EFFECTS OF REMOTENESS AND HARDSHIP ALLOWANCE IN RETAINING TEACHERS IN RURAL SCHOOLS IN THE OSHANA REGION IN NAMIBIA

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ABSTRACT

Learners in Namibian rural schools lack quality education because of the geographic locations of their schools which cause teachers to be reluctant to teach at these schools. The government of the Republic of Namibia introduced the remoteness and hardship allowance with a bid to retain teachers in rural schools. This study was thus aimed at investigating the effects of the remoteness and hardship allowance in retaining teachers in rural schools in Oshana region because despite them being given this allowance; teachers still transfer from rural to urban schools. This is why it was important to find the impact and cost- effectiveness of the allowance. The study employed a qualitative research approach by using the survey design. Purposive random sampling was used to draw a sample from all schools in the region where teachers receive the remoteness and hardship allowance as well as to choose urban schools where teachers transferred to, from rural schools. In-depth face to face interviews were conducted with the participants of the study. Three teachers teaching at a remote rural school and three teachers who transferred to urban schools took part in the study. Six teachers in total formed part of the study. The tape recorded data was transcribed and the transcribed data was analyzed by means of content analysis. Themes and patterns were grouped and categorized according how they emanated from the data. The study has found that the movement of teachers from rural to urban schools was due to many factors such as lack of accommodation, poor transport networks, poor leadership and management styles, to mention a few. The study also found that money is not a motivating factor as it can lead to job dissatisfaction. The study recommended that the provision of accommodation facilities with reliable electricity, improved of infrastructural networks, opportunities for professional development from the Ministry of Education, Arts and Culture and from the different institutions training teachers can recommend a module that should focus on the preparation of student teachers for postings to rural schools.

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LIST OF ABBREVIATIONS AND/OR ACRONYMS

EMAIL: Electronic Mail

HR: Human Resource

ICT: Information Communication Technology

MEMO: Memorandum

MOEAC: Ministry of Education, Arts and Culture

MoE: Ministry of Education

NO: Number

QDA: Qualitative Data Analysis

VIP: Very Important Person

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This thesis is dedicated to my mother, who died during the first year I started my work as a teacher but the legacy she left behind has taught me to survive hardships and always emerge victorious and my father who has strived to give me the best education despite all odds.

DECLARATIONS

I, Loide Kutshiwike Hawene, 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 institution.

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CHAPTER 1: INTRODUCTION AND BACKGROUND

1.1 Introduction

This chapter presents an introduction to the study, the orientation of the study, the statement of the problem, research questions, significance of the study, limitations and delimitations of the study and finally the definition of terms.

1.2 Orientation of the study

The Namibian Education Act 16 of 2001 and various other policy documents state that all Namibian learners should have access to the same quality of learning and teaching facilities and education. However the shortage of qualified teachers in rural schools lowers the quality of education in these schools.

Chirimbana (2013) states that "…before Namibia got its independence the Namibian education system was mainly characterized by inequalities brought about by the South African apartheid system" (p. 69). There existed three separate education systems in Namibia, i.e. the education for Blacks, Whites and Coloureds (Chirimbana, 2013). After independence, the Namibian education system was reformed and four main goals that entailed accessibility, equity, quality and democracy were introduced (Ministry of Education (MoE), 2003). The four goals were only to be achieved if teachers entrusted with the education of the Namibian children were trained and well qualified. There is an observed trend of unwillingness of qualified teachers to teach in rural schools. Cranny, Smith and Stone (2011) argue that teachers who teach for a longer period in a school tend to deliver more than those who only teach at a school for a short period of time before they transfer to a different a school. This leaves a large portion of Namibian children in rural schools receiving

education that lacks quality since they are left to be taught by unqualified or under qualified teachers because most of the transfers occur between rural and urban schools.

To ensure that all learners in Namibia receive quality education, despite their geographic location in the country, the government of the Republic of Namibia has introduced what initially was called 'bush allowance' now called 'remoteness and hardship allowance' (Kavishe, 2012). This allowance is paid to qualified teachers who teach in remote areas in an attempt to retain them there. Rural livelihood in Namibia is characterised by lack of basic amenities such as electricity, proper sanitation, clean water and housing. One may want to believe that remoteness incentives could motivate qualified teachers to remain teaching under poor conditions. Contrary to rural areas which lack basic amenities, urban areas are characterised by improved living standards with easy accessibility to almost all basic amenities. These conditions in urban areas tend to be pulling factors of qualified teachers from rural areas.

Having a large per cent of qualified teachers choosing to work in urban schools than in rural schools can be detrimental to the outcome of the education provided to learners in rural areas. One reason Nambundunga and Shoopala (2012) cited as a contributing factor to poor perfomance among rural learners was high teacher attrition from rural schools.

The remoteness and hardship allowance intends to attract and retain teachers to work full-time in public schools in rural, under-resourced, under-serviced and marginalised areas. It is therefore important that the effects of the allowance was measured by direct questioning of those receiving the allowance.

1.3 Statement of the problem

The use of the remoteness and hardship allowance to motivate teachers to remain teaching in rural schools has been implemented in Namibia since April 2009. This happened after approval was granted by the Prime Minister, on the recommendation of the Public Service Commission in terms of Section 5(2) (j), in conjunction with Section 5(3) of the Public Service Act of 1995 (Act No. 13 of 1995 as cited in the Public Management Circular No.03 of 2016).The movement of qualified teachers from rural schools, often results in schools finding it very hard to find replacements. The situation as it is now teachers still move away from rural schools despite the fact that they are given the remoteness and hardship allowance. The problem is, ever since the introduction of the remoteness and hardship allowance, no study has been done to assess its impact and cost- effectiveness. The study was aimed at finding out whether the remoteness and hardship allowance is really effective in retaining teachers in rural schools.

 The only study that is closely related to this is by Nambundunga and Shoopala (2012) on factors influencing teacher attrition in the Omusati region. This study therefore sought to find out the impact and cost- effectiveness of the remoteness and hardship allowance paid to qualified teachers to retain them in rural schools.

1.4. Research questions

This study was guided by the following research questions:

a. What are the factors that contribute to the movement of teachers from rural to urban schools?

b. What are the effects of using money as an incentive to retain teachers in rural schools?

c. Which other measures can be put in place to motivate and retain teachers in rural schools to complement the remoteness and hardship allowance?

1.5 Significance of the study

The study was worth undertaking because it would provide the regional directorate of education, teachers, inspectors of education and education planners with an understanding as to whether the remoteness and hardship allowance is effective in motivating teachers to remain in the rural schools of the Oshana region. It would also help to improve the retention of teachers in the teaching profession and create awareness among the stakeholders on how to retain teachers in rural schools in Namibia. In addition, the study will contribute to the body of knowledge and literature relating to ways on how to motivate teachers to stay in rural schools. This study will also be useful to all stakeholders, especially policymakers as it can help them to come up with better policies in a bid to improve the retention of teachers in the rural schools.

1.6 Delimitations of the study

The study was undertaken in selected schools in Oshana region and not in all other educational regions in Namibia. The reason for selecting few schools in Oshana region is because the researcher needed to get an in-depth understanding of the phenomenon under study. Being qualitative in nature, the findings of the study are not to be generalised to other regions even if they share similar characteristics, be it geographically or academically.

1.7 Definition of terms

For the purpose of this study the following terms were defined as follows:

Remoteness

The geographical location of a duty station, from a main centre which may cause the limited availability or absence of certain basic services, amenities, facilities and infrastructure (Ministry of Education (MoE), 2003).

Hardship

The difficulty experienced by a staff member in terms of living and working conditions due to the limited availability of basic services, amenities and infrastructure (Ministry of Education Arts and Culture [MOEAC], 2002).

Rural School

A school that is geographically isolated, under- resourced, has under- qualified teaching personnel and small enrolment size (Andrew, Muchativugwa, & Poti, 2014).

Allowance

An allowance motivates an individual to perform an action (Ministry of Education, 2011).

Effect

An effect is the way in which an action changes something (Chirimbana, (2013). For this study it refers to the way the hardship and remoteness allowance impacts the lives of the teachers in rural schools.

1.8 Chapter Summary

In this chapter we looked at the background of the study, statement of the problem, significance of the study, limitations of the study, delimitations of the study and definition of terms. In the next chapter the literature review is addressed in order to look at the theoretical framework and shed light on the research questions.

CHAPTER 2: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

In this chapter, literature will be reviewed to identify the gaps in past investigations as well as to develop the theoretical framework that will be the basis for analysing the effects of the remoteness and hardship allowance in retaining teachers in rural schools.

This chapter is organised into five sections. Section one considers the theoretical frameworks on which the study is based. Section two explores the concept of employee retention and motivation while section three highlights some of the factors that contribute to high staff turnover. The effects of poor incentives for teachers in remote rural schools are elaborated in section four and possible solutions to staff retention and development conclude the chapter in section four.

2.2 Theoretical framework

2.2.1 Maslow's Hierarchy of needs

This study adopted Maslow's Hierarchy of needs coupled with the life factor theory as theoretical frameworks of the study. Maslow introduced a hierarchy of needs, which include five needs: physiological, safety, social, self-esteem, and self-actualization in 1943. According to this theory once a need has been met, we move further up the hierarchy with the goal to satisfy the next highest need. Maslow's hierarchy of needs explains more convincingly that in the workplace there could be factors, such as lack of support from administration, dissatisfaction with salary and benefits, dissatisfaction with job responsibilities, heavy workloads, frustration due to poor results and problematic client behaviour that could influence staff retention and development. This study therefore,

investigated the effects of the remoteness and hardship allowance in retaining teachers in rural schools in the Oshana region in, Namibia.

Maslow sub-divided these needs into two broad categories namely deficiency needs and growth needs. Deficiency needs are physiological needs, such as food, water, shelter, safety, love and esteem needs. Maslow reasoned that once these needs are satisfied, the needs at the next level emerge. Growth needs are the needs to know and comprehend things, to gain beauty or to grow and develop in appreciation of others. Maslow was of the opinion that growth needs are never completely satisfied. In fact, the more the person is able to meet the need to know and understand the world, the greater the motivation towards self-actualization (Bassey, 2005).

The researcher agrees with Maslow that if teachers' growth needs to know and understand their working conditions and their responsibilities are not satisfied and supported, they will not feel comfortable to remain working for the same organisation at the same work place, but they will aim to achieve much higher needs which are on the next level on the hierarchy of needs according to Maslow. Based on the above, it means that schools need to keep improving the living conditions of the teachers so that each time they look at what has been done for them it remains new and significant. Physiological needs are the needs that can be acquired if an individual has access to employment and money. In every job, employees are entitled to a salary. According to Maslow's theory, the salary is unlikely to be enough to cater for the physiological needs. The safety and security levels of motivation involve stability and freedom from physical threats and dangers.

The figure below shows a diagrammatic representation of Maslow's Hierarchy of needs
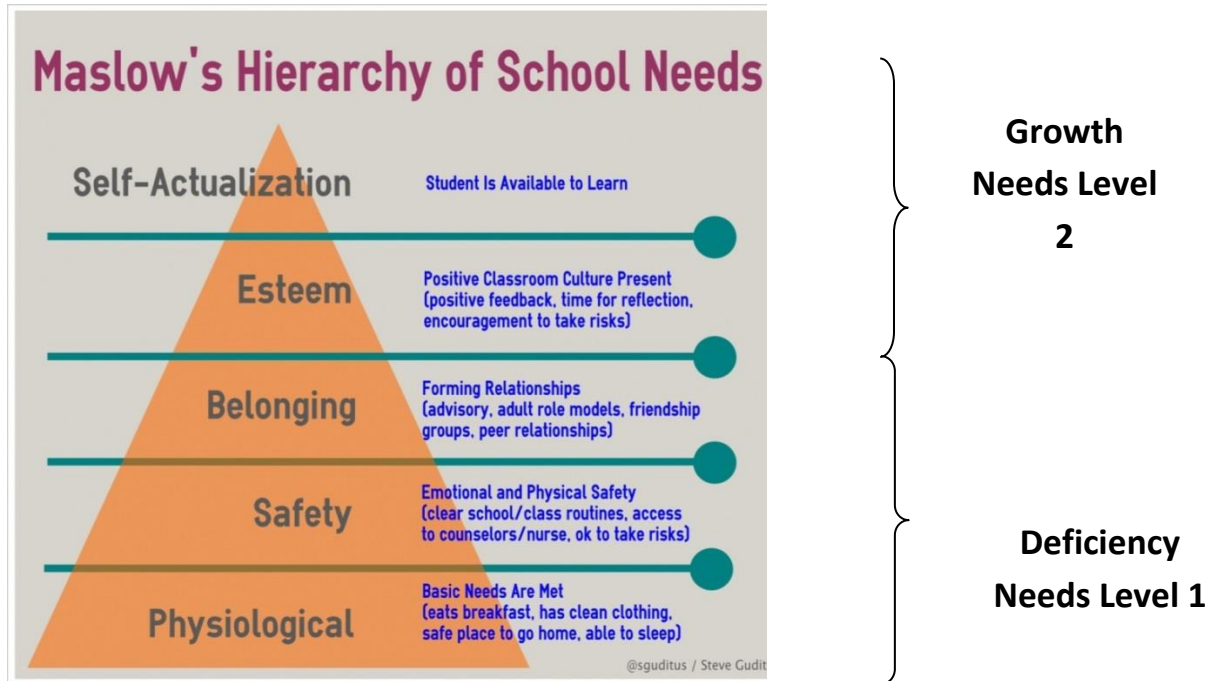
Figure 2.1:

 Maslow's hierarchy of needs adapted from Dembo (2004)

In most countries, the public service provides people with secure and stable jobs. Many people have entered various jobs because of security and stability. On the need for love and belonging, (Dembo, 2004) indicates that when employees are asked to serve on various committees of the school, such as the Sports Committee, Social Committee or Cultural Committee, it helps such employees to meet their needs for belonging. They will develop a sense of belonging and as such they will feel loved in their various workplaces. Teachers who do not get any appointments to serve in any committees will likely not feel welcome, they might not feel part of the workforce and this may prompt them to move to other work

stations or even quitting the job. Self-esteem needs are very important in boosting staff performance (De Beer, 2006).

The researcher is of the opinion that though self-esteem needs are important, such needs are often not met in most schools and may be the reasons for some teachers quitting the profession. Teachers in Oshana region, like any other rational human being, long for some acknowledgements for what they do well. If the school management does not acknowledge the good work by teachers in their various schools, this has the likelihood to make them not to stay in such duty stations. Teachers need to be praised or rewarded for the good results they produce be it in sports or academic. If such recognition and acknowledgement is not given, they can easily move to other places where their efforts will be recognised.

Anthony and John (2012), highlight that there was a need for school managers to provide their subordinates with timely and specific feedback which can satisfy their self-esteem. Sometimes teachers are given tasks to accomplish and the school managers may take long to provide feedback to the teachers. The latter destroys teachers' morale and self-esteem (Warren, 2011). Once the teachers' self-esteem is destroyed they may not be comfortable to stay at the same duty station any longer. Employees need challenging jobs to realize their full potential, thereby meeting their self- actualization needs. Teachers who continue teaching the same grade level may feel bored and may not feel challenged by their jobs. If this boredom becomes a reality, teachers may fail to reach self-actualisation. Given the above, De Beer (2006) recommends that school managers need to keep changing the teachers teaching grade levels so that they may not be bored by doing the same task over and over again. Self actualisation is reached by teachers when they given position of power and authority in addition to their normal teaching responsibilities. If a specific teacher is given an opportunity

to rule over her/his fellow teachers at one point, she/he will feel empowered and such act has the likelihood of empowering them ultimately. They will feel that they are also capable of taking charge of the school environment. This has the ability to make them stay longer in their work places than if they are not acccorded such opportunities (Blanchard, 2012).

Burpitt and Biogoness (2012), suggest that school managers should provide job enrichment and empower staff to participate in decision-making. The researcher acknowledges that there are many ways in which employees can be motivated in a work environment. Maslow's hierarchy of needs provides a comprehensive theoretical framework that can be used to explain and justify issues related to the effects of remoteness and hardship allowance in retaining teachers in rural schools in the Oshana region in Namibia.

2.2.2   The Life cycle factor theory of staff retention

The other theoretical framework which was used to inform this study is the Life cycle factor theory by (Cranny et al., 2011). With regards to human retention and development these authors state that staff retention is influenced by the changes in the life cycle of people (Ashforth & Humphrey, 2015). These authors indicated that the initial decision to accept a certain job is conditioned on the existing family status and the choice of residential location. A change in either of these would cause the individuals to re-evaluate their decisions. The researcher echoes the same sentiments with the theorists in believing that teachers may accept teaching positions even in schools they feel are too remote because of their current needs. Some might not be qualified to teach and may accept teaching positions in poorly resourced schools or remote rural schools. But with the passing of time these teachers may

advance themselves academically and acquire higher qualifications and then they will feel that they deserve better working conditions than the conditions they had before.

In line with the above, Bass and Riggio (1996) state that professionals' lives are not static but are in continual vissituation and every day each professional aims at becoming better than what they were yesterday. For this reason the factors which might have compelled them to join certain jobs in their current work stations will be overriden and they will move to new challenging professional endeavours (Ashforth & Humphrey, 2015). Some may be pushed into some jobs because they want to take care of their younger siblings. Even if the prevailing conditions may not be favourable for them, for the sake of saving and rescuing the family they will work in such conditions. However, once they have accomplished their professional mandates and goals, they will move to better jobs or better work places.

The likelihood of changes in family status or residence tends to be fairly high for individuals in the early stages of their career (Daniel, 2008). The movement of teachers tends to be higher when they are younger than when they grow older. The older they get the more stable they become. Therefore, the life cycle factor theory is in a better position to explain the poor retention and development of teachers in remote rural schools.

2.3 Concept of employee retention and motivation

Bass and Riggio (1996) state that labour or employee retention refers to the ability of an organization to retain its employees. Human resources are the lifeblood of any organization's existence and success state (Cranny, et al., 2011). As a result, an organization must make all efforts possible to keep this valuable asset so as to keep the organization successful. It is often cited that employee staff retention and development is the most important factor that

causes failure and retarded productivity of the organization/ company (Bass & Riggio, 1996; Aguinis, 2009; Ashforth & Humphrey, 2015).

2.4 Factors contributing to high staff turnover in schools

Teacher productivity and retention is said to be associated with the way the school management addresses personal problems of the teachers (Ministry of Education, Arts and Culture [MoE], 2002 Blanchard, 2012). Troubled teachers whose personal problems are not attended to are likely to become ineffective in their deliberations of duties. Such teachers may end up having low pass rates and will be frustrated by the working environment (Eric, 2012). This in turn may push them to transfer or move to other faraway schools or regions where they feel they are safe. The teachers' social problems need to be managed and addressed by the school or region in order to keep the teachers out of social problems. This will go a long way in retaining and motivating them to stay in their various schools (Ministry Of Education Ohangwena Edcucation Directorate, 2015). Briscoe and Claus (2008) argue that the management of employees personal problems in an organization keeps the organizational staff happy and healthy and makes them more productive than when their personal problems are not managed and addressed.

Some school managers may be using some management strategies that scare away teachers from the schools. School leadership styles are good predictors of staff retention and development. Schools where the school principals are using such leadership principles like the transformational leadership or democratic leadership are likely to retain their teachers much longer than those schools where such leadership styles like autocratic or laissez faire are used (De Beer, 2006). King (2004) advises that school management and supervisory styles need not be too autocratic or laissez faire but need to be transformational and

democratic to enhance a high productive capacity of the school or organization. This fact was further echoed by Georgopoulus and Tannenbaum (2009) who stated that school or organizational leadership styles are the lubrications to employee performances. Owed to the foregoing, Bassey (2005) states that teachers do not need money to remain motivated to work in their cutrrent schools, they need a supportive leadership that appreciates every effort they make in their work. On the other hand Mushaandja (2013) indicates that financial compensation alone is generally not a sufficient motivator to attract new teachers or to encourage them to stay.

Management involves four aspects i.e. planning, organizing, directing and leading. Poor management and supervision is when the organizational management fails to plan, organize, lead and direct, thereby, leading to poor productivity (Dierks, 2004). As a result of poor management schools fail to keep up with the expected standards of productivity. Management and supervisors motivate their subordinates, instil confidence, and evoke enthusiasm with regard to their work (Collins & Hussey, 2003). If the same principal engages in aggressive and punitive behaviour, it results in harassment at the workplace and this makes teachers not to like such working environments and may decide to move to other schools even if they are given the remoteness allowance.

One of the main factors contributing to poor retention and teacher productivity as asserted by the employees is poor management and supervision (Bassey, 2005). Some school principals are fault finders in the work of their teachers. Such school principals will frustrate their teachers and they may opt to leave the school for other schools or organizations where the school principals are supportive and welcoming. Money alone cannot be used as a

satisfactory incentive for teachers, but a good working environment created by a supportive and caring management is likely to be sufficient to keep teachers in their schools.

School communication needs to be effective to provide good feedback, and management needs to effectively communicate with their teachers on school goals, plans and objectives (Yuchtman & Seashore, 2013). If there is no good communication between teachers and the school management, or teacher to teacher in a school, teachers will develop a non-caring attitude (Daniel, 2008). The non-caring attitude comes about as a result of school management not incorporating teachers in the plans and objectives of the school. There must be a clear communication through memos and emails so that teachers know what has to be done in the school (Becker, 2009). If management does not communicate with its subordinates, the teachers will not feel being part of the organization (Marr, 2015). This, in the long run will force the teachers to leave the schools and join other schools where they feel the communication network is favourable for them irrespective of the remoteness allowances being given to them by the Ministry. Every employee needs a peaceful working environment where they are cared for and where their opinions are valued by the school management and authorities.

School management needs to constantly sell their ideas to the teachers so that they can get their buy in (Blanchard, 2012). The managers need to have a clear communication channel so that teachers know exactly what has to be done. If the communication protocol is poor, this can affect the organizations' productivity. Most organizations should have a way that assesses the effectiveness of the communication channels within them. Information should not reach teachers through grape vines (Warren, 2011). If teachers have to receive information through grapevines, they may end up being frustrated and may opt to transfer to

schools where communication protocols are sound even if they are receiving the remoteness incentives in their current schools.

School policies and its environment have an influence on a person's decision to stay or leave an organization (Jong, 2007). Some argue that providing promotion and career opportunities to individuals can make them stick to the organization (Bass & Riggio, 1996; Blanchard, 2012). Others argue that training and development can have a negative impact on retention as it may open opportunities for individuals outside the organization (Bass & Riggio, 1996; Becker, 2009). However, career development and training has an influence on mentoring the employees and can help them to stay longer once they feel that they are being assisted to grow professionally (De Beer, 2006). If teachers' professional growth needs are not met or supported, they may not feel attached to the school and may transfer or quit the job to other jobs where they feel their growth and development needs are supported by the organizations they are working for (Ashforth & Humphrey, 2015). On the same note, Herzberg's famous two factor theory suggests that the factors, which contribute to job satisfaction (motivators) and those which contribute to job dissatisfaction (hygiene) must be applied separately on workers to enhance increased productivity (Mulkeen , 2005). If teachers' growth needs are not met according to Maslow's Hierarchy of needs, teachers are likely to move away even if they are receiving the remoteness and hardship allowance from the Ministry of Education, Arts and Culture.

Transparent process can simply result from good selection and promotion decisions. Where an employee, for example, expected a raise and unfortunately it is not forthcoming, he/she will resort to leaving the organization (De Beer, 2006). The same applies to the suitable incumbent placed in a right job at a right time, which creates a good matching. Cascio (2008)

states that it is essential to ensure that selection and promotion procedures match the capacities of individuals to the demands of work they do. It is proven that promotion opportunities is a major psychological factor in a job satisfaction.

Principals' failure to fulfil promises can frustrate the teachers and can force them to quit the school. Scenarios such as the above occur when the recruitment managers, principals or human resource officers overstate about a job in an advertisement, and yet they are unable to fulfil the promises (Price, 2008). They create expectations about career development opportunity, tailored training programs and varied and interesting work while in reality there will be nothing like that. These marketed attributes if not matched on the ground may lead to direct dissatisfaction and instant resignation. The school principals need to market their schools using the exact amenities that are available at the school so as to avoid frustrating the teachers. They also have to stipulate the exact benefits which the teachers will get once they are offered the post (Aguinis, 2009). In most cases such promises which would have emerged during interviews are not met and this leads to great disappointments on the side of the teachers once they realise the truth about the promises which were given to them during interviews. On this note Becker (2009) advises that employers need not to overmarket their institutions or batter the employees with lies because once the reality is exposed they will leave the school when their expectations are not met as promised.

Some school principals may even lie to the interviewee that their schools have tap water or electricitity, and they will provide staff houses to all new employees and teachers to take up the job offers with the excitement that they will find what was promised in the interview only after they sign contracts they then discover that there are no such offers (Blanchard, 2012). It

is important for school principals not to overmarket their schools. They may commence work but with very little trust in the school management and this destroys the desire and spirit to work hard. In the long run if this keeps haunting them they may leave the school in some cases without even a resignation, leaving the learners stranded.

Armstrong (2006) contends that if pay is not competitive, inequitable or directly unfair pay system, they will bring employees discomfort that consequently leads to turnover. This is a common factor even in Namibian schools. If an employee is offered a better package elsewhere, she/he will rather resign to seek the so called greener pastures (Mensa & Alemna, 2011). Several employees shun the public sector opting for better salaries in the private sector. The Ministry of Education, Arts and Culture (2000) notes that most teachers placed in Oshana region's rural areas are provided with the remoteness and hardship allowance which does not seem sufficient to motivate them to stay in those schools.The provided remoteness and hardship allowance is not sufficient to retain the teachers in the rural schools of Oshana when they calculate their expenses to go to town to do their shopping.

Training is a very essential tool to an organization that encourages employees to have ownership in an organization. If the people are properly trained or feel that demands are made upon them, they can reasonably be expected to fulfill their operational and personal objectives (Cascio, 2008). The continuous training and development in the organization can encourage employees to stay. The fear for many companies is that they spend time and money developing people, only to see them take those newly acquired skills to another company (Cranny et al.,2011). However, training actually can increase employee retention,

when the training reinforces the value of the employee (Blanchard, 2012). In addition, a well-designed training program plays a critical part in nurturing associates' psyches. Associates want to feel that the job they do is important to the success of the business and that the business is investing time and money in them to have the job done correctly, and at the highest level (Warren, 2011). By doing this the employees (teachers) will develop a sense of belonging and ownership of the school or organization and this feeling will make them stay at the school even longer. Even if the remoteness allowance is given to the teachers, if this sense of belonging and school ownership is not attained by the school managers, it will make the school teachers to leave and go to the schools where they think they will have this need met.

Training also allows associates the opportunity to learn new skills and improve existing skills they bring to the job (Dierks, 2004). Being able to grow in a position and feel good about the job they are doing is important to an individual and their view of the organization. By investing the appropriate training in an employee, they will develop a greater sense of self-worth as they become more valuable to the organization (Collins & Hussey, 2003). The school too, will gain specific benefits from training and developing its workers (teachers), including increased productivity, reduced employee turnover, and decreased need for constant supervision (Bassey, 2005). Instead of the Ministry of Education, Arts and Culture to motivate and retain teachers in remote schools using the remoteness and hardship allowance, it is important to include teachers' professional enhancement, allowing and supporting them to achieve high in terms of professional qualifications, paying their tuition fees, or providing them with other long-lasting motivational incentives than money only.

Employees leave organizations for better jobs and more pay, but if an organization allows its staff members to improve their education through trainings this will help to keep them interested in continuing their careers with them since they will realize that their companies really value them (Cranny et al., 2011). It can be concluded that training is a bridge that can lead to employee satisfaction and a higher retention rate for a company or school to be specific.

2.5 Effects of poor incentives for teachers in remote rural schools

Evidence from several scholars clearly points out that money is not always the most effective motivator. Gold (2012) argues that financial incentives for employees may lead to unethical demeanor, ignite turnover as well as encourage resentment and dissatisfaction. He further states that employers should be more attentive to the intrinsic motivation of employees. Similarly a survey carried out in 2005 shows that money is not always a main motivator for employees. The study highlights that pay, benefits and working conditions were not among the factors that a person highly desires in a job. Employees point out the desire for security, advancement, a specific type of work and pride in the company.

Schools where teachers are motivated by money only face several challenges. One of the challenges is poor learner performances (Bass & Riggio, 1996). This poor performance comes as a result of the learners being left for several days without a teacher while the school awaits a suitable replacement for the teacher who would have left the school after failing to be motivated by the remoteness and hardship allowance being given her/him. Learner failure can also lead to learner's frustration and dropout of school, thus increasing crime rates in the

vicinities where such learners live. This challenge in the long run can lead to high levels of unemployment in the region because of learners who dropped out of school. Rampant movement of teachers from school to school leads to the destruction of school's institutional memory (Cranny et al., 2011). Institutional memory is a reputation of an institution over a long period of time (Bass & Riggio, 1996). This reputation is built when the same employees stay in their current place of work. This is an important aspect in building institutional ethos and norms over a period of time. If the school always has new teachers as a result of high staff turnover, it cannot build a traceable memory and reputation of the school (Marr, 2015).

2.6 Possible solutions to staff retention and development improvement

In an increasingly competitive business world, top talent is in high demand. If a school is not making its teachers happy, another school may come along to steal them away (Cranny et al., 2011). Warren (2011) gives ten tips that will help organizations make sure their employees are around for many years. Finding teachers who will have a strong bond with the school, starts with creating an environment that attracts those teachers. The school culture should match the type of teachers the school wants to employ, whether it opt for a by-the-book, strict workplace or a more casual, laid-back atmosphere (Chimanyiwa, Ndemulunde, & Shikongo, 2011). Some schools in Oshana do not have amenities that attract well qualified teachers. Schools need to have such amenities like electricity, accommodation and piped water that can attract the teachers to them (Bassey, 2005). Mulkeen (2005) contends that the provision of teachers' housing equipped with clean water and electricity is a major incentive for teachers to locate in rural areas. If the schools are in distant remote villages which are difficult to access and none of these infrastructural amenities are available they will not be able to retain their teachers. Schools need to have meaningful benefits that are substantial to

keep teachers in those remote rural schools. As the organization screens candidates, it should pay close attention to signs that may have a job-hopper. While there's nothing wrong with someone switching jobs if it provides career advancement, the school should look for those individuals who are interested in growing with the schools rather than getting experience to take somewhere else.

Schools expect their teachers to arrive fully trained and certified. Yet too many are not willing to invest in helping them maintain those credentials (Yuchtman & Seashore, 2013). Whether the schools send teachers to learning centers or you provide membership to one of the many e-learning sites available, when they take their employees' education seriously, they see it as an investment in their career (Hatcher, 1994). The school should be able to staff develop its teachers so that they develop an attachment to the school. A successful school should invest in its manpower (Cranny et al., 2011).

Teachers should be fully aware of their duties and how they are doing in performing them (Collins & Hussey, 2003). The school can accomplish this by first having a job plan in place and providing regular feedback on teachers' performance. If a teacher feels confused about his/her role in the organization, he is more likely to feel disgruntled and begin searching for something else (Harry, 2013). School principals should have appropriate integration programmes for all new staff members in their schools so that they are well supported in everything that they do.

As difficult as it is to pay competitive salaries when funds are low and budgets are tight, the school as an organization should calculate the cost to replace employees (Dierks, 2004).

It can cost as much as 30 percent to 50 percent of an entry-level employee's annual salary just to replace him/her. Employees often find that they can enjoy a 10 to 20 percent salary increase by simply moving from one company to the next, which makes jumping ship attractive (De Beer, 2006). The Ministry of Education, Arts and Culture should have meaningful salaries and allowances to give to teachers especially those teaching in schools deep in remote villages. In addition, the Ministry of Education, Arts and Culture also needs to understand that replacing a teacher is not easy and as such, it is better for them to provide their teachers with salaries and benefits that match their commitment to stay at the current school. School principals often spend much of their time on teachers who are struggling, leaving the talented ones completely neglected (Warren, 2011). Over time, this can lead to resentment as star employees start to feel unnoticed and unsupported. Principals must make an effort to let top performers know their hard work is not going unnoticed (Hatcher, 1994). Such hardworking employees need to be rewarded for their hard work and efforts.

In most schools, teachers prefer flexible working conditions rather than being too rigid. If the school expects the best employee to answer their phone when a parent calls at seven o'clock on a Friday night, the school should also understand when that employee comes in late one morning or needs to take off early. If the school rules are too rigid this can make the teachers quit the school for other schools whose working conditions are more flexible (Cranny et al., 2011). Principals need to understand that teachers are on duty every day because parents can meet a teacher in the shop and ask about their child's performance. For that reason when teachers have to answer their calls, the schools should understand and recognize the extra mile the teachers are going in achieving success for the school.

Small schools often struggle to compete with larger schools in providing benefits for the teachers (Hatcher, 1994). Some private schools provide better salaries and wages and other benefits such as effective medical aid services which might not be offered in government schools. Such unavailability of such essentials can lead teachers to move to where they know their health is being taken care of by the school than going where they know when they get sick they will not get proper medical care because their medical aid is cheap. Schools should also provide holidays for their teachers and meaningful vacations and performance bonuses especially at the end of the year when the teachers have worked so hard and are tired.

Another way schools can compete without breaking the budget is through offering perks they cannot get elsewhere. Some schools have become more popular for their provision of free meals and nap pods, but they can also increase retention by coming up with creative perks for their teachers. Schools should organize for such connections for their teachers to get free VIP tickets to special events or special discounts at local retailers. This can go a long way in retaining them in their various schools.

As much work as schools principals try to make their schools attractive to talented people, it has been noted in many schools that employees might be leaving because of their supervisors (Marr, 2015). In fact, research has shown that teachers tend to quit their bosses, not schools (Cranny et al., 2011; Warren, 2011). If schools can cultivate an environment where teachers feel rewarded and gratified, they will already be ahead of a great deal of other bosses out there (Dierks, 2004). Improving retention rates does not have to be difficult. By being a positive role model and directly connecting with your employees, you will be more likely to understand what they need to continue to help your business/school thrive. It remains

unknown whether teachers in rural schools in the Oshana region will stay with those schools if all the above motivation incentives are provided to them in addition to the remoteness allowances presently given to them.

2.7 Chapter summary

The review of literature explored the effects of the remoteness and hardship allowance in retaining teachers in rural schools through identifying factors contributing to high teacher turnover in rural schools. The effects of poor incentives for teachers in remote rural schools and possible measures that different researchers suggested as ways to curb or reduce the movement of teachers from rural to urban schools are also presented and discussed.

The Maslow's hierarchy of needs theory was discussed as the major theory that supports this study. The factors that contribute to high teacher movement are listed as poor leadership and management style, lack of basic amenities, lack of professional development opportunities and poor infrastructural network.

The literature reviewed several ways to retain teachers in rural schools. For example, Mulkeen (2005) contends that the provision of teacher housing equipped with clean water and electricity is a major incentive for teachers to locate in rural areas. On the other hand, teachers should also be fully aware of their duties and how they are doing in performing them (Collins & Hussey, 2003) if they are to be retained in rural schools.

Despite all the literature outlining various factors and possible teacher retention initiatives in rural schools, very little literature investigates the impact and cost- effectiveness of the

remoteness and hardship allowance given to teachers in rural schools in a bid to retain them in Namibian schools.

It is important to investigate the impact and cost- effectiveness of this incentive since teachers are still moving from rural to urban schools despite the fact that they are receiving the allowance which is aimed to retain them in such rural schools.

CHAPTER 3: METHODOLOGY

3.1 Introduction

The previous chapter (the review of literature), identified factors influencing teachers' movement from rural to urban schools, the effects of using money as an incentive to retain teachers in rural schools and the strategies to retain teachers in rural schools

This chapter describes the methodology that was used to answer the study's research questions. It explains the research approach, population description, sample characteristics and sampling techniques, research instruments, data collection procedures, data analysis as well as any factors which may contribute to the effects of the remoteness and hardship allowance in retaining teachers in rural schools in the Oshana region.

The study addressed the following research questions:

a. What are the factors that contribute to the movement of teachers from rural to urban schools?

b. What are the effects of using the remoteness and hardship allowance to retain teachers in rural schools?

c. Which other measures can be put in place to motivate and retain teachers in rural schools to complement the remoteness and hardship allowance?

3.2 Research design

This study is of a qualitative nature. Christensen, Johnson and Turner (2010) contend that qualitative research enables the researcher to obtain in-depth details about the feelings, views, opinions, thoughts and emotions of respondents that are difficult to extract or learn through quantitative research approach.

This study, therefore sought to obtain views of teachers to fond the the impact and cost-effectiveness of the remoteness and hardship allowance paid to qualified teachers to retain them in rural schools, making the qualitative research approach appropriate. This study specifically used the qualitative survey design to find out the impact and cost-effectiveness of the remoteness and hardship allowance from the participating selected schools in the Oshana region.

3.2 Population

A population is definite by Christensen and Johnson (2012) as a set of all elements or a target population. The study population consisted of teachers who are currently teaching in the rural schools of Oshana region as well as those teachers who have transferred from rural to urban schools in the aforementioned region.

3.3 Sample and sampling procedures

Sampling is the process of selecting units from a population of interest, so that by studying the sample we may fairly understand the phenomenon under study (Creswell & Garrett, 2008). The purposive random sampling approach was used to identify three rural schools and three urban schools from which the researcher got teachers who participated in the study. According to Christensen and Johnson (2012) "in purposive sampling the researcher

specifies the characteristics of the population of interest and locates individuals with those characteristics" (p. 231). The three rural schools were identified by consulting human resource records at the regional office to find out the rural schools from where teachers transferred to urban schools, and the urban schools to where teachers transferred. The researcher randomly selected three schools from the schools identified in rural areas and three schools in urban areas. The purposive random sampling strategy was also used to select three participants per school from teachers who are still teaching at rural schools and receiving the allowance, and three teachers who moved from rural schools who were recipients of this allowance. The reason for using random purposive sampling was because there was ample number of teachers with the sought for traits, which made choosing randomly appropriate than identifying individual teachers directly. The sample size for this study was therefore six teachers.

3.4 Research Instruments

 The interview guide was used to gather data from participants. Baike (2002) argues that interviews are effective ways of collecting data, especially when one wants to find out how groups of people or individuals feel about a particular topic.

3.4.1 In- depth face to face interviews

The interview guide was the most appropriate data collection method because the researcher wanted to get in-depth views from those receiving the allowance to determine its impact and cost-effectiveness. In depth face to face interviews were conducted to solicit and probe participants' responses to get data regarding their experience and feelings. The use of the interview in research: "Marks a move away from seeing human subjects as simply

manipulate and data as somehow external to individuals, and towards regarding knowledge as generated between humans, often through conversation "(Cohen, Manion, & Morrison, 2007, p. 145).

The interview guide comprised open-ended questions. These questions allowed the respondents to expresses their feelings and experience freely. They in turn enabled the researcher to probe follow up questions whenever clarity was needed.

3.5 Data collection procedures

Data collection is the systematic gathering of data for a particular purpose through various sources, including questionnaires, interviews, observations and existing records. The process provides sources of data for analysis and interpretation (Creswell & Garrett, 2008).

The researcher was granted an Ethical Clearance Certificate by the University of Namibia's Ethical Committee and permission by the Director of Education in Oshana region to carry out the study as it was proposed. Appointments were arranged with the participants to schedule the interviews.

The respondents were interviewed individually. After consent was sought from the participants, their responses were tape recorded and the key ideas were noted down to serve as backup in case the tape-recording failed as well as to complement the tape recorded data.

3.6 Data Analysis

Qualitative Data Analysis (QDA) is the range of processes and procedures whereby we move from the qualitative data that has been collected into some form of explanation, understanding or interpretation of the people and situations we are investigating.

Tape recorded data was transcribed and it is the transcribed data that was analysed by means of content analysis (Cartsson, 2008). The analysis involved comparing and categorizing data to draw meanings from it. The data was grouped and categorised according to themes and patterns (Cook & Campbell, 2010). These themes were derived from the data collected which were interpreted to create evidence, build arguments and finally to draw meanings and conclusions.

3.7 Ethical Issues

Research was conducted after an Ethical Clearance Certificate had been granted by the University of Namibia's Ethical Committee as well as permission was granted from the Permanent Secretary of the Ministry of Education, Arts and Culture. Ethical standards require that researchers do not put participants in a situation where they might be at risk of harm as a result of their participation (Cartsson, 2008). The purpose of the study was made known to the participants. No participant was forced and informed consent from all participants was sought and obtained. All participants were assured that the information obtained from them would be kept confidential and their identities would remain anonymous. All participants in this study were given pseudonyms. Participants were informed that their in-depth face to face interviews would be audio-recorded. Permission for this was requested from them and they granted it.

3.8 Chapter Summary

This chapter described the methodology used in carrying out this study, in particular the research design, sampling, instruments and data collection procedure as well as how the collected data was analysed. In the next chapter, the data gathered is presented.

CHAPTER 4: PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

4.1 Introduction

This chapter presents the findings of the study. The findings were presented in the form of emerging themes derived from the in-depth face to face interviews with the teachers in Oshana region. Data presentation includes the description of the collected data into some form of explanation, understanding or interpretation of the people and situations under investigation. The researcher's interpretations and analysis are integrated with the literature, which serve as evidence of the themes and concepts (Holloway & Wheeler, 2009). The themes were identified through sequential phases which are data familiarization, data coding, searching for themes and theme development, reviewing themes, defining and naming themes and finally writing up the themes. The data was then presented in themes with transcribed quotations of the respondents being included to support the findings. Each theme will be discussed in-depth and literature will be used to concur or compare and align them to answer the research questions of the study.

4.2 Establishing the background of the participants

This section presents the demographic information of the participants to provide the reader with a better understanding of the participants of the study as reflected in Table 4.1. Six participants namely, three males and three females participated in the study.

Table 4.1: Demographic details of participants

Participants	Status	Gender	Age	Marital status	Period stayed at the remote school (years)
1	Transferred to an urban school	Male	30	Single	4 years
2	Still in the Remote school	Female	54	Married	23 years
3	Transferred to an urban school	Female	25	Single	2 years
4	Still in the Remote school	Male	44	Married	18 years
5	Still in the Remote school	Female	40	Married	15 years
6	Transferred to an urban school	Male	26	Single	2 years

4.2.1 Area of employment

Two males and one female respondent transferred from rural to urban schools while two females and one male respondent are still teaching at rural schools. The teachers who did not transfer to urban schools are originally from that area either because their spouses are from the area or because they are born at the village where the school is situated. The findings from the study reveal how in most instances teachers are reluctant to locate to a rural school where the first language is different from their own.

4.2.2 Age

In addition, the table also shows that all the participants were aged between twenty-five (25) and fifty-four (54) years. Three participants who transferred from rural to urban schools (50 %) are between the ages of 25-30, while the other three (33%) are still teaching in rural schools.

The young teachers are the main contributors to the movement of teachers from rural to urban schools. This is attributed to the lack of basic amenities at rural schools. Young teachers are on the lookout for more recreational facilities such as sports facilities and gyms as well institutions of higher learning so that they will upgrade their qualifications.

Elder teachers have been for too long at the rural schools because their homesteads are also located in the same vicinity as the school. They have households' obligations to meet than concentrating on moving to urban schools where they deem life to be very expensive.

If the majority of young teachers are moving from rural to urban schools than one is left to wonder about the effects of the remoteness and hardship allowance in retaining teachers in rural schools. The allowance must be able to retain the young teachers so that in the years to come when the old teachers retire from the rural schools we can have teachers to replace them.

4.2.3 Marital status

Three of the participants, two females (33%) and one male (17%) who were still teaching in rural schools, were surprisingly all married. On the other hand the two males (33 %) and one female (17%) who have transferred from rural to urban schools are still single. The above findings are clearly showing that single young, teachers are very flexible and are more likely to move from rural to urban schools. This is due to the fact that they do not yet have binding responsibilities to keep them at rural schools. Their ambitions to seek for better livelihoods and perhaps further professional development are perhaps also contributing factors. Posting single women to unfamiliar areas will cause cultural difficulties and it will be unsafe, it is also seen to limit the women's marriage prospect.

4.2.4 Period of employment at rural school

The intention of this item was to determine the number of years that a teacher has been at a remote school. It is evident from the study that the three participants who transferred from rural to urban schools have taught at rural schools between 2-4 years while the three

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participants who are still teaching at rural schools have been teaching there between 15-23 years.

The young teachers have been employed at rural schools for the least number of years with the one having spent more years being four. Conclusions can be drawn that the young teachers are on the lookout for better job prospects which rural schools and their environments are less likely to offer young graduates. On the contrary, the older teachers have been teaching at rural schools for most of their lifetime with the longest serving for 23 years. Elder teachers have stayed longer because their homesteads are within close proximity to rural schools and they value working in their maize fields to supplement their salaries.

4.3 Presentation and discussion of data

The themes and concepts that emerged from the analyzed, transcribed collected data are tabulated in Table 4.2.

Table 4.2: Themes and Concepts

THEMES	CONCEPTS
Theme 1: Factors influencing teachers' movement from rural schools	**Sub theme 1.1**: unavailability of good road networks
	Sub theme 1.2: Poor school leadership and management styles
	Sub theme 1.3 unavailability of accommodation, with reliable electricity supply
	Sub theme 1.4: Poor ICT infrastructure and lack of training
	Sub theme 1.5 Inappropriate staff incentives
	Sub theme 1.6: Poor communication networks
Theme 2: Effects of using money as an incentive to retain teachers in rural schools	**Sub theme 2.1** Lack of satisfaction
	Sub theme 2.2 High staff turnover
	Sub theme 2.3: Learners' failure
	Sub theme 2.4: Loss of institutional memory
Theme 3: Strategies	**Sub theme 3.1:** Improving on leadership skills

to motivate teachers to stay in remote rural schools	**Sub theme 3.2:** Improving on staff developmental strategies
	Sub theme 3.3: Availing free staff accommodation with reliable electricity
	Sub theme 3.4: Collaborating with the providers of infrastructural amenities e.g. Ministry Transport and Communication, MTC and NORED.

4.3.1 Theme 1: Factors influencing teachers to move from rural schools

There are many factors contributing to the movement of teachers from rural to urban schools. This movement is mostly brought by unequal development between rural and urban areas (Andrew et al., 2014). The lack of basic amenities at rural schools has largely attributed to the movement of teachers from rural to urban schools. The participants from the study echoed that the lack of basic social amenities is the greatest contributor to the movement of teachers from rural to urban schools.

> *"I found it very difficult to teach at a school where I was unable to make copies." (Participant 1)*

> *"Travelling to access a medical facility was just an issue I could not bear because I had a condition that required me to meet my doctor on a monthly basis which resulted in my being absent from school more often because the distance from school to the nearest health facility is too long." (Participant 6)*

The sentiment similar to the above is echoed by Mulkeen (2005), who accentuates that the lack of medical facilities has made rural postings even less attractive to teachers. He emphasizes that in some countries ill teachers are posted to urban centers to allow them access to medical services. This is a clear indication that the importance of health for teachers should not be underestimated especially when they are posted to underserviced rural schools.

Basic amenities are a necessity in every society. Therefore teachers cannot be expected to continue teaching in under resourced, under serviced and marginalized rural schools when they have an option to transfer to well-resourced urban schools whereby their basic needs such as medical care can be catered for with ease.

4.3.1.1 Subtheme 1.1 unavailability of good road networks

This study revealed that the unavailability of good road networks is a contributing factor to the movement of teachers from rural to urban schools. This is a hindrance for teachers teaching in rural schools. The study clearly indicates that the absence of well-maintained roads in rural schools is a great challenge.

> *"I found it difficult to buy a car of my choice like my colleagues who were teaching at urban schools because the road was bad. Transferring to an urban school gave me the opportunity to buy the car I always wanted."* *(Participant 3)*

> *"My car got old very quickly and I have to do maintenance work which costs me quite a lot of money because of the poor road networks. Perhaps the roads need to be tarred." (Participant 4)*

The above sentiments echoed by the participants are in agreement with Andrew et al., (2014), who indicated that poor road networks make rural schools inaccessible to the teachers. On the other hand teachers find it very difficult to drive their cars on the gravel roads which are in most cases not maintained on a regular basis. With the road transport networks teachers often have to spend a lot of money on the maintenance of their vehicles. The latter makes one think of the allowance given to such teachers for teaching in remote rural schools as more of a maintenance kind of allowance. This is because, for example if the bad road network causes the teacher's car problems, causing such a car to need to be attended to by a mechanic, which is usually costly than the monthly allowance given to him or her, than the provision of such incentive as a motivation cannot be said to be a valid reason to retain teachers in such schools or areas. Mulkeen (2005) contends that the physical remoteness of rural schools is an obstacle to the successful recruitment of teachers in rural schools. Poor road networks, therefore, are a great hindrance to teachers who want to access services not offered in rural areas.

4.3.1.2 Subtheme 1.2 Poor school leadership and management styles

Some school managers may be using management strategies that scare away teachers from rural schools. School leadership styles are good predictors of staff retention and development. Rural schools where the school principals are using leadership principles like the transformational leadership or democratic leadership, such schools are likely to retain

their teachers much longer than those schools where leadership styles like autocratic or laissez faire are used (De Beer, 2006). Two participants in the study described their principals' leadership styles as follow:

> *"The principal at the rural school where I was teaching was practising the autocratic leadership style, I would say, because he would often impose decisions on us instead of asking for our input." (Participant 3)*

> *"Our principal is a very good person because he listens to our concerns and does not dictate terms and conditions to us. I have been at this school for 15 years now and we are like a family I would never think of moving to another school. We are very happy that he even brought internet to our school." (Participant 5)*

The findings above harmonise with King (2004) who advises that school management and supervisory styles need not be too autocratic or laissez faire but transformational and democratic for it to enhance high productive capacity of the school. This fact was further echoed by Georgopoulus and Tannenbaum (2009) who state that school or organizational leadership styles are the lubrications to employee performances. In relation to this, Bassey, (2005) states that teachers do not need money to remain motivated to work in their current schools, but rather need a supportive leadership style that appreciates every effort they make in their work. If rural schools want to retain their teachers, then principals need to practise leadership styles that involve teachers in decision making because teachers also want their voices to be heard. Teachers should also be recognised for the good work they do.

4.3.1.3 Subtheme 1.3: unavailability of accommodation with clean water and electricity supply

Basic social services are needed by every human being. Rural schools often lack descent accommodation with the provision of clean water and electricity. Teachers, just like all other employees are very reluctant to teach at schools that do not have basic social services (Grissmer & Kirby, 2013). Lack of basic social services in rural schools is one of the major contributing factors to the movement of teachers from rural to urban schools. Two participants from the study made the following claims:

> *"Teaching at a school where I had to build a shack for myself to sleep in without electricity was just becoming unbearable. I was becoming frustrated because of the unavailability of acceptable accommodation facilities. That is one of the major reasons I decided to transfer to an urban school."(Participant 6)*

> *"The bathroom facilities were very bad since I had to bath outside in a makeshift shower because of the absence of decent accommodation. During the cold winter, it would become almost impossible to take a shower outside because it would be very cold and there was no reliable electricity. The electricity can go off for two days." (Participant 1)*

The findings from the study are in agreement with Andrew et al. (2014), who claim that teachers in remote rural schools often do not have access to basic social services making it difficult for those schools to retain teachers for a long period of time. Schools need to have amenities like electricity, accommodation and piped water that can attract the teachers to

them (Bassey, 2005). If the schools are in distant remote villages which are difficult to access and none of these infrastructural amenities are available they will not be able to retain their teachers. Teachers want to work at schools where basic social services are available. These are also known as basic needs which are essential for every individual to be stationed at a working environment for a long period of time. These needs according to Maslow's theory are deficiency needs also known as physiological needs, such as food, water, shelter, safety, love and esteem needs. Maslow in his theory reasoned that these needs must be satisfied for a human being to start craving for the needs on the next level. If teachers in rural schools' deficiency needs are not met then they are being deprived of their basic needs and a lot leaves to the desired on the retention of teachers in rural schools because money added to the teachers' salaries will not cover for the basic necessities they are being deprived off.

4.3.1.4 Subtheme 1.4: Poor ICT infrastructure

Rural schools lack information communication technology infrastructure. The absence of electricity in many rural schools makes the use of technology gadgets very difficult for teachers in rural schools. Mulkeen (2005) indicates that teachers in rural schools are at a greater extent disadvantaged than their urban counterparts in using ICT devices to enhance effective teaching and learning in the classroom. Two participants in the study had the following sentimentalities to give on the lack of ICT infrastructure at rural schools.

"I taught at a rural school for 2 years. At University we were taught

educational technology which focused on how we can make use of ICT devices

in the classroom. I was looking forward to implementing what I have learned

but I was unable to do so because of a lack of electricity at the rural school I was teaching. The urban school where I transferred to gives me the opportunity to use ICT gadgets."(Participant 3)

"I don't really notice the absence of ICT infrastructure at the school. I was never trained on the use of these gadgets. The principal had ensured that the school gets internet but we were never trained so using it is still a challenge to us. I am comfortable with the traditional method of using the textbook and the chalkboard. " (Participant 2)

The findings from the study concur with Chimanyiwa, Ndemulunde, and Shikongo (2011) who state that teachers in rural schools are unable to use technology gadgets in their classrooms and often resort to using the tradition method of a textbook and the chalkboard. Teachers in rural schools are also unable to access the internet to provide their learners with sufficient information to supplement information in the textbook. If these infrastructure is available teachers are sometimes not trained to use ICT devices to enhance the teaching and learning in the classroom via such mode.

4.3.1.5 Subtheme 1.5 Inappropriate staff incentives

There are many other ways how teachers in rural schools can be motivated and retained instead of using monetary incentives. Cash incentives have demotivating effects on the teachers (Mushaandja, 2013). There must be other incentives that can be used to motivate teachers in rural schools. Money does not really motivate a person to do any better which

simply translates into money not being the best incentive to retain teachers in rural schools. Therefore, the participants had the following to say regarding such incentive:

> *"The remoteness and hardship allowance I got when I was teaching at a rural school could not really make up for the hardship of not having decent accommodation and having to stay in makeshift structures."(Participant 6)*

> *"Even if the Ministry of Education, Arts and Culture give us the remoteness and hardship allowance, the roads here are very bad and our cars are in bad conditions. If they could perhaps concentrate on making sure that roads get well-maintained and ensure we have access to basic social services because those are the things which would make life easier for us in rural schools, it could be better. (Participant 5)*

These findings corroborate with what was revealed by Mushaandja (2013), that financial compensation alone is generally not a sufficient motivator to attract new teachers or to encourage them to stay. He however states that teachers rank factors such as recognition, good leadership and support above financial compensation as factors in their decisions not to leave the schools. There are many other factors that lead to teachers to transfer from rural to urban schools. These factors serve as indicators that the remoteness and hardship allowance might not be the best and sole motivator to retain teachers at rural schools.

4.3.1.6 Subtheme 1.6 Poor communication networks

Poor communication networks at rural schools are also a contributing factor to the movement of teachers from rural to urban schools. Many communication providers are unable to reach the vast majority of rural areas in northern Namibia, where Oshana region is situated, specifically the areas in which rural remote schools are situated. Regarding the above, the respondents had the following to say:

"Life was becoming unbearable if I had to call my relatives I had to really wait until late at night to access the network to be able to call. The lack of communication network was one of the reasons I decided to get a transfer to an urban school." (Participant 3)

"The communication network is not really that bad here. We do have access and only lose it sometimes but it is quite fine." (Participant 4)

A study by Nambundunga and Shoopala (2012) revealed that teachers in remote rural schools face a serious shortage of communication network. Teachers find it very hard to teach at schools where there are no communication networks. Not being able to communicate with relatives is a challenge that teachers who are located in such areas find themselves.

4.3.2 Theme 2: Effects of using money as an incentive to retain teachers in rural schools

4.3.2.1 Subtheme 2.1 Lack of job satisfaction

Money does not buy happiness. We do not expect teachers to be happy because of the remoteness and hardship allowance they receive despite the hardships they endure in rural schools. Mushaandja (2013) state that the demand for more money, especially when the

workers are not satisfied with their conditions of work, does not imply that money is the best motivator.

> *"Money was worthwhile from the onset but as years went by I could not feel that I was getting an incentive on my normal salary anymore. If the remoteness and hardship allowance was motivating then I would not have transferred to an urban school." (Participant 6)*

> *"I feel that the remoteness and hardship allowance is mostly just used for transport for travelling to town to do our shopping. I feel the ministry should think about increasing the incentive. It has been the same amount for many years now." (Participant 2)*

The findings from the study clearly indicate that lack of satisfaction is an effect of using money as an incentive to retain teachers in rural schools. The findings also concur with Herzberg famous two factor theory that suggests that the factors which contribute to job satisfaction (motivators) and those which contribute to job dissatisfaction (hygiene) must be applied separately on workers to enhance increased productivity (Mulkeen, 2005). The findings are consistent with those of Andrew et al. (2014), which reveal that job dissatisfaction leads to attrition in the teaching profession, which aggravates teacher shortages in rural schools. The extent to which teachers are motivated is a significant factor in determining whether teachers will remain in rural schools or whether they will transfer to urban schools (Ingersoll & Smith, 2004). In Oshana region we cannot completely be assured that money as an incentive will help retain teachers in rural schools because the findings in

the study clearly show that newly recruited teachers do not stay for long at rural schools they only stayed for a short period of time before transferring to urban schools.

4.3.2.2 Subtheme 2.2 High staff turnover

Teachers have a high rate of turnover, and teachers are quitting at alarming rates. Ashforth and Humphrey (2015), indicate that the staff turnover in schools can be viewed as the degree of departure among personnel that are employed to work for the schools in a particular period. In addition, Baike (2002), states that the job turnover problem involves a very challenging task to the employee involved and the government despite the angle it is looked at.

> *"There were days I used to feel so isolated at the rural school. I always wanted to move to an urban school. I am now studying so that I can leave the teaching profession any time soon." (Participant 1)*

> *"I don't want to move to an urban school. But I have noticed that young teachers do not want to remain teaching in rural schools. They only stay for a few years to gain experience and then they move to urban schools." (Participant 2)*

The above findings are in agreement with Drucker (1999), who states that posting to rural communities is described as a contributing factor to teacher turnover, since teachers posted to such remote rural schools encounter difficulties in coping with such environments.

On the same issue, Baike (2002) indicates that schools located in rural areas find it difficult to retain personnel because teachers in such areas feel isolated and alienated. Hence, there is a high tendency to quit entirely or go to another school situated in an urban community. The

problem of teacher turnover is perceived to be serious (Grissmer & Kirby, 2013). The duo reveal that the problem of teacher turnover had almost reached a calamitous stage and most African countries are grappling with serious teacher shortages due to high turnover rates, noting that remote rural schools cannot attract qualified teachers yet. This is in agreement with the Life Cycle Factor theory that staff retention is influenced by the changes in the life cycle of people. Teachers will only be willing to teach in rural schools if they are not qualified but upon receipt of a qualification they are destined to move to well- resourced schools in urban schools. Teachers in rural areas feel less respected for being posted in rural schools.

4.3.2.3 Subtheme 2.3 Learners' failure

Schools where teachers are motivated by money only face several challenges. One of the challenges is poor learners' performances (Bass & Riggio, 1996). Mulkeen (2005) emphasises that any trip away from the rural school to visit a doctor, to collect their cheques, engage in- service training, or to visit family may involve long journeys and missed school days. He went on to state that where teachers walk long distances to school, they may tend to start late and finish early. All of these are factors that may contribute to learners' failure due to the absence of the teacher from the classroom.

> *"Learners are not very much interested in schoolwork and during the rainy*
>
> *season they would be absent from school more often to do agricultural*
>
> *activities they have to perform at home. They only attend class regularly*

during the dry months, but they miss out on very important information during

the rainy season." (Participant 2)

"When I have to travel to town I often have to go early which means I have to

miss class on that particular day." (Participant 5)

The findings from the study echo the same sentiments from Bass and Riggio (1996) who state that poor performance comes as a result of the learners being left for several days without a teacher. Hulin, Kendall and Smith (2002) while the school waits for the teacher who went to search for better medical care in the urban area to return to work. Learners' failure can also lead to learners' frustrations and dropout of school, thus increasing crime rates in the vicinities where the learners live. This challenge in the long run can lead to high levels of unemployment in the region because of learners who have dropped out of school.

4.3.2.4 Subtheme 2.4 Loss of institutional memory

Rampant movement of teachers from one school to another leads to the destruction of school's institutional memory (Cranny et al., 2011). Institutional memory is a reputation of an institution over a long period of time (Bass & Riggio, 1996). This reputation is built when the same employees stay in their current place of work.

"I did not stay very long at the rural school so my memory cannot even recall

much about my previous school. All I wanted was to get a little experience so

that I would be able to move to another school which is preferably in town."

(Participant 3)

"I was not interested in any activities taking place at the school. All I wanted was always to move to an urban school because most of my friends are working at town schools." (Participant 6)

The findings from the study are in agreement with Marr (2015) who states that if the school always has new teachers as a result of high staff turnover, it cannot build a traceable memory and reputation. This is an important aspect in ensuring that the institutional memory is kept for many years to come. In addition it is also important that teachers work at a school for a long period of time to achieve institutional memory. Learners also get confused when they have different teachers in the classroom almost every year or every second year and at times even for a shorter period than this.

4.3.3 Theme 3.   Strategies to motivate teachers to remain teaching in remote rural schools

4.3.3.1 Subtheme 3.1 Improving on leadership skills.

Bass and Riggio (1996) describe leadership as getting individuals to perform tasks that have been assigned to them in a more effective and efficient manner. The duo further emphasize that if leadership styles of school principals do not encourage their personnel, there is a high likelihood for teachers to leave their job. Some school managers may be using some management strategies that scare away teachers from the schools. School leadership styles are among good predictors of staff retention and development.

"I would suggest that principals involve teachers in decision-making. Teachers feel very much excluded from school affairs especially when they

are excluded from decision-making. That is exactly one of the main reasons why I left the rural school where I was teaching." (Participant 4)

"Our principal understands and knows each individual staff members' needs. We are like one big family thanks to the management style being practised in our school. I do not see myself moving away from this rural school because management makes me feel so much at home." (Participant 3)

The findings from the study are consistent with the findings of De Beer (2006) that schools where the school principals are using leadership styles like the transformational leadership or democratic leadership are likely to retain their teachers much longer than those schools where leadership styles like autocratic or laissez faire are used. In the same vein, Bassey (2005) states that teachers do not need money to remain motivated to work in their current schools, but they instead need a supportive leadership style that appreciates every effort they make in their work. Management at rural schools should therefore, concentrate on involving their teachers in decision-making so that they may feel appreciated and recognised in the shools where they work. If the management fails to do that, teachers will move away in search for enviroments where their ideas will not supressed but valued.

4.3.3.2 Subtheme 3.2 Improving on staff development

The school should be able to create staff development on its teachers so that they can develop an attachment with and to the school. A successful school should invest in its manpower (Cranny et al., 2011). If a teacher feels confused about his/her role in the organization

52

(school), he/she is more likely to feel disgruntled and will begin searching for something else somewhere away from the school (Harry, 2013). School principals should have appropriate integration programmes for all new staff members in their schools so that they are well supported in everything that they do.

"I did not want to become a teacher. My parents had forced me into this career. I went to major in teaching at the university but I want to study further for something else so that someday I would quit the teaching profession. The above has forced me to seek transfer to an urban school so that I can develop myself professionally." (Participant 6)

"Opportunities for staff development are non-existent in rural schools. I always wanted to upgrade my qualification from a Basic Education Teacher's Diploma to a Bachelor's Degree in Education but after spending close to 20 years at this rural school I have given up since I only have 6 years left before retirement." (Participant 2)

The above findings further confirm what Cranny et al. (2011) claimed that continuous training and development in the organization will encourage employees to stay. Such findings concur, too, with those of Blanchard (2012), that training can increase employee retention, when the training reinforces the values of the employee. Teachers noted that being involved in professional development is a way to improve the quality of instruction in their classrooms. Chen and Mulkeen (2008) recommend that professional development is a tool to

retain teachers, especially those who are likely to be burn out after only two years in the profession. Therefore it is of utmost importance that The Ministry of Education, Arts and Culture should thus support additional professional development amongst teachers in rural schools to upgrade their teaching qualifications so that they can be equipped with better skills and knowledge to be able to help and guide their learners and if necessary to also be eligible for promotions. Teachers who would benefit from these programs will be required to work at such rural schools for a specified period of time before they may be allowed to transfer to any urban school.

4.3.3.3 Subtheme 3.3 Availing free staff accommodation with clean water and electricity supply

Some schools in Oshana do not have amenities that attract well qualified teachers. Schools need to have such amenities like electricity, accommodation and piped water that can attract the teachers to them (Bassey, 2005). If the schools are in distant remote villages which are difficult to access and none of these infrastructural amenities are available they will not be able to retain their teachers easily.

> *"The living accommodation was makeshift structures that we had constructed*
> *for ourselves. The Ministry of Education, Arts and Culture must make*
> *provision of descent accommodation containing clean water and electricity as*
> *a priority. If there was decent accommodation maybe I would have stayed for*
> *more years." (Participant 3)*
>
> *"Accommodation was becoming a nightmare to me. I have a small baby and*
> *when it rained it was difficult to prepare meals and we often had to go to bed*

on empty stomach. A major incentive they can work on to retain teachers in rural schools is to provide decent accommodation with clean water and electricity." (Participant 1)

These findings are in agreement with those by Mulkeen (2005) that the provision of teachers' housing is a major incentive for teachers to locate in rural areas. Mulkeen (2005) further indicates that Non-governmental Organisations and local communities may help to construct teachers' housing in an attempt to make rural schools more attractive. Participants in the study also noted the need to have road networks leading to rural area and schools improved so that they become easily accessible. Kavishe (2012) has also noted that teacher attrition in rural schools is more correlated with daily incentives to attend work: teachers are less likely to leave schools that have better infrastructure, and that are closer to paved road. On that note, teachers need decent accommodation to remain teachers in rural schools.

4.3.3.4 Subtheme 3.4 Collaborating with the providers of telecommunication and transport networks

The Ministry of Education, Arts and Culture needs to liaise with other relevant Ministries to ensure that rural schools have the necessary infrastructure to retain teachers in such schools. The Ministry of Works and Transport should be tasked to ensure that gravel roads in remote areas are well-maintained. The above sentiments are in agreement with Jong (2007) who indicated that infrastructure development is essential in attracting teachers to rural postings.

"Transport network needs to be maintained on a regular basis. The road is very bad and it hinders accessibility to school greatly. Liaising with other relevant authorities may help in ensuring the road is better looked after."
(Participant 4)

"The Ministry of Education, Arts and Culture needs to make sure that roads are accessible to rural schools. Our road was not bad during the dry season but we would always experience problems during the rainy season."
(Participant 1)

The above findings concur with Mulkeen (2005) that well-maintained transport networks are another great way to motivate teachers to remain in rural schools. Similarly, Andrew et al. (2014) indicate areas which are accessible attract a large number of teachers. It is for these reasons that rural schools need to be made accessible so that teachers accepting postings to rural schools may feel motivated and attracted to remain at these rural schools.

4.4 Chapter summary

Chapter 4 presented a discussion of the main findings which were presented in the form of themes and sub-themes which were generated from the in-depth interviews. This chapter also presented the demographic information of the eight participants of the study. With the three themes which emerged in the study, relevant literature and theory were used to substantiate, explain, compare and contrast the findings of this study. Specifically, the following themes emerged from the study:

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, the conclusions on the findings and recommendations for future research as well recommendations for improvements. The aim of this study was to find the effects of the remoteness and hardship allowance in retaining teachers in rural schools in Oshana Education Region. The study adopted a qualitative research approach which is defined as a "form of systematic empirical enquiry into meaning (Christensen & Johnson, 2012). The research's main questions were:

a. *What are the factors that contribute to the movement of teachers from rural to urban schools?*

b. *What are the effects of using money as an incentive to retain teachers in rural schools?*

c. *Which other measures can be put in place to motivate and retain teachers in rural schools to complement the remoteness and hardship allowance?*

Answers to these questions were provided in Chapter 4 where research findings were presented and discussed.

The collected data was analysed, from which 3 main themes emerged and were elaborated upon in Chapter four. Literature and theory was used to substantiate, explain, compare and contrast the findings of this study. A brief summary on each of the research questions will be presented in the following sections.

5.2 Summary of the main findings

5.2.1. Theme 1: Factors influencing teachers to move from rural schools

The study unveiled that poor school leadership and management styles, the unavailability of accommodation and in some instances lack of clean water and electricity are all contributing factors to the movement of teachers from rural to urban schools. The study found out that poor ICT infrastructure, inappropriate staff incentives as well as poor transport networks and in some areas communication networks all contribute to the lack of retention of teachers in rural schools.

5.2.2. Theme 2: The effects of using money as an incentive to retain teachers in rural schools

The study also established that using money as an incentive to retain teachers in rural schools has many detrimental effects. The study revealed the following as effects of using money as an incentive, lack of job satisfaction and high staff turnover. In addition the study identified learners' failure as well as loss of institutional memory as other effects.

5.2.3. Theme 3: Strategies to motivate teachers to remain in remote rural school

The study revealed strategies that may be used in a bid to retain teachers in rural schools. Improving on leadership skills and improving on staff development strategies are priorities in retaining teachers in rural schools. Availing free staff accommodation with clean water and electricity supplies is also very essential in ensuring that teachers are attracted to rural schools. The importance of well-maintained transport networks can also not be overlooked if authorities want to retain teachers in rural schools.

5.3. Conclusions and recommendations

5.3.1 Limitations of the study

The study had the following limitations: due to the nature of the study which was qualitative, an in-depth study was conducted, with a small number of respondents forming part of the study making the findings of this study not generalizable to other settings, though with similar characteristics. In addition, the initial proposal entailed exploring the document analysis from the HR officers but there are no clear records showing the transfer of teachers from rural to urban schools.

5.4 Recommendations for improvements and for further research

5.4.1 Recommendations for improvements to the Ministry of Education, Arts and Culture:

- The study recommends that teachers' housing in rural areas should be made a priority in a bid to retain teachers in rural schools and to greatly complement the remoteness and hardship allowance teachers receive.

- The service providers should improve transport networks in rural areas to provide infrastructure like well-maintained roads in rural areas for easy accessibility to rural schools.

- Teachers who accept postings at rural schools should be prioritised when opportunities for staff development arise, that may include funding for further studies so that they acquire more knowledge to enhance their teaching and learning whilst at rural schools.

- Advisory services must make time to visit rural schools to offer their support even if accessibility to rural schools is made difficult by the poor transport networks.

- The Ministry of Education, Arts and Culture's database needs to reflect reasons why teachers move from rural schools so that interested researchers can identify further reasons why teachers leave such schools.

- The Ministry of Education, Arts and Culture must look into increasing the remoteness and hardship allowance because participants strongly feel that they spent the money mainly on transport services.

5.4.2 Recommendations to the different teacher training institutions in Namibia

The institutions responsible for training teachers must have it in their curriculum to prepare student teachers for postings to rural schools so that they are mentally ready when they are posted to such rural schools.

5.5 Recommendations for further research

This study was done in two selected schools in the Oshana education Region; therefore, studies need to be done in other regions in Namibian towns/ villages to: 1.

Compare the findings so as to have a better understanding of the effects of the remoteness and hardship allowance in retaining teachers in rural schools in Namibia. 2. The sample size of this study only consisted of six participants since it was qualitative in nature, therefore, it would be beneficial to the education sector if the sample size could be increased in order to allow for the generalization of the findings.

5.6 Conclusion

This chapter presented the summary of the main findings emanating from the study. It also presented recommendations for improvements and for further research.

A number of recommendations were made to the Ministry of Education, Arts and Culture, the different teachers' training institutions and relevant stakeholders based on the results of this study. In addition, the researcher made suggestions for future research. The findings from the study clearly reveal that teachers still from rural to urban schools despite the provision of the remoteness and hardship allowance. Evidence from the study also pointed out that money does not buy happiness and as need satisfying beings human beings can never be entire satisfied because they have a hierarchy of needs that must be satisfied at different levels which is closely in line with the theory by Maslow which formed the base of the study. This study has enlightened us that the remoteness and hardship allowance does not attract teachers to teach in rural schools. Teachers want decent accommodation, proper road networks just to mention a few services to remain teaching in rural schools.

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APPENDIX A: INTERVIEW PROTOCOL

Interview Sheet: For teachers who transferred from rural to urban schools

This interview will be conducted for research purposes only. The purpose of this study is to find out the *"Effects of the Remoteness and Hardship Allowance in retaining teachers in rural schools in the Oshana Region in, Namibia."*

The interview will be conducted in a conducive environment. The information gathered will be treated with utmost confidentiality and anonymity.

Background questions:

School of respondent: _____

Place of residence (town, area):

_____

Region of origin: _____

Position: _____

Gender: _____

Age: _____

Highest qualification: _____

Years of teaching experience: _____

Teaching in rural schools:

1. How long have you been teaching at rural school? _____

2. Describe your teaching experience at your previous rural school.

3. What opportunities were availed to you to continue professional development (improve

   your qualification) as a teacher during the time you were teaching at the rural school?

4. What are the contributing factors that led you to decide to move from a rural?

to an urban school?

Common challenges facing teachers:

5. Were there Information Communication Technology gadgets or devices available to

   your previous rural school?

6. (If your answer to 5 was yes) How were they helpful to enable teaching and learning?

7. From your experience what are the common challenges facing teachers teaching

   in rural schools?

Motivation:

8. In your view is the remoteness and hardship allowance given to teachers teaching in

   rural schools sufficient enough to motivate them to remain at rural schools?

9. Apart from the monetary incentives that teachers in rural schools receive what other forms

of   incentives would you suggest may help to retain teachers in rural schools?

10. Do you have anything that you would want to share with me about your experience of
teaching at a rural school?

Thank you for your time…..

Interview Sheet: for teachers teaching in rural schools.

This interview will be conducted for research purposes only. The purpose of this study is to find out the *"Effects of the Remoteness and Hardship Allowance in retaining teachers in rural schools in the Oshana Region in, Namibia."*

The interview will be conducted in a conducive environment. The information gathered will be treated with utmost confidentiality and anonymity.

Background questions:

School of respondents: _____

Place of residence (town, area): _____

Region of residence _____

Position: _____

Gender: _____

Age: _____

Teacher's qualification _____

Years of teaching experience:

Teaching in a rural school:

1. Years at the school:_____
2. Describe your experience as a teacher at a rural school.

3. What opportunities do you have to improve your professional development as a teacher at your current rural school?

Common challenges facing teachers in rural schools:

4. What is your experience on the use of Information Communication Technology whilst at a rural school?
5. What would you say are the common challenges faced by teachers teaching at rural schools?

Motivation:

6. What do you think about the amount of money given to teachers as remoteness and hardship allowance given in a bid to retain them in rural schools?

7. If you had a choice would you ever consider transferring to an urban school?

8. Apart from the monetary incentive that you get, what other forms of incentives do you suggest may be appropriate to motivate teachers to remain in rural schools?
9. Do you have anything that you would want to share with me about your experience of teaching at a rural school?

Thank you for your time.

APPENDIX B: ETHICAL CLEARENCE LETTER

UNAM
UNIVERSITY OF NAMIBIA

ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: FOE /258/2017   **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: EFFECTS OF REMOTENESS AND HARDSHIP ALLOWANCE IN RETAINING TEACHERS IN RURAL SCHOOLS IN THE OSHANA REGION IN, NAMIBIA

Researcher: Loide Kutshiwike Hawene

Student Number: 200214756
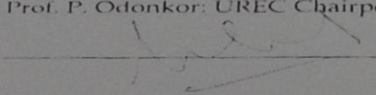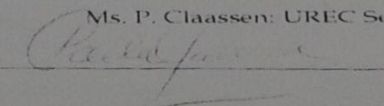
Faculty: Faculty of Education

Supervisor: Dr. Tek. Iijambo (Main) (Co) Mrs. F. Uahengo

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   Ms. P. Claassen: UREC Secretary

APPENDIX C: INFORMED CONSENT LETTER

Consent letter

__ October 2017

Dear participants

You are kindly requested to take part in this research aimed at investigating the **"*effects of the remoteness and hardship allowance in retaining teachers in rural schools in the Oshana region.*"**

The Ministry of Education, Arts and Culture has introduced the remoteness and hardship allowance in a bid to retain teachers in rural schools in the country. The effects of this allowance has however not been evaluated. Therefore your contribution is very crucial to this study.

The information provided will be treated with utmost confidentiality and anonymity and be assured that your name will not appear anywhere on the thesis report. Your participation may entail audio-tape interview.

Please sign this letter as a declaration of your consent that you are willing to participate in this study willingly. Information to be obtained from the interview will solely be used for the purpose of this research.

Yours sincerely

_____

Loide K. Hawene

Consent

I agree to participate in the research entitled "***Effects of the Remoteness and Hardship Allowance in Retaining teachers in rural schools in Oshana region,*** as outlined in the consent letter.

Name: _____

Signature: _____

Date: _____

APPENDIX D: PERMISSION REQUEST LETTER TO THE MINISTRY OF EDUCATION OSHANA DIRECTORATE

P O Box 4042

Maroela Mall

Ongwediva

25 September 2017

The Director of Education

Oshana region

Private Bag 5518

Oshakati

Namibia

Dear Madam

RE: REQUEST TO CONDUCT RESEARCH IN TWO SCHOOLS IN THE OSHANA, EDUCATION REGION.

I am Loide Kutshiwike Hawene, a grade 10 – 12 English teacher at Mweshipandeka Senior Secondary School in the Oshana Education Region. At present, I am in my final year of my Master of Education in Leadership, Management, Law and Policy Studies at the University of Namibia. As a requirement for the fulfilment this qualification, I am required to complete a research paper. It is for this reason that I am hereby requesting permission to conduct a research study in two schools namely **Afoti Combined School and Mweshipandeka SSS**.

My study seeks to find out the effects that the remoteness and hardship allowance has on retaining teacher in rural schools in the Oshana Education region. The researcher will select three teachers from each of the two selected schools in Oshana region. The sample will consist of six teachers in total three of whom are based at a rural school and three who have transferred to an urban school.

My research topic is*: "Effects of the remoteness and hardship allowance in retaining teachers in rural schools in the Oshana education region in, Namibia*. The findings and recommendations will be shared with the schools involved as well as the Ministry of Education, Arts and Culture. (Eric, 2012; Eric, 2012)All research ethics will be observed and the researcher shall not interfere with the teaching and learning activities at the schools. Attached please find the

Ethical Clearance Certificate issued by the University of Namibia's Research Ethics Committee.

I will be delighted if I am granted the permission.

Yours Sincerely,

Lkhawene

Loide K. Hawene

APPENDIX E: PERMISSION OFFER LETTER MINISTRY OF EDUCATION
OSHANA DIRECTORATE

REPUBLIC OF NAMIBIA

OSHANA REGIONAL COUNCIL

DIRECTORATE OF EDUCATION, ARTS AND CULTURE

ASPIRING TO EXCELLENCE IN EDUCATION FOR ALL

Tel: 065 - 229800/25   Private Bag 5518
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Enquiries: Hileni M Amukana
Ref. 12/2/1

Ms. Loide K. Hawene
P.O. Box 4042
Maroela Mall
Ongwediva

SUBJECT: **REQUEST TO CONDUCT RESEARCH IN TWO SCHOOLS IN THE OSHANA EDUCATION REGION.**

Your letter dated 25 September 2017 on the above caption bears reference.

Kindly be informed that permission is hereby granted to conduct research study at Afoti Combined School in Oshakati Circuit and Mweshipandeka Secondary School in Ompundja Circuit, Oshana Region.
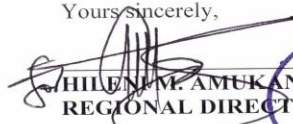
This permission is subject to the following strict conditions; **(i)** There should be minimal or no interruption on normal working schedule **(ii)** Ethical issues of confidentiality and anonymity should be and respected and retained throughout this activity i.e. Voluntary participation, and consent from participant and **(iii)** the permission is valid for entire academic year 2017.

Both Parties should understand that this permission could be revoked without explanation at any time.

Furthermore, we humbly request you to share with us your research findings with the Directorate of Education, Arts and Culture Oshana Region. You may contact Mr. GS Ndafenongo, the Deputy Director; Programs and Quality Assurance (PQA) for the provision of summary of your research findings.

We wish you the best in conducting your study.

Yours sincerely,

HILENI M. AMUKANA
REGIONAL DIRECTOR   27 SEP 2017

Cc: Inspectors of Education, Ompundja Circuit and Oshakati Circuit
        The Principals, Afoti CS and Mweshipandeka SSS

All Official Correspondence must be addressed to the Regional Director