

FACTORS CONTRIBUTING TO SECONDARY SCHOOL TEACHERS'  
ATTRITION IN KHOMAS REGION, NAMIBIA

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**APPROVAL PAGE**

This research has been examined and is approved as meeting the required standards for partial fulfilment of the requirements of the degree of Master of Education.

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## **DEDICATION**

This thesis is dedicated to my parents, Sofia Kaatole Silas and Michael Nekundi Amutenya for being my source of inspiration as well as my precious daughter Grace.

## **ACKNOWLEDGEMENT**

First and foremost I give my honor and sincere gratitude to the almighty father, who provide strength, knowledge and wisdom to make this study a success.

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## **Abstract**

Ministry of Education is losing teachers to other sectors within the Namibian economy (Iyambo, 2012). Those that are leaving the teaching profession are not easily replaced because there are already not enough of the academically able students being attracted to teaching. Iyambo (2012) noted that the highest rates of attrition were among teachers with the highest academic qualification. This study aimed at investigating factors contributing to teachers' attrition. The purpose for this study was to find out reasons why secondary school teachers are leaving the teaching profession in Khomas region. Furthermore, the study wanted to gauge the challenges teachers faced in their teaching career in order to reduce the increasing number of teachers leaving the teaching profession.

A Convergent parallel mixed methods design study addressed the reasons for high school teachers leaving the teaching profession. The two methods, qualitative and quantitative, were given equal priority so that both played an equal role in addressing the research question. A structured close-ended questionnaire was used to gather quantitative data while the qualitative data was collected using a semi-structured interview protocol. Analysis of the qualitative and quantitative results were presented in a side-by-side summary table to identify convergence and divergence.

Findings confirm a number of factors that contribute to attrition. The list of factors include ill-disciplined learners, heavy workload of teachers, poor school leadership

practices, too much administrative work and lack of professional development.

Research results did not support low pay as a contributing factor.

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## **LIST OF ACRONYMS**

BED	Bachelor of Education
DNEA	Directorate of National Examination
DOE	Department of Education
EFA	Education for All
MDG	Millennium Development Goal
MOE	Ministry of Education
SADC	Southern Africa Development Community
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UPE	Universal Primary Education

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Orientation of the study**

Teacher attrition is the phenomenon whereby professionals permanently renounce their teaching positions. This may be due to a range of factors such as standard resignation, unfavourable working conditions or even retirement, however the key component of this trend is that those who leave the profession never return. Given the ever-increasing demand for good education, this development has become a universal challenge that negatively impacts global policies (Pitsoe, 2013).

A growing body of research around the world shows that most countries are experiencing a substantial decline in meeting their teacher demand. Severe teaching gaps are experienced by at least ten countries in the Arab States, the Pacific, as well as East, South and West Asia. In addition, more than two-thirds of the world's countries which suffer from these severe teacher gaps are in Sub-Saharan Africa (UNESCO Institute for Statistics, 2009). UNESCO (2009) further indicated that a global total of 10.3 million teachers should be recruited between 2007 and 2015 in order to satisfy teachers' demand in Sub-Saharan Africa.

Many parts of Sub-Saharan Africa in particular, see the projected demand for secondary school teachers exceeding the projected supply and in some cases by substantial amounts. In Zanzibar 9% of teacher attrition was recorded as teachers who chose to



transfer to other government posts (Mulkeen, 2010). He further stated that “in Uganda transfer to a non teaching post accounted for 8% of primary teacher attrition and 16% of secondary teacher attrition, in Malawi the figures were 6.5% and 15% of primary and secondary” (Mulkeen, 2010, p. 12).

In South Africa, “the natural attrition of educators is worsened by that fact that a significant number of South African teachers plan or hope to leave teaching if a better career offer comes along” (South Africa, Department of Education report, 2005, p. 28). The same report further indicates that the proportion of educators who considered leaving their profession was higher in the urban provinces - namely in the Western Cape and Gauteng, at 73% and 68% respectively. In general, more teachers in urban areas (66%) want to leave the profession than those in rural schools (46%). Moreover, if seeking to meet the demand, South Africa would need between 20 000 and 30 000 new teachers every year for the next decade, however the number of graduates from the initial teacher education system is considerably lower (Pitsoe, 2013).

Locally, Namibia is losing many of its teachers to other sectors within the economy (Iyambo, 2012). Those that are leaving are not easily replaced because not enough academically able students are attracted to the teaching profession. According to the Ministry of Education Report (2010) the attrition rate have also been recorded in the Khomas region where schools are better equipped and yet teachers are also leaving the profession as in other regions.

According to Mulkeen (2010, p. 35) “teacher attrition imposes significant costs on education systems”. He states that: “First, there is a cost of training new teachers”(p.35). Teacher training is often financed from public funds, and as training is normally residential, it typically costs a multiple of the per capita cost of primary or even secondary schooling. The inability to train sufficient teachers results in the widespread use of unqualified teachers, with consequent impact on quality. Moreover, the loss of teachers often results in long delays before recruitment of replacements, resulting in unfilled posts, and loss of teaching time, sometimes for months.

Iyambo (2012) admitted that the exodus of teachers was mainly caused by poor working conditions, lack of accommodation, lack of transport and low salaries. Namibian teachers went on an illegal strike in November 2012 demanding better working conditions and a substantial salary increase. The government awarded an eight percent increase, at which point teachers reluctantly returned to classes.

## **1.2 Statement of the problem**

According to the Ministry of Education Report (2012) and the comments of the late minister of education, Dr. Abraham Iyambo, Namibia will face a huge shortage of teachers. Iyambo stated that the country is losing teachers, that they are leaving the teaching profession for greener pastures and that this issue is further exacerbated by the fact that there are not enough students being attracted to the teaching profession.

Consequently, the nation will soon be in dire need of educators to teach the increasingly large number of learners in public schools. Specifically, it is anticipated that Namibia will have a shortfall of 3 194 primary teachers and 1 859 secondary teachers over the period of 2011 and 2015 which will negatively impact the quality of education.

On the same note, the Dean of Education at the University of Namibia, Dr. Charmaine Villet, told *The Namibian* newspaper that the worsening teacher shortage in schools would call for the implementation of a new curriculum for junior primary level set to begin in 2015 (Tjihununa, 19 September 2014, p.1). Villet then went on to state that there will either be no teachers for this new curriculum or it will be implemented by unqualified ones. This situation has been worsened by the number of trainee teachers who are leaving the teacher education development programme because they don't have scholarships. Considering the overall quality of national education, Villet told *The Namibian* that out of more than 23 000 teachers nationwide, 4 000 are unqualified or under-qualified and this number continues to grow.

Thus, the fact that so many qualified teachers are leaving the teaching profession, it contributes to the shortage of teachers and that learners in schools do not receive quality education. It is against this background that this study aims to investigate the factors influencing teacher attrition.

### **1.3 Research questions**

The research questions that guided this investigation are as follows:

What are the factors contributing to teachers leaving the teaching profession in the Khomas Educational region?

Sub-questions that feed into the main question are:

- What are the teachers' reasons for leaving teaching?
- Which solutions can be employed to prevent teachers' attrition?

### **1.4 Significance of the study**

Education is the cornerstone upon which communities, societies and whole nations are built. A poor level of education translates into a society that performs below its capacity and as a result, the overall welfare of its people might be reduced. There is a need to understand the causes of teachers leaving the teaching profession so that strategies might be developed to alleviate this growing national trend. This study will focus on the reasons for teacher attrition and possible solutions for teacher attrition in the Khomas Educational Region. However, the outcome of this research will contribute to the current knowledge regarding teacher attrition. This body of knowledge could then be used to influence further investigation on a larger scale as well as impact the nation as a whole.

### **1.5 Limitations of the study**

The main limitation of the study was with regard to sample size. The findings from the study cannot be generalised because the sample is too small and only from the Khomas region. Therefore, the findings cannot be generalized to the whole of Namibia

### **1.6 Delimitation of the study**

This study is limited to the secondary school teachers who have left the teaching profession only in the Khomas region and had taught for less than ten years.

### **1.7 Definition of terms**

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

**Attrition:** “All permanent losses of teachers from the teaching profession for whatever reasons” (Mulkeen, 2010, p. vii).

**Job satisfaction:** “Feelings people have about their jobs, pleasurable or unpleasurable emotional state resulting from the appraisal of one’s job” (Pieter & Grobler, 2006, p. 129).

**Motivation:** It refers to the internal and external factors that stimulate desire and energy in the teachers to be continually interested and committed to their job, role or subject or to make an effort to attain a goal (Business Dictionary, 2014).

**Intrinsic factor:** Refers to the stimulation that drives an individual to adopt or change a behaviour for his or her own internal satisfaction or fulfilment. Intrinsic motivation is self-applied, and springs from a direct relationship between the individual and the situation (Business dictionary, 2014).

**Extrinsic factor:** Drive to action that springs from outside influences instead of from one's own feelings (Business dictionary, 2014).

**Remunerative:** "Reward for employment in the form of pay, salary or wages including allowance, benefits and bonus" (Pieter & Grobler, 2006, p. 426).

### **1.8 Conclusion**

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

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Introduction

In this chapter, literature will be reviewed to identify the gaps in past investigations as well as develop the theoretical framework that will be the basis for analysing why secondary school teachers leave the teaching profession. The chapter is organized in to five sections. Section one considers the theoretical framework, section two explores the external factors contributing to teacher attrition, section three highlights possible internal factors of teacher attrition, section four investigates the possible solutions to the teachers' attrition and section five looks at the approaches for teachers to deal better with change. The chapter concludes with a summary of how this study will potentially contribute to the literature.

#### 2.2 Historical context of attrition

Attrition is taken to mean the permanent loss of teachers from the teaching profession for whatever reason according to Mulkeen (2010). Karsenti and Collin (2013) describe this phenomenon as of voluntary and premature departure from the teaching profession as *teacher drop-out*, while Ingersoll (2001) referred to the same scenario as teachers' turnover. However, teacher turnover may include teachers still exiting the profession, but who have changed fields or schools. For centuries teaching has been characterized as a profession that is emotionally taxing and frustrating (Fisher, 2011).

Despite teacher attrition being commonly referred to as leaving employment, Boe, Cook & Sunderland (2008) also made use of another term. *Exit attrition* is the phrase they used to distinguish a permanent departure from the teaching profession with other forms of attrition such as *school attrition*, which talks about leaving teaching in a particular school, and *teaching area attrition*, which is leaving a teaching assignment in special education for some other teaching assignment (Boe, Cook & Sunderland, 2008). Though often defined quite differently, this study seeks to explore attrition from the understanding of teachers who permanently exit the teaching profession.

Many countries are experiencing teacher shortages as teacher attrition is a reality that has been ongoing universally and has been a concern for years; the trend has a long history that stretches back to the 1960's. Overall, teacher turnover in American schools was increasing in 2004 – 2005, with 8.4% of public school teachers having left the teaching profession. These turnover rates are reported to be higher than in previous years because the percentage of teachers moving and leaving in the late 1980's was about 12% according to the research finding (Marvel, Lyter, Peltola, Strizek, Morton & Rowland, 2007).

As stated in chapter one, UNESCO's Institute for Statistics (2009) reveals that regardless of progress made towards Education For All (EFA), Universal Primary Education (UPE) goals and the Millennium Development Goals (MDG), most countries are still experiencing a substantial decline in their teacher supply. UNESCO notes that



severe teaching gaps are experienced by at least ten countries in the Arab states, East Asia and the Pacific as well as South and West Asia. Given these figures it was estimated that a global total of 10.3 million teachers should be recruited between 2007 and 2015 (UNESCO Institute for Statistics, 2009).

Teacher attrition has not just been a problem in American schools but in SADC regions as well. It is seen in South African schools in particular. Pitsoe (2013) indicates that in South Africa, teacher demand and supply have become a matter of national concern. For several years faculties of education in various universities have had difficulty in recruiting students for their introductory teacher education programmes; this is because in general, teaching has become a “stopgap” profession or profession of last resort. Attracting young or mature entrants into teaching is a major challenge. In many countries and regions recruitment to specialist subject areas at the secondary phase is particularly problematic especially in mathematics and science (Moon, 2007).

More than two-thirds of the world’s countries with severe teacher gaps are in Sub-Saharan Africa (UNESCO Institute for Statistics, 2009). According to trends in the Education Macro Indicators Report (2009) South Africa’s attrition rate of 5.9% in 2002/2003 is fairly low when compared with that of other countries. Comparatively, the attrition rate of educators in Botswana amounted to 14% in 2001 and in Swaziland was 12% in 2002 (Pitsoe & Machaisa, 2012). This clearly signifies that the extent of the problem of teacher attrition is severe and Namibia as a country is not spared.

Furthermore, a survey that investigated teacher supply and demand, teacher attrition, teacher remuneration and motivation, teacher absenteeism and union involvement in policy development in 6 Anglophone African countries states that: “The average rate of teacher attrition in the six countries are 4% and the main cause of it is cited as low salaries and poor conditions of service”. The survey also revealed that “teachers’ salaries are generally low and below the poverty datum line or cost of living” (Sinyolo 2007, p. 13). The 6 countries included were Gambia, Kenya, Lesotho, Tanzania, Uganda and Zambia.

Locally, in the Ministry of Education Report, Iyambo (2012) stated that in Namibia, on average, 10 % of teachers leave the teaching profession each year, yet the replacement rate is extremely low with only 973 new teachers graduating at the end of 2011. Iyambo (2012) said it is anticipated that Namibia will have a shortfall of 3194 primary school teachers and 1859 secondary school teachers in the next three years. This situation is worrisome since the highest attrition rate is among teachers with higher levels of academic training and hence the potential to have a considerable impact.

### **2.3 Theoretical framework**

Hackman and Oldham’s *Job characteristics model* of 1976 provides a framework which postulates that satisfaction and dissatisfaction are driven by different factors. In relation to the job characteristics approach, research has revealed that the nature of an

individual's job or the characteristics of the organization that the individual works for, predominantly determines job satisfaction.

According to Hackman and Oldham (1980) a job characteristic is an aspect of a job that generates ideal conditions for high levels of motivation, satisfaction, and performance.

Furthermore, Hackman and Oldham proposed five core job characteristics that all jobs should contain: skill variety, task identity, task significance, autonomy, and feedback.

They are illustrated in figure 1 below.

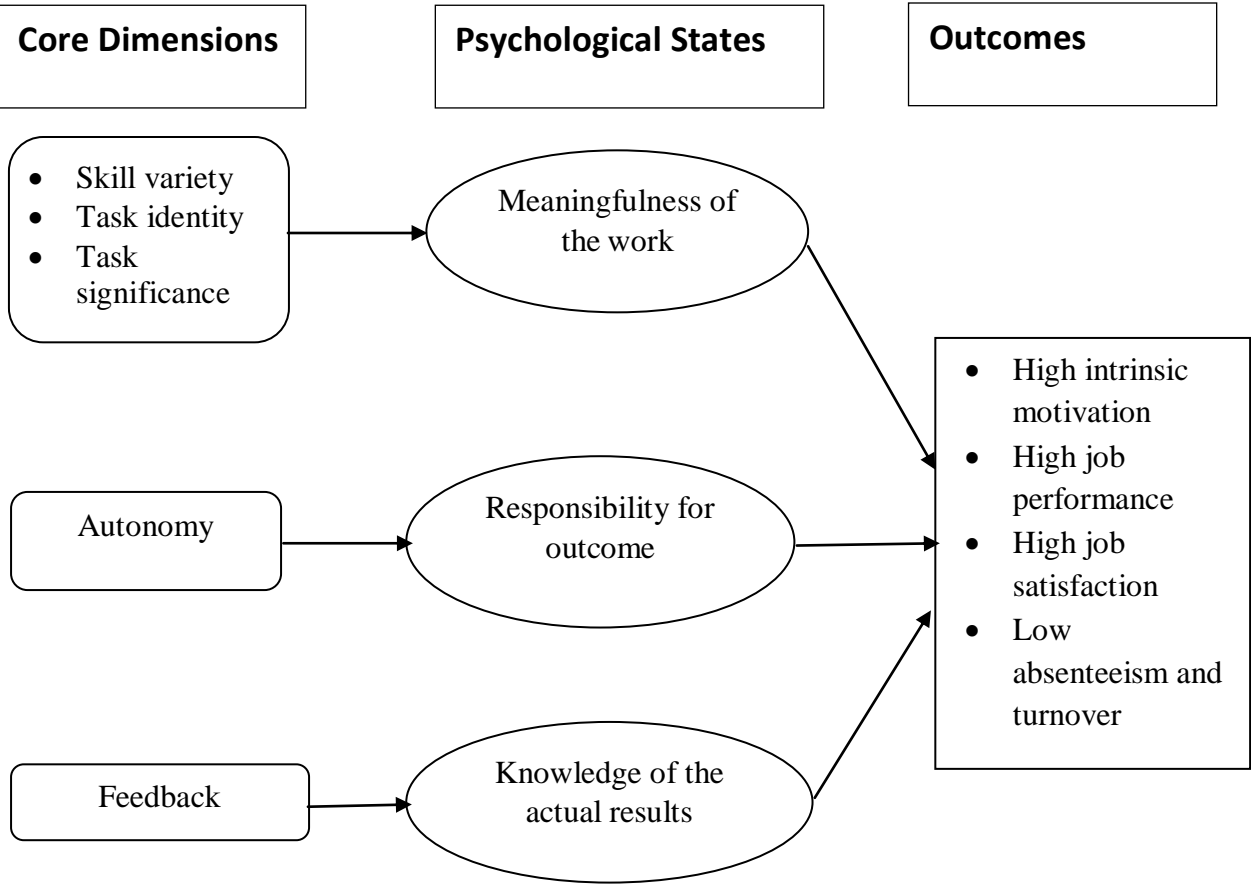
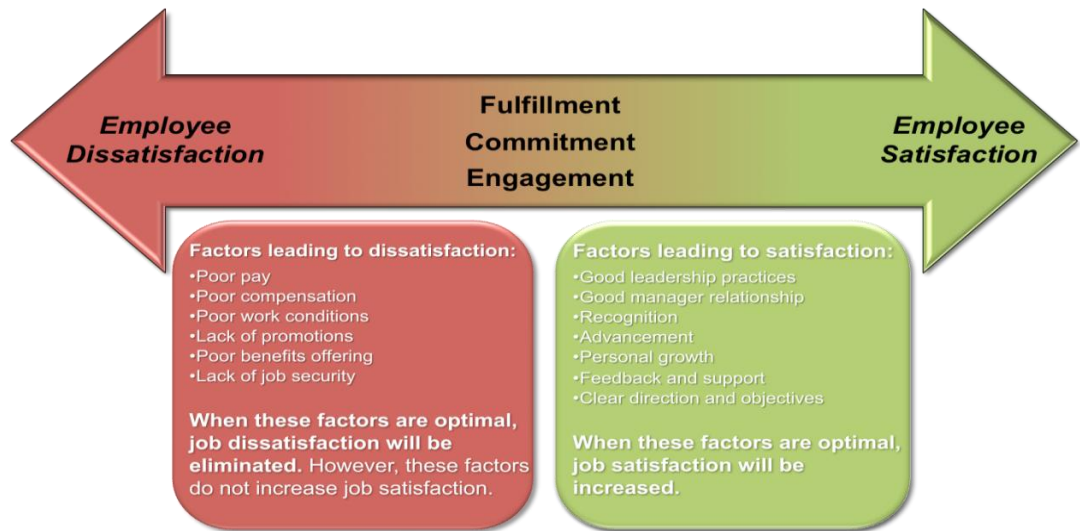


Figure 1: Job Characteristics Model (Adapted from Hackman & Oldman, 1980)

If any of the three psychological states are not present; meaningfulness of the work, responsibility for outcome and knowledge of the actual results then several outcome variables such as motivation and satisfaction will be weakened. The theory emphasizes that the most important outcome variable is internal motivation which exists when good performance is a cause for self-reward and poor performance prompts unhappy feelings. Other predicted outcomes are growth satisfaction, general job satisfaction, work effectiveness, quality work performance, reduced absenteeism and turnover of teachers (Hackman and Oldham, 1979).

Hackman and Oldham also defined four personal and work outcomes which are: internal work motivation, growth satisfaction, general satisfaction, and work effectiveness. These characteristics have been added to the more popular dimensions of job satisfaction assessment which include the work itself, pay, promotional opportunities, supervision, and co-worker relations (Smith, Kendall, & Hulin, 1969).

Hackman and Oldham Job characteristics model is vital to this study as it clearly indicates that job satisfaction and dissatisfaction are driven by different factors. This study revealed that teachers are motivated by internal and external factors that also determine whether teachers will remain in the profession or leave the profession for other careers. The job characteristics theory (1980) describes the relationship between job characteristics and an individual's response to work.



**Figure 2: Job satisfaction model**

*(Taken from Hackman and Oldham, 1979)*

## 2.4 External factors

The high rate of teacher attrition has been attributed to several factors that vary greatly from one individual teacher to the other. The factors reviewed under this section are regarded as external factors. External factors are seen as those things which impact teachers from the outside environment. Examples might include things like remuneration, poor working conditions, work and policy overload, poor management and administration support, a lack of induction training and mentoring, classroom management, poorly motivated students, as well as teacher training and role conflict, to mention a few.

### **2.4.1 Remuneration**

Low salary has been noted as a major cause of attrition. In the African context, a study conducted in Ghana on teachers' attrition by Baah, Otoo & Osei-Boateng (2009) revealed that in Ghana teaching is regarded as a low status profession which is mainly due to the low pay and poor living standards among teachers. The study further indicated that teachers generally earn low salaries as low as US\$52 per month.

Bennell and Akyeampong (2007) state that teachers' salaries in most countries do not cover basic household expenditure. This is particularly the case for teachers at urban schools who have to cope with high accommodation and transport costs. Although teachers are paid poorly in most countries their salaries usually compare favourably with equivalent occupations in the civil service, this is true also in Namibia, yet attrition still persists. However, in Zambia, the teachers' unions indicated that, generally teachers earn less than other professionals with similar or comparable qualifications and experience level (Sinyolo, 2007).

It is worth noting that even though Namibian teachers have comparable salaries with their colleagues in equivalent professions, attrition still continues to pose as a challenge to the Ministry of Education. It would appear that other intrinsic (internal) factors come into play in accounting for teacher attrition in Namibia as reported in a study by George, Louw, and Badenhorst (2008). They reported that two-thirds of teachers experienced high-levels of dissatisfaction with intrinsic factors, while nearly 90% experienced an attitude of being satisfied or neutral to extrinsic factors.

### **2.4.2 Poor working condition**

Baah, Otoo and Osei-Boateng (2009) highlight basic working conditions as usually being poor, including situations such as severe overcrowding of schools and classrooms, a lack of facilities for teaching especially in subjects such as science and technology, as well as a lack of textbooks. All of these factors contribute to teacher attrition. On the same note, Darling-Hammond & Sykes (2003, p. 21) noted that “there is evidence that working conditions are an important independent cause of teacher attrition, beyond the student characteristics frequently associated with them”.

In Namibia, in addition to the common denominators found in most countries regarding job satisfaction, it is widely accepted that the many changes that have taken place in the Namibian educational system, since the country gained independence in 1990, have additionally impacted on these teachers' experience of job satisfaction and resultant attrition (George, Louw, & Bandenhorst, 2008). This view is supported by Fischer (2011) who states that most teachers in his study, cited poor working conditions as an important reason for their decision to leave the teaching profession.

Poor working conditions therefore cause teachers to leave the teaching profession. In this study where causes for teacher attrition were being investigated, it became important to note this fact about poor working conditions and its effect on teachers.

### **2.4.3 Stressful job**

Teaching is a highly stressful career, and teachers are leaving the profession at an alarming rate due to the stress they experience while on the job (Ingersoll & Smith,

2003). Many factors contribute to high levels of stress, especially among secondary school teachers. Fischer (2011) outlined some of the factors leading to teacher stress such as: learners' hostility toward teachers, learners not paying attention during class, noisiness, a lack of effort in class on the part of learners, coming to class unprepared, hyperactivity, breaking school rules, harming school property, hostility toward other learners and a lack of interest in learning.

Other potential stress factors may include a lack of parental and administrative support. George, Louw, and Badenhorst (2008) also found in their study about job satisfaction that administrative support was rated highly among teachers for causing them stress and hence they considering to leave the profession.

#### **2.4.4 Teachers' workload**

Teachers are often perceived to have favourable working hours as well as the benefits of long school holidays, however apart from teaching, teachers have to be available after hours and over weekends for extra-mural activities such as sport, parent-teacher evenings, school functions and training sessions according to South Africa's Department of Education's report (DoE, 2005). The same report further revealed that not only do teachers feel that real-time workloads often exceed the official norms, but that the emotional and psychological pressures of classroom teaching (especially in over-crowded environments) cannot adequately be factored into workload models.



The main difficulties that drop-out teachers had to cope with in their jobs were structural and organizational requirements. This included the amount of work to be done at home such as marking and preparing for the following day's lessons, as well as the heavy workload that new teachers found to be time-consuming. The DoE report(2005) points out that workload itself is not really a problem, however, it has to be understood in relation to the nature of the other work that must be attended to, the complexity of the work, as well as the role conflict or ambiguity which it brings.

#### **2.4.5 Policy overload**

Teachers are overwhelmed and frustrated with the number of educational policies being drawn up which are incompatible. With such policies do not talk to each other and there is no coherence among them. The DoE Report (2005) highlights that too many policies lead to dissatisfaction with time allocation and through the increase of administrative tasks associated with new curricula implementation, also makes working conditions unbearable. New curricula often involve more complex assessment methods and procedures, which results in an increased workload.

#### **2.4.6 Poor management and administration support**

Research conducted in Sub-Saharan Africa by Mulkeen (2010) reveals that teachers are discouraged by poor management and administrative support. One of the key areas of difficulty is in the administration of pay, late payments, incorrect payments and an inability to access pay in a timely manner all causes hardship for teachers, particularly those newly appointed. The issue of late payment has also been indicated by Bennell &

Akyeampong (2007) as very common, especially in low income African countries where fiscal crises are most acute. In Sierra Leone it has been reported that the late payment of salaries also made teachers dissatisfied with their job (Bennell & Akyeampong, 2007).

According to Quartz (2008) teachers are further demotivated by a perception of little control over their posting, transfer or promotion. A lack of management training for head teachers can result in poor management practices, a lack of teachers' involvement in decision-making and hence leads to lower teacher morale and increase attrition. Additionally, promotion procedures are often perceived to be unfair, and this further reduces the attractiveness of the profession (Mulkeen, 2010).

#### **2.4.7 Learners' discipline**

One of the most common complaints of teachers is that of disciplinary issues. "Students' behavioural problems are also thought to be a leading contributor to teacher stress and attrition" (Yahaya, Ramli, Ibbrahim, Rahman & Yahaya, 2009, p. 660). Discipline in the classroom is a requirement if any meaningful learning is to take place, therefore no learning can take place when learners are misbehaving. (Salifu & Agbenyenga, 2012) report that learner indiscipline causes much stress in teachers thereby causing some to resign from their profession.

Misbehaviour from learners has the tendency to make teaching an unpleasant experience, mainly if it occurs repeatedly such that the teacher has to spend most of his

or her instructional time reprimanding learners (Salifu & Agbenyenga, 2012, p. 55). Salifu & Agbenyenga further argued that serious breaches of school discipline policy can have profound negative effect on teachers and in effect, neither teachers nor learners can be encouraged to give their best because of the atmosphere of constant confusion and friction.

Yahaya et. al (2009, p. 660) also indicated that “teachers subjected to abuse or intimidation, report experiencing fears for their safety, lack of sense of dignity at work, intense feelings of anger, humiliation or shame, isolation and depression”. Thus, this may drive them away from the profession to look for other careers where they believe to have job satisfaction.

#### **2.4.8 Lack of career advancement**

Teachers need more steps on their career ladders across their entire career path. Pitsoe (2013, p. 316) outlined that “teachers complain about the lack of variety and role differentiation in their careers, the limited incentives for them to improve their practice and develop as professionals”. This has been supported by Darling-Hammond & McLaughlin (1995) who stated that professional development today is not solely concerned with supporting teaching and knowledge. They further argued that support is also needed for teachers to reflect on their current practice and adapt new knowledge and beliefs to their own teaching context.

Promotion is not easy in the teaching career, therefore according to the DoE Report (2005), these structures should allow for career advancement opportunities that do not remove educators from the classroom, and this should be practiced by school management in order to retain their teaching staff.

#### **2.4.9 Classroom management and poorly motivated learners**

Classroom management and difficult learners have been also presented by Karsenti and Collin (2013) as one of the major challenges faced especially for new teachers in whatever subject being taught. The study conducted by Gonzales, Brown & Slate (2008) indicates that interviewees had a common complaint that learners are rude, lazy, use drugs and have no discipline or self-control. In the same study one participant mentioned that the year she taught, one of her learners committed suicide and several others suffered the loss of parents or loved ones and that make the job of teachers a lot more difficult.

Moreover, administrators do not want to deal with any behavioural problems, so the learners remain the teachers' problems and when parents are called in issues are blamed on the teacher.

One of the biggest challenges on how to deal with learners' indiscipline is the abolishment of corporal punishment. According to the Legal Assistance Centre report (2010), "corporal punishment refers to when a person in authority uses physical force with the intention of causing pain for disciplinary purposes. It includes smacking, slapping spanking, and beating with the hand or with some implement like a belt or

stick”. It can also involve kicking, shacking, pinching or burning. The use of corporal punishment is not permitted in Namibian schools as per Education Act 16 of 2001 of the Namibian Constitution, the Act clearly prohibits corporal punishment whether at state or private schools. Consequently, teachers find it difficult to discipline in alternative ways and break away from traditional methods of controlling learners because the directives and alternatives outlined in the policy like *detention* do not work to effectively enforce discipline (Legal Assistance Centre, 2010).

#### **2.4.10 Lack of induction and mentoring**

One of the reasons why so many new teachers leave the teaching profession is that teaching as a profession has been slow to develop a systematic way to gradually induct beginners into the complexities of a job that demands hundreds of management decisions every day (Croasmun, Hampton & Herrmann, 2006). Teacher induction can involve a variety of elements such as workshops, collaboration, support systems, orientation seminars and especially mentoring.

Smith & Ingersoll (2004) found that there is a strong link between participation in induction programs and reduced rates of turnover. Teachers participating in mentoring and induction activities were less likely to leave teaching at the end of their first year. Moreover, Fullan (2007, p. 133) stated that “because of the physical isolation and partly because of norms of not sharing, observing and discussing one another’s work, teachers do not develop a common technical culture”. Fullan (2007) further argued that teachers struggle with their problems and anxieties privately, spending most of their

time physically apart from their colleagues. As a result, this will tend to drive teachers out of the profession.

Induction and mentoring is regarded as an effective approach to reduce attrition by Darling-Hammond and Sykes (2003). The researchers state that with induction and mentoring, young teachers not only stay in the profession at higher rates, but that they also become competent more quickly than those who learn by trial and error.

#### **2.4.11 Weak school leadership**

Leadership appears to be one of the common contributing factors to teachers' attrition. A group of researchers examined the extent to which teacher-principal relationships and interpersonal competence affect job satisfaction as well. Baah, Otoo & Osei-Boateng (2009, p. 21) state that "regarding the leadership styles and the role of the principal, research reveals that principal affinity-seeking strategies and cooperation with teachers improve the interpersonal relationships between principal and their teachers and that teachers job satisfaction is strongly associated with teachers' perceptions of their principals' leadership styles and decision-making strategies".

As an *instructional leader*, principals are supposed to supply teachers with resources and instructional support while maintaining the congruence and consistency of the educational program which is lacking in most schools (Sergiovanni, 2001). Teachers are more likely to stay in schools where their principals recognize the many things that they, as school leaders, can do to influence instruction and invest in it by engaging in a "deliberate orchestration of people, programs, and extant resources" (Bryk, Sebing,

Allensworth, Easton & Luppescu, 2010, p. 63). They want to work for principals who regularly conduct fair evaluations of their teaching practice and, in the process, provide useful suggestions for improving pedagogy.

In most cases, principals are running schools as they see fit, many adopt an autocratic approach whereby they do not involve teachers in the decision-making process but simply pass orders of what need to be done at school.

#### **2.4.12 Teachers' training**

Karsenti & Collin (2013, p. 146) emphasize that “university teaching programs also contribute to teachers leaving the teaching profession because they do not adequately prepare new teachers for the reality of the job”. This has been supported by Fullan (2007) who states that teacher training does not equip teachers for the realities of the classroom. Croasmun, Hampton & Hermann (2006) also outlined that many new teachers find that they are unprepared to cope with teaching problems, discipline, difficulties with parents, and lack of sufficient or appropriate teaching materials and as a result they leave the teaching field.

Moreover, beginner teachers are often given the most difficult teaching assignments such as different grades to teach and weak learners to handle. Once they leave the university setting, novice teachers often receive little or no support and find their teacher education program ill-prepared them for the realities of the job.

Accumulating evidence indicate that better-prepared teachers stay longer (Darling-Hammond & Sykes, 2003). Similarly, the same authors indicate that a survey of 3 000

beginner teachers in New York City found that recruits who felt better prepared were more inclined to stay in teaching, to feel effective, and to say that they would enter through the same programme or path again.

#### **2.4.13 Role conflict**

Teachers are involved in many tasks other than teaching. These tasks include parent conferences, bus monitoring, fundraising, staff meetings, playground monitoring, bathroom duty and cafeteria supervision. The DoE report (2005, p. 58) outlined that “teachers claim they have to adapt and adopt a multitude of roles depending on circumstances presented at school. These roles include attention to counselling, teaching, acting as *locus-in-parentis*, doubling as security personnel and sometimes even performing as midwives”.

#### **2.4.14 Other factors**

The causes of attrition vary greatly from one individual teacher to the next. Pitsoe (2013, p. 311). Therefore, Pitsoe (2013) listed a few factors that have also been seen as contributing factors among those just discussed. This list includes experiencing tension, frustration, anxiety, anger and depression as resulting from work, and school violence. Other factors that contribute to teachers’ attrition are cited as poor parental participation, a lack of teachers-appraisal and recognition, a lack of adequate incentives, favouritism and nepotism at school governance levels as well as lack of variety and role differentiation in teaching.



## **2.5 Internal factors**

In this section, internal factors that contribute to teachers' attrition are discussed. Internal factors are defined to include the following factors: personal vision, job satisfaction and morale, perception of the teacher profession. These factors are associated with having a desire to teach, such as the joy of teaching and working with young people.

### **2.5.1 Personal vision**

Despite all the incentives provided by the government for teachers, their personal vision still influences teachers' likeliness to stay or to leave the profession. Personal vision serves as a guide to our life and provides the direction necessary to chart the course of the day and the choice one makes about one's career. Some teachers enter the profession with the intent of staying only a few years and plan to stop working altogether, or to use the skills gained from their education to pursue interests in other related fields (Fullan, 2007).

### **2.5.2 Job satisfaction and teachers' morale**

A low level of job satisfaction and morale are also problems. The DoE (2005) highlights this issue within the South African fraternity in particular. The feeling of not being appreciated or recognized for good performance means that the good work is unlikely to continue. Kirby & Grissmer (1993) stated that teachers usually exit the profession if their experience in their classroom is not satisfactory.

Furthermore, the DoE report (2005), goes on to list issues that affect teacher morale as including the challenges of new curriculum implementation and the perceived low esteem in which teachers are held by the rest of society. It is further argued that the status of teachers in most developed and developing countries has declined considerably during recent decades. This has had a psychological impact on educators and has not only led to teachers leaving the profession for perceived better jobs but also to a decline in the interest in joining the profession.

### **2.5.3 Perceptions of the teaching profession**

Teachers come into the profession with different perspectives about teaching and what they want to do; they have different perspectives (Fullan, 2007). Bennell and Akyeampong (2007) maintain that most teachers see teaching as a stepping stone to careers that they feel are more respected and pay better. Some of them dropout and others admitted to showing a lack of interest in teaching from their very entry into the profession. Another important finding is that for many, teaching was a default profession because there was little choice at the university, and this lead to teachers exit teaching at an early stage, for alternative careers that they initially wanted to pursue.

The status of teachers and popular perception of teachers plays a major role in teachers' perception of the job. In some cases in Ghana teachers felt that they were not welcome in the communities they worked in (Mulkeen, 2010). It is frequently argued that the teacher's status has fallen and that has an effect on teachers' attrition.

## **2.6 Measures to curb or address teachers' attrition**

This section investigates what research has done to possibly reduce teacher attrition. The requirements for preventing teachers' attrition are partly related to the internal and external factors mentioned in earlier sections.

Many researchers tried to come up with possible measures to curb teachers' attrition. According to Shah, Fakhr, Ahmad and Zaman (2010) various pull factors that attract employees to a new job are high salary, career advancement, new challenges and interesting work, job security, more freedom, autonomy and the good reputation of an organisation.

Pitsoe (2013) suggests an incentive theory of motivation in the form of policies.

The main areas for consideration are described below.

### **(a) Remuneration**

There are two strategies that might make considerable impact. They involve the adoption of higher salaries and differentiated salaries.

***Higher salaries*** – This alternative would involve an across-the-board salary increase of all teachers. This policy initiative makes teaching more attractive by increasing the compensation and benefits that teachers currently receive.

***Differentiated salaries*** – Under this initiative, teachers who accept positions in designated shortage areas would receive additional compensation. In Namibia,

the “Recruitment and Retention” incentives for qualified teachers in the remote schools is commonly known as the “Bush Allowance” (Kavishe, 2012). This policy is aimed at encouraging qualified teachers to move and work in remote areas with the objective of improving overall school performance in Namibia.

**(b) Smaller class sizes**

This alternative would be favored by many teachers, more specifically in overcrowded schools. This policy-initiative has the potential of making teaching more attractive by improving the working conditions of teaching.

**(c) Mentoring**

This alternative would make teaching more attractive to beginner teachers by improving working conditions and personal satisfaction. Mentoring programmes improve working conditions by providing support, advice and encouragement to new and inexperienced teachers.

### **2.6.1 Incentives**

Pitsoe & Machaisa (2013) further state that the problem will not be resolved by recruiting thousands of new people into teaching as so many leave after a few years.

They argue that in other areas the incentives may be non-monetary, including things like special study leave or better professional training opportunities, allowing teachers more autonomy in planning and delivering the curriculum as well as providing a stronger support for professional development.

### **2.6.2 Teacher training program**

Darling-Hammond & Sykes (2003) highlight evidence which indicates that better-prepared teachers stay longer: A longitudinal study of 11 found that teachers who complete redesigned 5-year teacher education programs enter and stay in teaching at much higher rates than 4-year teacher education graduates from the same campuses.

They further stated that “a 5-year program allows a major in a disciplinary field, intensive training for teaching and long term student teaching”. Similarly a survey of 3,000 new teachers in a city found that recruits who felt better prepared were more inclined to stay in teaching than those entering through alternative routes or with no training (Darling-Hammond and Sykes, 2003).

### **2.6.3 Disciplinary measures**

Learners’ indiscipline tends to be the major factor contributing to teachers’ attrition and teachers are struggling to handle such learners, therefore, there is a need for training on alternative disciplinary strategies to keep discipline in schools. Kimaryo (1999, p. 25) outlined the following alternatives to corporal punishment. Teachers are encouraged to:

- “Use methods of discipline other than physical sanctions.
- Use positive reinforcement techniques to reduce the frequency and extent of learners misbehaviour.

- Praise a pupil in front of the learners's classmates or other instructors, award special certificates to learners who perform well or are particularly caring, or list their names on notice boards.
- Impose non-physical disciplinary measures as an alternative to beatings.
- Require learners to write a statement describing the negative effects of their behaviour, or to apologize for the mistake in front of their classmates”.

#### **2.6.4 Good school leadership**

To ensure good school leadership, Sergiovanni (2001, p. 131) suggests four strategies and tactics that are available to principals. Each is described below:

- (a) **“Bartering** – Principals and teachers strike a bargain where the leader gives those led what they want in exchange for what the leader wants.
- (b) **Building** – Principals provide the climate and interpersonal support that enhances teachers’ opportunities for the fulfilment of individual needs as well as for achievement, responsibility, competence and esteem.
- (c) **Bonding** – Principals and teachers develop a set of shared values together about the relationships that they want and they can become a community of learners, leaders and colleagues.
- (d) **Binding** – Principals and teachers commit themselves to a set of shared values and ideas that ties them together as a *we*”.

### **2.6.5 Career development**

To improve teacher motivation, Bennell and Akyeamong (2007) highlight the need for more attractive career structures and more opportunities for teacher professional development. In-service training in particular can increase teachers' morale especially when combined with mentoring and observation which leads to improve learners outcome.

Teachers also appear to be confident in their own abilities but feel they need the external support, tools and training to allow them to excel in their work and opportunity to progress up the career ladder.

### **2.7 Approaches for teachers to deal better with change**

Senge (1990) suggests approaches to continually challenge teachers' perceived notions of teaching and the school environment. These five suggested areas allow teachers and leaders to minimize the increasing number of teachers leaving the profession. The education system has a similar structure to other organizations in terms of its complexity, dynamic work processes, and systematic connections within and outside the organization. As such, many organizations are incorporating a systems thinking approach. We will now look at these five areas:

#### **2.7.1 Systems Thinking**

It is important for teachers to recognize that they do not operate in isolation and that they are part of a larger system. The discipline of systems thinking is a powerful problem solving tool that can be effective in dealing with teachers' attrition. Black

(1994) highlights that system thinking emphasizes the importance of cohesiveness and interdependency within organizational structure and communities. Therefore, when a member of a team shares a common vision or goal, they all work together as a part of a process to achieve positive results through commitment rather than compliance.

### **2.7.2 Personal Mastery**

Senge (2006) described personal mastery as continually clarifying and deepening our personal vision, of focusing our energies on developing patience and of seeing reality objectively. People with a high level of personal mastery are acutely aware of their ignorance, their incompetence, their growth areas and they are deeply self-confident. Personal mastery is critical to an individual's self-awareness and intrinsic motivation (Black 1994). Organizations should encourage members to seek learning and development in areas in which they desire mastery over proficiency. This requires an ongoing commitment to learning, growing and encouraging members to reach beyond their comfort zones. In order to do this they need to feel comfortable stepping out of the box, without fear of ridicule or humiliation from peers or supervisors (Black, 1994). Recognition and rewards should be made to all employees who perform well.

### **2.7.3 Mental Models**

People enter work with perceived ideas of how the world works. Mental models include all the assumptions and beliefs in which we make our decisions and actions (Senge 1994). Teachers should be trained to constantly challenge their own assumptions about the learners, the organization, education system and school culture. Changing mental



models for the good of the organization may require re-shaping managerial structures which in turn may require a change in culture and attitude. As mental model shape our decision-making, teachers therefore need to understand how education system works, how learners behave at school. Thus teacher training should be designed to equip teachers with realities of classroom.

#### **2.7.4 Building shared Vision**

Shared vision requires building a sense of commitment within a group (Senge, 1994). Teaching involves many stakeholders, therefore, teachers, learners, parents, principals and educational authorities need to share common values, beliefs and goals of what the school needs to achieve in the community. This ensures that teachers can teach with ease and learners feel naturally inclined to strive for brilliance.

Black (1994) proposes that in order to successfully attain a shared vision, all individuals and teams within the infrastructure must develop a sense of commitment in the areas of increased communication, effective listening, dialogue and problem solving. Each teacher needs to negotiate and reconcile their personal vision with the shared vision through being given the opportunity to be part of the shared vision. Furthermore, questions among employees should be encouraged if they do not understand something clearly, especially with regard to educational policies that are constantly being introduced.

### **2.7.5 Team Learning**

“This is a process of aligning and developing the capacity of a team to create the results its members truly desire” (Senge, 1994, p. 236). It builds on the discipline of developing a shared vision. Fullan (2007) indicates that because of the physical isolation and the norm of not sharing, observing and discussing one another’s work, teachers do not develop a common technical culture. Fullan (2007) further indicates that teachers desire more contact with fellow teachers and that a good colleague is someone who is willing to learn as a group while also sharing their experience and expertise. Hence, lack of technical culture, analytic orientation and a serious sharing and reflection among teachers creates ambiguity and “ad hoc-ness”.

### **2.8 Policy support**

The challenges facing education sector are considerable. To address the challenges of teachers leaving the teaching profession, policy makers need to study and understand the causes of teachers’ attrition. Only then they will be able to target problem areas with specific interventions that have been tailored effectively to meet the educational needs of the teacher population.

Pitsoe (2013) proposes that incentive theories are based on the assumption that behaviours are motivated by external reward. However, with teacher attrition, internal rewards also play a major role. Factors include a teacher’s personal vision, their ambition, their perception of the teaching career and job satisfaction in general. Pitsoe (2013) further indicates that incentives can be used as external stimuli for behaviours as

individuals are attracted to behaviours associated with positive rewards and discouraged from those that they associate with negative outcomes.

Moreover, it has been reported that education authorities does not show respect to towards teachers and some felt that this was shown through the way teachers are treated. For example when teachers are not given correct or regular information, or they are not consulted about new developments, they feel it is because their views are not valued by those above and they are not respected enough to be considered and kept well informed (Mulkeen, 2010). Thus, the Ministry of Education needs to put up a mechanism whereby teachers have to be consulted and involved in the decision-making in order for them to feel appreciated and not for them to feel that they are being mistreated.

When new policies are being designed, teacher involvement is important to establish the appropriate outcomes as teachers will be the ones actually implementing them.

## **2.9 Conclusion**

This review of literature explored the factors contributing to teachers' attrition through identifying external and internal factors or challenges faced by teachers while teaching and the possible measures that different researchers suggest as the way to curb or to reduce attrition. The Hackman and Oldham's job characteristics model was discussed as a theory that supports this study. These factors are explored categorically as external and internal factors. External factors came out as factors that extrinsically contribute to

teachers contributing to teacher exiting the profession while internal factors are those factors associated with having a desire to teach i.e joy of teaching and working with young people.

Major internal factors are listed as personal vision, job satisfaction and teachers' morale, as well as perceptions of the teaching profession. Personal vision as well as teachers' perception towards the teaching profession were also categorized as internal factors that contribute to teachers' attrition.

External factors include remuneration, poor working conditions, workload and policy overload, poor management and administration support, classroom management, poorly motivated students, a lack of induction and mentoring, weak school leadership, teacher training, role conflicting and other factors.

Other factors that contribute to teachers' attrition were also pointed out as a lack of career advancement, poor parental participation, a lack of teachers-appraisal and recognition, favoritism and nepotism at school governance levels as well as a lack of variety and role differentiation in teaching.

The literature reviewed several ways to keep teachers in the profession. Pitsoe (2013) suggested a four incentive theory of motivation. The theory proposes higher salaries to teachers, differentiated salaries, smaller class sizes and mentoring as ways to minimize teachers exiting the profession. He further suggested ample study leave, better training opportunities and autonomy to be given to teachers. In addition, Karsenti & Collin

(2013) also suggested that teachers need administrative support, lighter workloads, as well as a chance to teach the same grade several times in order to help retain teachers in the profession.

Senge (1990) identify five internal approaches for teachers to better deal with change and being leaders were identified by Senge 1994. The author identifies these components as systems thinking, personal mastery, mental models, building shared vision and team learning.

Despite all the literature identifying various factors and possible retention initiatives, very little literature in Namibia investigates which positions or careers teachers move into. It is important to consider what factors attract them to different careers so that the teaching profession can seek to emulate them, where applicable. Measures for reducing attrition should include an understanding of the teachers' interest and hobbies, passions and social needs in order to develop a comprehensive strategy.

In the next chapter, (chapter three) the research methodology is discussed which include, the research design, study population, sample and sampling procedures, research instruments, data collection procedures and ethical considerations.

## CHAPTER 3

### RESEARCH METHODOLOGY

This chapter describes the methodology that was used to answer the study's research questions. It explains the research design, the population description, sample characteristics and sampling techniques, research instruments, data collection procedures, data analysis, instruments validity and reliability as well as any ethical considerations which may contribute to the attrition of secondary school teachers in the Khomas region.

The study addressed the following research questions:

1. What are the factors contributing to teachers leaving the teaching profession in the Khomas Educational region?

Sub-questions

- 1.1 What are the teachers' reasons for leaving teaching?
- 1.2 Which solutions can be employed to prevent teachers' attrition?

#### **3.1 Research design**

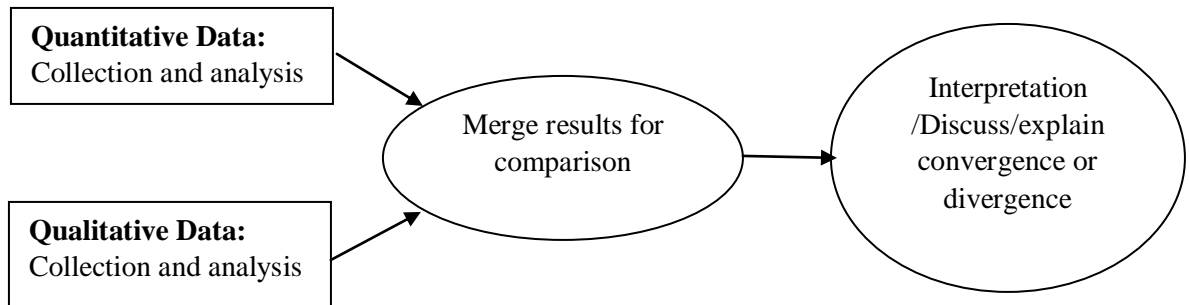
This study made use of mixed method design. This mixed method study examined the factors contributing to teachers leaving the teaching profession in the Khomas region. A convergent parallel mixed method design uses a combination of both quantitative and qualitative components in the collection of data. According to Creswell & Clark (2011, p. 70) "a convergent parallel mixed methods design occurs when the researcher uses

concurrent timing to implement the quantitative and qualitative strands during the same phase of the research process, prioritising the methods equally and keep the strand independent during analysis and then mixes the results during the overall interpretation". Qualitative and quantitative data are collected in parallel, analysed separately and then merged. The reason why a convergent parallel methods design is chosen over a purely qualitative method is because the qualitative results confirms the quantitative results.

In this study quantitative components were used to collect data on the factors which may impact a teacher's decision to leave the teaching profession in Khomas region. The qualitative data then performed an in-depth exploration into the causes of teachers' attrition in the Khomas region, as indicated by the quantitative data.

The reason for collecting both quantitative and qualitative data is to converge (compare, validate and corroborate results) the two forms of data. This brings greater insight into the phenomena of secondary school teachers' attrition than would be obtained by either type of data collection methodology on its own. Therefore, the selected research design obtained different but complementary data on the same topic and hence deepened the level of insight into the research problem (Creswell & Clark, 2011).

Figure 3 below provides a diagrammatical representation of the convergent parallel mixed method design.



**Figure 3. Convergent parallel mixed method design**

### **3.2 Population**

The study population consisted of secondary school teachers who left the profession and had been teaching in the Khomas region with less than 10 years of direct teaching experience. Therefore, the study did not include participants who are currently in higher educational or training positions. Such positions include educational officers, lecturers at tertiary institutions, school inspectors as well as those working on assessment within the Ministry of Education.

### **3.3 Sample and sampling procedures**

According to Gay, Mills and Airasian (2011, p. 12) a sample is defined as “individuals selected from a population for a study”. A snowball sampling approach was used which involved the selection of a few people who fit the researchers needs then using those participants to identify additional participants until the researcher had a sufficient number of participants (Gay, Mills and Airasian, 2011). This was the preferred method



due to the insufficient data received on the listing of teachers who have left the profession from the Khomas Regional Council, Directorate of Education.

The study selected secondary school teachers who had left the teaching profession, and who were also willing to participate. The number of participants were concluded once a significant, rich portion of data had been collected. Onwuegbuzie & Collins (2007) suggest a minimum sample of 12 participants for an interview is required when using the mixed method design. The study therefore examined the opinions of 12 respondents.

### **3.4 Research instruments**

A structured questionnaire with close and open-ended questions and a semi-structured interview were used to collect the data. Equal weight was given to the two instruments and the researcher had to match the semi-structured interview questions with the questionnaire questions.

#### **3.4.1 Questionnaire**

In the quantitative phase, a structured close-ended Likert-scale questionnaire was used to gather quantitative data. “A structured item requires a respondent to choose among the provided response options” (Creswell & Clark 2011, p. 186). The Likert- scale ranged from 4 to 5 point measurement, each indicating the degree to which the respondents either agreed or disagreed with a particular statement.

### **3.4.2 Semi-structured interview**

In the qualitative phase, semi-structured interviews were used to collect qualitative data. Interviews were conducted to explore and probe participants' responses to get in-depth data regarding their experience and feelings (Gay et al., 2011). These resulted in transcripts being produced.

### **3.5 Data collection procedures**

The researcher was granted permission from the Postgraduate study committee of the University of Namibia to carry out the study as it was proposed. Telephonically the researcher contacted the first participant who had left the teaching profession. She explained the purpose of the study, made an appointment and then requested the participants to recommend other teachers who had also left the profession for alternative careers.

The researcher administered the questionnaire and conducted the semi-structured interview during the same session. This was done by conducting the semi-structured interview soon upon completion of the questionnaire by the participant. The implementation of both the quantitative and qualitative parts of the research during a single phase of the research is known as concurring timing, according to Creswell & Clark (2011, p. 65). A short description of the two types of data collection follows:

### 3.5.1 Basic triangulation procedures

Table 1 below shows the basic procedure that was employed in implementing the convergent design. The questionnaire and semi-structured interview consisted of four steps (see table 1 below). Each step will now be described. In step 1 close-ended questions and semi-structured interview questions were designed to collect both qualitative and quantitative data.

Step 2 used descriptive statistics and thematic analysis to analyze qualitative and quantitative data. This was followed by Step 3 which focused on identifying the content areas represented in both data sets by comparing, contrasting and synthesizes the results in a side-by-side table. Finally, in Step 4 there was a discussion as to what extent and in what ways results from the two types of data collection converge, diverge, and relate to each other. This produced a more complete understanding of data findings (Creswell & Clark, 2011).

**Table 1: Basic procedure for convergent design**

<b>STEP 1</b>	<p><b>Design the Quantitative Phase</b></p> <ul style="list-style-type: none"> <li>- Prepare the close-ended instrument to answer research questions</li> </ul> <p><b>Collect the Quantitative Data:</b></p>	And	<p><b>Design the Qualitative Phase</b></p> <ul style="list-style-type: none"> <li>- State the qualitative research questions and determine the interview questions</li> </ul> <p><b>Collect the Qualitative Data:</b></p> <p>*Obtain permission</p>
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STEP 2	- Obtain permission *Identify the quantitative sample *Collect the close-ended data from the questions		*Identify the qualitative sample *Conduct the semi-structured interview
	<b>Analyse the Quantitative Data:</b> *Analyse the quantitative data using descriptive statistics, inferential statistics, and effect sizes	And	<b>Analyse the Qualitative Data:</b> *Analyse the qualitative data using procedures of the theme development
STEP 3	<p style="text-align: center;"><b>Use strategies to Merge/Transform Two sets of Results:</b></p> <p>*Identify content areas represented in both data sets and compare, contrast and/or synthesize the results in a <b>side-by-side table</b></p> <p>*Identify differences within one set of results based on dimensions within the other set and examine the differences</p>		
STEP 4	<p style="text-align: center;"><b>Interpret the Merged Results:</b></p> <p style="text-align: center;">* Summarize and interpret the separate results</p> <p>Discuss to what extent and in what ways results from the two data sets converge, diverge, relate to each other, and produce a more complete understanding</p>		

*(Adapted from Creswell & Clark, 2011)*

### 3.6 Data analysis

Data analysis is a process that entails three sequential stages (Best & Kahn, 2006).

#### Stage 1

The researcher organized and collated the information. This means that qualitative data was analysed based on codes, themes and sub-themes. This was done as per an inter-

rater reliability process of common agreement of the initial codes or labels from transcriptions. The quantitative data was coded as per Likert scale and analysed.

## **Stage 2**

Once the data was organized, the researcher moved to the second step which involved synthesis, evaluation and integration of data. Synthesis of the data involved a transformation process of placing all the data in a side-by-side table to compare the results. Qualitative data were listed in themes along with the matching themed results from the quantitative data set.

## **Stage 3**

The final and most crucial phase is interpretation and triangulation of the data.

### **3.7 Validity and reliability**

The researcher could have easily chosen a qualitative design but convergence was chosen to strengthen the validity of the data. A valid instrument is one that does what it is intended to do. That is measuring what it is supposed to measure and yielding scores (De Vos & Strydom, 2005). In this study the qualitative and quantitative instruments were matched.

Inter-rater reliability was ensured in this study by triangulation of data. Inter-rater reliability requires completely independent rating of the same by more than one rater. It establishes equivalence of rating obtained with an instrument when used by different observers.

### **3.8 Research ethics**

The Post Graduate Studies Committee of the University of Namibia provided the researcher with a letter of permission to carry out the research. The purpose of the study was made known to the participants in that the researcher explained both the aims and objectives of the study to the participants. Informed consent was obtained from all participants, and they were assured that the information would be treated confidentially. Participants were also informed that their names or their current work address would not be exposed in the report or elsewhere. Participants were assigned with a coded name. Each participant was informed that the semi-structured interview would be audio recorded. Their permission for this was requested and they grant it.

### **3.9 Conclusion**

This chapter described the methodology used in 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. The qualitative and quantitative data are presented separate.

## **CHAPTER 4**

### **RESEARCH FINDINGS**

#### **4.1 Introduction**

This chapter presents the data obtained through the study's data collection process in the field. The study aimed to discover the factors that contributed to teachers' attrition in the Khomas region. The findings of this study were collected from both qualitative and quantitative data sources which were gathered from former secondary school teachers. The convergent parallel mixed method study design can be denoted as QUAN+QUAL which required that the same participants joined in both qualitative and quantitative data collection processes. The quantitative data was analysed using frequency tables whereas qualitative data was analysed using inter-rater reliability, through the agreement of labels from transcribed interview data that lead to the establishment of several themes and sub-themes.

Data is reported in three sections, namely the population demographics, teachers' reasons for leaving teaching and the solutions found to prevent teacher attrition.

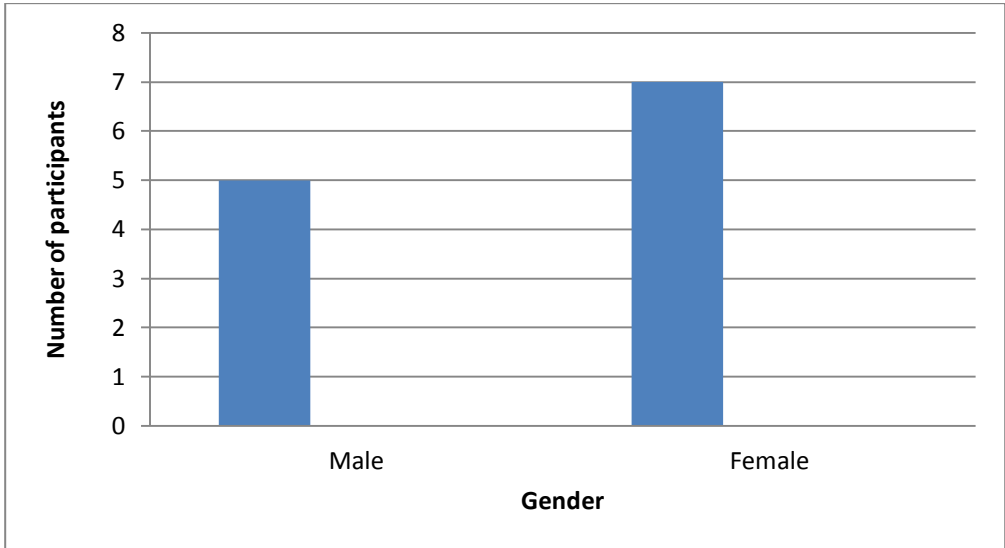
#### **4.2 Participants' demographics**

Twelve participants, five males and seven females were involved in this study. This gender distribution is illustrated in the Figure 4 below. All participants were former

secondary school teachers from Windhoek, within the Khomas region. The participants' ages ranged from 27 to 38 with the average age being 29.5.

**4.2.1 Gender**

Twelve participants took part in the study with more females (n = 7) than males (n = 5).

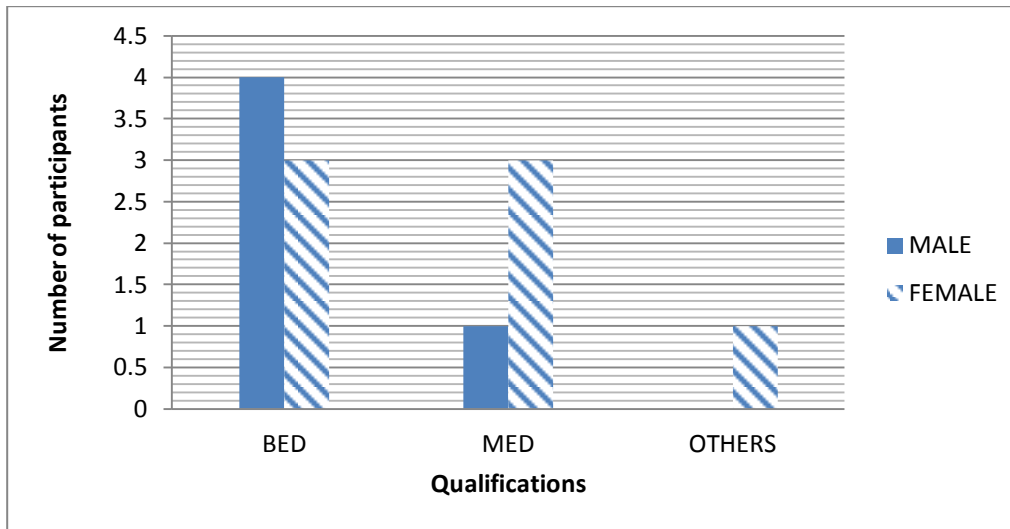


*Figure 4: Gender of participants*

**4.2.2 Teacher qualifications**

All the participants are qualified for teaching, holding Bachelor of Education Degrees (B. Ed) as their first qualification. The majority of the participants furthered their studies to Honours and Masters Degree levels. In addition, one participant indicated the Bachelor of Arts as her first degree. These results are illustrated in Figure 5 below.

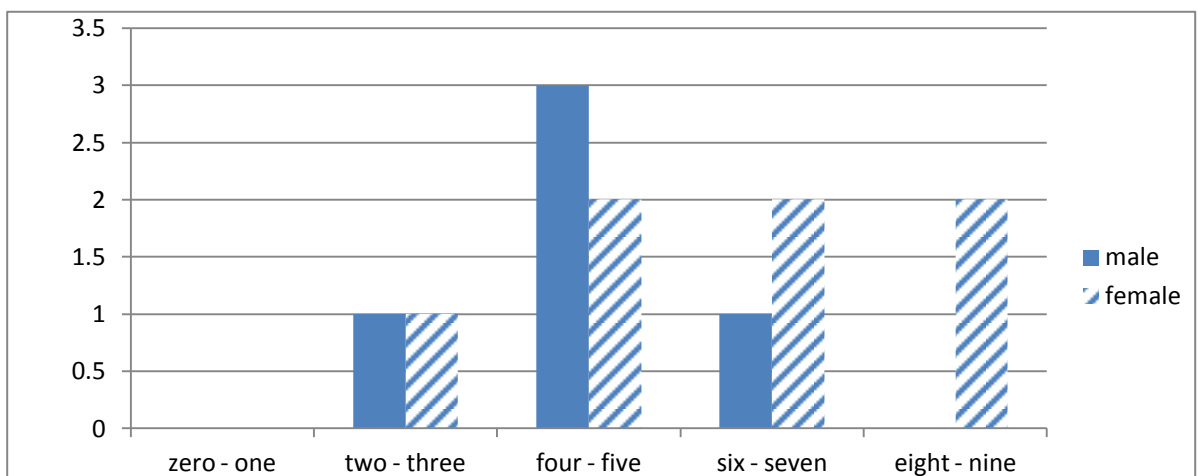




*Figure 5: Teachers' qualification by Gender*

#### 4.2.3 Teaching experience

Participants' taught for 5 years on average, with 3 years being the minimum and 9 years being the maximum. Figure 6 below illustrates the relative teaching experience of respondents by gender.



*Figure 6: Participants' teaching experience by gender*

The data indicates that after leaving the teaching profession, participants took up careers mostly in the parastatals. The career choices from those participants that entered training related careers range from evaluating qualifications and ensuring that learning institutions adhere to the required standards, to course coordinators and students support administrators at tertiary institutions. Other participants took up careers in local authorities, the tourism sector as well as the social security context to mention a few.

The study excluded educational officers and those occupying positions in the Directorate of National Examinations and Assessment (DNEA) since the researcher had defined these as promotions from their teaching positions. Similarly, teachers who resigned from schools to take up careers at tertiary institutions as instructors and lecturers were also not considered to be the study participants since they are still within the teaching profession.

#### **4. 3 Qualitative data**

The qualitative data reporting is organized into three main themes: reasons for leaving (motivation, job satisfaction), preventative measures and vision (where participants described their ideal careers). All the participants' responses are supported with verbatim quotes.

##### **4.3.1 Motivation**

The motivation factors of participants are crucial to the researcher in order to find out why teachers did not stay long in the teaching profession. Several motivation factors

were investigated and below are the participants' responses on what motivated them to become teachers in the first place. The sub-themes that emerged under motivation were external or "extrinsic" as well as internal or "intrinsic" motivation.

#### **4.3.1.1 Extrinsic motivation**

A total of eleven out of twelve participants responded that they became teachers as a result of external factors and that the teaching was not what they initially wanted to do. One participant became a teacher due to a lack of career guidance while another two indicated that they did not meet the entry requirements for the fields of studies they preferred, with teaching being the only option.

*"I did teaching by default. By default I mean, I planned to study something else but I could not register for it, so I thought I just do teaching for one year then I register for what I wanted to study the following year. Then I just felt relaxed and I decided rather to finish education."* (P3Q10)

Furthermore, two participants pointed out that peer pressure and easy access to the job market also contributed to them becoming teachers. Only one participant became a teacher because of being motivated by the teachers' lifestyle when growing up. One participant's response is transcribed below.

*"When I was growing up I saw that teachers are the people we've seen living well and that's the only profession we have known in the village."* (P9Q10).

#### **4.3.1.2 Intrinsic motivation**

Out of twelve participants, only one indicated that teaching is a passion and what the participant wanted to do, despite eventually leaving the profession.

*“Teaching has been my passion.” (P6Q10)*

#### **4.3.2 Reasons contributing to teachers attrition**

This theme presents the reasons outlined by participants as the cause of them leaving the teaching profession.

##### **4.3.2.1 Teachers support from the school management**

Most participants felt that they were not supported by the school management, they had little to no guidance, they had to deal with learners discipline and subject related matters on their own. Most received no workshops or training on any level. Participants therefore described the school management as selective and lacking leadership skills.

Although participants outlined many aspects they did not like about teaching, six participants stated that they felt that they had disappointed their learners by leaving them without a teacher for the subject they were teaching.

##### **4.3.2.2 Learners' discipline**

Seven out of twelve participants indicated discipline as one of the major challenges they faced when they were teaching; ill-mannered learners made it difficult for them to teach. Participants felt that the fact that learners are protected by the system and aware of their rights added to the continuation of bad behavior.

*“Well, ill-discipline is something I could not stand for because for me considering the time that was available for someone to do a thorough job and expect good results with those that are doing external exams, you will not want to waste much time disciplining those that are ill-disciplined. You want to invest all your energy in what is useful in that at least to bring a change in somebody’s life”. (P1Q20).*

#### **4.3.2.3 School leadership and management**

Six participants noted a lack of leadership skills in the school management especially, amongst principals. One participant felt that most school principals run schools as if it is their own households, they make decisions without consulting teachers and yet expect teachers to implement them and to do so without support from the ministry. Five participants pointed out that their school management did not support them. There is a gap between teachers and the management.

*“The challenges were I think the lack of support from management that was challenging, because I expected my HOD to come visit my classes”.  
(P10Q20)*

*“The other reason could be like I said lack of support from our supervisors and I think there was a gap between teachers, management, principal you know. I did not see us working together that was the reason I just felt like jaa..”(P10Q21)*

#### **4.3.2.4 Administrative work**

Two participants indicated that-administration work had become too much for them and they deemed it unnecessary. Participants noted that too many files needed to be documented even when they fail to contribute to performance.

*“The administration of the whole teaching profession. Bringing a lot of administration work especially during the time I was there it was the time they bring in a lot of changes in the system and then people needed to have a thousand files as you know for simple thing which did not contribute to performance but it was the double job created you have to teach but then there was a lot of other work that you have to do which just contributed to have workload for nothing”. (P4Q21)*

*“Too much administration work where you had about like 7 files that had to handle at once and simply that it was time to follow my dreams to go further my studies, which was very much longer awaited”. (P11Q21)*

#### **4.3.2.5 The way teachers are regarded in the community**

Five participants felt that teachers are not valued, appreciated, respected or recognized by either the schools or the community at large. *“From the high authority in the government, from society, from the school administration there is no recognition for an ordinary teacher at school” (P5Q21)*. One participant went on to state that:

*“Teaching is not losing value but the way people disrespect the teachers nowadays it is looked down as a career when people think or hear that*

*you are a teacher and hear that somebody is a lawyer they think you are so dull, I just don't like the connotation attached to the profession".*  
(P4Q21)

#### **4.3.2.6 Job Stress**

Teaching was regarded as a stressful and frustrating job by three participants. Two participants said they found the job stressful and the other one noted that it was frustration that contributed to her leaving the teaching profession.

*"I found the job stressful, and then I just felt I was not enjoying what I was doing".* (P7Q21).

#### **4.3.2.7 Remuneration**

Six participants stressed that teachers are earning a low salary compared to the effort involved and their role in society. This contributed to teachers leaving the profession.

*"I think as a teacher what you get is just to cater for your basics but then you cannot afford let say a car and a house at the same time, so I think the income is also a little bit discouraging in teaching profession"*(P2Q21).

#### **4.3.2.8 Professional development**

As a contributing challenging factor, six participants identified the lack of career advancement and professional development as playing a major role in teachers' attrition.

*“Our education system lack professional development programmes for teachers, they do not go for workshops, teachers don’t go for additional training, teachers do not receive all those things and this is also discouraging” (P5Q21).*

#### **4.3.2.9 Task variety**

Two participants described teaching as a routine job that is highly repetitive. This was a key factor for them leaving the teaching profession.

*“It was getting too boring for me too fast because I am a person who enjoys varieties, to be able to do different things using different skills and now teaching comes to a point where there is too much repetition” (P4Q21).*

#### **4.3.3 Preventative measures/solutions found to prevent teachers’ attrition**

In an attempt to find out the possible solutions to teachers attrition, participants were asked three questions whereby they had to make suggestions about what they think could be possible solutions.

The three questions were: What do you think can be done to improve teachers’ job satisfaction? Is there anything that could have been done to make you to stay in the teaching profession? If you can be given power, what could you change while in the teaching profession? Table 2 presents the participants responses.



**Table 2: Suggested solutions to ameliorate teachers' attrition**

<b>Participants</b>	<b>Responses</b>
P1	Design a support system for more teacher support, promotion.
P4	Revisit education Act, review discipline methods, review administration
P5	Transformative leader
P6	Strengthening teachers' reward system, parental involvement
P10	Incentives
P11	Professional development for teacher
P12	Remuneration

Table 2 shows possible solutions that participants felt might help to reduce teacher's attrition.

*If I had power in teaching profession I would do two things- I would reveal the regulations around the education act especially disciplining or alternatively discipline method for school learners because anything that was done by teachers seems to be illegal, you cannot beat the children, corporal punishment is not allowed. People sometime resorted to detention, where a learner is forced to sit for one or two hours in the afternoon (P4Q23)*

*What need to be improved is the way teachers are awarded for learners' good performance, teachers need to feel appreciated for the work they are doing even though a small token can show appreciation. Through that teachers will definitely continue happily with their job. (P6Q24)*

#### **4.3.4 Future of the teaching career**

In the next five to ten years, one participant foresees the teaching profession as a deteriorating–system. Seven other participants anticipated a problem in the teaching profession when there will be a lack of teachers, especially the qualified ones due to high teacher turnover. As result they predicted that a lot of inexperienced and foreign teachers will then join the teaching profession.

*“If it remain the way it is I see a lot of high staff turnover, if there is no high staff turnover I also see a lot of people in the profession who are not into the profession but they are just there to survive, just to make a living. That is a disaster (P4Q32).*

Alternatively, five participants anticipated that there will be improvement in the profession. *“I foresee better things in the teaching profession” (P12Q32).* Three participants have also predicted that in future teachers will be equipped with technology that might lead to a more interactive teaching and learning.

*“I see teaching as a process where teachers and learners are engaging in the classroom. There is what we call learner centered, I see something beyond that, learners who are independent and innovative, learners who are not waiting on teachers, they come up with new ideas but this will not come at a “silver plate” we need people to work hard. We teachers need to be motivated for our learners to be motivated (P10Q32).*

#### **4.4 Summary of qualitative results**

The qualitative results were composed of five major themes and sub themes. Sub themes were inductively created from the information given by the participants. Findings revealed that participants were influenced by internal and external factors when they first became teachers, as well as when they exited the teaching profession. Moreover, results showed inconclusively that there is a link between teachers' hobbies or interests and their current jobs or ideal job. Two participants were found to be in the field of their interest and hobbies.

#### **4.5 Quantitative data**

Descriptive statistics were used to analyse the quantitative data. Frequency tables were used for each category. The results are presented according to the same themes identified in qualitative analysis; motivation, job satisfaction and vision. The questionnaire was divided into five sections; general questions, reasons for leaving the profession, reasons to keep teachers in profession, and vision (refer to participants view on their ideal career) and demographics of participants. All the items in the questionnaire were matched with the interview questions.

##### **4.5.1 Motivation**

The following are the findings regarding factors that motivated teachers to leave the teaching profession. A five point Likert scale was used; (strongly agree, agree, neither, disagree and strongly disagree). Table 3 shows the participants responses on the motivation statements.

**Table 3: Motivational factors**

<i>Statements</i>	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neither</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Total</i>
	<i>Fr</i>	<i>Fr</i>	<i>Fr</i>	<i>Fr</i>	<i>Fr</i>	
I became a teacher because most friends and family are doing it	1	3	3	3	2	12
Teaching is regarded as an important career in my community.	2	7	0	3	0	12
Being a secondary school teacher is better compared to teaching at a primary school	5	5	0	1	1	12
Seeking another career was due to lack of job satisfaction in teaching	6	4	0	2	0	12
People who influence my career choice think I should not leave teaching	0	2	4	5	1	12
In teaching promotion is not easy	6	3	0	1	2	12
I like to be my own boss	2	7	1	2	0	12
I enjoyed doing lesson preparation	1	2	1	5	3	12

Key: Fr = Frequency

#### **4.5.1.1 Family and friends' influence**

Table 3 shows that out of 12 participants, four agreed that they became teachers because most of their friends and family were doing it, five participants disagreed with the statement, whilst three neither agreed nor disagreed that they were influenced externally.

#### **4.5.1.2 How teaching is viewed in the community**

In Table 3 two participants strongly agreed that teaching is regarded as an important career in their community, seven participants agreed, which made a total of nine participants who agreed with the statements. The remaining three participants disagreed. On the other hand, ten of the participants agreed that being a secondary school teacher is better than teaching at primary schools. However, two disagreed with this statement.

When the participants were asked whether people who influenced their career choice think they should have left teaching, two out of 12 participants agreed, while four indicated neither and six participants disagreed. Thus, half of the participants disagreed with the statement.

#### **4.5.2 Job satisfaction**

In Table 3, ten out of 12 participants agreed that they sought alternative careers due to a lack of job satisfaction in the teaching profession. The remaining two participants disagreed with the statement.

##### **4.5.2.1 Promotion in the teaching profession**

Regarding promotion opportunities in the teaching profession, Table 4 shows that nine participants agreed that in teaching, promotion is not easy to get. However, four participants disagreed with the statement.

### 4.5.3 Reasons for leaving

Table 4 shows the participants' responses on the nine statements regarding the reasons that contributed to the participants leaving the teaching profession in the Khomas region. Participants were asked to indicate their level of agreement using the four point Likert scale.

**Table 4: Reasons for leaving**

<b>My reasons for leaving teaching is due to</b>	<b>Not a reason</b>	<b>A slight reason</b>	<b>A moderate reason</b>	<b>A strong reason</b>	<b>Total</b>
	<b>Fr</b>	<b>Fr</b>	<b>Fr</b>	<b>Fr</b>	<b>Fr</b>
I seek a career that I can feel appreciated	2	1	3	6	12
I enjoy learning new ways of doing things	0	0	2	10	12
I need a challenging and secure job	1	2	2	9	12
I want to have my own business	2	5	4	1	12
I need a career that do not take work home	1	2	4	5	12
I want a job that requires me to travel a lot	1	3	3	5	12
I cannot be repeating myself every year	1	2	3	6	12
I seek a more monetary compensation	0	2	3	7	12
I cannot handle learners ill-discipline	3	2	3	4	12

**Key: Fr=Frequency**

Table 4 shows that nine participants out of 12 left because they wanted a career where they can feel appreciated. All the participants agreed that they enjoyed learning new

ways of doing things while 11 participants agreed that they left because they needed a more challenging and secure job.

According to Table 4, only five participants out of 12 agreed to have left because they want to have their own business. Nine participants indicated they needed a career that does not require them to take work home as a reason why they left. Three participants indicated no reasons for leaving.

Table 4 further indicated that, eight participants out of 12 wanted a job that required them to travel a lot while four did not see it as a reason. On the other hand nine participants indicated that they left teaching because they did not want to be repeating themselves every year.

Moreover, ten participants left because they sought more monetary compensation jobs; only two participants were in disagreement with the statement. Table 4 also presents that seven out of 12 participants saw it as a strong reason that they left because they could not handle learners' ill-discipline and five did not see that as a reason.

#### **4.5.4 Reasons to keep teachers in the profession**

Table 5 shows the participants' responses on the three statements and four sub-statements.

**Table 5: Reasons to keep teachers in the teaching profession**

I would not leave teaching if	Not a reason	A slight reason	A moderate reason	A strong reason	Total
	<i>Fr</i>	<i>Fr</i>	<i>Fr</i>	<i>Fr</i>	<i>Fr</i>
Teacher were respected and recognised in the community	2	0	2	8	12
Teachers can be awarded for good performance	2	0	0	10	12
A teaching career can afford me an opportunity for career development	2	0	3	7	12
My immediate supervisors (school principal and Head of Department)					
a) Takes time to listen to me	1	4	4	3	12
b) Set clear direction and objectives for the subject I teach	1	3	5	3	12
c) Provide me with sufficient job-related information	4	1	4	3	12
d) Provide continous feedback e.g. on class visits, activities and tasks given related to my work	3	3	1	5	12

Key: Fr = Frequency

Ten out of 12 participants said that they would not leave teaching if teachers were respected in the community. It also indicates that ten participants stated that they would



not have left if teachers can be awarded for good performance and if the teaching career could afford them an opportunity for career development.

In Table 5, seven participants indicated that if their immediate supervisor would listen to them, they would not have left while eight participants would not have left if clear directions and objectives for the subjects they taught were set. Seven out of 12 participants would have stayed in the profession if they would have been provided with sufficient job-related information whereas six participants would not have left teaching if their immediate supervisors would provide continuous feedback e.g on class visits and task given related to their work.

#### 4.5.5 Vision

Under this theme, participants were asked how they want their ideal careers to be. Table 6 shows the participants' responses. Participants were asked to indicate their level of agreement with each statement using a five point Likert scale i.e Strongly Agree, Agree, Disagree and Strongly Disagree

**Table 6: Vision (ideal career)**

My vision is:	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Total</i>
	<i>Fr</i>	<i>Fr</i>	<i>Fr</i>	<i>Fr</i>	<i>Fr</i>	
I will seek a career that offers job satisfaction	0	0	0	2	10	12
My goal is to have a career that enhance	0	0	0	3	9	12

personal growth						
My career should contain:	0	0	0	5	7	12
i) Skill variety						
ii) Task identity	0	1	2	4	5	12
iii) Task significance	0	1	0	7	4	12
iv) Autonomy	0	0	1	8	3	12
v) Feedback	0	1	1	4	6	12

Key: Fr = Frequency

All 12 participants agreed that they will seek careers that will offer them job satisfaction, and 11 participants agreed that their goal is to have a career that will enhance their personal growth.

Table 6 further indicates that all participants felt that they need a career which contains skills variety. With regard to task identity, which is the extent to which a job involves doing a complete job from the beginning to the end, as opposed to doing only a portion of it.

Nine participants were looking forward to a career with task identity. Moreover, 11 participants have also agreed that they need a career which has autonomy. The table indicates that 11 participants have also agreed that they would want a career that provides them with feedback.

#### **4.6 Summary of quantitative results**

The quantitative data were presented and analysed based on the factors that contributed to teachers' attrition in the Khomas region as well as the possible solutions to ameliorate the causes of attrition provided by the participants. Quantitative data were gathered through the questionnaire and presented in the identified themes.

In the next chapter, the discussion, summary, conclusion and recommendations is outlined.

## CHAPTER 5

### DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter provides the discussion of results, conclusion and the recommendations of this study. The discussion includes the answering of the research questions of the study.

#### 5.1 Interpretation of results

This section first presents the side-by-side comparison for merged data which diagrammatically displays the mixed methods question “To what extent do the qualitative results confirm the quantitative results as a way of conveying the merged results. The quantitative and qualitative results are presented in a summary table so easily to compare them. Thereafter a discussion of each research question will follow.

**Table 7: Comparison of information from interview and questionnaire data in side-by-side joint display**

Themes and Sub-themes	Qualitative data (Interview)	Quantitative data(Questionnaire)
<i>Motivation</i>	<i>Factors affecting teaching career choice</i>	
	<ul style="list-style-type: none"><li>• Teachers are perceived as important in the community.</li><li>• Circumstances</li><li>• Did not meet the entry requirements</li></ul>	<ul style="list-style-type: none"><li>• Teaching is regarded as an important career in my community.</li><li>• Circumstances (I like to interact with children).</li><li>• Lack of entry requirements – easy recognition for other careers.</li></ul>

Themes and Sub-themes	Qualitative data-Interview	Quantitative data (Questionnaire)
<b>Job Satisfaction</b>	<i>Factors affecting job satisfaction:</i>	
	<ul style="list-style-type: none"> <li>• Most participants agreed to being satisfied in their new careers after they left teaching.</li> <li>• Learners' ill-discipline – most participants felt discipline affected their satisfaction in the job.</li> <li>• Professional development – participants saw a lack of career advancement in the teaching profession.</li> <li>• Supervisory support – Participants saw a lack of leadership and supervisory support.</li> </ul>	<ul style="list-style-type: none"> <li>• Most participants agreed to NOT being satisfied while teaching.</li> <li>• Participants agreed that discipline was a strong reason why they left teaching.</li> <li>• Majority of the participants would not have left if teaching could afford them an opportunity for career development.</li> <li>• Supervisory support – Most participants would not have left teaching if their immediate supervisors set clear direction and objectives for the subjects they taught</li> </ul>
<b>Preventative measures</b>	<i>Possible solutions to teachers attrition</i>	
	<ul style="list-style-type: none"> <li>• Offer teacher support – Most participants saw a need of teacher support in terms of workshops, class visits with feedback,</li> </ul>	<ul style="list-style-type: none"> <li>• Most participants would not have left teaching if teaching could offer them the following: <ul style="list-style-type: none"> <li>- Listen to their opinions.</li> </ul> </li> </ul>

Themes and Sub-themes	Qualitative data (Interview)	Quantitative data (Questionnaire)
	<p data-bbox="704 411 883 443">Guidance etc.</p> <ul style="list-style-type: none"> <li data-bbox="659 667 967 877">• Review disciplinary measures – Majority of the participants felt that disciplinary measures should be revisited.</li> <li data-bbox="659 926 967 1245">• Reduce administration work of teachers – Majority of participants felt that there are too many administrative work that add to teacher’s workload.</li> <li data-bbox="659 1293 984 1581">• Strengthen teachers reward system – Most participants suggest that teachers need to be rewarded with either money, technological devices on top of certificates.</li> <li data-bbox="659 1629 967 1801">• Career development – Most participants saw a need of career development for teachers.</li> </ul>	<ul style="list-style-type: none"> <li data-bbox="1105 411 1406 621">- Set clear directions.</li> <li data-bbox="1105 447 1385 552">- Provide sufficient job-related information.</li> <li data-bbox="1105 558 1401 621">- Provide continuous feedback.</li> </ul> <ul style="list-style-type: none"> <li data-bbox="1060 667 1417 810">• Majority of the participants left because they could not handle learners’ ill-discipline.</li> <li data-bbox="1060 909 1425 1083">• Most participants left the teaching profession because they need careers that do not take work home.</li> <li data-bbox="1060 1283 1409 1425">• Most participants suggested that teachers need to be rewarded for good performance.</li> <li data-bbox="1060 1619 1414 1793">• Majority of the participants feels that teaching should afford them an opportunity for career development.</li> </ul>

Themes and sub-themes	Qualitative data(Interview)	Quantitative data(Questionnaire)
<b>Vision</b>	<i>Future plans of teachers:</i>	
	<i>Ideal career</i>	<i>Ideal career</i>
	<ul style="list-style-type: none"> <li>• Most participants seek careers that would give them promotional opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Majority of the participants felt that their career should contain the following: <ul style="list-style-type: none"> <li>- Skill variety,</li> <li>- Task identity,</li> <li>- Task significance,</li> <li>- Autonomy,</li> <li>- Feedback.</li> </ul> </li> </ul>

## 5.2 Discussion of results

After merging the two data sets, the mixed method results were interpreted to answer the mixed methods research question: *To what extent do the qualitative results confirm quantitative results on the factors that contributed to teachers' attrition in Khomas region?* The following discussion below is warranted. This discussion highlights the similarities in the themes identified in this study.

### 5.2.1 Research question 1:

*What are the reasons for teachers leaving the teaching profession in the Khomas Educational region?*

In answering this question, the following factors highlighted were converged, or were agreed upon from the side-by-side table (see table 7). These findings are very strong points as they converged meaning that are valid and reliable.

### **5.2.1.1 Motivation**

In both quantitative and qualitative results, participants agreed to the point that teachers are perceived and regarded important in their communities which motivates them to be in the teaching profession. This has been supported by Mulkeen (2010) who noted that the status and popular perception of teachers plays a major role in teachers' perception of the jobs. A deeper investigation at the data level reveals that motivation for entering the teaching profession is at the core of the cause for the high rate of attrition.

In addition to these findings, it is interesting to note that participants agreed that they took up the teaching career because of the circumstances such as they could not afford to pay tuition fees for the courses they initially wanted, they were forced by their parents and they could not meet the entry requirements for their most desired course of studies so ended up doing teaching to change later to other careers. Bennell and Akyeampong (2007) support this by maintaining that most teachers see teaching as a stepping stone to careers that they felt are more respected and have a better salary.

### **5.2.1.2 Job dissatisfaction**

Job dissatisfaction in teaching is reported in the two data sets as the main cause contributing to teachers' attrition. The satisfaction of teachers is an ingredient of increasing the retention rate of teachers. It is supported by Kirby and Grissmer (1993) who said that teachers usually exit the profession if their experience in their classroom is not satisfactory. It is clear that if teachers are dissatisfied, they cannot commit themselves to work and this also increases the chance of teachers switching jobs.



### **5.2.1.3 Learners' discipline**

The data appeared to confirm that learners' indiscipline was the strongest reason why the teachers left the teaching profession. Most of the participants indicated that learners' ill-discipline is a challenge. This finding has been supported by Salifu and Agbenyenga (2012) who indicated that learners' ill-discipline causes too much stress for teachers and thereby making some of them to resign from their profession.

### **5.2.1.4 Professional development**

The lack of professional development has also been reported as a challenge. The absence of a clear professional development plan lead teachers to believe that teaching is a "dead-end" job. Pitsoe (2013) says that teachers do complain about the lack of variety and role differentiation in their careers, as well as the limited incentives for them to improve their practice and develop as professionals.

### **5.2.1.5 Supervisory support**

Similarities were also evident in terms of leadership and management support for teachers. Leadership or a lack thereof appears to be one of the common major contributing factors to teachers' attrition. Half of the participants said they were not supported by their immediate supervisors. The results revealed that most participants would not have left the profession if their supervisors could have made time to listen to them, provided sufficient job related information, continuous feedback and clearly directed them on the subject they taught. Bryk et al. (2010) supports this by stating that teachers are more likely to stay in schools where their principals recognize many things that they as school leaders can do to influence instruction and invest in it by engaging in a deliberate orchestration of people, programs and extend resources.

### **5.2.3 Research question 2:**

#### ***What are the possible solutions to ameliorate attrition?***

Answering this research question will focus on two areas: Responses from participants on what they think should be done to reduce attrition rate, and participants were asked what they think can be done in order to minimize the number of teachers leaving the teaching profession. The findings are as follow:

##### **5.2.3.1 Support systems for teachers**

Fullan (2007) indicates that teachers desire more contact with fellow teachers to share their experience and expertise. Therefore, it is suggested by the participants that there is a need to design a system that will allow for more teacher support. Participants further identified lack of instructional training and workshops to assist them in their teaching practice. The study further revealed that there is a need of continuous feedback from the head of department and the principal to help teachers to improve their teaching skill. Thus, it is highly recommended that the school management strengthens their system and strategies for teacher support.

##### **5.2.3.2 Review discipline Act**

Most participants in both qualitative and quantitative data indicated that they left teaching because they could not handle learners' ill-discipline. They therefore suggested that they need alternatives to control the situation at school since corporal punishment is not allowed in the Namibian schools. They further suggested a reduction in teacher-learner ratio since it contributes to ill-discipline in classes. Kimaryo (1999) recommends that teachers need to use positive reinforcement techniques.

### **5.2.3.3 Reduce workload of teachers**

It is recommended that teachers' workload need to be minimized. Participants felt that there are too many administrative policies, therefore, they suggest that administrative work need to be reduced and policies better aligned. One participant went on to suggest the recruitment of clerks to assist with the marking as it is done in China. The study conducted in Ghana by Karsenti & Collin (2013), revealed that most teachers have suggested that teaching conditions such as a lighter workload and more time for daily preparation or the chance to teach the same grade several times would add to their job satisfaction.

### **5.2.3.4 Reward system for teachers**

Participants indicated that they want to take careers where their performance could be recognized and appreciated. Therefore they suggest that teachers need to be awarded for their hard work not only with certificates but valuable items such as laptops, digital cameras or teaching aids. Pitsoe & Machaisa (2010) suggested that non-monetary incentives may include special study leave or better professional training opportunities and also to allow teachers more autonomy in planning and delivering the curriculum.

### **5.2.3.5 Career development**

In both qualitative and quantitative results, participants suggested career advancement as a way to reduce teachers' attrition. It shows that teachers are leaving the profession for career advancement which is lacking in the teaching profession. To improve teachers' motivation, Bennell and Akyeamong (2007) highlighted the need for more attractive career structures and more opportunities for teacher professional development. In-service training in particular can increase teachers' morale, especially

when combined with mentoring and observation which also leads to improved learner outcomes.

#### **5.2.3.6 Vision**

The summary table shows that in the quantitative section most participants seek a career that contained skills variety, task significance, task identity, autonomy and feedback which are linked to participants wanting management positions (i.e education directors, managers, etc). This is in line with Shash et al (2010) that there are pull factors that attract employees to a new work place where there are new challenges and interesting work, job security, more freedom and autonomy as well as a good reputation of an organisation.

### **5.3 Recommendations**

The requirements for preventing teacher attrition are partly related to the reasons for attrition as mentioned in previous chapters. The following recommendations are made based on the findings of this study;

#### **5.3.1 Job satisfaction**

Given the level of teachers' dissatisfaction with the teaching profession as shown by the results of the study, there is a need to improve conditions. It is critical to promote job satisfaction for teachers to remain in the teaching profession. Teachers expressed a strong desire for a stress-free work environment where they are consulted before major curriculum changes or any changes are implemented that affect them. They expressed a desire for more flexible hours of work especially after their normal class hours. The teachers mentioned that they need a career where they are not carrying work home.

Teachers recommend that class sizes need to be reduced so that the work load on the teachers is minimised.

### **5.3.2 Professional development**

More training and workshops should be considered to ensure teachers' continuing professional development. Professional development of teachers should be integral to school and government policy. A teacher policy on continuous professional development is needed where teachers can identify their gaps in teaching areas which the Ministry of Education addresses, through professional development programmes. These needs can be particularly addressed through regular workshops, and other forms of course delivery. Moreover, there should be a system in place that can allow time for teachers to work and learn collaboratively, have strategies for team planning, sharing, learning and evaluating as well as to motivate cross-role participation between teachers, administrators, parents and psychologists.

Creating such a culture of practice is important for the development of the teachers' craft and reduces the issues associated with working in isolation.

### **5.3.3 Discipline**

The findings clearly highlighted the teacher's inadequacy of dealing with disciplinary issues at schools. Coming from a system where corporal punishment was the norm, teachers need additional support in making the shift to embrace alternative disciplinary methods. Therefore, more training must be conducted for teachers on alternative disciplinary measures that they can take in their classrooms to handle ill-disciplined learners.

### **5.3.4 Workload of teachers**

Teachers noted that they felt overloaded with work and encouraged the MoE to look into strategies to reduce administrative tasks. Teachers need to be released from too many overwhelming administrative tasks. Perhaps a workload formula should be instituted at schools to equally distribute administrative work to all teachers. This is crucial as the findings uncovered that teachers wanted more time for classroom lesson preparation.

### **5.3.5 Mentoring and induction**

Mentoring and induction programmes should be instituted and actively followed in schools as a tool for supporting beginner teachers in learning how to become effective classroom teachers and to sharpen their skills. Mentoring programmes should revolve around teachers becoming thoughtful or reflective practitioners.

### **5.3.6 Teachers' appreciation**

Since teachers felt that they are not respected in the communities and society in general, the MoE should launch campaigns to elevate the teachers' social status. This could be achieved by enhancing advocacy programmes to communities and the public at large which might include television, radio and print advertisements, as well as billboards. This might positively change the attitude communities have of teachers and impact on the new intake of trainee teachers.

### **5.3.7 School leadership**

Findings point to school management and leadership as being a large contributor to teachers leaving the profession. School principals should move from being traditional leaders that is being more autocratic, and change to instructional leaders who invest in

teachers through providing resources and instructional support. Therefore teachers' support for teachers should include class visits that are accompanied with positive feedback.

#### **5.3.8 Reward system and incentives**

These should be improved, by rewarding teachers with not only certificates but with more beneficial activities, such as financing teachers for educational conference activities or provide them with technological devices and training.

#### **5.4 Recommendation for further studies**

Should this study be replicated and expanded to a larger sample participants, the following are some of the limitations that should be addressed;

- It would be beneficial for the teaching profession as a whole if the sample size could be increased in order to allow for generalisation of the findings.
- It is also recommended that teachers who are currently in the teaching profession, as well as school principals, should also be included in the study to compare that results with those who left the profession.
- A similar study is recommended to investigate primary school teacher attrition as factors could differ.

In future the Ministry of Education's database needs to reflect reasons why teachers left so that surveys can be done or conducted to identify further reasons for leaving. Thus, a future study in developing an exit questionnaire, with detailed information and strategies to ensure that reasons for teacher attrition are captured to help the Ministry curb teachers' attrition.

## **5.5 Conclusion**

The Ministry of Education is losing teachers to other sectors within the Namibian economy at a rate to be concerned about. The teachers who left the teaching profession cannot easily be replaced due to the investment the educational sector made through teacher training, professional development and the valuable “tacit” knowledge the teachers acquired through years of teaching.

The major empirical findings of the study uncovered various factors that are contributing to the teachers leaving the teaching profession. These factors are mainly ill-disciplined learners, heavy workload of teachers, poor school leadership practices, a lack of instructional support from school management, a lack of professional development plans and teachers’ negative perception towards the teaching profession.

Most teachers indicated that remuneration did not contribute to them leaving the teaching profession. However, the teachers indicated a concern on the amount of work load they carry in relation with other equivalent professions. This is further exacerbated by perceptions of the community regarding the teaching profession. Teachers are concerned that they are not respected in the community and there is a general lack of respect for the profession.

Findings from this study provide more in-depth understanding of context and hence better direct future efforts to reduce teachers’ attrition. Findings further suggested issues which can be remedied and addressed which is positive for the teaching and education sector as a whole.



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## APPENDIX A - QUESTIONNAIRE

### SURVEY QUESTIONNAIRE of FACTORS CONTRIBUTING TO SECONDARY SCHOOL TEACHERS' ATTRITION IN KHOMAS REGION, NAMIBIA

Your voluntary participation is confidential and anonymous. Please do not place your name anywhere on the survey. Responding to all items will help us to improve teaching experience of all teachers across the country. Additionally, it will assist in improving the university course modules preparing teachers better for their profession. Thank you in advance for your helpful participation. Most Sincerely, Rauna Amutenya.

*Please rate your agreement with the following items:*

#### GENERAL QUESTIONS

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neither</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
1. I became a teacher because most friends and family are doing it.	1	2	3	4	5
2. Teaching is regarded as an important career in my community.	1	2	3	4	5
3. Being a secondary school teacher is better compared to teaching at a primary school.	1	2	3	4	5
4. Seeking another career was due to lack of job satisfaction in teaching.	1	2	3	4	5
5. People who influence my career choice think I should not leave teaching	1	2	3	4	5
6. In teaching, promotion is not easy.	1	2	3	4	5
7. I like to be my own boss.	1	2	3	4	5
8. I received most awards while teaching.	1	2	3	4	5
9. It would be easy for me to be recognized when joining other career.	1	2	3	4	5
10. I think I was a good teacher.	1	2	3	4	5
11. I will advise my friends and family to go for teaching career.	1	2	3	4	5
12. Learners enjoyed my lessons	1	2	3	4	5
13. I enjoyed doing lesson preparations	1	2	3	4	5

14. I always try to create a conducive learning environment.	1	2	3	4	5
15. I like to interact with children.	1	2	3	4	5

## REASONS FOR LEAVING

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<b>My reasons for leaving teaching is due to:</b>	<i>Not a reason</i>	<i>A slight reason</i>	<i>A Moderate</i>	<i>A strong reason</i>
16. I seek a career that I can feel appreciated	1	2	3	4
17. I enjoy learning new ways of doing things	1	2	3	4
18. I need a challenging and secure job	1	2	3	4
19. I want to have my own business	1	2	3	4
20. I need a career that do not take work home	1	2	3	4
21. I want a job that requires me to travel a lot	1	2	3	4
22. I cannot be repeating myself every year	1	2	3	4
23. I seek a more monetary compensation	1	2	3	4
24. I cannot handle learners ill-discipline	1	2	3	4

Other

Reasons? \_\_\_\_\_

## REASONS TO KEEP ME IN TEACHING PROFESSION

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<b>I would not leave teaching if:</b>	<i>Not a reason</i>	<i>A slight reason</i>	<i>A Moderate reason</i>	<i>A Strong reason</i>
25. Teachers were respected and recognized in the community	1	2	3	4
26. Teachers can be awarded for good performance	1	2	3	4
27. A teaching career can afford me an opportunity for career development	1	2	3	4
28. My immediate supervisors(School Principal and Head of Department)				
a)Takes time to listen to me	1	2	3	4
b)Set clear direction and objectives for the subjects I teach	1	2	3	4
c) Provide me with sufficient job-related information	1	2	3	4
d) Provide continuous feedback e.g on class visits, activities and tasks given related to my work	1	2	3	4

Other Reasons? \_\_\_\_\_

Vision

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<b>My vision is:</b>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neither</i>	<i>Agree</i>	<i>Strongly Agree</i>
29. I will seek a career that offers job satisfaction	1	2	3	4	5

30. My goal is to have a career that enhance personal growth	1	2	3	4	5
31. My career should contain:	1	2	3	4	5
i) Skill variety					
ii) Task identity	1	2	3	4	5
iii) Task significance	1	2	3	4	5
	1	2	3	4	5
iv) Autonomy	1	2	3	4	5
v) Feedback					

32. What is the likelihood that you will get promoted in teaching career when you were teaching? \_\_\_\_\_% chance

33. What is the likelihood that you will come back to teaching? \_\_\_\_\_% chance

Why would you say

so? \_\_\_\_\_

DEMOGRAPHICS Please answer the following questions:

1. Gender:	<input type="checkbox"/> Male	<input type="checkbox"/> Female
2. Age	_____	
3. Qualification:	<input type="checkbox"/> BETD	<input type="checkbox"/> B.ED
	<input type="checkbox"/> Advanced Diplomas	<input type="checkbox"/> Masters Degree
	<input type="checkbox"/> Other _____	
4. Years of teaching experience:	_____ years	
5. Current job	_____	
6. School you last taught at	_____	
7. Subjects taught	_____	

## APPENDIX B: INTERVIEW PROTOCOL

This interview will be conducted for the research purposes only. The purpose of this study is to find out reasons why secondary school teachers are leaving the teaching profession. The interview will be conducted in an informal way, in a conducive environment. The information gathered will be treated with utmost confidentiality and anonymity

<b>Component</b>	<b>Questions (ORID)</b>	<b>Inquiry hoped for</b>
Biographic information	<ol style="list-style-type: none"> <li>1. Tell me about your hobbies and interest? (O)</li> <li>2. How old are you?</li> <li>3. When did you graduate from college/university?(O)</li> <li>4. What are your qualifications?</li> <li>5. How long were you teaching ? (O)</li> <li>6. When did you leave the teaching profession? (O)</li> <li>7. Which school in Khomas Region were you teaching before leaving the profession? (O)</li> <li>8. Which subjects were you teaching? (O)Were those your major or minor subjects?</li> <li>9. What is your current job? (O)(Occupation and institution)</li> </ol>	<p>Draw out the facts about the experience</p> <p>Is there a relationship with hobbies and interest and the job they are currently in?</p> <p>Self-awareness</p>

<p>Motivation</p>	<p>10. Have you always wanted to be a teacher? ( O)</p> <p>11. What motivated you to become a secondary school teacher? (R)</p> <p>12. <b>What</b> specifically can you recall that you enjoyed about teaching? (O)</p> <p>13. <b>What</b> specifically did you not enjoy while teaching?(O)</p> <p>14. What was the most challenging part of leaving teaching? ( R)</p> <p>15. What was your plan after leaving teaching (D)?</p> <p>16. Did it work out like you planned?(R)</p> <p>17. How did you get into your current job? (O)</p> <p>18. Did you do a few other jobs after teaching and before this job? (O)</p>	<p>Identification of intrinsic and extrinsic motivators</p>
<p>Challenges/job satisfaction</p>	<p>19. Do you enjoy your current job? <i>Or</i> Do you feel a sense of satisfaction in your current job? What is it that you enjoy about the job? (R)</p>	<p>Evidence about teaching challenges.</p> <p>Evidence of pushing factors</p>

	<p>20. What were the major challenges/difficulties you faced when you were teaching? (R)</p> <p>21. What contributed to you leaving the teaching profession? Give as many reasons or circumstances around them? (R)</p> <p>22. Do you believe/think that your immediate supervisor supported you? In which way did they offer support? (R)</p>	<p>and their outcome</p>
<p>Preventative measures</p>	<p>23. If you had power and could fix anything what could you have fixed while in the teaching profession? (R)</p> <p>24. What would you say can be done in order to improve teachers' job satisfaction?(R)</p> <p>25. In hindsight, is there anything that could have been done for you to stay in the teaching profession? (R)</p>	<p>Actions/steps to be taken on preventing attrition</p>

Performance	<p>26. Do you think you were a good teacher? Why do you say so? (R)</p> <p>27. When you were teaching, how did your learner perform in general? (R)</p> <p>28. Did you receive any award or recognition while teaching? If yes, please elaborate on that. (O)</p> <p>29. What do you think you did well when teaching? E.g classroom management, good preparation skills etc. (R)</p>	Indicate how the teacher performed while teaching
Vision	<p>30. What would be your ideal career? And why? (O)</p> <p>31. Have you achieve your personal goals? Or do you feel you are closer to working towards it? (R)</p> <p>32. Where do you see the teaching profession in the next 5 years? And in 10?( R)</p> <p>33. Would you advice your sister or your brother or your own child to take up teaching as a profession?(O)</p>	Impact/consequences of attrition to the profession



## APPENDIX C – CONSENT LETTER

\_\_\_\_\_September 2014

Dear participants

You are kindly requested to take part I this research project aimed at investigating the “*factors contributing to secondary school teachers’ attrition in Khomas region*”.

It is has been reported that teachers are leaving the teaching profession every year and it is anticipated that Namibia will have a shortfall of 3 194 primary teachers and 1 859 secondary teachers over the period of 2011 and 2015 which will negatively impact the quality of education. Therefore your contribution is crucial to the study.

Information provided will be treated with utmost confidentiality and anonymity, and be assured that your name will not be appear anywhere on the thesis report. Your participation may entail audio-taped interview and completing a questionnaire.

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 questionnaire and interview will be solely used for the purpose of this research.

Yours sincerely

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Rauna Amutenya

### CONSENT

I agree to participate in the research entitled “**FACTORS CONTRIBUTING TO SECONDARY SCHOOL TEACHERS’ ATTRITION IN KHOMAS REGION**” as outlined in the consent letter.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

