

**FACTORS THAT INFLUENCE TEACHER ATTRITION IN SECONDARY
SCHOOLS IN THE OMUSATI EDUCATION REGION, NAMIBIA**

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DECLARATION

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Date

DEDICATION

This thesis is dedicated to my late father, Amutenya Protasius Nambundunga, and mother, Nashigumbo Josephine Ambuga, who played a major role in my life; my wife, Elizabeth, and my only daughter, Twasiluohenda Erna Nambundunga, as well as my late brother Hilifaali Ignatius Nambundunga. May his soul rest in eternal peace.

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LIST OF ACRONYMS

AIDS: Acquired Immune Deficiency Syndrome

AR: Agency Reporter

BBC: British Broadcasting Corporation

BED: Bachelor of Education Degree

BETD: Basic Education Teaching Diploma

DEAL: Diploma in Education for African Languages

DNEA: Directorate of National Examination and Assessment

HED: Higher Education Diploma

HIV: Human Immunodeficiency Virus

JSC: Junior Secondary Certificate

JSCE: Junior Secondary Certificate Examination

MoE: Ministry of Education

NCES: National Centre for Education Statistics

SEC: Secondary Education Certificate

UNESCO: United Nations Educational, Scientific and Cultural Organization

VSO: Voluntary Service Organization

WBER: World Bank Education Report

ABSTRACT

High teacher turnover is a common problem in the Ministry of Education in all schools around Namibia, specifically in the Omusati Education Region. This research sought to highlight factors that influence teacher attrition in secondary schools in the Omusati Education Region. The research revealed that though hundreds of teachers were graduating from universities and colleges around the country each year, schools have never had enough qualified teachers. A high teacher turnover is also very costly to the government in terms of recruitment and selection costs, which have to be met in continuously filling vacant posts. A high turnover of teachers creates instability in the school system and thereby affecting the performance of learners.

The study revealed different factors, which influenced the level of teacher attrition, such as the lack of administrative support for teachers, poor remuneration, death and illness-induced attrition. The review of literature also revealed different strategies that have been used elsewhere in dealing with the problem of high turnover in schools. The strategies included strengthening administrative structures in schools, reviewing the remuneration of teachers, improving the recruitment of teachers and improving the general working conditions of teachers. The study used the triangulated research methodology in the data-gathering process, which involved questionnaires that were given out to teachers and interviews held with Circuit Inspectors. Sixty-four questionnaires were recovered and four interviews were held with Circuit Inspectors. The field and theoretical research findings revealed that interpersonal relations had a limited influence on teacher attrition. Advancement factors were found to have significant influence on the rate of attrition, as teachers left the profession because of limited career advancement opportunities within the teaching profession. One of the major causes of teacher attrition was also found to be unfavourable working conditions such as heavy teaching loads, inadequate resources, and inadequate preparation time. Teachers'

salaries and benefits were also found to be lower than salaries and benefits of other qualified professionals in the private sector leading to a very high rate of attrition, as teachers left the teaching profession for other well-paying jobs in the private sector. The study recommended that the government increase the remuneration of teachers to the level of other qualified professionals in the private sector. The study also recommended the improvement of teachers' working and living conditions, the strengthening of administrative support for the teachers and the introduction of strong mentoring programmes for new graduate teachers. The research also provided direction for further research on the subject.

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CHAPTER 1: BACKGROUND OF THE STUDY

1.1 Introduction

This chapter gives the orientation of the study, the statement of the problem, the questions of the study, limitations and delimitations of the study, the significance of the study and the definition of the main terms used in the study.

1.2 Orientation of the study

Demand for teachers worldwide continues to increase. In Australia, the number of new teachers qualifying in teacher training institutions was sufficient to meet only 70% of the projected demand (Preston, 2000). In Finland, there were difficulties in meeting the enrolment targets for teachers of specific subjects, most notably mathematics, chemistry, computer science and physics (National Board of Education Finland, 2000). In the United States, the projected output of newly qualified teachers fell 8%, short of the 2.5 million new teachers expected over the following decade (Education Committee of United States, 2001). The challenges of teacher supply are greater in Sub-Saharan Africa where a rapidly increasing enrolment has resulted in a rapid increase in teacher requirements. In Gambia, predictions are that meeting the global targets for education would mean more than doubling the number of teachers by 2015 (Voluntary Service Organisation (VSO), 2007). In Namibia, since the merging of the former Colleges of Education with the University of Namibia, there has been a drastic shortage of teachers at almost every school (Uugwanga, 2015). New schools have been established and more learners have been enrolled in schools where at least 30% of the teachers in these schools are not qualified (Chirimbana, 2013). The rapid expansion in enrolment has been accompanied by a change in geographical location, with more teachers stationed in remote rural schools. Retaining teachers in the schools has been a great challenge for Namibia's Ministry of Education (MoE). Teachers have been transferring at an alarming and quite disturbing rate. On the other hand, older teachers are retiring; while

some teachers are quitting the profession for other more rewarding jobs. Teacher attrition in most Namibian schools has led to poor students' performance at both Grade 10 and 12 (Ministry of Education, 2013)

Bloland and Selby (2003) define teacher attrition as the reduction in the number of teachers usually because of resignation, retirement or death. Teacher attrition may include teachers leaving the teaching profession for greener pastures or changing from one school to another. The role the teacher plays in the community is very significant in the life of a student. Croasmum, Hampton and Herrmann (1997) argue that teachers who stay longer in their workstations tend to be more grounded and tend to deliver more than those who come and go.

Teacher attrition throughout schools in Namibia has become a national problem, reflecting significantly and negatively on the quality and stability of the education system. In this study, the researcher explores the various factors that influence teacher attrition in secondary schools in the Omusati Education Region with the purpose of coming up with evidence-based mitigation strategies that would improve on the current state of events, which has become a national predicament.

In Namibia, novice teachers, who may not even be qualified, are particularly vulnerable because they are more likely than their more experienced colleagues to be assigned to low-performing students. This has greatly affected the performance of the underperforming students (Ministry of Education, 2010). Despite the added challenges that come with teaching children with high needs, most teachers are given little professional support or a demonstration of what it takes to help their learners to succeed. Those who teach in rural areas have much shorter careers than those teaching in urban areas. On the other hand, monetary issues are crucial factors that influence teachers' decision to leave the profession. Many teachers have left the teaching profession for more rewarding jobs.

The Ministry of Basic Education, Sport and Culture (1993), in a 1992 teacher survey note unequal salaries among Namibian teachers and unequal benefits across the different administrations in the Namibian education system. The survey also reveals inappropriate teaching roles; especially in subjects the teachers were not adequately trained in. It also notes insufficient recognition of career-long professional development, leadership in sport and cultural activities and services in rural areas and remote communities. Furthermore, the survey shows that organisational conditions at schools were leading to the relocation of some teachers. Odden and Kelly (2005) note that teachers often lack the required support from the school administration, creating difficulties in student discipline and giving little input in school decision-making.

In Namibia, just like anywhere else in the world, teacher attrition is very high and is influenced by internal and external factors. These internal and external factors were identified by the researcher to provide feedback and clarification on teacher attrition status for secondary schools in the Omusati Education Region.

1.3 Statement of the problem

Namibia has been battling with the shortage of teachers for a long time, which has been aggravated by the merger between the University of Namibia with the former Colleges of Education in 2011 (Uugwanga, 2012). The Ministry of Education, through Cabinet, instructed the University of Namibia to merge with former Colleges of Education. From there, the former Colleges of Education stopped producing primary school teachers in 2011; and yet the University did not increase its enrolment to cater for the discontinued teacher training in the former Colleges of Education. Teachers are retiring and some are leaving for greener pastures, as a result, most urban schools are attracting teachers from the villages, leaving rural schools hard-hit by teacher shortage, especially in secondary schools.

Omusati Region has four small towns namely: Okahao, Ruacana, Outapi and Oshikuku, which are still growing and the greater part of the population of the region is predominantly in the remote rural areas. Most schools, both primary and secondary, are not easily accessible (Chirimbana, 2013), making them less attractive to qualified teachers. Since vacancies are opening up in other towns and other schools, which have the amenities to attract teachers, remote schools in the Omusati Education Region have been greatly affected by high teacher attrition. Table 1 below shows the number of teachers who have left various schools in the Omusati Education Region between 2010 and 2013 only.

Table 1: Number of teachers who left secondary schools in the Omusati Education Region between 2010 and 2013

Name of school	Number of teachers who left the school in the year				Total
	2010	2011	2012	2013	
School A	3	5	7	6	21
School B	3	5	5	7	20
School C	4	6	4	5	19
School D	3	4	6	6	19
School E	2	3	7	9	21
School F	2	3	3	1	9
School G	3	5	2	5	15
School H	4	3	2	4	13

Source: Ministry of Education: Omusati Education Region (2013)

Table 1 shows a general increase in staff turnover in every secondary school in the Omusati Education Region. One wonders how the students and the education system itself will cope with such a rate of teacher attrition. Unqualified teachers often fill the posts that are left and

this is detrimental to the learners. In some schools, teachers have gone for further studies but have never come back, while others have joined other more rewarding economic sectors (Ministry of Education, 2009). Regardless of the reasons why they leave or where they go, vacancies remain and they have to be filled and ultimately schools must cope with the teachers' departure if learning is to continue in that particular school. This situation has prompted the researcher to carry out this study, focusing on the factors that influence teacher attrition in the Omusati Education Region, where teacher exodus is high.

Of the many studies done on the Namibian education system (Chirimbana, 2013; Uugwanga, 2012; Naukushu, 2012; Kamati, 2011; Auala, 1999), none focuses on the factors influencing teacher attrition in Namibian secondary schools. The researcher has not come across any article or research addressing the factors affecting high teacher attrition in the Omusati Education Region. The investigation into the factors influencing teacher attrition is a good starting point in addressing the various factors affecting the performance of learners in the Omusati Education Region - rated last in Namibia based on the 2008 Grade 12 results (Ministry of Education, 2009). The study identified the various factors that influence teacher attrition.

1.4 Research questions

This study explored the following questions:

1. What are the factors that influence teacher attrition in secondary schools in the Omusati Education Region?
2. What are the effects of teacher attrition in the Omusati Education Region?
3. How can the current teacher attrition levels be reduced in secondary schools in the Omusati Education Region?

1.5 Significance of the study

The study is important because it would give the secondary school principals, teachers, inspectors of education and education planners a better understanding of the factors that influence teacher attrition in the Omusati Education Region. The study would also help the Regional Directors and the Ministry of Education, who are responsible for addressing the high rate of teacher attrition in Namibia. The findings of the study could also help improve the retention of teachers and create stakeholder awareness on what could be done to improve teacher attrition in schools in the Omusati Region. In addition, the study would also contribute to the body of knowledge and literature relating to teacher attrition. This study would be very useful to policymakers in coming up with better policies in a bid to improve the retention of teachers within the profession.

1.6 Limitations of the study

The study only concentrated on the factors that influence teacher attrition in selected schools in the Omusati Education Region. The targeted respondents were limited to selected secondary schools in the Omusati Education Region. Various constraints affected the implementation of the study. Schools in the Omusati Education Region are situated far apart and this created problem in terms of time, as the researcher could not visit two schools in one day. Floods were also a hindrance to the study since it was conducted during the rainy season. Some schools were closed because of floods and the researcher had to wait for the floods to subside to collect data. The study was also limited by lack of funds, which forced the researcher to concentrate on a few schools in the Omusati Education Region. The researcher was also faced with time constraints being a full-time employee in the Ministry of Education. Therefore, arrangements for data collection were made in order not to disrupt classroom proceedings.

1.7 Definition of terms

Terms have different meanings in different contexts. The terms used in this study have the following meanings:

- **Teacher attrition:** This is the rate at which teachers leave the profession of teaching altogether (Billingsley & Cross, 2003).
- **External factors:** These are factors teachers have no control over; which influence them to leave the teaching profession, for example salaries and accommodation (Singer, 2002).
- **Internal factors:** These are factors teachers have control over, but at the same time, they influence them to leave the teaching profession, for example, failures and indiscipline of learners (Billingsley & Cross, 2003).

1.8 Summary

This chapter introduced the research problem and background of the proposed study. It also gave the statement of the problem, research questions, significance and limitations of the study. It concluded by giving the definition of main terms to be used in the study. The next chapter presents the theoretical framework and a review of literature on the factors that influence teacher attrition and possible ways to reduce it.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter explores the theoretical framework of the study and reviews literature on various factors that influence teacher attrition. It then looks at the different types of attrition that exist, followed by the effects of teacher attrition in schools. Finally, it deliberates on the various measures that can be taken to reduce teacher attrition in schools.

2.2 Theoretical framework

The researcher selected Maslow's hierarchy of needs and the life cycle factor theory of attrition to provide the theoretical frameworks for this study. These theories are important in explaining some of the factors that influence attrition.

2.2.1 Maslow's hierarchy of needs

Maslow's hierarchy of needs explains more convincingly that in professions like teaching there could be factors such as lack of support from administration, dissatisfaction with salary and benefits, dissatisfaction with job responsibilities, heavy teaching loads, and frustration due to poor results and problematic student behaviour that could influence teacher attrition (Barnett, Kenhoo, Menarch, & Washington, 2008). This study, therefore, intends to find out if such factors could be influencing teacher attrition rates in the Omusati Education Region.

Maslow sub-divides human needs into two broad categories, namely deficiency needs and growth needs. According to Maslow, deficiency needs are physiological needs such as food, water, shelter, safety, love and esteem. Maslow reasons that once these needs are satisfied, the needs at the next level emerge (Shen, 2007). Growth needs are the needs to know and understand things, to appreciate beauty or to grow and develop in appreciation of others. Maslow is of the opinion that growth needs are never completely satisfied. In fact, the more

the person is able to meet the need to know and understand the world, the greater the motivation towards self-actualisation.

The researcher also agrees with Maslow that if a teacher's growth, need to know and understand teaching and its responsibilities are not satisfied and supported, the teacher would not feel comfortable to remain in the teaching profession. Physiological needs are the needs that can be acquired if the individual has access to employment and money. In every job, employees are entitled to a salary. According to this theory, the salary should be enough to cover the physiological needs. The safety and security levels of motivation involve stability and freedom from physical threats and dangers.

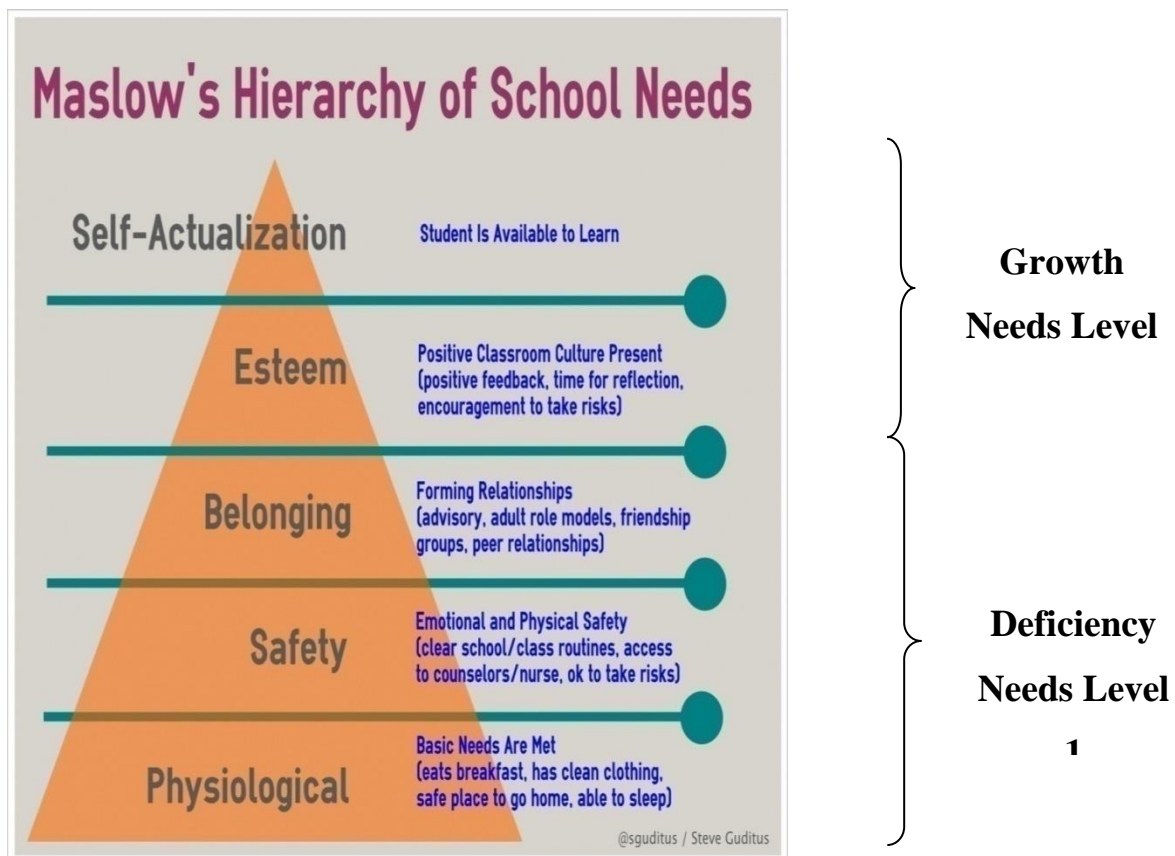


Figure 1: Maslow's hierarchy of needs adapted from Dembo (2004)

In many countries, the teaching profession provides people with a secure and stable job. Many people have joined the teaching profession because of security and stability (Dembo, 2004). On the need for love and belonging, Steyn and Van Niekerk (2012) indicate that teachers who serve in school committees, such as the Sports Committee, Examination Committee or Cultural Committee, are motivated to meet their need for belonging. Self-esteem needs are very important in boosting staff performance.

The researcher is of the opinion that though self-esteem needs are important, most teachers often do not meet such needs. Teachers, like any other rational human being, would like some acknowledgement for what they do well. Steyn and Van Niekerk (2012) highlight the need for school principals to provide teachers with timely and specific feedback on assessments made on their work endeavours, as this can satisfy their self-esteem needs. Teachers need challenging job targets for them to realise their full potential, thereby meeting their self-actualisation needs. Steyn and Van Niekerk (2012) suggest that education managers should provide job enrichment and empower staff to participate in decision-making processes. The researcher acknowledges that there are many ways to motivate teachers. What remains unknown is whether or not teachers in the Omusati Region are motivated.

2.2.2 The life-cycle factor theory of attrition

Kirby and Grissmer (2013) state that the life-cycle theory of attrition is influenced by the changes in the life style of people. They further indicate that the initial decision to accept a certain job is conditioned on the existing family status and the choice of residential location. A change in either of these would cause the individuals to re-evaluate their decisions. The likelihood of changes in family status or residence tends to be fairly high for individuals in the early stages of their career.

2.2.3 Model of the study (Paradigm)

The study has independent and dependent variables and expected outcomes as its paradigm, as can be gleaned below. The independent variables are perceived factors that influence teacher attrition in the secondary schools in the Omusati Education Region. The dependent variables are the low salary and benefits of teachers; lack of support by the administration; no job responsibility for the teachers and poor performance of the learners. The expected outcomes are the solutions to counter or reduce attrition.

The paradigm shift below is the synopsis of the research study - the conceptual model for teacher attrition.

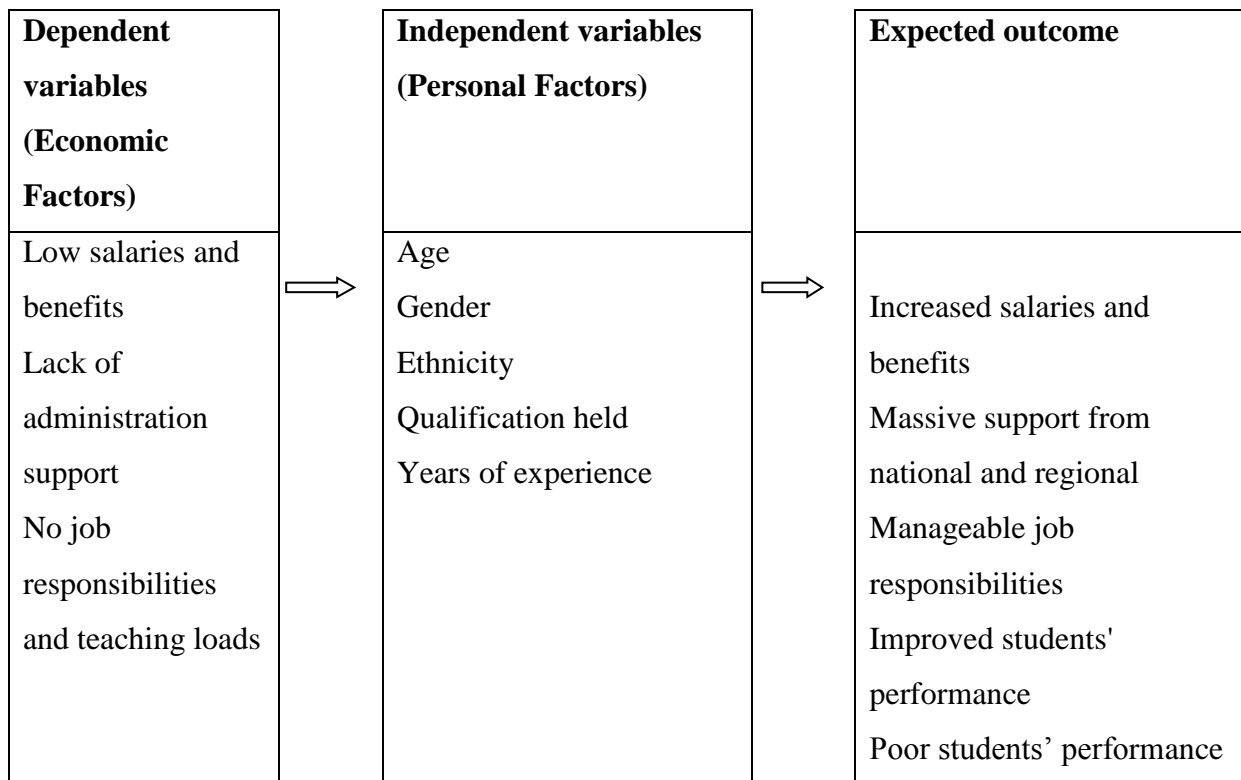


Figure 2: Conceptual model for teacher attrition adapted from Billingsley (2006)

A conceptual model was vital to successfully guide the research study and provided an appropriate framework to understand teacher attrition. Billingsley and Cross (2003) categorise factors that influence attrition in special education into personal and economic

factors. Personal factors include internal factors such as age, gender, ethnicity, teacher qualifications and years of experience, while economic factors include external factors such as economic, administrative support and employment factors. Billingsley's conceptual model provides a clear set of explanatory concepts that not only assist in better understanding of the subject matter, but also help with interpretation of research data and organising a wide variety of variables. This model of study is also used to determine whether there is a relationship between internal and external factors that influence teacher attrition.

2.3 Influences on teacher attrition

2.3.1 Internal and external factors

2.3.1.1 Internal factors

In a longitudinal study conducted in the Namibian public sector to determine the number of years' teachers would remain in the teaching profession and in what year of service they would tend to leave, Singer (2005) observes that young teachers (age 30 or younger) are nearly twice more likely to leave teaching than those over 30 years. Additionally, women were more likely to leave than their male counterparts were. Singer (2005) concludes that the risk of leaving was determined by external variables such as job responsibilities or salary.

Boe, Bobbitt and Cook (2007) examine factors that affect the attrition of teachers with data gathered from a national probability sample of public school teachers in the four northern regions of Namibia and the findings on the contribution of teacher-characteristic variables; and the results strongly associate age with the teachers' decisions to change schools or leave teaching. Additionally, an analysis of teacher qualifications and assignment revealed that teachers who had teaching certificates were more likely to stay in the same school than those who were only partly certified. Boe, Bobbitt and Cook (2007) further state that teacher turnover was higher for those who held the most recent teaching degrees; while turnover was

less likely among experienced teachers, and those with four or fewer years of experience were more likely to move to a different school or leave the school. The findings indicate that elementary school teachers moved to other schools at a higher rate than secondary school teachers (Boe, Bobbit & Cook, 2007).

Shen (2007) examines teacher attrition and retention in school in eight SADC countries by grouping variables according to personal characteristics, school characteristics and teachers' perceptions. Shen's findings are consistent with previous research, in terms of years of experience, teachers' salary, and teachers' perceptions as factors that influence the rate of attrition among teachers.

2.3.1.2 External factors

The role of external factors and their contribution to teacher attrition has not been widely researched, specifically in the Namibian education fraternity. Billingsley and Cross (2003) explore the extent to which commitment and job satisfaction influence teachers' intent to stay in teaching. The findings of the study by these authors suggest that higher professional commitment is a significant predictor of intent to stay in teaching. Additionally, a higher level of job satisfaction was associated with greater leadership support, work involvement, and lower levels of role conflict and stress. Furthermore, higher levels of commitment were associated with leadership support and lower levels of role conflict among the teachers.

Gersten, Keating, Yoranoff and Harniss (2009) examine the factors that lead to attrition and retention by measuring perceptions and feelings of various aspects rather than actual conditions to explore retention. Results of path analysis indicate that teachers' working conditions are directly affected by the level of support from the principals and other teachers.

This researcher has been in the teaching profession for 20 years and has witnessed many teachers leaving the teaching profession. Many left for further studies but never came back

while others left to look for jobs other than teaching. The researcher concurs with the above authors because the education sector in Namibia seems to be experiencing the same phenomenon. This reason prompted the researcher to carry out the study, with a focus on teacher attrition in secondary schools in the Omusati Education Region.

2.3.2 Factors affecting teacher attrition

2.3.2.1 Lack of support from administration

It is a harsh reality that teachers do not get support in schools. Administrators and school management have failed to support newly appointed teachers, as well as teachers who have been in the teaching profession for long (Bodencio & De Witt, 2012). Bodencio and De Witt (2012) further state that the policy makers, analysts and top management of education have placed the emotional welfare of the child first and have neglected the true needs and morale of the teachers, who deliver the service. Different studies (Darling-Hammond, 2012); Ingersoll & Smith, 2007) indicate that lack of administrative support and lack of influence in decision-making were the two major reasons teachers left the teaching profession.

Barnett et al. (2008) suggest that many creative and talented teachers have left the profession due to burnout. Gold and Roth (2011) indicate that the teachers were enthusiastic and excited about teaching during their first few months of teaching. However, they were faced with difficulties caused by administrators, lack of respect, little or no social support and other negative conditions. Gold and Roth (2011) note that educational managers and principals must be aware that it is not only the psychological well-being of the child that must be monitored but also the job satisfaction and psychological well-being of teachers. The researcher supports this line of thinking because if teachers' satisfaction and psychological well-being are not well taken care of, then the quality of service offered by the teachers

would be compromised. This would, in turn affect the performance of learners. Therefore, it is imperative to take care of the teachers' motivational needs.

Ministry of Basic Education, Sport and Culture (2004) states that school administrators need to be imaginative in helping teachers overcome other obstacles they encounter in the school and community. Bloland and Selby (2003) report that 50% of outgoing teachers cite a sense of isolation from colleagues and administrators as their main reason for leaving, which is consistent with the findings of Huling-Austin (2009) that one of the major causes of teacher attrition was the lack of positive interaction with colleagues and strong feelings of isolation. This problem is in line with the need to be loved and feeling of belonging, according to Maslow's hierarchy of needs. It is the researcher's line of thinking that mentoring and induction can foster a sense of being loved and belonging in the teachers. This is important because it would foster the teachers' sense of belonging to their new school community. When teachers get the feeling of belonging to the school, they would be more likely to stay longer than those who would be feeling isolated from the school community.

According to Alliance for Educational Excellence (2005), 52% of leaving teachers also cited a lack of involvement in and influence over school policy. The researcher believes that if teachers were not adequately involved in the school affairs, they would not have a sense of belonging to the school community. As a result, they would definitely seize any opportunity to transfer, . In contrast, if teachers are involved and have influence over school policy, they develop a sense of belonging and are more likely to stay in the school for a longer period. The extent to which the Omusati Region teachers are involved in policymaking and other school administrative responsibilities remains unknown.

2.3.2.2 Dissatisfaction with salaries and benefits

Most teachers who have left the teaching profession over the years have cited low salaries and poor working conditions as the major factors that influenced them to leave the teaching profession (Barnett et al., 2008; Ferriter & Norton, 2004; Ingersoll, 2003). Auala (1999) suggests that teachers get incentives to motivate them in their teaching. Incentives consist of tangible and intangible things such as payments, allowances, recognition, and security.

Salary and financial benefits are what Maslow theory of motivation refers to as the physiological needs. For many teachers, salaries are their main source of livelihood and should be able to cover their physiological needs. When the salary is insufficient to give them a basic comfortable life, they will consider going elsewhere where they can be better paid.

Teachers' salaries are a high interest issue. Some people in Namibia think teachers are paid too little while others think teachers are paid too much (Ministry of Education, 2007). Odden and Kelly (2005) believe that if teachers' salaries are below standard or market value, they need to be increased otherwise the quality of people entering or remaining in the teaching profession is likely to fall. Boe et al.(2007) note that teachers leave for higher paying jobs in other professions. They also note that although teachers' salaries had improved in recent years, they remained low compared to those of other similarly educated workers. Even in developed countries like the United States of America, teachers earn much less than other workers with the same level of education and experience. For instance, in the US in 1991, beginner teachers' annual salaries of \$19,100 ranked above those of service workers, but below those of every other occupation held by recent college graduates, including clerical workers, technicians, and labourers. It was substantially below the \$30,000 or more paid to beginner computer programmers, engineers, and health professionals. From the above analysis, rational teachers would leave the profession if they get a better paying job.

In Namibia, the workload of a teacher and the other responsibilities teachers have to shoulder are enormous (Auala, 1999). Billingsley and Cross (2003) agree that teachers' salaries are low, basing this on the number of hours and amount of energy teachers put into their work. Billingsley and Cross also agree that the teaching profession is very stressful and argue that the salary should really be much higher. Teachers work for too many hours after school, weekends and holidays, but their salaries are lower than those of other professionals.

Shen (2007) notes that there was substantial evidence that wages were among the most important considerations influencing teachers' decision to leave, adding that teachers were more likely to leave when they work in districts with lower salaries and when their salaries are low in relation to alternative job opportunities. Additionally, Shen reveals that the effects of wage differentials were strongest at the start of the teaching career, though the effects of wages persisted at higher levels of experience. On the problem of teacher attrition, Odden and Kelly (2005) report that some teachers left the profession because they were dissatisfied with their salaries. According to the 1987-88 Teacher Follow-up Survey, 4.5% of public school teachers stated salary as the main reason for leaving the profession. In private schools, 9.1% of private school teachers stated salary as the main reason for teachers leaving the profession. Dean (2003) notes a positive link between salaries and teachers' decisions to continue teaching in the same district. From the above synthesis, it is clear that most decisions to leave the teaching profession are influenced by low salaries and the desire to earn a better salary in another profession, if the opportunity arises.

In as much as the salary is an important factor in deciding to leave the teaching profession, there are other factors that teachers consider. Musaaazi (2004) argues that salary incentives are not the only motivating factor, as promotion is one way to increase teachers' job satisfaction lack of which can lead to low morale, which often results in frustration, resignation and at

times premature retirement from teaching. He indicates that teachers who were appointed head of departments were willing to devote time and energy to the development of the department even when such a post may not be accompanied by a financial reward. The fact that the principal has shown confidence in them by allowing them to run the department may be a sufficient incentive. The assignment of responsibility to teachers would give them a sense of belonging and this might motivate them to attain self-actualisation. This is important in this study because it could be used as a strategy to reduce teacher attrition.

2.3.2.3 Dissatisfaction with workload and working conditions

Teaching is a difficult job even for experienced educators. Teachers must meet the needs of all students in diverse school settings. They must efficiently handle excessive paper work, become experts in time management and establish strong connections between home and school. Many teachers in United States of America are highly optimistic that they can change the world and the children in their charge (United States Departmental of Education, 2012). Many embark on their teaching assignments with a highly idealised perception of teaching. They tend to envision themselves spending the entire day fostering the students' academic growth but once they enter the classroom, many are disheartened to find a myriad non-academic duties and paper work awaiting them. These sentiments were also echoed by Dean (2003), who is of the opinion that teachers have more responsibilities than before. The responsibilities included teaching overcrowded classrooms; teaching without any free periods; supervising extracurricular activities and marking many books. These are some of the factors Dean (2003) sees as driving teachers away from the profession, as they become discouraged by lack of time, needy children, and high expectations because the reality is so different from what they envisioned when training for the profession.

Every school has a number of tasks to do, which are not part of teaching and which require the knowledge and expertise of teachers. These include matters such as work on

examinations, pastoral care issues, different forms of assessments and many others. Huling-Austin (2009) enumerates that school principals have to teach 25% of the total number of periods per week; heads of departments have to teach 75% of the total number of periods per week and teachers have to teach 90% or more of the total number of periods per week. It is the researcher's view that this is too much work for the teachers per week because the same teacher has many other things to do, such as marking, subject administration and extracurricular activities.

A heavy teaching load is one of the factors that drive teachers away from the profession. Namibia is no exception to this phenomenon. The work done by teachers include core duties covered during formal school days and outside formal school days. Formal school days include teaching time, relief teaching, extra- and co-curricular duties, pastoral duties, administrative duties, supervisory and management functions and professional duties. Lock, Grobler and Mestry (2006) indicate that outside the formal school day, duties include planning, preparation and evaluation, extra- and co-curricular duties, professional duties, and professional development.

Teachers, especially in developing countries, work under stressful conditions and this is most likely to frustrate them. In some rural schools, teachers have to teach under trees because of classroom shortage or they have to teach while learners are standing because there is no furniture. Classes are often very large, which also implies a very huge workload for the teacher. The poor working conditions also de-motivate the teachers. Gersten et al.(2009) examine teachers' working conditions as catalysts for student learning. According to them, school systems and policymakers that help govern them should measure, recognize and respond to the direct effect that these conditions have on teacher attrition and, ultimately, student achievement. Their study, which collected and analysed data from approximately

50,000 teachers in North and South Carolina, USA, shows a powerful empirical link between teachers' working conditions and student achievement. In other words, improved working conditions are not only central to teachers' well-being and satisfaction, but they are also important to the success of the students they serve. The study indicates that improving teacher-working conditions meant focusing on resources, class sizes and physical structures. Their study added that the current concept of working conditions must move beyond typical labour issues of occupational health and safety concerns to consider a more comprehensive environment for teaching and learning. This is important because such an improvement may lead to greater satisfaction among the teachers.

Ingersoll (2003) indicates that leadership, empowerment, and time have striking connections to teachers' dissatisfaction, especially in high-poverty urban schools. In a national survey of teachers regarding reasons for teacher dissatisfaction, Ingersoll (2001) notes poor administrative support and lack of faculty influence as the leading factors for dissatisfaction in high-poverty urban schools. Other studies on teacher working conditions included measures to determine the effect of time allocation, empowerment, professional development, and leadership, which emerged as complex issues now proven to be closely related to the capacity of professionals to improve student learning (Borman & Dowling, 2008).

Working conditions, including professional teaching conditions, play a substantial role in one's decision to leave teaching in a particular school or district and contribute to the decision to leave the profession altogether. Teachers in more advantaged communities, such as in private schools, experience much easier work conditions, including small class sizes, pupil workload and have much more control over decision-making in their schools (Lambert, 2004). The poor working conditions include, poorer facilities, less availability of textbooks and supplies, less administrative support and large classrooms. Johnson and Birkeland (2003)

give teachers a chance to explain their career decisions. The study reveals that beginner teachers faced many challenges during their first years of teaching. The study indicates that they are often given the most difficult teaching assignments and extra-curricular responsibilities. Darling-Hammond (2012) notes beginner teachers' assignments and workloads as an important factor in teacher satisfaction and retention. The study indicates that assignments and workloads included more than just the number of learners taught but also the grade level, whether the teacher is teaching in the certified area, whether the teacher is responsible for learners with disabilities, the socio-economic status of the students and the class size. These factors are very important because they determine whether the teacher would stay in the school or not.

Separate studies (Ingersoll & Smith, 2007; Billingsley & Cross, 2003) show that each of these factors can impact teacher satisfaction and retention. Huling-Austin (2009) also notes that larger class sizes were associated with higher teacher-attrition rates and suggests that smaller class sizes would improve teacher retention.

From the above synthesis, the researcher is of the opinion that special attention should be given to the workload given to the teacher and the conditions in which the teachers have to deliver their services.

2.3.2.4 Frustration due to poor results

It is the researcher's view that one of the most important reasons why so many teachers have left and are leaving the teaching profession in secondary schools in the Omusati Education Region is frustration due to poor results. According to the Directorate of National Examination and Assessment (DNEA) statistics, the results of both Junior Secondary Certificates (JSC) and HIGCSE/IGCSE examinations are below average (MoE, 2013). Furthermore, the statistics have shown that few students are promoted to Grade 11 in JSCE

each year and very few Grade 12 students are admitted to colleges, the National University of Science and Technology, the International University of Management, the University of Namibia and elsewhere in the world.

Poor results in external examinations frustrate teachers often. Many teachers leave the teaching profession after parents and students blame them for poor results. Uugwanga (2012) argues that teachers are often blamed when learners fail because of problems in the home, absenteeism and other problems, which make schooling a low priority for learners. From the literature reviewed (Auala, 1999; Bloland, 1992; Bloland & Selby, 2003) show evidence that teachers derive satisfaction and motivation from the success of their students. As a result, teaching in difficult contexts, where success is less visible and less rewarding, results in more teacher attrition and inter-school movements.

Dembo (2004) found that public school teachers were less likely to leave schools where students were performing well. Johnson and Birkeland (2003) suggest that the movement of teachers from one school to another was indicative of a search for schools where good teaching is possible. In Southern Africa, there are also indications that teachers are motivated by student success. A report by VSO (2007) highlights the role of student achievement in teacher motivation. One teacher in a secondary school in Zambia said:

“I am coming to like my job when I see that pupils are learning. In 1998, I used to complain a lot. I had a group that did well in examinations and that really motivated me” (VSO, 2007, p. 34).

The teacher above shows the importance of students' achievements in teacher motivation. When students continue to fail from year to year, the teachers may become de-motivated and consider leaving the profession to do something they consider more fulfilling than teaching (Stockard & Lehman, 2004). The researcher is of the opinion that poor results negatively

affect the emotions of teachers because, in most cases when learners perform badly, it is the teachers who are blamed despite other factors, which might have caused such poor performance.

2.3.2.5 Marital status and family responsibilities

It is the researcher's opinion that marital status and family responsibilities are among the factors affecting for teacher attrition. Croasmum et. al.(2007) found that marital status was related more strongly to attrition than any other variable on which data was available. The study found that 90% of unmarried teachers compared to only 45.8% of the married ones were still teaching. It is expected that women married to men in minor white-collar and blue-collar occupations work to supplement income more often than those married to men in professional and higher status business occupations.

Bodencio and De Witt (2012) note that earlier research had indicated that the preference of the spouse leaving or staying in the teaching profession was one of the most important factors for staying in the field of education. Kirby and Grissmer (2013) theorise that the decision to accept and keep a teaching job depends on lifecycle factors (existing family status and change in family status). Bodencio and De Witt (2012) concur with Kirby and Grissmer (2013) that largely teacher attrition is directly related to changes in a family's situation.

Loock et al.(2006) deduce that younger women were the most likely to leave teaching compared to men in the same age group. The researcher also found moderate evidence that indicated that pregnancy and child rearing were the key reasons why young female teachers left the profession. This confirms findings by Gold and Roth (2011) that data from the United States suggests that attrition of female teachers was higher than that of male teachers. This was attributed to the fact that female teachers were more likely to leave their posts because of pregnancy and childcare. Another study done by Odden and Kelly (2005) indicates that men

were more likely to be promoted than women, which contributed to lower retention of female teachers. This means that it is possible that a significant number of women who leave in order to raise a family return to teaching once their children are older, a possibility consistent with limited evidence. Consistent with this possibility, several studies provide limited evidence that women who enter teaching at a more mature age are less likely to leave than those who begin teaching when they are much younger.

In Sub-Saharan Africa, the picture is varied. Literature reviewed by MacDonald (2005) suggests that the attrition of female teachers maybe higher than that of male teachers mainly because female teachers were often reluctant to take up posts in some remote areas which might lead to greater attrition early in their careers. The World Bank Education Report (WBER) (2007) reveals that in some areas in the Gambia, some communities resisted the arrival of a female unmarried teacher, which made it difficult for female teachers to accept rural postings. The report further indicates that female teachers were more likely to leave their jobs if they are unable to find a post near the husband's place of work. From the above literature review, the researcher is convinced that some of the attrition results from the changes that are brought about by one's life cycle.

2.3.2.6 Problematic student behaviour

Student discipline is another factor influencing teachers to leaving the profession. Students come with so many problems and issues, which overwhelm teachers. Dean (2003) posits that young people are growing up in a difficult and confusing world where values and standards vary considerably and where it is not easy to decide between right and wrong. The discipline of any school depends on establishing group norms and expectations (Guarino, Santibanez & Daley, 2006). These authors further cite common complaints from teachers, such as students are rude, lazy, use drugs and have no discipline or self-control anymore.

Boe et. al.(2007) argue that behaviour management interventions can effectively prevent problems from occurring. These interventions are instructional in orientation, promote a positive learning climate, are made up of responsive dynamic interventions and benefit from teachers experiencing collegial interaction, which in itself is a distinct feature of an inclusive classroom setting. It is important to have basic rules in the classroom to which everybody should adhere. In my view, unmanageable discipline problems mean more than teaching in the classrooms for teachers. Teachers have the desire to invest time and energy in lesson plans and preparation but spend most of their time on disciplining than on teaching. This can also frustrate the teachers to the point of leaving the profession, especially in light of students' rights where teachers are no longer allowed to discipline students in certain ways.

2.3.3 Types of attrition

2.3.3.1 Retirement-induced attrition

Ingersoll (2003) indicates that retirement has been cited less often for leaving the teaching profession than other reasons. The Agency Reporter (AR) (2010) agrees with Ingersoll (2003) that in African countries, where data was available, retirement accounted for a relatively small proportion of teacher attrition. In Zanzibar, retirement amounted to 9.8% of attrition; in Uganda the figure was 6%, and in Malawi 11.5%. The research also shows that a small proportion of teachers was retained after reaching retirement age in some countries in Sub-Saharan Africa (National Council for Teachers, 2002).

According to the American National Commission (2007) the ratio of teachers leaving for non-retirement reasons was about 3:1. The study adds that teacher shortages are caused by high non-retirement rates and late hiring, resulting in good teachers not being employed. From the above undertaking, it is clear that retirement contributes to teacher attrition but by a very small margin, which also shows that not many teachers are staying in the profession

until they reach the age of retirement. This shows that most of them leave the profession through attrition. It is the major objective of this research to discover the causes of attrition.

It is the researcher's opinion that quite a significant number of teachers are leaving the teaching profession before they reach the retirement age. The researcher believes that many teachers teach up to retirement age because of the security and stability offered by the profession. In as much as the researcher and many other people consider retirement to be naturally one of the reasons for teacher attrition, several researchers (Borman & Dowling, 2008; Ingersoll & Strong, 2011) have found that the number of teachers retiring from the teaching profession was not the leading cause. However, it is not known whether the same applies for the teachers in the Omusati Region.

2.3.3.2 Education-induced attrition

Croasmum et al.(2007) relate the teachers' level of education to the rate of attrition. Their conclusions agree partially with an earlier research by Johnson and Birkeland (2003) in respect of the relationship between the level of education and attrition, whether a teacher received two-year teachers' college training or a bachelor's degree, was not related to continuing teaching. However, teachers who completed graduate studies or obtained master's degrees continued to teach longer than other teachers did. One interpretation of this finding suggests that the professional level of training in education produces greater commitment to teaching, resulting in a larger proportion continuing to teach. Another interpretation was that these teachers left school earlier, so the attrition observed in the other educational categories had simply not yet had time to occur.

2.3.3.3 Beginner teachers

Sometimes newly graduated teachers have problems fitting into the school community and some of them leave the school within the first few weeks of teaching. The researcher's

experience concurs with some literature review findings. Barnett et al.(2008) contend that the highest rate of attrition was found to be among the beginner teachers and has been attributed to many factors. Some of these factors are directly related to dissatisfaction with the administration while others have been found to be due to the teacher's personal reasons, which stem from dissatisfaction within the job. Newly recruited teachers may have dissatisfaction with the kind of leadership relating to matters of decision-making, lack of support from the administration, lack of motivation and other factors. Croasmum et al.(2007) indicate that first year teachers were 2.5 times more likely to leave the profession than their more experienced counterparts. The study further indicates that an additional 15% of beginner teachers leave after their second year and still another 10% after the third year. The study discovered that the turnover rate of new teachers did not settle at the overall rate of 6% until the fifth or sixth year. Guarino et al.(2006) estimate that of all beginner teachers, 40-50% would leave during the first seven years of their career, and in excess of two-thirds of those did so in the first four years of teaching. This would cause a high rate of attrition.

Many new teachers find that they are unprepared for the reality of the classroom. Musaazi (2004) notes that beginner teachers left the teaching field because of inability to cope with teaching problems. Gold and Roth, (2011) cite discipline, difficulties with parents and lack of sufficient or appropriate teaching materials as some of the problems experienced by beginner teachers. In addition, beginners are often given the most difficult teaching assignments. Once they leave the university setting, novice teachers often receive little or no support and find that their teacher-education programmes did not adequately prepare them for the realities of teaching. Steyn and Van Niekerk (2012) identify a relationship between beginner teachers' self-assessment of the quality of their preparation programmes and their plans to stay in teaching. Their study reveals that university graduates, who were satisfied with their teacher

preparation programmes, were more likely to stay in teaching than their counterparts who were not satisfied with their teacher preparation programmes.

Croasmum et al.(2007) reveals poor development of systematic induction methods for new teachers as some of the reasons that forced novice teachers to leave the profession. In the teaching profession, interns and trainees have full teaching responsibilities without prior professional training. They must also attend classes in their spare time and often have limited expert supervision. Odden and Kelly (2005) contend that if we want to retain new teachers, particularly those teaching in inner-city schools, we must introduce them to the profession humanely, in ways that engender self-esteem, competence, collegiality, and professional stature. The engendering of self-esteem, competence and professional stature is necessary for the new teachers to reach their full potential in the teaching profession.

Another possible factor involved in the higher attrition rate for beginner teachers is the initial level of commitment to the teaching profession. Some prospective teachers enter the profession with a positive attraction for teaching and plan to make it a long-term career. Boe et al. (2007) indicate that other teachers enter the profession with the intention of staying only for a few years and plan to stop working altogether or to use the skills gained from their education to pursue interests in other fields. The researcher is of the opinion that for newly graduated teachers, who attended colleges in urban areas, being given a post to teach in the rural areas would be a nightmare and some new teachers fail to cope with rural life. The researcher acknowledges that in Namibia some schools, especially in rural areas, do not have tap water and electricity and the transport system is not good. It is the researcher's opinion that these might be the reasons why newly graduated teachers leave the profession.

2.3.3.4 Death and illness-induced attrition

In many African countries, the education sector is among the worst-affected by the HIV/AIDS pandemic and this has greatly increased death and illness-induced attrition in the teaching profession (Chirimbana, 2013). The Agency Reporter (2010) notes that death accounted for a significant proportion of attrition in Sub-Saharan Africa, although it is smaller than resignation or retirement. In some African countries, teacher death was one of the major contributors to attrition. In Malawi, death accounted for almost 30% of primary school teacher attrition, with figures of 15% in Zambia and 11% in Uganda. Most of the deaths and illnesses can be attributed to the HIV/AIDS pandemic.

The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2009) notes that teacher turnover and attrition were becoming increasingly chronic problems in Sub-Saharan Africa, as a result of HIV/AIDS-related illness and death. The following table demonstrates the estimated total of AIDS-related deaths and the rate per school in four countries between 2000 and 2008.

Table 2: AIDS-related teacher deaths: Source: Bennell, Hyde and Swainson (2009)

	AIDS-related Teacher Deaths (2000-2008)		Average Teacher Deaths per Primary School (2000-2008)
	Primary	Secondary	
Malawi	7,300	500	1,98
Namibia	2,100	800	1,76
Uganda	14,900	1,900	1,49
Zambia	16,200	7,600	3,44

Table 2 above shows the AIDS-related teacher deaths between 2000 and 2008 in four countries, namely, Malawi, Namibia, Uganda and Zambia. Between 2000 and 2008, Malawi had a projected average of 1.98 teacher deaths per primary school. Namibia had an average of 1.76, Uganda had an average of 1.49 and Zambia had the highest projected average of 3.44. The study adds that in addition to permanent teacher losses because of HIV and AIDS, teachers were increasingly more frequently absent from the classroom due to their own ill health and to care for ill family members; this negatively affected the quality of education students receive in the classroom.

Shen (2007) notes that the magnitude of teacher mortality, as a result of the AIDS pandemic, in Sub-Saharan Africa places teachers in Africa in the high risk group in as far as HIV/AIDS is concerned. A BBC World News reported in 2002 that one in seven teachers in Malawi were most likely to die during that year because of the pandemic. The study cites two reasons why teachers are prone and vulnerable to HIV infection. The first reason given was that teachers are relatively young in many countries, which means that the large majority of the teachers are in the highest HIV/AIDS prevalence age group. The second reason was that teachers are more likely to engage in high-risk behaviour compared to the rest of the adult population because they are relatively well off and are frequently posted from school to school. In the case of male teachers, the study indicates that a sizeable number has sexual relations with female learners. The researcher acknowledged that though data may not be readily available on death and illness-induced attrition, it was contributing significantly to total attrition, especially in Sub-Saharan Africa where the prevalence of HIV is quite high (WBER, 2007).

2.3.3.5 Ethnic-induced attrition

Huling-Austin (2009) analyses selected specific variables causing teacher attrition. The study indicates that the ethnicity of the participants was not a significant predictor of teacher attrition. Of the participants who taught at a Texas public school for at least two years, 88% were non-minority, and 12% were minority. Of the participants who taught for less than two consecutive years or who never taught in a Texas public school, 86.3% were non-minority and 13.7% were minority. This is likely to be a potential problem in many African countries because of differences in ethnic groupings. Thus if one is posted to teach in a different ethnic area, they may try to move to an area which houses their ethnic group.

2.4 Costs associated with high teacher turnover

Like any turnover, some tangible and intangible costs cause high teacher turn over in schools. The costs may be the high price of recruiting, interviewing and hiring of new teachers and the time lost by learners without teachers, before they get replacement teachers. In many African countries, the data on the costs associated with teacher attrition has not been gathered (UNESCO, 2009). The data-collection difficulties are even greater in Sub-Saharan Africa where the capacity to collect and verify data is more limited mainly because of limited resources. A research by WBER (2007) reveals that in Sub-Saharan Africa the impact of teacher shortages was felt disproportionately by the poorest and most marginalised in society. The study indicates that the shortage of teachers had resulted in an inability to deploy teachers to the remotest schools. WBER (2007) further states that where unqualified teachers are used to fill the gaps, these tend to be unevenly deployed, with more of the unqualified teachers in the least desired locations. The study by WBER (2007) found that despite the importance of monitoring teacher attrition in Southern Africa, existing data was limited in scope and reliability. Ingersoll and Smith (2007) conclude that greater tracking of teacher attrition was required in Southern Africa.

In more developed countries, the review of literature by Macdonald (2005) has shown that there is more documentation of the total costs associated with teacher attrition. Several researches (Ingersoll & Strong, 2011; Borman & Dowling, 2008) have been undertaken to find out the real costs of teacher attrition. A study done by America's National Commission for Teaching (2002) examines the problem of the shortage of teachers and possible retention. The study reveals that the inability to support high quality teaching in many of the schools was not driven by too few teachers coming in but by too many going out, and by a staggering teacher turnover and attrition rate. Generally, according to the National Commission on Teaching (2002) study, the turnover rate among teachers was significantly higher than for other occupations and an alarming and unsustainable number of teachers were leaving during their first year of teaching.

Another study based on an analysis of data by the National Centre for Educational Statistics (NCES) (2002) for the 1999-2000 school year, estimated that almost a third of America's teachers left the field during the first three years of teaching and almost half left after 5 years. The study also found that in many low-income communities and rural areas, the rates of attrition were even higher. According to the study, the supply of teachers was generally adequate to meet demand; in fact, the US produced more than enough teachers to meet its needs.

From the above analysis, the researcher is of the opinion that in both developed and developing countries, the demand for teachers can easily be met by current sources of supply of graduates coming out of colleges on an annual basis. However, that is not happening because of high rates of attrition.

Croasmum et al. (2007) examine the problem of teacher attrition in the US and ask: Why is teacher attrition such a critical issue? Their study indicates that teacher attrition was the

largest single factor determining demand for additional teachers in the United States. According to American Schools and Staffing Survey (1991) the source of attrition from jobs in special education was 49.2% and the source of attrition from jobs in general education was 75.8%. The study concludes that transfers do not affect the total annual demand for teachers, and the expansion of the teaching force only accounts for 19.5% of available teaching jobs. In other words, teacher attrition is a considerable factor affecting the amount of hiring which takes place in schools.

America's National Commission on Teaching (2002) reports that teacher turnover was very expensive. The study indicates that for the 1999-2000 academic years, schools in the US hired 534,861 teachers but by the end of the year, 539,788 had left their classrooms. The study notes that high turnover kept the school administration scrambling to find replacements and in many cases, quality teaching was compromised in an effort to find sufficient teachers. Beyond the intangible costs in educational quality and equity, attrition is also a costly problem from a financial perspective (America's National Commission on Teaching, 2002). Another study done in Texas reveals that the state's annual turnover of 15.5% of all teachers cost a total of \$329 million a year.

If the original costs of termination substitutes, learning curve loss and new training were included, then the price tag could go as high as \$21 billion. From the above analysis, one can conclude that given the scope of the problems triggered by attrition in the profession, minimising teacher attrition could be a cost-effective way for public schools to resolve both a human resource and education quality challenge.

It is the researcher's opinion that high turnover has the potential to seriously undermine a positive sense of community and belonging among families and students. The researcher is convinced that high turnover diminishes the sense of community, continuity and coherence

that are necessary for a school to have high performers. The most serious consequences, of course, are that high teacher turnover diminishes teaching quality and student achievements. In most cases, inexperienced teachers are often found to be less effective than more senior teachers are (Boe, Bobbitt & Cook 2007).

Schools in the neediest communities are sometimes worst affected by the problem of teacher attrition. In most cases, schools in urban areas in the United States of America can easily attract qualified and competent teachers mainly because of their location (Education Committee of United States, 2001). Teachers are often hesitant to take up posts in remote rural areas because of the unfavourable conditions, which are prevalent in rural areas, especially in developing countries. Other studies done in the developed countries also revealed that teachers were reluctant to go and teach in remote areas (Barnett et al., 2008). Darling-Hammond (2012) analyses the risk factors in teaching fellow programmes in North Carolina and notes attrition as a particular problem for high-needs schools. Darling-Hammond (2012) further notes that some schools often had difficulty attracting qualified candidates since they were perceived as having the least support and the most problems with student behaviour and violence. The study shows that once hired, teachers were twice as likely to leave high-poverty schools compared to low-poverty schools.

The study also indicates that because of attrition, schools were forced to hire less experienced teachers as replacements, and this generated lower value-added gains for the students. One can conclude that teacher attrition can undercut quality of education, particularly in schools that need well-qualified and effective teachers the most.

2.5 Effects of teacher attrition in schools

High attrition in schools makes it difficult for schools to attract and develop effective teachers and as a result, least experienced and least effective teachers end up teaching in rural schools,

which reduces their performance levels further (Boe et al., 2007). Consequently, students at high-poverty rural schools are more likely than their peers in wealthier schools to experience inconsistent staffing from one year to the next and to be taught by teachers who are new to their school and, often, new to the profession. Billingsley and Cross (2003) argue that schools that have trouble retaining teachers also struggle to fill vacancies as they arise. Billingsley and Cross (2003) further state that this practice is contributing to a cycle of chronic turnover as principals, who have trouble with teacher turnover in high-poverty rural schools, are forced to settle for teachers who are not good or fit for their school.

Barnett et al. (2008) indicate that when new teachers repeatedly teach students, they pay a substantial price year after year in the teacher turnover in high-poverty rural schools quality of instruction they receive. Secondly, schools with high turnover often must reconfigure their teaching assignments each year in response to staffing changes caused by transfers and new arrivals. Disruptions in instructional continuity result in “less comprehensive and unified instructional programs” for students, and this directly affects their learning (Dean, 2003). Guarino et al. (2006) argue that repeated turnover thwarts the kind of continuity needed to build sustained, trustful relationships among teachers, students, and families. Such relationships develop over time and are critical for forming a sense of community unified by a common mission and an agreed-upon strategy for achieving it. Sustained and stable relationships also allow schools to establish norms for instructional quality, professional conduct, student behaviour, and parental involvement - all of which are linked to student achievement, especially for financially impoverished students.

Finally, when schools lack the social capital that strong collegial relationships create, teachers may be reluctant to take on leadership roles or to form professional learning communities (Gersten, et al., 2009). Likewise, in a school with few experienced teachers, the human

capital necessary to effectively mentor new teachers may simply not exist (Huling-Austin, 2009). These factors in turn, reduce a school's capacity to develop programmes and implement curricula, and they impede teachers' ability to improve instruction together over time.

2.6 Measures to reduce high turnover rate

2.6.1 Salaries and allowances

America's National Commission on Teaching (2002) reveals substantial evidence that suggesting that wages were the most important consideration for teachers in their decision to leave. The study found that teachers were more likely to leave when they work in districts with lower salaries and when their salaries are low relative to alternative job opportunities. The effects of wage differentials were also found to be strongest at the start of the teaching career though the effects of wages persisted at higher levels of experience. Teachers in high-demand fields, like Mathematics and sciences, were especially found vulnerable to salary differences in their decision to leave or remain in the profession.

Ingersoll and Alsalam (2007) found that higher new teacher salaries were linked to increased commitment to the teaching profession. Guarino et al. (2006) concur with Ingersoll and Alsalam (2007) and associate high salaries with lower teacher attrition. Increasing teacher salaries to match those of college-educated people is likely to reduce the rate of attrition. Kirby and Grissmer (2013) also concur with Guarino et al. (2006), and Ingersoll and Alsalam (2007) that better compensation was associated with lower attrition. Another research done by Kirby and Grissmer (2003) has similar findings on teachers' salaries and attrition and adds that teachers were responsive to salaries in other occupations and that teachers who leave the profession cited low salaries as an important component of job satisfaction.

Similarly, Billingsley and Cross (2003) reveal that another incentive for teachers to locate to rural areas was the provision of teacher housing and that where teachers cannot live near the school, they were likely to spend a lot of time travelling, to the detriment of their school work. Billingsley and Cross (2003) add that housing was particularly important for female teachers. For instance, in the study in Malawi shows a strong association between the availability of housing in an area and the presence of female teachers in the school (Voluntary Service Organisation, 2007). Billingsley and Cross (2003) further note that in Uganda, a study on primary school teacher attrition considered the provision of housing to be a key factor in ensuring teacher retention, especially in rural areas. The Government of Uganda was allocating 15% of the School Facilities Grants to the construction of teachers' houses, as an attempt to lower attrition rates.

Kirby and Grissmer (2003) state that theory evidence and suggested policy options found that several researches on the subject of teacher attrition suggest that better teacher compensation was associated with lower attrition. A review of literature on teacher recruitment and retention by the RAND Corporation (2010) concludes that higher salaries are associated with lower teacher attrition. The study further indicates that salary increases for the teachers across the board would not be efficient and equitable in terms of recognizing working conditions and opportunity costs, since all teachers would receive the same increase. The study proposes a differential pay structure, which is potentially more effective than across the board salary increases because it directs resources to areas with shortages and to regions or areas with the highest attrition rates. The study argues that differential pay would promote equity, with respect to students, by increasing the equitable distribution of teachers across the student population if teachers received additional compensation for working in more challenging schools.

Ingersoll and Smith (2007) in their examination of the challenges of teachers in rural schools in some African countries show that Mozambique had a system of financial bonuses for teachers who teach in rural areas, with the schools classified into four location categories, ranging from urban schools to the most isolated schools. Teachers are paid a salary bonus, depending on the location of the school. The rural bonus payments are attractive and they depend on both location and on teacher qualification. Ingersoll and Smith (2007) reveal that in Lesotho, teachers in rural areas receive a hardship allowance paid as a flat fee of M275 per month. The hardship allowance was equivalent to 20% of the salary for a qualified teacher. However, the hardship allowance was considered too small to attract highly qualified teachers to remote areas and this may more likely lead to high attrition because the hardship allowances are small.

A study done by ECS Teaching Quality Research Reports (2005) argues that given the complexity of the issue of compensation and the interaction of compensation with other factors such as working conditions and general job satisfaction, drawing the implications of the research for policy was not an easy matter. The study recommends that policymakers should ensure that teacher salaries in their countries are comparable to those in other professions.

From the above analysis, the researcher is convinced that an increase in teacher salaries to the level of salaries of professionals in other fields would greatly improve the retention of teachers in the profession. The researcher is of the opinion that increasing salaries would be more cost-effective than the current situation where more resources are used in training and filling up vacant posts.

2.6.2 Strong, high quality administrative support

Croasmum et al. (2007) cite strong and high quality administrative support as key to successful new teacher retention. Face-to-face time with the administration was found to be another vital component of a successful new teacher induction programme. Guarino et al. (2006) agree that schools that provide new teachers with face-to-face administrative support and more autonomy had lower levels of attrition. Ingersoll and Smith (2007) note that 84% of new teachers interact face-to-face with the administration, which they view as essential for their success. However, the study found that the quality of interaction varied from school to school.

Stockard and Lehman (2004) suggest that beginner teachers need more face-to-face time with administrators. Johnson and Birkeland (2003) agree with Stockard and Lehman (2004) when they state that the administration can influence teacher's decision to stay, leave or move to another school, as well as impact on a teacher's perceptions of his or her success. Their study shows that new teachers, who had a supportive administration, felt encouraged to improve their career and remain in the profession.

Ingersoll (2001) states that administrative support can greatly affect the rate of teacher attrition in a school setting. When teachers feel part of the process, they are often more willing to stay. Ferriter and Norton (2004) concur with Vicky and Laila (2009) that administrators had a great deal of influence over the school climate and teacher efficacy. Minarik, Ricor and Swarts (2003) believe that administrators should create environments that are more democratic. Their study stresses that commanding attitudes should be eliminated and that administrators should support and encourage open two-way communication, shared leadership and allow the teachers to have a sense of empowerment. As Ferriter and Norton (2004) state that administrators who are supportive and accessible are the most effective and

when these individuals develop positive relationships with the faculty, everyone, including parents and students, benefit from the collegiality. Darling-Hammond (2003) indicates that effective school leadership has a magnetic effect that is capable of attracting accomplished teachers, who are searching for environments that would allow them to reach their peak performance level. Greiner and Smith (2009) also indicate that a lack of administrative support has been identified as a key factor in teacher attrition. Therefore, one can safely say that the retention and development of quality teachers must be the responsibility of the administrator and if seriously taken may lead to a lower rate of attrition.

2.6.3 Improved recruitment of teachers

Croasmum et al. (2007) note that entry into the profession and retention was basic to placing good teachers in America's classrooms. Nationally, nearly 1,300 institutions of higher education and a number of alternative programmes commit substantial resources to the preparation of teachers. Today, nearly 40% of the resources devoted to teacher preparation are used on individuals who never enter teaching and an additional 30% are used on individuals who teach less than five years. Bloland and Selby (2003) argue that if these scarce resources were applied to the preparation of good candidates, who enter the profession and remain in teaching more than a few years, we could expect a significant improvement in the quality of teacher preparation. Quality teacher preparation would make the teachers more attached to their profession and hence lower the rate of attrition.

Since the 1980s in the US, the attraction to teaching has improved, with salary increases closing some of the gaps between teaching and other occupations, and returning teachers to the wage level they had received before a decade of decline in real salaries. This has helped propel increases in teacher supply and quality. In contrast to the 1980s, current teacher education students have better academic records than most other college students do. With

current rates of increase in supply, we might optimistically expect the number of newly prepared teachers to soon reach 150,000 annually for the more than 200,000 openings to be filled. Future trends will be determined by currently unmade policy choices that affect the desirability of teaching. Obviously, teaching vacancies are, and will continue to be filled from other sources. Both attracting and retaining qualified teachers at higher rates will be essential to school quality and lowering the rate of teacher attrition.

2.6.4 Alternative certification programmes

Partly to attract more talented candidates to the teaching profession and partly in reaction to current and anticipated shortage of teachers, some states in America, have introduced alternative certification programmes. These programmes allow prospective teachers to obtain certification without following the traditional preparation path of going through teachers' colleges. Croasmum et al. (2007) note that there was a need to address the problem of a shrinking pool of education graduates, and many teacher education programmes had begun to recruit new teachers by developing an alternative route to teacher certification.

Barnett et al. (2008) indicate that by its very nature, an alternative teacher certification programme would attract a different population of participants than traditional programmes. Most candidates in alternative programmes were older than those in the traditional programmes, and most of them had already earned college degrees. In some cases, participants were selected because they were more academically talented than their counterparts in traditional programmes. These various differences may present both advantages and disadvantages. On the other hand, older candidates tend to bring with them more life experiences and greater maturity, which would benefit them as teachers. Barnett et al. (2008) believe that individuals, who had already earned their college degrees, were more likely to be more focused on learning to teach than their undergraduate counterparts, who

must often fit in their education course requirements along with the many other requirements necessary to complete their degrees.

If the ultimate goal of alternative certification programmes is to supply the public schools with additional qualified teachers, it would not be enough to simply look at the number of persons entering the profession through such programmes. If large numbers of teachers bail out in their first years of teaching, the impact of alternative certification programmes would be seriously diminished. Huling-Austin (2006) believes that the retention of alternatively certified teachers in the profession was a key factor in determining the ultimate success of the original goal, that is, to supply the nation's schools with additional teachers.

2.6.5 Improving teachers' working conditions

The above are examples of current efforts to address the issue of teacher attrition. Teachers' working conditions are still less than ideal. Teaching during actual school hours consists mostly of instructing a classroom of students. Other teaching duties such as planning, grading papers, working with colleagues, and conferencing with parents and/or students and working with curriculum and assessment are usually not part of the regular working day and must be attended to outside school hours. No other nation requires teachers to teach more hours per week than the United States. The National Commission on Teaching and America's Future (1996) reveal that America could face a serious teacher attrition crisis because of poor remuneration. From the above analysis, one would recommend that policy-makers make efforts to develop high-quality alternative routes to teacher preparation programmes, which are worth supporting in order to reduce teacher attrition.

2.6.6 Collaborative time with colleagues and mentoring

Johnson and Birkeland (2003) note that new teachers need unstructured time with colleagues agree with previous researches that time to interact with colleagues was essential to beginner teachers. In as much as such time was found to be necessary by the study, it was unfortunate that many new teachers were teaching in isolation. Bodencio and De Witt (2012) indicate that combating this isolation could be done through the provision of time to interact in non-evaluative manners with colleagues. Johnson and Birkeland (2003) suggest that collaboration can be done through a common planning time with teachers in the same subject area or grade level or through regularly scheduled collaborative times with other teachers to discuss instruction.

Guarino et al. (2006) Wang and Odell, (2002) concur that comprehensive research reviews had found that collaborative time was essential for beginner teachers. RAND Corporation (2010) findings that beginner teachers, who received induction and mentoring support, had lower attrition rates concur with recent studies in California and Chicago, which suggest that mentoring resulted in a decline in teacher turnover and attrition.

According to Guarino et al. (2004) schools that provide mentoring and induction programmes, particularly those related to collegial support, had lower rates of turnover among beginner teachers. California State University conducted a study throughout California's public schools to learn what influences teachers' decisions to leave or stay in the teaching profession. The study indicated that the majority of outgoing teachers cited a strong sense of individuality, absence of teamwork and team spirit in their schools. In contrast, returning teachers spoke of the value of positive peer relationships. Futernick (2007) indicates that collegiality was the most important factor in preventing teacher attrition. Good collegiality has many positive effects on teachers, students and learning communities. By

causing teachers to feel safe, respected, valued and part of a team, collegiality helps prevent teachers from feeling “burned-out”, which leads to attrition within schools. Collegiality frees, encourages and empowers teachers to focus on personal development, their students’ achievements and on meeting higher goals and standards. From the above analysis, one can conclude that induction and mentoring may indeed be worthwhile. In other words, induction and mentoring may be of much greater benefit, and thus be much more cost-effective for some populations of beginner teachers than for others.

2.7 Summary

The chapter gave the theoretical framework of the study followed by a review of literature on teacher attrition. Specifically, this chapter gave the major causes of attrition and ended by suggesting ways of reducing the rate of teacher attrition. The next chapter will present the methodology that was used in the research process.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives the methods that were used in the study to collect and analyse the data. Specifically, this chapter presents the research design, the population, the sampling techniques, the research instruments, pilot study, data collecting procedures and the methods of data analysis. Finally, this chapter presents the ethical issues, which were considered in this study.

3.2 Research design

Gay, Mills and Airaian (2009) define research design as an overall outline, plan or strategy one intends to use to seek an answer to the research problem. It focuses on the end product; the kind of study being planned and the kind of results aimed at. This research study used a mixed method approach, which included both quantitative and qualitative research design in a single study. Qualitative research focuses on phenomena that occur in natural settings and studying them in their complexity (Christensen & Johnson, 2012). Qualitative research methods can reveal the nature of certain situations, settings and relationships. They enable the researcher to gain new insights about a phenomenon. It also helps to develop new concepts or theoretical perspectives about a phenomenon. On the other hand, quantitative research refers to the systematic empirical investigation of social phenomena via statistical, mathematical or computational techniques. The objective of quantitative research is to develop and employ mathematical models, theories and hypotheses pertaining to phenomena (Gay, Mills & Airaian, 2009). The process of measurement is central to quantitative research because it provides the fundamental connection between empirical observation and mathematical expression of quantitative relationships. Quantitative data is any data that is in numerical form such as statistics and percentages. The quantitative researcher asks a specific, narrow

question and collects a sample of numerical data from participants to answer the research questions of the study.

Christensen and Johnson (2012) state that the purpose of mixed methods research is to build on the synergy and strength that exist between quantitative and qualitative research methods to understand a phenomenon more fully than using either the qualitative or quantitative method alone. This approach was suitable because both quantitative and qualitative data are equally weighted and collected concurrently through the same study (Shark, 2006). A survey research design includes questionnaires and interviews. Data collected from the interviews are qualitative in nature while data collected from questionnaires are both qualitative and quantitative in nature (Christensen & Johnson, 2012). In this study, information on the different factors influencing teacher attrition was collected from the inspectors of education, secondary school teachers still in the service and also some secondary school teachers, who have left the profession in the Omusati Education Region.

The qualitative method is useful when seeking to describe human experience or behaviour. The purpose of such research was to obtain a greater understanding of the issue, as seen from the unique viewpoint of the people being studied (Bloland, 1992). O'Donoghue and Punch (2003) state that triangulation explains the richness and complexity of human behaviour more specifically by studying it from more than one standpoint and by giving a more detailed and balanced picture of the situation. Data from teachers were gathered through questionnaires while interviews were held with the circuit inspectors in the Omusati Education Region. Data from questionnaires were both quantitative and qualitative since the questionnaire had both close-ended and open-ended questions while the data from interviews were purely qualitative.

The use of quantitative research design combined with qualitative research design in this study was of great help in enhancing understanding of the dynamic views of teachers and inspectors of education. The quantitative design was used to establish associations between the variables. The qualitative design was used to provide a deeper understanding of the factors that contribute to teacher attrition in secondary schools in the Omusati Education Region. The study had both independent and dependent variables. The independent variables are perceived factors, such as age, gender, qualification and years of experience. Dependent variables are low salary, benefit of teachers, lack of support from the administration, no job responsibility from teachers and poor learner performance.

3.3 Population

Onwuegbuzie and Johnson (2004) state that a population is a group of individuals that has one or more characteristics in common that is of interest to the researchers. In this study, the population was all secondary school teachers and inspectors of education in the Omusati Education Region who worked in Omusati Education Region between 2010 and 2012. There are 12 secondary schools, about 226 teachers, and 10 inspectors of education in the Omusati Education Region (MoE, 2009).

3.4 Sample and sampling procedures

A mixture of stratified and simple random sampling strategies was used in the selection of the teachers who are still in service together with the inspectors of education to ensure fair representation and also to give proportional representation to the participants. A snowball sampling strategy was used to select 15 teachers who have left the Omusati Education Region for whatever reason. Christensen and Johnson (2012) note that snowball sampling is necessary in cases where sensitive issues are being investigated. The researcher identified one teacher with the desired information and that person led to the next person. To ensure that a

sufficient number of samples were selected from the population of the study, the Slovin formula Cohen, Manion, and Morrison (2012) was used as follows:

$$n = \frac{N}{1 + Ne^2} \quad \text{Where } n = \text{number of respondents}$$

N = total population of the teachers in (226), e = margin of error

The same formula was used to determine the number of inspectors who participated in the study. From the 10 inspectors, six were drawn from the defined population. Sixty percent (60%) of teachers, as a sample was drawn from the population (60% of 226 is 136). Eight schools were drawn from the population; then 136 divided by 8 (schools that were drawn) is 17 respondents per school.

3.5 Research instruments

Questionnaires were used to gather data using close-ended questions on a five-point Likert scale (strongly disagree, not sure, agree, strongly agree) for different options (Gay, Mills & Airaian, 2009). The questionnaire also asked for the biographical information of the respondents. It also included a few questions that required the respondents to provide information related to teacher attrition. A formal, standardised interview was employed with circuit inspectors. Interviews provided the researcher with more and rich, detailed information than other instruments. They also enabled the researcher to clarify doubts by repeating or rephrasing the questions for them to be well understood by the participants. In addition, the interviewer could probe deeper into responses given by the interviewee. Open-ended questions were used to obtain information on participants' perceptions, experiences and feelings about factors that contribute to teacher attrition in secondary schools in the Omusati Education Region. With the permission of the participants, a tape recorder was used during all the interviews.

3.5.1 Questionnaires

This study used self-administered questionnaires with both open- and close-ended questions. A questionnaire is a form containing a set of questions, especially ones addressed to a statistically significant number of subjects, as a way of gathering information for a survey. Questionnaires were used in this study and they had the advantage that they were quite easy and required little time to administer. These questionnaires were administered to 64 teachers, who are still in service, and to 15 teachers, who have moved from the Omusati Education Region through transfer or resignation.

3.5.2 Interviews

In this research, structured interviews were used to collect data from six randomly selected circuit inspectors. These were used because they provided an insight into declarative knowledge about the teachers who are quitting or transferring from the Omusati Education Region. Structured interviews were used because they provided structural relationships of concepts and they provided detailed information on the research matter. Christensen and Johnson (2012) define an interview as a conversation between two people (the interviewer and the interviewee), where questions are asked by the interviewer to obtain information from the interviewee. Interviews enabled the researcher to clarify, repeat or rephrase the questions in order to be well understood and properly answered by the respondents. In addition, the interviewer could probe deeper into responses given by the interviewee and the researcher could capture the emotions of the respondents (Ferriter & Norton, 2004).

3.6 Pilot study

A pilot study may be defined as a standard scientific tool of research, allowing scientists to conduct a preliminary analysis before undertaking the real experiment (Cohen, Manion & Morrison, 2012). In this study, a pilot study was done on five teachers in one secondary

school in another region close to Omusati in order to find out whether the research instrument would be understood or not. These also helped the researcher to know whether the questions asked were appropriate and relevant. The pilot study helped the researcher to modify and rephrase some of the questions that appeared too difficult for respondents to understand. Some double-barrelled questions were also corrected based on the pilot study results. It also helped to establish whether the type of data obtained could be meaningfully analysed in relation to the research questions.

3.7 Data collection procedures

The researcher obtained a letter of authorisation and introduction from the University of Namibia (see Appendix A). The researcher then wrote a letter to the Director of Education in the Omusati Education Region to seek permission to carry out the study in the region (see Appendix B). An approval letter was issued by the Regional Educational Director (see Appendix C). Letters were written to the inspectors of education and sampled principals of schools requesting permission to carry out the study in their circuits and schools. When administering the questionnaires, the researcher first informed the participants about the purpose of the research and sought their informed consent on whether or not they wanted to participate in the research. Questionnaires were given to the participants and left with them for some time to complete (Futernick, 2007). The teachers were given two weeks to complete the questionnaires, after which they were collected for analysis. Questionnaires for the teachers, who had transferred from the Omusati Education Region or had quit the teaching profession, were completed after an appointment with the researcher.

To collect data from interviews, the researcher first made an appointment with each inspector of education. On the day of the interview, the researcher using the interview guide, asked the inspectors questions and wrote down the answers given. Data collection activities were

carried out after office hours. Interviews with the circuit inspectors were conducted individually to promote trust and data confidentiality.

3.8 Data analysis

Gay et al. (2009) define data analysis as a practice in which raw data is ordered and organised for the extraction of useful information. The process of organising and thinking about the data is key to understanding the crucial concepts that can be drawn from a given set of information.

In this study, quantitative data was analysed by using descriptive statistics, frequency tables, graphs and percentages using the Statistical Packages for Social Sciences (SPSS version 22). Descriptive statistics were computed for the attrition and retention of the groups in the study. These statistics included the group mean and standard deviation for each continuous variable and percentages for each categorical variable. For the internal variable that was nominal, the respondents were classified into a particular category. In summary, the data analysis plan was designed to address the general questions of whether an array of internal and external variables affected teacher turnover in secondary schools in the Omusati Region. Information obtained from the interviews was analysed through semantic coding of the data into hypothetical themes and was interpreted, organised and presented through a descriptive method and the results were presented in narrative form.

3.9 Ethical considerations

Permission was first obtained from the relevant authorities before conducting the study (see Appendix B and C). A letter to request permission to undertake the study was first written by the researcher to the Regional Education Director of the Omusati Education Region where the research would be undertaken. Permission was given in the form of an authorisation letter to carry out the research. Consent to participate in the research was sought and obtained from

prospective inspectors, teachers and transferred/quit teachers. The prospective respondents were first informed about the purpose of the research to enable them to make an informed decision whether to participate or not. All the respondents were assured that their responses would remain confidential.

The researcher assured the respondents of anonymity and confidentiality at all times during the study as a way of accepting responsibility to protect them. The inspectors of education and school principals took part in the research voluntarily and were assured that the information obtained from them and the teachers would be used only for research purposes. The collected data were stored in a locked filing cabinet and the electronically captured information was stored in the researcher's personal computer, which is password protected.

3.10 Summary

The preceding chapter presented the methodology that was used in this research. It presented the research designs of the study, the population of interest, the sample and the sampling procedures that were used in the study. This chapter also presented the research instruments that were used in the study, ethical considerations and data analysis procedures.

CHAPTER 4: PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the results of the study in accordance with the research questions and includes information collected from the questionnaires given to 64 of the teachers sampled from nine schools, and the 15 teachers who either transferred or moved from the Omusati Education Region who participated in the research.

4.2 Information on teachers still in the service

4.2.1 Demographic information

Sixty-four teachers from nine schools took part in the research - 40 females and 24 males.

The demographic information is presented in Figure 3 below:

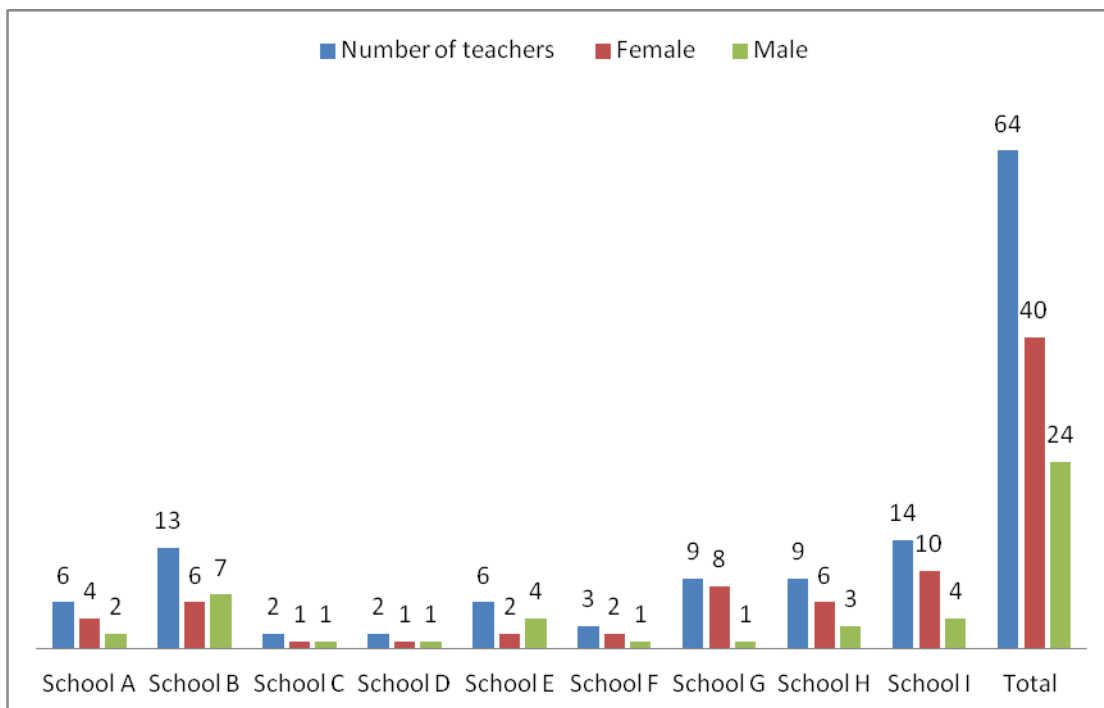


Figure 3: Participating teachers' demographic information

4.1.2 Respondents' educational qualifications

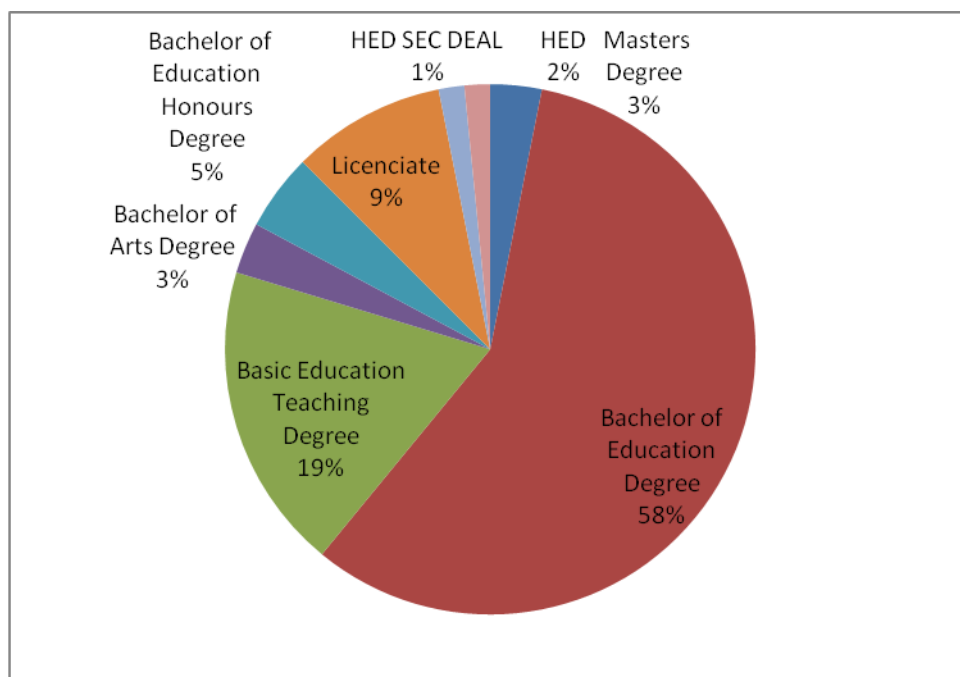


Figure 4: Educational qualifications of the participating teachers still in the service

The respondents were required to answer indicate their educational qualifications. According to the results, they held different qualifications. Two of them (3.1%) held Masters Degrees, thirty-seven (57.8%) held Bachelor of Education Degrees (BEDs) while twelve (18.6%) held Basic Education Teaching Diplomas (BETDs), While three (4.7%) respondents held Bachelor of Education Honour's Degrees and Two (3.1%) of the respondents held Bachelor of Arts Degrees. Six (9.4%) respondents held the Licentiate qualification while one (1.6%) respondent held an HED SEC DEAL qualification and one (1.6%) candidate held an HED qualification. Figure 4 above, shows that the majority of the teachers hold a university degree, with only a meagre 3.1% having a Master's Degree. A smaller percentage of the respondents did not have degree qualifications.

4.2.2 Respondents' marital status

The respondents were required to indicate whether they were single, married or divorced. Forty-two of the respondents (65.6%) indicated that they were single. The remaining 34.4% indicated that they were married. Their responses are shown in Figure 5 below:

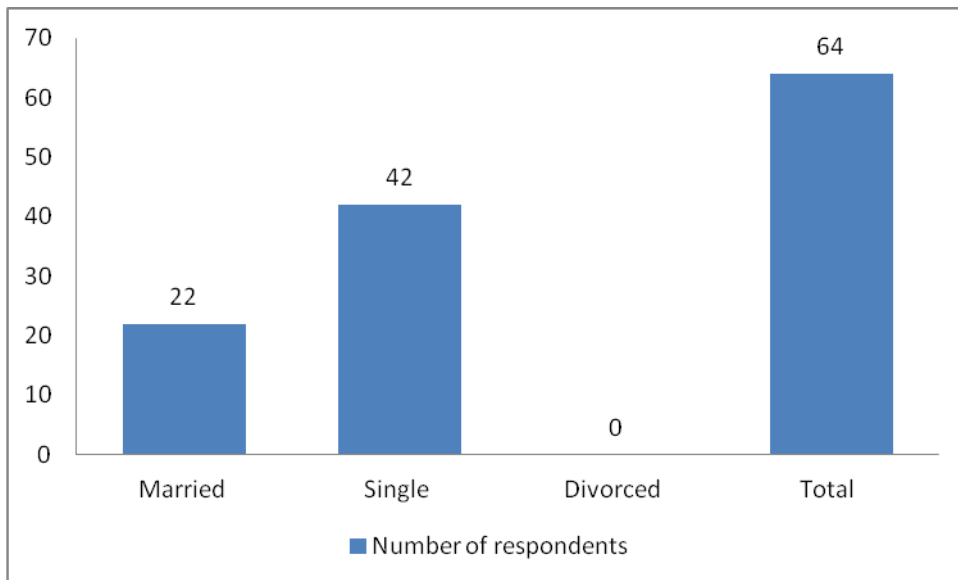


Figure 5: Marital status of respondents

An analysis of Figure 5 above shows that the majority (42) 83% of the teachers who took part in the research were single while the minority of (22) 17% were married.

4.2.3 Respondents' age groups

The respondents were required to indicate the age group they belonged to according to the following groupings: 20-30, 31-40, 41-50 and 51-60. The responses are shown in Figure 6 below:

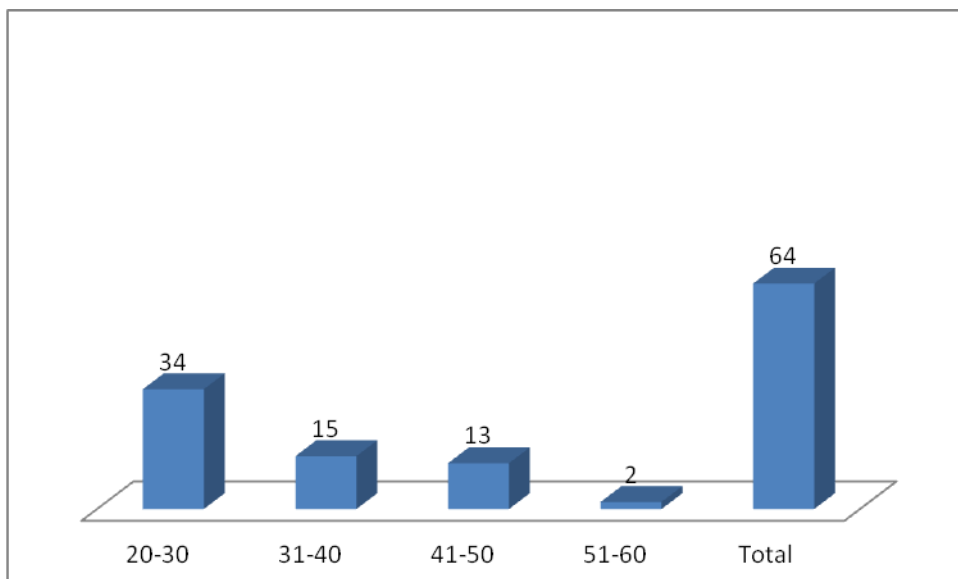


Figure 6: Respondents' ages

Figure 6 shows that the majority (34) of the respondents, representing 53.1% of the total respondents, fell within the 20 - 30 year age group. Of these, 15 (23.4%) of the respondents fell within the 31- 40 year age group while 13 (20.3%) fell within the 41-50 year age group. Only a minute 3.1% of the respondents fell within the 51 - 60 year age group. These results suggest that only a small fraction of teachers reach retirement age while still serving in the teaching profession. These findings suggest that most of the teachers might have quit the profession before retirement age. These findings concur with the findings of Barnett et al. (2008), who note that most teachers are likely to quit the profession if they find the job unrewarding.

4.2.4. Respondents' salaries

Respondents were required to indicate into which monthly salary range they fell by responding to a close-ended question. The following salary ranges were given: N\$3,000-N\$5,000, N\$5,001-N\$8,000, N\$8,001-N\$12,000, and N\$12,001 and above. Their responses are shown in Figure 7 below:

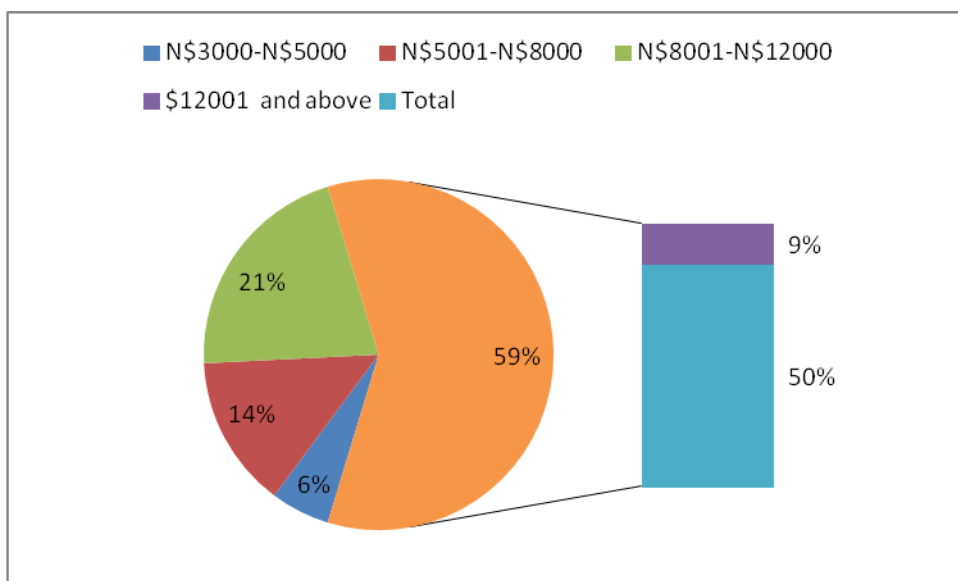


Figure 7: Salaries of respondents who are still teaching in the Omusati region

Figure 7 above shows that 6% of the respondents earned between N\$3,000 and N\$5,000. Fourteen percent (14%) of the respondents earned more than N\$5,000 but not more than N\$8,000. The majority of the respondents indicated that they earned more than N\$8,000 but not more than N\$12,000. The remaining 9% indicated that they earned more than N\$12,000. These results corroborate Uugwanga (2012)'s observation that salaries of most teachers in Namibia are below N\$10,000.

4.2.5 Type of school

The respondents were required, in a close-ended question, to indicate the type of school they taught at. Their responses are presented in Figure 8 below:

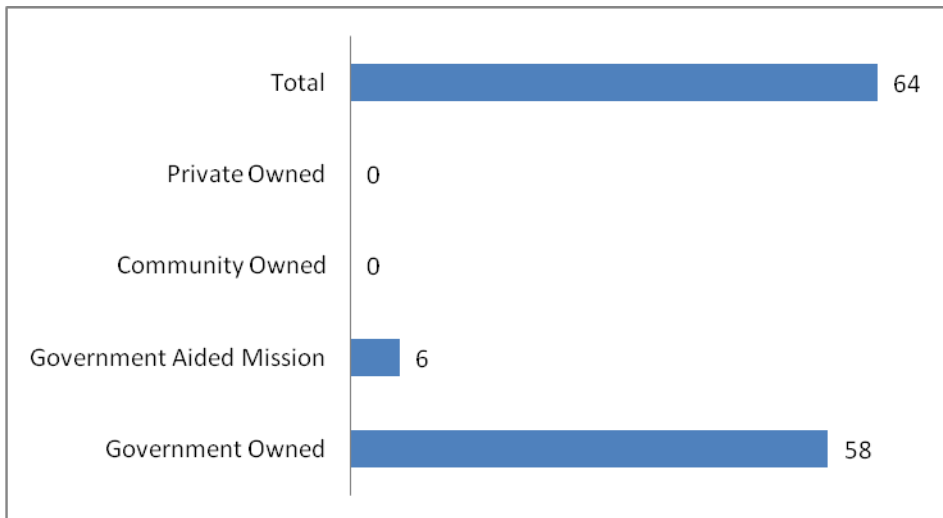


Figure 8: Type of school where teacher is working

From Figure 8 above, the majority of the respondents (58), representing 90.6%, indicated that they taught at government-owned schools, while 9.4% (6) indicated that they taught at government-aided mission schools. None of the respondents taught at privately owned or community-owned schools. These findings concur with the findings of Ferriter and Norton (2004), who note that the majority of teachers in the SADC region are teaching in government or public schools and are likely to leave the teaching profession if they are not well supported by the school system.

4.2.6 Years of teaching experience

Respondents were required to indicate their length of teaching experience by responding to another close-ended question. Their responses are shown in figure 9 below:

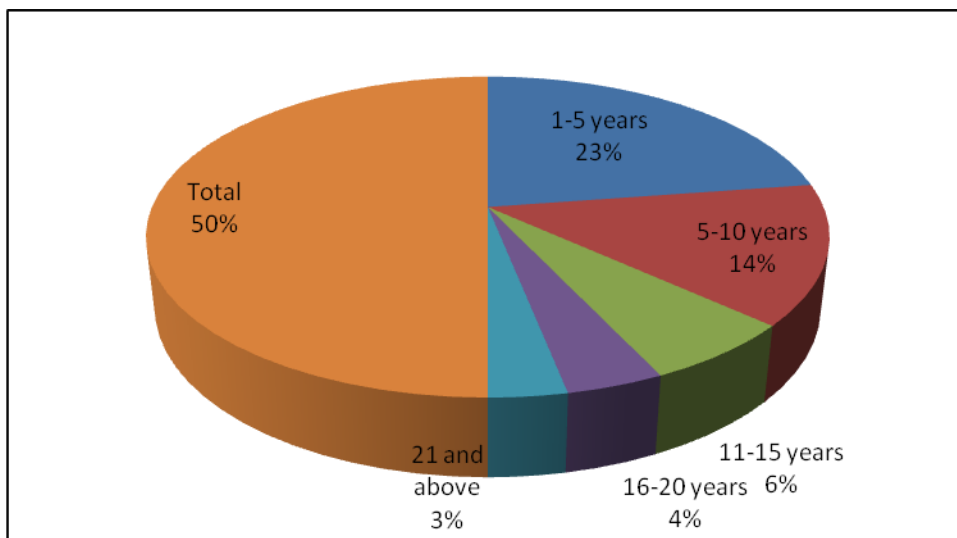


Figure 9: Years of teaching experience

Figure 9 shows that the majority of the respondents indicated that they had between 1 and 5 years of teaching experience. Fourteen percent of the respondents had between 5 and 10 years of teaching experience, 6% of the respondents had between 11 and 15 years of teaching experience. Only 4% of the respondents had between 16 and 20 years of experience while only 3% of the respondents had 21 or more years of teaching experience. These findings reflect that the majority of the teachers, who are in the education system, are young and with experience the teachers, quit the profession presumably for other more rewarding jobs. These findings concur with the findings of Futernick (2007), who notes that teachers retire or quit the teaching profession for greener pastures as a result of poor remuneration.

4.2.7 Factors that can influence teacher attrition

4.2.7.1 Interpersonal relationships

The respondents were required to express their views on whether or not interpersonal relationships influenced teacher attrition in secondary schools in the Omusati Education Region. The respondents were required to indicate whether they agreed, disagreed or were neutral or indifferent. Four questions were asked on the influence of interpersonal relations

on teacher attrition. The questions and the responses were analysed and are presented in Table 3 below:

Table 3: The influence of interpersonal relations on attrition

The influence of interpersonal relations on attrition	Frequency (F) and percentage (%)					
	Agreed		Neutral		Disagreed	
	Freq	%	Freq	%	Freq	%
Poor interpersonal relationships with colleagues	17	26.6	11	17.2	36	56.2
Poor interpersonal relationships with heads of office	21	32.8	11	17.2	32	50
Poor interpersonal relationships with students	13	20.3	14	21.9	37	57.8
Poor interpersonal relationships with the community	14	21.9	15	23.4	35	54.7
Average percentages		25.4		19.9		54.7

Table 3 above shows that 26.6% of the respondents indicated that they agreed that poor interpersonal relationships with colleagues influenced the rate of attrition, a majority of 56.2% disagreed while 17.2% was indifferent. Fifty percent (50%) of the respondents disagreed that poor interpersonal relationships with the heads of office influenced the rate of teacher attrition. Another 32.8% of the respondents agreed that poor interpersonal relationships with the heads of office influenced the rate of attrition while 17.2% was indifferent. A majority of 57.8% and 54.7% did not agree that poor interpersonal

relationships with students and the community, respectively, had an influence on teacher attrition average, while 54.7% of the respondents disagreed that the various interpersonal relationships influenced teacher attrition. An average of 25.4% agreed that the various interpersonal relationships influenced teacher attrition while a minority of 19.9% was indifferent. These results concur with the findings of Billingsley & Cross (2003) that the teachers' interpersonal relations with the students, community and administration was likely to determine whether or not they will stay at a particular school. Billingsley and Cross (2003) further note that if students are hostile, teachers are likely to leave the school.

4.2.7.2 Advancement factors

The respondents were required to answer questions on advancement factors, which influenced attrition. They were required to indicate whether they agreed, disagreed or were indifferent to a specific advancement factors asked. Table 4 presents the results:

Table 4: The influence of advancement factors on attrition

The influence of advancement factors on attrition	Frequency (F) and percentage (%)					
	Agreed		Neutral		Disagreed	
	Freq	%	Freq	%	Freq	%
Lack of promotion	43	67.2	8	12.5	13	20.3
Lack of in-service training	37	57.8	11	17.2	16	25
Lack of opportunities for further studies	39	60.9	13	20.3	12	18.8
Lack of study leave opportunities	42	65.6	12	18.8	10	15.6
Average percentage		62.8		17.2		19.9

Table 4 shows that 67.2% agreed that lack of promotion influenced teacher attrition, 20.3% disagreed, while 12.5% was indifferent. About 57.8% felt that lack of in-service training had an influence on attrition, 25% disagreed, while 17.2% was indifferent. On the influence of lack of opportunities for studies on attrition, the majority of the respondents (60.9%) agreed that the lack of opportunities for further studies influenced teacher attrition; 20.3% were neutral, while 18.8% disagreed.

Table 4 also shows that 65.6% of the respondents agreed that the lack of study leave opportunities influenced the rate of attrition, whereas 18.8% were neutral, while 15.6% disagreed. An average of 62.8% of the respondents agreed that the general lack of advancement opportunities in the profession influenced attrition while 19.9% disagreed, and 17.2% was indifferent. These results corroborate the findings of Billingsley and Cross (2003) that advancement factors such as promotion opportunities through further studies were likely to help retain teachers in the teaching profession if the ministry had such meaningful benefits for the teachers.

4.2.7.3 Working conditions on attrition

The respondents were required to indicate whether they agreed, disagreed or were neutral on the effect of various work conditions given on teacher attrition. Their responses were analysed and are presented in Table 5 below:

Table 5: The influences of work conditions on teacher attrition

The influence of work conditions on teacher attrition						
	Agree		Neutral		Disagree	
	F	%	F	%	F	%
Heavy teaching loads	55	85.9	4	6.3	5	7.8
Inadequate resources for teaching	47	73.4	9	14.1	8	12.5
Inadequate preparation time	44	68.9	8	12.5	12	18.8
Teachers attend class activities after normal working hours	47	73.4	10	15.6	7	10.9
Class size not ideal for teaching	47	73.4	8	12.5	7	10.9
Too much paper work in teaching	55	85.9	3	4.7	6	9.4
Teachers do not enjoy benefits enjoyed by other public officers	51	79.7	8	12.5	5	7.8
Average percentage		77		12		11

Table 5 shows that 85.9% of the respondents agreed that heavy teaching loads were responsible for a high rate of attrition among teachers, while 7.8% disagreed and 6.3% were neutral, respectively.

On the inadequacy of teaching resources, 73.4% of the respondents agreed that inadequate teaching resources also contributed to teacher attrition, while 14.1% was not sure and 12.5% disagreed. The majority of the respondents (68.9%) agreed that inadequate preparation time for teaching influenced the rate of attrition while 12.5% was indifferent or neutral and 18.8% disagreed that inadequate preparation time influenced teachers' decision to leave the profession.

On class activities after normal hours, 73.4% agreed that these activities after normal working hours influenced the rate of attrition, 15.6% were neutral while 10.9% disagreed. About 73.4% of the respondents agreed that a big class was not ideal for teaching and this was good enough reason for teachers to leave the profession, 10.9% disagreed while 12.5% were neutral on the fact that a big class was not ideal for teaching.

On the issue of paper work, the majority of the respondents (86%) agreed that the profession had too much paper work and this influenced teacher attrition, 4.7% were neutral and 9.4% disagreed. On the question of whether teachers enjoyed benefits enjoyed by other public officers, a high percentage of 79.7% agreed that teachers did not enjoy benefits enjoyed by other public officers. However, 12.5% were neutral and 7.8% disagreed. On average, 77% of the respondents agreed that the various work conditions influenced the rate of teacher attrition, while 12% and 11% were neutral and disagreed, respectively.

These results agree with the findings of Auala (1999), who notes that working conditions were likely to improve on teacher attrition. Auala further states that schools with such amenities like piped water, electricity and staff housing were more likely to retain their staff members than those schools that did not have such amenities.

4.2.7.4 Administrative factors

On the influence of administrative factors on attrition, the respondents were asked close-ended questions whether they agreed, disagreed or were neutral to the specific question asked. The responses were analysed and are presented in Table 6 below.

Table 6: The influence of administrative factors on attrition

Administrative factors on attrition	Agreed		Neutral		Disagreed	
	F	%	F	%	F	%
Lack of awareness regarding school policies and rules by teachers	23	35.9	23	35.9	18	28.2
Teachers are not involved in the school curriculum	26	40.6	22	34.3	16	25
Teachers are not involved in decision making	35	54.7	16	25	13	20.3
Unfair transfer of teachers to other regions	19	29.7	17	26.6	28	43.8
Political interference	12	18.6	17	26.6	35	54.8
Average percentage		35.9		29.7		34.4

Table 6 shows that 35.9% of the responses indicated that they agreed that the lack of awareness regarding school policies and rules by teachers influenced attrition while another 35.9% were neutral and 28.2% disagreed. Forty-seven percent (47%) agreed that the exclusion of teachers from the school curriculum influenced attrition; 34.3% were neutral, while 25 % of the respondents disagreed.

About 54.7 of the participants agreed that the exclusion of teachers from decision-making influenced attrition, 25% were neutral, while 20.3% of the respondents disagreed. On the influence of political interference, 54.8% of the respondents disagreed that it influenced the level of attrition, 26.6% were neutral while 18.6% of the respondents agreed that political interference influenced the teachers' decision to leave the profession. On average, 35.9% agreed that administrative factors influenced attrition, 29.7% were neutral while 34.4% disagreed that administrative factors influenced attrition. These findings validate the findings

of Croasmum, Hampton and Herrmann (1997) that if teachers are put in positions of authority they are likely to feel empowered and stay longer at their current schools.

4.2.7.5 Factors that can drive teachers away from the teaching profession

The respondents were required to indicate which of these factors would influence them to leave the profession: salaries, teaching loads, family commitments, better jobs and student behaviour. Their responses were analysed and are presented in Table 7 below:

Table 7: Factors that can drive away teachers from the profession

Factor	Frequency	Percentage
Salaries	35	33
Teaching loads	31	29.3
Family commitments	5	4.7
Better jobs	19	17.9
Student behaviour	16	15.1
Total	106	100

Some of the respondents indicated more than one factor. The total count of participants amounted to 106. Salaries had a frequency of 35 (33%). Teaching loads had a frequency of 31 (29.3%) while better jobs had a frequency of 19(17.9%), while student behaviour was mentioned 16 times, accounting for 15.1%. The family commitment factor was mentioned the least - only five times - representing 4.7%. Other factors mentioned by the respondents included the lack of suitable accommodation for the teachers, especially in some schools in the rural areas. Some respondents also indicated that teachers suffered a lot of criticism from parents and communities, especially when the students do not perform well. Some

respondents felt that they were overloaded with extra administrative duties in addition to their teaching workload. These findings support the findings of Futernick (2007) that if working conditions are not conducive, new teachers are likely to move away from the school for better schools or other jobs with better working conditions.

4.3 Factor domains that influence teacher attrition

4.3.1 Hypothesis tests on the factor domains that influence teacher attrition

The various factors that were hypothetically assumed to have a significant influence on teacher attrition were grouped into factor domains D1 to D4 as follows: Interpersonal Relations (**D1**), Advancement Factors (**D2**), Working Conditions (**D3**), and Administrative Factors (**D4**). The overall means and standard deviations of those who agreed and disagreed that they were influential factors were calculated. Table 8 presents the summary of the results.

Table 8: Overall hypothesis test results on the factors that influence teacher attrition in the Omusati Education Region from the perspective of the teachers who are still in the service

Factor Domain	Agreed (%)		Disagreed (%)		N	T _{Calc}	T _{Standard}	Accept/ Reject
	Mean	Std	Mean	Std				
Interpersonal relations (D1)	25.39	5.61	54.69	3.38	5	-10.0	1.96	Reject H ₀
Advancement Factors (D2)	62.89	4.29	17.19	3.38	4	16.7 4	1.96	Reject H ₀
Working Conditions (D3)	77.23	6.73	11.15	3.76	7	22.6	1.96	Reject H ₀
Administrative factors (D4)	42.7	24.4	24.48	3.94	3	1.25	1.96	Accept H ₀

Table 8 shows that the overall domain score for interpersonal relations (D1), as a factor influencing teacher attrition, was 25.39% with a standard deviation of 5.61 for those in favour, while those opposed scored 54.69%, with a standard deviation of 3.38. A t-test performed on this domain rejected H_0 , which stated that there was no significant difference in those who agree and those who disagree that intrapersonal factors influence teacher attrition in favour of the alternative, which stated that there was a significant difference. However, on these results, the mean score for those in favour was smaller than that of those not in favour, which suggests that D1 was found to be an insignificant factor influencing teacher attrition.

The overall domain score for advancement factors (D2), as a factor influencing teacher attrition, was 62.89% with a standard deviation of 4.29 for those in favour while those not in favour scored 17.19% with a standard deviation of 3.38. A t-test performed on this domain rejected H_0 , which indicated that there was no significant difference in those who agree and those who disagree that advancement factors (D2) influence teacher attrition in favour of the alternative, which stated that there was a significant difference. However, the mean score for those in favour was greater than that of those not in favour, which suggests that D2 was found to be a significant factor influencing teacher attrition.

The overall domain score for working conditions (D3), as a factor influencing teacher attrition, was 77.23%, with a standard deviation of 6.73 for those in favour while those not in favour scored 11.15% with a standard deviation of 3.76. A t-test performed on this domain rejected H_0 , which stated that there was no significant difference in those who agree and those who disagree that working conditions influence teacher attrition in favour of the alternative, which stated that there was a significant difference. However, the mean score for those in favour was higher than that of those not in favour, which suggests that D3 was found to be a significant factor influencing teacher attrition.

The overall domain score for administrative factors (D4), as a factor influencing teacher attrition, was 42.7% with a standard deviation of 24.4 for those in favour while those not in favour scored 24.48% with a standard deviation of 3.94. A t-test performed on this domain Accepted H_0 , which stated that there was no significant difference in those who agree and those who disagree that administrative factors influence teacher attrition in favour of the alternative, which stated that there was a significant difference. Therefore, D4 was found to be an insignificant factor influencing teacher attrition based on the teachers' responses.

4.4 Information on teachers who have left the Omusati Education Region

This section presents the results of the 15 teachers snowball sampled, who have moved from the Omusati Education Region.

4.4.1 Demographic information

Fifteen teachers from nine schools took part in the research - eight females and seven males. Out of the 15 teachers, six were married and nine were single.

4.4.2 Age distribution of the respondents

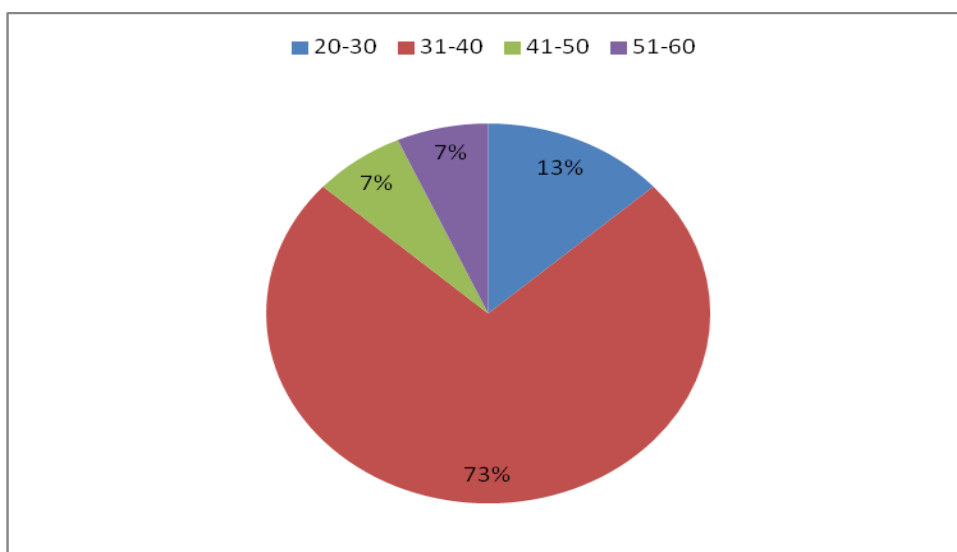


Figure 10: Age distribution of the teachers who left the Omusati Education Region

Figure 10 shows that 73% of the participating teachers who left the Omusati Education Region were aged between 31 and 40 years and formed the majority of the participants, while 13% were aged 20-30, 7% were aged 41-50 years and another 7% were aged 51-60 years. These findings agree with the findings of Ingersoll (2001), who notes that young teachers were more likely to leave the teaching profession for other more paying jobs than older teachers.

4.4.3 Qualifications of the respondents

The respondents were asked to answer the question: “*What is your highest educational level?*” Figure 11 below shows the teachers’ responses to this question.

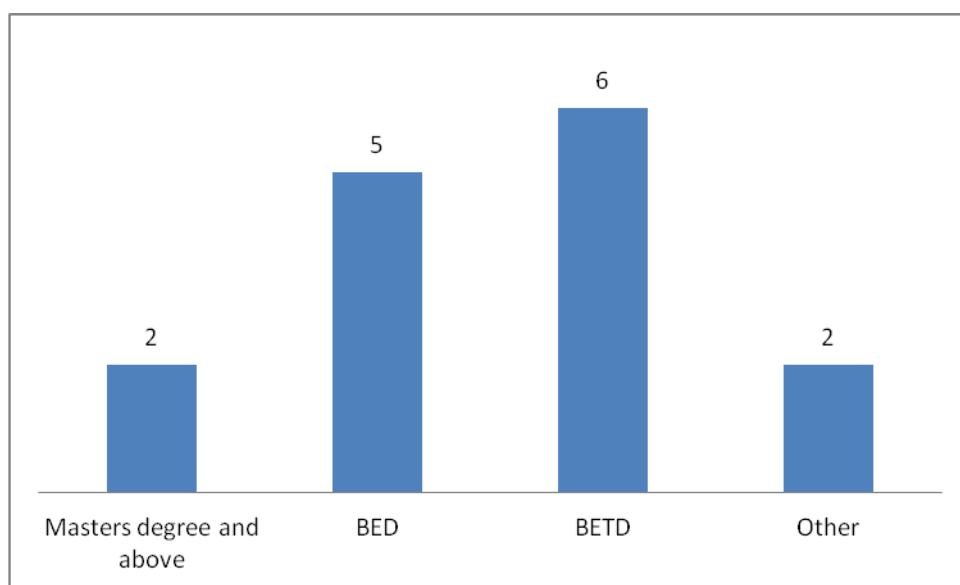


Figure 11: Qualifications of the teachers who left Omusati Education Region

Figure 11 shows that two teachers had masters’ degrees and above, five teachers had a bachelor’s degree, six - who form the majority - had the Basic Education Teachers Diploma (BETD) and two teachers had other qualifications. These results correspond to the findings of Greiner and Smith, (2009) that teachers who are certified are more likely to move to other

schools than the uncertified. These results seem to further suggest that teachers who have a professional qualification are not easy to retain in work places than those without qualifications.

4.4.4. Type of school where teacher was teaching before quitting

The teachers were also asked to indicate the type of school where they were teaching before moving out of the Omusati Education Region. Figure 12 below shows the teachers' responses.

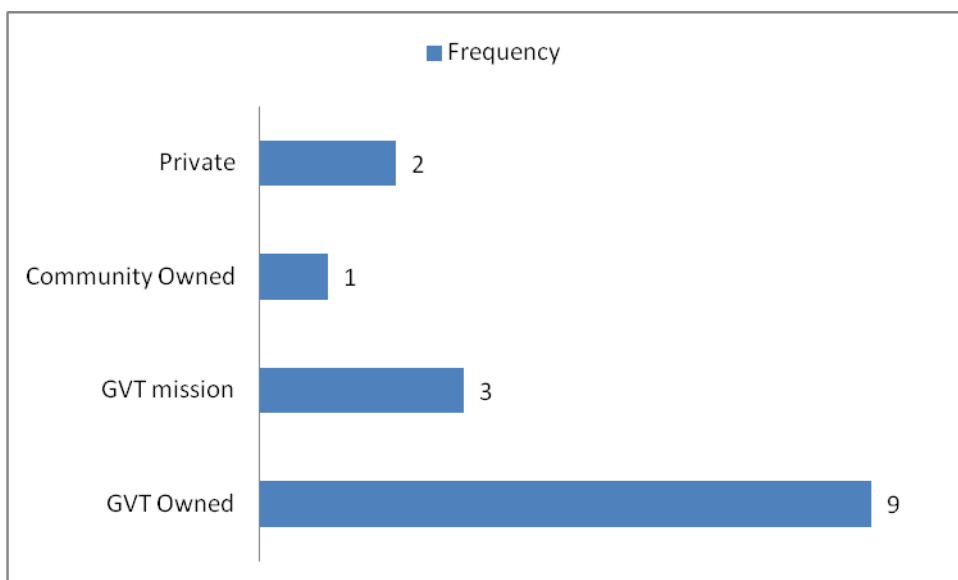


Figure 12: Type of schools the teacher taught before moving out of the Omusati Education Region

Figure 12 shows that the majority of the teachers (9), who have moved out of the Omusati Education Region, were teaching in government schools, three teachers were teaching at mission schools, one teacher was teaching at a community-owned school and two were teaching in private schools. The above results agree with the findings of Stockard and Lehman (2004), who note that public school teachers are likely to leave the profession as a result of poor salaries and poor working conditions or both.

4.4.5 Respondents' salaries

Respondents were required to indicate their monthly salary ranges before they moved out of the Omusati Education Region. The following salary ranges were given: N\$3,000-N\$5,000, N\$6,000-N\$8,000, N\$9,000-N\$12,000, N\$12,000 and above. Their responses are shown in Figure 13 below:

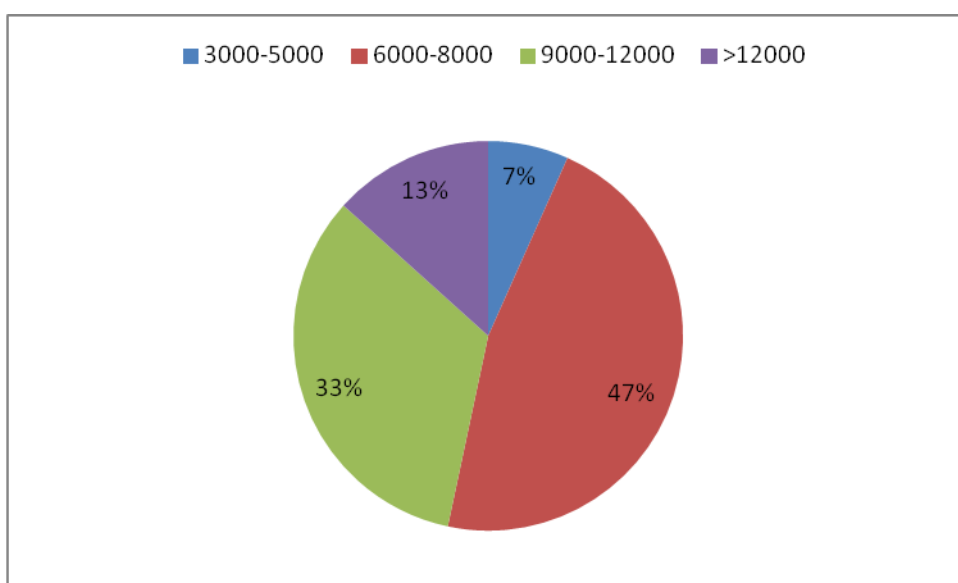


Figure 13: Respondents' salaries before leaving the Omusati region

Figure 13 above shows that 7% of the respondents earned between N\$3,000 and N\$5,000 while 47% of the respondents earned more than N\$5,000 but not more than N\$8,000. The majority of the respondents indicated that they earned between N\$6,000 and N\$8,000, with 33% of the respondents indicating that they earned between N\$9,000 and N\$12,000, while 13% earned more than N\$12,000. These results suggest that those teachers who left the professions did so because the remuneration was not motivating. The results agree with the findings of Croasmum, Hampton and Herrmann (2007) who note that teachers who are not satisfied with the job are less motivated and are more likely to quit the profession.

4.4.6 Years of teaching experience

Respondents were required to indicate the length of their teaching experience by responding to another close-ended question. Their responses are shown in Figure 14 below:

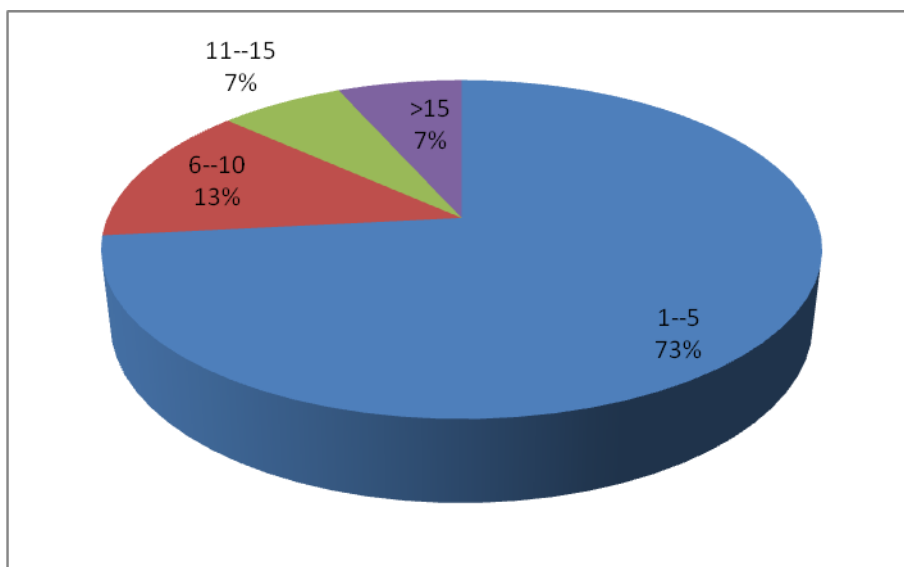


Figure 14: Years of teaching experience of those teachers who left the Omusati Region

Figure 14 shows that the majority of the respondents (73%) indicated that they had between 1 and 5 years of teaching experience, 13% of the respondents had between 6 and 10 years of teaching experience, 7% had between 11 and 15 years of teaching experience while only 7% of the respondents had 15 or more years of teaching experience. These results concur with the findings of Johnson and Birkeland (2003), who note that teachers are likely to leave their teaching stations within the first three to five years of teaching if the working conditions are not favourable or if they are not motivated.

4.4.7 Factors that influenced teachers to leave

4.4.7.1 Interpersonal relationships

The respondents were required to express their views on whether or not interpersonal relationships were a factor that could have influenced teacher attrition in secondary schools in

the Omusati Education Region. The respondents were required to indicate the extent to which they agreed, were neutral or disagreed with the statements on interpersonal factors. Four questions were asked on the influence of interpersonal relations on teacher attrition. The responses were analysed and are presented in Table 9 below:

Table 9: The influence of interpersonal relations on attrition

Effects of interpersonal relations on attrition	Frequency (F) and percentage (%)					
	Agreed		Neutral		Disagreed	
	Fre q	%	Fre q	%	Fre q	%
Poor interpersonal relationships with colleagues	7	46.7	4	26.7	4	26.7
Poor interpersonal relationships with heads of office	6	40.0	1	10.0	8	50
Poor interpersonal relationships with students	3	20.0	3	20.0	9	60
Poor interpersonal relationships with the community	4	26.2	2	13.3	9	60.0
Average percentages		33.2		17.5		50.0

Table 9 above shows that 46.7% of the respondents indicated that they agreed that poor interpersonal relationships with colleagues influenced the rate of attrition, 26.7% disagreed while 26.7% were neutral. Half the respondents indicated that they disagreed that poor interpersonal relationships with the heads of office influenced the rate of teacher attrition, 40% agreed while 10% of the respondents were indifferent. Twenty percent (20%) did not

agree that poor interpersonal relationships with students and the community had an influence on teacher attrition average, while 20% disagreed that the various interpersonal relationships influenced teacher attrition. An average of 26.2% agreed that the various interpersonal relationships influenced teacher attrition while 13.3% were indifferent. These results concur with the findings that interpersonal relations in a teacher's working environment influence teacher attrition (Shen, 2007; Barnett et al., 2008; Kirby & Grissmer, 2013).

4.4.7.2 Advancement factors associated with teacher attrition

The respondents were required to respond to questions on advancement factors that influenced attrition. They were required to indicate whether they agreed, disagreed or were indifferent to specific advancement factors the researcher asked. Table 10 presents the results.

Table 10: The influence of advancement factors on attrition

Influence of advancement factors on attrition	Frequency (F) and percentages (%)					
	Agreed		Neutral		Disagreed	
	Freq	%	Freq	%	Freq	%
Lack of promotion	11	73.3	1	7.7	3	20
Lack of in-service training	7	46.7	4	26.6	4	26.6
Lack of opportunities for further studies	9	55.0	3	5.0	6	40
Lack of study leave opportunities	12	80	2	13.3	1	7.7
Average Percentage		65.0		13.5		23.6

Table 10 shows that 73.3% agreed that lack of promotion influenced teacher attrition, 20% disagreed, while 7.7% indicated that they were indifferent to the effects of the lack of promotion on teacher attrition. About 46.7% felt that a lack of in-service training had an influence on attrition, 26.6% of the respondents disagreed while remainder were indifferent.

On the influence of lack of opportunities for studies on attrition, the majority of the respondents (80%) agreed that lack of opportunities for further studies influenced teacher attrition, 13.3% were neutral, while 7.7% disagreed that lack of opportunities for further studies influenced the rate of teacher attrition. These results concur with the findings of Ingersoll and Smith (2007), who cite advancement factors as influencing teacher attrition. Ingersoll and Smith state that teachers working under conditions that do not offer meaningful staff promotions and opportunities for growth are likely to leave or quit the job for better-paying jobs.

About 65.6% of the respondents agreed that the lack of study leave opportunities influenced the rate of attrition, whereas 18.8% were neutral, while 15.6% disagreed. An average of 62.8% of the respondents agreed that the general lack of advancement opportunities in the profession influenced attrition, 19.9% disagreed, while 17.2% were indifferent.

4.4.7.3 Working conditions

The respondents were required to indicate whether they agreed, disagreed or were neutral on the effect of various working conditions given on teacher attrition. Their responses were analysed and are presented in Table 11 below:

Table 11: The influence of working conditions on teacher attrition

Effect of working conditions on teacher attrition						
	Agree		Neutral		Disagree	
	F	%	F	%	F	%
Heavy teaching loads	11	73.3	0	0	4	26.7
Inadequate resources for teaching	8	53.3	2	13.3	5	33.3
Inadequate preparation time	9	60.0	3	20.0	3	20.0
Teachers attend class activities after normal working hours	10	66.7	2	13.3	3	20.0
Class sizes not ideal for teaching	8	53.3	3	20.0	4	26.7
Too much paper work in teaching	9	60.0	2	13.3	5	33.3
Teachers do not enjoy benefits enjoyed by other public officers	10	66.7	2	13.3	3	20.0
Average percentage		61.9		12.4		25.7

Table 11 shows that 73.3% of the respondents agreed that heavy teaching loads were responsible for a high rate of attrition among teachers, while 26.7% disagreed and none were neutral. On the inadequacy of teaching resources, 53.4% of the respondents agreed that inadequate teaching resources also contributed to teacher attrition, while 13.3% of the respondents were not sure if this had any effect on attrition. However, a third of the respondents disagreed that inadequate teaching materials had negatively influenced attrition. The majority of the respondents (60%) agreed that inadequate preparation time for teaching influenced the rate of attrition; 20% of the respondents were indifferent or neutral on the effect of inadequacy of teaching preparation time on attrition, and another 20% disagreed that the inadequacy of preparation time led to teachers deciding to leave the profession.

On class activities after normal hours, 53.6% of the respondents agreed that teachers attended teaching activities after normal working hours and this influenced the rate of attrition, 20.7% were neutral, while 20% disagreed that this influenced teacher attrition. Almost three quarters (73.4%) of the respondents agreed that class size was not ideal for teaching and this was a good reason why teachers were leaving the profession, 10.9% disagreed while 12.5 % were neutral.

On the issue of paper work, the majority of the respondents (86%) agreed that the profession had too much paper work and this influenced teacher attrition, while 4.7% were neutral and 9.4% disagreed. On the question of whether teachers enjoyed benefits enjoyed by other public officers, a whopping 79.7% of the respondents agreed that teachers did not enjoy benefits enjoyed by other public officers. However, 12.5% and 7.8% were neutral and disagreed, respectively. On average, 66.7% of the respondents agreed that the various work conditions influenced the rate of teacher attrition, while 13.3% and 20% were neutral and disagreed, respectively. Gold and Roth (2011) note that working conditions, which are not conducive for staff members, are likely to force the teachers to quit the profession. They further recommend that the public service offer meaningful packages to retain teachers in the profession.

4.4.7.4 Administrative factors

On the influence of administrative factors on attrition, the respondents were required to respond to close-ended questions as to whether they agreed, disagreed or were neutral to the specific question asked. The responses were analysed and are presented in Table 12 below.

Table12:Influence of administrative factors on attrition

Influence of administrative factors on attrition	Agreed		Neutral		Disagreed	
	F	%	F	%	F	%
Lack of awareness regarding school policies and rules by teachers	9	60.0	3	20.0	3	20.0
Teachers are not involved in the school curriculum	8	53.3	2	13.3	5	33.3
Teachers are not involved in decision making	12	80.0	0	0	3	20.0
Unfair transfer of teachers to other regions	6	40.0	1	10.0	8	53.3
Political interference	4	26.6	1	10.0	10	66.7
Average percentage		51.9		13.3		38.5

Table 12 shows that 60% of the responses indicated that they agreed that the lack of awareness regarding school policies and rules by teachers influenced attrition while 20% were neutral and 20% disagreed. About 53.3% agreed that the exclusion of teachers from the school curriculum influenced attrition, while 13.3% were neutral and 33.3 % of the respondents indicated that they disagreed.

About 80% of the participants agreed that the exclusion of teachers from decision-making influenced attrition. None were neutral while 20% of the respondents disagreed that decision-making influenced attrition. On the influence of political interference, 54.8% of the respondents disagreed that it influenced the level of attrition, while 26.6% were neutral and 18.6% agreed this had an effect on teachers' decision to leave the profession. On average, 35.9% agreed that administrative factors influenced attrition; 29.7% were neutral while 34.4% disagreed that administrative factors influenced attrition.

These findings agree with the findings of Darling-Hammond (2012) that administrative factors were likely to influence teacher attrition, especially in schools where the school principal had dictatorial tendencies.

4.4.7.5 Factors that drove the teachers away from the teaching profession in the Omusati Education Region

The respondents were required to indicate which of the following factors influenced them to leave the profession: salaries, teaching loads, family commitments, better jobs and student behaviour. Their responses were analysed and are presented in the Table 13 below:

Table 13: Factors that drove away teachers from the profession

Factor	Frequency	Percentage (%)
Salaries	6	40.0
Teaching loads	1	6.7
Family commitments	2	13.3
Better jobs	3	20.0
Students behaviour	3	20.0
Total	15	100

Some of the respondents indicated more than one factor. The total number of participants amounted to 15. Salaries had a frequency of 6, which represented 40%. Teaching loads had a frequency of one, which represented 6.7% and better jobs had a frequency of three, which accounted for 20%, while student behaviour was mentioned thrice and accounted for 20%. The family commitments factor was mentioned least - only two times (13.3%). Other factors mentioned by the respondents included the lack of suitable accommodation for the teachers, especially in some schools in the rural areas. Some respondents also indicated that teachers

suffered a lot of criticism from parents and communities, especially when the students do not perform well. Some respondents felt that they were overloaded with extra administrative duties in addition to their teaching workload. These findings corroborate with the findings of the study done by Ingersoll and Alsalam (2007) that poor remuneration was likely to scare away some teachers for better paying jobs or professions.

4.5 Factor domains that influenced teacher attrition

4.5.1 Hypothesis tests on the factor domains that caused teacher attrition

The various factors, which were hypothetically assumed to make a significant influence in teacher attrition, were grouped into factor domains D1 to D4, as was done in the previous section: Interpersonal Relations (**D1**), Advancement Factors (**D2**), Working Conditions (**D3**), Administrative Factors (**D4**). The overall mean and standard deviation of those who agreed and disagreed that they were influential factors were calculated. Table14 below presents the summary of the results:

Table 14: Overall hypothesis test results on the factors that influence teacher attrition in the Omusati Education Region from the perspective of the teachers who have moved

Factor Domain	Agreed (%)		Disagreed (%)		N	T _{Calc}	T _{Standard}	Accept/Reject
	Mean	Std	Mean	Std				
Interpersonal relations (D1)	33.2	12.3	50	15.9	5	1.87	1.96	Accept
Advancement Factors (D2)	65	14.8	23.6	13.5	4	37.4	1.96	Reject H ₀
Working Conditions (D3)	61.9	7.4	25.7	6.0	7	10.1	1.96	Reject H ₀
Administrative Factors (D4)	51.9	20.2	38.5	20.5	3	0.80	1.96	Accept H ₀

Table 14, shows that the overall domain scores for interpersonal relations (D1), as a factor influencing teacher attrition, was 33.2% with a standard deviation of 12.3 for those in favour while those not in favour scored 50% with a standard deviation of 15.9. A t-test performed on this domain Accepted H₀, which stated that there was no significant difference in those who agreed and those who disagreed that intrapersonal factors influenced teacher attrition in favour of the alternative, which stated that there was a significant difference.

The overall domain score for advancement factors (D2), as a factor influencing teacher attrition, was 65.0% with a standard deviation of 14.76 for those in favour while those not in favour scored 23.6% with a standard deviation of 13.5. A t-test performed on this domain rejected H₀, which stated that there was no significant difference in those who agreed and

those who disagreed that advancement factors (D2) influenced teacher attrition in favour of the alternative, which stated that there was a significant difference. However, the mean score for those in favour was greater than that of those not in favour, which suggests that D2 was found to be a significant factor influencing teacher attrition among the teachers who moved out of the Omusati Education Region.

The overall domain score for working conditions (D3), as a factor influencing teacher attrition, was 61.9% with a standard deviation of 7.4 for those in favour while those not in favour scored 25.7%, with a standard deviation of 6.0. A t-test performed on this domain rejected H_0 , which stated that there was no significant difference in those who agreed and those who disagreed that working conditions influence teacher attrition in favour of the alternative, which stated that there was a significant difference. However, the mean score for those in favour was higher than that of those not in favour. Therefore, D3 was found to be a significant factor influencing teacher attrition.

The overall domain score for administrative factors (D4), as a factor influencing teacher attrition, was 51.9% with a standard deviation of 20.2 for those in favour while those opposed scored 38.5%, with a standard deviation of 20.5. A t-test performed on this domain accepted H_0 , which stated that there was no significant difference in those who agreed and those who disagreed that administrative factors influence teacher attrition in favour of the alternative, which stated that there was a significant difference. Therefore, D4 was found to be an insignificant factor influencing teacher attrition based on the teachers' responses.

These results for D2 and D3 concur with the findings that advancement factors and working conditions as possible factors that could fuel teacher attrition (Croasmum, Hampton & Herrmann, 2007; Huling-Austin, 2009). However, D1 and D4 hypothesis results contradict

the findings of Barnett et al. (2008) and Croasmum et al. (2007), who note that administrative and personal factors could fuel teacher attrition.

4.6 Research findings from interviews with Circuit Inspectors

Though the researcher intended to carry out interviews with all the Circuit Inspectors only four out of the six inspectors could be interviewed.

4.6.1 Factors that influence attrition

4.6.1.1 Better paying jobs and lack of promotional incentives

The inspectors indicated that most teachers were leaving the teaching profession to join better-remunerated jobs in the private sector. They indicated that some of the teachers go on study leave but when they finish their studies, they do not come back. One inspector said:

“It’s unfortunate that most of the young and promising teachers do not come back to teach in the rural areas after finishing their studies. When a teacher goes on study leave, the next you hear that they have left the profession or they have transferred to an urban school.”

They felt that with improved qualifications, the teachers became more qualified and marketable, especially to private sector organisations. The inspectors felt that the Omusati Region was largely rural, with only a few private sector organisations. This led to many teachers leaving the profession and going to bigger cities and towns where they can get better jobs or where they can join their families. The inspectors also indicated that some teachers left the profession citing lack of promotional incentives. One inspector explained that:

“...Because of limited career progression possibilities in the teaching field, teachers who are ambitious don’t last long because they leave for the corporate careers where they have more possibilities of progression unlike in the teaching field.”

Some inspectors agreed that the new graduates compared themselves with their counterparts, who are working in the private sector, where there are more chances of being promoted than in the teaching profession. The inspectors admitted that the teaching profession had limited advancement or promotion opportunities, considering the large number of teachers and only a few managerial positions available in the profession. All the four inspectors agreed that despite limited promotion posts, some of the teachers who had advanced qualifications such as Masters' degrees and post-graduate diplomas were still teaching.

One inspector, however, added that:

“...Those who continued teaching after acquiring their advanced degrees did so because they had not yet found an alternative job, otherwise only a very limited number of teachers furthered studies because of the love of the profession.”

4.6.1.2 Teaching loads and administrative work

The inspectors also indicated that the teaching loads were too high for some of the teachers, especially those who were new in the profession. The inspectors indicated that the Omusati Education Region was one of the most populated regions in the country. As a result, the number of learners per classroom was very high in most schools, with an average of over 40 learners per class. This high number of learners was challenging, especially to the inexperienced and young cadres in the profession. The inspectors also indicated that the teaching profession involved a lot of administrative work, which most of the new teachers did not anticipate when they joined the profession. One inspector said:

“...For the new teacher, the workload will shock them out of the profession because it comes with other responsibilities, which the new teacher never expects and it's like a career shock.”

The inspectors agreed that in addition to the teaching loads, which were a push factor for new teachers, additional administrative work also pushed newly qualified teachers away from the profession because it came to them unexpectedly. The inspectors agreed that there were many other unanticipated activities, which added to the workload, such as taking part in extramural and sporting activities, which sometimes require the teachers to work over the weekend. One inspector added that:

“...If not handled well, the extra unanticipated extramural responsibilities can frustrate the newly qualified teacher out of the profession.”

The inspectors suggested that school administrators should try to give new teachers as few extra responsibilities as possible until such a time they are well acquainted with their new work environment, as this would give the new teacher room to learn and adjust without getting frustrated.

4.6.1.3 Study grants and leave problems

One inspector indicated that teachers often become frustrated when their study leave is not approved by their superiors, forcing some of them to go on unapproved leave and eventually leaving the profession after attaining higher qualifications. The inspectors indicated that teachers were only given study leave when they pursued teaching-related qualifications. Coupled with this was the fact that some of the teachers' applications for study grants were turned down because they were for non-teaching courses. Inspector A from cluster B indicated that:

“Some of the teachers do not understand why study grants are not given for non-teaching courses and this also frustrates them and they will eventually pursue their passions out of the teaching profession.”

Another inspector felt that it would be better to allow the study grants for any course as long as the teacher has been serving in the teaching field for a minimum number of years. By doing this, some of the teachers would remain in the profession.

4.6.1.4 Unfavourable teaching conditions

According to the inspectors, some teachers leave the profession because of unfavourable teaching conditions. As one inspector from cluster B explained:

“There are some schools in my circuit where there are no science laboratories but the Grade 8 to 12 learners are doing science subjects such as Life Science and Physical Science. The teachers struggle to teach these practical subjects without the necessary resources and when the students fail, the teachers are blamed.”

All the inspectors agreed that some of the schools lacked basic infrastructure such as science laboratories. They also agreed that even if the laboratory was there, there was often a perennial shortage of laboratory consumables, which made teaching very difficult and frustrating, especially to the young, newly graduated enthusiastic teachers. Such unfavourable conditions pushed teachers away from the profession. The inspectors also indicated that some of the schools did not have suitable accommodation for teachers, which is another factor, which pushes teachers away from the profession. An inspector from cluster A said:

“Most of the schools in the region do not have accommodation for teachers; teachers have to find accommodation in the villages or shopping centres where the accommodation is compromised. Most of the teachers live in villages where there is no electricity or running water.”

Another inspector concurred by asking:

“How can you expect a newly qualified teacher staying in a “kambashu” (house made of zinc) to enjoy the teaching profession under those conditions? Some of the new teachers just leave the rural schools to teach in towns where they can find more comfortable accommodation.”

4.6.1.5 Other factors

One of the inspectors indicated that some teachers joined the teaching profession as a last resort and they often used teaching as a bridge to other lucrative professions in the parastatals and private sector. The inspectors felt that the entry requirements for the teaching degrees and diplomas were the most attainable, such that those who failed to qualify for other training programmes ended up taking teaching as a last resort. The inspectors lamented that such people would not stay long in the profession but would leave as soon as they obtained other jobs. They lamented that such teachers left the profession within the first five years of entering the profession, which resulted in an unreasonably high turnover of teachers in the early years of training.

The inspectors also indicated that some teachers left the teaching profession after committing offences, such as impregnating learners or being involved in some unethical behaviour, such as alcohol or drug abuse, which contravened the code of ethics of the teaching profession. The inspectors further mentioned that some teachers left teaching in the region because they wanted to join their families in other regions.

4.7 Relationships on the influence of different factors

4.7.1 The relationship between age and attrition

The inspectors agreed that there was a high attrition rate in the young age group of newly qualified teachers who were leaving the profession for greener pastures. A correlation coefficient value of $r=0.89$; $r=0.78$ for teachers in the service and those who have moved

from the Omusati Education Region, respectively, was obtained between age and attrition for teachers. This value showed a strong positive correlation between age and attrition rate. The qualitative results from the inspectors also confirmed this correlation. The inspectors indicated that some of the teachers were taking study leave and not coming back. They also indicated that some teachers leave the profession to join their families in other towns and regions. This was mainly because it is within that age group that people started families.

4.7.2 The relationship between gender and attrition

A correlation coefficient value ($r_{\text{Gender}}=0.63$; $r=0.59$) was obtained for teachers who are still in the service and those who have moved from the Omusati Education Region, respectively. These results showed a relatively strong positive correlation between gender and attrition. However, the qualitative data from the school inspectors could not establish any positive correlation between gender and attrition. Three of the inspectors agreed that there seemed to be no relationship between gender and attrition. The researcher found that both male and female teachers were leaving the profession to join other professions or to join their families in other regions. However, one inspector indicated that there was more attrition among the male teachers than among female teachers. These results were confirmed by the correlation coefficient value ($r_{\text{male}}=0.65$ and $r_{\text{females}}=0.61$) for teachers in the service and ($r_{\text{male}}=0.64$ and $r_{\text{females}}=0.55$). He indicated that male teachers tended to compare their salaries with those of private sector employees.

4.7.3 The relationship between level of education, teaching experience and attrition

The inspectors generally agreed that there was a relationship between the level of education and years of teaching experience. The inspectors indicated that generally teachers with higher qualifications were leaving for higher posts. The researcher found that the reason teachers with lower qualifications were leaving the profession was to further their education. The

inspectors agreed that teachers with middle-level qualifications are the ones who were more stable in the profession. The inspectors agreed that teachers with more years of experience tended to stay in the profession, in anticipation of being promoted in the near future.

4.8 Recommendations on how to reduce attrition

4.8.1 Management support needed to reduce attrition

The inspectors generally agreed that management support was necessary in order to improve teacher retention in the region. They felt that teachers needed motivational support in order to create a sense of belonging and commitment to the profession, which would in turn reduce attrition. The inspectors also indicated that newly appointed graduate teachers needed some serious mentoring for them to cope with the new responsibilities they face when they join the profession. The inspectors felt that the regional educational managers needed to take the need for mentoring newly graduated teachers seriously in order to reduce attrition. The inspectors also felt that there was a need to involve the teachers in decision-making in their respective schools. Involvement in decision-making would not only lead to better development of the schools, but also create a sense of belonging in the teachers and hence improve retention.

4.8.2 Review of salaries and benefits

The inspectors pointed to the need to revise teachers' salaries upwards to the same level with those of other professionals in the private sector. They argued that it was necessary for benefits of the teachers to be adjusted, especially as an incentive for those teaching in remote areas, in order to improve retention rates.

4.8.3 Improving work and living conditions for teachers

The inspectors also indicated that there was a need to improve the general work and living conditions for teachers, especially in the remote areas. The need to make sure that schools in

the region are electrified, have proper housing, sanitation and internet facilities and running water was also indicated. Also of concern was a need to improve the general teaching conditions in all the schools in the region, by providing teachers with enough teaching materials and suitable infrastructure, such as spacious, well-furnished classrooms, laboratories and libraries. The general feeling was that if work and living conditions for teachers in rural areas could be equated to those in the urban areas, this would improve retention rates in the rural areas.

4.8.4 Training and development workshops

The need to introduce regular training and development workshops for the teachers was identified. The training and development workshops would give teachers a chance to meet other teachers in the region and discuss matters concerning their profession with the aim to expose teachers to new developments in the profession and to inculcate a sense of belonging and commitment within the teachers.

4.8.5 Recognition and awards for teachers

The inspectors acknowledged that teachers were usually blamed for poor results and ignored when learners did well. The inspectors felt that there was a need for teachers to be recognized and awarded for outstanding performance and this could be done through recognition certificates and giving prizes to the top-performing teachers, as a way of encouraging other teachers to do the same.

4.9 Discussion of the study findings

4.9.1 The influence of interpersonal relationships on teacher attrition

The field research findings generally disagreed that interpersonal relationships influenced the rate of attrition. A significant 54.7% of the sample disagreed that interpersonal relationships

influenced the rate of attrition. This was in sharp contrast to literature review findings such as Guarino et al. (2004), who state that schools that provided mentoring and induction programmes, particularly those related to collegial support, had lower rates of turnover among beginner teachers. Another study done by California State University throughout California's public schools to determine what influences teachers' decisions to leave or stay in the teaching profession, states that the majority of outgoing teachers cited a strong sense of individuality, absence of team work, and absence of a team spirit in their schools.

In contrast, Futernick (2007) states that returning teachers valued positive peer relationships, indicating that collegiality was the most important factor in preventing teacher attrition. Good collegiality has many positive effects on teachers, students and learning communities. It is the researcher's opinion that when teachers feel safe, respected, valued and part of a team, they do not suffer burnout, which leads to attrition within schools. Good interpersonal relationships encourage and empower teachers to focus on personal development, their students' achievements and on meeting higher goals and standards. The researcher is of the opinion that though respondents did not acknowledge the influence of interpersonal relationships on teacher attrition, interpersonal relationships are an important influence on the rate of attrition.

4.9.2 The influence of advancement factors on attrition

The information collected from the questionnaire revealed that the majority of the teachers who participated in the research - representing an average of 62.8% of the sample - agreed that lack of advancement opportunities promoted attrition. They agreed that factors like lack of promotion, in-service training, opportunities for further studies and study leave influenced attrition. This was in agreement with the sentiments relayed in the interviews by the

inspectors. The inspectors and the teachers agreed that there was a need for regular in-service training and development.

4.9.3 The effects of working conditions on attrition

This study found that different work conditions, such as heavy teaching loads, inadequate resources and preparation time and class sizes are not ideal for teaching and too much paper work negatively influences teacher attrition. Both the teachers and the inspectors agreed that working conditions had an effect on the level of attrition. A majority of 77% of the teachers, who participated in the research, agreed that the various working conditions influenced the rate of attrition. The inspectors also shared the same sentiments on the effects of working conditions on attrition. The above sentiments were in agreement with the review of literature. Johnson and Birkeland (2003) reveal that beginner teachers faced many challenges during their first years of teaching and they are often given the most difficult teaching assignments and extra-curricular responsibilities.

The inspectors indicated that some teachers, especially in the rural areas were working under difficult working conditions, without the basic teaching materials and infrastructure, like libraries and science laboratories. The inspectors added that there was a need to improve the general living conditions for teachers, especially in the rural areas. The living conditions might include the provision of better housing, sanitation, electricity and internet facilities. These findings concur with the findings of Mulkeen (2005) on the challenges of teachers in rural schools in some African countries. Mozambique has a system of financial bonuses for teachers who teach in rural areas. Mulkeen (2005) describes the schools' classification into four location categories, ranging from urban schools to the most isolated schools, and teachers are paid a salary bonus depending on the location of the school. The rural bonus payments are attractive and they depended on both location and teacher qualification.

Croasmun et al. (1997) also reveal that in Lesotho, teachers in rural areas receive a hardship allowance paid as a flat fee of M275 per month, equivalent to 20% of the salary for a qualified teacher. It is the researcher's opinion that if such monetary allowances were coupled with improvements in the overall conditions in rural schools, the retention of teachers would improve.

4.9.4 The effects of administrative factors on attrition

The study found that the teachers who participated in the study had different perceptions on the effects of administrative factors on attrition. About 35.9% of the sample agreed that administrative factors influenced attrition; 29.7% were indifferent while another significant 34.4% disagreed. The inspectors also agreed that administrative factors influenced teacher attrition. This was also in agreement with reviewed literature. Darling-Hammond, (2003) and Ingersoll (2003) found that a lack of administrative support and a lack of influence in decision-making are the two major reasons teachers leave the profession. This is probably also, why teacher burnout is escalating in the teaching profession, as discovered by Gold and Roth (2003), who reveal that many creative and talented teachers had left the profession due to burnout. Though the same teachers were enthusiastic and excited about teaching during their first few months of teaching, they were soon faced with difficult administrators, lack of respect, little or no social support and other negative conditions. Gold and Roth (2003) note that educational managers and principals must be aware that it is not only the psychological well-being of the child that must be monitored but also the job satisfaction and psychological well-being of teachers.

The majority of both teachers and inspectors agreed that there was a need for management support in order to improve teacher retention. The inspectors emphasized that management support was necessary for the newly graduated teachers because most teachers left the

profession in the early years of their careers. Barnett et al. (2008) indicate that the same teachers were enthusiastic and excited about teaching during their first few months of teaching. However, they were faced with difficult administrators, lack of respect, little or no social support and other negative conditions. This also explained why a significant 45.3% of the teachers who responded to the questions had between 1 and 5 years of teaching experience. The study, therefore, concludes that various administrative factors influenced the rate of attrition.

4.9.5 Teachers' salaries and benefits

In this study, both teachers and inspectors agreed that teachers' salaries and benefits were lower than other professionals in other fields were. They both agreed that most teachers were leaving the profession in search of greener pastures. This was in agreement with another study done by America's National Commission on Teaching (2002). The study found that there was substantial evidence that suggests that wages are the most important consideration influencing teachers' decision to leave the profession. The study found that teachers were more likely to leave when they work in districts with lower salaries and when their salaries are low, relative to alternative job opportunities. The study also found that the effects of wage differentials were strongest at the start of the teaching career though the effects of wages persisted at higher levels of experience (National Commission on Teaching, 2002). This was in agreement with other research findings. These findings corroborate the findings of Ingersoll and Alsalam (2007), who note that teachers' salaries are low compared to the number of hours and energy they put in. The teaching profession is very stressful and the salary should really be much higher. Teachers work too many hours after school, weekends and holidays.

Croasmum et al. (2007) state that teachers leave for higher paying jobs in other professions. Ingersoll and Alsalam (2007) found that higher new-teacher salaries were linked to increased commitment to the teaching profession. Guarino et al. (2006) concur with Ingersoll and Alsalam (1997), who associated high salaries with lower teacher attrition. Increased teacher salaries should match those of college-educated people. This study, therefore, concludes that low salaries and benefits significantly influence teacher attrition.

4.9.6 Teacher attrition, age and retirement

The study found that the majority of the respondents fell within the 20-30-year age group. The majority of the respondents, representing 53.1% of the sample, were in the 20-30-year age group and this was directly proportional to a very high 73.4% of respondents who indicated that they had between 1 and 10 years of teaching experience. The research discovered a direct relationship between the age of the respondents and the length of teaching experience, with a mere 3.2% of the respondents being in the 51-60-year age group. This was supported by the review of literature, which revealed that a small number of teachers stayed in the profession until they reached retirement age. These findings corroborate the findings of Agency Reporter (2010) and Ingersoll (2003) that retirement was cited less often as a reason for leaving the teaching profession than other reasons and that in African countries, where data was available, retirement accounted for a relatively small proportion of teacher attrition. As revealed earlier in Zanzibar, retirement amounted to 9.8% of attrition; in Uganda the figure was 6%, and in Malawi 11.5%. This research therefore concludes that only a small proportion of teachers are retained until retirement age in the Omusati Education Region because of high level of teacher attrition.

4.9.7 Teacher attrition and beginner teachers

The study revealed that a very high percentage of 73.4% had between 1 and 10 years of teaching experience and the percentages continued to decrease with more years of experience. This shows that many teachers were leaving the profession before reaching 20 years of teaching experience. The inspectors also agreed that there was a very high rate of teachers leaving the profession in their early years of teaching. This was also supported by reviewed literature such as the findings of Billingsley and Cross (2003) that the highest rate of attrition was found to be among the newly qualified teachers and this has been attributed to many factors. Croasmum et al. (2009) state that first year teachers were 2.5 times more likely to leave the profession than their more experienced counterparts. Similarly, Huling-Austin (2009) notes that of all beginner teachers who enter the profession, 40-50% will leave during the first seven years of their career, and in excess of two-thirds of those did so during the first four years of teaching. This was consistent with the field research findings that the number of teachers with between 1 and 10 years of experience decreased sharply with length of service.

Ingersoll and Smith (2007) state that beginner teachers left the teaching field because of the inability to cope with teaching problems. The study cites discipline, difficulties with parents and lack of sufficient or appropriate teaching materials as some of the problems experienced by beginner teachers. In addition, beginners are often given the most difficult teaching assignments. Once they leave the university setting, novice teachers often receive little or no support and find that their teacher education programmes under-prepared them for the realities of teaching. These findings are similar to the findings of Croasmum et al. (2009) that the other reason so many new teachers were leaving was that teaching as a profession has been slow to develop a systematic way to induct beginners gradually into the complexities of a job that demands hundreds of management decisions every day. In the teaching profession,

interns and trainees have full teaching responsibilities, without prior professional training; they must also attend classes in their spare time and often have limited expert supervision.

4.10 Summary

This chapter opened by presenting the research findings from questionnaires answered by teachers and interviews done with circuit inspectors. The chapter went on to present an in-depth analysis of the field and theoretical findings. The next chapter will present the conclusions and recommendations made on this research. Throughout this chapter, the study findings were critiqued and compared with the reviewed literature.

CHAPTER 5: RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

This chapter will draw conclusions and make recommendations on how to combat attrition in the teaching profession based on the study findings. The chapter would close by giving directions for further research.

5.2 Conclusions

Field and theoretical research findings concur that there is a very high rate of attrition of beginner teachers. More than 70 % of the respondents in the field research had less than 10 years of teaching experience, which means that approximately more than 70% of the teachers had left the teaching profession within their first 10 years of service. This study, therefore, concludes that there is a very high rate of attrition of newly graduated teachers, especially within the first 10 years of service.

The research found that only a few teachers stayed in the teaching profession until they reached retirement age and this was supported by vast literature reviewed on the subject. This study, therefore, concludes that retirement only contributed a very minute fraction of teachers leaving the profession because most of the teachers barely reached retirement age while in the profession.

The study found that unfavourable working conditions, manifested in the form of heavy teaching loads, inadequate resources, limited preparation time and class sizes, are not ideal for teaching and too much paper work increases teacher attrition. The field and theoretical findings all concurred that unfavourable working conditions were one of the major influences of attrition, especially in rural and remote areas, like in most parts of the Omusati Region.

This study, therefore, concludes that unfavourable working conditions have a major influence on attrition in the Omusati Education Region.

Administrative support was found to be an important factor influencing the teachers' decision to leave the profession. This was revealed by an average of 35.9% of the sample, which agreed that administrative factors influenced attrition. The inspectors also agreed that administrative factors influenced teacher attrition. This research, therefore, concludes that stronger administrative support is essential in improving the retention of teachers in schools.

Field and theoretical research findings all concurred that the issue of salaries was one of the major influences of attrition. The field and theoretical findings also concurred that teachers' salaries were generally lower than those of other professionals. The study noted that although teachers' salaries had improved in recent years, they remained low compared to those of other similarly educated workers. Poor remuneration is, therefore, one of the major reasons why most teachers leave their profession to join other professions, which are better remunerated. From the field research findings, one can conclude that higher teacher salaries will lead to increased commitment to the profession and lower rates of attrition. This study, therefore, concludes that low salaries and benefits mainly influence teacher attrition.

5.3 Recommendations

Based on the preceding discussions, this study recommends the following measures to reduce teacher attrition in the Omusati Region.

5.3.1 Upward review of salaries and benefits for teachers

The research recommends a review of the salaries and benefits of teachers to bring them to the same level with those of other graduates working in the private sector. This would increase job satisfaction and commitment to the profession and reduce the enormous costs

associated with attrition. The upward review of salaries and benefits would reduce the number of teachers leaving the profession for better paying jobs.

5.3.2 Improvement of the working conditions for teachers

The research recommends that the Ministry of Education, Arts and Culture improve the general working conditions of teachers by adhering to the recommended number of learners per class, improving the classroom-teaching environment and supplying the necessary and adequate teaching aids and materials. This would make the teaching profession more enjoyable and result-oriented. This would also help boost teachers' morale and the performance of learners, especially in remote rural areas.

5.3.3 Improvement of teachers' living conditions

The study also recommends that the Ministry of Education, Arts and Culture improve the general standards of living for teachers in remote rural areas. This can be done by providing better housing facilities, electricity, piped water, other sanitation facilities and internet services. The improvement of the teachers' living conditions could also improve the retention of teachers, especially in the Omusati Education Region, which is largely rural and does not have such facilities.

5.3.4 Mentoring programmes for novice teachers

The research recommends that Regional Education managers come up with a strong mentoring programme for newly graduated teachers aimed at encouraging and empowering teachers to focus on personal development, their students' achievements and on meeting higher goals and standards. Mentorship could make new graduate teachers feel safe, respected, valued and part of a team. This is very important for improving the retention of newly graduated teachers.

5.3.5 Strong administrative support

The study recommends that Regional Education managers give strong administrative support to new graduates in order to improve the retention of teachers in the profession. This can be done by coming up with a comprehensive programme whereby teachers have more face-to-face time with school administrators. The face-to-face time with the administrators must be used to engage teachers in discussions to improve their conditions of service at the schools. This time could also be used to engage teachers in decision-making on matters that affect them and the administration of the schools where they teach. Such strong administrative support will make the teachers have a sense of belonging.

5.4 Areas for further research

- i. The study only focused on teacher attrition in selected schools in the Omusati Region and yet teacher attrition seems to be a national problem in Namibia. Therefore, studies need to be undertaken in all the regions in Namibia to find out the extent to which teacher attrition varies from one region to another and seek solutions that can help the entire country.
- ii. This study only focused on teacher attrition without involving the learners who are victims of teacher attrition. Therefore, studies are needed to find out the extent to which learners and parents in Namibian schools have been affected by teacher attrition so that their opinions can also be incorporated in the recommendations.

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APPENDIX A: Clearance letter undertake the study

UNIVERSITY OF NAMIBIA

Private Bag 13301, 340 Mandume Ndemufayo Avenue, Pioneerspark, Windhoek, Namibia

13th December 2010

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL FOUNDATIONS & MANAGEMENT

TESTIMONIAL

To whom it may concern!

This is to confirm that Mr. Mennas Nambundunga (Student No. 200726358) is following the Masters of Education Course offered by the above Department. He has so far completed the course work. Besides, his research proposal has been approved by the Faculty of Education's Postgraduate Studies Committee, giving him the green light to work on his M. Ed. thesis, in partial fulfillment for the requirements of the said Degree. His proposed study is entitled: **"Factors That Influence Teachers' Attrition in Secondary Schools in the Omusati Education Region"**; and it focuses on examining the underlying factors that influence teachers' attrition in secondary schools. The study is significant in that it will contribute to creating a better understanding of the problem of teachers' attrition among the educational stakeholders as well as suggest alternative ways to improve the situation of teachers' attrition in Secondary Schools in the Omusati region in particular and Namibia in general.

As Mr. Nambundunga's former lecturer and current supervisor, I know him as a hardworking person with good character. He will be visiting various schools in order to carry out research work. I am therefore requesting your good Office to render him the necessary support so as to enable him perform his research work unhindered and as planned.

Yours sincerely,

Elizabeth M. Amukugo, PhD (Lund)
Supervisor & Senior Lecturer
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Faculty of Education
University of Namibia
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APPENDIX B: Permission letter from the permanent secretary of education to undertake the study


 REPUBLIC OF NAMIBIA
MINISTRY OF EDUCATION

Tel: 264 61 2933200	Private Bag 13186
Fax: 264 61 2933922	Windhoek
E-mail: mshimho@mec.gov.na	NAMIBIA
Enquiries: MN Shimhopileni	20 January 2011

File: 11/2/1

Mr. Mennas Nambundunga
P. O. Box 2703
OSHAKATI

Dear Mr. M. Nambundunga

RE: REQUEST TO CONDUCT A RESEARCH STUDY AT SOME SECONDARY SCHOOLS IN OMUSATI REGION

Your letter dated 9 December 2010, requesting permission to conduct a research at some secondary schools in Omusati Region has reference.

Kindly be informed that the Ministry does not have any objection, in principle, to your request to carry out a research study in the region concerned.

However, you are advised to contact the Regional Council Office, Directorate of Education, for authorization and permission to go into the schools to carry out your study.

Kindly take note that your research activities should not interfere with the normal school programmes. Interviews should be done on a voluntary basis.

By copy of this letter the regional director is made aware of your request.

Yours faithfully

 A. van Kent
 ACTING PERMANENT SECRETARY
 cc: Director: Omusati Education Directorate



APPENDIX C: Permission letter from Omusati Education Region to undertake the study



REPUBLIC OF NAMIBIA



OMUSATI REGIONAL COUNCIL

DIRECTORATE OF EDUCATION

Team Work and Dedication for Quality Education

Tel: +264 65 251700

Fax: +264 65 251722

Private Bag 529

OUTAPI

20 May 2011

Enq: Ms. Apollonia Nakale

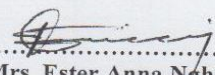
To: The Inspectors of Education
The School Principals
Omusati Region

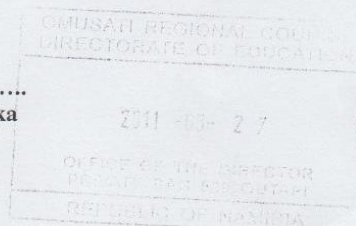
Subject: Permission to conduct a research study at some Secondary Schools in Omusati Region.

This letter serves to notify your good office that **Mr. Mennas Nambundunga** has been granted permission to conduct the above said research at your school. The Omusati Education Directorate is pleased to inform you that permission is granted and the research to be undertaken at schools should by no means whatsoever disrupt teaching and learning.

We hope and trust this exercise will enhance quality education in the region.

Yours faithfully

AP 
.....
Mrs. Ester Anna Nghipondoka
Regional Director



*Teamwork and dedication for
quality education*

All official correspondence must be addressed to the Regional Director.

APPENDIX D: Questionnaire for teachers who quit the teaching field

Thank you for your participation in this research study. This questionnaire is seeking to find out your views concerning factors that influence teachers' attrition in secondary schools in Omusati region.

NB: The word **attrition** refers to the action or process of gradually reducing the strength or effectiveness of someone or something through sustained attack or pressure. Thus, **attrition** is the weakening of the teaching profession because of teachers leaving the occupation for other greener pastures.

Instructions to candidates:

1. Please respond to the questionnaire as honestly as possible by ticking your preference on the available options.
2. Your responses will be used only for research purposes therefore do not write your names or any form of identification on the form.

Section A

1. Name of the last school taught:

2. Location of the last taught school:

3. Your Sex:

Male	Female
1	2

4. What is your marital status?

Married	Single
1	2

5. What is your Age?

20-30	31-40	41-50	51-60
1	2	3	4

6. What is your highest Level of education?

Masters and above	BED	BETD	Other
1	2	3	4

7. What was the type of school you were teaching before you quitted the profession?

Government owned school	Government Mission	Community owned	Private owned
1	2	3	4

8. What was your salary before you quitted the profession?

3000-5000	5001-8000	8001-12000	>12000
1	2	3	4

Section B

Answer 1-4 by below by indicating the extent to which you think the following factors could have influenced to your quitting of the teaching profession.

1	Interpersonal relations	Agree	Neutral	Disagree
A	Poor interpersonal relations among colleagues			
B	Poor interpersonal relationships with head office			
C	Poor interpersonal relationships with students			
D	Poor interpersonal relationships with parents			
2	Advancement factors associated with teacher attrition			
A	Lack of promotion			
B	Lack of in service training			
C	Lack of opportunities for further studying			
D	Lack of study leave opportunities			
3	Working conditions			
A	Heavy teaching loads			
B	Inadequate preparation time			
c	Teachers attendance of class activities after normal teaching hours			
D	Class sizes not ideal for teaching			
E	Teachers do not enjoy the benefits enjoyed by			

	other civil servants			
F	School holidays are too short as compared to other similar jobs			
G	In adequate teaching resources			
	Administrative factors			
A	Lack of awareness regarding school policies and rules by teachers			
B	Lack of teachers' involvement in curriculum formulation			
C	Lack of teachers' involvement in decision making			
D	Unfair transfer of teachers to other regions			
E	Political interference			

9. Which of the following factors could have influenced your quitting of the teaching profession?

Salaries	Teaching loads	Family commitment	Better Jobs	Students' behaviours	Other(specify)
1	2	3	4	5	6

10. What do you think need to be done in Omusati Education Region to reduce teachers' attrition?

a.

b.

c.

d.

e.

f.

g.

APPENDIX E: Questionnaire for teachers who are still in the teaching field

Thank you for your participation in this research study. This questionnaire is seeking to find out your views with regards to factors that influence teachers' attrition in secondary schools in Omusati Education Region.

NB: The word **attrition** refers to the action or process of gradually reducing the strength or effectiveness of someone or something through sustained attack or pressure. Thus, **attrition** is the weakening of the teaching profession because of teachers leaving the occupation for other greener pastures.

Instructions to candidates:

1. Please respond to the questionnaire as honestly as possible by ticking your preference on the available options.
2. Your responses will be used only for research purposes therefore do not write your names or any form of identification on the form.

Section A

1. Name of the school you are currently teaching:

2. Location of your current school:

3. Your Sex:

Male	Female
1	2

4. What is your marital status?

Married	Single
1	2

5. What is your Age?

20-30	31-40	41-50	51-60
1	2	3	4

6. What is your highest Level of education?

Masters and above	BED	BETD	Other
1	2	3	4

7. What is the type of school you are currently teaching?

Government owned school	Government Mission	Community owned	Private owned
1	2	3	4

8. What is your current salary in the teaching profession?

3000-5000	6000-8000	9000-12000	>12000
1	2	3	4

Section B:

Answer 1-4 by below by indicating the extent to which you think the following factors could influence your quitting of the teaching profession today.

1	Interpersonal relations	Agree	Neutral	Disagree
a	Poor interpersonal relations among colleagues			
b	Poor interpersonal relationships with head office			
c	Poor interpersonal relationships with students			
d	Poor interpersonal relationships with parents			
2	Advancement factors associated with teacher attrition			
a	Lack of promotion			
b	Lack of in service training			
c	Lack of opportunities for further studying			
d	Lack of study leave opportunities			
3	Working conditions			
a	Heavy teaching loads			
b	Inadequate preparation time			
c	Teachers attendance of class activities after normal teaching hours			

d	Class sizes not ideal for teaching			
e	Teachers do not enjoy the benefits enjoyed by other civil servants			
f	School holidays are too short as compared to other similar jobs			
g	In adequate teaching resources			
Administrative factors				
a	Lack of awareness regarding school policies and rules by teachers			
b	Lack of teachers' involvement in curriculum formulation			
c	Lack of teachers' involvement in decision making			
d	Unfair transfer of teachers to other regions			
e	Political interference			

9. Which of the following factors could greatly influence your quitting of the teaching profession today?

Salaries	Teaching loads	Family commitment	Better Jobs	Students' behaviours	Other(specify)
1	2	3	4	5	6

10. What do you think need to be done in Omusati Education Region to reduce teachers' quitting of the teaching profession?

h.

i.

j.

k.

l.

m.

n.

APPENDIX F: Interview guide for the school inspectors

Thank you for your participation in this research study. This interview seeks to find out your views with regards to factors that influence teachers' attrition in secondary schools in Omusati Education Region.

NB: The word **attrition** refers to the action or process of gradually reducing the strength or effectiveness of someone or something through sustained attack or pressure. Thus **attrition** is the weakening of the teaching profession as a result of teachers leaving the occupation for other greener pastures.

Section A: Demographic information of the interviewee

1. Circuit name:
2. Sex: M..... F..... (√)
3. What are your current jobs?

Inspecting schools Only	Monitoring teaching and learning only	Both monitoring and inspecting teaching and learning	Others (specify)
1	2	3	4

4. What is your educational level?

Masters/Doctorate	BED graduate	BETD Graduate	Others (specify)
1	2	3	4

5. What is your teaching experience?

1-5 years	6-10 years	11-15 years	Above 15 years
1	2	3	4

Section B: Questions related to teacher attrition in Omusati Education Region

1. Do you think teacher attrition is a serious problem in Omusati Education Region? (PROBE).
2. Why do you think there are teachers are quitting the teaching profession in Omusati Education Region? (PROBE).
3. What do you think are the main factors that influence teachers' attrition in the Omusati Education region? (PROBE).
4. What support do you think the educational authorities in Omusati Education Region need to do in order to retain teachers in the teaching profession? (PROBE).
5. Do you think the government is doing enough to return teachers in the teaching profession in Namibia at large? (PROBE).