

**SELECTED SCHOOL-RELATED REASONS WHY  
TEACHERS ABANDON THE TEACHING  
PROFESSION: AN EDUCATIONAL MANAGEMENT  
PERSPECTIVE**

**MMBENGWA ALFRED NESANE NESANE**

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TEACHERS ABANDON THE TEACHING  
PROFESSION: AN EDUCATIONAL MANAGEMENT  
PERSPECTIVE**

**by**

**MMBENGWA ALFRED NESANE NESANE**

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**RESTORATIVE JUSTICE  
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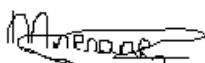


*“The wealth and development of each country are in the hands of teachers and teachers who resign from the teaching profession not only cripple the learners’ right to education but the economy of the country and the society at large”.*

*Prof. D Donaldson (Healing Heart Project Chairperson) RJP (2007: 8)*

## DECLARATION

I, Nesane M.A.N [3464 483-0], declare that:” **School related reasons why teachers abandon teaching profession: an educational management perspective**” is my own work and that all the sources used or quoted have been indicated and acknowledged by means of complete references, and that this dissertation was not previously submitted by me for a degree at another university.



(Nesane, M.A N)

26 June 2008

Date

## DEDICATION

To my beloved father **Mr. Mbulaheni Petrus Nesane**, my mother **Mrs. Langanani Selina Nesane**, my late wife **Mrs. Elelwani Cecilia Ntsandeni Nesane** and my sole son **Maemu Shakalanga Nesane** and all my children for their support and natural immeasurable love.

*"I am sick and tired and feel derelict about school violence; I have witnessed the most horrendous brutality in school premises. We (teachers and learners) fall victims of prowling marauders and rapists on a broad day light defenselessly and we are vulnerable to crime. I have on several occasions contemplated on tendering a resignation but can I desert the profession that I love so dearly? My resignation will complicate not only my ambitions but the children that God bestowed on me" (Don Brown in The Teacher (2006: 27).*

*"The lives of this nation's children need education and skilled teachers. A country, a nation, a people that does not educate and care for its children has no future and deserves none" [Oliver Thambo (President of ANC) in The Teacher (1993: 19)]*

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## **SUMMARY**

The following research question motivated the study: “How can education management effectively address factors influencing teachers to migrate from the teaching profession?” To answer this research question, one school was selected in Limpopo Province, which is not affected by the migration of teachers from the teaching profession; this was demonstrated by the school retaining expert and veteran teachers and its excellent grade 12 results. Factors influencing the migration of teachers from the teaching profession were researched by means of qualitative approach. Focus group interviews, phenomenological interviews and unstructured (in-depth) interviews were conducted, transcribed and analysed.

The research findings indicated that education management team needs to urge the government to pay teachers attractive salaries, introduce performance bonus scheme, deal with overcrowding and lack of resources, curb violence in schools, deal effectively with corruption, improve poor learners’ discipline and do away with corporal punishment.

**KEY CONCEPTS**

Defection

Teacher

School

School governing body

School management team

Stakeholders

Education management

Learner

Parent

Industry



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**SELECTED SCHOOL-RELATED FACTORS INFLUENCING THE  
MIGRATION OF TEACHERS FROM THE TEACHING PROFESSION:  
AN EDUCATIONAL MANAGEMENT PERSPECTIVE**

**CHAPTER 1: INTRODUCTORY ORIENTATION AND STATEMENT  
OF THE PROBLEM**

**.1 INTRODUCTION AND RATIONALE FOR THIS STUDY**

The rate at which teachers abandon the teaching profession is shocking, and it is accelerating all the time. Schools in South Africa are characterised by a severely inhibited and inhibiting culture that offers their teachers little or no professional satisfaction (SADTU 2003: 3), with the natural result that teachers begin to look further afield for better opportunities. The problem has now reached epidemic proportions in that a mass migration is in progress from the teaching profession to industry and other sectors. The government and other stakeholders urgently need to address this wholesale migratory movement. The researcher believes implicitly that school management has a responsibility to be positive, optimistic and loyal to the cause of education by doing their utmost to address this problem.

Teachers' widespread demonstrations, picketing and strikes have been the order of the day in South Africa. Haffajee and Bisseker (2002: 31) reports teachers' picket and stay away in protest against poor working conditions and low salaries. Furthermore, these teachers' protests and picketing are mostly held against their fringe benefits such as housing allowances and medical aid.

The government and the teachers' unions are ever at loggerheads over various issues relating to education, with the result that many competent and experienced teachers feel constrained to abandon the teaching profession and join other public and private sectors (Haffajee and Bisseker. 2002: 31).

Instead of attracting energetic, bright young minds, various problems in the teaching profession seem to be a stumbling block which repels them. Poor salaries are a major reason why the Department of Education has failed to attract bright young minds and to keep competent and experienced teachers in the teaching profession. Mona (2004: 3) reports that the National Education Statistics survey found that teachers are leaving the profession in thousands (7 % yearly), and they leave due to reasons such as poor student discipline and poor salaries.

The above-mentioned defection has left many schools derelict because they have lost their most important asset, the hard-working and motivated teachers. As noted by SADTU (2003: 3), this is not a new problem. Many good teachers left the profession before 1994, so the reasons why teachers abandon the teaching profession should be investigated. The present study is an attempt at such an investigation.

The onus is on school management to deal effectively with the factors or reasons why teachers abandon the teaching profession. According to Zulu *et al.* (2004: 174) school management must manage and motivate all concerned pupils, teaching staff, associates et cetera. It entails making sure that the school as a whole is functioning effectively and achieving its vision. The South African Schools Act (Act 84 of 1996) requires that the professional management of a public school be undertaken by the principal under the authority of the Head of the Department of Education, namely the Superintendent General of the Provincial Department of Education, (see Van Niekerk et al. 2003: 72 and Calitz [ed.] 2002: 77). The authority of school management to make decisions in this regard should be urgently extended to the professional school management team (SMT) formed by the principal as head in assembly with the school governing bodies (SGB).

The quest for quality and relevant education in post-apartheid South Africa has led to substantial changes in education policies, but among other things these changes created conditions that were not conducive to attracting and retaining the services of people of professional integrity and competence. The conditions referred to include the following:

- Poor learner discipline and corporal punishment

- Poor salaries and benefits
- Persistent overcrowding and lack of resources
- Corruption
- Learners and gangsters assaulting teachers
- Sexual abuse of learners by teachers
- Severe inroads made by HIV/Aids on numerical strength of teaching staff and learner populations
- Teachers own shortcomings (eg. lack of professionalism)
- Researcher's personal observation

### **.1.1 Poor learner discipline and corporal punishment**

Generally speaking, discipline is very lax in many South African schools due to lack of effective disciplinary measures to replace the legally abolished corporal punishment. Teachers often resort to the outlawed corporal punishment in an effort to enforce discipline at their schools (SADTU 2004: 11). Punishment is an integral part of a persistent lack of self-confidence and disrespect of the law by the perpetrator and corporal punishment is any deliberate act that inflicts pain or physical discomfort on a child in order to control his/her behaviour. This includes, but is not limited to spanking, caning, slapping, pinching, paddling or hitting a child with a hand or an object, denying or restricting a child's use of the toilet, denying meals, drink, heat and shelter, pushing or pulling a child with force and forcing the child to exercise (Department of Education 2001: 6).

According to the South African Schools Act (Act 84 of 1996): (i) No learner may be subjected to corporal punishment at school. (ii) Any person who contravenes subsection (i) is guilty of an offence and is liable on conviction to a sentence which could be imposed for assault (Unisa 2003: 71) and Education Law and Policy Handbook (1999: 2A-11).

Furthermore, Section 12 of the South African constitution states that: “Everyone has the right not to be treated or be punished in a cruel, inhuman or degrading way” (Republic of South Africa Act No 108, 1996:8).

Corporal punishment is a thorn in the flesh of many peace-loving learners and teachers. Dolombisa and Porteus (2004: 197) notes that corporal punishment and illegal punitive measures are often regarded as synonymous with good discipline and are still being used in many South African schools.

In her first meeting with the MECs and Departmental Heads in Cape Town the new Minister of Education said that the use of corporal punishment was still rife at some schools, and she urged the MECs to remind parents and teachers that the practice was illegal (see SACE Act 31 Of 2000, clause 2.4 of the Code of Professional Ethics and Sowetan, 9 June 2004). These types of illegal and barbaric practices of corporal punishment compel peace-loving and law-abiding teachers to abandon the teaching profession.

All in all, school violence (including sexual violence) is a true reflection of the violent society in which we are living today. If South Africans are adamant to uproot school violence, they must first deal with the unacceptably volatile, violent homes within their society. Gibbs and Sinclair (2005: 10) highlights that many children who are brought up in broken and violent families turn out to be violent themselves, thus conforming to the well-known pattern in which the abused becomes the abuser. Evidently therefore, violence committed by learners (and the teachers) at schools cannot really be addressed without addressing violence in the broader context of South African society.

### **.1.2 Poor salaries and benefits**

SADTU (2004: 6) reports that the National Centre for Education Statistics survey revealed that many dissatisfied teachers leave their profession because of poor salaries. The contemporary South African education system does not respect high standards of professional ethics and competence as a prerequisite to determine teachers' remuneration.

If the government wants to achieve a professionally stable climate it should ensure that high standards of professional ethics and competence are indissolubly linked to remuneration so that one is a guarantee of the other.

As noted by Kruger (2002: 167), public revenue must be used equitably to fund public schools, including teachers' salaries which must be fully paid by the state. South African teachers are distinctly underpaid in relation to their higher qualifications. In this regard see SADTU (2004: 5) where Public Administration Minister Geraldine Fraser-Moleketi made an announcement which was highly acclaimed by many teachers, namely that teachers' new salary package will range between R90 270 and R223 020 per annum, depending on the individual teacher's performance and qualifications.

Besides the poor salaries, South African teachers are dissatisfied with the fringe benefits they receive from the state. Badenhorst [ed]. (2003: 155) maintains that the Department of Education should offer the following benefits to teachers: service bonus, housing loan scheme, housing subsidy scheme, vacation leave, special leave, leave for urgent private affairs, maternity leave, sick leave, medical aid, defined-benefit, pension fund, retirement on medical grounds, resignation benefits and payment of pension to beneficiaries of a teacher who was a member of the Government Service Pension Fund (GSPF) at the time of his/her death.

Teachers as professionals are entitled to fringe benefits but, as indicated above, they are dissatisfied with what they receive, so much that they have staged a series of strikes to make their dissatisfaction known (SADTU 2004 : 6).

Mona (2004: 3) notes that retention of the best teachers in the profession can be achieved by improving teachers' salaries and benefits. In South Africa, teachers working conditions are too harsh and they are poorly paid considering their qualifications and difficult professional task. The government must improve teachers' salaries and benefits hence retain their services for the ultimate benefit of learners (Mona 2004: 4). Poor salaries and benefits leave ambitious teachers who want to enhance their personal growth and status with no other option but to abandon the teaching profession in pursuit of greener pastures.

### **.1.3 Persistent overcrowding and lack of resources**

Kruger (2002: 133) notes that most schools in South Africa are suffering from extreme shortages of resources, including funding. There is overcrowding in most schools due to a shortage of classrooms and furniture, and many schools are in a shocking state of disrepair. Persistent overcrowding and shortage of facilities are invariably symptoms of low quality education. Carrol (2003: 15) holds that overcrowded schools offer limited educational opportunities to learners and hampers effective teaching and learning. Lee et al. (2003: 289) indicate that a survey conducted in 123 schools showed that schools are facing multiple barriers such as lack of materials. Two-thirds of our schools lack infrastructure to connect to the Internet (Carrol 2003: 15). This situation has deeply affected school life, and in some cases has made it almost impossible to pursue educational goals.

### **.1.4 Corruption**

Corruption is a sign of callous indifference on the side of the perpetrator that needs to be addressed. With the dawning democracy in South Africa, corruption has become a fashion item in both the private and public sectors. The Department of Education and the SGBs are inundated with calls of corruption that range from waste and theft to general abuse. Resource management is an area of potential conflict at schools and needs to be managed sensitively (Kruger 2002: 133). According to SADTU (2003: 13) the teacher must take care to remain within the legal bounds in this regard, otherwise he/she may become embroiled in criminal offences followed by possible dismissal and even imprisonment.

Corruption is rife in South African schools (SADTU 2004: 9), and this kind of behaviour could certainly influence people of moral probity to leave the teaching profession.

SADTU (2004: 11) reports weaknesses in the education system that exposes it to a heightened risk of corruption. Not least among corrupt practices is teachers having illicit sex with underage learners (Leach 2002: 102); in fact teachers are responsible for 33 % of reported rapes of school girls besides many unreported cases. This is another reason why

teachers who find such behaviour unacceptable are inclined to leave the teaching profession.

### **.1.5 Learners and gangsters assaulting teachers**

As indicated in 1.1.1 above, South African schools have been turned into violence hotspots and a niche for hoodlums, and teachers are more or less their helpless victims (Dreyer 2002: 32). Incidents of teachers being assaulted by their own learners and gangsters for various reasons are also common in South Africa's schools (Dolombisa and Porteus (2004: 198).

Harassment by gangsters (SADTU: 2004: 11) makes serious inroads into the teaching and learning performance of schools. In fact in 1998 the matric pass rate dropped as low as 9% at a particular school due to harassment.

Dreyer (2002: 32) notes that schools need to be made safe, not only to minimise the risk of injury and even death to teachers and learners, but to make sure that nothing impedes the teaching and learning process. School violence in the form of assault has also swelled the numbers of teaching staff who leave the profession (Republic of South Africa 1996: 2).

Wilde (2002: 33) notes that almost 19% of teachers have been treated for depression as a result of violence perpetrated against them by learners and criminals who invade school premises.

### **.1.6 Sexual abuse of learners by teachers**

Many South African students have fallen victims of sexual abuse at the hands of their own teachers and fellow learners. Against this background, however, it needs to be said that South African schools have become a no-go area where angels fear to tread. Learners have turned schools into "rape hotspots". For example, Universal News (2005: 10) reports that in South African schools, girls were raped in school toilets, empty classrooms and hallways and in hostel dormitories.

Statistics reports that every 26 second a woman is raped and a child every 15 minutes globally. South African women and school-going children are not immune from this heartrending crime (see Universal News 2005: 10).

Sexual abuse is not limited to girls only, according to Dreyer (2002: 32), the national pilot study of 9300 school-going youth aged between twelve and twenty years revealed that the boys under the age of 16 are as likely to be victims of sexual abuse as girls. This debunks the idea that girls are the only victims of sexual abuse. Sexual abuse at schools has deeply affected school life, and in some cases has made it almost impossible to pursue educational goals. This is bound to be a compelling reason why many law-abiding teachers, who do not want to identify themselves with this type of violent and volatile environment abandon the teaching profession.

### **.1.7 Severe Inroads made by HIV/Aids on numerical strength of teaching staff and learner populations**

HIV/Aids is now the leading cause of death in sub-Saharan Africa and it is estimated that 60% of all new infections worldwide are in the 24-25 age group. NISAA (2005: 1) reports that there are more than 5 000 HIV/Aids related death a week in South Africa every day. This makes the school an obvious priority for initiatives and campaigns to reduce high-risk sexual behaviour and infection rates (Leach 2002: 99).

According to NISAA (2005: 1) 5 million South Africans including school-going children are HIV positive – the highest number of HIV infections of any country in the world. This poses a lot of questions as to whether the government and politicians are doing enough to curb HIV/Aids related diseases.

Organisations such as Treatment Action Campaign have for day-in and day-out staged protest actions against the government for not doing enough for HIV/Aids sufferers. Opposition parties as well pressurise and point fingers at the government for not doing enough to address HIV/Aids related diseases. This is so despite the rolling ARVs that the government has accessed to the HIV/Aids sufferers nationwide including pregnant mothers



as well as the AIDS Awareness Campaign by NGOs at schools and communities (see *The Ripple Effect* 2005: 7).

The high incidence of rape at schools is obviously a major factor in the spread of HIV/Aids and the rape incidence is attributable in many cases to the myth that having sex with an infant or a virgin girl is a cure for HIV/Aids (Leach 2002: 103). However, Leach (2002: 104) points out that despite the harshest life sentences imposed on child-rapists in South Africa, this does not send a strong warning to the would be child-abusers as the rate of child-rape is inflating each year.

It goes without say that when the government introduced a life sentence for underage rapists, they aimed at curbing this act of unmitigated barbarity completely, but this is in no ways solving the problem of rape as statistics reveal that one in every two women in South Africa is at risk of being raped (Soul 2005: 22).

Universal News (2005: 10) reports that the alarming rape statistics of women and children in South Africa leaves them in danger of being infected with HIV/Aids.

However, teachers themselves are at risk of being raped at schools hence vulnerable to HIV/Aids infections. A study by Prevention Care and Treatment Access Programme showed that about 30% of South African teachers are living with HIV. Thus the PCTAP has set aside R30 million to fight HIV in the teaching profession. This project aims at fighting stigma at the workplace, promote healthy living and encourage HIV testing and treatment among teachers. It also accesses teachers with HIV to gain access to ARVs (see SADTU 2005: 6).

### **.1.8 Teachers' own shortcomings (eg. lack of professionalism)**

South African teachers have demonstrated their own shortcomings such as lack of professionalism and incompetence in various ways in defiance of their code of ethics and the legal strictures that prohibit them from acting unethically. As reported by Isak (2000: 398), teachers are even prepared to “help” learners by awarding marks in exchange for sexual favours.

The community, the government and SACE are determined to take actions against teachers who behave unprofessionally. Badenhorst [ed]. (2003: 187) holds that professional behaviour implies ability, competence and excellence. Unprofessional conduct is a broad concept that covers both incompetence and misconduct.

The South African Schools Act (Act 84 of 1996) empowers the Department of Education and SACE to act against teachers who commit any offence or unprofessional conduct. SACE keeps a register of all teachers in active service. It is authorised to draw up a code of conduct for teachers and to take steps against teachers who violate this code. If the Department of Education wants a successful enforcement of the code of conduct, they must ensure its wholehearted support by educators.

Badenhorst [ed]. (2003: 188) explains the procedure devised to prosecute unprofessional conduct but also protects teachers against malicious or trivial complaints. A formal investigation is instituted and the teacher is given ample opportunity to state his or her case. The council's action against the teacher takes place in collaboration with the Department of Education.

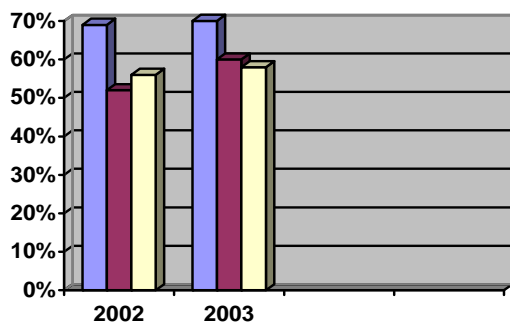
In a climate where misconduct is common and people have to be whipped in line to enforce respect for professional ethics and for law and order and common decency for those who are professionally committed and whose personal integrity is beyond reproach, and who maintain a high standard of civility born of a sense of honour and respect for human dignity, are bound to be ill at ease and will seek other climes that are better suited to their sense of values.

Generally speaking, many South African teachers have displayed symptoms of lack of professionalism through incompetence in the performance of their professional duties. The common means of evaluating teachers' competence is through their Grade 12 results. There are many schools in all 9 provinces which proved their teachers' incompetence through their Grade 12 learners' poor pass rate. SADTU (2004: 10) holds that the incompetence of teachers as well as learners is evident from the provincial Grade 12 results for the years 2002 and 2003:

**Figure 1.1: Graph and table of statistics for Grade 12 provincial results for the years 2002 and 2003 respectively (SADTU 2004: 10):**

**Figure 1.1a). Graph**

**Table**



Province	2002	2003
Limpopo	69%	70%
Eastern cape	52%	60%
Mpumalanga	56%	58%

Many people, including Prof. Kader Asmal, the former Minister of education, were delighted at the improvement in the Grade 12 results achieved nationwide in 2003 and asserted that the schools had exceeded their target (SADTU 2004:11). Yet some analysts and parents expressed grave concern about the 31 % - 48 % and 30 % - 42 % failure rates in Limpopo, the Eastern Cape and Mpumalanga in 2002 and 2003. A proficient and competent teacher does not become happy when one learner fails (SADTU 2004:11). The minister further revealed that the Department of Education had also broken the backlog of underperformance or incompetence by reducing the number of schools that performed below 20 % from 1034 in 1999 to 154 in 2003. However, the 254 schools that failed to achieve 20 % pass rate in 2003 is ample proof of incompetence among teachers in South African schools. Many industrious, committed and dedicated teachers abandon their profession because they do not want to be associated with incompetence.

The government, parents and stakeholders expect all teachers to be competent. The Department of Education and other stakeholders should set uniform standards across the board. This view is corroborated by The Commission (2004: 31) which advocates that what counts as competence in a given situation probably needs to be negotiated between the Department of Education and teachers, students, parents and the teachers' unions.

### **1.1.9 Researcher's personal observation**

Many South African teachers have voiced their concern about the contemporary education system on various occasions with various stakeholders and authorities. Lack of parental involvement in schools, high teacher-pupil ratio and learners' poverty have been cited by teachers as reasons influencing them to abandon their profession.

#### ***1.1.9.1 Lack of parent involvement***

Lack of parent involvement is a major concern that motivates teachers' abandonment of their profession, Kruger (2002: 43) maintains that many parents are not involved in the education of their children because schools bring back memories of their own failure. Nathan (2000: 88) highlights the need for parent involvement in schools by asserting that neither the parent nor the teacher alone can fulfil the educational task completely. As partners or allies they should collaborate in the closest possible way, the parent as primary educator of his child, and the teacher as the child's secondary educator – a relationship that has to develop, or even better: evolve. There must be a symbiotic relationship between the school and the parents.

Some teachers who are not well-informed about parent involvement sideline parents from all schools' activities. Calitz (2002:109) notes that parents can play an important role in school development. Their participation and involvement should be encouraged as they are keen to help learners to pursue and achieve ambitions or educational goals. Democratic, visionary teachers do not want to be associated with schools that sideline parent involvement.

#### ***1.1.9.2 High pupil-teacher ratio***

High pupil-teacher ratios are not conducive to effective teaching and learning. Coetzee (2006: 40) points out that high pupil-teacher ratio and overcrowding are the order of the day, however, in many South African schools. Despite the government's recommended 1:35 teacher-pupil ratio at secondary schools as well as primary schools, some teachers face as many as 55 learners in a classroom.

Such overcrowding does not augur well for academic productivity and progressive teachers. Coetzee (2006: 41) agrees that high teacher-pupil ratios affect teaching and learning and academic productivity.

### ***1.1.9.3 Poverty and high illiteracy***

Teachers complain that poor and illiterate parents do not support the education of their children. Wilderman (2003: 114) maintains that Section 36 of the South African Schools Act provides that the governing body of a public school must take all reasonable measures within its means to supplement the resources supplied by the state in order to improve the quality of education provided by the school to all learners at the school. However implementation of this provision is being hampered by poverty and parents' reluctance to become involved in school matters. Many communities cannot supplement the school's resources because of their state of poverty. Instead, they expect the government to feed and buy books for their children at schools. The idea that parents can supplement resources at schools (eg. laboratory equipments and libraries) is far-fetched endeavour in many rural schools because of poverty.

The Teacher (2002: 7) point out that more than half of South Africans over 18 years of age have either never attended school or have not had more than 5 years of education. These illiterate people become a problem insofar as their children's education is concerned because they do not have the least understanding of the needs of their children at school. Many teachers find it difficult to work with such illiterate parents, hence they resign from their profession and join other sectors.

## **1.2 PROBLEM STATEMENT**

The main research problem for this study is as follows:

How can education management deal effectively with factors that lead to the defection of teachers from their profession?

Subproblems or questions related to the main research problem:

- ❖ What are the factors that lead to the defection of teachers from their profession?
- ❖ How can education management deal effectively with the factors that lead to the defection of teachers from their teaching profession?
- ❖ Are there methods or means in place to deal effectively with these factors?
- ❖ What support does education management in the form of professional school management teams (SMTs), school governing bodies (SGBs) and other stakeholders offer to deal effectively with these factors, hence retain teachers in the teaching profession?

### **1.3 MOTIVATION FOR THIS RESEARCH STUDY**

Since the inception of the new democracy in South Africa, schools have been rocked by a mass exodus of teachers from the teaching profession. Standards of teaching and learning have therefore declined accordingly.

The general view is that teachers abandon the teaching profession because they are attracted by higher salaries that the government cannot afford, and by prospects of rapid career advancement rather than the desire to escape from distressing problems emanating from their teaching environment. The researcher believes that it would be naïve for an education management team and the government to accept this view/sentiment without gaining conclusive substantiating evidence first, which is the object of this study. The researcher regards the services of experts and experienced teachers as a blessing to learners and therefore regards ways and means to curb the loss of such services as a top priority. As indicated, the reasons for taking steps to curb the defection of teachers are twofold:

- i) The researcher views retention of teaching posts by experts and experienced teachers as a bonus to the education system.
- ii) The researcher further views the cultivation of a non-violent, conducive, attractive and corruption-free teaching and learning environment as part of the motivation for this study.

The findings of this research may be important and useful to managers, educators, learners, communities and in-service training centres. They will benefit in that:

- i) Professional school management teams (SMTs), school governing bodies (SGBs), circuit managers, members of the SAPS and the government will offer the expected and necessary mechanisms and support needed by teachers or schools to address factors inducing the defection of teachers from the teaching profession.
- ii) The services of industrious and experienced educators will be retained in schools and will help the schools to achieve the desired objectives.
- iii) The in-Service training centres or the government will draw up programmes that will emphasise the critical need for the educational management team, the community, the Department of Education and the Department of Safety and Security (Ramolefe, 2003:5) to retain the services of educators, and therefore to provide protection and support to that end.

#### **1.4 AIMS OF THIS STUDY**

The purpose of this study is to determine the factors that motivate teachers to abandon their calling, and to recommend possible solutions. It is therefore imperative that the researcher explore the following questions:

- i) What are the factors that induce teachers to abandon their calling?
- ii) What kind of support do teachers need from education management as a disincentive to abandon their calling as teachers?

- iii) How can education management dissuade teachers from abandoning their calling?
- iv) What must the attitude of education management (in the form of SMTs and SGBs) be with a view to retaining the services of teachers?
- v) To what extent can education management assist with initiatives to retain teachers' services in school?
- vi) To what extent can the support of education management counteract the factors inducing the defection of teachers from their calling?
- vii) What recommendations and solutions can be proposed to counteract the defection of teachers from their calling?

## **1.5 PARADIGM PERSPECTIVE**

According to Mouton (2002: 203) a paradigm is the body of established research traditions in a particular discipline. In this sense a paradigm in the social sciences includes the accepted theories, models, body of research and methodologies in a particular tradition. A paradigm is a comprehensive system of practice and thinking, which defines for researchers the nature of their enquiry, ie. those things that can be taken for granted about the social world they are studying and the correct way of going about studying it. It is a set of beliefs about the nature of the world and the individual person's place in it. Mouton (2002: 203) mentions that the paradigmatic perspective includes metatheoretical, theoretical and methodological assumptions.

### **1.5.1 Metatheoretical perspective/statements**

According to Mouton (2002:16) metatheoretical statements express beliefs about the nature of the world and of human beings, and also about the nature of scientific inquiry. The school cannot be a one-man band with all the responsibilities borne by the teachers alone. According to Van Der Westhuizen (2003:24) education is likely to be more successful if educators view parents and other stakeholders as potentially powerful partners that can



enhance the extent to which the educational management team's skills, power and authority can dissuade teachers from abandoning their calling and help to create a satisfactory, stable, peaceful teaching and learning environment.

Addressing the defection of teachers from the teaching profession as well as school violence, is the responsibility of education management. The positive attitude of professional school management teams (SMTs), school governing bodies (SGBs) and other stakeholders seeking ways and means to create a peaceful, stable and satisfactory environment for teaching and learning (Van Der Westhuizen (2003:24). The researcher further believes that this study will contribute towards reducing the defection of teachers from their calling, for example in that it will show that it is well within the competence of education management to turn the situation round.

### **1.5.2 Assumptions about human nature**

Mouton (2002: 123) defines assumptions as essential background beliefs that underlie other decisions in the research process. An example would be assumptions about the positive aspects of human nature as displayed in education management. Human nature in this sense can be a strong force for good, especially where schools are concerned. If it is given the opportunity, therefore, education management is sure to create a school climate that will be a strong incentive for teachers not to abandon their calling.

### **1.5.3 Theoretical assumptions**

The education system proceeds from a number of theories, varying in scope and complexity from simple teaching theories to those with larger terms of reference that may include religious or sociopolitical positions (Mouton 2002: 123). In this study, theoretical assumptions will be articulated as theoretical statements and definitions of concepts as reflected in section 1.6 below. These statements will help the researcher to understand the factors causing the defection of teachers from the teaching profession.

#### **1.5.4 Methodological assumptions**

According to Mouton (2002:125) assumptions about methodology concern the nature of the research process and the most appropriate research methods, the relative worth of qualitative and quantitative methods, of interpretation versus explanation, and of the ideal of universal statements versus specific and local generalisation. The researcher views qualitative research as essential for this study. Learners, parents and SAPS members will supply data in focus group interviews. Teachers and circuit managers will supply data in phenomenological interviews. The principal, area manager, station commander and magistrate will supply data in unstructured (in-depth) interviews from which guidelines will be derived on how education management can counteract the factors causing the defection of teachers from their calling in order to establish a stable, satisfactory and non-violent environment for educators.

### **1.6 DEFINITION OF CONCEPTS**

#### ***1.6.1 Defection***

Concise Oxford Dictionary of Current English (2002. s.v. “defection”) defines defection as an act of abandoning one’s country or cause in favour of another. For the purpose of this study defection will denote a movement of teachers away from the teaching profession to join industry and other sectors of public and private endeavour.

#### ***1.6.2 Teacher***

Any person who teaches educates or trains other people, or who provides professional education services, including therapy and educational-psychology services at any public secondary school, further education and training institutions, adult basic education centres, and who is appointed in a post on any educator establishment under the Employment of Educators Act (Act 76 of 1998) and (Education Law and Policy Handbook 1999:3A-4). In this study a teacher will be any person who is formally employed by a school or by the Department of Education to teach at a school.

### ***1.6.3 School***

The Education Law and Policy Handbook (1999:1-2) defines a school as an educational institution at which education and training, including preprimary education, is provided and which is maintained, managed and controlled or subsidised by a provincial department. Universities and technikons are excluded. This study will refer to a school as a formal institution where learners are taught and educators teach.

### ***1.6.4 School governing body (SGB)***

The Education Law and Policy Handbook (1999: 2A-17) defines a governing body as a statutory body of people who are elected to govern a school by virtue of an Act of Parliament, in particular the Schools Act (Act 84 of 1996). The school governors are the people serving on a governing body, who represent the school community. The governance of every public school is vested in its governing body. For this study a school governing body shall be deemed a body with a membership of educators, learners and parents.

### ***1.6.5 School management team (SMT)***

A school management team (SMT) is a team of professional specialists led by the school principal (Calitz [ed.] 2002: 77). This study will refer to the school management team as a joint venture driven by a professional management team comprising the principal, the deputy principal, heads of departments and subject heads.

### ***1.6.6 Stakeholders***

As noted by Bush and Heystek (2003: 128), stakeholders are all who have a legitimate interest in the continuing effectiveness and success of an institution. The term “stakeholder” was coined by Robert Stake (1974) as a reference to persons with a vested interest in a particular problem. This includes persons who fund and implement programmes, the participants in and users of programmes, as well as those who have an interest in and are affected by the work of the programmes. For the purpose of this study

stakeholders will include educators, learners, parents, circuit managers, the Department of Education, Safety and Security, and the government as the major stakeholder.

### ***1.6.7 Education management***

Van Deventer (2000: 11) views education management at schools as a process whereby education leaders in charge of learning and teaching attempt to utilise the services of educators and learners, as well as other resources, as effectively as possible in order to grow a culture of teaching and learning. For this study educational management will refer to the joint management efforts/techniques used by the professional management team (SMT), the school governing body (SGB) and other stakeholders such as circuit managers, the SAPS and the government as a major partner to establish a culture of teaching and learning. Educational management unifies and coordinates activities such as decision making, controlling, leading, guiding, organising, supervising, planning, leadership and motivation into a meaningful and purposeful endeavour.

### ***1.6.8 Learner***

The Education Law and Policy Handbook (1999: 2A-4) and Scott (2004: 395) defines a learner as any person who receives education, or who is obliged to receive education from employed professional educators in a formal education institution. In this study the term will mean a person at a primary or secondary school who is learning or being taught by an educator or educators.

### ***1.6.9 Parent***

For this study a parent is deemed to be the parent or guardian of a learner; or the legal guardian or custodian of either a learner or a person who legally undertakes the obligation of a parent or guardian to promote the learner's school education (Education Labour Relations Council 1999:2A-4). For this study the parent of a learner will be identified with the learner's legal guardian.

### **1.6.10 Industry**

According to Richard (2005: 242) industry is defined as economic activity concerned with the processing of raw materials, and with the manufacture of goods in factories or a particular branch of economic activity. This study will refer to industry as the private sector (ie. the part that is not directly state-controlled).

## **1.7 RESEARCH DESIGN AND METHOD**

The research design is a plan to select subjects, research sites and data-collection procedures with a view to answering the research questions (De Vos *et al.* 2005: 132). The research design shows which individuals will be studied and when and where and under what circumstances they will be studied. This is done to show the credibility of the research study.

### **1.7.1 Ethical requirements.**

The researcher undertakes to abide by relevant ethical requirements throughout the study (eg. demonstrating the ability to maintain an adequate level of professional competence), his/her maintenance of positive relations with the participants, gaining informed consent and briefing if necessary (Makhanya 2006: 28). Schulze (2002a: 6) maintain that these measures include the following:

- Respondents/subjects should not be exposed to physical danger.
- The researcher must ensure that respondents are up to date on all information relating to the research.
- Subjects should not be deceived about the goal of the study.
- Researchers should not violate the privacy of the subjects.
- Researchers should be competent and skilled.
- The final written report should be clear and accurate without plagiarism.
- If the research project is financially sponsored, then sponsors should not be allowed to influence the report in any way.
- On completion of the project the researcher must rectify any misunderstanding that may have arisen in the minds of participants.

### **1.7.2 Requirements to ensure reliability**

The researcher will ensure that the requirements to ensure reliability are met throughout the study. Schulze (2002b: 79) points out that trustworthiness must be guaranteed at all costs. Guba's model of trustworthiness of qualitative research will be employed. Requirements proposed to ensure reliability include truth value (using the strategy of credibility), consistency (using the strategy of dependability) and applicability (using the strategy of transferability). Reliability requirements will be considered further in chapter 3.

### **1.7.3 Method**

The researcher intends to employ a qualitative research method because of its following characteristics:

- It does not give step by step instructions and a fixed recipe to follow. The design is flexible and may change during the research.
- More than one method of data collection is used, including interviewing, focus groups, observation and document analysis. This is called triangulation of methods, and it improves the trustworthiness of the data.
- It requires data that is rich in description of people and places. The researcher uses purposive sampling methods. This means that the researcher carefully hand picks participants who would be best able to give information about the phenomenon under investigation.
- Data collection needs to be continued until data are saturated, that is, data collection is continued until the researcher does not hear any new information.
- The researcher does not start the empirical investigation with hypotheses but with a research question and ends with hypotheses called patterns. The researcher works inductively.
- Researchers become immersed in the phenomenon studied and the researcher is the main data collection instrument.
- Qualitative research is context bound. It is also called field research since it is conducted in the natural setting of the participants (Schulze 2002b. 56-57).

The researcher intends to employ qualitative research methodology since it concentrates on how the research participants relate to the problem by focusing on their written and spoken words and their observable behaviours Terre Blanche & Durrheim (2004: 429). The following will be discussed under the research method:

### ***1.7.3.1 Sampling***

Booyse *et al.* (2002: 53) define sampling as a process of systematically selecting cases for inclusion in a research project. For this study or research both purposeful and network sampling will be used to identify participants. Schulze (2002a: 33) maintains that when the researcher employs purposeful sampling he or she endeavours to identify the participants who can provide rich information about the phenomenon under investigation. They are further asked to identify other new participants. On the other hand network sampling refers to a strategy where each successive participant or group is named by a preceding participant or group.

As noted by Terre Blanche & Durrheim (2004: 278), participants are requested to name other participants that might fit the profile. Such participants include learners, educators and parents from one school; circuit managers and an area manager from Soutpansberg Inspection Area; SAPS members from the selected police station; and the magistrate from the selected magisterial district in Limpopo Province.

### ***1.7.3.2 Data collection***

Data collection for qualitative research involves three basic types, namely:

- i) Observation (particularly participants' observation)
- ii) Interviews (including focus-group interviews, phenomenological interviews and unstructured interviews) and
- iii) Documents (Mouton 2002: 67).

A school was selected in Limpopo Province, which is not affected by the defection of teachers; this was demonstrated by the school's retention of the services of expert and veteran teachers and by its excellent Grade 12 results.

This study will employ focus-group, phenomenological, and unstructured (in-depth) interviews for data collection. Focus-group interviews with teachers, parents and circuit managers will be conducted. Phenomenological interviews will be conducted with teachers, learners, parents and SAPS members. Unstructured (in-depth) interviews will be conducted to gain in-depth information from information-rich participants such as the principal, the area manager, the station commander and the magistrate. Tape recording will be done and a field journal will also be kept. Focus-group interviews, phenomenological interviews and in-depth interviews will be transcribed. All these will be interpreted according to Tech's approach, and then results will be presented.

### ***1.7.3.3 Literature study***

Babbie & Mouton (2005: 643) hold that the researcher must trace all available literature that is broadly and specifically relevant to his subject. This method will be necessary as it serves several purposes in the research itself. The researcher has chosen this method for the following reasons:

- ✿ It helps to define and delimit the problem.
- ✿ It serves to develop a clear research problem.
- ✿ It sharpens and deepens the theoretical framework of the research.
- ✿ It clarifies the relationship between the proposed study and previous work on the topic.
- ✿ It develops an acceptable body of knowledge on a topic and promotes insight into the topic.
- ✿ It serves to avoid unnecessary replication

A literature study will be conducted and presented in chapter 2.

### ***1.7.3.4 Interviews***

According to De Vos *et al.* (2005: 287), interviewing is the predominant mode of data or information collection in qualitative research. It is a data collection encounter in which one person (an interviewer) questions another (a respondent). This strategy is chosen because the informal and largely structured nature of the questions encourages participants to display behaviour and attitudes that would otherwise remain unknown. Participants feel



more comfortable and secure about confidentiality. The following interview types will be employed:

*a) Focus-group interview*

McKay *et al.* (2006: 52) defines a focus-group interview as a group discussion in which a limited number of participants, typically six to twelve, talk about a topic of special relevance to a study, under the guidance of a moderator. The groups should be small enough for all the participants to have the opportunity to share insights, and big enough to provide diversity of perceptions.

The researcher has chosen this methodology because the research concerned here concerns school teachers. The method is appropriate in this situation because selected members share common characteristics. For example, they are secondary school learners and parents from the same school, which is relevant to the research question. The SAPS members are stationed within the magisterial district where the chosen school is situated. Since the focus-group interview will be conducted in one secondary school (selected from Limpopo Province), the number of the focus-group members will range from 6-8.

This strategy has been chosen because of the informal group situation and the largely unstructured nature of the questions which encourage participants to disclose behaviour and attitudes that they might not disclose during individual interviews. This happens since participants feel more comfortable and secure in the company of people who share similar opinions, views and behaviour McKay *et al.* (2006: 52). The following subtopics will be covered during focus-group interviews:

- \* Poor discipline
- \* Corporal punishment

*b) Phenomenological interviews*

De Vos *et al.* (2005: 295) maintain that phenomenological research focuses on describing experiences as lived by participants. The focus of phenomenological research is on describing and understanding the meaning given by participants to their daily lives.

Phenomenological interviews to be conducted with teachers and circuit managers will cover the following themes:

- \* Poor salaries and benefits
- \* Persistent overcrowding in classrooms and lack of resources.
- \* Other reasons emanating from teachers themselves

*c) Unstructured (in-depth) interviews*

Schulze (2002b: 54) divides unstructured interviews into three main types: open-ended interviews, unstructured interviews based on a schedule, and in-depth interviews. For the data-collection method used here only in-depth interviews will be conducted as part of the unstructured interviews. According to Schulze (2002b: 54) the in-depth interview best enables an interviewer to obtain an “insider view” of the life around an interviewee and to explore any issue that surfaces during the interview.

The in-depth interview is defined as one or more face-to-face interactions between the interviewer and the interviewee with a view to gaining insight into the interviewee’s life or situation as expressed in his or her own words (De Vos et al. 2002: 299). In-depth interviews will be conducted with various stakeholders such as the principal, area manager, station commander and magistrate. The following factors will be covered during such interviews:

- \* Corruption
- \* Violence suffered by teachers at the hands of learners
- \* Violence suffered by teachers at the hands of gangsters
- \* Inroads made by HIV/Aids on members of teaching staff and learners
- \* Teachers’ own shortcomings eg. lack of professionalism and incompetence

**1.7.3.5 Data processing**

As noted by Mouton (2002: 67), data processing involves at least two kinds of operations, namely data reduction, during which the quantitative and qualitative data are summarised and data analysis that includes qualitative analysis (eg. such processes as thematic and content analysis) as well as quantitative or statistical analysis. It is a systematic process

whereby data is selected, categorised, compared, synthesised, and interpreted in order to provide explanations of the phenomenon at issue.

The researcher will read carefully through the raw data developed from transcribed focus-group interviews, phenomenological interviews and individual interviews/in-depth interviews. All these will then be interpreted according to Tech's approach and results will be presented.

## **1.8 CONSTRAINTS AND LOCALISATION/SETTING OF THIS STUDY**

### **1.8.1 Constraints that limit this study**

The compilation of this study is subject to constraints beyond the researcher's control, but known to influence the objects of enquiry (Murray and Lawrence 2000:48). The qualitative design of this research precludes a group interview. Some respondents may influence one another in answering questions in or during the interview, which is unethical. This will impact negatively on the interpretation of data. Access to the school where interviews will be conducted will be limited to one day per week as stipulated by the Department of Education.

### **1.8.2 Setting of this study**

The research will be conducted at a secondary school, inspection area offices, a local police station and the magistrate's court, all in the Far North Limpopo Province. Only learners, teachers and parents from the same school will be interviewed. Circuit managers and the area manager from the same inspection area will be interviewed, and SAPS members, the station commander and the magistrate from the same magisterial district will be interviewed. The participants or subjects will be chosen from this school, inspection area offices, police station and the magisterial district offices.

## **1.9 CHAPTER DIVISION (PROGRAMME OF THIS STUDY)**

In accordance with Mnyaka (2006:7) this section serves to indicate what the researcher intends to discuss in each of the chapters.

### **Chapter 1: Introductory orientation and statement of the problem/overview of the study**

This is the opening chapter of the research study, which contains the following:

- a) The research topic/ Title
- b) Introduction and rationale/ Background of the study
- c) Problem statement (research question)
- d) Motivation for this research study
- e) Aims or purpose of this study
- f) Paradigm perspective
- g) Definition of concepts
- h) Research design and method
- i) Constraints and localisation of this study
- j) Chapter division
- k) Summary

### **Chapter 2: Intensive literature study on the factors that cause the defection of teachers from their profession**

This chapter will give a review of literature studies on the role of education management in effectively curbing the factors that cause the defection of teachers from their calling and reducing the impact of such defection on education. It will also provide theoretical background for the investigation which the researcher intends to undertake. Similarly, it will give the views of other researchers about the topic under investigation (De Vos *et al.* 2005: 206-207).

### **Chapter 3: Research design and methods**

This is the critical part of the research study. It will encompass the research design and a brief explanation of the theory underpinning the methodology, as well as how the researcher plans to do the research. Methodology is the data-collection plan, which sets out the detailed strategy for collecting data (De Vos *et al.* 2005: 132). The data-collecting plan will include the following elements: where, when, how and from whom the data will be collected, as well as how data will be analysed and explained.

### **Chapter 4: Data analysis and discussion of research results**

The research results will be presented. This chapter will include a clear analysis of the data collected, realisation of sample, discussion of results, field notes, and so on. Data will be analysed and interpreted in this chapter.

### **Chapter 5: Summary, limitations, conclusions and recommendations**

This concluding chapter will reflect the following:

- 5.1 Summary of the research results
- 5.2 Conclusions, limitations and or recommendations
- 5.3 Limitations
- 5.4 Conclusion

## **1.10 SUMMARY**

The problem statement and the rationale behind the research were outlined and the aim and objective of the study were clearly defined. Moreover the research design was briefly outlined. (Note that the extensive background of the literature review and research methodology will be discussed in chapters 2 and 3 respectively). The constraints and localisation of the study were also noted. The concepts surrounding and frequently used in this study were clearly defined for the sake of understanding and insight. The chapter was concluded with a brief outline of the study programme (chapter division).

## CHAPTER 2

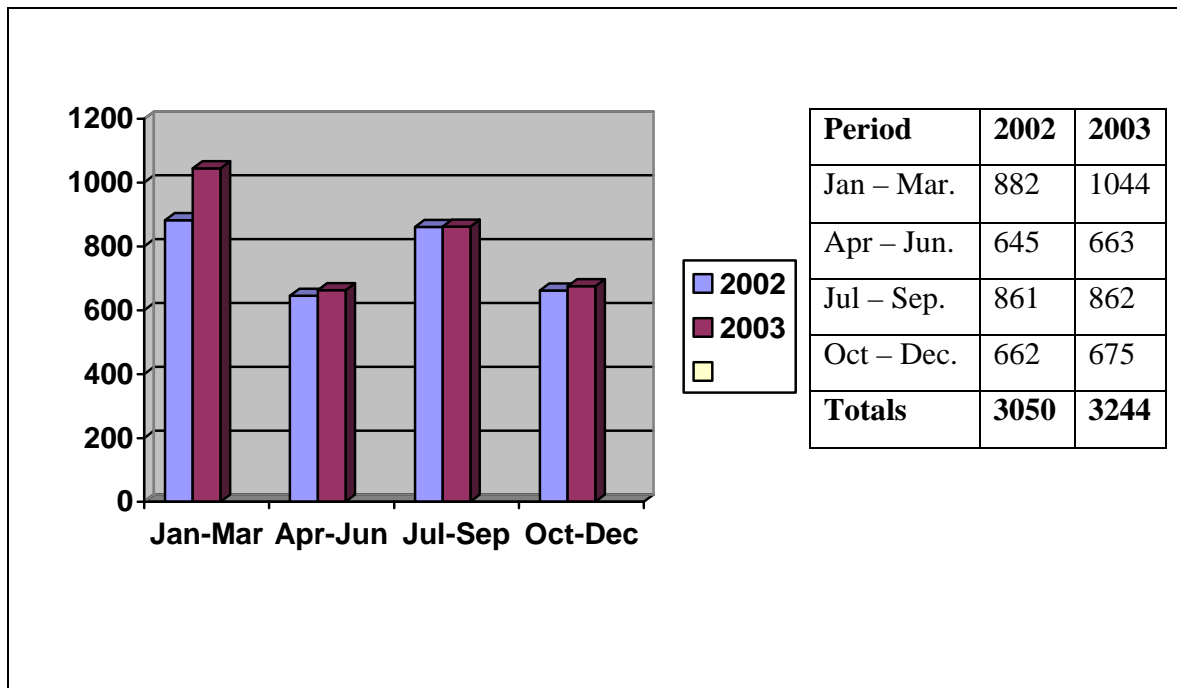
### INTENSIVE LITERATURE REVIEW

#### 2.1 INTRODUCTION

The contemporary South African education system has suffered a mass migration of teachers from schools to industry and other sectors. SADTU (2003: 16) reports that dissatisfied teachers leave the profession because of poor student discipline, poor salaries and fringe benefits. Teachers who leave the profession exceed new entrants by 6 to 1. In 2002 alone the number of teachers who left the service of the Department of Education or died exceed 3000. The following are national statistics of teachers who left the profession or died during 2002 and 2003:

#### STATISTICS OF TEACHERS WHO RESIGNED OR DIED DURING 2002 AND 2003 (SADTU 2003:16)

**Figure. 2a:** Graph: teachers who resigned or died during 2002 and 2003      **Figure 2b:** Data: teachers who resigned or died during 2002 and 2003



As noted by De Vos *et al.* (2005: 117) a literature review is a description of primary and secondary sources of research material. More particularly, it is a narrative, interpretative survey of the current status of research on the subject issue. The purpose of a literature review is therefore to determine what others have learned about the field of the research problem and thus gather information about it.

According to Schulze (2002: 21) a literature study is a systematic, critical analysis and summary of existing literature that is relevant to the research topic. It involves reading an appropriate selection of available literature such as books, magazines, articles, dissertations and newspaper reports in which news events have been reported and opinions expressed on the matter under investigation. It is one method of acquiring information.

Mouton (2002: 119) maintains that a literature review offers a synthesis of:

- \* what has been written on the topic of the relevant study;
- \* what has not been written on the topic (gaps in the coverage), or is conceptually or methodologically inadequate for the purpose of elucidation;
- \* how the researcher's proposal addresses the 'gap', silence or weaknesses in the existing knowledge base.

Mouton (2002: 119) further highlights that a literature review is important in the sense that:

- \* It serves as a map or maps of the terrain. With reference to our analogy of the journey, we have to realise that other researchers have traveled this way before.
- \* A review of previous research also provides guidelines, or at least suggestions, on the design of one's own project.
- \* An intensive study of the existing body of knowledge yields various kinds of information. These include conceptual resources such as useful theoretical formulations or definitions of key concepts that are encountered in a specific field; methodological resources, such as a reliable and valid scale or questionnaire and appropriate examples of qualitative and quantitative techniques.

- \* Literature searches are sometimes done by researchers who intend to replicate previous research. In such cases one is interested in both the methodology and the substantive results of previous research.
- \* Finally, anyone planning to research a field that has hitherto enjoyed limited attention, either worldwide or locally, can learn a great deal by studying related fields and from the designs and methods used.

For purposes of comparison, contrasting, categorising, aggregating and ordering, the findings of this study will be placed in context with existing knowledge of factors that cause defection of teachers from the teaching profession (De Vos *et al.* 2005: 125).

In this chapter literature on the effective management of factors influencing the defection of teachers from the teaching profession and the resultant impact on education is reviewed and theoretical background is provided for the researcher's envisaged investigation. The review includes the views of other researchers on the said factors, namely lack of discipline among learners, corporal punishment, poor salaries of teachers and the curtailment of their fringe benefits, endemic overcrowding and lack of resources, corruption, violence perpetrated against teachers by learners as well as gangsters in educational context, inroads made by HIV/Aids-deaths on the numbers of teaching staff and learners, teachers' own shortcomings (eg. incompetence, lack of professionalism), other reasons emanating from teachers themselves, etc.

## **2.2 POOR LEARNER DISCIPLINE AND CORPORAL PUNISHMENT**

### **2.2.1 Poor learner discipline**

According to Joubert *et al.* (2004: 77), discipline is the establishment of acceptable norms of behaviour that will make efficient cooperation in the classroom possible, and that will gradually result in pupils being self-disciplined. It implies control over the activities of learners with a view to guiding and assisting leaders to assume a supervisory function in maintaining school discipline in partnership with teachers and to help the general run of



learners to discipline themselves. Discipline in many South African schools is virtually non-existent.

Joubert *et al.* (2004: 78) reveal that learners at many South African schools defy their teachers' authority, thus creating a state of tension and hostility, with the result that, for example, bullying is the order of the day in South African schools which have also been infested by gangsterism for the same reason. For example, Kandakai and King (2002: 432) report that during the 12 months preceding their report on school violence, 17% of school children carried weapons of which 5% were firearms and 12% other potentially lethal weapons. During the same period 9% of learners were physically assaulted by other learners, and 5% missed school because they felt unsafe on school premises. It is understandable, therefore, that the practise of carrying weapons to schools has become common place among learners in South African schools.

Again, it is hardly surprising that under these circumstances teachers are often harassed by their own learners. The following progressive steps are part of the procedure adopted in an effort to curb this phenomenon: verbal warning, written warning, suspension and expulsion as the last resort (Department of Education 1999: 19). Criminal charges are preferred in cases of exceptional violence.

Martine and Marieka (2006: 16) warn against zero-tolerance policies as a means of dealing with poor discipline because the problems arising from their implementation have raised questions about their legal defensibility. For example, a 15-year-old male learner was suspended from school for dyeing his hair blue (Martine and Marieka 2006: 16). In formulating policies to combat disciplinary problems (including violence), education management teams should be cautious against zero-tolerance policies and involve all stake holders.

Many professionally committed teachers find such a turbulent environment irksome and repugnant, with the result that they leave the teaching profession in search of greener pastures (more conducive environment where more orderly, civilized conditions prevail).

### **2.2.2 Corporal punishment**

According to the Constitution of the Republic of South Africa (Act 108 of 1996) everyone has the right to freedom and security, which includes the right to be free from all forms of violence from either private or public sources. The African Charter on the Rights and Welfare of the Child commits its member countries, including South Africa, to the task of ensuring that children who are subjected to school or parental discipline will be treated humanely and with respect for the inherent dignity of the child (Department of Education 2001:5). For example, section 12 of the South African Constitution reads: “Everyone has the right not to be treated or be punished in a cruel, inhuman or degrading way”. The National Education Policy Act (1996) provides for substantial changes to previous education policies with a view to satisfying the quest for quality and relevant education in post-apartheid South Africa. The new, democratic and non-racial education system, which ensured deregulation and removal of corporal punishment from the statute books, was welcomed with open arms by all concerned. The new system could produce men and women of exceptional competence and skills who would assist economic growth and promote social quality in South Africa.

As noted by Maree and Cherian (2004: 73), corporal punishment as a social practice has existed for centuries in South Africa. It has been condoned in the name of discipline, parental and teacher duty as well as character formation and religious precepts. It is the use of physical force to inflict pain on a child for the purpose of correction or control. Corporal punishment has been, and still is, one of the most vexed and controversial issues in schools. Despite the banning of corporal punishment in schools, many learners are still severely beaten by teachers whereas it has been outlawed in South African schools by virtue of the National Education Policy Act (1996) which provides that no person shall administer corporal punishment or subject a student to psychological or physical abuse at any educational institution. The abolition of corporal punishment hinges on the conviction that it is an inherently inhuman and abusive practice that entrenches the idea that violence can solve any problem.

Maree and Cherian (2004: 73) observe that corporal punishment and other punitive measures are often regarded as synonymous with 'good discipline', but this notion is obsolete in the present context. However, it has left a vacuum that has yet to be filled with constructive, effective alternatives. Numerous studies have shown that far from curbing violence, corporal punishment in fact encourages antisocial aggression and vandalism and perpetuates the cycle of violence.

All in all therefore, instead of helping it tends to hinder discipline in schools. In fact, Judge Pius Langa (City Press, 20 June 2004:14) ruled that corporal punishment debases everyone involved in it; and that no compelling interest has been proved that can justify the practice, nor has it been shown to be a significantly effective deterrent. On the contrary, rather than being rehabilitative, its effect is likely to coarsen and degrade.

Teachers abandon their profession because they feel that the classroom, and therefore their professional calling, is being subverted in this way and is therefore effectively closed to them as an avenue for the pursuit of their professional interest in the advancement of education.

## **2.3 POOR SALARIES AND BENEFITS**

### **2.3.1 Poor salaries**

Stakeholders must do everything in their power to attract more capable and dedicated teachers to the teaching profession. Vegas (2005: 435) reveals that more and more South African teachers are taking up permanent positions around London. The most obvious reason for this is the money. In London, teachers make a better living than they would in South Africa. English teachers receive pay increases year-on-year after appointment for about eight years until they reach a threshold, which is not the case with South African teachers (Wragg 2004: 224). South African teachers are prepared to relocate and to do whatever is required of them as teachers in first world countries, especially if it enables them to earn an income that compares favourably with local (S.A) teachers remuneration packages.

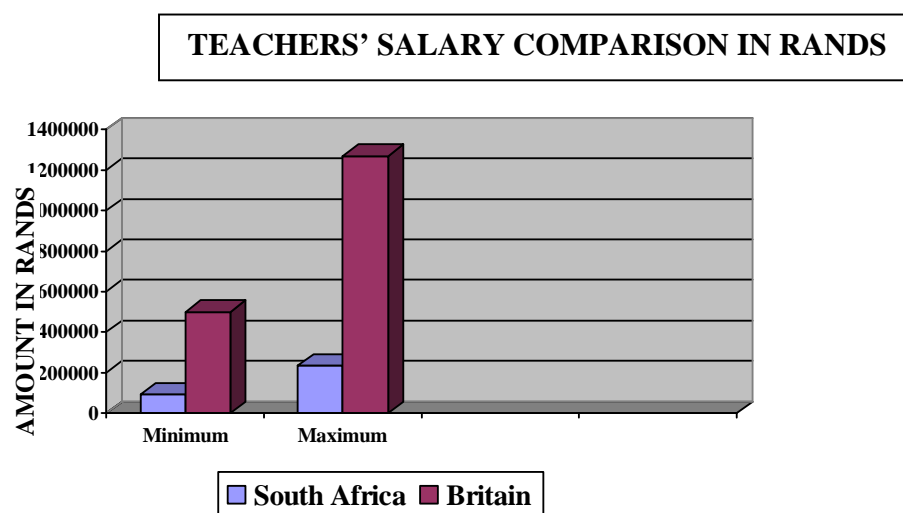
To exacerbate the situation, on 1<sup>st</sup> July 1996, the new democratic government rescinded the teachers' salary structure that made provision for automatic annual increment for a period of eight years (Education, Law and Policy Handbook, 1999: 3B-12). The new salary structure leaves all the teachers salary levels stagnant and the teachers salaries can only be increased during a general salary revision and increment by the government.

GRAPHIC COMPARISON BETWEEN SOUTH AFRICAN AND BRITISH TEACHERS' SALARIES (The Times of London, 2 January 2005: 3) and (SADTU 2005: 9):

- i) DATA TABLE: TEACHERS' SALARY COMPARISON (SOUTH AFRICA IN RANDES AND BRITISH IN POUNDS), AT £1 (BRITISH POUND) = R11, 55 (SOUTH AFRICAN RANDES)

Country	Minimum qualifications	Minimum {Basic annual starting salary }	Maximum {maximum notch (annual) salary }
South Africa	Four- year teachers diploma/ degree	R90 270	R233 020
Britain	Any four-year teachers qualification	£ 43 296 = R500 069	£110 000 = R1 270 500

- ii) GRAPH: TEACHERS' SALARY COMPARISON (SOUTH AFRICA AND BRITAIN), IN RANDES AT £1 = R 11, 55



South African teachers who join the teaching profession with a four-year Teachers' Diploma or a degree and a University Education Diploma (UED) are receiving R90 270 as their basic annual salary. This figure still falls short of the current cost of leaving, which is increasing rapidly and constantly (SADTU 2005: 06).

Whitlow (2002: 243) notes that in recent years South African teachers have engaged in a series of strikes and protest marches with a view to securing better salaries and fringe benefits. Worse of everything, paying teachers poor salaries does not only call forth instability in the education system but teachers' resignation from their profession to join industry and other public sectors. SADTU (2005: 05) reveals that the National Centre for Education Statistics survey found that many teachers leave the profession and join the industry because of poor salaries. Paying teachers good salaries and offering them attractive benefits is part the solution for their departure from the teaching profession (Whitlow 2002: 243).

### **2.3.2 Poor fringe benefits**

Drotskie et al. (2005: 60) points out that a fringe benefit is a supplementary advantage conferred on an employee for which no work is required. If the government is committed to retain industrious and experienced teachers in the teaching profession, it must offer them attractive fringe benefits such as 100 % housing subsidy, 100 % yearly service bonus based on their monthly salary, medical aid and car allowance to all registered teachers irrespective of years of service. Deficits in teachers' fringe benefits lead to disputes between the government and the teachers' unions (Prince 2003: 91). Improving teachers' incentives leads to retention of the best teachers in the teaching profession, (Prince 2003: 91).

Teachers' fringe benefits should include the following (Badenhorst [ed]. 2003: 154-160):

#### **i) Service bonus**

Teachers are dissatisfied with their service bonus which amounts to 93 % of one month's salary payable at yearly intervals calculated to the last day of the month of the recipient's birthday (bonus month), (Badenhorst [ed]. 2003: 155).

ii) Housing loan scheme

The government offers a 100 % housing loan scheme to teachers who have at least 5 years' teaching experience (Badenhorst [ed]. 2003: 155). Teachers want this benefit to be extended to all teachers regardless of years' experience.

iii) Housing subsidy scheme

The government offers 100 % loan schemes to teachers who have qualified for mortgage loans granted by recognised financial institutions, provided that bonds over the relevant properties are registered in their own names and they occupy the dwelling concerned and have at least 5 years' recognised teaching experience (Badenhorst [ed]. 2003: 155).

iv) Vacation leave

A teacher is entitled to take 12 days' accumulative vacation leave per annum (Badenhorst [ed]. 2003: 156). Teachers complain that the 12 days are inadequate and should be increased.

v) Special leave

Badenhorst [ed]. (2003: 156-157) notes that special leave (with full pay) may be granted for study leave purposes for an approved course of study, examinations and quarantine.

- Study purposes

For each day of study leave, one additional day's special leave is granted on full pay without being deducted from the teacher's leave credit.

- Examinations

For each day on which a teacher writes an examination for an approved course of study he/she may be granted two days' leave on full pay. This leave is not deducted from the teacher's vacation leave.

- Quarantine

If a teacher is placed in quarantine he is granted special leave on full pay. Such leave will not be deducted from the teacher's vacation leave.

- vi) Leave for urgent private affairs

According to Badenhorst [ed]. (2003: 157) and the Education Law and Policy Handbook (1999: 3B-32) a teacher may be granted leave to attend to urgent private affairs. This leave is not granted as an alternative to vacation leave. The head of the institution may grant leave for urgent private affairs for a period not exceeding 5 school days.

- vii) Maternity/special leave for confinement

The Education Law and Policy Handbook (1999: 3B-32) stipulates that special leave for a confinement or the adoption of a child on full pay may be granted to a female educator who has completed 12 months' uninterrupted service without deducting such confinement leave from the educator's vacation leave credit. This special leave may be granted on full pay to a maximum of 84 days including weekends and public holidays that fall within the relevant period. Badenhorst [ed]. (2003: 157) notes that a married female teacher must take confinement leave for a period determined by the director, provided that it extends over at least two months prior to the anticipated date of the confinement and three months past that date.

- viii) Sick leave

According to the Education Law and Policy Handbook (1999: 3B-28) a teacher may be granted sick leave on account of illness for 90 days on full pay and 90 days with half pay in the first cycle of such educator's term of service and the number of days of sick leave credit are increased by three days with full pay and three days with half pay up to a maximum of 120 days with full pay and 120 days with half pay on completion of each cycle. A medical certificate is required to support any sick leave application.

ix) Medical aid

Badenhorst [ed]. (2003: 158) notes that membership of the Public Servants' Medical Aid Association is compulsory for all teachers contributing to the pension fund. A married woman whose husband is already a member of the Medical Aid Association may apply for exemption from membership of the Public Servants' Medical Aid Association within 30 days of her appointment. Teachers want their compulsory membership of the medical aid scheme to be voluntary in view of the fact that some of them spend their whole teaching life without any hospitalisation but contributing to the obligatory medical aid scheme.

x) Pension contributions

Teachers have for long called for the government to hugely subsidise their pension fund. According to Badenhorst [ed]. (2003: 159), teachers appointed in a permanent capacity are obliged to contribute to the Government Service Pension Fund (GSPF), and their contributions are deducted from their salaries at the rate of 8% irrespective of sex or marital status.

xi) Retirement on medical grounds

Badenhorst [ed]. (2003: 159) notes that in the event of prolonged illness a teacher may be retired on pension at his own request or at the instance of the director, and the teacher's pensionable service may be increased by a maximum of 5 years according to a specific formula if he is under the age of 60. Teachers have shown dissatisfaction over the period of grace for retirement on medical grounds (ie. prolonged illness) and want it to be increased to a maximum of 10 years.

xii) Resignation benefits

Badenhorst [ed]. (2003: 159) notes that the pension contribution of a teacher who is employed in a permanent capacity and resigns from the service of the department before reaching retirement age will be refunded to him, plus 2,5 % interest of every year of pensionable service. Teachers have for long complained about their contemporary resignation benefit as inadequate.



xiii) Payment of benefit upon retirement on pension

A teacher may retire on pension when he/she reaches the age of 60 years or any year thereafter, but he/she has to retire at the end of the year in which he/she reaches the age of 65 years.

xiv) On the death of a member of the Government Service Pension Fund (GSPF) the benefits of the deceased member are paid out as follows:

- (a) If a married male teacher dies before attaining retirement age, then his widow will receive a gratuity as well as a monthly pension, which is payable for the rest of her life, irrespective of whether she remarries.
- (b) Benefits determined by the Director General of the Department of Health, Welfare and Pensions are payable to dependent children of members who die before retirement age.
- (c) A benefit calculated as the sum of a member's contributions plus interest calculated as 2,5 % of total contributions, multiplied by the number of completed years of the member's service, is paid to the member's estate if he or she dies intestate before retirement age and with no dependents. Teachers want to have the right to nominate beneficiaries in the absence of dependents.

Odden and Kelly (2002: 243) report that teachers have urgently petitioned government for years to grant fringe benefits such as free medical aid, a yearly service bonus amounting to 100 % of a month's salary, six months' unconditional maternity leave for both parents with full pay, study leave, 100 % housing subsidy and car subsidy for a certain service level.

## **2.4 PERSISTENT OVERCROWDING OF CLASSROOMS AND LACK OF RESOURCES**

### **2.4.1 Persistent overcrowding**

Overcrowding persists in South African schools. Van Ameron (2005: 112) points out that endemic overcrowding in schools is a worldwide problem. He examines the impact on educators of overcrowding and a lack of resources. The survey of 9 European countries indicates that improving teachers' incentives and alleviating overcrowding lead to retention of the best teachers.

According to SADTU (2003: 12) Mpumalanga Education Department was given R191,5m over the last two years to alleviate overcrowding and lack of special classrooms as well as providing toilets, water, electricity and fences. The department's spokesperson hinted that the limited resources they have, will make it difficult to completely eradicate overcrowding and lack of special classrooms at schools. He also accused some principals of adding to the problem of overcrowding by not taking registration planning seriously. Overcrowding renders teaching and learning useless. Some teachers and principals quit teaching because of overcrowding.

Many schools are overcrowded because they cannot refuse admission to local learners because of the traditional belief that the school belongs to them as residents of a particular community in which the school is located. South Africa does not have a fixed rule about admission of learners and overcrowding. Masitsa (2004: 214) observes that countries such as South Africa have no fixed rules about overcrowding and the physical size or seating capacity of classrooms.

Overcrowding could be alleviated as a temporary measure by using portable classrooms which are relatively cheap and affordable (SADTU (2003: 12).

An overcrowded environment militates against the achievement of professional goals and ambitions envisaged and pursued by hardworking and dedicated teachers who therefore tend to abandon the teaching profession in due course.

### **2.4.2 Lack of resources**

As noted by Masitsa (2004: 240), the euphoria of South Africa's new-found political freedom has been largely replaced by the sober reality of limited resources (at all levels) that have to be pitted against a multitude of problems. The government is to a larger extent to blame for its unaccountability and lack of resources at schools, its averted interest in poor education and its cynical disregard for the interest of the people on the ground, ie. the government has betrayed its electorate! In fact, through a lack of resources and, to a certain extent, lack of vision, things have remained largely unchanged. These conditions, coupled with threats of retrenchment, have left many teachers demoralised.

Lee et al. (2003: 281-295) note that schools are facing multiple barriers such as lack of materials. Teachers are encouraged to use new technology to give the contemporary child the best possible education that will truly empower him/her but this is prevented by lack of resources. Lee et al. (2003: 281-295) further hint that two-thirds of schools lack infrastructure to connect to the internet.

School-governing bodies must canvass support from the informal (business) sector in order to supplement government funding. In South Africa, fundraising as well as grants made by private business and individual community members for mathematics and physical science help to reduce the shortages of resources Kruger (2002: 133). It goes without saying that government funding should be managed effectively, regardless of whether it is supplemented from private sources.

This problem should not be left in the hands of government alone; stakeholders such as communities and SGBs should help to solve it, for example by raising funds, hiring competent teachers and building adequate classrooms on their own initiative for the sake of their children's future (Lee et al. 2003: 281-295).

The lack of resources in schools was acknowledged by the Minister of Education, Naledi Pandor, who announced that there would be no pupils learning under a tree or in mud-wall classrooms under dangerous conditions exposing teachers and pupils to the elements. More particularly, she revealed in a parliamentary briefing in Cape Town that countrywide there

were 494 schools without classrooms and in Limpopo 144 schools were described as schools under trees or as schools that have 'unacceptable facilities'. The minister said the lack would be addressed at a cost of R50 billion (Lee et al. 2003: 281-295). If this promise is kept a significant contribution will have been made towards retaining teachers' services.

In many South African schools instructional media are neither used nor available although teachers regard such media as necessary and useful. There is a particular need for computer technology (Carrol 2003: 18) and teachers should be trained to use this technology in the classroom where it can be a valuable aid.

A teacher in Gauteng from Diepkloof-Soweto School, who has been in teaching profession for the past two decades has tendered a resignation because she feels that overcrowding and lack of resources (especially computer technology and modern teaching aids and a library) is making it impossible for her to facilitate the government's promise to provide quality education (SADTU 2003: 12).

Lee et al. (2003: 285) assert that schools should outsource computer training to private concerns that have the required expertise because it is lacking in South African education system. The lack of computer technology and training as a state-of-the-art teaching aid in the formal education sector is often a potent reason why dedicated teachers abandon the teaching profession.

## **2.5 CORRUPTION**

There are signs that corruption, rampant consumerism and crass materialism are fast becoming the biggest challenge facing South Africa (Labuschagne 2005: 55). Labuschagne (2005: 56) notes that according to Section (1) of the Corruption Act (Act 94 of 1992), corruption subsists in the unlawful and intentional giving or offering of a benefit of whatever nature which is not legally due to someone else upon whom some power has been

conferred or who has been charged with some duty, with the intention to influence the latter to commit or omit some act in future in relation to such power.

Labuschagne (2005: 63) identifies greed, negligence, lack of self-discipline and lack of professionalism as the common causes of corruption. Teachers at some schools have been blamed for selling fictitious school reports and transfer letters to students who failed the examinations (SADTU 2006: 6). Furthermore, feeding schemes are a popular target for fraud involving officials of the Department of Education and suppliers; indeed this type of fraud is endemic in all provinces of South Africa. Mrs. Joyce Mashamba, the former MEC of the Department of Education in Limpopo Province, admitted there was a serious problem in the administration of the feeding scheme (SADTU 2003: 8). The endemic nature of this crime (stealing from the poor) is giving the Department of Education a bad reputation that is certainly not conducive to attracting and retaining the services of people of professional integrity and competence.

## **2.6 SEXUAL ABUSE OF LEARNERS BY TEACHERS**

According to Radley (2005: 108) sexual abuse means any conduct that abuses, humiliates, degrades or otherwise violates the sexual integrity of the complainant. It is in itself an illegal conduct that demeans and violates the victim's integrity.

Many learners in South African schools have suffered sexual abuse silently from both their fellow learners and teachers. Likewise in many families, school-going children have suffered sexual abuse right in the school premises without the law taking its course against the perpetrators. This silence encourages perpetrators to commit this offence without restraint (Radley 2005: 108).

A research study conducted by Dreyer (2002: 32) indicated that 33 % of the raped school girls were raped by teachers. This report is corroborated by a prominent researcher (Radley 2005: 108) who reveals that preliminary results from a study investigating sexual violence among South African children concluded that 30 % of the raped school-going girls were raped by their teachers. For example, a teacher found a 16-year old female learner in the

examination room copying answers from her thighs and the teacher refrained from taking steps against such a learner because she promised to sleep with the teacher (see Isak 2000: 398).

Sexual abuse in schools is not limited to girls only. According to Dreyer (2002: 32) the national pilot study of 9 300 school-going youth aged between twelve and twenty years revealed that boys under sixteen are as likely to be victims of sexual abuse as girls. This debunks the idea that girls are the only victims of sexual abuse.

NISAA (2005: 1) points out that we are living in a society where the prevalence of violence against school-going children is reaching worrying proportions, it is extremely unnerving to watch images of adults and fellow learners poised to victimize young school-going children sexually. Where lies the society's sense of morality? Are our hearts so hardened, our reasoning so defective, our degree of sanity so questionable and our moral judgement and spirit of *Ubuntu* so ruined that we are not moved by allegations of violence against the innocent young children?

Ironically, these teachers commit all these offences irrespective of their Code of Conduct (clause 3.5) which emphasises that the teacher should avoid any form of humiliation and refrain from any form of child abuse, physical or psychological (Education, Law and Policy Handbook. 1999: 4-10).

## **2.7 LEARNERS AND GANGSTERS ASSAULTING TEACHERS**

South African teachers have suffered horrendous incidents of violence perpetrated by both learners and community members. McCann (2002: 22) a prominent researcher, points out that the creation of a peaceful non-violence climate for work will help to lift the morale of educators.

### **2.7.1 Learners assaulting teachers**

There have been cycles of violence and anger which often spill over into schools and other educational institutions in many forms. Teachers seem to have had enough of violence from learners; this factor is directly contributing to the defection of teachers from the

teaching profession. Today's learners have become monsters to teachers because nothing significant is being done to them Smit (2003: 28).

South African schools have witnessed gory incidents of learners perpetrating violence against teachers, leaving the school during school hours to buy and drink liquor, abusing drugs, bullying teachers, raping female teachers and even assaulting them (see Van Wyk 2001: 197).

As noted by Kleyn and Viljoen (2002: 143) assault on teachers is a crime that should be reported to the police. Teachers' unions point their fingers at police and blame them for their slow reaction and lax attitude when an assault case is reported and in many occasions they fail to bring the perpetrators to book. Learners feel free to assault teachers because they are aware that they need not fear the consequences. Teachers and parents should strive to inculcate in learners a sense of respect and love over their teachers. Teachers should further teach their learners on virtues and piousness by living crime-free life. Learners should be taught that teachers are their foster parents who deserve to be respected in as much as they do to their parents.

The Department of Education has been blamed for its failure to summarily dismiss violent learners and for its slow and lenient disciplinary procedures and measures against learners who assault teachers. Despite the learners' successful prosecution and conviction on assault cases, the Department of Education hardly expels such learner-perpetrators. At the harshest, they are being suspended from the school or transferred to other schools. Teachers complain that learners have got many rights whereas they have got none (see SADTU 2003: 12). Peace-loving teachers cannot be expected to remain trapped in this volatile environment where they are being terrorised by their own learners.

### **2.7.2 Gangsters assaulting teachers**

South African teachers have stomached the pains of witnessing their fellow teachers being severely and helplessly assaulted, robbed and raped right on the school premises by members of the public or gangsters (Vogel *et al.* 2003: 29). Wilde (2002: 11) corroborates

this notion by pointing out that problems such as gang-related violence and rape of both female teachers and learners are common in South African schools.

Teachers' lives have been threatened for various reasons; principals are chased off school grounds, gang warfare threatens the lives of youth and teachers at schools, drugs and drug dealings occur at many schools and schools are regularly torn apart by theft and vandalism. At these schools both teachers and students feel their lives at risk (Neser et al. 2003: 131).

Even officials of the Department of Education such as superintendents and top administrators, have become victims of assault by gangsters (De Wet. 2003: 86).

Teaching and learning cannot take place under conditions where any of the parties concerned are threatened by violence. Teachers cannot be expected to put up with such conditions and will naturally gravitate towards areas where they feel less threatened.

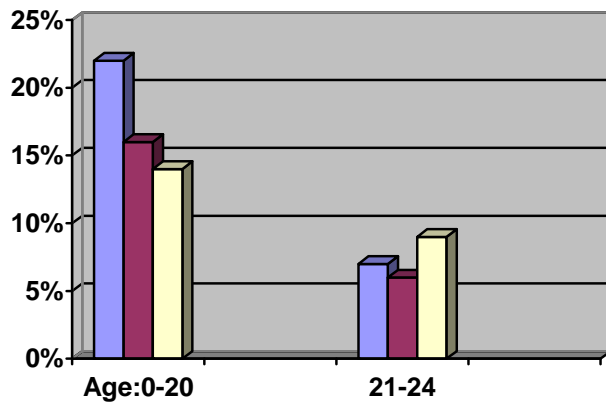
## **2.8 SEVERE INROADS MADE BY HIV/AIDS ON NUMERICAL STRENGTH OF TEACHING STAFF AND LEARNER POPULATIONS**

The HIV infection rate in South Africa has yet to be overtaken by any other country, and of course the educational environment in South Africa is no exception. For example, at Alexandra clinic during the period between 2001 and 2002 the incidence of sexually transmitted diseases (STD) in sexually abused children was 66 % (Gray 2003:11), the following is a graph reflecting the national HIV infection rate among young people of the schoolgoing age for the years 2001-2002 (Gray 2003:11):



**NATIONAL HIV INFECTION RATE AMONG YOUNG PEOPLE OF SCHOOLGOING AGE FOR THE YEARS 2000-2002 (Gray 2003:11) FIGURE 2:**

**Fig. 2 a) Upward trend bar graph of infection rate. Fig. 2 b) Data table of infection rate**

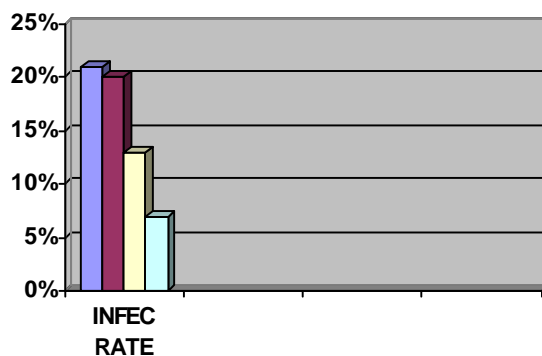


PERIOD	<u>Age 0-20</u>	<u>Age 20-24</u>
2000	22%	7%
2001	16%	6,4%
2002	14%	9%

SADTU (2004: 09) highlights a grim report from Human Sciences Research Council survey which reports that no fewer than 11 South African teachers died of HIV-related complications every day in 2004 while 12, 7 % of teachers in South Africa are HIV positive at present. The study further pointed out that 80 % of the teachers who died of Aids were younger than 45, and 33, 6 % were between 25 and 34. The study found that HIV/Aids-related illnesses led to higher absenteeism and low morale among teachers. The following table and graph presents statistics reflecting the HIV infection rate among teachers in four provinces during 2004:

**STATISTICS FOR HIV INFECTION RATE AMONG TEACHERS DURING 2004 (SADTU: 2004: 16) FIGURE 3:**

**Figure 3 a): Upward trend bar graph of infection rate Figure 3b): Data table of infection rate**



Province	Infection rate
KZN	21%
Mpumalanga	19,1%
E. Cape	13,8%
Gauteng	6,4%

Superstitious myths about the benefits of intercourse with virgins are a significant cause of HIV/Aids infection among teachers and learners alike (Leach 2002: 103).

Girls can be bribed to have sex with male carriers if they come from a poor background, which means that poverty creates favourable conditions for the spread of AIDS. Prejudice and taboo are further factors that promote the spread of AIDS by preventing effective counter measures.

Teachers have found themselves in a dilemma insofar as HIV/aids is concerned. Our education system does not have a clear policy on handling HIV positive teachers and learners in schools. The prevalent policies about HIV positive status are after-the-fact and cannot be effective. This is so despite both the Constitution and the Bill of Rights which emphasise that no learner shall be discriminated against at school on grounds of his/her HIV status. Ironically both the Constitution and the Bill of Rights do not specify how the untrained and unequipped teachers would be able handle HIV positive learners. This idea is cherished by Govender (2003: 36). who holds that educators should be accessed to proper and adequate information on HIV/Aids related diseases.

Conditions that promote the spread of AIDS are bound to cause defections from the teaching profession.

## **2.9 TEACHERS' OWN SHORTCOMINGS (eg. LACK OF PROFESSIONALISM)**

In South Africa bizarre encounters of sordid revelations of teachers' own shortcomings such as lack of professionalism and incompetence have been unearthed. These horrid revelations place parents at a limbo and disbelief as to whether they should still entrust their beloved children to this kind of teachers (see SADTU; 2003: 6).

### **2.9.1 Lack of professionalism**

All in all, teachers' negligence, shortcoming and lack of professionalism are not always conscious acts. For example a journalist in SADTU (2003: 4) reports the case of a nine-year-old school boy in the Western Cape who sneaked away from school unnoticed by the teachers, climbed over a school gate, fell and sustained serious injuries on his neck. His parents took the school to court for negligence. The court ruled that teachers have the same responsibility in law over children that parents have in looking after pupils in their care.

Despite some teachers' refusal from committing unethical acts of shortcomings and lack of professionalism, the South African Council of Educators enshrines a Code of Conduct for educators that maintain that teachers should commit themselves therefore to do all within their power in the exercising of their professional duties, to act in accordance with the ideals of the profession. It further states that teachers should act in a proper and becoming way such that their behaviour does not bring teaching profession into disrepute (Education Law and policy Handbook. 1999: 4-9). Any teacher who ignores their Code of Conduct may face disciplinary action of some kind.

Teachers' own shortcomings and lack of professionalism are punishable/criminal offences which may lead to suspension or dismissal. Disrespect for law and order are bound to create a negative environment in which people with a professional sense of commitment would feel uneasy and therefore inclined to seek better conditions elsewhere.

### **2.10 RESERACHER'S PERSONAL OBSERVATION (LACK OF PARENTAL INVOLVEMENT, HIGH TEACHER-PUPIL RATIO AND POVERTY AND HIGH RATE OF ILLITERACY)**

The abandonment of the teaching profession by teachers can be attributed to various reasons such as lack of parental involvement in schools, high teacher-pupil ratio and poverty and illiteracy.

### **2.10.1 Lack of parent involvement**

Kruger (2002:46) defines parent involvement as the active and supportive participation of parents as partners and allies of the teacher in the primary aspect of formal and informal education of their community in an individual and/or collective way and in a structured orderly manner in order to achieve the objective of education as fully as possible. SASA (1996: Section 18) identifies parents as the official partners in the governance of their children's school.

The post-apartheid education in South Africa demands a genuine parent involvement in education of their children. There are however some schools today that sideline parents from participating in education of their children. Teachers and school tend to operate in isolation and there is hiatus between parents and teachers (see Kruger 2002: 48).

Kruger (2002:44) provides some reasons for parents' reluctance from involving themselves in the schools' activities such as inferiority, illiteracy, teachers' hostility and some parents assume that all is well at school.

Parent involvement in education is judicially prescribed – the National Policy for General Education Affairs Act 76 of 1984 provides for parent involvement. Parents are obliged to ensure that their children attend school for as long as the child is required by law to do so.

Van der Westhuizen et al. (2003: 24) points out that for a school to be successful, parent involvement is of paramount importance. . Parents are involved when they actively participate in school-sponsored activities, for example, coming to PTA meetings, helping their children in ways visible to their children and others (read to them or assist in homework) and helping them physically with their parental role such as feeding them, buying books and clothes for them. The school cannot be a one man band with all the responsibilities shouldered upon teachers

For the school to function effectively and successfully, parents should be actively involved in the form of parents-teacher organisations and parent management bodies. Education is likely to be successful if educators view parents not as necessary evil, but as potentially powerful partners in the community of learners (Van der Westhuizen et al. 2003: 24).

Parents should be trained and be involved fully in education of their children; there must be a symbiotic relationship between parents and educators. Parent involvement is the key towards the success of a school and without it, there can be no significant progress and development at any school. Parents should as such be allowed and be encouraged to be involved in the school's management saga (Bennett-Johnson 2004: 199).

### **2.10.2 High teacher- pupil ratio**

High teacher-pupil ratio is a bothering problem in South African schools. Despite the formally prescribed teacher-pupil ratio, some schools are facing up to 90 learners in one classroom. Since 1996 the department of Education has been reluctant to replace teachers who left the profession either through resignation or death and this directly impacts on high teacher-pupil ratio at schools (see Balt, 2005: 10).

According to Van Ameron (2005: 111) the objectives of Outcomes Based Education cannot be achieved in a situation where teacher-pupil ratio is extremely high. Organising learners in small groups is one of the prescribed approaches of Outcomes-Based Education. High teacher-pupil ratios prevent effective teaching and learning. Teachers cannot teach, organise and control discussions effectively in a congested classroom.

The government and stakeholders should show commitment to reduce high teacher-pupil ratio at schools hence create a conducive teaching and learning environment which is both teacher and learner friendly.

### **2.10.3 Poverty and high illiteracy**

Teachers have more often than not registered their concerns in respect of the poverty and high rate of illiteracy in the communities that they are serving. McKay et al. (2005: 1) hold that many communities are still illiterate and suffering abject poverty and this hampers progress in the teaching and learning. Many parents are willing to be literate and to get rid of their poverty, but they do not have the least knowledge about the ABET lessons.

Poverty has been one of the distressing problems in South African education system. Many children are hailing from poverty stricken families. McKay et al. (2005: 6) hold that communities should establish projects such as subsistence farming whereby products that will come from such small scale farming would provide people with fresh vegetables while also being in a position to sell the surplus products to fund other things such as health needs.

Many teachers find it burdensome and difficult to work with illiterate parents, especially in the rural poor communities because they cannot make contributions to the schools' development. Calitz (2002: 109) maintains that many black parents, especially in the rural areas, may not be able to make contributions to the development of the school because of poverty and illiteracy, but they can assist their children with the required school equipments and motivate them to learn.

## **2.11 SUMMARY**

This chapter has established what has already been written on the subject/problem and what other researchers have found out about the topic as well as the results and conclusions which arose from these previous researches on this topic and how this research links up with them. The literature consulted includes books, government gazettes and newspaper reports in which news events have been reported; ideas have been raised and opinions expressed on the matter under investigation.

## **CHAPTER 3**

### **RESEARCH DESIGN AND METHODS**

#### **3.1 INTRODUCTION**

This chapter is the core of the study under review. It will encompass the research design and a brief explanation of the theory underpinning the methodology as well as how I am planning to do the research. According to Mouton (2002: 35) methodology is a plan to apply a variety of standardised methods and techniques in the systematic pursuit of knowledge. It includes the data collection plan which sets out the detailed strategy for collecting data (ie. where, when, how and from whom) and for analysing data (see Schulze 2002b: 4).

#### **3.2 AIMS OF THIS RESEARCH**

The researcher has to indicate what he intends to achieve in respect of solving this research problem. The aim of this study is threefold:

- ◆ To establish and explore the reasons why teachers abandon the teaching profession.
- ◆ To explore how education management can deal effectively with the reasons why teachers abandon the teaching profession.
- ◆ To recommend to the government how education management can deal effectively with the reasons why teachers abandon the teaching profession so that the government and other stakeholders can implement the recommendations, and thus curb the loss of teaching staff from the profession.

### 3.3 RESEARCH DESIGN

Mouton (2002:107) defines a research design as a set of guidelines and instructions to be followed in addressing the research problem. Furthermore, De Vos *et al.* (2005: 132) defines a research design as a plan or a blueprint of how you intend conducting a research project. It is a plan for selecting subjects, research sites and data-collection procedures to answer the research questions, and its main function is to enable the researcher to anticipate what the appropriate decisions should be so as to maximise the validity of the eventual results. The research design shows which individuals will be studied, when, where and under what circumstances. This is done in order to give valid and accurate answers to the research question; and to show credibility of the research study. The research design for this study is qualitative, exploratory and descriptive.

#### 3.3.1 Qualitative

According to De Vos *et al.* (2005: 74) qualitative research is a multiperspective approach (utilising different qualitative techniques and data-collection methods) to social interaction, aimed at describing, making sense of, interpreting or reconstructing this interaction in terms of the meaning that the subjects attach to it. Qualitative research is based on the notion of context sensitivity, which is the belief that the physical and social environment is a direct function of human behaviour. It therefore proceeds from a holistic approach.

De Vos *et al.* (2005: 265) hold that it is important for a qualitative researcher to select a paradigm or a frame of reference that underpins and guides his study. Once the researcher has selected a paradigm, a decision must be made regarding the extent to which theory and literature review should guide the investigation. Depending on the type of enquiry/design, it seems clear that social science theory and literature review can be used in varying degrees before and after the data-collection phase of a study.



De Vos *et al.* (2005: 74) highlight the following characteristics of a qualitative approach:

- ⇒ The researcher attempts to gain a first-hand, holistic understanding of phenomena of interest by means of flexible strategy of problem formulation and data collection, shaped as the investigation proceeds.
- ⇒ Methods such as participant observation and unstructured interviewing are used to acquire in-depth knowledge of how the persons involved construct their social world (the insider role).
- ⇒ As more knowledge is gained, the research question may shift and the data-collection methods may be adjusted accordingly. To do this, the investigator is constantly analysing data by using formal logical procedures, although final analysis is ordinarily completed after the early, immersion phase of study.
- ⇒ Qualitative methodology rests on the assumption that valid understanding can be gained through accumulated knowledge acquired at first hand by a single researcher.

The qualitative researcher is therefore concerned with understanding rather than explanation; naturalistic observation rather than controlled measurement; and the subjective exploration of reality from the perspective of an insider, as opposed to the outsider perspective that is predominant in the quantitative paradigm. As such, a qualitative study is concerned with non-statistical methods and small samples, often purposely selected (De Vos *et al.* 2005: 74).

De Vos *et al.* (2005:74) offer the following guidelines on situations where the qualitative approach would be the preferred one:

- ⇔ Research that cannot be done experimentally for practical or ethical reasons
- ⇔ Research that delves in depth into complexities and processes
- ⇔ Research for which relevant variables have yet to be identified
- ⇔ Research that seeks to explore where and why policy, folk wisdom and practice do not work
- ⇔ Research on unknown societies or innovative systems
- ⇔ Research on informal and unstructured linkages and processes in organisations
- ⇔ Research on real as opposed to stated, organisational goals.

De Vos *et al.* (2005: 74) point out that qualitative approaches are useful when the researcher intends to understand human phenomena and investigate the meaning given to events that people experience. This is a naturalistic enquiry which aims at understanding phenomena as they naturally occur. This study is concerned with the understanding of how educational management can address the reasons why teachers abandon the teaching profession. De Vos *et al.* (2005: 74) further note that the qualitative approach proceeds from a 'holistic view'. The purpose is to discover holistic measures towards curbing the defection of teachers from the profession and to show how the said countermeasures can be implemented effectively by addressing the reasons for teachers' defection.

### **3.3.2 Exploratory**

Mouton (2002: 102) holds that exploratory research refers to cases where very little previous research has been conducted. The researcher will typically attempt to collect new data and develop new hypotheses to explain such data. In other words, the purpose of exploratory research is to break new ground (Mouton 2002: 72) – it is oriented towards discovery. In this study it is specifically aimed at understanding how educational management can effectively address the reasons why teachers abandon the teaching profession. Furthermore the approach adopted here not only enables the researcher to share in the understanding and perceptions of others, but also to explore how people structure and give answers to questions occurring in their daily lives. This study therefore permitted the researcher to hear from stakeholders how they can address the reasons why teachers abandon the teaching profession.

### **3.3.3 Descriptive**

Mouton (2002: 102) points out that descriptive statements make claim about how things are, what the actual state of affairs or fact of the matter is. A descriptive study provides a detailed description of the phenomenon at issue.

In this study, teachers, parents, learners, circuit managers, an area manager, a station commander and a magistrate described how they can deal effectively with reasons why teachers abandon the teaching profession.

### **3.4 RESEARCH METHODS**

#### **3.4.1 Ethical measures**

Ethics refers to discussions around what is considered acceptable or justifiable behaviour in the practice of social research. It is concerned with what are fair ways for the researchers to proceed (Makhanya 2006: 28). Mauther *et al.* (eds) (2002: 20) point out that ethics is the application of general rules and principles, and the researcher's internalising of moral values. In ethics, the focus is on the researcher's ethical intuitions, feelings and reflective skills including his sensibilities in undertaking dialogue and negotiation with the various parties involved in the research.

Schulze (2002a: 5) defines ethics as a set of moral principles adopted by an individual or a group. Included in such principles are rules and behavioural expectations that determine ideal conduct as perceived by the group for its members where experimental subjects and respondents, employers, sponsors, other researchers, assistants and students are concerned.

The researcher undertakes to ensure that all ethical measures are taken throughout the study. This assurance naturally includes a guarantee of the researcher's competency (De Vos *et al.* 2005: 63), which must naturally include a correct and professional relationship with the participant, which in turn means gaining their informed consent and briefing if necessary (De Vos *et al.* 2005: 63). The following discussion is an elaboration of ethical considerations that received particular attention in this study:

##### **3.4.1.1 Researcher's competency**

According to De Vos *et al.* (2005: 63) researchers are ethically obliged to ensure that they are competent and adequately skilled to undertake the proposed investigation. As required by Schulze (2002b: 18) the researchers have to ensure that they are fully conversant with

the relevant research topic; that they have the capacity and skills required to conduct the research; and that they display the necessary sensitivity to the values of the subjects. In compliance with these requirements the researcher has taken due cognisance of the appropriate research methodology, and the study has been subjected to the supervision of a university professor with extensive experience in supervising qualitative research projects.

#### **3.4.1.2 *Relationship with participants***

The researcher maintained a professionally correct relationship with participants throughout the study, for example by informing participants of the purpose of the research and allowing them the opportunity to decide whether to participate or not. The potential risks that they would be exposed to were explained (De Vos *et al.* 2005: 61), and the researcher sought permission to audiotape interviews to ensure that data capture was as accurate as possible. This was a means of providing participants with a fair chance of sharing their experiences and perceptions concerning reasons why teachers abandon the teaching profession.

#### **3.4.1.3 *Informed consent***

As required by Schulze (2002b: 17), the respondents should be given adequate information in a language, and formulated in terms that they are sure to understand, on the aims of the research, the procedures that will be followed, possible advantages and disadvantages for the respondents, the credibility of the researcher and how the results will be used, so that they may make an informed decision on whether to participate in the research or not. Compliance with this requirement amounts to gaining participants' informed consent, which is what the researcher has done. It was found that English was duly intelligible to all participants in this context. The reason given to prospective subjects for requesting their participation was that they met criteria for the study.

#### **3.4.1.4 *Protection from harm***

Schulze (2002a: 6) holds that respondents or subjects should not be exposed to physical or emotional harm. Particular care was taken to comply with this condition in conducting the

research concerned here. With a view to such compliance, the researcher identified participants who might prove to be vulnerable to harm during the investigation so that they can be eliminated beforehand.

#### **3.4.1.5 *Anonymity and confidentiality***

Mouton (2002:157) points out that respondents tend to be reluctant to provide interviewers with information on sensitive matters. Subjects tend to be unusually reluctant to participate because they regard the investigation as an invasion of their privacy. One possible strategy to gain interviewees' confidence would be to emphasise anonymity. The assurance that the investigation will not identify the respondents in any way must be regarded as a minimum requirement for validation. Schulze (2002b: 18-19) maintains that the information on the subjects should be regarded as confidential unless otherwise agreed through informed consent. Subjects should be assured that neither their names nor any traceable information from any one of them, or from the school, will be disclosed and research records that may bear indications that could lead to discovery of participants' identities should be removed. In this study the researcher complied rigorously with the stated guidelines to preserve anonymity and confidentiality.

#### **3.4.1.6 *Deception of participants***

Myburgh and Poggenpoel (2002: 17) see deception as deliberate withholding of information or misinformation in order to inveigle participation that would otherwise have been less likely.

Schulze (2002a: 6) asserts that subjects should not be deceived about the real goal of the study, the real purpose of actions they will be expected to perform or experiences they will undergo during the research. The researcher is in full compliance with these guidelines.

#### **3.4.1.7 *Debriefing***

Subjects were debriefed after participating in the research, and in doing so the researcher clarified and rectified misconceptions/misunderstandings which might have arisen in their

minds (Schulze 2002a: 6). Debriefing sessions with respondents give them the opportunity to work through their feelings. This may be necessary if the research topic focuses on emotionally distressing issues (Schulze 2002b: 18). In this study the researcher held debriefing sessions with respondents in almost all emotional issues.

Participants were also informed of the purpose as well as results that were obtained from the study so that the exercise would be of educational and personal value to both the researcher and to the participants.

#### ***3.4.1.8 Recognition of the limitation of the researcher's competence***

The researcher should recognise the limitations of his competence and not attempt to engage in research beyond such competence (see Mackay 2005: 20). In this study the researcher recognised the limitations of his competence, hence did not engage in research that is beyond such competence.

#### ***3.4.1.9 Influence exerted by the sponsor***

Schulze (2002a: 6) maintains that if the research project is financially sponsored, this should not influence the research in any way. In this research study, the financial sponsor did not have any bearing or influence whatsoever on the outcome of the study or on how it was conducted.

#### ***3.4.1.10 Acknowledgement of financial support***

According to McKay (2005: 20) the researcher must acknowledge financial support in the research report or any personal relationship of the researcher with the sponsor that may conceivably affect the research findings. Accordingly, it should be noted that there was no financial support whatsoever that could be acknowledged in the research report.

#### ***3.4.1.11 Acceptance of favours, grants, etc.***

McKay (2005: 20) emphasises that the researcher must not accept any favours, grants, or other means of assistance that would violate any of the ethical principles set forth above.

For purposes of this study this study the researcher did not accept favours of any kind that would violate the ethical measures as stated above.

#### ***3.4.1.12 Restoration of respondents***

Schulze (2002b:18) holds that sometimes debriefing sessions with respondents are necessary after a research project has been completed. This gives them the opportunity to work through their feelings. This may be necessary if the research topic focuses on emotionally distressing issues. In this study the researcher held debriefing sessions with respondents in almost all emotional issues.

#### ***3.4.1.13 Maintenance of objectivity***

McKay (2005: 20) holds that the researcher must maintain objectivity. In this study, the researcher has maintained objectivity throughout the research.

#### ***3.4.1.14 Permission to conduct research at an institution***

For research conducted at an institution, such as a University or school, approval for conducting the research should be obtained before any data are collected (Schulze 2002b: 19). For this study, the researcher gained approval to conduct a research from the principal of the selected school.

#### ***3.4.1.15 Informing subjects about the findings***

According to Schulze (2002b:19), as a mark of the researcher's gratitude for the respondents' participation, respondents should be informed on the findings of the study. This should be done objectively. Unnecessary details should not be supplied and the principle of confidentiality should not be violated. In this study, the subjects were duly informed of the findings of the study and the principle of confidentiality was not violated.

#### **3.4.1.16 *Final written report***

The final written report on this study was clear, accurate without bias or plagiarism and contained all essential information. Shortcomings and errors were acknowledged (Schulze: 2002a: 6).

#### **3.4.2 Measures to ensure trustworthiness**

The researcher has an obligation to maintain trustworthiness throughout the study. This was ensured by following Guba's model of trustworthiness as represented and endorsed by Schulze (2002b: 79). Four criteria of trustworthiness that should be applied in research are addressed by this model:

##### **3.4.2.1 *Truth value ensured by the strategy of credibility***

According to Schulze (2002b: 79) credibility (truth value) should be demonstrated by conducting the research so that the phenomenon at issue is accurately described. Truth value is demonstrated if "the research has established confidence in the truth of the findings" derived from information supplied by the participants in describing their personal experiences and perceptions thereof. This guideline has been followed faithfully and the researcher will report realities as clearly as possible from different perspectives. The credibility strategy followed to this end involved adherence to the following criteria:

##### **\* Prolonged engagement**

In an attempt to establish positive rapport, the researcher should spend reasonable time with participants speaking the language they prefer most to solicit their free and full participation, which may even lead to the revelation of facts that could have remained undisclosed (Schulze 2002b: 80). It also gives the researcher the opportunity for continual data analysis, comparison to refine ideas, and time to make observations. In this case, the researcher spent a number of days at the school where the interviews were conducted.



\* Reflexivity

The researcher cannot be separated from the study as he is part of it. In order to minimise the influence of the researcher's feelings and experiences on the research, it is necessary to promote reflexivity. In this case reflexivity was achieved by making use of a tape recorder as well as interview notes.

\* Authority of the researcher

Besides being a qualified secondary school educator, former headmaster and a prison tutor with 21 years' teaching experience, the researcher has also studied research methodology in education.

\* Triangulation of methods

The researcher used interviews (unstructured, ie. in-depth interviews, phenomenological interviews and focus-group interviews) to collect data.

#### ***3.4.2.2 Applicability ensured by the strategy of transferability***

Applicability refers to the degree to which the findings can be applied in other contexts and settings or to other groups (Schulze 2002b: 79). Qualitatively, this refers to how well threats to external validity have been managed. The researcher relied on available data from this study in order to ensure transferability. Strategies employed in the study to ensure transferability are as follows:

\* Nominated sample

Purposive sampling was used in the study. This means that participants were selected for exceptional ability to give rich data.

\* Dense description

Where the background information with regard to participants and the context of the research is given, it enables others to decide how transferable the findings are to their own settings.

### **3.4.2.3 Consistency ensured by the strategy of dependability**

According to Schulze (2002b: 79) consistency refers to whether the findings would be consistent if the enquiry were replicated with the same participants/subjects or in a similar context. The focus here not only shifts to the research design but also to the research method already discussed.

As far as auditing is concerned, which is the situation whereby a subsequent researcher can follow the decision trail clearly as trodden by the original researcher in this study, the relevant data have been kept so that an audit trail can be followed if necessary.

### **3.4.2.4 Neutrality ensured by the strategy of conformability**

This implies freedom from bias in the research procedures and results or more specifically, the degree to which the findings are a function solely of participants' contributions and of conditions of the study, and not of other biases, motivations and perspectives of the researcher (Schulze 2002b: 79). To ensure that the data reflect the role of educational management in dealing effectively with reasons why teachers abandon the teaching profession, the researcher employed the strategies of prolonged engagement, reflexivity and a conformability audit. External analysis of data has also been conducted.

### **3.4.3 Data collection**

According to De Vos *et al.* (2005; 335) data collection involves the gathering of information about the variables in the study. Mouton (2002: 67) holds that data collection involves applying the measuring instrument to the sample or cases selected for the investigation. The researcher chooses from a wide range of techniques and approaches for collecting data from the subjects.

Qualitative research covers a spectrum of techniques and in this research design, researchers use a wide range of strategies of inquiry (De Vos *et al.* 2005: 333). These strategies will differ with the purposes of the study, the nature of the research question, and the skills and resources at the researcher's disposal. The researcher may use multimethod

strategies for data collection. In the present instance these include focus-group interviews conducted with the learners and SAPS members; phenomenological interviews conducted with parents and circuit managers; and unstructured (in-depth) interviews conducted with the principal, the area manager, the station commander and the local magistrate.

#### **3.4.3.1 Sampling**

Schulze (2002a: 33) defines a sample as an element, that is a small group of a target population, who are selected for inclusion in a study. As noted by Boooyse *et al.* (2002: 53), it stands to reason that it is impracticable to mount surveys that include the entire target population; hence a sample is drawn that is representative in that those included in the sample display the same general characteristics as the target population. This process is called sampling. Mouton (2002: 110) endorses the substance of Schulze's position.

For this study, the researcher will discuss the following under sampling:

##### **\* Population**

Mouton (2002: 134) points out that a population is a collection of objects, events or individuals having some common characteristic that the researcher is interested in studying. More specifically, it is known as a target population. A portion of the target population to which the researcher has reasonable access is known as the accessible population (Mouton 2002: 134). The target population in this study comprised learners, parents and the principal from a secondary school in Limpopo Province, as well as circuit managers, an area manager in an Inspection Area in Limpopo Province, SAPS members and the station commander from a police station, and the magistrate from a magisterial district in Limpopo Province. The accessible population comprised the principal, learners and parents. Focus-group interviews, phenomenological interviews and unstructured (in-depth) interviews were conducted with members of the sample group.

\* Sampling method

A purposeful/purposive sampling method was used in selecting the participants in this study. De Vos *et al.* (2005: 329) hold that in purposive sampling the researcher must first think critically about the parameters of the population and then choose the sample case accordingly. The selection was entirely based on the judgement of the researcher whose overriding motivation was to gain as much information as possible from what were considered to be the richest potential sources. As indicated above, the sample included learners, parents, SAPS members and circuit managers, a station commander and a magistrate. The researcher assumed that his personal knowledge regarding the population might be useful in selecting interviewees.

It should be noted that the school from which the greater part of the sample (learners and parents) was drawn was not affected by the defection of teachers from the profession. The precedence given to the school in question was based on the surmise that the learners and parents would have constructive ideas on how the migratory movement from education to other sectors could be curbed or halted.

\* Sample criteria

Certain characteristics for inclusion in the target population should be considered (McKay: 2005: 12). Characteristics of interviewees involved in this study are as follows:

- Learners are senior secondary school learners enrolled for grades 11 and 12.
- Only parents who have served in the school governing body for more than three years were selected.
- SAPS members were confined to those who had served in the police force for more than 5 years.
- Education officials/circuit inspectors include any school inspectors serving under an Inspection Area in Limpopo Province, who are senior members in the Department of Education by virtue of their appointments alone.
- The Area manager is the manager of an Inspection Area in Limpopo Province who controls six circuit offices with six circuit inspectors, each from his/her circuit office, who report to him.
- The magistrate is a senior magistrate of a magisterial district in Limpopo Province.

All the interviewees, including learners, were interviewed in English as they all understand the language and can express themselves in it without difficulty.

\* Sample size

According to Schulze (2002b: 31-32) in this regard time and cost considerations would usually make it impossible to include the whole population in the study. The use of smaller numbers (sample size) results in accurate information because with a sample, time and effort can be concentrated to produce better quality research. The first question to decide is the number of participants to be included in the sample. In a study which is qualitative in nature, the size of the sample is determined by repetition of data that the researcher obtains from interviews with participants (Schulze 2002b: 32). In this study the researcher employed focus-group interviews with learners and SAPS members in groups of six each until they no longer added any new information to the topic under investigation. Phenomenological interviews were conducted with parents and circuit managers in a group of three members each; and unstructured (in-depth) interviews were conducted with the principal, the area manager, the station commander and the magistrate.

### ***3.4.3.2 The researcher as instrument***

The researcher employed a field researcher who observed everything within his field of study (De Vos *et al.* 2005: 327). Furthermore, the researcher employed a fieldworker to launch the research and gained advice from the supervisor in order to minimise bias, and value judgements. The researcher also ensured that ethical measures were maintained throughout this study as discussed in 3.4.1. Empathy, sensitivity, cordiality as well as sincerity were maintained to ensure the participants' openness towards the researcher. Participants thus freely disclosed how they considered that the reasons why teachers abandon the teaching profession could be effectively addressed.

### ***3.4.3.3 Data collection methods***

As noted by Mouton (2002: 156), data collection subsists in the use of a variety of methods and techniques of data collection in a single study. Schulze (2002b:14) maintains that data should meet the requirements of a qualitative or quantitative research design or a design

consisting of a combination of these approaches. Data for this study were collected as follows:

\* Literature study

A literature study was conducted to discover the extent of other writers' coverage of the specific or related subject matter. The survey included books, dissertations, articles, newspapers et cetera; all of which were related to the topic of this study. The literature data were compared with the empirical results. This is called a literature control (Schulze 2002b: 21).

\* Interviews

Focus-group interviews were conducted with six learners and six SAPS members to collect data on poor discipline and corporal punishment. Phenomenological interviews were conducted with three parents and three circuit managers in order to collect data on the following factors: poor salaries and benefits, persistent overcrowding and lack of resources and motives derived from the researcher's personal observation (lack of parental involvement, high teacher-pupil ratio and high rate of illiteracy). Unstructured (in-depth) interviews were conducted with the principal, an area manager, the local SAPS station commander, and the magistrate in order to discover the extent of the defections for reasons related to the school, such as corruption, learners and gangsters assaulting teachers, sexual abuse of learners by teachers, inroads made by HIV/Aids on teaching staff and learner populations, and teachers' failings and transgressions (eg. lack of professionalism).

a) Focus-group interviews

Mouton (2002: 314) defines a focus-group interview as a purposive discussion of a specific topic or of a set of related topics by eight to twelve individuals with similar backgrounds and common interests. Furthermore, De Vos *et al.* (2005: 300) view a focus-group interview as a carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive, non-threatening environment. During such an interview a small number of participants, typically six to twelve, talk about a topic of special relevance to a study under the guidance of a moderator. The informal nature of such discussions in the

absence of the principal and other figures of authority encourages participants to display behaviour and disclose information in a way that they would normally consider injudicious in their seniors' presence.

Focus-group interviews were conducted with six learners from the selected school and six local SAPS members from the same magisterial district. Learners and SAPS members were selected on purpose from a school and a magisterial area where defections forming the topic of this study are not in evidence or likely to happen.

The groups were small enough for all the participants to have the opportunity to share insights, and big enough to provide diversity of perceptions. The method was appropriate in this situation because of members' common characteristics. For example, they are secondary school learners and local SAPS members, which is relevant to the question of this study. During this type of interview the researcher played a moderator's role.

The researcher chose this methodology because the research in question has to do with school teachers. Since the focus-group interview was conducted in one of the selected secondary schools in Limpopo Province the size of focus-groups was limited to six members each.

As noted by Mouton (2002: 325), focus-group interviews allow participants to react to and build upon the responses of other participants – this may result in the generation of opinions and information which might have remained undiscovered in individual interviews, and speedy results can be obtained in this way.

In this study, the researcher conducted the focus-group discussions as an open conversation in which participants had an equal chance to address questions to fellow participants, and to comment on or respond to their comments as well as to the interviewer. The focus-group interviews were preceded by the question: "How do you manage to retain teachers at school in light of poor discipline and corporal punishment?"

The following subtopics or reasons why teachers defect from the teaching profession were covered during the focus-group interviews:

- ◆ poor discipline
- ◆ corporal punishment

The answers and comments during the discussion enabled the researcher to pose probing questions that stimulated the discussion until answers and comments added no more value to what the researcher had learnt. The proceedings of the focus group were audiotaped and then transcribed.

Learners indicated how they maintain discipline at their own school and make their school unique, a disciplined and well-behaved community that functioned harmoniously without the need for corporal punishment. The local SAPS members indicated what they do if a criminal charge has been laid, whether against teachers or learners, in order to maintain peace and stability at schools.

#### b) Phenomenological interviews

Booyse *et al.* (2002:125) define phenomenological research as a formal, systematic, dialogic and intensive action that fulfils the requirements of scientific enquiry and that is applied with the objective of understanding reality, thus bringing to light grounded knowledge by means of empirical and rational methods and procedures, in order to obtain realistic answers to meaningful questions. In phenomenological interviews, people's behaviour becomes meaningful and understandable when placed in the context of their lives and the lives of those around them (De Vos *et al.* 2005: 295). Phenomenological research focuses on describing experiences as lived by participants. The focus of phenomenological research is on describing and understanding the meaning given by participants to their daily lives. Phenomenological interviews with parents and circuit managers were employed in order to establish how educational management can address poor salaries and benefits, persistent overcrowding and lack of resources as factors influencing teachers to abandon their profession.

The following question preceded the interview: "How are the reasons why teachers abandon their profession eg. poor salaries, poor benefits, persistent overcrowding, lack of



resources and researcher's personal motives such as lack of parental involvement, high teacher-pupil ratio and high illiteracy addressed?"

The interviews with circuit managers covered the following factors:

- \* poor salaries
- \* poor benefits
- \* persistent overcrowding and lack of resources
- \* researcher's personal observation (lack of parental involvement, high teacher-pupil ratio and high of illiteracy).

#### c) Unstructured (in-depth) interviews

Schulze (2002b: 60-61) defines unstructured interviewing as social interaction between equals in order to obtain relevant information. In-depth interviewing is defined as one or more face-to-face interactions between an interviewer and an interviewee, where the purpose is to understand the interviewee's life experience or situations as expressed in his/her own words. There are three main types of unstructured interviews: open-ended interviews, scheduled interviews and in-depth interviews. Only the latter were used in this study.

As noted by Schulze (2002a: 54), the in-depth interview is the best way to get an "inside view" of the interviewees' life and to explore any issue that surfaces during the interview. No questions are formulated or themes identified in preparation for this kind of interview.

De Vos *et al.* (2005: 292) correctly define the in-depth interview as face-to-face interaction between the interviewer and the interviewee, the purpose being to understand the interviewee's life experience or situation as expressed in his own words. As noted by De Vos *et al.* (2005: 292), no questions are deliberately formulated for an in-depth interview. Instead, they develop spontaneously in the course of interaction between the interviewer and the interviewee, with the understandable result that the interaction can run to an indeterminate number of sessions with the same interviewee. Interviewees have an opportunity to speak for themselves without directing/interpreting the encounter. In-depth

interviews were conducted with the school principal and the aforementioned local area manager, station commander and magistrate.

As indicated (Schulze 2002b: 61), an in-depth interview is also called an informal-conversation interview. During these informal conversations (conducted in two sessions) the interviewer limited his own contribution to the absolute minimum, and the entire interview process was developed around the single initiating question: “How do you manage to retain teachers at schools under your jurisdiction in light of corruption, learners assaulting teachers, gangsters assaulting teachers and severe inroads made by HIV/Aids on numerical strength of teaching staff and learners, teacher’s own shortcomings (eg. lack of professionalism)?”

Unstructured (in-depth) interviews with the principal, an area manager, station commander and the magistrate covered corruption, learners and gangsters assaulting teachers, sexual abuse of learners by teachers, severe inroads made by HIV/Aids on numerical strength of teaching staff and learners, and teachers’ own shortcomings (eg. lack of professionalism).

In conducting the interviews, the interviewer followed Schulze’s precepts, namely that the researcher/interviewer should establish trust, be genuine, maintain eye contact, and convey meaning effectively through judicious and appropriate phrasing, cadence and tone of voice, thus developing confident rapport with a view to eliciting valid data more effectively than would be possible with a rigidly formal depersonalised approach. When the interviewee deviated from the topic the interviewer tactfully steered him back. This enabled the interviewer to obtain an inside view of the social phenomenon that was investigated (Schulze 2002b: 61).

In order to avoid contamination of the interview with knowledge obtained before the investigation began, the interviews were conducted without a preliminary literature study.

The interviews were naturally time consuming, taking almost an hour with each interviewee. The information obtained from this initial session was analysed and a schedule

was then drawn up accordingly for a follow-up session which was duly conducted. All interviews were recorded and transcribed verbatim.

The school principal, local area manager, station commander and magistrate revealed how they cope with the problems of corruption, violence suffered by teachers at the hands of learners and community members, and severe inroads made by HIV/Aids on numerical strength of teaching staff and learners, as well as teachers' failings and transgressions and lack of professionalism in order to curb or prevent defections from the profession. The principal and the magistrate in particular indicated how they deal effectively with corruption and illegally inflicted corporal punishment as well as unruly community members who terrorise teachers at schools, and teachers and community members who sexually abuse or have illicit sex with school children and infect them with HIV/Aids. The principal and the area manager specifically explained how they deal decisively with teachers' failings and transgressions such as lack of professionalism.

Given that some of the respondents (teachers and learners, community members) were primary suspects in criminal investigations during the research, the researcher ensured that the interview was extended to other stakeholders such as parents, circuit managers, an area manager, police officers, a station commander and a magistrate. This measure, coupled with measures to ensure trustworthiness as discussed above in item 3.4.1, was taken in order to test the veracity of the respondents' testimony. The extension of the interviews to these stakeholders was undertaken to ensure that genuine results of the interview process were obtained. The researcher ensured that the interviewees in responsible positions could not be accepted on trust but were subject to reliable confirmation by taking the following precautionary measures:

- Establishing the root causes of the problem.
- Engaging many more stakeholders in the interview process than the respondents who gave their different views and suggestions.
- The respondents concerned were from a school that was not affected by the defection of teachers from their profession; hence they could not turn into a threat to jeopardise the findings as they were not suspects.

- The respondents have a recipe for success that could be emulated for success elsewhere.
- Ensuring that respondents other than the subjects such as parents, circuit managers, an area manager, police officers, a station commander and the magistrate are fully engaged in the interview process in order to reach a satisfactory/appropriate solution to the problem.

### **3.4.4 Data processing**

Data processing is a systematic process of categorising, comparing synthesising, and interpreting in order to provide explanations of the phenomenon of interest (Schulze 2002a: 37 and De Vos *et al.* (2005: 333). It involves two kinds of operations, namely data reduction, during which the quantitative and qualitative data are summarised; and data analysis which includes qualitative (ie. thematic and content analysis) and quantitative analysis (cf. Mouton 2002: 67).

Processing begins with whole events which are fragmented analytically and then reintegrated. Data have to be coded and prepared for processing, to which end field notes were organised and synthesised, and data were summarised, manipulated and in essence reduced to enable descriptive and hypothesis testing.

#### **3.4.4.1 Method of data processing**

During qualitative research, data analysis was separable from data collection (Booyse *et al.* 2002: 31). As data was collected from learners, parents, circuit inspectors, the area manager, SAPS members, a station commander and the local magistrate, a consistent review of how educational management can address effectively the reasons why teachers abandon the teaching profession was done. Additional questions that need to be clarified could be discovered. Although data analysis and data collection took place simultaneously in such a process, the two were conducted separately.

The researcher has typed transcripts of all focus-group interviews, phenomenological interviews and unstructured (in-depth) interviews. The researcher not only read and reread

the verbatim transcripts, but also played and replayed the audiotaped focus-group interviews, phenomenological interviews and in-depth interviews in order to establish themes and concepts, together with ideas of how educational management can effectively address factors influencing the migration of teachers from the teaching profession. The researcher also sought assistance from an outside professional as far as data analysis was concerned. The two (the researcher and the sought professional) analysed data separately and met in order to establish consensus on the data analysed. Comparing, contrasting, aggregating and ordering were applied in the analysis of data.

\* **Categorising**

The researcher described what he observed and divided the observed phenomenon into units because this fragmentation helped him to work distinguishably and easily on each part of the observed phenomenon.

\* **Contrasting**

The researcher indicated how units were similar or dissimilar because this indication assisted him to draw a line of demarcation and similarities between the units.

\* **Aggregating**

The researcher determined which items were associated with each other and might be aggregated into groups because the endeavour helped him to put together and study items with similar characteristics, which reduced the burden of looking into similar items in a fragmentary way.

\* **Ordering**

Through divergent thinking, patterns and themes were refined. This ordering provided and accommodated the framework of different thinking approaches and patterns which helped the researcher to refine themes.

#### **3.4.4.2 *Literature consulted***

The researcher placed the findings of the study in the context of what had already been discovered about reasons why teachers abandon the teaching profession, thereby providing the basis for comparing and categorising (Schulze 2002b: 22). This was done in chapter 2.

### **3.5 SUMMARY**

This chapter presented the methodology used in gathering data on ‘school-related reasons why teachers abandon the teaching profession’ from respondents who included learners, teachers, parents, the school principal, the circuit managers, an area manager and the magistrate. The data collected was presented, analysed and interpreted.

This chapter further depicts the research design and research framework used in this enquiry. The aims of this research, the research design and the research methods have been given. All considerations to ensure trustworthiness of the research were explored and discussed while ethical considerations were also observed. The results of the research will be discussed in chapter 5 where it will be compared to what has been written about the topic in the literature.

## CHAPTER 4

### DATA ANALYSIS AND DISCUSSION OF THE RESEARCH RESULTS

#### 4.1 INTRODUCTION

The aim of the investigation was to explore how education management can effectively address the reasons why teachers abandon the teaching profession. To do this, interviews were conducted at a selected school with learners and teachers, at the inspection area offices with circuit managers, at a police station with SAPS members, and at as the magistrate's offices with a magistrate. All the interviews were tape-recorded and transcribed.

#### 4.2 RESULTS OF ANALYSIS

The qualitative analysis of the data was done according to Tech's approach (De Vos *et al.* 2002: 343). This revealed the following six main categories of reasons why teachers abandon the teaching profession.

##### 4.2.1 Focus-group interviews on poor discipline and corporal punishment

Focus-group interviews with learners and SAPS members in groups of six each were conducted on poor discipline and corporal punishment.

##### *4.2.1.1 Focus-group interviews on poor discipline*

Analysis revealed that poor discipline is a vexing issue in the South African education system. With a view to collecting data on this factor, on this factor, focus-group interviews were conducted to parents and SAPS members, and the respondents expressed the view that they should form a strong united front against this malady. The following question

preceded the interview: “How do you manage to retain teachers at your school in light of poor discipline and corporal punishment?”

Among other things, the interviews on poor learner discipline focused on the issue of education for democratic citizenship, isolation of misbehaving learners and rewarding good behaviour, assigning appropriate punitive assignments to misbehaving students, adopting a code of conduct for learners, partnership with parents, parent involvement and zero tolerance policy which many educators regard as a vital instrument in addressing poor learner discipline.

Learners were interviewed on all these aspects of poor learner discipline, and the group leaders gave the following responses on behalf of their groups:

*We have requested our school principal and SGB to include education for democratic citizenship in our school curriculum as one of the learning areas. This learning area assists young people to abstain from violent behaviour, drug abuse, dagga smoking and gangsterism. Ours is one the few schools in the country offering education for democratic citizenship as one of the learning areas.*

*If we misbehave we are isolated from classroom activities and are subjected to disciplinary measures such punitive work assignments and withholding of our privileges. When we behave well we are bonused with incentives such as free books, pens, T-shirts et cetera. These incentives encourage and entice the misbehaving learners towards good behaviour and reinforce the good behavior of well-behaved students.*

*We encourage our school principal and SGB to solicit business to provide ribbons, T-shirts, baseball caps and tote bags for rewarding good learner behaviour as positive reinforcement. Our fellow learners who behave in positive ways are given a positive response that encourages them to hold fast on their behaviour.*

*We are indebted to the introduction of the school’s code of conduct which curbed dagga smoking, tardiness, and bullying and classroom violence within the school premises. Every learner is obedient and teaching and learning at our school is effective. With the code of*



*conduct in place, we (learners) do not tolerate misbehaviour. Teachers are contented in this type of environment and none of them may want to quit the teaching profession.*

*Our parents formed a strong partnership with teachers. Our behavioural and disciplinary problems are addressed easily by the mere presence of parents at school because it not only improves the learners' attendance but also eliminates behaviour-related problems. There is a strong chemistry of school-family partnership between teachers and parents, hence we do not experience any disciplinary problem.*

*Some of us go to even beg teachers to mete out/administer corporal punishment rather than summon our parents to school. Yes, partnership with parents is a very strong weapon against poor learner discipline. By the mere presence of a parent at school, our wild and unruly behaviour becomes instantly curbed; merely seeing parents with teachers at school, has a calming effect on us.*

The learners proposed that punitive work assignments be imposed on misbehaving students as a means toward improving poor learner discipline. For example, if a pupil is caught writing on a desk he could be given the task of cleaning it.

The learners, in line with Sohnge (2003: 37) indicated that education for democratic citizenship should be introduced in schools in order to address poor learner discipline.

The interviewees pointed out in line with the position taken in the Education Law and Policy Handbook (2001: 17) that teachers should withdraw privileges of misbehaving students and isolate them from the classroom for short 'time out' periods, during which time they are required to do class work.

Learners proposed in line with the Education Law and Policy Handbook (2001: 17) that potential donors in the business sector should be asked ribbons, T-shirts, baseball caps and tote bags that can be handed out to reward and reinforce good behaviour.

The learners also emphasise the need for the active application for a Learners' Code of Conduct in schools. This view is substantiated by section 8 (1) of the South African

Schools Act (Act 84 of 1996) which vindicates that governing bodies are authorised to maintain discipline in schools by adopting a Code of Conduct relating to learners which enjoins teacher behaviour that is respectful of learners' rights. Furthermore, the Department of Education, Arts, Culture and Sport (2001: 20) urges school governing bodies to draw up a code of conduct for learners after an open democratic process of consultation and negotiation with educators, learners and parents; and all learners should be thoroughly conversant and compliant with. Such compliance is sure to eliminate the discipline problem.

The main idea mooted during interviews about poor learner discipline was that a strong partnership should be, and has been forged between teachers and parents. Likewise Zulu *et al.* (2004: 172) observe that forging and managing a strong partnership with parents is a hallmark of good leadership, and that it not only improves learners' attendance but also eliminates problems related to learner discipline.

Focus-group interviews were conducted with members of the South African Police Services on the matter of zero-tolerance policy as a means of addressing poor learner discipline. Responses notably included the following:

*The present democratic constitution leaves no room for zero-tolerance policy. Learners should not be punished for their offending behaviour but must be rehabilitated. Instead of expelling them, alternative educational opportunities should be sought. We encourage teachers and the Department of Justice to feel for and sympathise with the offending learners and give them a second chance. Some learners have been given suspended sentences after committing certain offences, and who are still behaving well today.*

*The era of tit for tat has come and gone in our country. If zero-tolerance policy is to be practised, it should be done with restraint and for specific offences only. Schools are in fact encouraged to take the following steps to address unruly behaviour, warning, written warning, suspension and expulsion. If a serious criminal offence has been committed, a criminal case must be opened.*

*Zero-tolerance policy can be practised for specific offences, but schools should not be viewed as alternative prisons. Teachers need adequate preparation on handling lawbreakers. Many schools in our district are addressing poor learner discipline by introducing/resorting to rehabilitation programmes offered by social workers for offending learners.*

*At schools falling under our jurisdiction we have encouraged the school management teams to introduce programmes in learners' curriculum, which we offer weekly at these schools to teach learners about crime. These programmes have substantially improved learner behaviour and discipline in our area.*

*We have encouraged school management teams to introduce a learner-related/learner's code of conduct that stipulates disciplinary measures to deal with all identifiable offending behaviours. Learners in our schools abstain from any offending behaviour in anticipation of the application of this code of conduct.*

Yet another police officer had these to remark:

*Learners in our area stand no chance of ill-disciplined behaviour because of the presence of their code of conduct at their school. In terms of the Learner's Code of Conduct teachers should take the following steps to control unruly behaviour:*

- *verbal warning*
- *written warning*
- *suspension*
- *expulsion as the last resort*
- *laying a criminal charge if a serious crime has been committed.*

The police officers propose a policy of zero-tolerance, applied with discretion and relaxed where justifiable for specific offences. In support of this view, Netshitahame and Van Vollenhoven. (2002: 316) maintain that the learners should be reformed rather than punished. Schools should not be viewed as alternative prisons and teachers and parents need adequate preparation on dealing with lawbreakers at schools, how to control them, turn them into good learners. The notion of engaging the school's social workers in

transformation programmes for offending learners was commended during the interviews. Opening a police criminal charge for excessive violent behaviour by learners was as well a strong recommendation.

#### **4.2.1.2 Focus-group interviews on corporal punishment**

Focus-group interviews were conducted with learners and SAPS members on corporal punishment. The following question initiated the discussion: “How do you manage to retain teachers at your school in light of corporal punishment?”

Interviews on corporal punishment were conducted with learners and responses included the following:

*Our teachers made our school a hell because they failed to heed the legal banning of corporal punishment, claiming that it is the sole medicine for disciplining us. We are indebted to our new school principal who sternly warned teachers against the outlawed corporal punishment. We now have a learning environment that is free from corporal punishment.*

*Our school principal introduced the Learners’ Code of Conduct which provide for alternative disciplinary measures to deal with learners’ offences. Teachers as well as learners were workshopped accordingly. Our school is now enjoying a high level of discipline and both learners and teachers are content with this environment.*

*Corporal punishment used to instill fear and hatred in me against teachers. I am today indebted to our new school principal who stopped the caning. He encouraged teachers to employ disciplinary measures as contained in the Learner’s Code of Conduct.*

*The SAPS mounted a strong campaign in schools, cautioning teachers against any corporal punishment related measure and warning them of the legal consequences and encouraging us to behave well. The campaign paid off as it persuaded teachers to refrain from corporal punishment.*

The interviewees emphasise that teachers should abide by the laws of the country and refrain from the outlawed corporal punishment and treat learners with dignity. In support of this view, Chapter 2 of the Bill of Rights, Clause 2e in the Constitution of the Republic of South Africa prohibits the treatment or punishment of any person in a cruel, inhuman or degrading way on the grounds that such abuse is a gross violation of human rights.

The learners believe that teachers should adapt to the new disciplinary measures that disallow corporal punishment in virtue of school policy and the learners' code of conduct framed under the Bill of Rights as referred to in the preceding paragraph. Furthermore, the interviews create the distinct impression that corporal punishment is perceived to be inhumane and an ineffective deterrent. cf. Chapter 2 of the Bill of Rights, Clause 2e in the Constitution of the Republic of South Africa, and by Judge Pius Langa, quoted in City Press (20 June 2004: 14), asserting that corporal punishment is cruel, inhuman, degrading and an ineffective deterrent. Its effect is likely to coarsen rather than being rehabilitative.

The interviewees strongly endorse a need for a learners' code of conduct in schools according to the provisions of Section 8 (1) of the South African Schools Act (Act 84 of 1996). Such a code of conduct helps both learners and teachers to understand the nature of the offence committed and the disciplinary measures relevant to case so that learners know in advance how offences will be dealt with.

The learners further indicate that they are aware that corporal punishment has been outlawed, not only in schools but in the police stations and elsewhere in the country, and that any teacher who practises it shall be tried, convicted and expelled from the teaching profession and struck off the teachers' roll. Similarly, CPA no 51 of 1977 holds that wrongdoers should be punished to the extent befitting their offences.

The learners pointed out the need to workshop teachers on disciplinary alternatives to corporal punishment. In this regard the Department of Education (2001: 20) maintains that the learners' code of conduct is a strong and effective alternative to corporal punishment. This code of conduct deals with different types of misconduct and the possible disciplinary measures prescribed for each of them.

The interviews on corporal punishment were extended to SAPS members who expressed mixed feelings:

Police officers commented as follows:

*Since our police station workshopped the teachers on the legal position and consequences in respect of corporal punishment, teachers at our district schools have laid down the cane and we are today all happy to have established this non-violent environment.. We encourage teachers to adapt to the new alternatives to corporal punishment.*

*We workshopped the teachers on corporal punishment and reemphasised its legal banning and the implications of its application (arrest, prosecution and expulsion from the teaching profession). Today we boast violence-free schools in our area of jurisdiction.*

*We encourage teachers to memorise and recite the legal implications of corporal punishment. The government has taken a significant stride to humanise schooling by the legal prohibition of corporal punishment, and any teacher who practises it is liable to prosecution.*

The SAPS members emphasise the need for police stations to workshop their staff members on the legal banning of corporal punishment and the consequences to teachers who refuse to abide by the banning. Also in support of educators' remarks, Kubeka (2004: 47) reports that according to the Education Law Amendment Act (RSA 2000a), an educator may be dismissed should he be found guilty of theft, bribery or fraud, having a sexual relationship with his/her learners, seriously assaulting a learner or other employee, or being in possession of an intoxicating, illegal or stupefying substance. This report is further substantiated by the Sowetan (9 June 2004: 4) in which the Minister of Education, Naledi Pandor condemned the application of corporal punishment in schools and reminded teachers and parents that the practice is illegal. In further agreement with educators' remark Van Niekerk *et al.* (2003: 71) and Section 10 (1) of the South African Schools Act (Act 84 of 1996) and the Education Law and Policy Handbook (1999: 2A-11) determine that no person may administer corporal punishment to a learner. Any person who contravenes this determination is guilty of an offence and liable on conviction to a sentence that can be imposed for assault.

#### **4.2.2 Phenomenological interviews on poor salaries, poor benefits, persistent overcrowding, lack of resources and researcher's personal observation such as lack of parental involvement, high pupil-teacher ratio and high illiteracy**

- \* Phenomenological interviews were conducted with circuit managers and parents in groups of three members each were conducted on poor salaries, poor benefits, persistent overcrowding and lack of resources as well as factors apparent from researcher's personal observation, such as lack of parental involvement, high pupil-teacher ratio and high illiteracy.

##### ***4.2.2.1 Phenomenological interviews on poor salaries***

Analysis revealed that paying teachers poor salaries and poor benefits is a serious problem in the South African education system that motivates teachers to migrate from schools to industry and other public sectors. To collect data on the above factors, phenomenological interviews concerning poor salaries were conducted with three circuit managers and three parents. The following question initiated the discussion: "How do you manage to retain teachers at schools in light of the poor salaries?" Mixed feelings were expressed during these interviews:

*Teachers should exercise patience. The recent increase in teachers' salaries serve as a bonus and a pillar of hope to teachers that they are heading there; steady but sure.*

A circuit manager who received a memorandum from COSAS and AZASCO learners when they were staging a protest march commented:

*Teachers and learners should understand that the government has many other commitments such as better schools and books for learners which should be given top priority. It is advisable that teachers engage in their salary battle through the unions.*

The interviewees in line with Code of Professional Ethics in clause 2.5 of the South African Council of Educators Act (Act 31 of 2000) uphold that teachers should act appropriately so that their behaviour does not bring the teaching profession into disrepute. This problem was partly solved by general salary increase resulting in a starting salary of

R90 270 per annum, (SADTU 2004: 06). This bold step attracted and persuaded teachers to stay in the teaching profession.

The circuit managers' and Section 9.6 of the South African Council of Educators Act (Act 31 of 2000) corroborate each other by maintaining that teachers should accept and comply with the procedures and requirements of the Council and use this council as their mouthpiece.

Phenomenological interviews on poor salaries were conducted with parents, and the following feelings were expressed:

*Our education system should adopt the British education system which gives automatic annual increments to teachers for a period of eight consecutive years; thereafter promotional posts such as HOD, vice-principal and principalships may follow. We are confident that this will be implemented in our education system as well.*

*Many educators are contented with the latest increase in teachers' salaries announced by the Minister of Public Service and Administration. This announcement has grounded our teachers in schools, hence removed in them the idea of migrating from the teaching profession.*

The idea of increasing teachers' salaries annually for eight consecutive years was popular in the interview. Also in support of the educators' viewpoint, The Times of London (2005: 3) reveals that British teachers receive yearly pay increase for about eight years when they reach a threshold at where they become eligible for promotional posts (HOD, deputy principalship and principalship).

The interviewees in line with Baty (2003: 52) support the idea that teachers should strike for two weeks to force the pay issue with government



#### ***4.2.2.2 Phenomenological interviews on poor benefits***

Phenomenological interviews with three circuit managers and three parents were conducted on the issue of poor benefits. The following question preceded the discussion: “How do you manage to retain teachers in the teaching profession in light of poor benefits such as teachers’ leave, pension fund, medical aid, retirement benefits, service bonus, housing loan and subsidy schemes,?” Mixed reactions were displayed during the interview:

*We agree that the government should increase their vacation leave from 12 to 15 days per annum. Their examination leave as well should be extended from two to three days in order to give teachers ample time for preparations. Leave for private affairs should be extended from 5 to 10 days. Maternity leave should be extended from three to six months and both parents must be entitled to maternity leave in order to give both of them a good chance with their newly born child. Teachers’ sick leave should be extended from 90 days to an indefinite period till they regain good health.*

*Government should substantially subsidise teachers’ pension fund. Furthermore teachers have for long registered their concern that membership of a medical aid scheme should not be compulsory but optional for them.*

*In the event of retirement on medical grounds the government must increase such teachers’ pensionable service from 5 to 10 years. Permanently employed teachers’ resignation benefit based on their pension contribution, must be refunded to them plus 5 % instead of 2 % interest. We encourage teachers to communicate with all these grievances with their unions which deal directly with this kind of problem.*

The circuit managers indicate that the government should increase their vacation leave from 12 to 15 days per annum. The examination leave should be extended from two to three days in order to give teachers ample time to prepare for their examinations. Leave for private affairs should be extended from 5 to 10 days. Maternity leave should be extended from three to six months and both parents must be entitled to maternity leave in order to give both of them a good chance to look after their newly born child.

In agreement with the circuit managers' remarks, Chenoweth (2003: 38) postulates that teachers should be offered hugely subsidised medical aid. The government should hugely subsidise the teachers' pension fund. The interviewees further indicate that teacher's medical aid scheme membership should not be made compulsory but optional.

Phenomenological interviews on benefits (service bonus, housing loan and subsidy schemes) were conducted with parents. Noteworthy responses were as follows:

*Teachers are paid a service bonus amounting to 93 % of their monthly salary after 12 months ending on the last day of the month in which a teacher's birthday falls. We have for long petitioned government to increase this service bonus from 93 % to 100 %, but nothing has been done. We implore teachers not to resign but to pin their hope on the educational management team (SGB members and SMT) who jointly with teachers' unions pressurise the government to increase their benefits.*

*Newly employed teachers cannot afford to buy their own houses. It is unfair that the government offers housing loans and subsidies only to teachers with at least 5 years' teaching experience. We are petitioning government to extend 100 % housing subsidies to all permanently employed teachers irrespective of their teaching experience.*

*We are negotiating with the Department of Education to introduce a performance bonus scheme which would be paid to hardworking teachers once a year and which would be controlled provincially. This bonus scheme will encourage all teachers to work very hard towards acquiring this benefit.*

The parents feel that the government should introduce a performance bonus scheme which would be paid to hardworking teachers twice a year and which would be controlled provincially. Similarly, Abdo (2002: 107-122) holds that the implication of improving teachers' incentives leads to the retention of the best teachers in the profession.

#### ***4.2.2.3 Phenomenological interviews on persistent overcrowding in classrooms***

Phenomenological interviews were conducted with circuit managers and parents on persistent overcrowding in classrooms. The following question initiated the interview/discussions: “How do you manage to retain teachers in their profession in light of persistent overcrowding in classrooms?”

The following responses were prominent:

*The new Minister of Education’s announcement on 31 December 2006 that the Department of Education is deeply engaged in amassing resources in order to address accommodation problems in all 494 schools nationwide without classrooms, including 144 schools in Limpopo is pleasing. Some schools overcome overcrowding by launching fundraising from businesses and community leaders; hence they are managing to build permanent classrooms.*

The circuit managers further indicate that the government as a major partner in education should mobilise its resources and tackle overcrowding in schools as required in terms of, Section 34 (1) of the South African Schools Act (Act 84 Of 1996): the state must fund public schools from public revenue on an equitable basis in recognition of the rights of learners to education.

Other significant responses are the following:

*We managed to buy cheaper portable classrooms to alleviate overcrowding as a temporary measure. We further managed to alleviate this problem by implementing a fixed rule to accommodate 32 learners per classroom.*

In support of the parents’ viewpoint Van Ameron (2005: 111) says that portable classrooms can be used as a temporary measure to alleviate overcrowding, furthermore, the educators supported the notion of a fixed rule or policy on overcrowding according to the physical capacity of classrooms and numbers of children concerned.

#### **4.2.2.4 Phenomenological interviews on lack of resources**

Phenomenological interviews were conducted with circuit managers and parents on the lack of resources as a factor causing the defection of teachers from their profession.

Circuit managers were interviewed first. The initiating question was: “How do you manage to keep your teachers at schools in spite of the lack of resources?”

The following were noteworthy responses:

*We have managed to address the problem of lack of resources by training teachers in the new technology and by using Internet to present technology in small doses. We have established a system for schools to share and obtain resources from other schools and institutions such as universities, colleges and other districts. We further encourage all stakeholders to fundraise from the private sector and prominent individual community members in order to alleviate the shortages of resources.*

*We have organised joint computer training for all school teachers to familiarise all teachers with telecomputer networks.*

In support Masitsa (2004: 213) suggests that because South African schools lack resources and faculty expertise to instruct teachers in the use of new technology, schools should hire computer companies to train all staff members in the expertise of computer technology.

The interviewees emphasise the need for schools to share resources. Likewise Lee *et al.* (2003: 281-295) maintain that schools should strive to share resources and cooperate with other institutions such as universities, colleges and other districts in order to obtain scarce resources. Furthermore, teachers should use the network to share educational issues and concerns, exchanging lesson plans, teaching strategies and projects and access all teachers to computer operation. Parents agree with Lee *et al.* (2003: 281-295) that schools should enlist the services of teachers and parents and other stakeholders to raise funds from the private sector in order to overcome the problem of lack of resources.

#### ***4.2.2.5 Phenomenological interviews on researcher's personal observation (lack of parental involvement, high pupil-teacher ratio and poverty and high illiteracy)***

Phenomenological interviews were conducted with circuit managers and parents on lack of parental involvement, high pupil-teacher ratio, poverty and the high illiteracy. The following question preceded the interview: "How do you address lack of parental involvement, high pupil-teacher ratio, poverty and a high illiteracy as reasons that induce teachers to abandon the teaching profession?" The following are prominent examples of interviewees' responses:

##### *4.2.2.5.1 Lack of parental involvement*

*Principals must enter into and manage a partnership with parents as a display of good leadership because it offers great benefits to schools. Both teachers and parents must be trained and work together in order to educate the child completely. Parents must be duly trained and involved in the education of their children; there must be a symbiotic relationship between parents and educators.*

*Many parents are willing to involve themselves in the education of their children, but they do not know how. It is the responsibility of both the government and teachers to familiarise parents with and actively involve them in the school activities of their children.*

*Neither the teachers nor the parents alone can fulfil the education task completely. Parents should be encouraged to work and assist the teachers in their difficult tasks and their involvement in the education of their children should be improved.*

Calitz *et al.* (2002: 119) offer further support by asserting that schools, the Department of Education and the private sector must empower parents with appropriate training.

The educators further point out in line with Van Niekerk *et al.* (2003: 73) and Pienaar (2003: 271) that the teachers must be assisted and supported in their difficult task by enlisting parents as partners in education.

#### 4.2.2.5.2 High pupil-teacher ratio

*The high pupil-teacher ratio has become the subject of a national outcry. The Department of Education prescribes a pupil-teacher ratio of 1:35 learners at secondary schools and 1:40 at primary school. This is not the case, however, because in some schools one teacher faces as many as 90 learners in one classroom. This problem leaves many dedicated teachers with no option but to abandon their profession. In our area of jurisdiction we have managed to curb this problem by instructing school principals to limit learner registration to the beginning of each year. We have encouraged them to adopt the first-come, first-served principle; once their target is reached they close the registration.*

*As circuit managers we have managed to curb the problem of a high pupil-teacher ratio by asking principals, parents or the SGB to hire extra teachers and pay them out of the school fund. In this way we have managed to employ more teachers who are being paid by the SGB. This largely eliminated the staff shortage.*

*We have addressed the high pupil-teacher ratio by requesting principals and SGBs to limit registration and refer excess numbers to the provincial department of education on condition that they be registered only if the department hires more staff members for them and adds more classrooms. The department is often faced with no alternative as it is illegal to abandon the learners, hence they quickly offer us new staff members and new classrooms.*

In line with the circuit managers' statement, Van Ameron (2005: 116) advocates that schools restrict numbers to the prescribed pupil-teacher ratio of 1:35 at secondary schools and 1:40 at primary schools. The educators further indicate that a high pupil-teacher ratio should not be left in the hands of the government alone; communities and SGBs should also play a role in curbing this problem. Furthermore, the educators emphasise the need for schools to solicit funds from the private sector and hire sufficient numbers of teachers and build enough classrooms for the purposes of saving the future of their own children. This can play a central role in helping schools to develop the resources they need to achieve their goals.

In agreement with the circuit managers' remarks, SADTU (2003: 15) maintains that SGBs and teachers should try to limit the registration of learners to the required number or to suit their staffing capabilities, and they should not just register every child regardless of capacity. Principals encouraged parents to take along their excess learners to the circuit offices in order to persuade the government to hire some teachers and build more classrooms to restrict the teacher-pupil ratio to the prescribed limit.

#### 4.2.2.5.3 *Poverty and high illiteracy*

*Illiterate parents do not attach any value to education; this negatively affects their children's studies. We were once faced with an alarming problem of a father who used to bar his son from going to school and forced him to plough the maize fields in summer time. The poor child had to miss the school's final examination until we instructed the SGB and police intervened.*

*Some children collapse in the classroom because they sleep with hungry stomachs in their homes. We organise food for these children from NGOs and the Department of Social Welfare. We have introduced job creation projects such as self-help schemes which saw many parents getting jobs. Schemes included brick-making and farming projects that reduced unemployment.*

*Together with Unisa's ABET section we addressed the illiteracy problem by introducing ABET education wherever there is a need. So far we have made sure that each and every citizen in our community goes as far as Abet Level 4 academically.*

The circuit managers contend in line with McKay *et al.* (2003: 1) that communities, in collaboration with NGOs and UNISA, should establish ABET projects within their areas. These projects should be aimed at teaching literacy from special education until learners complete their ABET level four. This ABET education ensures that all participants understand the value of education. McKay *et al.* (2003: 6) suggest that communities establish projects such as subsistence farming to provide people with fresh vegetables: the surplus can be sold to fill health and other needs. Community leaders such as teachers should teach citizens various skills and organise food for poor children from NGOs and

private sectors. The Department of Social Welfare should assist these poor children with grants. Communities should further introduce projects such as self-help schemes including small-scale farming and brick making projects to create jobs and eliminate poverty.

#### **4.2.3 Unstructured (in-depth) interviews on corruption, sexual abuse, learners assaulting teachers, gangsters assaulting teachers, severe inroads made by HIV/Aids on numerical strength of teaching staff and learner populations, teachers' own shortcomings, (eg. lack of professionalism).**

Two sessions of unstructured (in-depth) interviews were conducted. Both the first and second sessions of in-depth interviews were conducted with individual interviewees (viz. principal, area manager, station commander, and the local magistrate) on corruption, sexual abuse, learners assaulting teachers, gangsters assaulting teachers, inroads made by HIV/Aids on teaching staff and learners, teachers' own shortcomings (eg. lack of professionalism).

The two sessions yielded almost exactly the same results. The interviews were initiated by the following question: "How do you manage to retain teachers' services in light of corruption, violence suffered by teachers at the hands of learners and community members, severe inroads made by HIV/Aids on numerical strength of teaching staff and learner population and teachers' own shortcomings (eg. lack of professionalism)?"

##### ***4.2.3.1 Unstructured (in-depth) interviews on corruption***

Analysis revealed that corruption is rife in the South African education system. Unstructured (in-depth) interviews with the school principal and the magistrate on corruption were preceded by the following question: "How do you manage to retain teachers at schools under your jurisdiction in light of corruption?" Responses included the following:



School principal:

*Incidents of corruption have been reported in various areas (eg. government officials and teachers who prey on learners' feeding scheme). We keep on holding workshops with teachers and community members and warn them about the consequences of corruption, such as the possibility of facing legal charges and convictions.*

*We report any corrupt teachers and officials in the Department of Education and lay a charge of corruption against them with the SAPS. We encourage the Department of Education to decentralise the feeding scheme programmes to the districts in a bid to enhance local solutions and community involvement. We further encourage communities to form task teams committees consisting of management team and nutrition officers to work with service providers in dealing with feeding-scheme challenges.*

The magistrate commented:

*The issue of corruption in the Department of Education is distressing. The law has empowered us to impose harsher sentences against any crime committed in schools, such as corruption, bribery, nepotism and theft of feeding-scheme funds. Contractors or community members who are hired to build classrooms and abandon them before completion without paying their employees are brought to book. We have adopted a zero-tolerance strategy towards any corrupt practice. We are highly vigilant against any crime associated with corruption in schools and we are imposing the harshest sentences the law allows us, lest this malady of corruption in schools will terrorise and damage our innocent children to the core.*

The idea of an education system which is free from corruption was popular in the interview process. Also in support of the school principal and the magistrates' remarks, Baker (2000: 109-16) maintains that the education system needs not allow corruption, bribery, nepotism and other abuses.

The interviewees contend, in line with SADTU (2003: 12), that the Department of Education should decentralise the feeding scheme programmes to the districts in a bid to enhance local solutions and community involvement. Community members should be

involved in the feeding scheme and should be trained on food hygiene and basic financial and business management; hence tenders are awarded to provide service to schools. The government should encourage communities to form task teams, and nutrition officers should be selected to work with service providers in dealing with feeding-scheme challenges.

#### ***4.2.3.2 Unstructured (in-depth) interviews on sexual abuse of learners***

Research revealed that sexual abuse is endemic in South African schools. Unstructured (in-depth) interviews with the school principal and the magistrate on corruption were preceded by the following sub-question: “How do you manage to retain teachers at schools under your jurisdiction in light of the high incidence of sexual abuse?”

School principal:

*Incidents of sexual abuse have been reported in various areas such as teachers who rape, abuse and assault learners. We keep on holding workshops with teachers and warn them about the consequences of sexual abuse and the possibility of facing legal charges and expulsion from the teaching profession. We persuade teachers to abide by their professional code of conduct.*

*We report any incident of sexual abuse of learners to both the SAPS and the Department of Education. The SAPS open a criminal charge against the suspect and the Department of Education conducts a hearing. If the teacher is found guilty after prosecution and conviction in a court of law, he/she is punished and is then struck off the teacher's roll by the SACE. We encourage learners to report any incident of sexual abuse to the school principal and parents.*

The magistrate commented:

*The issue of sexual abuse in the Department of Education is distressing. The law has empowered us to impose harsher sentences against any crime committed in schools, such as assault, rape and abuse of learners. We are forced to take strong legal action against the abusers as assault, rape and any other physical or mental abuse of learners. We are*

*forced to take strong legal action against the abuser as crime is gaining momentum in South Africa.*

*The law prescribes that a perpetrator of sexual misconduct with a minor can be sentenced to life imprisonment. Thus we have adopted a zero-tolerance stance against child abusers and this is sending a strong message to the would-be offenders which makes them refrain from any such act. Finally teachers should take reasonable steps to safeguard learners and not pose as saviours who abuse their trust by raping and abusing learners in their charge.*

Tukani (2005:17) supported the school principal's and the magistrate's remarks by pointing out that teachers should refrain from all forms of sexual harassment and avoid any form of humiliation and abuse. Teachers should abide by their code of conduct. Also in this regard CPA no 51 of 1977 holds that wrongdoers should be visited with punishment aligning with their offences. Learners should report any incident of sexual abuse by teachers to school principals and parents.

The interviewees concur with the minister of Education Mrs. Naledi Pandor who accentuated that the Department of Education will practice its zero-tolerance policy against teachers who abuse their learners sexually by protecting the victim and dealing harshly with the perpetrator (SADTU 2006: 13).

The interviewees accentuated that teachers should take reasonable steps to safeguard learners at school. This notion is corroborated by the Code of Professional Ethics in clause 3.11 of the South African Council of Educators Act (Act 31 of 2000) which provides that educators should take reasonable steps to safeguard and ensure the safety of learners at school.

#### ***4.2.3.3 Unstructured (in-depth) interviews on learners assaulting teachers***

Today South African schools witness saddening incidents of learners perpetrating violence against teachers. Unstructured (in-depth) interviews were held with the station commander and the magistrate on learners assaulting teachers in the educational context. The following sub-question preceded the interview: "How do you manage to retain teachers at

schools under your jurisdiction in light of learners assaulting teachers in the educational context?" Responses included the following:

The station commander said:

*My police officers are ever ready to arrest learners and gangsters who assault learners and teachers at schools, learners who sell and smoke dagga at school premises, and learners who carry dangerous weapons in school premises. We have introduced routine programmes whereby SAPS members take turns to patrol school premises almost every day during school periods. Today I am proud to announce that jointly with educational management teams, we have suppressed this heartrending spate of violence waged against innocent and dedicated teachers.*

*We prepare teachers to handle violent learners in a professional manner by following directions such as: appear calm, observe closely, speak carefully, don't lie, ask appropriate questions, avoid confrontational language and actions, and separate the student from the group. We make quick arrests in cases where gangsters terrorise students and teachers at schools. We also advise schools to hire security guards who search learners and visitors with the aid of a metal detector when they enter school premises. We further advise schools to introduce moral education and peace education as part of their school curriculum.*

The magistrate remarked:

*Once an offender has been tried and convicted, the prescribed sentence is imposed. The same applies to offending learners and gangsters. We sentence them in accordance with the crime committed and send them to prison. This drastic step has sent a strong signal to the would-be criminals, hence foiling their intended violent acts against teachers. Through this endeavour, we have established a conducive and stable, violence-free teaching and learning environment.*

*We encourage schools to erect security fences which would to a certain extent play a preventive and a protective role over school property, teachers and learners*

In line with Karlsson (2002: 72-73) the magistrate contends that there is a need for erecting school fences around the school premises, hiring security guards and engaging SAPS members in taking turns to patrol school premises as effective means of addressing the violence perpetrated against teachers by learners.

Supporting the interviewees' remarks, Karlsson (2002: 73) says that security fences should be erected around school premises. School fences have four functions: They enclose the school property, they play a preventive and protective role, they manage access to the school property and they serve as informal frontier sites for the display of ownership and authority, indicated by the name and insignia of identification such as the school crest. The interviewees further emphasise the notion that schools should install metal detectors, issue ID photo cards to employees, and pin badges on visitors

Also in support of the magistrate's remarks, Nesor *et al.* (2004:141-142) observe that teachers are rarely prepared for violence and their idealism may undermine credibility and lead to disillusionment. Reality therefore must inform theory to equip education with action-based solutions. There is a need for teachers to be prepared to handle learners who bring weapons to school. Furthermore, the interviewees pointed out a need for teachers and administrators not to ignore threats and warning signals that can presage violent behaviour.

The interviewees point out that gangsters who assault teachers should be criminally charged and given harsh sentences that would serve as a strong deterrent and send a clear message to the would-be criminals and suppress their intentions to assault teachers. Similarly, Kleyn and Viljoen (2002:143) hold that any victim of school violence should lay a charge against the offender, of assault with intent to do grievous bodily harm and the courts should deal with him/her accordingly.

The magistrate also accentuates the need for laying a criminal charge against any learner who assaults teachers and fellow learners. The interviewees further propose/urge the implementation of three strategies in schools. The first has to do with strengthening of the moral education curriculum as a means of reinforcing and developing positive social norms in the students. Secondly, moral education will help students to appreciate and understand

the importance of human rights and dignity. Thirdly, peace education is an important part of the curriculum; in this way students learn that violence only brings misery to all human beings.

#### **4.2.3.4 Unstructured (in-depth) interviews on gangsters assaulting teachers**

The school principal and the area manager were engaged in the unstructured (in-depth) interview process on gangsters assaulting teachers. The following question preceded the interviews: “How do you manage to retain teachers at school/schools under your jurisdiction in light of gangsters assaulting them?” Mixed reactions were unearthed from the interviewees.

The school principal said:

*We have had more than enough cases of teachers falling prey to criminal violence. Three years ago our school was attacked by criminals during school hours; two staff members' cars were robbed and two female teachers were raped right in front of their colleagues. Worst of all, our superintendent in our district and a vice-principal were shot dead in their workplaces. It was a heartrending and revolting trauma that nobody should ever have to cope with. Community members who assault teachers should be criminally charged and be given the harshest sentences. Anyhow after this distressing incident we hired security guards and urged SAPS members to take turns to patrol around the school four to five times a day in order to monitor the situation. Finally, we are adamant to work towards a non-violent climate at our school that will help to lift the morale of teachers and will lead to improved academic performance.*

The area manager remarked:

*We installed metal detectors, required photo ID cards for employees, and are pinning badges on visitors. After all, we are feeling more vulnerable, less protected than ever before. This effort has so far proved effective because in my area of jurisdiction, all the schools which have security guards and security fences are minimally affected by violence waged on teachers by community members. Through this effort, a non-violent, stable, attractive and conducive teaching and learning environment has been created.*

*We have implemented direct emergency telephone lines in schools and there is an emergency unit for school emergency calls only. Furthermore, teachers and administrators should not ignore threats and warning signals that can presage violent behaviour; once they receive a threat of any kind, they must report it to the police right there and then.*

The principal indicates that SAPS members should keep on taking turns around the schools, especially in neglected areas where patrol is limited. Schools should have a direct emergency telephone line to the police stations and police should be swift to respond to this line.

The literature supporting what the interviewees said maintains that teachers are facing depression and psychological isolation due to the violence to which they are being subjected by criminals (Chartier 2005: 45-48).

#### ***4.2.3.5 Unstructured (in-depth) interviews on inroads made by HIV/Aids on numerical strength of teaching staff and learner populations***

The magistrate and the station commander were engaged in the unstructured (in-depth) interview process on severe inroads made by HIV/Aids on numerical strength of teaching staff and learner populations. The following question preceded the interviews: “How do you manage to retain teachers at schools in light of severe inroads made by HIV/Aids on numerical strength of teaching staff and learner populations?” Responses included the following:

The station commander remarked:

*We had several cases of school children (some still minors) who were raped and infected with HIV by men who believe that sex with a virgin cures Aids. As law enforcers, we are ready to pounce on any person who infects another person with HIV/Aids virus deliberately.*

*We have advised schools to introduce HIV/Aids awareness programmes in the schools' curricula as well as comprehensive pre-and in-service teacher training on HIV/Aids*

*diseases and to provide a range of materials and support for this new initiative. We are training teachers on handling learners with HIV/Aids also advise schools to train both teachers and learners to accommodate their fellow learners and teachers with HIV/Aids and not to haunt them about their status anymore. We have introduced sexuality education and engaged teachers and social workers in campaigns on the reality of HIV and safer sex.*

The magistrate commented:

*Rape of a minor child is a Schedule One offence, and infecting the child with HIV through rape aggravates the case. We refer all Schedule 1 offences to the high courts which have jurisdiction to mete out a life sentence for this offence. We advise social workers to give all learners, educators, sports coaches and other staff appropriate information and training on HIV transmission.*

The literature supporting what the station commander said points out that our communities (menfolk) must rid themselves of the unfounded belief that sex with a virgin cures Aids, which is the reason why young innocent children are subjected to the curse of rape by HIV positive men (Jewkes 2002: 16). Any child rapist, including those who infect their own children with HIV, must be arrested and prosecuted and be given harsher sentences, see Ngwenya (2005: 11).

In support of the station commander's remarks, Crewe (2004: 9) holds that schools must integrate HIV/Aids in their curricula and extramural activities. The interviewee, in line with N.U.E. Comment (2005: 19), contends that schools must introduce age appropriate education about HIV/Aids, including knowledge, skills and attitudes. The interviewee further pointed out, in line with Crewe 1998: 25), that governing bodies must make condoms available in schools. A culture of non-discrimination towards learners and teachers with HIV/Aids must be cultivated in schools. The interviewee points out in line with Stein (2004: 17) that parents need to be empowered to deal with the feelings of guilt and shame when discussing HIV with their children.



#### 4.2.3.6 *Unstructured (in-depth) interviews on teachers' own shortcomings (eg. lack of professionalism)*

The school principal and the area manager were engaged in an unstructured (in-depth) interview process on teachers' own shortcomings such as lack of professionalism. The following question preceded the interview process: "How do you manage to retain teachers at schools under your jurisdiction in light of teachers' own shortcomings (eg. lack of professionalism)?" Responses included the following:

The school principal remarked:

*We managed to curb lack of professionalism by familiarising teachers with their code of professional ethics and emphasised that once they indulge in any type of untoward conduct, they would be charged with misconduct which may lead to their dismissal.*

The area manager had this to say:

*Teachers' failings and transgressions, such as lack of professionalism, become evident through learners' poor results, especially at Grade 12 where teachers' incompetence becomes obvious. South Africa, like many other countries in the world is facing the problem of incompetence caused by teachers' lack of commitment, more or less inherent, incapacity, etcetera. At our school we have addressed this situation by introducing Education Action Zone (EAZ) intervention courses which target Grades 10 and 12 learners at weak schools by giving them extra classes during weekends.*

*We have managed to curb the problem of incompetence by introducing the Senior Secondary Intervention Programme (SSIP) which targeted Grades 10 and 12 learners at under performing schools; this intervention course produced excellent results for our Grades 10 and 12 learners. Furthermore, we introduced Saturday classes for Grades 10 and 12 in order to supplement the formal teaching and learning which takes place during the course of the week.*

*School managers (the principal and his deputy) should perform managerial functions and monitor both the teachers' and learners' progress continuously*

The idea of embracing Education Zone (EAZ) and Senior Secondary Intervention Programmes (SSIP) as a measure to alleviate teachers' and learners' incompetence is very popular with the educators. In substantiating this viewpoint, (SADTU. 2003:12) reports that the MEC of Education in Gauteng attributed the improvement in Grade 12 results for 2002 to Education Action Zone (EAZ) and Senior Secondary Intervention (SSI) programmes which targeted Grades 10 and 12 learners at weak schools.

Literature in support of the area manager's views maintains that incompetence does not augur well for both teachers and learners as it leads to a total closure of some schools, and therefore to transfer of learners and redeployment of teachers to other schools (SADTU 2004:18).

Also in support of the educators' remarks, Kruger (2002: 43) postulates that parents must support teachers in their difficult task. Parents as stakeholders must persuade teachers to introduce Saturday classes in order to supplement the formal teaching and learning which takes place during the week.

### **4.3 FIELD NOTES**

Field notes will be discussed with regard to matters such as appointments, interviews, and transcription of tapes.

### **4.4 APPOINTMENTS**

With the exception of a few postponements necessitated by prior urgent commitments, all appointments with interviewees (viz. educators, learners, parents, circuit inspectors, area manager, police officers, station commander and magistrate) were honoured.

#### **4.5 INTERVIEWS**

All interviewees were willing to share how they manage to address the factors influencing the migration of teachers from the teaching profession. They enjoyed and blessed the tape-recording of their interviews. This was evident from their positive feedback that they would love to participate in future interviews. They also asked the researcher to play the tape for them to ensure that their responses were captured accurately.

#### **4.6 TRANSCRIPTIONS**

It was easy to transcribe the interviews because the recordings were very clear as a result of the high quality tape-recorder that was used and the fact that all interviews were conducted indoors where there was no noise or interference.

#### **4.7 CONCLUSION**

This chapter has brought the research to its culmination in that it is evident from the contents that the problems formulated in chapter one have been investigated and the aims met. The main findings from the literature review and the empirical study are summarised in order to simplify the in-depth investigations. The findings discussed emerged from the analysis of written documents and observational and interview data. Finally, the limitations of the study are discussed.

## **CHAPTER 5**

### **RECOMMENDATIONS, LIMITATIONS AND CONCLUSIONS**

#### **5.1 INTRODUCTION**

The object of this study is to identify the most stable, attractive, peaceful, conducive teaching and learning environment in contrast to the present volatile, chaotic teacher and learner unfriendly environment. Finally, the researcher understood that accentuating freedom satisfaction and assurance of teachers in teaching profession, is a prerequisite for teachers to stay longer/permanently in the teaching profession.

The main research question for this study is: 'How can education management deal effectively with reasons why teachers abandon the teaching profession?' One school from Limpopo Province was selected and its management studied.

The recommendations, limitations and conclusions will now be discussed.

#### **5.2 RECOMMENDATIONS**

Throughout this research mention was made that education management must through skills, power, authority and judicial clout vested in it change the present schools' cold and impersonal nerve wrecking atmosphere into a stable, conducive, warm, attractive and friendly atmosphere which offers both teachers and learners the best prospects for self-development and enhancing their image and status.

### **5.2.1 Dealing with poor learner discipline and corporal punishment**

In this research mention was made that in dealing with poor discipline, education management teams must deal ruthlessly with learners who refuse discipline and educators who still stick to the outdated and outlawed corporal punishment.

#### ***5.2.1.1 Dealing with poor discipline***

Throughout this research mention was made that education management teams and the government must spend sleepless nights in the quest for solution to drug abuse, carrying guns to schools, killing fellow learners in schools, assaulting teachers and many other unruly behaviors. The following aspects should be considered in the quest for addressing the learners' violent behavior:

##### ***\* Education for democratic citizenship***

This research pointed out in line with Sohng (2003: 37) that young people must be persuaded to abstain from violence, drug abuse and other criminal activities; they need to be exposed to education for democratic citizenship which must be taught to every future generation as South Africa faces a challenge of educating succeeding generations towards responsible citizenship.

##### ***\* Adopting a code of conduct for learners***

Throughout this research mention was made and substantiated by Section 8 (1) of the South African Schools Act (Act 84 of 1996) that schools need to formulate and adopt a code of conduct for learners which prescribes behavior that is respectful towards learners' rights.

The aim of the code of conduct must be to establish an environment which is disciplined and purposeful as well as to facilitate effective education and learning in schools.

✧ *Partnership with parents*

In this research mention was made and supported by Zulu *et al.* (2004: 172) that forging partnership with stakeholders (parents, community members, circuit managers, SAPS and the government as a major partner) is a giant step towards addressing poor discipline. There needs to be a strong school-family partnership. An active partnership between parents and schools offers great benefits. Learners cannot be adequately disciplined without cooperation between parents and educators. Parents must communicate honestly with their children's teachers and their children and address drugs, corruption and behavioral problems and manage morally responsible behavior, in this regard partnership with parents and other stakeholders should not be bypassed.

✧ *Isolation of misbehaving learners*

Throughout this research mention was made in line with Education Law and Policy Handbook (2001: 17) that students who misbehave must be isolated in the school office for short time out 'periods' during which time they are required to do class work and their privileges should be withdrawn.

✧ *Rewarding good behaving learners.*

This research pointed out in line with Education Law and Policy Handbook (2001: 17) that teachers need to solicit business to provide schools with ribbons, T-shirts, baseball caps, tote bags, note books, pencils etc. to reward well behaved learners as positive reinforcement. Children who behave in positive ways must be given a positive response that encourages them to repeat their behavior.

✱ *Parent involvement*

Throughout this research mention was made and substantiated by Van Niekerk *et al.* (2003: 73) and Pienaar (2003: 271) that that parents need to be involved in education of their children and their involvement ensures that the values direction and character of the community are established and maintained at school. Not only does parent involvement improve attendance, but also help eliminate problems related to learning and behaviour. If parents don't involve themselves in disciplining their children, any programme related to behaviour that the school may embark upon cannot be effective. Involving parents is of paramount importance in this regard.

✱ *Assigning appropriate jobs to learners who violate certain rules.*

The research pointed out in line with Section 8 (1) of the South African Schools Act (Act 84 of 1996) a need for a learners' code of conduct in schools which helps both learners and teachers to understand the nature of the offence committed and the disciplinary measures relevant to case so that learners know in advance how offences will be dealt with. Learners who violate certain rules need to be given work assignments such as scrubbing the whole classroom floor as a disciplinary measure.

✱ *Zero-tolerance policy*

Throughout this research mention was made and upheld by Netshitahame and Van Vollenhoven. (2002: 316) that in dealing with violent learners, zero-tolerance policies must be applied with restraints and for specific offences. School officials should implement zero-tolerance policy in a thoughtful and deliberate action ensuring that their approach is fundamentally fair and legally defensible. When it becomes necessary to expel students for extended periods, alternative educational opportunities must be sought. They should be provided with alternatives to continue their education in a more restrictive and controlled environment if necessary. Teachers must undergo conflict resolution training programmes.

The research further pointed out in line with Van Niekerk *et al.* (2003: 71) that learners need to be rehabilitated and not vindictively punished. Schools should introduce

rehabilitating programmes for violent offending learners which should be offered by social workers.

✱ *Steps that might be taken to combat non-compliance.*

In line with Van Niekerk *et al.* (2003: 71) the following steps must be taken against non-compliance or unruly behaviour by learners:

- verbal warning
- written warning
- suspension
- expulsion as the last resort and
- if a criminal act has been committed, such as assault, a police criminal case must be opened.

#### 5.2.1.2 *Dealing with corporal punishment.*

Throughout this research mention was made and corroborated by Kubeka (2004: 47) and Education Law Amendment Act (RSA 2000a) that corporal punishment must be abandoned as it has been legally abolished and proved to be an ineffective deterrent, and teachers who are still poised to practise corporal punishment must be charged and be convicted of assault and be struck off the teachers' roll by SACE and the government; in this regard corporal punishment is condemned in strongest terms.

Mentions was further made in line with Kubeka (2004:47) that police stations need to conduct workshops for teachers on corporal punishment and instill in them the legal position as well as the consequences attached to the perpetrators, viz. arrest, prosecution and expulsion from the teaching profession.

The research pointed out and substantiated by Netshitahame and Van Vollenhoven. (2002: 316) that problematic school children must be removed from classroom and receive counseling until they calm down. Due to the budgetary constraints which hamper the



Department of Education from employing social workers, a well liked and trusted teacher should be relieved of teaching hours to provide counseling services to problematic learners.

In this research mention was made in line with Sowetan (9 June 2004: 4) that teachers must receive training on how to maintain discipline at schools in the absence of corporal punishment as they claim that the present alternatives to corporal punishment are not effective.

Finally, mention was further made and authenticated by Neser *et al.* (2004:141-142) that educators in South Africa need to continue their efforts to increase safety and justice in their own schools in order to break the cycle of violence.

## **5.2.2 Paying teachers' attractive salaries and improving their fringe benefits**

### **5.2.2.1 *Paying teachers' attractive salaries***

Throughout this research mention was made that paying teachers salaries is the government's sole responsibility. Throughout this research, mention was further made in line with SADTU (2004: 06) that the government needs to be given a fair chance to strongly mobilize its resources and pay teachers attractive salaries which should be at par with those in the public service and industry. The government, despite its limited resources and multiple responsibilities, must strive to pay teachers attractive salaries which would satisfy teachers hence discourage them from the idea of abandoning their profession.

In this research mention was made and supported with Code of Professional Ethics clause 2.5 of the South African Council of Educators Act (Act 31 of 2000) that teachers need to practice patience and consider teaching as a calling and not as a get rich quick profession and they must place the love and the welfare of the child deep at heart and bear in mind that the government has got multiple responsibilities and it may take time for the government to meet their salary demands because of the scarcity of resources.

The research pointed out and corroborated by Baty (2003: 52) that teachers need to use their school management teams and their unions to indulge into negotiations with the employer in the bargaining chamber. Industrial action should be avoided at all costs as it is too detrimental on the side of the learners and in this democratic era it is unwarranted as the government opens its arms to everybody for negotiations.

Throughout this research mention was made in line with Section 9.6 of the South African Council of Educators Act (Act 31 of 2000) that teachers need not incite learners to fight for their attractive salaries on their behalf while the very same learners become the victims of their own actions. A day lost in education is analogous to one wasted year. Teachers must instead use their unions which are their professional and legal mouthpiece on issues of salaries and job discrimination hence learners must be immune from participating in poor teachers salaries protest marches and strikes.

In this research mention was made and substantiated by The Times of London (2005: 3) that South African government needs to reinstate automatic teachers' annual salaries increment for a period of eight years until they reach the threshold. After reaching this threshold, promotional posts (HoD, deputy principalship and principalship) should avail.

The research pointed out in line with SADTU (2004: 06) that the government needs to prioritise paying teachers attractive salaries in order to achieve a stable teaching profession; this will address the reasons for teachers' defection from their profession.

#### ***5.2.2.2 Improving teachers' fringe benefits***

Throughout this research mention was made in line with Badenhorst [ed]. (2003: 155). that the government must introduce performance bonus scheme which would be paid to hardworking teachers twice a year and which would be controlled provincially.

Furthermore, mention was made in this research and supported by Badenhorst [ed]. (2003: 155). that the government needs to increase the teachers' service bonus scheme from 93 %

to 100 % of the teacher's monthly salary after the expiry date of 12 months and 100 % housing subsidy scheme should be extended to all permanently employed teachers irrespective of their service in the teaching profession.

Throughout this research mention was made in line with Badenhorst [ed]. (2003: 156) that the government needs to increase teachers' vacation leave from 12 to 15 days per annum. Their examination leave as well must be extended from two to three days in order to give the teachers ample time to prepare for their examinations. Leave for private affairs must be extended from 5 to 10 days. Maternity leave needs to be extended from three to six months and both parent teachers must be entitled to maternity leave in order to give both of them a good chance for looking after their newly born child. Teachers' sick leave must be extended from 90 days to an indefinite period till they regain good health.

In this research mention was made and corroborated with Chenoweth (2003: 38) that the government must hugely subsidise the teachers' pension fund. Teachers need to be offered a free Medical Aid Scheme and membership should not be made compulsory but optional for all teachers.

Throughout this research mention was further made in line with Badenhorst [ed]. (2003: 159) that in the event of retirement on medical grounds, the government needs to increase such teachers' pensionable service from 5 to 10 years period. Teachers' resignation benefit on pension contribution which is paid to permanently employed teachers who resign must be refunded to them plus 5 % interest instead of 2 % interest.

### **5.2.3 Addressing persistent overcrowding and lack of resources.**

#### ***5.2.3.1 Addressing persistent overcrowding in classrooms***

Throughout this research mention was made and authenticated by Section 34 (1) of the South African Schools Act (Act 84 Of 1996) that the government as the father and a major partner in education needs to strive to build classrooms for the needy schools hence address the problem of overcrowding. Further more the government must strongly mobilise its

resources and tackle overcrowding in schools head-on. The reservation of R50 billion by the Minister of Education to tackle classroom shortages in schools is one such example.

The research pointed out in line with Lee et al. (2003: 281-295) that the government needs to devise a plan of action for tackling deficient facilities (eg. inadequate provision of libraries, laboratories, staffrooms, halls, sanitation, etc.). In their devised plan of action, the government must prioritise and set their yearly targets in phases.

The research further pointed out in line with Lee et al. (2003: 281-295) that school management teams (SMTs) and school governing bodies (SGBs) and the government need to draw fixed rules or a policy about overcrowding and classroom physical size or carrying capacity of children taught therein. Schools need to avoid their strategy for serving all comers and stick to their fixed rules.

In this research mention was made and sustained by SADTU (2003: 12) that education management teams must accepted as their responsibility the need to inculcate in teachers the love of the child right deep at heart and encourage them to be part of a solution on overcrowding and not just quit teaching profession and leave the poor child desperate.

Finally, the research pointed out in line with Adam (2004: 43) that senior education officials need to make a clarion call to teachers to strive for solutions to overcrowding problems in schools as opposed to exacerbating the problem by tendering resignation and abandon the innocent child hopelessly.

### ***5.2.3.2 Dealing with lack of resources***

Throughout this research mention was made and substantiated by Lee et al. (2003: 281-295) that in dealing decisively with lack of resources, schools need to involve private sectors in mobilising resources and schools should forge a joint venture with other stakeholders such as communities, and non-governmental organisations (NGOs). Education management teams must secure grants from private sectors and individual community members through fundraising effort.

The research pointed out in line with Carrol (2003: 12-15) that circuit managers and school principals need to organise a joint training of computer skills for teachers. Teachers who are unfamiliar with telecomputer networks and their potential use in the classroom need to be trained in the new expertise of computer technology hence be accessed to Internet connections. These networks help teachers for sharing educational issues and concerns, exchanging lesson plans, teaching strategies and projects. They further link rural schools and rural communities to the outside world.

Schools need to strive to share scarce resources with other institutions and cooperate with universities, colleges and other districts, see Lee *et al.* (2003: 281-295).

#### **5.2.4 Tackling researcher's personal observation (lack of parent involvement, high teacher-pupil ratio, poverty and high illiteracy).**

##### ***5.2.4.1 Lack of parental involvement***

Throughout this research mention was made that there is a dire need for both teachers and parents to receive training on parental involvement which would encourage parents to participate in education for their own children, see Calitz *et al.* (2002: 119).

The research pointed out in line with Pienaar (2003: 271) that parents must be fully involved in all school matters related to their children and there must be a symbiotic relationship between parents and educators.

In this research mention was made and substantiated by Van Niekerk *et al.* (2003: 73) that teachers need to be assisted and supported in their difficult tasks for grooming children by parents as partners in education.

##### ***5.2.4.2 High teacher-pupil ratio***

Throughout this research mention was made in line with Van Ameron (2005: 116) that schools need to stick to the government's prescribed teacher pupil ratio of 1:35 at secondary schools and 1:40 at primary schools.

It was further pointed out that SGBs and teachers must try to limit their registration of learners to the required number or their capabilities; this will directly address high-teacher pupil ratio. Principals need to send excess learners to the circuit offices with their parents in order to pressurise the government to hire some teachers and build more classrooms, hence address high-teacher pupil ratio, see SADTU (2003:15).

#### **5.2.4.3 High illiteracy**

The research pointed out in line with McKay *et al.* (2003: 1) that in order to address high rate of illiteracy communities in collaboration with NGOs and UNISA need to establish ABET projects within the areas of their residences. These projects must aim at teaching literacy from special education till ABET level four. Furthermore, these projects must ascertain that every citizen is at least educated to ABET level 4. This ABET education must indoctrinate the values of education to parents or every citizen.

#### **5.2.5 Tackling corruption in schools**

Throughout this research, mention was made and upheld by Baker (2000: 109-16) that education management team needs to do every thing at its power and disposal to address corrupt practices in schools by teachers and government officials.

##### ◆ *Harsher sentences for corrupt teachers, officials and community members*

Mention was made throughout the research in line with Baker (2000: 109-16) that the government needs to take a zero-tolerance stance against corrupt teachers, government officials and community members by protecting the victim and hammering the perpetrator through giving them severe sentences.

##### ◆ *Decentralising feeding schemes and training community members*

The research pointed out in line with SADTU (2003: 12) that the Department of Education must decentralise the feeding scheme programmes to the districts in a bid to enhance local solutions and community involvement. Community members should be involved and be

trained on food hygiene, basic financial and business management hence be awarded tenders to provide service to schools.

- ◆ *Task team committees for feeding schemes*

The research pointed out that the government needs to encourage communities to form task teams consisting of schools' management teams and nutrition officers which shall work with service providers in dealing with feeding schemes challenges. Any corrupt individual who abuses feeding schemes to line his/her own pocket must be punished robustly and ruthlessly, see SADTU (2003: 8).

- ◆ *Professional code of ethics*

The research pointed out in line with Labuschagne (2005: 63) that the government, as a major partner must maintain its stance for harsher sentences against any teacher who indulges in corruption of any kind and make a clarion call to educators to subscribe by their code of ethics as enshrined in 'Teachers' Code of Professional Ethics'.

### **5.2.6 Curbing the problem of learners and gangsters assaulting teachers**

Throughout this research mention was made and endorsed by Smit (2003: 28) that that the onus of curbing the distressing violence perpetrated against teachers by learners and gangsters rests on the shoulders of education management teams in partnership with the government. Education management teams need to use everything at their disposal to curb this wave of violence in schools.

- *Creation of a non- violence teaching and learning environment*

The research pointed out that stakeholders need to strive to create a non-violence climate in schools that in turn will help to lift the morale of educators by taking measures such as hiring of security guards in schools.

- *Security arrangements*

Throughout this research mention was made in line with Karlsson (2002: 72-73) that security arrangements such as panic buttons linked to police stations, security fencing, alarm systems and burglar guards need to be provided to all schools. Erection of security fence around the school premises would help control and minimise the access to school and there should be only one gate or entrance into the school premises. Electrified security fence around the school's perimeter prevents gang related acts of violence and vandalism.

- *Security guards*

Throughout this research mention was made and substantiated by Karlsson (2002: 73) that each school gate needs to be manned by two security guards while the other one keeps an eye on the classrooms developments. Learners must be searched at the gate each time they enter the school premises through a drug and metal detector in order to prevent weapons and drugs in schools.

The research pointed out that visitors/community members entering the school premises must produce their IDs and they must be registered in the Visitors Register Book and sign in it and they must be searched by the drug and metal detector. They must further declare their firearms or weapons to the security guard right at the school gate. Before the visitors gain access into the school premises, the security guard should first confirm their purpose with the staff member or the learner they want to visit and obtain permission from the school principal, see SADTU (2004:11).

In this research mention was made In line with SADTU (2004:11) that unauthorized visits during school hours to both learners and teachers need to be restricted to the absolute essential. All visitors/community members need to visit the school for a sound purpose and their visits must be approved by school principal.

- *Adopt-a-cop system/strategy*

Throughout this research mention was made and supported by Karlsson (2002: 72-73) that teachers need not be armed with guns, as it might invite more criminals to schools enticed



by the guns. Schools must be accessed into a system of adopt-a-cop strategy which allows each school to get its own individual guardian or a police force service member. The presence of one cop in a school will galvanise and fortify security guards' presence in school premises; hence the strategy will strongly boost the school's security system and leave nothing to chance.

- *Emergency SAPS coordinating line*

The research recommended in line with Vogel *et al.* (2003: 29) that all violent criminal activities which take place on school premises need to be reported to the SAPS through a fixed emergency coordinating line by the adopted cop. The SAPS members must take turns with routine school patrols. Security arrangements such as panic buttons linked to police stations should be made.

- *Self-defense lessons*

In this research mention was made and substantiated by SADTU (2004: 8) that teachers and learners need to be equipped with self-defence skills which would arm them against sexual assault and victimisation by criminals who prey on school premises. The government, as a major partner and educational management team must adamantly continue with their project of teaching self-defence skills against sexual and other assaults on teachers and learners. Teachers must be prepared to handle learners who bring weapons to school.

- *Legal actions against learners who commit acts of violence against teachers*

The research pointed out in line with Kleyn and Viljoen (2002: 143) that learners who assault teachers must be disciplined and arraigned before the court of law.

- *Introducing moral and peace education in schools:*

Throughout this research mention was made and endorsed by Dreyer (2002: 32) that moral and peace education needs to be introduced in the school's curriculum. Moral education

will strengthen and develop students' positive social norms. Secondly, it will help them to appreciate the importance of human rights and dignity. Thirdly, they will learn that violence only increases human misery.

- *Installing metal detectors, ID cards for employees and pinning badges on visitors:*

The research pointed out that as a measure to prevent violence in schools, schools need to install metal detectors, require photo ID cards for employees and students, and pin visitors' badges on the guests' clothes, see SADTU (2004: 11).

- *Legal actions against community members who assault teachers:*

In this research mention was made and substantiated by Kleyn and Viljoen (2002: 143) that community members must refrain from assaulting teachers which causes depression and psychological isolation as these conditions cause a lack of motivation to teach. Community members who terrorise teachers must be subjected to stringent legal actions.

It was further pointed out in line with Kleyn and Viljoen (2002: 143) that community members who invade schools to rob and rape teachers must be prosecuted and severely punished to send a strong message to and suppress the would-be school criminals.

In this research mention was made and endorsed by Smit (2003: 28) that teachers and administrators need not ignore threats and warning signals that can presage violent behaviour. They must heed these threats and warning signals and report them to the police.

### **5.2.7 Curbing sexual abuse of learners by teachers**

Throughout this research mention was made in line with Education, Law and Policy Handbook (1999: 4-10) that teachers must refrain from all forms of sexual harassments and avoid any form of humiliation and refrain from any form of abuse. Teachers should abide by their code of conduct and wrongdoers need to be visited with punishment aligning with

their offences. Learners must report any incident of sexual abuse by the teachers to the school principal and parents.

It was pointed out in line with SADTU (2006: 13) that the government must practice zero-tolerance policy, take strong stance and impose harsher sentences against teachers who rape, impregnate and have intimate relationships with female learners and strike them off the teachers' roll.

In this research mention was made and endorsed by SADTU (2004:7) that peer counselors need to be recruited and trained; they will help learners and educators to cope with violence, abuse, trauma in schools and encourage the learners to break the culture of silence around sexual abuse.

Throughout this research mention was further made in line with Tukani (2005:17) that teachers must abide by their professional code of ethics and refrain from all forms of sexual harassments and avoid any form of humiliation and refrain from any form of abuse of the learners.

The research finally pointed out in line with Smit (2003: 28) that principals must provide teachers with additional training in areas of school violence, sexual harassment and legal implications thereto. They need adequate training to handle learners who bring weapons to school.

#### **5.2.8 Tackling severe inroads made by HIV/Aids on numerical strength of teaching staff and learner populations**

Throughout this research mention was made in line with N.U.E. Comment (2005: 19) that schools need to introduce age-appropriate education about HIV/Aids, including knowledge, skills and attitudes. The governing bodies must make condoms available in schools. A culture of non-discrimination towards people with HIV/Aids needs to be cultivated in schools. All learners, educators, sports coaches and other staff members need to be given information and training on HIV transmission and application of universal precaution.

Stakeholders must make available information about inoculation programmes and their significance for the well-being of learners with HIV/Aids.

In this research mention was and endorsed by Mabece (2003:2) that schools need to introduce gender-based violence curriculum and its link to HIV/Aids and intensive counseling of the victims in schools in order to prevent the scourge of HIV/Aids among young learners and teachers. Schools must introduce Sexuality Education in their curriculum which should teach about nonsexual ways to show affection, STD's, how HIV is transmitted, sexual abuse and puberty.

The research pointed out in line with Bridgraj (2002: 16) that teachers and school principals must not discriminate against learners who are HIV positive by denying them admission as they have the same right to education as every other child. No child should be refused entry to school on the grounds of his or her HIV status. They need to attend classes as long as they can function effectively and do not present a medically significant health risk. The Department of Education should draw a policy regarding the admission of HIV positive pupils in schools as well as training teachers on handling learners with HIV/Aids.

The research further pointed out that learners and teachers who are HIV positive must be accepted and supported in all aspects of their school life. Teachers should be trained to accept both teachers and learners who are HIV positive. They must be taught to accommodate their fellow teachers and learners with HIV/Aids and not to haunt them about their status, see N.U.E. Comment (1999: 17).

Throughout this research mention was made in line with Jewkes (2002: 16) that our communities, especially menfolk, needs to be encouraged to rid themselves of the common fatuous belief in the virgin myth which subjects young innocent children to the curse of rape by HIV positive men.

In this research mention was made and supported by Ngwenya (2005: 11) that police must arrest every child rapist including those who infect their own children with HIV and send them for trial. The magistrate and judges should deal with this type of offenders ruthlessly and impose harsher sentences on them.

The research pointed out in line with Crewe (2004: 9) that the Department of Education needs to introduce HIV/Aids and Life Skills programmes in schools which will help in the awareness campaign and handling of children with HIV/Aids diseases nationally.

The research further pointed out in line with Bridgraj (2002: 16) that school teachers need to be equipped with knowledge, attitudes and perceptions of HIV/Aids education, and comprehensive teacher training on HIV/Aids-related diseases should be introduced in place.

Throughout this research mention was made and substantiated by Stein (2004: 17) that parents need to be encouraged to talk to their children about HIV/Aids-related diseases and they need to be empowered to deal with the feelings of guilt and shame when discussing HIV/Aids-related diseases with their children.

In this research mention was made and supported by Crewe (2004: 9) that schools must introduce and integrate HIV/Aids-related diseases in their curriculum and extramural activities to ensure that pupils who have to deal with multiple death in their circle of family and friends, including parents, siblings and relatives are supported, counseled and effectively taught.

Throughout this research mention was made in line with Bridgraj (2002: 16) that schools need to introduce a comprehensive in-service teacher training on HIV/Aids-related diseases and provide a range of materials and support for this new initiative.

The research finally pointed out in line with that teachers and social workers must be engaged in campaigns on the reality of HIV and safer sex by presenting a full range of choices with which young people and teachers can protect themselves against HIV/Aids-related diseases, see Crewe (2004: 10).

### **5.2.9 Dealing with teachers' own shortcomings (eg. lack of professionalism)**

Throughout this research mention was made in line with Tukani (2005:17) that teachers need to be trustworthy and display a sense of professionalism at all times because trust and respect enhance professionalism and motivation among colleagues.

In this research mention was made and substantiated by the Code of Professional Ethics in clause 3.11 of the South African Council of Educators Act (Act 31 of 2000) that every teacher needs to be presented a copy of a Code of Professional Ethics which defines all types of misconduct and possible disciplinary measures against them (the misconduct). When a teacher misbehaves, he must be reminded and be referred to the code of professional ethics which serves as a referee against lack of professionalism. The teacher must always consider judicial directives, because if he contravenes this or becomes involved in unprofessional acts of any kind, he may become involved in court cases or disciplinary investigation.

The research pointed out in line with the Code of Professional Ethics in clause 3.11 of the South African Council of Educators Act (Act 31 of 2000) that teachers must abide by their professional code of ethics and refrain from all forms of sexual harassments and avoid any form of humiliation and any abuse. A teacher needs to act in a proper and becoming way such that his behaviour does not bring the teaching profession into disrepute. Teachers' negligence and lack of skills need to be investigated and punished once proven (eg. with dismissal or suspension).

Throughout this research mention was made and upheld by CPA no 51 of 1977 that unprofessional conduct such as sexual abuse of learners on school premises or anywhere must be reported to the police.

The research finally pointed out in line with SADTU (2006: 13) that drunkenness and other misconduct by teachers in classroom settings must be severely punished; and learners' personal safety and security must be protected and guaranteed by teaching staff

### 5.3 LIMITATIONS

- In conducting this study, the researcher was compelled to use a field worker to collect data from different interviewees due to his limited movement. The field worker was more reliable and trustworthy and observed all ethical measures for data collection when conducting a research interviews.
- The researcher was forced to interview stakeholders in one school only in Limpopo Province which could serve as an example of other schools which are subjected to and affected by the factors which influence the migration of teachers from their profession as detailed in chapter 3. The interviewed school (learners, teachers and parents) then had to serve as a sample of many others.
- The researcher extended interviews to the local magistrate, station commander as well as circuit manager and area manager as representatives of the sample due to limited resources and time constraints.
- Each interviewee interviewed is unique and may not necessary display all the views and feelings of the uninterviewed stakeholders. Thus it cannot be assumed that the results of this study would be replicable with other interviewees of the same status (learners, teachers, parents, magistrate, station commander as well as circuit manager and area manager), and indeed the question could be raised whether the interviews are infallible.
- It has to be recognized that because of the sensitive nature of this research, it is possible that the learners, teachers, parents, magistrate, station commander as well as circuit manager and area manager who were interviewed were not completely forthcoming and relevant information could have been withheld.

- As a result of a unique individuality of each interviewee, each response had to be interviewee specific; thus finding a significant number of different interviewees who could benefit from the specific information in any response they gave, and therefore generalisation would be extremely difficult.

#### **5.4 CONCLUSION**

It is crucial for education management to deal effectively with reasons why teachers abandon the teaching profession. A stable, satisfactory and peaceful environment conducive to effective teaching and learning cannot be achieved unless the reasons for defection are brought under control. Such control is well within the power of school management teams (SMTs) and school governing boards (SGBs).

The results of the fieldwork were reported in the previous chapter. Teachers must know how to deal with school violence, provided it is acknowledged that they cannot be held responsible for doing so within their normal terms of reference, and provided further therefore that legal liability and responsibility in such cases rests entirely with the employer.

Stakeholders need to deal decisively with disciplinary problems and with educators who resort to corporal punishment. A code of conduct for learners must be drawn and SGB members must be kept in schools at least twice a week to monitor the schools' activities.

Teachers must be paid attractive salaries and benefits eg. performance bonus schemes for hardworking or industrious teachers. Education management should face the problem of



overcrowding and lack of resources head-on and deal effectively with these problems with a view to curbing defections from the teaching profession.

Stakeholders need to strive to create an education system which does not allow corruption, bribes, favoritism and other abuses by pursuing the courts to impose harsher sentences against corrupt officers and teachers in the Department of Education and striking corrupt teachers off the educators' roll.

Throughout this research mention was made that curbing the problem of learners and gangsters assaulting teachers effectively by taking strong legal actions against the perpetrators would create a conducive teaching and learning environment. Further mention was made that erection of security fences around the schools, hiring security guards, employing adopt-a-cop strategy in each school, installing emergency SAPS coordinating telephone line in all schools for emergency calls, introducing self-defense lessons in schools and taking strong legal actions against violent learners and gangster members who terrorise teachers and learners at schools would create a peaceful teaching and learning environment.

Throughout the research mention was made about school management teams to open criminal charges against teachers who sexually abuse learners and such teachers have to be dealt with in accordance with their Professional Code of Ethics. Learners need to be encouraged to report any incident of sexual abuse by teachers to the school principal and parents. The Department of Education has been encouraged to practice zero-tolerance policy against teachers who sexually abuse their learners by protecting the victim and hammering the perpetrator.

The government and stakeholders need to face the scourge of HIV/Aids head-on by conducting workshops and indoctrinating learners and citizens with the concept of condomising. There is a need to introduce HIV/Aids and Gender-based violence in their curricula.

The government and stakeholders need to face teachers' own shortcomings (eg. lack of professionalism) squarely. Teachers need to refrain from all forms of sexual harassments and avoid any form of humiliation and refrain from any form of abuse. Teachers need to act in a proper and becoming way such that their behaviour does not bring teaching profession into disrepute. Each teacher needs to be issued with a Code of Professional Ethics which enshrines all misconducts and the possible disciplinary measures against each particular misconduct.

It was hinted that parents and stakeholders have to encourage teachers to introduce Saturday classes in order to supplement the formal teaching and learning which takes place during the course of the week.

In conclusion, further mention was made that the commitment of bodies which are vested with powers over the schools such as School Management Teams (SMTs) and School Governing Bodies (SGBs) and other interested parties specified in the South African Schools Act (Act 84 of 1996) can bring about positive results in curbing the factors which influence the defection of teachers from the teaching profession.

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## 5.6 APPENDICES AND TABLES:

### 5.6.1 APPENDIX A: OBSERVATIONAL SCHEDULE

#### SCHOOL INTERVIEWED

Entry point and exit for staff and learners



Gates with security guards and metal and drug detectors



Admin Block (principal and clerk's office)



Staff room and conference room



Classrooms



Canteen



School garden



Play grounds (soccer, netball, volleyball, tennis, etc.)



Learners' toilets

## 5.6.2 APPENDIX B: BIOGRAPHICAL QUESTIONNAIRES AND FOCUS-GROUP INTERVIEWS.

**Note: Information supplied will be kept anonymous and confidential**

### i) **Bibliographical questionnaire for learners:**

**Researcher:** Thank you for your willingness to cooperate and answer my questions. I really do appreciate your time and support. I think from my previous visit, you understand the purpose of my research and why I would like to ask you some questions.

**Learner:** You are heartily welcome sir; it is really a pleasure for me to be of an assistance. I will try to answer all your questions to the best of my ability.

**Researcher:** How old are you?

**Learner:** I am 16 (sixteen) years of age.

**Researcher:** Are you in the Student Representative Council (SRC)?

**Learner:** Yes

**Researcher:** What portfolio do you hold in the SRC?

**Learner:** I am the chairperson.

**Researcher:** In what grade are you?

**Learner:** I am in Grade 12 (twelve).

### ii) **Learner interview schedule**

**Focus-group interview question to a learner on poor discipline:** "How do you manage to retain teachers at your school in the light of poor discipline?"

**Focus-group interview question to a learner on corporal punishment:** "How do you manage to retain teachers at your school in the light of the corporal punishment?"

iii) Bibliographical questionnaire for a station commander

**Researcher:** What rank do you hold in the police force?

**Station commander:** I am a Station commander.

**Researcher:** For how long have you been in this rank

**Station commander:** This is my 4<sup>th</sup> (fourth) year

**Researcher:** For how long have you been in the police service?

**Station commander:** For the past 18 (eighteen) years.

**Researcher:** What are your qualifications?

**Station commander:** I have a Diploma in Policing as well as BA Policing.

**Researcher:** How many villages and/townships fall under the area of your jurisdiction?

**Station commander:** 13 (thirteen) villages and one township

**Researcher:** How many schools fall under the area of your jurisdiction?

**Station commander:** 44 (Forty four) schools

**Researcher:** How many school violence cases were reported in the area under your jurisdiction in the not too distant past?

**Station commander:** 32 (thirty two)

**Researcher:** How many school violence cases were recently tried in the area under your jurisdiction?

**Station commander:** 0 (zero)

iv) Station commander interview schedule

**Focus-group interview question to an SAPS member on poor discipline:**

"How do you manage to retain teachers at your school in the light of the poor discipline?"

**Focus-group interview question to an SAPS member on corporal**

**punishment:** "How do you manage to retain teachers at your school in light of corporal punishment?"

56.3 APPENDIX C: BIOGRAPHICAL QUESTIONNAIRES AND PHENOMENOLOGICAL INTERVIEWS

i). Bibliographical questionnaire for circuit manager

**Researcher:** For how long have you been in the teaching profession?

**Circuit manager:** For the past 25 (twenty five) years.

**Researcher:** For how long have you been a circuit manager?

**Circuit Manager:** For the past 9 (nine) years

**Researcher:** What are your qualifications?

**Circuit manager:** i) Professional: B.Ped, B.Ed. & PGDE  
ii) Academic: BA  
iii) Other: B. Admin

**Researcher:** What is the number of schools under the area of your jurisdiction?

**Circuit manager:** 38 (thirty eight) schools

**Researcher:** How many teachers are under your control?

**Circuit manager:** 523 (five hundred and twenty three) teachers

**Researcher:** What is the total population of learners at schools in your area?



**Circuit manager:** 23 000 (twenty three thousands) learners

**Researcher:** What is the number of teachers in your area who resigned or died in the past?

**Circuit manager:** 26 (twenty six) teachers

**Researcher:** What is the number of teachers in your area who resigned or died recently?

**Circuit manager:** 03 (three) teachers

## ii) Circuit manager's interview schedule

**Phenomenological interview question to a circuit manager on poor salaries:**

"How do you manage to retain teachers at your school in light of poor salaries?"

**Phenomenological interview question with a circuit manager on poor benefits:**

"How do you manage to retain teachers at your school in light of poor benefits?"

**Phenomenological interview question to a circuit manager on persistent overcrowding and lack of resources:**

"How do you manage to retain teachers at your school in light of persistent overcrowding and lack of resources?"

**Phenomenological interview question to a circuit manager on researchers' personal observation** (lack of parental involvement, high teacher-pupil ratio and poverty and high illiteracy):

"How do you manage to retain teachers at your school in light of the researcher's personal motives?"

## iii) Bibliographical questionnaire for parents

**Researcher:** For how long have you been in the school governing board?

**Parent:** For 7 (seven) years

**Researcher:** What portfolio do you hold in the school governing body?

**Parent:** I am a chairperson

**Researcher:** What are your qualifications?

**Parent:** i) Professional:

Panel Beater

ii) Academic:

Grade 8

**Researcher:** How many children do you have at this school?

**Parent:** 3 (three) children

#### **iv. Parent's interview schedule**

**Phenomenological interview question to a parent on poor salaries:** "How do you manage to retain teachers at your school in light of poor salaries?"

**Phenomenological interview question to a parent on poor benefits:** "How do you manage to retain teachers at your school in light of poor benefits?"

**Phenomenological interview question to a parent on persistent overcrowding and lack of resources:** "How do you manage to retain teachers at your school in light of persistent overcrowding and lack of resources?"

**Phenomenological interview question to a parent on researchers' personal motives** (lack of parental involvement, high teacher-pupil ratio, and poverty and high illiteracy):

"How do you manage to retain teachers at your school in light of researcher's personal observation?"

#### 5.6.4 APPENDIX D: BIOGRAPHICAL QUESTIONNAIRES AND UNSTRUCTURED (IN-DEPTH) INTERVIEWS

##### i) Bibliographical questionnaire for a school principal

**Researcher:** For how long have you been in the teaching profession?

**School principal:** I have been in the teaching profession for the past 22 years.

**Researcher:** For how long have you been a school principal?

**School principal:** For the past 13 years.

**Researcher:** What are your qualifications?

<b>School principal:</b>	i) Professional:	B.Ed., UED & PGDE
	ii) Academic:	BA
	iii) Other	B Jur. & MBA

**Researcher:** How many learners are registered at your school?

**School principal:** 650 (six hundred and fifty)

**Researcher:** How many teachers do you have at your school?

**School principal:** 21(twenty one)

**Researcher:** How many deputy principals do you have?

**School principal:** 2 (two) deputy principals

**Researcher:** Do you have HoD posts at your school?

**School principal:** Yes, we have 8 (eight) HoD Posts.

**Researcher:** How many sporting codes does your school participate in?

**School principal:** 7 (seven) sporting codes.

##### ii) School principal's interview schedule

**Unstructured (in-depth) interview question to the school principal on corruption:** "How do you manage to retain teachers at your school in light of corruption?" Various responses were unearthed from the interviewees.

**Unstructured (in-depth) interview question to the school principal on sexual abuse of learners:** "How do you manage to retain teachers at your school in light of the high incidence of sexual abuse?"

**Unstructured (in-depth) interview question to the school principal on teachers' own shortcomings (eg. lack of professionalism):** "How do you manage to retain teachers at your school in light of teacher s' own shortcomings (eg. lack of professionalism)?"

**Unstructured (in-depth) interview question to the principal on gangsters/community members assaulting teachers:** "How do you manage to retain teachers at your school in light of gangsters/community members assaulting them?"

### **iii Bibliographical questionnaire for an area manager**

**Researcher:** For how long have you been in the teaching profession?

**Area manager:** This is my 28<sup>th</sup> (twenty eighth) year

**Researcher:** For how long have you been employed as an area manager?

**Area manager:** For the past 13 (thirteen) years.

**Researcher:** What qualifications do you have?

**Area manager:** i) Professional: B.Ed, UED, and PGDE & M.Ed.

ii) Academic: BA

iii) Other B. Juris

**Researcher:** For how long have you been in this schools district or area?

**Area manager:** For the past 13 (thirteen) years

**Researcher:** How many circuits and circuit managers are falling under the area of your jurisdiction?

**Area manager:** I have 4 (four) circuits run by 4 (four) circuit managers each.

**Researcher:** How many schools are falling under the area of your jurisdiction?

**Area manager:** 73 (seventy three) schools

**Researcher:** How many HoD posts do you have in your area?

**Area manager:** There are 88 HoD posts with 60 filled and 28 still vacant.

**Researcher:** How many teachers do you have under your area?

**Area manager:** There are 2 308 (two thousand three hundred-and-eight) teachers

**Researcher:** How many learners does your area have?

**Area manager:** 66 000 (sixty six thousand)

**Researcher:** How many teachers have resigned or died during the year 2006?

**Area manager:** 1 (one) teacher resigned and 1(one) unfortunately passed away

#### **iv) Area manager's interview schedule**

**Unstructured (in-depth) interview question to the area manager on teachers' own shortcomings and lack of professionalism:** "How do you manage to retain teachers at schools in the area of your jurisdiction in light of teacher's own shortcomings (eg. lack of professionalism)?"

**Unstructured (in-depth) interview question to the area manager on gangsters/community members assaulting teachers:** "How do you manage to retain teachers in schools in light of gangsters/community members assaulting them?"

#### **v) Bibliographical questionnaire for a magistrate**

**Researcher:** For how long have you been in the judicial profession?

**Magistrate:** for the past 21 (twenty one) years

**Researcher:** For how long have you been serving as a magistrate?

**Area manager:** For the past 15 years

**Researcher:** Would you mind telling me what your qualifications are?

**Area manager:** i) Professional: B.Proc, LLB  
 ii) Academic: BA. Law  
 iii) Other: Paralegal Diploma

**Researcher:** How many villages fall under the area of your jurisdiction?

**Area manager:** 88 (eighty-eight) villages and 1 (one) township

**Researcher:** How many schools fall under the area of your jurisdiction?

**Area manager:** 73 (seventy three) schools

**Researcher:** How many police stations fall under the area of your jurisdiction?

**Area manager:** I am in command of 4 (four) police stations.

**Researcher:** What is the total number of learners who fall under the area of your jurisdiction?

**Area manager:** 66 000 (sixty six thousand)

**Researcher:** How many teachers resigned or died in your area during the year 2006?

**Area manager:** 208 (two hundred and eight) teachers resigned and 8 (eight) died

**Researcher:** How many school violence cases have been tried in your area in 2006?

**Area manager:** Only 3 (three) school violence cases have been tried during the year 2006.

#### **vi) Magistrate's interview schedule**

**Unstructured (in-depth) interview question to the magistrate on corruption:** "How do you manage to retain teachers at schools under your jurisdiction in light of corruption?" Various responses were unearthed from the interviewees.

**Unstructured (in-depth) interview question to the magistrate on sexual abuse of learners:** "How do you manage to retain teachers at schools under your jurisdiction in light of the high incidence of sexual abuse?"

**Unstructured (in-depth) interview question to the magistrate on learners assaulting teachers were held:** "How do you manage to retain teachers at schools in area of your jurisdiction in light of learners assaulting teachers in classrooms?"

**Unstructured (in-depth) interview question to the magistrate on severe inroads made by HIV/Aids on numerical strength of teaching staff and learner populations:** "How do you manage to retain teachers at schools in light of severe inroads made by HIV/Aids on numerical strength of teaching staff and learner populations?"

**vii) Bibliographical questionnaire for a station commander**

**Researcher:** For how long have you been in the police service?

**Station commander:** For the past 18 (eighteen) years.

**Researcher:** For how long have you been employed as a station commander?

**Station commander:** For the past 11 (eleven) years.

**Researcher:** What are your qualifications?

**Station commander:** i) Professional: BA. Policing  
ii) Academic: BA

**Researcher:** How many villages and townships fall under the area of your jurisdiction?

**Station commander:** 26 villages and 2 townships.

**Researcher:** How many schools do you have in the area under your jurisdiction?

**Station commander:** 73 (seventy three) schools.

**Researcher:** How many police are serving at your police station?

**Station commander:** 231 (two hundred and thirty one)

**Researcher:** How many school violence cases have been reported at your police station during the year 2005?

**Station commander:** 92 (ninety cases)

**Researcher:** How many school violence cases have been reported at your police station during the year 2006?

**Station commander:** Only 2 (two) cases.

viii) Station commander interview schedule

**Unstructured (in-depth) interview question to the station commander on learners assaulting teachers:** "How do you manage to retain teachers at schools under your jurisdiction in light of learners assaulting teachers in classrooms?"

**Unstructured (in-depth) interview question to the station commander on severe inroads made by HIV/Aids on numerical strength of teaching staff and learner populations:** "How do you manage to retain teachers at schools in spite of severe inroads made by HIV/Aids on numerical strength of teaching staff and learner populations?"



**e-mail: meyere1 @ unisa.ac.za.**

**Fax: to 012 429 2429**

Nesane MA [3464 483-0]  
Kutama-Sinthumule Prison  
Private Bag X 2006  
Louis Trichardt, 0920  
28 January 2008

The **Registrar [Academic]**  
Att: **Documentation, M & D Section**  
University of South Africa  
P.O. Box 392  
UNISA, 0003

Sir/madam

Re: **Submission of my final approved electronic work (MEd. Education Management)**

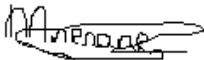
The above matter refers.

Attached please find my final approved **MEd. electronic work** as well as a **summary for publication by 'ProQuest information and learning'** as required for examination purposes.

I humbly request you to **delete my previously e-mailed work** submitted in your office in **January 2008** and **use this latest approved final copy for examination purposes.**

Thanking you in anticipation

Yours in studies



Nesane, MAN

**e-mail: *meyere1 @ unisa.ac.za*.**

**Fax: to 012 429 2429**

Nesane MA [3464 483-0]  
Kutama-Sinthumule Prison  
Private Bag X 2006  
Louis Trichardt, 0920  
22 July 2008

The **Registrar [Academic]**  
Att: **Documentation, M & D Section**  
University of South Africa  
P.O. Box 392  
UNISA, 0003

Sir/madam


Re: **Submission of my final (hard copies) work [MEd. Education Management]**

The above matter refers.

Please receive my finally marked research work (two copies) as required. I have been instructed by my supervisor (Prof. CA Jansen) to submit this work at your office. One other copy shall be handed to her.

Thanking you in anticipation

Yours in studies



Nesane, MAN