes on to argue that the relationships between learners and providers of

distance education are thus quite different from those between pupils and teachers in schools.

These differences mean that, in planning distance education, basic research is essential to determine whether there are potential learners-people as opposed to statistics – and to explore their nature, characteristics and circumstances. She says such investigation can make a significant difference to success if taken into account in planning. Jenkins (2004) further advises that another aspect to investigate is learning need. Learners, particularly adults, tend to learn with purpose. Often the curricula of formal education need to be adapted to meet the need of distance learners. She states that educational background and personal circumstance may influence the choice of content.

The NAMCOL learners tend to be those who, in their grade 10, failed to meet the requirements to progress to grade 11, thus fail to obtain places in formal schools as well as the grade 12s or NSSC (Namibia Senior Secondary School Certificate) learners who failed to meet the requirements to enter tertiary institutions and therefore wish to upgrade their symbols. Distance learning becomes their only option than a deliberate choice. In addition to these groups of learners, NAMCOL's distance education tends to have three main purposes: to provide a second chance for adults, to cater for those who were excluded by circumstances from the formal system and to provide opportunities for adults for lifelong learning.

While there will undoubtedly be many highly intelligent and excellent students among them, the less academically successful get distance education, while the cream get to the traditional institutions. Accordingly, many will need a high level of

learning support, but this may be very difficult to provide if, as often happens, there is a shortage of qualified tutors (Jenkins, 2004).

2.3 The role and characteristics of a tutor

Processes of Open and Distance Learning are different from those of conventional education. What is the purpose for which open and distance learning is used? In--open and distance we examine inputs in terms of purpose, learners, staff and resources. We then look at outputs examining the achievements of open and distance learning and its costs. The organisation and management of open and distance learning is necessarily more complicated than running a school (Perraton & Lentell, 2004). In its simplest, the work of a school is confined within its walls: knowledge in the heads of the teachers, communication by chalk and talk, accreditation as a rite of passage. According to Perraton and Lentell (2004), open and distance learning has brought a new division of labour into education and, functions of recruiting students, of developing, producing, reproducing and distributing teaching materials, of teaching and supporting students, and of awarding students. But they are often shared between partners. In this case NAMCOL provides face-to-face education and distance education, but the students sit for the same National examination set and awarded the Junior Secondary Certificate (JSC) and Namibian Senior Secondary Certificate (NSSC) by the Ministry of Education through the Directorate of National Examination and Assessment (DNEA). NAMCOL is a single-mode institution funded to provide both face-to-face education and distance education. Currently, NAMCOL employs teachers from the formal schools to serve as tutors to staff its tutorial centres. Tutors attached to the centres are the face of the institution and need

to understand the nature of learners they are engaged with and be willing to provide ongoing support (Murangi, 2009).

This view is corroborated by Mitra and Hendrikz (2009) who claims that “a tutor in an open school is an intermediary between learners and their learning process who helps learners to become aware of how they can contribute to their own learning” (p. 39). Mitra and Hendrikz (2009) further argue that tutors should provide the most crucial form of learner support in open schools.

Experience has taught us that learning normally takes place if learners are supported by sensitive and diligent tutors. Therefore, the tutor’s role, is not only to teach the content of the materials but rather to help learners make their own sense of what they are studying. Mitra and Hendrikz (2009) maintain that the tutor needs to be knowledgeable about learners and their style of learning as well as about the kind of difficulties they may encounter and the type of support they might find helpful. In view of Mitra and Hendrikz (2009), tutors who are in direct contact with learners in teaching, tutoring and learner support roles, require the following competencies and attributes:

- Ease with learners
- Awareness of particular needs and circumstances of learners;
- Expertise in a subject area or discipline, and in teaching that subject area or discipline;
- Knowledge of how open and distance learning works, and about the kinds of resources and timeframes needed for open and distance learning course delivery;
- Ability to work as a member of a team;

- Knowledge of administrative systems in the open school or institution;
 - Openness to new ideas and new perspectives in their own discipline;
 - Willingness to learn new approaches to teaching and learning;
-
- Ability to balance demands of their academic discipline with the needs of the learner;
 - Ability to communicate the needs of learners to the open school or institution's perspective to learners; and interpersonal skills in advising and counselling learners.

Before a staff member can be recruited, the required competencies should be prepared, normally through consultation with human resources unit and the relevant Area coordinator or Regional manager. Recruiting the right people from the start is essential to the success of an institution (Du Vivier & Ellis, 2009). They further explain that where an open school is part of a government ministry or another institution, it is normally required to follow established procedures when hiring new staff. Du Vivier and Ellis (2009) express their concern that in some cases, ODL unit may be used as a “dumping ground” for employees who don't fit in elsewhere. When staff members are transferred from conventional schools or reassign from other units because of restructuring, this can cause difficulties for your open school. Such employees can be sceptical about non-traditional forms of education and may resist the process of adapting their skills and work practices to a new context. Du Vivier and Ellis (2009) suggest that where possible, preference should be given to candidates who are enthusiastic about ODL even though they may lack experience or formal qualifications. They go on to say that a special case arises when an open school undergoes a process of transformation from a unit in the civil service to an autonomous institution. Where the transformation involves changes in the terms of employment for staff, this will inevitably raise fears that they could lose their jobs or

forced to accept less favourable conditions of service. Resistance to change is natural under such circumstances.

NAMCOL also went through this transformation when it detached from the Ministry of Education, Arts and Culture when it became an autonomous institution. Though we are receiving most of our funding from the Ministry we are at the same time relying on the full-time teachers from formal schools as our tutors. There is still resistance to change from the way of doing things in a formal classroom to ODL methods.

Du Vivier and Ellis (2009) advise that when it comes to filling vacancies, open schools need to have clearly defined policies and transparent procedures for recruiting and selecting candidates. They state that it is essential that these are in line with the legal requirements for the jurisdiction within which the institution operates. For example, some open schools advertise vacancies internally in order to give existing staff members the first chance for promotion. Only if no suitable candidate can be found within the institution are posts advertised externally.

2.4 Causes of teachers' turnover

Teachers' turnover is a worrying phenomenon in any teaching and learning environment being the conventional schools, open schools or Open and Distance Learning (ODL) tutorial centres. In the same vein, high teacher turnover is also a dominant factor behind the demand for new teachers. The high teacher turnover also raises the difficulties schools encounter to adequately staff their classrooms with qualified teachers. Most empirical research has been focused on determining which

kind of teacher is more prone to leaving teaching in conventional schools, but not on the factors contributing to tutor turnover in ODL (Ingersoll, 2001).

Therefore, in the context of this study, empirical research which relate to staff turnover in conventional schools was mostly used in the literature review.

From extant publications it would appear like researchers have not focused on explaining teacher turnover as a challenge for ODL. It seems like more emphasis has been put on high volumes of teachers from conventional schools especially those who leave the teaching profession. This is often referred to as teacher attrition. It appears that, emphasis has not been put on other causes of high teacher turnover such as those who transfer or move to different schools, which is often referred to as migration. According to Ingersoll (2001) migration is less a significant form of turnover because it does not increase or decrease the overall supply of teachers, as do retirements and career changes, and thus does not contribute to the overall systematic shortages. Therefore, little is known in terms of how the organisational conditions of schools both impact and are impacted by the high teacher turnover. In the context of this study, tutor turnover (when tutors either cease teaching or transfer to other schools) disrupts the learning process and leads to substandard instruction.

According to Ingersoll and Smith (2004) a high turnover rate of teachers does not only create staffing problems; but also harms the school environment and students' performance. NAMCOL is unable to recruit a qualified replacements in a timely manner, which might leave learners for one to two months unattended to. Meanwhile learners expect value for money and time itself is costly. Many learners take time off paid work, while few can afford unpaid leave, while few employees will agree to paid leave for learners attending classes at NAMCOL. Then there are cost of communication and of travel to tutorials.

These factors could harm the learners' performance and may sometimes force the College (NAMCOL) to hire temporary tutors, or relax employment criteria so that non-qualified tutors are employed. In both cases, NAMCOL is usually forced to headhunt 3rd and 4th year education students from the University of Namibia (UNAM) and the Namibian University of Science and Technology (NUST) to employ them as tutors. Both the inability to recruit and the employment of non-qualified tutors compromise the quality of instructions.

Recruiting part-time staff, like in the case of NAMCOL, to provide face-to-face or other forms of learners support can be a problem. Before appointing tutors, managers in open schools need to know that a minimum number of learners have to be registered for a particular course or subject, but these figures become available only after enrolments have closed. Although the same people might act as tutors from year to year, it might still be necessary to identify, select and appoint new staff within a limited period. In the case of NAMCOL, the process of advertising the posts and screening of applicants starts at the end of the year prior to registering learners. Letters of appointment can only be issued once predetermined quota of learners has been enrolled. Du Vivier and Ellis (2009) state that the legal mechanism for appointing staff members can also differ from jurisdiction to jurisdiction. In large institutions, where rules and procedures applicable to all employees are set out in documents such as a staff handbook, letters of appointment are commonly used. At a minimum, the letter of appointment should contain the title of the post, an established salary scale and the starting date.

He further states that reference can then be made to supplementary documents that provide details of the institution's procedures in relation to a range of human resource issues, including:

- Salary scales or other remuneration
- Entitlement to other staff benefits
- Probation period
- Leave entitlements and procedures
- Performance management systems
- Code of conduct

When these issues have not been spelt out in other documents or when staff are being appointed for a fixed term only, then it may be necessary to issue contracts of employment (Du Vivier & Ellis, 2009). In the case of NAMCOL, tutors only sign employment contracts for a particular subject after enrolment have closed, but they are not issued with letters of appointment.

The turnover problem, although high for the entire teaching occupation, affects beginning teachers more than others. Teaching has always lost many of its newly trained members early in their careers, long before the retirement years (Ingersoll & Smith, 2004). The same is true among the NAMCOL tutors. According to NAMCOL's quarterly report statistics and from the researcher's own experience of working directly with the tutors, most tutors leave or resign within the first year or second year after having been appointed, and it continues up to four or five years. What is surprising though is that most of these tutors reapply to return for their tutoring positions after a year or two, making one wonder what the reason they left in the first place is?

Recruiting the right people from the start is essential for the success of the College according to (Du Vivier & Ellis, 2009). Ingersoll and May (2012) argue that induction for beginning teachers has become a major topic in education policy and reform. They go on to explain that the theory behind such programs holds that teaching is a complex kind of work, that pre-employment teacher preparation is rarely sufficient to provide all the knowledge and skill necessary for successful teaching, and that a significant portion of the knowledge can be acquired only on the job. Ingersoll and May (2012) further state that this view holds that schools must provide an environment where novices can learn how to teach, survive, and succeed as teachers.

They say that these programmes aim to improve the performance and retention of new hires and to enhance the skills and prevent the loss of new teachers with the ultimate goal of improving student growth and learning. Ingersoll and May (2012) further state that, while teacher induction has received much attention in the policy realm, until recently, empirical research on these reforms has been limited. It has been unclear how widespread induction programs are across the nation, what activities, supports, and components the induction experience usually includes. Adding to the foregoing, most importantly, it is unclear whether receiving such support has any positive effect on teachers and students.

The same is true for NAMCOL, as all of the above issues also pose difficulties for us who are engaged in the very important and very practical matter of deciding which program or activity to include in the induction of tutors. Tutors are not expected to teach like they do in formal schools, but to facilitate learning through the new approach of using Open and Distance Learning (ODL) methods.

They are introduced to these methods through induction training that is conducted for all tutors at the beginning of each year. In addition, it is also true that we are not sure how participating in these induction programs affects the retention of beginning tutors.

A research study by Grant (2006) revealed that one in four beginning teachers quits after the second year and almost four in ten leave teaching within the first five years.

Grant provided the following explanation:

Teachers...experience difficult times and adverse situations that could cause them to leave the profession almost daily. In light of the high turnover rate among teachers, one of the things that we need to understand is what keeps a teacher in the profession in the midst of a difficult situation that most teachers experience.

Grant (2006) continues saying that one of the factors attributed to teacher turnover is burnout, specifically burnout in dealing with classroom management issues. So then, why do some teachers persist in teaching while others leave after the first three or five years? Why do some teachers give up when faced with difficult situations? A teacher is faced with uncomfortable situations each day. A teacher may feel unprepared to deal with stressful situations that arise out of classroom management issues. The teacher may not have the will and commitment to teaching in order to overcome these obstacles. Therefore, the teacher may feel that she cannot make a difference in the success of her students.

The question is; is there a relationship between self-efficacy, persistence and turnover? Why do teachers, in this case NAMCOL tutors return a year or two years after they have resigned, do they feel that they can now overcome the setbacks?

According to Grant (2006) self-efficacy and persistence are inextricably linked. Bandura (1977) explained, “Efficacy expectations determine how much effort people will expend and how long they will persist in the face of obstacles and aversive experiences”. Efficacy expectation is the extent to which someone believes that he or she can successfully complete an action to produce a desired outcome. Bandura provided four sources of efficacy expectations. These sources include performance accomplishments, vicarious experiences, verbal persuasion and emotional arousal. Performance accomplishment involves personal mastery. He explains that once a person feels successful, that feeling permeates into other areas of life. Vicarious experiences are another source of efficacy expectations. Bandura stated, “Seeing others perform threatening activities without adverse consequences can generate expectations in observers that they too will improve if they intensify and persist in their efforts”.

A third source of efficacy expectations is verbal persuasion. In other words, cheerleading and feedback. Bandura (1977) cautioned that merely encouraging a person to continue has less effect on efficacy than does personal mastery or modelling. He explained, “...to raise by persuasion expectations of personal competence without arranging conditions to facilitate effective performance will most likely lead to failures that discredit the persuaders and further undermine the recipients’ perceived self-efficacy”. Emotional arousal is the fourth source of self-efficacy expectations. Bandura (1977) explained, “By conjuring up fear-provoking thoughts about their ineptitude, individuals can rouse themselves to elevated levels of anxiety that far exceed the fear experienced during the actual threatening situation” a person who is so afraid of a situation may be paralyzed with fear and therefore unable to act.

Bandura's sources of efficacy expectations provide a framework for understanding why some teachers persist and others do not. Persistence is linked to self-efficacy. Self-efficacy is linked to teacher turnover. Therefore, to understand why some teachers persist and others not, we must understand why some teachers feel that they can make a difference and why others do not.

According to a survey done by South African Institute for Distance Education (SAIDE) for NAMCOL, on Learner Support Quality Assessment in 2014, one of the most important learner support services at NAMCOL is the face-to-face tutorial services offered to learners. Part-time tutors recruited from teachers in conventional schools form the hallmark of this tutorial service. Their familiarity with ODL pedagogy, commitment and professional integrity are important factors that determine the quality of the tutorial services of the College (SAIDE, 2014). Whilst learners acknowledged that tutors are easily accessible sometimes and that learner-tutor interactions are highly beneficial, they also pointed out a lot of tutor shortcomings that need to be corrected in order keep this service up to standard.

It is interesting to note that 15% of the surveyed learners indicated that they considered dropping out of their studies at NAMCOL at some point (SAIDE, 2014). The reasons given for entertaining such thinking were varied, although most of them were tutor-related. A lot of tutor-related causes strongly suggests the need for intensive induction of tutors in order to get them to understand the needs of distance education learners, and to sympathise with such learners. According to the survey, learners indicated that tutor turnover, laxity in tutoring, absenteeism, ridiculing learners and using derogatory language are unfavourable forms of behaviour that discourage instead of encouraging learners.

On the contrary, tutorial functions in distance education should, amongst other things, serve to encourage and motivate learner. Tutor-related shortcomings as pointed out by learners were highlighted in the report as follows:

- no enough tutors;
- at times they are not serious;
- tutors are not teaching well;
- discouraged by tutors comparing us with full-time learners;
- tutors not teaching but enjoying stories;
- tutors are absent at times;
- disappointed by taking taxis to the centre then tutors do not turn up;
- I wrote my assignments well but was not given the marks I expected; and
- I do not understand anything the teacher insults us.

2.5 How teacher turnover affects learners' performance

When teachers leave or resign from schools, learners are not taught for a period of time until a new teacher is appointed. The first concern that comes to our minds is how their learning will be affected. Shortages of human resources, poor communications and limited technology access conspire to make distance learning difficult. It may take time to find a replacement tutor at NAMCOL, but even when a replacement is done promptly, the transition period disrupts the learning environment. Even experienced teachers require time before they settle into new assignments and become acquainted with the new learners, new colleagues and new routines. During this process final examination might be approaching, and the tutor might end up rushing through the syllabus/study programme and the end results are that students' performance is harmed.

The results of an empirical study carried out by Ronfeldt, Loeb, and Wyckoff (2013), on a direct effect of teacher turnover on student achievement, demonstrates that teacher turnover has a significant and negative effect on students' performance in school. Ronfeldt et al. (2013) further suggest that teacher turnover is particularly harmful to students in schools with large populations of low-performing and black students. These findings clearly indicate that teacher turnover in a school has a broad, harmful influence on the performance of students as well as teachers who may have replaced those who left.

The high rate of teacher turnover has a negative impact on schools. An analysis by Ingersoll (2001) has mostly focused on the effects of school and organisational characteristics on teacher turnover and did not focus much on organisational research. A question that could be asked is: 'what effects do turnover have on the community and performance of the schools?' The departure of individuals who do not share the goals and values of the organisation can be useful to maintain a coherent mission and sense of purpose. According to Ingersoll (2001), after reaching a certain threshold level, turnover may become a source of group disintegration, rather than group integration. He continues to say that at such point, the negative consequences of turnover for organisation stability and coherence would begin to overshadow the positive consequences for the organisation resulting from the elimination of dissent. According to Ingersoll (2001) organisational literature suggests that turnover rates will likely have a negative impact on organisational performance, especially in organisations such as school, for which coherence and continuity are deemed important for effectiveness.

There has not been any study conducted that used national data to examine the impact of teacher turnover on school community and school performance. Such results could possibly address questions such as: How well schools are able to cope with a recurring loss of staff and a recurring need to hire, what continual turnover mean for the ability of the teaching staff to establish teamwork and continuity of curricular and programs and how the loss of teachers affect ties between parents, students, and the community.

Modest rates of teacher turnover might positively affect schools if the departing teachers were ineffective instructors or uncooperative colleagues. It is normal for some teachers to leave their schools each year, either by choice or because they are dismissed, and certainly some departures may be beneficial. But a pattern of chronic turnover demands instructional, financial, and organisational costs that destabilize learning communities and directly affect students' learning (Achinstein, Ogawa, Sexton, & Freitas, 2010; Allensworth, Ponisciak, & Mazzeo, 2009; Balu, Bêteille, & Loeb, 2009; Guin, 2004; Ingersoll, 2001; Ronfeldt et al., 2013; Simon & Johnson, 2015). When students are repeatedly taught by new teachers, there is a substantial price year after year in the quality of instruction they receive. Schools with high turnover often must reconfigure their teaching programmes/schemes of work each year in response to staffing changes caused by transfers and new arrivals. Guin (2004) attests that disruptions in instructional continuity result in less comprehensive and unified instructional programmes for students (p. 19).

In a school with few experienced teachers, the human capital necessary to effectively mentor new teachers may simply not exist (Loeb, Darling-Hammond, & Luczak, 2005). Repeated turnover prevents the kind of continuity needed to build sustained, trustful relationships among teachers, students and families. Such relationships develop over time and are critical for forming a sense of community unified by a common mission and an agreed-upon strategy for achieving it. Sustained and stable relationships also allow schools to establish norms for instructional quality, professional conduct, student behaviour, and parental involvement – all which are linked to student achievement (Simon & Johnson, 2015). In general, higher rates of teacher turnover are legitimately thought to negatively influence student outcomes (Adnot, Dee, Katz, & Wyckoff, 2016). Simon and Johnson went on to say that when schools lack the social capital that strong collegial relationships create, teachers may be reluctant to take on leadership roles or to form professional learning communities.

2.6 The cost of teacher turnover to the institution

Organisations and institutions take employee turnover seriously because of its high costs, some of which are apparent than others. Employee turnover has especially serious consequences in workplaces that require extensive interaction among participants and that depends on commitment, continuity, and cohesion among employees. From this perspective, the high turnover of teachers in schools does not simply cause staffing problems but may also harm the school environment and student performance (Ingersoll & Smith, 2004).

The high teacher turnover is financially costly to the institution in the sense that there will be need to spend time and resources to fill up the vacated positions and train the new employees. Barnes, Crowe, and Schaefer (2014) support this view by arguing that it is too costly to any institution to find skilled and qualified replacements for those who resigned. An excessive amount of money is spent on the constant vicious circle of hiring and replacing teachers who leave before they have mastered the ability to create a successful learning culture for their students. In this environment students' performance suffers, and the schools where there is a high teacher turnover turn out to be extremely costly to run. This cycle of hiring and replacing drains the institutions of financial resources, which could have been better spent on improving the quality of teaching.

According to Du Vivier and Ellis (2009) training should be seen as an investment rather than a cost, and it should be given high priority. Staff development should be included in the strategic plan for your open school or College, as well as a regular item in annual budgeting exercises. They continue to say that as part of your performance management system, a training or development plan can be drawn up for each staff member, involving the most appropriate approaches. Normally, the staff training coordinating staff training initiatives is assigned to an employee in the human resources unit. However, each manager should be accountable for ensuring that employees in their departments or sections receive all the training they need in order to be effective in their jobs. However, for NAMCOL, training is becoming a cost rather than an investment. The reason for the latter is that the money is constantly spent on replacing tutors who leave before the end of their contract in order to fill up the vacated positions and train the new employees.

Like other open schools, NAMCOL employs teachers from conventional education institutions on a part-time basis to provide face-to-face tuitions. However, teaching in the classroom has traditionally followed the banking model described by Freire (1972), which involves teachers depositing knowledge in the minds of passive students. Freire advocates radically for a different approach, where teachers act as facilitators who pose problems for learners to analyse and resolve for themselves. Even if open schools do not subscribe fully to this philosophy, it is common to promote participatory and learner-centred methods for use during tutorial sessions (Du Vivier & Ellis, 2009).

It is, therefore, important that NAMCOL provides training and support so that those teachers employed as part-time tutors will understand that the role of a tutor is different, requiring them to act as facilitators of learning. This involves conceptual shift that some teachers may find difficult to make because it challenges their professional self-image. Du Vivier and Ellis (2009) also argue that even when teachers make attempts to introduce more participatory methods in their classrooms, students may complain that they are not receiving the didactic style they have come to expect. Moreover, Du Vivier and Ellis (2009) state, where not all students have access to textbooks, the teacher may play an important role as a provider of course content.

A key insight from prior studies is that the costs associated with teacher turnover are not easy to identify in budget line items but are embedded in multiple line items within the budgets of different district offices and schools (Levy, Joy, Ellis, Jablonski, & Karelitz, 2012).

Hidden costs of turnover, which reside mainly at the school level and include estimates of administrator and teacher time spent to fill vacancies or develop new teachers, were rarely recorded and so were particularly difficult to obtain.

Yet by all estimates, teacher turnover costs were substantial and had the potential to drain limited school resources away from education programs (Levy et al., 2012). The studies explored and applied a model and methodology in a district and four schools, and explored whether the model could detect differences in turnover costs across schools and between schools with different turnover patterns. Levy et al. (2012) further explained that the model can be applied to estimate the cost of teacher departures from a district whether they are voluntary or involuntary.

Milanowski and Odden (2007) working paper on the teacher turnover discuss costs of separation, cost of replacement staffing, net replacement pay, cost of training, and value of loss of productivity as components that should be considered when calculating the cost of teacher turnover. The researchers developed instruments called Teacher Turnover Cost Calculator (TTCC) to determine the cost of teacher turnover. They discussed the separation costs as those costs associated with the teacher leaving the school and possibly the school district as a job transfer, retiree, or career changer. It includes the cost of exit interviewer's time, departing employee's time, sick leave, and vacation pay. Secondly, the recruitment, hiring cost and hiring incentives are costs such as travel for recruitment purposes, advertising, recruitment fairs, vehicle and facilities rentals as well as hiring incentives. Other costs include; the cost for staff whose duties are dedicated exclusively or partially to recruiting and/or processing applicants and new hires.

Lastly, they discuss the cost of training of, and new employee induction and professional development as an area of teacher turnover costs. The foregoing incorporates the cost to orient new employees as well as various forms of professional development and training needed to assist teachers in becoming productive in the classroom. These costs range from the salaries or fees paid to professional development presenters to the compensation of a substitute teacher needed to manage a new teacher's classroom while new teacher participate in training sessions. It is important to acknowledge that the researchers have never shared their instrument in detail, making it difficult to fully critique. The instruments used requires more labour intensive and time consuming data-collection process but reflected the district budgeting process that determines school budgets within a district. Researchers worked directly with district administrators to better recognise the features of school district budgets and can adapt the instrument to the specific budgeting model used in a given district.

2.7 Summary

This chapter presented the theoretical framework that underpins the study. The theory that informed this study is Kirby and Grissmers' Theory of Teacher Attrition (Kirby & Grissmer, 1993). This theory is based on the premise that a major limitation of a human being is that an employee has perfect information about salary and benefits, but does not have enough information about the non-pecuniary aspects of the job (Kirby & Grissmer, 1993). The chapter compared the roles of tutors in an ODL environment with those in the conventional school settings. Causes of staff turnover in any teaching and learning environment are also explained.

The implications of staff turnover on the general learner performance are elaborated in the chapter. The chapter is concluded with the cost implications of staff turnover to the institutions and how it drains the institutions' financial resources.

CHAPTER 3

RESEARCH PARADIGM, DESIGN AND METHODS

3.1 Introduction

The chapter provides a detailed description of the methods that were used to conduct this study. Firstly, the chapter explains the two dominant research paradigms, namely positivist and interpretivist paradigms. The study adopted the interpretivist paradigm as the main purpose of the study is to gain in-depth understanding of the views, experiences and perceptions on NAMCOL tutors' turnover. This part of the research discusses the approach in terms of research design and methods, how the sample was selected from the population, methods which were used to collect and analyse data.

The research approach for this study is qualitative. Myers and Avison (1997) attest that qualitative research methods help the researchers to understand the people and their social and cultural context in which they live. The case study was therefore, the appropriate research design because it was aimed at obtaining an in-depth knowledge and understanding of the factors that lead to high tutor turnover at the centres in the Southern Region. The choice of the paradigm, approach and design was necessitated by the nature of the study that intends to focus on exploring and explaining the experiences of NAMCOL tutors.

3.2 Research paradigm

In research there are two dominant research paradigms, namely, constructivism/interpretivism and positivism. The different research paradigms have different views on how knowledge is constructed and the nature of reality (Creswell, 2012; Ormston, Spencer, Barnard, and Snape, 2014). The choice of the appropriate paradigm depends on the type of study and the research questions. The purpose of this study is to have an in-depth understanding on factors that lead to high tutor turnover at the centres in the Southern Region. Positivism paradigm is interested in the testing of hypothesis and knowledge has to be tested empirically (De Vos, Strydom, Fouche, & Delport, 1998; De Vos, Delport, Fouché, & Strydom, 2011; Johnson & Onwuegbuzie, 2004). In view of Hughes (2001), according to positivism, reality is expressed in terms of natural laws. Reality and knowledge are already in existence and need further exploration. Positivist paradigm argues that people experience reality the same way.

Thus, the study falls under the interpretivist research paradigm. Interpretivist refers to the view of writers from various intellectual traditions who are critical of the application of the scientist's model to study the social world (Bryman & Bell, 2015). According to the interpretivists the best place to start from is the premise that the subject matter of the social sciences – people and their institutions – are fundamentally different from that of the natural sciences. The study of the social world therefore requires a different research logic, one that reflects the distinctiveness of human beings.

Therefore, the starting point for interpretive researchers is to operate within a set of distinctive principles regarding what it means to conduct educational research with people. All educational researches need to be grounded in people's experiences. For

interpretivists, reality is not out there as an amalgam of external phenomena waiting to be uncovered as facts, but as a construct in which people understand reality in different ways (Briggs, Morrison, & Coleman, 2012). Furthermore, they state that, first, interpretive researchers recognise that they are part of, rather than separate from, the research topic they investigate. Not only do their work impact upon research participants but participants impact upon researchers. Secondly, for interpretivists, the core task is to view research participants as research subjects and to explore the meanings of events and phenomena from the subjects' perspective. Thirdly, a related issue for educational researchers is the extent to which it is possible to present the accounts that research participants give in a different language, namely those accounts contained in research reports and theses.

In the interpretivist paradigm, reality is multiple, understandable and constructed by the individuals themselves. There is a constant interaction between the researcher and the participant in order to construct reality. People create and give meaning to reality through experience, beliefs and interaction with other people. Tenenbaum, Naidu, Jegede, and Austin (2001) reaffirm that knowledge constructed through social interaction or negotiation, and external reality is likely to be perceived differently by different people.

Furthermore, Tenenbaum et al. (2001) state that the constructivist approach “views knowledge as an entity, which is mentally constructed via the actions and experiences that the student undergoes with the immediate learning and broader social environment” (p. 89). This study therefore, falls within the constructivism-interpretivist paradigm. In this study the researcher is not interested in predicting or controlling the phenomenon under investigation or through the testing of hypothesis. The researcher is more interested in having an in-depth understanding of the phenomenon. Constructivism involves people's experiences by interpreting and making sense of these experiences.

The researcher interacted with the participants and listened to what they have to tell in terms of their experiences and perceptions.

The research approach used in this study is qualitative. Research is conducted at a small scale and emphasis is placed on an in-depth understanding of a specific phenomenon within a particular context rather than on scientifically tested data and the generalisation of findings (Mukherji & Albon, 2009; Patton, 1990). Through this paradigm, there is strong connection between the researcher and the participants. The participants are active in the entire research process and viewed as co-researchers rather than being seen as research subjects only to be studied (De Vos et al., 2011). The research findings are jointly created because of the interactive dialogue and interpretation between the researcher and participants (Ponterotto, 2005). Knowledge is generated inductively from the data (Mukherji and Albon (2009). Conclusions are based on the balance of probability, Johnson and Onwuegbuzie (2004) paradigms give different perspectives and meaning to the worldviews, and they are based on ontological (nature of reality), epistemological (the source, acquisition and validity of knowledge, and the relationship between the researcher and the researched), methodological (the process of research), axiological (the values of the research process) and rhetorical (language use in research assumptions) (Clark & Creswell, 2011; Guba & Lincoln, 1994; Maxwell, 1998; Mukherji & Albon, 2009; Ponterotto, 2005).

In terms of ontology, positivists argue that there is one single and true reality that can be understood, identified and measured. This reality can be refuted or confirmed through the testing of hypothesis. The findings from the research process can be generalised to other settings because of a large and representative sample being used.

To the contrary, constructivists-interpretivists advance for the view that there are multiple, subjective and constructed realities.

These realities emerge from the individual's experiences, views, and perceptions of a particular situation. The multiple realities in constructivism are uncovered through an in-depth understanding of the phenomenon to be investigated.

The positivists' stance on epistemology is that both the participant and researcher are independent from each other. That means, the researcher performs a passive role of non-interference, he or she is divorced from the research in the research process to avoid an element of subjectivity. On the contrary, constructivists-interpretivists are more subjective in their approach, the researchers are active participants and observers, and there is a strong symbolic relationship between the researcher and the researched participant. Ponterotto (2005) supports the view that deeper meaning can be discovered if there is an interaction between the researcher and the researched. In the same vein De Vos (1998; 2011) reaffirms this view when he says that through this type of paradigm the researcher is actively engaged in the research process but does not necessarily control the process.

On the methodological aspects, positivists are more scientific and rely heavily on experiments while constructivists rely more on interviews and observations. Axiology deals with the researcher's values in the research process. Positivists maintain that values are non-existent in the scientific process, as the researcher has no control and eliminates his/her influence in the research process. Through constructivism the researcher is in close association with the participants, hence the researcher's values and beliefs cannot be eliminated from the research process.

The language used in the positivist paradigm is scientific and researchers take a neutral position, while in constructivism the language use is more personalised and the researcher's biases, values and experiences are clearly articulated. It is in this regard that Myers and Avison (1997) attest that qualitative research methods help the researchers to understand the people and their social and cultural context in which they live. This study was aimed at understanding why tutors resign from or leave NAMCOL tutoring.

3.3 Research design

A case study was an appropriate research design because it was aimed at obtaining an in-depth knowledge and understanding of the factors that lead to high tutor turnover at the NAMCOL centres in the Southern Region. This design enabled the participants in the study to express their views through telling a story. Interpretivism believes that human beings can give multiple and constructed meaning to the reality through their personal experiences, perceptions and understanding. This particular philosophy is more about having an in-depth understanding on how people experience a particular phenomenon, how they perceive and create meaning of their world. The latter is opposed to positivism which is more scientific in nature because it sees the world in terms of universal laws.

The choice of the paradigm, approach and design was necessitated by the nature of the study that intended to focus on exploring and explaining the experiences of NAMCOL tutors. According to Creswell (2012) the goal of research is to rely on participants' views of the phenomenon under investigation. In constructivism paradigm, the theory is generated from the research itself rather than the research starting from a theoretical perspective. The findings from this study will ultimately lead to the development of a new theoretical framework that deals with the NAMCOL tutors' turnover in the Southern Region.

Baxter and Jack (2008) approach a case study from the constructivism paradigm. Constructivists rely heavily on qualitative data collection techniques or both qualitative and quantitative research methods. This study used qualitative data collection methods. The researcher therefore engaged the participants in a more intensive discussions through interviews in order to collect rich data. Furthermore, the emphasis in this study was more on having a better understanding of the views, experiences and perceptions on NAMCOL tutors turnover, therefore, the findings are presented in the narrative format.

3.4 Research Methods

3.4.1 Population

NAMCOL employs staff members in various categories, both full-time and part-time. However, for the purpose of this study the population comprises heads of centres and tutors from the selected centres in the southern region. These heads of centres and tutors who are appointed by NAMCOL to serve as part-time staff are from the conventional schools and are used to perform duties such as teaching and giving support to the learners. The population of this study comprised all tutors who resigned, all heads of those centres from which secondary education tutors have resigned in the Southern region as well as the administrative staff at the head office of NAMCOL.

3.4.2 Sampling

The participants for the study were selected from five tutorial centres in the NAMCOL's southern region in Namibia. NAMCOL operates 24 centres in the Southern region and for the purpose of this study, centres in Windhoek and Keetmanshoop from which participants were drawn have been selected. The reason for selecting the two towns was because,

Windhoek is a capital city with most of the services available whereas Keetmanshoop is a smaller town. The researcher wanted to find out whether the participants had different opinions on the phenomena being investigated. The researcher used the criterion purposeful sampling technique to identify centres from which participants were selected. Patton (1990) defines purposeful sampling as selecting information-rich cases to study, cases that by their nature and substance will illuminate the inquiry question being investigated. The term purposeful sampling refers to those information-rich cases from which one can learn a great deal about issues of central importance to the purpose of inquiry. Patton (2015, p. 264) attests that studying information-rich cases yields insights and in-depth understanding rather than empirical generalisations.

A bias and weakness in statistical sampling becomes an intended focus and thus a strength in qualitative sampling. Therefore, the logic and power of purposeful sampling is its selection of information-rich cases for in-depth study. Patton (2015) further explains that case selection is the foundation of qualitative inquiry, that what you find from your inquiry will be determined by the cases you study, and that the type of sample you select should follow from and support inquiry into the questions you are asking. Therefore, he adds, the purpose of a purposeful sample will be to focus case selection strategically in alignment with the inquiry's purpose, primary questions, and data being collected. Centres with the highest rate of tutor turnover were selected. This research is qualitative and therefore there was no requirement for the sample to be a representative because the researcher was more interested in an in-depth investigation in order to gain a deeper understanding of the case (Creswell, 2012; De Vos et al., 2011; Mukherji & Albon, 2009; Neuman & Kreuger, 2003).

Similarly, Patton (2015) states that there are no rules for sample size in qualitative inquiry, and that the sample size depends on what you (researcher) want to know, the purpose of the inquiry, what's at stake, what will be useful, what will have credibility, and what can be done with the available time and resources. Patton (2015) goes on to say that in-depth information from a small number of people can be very valuable, especially if the cases are information rich. Purposeful sampling is viewed as appropriate for exploratory research (Neuman & Kreuger, 2003).

The criterion was that participants were only selected from centres where tutors resigned. Since each centre has only one head of centre; and since the College has only one senior human resources practitioner, all five heads of centres and one human resources officer automatically took part in the study. Purposeful random sampling was used to select participants from the tutors who resigned. A purposeful sampling technique was used because the selection of the tutors was based on their experiences of the phenomenon to be investigated namely high turnover among secondary education tutors. A simple random sampling at each centre was done as follows: names of the tutors who resigned were written on small pieces of paper and all the papers were put into a basket from where two names were drawn. Thus the sample size was 16 participants: ten (10) tutors who resigned, six from three centres in Windhoek and four from two centres in Keetmanshoop, five heads of centres, three from Windhoek and two from Keetmanshoop. The table below gives an overview of the sample size.

Table 1: An overview of the sample size

Centres	Number of tutors	Number of Heads of Centres	Sample size
Centre A	17	1	2 tutors & I head of centre
Centre B	12	1	2 tutors & I head of centre
Centre C	13	1	2 tutors & I head of centre
Centre D	10	1	2 tutors & I head of centre
Centre E	10	1	2 tutors & I head of centre
Total	62	5	10 tutors & 5 heads of centres

3.4.3 Research instruments

The two instruments which the researcher used in collecting data are individual interviews and document analysis. The researcher administered individual interviews to provide descriptive and in-depth data. For triangulation purposes document analysis was used in the study. Gall, Borg, and Gall (2007) explain triangulation as a process of using multiple methods to collect data about a phenomenon, which can enhance the validity of case study findings. Document review is important because sometimes what people say differs from the information packed in documents. According to Briggs et al. (2012), documents from schools, colleges and universities can also provide valuable information about the context and culture of these institutions and frequently provide another window for the researcher in educational leadership and management to read between the lines of official discourse. For the purpose of this study, documents such as employment applications, employment contracts, human resources policy tutor replacement registers and marketing and publicity materials are some of the public professional records that the researcher reviewed.

3.4.4 Data collection procedure

The researcher obtained permission to conduct this study from UNAM and NAMCOL management to enable her to enter these centres. An introduction and a brief explanation of the purpose of the study was given to the participants in this study so as to inform them of the purpose of the study. Although field notes were taken, all these interviews were also audio recorded. The NAMCOL documents that were analysed includes the monitoring and evaluation reports from regional teams who monitor tutorial centres, manual for administration and management of tuition centres, policy documents, secondary education tutor contracts as well as learner support strategy document.

3.4.5 Data analysis

Analysis of data was done as the data process unfolded. Creswell (2012) recommends that this practice of ongoing analysis of qualitative data as fieldwork takes place. The advantage of analysing data during the process of data collection is that data analysis through qualitative methods is an ongoing process and should happen simultaneously with data collection and reporting (Creswell, 2012). The researcher analysed data using content analysis. Data analysis through qualitative methods is an on-going process and should start during data collection; continue after data collection and even during report writing (Creswell, 2012). Content analysis was used to assist in organising the data into categories, themes and patterns from which conclusions were drawn.

3.5 Ethical considerations

The actual field research was conducted after permission has been granted by NAMCOL. The researcher ensured that the research was carried out ethically. From the onset, the participants were informed about the purpose of the study, their rights to participate or

withdraw from the research any time, how the data will be recorded and how the findings will be shared with them. The forms to seek informed consent were signed by each participant in this research and that gave them the assurance of anonymity and confidentiality. During the data collection process the researcher asked permission from the participants to audio record the interviews. The collected data, audio recordings and interview notes are kept in a lockable cabinet in the researcher's residence. The data will be kept for at least five years until there is no reasonable possibility that the researcher will be required to defend the study conducted. After five years the data will be disposed by burning them down completely.

3.6 Summary

Chapter 3 discussed the dominant research paradigm, which was appropriate for this study which is: constructivism/interpretivism. The research design is a case study which the researcher believes is an appropriate research design because it is aimed at obtaining an in-depth knowledge and understanding the factors that lead to high tutor turnover at the NAMCOL centres in the Southern Region. The instruments that the researcher used to collect data are interviews and document reviews. The researcher analysed data using content analysis. The chapter was concluded with the ethical issues that were considered during the entire research process. The next chapter will present the findings of the study.

CHAPTER 4

PRESENTATION, ITERPRETATION AND DISCUSSION OF DATA

4.1 Introduction

The previous chapter discussed the research design and methods employed in this study to collect and analyse data. The study was carried out with a specific intention to investigate the factors that cause high tutor turnover at NAMCOL's Southern Region in Namibia.

Therefore, this chapter presents and discusses the results of the study conducted. It is crucial to state that data analysis started while the researcher was still in the field. The data was analysed using inductive analysis methods. That means using data to generate ideas whereby categories and patterns emerged from the data as opposed to being imposed on data prior to data collection as in the case of deductive data analysis method. In addition, this study also reviewed available documents at NAMCOL, with a view to enrich data from the field and help engage and critically evaluate the views expressed by the participants.

4.2 Demographic profiles of the participants

The demographic profile considers issues such as age of respondents, tutorial centres, qualifications, teaching experience of tutors, managerial experience of heads of centres and staff experience in Open and Distance Learning (ODL). The purpose of this information was to enable the researcher to contextualise the interviews that were conducted with the various categories of participants. Context is crucial in data

analysis since human beings are products of their contexts and the way they react to challenges is determined by the way their society equip its people to deal with challenges. In the presentation of findings, real names for participants were not used to protect their privacy. Instead, pseudonyms were used.

Tables 2, 3, 4 & 5 present the summary of the demographic profiles of the various participants from the two identified research sites.

Table 2: Profile of Heads of Centres interviewed in Windhoek

Head of Centre (HoC)	Gender	Age	Highest Academic Qualification	Management Experience	Years of Experience in ODL
HoC 1	Male	40 years	Basic Education Teachers' Diploma	Non	14 years
HoC 2	Female	41 years and above	Bachelor of Arts in Education	18 years	14 years
HoC 3	Male	Between 31 and 40 years	Honours Degree in Business Administration	None	3 years

Table 3: Profile of Heads of Centres interviewed in Keetmanshoop

Head of Centre (HoC)	Gender	Age	Highest Academic Qualification	Management Experience	Years of Experience in ODL
HoC 4	Male	41 years and above	Higher Education Diploma	1 year	12 years
HoC 5	Male	41 years and above	Diploma in Education	15 years	14 years

Tables 4.2 and 4.3 presents a brief summary of the profiles of the Heads of Centres (HoC) in Windhoek and Keetmanshoop. Five interviewees, three from Windhoek and two from Keetmanshoop were interviewed. Out of the five heads of centres, four were males and only one was a female. At the time of data collection, the two HOC from Keetmanshoop had resigned from the services of the College while the three in Windhoek had valid contractual obligations with NAMCOL.

The demographic information gathered shows that the great majority of the HoC were above 40 years with only one ranging between thirty-one (31) and forty years (40) years. This information implies that the HoC have attained a certain level of maturity to support learners and manage the tutorial centres. Additionally, the majority of the HoC had adequate years of experience in ODL as well as relevant academic qualifications to support the distance learners with the exception of one who holds an Honours Degree in Business Administration and three years of ODL

experience with no teaching qualifications. This finding could possibly give a different aspect to the study.

In addition to the HoC, eight (8) tutors who resigned from the services of NAMCOL also participated. Initially, the sample included ten (10) tutors who resigned from NAMCOL, six (6) from the three centres in Windhoek and four (4) from the two centres in Keetmanshoop. However, two (2) of the tutors from Windhoek who agreed to participate in the study withdrew at the last minute reducing the number of participants to four (4). Despite this limitation, the researcher was of the opinion that rich and in-depth data could still be obtained from the remaining eight (8) tutors. Tables 4.4 and 4.5 present the profile of the tutors who participated in the interviews in Windhoek and Keetmanshoop respectively.

Table 4: Profiles of tutors who participated in the interviews in Windhoek

Tutor	Gender	Age	Highest Academic qualification	Teaching Experience	Years of Experience in ODL
T 1	Female	Above 41 years	Advanced Diploma in Education Management	18 years	10 years
T 2	Female	Between 31 and 40 years	Higher Diploma in Education	8 years	7 years
T 3	Male	Above 30 years	Diploma in Education	13 years	12 years
T 4	Female	Below 30 years	Bachelor Honours Degree in Education	2 years	1 year

Table 5: Profile of tutors who participated in the interviews in Keetmanshoop

Tutor	Gender	Age	Highest Academic Qualification	Teaching Experience	Years of Experience in ODL
T 5	Male	Between 31 and 40 years	Bachelor Degree in Business Administration	None	2 years
T 6	Female	Below 30 years	Basic Education Teachers' Diploma	7 years	3 years
T 7	Male	Between 31 and 40 years	Bachelor of Commerce	None	15 years
T 8	Male	Above 41 years	Basic Education Teacher's Diploma	17 years	15 years

In Keetmanshoop, out of the four (4) interviewees, three (3) were male, while in Windhoek the three (3) interviewees were females. Thus four interviews were males and the other four were females. In terms of age distribution, two (2) tutors were above the age of 41; three (3) were between 31 and 41 years, one (1) above 30; and two (2) below the age of thirty (30).

Most tutors from both Windhoek and Keetmanshoop had indicated ten (10) or more years of experience in ODL through tutoring services at NAMCOL. Only three (3) had three years or less in ODL. Out of the eight (8) tutors, only two (2) tutors from Keetmanshoop did not have a teaching qualification though they hold Bachelor's degrees in other fields of studies, namely in Business Administration and Commerce. The data shows that the two tutors without the relevant teaching qualifications were engaged in other paid jobs but were not attached to any conventional school. The data revealed that although these tutors do not possess the relevant teaching qualifications, they have gained sufficient number of experience in supporting ODL learners. The study further showed that these tutors were passionate about tutoring and supporting ODL learners. One participant had the following to say:

I am very much passionate about education and supporting part-time learners. I am currently running a business consultancy, so I am passionate about sharing the knowledge and skills I have gained over the years in the private sector with those in the education sector. Entrepreneurship is my favourite subject for those that want to learn it. So that's why I took the subjects of Business Studies and Entrepreneurship at NAMCOL (T5).

This view is supported by another tutor who stated that:

Though I am in full-time employment with the Ministry of Finance, I enjoyed working with NAMCOL learners because these are fellow Namibians who were pushed out of the formal schools and who desperately want to improve their grades to proceed to the next level (T7).

From the quotations above, it appears that the tutors who do not have the teaching qualifications do not feel obliged to attain such qualifications, but value passion and subject knowledge as important elements to effectively support the learners. In addition, those tutors without the relevant teaching qualifications argued that they had been in the NAMCOL system for many years, as a result, they had accumulated some years of experience in ODL, making them skilled ODL practitioners.

The views expressed by T7 are supported by Du Vivier and Ellis (2009) who suggest that when hiring staff for NAMCOL's tutorial centres, where possible, preference should be given to candidates who are enthusiastic about ODL even though they may lack experience or formal qualifications. This tends to elevate experience over and above educational qualifications. One had to be careful however, since there are many people who are passionate about a certain trade but their passion does not necessarily translate into the ability to deliver up to expectations.

4.3 The four Broad Themes

Four broad themes were identified from the interviews conducted with the participants, namely, understanding of tutor turnover, tutors experiences with NAMCOL learners, reasons for tutor turnover (timing of resignations, factors pushing tutors away, HOCs role in retaining tutors) and measures to curb tutor turnover. Below, these four themes were analysed with a view to establish the factors that promote a high tutor turnover at NAMCOL's Southern region. In order to analyse these themes coherently it was crucial to connect these themes to the research questions as stipulated in chapter 1 of this study. Table 2 shows the themes that emerged from the study data that responds to the research study questions.

Table 6: Themes that respond to the research questions

Themes	Findings
Theme 1: Understanding of tutor turnover	1. Influence of tutor turnover on the operations of centres
Theme 2: Tutors' experiences with NAMCOL learners	1. Staff's first encounter with learners 2. Experience with learners in terms of learners' engagement and attitude towards their studies
Theme 3: Reasons for tutor turnover	1. Timing of resignation 2. Factors that push tutors to leave the centres 3. Heads of Centres (HoC) role in retaining tutors
Theme 4: Measures to curb tutor turnover	1. Incentives, rewards and recognition 2. Training in ODL 3. Long-term contract appointments 4. Conducive working environment

4.3.1 Theme 1: Understanding of tutor turnover

In this section the researcher, discusses the findings on the participants' understanding of staff turnover. The understanding of staff turnover by the HoC was crucial for the researcher to establish the effects tutor turnover have on the operations of study centres. This question was designed for the heads of learning centres only in order to establish whether the heads of these learning centres also share the view that this phenomenon was a hindering factor to teaching and learning.

This was also meant to establish whether these heads of NAMCOL learning centres had some sort of control over the movement of tutors throughout the period of their contracts. In the context of this study, staff turnover refers to the number of part-time tutors who prematurely terminated their contractual obligations with NAMCOL due to variety reasons. The sub-theme that emerged under this theme was "the influence of tutor turnover on the operations of centres".

4.3.1.1 Influence of tutor turnover on the students' learning

In this study, all heads of NAMCOL learning centres interviewed were of the view that tutor turnover negatively influence centre operations. It was also suggested that staff turnover is closely related to the performance of learners since it influences the results or performance of learners during the national examinations, which negatively affects the institution's throughput rate. Learners become demotivated which in turn leads to a drop in attendance. In support of this line of thinking, HoC 2 had this to say:

Definitely, I think the staff turnover has a negative impact towards the function of the centre in the sense that it negatively affect the programmes of the learners. For example, if a staff member was appointed at a certain centre or certain institution and he/she only stays for, let's say, two or three months and then resigns, the progress of the learners will be affected in the sense that the institution or centre has to look for another staff member. This might even discourage some learners to a certain extent that some of them will drop out because they will be demotivated to come to classes while there is no tutor. In addition, when you look at the situation of the learners, they tend to get familiar with the teaching or tutoring style of a certain person (HoC 2).

The above observation suggests that sudden changes may cause disruptions in many situations, let alone in the learning context. Learners tend to get used to their tutors, as such when there is a rapid change of staff members, in a learning institution, it has a tendency to disrupt the environment of teaching and learning as it would take time to build relations of trust between learners and their new tutors. Furthermore, three other participants confirmed that the transition from one tutor to the next also possess challenges and that it takes time to replace tutors. One participant stated:

It is always a challenge when somebody leaves because the next person that comes, even though there are lesson plans and all these other tools in place it is not easy, especially with our programme that runs in the morning as opposed to other centres that run in evenings. It is not easy to get tutors to come and teach, because the process of recruiting is time consuming. While we are waiting or searching for a replacement, teaching is disrupted (HoC3).

Generally, it is not easy to replace any staff member of any organisation who resigns and leave an organisation abruptly without serving a notice period. It can be observed that valuable time is wasted searching for a suitable replacement and learners will be missing learning during that time. Given the fact that most learners at NAMCOL are no very strong learners, this will obviously have a very negative impact on the results of the learners.

This is supported by HoC 4, who shared the same sentiments when he went on to state that:

The other thing is even between the tutor and students. You build some kind of relationships and confidence with students such that when you leave, obviously that confidence and relationship that was established between you and the students is no more. When you leave one can obviously guess what will happen. That, a student will stay away from school and obviously, it can be detrimental to his or her studies because that supportive person is no more there (HoC 4).

Given the views of HoC 4, it is very clear that, learners and tutors build relations, which help to support the learners' education. Once the tutor resigns and moves elsewhere, this relationship is shuttered and that has a tendency to disorientate the learners thereby affecting their studies. One can therefore safely confirm that tutor turnover in NAMCOL learning centres has a negative impact on learners in these centres.

The views expressed regarding the influence of tutor turnover on the student's learning are supported by Ingersoll (2001) who states that organisational literature suggest that the rate of staff turnover will likely have a negative impact on organisational performance, especially in organisations such as schools, for which coherence and continuity are deemed important for effectiveness.

This view was confirmed by the results of an empirical study carried out by Ronfeldt, Loeb, and Wyckoff (2013), on the direct effect of teacher turnover on student achievement, which demonstrates that teacher turnover has a significant and negative effect on students' performance in school.

On the contrary, one head of centre was of the opinion that although tutor turnover may influence results and affect planning at centres, it would however not have a serious influence because tutors are readily available. This is articulated very clearly by HoC 1, who said:

Well, a centre can still function but it might have an impact on the results because usually we do not have enough time to plan according to the workload that each subject perhaps have. So each time you get someone new it is like you start all over again or this person would have to start over again and see where they have to catch up where the other previous tutor has left off or so. So perhaps in that regard it might have an influence somehow. However, for the functioning of the centre I do not think it has much of an effect because most likely there are always tutors available (HoC1).

The above statement by HoC 1 implies that any tutor who is available can be appointed anytime to replace those who resign. These are not as easy as argued by HoC 1. There are issues surrounding the appointment of new staff members, selecting the best and offering them the working conditions they need to stay in their job and not go through the same process again with a short space of time. This is the context within which Du Vivier and Ellis (2009) express their concern when they say that in some cases, ODL institutions may be used as a "dumping ground" for employees who don't fit in elsewhere. Du Vivier and Ellis (2009) therefore, advise that recruiting the right people with good credentials right from the beginning is essential to the success of an institution and where an open school is part of a government ministry or another institution; it is normally required to follow established procedures when hiring new staff (Du Vivier & Ellis, 2009).

4.3.2 Theme 2: Tutors' engagement with learners

This theme presents general information on tutors' experiences with NAMCOL learners in the Southern Region. This particular question was fundamental for this study because of the researcher's interest in establishing whether tutors experiences with students could be a determining factor for tutor retention or turnover.

4.3.2.1 Tutors' experiences with learners

Most participants felt that, to be a NAMCOL tutor one needs to have a lot of patience and passion for teaching as one has to deal with learners who are adults and out-of-school youth, with some who might have been out of the formal schools for some time. The participants have observed that in most cases, these learners lack self-confidence and self-determination, and they as tutors therefore see it as their responsibility to motivate, encourage and to restore some level of confidence in these learners. Although most of the participants indicated that they enjoyed working with NAMCOL learners, one of the tutors in Windhoek stated that she also did it for the extra income that she gets from it. As she states:

Actually, I came to love tutoring that is why I am hanging around for so long. I am doing it not only for the sake of being remunerated for it, but it also helps a lot, because I am a single mother who needs extra income (T2).

This participant suggests that monetary incentives was also an important motivating factor to supplement her income in supporting her family.

T3 from Windhoek indicated that although tutoring at NAMCOL was a good experience, it was also stressful, exhausting and very much demanding. T3 proceeded to state that working for NAMCOL was so involving such that one was left with no time for other personal activities. T3 stated the following:

Therefore, that was also a lot of demand from the tutors. You were working throughout the whole weekend, you cannot even watch soccer, relax a bit and even during the weekend, you have to wake up early like six o'clock. You just wake up and start marking even during the first week of the holidays while you have also other activities at home in rural areas where you have to attend to your farming.

This implies that although some of the tutors were passionate and committed to their work with learners, the others were mostly motivated by external factors such as remuneration.

Similarly, T5 supported the view expressed by stating that:

“It was really a very stressful situation; I was tired end of the year. I know I really did not want to just drop them, but then I just felt that it would not work”.

This finding implies that tutoring at an ODL environment in general, and at NAMCOL in particular requires a high level of commitment and dedication because of the limited time tutors have at their disposal because of their full-time engagements with other institutions. Grant (2006) confirms that one of the factors attributed to teacher turnover is burnout, specifically burnout in dealing with classroom management issues. However, he asks a question as to why some teachers persist in teaching while others leave after the first three or five years? And why do some teachers give up when faced with difficult situations? The answer he gives is that when a teacher is faced with uncomfortable situations each day he/she may feel unprepared to deal with stressful situations that arise out of classroom management issues.

4.3.2.2 Experiences of learners' participation and attitude towards their studies

Three respondents stressed a lack of interest from the learners towards their schoolwork, especially those in the tenth grade. These three respondents attributed this lack of interest to the fact that some of these learners are too young and immature to study independently. Another experience was that most learners were still used to the conventional system of learning, as one tutor noted:

These learners were sitting with the expectation that the tutor will teach for that whole period and so on, because they are used to the old teaching and learning system. So, it was quite challenging to encourage them, but they are just kids and we had to help them (T8).

This shows that, there are feelings of uncertainty, fear of the unknown, lack of confidence and anxiety which learners experience during the transition from the conventional system of learning to the ODL mode. This could have detrimental effects on them in terms integrating fully into the new learning environment. Lack of change in the learners' mind-set during the transition period may result in poor performance. Elffers and Oort (2013) argue that learners who failed to succeed at any level in their education career become more sceptical about succeeding with the second attempt and therefore feel discouraged. This finding corresponds with the views expressed by other researchers that learner entering the new arena of ODL experience elements of isolation, uncertainty, insecurity and alienation (Kember, 2007; Mowes, 2005; Qakisa-Makoe, 2005).

The collected data also points to social and financial factors in the learners' ability or lack thereof, to concentrate on their schoolwork. This lack of concentration ultimately leads to a high rate of absenteeism with subsequent dropouts that are experienced by the NAMCOL learning centres in the southern region.

This factor was highlighted succinctly by one of the respondents who stated:

You will get those few learners who are interested. They will ask questions, they want clarifications. Then you will just get again those ones that are just there, they are just sitting there. Probably they are not even listening. It is only when you are asking them a question then it is like oh, I am here in the class. Sorry, what did you say? Probably one of the issues that they have, perhaps a social issue or a financial issue or whatever is distracting them from concentrating and so on (T5).

The above points to the fact that since most learners at NAMCOL are adults, they have many personal issues that their minds are busy with which have nothing to do with their learning process. As adults, there are many social, economic, even religious, political, environmental issues that affect such learners, which tend to distract them from the process of learning. Instead of being fully engaged through active participation in class, it is clear from the assessment of T5 that some learners in some NAMCOL learning centres lack full participation and concentration because of the circumstances in which they find themselves. The latter include the impact posed by the existential realities that impact upon them such as social and economic issues.

4.3.3 Theme 3: Reasons for tutor turnover

This theme aims to address the question: ‘What are the underlying factors leading to the high turnover rate among secondary education tutors at NAMCOL learning centres in the southern region?’ The following questions were asked to prompt the discussions with the heads of centres respondents:

- How many tutors resigned from your centre in 2016 alone?
- Normally which period of the year do tutors resign?
- In your view what are the reasons that push tutors to leave tutorship at NAMCOL?
- How can NAMCOL arrest the high rate of tutor turnover?

It is important to note that all the heads of NAMCOL learning centres who were interviewed had different views on the reasons as to why tutors leave or resign. HoC 2 highlighted the frustration of tutors caused by the delay in receiving their remuneration.

She had this to say:

Like this year, it was somewhat really critical because the first two months were paid during the second month and although the cut of dates were communicated, the payment date was not really honoured. The tutors will therefore just say, 'Now I will go to the classroom and sit down and will not teach because the payment did not come'. So, you can see that the tutor is demoralised and that can spill over to the learners because the tutor will just say take your books and read page 1, 2, 3, instead of at least facilitating learning as expected from us. Therefore, tutors will turn up and just sit and at the end of the session, they claim for the hours they were present in class.

It can be noted from the above quote that when tutors are frustrated because of delayed payment, tutoring time is wasted, and they claim for money they did not work for. This finding suggests that this may have serious implications on the learners' performance as well as the finances of the College.

The same heads of centre pined the fact that tutors are struggling to strike a balance between their full-time work and part time tutoring at NAMCOL learning centres. She added:

I think the pressure is too much when there are activities to be carried out. I can give an example of our centre here, where you have tutors who are teaching on a daily basis and they are tutoring. Now come April examinations for example, here they are pressurised to set up their examinations for the learners at full-time, and at the same time, they have to mark assignments of NAMCOL (HoC 2).

It was also indicated that some of the tutors lacked experience in Open and Distance Learning (ODL) and therefore tried to replicate what is done in the conventional teaching and learning system. HoC 3 noted:

Most of them I think were not trained for the Open and Distance Learning therefore they still use techniques for formal learning and it becomes a challenge, because now if you would use the Open and Distance Learning techniques the way it was meant for the students, you would use less time in your classroom than the formal one (HoC 3).

Competition with other similar institutions in terms of remuneration for performing the same role was mentioned as a contributing factor to tutor turnover. One respondent had this to say:

If you compare NAMCOL with other institutions that are performing a similar role, one could see that these institutions are really trying hard to poach tutors from NAMCOL because their offers are higher and more competitive to NAMCOL (HoC 1).

The tutor participants especially in Keetmanshoop also shared their frustrations of their contracts not being renewed by NAMCOL although they have been tutoring for many years and have themselves by producing good results. T8 said:

So, ever since that time I was at NAMCOL until last year and I wanted also to join this year but we were removed. I never had problems with NAMCOL. Learners attended my classes very well, so for the past years. As I said, I have been a tutor at NAMCOL since 2003 and I served at two centres. Now I am tutoring for 15 years with NAMCOL (T8).

The other frustration shared by the participants was NAMCOL's inability to provide conducive teaching and learning environment in terms of facilities. T5 made the following observation: "Sometimes the conducive environment where you are giving classes also contributes. I do not know why NAMCOL is not investing in buildings" (T5).

This observation supports what Kirby and Grissmer (1993) say that a major limitation of an employee who has perfect information about salary and benefits, but does not have enough information about the non-pecuniary aspects of the job. In this case, although tutors apply for the tutoring positions with the intention of securing employment or gaining extra income, they do so without having information and experience about what the job entails and the characteristics of open and distance learners.

The sub-themes that emerged under the above major theme includes:

- The timing of resignation,
- The reasons that push tutors to leave tutorship at NAMCOL,
- The role of heads of centres in retaining tutors and
- How NAMCOL can arrest tutor turnover.

Below we deal with each of these sub-themes separately;

4.3.3.1 Timing of resignation

One of the issues that was raised in the interviews with the heads of centres was geared towards establishing how many tutors on average resigned from their centres in 2016 as well as the period of the year during which the highest number of resignations were received. The findings show that on average 3-4 tutors resigned from each of the NAMCOL learning centres in the southern region respectively. All five heads of NAMCOL learning centres from the selected centres in the southern region stated that all tutors who resigned did so in the second semester of the academic year or immediately after receiving their salary. One HoC stated: “We always experience most of our resignations in the second semester almost towards the end of it” (HOC 3).

Another respondent added:

Probably in the second term. Most of them that have resigned from here is most likely because of the studies. So, I think at the beginning as we are recruiting maybe they should also disclose their interest or actually their other commitments outside so that one can choose the best candidates. Because if one have other or many other commitments, they may tend to neglect our work or may tend to quit somehow in between during the year (HoC 1).

In terms of resignation after receiving their salaries, one respondent had this to say:

The time frame, some of them I recall, resigned after they received their pay. When they received their payment, and they were not satisfied with the salary, they said they could not stay for that little salary (HoC 2).

4.3.3.2 Reasons that push tutors to leave tutoring at NAMCOL

The researcher attempted to investigate possible motivating factors that prompted participants to become tutors in the first place. The findings established that there were both internal and external factors that led tutors to take up this responsibility. The following are reason that prompted tutors to take position of tutoring motivation factors are discussed below:

Out of the eight (8) tutors, interviewed seven (7) had indicated that they are passionate about tutoring because of the difference they want to make in the lives of the learners.

One of the participant stated:

“It is a passion you have for teaching that is why you stay for so long” (T7).

Another respondent added:

“I enjoyed the job. It is nice working with students” (T8).

Two of the tutor participants confirmed that external motivation also led them to taking up tutoring positions at NAMCOL. One of the two puts it succinctly by saying:

You see, somebody should have a certain motivation from either self or maybe from the organisation. So, from myself, I cannot really say there is a problem from my side because at first I came to NAMCOL because I wanted a second job to get money. So, I do believe that is the reason why you have also a lot of other tutors, that’s the reason they come in the first place (T8). I think I will just recommend on increment or high salaries because we are all working for salaries. Where you think that the salary is sufficient, you will not leave (HoC 1).

The interviews conducted with the two categories of the participants (heads of centres and tutors) revealed that although tutors are passionate about tutoring NAMCOL learners they do it mainly as a means of earning an extra income. This was confirmed by the frustration they have shown during the interviews on the reasons that led to their resignation from tutoring. The findings show that frustrations were largely attributed to the remuneration rates as well as delayed payment from the College. Tutors' inexperience and workload from their full-time work were amongst many other reasons that led to tutors leaving.

In addition to that, all participants from Keetmanshoop shared their frustrations about the termination of their contracts as well as uncondusive teaching and learning environments in their region. The reasons outlined by participants as the main causes of them leaving tutoring are presented below.

4.3.3.2.1 Low remunerations

All participants felt that the hourly rate earned from tutoring at NAMCOL was lower compared to the rate paid at other institutions performing a similar role and that the margin of increment, whenever it happens, is small. One of the respondents noted the following:

Yes, it is perhaps salaries because if other institutions are paying better, a person would obviously move, because since I was a tutor if there was any increment it will always be with a twenty or thirty dollars every year that it will be increased. The margin of increment is always just a bit low and that is why people tend to look for other greener pastures than it is here (HoC 1).

Another participant supported this view, by stating that:

The other point I can say is remuneration. Remuneration in terms of comparisons to other institutions that are functioning almost in the same way as NAMCOL. According to the tutors, the rates are very low because they are hearing that other tutors from other institutions are being paid far well and better than what NAMCOL pays its tutors (HOC 2).

Another reason that came out strongly and that was highlighted by all participants was the fact that NAMCOL does not honour payment dates, as there are always delays in tutors receiving their remunerations. According to the participants, that was the main reason why tutors were leaving.

One participants had these to say:

The thing about NAMCOL is that I love doing NAMCOL's work, but then at the end when it comes to payment, it is really a problem when it comes to NAMCOL. They do not pay us on time (T1).

Another tutor lamented:

Tutors budget for this and the money does not come on time, as such, we end up begging for money that we have worked for (T2).

This was supported by one head of the learning centre who decried:

When it comes to pay, because you expect when you worked from the first day of the month to the end of the month, when the date of receiving your salary you expect to be paid. This is so because you will have done your work hoping that at the end of the month you will receive your salary on time. The tutors now get frustrated because they have the expectation that they need to be paid when the money is due to them because they also have their own expenses (HoC 3).

Another tutor confirmed the frustrations around late remunerations in these words;

Payment was in fact one of the reasons causing frustrations amongst tutors; there is no doubt about that. Most of the people are complaining about the late payments then you just hear that the claims arrived late in Windhoek and they could not be processed and so on, and that was frustrating, hence some of the tutors just left for such reasons (T 8).

4.3.3.2.2 Absence of rewards and recognition

Some respondents felt that although they sacrificed their time and make all the efforts to support the learners, they receive little or no recognition from the institution for their efforts. For example, tutor T3, felt that although he had been a tutor for the past 12 years and his learners had been performing very well and passing, he had not received any reward or recognition for that as he laments,

“People need recognition for something they do well. However, there is nobody who is coming to say, ‘uh, you did well because from your learners whom you have been teaching, a certain percentage happened to go through, to show you that at least you have done something good”.

Three other respondents concur with the above sentiments when they said:

“In life, acknowledgement is very, very important. Acknowledgement and recognition are sources of motivation” (T5).

One head of the centre concurred;

If I’m treated the same like any person who just walked in now, that is just already a discouragement to me because I feel like I’m not being recognised because so many people come and go, come and go, come and go, and most likely those of us that have been at NAMCOL all these years, end up talking from behind that no the institution is just going backwards because of a, b, c (HoC 1).

Another head of a learning centre puts it very bluntly by saying;

There was nothing like that, all this time that I was here, just like an appreciation to say “thank you”. Even in the beginning, we have a come together but I think at the end of the year it is very important. Not like a function but just to say thank you (HoC 4).

It is very clear from the above responses that there is a serious expectation from the tutors at NAMCOL to be appreciated for what they do. This appreciation can either be verbal or even material. Either way, it is clear that the lack of such appreciation has opened doors to negative feelings of despondency and discouragement and that

has contributed to the challenge of the high tutor turnover rate at NAMCOL centres in the southern region.

4.3.3.2.3 Experience and training in ODL

Almost all the participants in this study revealed that tutors use the same teaching methods they use in the conventional school system. This means that they “teach” rather than facilitating learning using the ODL approach. This, according to the participants, can be attributed to insufficient training on ODL methods, by NAMCOL when they are recruited as tutors. HoC 5 had the following to say in this regard:

I think maybe the reason is that they do not know how to conduct the classes to bring over this knowledge to learners when they tutor the learners. There is a difference between teaching and tutoring. They must really get a good background in tutoring. One or two officials from Windhoek must come and give them a good induction about what tutoring is all about (HoC5).

This is confirmed by HoC 3 who had this to say;

Most of them, I think, were not trained in ODL, they still use techniques of formal learning, and it becomes a challenge. Now, if you would use the ODL techniques the way it was meant, on the students you would use less time in your classroom (HoC3).

Two more participants also agreed that training in ODL is necessary, as they stated:

Workshops should become more frequent, NAMCOL should not only concentrate on the learners but on the tutors and heads of centres too. The training should be with everyone including the heads of centres, we all need it (T2).

Distance training or in-service-training, it can be once off, but then still you know if something is not done consistently it goes away. So maybe once in a year the tutoring training is critical. It also serves as a reminder even for us that have been there (T7).

The views expressed by the participants support Galusha’s (1998), argument that the teacher in ODL should perform a mentoring, tutoring and facilitating role. Mitra and Hendrikz (2009) also confirm this when they state that “a tutor in an open school is

an intermediary between learners and their learning process who helps learners to become aware of how they can contribute to their own learning”.

On the contrary, as it was highlighted earlier in the literature; NAMCOL normally provides training in ODL methods and support to those teachers employed as part-time tutors in order to make them understand that the role of a tutor is different, requiring them to act as facilitators of learning. The findings of this study, however, indicate that the training provided by NAMCOL is not sufficient.

4.3.3.2.4 Low self-esteem and intimidation

One of the tutor respondent disclosed his low self-esteem through the reasons he shared which contributed to his leaving tutorship at NAMCOL, while two other tutors revealed that they felt intimidated when tutoring/teaching learners who were much older than they were.

One of the tutors stated the following:

I realised, it is fine with NAMCOL, and it is nice to get a salary but academically and in your life, yourself you are not improving or going forward. Yeah, and there were many learners whom I taught, who came and became something. Then I realised, I looked at myself and realised that the people I am teaching here are becoming better and better and where am I actually? So I am at the first step here where they found me. I pushed them up and am below here, they go there become better and come back. Some of them must be tutors and lecturers at the Namibian University of Science and Technology (NUST) right now. Because life is a cycle do not underestimate, some of them are my tutors now at NUST (T2).

Another tutor confirmed this lack of self-esteem;

You feel a bit intimidated, especially if you have to go from the school set-up to a set-up where you sometimes have to teach learners that are actually older than you are, and that I have encountered this many times (T6)

Another tutor concurs with the issue of the age of learner at NAMCOL by saying;

Most of these students were adults. You talk to them from the start about the rules you want to have for your class. So you are the manager in the class, whatever you do in class definitely depends on how the young ones will behave towards the elders in the class (T1).

4.3.3.2.5 Heavy Workload

Heavy workloads were one of the reasons echoed by most respondents to have pushed tutors from tutorship at NAMCOL. As indicated earlier in the introductory chapter, NAMCOL makes use of full-time teachers/staff and appoints them as tutors, and most of these teachers are employed by the Ministry of Education, Arts and Culture. The participants indicated that there was a lot of paper work, including marking, and administrative work to be done. Hence, they felt that the combination of other activities with their formal duties would make them unproductive.

On the other hand, participants felt pressured by the schools during the examinations period to adhere to due dates given for marking examinations scripts during a time period while at the same time they have to mark assignments and mock examination scripts and meet the deadlines given by NAMCOL

One head of a learning centre had this to say in this regard,

“Tutors felt that a combination of activities with their daily duties put heavy pressure on them as a result they felt they will rather take the NAMCOL load off and continue with their normal work” (HoC2).

Another head of a learning centre concurs by saying;

Sometimes we get pressure from our principals. Some of the tutors especially, were teachers at the high schools and some of them teach grade 10 subjects. Now the failure rate we all know, the failure rate in / Kharas region is very high and now there are extra classes. Therefore, first you have to attend to your full time work and your priority should be your schoolwork, NAMCOL comes second (HoC4).

T3 confirms this by stating that;

NAMCOL has a lot of work to be done. It demands from your mind, body and everything. Yeah, a bit of administration work and of marking especially when you have three or more groups. Sometimes during the years, especially the due date for the learners' first assignment was almost during the exams period at school especially in April (T3).

Another tutor also weighed in by saying;

“The other thing is also I think, like in my case, you have so many things to do like come from work then go to extra classes again, you are exhausted, and later on you just have to quit tutoring at NAMCOL” (T2).

The views expressed above strongly reveal that tutors are overworked and feel burnt-out by their heavy workloads from both full-time teaching and tutoring at NAMCOL, which forces most of them to drop tutoring. On the contrary, even though they feel frustrated by the heavy workload, some of the tutors felt that, should the institution increase their hourly remuneration rate, they would still come back to tutor.

T2 had this to say in this regard:

You know, it is very difficult working with people but, I am telling you, once you increase a salary nobody would want to leave. Remember this is also extra income, you would want that extra income. So increment will help, then the rest will fall in place.

However, another respondent, using sarcasm had this to say, “It was very nice for me being at NAMCOL, maybe I will join you later” (T3). This clearly shows that this tutor had, had enough of NAMCOL and was obviously not happy. It can be surmised that the above challenges may have weighed on them and as such they felt they would not want to continue in their frustrations.

4.3.3.2.6 Family commitments

Three out of the thirteen respondents stressed that family commitments are equally important and ought not to actually be neglected while carrying out professional duties. These respondents expressed the view that even when they were confronted with family issues and a need for an extra income, family received first priority.

The following is what a head of centre had to say in this regard:

There are various reasons and one of the major reasons is parental care. We know that we are getting tutors who are in the productive years of their life. Once the parents have young babies and small children that are between the ages of let us say 0-10, then some parents quit. I remember one tutor who said: "I will not continue with activities at NAMCOL because I want to take care of my children". So that I will call parental care because she really wanted to concentrate on attending to her children, helping them with their homework and she said, "I want to monitor them when they come back from school and when they go to school" (HoC2).

One tutor said;

The other year I was telling a tutor that I could not continue tutoring because I have a daughter and she has to go to school. I want to take care of my daughter (T7).

Tutor 1 raps it nicely in the following words;

Yes the reason why I left tutoring at NAMCOL is; I left NAMCOL for a year because of the following reasons: my second born son was in grade 10, so I decided no for this year I will leave NAMCOL just to guide him through, because in the afternoons if I am with NAMCOL I won't have time to be with him. In that same year when my son was in grade 10, my last-born started grade 1. Therefore, she also definitely needed that attention from me as a responsible mom at home, to guide them through when it comes to the reading, doing homework and all those things (T1).

4.3.3.2.7 Unfavourable working environment

NAMCOL makes use of school facilities after hours to provide tutoring, which are at times not conducive for learning. Tutoring sessions starts immediately after school giving no room for cleaning up the classrooms and making it ready for use by NAMCOL. According to the participants, NAMCOL did not enter into agreement with the Ministry of Education, Arts and Culture in the /Karas region for the use of the schools as tuition centres and as a result the school principals did not welcome NAMCOL activities to be conducted at their respective schools.

The six participants, HOCs and tutors, in Keetmanshoop shared their frustration of working under unfavourable working environment and cited this as a reason why so many tutors left tutoring at the NAMCOL learning centre in that town.

The following were views from some of them:

“The venue is a problem. Our venue for classes was in Tseiblagte (residential area) which means sometimes tutors have to travel with taxis to and from this venue at their own expense and then sometimes in winter it gets dark very early” (HoC4).

This is echoed by HoC 5, who laments;

I was using the back of my car as a classroom or office for NAMCOL. All the stuff were in the car, I had to get something from the car and down. There was a time I called Delicia [the assistant regional office administrator] and told her I do not want to go on with NAMCOL anymore. So the main thing is premises, because those other schools said no they do not have any place. So that’s really a big problem. If NAMCOL can get its own classrooms then it will be fine (HoC5).

Another tutor concurred by saying;

“For the past few years we have been shifting venues and that is always an inconvenience. Classes started late because we did not have a fixed venue (T6).

For T 8 it was not only about space, but it was also about the distances travelled to and from work by tutors. In this regard, T 8 lamented,

“The other challenge that was there was the long distances that one had to travel to go to classes” (T8).

Such working conditions are not attractive to many people; as such, it is understandable that once an alternative presents itself, tutors at the southern region of NAMCOL tender their resignations. It is true that there is no one who wants to work in an uncondusive environment where teaching and learning cannot take place smoothly. The above sentiments clearly show that there is some unhappiness amongst some tutors and heads of learning centres at NAMCOL in the southern region.

4.3.3.2.8 Non-renewal of contracts

Views of disappointment were shared by the tutors who were interviewed in Keetmanshoop who felt that NAMCOL had terminated and did not renew their tutor contracts. This is done despite the fact that they had indicated their willingness to continue tutoring despite the challenges they experienced as chronicled above. They felt the College literally “dropped” them after so many years of rendering services to it.

The following are some of the views expressed by some of these former tutors in Keetmanshoop:

So, ever since that time I have been at NAMCOL until last year and I wanted also to join this year but we were removed. I never had problems with NAMCOL. Learners attended my classes very well for the past years. As I said I have been a tutor at NAMCOL since 2003 and I served at two centres. Now I was with NAMCOL for 15 years (T8).

Another tutor had this to say;

Sometimes the head of centre would call, “will you be available for tutoring next year?” I would tell him ‘yes I will be available’ and then that is the last time you will hear from him. When the year comes, you do not hear anything (T7).

One more tutor concurred;

NAMCOL dropped me. They told me apparently the Director only chose teachers or those with teaching experience, so that is how I know for a fact that we were many who were not having teaching experience but we sacrificed our time and effort to contribute to the education of this country (T4).

4.3.3.2.9 Relationship with Centre Management

Some tutor respondents noted some unhealthy relationships among heads of centres and tutors. They felt that some heads of centres lacked leadership and interpersonal relations skills and were practicing autocratic leadership styles. In their views, these created tension between them and the tutors, as they later felt uncomfortable, as a result, they said, it started to affect teaching and learning. This was a key factor for tutors leaving the teaching profession.

One tutor had said the following with regard to her relationship with the HoC:

There was even a time when I wanted to give up tutoring at NAMCOL. It was not because of the learners, it was because of the head of the centre. I felt or I tried to be open to him, I tried to create a good relationship and he rejected it in my face, he was like ‘No you should know your place, your place is that you are just a tutor’. Because it is not all about tutoring you know, it is about socialising, sharing ideas and experiences with one another. However, the person in charge did not even allow us to interact and share ideas with our colleagues. He was just a dictator. Communication with him was not good at all (T2).

4.3.3.3 Head of Centres' role in retaining tutors

In an attempt to find out whether heads of centres play any significant role as centre managers in retaining tutors at centres and what they do, the five heads of centres had the following to say:

“All I do is offer them administrative support. Everything I try is to be there as much as possible. This is the nature of my job here every school day. There is not really much one can do (HoC3).

“One should actually sit with these tutors and know what their working conditions are and once you know their working conditions or why they want to go then you can decide what to do.. If I had the power to improve their working conditions, I would do that, but we heads of centres have little power to improve the tutors' working conditions” (HoC1).

“The role that I have played, I should say that, there has been always mutual understanding between ourselves and tutors, because I have tutors who started working here way back” (HoC2).

“Sometimes you don't have control. If a person wants to resign you can talk to him, maybe to bring him to think about it, but sometimes they are so stubborn. If they say, 'I'm going' then they are going (HoC4).

These views were expressed by heads of centres who manage the operations at the NAMCOL learning centres. The findings suggest that the heads of centres are not empowered to take full charge of the operations including human resources management as they blame the regional/head office of NAMCOL for not fully engaging them in all decision-makings pertaining to their centres.

They felt that if NAMCOL wanted to reduce the high rate of tutor turnover all heads of centres must be involved in the tutor selection and recruitment process.

This view is expressed by two heads of centres who stated the following:

I think it is always better to be involved in the appointment of tutors since it is the people that you are going to work with. Instead of just being given tutors that you never met or saw, it is better to retain the ones you know because you have learnt how they work and you know them for some time. On the contrary, it is also better to do some exchange of tutors because sometimes you tend to get too comfortable with the old tutors who then start to neglect their duties now and then, coming up with many excuses. At times new brooms also sweep cleaner than old ones (HoC1).

Another head of centre concurred by saying;

I think there maybe need to be a representative from the head of centres that should represent all heads of centres and tutors at the regional office level, because at our regional platform whenever anything comes up, this person has the responsibility to directly take to the people that are empowered to change things (HoC3).

It can be concluded from the finding that heads of learning centres of NAMCOL feel they need to be involved in the selection and appointment processes of tutors, when NAMCOL recruits tutors, because they feel they are the ones that will be working closely with the tutors and therefore will be able to support, motivate, and persuade tutors to stay.

4.3.4 Theme 4: Measures to curb tutor turnover

This theme addresses the following research question, ‘What mechanism can NAMCOL put in place to retain secondary education tutors?’ In an attempt to find some possible measures to curb high tutor turnover, respondents were asked to respond to the following questions:

- Can you share with me how you think NAMCOL can address the reasons that are pushing tutors out of tutorship?
- In your view, how should NAMCOL arrest tutor turnover?

- Is there anything else you want to share or advice NAMCOL to attract and retain tutors? The participants' responses are presented below:

In order to address this theme, adequately, the researcher analysed the responses provided by respondents in the different categories that constitute this area of study. The recommended solutions to curb high tutor turnover at NAMCOL are presented below. The recommendations are grouped in different categories for ease of analysis and conclusion as well as recommendations to this study, which form the foundation for the next chapter.

4.3.4.1 Incentives, rewards and recognition

The participants, both heads of centres and tutors, raised several concerns about the low rate of payment, delayed payments as well as the lack of awards and recognition of tutors' efforts. The participants therefore recommended that NAMCOL should consider benchmarking with other similar institutions performing the same role, appoint accountants in all regional offices to speed up the payment process and to draft an award policy that guide recognition of tutors' efforts as well as acknowledgment of best performing tutors.

The following were the views expressed by some participants:

I think a research study should be done in terms of remuneration to compare the rate paid by smaller colleges also functioning like NAMCOL, such as TUCSIN, IOL and others also offering Grades 10 and 12. The findings of this research will help NAMCOL's Management to decide on what to do to improve the situation (HoC 2).

It is in this context that HoC 3 maintains that;

In order to attract talented, experienced and qualified people one needs to be able to pay more. Without improving attractive rates, or attractive pay packages, it would be difficult to get top talents. In a space where NAMCOL competes with all other private colleges offering the same services, it is only wise to either offer the same type of incentives that the other colleges offer or NAMCOL will then sit with people that are there for the sake of being there and recruit people that are not really the cream of the crop (HoC 3).

In line with the suggested solutions to mitigate the high tutor turnover at the Southern Regional Centres, another participant had this to say regarding delayed payments:

I would say, if each region could have their own accountant or someone who works with the finances and with payments in those regions, it would be much better (T6).

In terms of awards and recognition, one participant said:

Tutors' efforts and performance should be awarded. Now, we only hear that NAMCOL having prize giving ceremonies year in and year out, then when you look at your performance for example, your learners have been performing from 80-100% in your subject but you are never invited for any single award ceremony. It makes me wonder. Can NAMCOL perhaps come up with an award policy that clarifies all criteria just so that tutors will understand what is going on? (T4).

These findings above suggest that NAMCOL should consider an increase in the hourly tutor rate and decentralise crucial functions such as handling of finances to the regions to avoid cumbersome processes involved in the payment of part-time staff. On the awards and recognition of tutors, the tutors' observation implies that NAMCOL should come up with a policy on awards and recognition to motivate tutors not to leave NAMCOL.

4.3.4.2 Training in ODL methods

Training in ODL methods is essential in equipping tutors and ODL practitioners with the necessary knowledge and skills needed to facilitate learning at the NAMCOL learning centres. Tutors are normally introduced to these methods through training that is conducted for all tutors at the beginning of each year.

The findings revealed that the heads of centres and tutors felt that these training interventions were not sufficient and therefore they needed more training in ODL methods. HoC 3 stated:

I think training should be offered regularly. Tutors should be trained regularly because most of our tutors are teaching in formal schools, they then need to make the transition from formal to open and distance learning. I think with proper training and some sort of induction course in open and distance learning for our tutors, they will get to understand how to handle it (HoC 3).

Another participant agreed:

I suggest that the tutors must not teach but facilitate the learning processes. The question is, do the tutors really understand what we are saying when we say they must facilitate? There should also be more workshops. (T3).

From the observations above, the findings implies that training is not sufficient and that they needed more training. This view is supported by Ingersoll and May (2012) who argue that induction for beginning teachers has become a major topic in education policy and reform. They further explained that the theory behind such programs holds that teaching is complex work, that pre-employment teacher preparation is rarely sufficient to provide all the knowledge and skill necessary for successful teaching, and that a significant portion of the knowledge can be acquired only on the job. Ingersoll and May (2012) further state that this view holds that schools must provide an environment where novices can learn how to teach, survive, and succeed as teachers. The same is true for ODL institutions, that tutors should continuously be trained and capacitated, however, the concern that NAMCOL may have is that the tutors do not stay long enough to be able to learn how to facilitate learning, survive and succeed as tutors. And the other concern is that NAMCOL may not want to invest in part time tutors. The institution cannot invest heavily in a person who may leave the institution in a short period of time.

4.3.4.3 Long-term contract appointments

Tutors are appointed on a seven-month contract period, starting from March to September of each year. This study revealed that tutors want to be appointed on a longer term than the usual seven-month contract period. They also feel that when the contracts have expired, long-serving tutors should be considered for re-appointment for the following academic year.

The heads of centres on the other hand felt that they needed to be more involved in the appointment of tutors at their centres. One participant had this to say:

From statistics, one learns that usually new tutor or tutors who have not really work for long do not stay long. Maybe because of the short contract. Perhaps one should look at appointing them permanently or on a long-term contract. So, you give them a permanent agreement for two or three years, just to encourage them to commit themselves to the institution. I don't know but I think the one point that NAMCOL can also consider is to recruit tutors that have served NAMCOL for many years as tutors. I think it is always better to be involved in the appointment of tutors since it is the people that you are going to work with (HoC 2).

It can be concluded from the findings above that, tutors want more job security, hence the extension of contracts. This will correspond with what Ingersoll and May (2012) suggest, that a significant portion of the knowledge can be acquired only on the job. So the longer the tutors remain in the tutoring position, the more the knowledge they can acquire in using ODL methods.

4.3.4.4 Working environment

According to the participants, NAMCOL did not enter into an agreement with the Ministry of Education, Arts and Culture in /Karas region for the use of the schools as tuition centres and as a result the school principals were reluctant to allow NAMCOL activities to be conducted at their respective schools. The participants made the following recommendations:

I would recommend that if NAMCOL secures a venue for the tuition sessions, they would really try their utmost best to keep it (T3).

HoC 5 supported the view by stating:

I think the municipality and town council granted a piece of land to NAMCOL to set up their own facilities and create a conducive learning environment for both learners and tutors (HoC 5).

The above stated findings imply that there is no one who wants to work in an environment that is not conducive for teaching and learning to take place smoothly. The above sentiments clearly show that there is some unhappiness amongst some tutors and heads of learning centres at NAMCOL in the southern region and recommends to the College to create conducive learning environments.

4.4 Summary

This chapter focused on the analysis of data which were collected from the field by way of categorising this data into themes, which were dealt with separately. The main findings in this chapter were classified under four major themes and eleven sub themes. The four major themes are: understanding of tutor turnover, tutors' engagement with NAMCOL learners, reasons for tutor turnover and measures to curb tutor turnover. In the next chapter, we draw conclusions for this study and make recommendations for NAMCOL to consider and probably implement.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

NAMCOL is an ODL institution that strives to create a conducive and supportive working and learning environment to all staff and learners. However, the College has experienced a high rate of tutor turnover over the years. Many tutors resign from tutoring before their contracts lapse. Some of these tutors return to seek re-appointment after the first term while others disappear without giving notice for early termination of their contracts. This situation is leaving learners unattended to for a longer period of time. When tutors leave or resign, learners do not get the support they require until new tutors are appointed and this may lead to poor academic performance of learners during the national examinations. This situation is supported by Boyd et al. (2012) who claim that teacher turnover can cause poor performance of learners in general. Not only does learner performance suffer, but also high turnover of tutors can be costly to the College. The cycle of hiring and replacing tutors drains the College financial resources that could have been better spent for improving learner support to enhance learner achievement. This study investigated the reasons contributing to a high turnover among the secondary education tutors in NAMCOL's Southern region in Namibia.

This chapter presents a summary of the research findings, the implications of the study to practice, limitations and recommendations for future research.

5.2 Summary of the main findings

The purpose of this study was to explore the reasons contributing to a high turnover among the secondary education tutors in NAMCOL's Southern region. The study was guided by the following research question: What are the underlying factors leading to the turnover rate among secondary education tutors at NAMCOL in the Southern region?

Additionally, the study aimed to address the following supplementary research questions:

1. What are the reasons for the secondary education tutor turnover?
2. What mechanism can NAMCOL put in place to retain secondary education tutors?

The key findings in this section are discussed under the following themes: understanding of tutor turnover, and tutors' engagement with NAMCOL learners; reasons for tutor turnover and measures to curb tutor turnover.

5.2.1 Understanding of tutor turnover

This particular theme was aimed at addressing the research question that focussed on the HoC participants' understanding of tutor turnover. The understanding of staff turnover by the HoC was crucial for the researcher to establish the effects tutor turnover have on the learning of learners at study centres.

In this study, all heads of NAMCOL learning centres interviewed agreed that tutor turnover negatively influence teaching and learning at learning centres. The study also established that that staff turnover could be closely related to the performance of learners since it influences the results or performance of learners during the national examinations, which negatively affects the institution's throughput rate. Learners

become demotivated which in turn leads to a drop in attendance and eventually in academic performance.

5.2.2 Tutors' engagement with learners

This theme was meant to obtain the general information on tutors' experiences with NAMCOL learners in order to establish whether tutors experience with learners could be a determining factor for tutor retention or turnover. There was a general feeling amongst the tutors that being a NAMCOL tutor requires a lot of patience and passion because one has to deal with learners who are adults and out-of-school youth with diverse learning difficulties because some have been out of the formal schools for a number of years. The participants have experienced that these learners lack self-confidence and self-determination, and tutors felt that it is their responsibility to motivate, encourage and to restore some level of confidence in these learners.

This finding implies that tutoring in an ODL environment in general, and at NAMCOL in particular requires a high level of commitment and dedication because of the limited time tutors have at their disposal due to their full-time contractual obligations with formal schools. The observation by the participants supports Grant's (2006) view that one of the factors attributing to teacher turnover is burnout, specifically burnout in dealing with classroom management issues.

5.2.3 Reasons for tutor turnover

This specific theme was meant to investigate the reasons that push tutors to leave tutoring at NAMCOL. The findings under this theme established that there were both internal and external factors that led tutors to take up this responsibility. The study revealed that although tutors are passionate about tutoring NAMCOL learners, they

also do it mainly as a means of earning an extra income. The study found that unfavourable or low remuneration rates as well as delayed payments caused frustration among the tutors, which subsequently lead to premature departure of tutors. Additionally, tutors' inexperience and heavy workload from their full-time work were amongst many other reasons that led to tutors leaving.

Remarkably, participants from Keetmanshoop shared their frustrations about the termination of their contracts as well as uncondusive teaching and learning environments in their region. Moreover, it was clear from this study that there was a serious expectation from the heads of learning centres and tutors to be appreciated for what they do. It came out through the study that the lack of appreciation to some extent contributed to some feeling of despondency and discouragement and that could have contributed to the challenge of tutor turnover rate at NAMCOL's Southern region.

The participants also revealed that tutors preferred to follow the traditional method of teaching, which they normally practice in the conventional system, rather than to facilitate learning using various ODL delivery approaches. According to the participants, this is attributed to inadequate training in ODL methods by NAMCOL when recruiting new tutors. The views expressed by the participants contradicts the view by Galusha (1998) who argues that the teacher in ODL should perform a mentoring, tutoring and facilitating role. This finding implies that there is inadequate capacity building initiatives provided by NAMCOL or tutors' unwillingness to change from the traditional teaching methods they are used to in the conventional system to the ODL methodology.

The study revealed that the working environment in particular in Keetmanshoop was not desirable and detrimental to the teaching and learning process. Williams and Williams (2011) suggest that effective teaching and learning can only take place in an environment which is conducive and safe for learning.

Finally, issues such as double workload, family commitments, non-renewal of contracts and poor relationship with centre management were among the factors that led to tutors' resignations.

5.2.4 Measures to curb tutor turnover

The theme on measures to curb tutor turnover was linked to the following research question: What mechanism can NAMCOL put in place to retain secondary education tutors? The measures to curb tutor turnover are grouped in different four categories: incentives, rewards and recognition; training in ODL methods; long-term contract appointments; working environment. Firstly, the participants raised several concerns about a low rate of payment, delayed payments as well as lack of awards and recognition of tutors' efforts.

The study suggests that NAMCOL should do a benchmarking exercise with other similar institutions on the remuneration structure to compensate tutors market related salaries. In addition, the appointment of finance staff in the regions was proposed to speed up the payment process. An introduction of a reward system for top performing part-time staff was recommended.

Secondly, the study revealed that tutors felt that the ODL training offered by NAMCOL is not sufficient and that they needed more. Ingersoll and May (2012) advice that schools must provide an environment where novices can learn how to

teach, survive, and succeed as teachers. The participants felt that tutors should continuously be trained in ODL methodologies and principles.

Thirdly, on the long-term contract appointments, the results of the study proposed that tutors be appointed on a longer term than the usual seven-month and the long-serving tutors should be considered for re-appointment for the next academic year. This finding implies that tutors need a sense of belonging and job security that could possibly contribute to a high level of commitment. Ingersoll and May (2012) suggest that a significant portion of the knowledge and skills can be acquired on the job. The longer the tutors remain in the tutoring position, the more knowledgeable they become in using ODL methods.

Lastly, the finding also proposed that NAMCOL should create conducive learning environments for effective teaching and learning to take place.

5.3 Conclusions

Prior research has stressed the importance of understanding factors that contribute to staff turnover at teaching and learning institutions. Therefore, staff turnover is a phenomenon to be concerned about in any educational institution or organisation because it can cause serious disruptions to its operations. NAMCOL like any other educational institution strives to create a conducive teaching and learning environment for all its tutors and learners. The College has however experienced a high rate of tutor turnover that needs to be addressed urgently so that it does not negatively affect the performance of the tutors which could in turn lead to negative results in learners' national examinations.

This study provides a detailed analysis of the factors that contribute to tutor turnover at NAMCOL and also recommends some measures that NAMCOL should consider applying in order to retain its tutors. The findings in this study reveal that tutor turnover is attributed to many diverse factors such as tutors' lack of sufficient training in ODL methods and facilitation skills. Therefore, NAMCOL should initiate policy directives toward improving tutor retention. Training in ODL methodologies combined with favorable conditions of employment can help NAMCOL to improve tutor retention. It is therefore the responsibility of NAMCOL to design appropriate policies and strategies to curb tutor turnover in order to retain competent, committed and skilled labour force at its study centres.

5.4 Recommendations for improvements

The study has made several recommendations for practice to Open Schools with particular reference to NAMCOL, ODL Practitioners and Heads of Study Centres.

NAMCOL, as an institution, has the mandate to ensure that effective teaching and learning take place at all its tutorial centres. The study found that tutors complained about the unfavourable remuneration structure, delayed payments and un conducive teaching and learning environments. Staff who are unknowledgeable about ODL methodology and its principles came out strongly through the study. The study further revealed that tutors need long term engagement contracts to have a sense of belonging and job security. Therefore, NAMCOL may consider developing a remuneration and reward policy for part-time staff to ensure that its staff complement receives market related salaries and recognition to ensure that the College achieves its strategic goal. This policy should address among others issues, such as, payment

schedule, periodic review of rates to ensure they remain competitive as well as defining criteria for rewarding the best performing tutors.

Furthermore, NAMCOL should consider devising a training policy and guidelines for tutoring staff to ensure that they are kept abreast on the dynamics of this discipline and its methodology since this ODL is ever evolving and rapidly growing. This policy should highlight intervals when training will be conducted for the existing and new tutors. It is also imperative to introduce a training manual as part of the continuous professional development of these tutors. This manual should be handed out to the tutors at the beginning of each academic year. Additionally, new developments in the discipline of ODL should be shared with the tutors and HOC through the NAMCOL Portal, which is accessible to both learners and staff. HoC should also be thoroughly trained so that they can perform the training of trainers' role. The Heads of Tutorial Centres should also be introduced to short courses in ODL methods so that they can institute mentoring programmes that should be actively followed at their respective centres for supporting novice tutors on how to become effective ODL facilitators.

On the long-term appointment of tutors, NAMCOL should consider revising its recruitment policy to allow longer contracts for best performing and long serving tutors. This could possibly ensure that experienced tutors are retained who can also serve as mentors for the new tutors. A performance management system should be introduced for tutors so that this can also be used as a screening tool to identify tutors for re-appointments.

NAMCOL may consider designing an effective retaining strategy in order to try as much as possible to retain its tutoring staff and by so doing retain employees with excellent skills as well as institutional memory within the college. In order to do that, the College may consider introducing exit interviews with part-time staff at the time of resignation as a possible way to find out the reasons for their departure from the services of the College.

The feedback from the exit interviews could be used as a basis to create and implement effective tutor/staff retaining strategies. NAMCOL could also develop a tutor retention management model that could be used to retain its tutoring staff complement which could also be adopted or adapted by other open schools that may experience a similar challenge.

NAMCOL should endeavour to create conducive learning environments for teaching and learning to take place smoothly, through entering into agreements with the Regional Directors from the Ministry of Education, Arts and Culture for the use of school facilities and not with the School Principals alone. This is crucial as Heads of Centres revealed that some Principals of schools are reluctant to allow NAMCOL activities be conducted at the public schools. Therefore, NAMCOL and the Ministry of Education, Arts and Culture should revisit the agreement on the use of school facilities so that the College is not given dilapidated facilities for use as learning centres.

Area Coordinators are the first point of contact between NAMCOL and the study centres. The study highlights the poor relationship between the HoC and tutors. In addition, the study reveals that tutors are discouraged and demotivated, thus there is a need for Area Coordinator to regularly visit the study centres not only to provide

academic support but to look at the well-being of the tutors. Area Coordinators should engage in a one-on-one discussion with the tutors at different study centres to establish the difficulties they encountered which negatively affect the teaching and learning process. Where possible, Area Coordinators should devise strategies to encourage cross-role tutoring of tutors between different centres so that subject experts can share ideas and skills.

To ensure a conducive teaching and learning environment at the different tutorial centres, Area Coordinators as field workers should develop instruments that could be used to assess the physical conditions of schools before recommending schools that can operate as NAMCOL tutorial centres. This could help avoiding using schools that are in a dilapidated condition and not conducive for learning.

Lastly, in order to ensure effective communication at all levels, Area Coordinators should introduce social media modes of communication to be able to disseminate urgent information to centres and tutors and to ensure prompt feedback. Payment done to tutors can also be communicated using such platforms.

Heads of centres are the primary point of contact between the tutors and Area Coordinators, therefore, they should develop and implement mentoring programmes that could be actively followed at their respective centres to support tutors. These mentoring programmes should be continuously monitored, evaluated and progress reports on this activity should be forwarded to the Area Coordinators for possible actions. The HoC should also become proactive in identifying the training needs of tutors at their centres and forward these to the Area Coordinator so that they in turn can plan for the training areas that need urgent attention.

There were some limitations in conducting this research. Firstly, the researcher found it extremely challenging to reach out to some of the tutors who formed part of the sample for the study. This was because these tutors had relocated to other towns or regions or even transferred to other centres. In that case, the researcher had to trace the contact details of these tutors through the Ministry of Education, Arts and Culture. It was a futile exercise in some instances as some could not be traced, therefore, the researcher had to go to the drawing board to identify new tutors, which was a time consuming exercise.

The other limitation was that the study involved participants who were attached to five selected centres in the southern while the College operates more than 90 tutorial centres. The selected sample makes the generalisation of the findings impossible.

This study was qualitative with a case study as research design, therefore the findings for this study could only be applied to similar settings at NAMCOL, but cannot be generalised to other open schools.

Another limitation of the study was that the researcher was an employee of NAMCOL with some level of authority over the HoC and Tutors and could have some preconceived ideas on the factors that contribute to tutor turnover at NAMCOL. Although measures have been taken to ensure that data collected is authentic and reliable, it could be that some key measures have been overlooked during the research process.

Finally, another limitation is that the study focused on the tutors in two political regions, namely, !Kharas and Khomas while NAMCOL operates study centres in all fourteen regions of the country.

5.5 Recommendations for future research

The following areas are recommended for any future research work on staff turnover at study centres in ODL settings:

- Future studies should broaden the scope to other NAMCOL regions and increase the sample size in order to allow generalisation of the findings.
- Secondly, a research study can also be carried out to draw a comparison between tutors in cosmopolitan and rural areas in order to establish whether they experience same challenges leading to early termination of services with NAMCOL.
- Moreover, future research could also be conducted between similar ODL institutions in the SADC region to compare whether tutors are experiencing similar problems leading to them discontinuing their association with the learning institutions.
- Finally, it is also recommended that tutors who are currently on contract and still tutoring at NAMCOL be included in future studies to compare the results with those who resigned from tutoring.

5.6 Summary

This chapter summarised the main findings discussed in the preceding chapter which focussed on four major themes: understanding of tutor turnover, tutors' experiences with NAMCOL learners, reasons for tutor turnover and measures to curb tutor turnover. The chapter also draw conclusions for the study and made recommendations for NAMCOL to consider and probably implement.

REFERENCES

- Achinstein, B., Ogawa, R. T., Sexton, D., & Freitas, C. (2010). Retaining teachers of color: A pressing problem and a potential strategy for “hard-to-staff” schools. *Review of educational research, 80*(1), 71-107.
- Adnot, M., Dee, T., Katz, V., & Wyckoff, J. (2016). Teacher turnover, teacher quality, and student achievement in dcps. *Educational Evaluation and Policy Analysis, 0162373716663646*.
- Allensworth, E., Ponisciak, S., & Mazzeo, C. (2009). The Schools Teachers Leave: Teacher Mobility in Chicago Public Schools. *Consortium on Chicago School Research*.
- Balu, R., Béteille, T., & Loeb, S. (2009). Examining teacher turnover: The role of school leadership. *Politique américaine*(3), 55-79.
- Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological review, 84*(2), 191.
- Barnes, G., Crowe, E., & Schaefer, B. (2014). *The cost of teacher turnover in five school districts: A pilot study*. National Commission on Teacher and Americas Future.
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The qualitative report, 13*(4), 544-559.
- Boyd, D., Grossman, P., Hammerness, K., Lankford, H., Loeb, S., Ronfeldt, M., & Wyckoff, J. (2012). Recruiting effective math teachers: evidence from New York City. *American educational research journal, 49*(6), 1008-1047.

- Briggs, A. R., Morrison, M., & Coleman, M. (2012). *Research methods in educational leadership and management*: Sage Publications.
- Bryman, A., & Bell, E. (2015). *Business research methods*: Oxford University Press, USA.
- Clark, V. L. P., & Creswell, J. W. (2011). *Designing and conducting mixed methods research*. Thousand Oaks, CA.: Sage.
- Creswell, J. W. (2012). *Qualitative inquiry and research design: Choosing among five approaches*: Sage.
- De Vos, A., Strydom, H., Fouche, C., & Delpont, C. (1998). Research at grassroots level. *A primer for the caring*.
- De Vos, A. S., Delpont, C., Fouché, C. B., & Strydom, H. (2011). *Research at grass roots: A primer for the social science and human professions*: Van Schaik Publishers.
- Du Vivier, E., & Ellis, J. (2009). Formulating policies to enable the development of open schooling. *Open Schooling in the 21st Century*, 21.
- Freire, P. (1972). *Pedagogy of the Oppressed*. New York: Seabury.
- Gall, M., Borg, W., & Gall, J. (2007). *Educational Research: An introduction*. Boston, Massachusetts: Pearson Education: Inc.
- Grant, L. W. (2006). Persistence and self-efficacy: A key to understanding teacher turnover. *Delta Kappa Gamma Bulletin*, 72(2).
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. *Handbook of qualitative research*, 2, 163-194.
- Guin, K. (2004). Chronic teacher turnover in urban elementary schools. *education policy analysis archives*, 12, 42.

- Hughes, P. (2001). Paradigms, methods and knowledge. *Doing early childhood research*. Accessed from: <https://www.amazon.co.uk/Doing-Early-Childhood-Research-Practice/dp/0335209025>
- Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American educational research journal*, 38(3), 499-534.
- Ingersoll, R. M., & May, H. (2012). The magnitude, destinations, and determinants of mathematics and science teacher turnover. *Educational Evaluation and Policy Analysis*, 34(4), 435-464.
- Ingersoll, R. M., & Smith, T. M. (2004). Do teacher induction and mentoring matter? *NASSP bulletin*, 88(638), 28-40.
- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational researcher*, 33(7), 14-26.
- Kirby, S. N., & Grissmer, D. W. (1993). Teacher Attrition: Theory, evidence, and suggested policy options. Accessed from: <http://files.eric.ed.gov/fulltext/ED364533.pdf>.
- Levy, A. J., Joy, L., Ellis, P., Jablonski, E., & Karelitz, T. M. (2012). Estimating teacher turnover costs: A case study. *Journal of education finance*, 38(2), 102-129.
- Loeb, S., Darling-Hammond, L., & Luczak, J. (2005). How teaching conditions predict teacher turnover in California schools. *Peabody Journal of Education*, 80(3), 44-70.
- Maxwell, J. A. (1998). *Designing a qualitative study*. *Handbook of applied social research methods*, 69-100.

- Milanowski, A., & Odden, A. (2007). *A new approach to the cost of teacher turnover*: School Finance Redesign Project, Center on Reinventing Public Education Seattle, WA.
- Mitra, S., & Hendrikz, J. (2009). *Manual for the tutors of learning centres in open schools*: Commonwealth Edition.
- Mukherji, P., & Albon, D. (2009). *Research methods in early childhood: An introductory guide*: Sage.
- Murangi, H. V. (2009). *Open schooling in educational transformation: The case of the Namibian College of Open Learning*. *Open Schooling in the 21st Century*, 85.
- Myers, M. D., & Avison, D. (1997). Qualitative research in information systems. *Management Information Systems Quarterly*, 21, 241-242.
- NAMCOL. (2012). *Exploring possible ways to improve the examination results at NAMCOL Centres*. Retrieved from: <http://www.namcol.edu.na/about-us/namcol-testimonials/186;>
- NAMCOL. (2013). *Annual Report 2012/2013*. Retrieved from <http://www.mcanamibia.org/files/files/ANNUALREPORT2013.pdf>.
- NAMCOL. (2014). *Annual Report 2013/2014*. Retrieved from: http://www.namcol.edu.na/files/downloads/c4c_Namcol%20A-Report%202014-15.pdf.
- NAMCOL. (2015). *Annual Report 2014/2015*. Retrieved from: http://www.namcol.edu.na/files/downloads/c4c_Namcol%20A-Report%202014-15.pd.
- Neuman, W. L., & Kreuger, L. (2003). *Social work research methods: Qualitative and quantitative approaches*: Allyn and Bacon.

- Ormston, R., Spencer, L., Barnard, M., & Snape, D. (2014). The foundations of qualitative research. *Qualitative research practice. A guide for social science students and researchers*, 1-25.
- Patton, M. (2015). *Qualitative research and methods: Integrating theory and practice*. London: Sage Publications Ltd.
- Patton, M. Q. (1990). *Qualitative evaluation and research methods*: London: SAGE Publications, inc.
- Perraton, H., & Lentell, H. (2004). *Policy for open and distance learning* (Vol. 4): Psychology Press.
- Ponterotto, J. G. (2005). Qualitative research in counseling psychology: A primer on research paradigms and philosophy of science. *Journal of counseling psychology*, 52(2), 126.
- Ronfeldt, M., Loeb, S., & Wyckoff, J. (2013). How teacher turnover harms student achievement. *American educational research journal*, 50(1), 4-36.
- SAIDE. (2014). *Learner support quality assessment survey at NAMCOL*. Retrieved from Windhoek, Namibia.
- Simon, N. S., & Johnson, S. M. (2015). Teacher turnover in high-poverty schools: What we know and can do. *Teachers College Record*, 117(3), 1-36.
- Tenenbaum, G., Naidu, S., Jegede, O., & Austin, J. (2001). Constructivist pedagogy in conventional on-campus and distance learning practice: An exploratory investigation. *Learning and instruction*, 11(2), 87-111.
- Williams, K. C., & Williams, C. C. (2011). Five key ingredients for improving student motivation. *Research in Higher Education Journal*, 12, 1.

APPENDIX A



ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: FOE /257/2017 **Date:** 27 September, 2017

This Ethical Clearance Certificate is issued by the University of Namibia Research Ethics Committee (UREC) in accordance with the University of Namibia's Research Ethics Policy and Guidelines. Ethical approval is given in respect of undertakings contained in the Research Project outlined below. This Certificate is issued on the recommendations of the ethical evaluation done by the Faculty/Centre/Campus Research & Publications Committee sitting with the Postgraduate Studies Committee.

Title of Project: FACTORS CAUSING A HIGH TURNOVER RATE OF SECONDARY EDUCATION TUTORS AT THE NAMIBIAN COLLEGE OF OPEN LEARNING: THE CASE OF SOUTHERN REGION IN NAMIBIA

Researcher: Evelina Tuhafeni Kambonde

Student Number: 9301747

Faculty: Faculty of Education

Supervisor: Dr. J. Mushaandja(Main) Dr. C. Tjitemisa (Co)

Take note of the following:

- (a) Any significant changes in the conditions or undertakings outlined in the approved Proposal must be communicated to the UREC. An application to make amendments may be necessary.
- (b) Any breaches of ethical undertakings or practices that have an impact on ethical conduct of the research must be reported to the UREC.
- (c) The Principal Researcher must report issues of ethical compliance to the UREC (through the Chairperson of the Faculty/Centre/Campus Research & Publications Committee) at the end of the Project or as may be requested by UREC.
- (d) The UREC retains the right to:
 - (i) Withdraw or amend this Ethical Clearance if any unethical practices (as outlined in the Research Ethics Policy) have been detected or suspected,
 - (ii) Request for an ethical compliance report at any point during the course of the research.

UREC wishes you the best in your research.

Prof. P. Odonkor: UREC Chairperson

A handwritten signature in black ink, appearing to be "P. Odonkor", written over a horizontal line.

Ms. P. Claassen: UREC Secretary

A handwritten signature in black ink, appearing to be "Paula Claassen", written over a horizontal line.

APPENDIX B

Evelina T. Nsinano
P.O.Box 27146
WINDHOEK
e-mail: evkambonde@yahoo.com
+264 81 233 5852
5 June 2017

The office of the Director
NAMCOL
Katutura
Windhoek
Dear Mr. H. Murangi

SUBJECT: PERMISSION TO CONDUCT RESEARCH AT THE NAMIBIAN COLLEGE OF OPEN LEARNING

I am currently pursuing a master's degree through the University of Namibia. As part of the studies I am required to complete my research. My research topic is: **Factors causing a high turnover rate of secondary education tutors at the Namibian College of Open Learning: the case study of Southern region in Namibia.**

This study will be of great benefit by providing insights to enable NAMCOL to improve and/or design and implement effective tutor/staff strategies. Additionally, I am conducting this research as a requirement towards the Master's in Education programme that I am currently pursuing through the University of Namibia.

The purpose of this letter, therefore is to seek your permission to conduct my research at NAMCOL on the above-mentioned topic.

I hope you find this in order

Sincerely yours,

Evelina T. Nsinano

(M.ed student, Faculty of Education)

APPENDIX C



Private Bag 15008, Katutura, Windhoek
Tel: + 264-61-320 5111, Fax: + 264-61-216 987
www.namcol.edu.na

5 June 2017

Ms Eveline Nsinano
P O Box 27146
WINDHOEK

Dear Ms Nsinano

RE: REQUEST TO CONDUCT YOUR RESEARCH ON NAMCOL

Your letter dated 5 June 2017 concerning the above subject matter is hereby acknowledged with gratitude.

I have the pleasure to inform you that your request to conduct research on "Factors causing a high turnover rate of secondary education tutors at the Namibian College of Open Learning: the case of Southern region in Namibia" is considered positively. You are further requested to submit a copy of the dissertation to NAMCOL upon completion of your studies.

I wish you all the best with your academic career.

Yours sincerely,


H.V. Murangi
DIRECTOR



TAKING EDUCATION TO THE PEOPLE

Board of Governors:

Mr. Justin Ellis (Chairperson) | Ms. Annel Endjala-Nakamhela (Deputy Chairperson) | Mr. Heroldt V. Murangi (Ex-Officio) | Ms. Lilia Shaningwa |
Mr. Neville Andre | Dr. Victoria Nicodemus | Ms. Veno Kauaria | Ms. Charlotte Keyter | Ms. Sanet Steenkamp | Mr. Miltchael Samaria
(Staff Representative) Ms. Florencia Kambai (Learner Representative) | J. Eixab (Company Secretary/Legal Advisor)

All official correspondence must be addressed to the Director

APPENDIX D

THE UNIVERSITY OF NAMIBIA

FACTORS CAUSING A HIGH TURNOVER RATE OF SECONDARY EDUCATION TUTORS AT THE NAMIBIAN COLLEGE OF OPEN LEARNING: THE CASE OF SOUTHERN REGION

Dear Participant,

Letter of Informed Consent to Participate in Research

You are invited to participate in a research study that aims to explore the reasons contributing to a high turnover among the secondary education tutors in NAMCOL's Southern region. You have been selected to participate in this study in your capacity as a former Tutor because of your previous experience as a Secondary Education Tutor from NAMCOL. This study will be of great benefit by providing insights to enable NAMCOL to improve and/or design and implement effective tutor/staff retaining strategies. Additionally, I am conducting this research as a requirement towards the Masters in Education programme that I am currently pursuing through the University of Namibia.

Your participation in this research is completely voluntarily. If you decide not to participate or wish to withdraw at any time, this will NOT have any consequences for your future employment contract with the College. Any information you will reveal will be treated as strictly confidential. In addition, you will not be asked questions that will reveal your identity, unless you are willing to be contacted for follow-up interviews. Even if you consent to a follow-up interview, any information that is likely to reveal your identity will be excluded from the research report.

If you agree to participate in this research, you will be asked to take part in an interview and the interview will be managed by the researcher. The interview will be carried out at your duty station, and should not last longer than one hour. An audio recorder will be used to record the interview. The data collection procedure will be done outside your official working hours in order not to interfere with your normal duties.

If you are willing to participate in this study, kindly complete and sign the declaration form below to indicate that:

- You have not been subjected to any form of coercion or inducement in order to gain your consent to participate,
- Your participation in this research is out of your own free will, and
- You understand that you may withdraw from the research project at any given time.

Furthermore, by signing this consent form you are guaranteed that your identity will be protected and will not be revealed to anyone other than myself.

Yours sincerely

Evelina T. Nsinano

M Ed. Candidate

University of Namibia

DECLARATION BY THE PARTICIPANT

I voluntarily agree to be a participant in a research study that explores reasons contributing to a high turnover among the secondary education tutors in NAMCOL's Southern region. I have read and understood the content in this consent letter.

Participant:

Signature: _____

Date: _____

APPENDIX E

INTERVIEW GUIDE FOR HEADS OF CENTRES

Date _____; Starting time of Interview _____

Name of Centre: _____; Ending time of interview _____

Name of Interviewer: _____

A. Biographical information:

1. Can you tell me about yourself i.e.;

a. Your name?

b. Your age? (below 30 years; between 31 and 40 years; 41 years and above)

c. Highest Qualifications obtained

d. Years of experience as HOC (length of time)

e. Do you serve in any management position in the formal school

f. Year of experience in ODL

B. Understanding of staff (tutor) turn-over

1 What is your understanding of staff turn-over?

2 Do you think staff turn-over has an influence on the functioning of schools/centres? Give reasons for your response?

C. Reasons tutor turnover:

1. How many tutors resign from your centre since the beginning of 2016?

2. Normally which period of the year do they resign?

3. In your view what are the reasons that push tutors to leave tutorship at NAMCOL

4. Can you share with me how you think NAMCOL addressed the reasons that are pushing tutors out of NAMCOL?

5. What do you think is your role in retaining your tutors?

D. Strategies used by NAMCOL in mitigating tutor turnover

1. Given the factors that you have highlighted above which push tutors out of NAMCOL, what strategies can you suggest to NAMCOL to stop this tutor turnover?

2. In the strategies that you have suggested above, which ones in your view, do you think can be implemented immediately and which ones will take time? Explain your answer?

3. As a head of a centre what strategies do you use to address tutor's concerns which lead them to resign?

4. What recommendations can you make to NAMCOL to reduce tutor turnover?

5. Is there anything else you want to share or advise NAMCOL could do in order to attract and retain tutors?

THANK YOU FOR RESPONDING TO THE QUESTIONS

APPENDIX F

INTERVIEW GUIDE FOR TUTORS

Date of Interview:.....; Starting time of interview

Place of Interview:.....; Ending time of interview

Name of Interviewer:

E. Biographical information:

2. Can you tell me about yourself e.g.

I. Your name(s)

II. Your age? (below 30 years; between 31 and 40; and above 40)

III. Centre

I. Highest Qualification obtained

II. Years of teaching experience (general)

III. Years of experience in ODL

F. General information on experience as tutors with NAMCOL learners:

1. Can you tell me about your experience as a tutor?

.....
.....
.....

3. Which subjects were you teaching? Are you qualified to teach that field of study?

.....
.....
.....

4. Please tell me about your experience with learners in terms of the learners' engagement and attitude towards their studies/academics?

.....
.....
.....
.....

5. Was your first encounter with learners enjoyable or not? Why?

.....
.....
.....
.....

C. Reasons for the secondary education Tutor turnover.:

6. Can you share with me the reasons why you left tutoring at NAMCOL?

.....
.....
.....
.....

7. In your opinion, what are the main factors that contribute to Tutor turnover at NAMCOL?

.....
.....
.....
.....

8. In your view, how can NAMCOL arrest the tutor turnover?

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Strategies used by NAMCOL to mitigating tutor turnover

1. In your experience as tutor at NAMCOL, would you remember any efforts that NAMCOL engaged to mitigate tutor turnover? If so, can you share those strategies.

.....
.....
.....

2. In your view, did these strategies work or not? Please explain?

.....
.....
.....
.....

3. In your experience as tutor at NAMCOL, did you feel satisfied as a Tutor? Please explain your answer.

.....
.....
.....
.....

4. What recommendations can you make to NAMCOL to reduce tutor turnover?

.....
.....
.....
.....

5. Is there anything else you would like to share or advise NAMCOL in terms of what NAMCOL should do to attract and retain tutors?

.....

.....

.....

.....

THANK YOU FOR RESPONDING TO THE QUESTIONS

APPENDIX G

HOC 1

Interviewer: Good afternoon Mr Losper. As I've introduced myself, my name is Evelina. No I didn't introduce myself.

Participant: I saw on the paper.

Interviewer: Okay. My name is Evelina Nsinano. I'm a Area Coordinator based in Windhoek. As I've given you little bit of background, I'm here to investigate the factors that are causing tutors to resign from NAMCOL or to move from NAMCOL. So having been a Head of Department, sorry Head of Centre and also yourself having been able to be pushed out through whatever these factors. I believe I'm going to get some information from you that is going to help me in coming up with some recommendations for us to improve as an institution. And also for me to do my studies. Thank you. Okay. Maybe you can start by telling me about yourself. Okay, your name we know. The age, we have 3 brackets, below 30, between 30 and 40 and above 41 years. Your highest qualification, your experience as a Head of Centre, how many years? Whether you are serving in a Management position at school. And your years of experience in open and distance learning.

Participant: My name is Losper. I'm between 41 and above. My highest qualification is Education Management (HED). The years of experience as a HOC was 3 years at NAMCOL. Management position in school, I was formally Head of Department that was at a Junior Secondary School when I started my school when I was transferred here. That was only a temporary position. When I was transferred to Keetmanshoop due to it was a temporary position I didn't get the post. So I just had to come over and be a normal teacher. At NAMCOL I was a tutor from 2004 I think until I think it almost 2014 a tutor then I took over as Head of Centre.

Interviewer: Okay. In Mr Nicky's time?

Participant: Yah. I was also, there was a time that I had to help him out coz one of, the person that was Head of Centre just resigned. I don't know whether it was due to the pressure or the workload or pressure but that was a time that I had to, and he opted me to be Head of Centre. When I took over it just went until Mr Hummel, I think it was 1 or 2 years with Mr Hummel.

Interviewer: Okay, before you then also left. So you have more or less 3 years in open and distance learning?

Participant: Yes.

Interviewer: Okay. Now given your background but also from new experience in general terms, what do you understand by turnover, staff turnover?

Participant: Staff turnover is like you come and you left. Sometimes it can be in a short period, it can be in a long period. But normally there's contributing factors that will determine the staff turnover rate.

Interviewer: Okay, so do you think this staff turnover has an influence on the functioning of schools or centres coz this is now in general since you are at school now. We are focussing and our centres. And if so, can you give reasons.

Participant: Yes, normally there's a negative influence because normally when you enter the profession you start with let's say your programme. Now if you left obviously that programme will come to a standstill then a lot of time will lapse before another person takes over. The other thing is even between you and students as a tutor you build up some kind of relationship, confidence and when you left obviously that confidence that was there between you and the student and even sometimes the confidence that you bring. You build in such a confidence with the learner that he or she will come to the class. When you leave obviously what will happen? That learner will stay away from school. Obviously it can also be detrimental to his or her studies because that person is no more there. Maybe, okay we are different individuals, sometimes you was the one who basically kept into his or her studies but now you are no more there.

Interviewer: It's like a role model.

Participant: Yes, definitely.

Interviewer: Now the learner also drops.

Participant: Definitely. I saw that.

Interviewer: You saw that? Please share with me.

Participant: Yes. We had a English tutor, very good one. Mr Kruil, definitely you can. And Mrs, was one lady, an old lady, an old retired teacher from Suiderlig. She went to PK De Villiers, I can't recall her name, sorry. Her classes used to be full, she had 150 students. We had put in extra chairs where ... school, NAMCOL was there where the classes were. And I can tell you her classes were. And I can tell you her classes were full 150 chairs. After when the school knocks off, I had to put in extra chairs. Ms Daniels was her name. You can go around and ask. That classes were full I'm telling you and when she left that's what I just told you. The class attendance dropped.

Interviewer: From 100 and something?

Participant: 100 and something downwards. That's what I'm telling you. You build up such a confidence and even you want to be there, you are eager to be in that person's class. There was also another person, Mr Kruil also. And there was Mr, we call Kulu, he was good in Biology, very good but he passed on. His classes were also very full.

Interviewer: So it dropped when he passed on?

Participant: No. He resigned from here and then he went to Karasburg you see and then he came back. But when he came back his health was a little bit deteriorating. He was there but when he was there, when I was Head of Centre. When his class normally had to put up a board. The tutors send me sms, I will not be there and I put on platters and posters.

Interviewer: Outside?

Participant: Yes, outside. I will paste them with prestik. That class will not be. If they saw they will just used to come to me, Mr Losper is Mr Beukes coming? He's not answering his phone. And there was Ms lipinge, Physical Science, very great. I think she went for further studies now, all those tutors great. Role models but now I heard, History we were Mr Kudi but the problem is one of his legs was amputated and the movability was a problem. Then I was for History. I also ask him, what happened? I heard you left NAMCOL and he had this excuse, yah when I'm there the students is not there. One day I was there, you can ask Mr John. I asked Mr John, why don't you give me the History post, why can't I took over? He said he has to discuss it with the Head of Centre and then with the Area Coordinators. I said okay let me be informed. I asked Mr Riet and he said no, as I said when he's there he's not there but Mr John told me he's sending him smses even the learners.

Interviewer: The learners still send smses?

Participant: Smses. The day when I went there the learners were there, he was not there. I ask the learners and they said no, there's no Accounting grade 10, no History grade 10. I said soh. Wasn't there a sms line, one of? There was an sms line where you could report something not directly to the Head of Centre or directly to Windhoek but definitely.

Interviewer: So it really did affect the centre a lot?

Participant: Yes.

Interviewer: Mr Losper you've asked I counted. Now I actually lost track. All these tutors you have counted, all left?

Participant: Yes all left.

Interviewer: This is about how many roughly? Can you remember in your range how many in total left?

Participant: Most of them that have started with me has left. I think Mr. John is the only one left and then Mr. Vries that is a tutor for Business Studies, I don't know of any one in my time with NAMCOL.

Interviewer: Wow, normally which time or the period of the year did they leave or did they leave at once?

Participant: No, some of them, I think it was in the middle of the second term. I don't know whether it was due to the pressure of the school? Sometimes we get the pressure from our principles. Some of our tutor's especially, was teachers at the high schools and some of them had grade ten subjects. Now the failure rate we all know, the failure rate of the Karas region is very low and now there is extra classes and first you have to attend to your priorities and your priority is school, NAMCOL secondly.

Interviewer: So its morning and afternoon classes and then only comes NAMCOL?

Participant: Yes.

Interviewer: So, that is leading us now to our third question Mr. Losper, What the reasons are that are pushing tutors out of NAMCOL. So you are saying one of them is Pressure from school due to the low performance in school.

Participant: even the venue problem, our venue for the classes was in Tseiblagte and which means sometimes the tutors have to travel with a taxi to and back on your own cost and also sometimes, okay, the winter it gets dark very early, so basically you have to think of your students, you cannot move your class and you have to fit in from Monday to Thursday...

Interviewer: are you referring to the full time students now?

Participant: Yes.

Interviewer: you cannot move those classes?

Participant: Yes and even for NAMCOL students, sometimes past six they have class and its dark already. Sometimes head of centres sometimes have to do class visits and you see its dark, so you cut that class.

Interviewer: So you cut it? What happens then after you cut, you they make arrangements?

Participant: Sometimes you have to make arrangements. Ok we all know we are human beings and sometimes the tutor will not be here so you slot that time and talk to your students, in order to catch up to your five hours. Five hours for that week especially for grade ten. There were some tutors, Saturday morning there were classes.

Interviewer: So they would come Saturday?

Participant: Yes, Saturday morning, especially the ones that were working and improving grade twelve. They liked it, because imagine you go to work, after work you quickly go home and come to class and it's a lot of time.

Interviewer: So the Saturday classes where ok?

Participant: Yes they did.

Interviewer: Now Mr. Losper you have mentioned the Pressure, the Venue and the winter time. Any other factor you can to add?

Participant: Sometimes the Attitude, the attitude from top, the salary that comes late, and if you question you get forms of answers.

Interviewer: and that is attitudes from NAMCOL staff?

Participant: Yes from NAMCOL staff, sometimes you have salary queries, now you have to follow the channels and that is very frustrating, sometimes it goes in bottle neck, than we are not allowed to phone directly to the head office to Ms. Hofni, I don't know if she is still there...

Interviewer: yes she is still with NAMCOL.

Participant: yes, she knows me, I phone and ask where is the salaries? And if the claims go late we will not get paid that month. Normally people say don't calculate that money but we have worked for it. Why must we not budget for it? And then this month if it laps, like a waiting period, let's say it was after the seventh or the eighth, if those claims go after eighth than you will not get paid and maybe our head here is maybe in Luderitz, than we get frustrated because who will sign now? So sometimes the attitude of the staff is not good. Like it was normally at the end of the year that results come out and everything is being held in Windhoek, what is the problem of inviting or to just have a party for each region at the head centre, just to say thank you. There was nothing like that all this time that i am here, just like an appreciation to say thank you. Even in the beginning we have a come together but i think at the end of the year it is very important. Not like a function but just to say thank you.

Interviewer: Just to bring you together and say thank you for the year that past?

Participant: Yes.

Interviewer: So NAMCOL really needs to show appreciation. Now when your tutors where leaving and you were still the head of centre, what do you think was your role in retaining tutors?

Participant: Sometimes we have to talk, normally you will ask what is the problem? Sometimes its personal problems, like one tutor had a personal problem because he wrote his cell phone number on the chalk board for the learners and when the text messages come in at night the girlfriend will check and it created problems between him and the girlfriend and he had to go back to Windhoek.

Interviewer: So how did you come in there to try and help solve the problem?

Participant: I told him to tell me if he can't come so that I can tell the learners and not for him to stay away. So I use to send an sms when I wake up to ask if they are coming to class, because they are so unpredictable especially Mondays. Sometimes you would ask them to come forth and tell you if there are any problems but some will only text you half an hour before class time that they cannot come. And sometimes the students get frustrated.

Interviewer: So you felt you didn't have any control over them?

Participant: yes, sometimes you don't have control, if a person wants to resign you can talk to him, maybe to bring him to think about it but sometimes they are so stubborn. If they say "I'm going" then they are going.

Interviewer: Mr. Losper, how do you think NAMCOL can address these factors that are pushing tutors out of the system or tutoring? You have mentioned the pressure, the venues, the winter time and the attitudes from the staff, I would really want you to touch on that which frustrates the tutors so much and also the Thank you and the appreciation and bringing you together, So if you are to advise NAMCOL, how can you advise NAMCOL to address this reasons?

Participant: Maybe we must have a consultative meeting every term with all the regions coming together, you know it's better to kill the problem while it is small, instead of waiting for the problem to grow bigger and bigger. If you identify a problem, like when we have a joined meeting and if I have a problem I can address it and it will be solved, instead of us having the same problem and the problem keeps popping up than we really have a big problem. Even the head of centre with the area coordinator who is here have an open talk policy, communication must be there.

Interviewer: Do you also feel the head officer must also get involve or do you think it is just enough with these that are here?

Participant: if he can solve it, Problems must be addressed immediately, they should not wait long. Maybe I have a problem and another tutor has the same problem than we must come together and solve the problem together at the meeting all of us at once.

Interviewer: So you are saying if he can't solve the problem than he must invite staff from the head office to come and address the problem. Now before I go on to the next question, I would like to find out your personal reasons that let to you leaving.

Participant: I didn't leave, I told you what was the problem, me and Mr. Visser, he was tutoring agriculture, I History. So when I left the HOD department, I think it was something like, it had to do with the venue. First the venue was at our school than the school board decided, this NAMCOL no more at our school, than NAMCOL had a problem with a venue and they were looking for one ad then they have identified J.A. Nel School. Now I think the argument was that somebody must be at the school to take control for NAMCOL, I did not have a problem but I thought maybe we can apply and I told Mr. Visser lets apply than we heard that from head office from Mr. Matongo, you must be teaching a specific subject at the school irrespective of your experience or how many years you was at NAMCOL that's how I corrupt and I even went back and I told him if there is space, I don't know who is marking the assignments I don't know, I saw that they are going to write the mock examination, I don't know who is going to mark that paper. So I was open, I'm still open and I'm still positive.

Interviewer: so you were actually pushed out from the system?

Participant: yes, why would I throw NAMCOL away? I still have two kids who have to rewrite their subjects at NAMCOL ...I told them. One was lucky enough to get a job at the pharmacy and I told her to improve with NAMCOL. At first she wanted to go to TUCSIN, now the problem is finance and accommodation also and I told her to go for NAMCOL.

Interviewer: And you don't have TUCSIN here?

Participant: No, we don't have. We only have NAMCOL and I'm still positive about NAMCOL.

Interviewer: Mr. Losper, given the factors that we have highlighted which pushes tutors out of NAMCOL. Okay this will sound the same as the previous one, how NAMCOL can address this reasons, but in those strategies that you have suggested, which ones in your view can be implemented like now and which ones do you think will take time and why?

Participant: The ones that we can address now can be the Open door policy and maybe. The issue of the venue will take time that one can be a long term plan. If NAMCOL can get their own venue, I know its financial constraints. And if that happens than I'm telling the classes will be in the morning and we will definitely cancel out a lot of problems, if NAMCOL can get a permanent venue.

Interviewer: And if we get a permanent venue do you also suggest that we get permanent staff?

Participant: Yes, if possible and that is depending on the availability of the tutors in that region, if not, definitely afternoon time for those core subjects.

Interviewer: Three years ago we piloted something in Windhoek and the North, where NAMCOL was looking at the possibility of appointing their own tutors permanent, so they were being paid a salary and not this claiming per hour. We piloted it for two years and the report was sent to the minister and I think we are maybe still waiting for the response. But do you think if NAMCOL decide to recruit their own tutors people will be interested?

Participant: definitely. No discrimination, even the retired tutors will be interested, I assure you of that. They have the passion, they have the time and I think I can even add discipline. The noble teachers but if you discriminate now, the young ones is now only in for the salary. Like my brother says, he is in the north "those guys they just want to drive a GTI" and its finish, than they check their pension out for five years and then resign and go to the next region.

Interviewer: they get their pension and buy a GTI.

Participant: Yes, it's like a norm there to own a car, I don't know whether it is a fashion. But I think with NAMCOL and if the salary is market related than there will be no problems. It's like a semi-university but in the Karas region definitely our youth, the biggest drop out is grade ten. It's only this year and it will phase out but in the past if they could have identified this problem and solve it.

Interviewer: And those learners are seen on the streets?

Participant: yes they are, during the day. Today there was a fight, the girl is almost eighteen years and she is grade seven, now imagine, definitely we will transfer her and when she get to high school she will only be there for one year and drop out from grade ten, I'm telling you.

Interviewer: That really sounds serious. So you think the issue of the venue will take a long time but the issue of attitude and all can address immediately if we want to keep our tutors. Mr. Losper, you said as a head of centre did you maybe on your own or plan put up strategies, I know you said you would sometimes talk to them although you didn't have much control but did you at least put up some strategies to say if this one is dropping maybe I can do this to try and keep them.

Participant: To be honest, no. if someone say he is leaving, it's easy to get someone but to get that calibre that you have lost is difficult, that is the problem. But I have never thought of that. Sometimes you feel your hands are cut off. Sometimes you will talk to the person and sometimes you will say "Ok, now try and mark the assignments" and you will see maybe he will change a little bit but sometimes no. You must respect he persons decision but you can talk. But strategies no, I wasn't trained in that field.

Interviewer: that will take us to our next question. You said you have not been trained, can you maybe think of recommendation that you can make to NAMCOL to reduce the tutor turnover. I see now you are saying you were not empowered, you know empowerment comes with training so if you are not trained you kind of feel like your hands are cut off.

Participant: Like for us. And for someone who is now teaching at a primary school but we want to act as tutors and they need that field. Why can't we apply?

Interviewer: But in your case you were not teaching, you were head of centre.

Participant: Yes but now I'm no more head of centre and I want to apply. Like currently History is open there. If you apply, I don't know, where must you apply now but agriculture and other subjects for grade ten, I don't know, but even accounting was open, It is what I heard but why can't we apply?

Interviewer: So you think when one has passion and the willingness you should be able to apply?

Participant: Yes also add the experience because you cannot just have the passion and not know anything about it. If you have the experience with the subject, like sometimes some of the high school teachers go for marking and nowadays I think it is been done electronically or I don't know the validity of that.

Interviewer: It is. But like History I also ask myself how can History be marked electronically?

Participant: Yes, because you have to read and go along the levels like an essay. I don't understand. But if it is facts than it is ok, like mathematics. If it is wrong it is wrong and if it is right it is right. im not with the machine, that's where the person with the experience comes in.

Interviewer: So this is really disadvantaging the learners?

Participant: Yes it is disadvantaging the students and I will even debate that. For me a machine is a no.

Interviewer: I see how you mark History. It's like reading a composition letter in a language subject, so you need to understand.

Participant: The background is very important. Like I tell my learners, If you are uncertain don't mention a name, don't mention a date, you will distort your information, just know the background and tell the story and you will get a mark but if you put in a date, definitely you will distort the information and get a wrong mark. Even a name leave it, how can you fail History, it's like a story book.

Interviewer: Yeah, story about people in the past. I can see you are really passionate about history.

Participant: That's my field.

Interviewer: Mr. Losper, do you qualify to teach History?

Participant: No, I taught the subject for many years, I did Business, all time Business Management and then Accounting. Business Management which now changed to Entrepreneurship which is more practical, since business was more theory but I think principles is still the same. It's more practical, if you go out now in the streets you will find many entrepreneurs but they are not really entrepreneurs.

Interviewer: And also if you look at the subjects taught in school.

Participant: it's very low, especially for entrepreneurs you have to compile a portfolio and that one use to give the tutors a lot of stress, especially at the end of the year because it takes time. You have to work and ask, and you have to get five proposals that you have to send to Windhoek and sometimes the proposals will be incomplete and that student was here but she left. Some of the students normally only sent the assignments when they are passing by or when their grandparents come to get their social grands. Those tutors stress a lot and then the pressure from the head office.

Interviewer: the last question. You have shared a lot with me on the factors that are really pushing tutors out. I want you to in general look at Namcol and say look, I want to share this information with Namcol or I want to advise Namcol in order to attract tutors and retain them, this is what you do.

Participant: NAMCOL must be more visible in the Karas region, when the registration period starts it's all about Namcol, Namcol, Namcol and when the registration process finish its finish and klaar then there is no more Namcol, Namcol. In the past there was a parent committee, like a school board. The parents were involved in the studies of their children and I don't know why that one phased out. Namcol must maybe also try and organise parent meetings not just meetings with the kids, so that the parents know the status of their children, whether they come to classes or not and definitely organise activities for the learners because learners are so bored, in the past we use to organise soccer games and play against Suiderlig, this things are just here and there is no socialising for the students. I heard in Windhoek there was a tournament and there was a NAMCOL team I think, was there a budget for this team or I don't know maybe it was the staff of Namcol participating. Why can't we have Karas region NAMCOL team, Omaheke Namcol team, staff maybe combined with student and play social games. Maybe it will also help to experience and exchange views, even if we teachers meet, you as a tutor, we all are different and we can share ideas and say "I have this kind of strategy of how I teach my learners". Because when the results come out it will be Namcol results but if we can share like a networking, it will be good.

Interviewer: So you say Namcol must be visible in the Karas region?

Participant: yes, definitely, not only in the beginning of the year.

Interviewer: So you feel in the beginning of the year when it is enrolment it is so visible and after that its finish.

Participant: yes, maybe we must have like a tournament or small games like, Keetmanshoop verses Luderitz with Namcol banners. Maybe we can have it at a stadium so that people can come and check, I'm telling you honestly that Namcol in the south is dead.

Interviewer: So you are telling me Namcol form other regions can also come?

Participant: yes, most definitely. So that we can see we are also part of Namcol. You think for yourself you are a Namcol student but there is not even a cap or a Namcol t-shirt that you are wearing. Namcol is dead here, something must be done to revive and bring something back.

Interviewer: Revive NAMCOL in Karas.

Participant: Yes, with sports, I think Namcol will get sponsors. Coke will be the biggest one. Sometimes you have students who have excelled in sports and now that they have become a grade ten drop out what happens to that kid? What happened to that Rugby player or the soccer player, he is on the street now and he cannot participate and sometimes he does not want to go back to school to participate because his old friends are not there but if Namcol can have something like that or embrace them in a league or have our league or something. Even if they play once in a year. Like we go to Swakop and play NAMCOL games there, I think such things will also contribute to students attending classes more often.

Interviewer: Okay. Mr. Losper I think you have shared really valuable information especially with the recommendations, as I promised in the beginning, I am going to put forward the recommendations to Namcol when I'm done writing my thesis, so that it can be used to really bring about some improvement and I promise you once I'm done with my report I will share with you my recommendations that I'm going to make Namcol. And as I have asked in the beginning, please feel free, if I want to follow up, I hope I'm still welcome to come and follow up and another promise is of course this will have no consequences on your future employment.

Participant: And the other thing is that, one day there was a joke that I was making at our school. If you go to our school and ask them now, who is the director of Education of the Karas region, imagine how many of them will know. The director is here but he doesn't visit the schools and if you put up pictures of him, Dr. Sam Nuyoma and all the others, they will say Dr. Sam Nuyoma, some of them will point to Sam. Tell the director he must visit the stations. He must also be visible. Maybe he can address the students at the meetings, every term let there be a meeting. There is only one meeting in the beginning of the year, the consultation meeting and its finish, second trimester there is nothing, third trimester and before the exams, there is nothing, let there be meetings. Maybe even the students will brief their views. I know some of them will maybe get personal that their tutor is not attending class and then you can address the problem very fast.

Interviewer: Thank you very much Mr. Losper, it was very informative and thank you for making time to see me, this is definitely going to add value to my studies.

Participant: I hope so.