

**Exploring Experiences of Principals in Recruiting and Retaining Qualified
Educators in Schools Located in Rural Areas: A Case Study in King
Cetshwayo Circuit**

By

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**A Dissertation submitted in partial fulfilment for the Degree of Master of Education in
the School of Education in the discipline, Educational Leadership, Management and
Policy**

UNIVERSITY OF KWAZULU-NATAL

December 2018

Durban, South Africa

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25 April 2017

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Dear Miss Mabida

Protocol Reference Number: HSS/D365/017M

Project Title: Experiences of primary school principals in recruiting and retaining qualified educators in schools located in rural areas: A case study

Full Approval – Expedited Application

In response to your application received 19 April 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

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DECLARATION

I, Lucia Nomvula Butter Mabida declare that:

- i. The research reported in this dissertation, except where otherwise indicated is my own original work.
- ii. This dissertation has not been submitted for any degree or examination at any other university.
- iii. This dissertation does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
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Signed..... Date.....

Statement by Supervisor:

This dissertation is submitted with/without my approval.

Signed Date.....

DEDICATION

This dissertation is dedicated to my son and his wife, all my sisters and brothers and their children. My second dedication goes to my grand-children; I need them to focus on their studies.

ACKNOWLEDGEMENT

To the Lord Almighty, I am humbled. I would like to express my sincere appreciation and gratitude to the following people, without their assistance, this study would not have been possible.

- I express my gratitude to **Dr Bongani Mkhize**, his personality, expert advice, and guidance has assisted me immensely with the research; and for the support during my studies.
- My son Wanele and his wife Sindiswa Dlamini, for support and taking over all the chaos at home for the whole duration of my studies. The support you have given me has not gone unnoticed.
- All my siblings, Sanele, Thandeka, Thulile, Lungile, Mercy, Mkhululi and Zama for your thoughts and prayers. My two mothers, Dumazile and Fikile, I know you have prayed for me tirelessly.
- My two most important friends, Siyabonga Nkambule and Nomusa Sthole for supplying me with material and equipment to assist me, which has made the study a great learning and enjoyable experience.
- Mr Bheki Dlamini, my principal, for affording me time, internet to fulfil my dream. You have given me a great deal of ideas and constant support.
- All Sizakhele primary school staff for words of encouragement; without your support I would have not completed my study.
- Last but not least, **Ntandokazi Dlamini**, my granddaughter, who was only 7 years. You had sacrificed a lot through this study, including staying alone at home during the day and night, being neglected and not given enough love as a child. Thank you my angel.

ABSTRACT

Some principals in schools located in rural areas are faced with a major challenge of recruiting and retaining qualified educators. Hence education is mostly affected by these shortages. This study sought to explore the experiences of principals in recruiting and retaining qualified educators in schools located in the rural areas of King Cetshwayo District. Through a qualitative case study of qualified educators, this study overcomes this gap by exploring experiences that affect the recruitment and retention of qualified educators in rural settings in KwaZulu-Natal. This study is located within an interpretive paradigm. The data was generated in three primary schools where principals were purposively sampled as participants. Semi-structured interviews were administered. The objectives of the study were to explore the experiences of principals in recruiting qualified educators; to explore the experiences of principals in retaining qualified educators; and to understand how challenges experienced by principals in recruiting and retaining qualified educators in schools located in rural areas are mitigated. This study is underpinned under two theories: human relations and job embeddedness theory. The findings supported by the literature reviewed revealed that school principals are faced with the following challenges in recruiting and retaining qualified educators: geographic and social isolation, as well as poor working conditions; mitigation strategies included recruiting persons with rural backgrounds, providing mentoring platforms, and parental involvement. Few recommendations were made towards recruitment and retention of qualified educators located in rural areas. The first recommendation is directed to principals of primary schools located in rural areas. The second one is directed to the research community for further studies to be conducted in this area.

ABBREVIATIONS AND ACRONYMS

DUT	Durban University of Technology
HoD	Head of Department
ICT	Information Communication Technology
NCS	National Curriculum Statement
NCTAF	National Commission on Teaching and America's Future
OBE	Outcome Based Education
PGCE	Post Graduate Certificate in Education
PL1	Post Level 1
PPM	Post Provision Modern
RDP	Reconstruction and Development Programme
RNCS	Revised National Curriculum Statement
SASMS	South African School Management Systems
SGB	School Governing Body
SMT	School Management Team

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CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 Introduction

Education is one of the challenges South Africa is currently facing, this is demonstrated by Ministers of Education. Whenever the Minister is sworn in, he/she sometimes makes policy or curriculum changes to enhance the education system in South Africa. Many changes have taken place in the South African education system, since the 1994 post democratic government came into power. These changes may pose challenges if not addressed fairly. Some of these changes are former Model C schools where blacks were not allowed to attend, curriculum approaches, for instance Outcome Based Education (OBE), National Curriculum Statement (NCS), Revised National Curriculum Statement (2005) etc. Despite these changes, there seems to be other aspects that need to be addressed such as educator recruitment and retention in schools located in rural areas. This may hinder education for learners staying in these areas. These learners may not have qualified educators. In terms of Republic of South Africa (1996), Section 9 (1) (a) p.12 *“everyone has the right to basic education. (3) (a) p.12 everyone has the right to establish and maintain, at their own expense, standards that are not inferior to standards at comparable public educational institutions.* There are various assumptions and among these, qualified educators neglect posts in rural settings for various reasons. Miller (2012) provides information that may be useful to policy makers who continuously seek to direct resources which are intended to improve teacher retention to the neediest rural communities. This study is based on the assumptions that principals of schools located in rural areas experience challenges in recruiting and retaining qualified educators. Consequently, this study sought to explore the experiences of principals in recruiting and retaining qualified educators in schools located in rural areas.

This chapter is an introductory chapter, it serves an overview of the entire study. This chapter gives direction on what is envisaged by the whole study. The study is aligned with the background which is appropriate, the purpose, and rationale to be afforded. The significance of the study, as well as objectives is provided followed by the critical questions that will form the pillar, during the course of the study. The critical questions were cross-examined to provide

the authenticity of the study. Thereafter the definitions of key concepts were offered. Furthermore the delimitations of the study were provided.

1.2 Background

The primary goal for the school is to teach and learn, for this goal to be attainable there must be qualified educators. In some schools, it is not easy to accomplish this goal, since principals are faced with a challenge to recruit and retain qualified educators. This happens mostly in schools located in rural areas. In most countries, education is put as top priority as in the case of South Africa. In South Africa, every child who is at the school-going age must be at school. This is supported by South African Schools Acts Section 3, *“every parent must cause every learner for whom he or she is responsible to attend a school from the first school day of the year in which such learner reaches the age of seven years until the last school day of the year in which such learner reaches the age of fifteen years or the ninth grade, whichever occurs first.* This suggests that parents must take their children to school, and when there are at school there must be a qualified educator in front of a learner, in order for a learner to attain quality education.

Education plays an integral role in the country. Some places in South Africa have a shortage of qualified educators. This shortage of qualified educators is mainly noticed in schools located in rural areas. Teacher recruitment and retention in these schools remain a daunting task for principals. This is instigated by various reasons including working conditions. Literature concerning this problem insinuates that the majority of learners who are out of school are in rural areas (Mulkeen, 2005). This suggests that parents in schools located in rural areas have less interest in school related matters, since they have low education level. Thereby the issue of recruitment and retention of qualified educators, in rural settings is a huge challenge, since parental involvement is very low.

Most educators prefer to teach in urban areas. It is believed that the inequality in distribution of qualified educators may have a huge impact in learners' education. Dumisa (2015) asserts that there is a shortage of skilled and qualified educators in subjects like mathematics and physical science in most public schools located in the rural areas. She further adds that this has an adverse effect on school value and outcomes. Qualified educators spend little time in schools located in rural areas and then leave (Boyd, Lankford, Loeb, Ronfeldt and Wyckoff, 2011).

1.3 Statement of the problem

Some schools in King Cetshwayo District do not have enough qualified educators; some of them have a bigger number of unqualified educators than qualified ones. There is a dearth of knowledge on why some schools have this challenge. Throughout the year, there is disruption of teaching and learning which happens when an educator decides to leave in the middle of the year. Subsequently, it is a first step to understand the experiences of principals in recruiting and retaining qualified educators in schools located in rural areas before the mitigation strategies are employed.

1.4. Rationale of the study

I have taught in a school located in a rural area for approximately 10 years, 4 years as post level 1 (PL1) educator, and 6 years as a Head of Department (HoD). I was part of the staff that consisted of 10 members including the principal. In addition, the myself and the principal were the only qualified and permanently employed staff, while the rest of the staff were under-qualified and on contract basis; the reason for shortage of qualified educators in the school is attributed to its geographic location. I have observed this pattern with great concern during the time spent with some educators. Some qualified educators made some utterances that they did not intend to stay longer than the serving probation years and as soon as they get their employee number they would leave the school. Therefore, due to the shortage of staff, the school resorted to recruit anyone who could teach the learners at the time, even if they were unqualified.

Collins (1999) suggests that to recruit educators of schools located in rural areas; educators with rural backgrounds are better candidates. Furthermore he asserts that the above mentioned can contribute positively in recruiting and retaining qualified educators in schools located in rural areas because people with such background can adapt easily in these environments and can stay and teach. This assertion concurs with Collins (1999) when he emphasises that the rural background of the candidate should be considered when recruiting; this can improve the retention span.

The other reasons that have prompted me to undertake this study is to explore and understand the experiences of the principals in recruiting and retaining qualified educators in schools located in rural areas. Through interaction with colleagues, it was revealed that one of them had a qualification of Taxation Diploma which she obtained in Durban University of Technology (DUT) formerly known as Natal Technikon, although she did not have a

professional educators' qualification. The colleague was on a three months contract substituting another colleague who was on sick leave. She enrolled at University of Zululand studying towards Post Graduate Certificate in Education (PGCE) and after graduating in her studies as a qualified educator she left the school and went to work in an urban school.

Since I was in the School Management Team (SMT), I was exposed to the stress of losing an educator more especially in the middle of the year; consequently, the time table has to be re-done and a new teacher has to be found as soon as possible. Thus, a gap was identified and a need for this study arose. There is literature on educator recruitment and retention but very few which explore the experiences of the principals in schools located in rural areas, particularly in Kwazulu-Natal, Melmoth, King Cetshwayo District.

1.5 Significance of the study

This study may contribute to a body of knowledge on how principals in schools located in rural areas may recruit and retain qualified educators. It may assist in providing principals of schools with mitigation strategies on retaining qualified educators. Furthermore, it is hoped that the findings of this study will help policy makers to take cognisance of impact that may be caused by the shortage of qualified educators. Researchers may use data generated in this study and conduct further research. This study may change the stereotypes associated with schools located in rural areas. Educators who are teaching in schools located in rural settings may feel valued and recognised through this study.

1.6 Objectives of the study

The purpose of this study is debated into the following statements:

1. To explore the experiences of the principals in recruiting qualified educators in schools located in rural areas.
2. To explore the experiences of the principals in retaining qualified educators in schools located in rural areas.
3. To understand how principals mitigate the challenges faced in recruiting and retaining qualified educators in rural schools.

1.7 Critical questions

This study is discoursed in one main question which is:

What are the experiences of the principals in recruiting and retaining qualified educators in schools located in rural areas?

The following are the sub-questions:

1. What are the challenges experienced by the principals in recruiting qualified educators in schools located in rural areas?
2. What are the challenges experienced by the principals in retaining qualified educators in schools located in rural areas?
3. How do principals mitigate the challenges of recruiting and retaining qualified educators in schools located in rural area?

1.8 Defining the key concepts

Recruitment

According to Breaugh and Starke (2000) recruitment embraces those practices and activities conceded by institutions with the principal tenacity of identifying and attracting prospective candidates. The recruitment demands the selection and attraction of the suitable candidates within a system. This means that the best incumbent must be employed in terms of skills and knowledge of work.

Retention

Definitions of retention demonstrate that most businesses are trying to maintain a working environment that will support their current staff so that they remain in the company for a longer period. Retention also aims at enhancing staff job satisfaction and reduces extensive costs involved in hiring and training new staff; which is also time consuming and can reduce production (Garcia, 2018).

1.9 Demarcation of the study

This study focused on three principals from primary schools in Melmoth area within King Cetshwayo Circuit of Zululand Region; each school had one participant who is the school principal. These schools are located in rural areas associated with a shortage of most amenities

usually found in urban areas. The study is limited in the aforementioned area and based on the experiences of the three principals in recruiting and retaining qualified educators.

1.10 Outline of the study

The research study is divided into five chapters.

Chapter One

Chapter one provides a general background and overview of key aspects of this study. This study was introduced by giving a background to the study. The aim, the motivation and rationale of the study and significance of this study was presented. The key research questions that informed this study were listed followed by the definition of key terms used in this study. A brief outline of the methodology employed in this study, which is a face to face interviews, semi structured interview questions and purposive sampling and a chapter outline brought this chapter to conclusion.

Chapter Two

This chapter presents a literature review, reviewing a body of knowledge that already exist with regards to the key research questions. The chapter reviews local and global studies to identify gaps. Theoretical frameworks that underpin the study are also utilised and defined, as well as person(s) who formulated it. The main components of the theory are also presented and justifications provided.

The theory is used to elaborate on the experiences of principals in recruiting and retaining qualified educators in schools located in rural areas.

Chapter Three

This chapter presents an account of the research design, research paradigm, methodology, and data generation method. Sampling procedures are presented and how the sample was selected. An exposition of the issues of trustworthiness and ethical issues are also discussed. study limitations are also presented.

Chapter Four

Chapter four presents data presentation and discussion. The data is presented under themes that emerged from the data analysis. Verbatim quotes are used as evidence. Theoretical framework and related literature was infused under each theme and summary of each theme followed.

Chapter Five

This chapter presents the entire summary of the study; study findings are discussed and recommendations based on these findings are stated, as well as conclusions of the study.

1.11 Chapter Summary

This introductory chapter presented the background of the study, problem statement, rationale, significance of the study, critical question and the study objectives respectively. The definition of key concepts, delimitations of the study were also presented and how the study is organised was provided.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

The previous chapter was an introductory chapter that outlined the research background, problem statement, purpose of the study, significance of the study, study objectives and questions as well as defining the key concepts of the study. It ended by presenting an outline for the entire study. The current chapter focuses on the review of literature related to the experiences of principals in recruitment and retaining of qualified educators in schools located in rural areas. This literature review embodies many aspects on recruitment and retention used in different countries. Recruitment and retention are terms that are commonly used in labour market research. In this chapter the literature relating to recruitment and retaining of qualified educators in schools located in rural areas is reviewed, and the theoretical framework pertinent to the study is discussed. Theoretical frameworks used in this study were Human Relations Theory and Job embeddedness Theory; the theories were found to be suitable for this study. This study explores the experiences of principals in recruiting and retaining qualified educators in schools located in rural areas. These two theories therefore provide variety of factors affecting recruitment and retention of qualified educators including societal influences that occur outside the work place. Consequently educators are not only affected inside the school premises but even in their social life, which can affect the recruitment and retention factors.

As mentioned earlier, the focus of this study is the experiences of principals with regards to recruiting and retaining qualified educators in schools located in rural areas. This chapter is premised on the idea that to develop a profound understanding of experiences of principals in recruiting and retaining qualified educators, it is necessary to review related literature around what factors contribute to recruitment and how retention is managed. First, the chapter unpacks the concept of recruitment and its by-products. Second, it discovers the retention strategies. Third, this chapter unpacks the rural concept to attempt and understand rural educators' needs. Recruitment and retention are terms that are used throughout this study. The chapter therefore presents a brief picture of different countries on the policy issues of recruitment and retaining educators in the system.

2.2 Recruitment of qualified educators in schools located in rural areas

Before reviewing the literature, it seems appropriate to offer a definition of what is meant by the term recruitment. Breaugh and Starke (2000) [aver that](#) recruitment embraces those practices

and activities conceded by institutions with the principal tenacity of identifying and attracting prospective candidates. The recruitment demands the selection and attraction of the suitable candidates within a system. This means that the best incumbent must be employed in terms of skills and knowledge of work.

In the United States, the problem of rural teacher recruitment and retention varies from corner to corner, some states have teacher excess, and some are experiencing teacher shortages (Collins, 1999). Similarly, in South Africa, Rationalisation and Redeployment commonly known as R & R was introduced in a bid to balance the educator surpluses and shortages (Meyiwa, 2011). The aforementioned author further asserts in her study that educators were forced to move from school A to school B, afraid of being retrenched; and resignations as well as attributes of teacher turnover and attrition were high. Collins (2009) further states that an ample number of teachers were trained according to the National Association of State Boards of Education. The problem then lies with teacher distribution. Meyiwa (2011) further states that legislatures deal with the issues of teacher recruitment and retention differently depending on the states' circumstances.

The fundamental and straight-forward goal in the United States is to provide a high-quality education to every student. To fulfil that goal, the state requires an adequate supply of proficient and competent individuals who are willing and able to serve as teachers having relevant skills. It can be argued that without recognising the skills of individuals who ought to develop knowledge themselves, real learning is not envisaged to occur in schools (Guarino, Santibanes & Daley, 2006). Collins (2009) suggests that to recruit teachers of schools located in rural areas; administrators must take candidates with a rural background. Guarino *et al.* (2006) further assert that rural background and experience play a vital role for racially or culturally diverse communities.

Rihani (2015) claims that geographic isolation has adverse effects on attracting educators as rural districts tend to have problems in attracting educators. This is because isolation seems unappealing to young novice educators. Geographic isolation includes distance isolation, whereby the school is located many kilometres away from the technological advancement that results in network. Moreover, educators are isolated from the provisional facilities, for instance, health services, tertiary institutions among others. Rihani (2015) further argues that challenging working conditions such as electricity, parental involvement, and resource shortages are

contributing factors in recruiting and retaining of qualified educators in the United States of America.

Rust and Dalin (2014) note that qualified educators are usually unwilling to stay in rural environments. A study by Akyeampong and Lewin (2016) reports that over 80% of educators in Ghana desire teaching in urban schools. Remote placements are detested for several causes. For instance, Akyeampong and Stephens (2014) report that student teachers in Ghana considered teaching in rural areas as unpleasant due to risks of diseases, challenges with native languages, as well as unbefitting teacher housing. For Towse, Osaki Funja and Kirua (2013), student teachers in Tanzania voiced distress over poor home housing under standard classrooms, inadequate school resources, scarce medical facilities, and limited leisure opportunities.

2.2.1 Lack of suitable accommodation

Lack of suitable accommodation has been reported in most studies as a main cause for educators having an aversion to teaching in schools located in rural areas. Therefore, principals can make efforts to provide accommodation for their staff. In some rural constituencies, accommodation for educators is deserted to the degree that it stops to be an incentive and turns out to be a liability. As stated by Diamond (2013), principals for schools located in rural areas can search for organizations that assist communities to launch a non-profit organization to construct local housing for educators. The revenue from these units can be used to cover building costs, maintenance, as well as upkeep.

Hence, for educators to work and stay in rural areas, there is need for the provision of accommodation. Where educators cannot stay near the school, they are probable to spend a considerable time travelling, usually to the disadvantage of their school work. Accommodation is mainly crucial for female educators. For instance, in Malawi, studies reveal a strong link between the accessibility of accommodation in an area and the turnout of female educators in rural schools (Mulkeen, 2005). In one study undertaken on primary school educators' attrition in Uganda, provision of accommodation was considered to be a significant factor in safeguarding educator retention, particularly in rural areas (Mulkeen, 2005). This therefore demonstrates the need for provision of accommodation if educators are to be attracted to schools located in rural areas, as well as retaining them.

2.2.2 Lack of opportunities for career developments

Educators in remote schools usually feel left out from prospects for involvement in professional development or even consultation. Hence, they may find it challenging to protect their prerogatives such as professional development opportunities, benefits, and salaries from provincial education administrations, usually owing to fraudulent officials. This challenge is more aggravated where a high percentage of student educators are from urban backgrounds. Such student educators have a high possibility of being unhappy with placements in rural areas or remote communities (Brodie, Lelliott, & Davis, 2014). Another drawback for rural areas can come from a lack of teaching in the native language whereby an educator is not fluent in the native language, leaving the educator isolated, socially and professionally in the community. Career development and prospects for advanced studies are usually unobtainable or very hard to come across in schools located in the rural areas. Aside from this, prospects for elevation are very lean among the different classifications of educators (Powley, 2013). Despite low educator motivation, yearly retention is conveyed to be minimal mostly because alternate employment prospects are narrow. The postponements experienced in the administration of imbursement of educators' salaries can at times be prolonged up to three months. This contributes to the decrease and tardiness in motivational levels amongst educators, which have intensified levels of discontentment and desperation, bringing about extremely poor quality of education (Nelson, Drown & Gould, 2000). At times, government agencies do have the currency to remunerate, but procrastinate endlessly and the educators have to be patient for their incomes; usually their retirement funds are not remunerated when they retire (Yost, 2016). Consequently, educators continue to search for opportunities to make ends meet, and if they happen to get another job, they leave teaching.

Owing to limited number of schools and restricted positions, few chances exist to improve one's profession while employed in rural areas. Therefore, new educators may prefer teaching in rural schools for a short period of time.

2.2.3 Limited marriage prospects for female educators

Interestingly, rural placements may present certain challenges for female educators. Hedges (2015) highlights that single female educators may feel insecure in remote areas or consider having better marriage opportunities in metropolitan areas. On the other hand, Gaynor (2017) points out that married female educators may be unwilling to take a rural placement if it includes moving away from their spouses. The unpopularity of remote stations has dual self-reinforcing impressions. First, in certain occasions, the transfer arrangement is utilised to move

educators to unpopular posts as a penalty for inappropriate conduct, such as misbehaving with female students or theft (Voluntary Service Overseas [VSO], 2016). Consequently, this can generate a complex focus of mischievous educators in schools beyond assessment mechanisms and discourages the current staff. VSO (2016) identifies the second one as a situation whereby a shortage of educators in rural regions exist, with educators in the rural schools experiencing more workloads, further aggregating the acceptance of a rural placement.

The subject of marriage opportunity for female teachers or teachers with families is further worsened by the circumstance that rural provinces or states remunerate less than their larger counterparts, and within provinces/states, rural educators' pay is less than that of urban educators (Jimerson, 2013). This is worsened by the fact that inexperienced educators in all settings "tend to earn less than in other professions requiring similar levels of education" (Nelson, 2000, p.203). Rural educators are poorly paid for an already underpaid occupation as assessed by the level of qualification, which results in a shortage. The circumstance that educators are poorly paid in rural settings primes a disastrous distribution problem, which results in qualified new educators evading the areas that they are needed most (Darling-Hammond, 2013). This means limited employment opportunities for spouses.

2.2.4 Insufficient resources

Districts and schools are relentlessly engaged in activities related to the recruitment and retention of their instructional staff. Despite growing school aged population, schools and districts are obliged to fight to maintain standards for teaching quality, while constantly recruiting bright new educators and seeking to retain their most effective existing educators (Guarino *et al.*, 2006). Guarino *et al.* (2006) further talk of the twofold goals of recruiting and retaining effective teachers, arguing that teachers are often difficult to apprehend because of insufficient and sometimes deteriorating resources in schools located in rural areas. Similarly, Leukens, Lyter and Fox (2004) in their study, note that some reasons for abandoning rural schools as pointed out by educators are lack of basic resources, ineffective leadership, as well as class sizes. Educators also highlighted that overwhelming paper work limited them from planning and preparing for instruction. In South Africa the Minister of Basic Education, Angie Motshekga, and her Deputy Minister, Enver Surty, have tried several attempts to reduce paper work in school, but their efforts have been futile. Teachers' unions are also negotiating the issue of 1:32 ratios (meaning one educator teaches 32 learners), but in most schools this is still

an unattainable goal. Some schools are under-resourced, whereas others are well- resourced (especially former model C schools).

Continuing on the issue of shortage of resources, rural educators usually have less access to learning materials. A number of classrooms only have desks, a chalkboard, and chalk. Excess numbers ensure that learners have no choice but to share the limited resources, such as the few textbooks, available. There are very few visual aids on the wall or charts; the classrooms are extremely bare (Powley, 2013). This inadequacy of resources is a major contributor in educator attrition. McGowen (2007) showed that educator retention is directly linked to the quality of the school facilities. Consequently, rural schools are hard to staff and keep staffed. Thus, these schools have no choice but to recruit unqualified educators who may be lacking experience, qualifications or both.

2.3 Retention of educators

This section addresses several aspects pertaining to educator retention, discussing issues such as administrative support, educator preparation as well as career development, salary and comparisons of what stimulates educators through all ranks of schooling.

Definitions of retention demonstrate that most businesses are trying to maintain a working environment that will support their current staff so that they remain in the company for a longer period. Retention also aims at enhancing staff job satisfaction and reduces the extensive costs involved in hiring and training new staff, which is also time consuming and can reduce production (Garcia, 2018). This means that institutions are trying to retain their staff members for quite a long time to maximise the productivity as well as saving costs in training new employees. It is crucial that schools find effective methods in retaining educators (Scheopner, 2010). Scheopner (2010) further maintains that although it is imperative for schools to find better ways to retain educators, it does not necessarily mean that all teachers must be retained. Some attrition is necessary and it must be done; this can benefit the school. The weeding out of unproductive teachers and recruiting new effective, innovative staff who will bring new ideas to school culture is necessary (Dumler, 2015).

Numerous studies on educator retention propose that several main factors influence teacher retention. Research highlights that educators select the profession because they anticipate creating a change in learners' lives (Moore-Johnson, 2013). In addition, Moore-Johnson (2013) notes that, when schools of the teachers he studied made achievement possible, the teachers

remained. On the other hand, when the schools were dysfunctional resulting in teaching difficulties, the educators transferred to better schools or left teaching totally. The major issues that disturb teacher achievement in schools in the existing body of enquiry on educator retention focus on administrative support and leadership, educator preparation, as well as career development and salary. Yost (2016) stresses that educators who obtain particular training in teaching, are qualified apprentices, members of a supportive training program reassuring self-reflection and positive criticism, and are most likely to continue in teaching (National Commission on Teaching and America's Future [NCTAF], 2014). On the contrary, Darling-Hammond (2013) notes that several research accounts propose that educators with insufficient preparation can possibly abandon teaching in their first years of teaching.

Lowe (2006) reports that on the North Central Regional Educational Laboratory of 2014, loan forgiveness were used to motivate new educators in some schools located in rural areas. In such occasions, school constituencies shoulder complete or partial responsibility for imbursement of learner loans and additional less expensive arrears for new educators. In this scenario school constituencies may contact loaning organisations that have beginning educators as clients, and liaise with them to aid the consolidation of loans and lessen interest rates. Constituencies can approach their local banks as well for support in this effort.

Furthermore, constituency-focused professional developmental activities (PDAs) enhance educator effectiveness by permitting them to acquire knowledge with and through others, since teachers from diverse schools and school constituencies present ground-breaking concepts to share; acquaintances turn to be a resource as educators learn from the experiences of others (Mukeredzi, 2013). Frequently these ground-breaking concepts are carried back and utilised in the classroom; moreover, networking improves educator knowledge and nurtures future connections by creating a sense of solidarity (Mukeredzi, 2013).

In addition, Hammond (2016) states that educators who are engaged in exhausting research decision-making as well as goal-setting practices have a high possibility of adjusting education to learners' needs, ground resolutions on research prospects, and permit learners to develop their own education goals. Mitchel (2015) points out that when educators gain influence in making decisions concerning discipline, they start working as one to realise a succession of learner-centred undertakings that empower learners to be responsible for their own behaviours. Consequently, there will be less discipline challenges in the classroom, increased learner involvement, as well as enhanced teacher contentment.

Ingersoll (2013) is of the view that along with career improvement, administrative backing is constantly discussed in literature on educator retention. Analyses of literature on administration and educator retention propose that school leadership influences several working circumstances that considerably influence educator profession contentment and retention (Ingersoll, Merrill & May, 2012). Other dynamics that significantly influence new educators are the same as issues that influence retention for more proficient educators. Darling-Hammond (2013) states that research on educator retention for proficient educators proposes that continuous career autonomy, career development, and better prospects to partake in school extensive decision-making significantly influence educator retention (Darling-Hammond, 2013).

The South African Department of Education (2012) highlights that monitoring and evaluations are essential undertakings that can guarantee obtaining results in any school. For the past years, the duties of school supervisors and inspectors have not been taken seriously (Swanson, 2012). Hence, monitoring and evaluation is one of the most effective ways of enhancing the educational system of South Africa. The inspectorate and supervision divisions of the country are short-staffed and have huge capacity gaps. These divisions also do not have adequate resources that will facilitate inspections, including vehicles to move around (Swanson, 2012). This turns out to be more challenging for rural areas where most villages are distant and not easy to reach. Therefore, as proposed by Dennis (2014), the inspectorate sector of the education system in SA must be refurbished through the delivery of sufficient resources that will enable them work efficiently and effectively. Furthermore, they should be empowered to be able to concentrate particularly on the rural areas. These undertakings ought not to be restricted to supervision and inspection of the educators, but cover the resources and facilities in the rural schools (Dennis, 2014).

The present study acknowledges the importance of measures taken by the South African Department of Education to address educator shortage in rural schools, but maintains that the problem is more intricate and needs holistic and collaborative efforts between stakeholders including educator education institutions. Consequently, the problem ought to be understood beyond the existing structural, short-term, and quick-fix approaches. Instead, these efforts ought to be accompanied by pre-service educator education programs that reorient the views of new educators to appreciate the likelihood of working in rural schools.

Berry (2014) is of the notion that principals can enhance communication as well as the quality of teaching, whilst concurrently promoting educator retention by utilizing their expert educators in a mentoring platform for new educators. Berry (2014) further points that leadership from building principals who device a mentoring platform encompassing mutual preparation time and teamwork for new educators, significantly lessens the possibility of an educator exiting after their initial year.

One study of seventy-nine first year educators by Cook and Van Cleaf (2015) submits that student teaching involvements in schools with demographics comparable to their initial teaching points presented a noticeable association with educator fulfillment. Moreover, Yost (2016) presented that new educator retention correlated with several prospects for contemplation as well as prompt problem solving in teaching. Such reflection enhanced prospects for achievement and has been linked to increased educator effectiveness. Offering skillful advisors to new educators has been revealed to significantly relate to educator retention (Ingersoll, 2013). As skillful advisors are offered for new educators, resolute matching of advisors and new educators has a strong bearing on the usefulness of this connection. This is cemented by a study by Johnson (2015) that randomly chose 374 first as well as second year educators in three different countries. The study established that new educators usually have unsuitable advisor ties and that proper matching of advisors is as imperative to the achievement of a new educator as well as allocating an advisor.

2.3.1 Mentoring of new educators

Additionally, principals of schools located in rural areas must understand that starting educators are not complete products. Determinations to run operational mentoring programs have been reported by Pan, Mutchler, Shapley, Bush and Glover (2016) to influence beginning educators in at least three substantial ways. Primarily, mentoring assists new educators to adjust to the philosophy and organization of the school that they are new to. Subsequently, mentoring will nurture self-assurance and offer beginning educators' reassurance to not merely stay in the area but continue with the occupation as well; finally, a comprehensive mentoring program will permit beginning educators to extend their knowledge-base as well as teaching skills. Glickman (2014) is of the view that mentoring ought to start as soon as new educators are recruited and last for some years. Glickman (2014) further states that it is essential to realize that mentoring is not just an unplanned practice. It is continuous and dedicated to offering as much care and support as possible. Therefore, for Glickman (2014), a genuine, trusting and supportive

relationship between the new educator and the mentor may be the distinction between their success and failure.

The process of selecting mentors is a crucial component of any mentoring programme. (Hammond, 2016) highlights that at least four features should be considered in mentor selection, which are allegiance to mentoring and their own improvement as a mentor, well-regarded and successful school leaders with strong character reputations with time to mentor, and devotion to being learners themselves. Dennis (2014) further emphasizes that matching the right mentor with a mentee is usually not an easy task, but is considered to work best when both developmental and choice needs are well-adjusted. Moreover, not only would the selection and matching be a deliberate process, but the training of mentors ought to be planned and accentuated. As such, mentor preparation ought to cover the content, that is, the resolution and nature of the system; methods, that is, coaching, reflecting as well as supporting; and assessment of mentoring.

Johnson (2015) notes the benefits of mentoring for those mentored to be as follows: visibility with chief personnel; exposure to new concepts as well as creativity; improved reflection, increased competence and confidence; safety from detrimental situations; prospects for challenging as well as risk-taking activities. However, due to mentoring being an active, mutual learning process, it also benefits the mentors. These benefits include a chance to critically assess their own processes; learning different skills; increasing own professional networks; renewing interest in teaching; long-lasting friendships and increasing their relevance to the larger education community.

2.4 Challenges of recruiting and retaining educators in rural schools

Absence of certain facilities accessible in metropolitan regions is usually mentioned as a hindrance to the recruitment and retaining of educators in rural schools.

2.4.1 Unavailability of transport and physical accessibility

As such, transport and physical accessibility are some of the challenges in some remote areas. Rural educators do not only have difficulties accessing delivery services such as electricity, but are professionally secluded as well. This is emphasised by Collins (1999) and Appleton (2014) who uphold that geographic isolation and seclusion are among the causes for qualified educators abandoning rural placements. Additional causes that have been cited by Handal, Watson, Petocz, and Maher (2013) are isolation from family, lack of resources, career fatigue,

and cultural obstacles. Hudson and Hudson (2016) further state that reduced professional and social rank stimulates contempt for rural placements. Furthermore, the scarcity of female qualified educators in schools located in rural areas is a lost opportunity to offer significant professional female role models to girls on an everyday basis (Rihani, 2015).

In relation to social isolation, rural areas normally have a very limited populace. As a result, there are limited prospects for social interaction. An educator's nearest neighbor may be a number of kilometers away, community occasions may be restricted, and very few prospects for extracurricular activities may exist among others (Monk, 2007). Equally, the limited populace affects the quantity of cultural activities and this can result in educators in rural areas having limited access to arts, museums, movies and other cultural events. These characteristics of rural areas make it a challenge to attract qualified educators.

2.4.2 Access to social services

The Department of Education of South Africa (2005) together with Nelson Mandela Foundation (2005) express the challenge of educator recruitment and retention in remote schools as a fraction of a wider public development problem confronting remote populations. The Nelson Mandela Foundation argues that absence of basic facilities such as provision of water, adequate infrastructure, electricity, clinics, and roads affect development and delivery of quality teaching in remote schools, as qualified educators are scarce due to the inadequacies of such services. Other related challenges are shortages of resources such as classroom space, textbooks etcetera.

Monk (2007) stresses that this sparse settlement, detachment from populous centers, high transaction costs, and rural people characteristically having a certain constriction of choice in most facets of life, such as employment, access to healthcare and schooling causes qualified educators to have an aversion for taking placements in schools located in rural areas.

2.5 How can principals mitigate the challenges of recruitment and retention of qualified educators in schools located in rural areas?

In schools located in rural areas where recruiting and retaining of qualified educators can be challenging, it is crucial that the planning for educator recruiting be an endless process. Web and Norton (2013) propose that school principals ought to produce goals for their constituency recruitment strategy every year. Participants of all stakeholder groups should be engaged at some juncture in this effort. Issues that can be addressed can relate to what a school can offer

to the community, the budget needed for the recruitment process and evaluation of the school's effectiveness among other issues of relevance. These issues cannot be addressed instantly and as such takes an endless and intensive effort from the whole learning community.

Trinidad, Sharplin, Lock, Ledger, Boyd and Terry (2013) point out that, recruiting and retaining qualified educators to work in remote places is a global challenge. Handal *et al.* (2013) described the dynamics that influence educator retention in remote schools by clustering them into three main classifications: personal, organisational, and professional. These dynamics are argued to cultivate a working atmosphere that promotes educator attrition together with career fatigue. Handal *et al.* (2013) propose that innovative use of modern technology, for instance, online media, may be grabbed to compensate for terrestrial distance and encourage a cooperative professional community.

Kabungaidze, Mahlatshana and Ngirange (2013) state that qualified educator scarcity in South African rural schools was a principal challenge in respect to attaining the Millennial Development Goals. This is hugely owing to an enormous discrepancy between rural and urban circumstances in relation to educator provision. It is argued that an answer to the quantity of educators in remote schools does not exist in training more educators, since overflow of educators already exists in urban schools (Mulkeen, 2005). What is necessary, according to Mulkeen (2005), is to consider creative ways of attracting educators in the urban regions to move to rural schools as well as graduating to search for work in the rural schools. With some of the personal, organisational, and professional dynamics given, schools in rural areas are mostly unappealing places for educators in quest of employment, even if it is the beginning of their professions.

The South African Department of Education (2012) highlighted that in order to deal with the scarcity of qualified rural educators, several strategies have been proposed which include applied internships, onsite career training of the recently assigned educators, monetary incentives, augmented student intake in teacher training platforms by offering financial assistance; for instance, bond bursaries and broadcasting rural recruitment operations. It can be concluded that both local and world-wide literature aimed efforts discussing teacher recruitment and retention mainly focus on educators who have graduated.

Enough money for a vigorous recruiting program can be one of the most vital matters in a rural school's budget. To offer an effective school rural principals and administrators, the focus

should be on recruiting qualified teachers (Sharplin, 2014). Therefore, a comprehensive recruiting program can progress if there is enough fiscal provision offered to sustain it.

For White and Kline (2013), principals in rural schools must introduce pre-service educators to local and rural education; the substantial matters pertinent to rural communities; a wide depiction of remote and regional settings, supporting pre-service educators to be acquainted with the multiplicity of remote and or rural as well as regional settings and societies; and a variety of possible practices. Sharplin (2014) states that preferably, pre-service educators must direct individual experience of remote and or rural as well as regional teaching in context. Therefore, such exposure can be made available through thoughtful modules that illuminate on mentioned matters as well as through qualified experience in schools located in rural areas.

According to Hedges (2015), several schemes have been developed in Ghana to boost retention. For instance, educators are obliged to have a contract signed. This means that if the teachers abandon teaching prior to their first three-year placement being over, they will be disqualified from further service in the government division and the guarantor is obliged to reimburse the bonded amount.

Increasing educator incomes might seem to be an apparent answer to attrition challenges. However, Macdonald (2013) holds that little evidence exists pertaining to increased income only having significant effect on retention. Cloke (2016) is of the notion that refining educators' professional, social, and physical experience of work, enhances dedication to their work, lessens attrition and usually is inexpensive than attempting to challenge salary or the expenses of educator discontent, loss, and retraining. Macdonald (2013) states some benefits that can reward or compensate qualified educators, enhancing retention at some cost include: improving educator accountability for educational decisions; decreasing class sizes; enhancing parental as well as societal support; upgrading educators' housing and school buildings; offering educator recognition and support; stimulating mutual relationships amongst administrators and educators; and offering educator medical care as well as counselling (Macdonald, 2013).

Therefore, principals and school systems must commit to advising better career autonomy to educators as evidence has demonstrated that it enhances the desirability of the profession as a career choice. This is so because educators are captivated and remain in the profession by feeling a sense of belonging, believing they have great contribution to the achievement of their school as well as its learners.

According to Hargreaves (2017), principals of rural schools, as part of their duties, must support and value educators, that is, working with instead of working through them; concentrate on supporting school development by building educator as well as school capacity; and safeguard educators against the extremes of the intensifying and at times conflicting outside pressures.

Louis and Kruse (2015) have demonstrated the imperative function of school-level leadership in the growth of a professional society. Hargreaves (2017) indicates that teacher efficacy, morale, working conditions, and professional autonomy have been demonstrated to be critical to the psychological lives of educators. According to Day, Harris, Hadfield, Tolley and Beresford (2014, p.20) “There is no doubt that teachers themselves prefer principals who are honest, communicative, participatory, collegial informal, supportive and demanding and reasonable in their expectations with a clear vision for the school - principals who work ‘with’ rather than ‘through’”.

Ulferts (2015) points out that another recruitment strategy takes account of undertaking exit interviews when educators resign to comprehend further why educators leave, counting for causes other than discontentment with their teaching posts. For Mueller, Carr-Stewart, Steeves and Marshall (2013), a great disturbance exists in learner success and workforce communication when workforce experiences turnovers. Consequently, elements of effective workplace teams are interrupted when educators leave, resulting in an increased likelihood for miscommunication and stressed working relations amongst the remaining workforce.

One of the arguments around recruitment and retention of qualified educators in schools located in rural areas is that principals must ensure that schools are operational and offer learning and teaching settings that are eye-catching. To address the challenges of recruitment and retention in rural schools, Sergiovanni (2016) argues that school organization, purpose and operation should be aligned with the values and beliefs rooted in the native society. Short and Greer (2017) are of the view that a school’s disposition is established by how well it unswervingly mirrors native culture, society, as well as the personal necessities and abilities of all participants. As such, no person wants to work in a school constituency where the situation for learning and teaching is not optimistic. Short and Greer (2017 p.17) further state that resident school administrators should create purpose and meaning at work by ensuring that “the people side of school” is the utmost significant part and that educators are empowered because of their personal effectiveness as professionals. Therefore, principals in rural schools must understand

that a quality setting for teaching as well as learning in their schools is imperative in recruiting and retaining quality qualified educators.

Hobbs (2014) points out that technology can offer the tools to advance the recruitment and retention processes of educators in schools located in rural areas. Technology can be utilized to cover the separation gap in rural areas by offering resources, information and support to teachers. For Hobbs (2014), obstacles, for instance hard-to-staff classes or course development challenges caused by the requirement for several qualifications, can be addressed by distance learning. Moreover, distance-learning technology can offer career development as well as continuing education prospects for educators. Distance learning technologies can also enable cross constituency mentoring relations between experienced and novel educators.

Edmonds (2013), through his groundbreaking enquiry on operational schools, defined an effective school as having robust leadership, a responsibility to monitoring improvement, an environment of order and safety, an emphasis on teaching essential skills and high anticipations for every learner. Lunenburg and Ornstein (2015) note that other researches have extended this list to contain the following aspects of an operational school: an explicitly recognized school mission established and shared by the workforce that augments the school's responsibility to a set of objectives for teaching; a nonviolent state that nurtures teaching and learning and school superintendents who are reliable instructional leaders. In addition, an effective school should have evaluation measures and accountability; great time on duty where learners partake in scheduled events to assist them master fundamental skills; great anticipations for the education of each learner; a well-built program that encompasses parents in the fundamental mission of the school; and regular monitoring of learner progress. Consequently, educators who are pleased with their occupations will execute their duties much better and possibly bear a few difficulties to work in the constituency.

Furthermore, it can be argued that school principals and/or administrators are liable for the achievement or failure of a school. Bennis and Nanus (2015) state that principals must deliver the vision, direction and leadership that will safeguard an outstanding teaching and learning atmosphere. This is further stressed by Cunningham and Cordeiro (2014) who point out that leadership success will govern the school's realization in offering the unsurpassed facilities to learners, whilst developing robust community backing. Therefore, to mitigate the challenges of recruitment and retention, principals in schools located in rural areas must admit accountability and be committed to the success level of their schools.

2.5.1 A School-community orientation may be of help to new educator in eliminating the feelings of being isolated

In the school where the researcher currently works, attending the funerals of persons known to the learner or members of the school governing body is important for the purpose of acceptance and a sense of belonging in the community, as the educators are members of a burial society. This can also create opportunity for the community to provide a form of support to the school such as protection against vandalism. Nieto (2013) as cited by Wardell (2010) brought to attention the reasons for retention, instead of asking why educators leave the profession, the above mentioned author questioned why educators stay, in her study of veteran high school teachers in the Boston Public Schools. In this study the findings were that educators chose to stay because of being accepted by the community in which the school is located.

2.6 The relationship between recruitment strategies and retention of qualified educators in schools located in rural areas

Through foregrounding the importance of preparing educators to teach in remote schools as a plan to dealing with the problem of recruiting and retaining qualified educators in such schools, this section discusses the possibility such a strategy has of reorienting qualified educators' views about rurality as well as teaching in remote schools. This segment further discusses the place of educator contentment and its precursors, that is, leadership, external pressures, classroom and school efficacy, as well as learner outcomes; and impacts, which are classroom and school efficiency, learner outcomes, educator recruitment and retention.

Beane (2016) states that as soon as one is in the profession, intrinsic reinforcements are reliably ranked on top in studies of educator satisfaction. Bath (2013) notes that educators who mutually work in a focused and meaningful environment have been reported to have a high possibility of remaining in the profession because they feel supported in their profession. Little (2015) established a strong indication of the significant impact of principal leadership on educators' self-efficacy as well as levels of determination. Conversely, in a study of fifty educators in Canada and America, De Vos and Kirsten (2015) highlight that, teachers who reported having experienced substantial principal ill-treatment had negative experiences which involved physiological and physical problems, short as well as long-term emotional and psychological complications, fragmented schools, and eventually leaving the work.

The New York State School Boards Association (2017), grounded on views voiced by rural school administrators and experienced educators, proposed three strategies to utilise in the

recruitment of qualified educators. These strategies included school executives' commitment to promote the visibility of rural schools; school principals identifying the type of educators who will be both effective and satisfied in rural school settings and; rural school administrators fighting the damaging stereotypes that surround rural schools.

2.6.1 Promoting the visibility of rural schools

While there is lack of extensive literature on educators' unions in Africa, it is recommended in the global literature that unions are a force as well as mechanism for improving educators' conditions of service in rural areas and making their schools visible. Seemingly, the strength of educators' membership as well as their ability to stimulate government executives is expressive of how well unions assist in improving educators' conditions of service. One study by Kline, White and Lock (2013) reports that in order to make educators' rural schools visible, unions ought to arrange information campaigns advocating the significance of the teaching occupation for the community at large, as well as the standards that it stands for. As such, it is essential that unions continually mobilise public opinion to offer educators better visibility, making their role in the community better appreciated, and rally more leaders of domestic society to their cause. This also implies making efforts to support the public as well as media image of unions as institutes standing for quality and equity in education.

The study by Boylan (2014) demonstrates that unions are a contributor in the education system, even though further study is required to determine the magnitude of their present or prospective influence in improving educators' conditions of service globally. It is important to find means to transform government systems to function more proficiently which may develop to be an area for union advocacy.

2.6.2 Educators who will be effective and satisfied with rural setting

By emphasizing the importance of preparing educators to teach in rural schools as a plan to addressing the problems of recruiting and retaining educators in such schools, this current subsection highlights the potential this plan has in reorienting apprentice educators' views about rurality and teaching in schools located in rural areas. Concurrently, the discussion invites considerations around the role of educator education institutions in rural education matters, particularly the recruitment and retention of qualified teachers in schools located in rural areas.

A developing body of worldwide literature on recruiting educators to rural schools illustrates that more optimistic attitudes toward rural and provincial placements are a result of professional experience and involvement in these areas (Hudson & Hudson, 2016). Kline *et al.* (2013) aver that workshops appear to nurture optimistic attitudes on graduate educators in taking up rural employment. Such attitudes develop from association between rural societies, teachers and institutions of higher education during rural and provincial professional experience.

As stated by White and Kline (2013), educator education institutions must expose pre-service educators to: the substantial matters pertinent to rural, provincial as well as remote education; helping pre-service educators to become acquainted with the multiplicity of rural, provincial and remote sites and societies, a wide depiction of rural, provincial as well as remote contexts; and a variety of prospective experiences. Preferably, for Sharplin (2014), pre-service educators require direct individual experience of rural, provincial as well as remote education in context. Such exposure can be available through planned modules that explain the mentioned issues as well as through professional experience in rural schools.

2.6.3 Fighting the damaging stereotypes that surround rural schools

The idea of rurality in South Africa is reported by Balfour, Mitchell and Moletsane (2008) to have been founded on common sense responsiveness. Such rural philosophies portray the rural in the adverse sense with a normalizing power. Isolation, poverty, disease, corruption, conservatism, entropy and traditionalism are all indistinguishable with rural locations. Such disturbing addresses in connection to rural life are at most awfully disempowering, particularly for those educators who are challenged to work in schools located in rural areas.

In the historic-political setting of South Africa, rural zones were a creation of the colonial as well as apartheid economic arrangement where unemployment and poverty was an instrument utilized to force out all able-bodied men to look for employment in the urban industrial areas. Consequently, the rural operated as a structure that feeds into the “national, economic and capital interests” (Cloke, 2016, p.26), but at the expense of rural improvement. These economic and operational perceptions of rurality are still evident in South Africa.

Corbett (2017) has argued that in the realm of education, up-and-coming graduates from rural locations are not engaged in the rural development schemes, but are swiftly incorporated into the metropolitan politico-economic schemes. In Corbett’s research, achievement in schooling

is linked with moving out of the rural setting. The urban area has its fascinations, especially for those with rural backgrounds. Therefore, the main questions for principals of schools located in rural areas should be, *“how may those who come from rural areas to pursue higher education in urban areas be motivated to return to rural areas?”*

2.6.4 How to utilize recruitment and retention of qualified educators

The New York State School Boards Association (2017) proposes the following steps in utilising the recruitment of qualified educators. Firstly, principals should aim for educators who have affection for a rural environment, want to be engaged in the society, value closeness with their learners, and value operating with a limited staff. Secondly, effort should be made to accentuate marketing points that rural areas can provide a good quality of life, security, and prospects for family events. Thirdly, the executive should utilise pleased faculty contacts, as well as society members to support the recruitment practice. In addition, the executive must identify possible educators; inspire pupils who desire teaching as a profession; and present native educators in an affirmative manner. Thereafter, the administration should look for assistance from community in solving issues linked to employment prospects for the partner of the concerned candidate, relocation expenditures and accommodation. Finally, the school must help and support new educators by allocating them a mentor or friend teacher.

Therefore, the principal has a central part in handling and retaining quality educated educators as mentioned by Williams and Kritsonis (2017). This is cemented by Berry (2014) who stresses that educators who do not get backing from administration have a high chance to fail and consequently search for a new job. Hence, administrators can assist in improving retention by being determined to communicate more effectually with educators.

The American Rural and Community Trust (2014) reports that several schools located in rural areas can produce their own educators by having dynamic and active future educator clubs in their schools. The Rural and Community Trust (2014) further reports that this is an exceptional means to make known to learners (apprentices) the teaching profession as well as providing a chance for them to work and live in their native communities after they become qualified. Principals can also encourage retired educators to come back to the classroom to teach at least half-time.

Web and Norton (2013) are of the view that identifying retired educators in the community and calling them to think about a return to teaching can help ease the qualified educator scarcity of schools located in rural areas. Educators retire for different causes and there may be some

excellent retirees residing in the community who may desire to have the opportunity to come back to the classroom (Web & Norton, 2013). Therefore, as part of a comprehensive recruitment and retention strategy of schools located in rural areas, principals should ensure that information about other means to educator qualifications is accessible to all members of the society.

Furthermore, to mitigate the challenges of recruitment and retention in schools located in rural areas, principals introduce community building by constantly working to improve the climate and culture of their schools. This is referred by Sergiovanni (2016) as building a community of practice and it can be the utmost operational way to develop a school that attracts qualified educators. Sergiovanni (2016) further highlights that building community includes promoting support and collegiality between staff and faculty. As such, educators who are participants of societies of practice have the prospect to ensure better work environment when their profession is linked to further faculty members in the school. Consequently, they will have the chance to acquire and share ideas collectively which aid in developing a shared vision of teaching and learning.

Morehart (2014) posits that existing staff can be the utmost supporters of the constituency recruitment program. As such, the staff should be allowed to be active members in constituency recruiting efforts by sending them to conferences, meetings, teacher fairs and other events where they can share actual businesses of their school. In relation to that, Gallagher, Bagin and Moore (2015) advice that principals should ensure IT staff develop colorful, slick brochures about the school as well as the community and have the brochures available at the school campus and other expedient places throughout the region. These can be handed out at conferences and meetings and any additional place that can be a base for educator recruitment.

In numerous circumstances when new educators are recruited, they receive very little information from the school constituency till they commence work. Rebores (2014) states that constituencies that “take care” of their educators start the welcoming practice the moment the educators sign a contract. As such, principals of schools located in rural areas should have an induction program placed for educators who are new to the school. Rebores (2014) is of the view that the minute new educators sign their contract the constituency should offer as much information about the community and school. The aforementioned author stresses that during the interim period, principals should make the new educators feel welcome, special and appreciated. Consequently, this gives the new educators feelings of belonging among other educators when they arrive in their new environments. Furthermore, Rebores (2014) proposes

that mechanisms can be put in place to send the new educators weekly notes or postcards that communicate the message that the community and the school are looking forward to their coming. In addition, copies of newspapers or other information can be sent to them that can notify them about their new school and community. In situations where the school does not have accommodation, a plan to assist them to find accommodation should be in place (Rebore, 2014). To sum it up, Rebore (2014) is of the view that principals of schools located in rural areas should do everything promising to make new educators feel enthusiastic about becoming a part of the school as well as community.

Moreover, Gallagher *et al.* (2015) propose that principals need to work with other rural schools in an effort to foster recruiting processes. By so doing, some schools can enable the expansion of recruiting efficiency and reduce the effect on an already strained budget. Gallagher *et al.* (2015) further state that, principals should assist create partnerships with educator training organisations that serve in their respective rural area. These institutions should be given current information pertaining to the school to inspire potential educators to examine the pronounced things the school has to offer. The principals can also encourage educators and administrators to volunteer as broadcasters in university educator training classes. This can serve to further uncover the distinctive features of the school.

2.7 Theoretical framework

Various theoretical views have been utilised to assess different aspects of education, including democratic opinions, formal theories, political theories, and ambiguity theories among others. Although such theories offer numerous circumstantial methods, the present study utilised the human relations theory and the job embeddedness theory to apprehend the circumstances surrounding the recruitment and retention of qualified educators in schools located in rural areas.

2.7.1 Human relations theory

The founder of the human relations theory is Elton Mayo. This theory originated from the series of Hawthorne experiments which were conducted in a Western electric Company (Mayo, 2016). Several experiments were conducted to prove whether working conditions affect the employees' production. The first one was a room with adequate light in which the study proved that when the light is decreased the production is negatively affected. It also proved that when the light was increased the productivity increased. It was further observed that whenever

employees were recognised, they felt the sense of belonging and being valued resulting in production increases. Therefore, for this reason, the human relations theory was found suitable for the current study because it considers more than one aspect in work related matters. This study explores the experiences of principals in recruiting and retaining qualified educators in schools located in rural areas. The Hawthorne experience proved that employees are not motivated by incentives only, but there are additional factors that motivate them.

Subsequently, when workers' needs are well taken of or addressed, most companies would benefit from production increase. Bath (2013) notes that educators who mutually work in a focused and meaningful environment have been reported to have a high possibility of remaining because they feel supported in their profession. This study explores the experiences of principals in recruiting and retaining qualified educators in rural areas. In rural areas, more factors affect recruitment and retaining of educators. Hawthorne effect derived its name from the results of the study that no one expected. The results showed that since workers were aware that they are subject and were included in a research, the production increased. This theory was used to demonstrate that other social aspects play a significance role in motivating employees to stay in the job. This may therefore explain why the school principals fail to recruit and retain qualified educators in schools located in rural areas. Noe, Hollenbeck, Gerhart and Wright (2006) explained human behaviour in production and the process of interaction and communication between the workers and management. He further asserts that management augment the performance of the company by providing employee satisfaction and develop reputation. The management is responsible for recruiting potential employees, determining their needs, teaching them how to perform their duties, prepare them for future as well as creating positive work environment (employee relations). This theory puts together and simplifies techniques on which the school principals should employ in the rural settings. This approach thereby influences a positive glance on the schools located in rural areas.

Guest (1999) posits that, to captivate the commitment of employees, there are greater chances to achieve mutual goals. The school principals therefore must place their focus centrally on novice educators and on winning their hearts and minds. This approach can assist in earning educator's loyalty coupled with productivity, thereby choosing to stay or leave the current job.

2.7.2 Job embeddedness theory

This theory is regarded as an extension of human relations theory by Mitchell, Holtom, Lee, Sablinski, and Erez (2001). The current study is rooted in job embeddedness as "the combined

forces that keep a person from leaving his or her job” (Yao, Lee, Mitchell, Burton & Sablinski, 2004, p.164). This theory is used in this study to expand and explain numerous reasons that influence a person to remain in the same job. This is a crucial aspect of the study. According to Mitchell *et al* (2001), this theory suggests that there are numerous reasons other than economic reasons that inspire individuals to remain in their jobs. Job embeddedness posits that when a person has a strong bond to an organisation and community, the greater the chances he or she will stay in the organisation. Recent studies (Mitchell, Holtom, Lee, Sablinski & Erez, 2001; Yao, Lee, Mitchell, Burton & Sablinski, 2004; Holtom, Mitchell & Lee, 2006) indicate that most organisations are faced by serious issues in the attraction and retention of valued employees. To replace an employee can be costly than the salary of the person leaving the job. These justifications are not only offering reasons for the shortage of qualified educators in schools located in rural areas, but they can be used as methods to be embraced by school principals to effectively recruit and retain them. Abelson (1987) found that other reasons that affect staying on jobs may be the age of a person, marital status, and being a parent requiring care, which were all associated with an employee being more likely to stay than to leave. Mitchell *et al.* (2001) highlight that hobbies and church-related activities are included in the factors that can influence commitment. Consequently, people may have many links in their everyday lives. Leaving their jobs and their homes may compromise some of these links.

Holtom, Mitchell and Lee (2006) argue that employees are embedded in their jobs through three major influences, which are fit, links and sacrifice.p.23. These influences help in establishing how much an employee is embedded in a social web:

Fit indicates how comfortable an employee is with an organisation (a school in this case); what an employee values; her future career goals, and any indication of growth; and whether an employee is competent with the demands of the current job. The principal must make certain that career goals are nurtured for his/her employees. It also indicates how an employee fits in the community and surrounding environment which is the weather, amenities such as water, internet, including culture in which an organisation is located. It is the duty of a principal working collaboratively with other stakeholders, to develop the environment, which is conducive for an employee to increase chances to stay.

Links implies the connection one has with other employees within an organisation. The more the social webs an employee is embedded in, the greater the chances of staying in the same job. Links also refers to the connection an employee has with community, an influence of family

with regards to employee decision-making. The stronger the bond one has with family or community, the stronger the influences become. A qualified educator may be willing to stay in a rural setting when there is a strong bond between him/her and the community or someone with relatives in the same community; hence, this theory is suitable for this study.

Sacrifice means the estimated cost an employee may lose when leaving the current job. It also refers to sacrificing community when an employee relocates to go to a new home; the bond that was established is sacrificed. This study explores the retention of qualified educators in schools located in rural areas; thus, a person with a family or relatives here can sacrifice this bond if she/he chooses to leave. This theory is therefore fit for this study (Holtom et al., 2006)

Consequently, it is noted that employees are not only motivated by salary or financial incentives. Job embeddedness indicates that there is a wide range of factors motivating individuals to stay on-the-job and off-the-job (Holtom et al., 2006). This theory fits this study because it was not used only to understand aspects that affect recruitment and retention of qualified educators, but also used to explain the reasons why employees want to leave or remain loyal to their jobs.

2.8 Chapter summary

The review of relevant literature examined the place of principals in rural schools in addressing the problem of recruiting and retaining qualified educators in South Africa. This review was done in relation to the study objectives and was also linked with developing research locally as well as globally. Research demonstrates that pre-service education platforms and rural teaching experience have a critical role in re-orienting qualified educators towards looking for work in rural schools. Low wages, geographic location, limited benefits, state of schools and accommodation have been discussed to adversely affect the recruitment challenges experienced by schools located in rural areas. Numerous studies have been done to investigate and explore educator recruitment challenges and offer propositions for improving the recruitment practice in rural schools. The following chapter will present the research methodology adopted in the current study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter dealt with the literature review on recruitment and retention of qualified educators in schools located in rural areas as well as the theoretical framework that underpins the study. The current chapter discusses and explains the research design and methodology adopted to carry out the study. This chapter begins with the introduction, followed by the research paradigm, research design, methodology, sampling, data generation methods, and data analysis procedure. The issues of trustworthiness and ethical considerations were tackled. Lastly, the chapter is concluded by the summary.

3.2 Research paradigm

A paradigm is defined as a pattern comprising a set of assumptions about what one thinks. It is further defined as the ideology that constitutes principles and our understanding of the world (de Vos, Strydom, Fouche & Delport, 2011; Punch & Oancea, 2014). The study was framed within the interpretive paradigm. Interpretive paradigm views reality from objects of study, meaning they believe social reality as subjectively constructed by the way people think and their behaviour. This means that social researchers must be constantly part and parcel of what they are studying (Cohen, Manion & Morrison, 2011; Denscombe, 2014). The role of an interpretive researcher is to interpret social phenomena and the main aim of research is to develop an understanding of what people believe in, as well as their lived experiences. The study's focal area is to explore the experiences of principals in recruiting and retaining qualified educators in schools located in rural areas. Interpretivists believe that reality is mind dependent and socially constructed; therefore, knowledge is subjective, and truth lies within human experiences (Bertram & Christiansen, 2014). I was therefore obliged to choose an interpretive paradigm to understand the recruitment and retention of qualified educators through the eyes of principals of schools located in rural areas. In this case, the researcher was able to extract a lot of information from the principals who were dealing with the study's phenomenon daily. Therefore, the interpretive research deals with components of the environment that unfolds naturally before the participants. Such participants relate to their daily experience.

It was noted that interpretivism is strongly influenced by phenomenology, an approach that advocates the need to consider the subjective interpretations of human beings and their perceptions of the world (Maree, 2016). Therefore, the argument is that, by studying people in their social contexts or natural environment, there is greater opportunity to understand the perceptions they have of their own activities. The same author further argues that to understand how people construct meaning within its multiplicity, the researcher has to enter their world and observe it from inside through the direct experience of the people. Cohen *et al.* (2007, p.19) assert that, “the role of the scientist in the interpretivist paradigm is to understand, explain and demystify social reality through the eyes of different participants”. Therefore, the utilisation of this method unearthed the most important information for the study.

Punch and Oancea (2014) posit that reality is limited to context and cannot be generalised. The data from this study is not prone to generalisation due to the use of an interpretivist paradigm because the study explores the experiences of three principals in recruiting and retaining qualified educators located in rural schools. Therefore, the data that was generated will not be generalised into one common reality. Conversely, this paradigm had a great impact on how then I perceived reality and interpretations of the findings. Since this study was embedded on the interpretive paradigm, interpretivists assumed that reality has many truths; it was therefore imperative to listen to individual’s social experiences. Punch and Oancea (2014) further proclaim that the main commitment of interpretive research is to take into account the experiences of people; for this reason, the research took place in a natural setting exactly where the participants live. Lincoln and Guba (1985) affirm that truth as socially constructed, acts as a framework that underpins the interpretive paradigm. I was therefore guided by these paradigms on how to relate with the participants by building a relationship of trust (rapport).

3.3 Research design

According to Punch and Oancea (2014), a research design is a fragmented fundamental plan which includes four key ideas: strategy, conceptual framework, the question of who or what to be studied, and lastly a tool design.

Kumar (2011) defines a research design as a compass to find direction that one follows to uncover phenomena and helps in finding valid answers for research questions. It is a given procedure to be followed in which specific methods to be utilised during the whole process of research are followed. The same author further asserts that the choice of research design is based on the researcher’s ontological and epistemological perspective, research skills, and

research practices; and influences the way in which they generate data. Qualitative research is defined by Creswell (2013) as the means of exploring and understanding one's meaning as assigned to social problems; the processes involved in this kind of research are emerging questions and procedures. Data is naturally generated from the participant's own setting. Hence, the study explored experiences of principals in recruiting and retaining qualified educators in schools located in rural areas.

Owing to the nature of the investigation understudy, this research relied on qualitative design because the study employed the daily experiences of three principals in recruiting and retaining qualified educators in rural schools. It is believed that the utilisation of this research design answered the research questions in line with the research problem. Qualitative researchers lean towards collecting data in the participant's place. In a qualitative research, the researchers do not invite participants in a neutral place and they do not send out instruments to collect data. They go to participants' natural setting and directly interact with participants to see their actions and behaviours within their own context (Creswell, 2014).

Amongst other factors qualitative researchers are determined to understand social phenomena from the view of participants; sometimes they go beyond and generate a theory. Therefore, qualitative research design was found suitable for this study because it allowed me to know participants personally, to understand their daily challenges and how they face these. This research design assisted me in making interpretations and best described the participants' actions (Brynard, Hanekom & Brynard, 2014).

3.4 Methodology

Yin (2013) describes a case study as a distinct instance of a restricted system such as a school. In this study, the schools located in rural areas are examined. The approach is qualitative using case study designed within an interpretive paradigm. In a case study, the researcher can look at a study because it is confined to a small number of units. According to McMillan and Schumacher (2006) in a case study, when one generates data, he or she deals with one phenomenon so that she or he understands it in depth regardless of the number of participants. McMillan and Schumacher (2006) concur with Fox and Bayat (2007) by saying a few cases studied yield understanding about the topic. Given the definition of bounded system, meaning, the case has specific boundaries, the study was limited to three principals of primary schools located in rural areas. In the process, the researcher became immersed in the experiences of participants and phenomena being studied (McMillan & Schumacher, 2006). The study sought

to explore the experiences of principals in recruiting and retaining qualified educators in schools located in rural areas. This was the case of principals of primary schools located in rural areas. Subsequently in a case study, when one is being studied, that person should extremely be a representative of that population (Rule & John, 2011).

Farquhar (2012) suggests that to reinforce the research findings, the researcher must employ a variety of data collection methods. This is evident of triangulation. According to Farquhar (2012), triangulation seems to be an essential concept in a case study, since looking at different perspectives of a phenomenon offers a very strong base for findings and promotes arguments on knowledge contribution. Even though I have used one method of data collection which is semi structured interviews I made sure that I probed the participants for further explanations on some aspects.

3.5 Sampling participants and schools

Sampling is when we select participants from the rest of the population as the researcher chooses which people or settings to gather information from, depending on the study (Blanche, Durrheim & Painter, 2006). Purposive sampling refers to the specific procedures that are concentrated exactly towards attaining specific type of elements (Dane, 2011). This study employed purposive sampling in order to find specific individuals. This is an exploratory research study which sought to explore experiences of principals in recruiting and retaining qualified educators in schools located in rural areas. As such, I intentionally selected three principals of schools located in rural areas. These three principals were chosen because they were a representation of the population being studied. School principals participate in recruiting staff in their schools. However, I do not intend to generalise the results obtained on the population. I employed purposive sampling technique to study participants who were rich in information as well as relevant places with the intention of gathering defined information. I chose these three principals of schools located in rural areas because they are likely to have knowledge about the phenomenon under exploration, which is recruitment and retention (McMillan & Schumacher, 2006). The above mentioned scholars further assert that the dominance of purposive sampling is that, a case study produces many insights.

Fox and Bayat (2007) argue that if the research domain is based on a biological domain, meaning place of birth, it compels one to find an individual who is accessible and willing to provide distinct information of his or her accomplishments, shedding light on the phenomenon under study. For this reason, I chose three principals from schools found in the rural areas of

King Cetshwayo Circuit. I also reached this decision on purposive sampling because these three principals are highly representative of the population since their schools are located in rural areas. My knowledge and judgment of participants was utilised to provide the best information to address the purpose of research. This is what led me in selecting these three principals to explore their experiences in recruiting and retaining qualified educators in schools located in rural areas.

3.6 Data generation methods

According to Bernard, Wutich and Ryan (2016), there are main categories of data collection methods about what humans think and how they behave namely: experiments, elicitation, as well as direct and indirect observation. Experiment is different from other methods given that the researcher purposefully controls the subject before observing results. This study used semi-structured interviews only as a source of generating data.

I generated data from three pre-selected primary schools, by engaging the principals in a dialogue. My relationship as a qualitative researcher with participants allowed the conversations to flow smoothly. A relationship of trust was built with the participants (*rapport*) as ethical issues were explained, which included confidentiality, anonymity and withdrawal from the study at any time if participants so wish.

3.6.1 Semi-structured interviews

Semi-structured interviews take place between two or more people, where the interviewer attempts to obtain data by asking questions. The researcher can prepare a list of predetermined questions so that the conversation between the two is clear and explores important issues (Kumar, 2011). In semi-structured interviews, similar questions are utilized which have been set prior to the interview. Semi-structured interviews allow flexibility in that, the interviewer can adjust the sequence on how topics are covered (Bernard *et al.*, 2016). These authors further suggest that probing is strategic to effective in-depth interviewing.

Three principals were interviewed in a face-to-face interview, which was a one-on-one steered communication. This yielded authentic results based on the principals' daily experiences because it was unlikely for a question to be misunderstood in a face to face interview, meaning if the question was not clear, I could reformulate it in a manner that was understood by the participant; thus, giving clear answers (Kumar, 2011). This kind of interview focused on an

individual who possessed special knowledge and was willing to share it with me (McMillan & Schumacher, 2006). Interviews are mostly used and are a useful method when generating data. Semi-structured interviews were chosen because they allowed follow-up and probing, as well as clarifying some questions (Bertram & Christiansen, 2014). There are different types of probing of which silent probing include, echo probing, head nodding probing, long question probing and Tell-Me-More probing (Bernard *et al.*, 2016). Therefore, the interviewer must carefully select the probing technique that will work well, since some can kill the interview. Therefore, I used head nodding, long question and Tell-Me-More probes often to keep the sessions alive at all times.

Usually there is an interviewer and interviewee, whereby the interviewer is recording the answers given by the interviewee (Kumar, 2011). I therefore made appointments to visit the participants for engaging in the interviews. The interviews were scheduled at a time convenient to the participants. Each interview took about 40 to 60 minutes where participants were engaged in face-to-face interviews so that I could understand the participants' perspectives of their recruitment and retention experiences in schools located in rural areas. There is an assumption which says the bond between the researcher and the participant will be improved when they engaged in face-to-face interaction and the confidence is improved which causes the participant to relax and provide the researcher with precise information. Kumar (2011) further asserts that for in-depth interviews, the researcher needs to select a person she thinks will provide rich information and make an appointment to meet, so that the researcher gets more details whether that person can be a participant to a study or not. In that line, the interviews were also recorded with permission from participants to allow referring back to the conversation during analysis in case any lines were missed.

3.7 Data analysis

Brynard *et al.* (2014) aver that it is not possible for a researcher to make an in-depth analysis for all data generated. The researcher only selects what is useful and answers research questions as well as objectives. I therefore selected only the data that was relevant to the topic. This was done in order to accelerate the analysis of crucial data. Silverman (2015) posits that, it is important that before one attempts to begin with data analysis, one must be certain of key approaches that have been employed in a research; for example, research design and paradigm.

Cohen, Manion and Morrison (2011) maintain that data analysis includes the organising, accounting and explanation phase, meaning the data is interpreted according to the participants' point of view, taking into account patterns, themes, categories and regularities. Cohen *et al.* (2011) further maintain that there is no single prescribed way to analysis and presentation of data as this depends on how an individual abides to issues of relevance and purpose. Therefore, the researcher used thematic analysis, since the patterns and categories that emerged from the collected data were unknown before data was collected (McMillan & Schumacher, 2006; Creswell, 2013). In qualitative design, the data analysis is mainly an inductive process of categorising data into patterns, even though there are no rigid standards of procedures to be followed when analysing data. Raw data that was generated was the starting point; thereafter, patterns were detected (Bertram & Christiansen, 2014). Data was collected from three principals of schools located in rural areas. During the interviews, data were audio recorded and written in a note pad, and in a laptop, the audio recordings were played several times to listen to the recorded conversation between myself and each participant and thereafter transcribed. Data in this study was manually analysed. Firstly, I organised and prepared data for analysis, which involved transcribing information from interviews. Thereafter, I looked for and compared what was common from the field notes and what was generally said by the participants. Codes were then used to classify data, using codes for descriptions, codes for events and codes for people. These codes assisted in generating themes and these themes were used as headings of the findings. The themes were then narrated into a story line, interpretations were made, and verbatim or direct quotations were used in presenting the data. Cohen *et al.* (2011) declare that data analysis is an essential and critical phase in the research study which can be a tiresome process and as such, the researcher needs to know exactly what to do with data generated to allow the researcher to build a thick description of the case.

3.8 Issues of trustworthiness

Trustworthiness is the key measure in qualitative research. Assessing trustworthiness is the indicator or a yard stick for data analysis of the study, findings, and conclusion. It is important for a study to be trusted as credible and rigorous. Procedures for trustworthiness should be kept in mind. Lincoln and Guba (1985) proposed four criteria that they believe should be taken into consideration by qualitative researchers in the quest for a trustworthy study. These include credibility, transferability, dependability, and confirmability. I made a great effort to be certain

that data were genuine and authentic. As such, I avoided biasness and tried to be neutral leaving personal feelings aside at all costs as far as the study was concerned.

According to McMillan and Schumacher (2010) for the study to be trustworthy, the researcher must be honest and have morals so that the study is accepted and believable. I tried to be honest. Below are four criteria discussed in relation to issues of trustworthiness, which include credibility, transferability, dependability, and confirmability.

3.8.1 Credibility

Credibility deals with the issue of compatibility of findings against the reality, it is to ensure that the findings are believable (Maree, 2016). To ensure credibility of the study, I adopted well-established methods, familiarised myself with the participants as early as possible, employed well-defined purposive sampling, utilized detailed data generation methods and made use of frequent debriefing sessions with the my supervisor, and kept detailed reflective notes, as well as member checks. The credibility was also enhanced through the engagement of bold description of the phenomenon under scrutiny.

I ensured credibility by using well-established methods as well as the research design that were in line with the research questions. A qualitative research design and interpretive paradigm were used, since qualitative research studies explore the experiences of people. Thus, it is believed that respondents may be the judges of the research findings (Kumar, 2011). This study explored the experiences of principals in recruiting and retaining qualified educators in schools located in rural areas. Therefore, principals are the only people who confirmed that the findings of this study reflected their opinions precisely.

In terms of familiarisation, I established a rapport of trust with the participants. This helped participants to feel free for the entire interview as they shared their genuine opinions without fear (Creswell, 2014). Rich and thick descriptions provide the overall picture of the setting to the reader; thus, the results turn out to be true, more real, and richer. It is for this reason that I used a thick and rich description to express the participants' views.

In terms of member checks, I established field residence more frequently. This was done through casual conversations to be certain that I understood participants' meanings. During the interviews, the research questions were paraphrased, and probing was used to ensure that I had clear understanding of what each participant was saying or meaning and vice versa (McMillan & Schumacher, 2006). Peer debriefing was also used to ensure credibility of this study, since a neutral peer de-briefer was consulted to moderate the research work. The de-briefer was

chosen because he was uninterested in the study to address the issue of biasness (McMillan & Schumacher, 2010).

3.8.2 Transferability

Looking at the features of the case study, the findings may not be generalised (Creswell, 2014). The transferability in this study was achieved through laying down the case study boundaries, which were the rural context and primary school principals as participants. According to Lincoln and Guba (1985), transferability refers to the applicability of the same study to other contexts. I then strongly believe that this study achieved the transferability issues.

3.8.3 Dependability

Dependability means getting the same results twice for the same study administered (Kumar, 2011). To meet the dependability criteria, the study should be consistent and repetition is likely to happen. The dependability issue was tackled by ensuring that the records were kept in my supervisor's cabinet. This was done so that whenever the need be, this recording will be available. Data was honestly interpreted as conveyed by the participants.

3.8.4 Confirmability

Confirmability means that the results of the study can be confirmed by other researchers. Confirmability was ensured by putting aside my feelings and focusing on true contributions of participants. I avoided as much subjectivity as possible and reported the findings as objectively as possible (Creswell, 2013). I drafted interview questions and gave my supervisor to review them.

3.9 Ethical considerations

Ethical consideration is the main issue in a research project, more especially because it pertains to human beings (Cohen *et al.*, 2013). These ethics entail that the researcher gets informed consent from participants. As such, I sought permission from the University of KwaZulu-Natal to conduct the study. Permission was also requested from the KwaZulu-Natal Department of Education in Pietermaritzburg to conduct the study in the schools. Two letters were written to each school principal, one as the gate keeper and the other as a participant in the study. A number of procedures were followed before, during and after the study. I ensured voluntary participation of the participants by writing them a letter stating that the participation is voluntary, and they can withdraw at any time if they so wished and that no incentives were to

be rewarded to them for the study purposes. Participants read the letters and signed them voluntarily (Fox & Bayat, 2007).

Furthermore, I informed the participants prior to the study, all the procedures were explained, risks involved were discussed and that they are free to withdraw from the study when they feel unsafe (Fox & Bayat, 2007). Pseudo names were used for the participants and context in which the study took place to ensure the level of confidentiality was carried out. No one was given identifying information and information acquired during the study was not divulged to anyone (Fox & Bayat, 2007). Anonymity was adhered to since the participants remained anonymous during the course of the study and after.

3.10 Limitations of the study

This study was conducted in a relatively small area at King Cetshwayo Circuit. Only three primary schools were selected for this study. Therefore, the findings of this study may not necessarily be transferable to other areas.

3.11Chapter summary

The chapter discussed the use of a case study within a qualitative research design embedded in an interpretivist paradigm. The issues of trustworthiness and ethical issues concluded the chapter. The following chapter deals with data presentation and discussion.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSES

4.1 Introduction

The previous chapter dealt with research design, paradigm, and procedures used to collate data on exploring experiences of principals in recruiting and retaining qualified educators in schools located in rural areas. Three participants were purposefully sampled and interviewed in three primary schools in Melmoth, KwaZulu-Natal, in King Cetshwayo Circuit. This chapter presents and analyses the data. Schools are profiled as well as participants. All these three schools are located in rural areas. The findings are presented in relation to one key question: What are the experiences of the principals in recruiting and retaining qualified educators in schools located in rural areas? The main question is followed by three sub-questions: What are the challenges of principals in recruiting qualified educators in schools located in rural areas?

What are the challenges of principals in retaining qualified educators? How do principals mitigate the challenges of recruiting and retaining qualified educators in schools located in rural areas?

4.2 Profiling of Schools and Participants

A brief description on the sampled sites and the research participants is presented. The context in which the phenomenon is studied is very important (Cohen *et al.*, 2011). This is necessary to enable replication of the study if needed. Pseudonyms were used for anonymity purposes of the schools and the research participants. The pseudonyms for the principals from the selected schools are as follows: Mfundoyethu Primary School (Mzi), Little Flower Primary school (Mam Zungu), and Noluntu Primary school (Mam Madlala).

4.2.1 Mfundoyethu Primary

This school is located in the rural area called Mehlamnyama. It is approximately 45 km away from Melmoth Town. It was declared a quintile 1 school by Minister of Basic Education and is a full section 21 school. This means that all its budget allocation from the Provincial Department of Education is transferred to its account, thereby the school is at liberty to control its finances. The school has an enrolment of 368 pupils and 8 educators including the principal and two Heads of Departments (HoDs). There is no Deputy Principal in this school because of an enrolment. One HoD is for the Foundation phase and the other manages two phases, which are Intermediate and Senior phase.

During the day there is a state paid security guard and at night the security is paid by the School Governing Body (SGB). There is a female clerk who renders voluntary services, who is compensated with R500 stipend per month. She helps the school with South African School Management Systems (SASMS). In addition, an elderly lady cooks food for the learners, and she uses a gas stove to cook, since nutrition is provided in the school. The gas cylinders are safely kept outside the kitchen. The school does not have electricity or tap water; there is a windmill outside the school premises so that the community can also make use of it. There are four big tanks to collect water during rainy days. There are eight pit toilets used by learners: four for boys, and four for girls. There are also four toilets for educators: two for female educators and two for male educators.

The school has a flower as well as vegetable garden, this helps in supplementing school nutrition. The school is well fenced: on entering and exiting the school premises there is a security guard at the gate that possesses a register to monitor visitors.

There are eleven classrooms including the school hall, which is composed of two partitioned classrooms; there is no staffroom, when one educator is free, she sits in the classroom while others are teaching. There is no administration block either, only a small office used by the school principal. The attendance register for educators is kept in the principal's office where educators sign in when they arrive and sign out when they leave.

Cottages are inside the school premises for educators who wish to stay, but the principal travels daily.

4.2.2 Little Flower Primary

This was a missionary school built in a missionary area in the 1960s. It is located in a Semi-rural area about 38 kilometres away from Melmoth Town. This school is one of the oldest schools in the KwaMagwaza area; it was funded in America by Anglicans back then. Only learners who were Anglican's were admitted in this school, but now it is no longer under missionaries. The area has been developed by the Reconstruction and Development Programme (RDP).

The school learners come from different spheres of the world; it has an enrolment of 1030 learners and 37 educators. The principal is a female principal with approximately seven years of experience. There are two Deputy Principals, male and female, and three Heads of Departments (HoDs), two are male, and one is female. The school is well-fenced and on arrival the gate was always closed. The culture of teaching and learning is observed from far. In the principal's office there are portraits of the President of the country, KwaZulu-Natal Premier, and Minister of Basic Education.

On the principal's notice board there was a vision and the mission statement of the school in line with the provincial one. The mission statement highlighted the independence of future citizenry, future adults who are self-sufficient. The vision expressed the values and skills development to learners. There was also an intermediate and senior phase composite timetable; only a foundation phase timetable was lacking. There were 2 staffrooms, 24 classrooms, a school hall, a kitchen and a store room as well as a vegetable garden which is well maintained.

The school has electricity but no running water. There are pit toilets for educators as well as learners. Most educators rent the houses around the school.

4.2.3 Noluntu Primary

This school is located approximately 53 kilometres away from Melmoth. It is under management of a middle aged lady, with an experience of 13 years as a principal. The school is surrounded by rural designed houses. It is situated in a very poor community; people from this area are mostly unemployed. The road that leads to Noluntu Primary School is a gravel road. The road is slippery on rainy days and educators and some learners cannot come to school. The school looks very old with very few learners. When the school principal was asked about the enrolment, she said it was not easy to tell since they admit throughout the year due to some circumstances.

The school infrastructure was very dilapidated; some windows in the classrooms were broken; doors were missing in some classes. The principal said the community vandalise it. The solar panels were stolen and there is a fence in some places, but other areas are not covered.

The school has one principal, one HoD, and four educators; two are professionally qualified, one is under qualified and one is unqualified. There is no running water and electricity. It is a one-block school. They use a multi graded system and since they have few learners, their school Post Provisioning Model (PPM) is low. The principal has a class as well. The school starts from grade R to grade 7. Toilets are not in good condition, but they are still used in that state. The principal has a small room that she occupies as her office; the same room is used as a store for food. There is no vegetable garden, only a small flower garden next to the principal's office.

4.3 Profiling Participants

The participants' profiles from the three selected schools are provided in this section. The profiles below show the designation, gender, age, qualifications, teaching experience, experience as principals, as well as experience as principals in their current schools.

Table 4.1: Participants' Profile

	School Principals		
	Mfundoyethu	Little flower	Noluntu

Gender	Male	Female	Female
Age Category	>50	40 – 50	40 – 50
Qualification	Teacher's Diploma	Degree	Senior degree
Teaching Experience	30 – 40 years	>25 years	>25 years
Experience as a principal	12 – 15 years	5– 10 years	<15 years
Experience in the current school	>30 years	11 – 15 years	5 – 10 years

The profile of the principals from Table 4.1 above, show that one out of three participating principals was a male in an age category of above 50, two of them were females in an age category ranging from 30 and 40 years. The table also shows that the principal of Mfundoyethu Primary School was in possession of a Teacher's Diploma, meaning he is not well educated as the head of the institution. Little flower's principal as well as Noluntu's principal had convincing academic expertise and they were still expanding their academic and professional knowledge. All the principals had many years of teaching experience, ranging from 25 years to 40 years. The principal of Mfundoyethu primary school has more than 30 years of experience in his current school and 12 -15 years as the principal.

4.4 Themes and Sub-Themes That Emerged from Data Generated

In presenting the findings, data was categorised and presented in themes. Themes that emerged were explained, thereafter summarised and supported by evidence. Data was then presented using verbatim quotations. Verbatim quotations were used to substantiate and preserve data generated and to ensure that the voices of the participants and their meanings remain the same. Interpretations and conclusions from the evidence were further conferred. Literature and theoretical frameworks that underpin the study discussed in chapter two were used in discussing the findings.

4.4.1 Challenges Experienced by the Principals in Recruiting Educators in Schools Located in Rural Schools

The data suggests that there are challenges regarding the recruitment of qualified educators in rural areas. Challenges that were identified emanated from geographic and social isolation (isolation from family members, long distance from family members and limited access to a range of community services that support teaching and learning), bad weather conditions and lack of professional development.

4.4.1.1 Geographic and Social Isolation

It emerged from the responses of all participants that geographic and social isolation form part of the challenges in recruiting qualified educators in rural areas. Geographic and social isolations are those factors that separate one from the normal life including social interaction. This theme emerged when principals were asked about the challenges they face when recruiting. Different reasons tabled by principals included separation from the social web, loneliness, and quiet place. The principal of Mfundoyethu emphasised on social life saying:

The separation from the busy and familiar routine seems to be a test to most educators.

Mam Zungu shared similar sentiments. She highlighted the issue of remoteness, adding:

This place is so remote and quite unlike the busy of urban areas. Here you see one car passing in the morning only. Being situated here in the end of the world is a very problematic issue.

Mam Madlala put an emphasis on the loneliness of new educators:

Usually what we notice with new educators is the display of loneliness, which results to us assuming that the reason why other educators decline posts here is where our school is situated.

The geographic and social isolation as a challenge to recruiting qualified educators is also corroborated by Appleton (2014) who states that geographic and social isolation are among the causes for qualified educators abandoning rural placement. Trinidad, Sharplin, Lock, Ledger, Boyd and Terry (2013) point out that, recruiting qualified educators to work in remote places is a global challenge. This is explained in job embeddedness theory, where it discusses sacrifice. According to Mitchell, Holtom, Lee, Sablinski, and Erez (2001) this theory suggests

that there are numerous reasons other than economic that inspire individuals to remain in their jobs. What is derived from this theme is that the location in which the school is situated plays a significant role in recruitment matters.

Isolation from family members

It emerged from the responses of participants that working away from family members is a challenge. Being isolated from family means that one member has to move away from his or her home, leaving other family members behind. Some raised the issue of marriage, and sick or old family member. It was revealed that most qualified educators with parents cannot leave them at home without having someone to look after them. Participants showed this with great concern, Mzi (Mfundoyethu principal) said:

Most of the educators who come for interviews are from universities; they are young and still stay with their parents. That's makes one to decline the post when she/he realises that she/he will no longer stays with them. The other male educator said he was the only one left at home looking after his parents all other siblings are married and others working away from home.

Mam Zungu from Little flower shared similar sentiments saying:

It is very difficult to separate young married couple, in my own experience we have a problem with married female educators in most cases once they have seen where the school is located they do not come back.

Similar sentiments resonated with Mam Madlala from Noluntu primary that supported the view that being isolated from family members is a challenge in recruiting qualified educators.

As old as I am when one of my parents is sick, I run as fast as I can. Therefore I understand when a person says that she or he cannot be separated from her or his family members. Some candidates usually say their parents are too old and sickly, so then I understand although I am frustrated that I don't have a teacher for that period of time.

The above mentioned view on isolation from family members is supported by Handal, Watson, Petocz and Maher (2013) who agree that isolation of family members is among other causes of challenges in recruitment in remote places.

The scarcity of female qualified educators in schools located in rural areas is a lost opportunity to offer significant professional female role models to girls daily (Rihani, 2015). Hedges (2015) highlights that single female educators may feel insecure in remote areas or consider having better marriage opportunities in metropolitan areas. On the other hand, Gaynor (2017) points out that married female educators may be unwilling to take a rural placement if it includes moving away from their spouses. The view of isolation from family members is seen as a challenge by all participants. This also contributes immensely to shortage of female educators in schools located in rural areas. This means that the bond and responsibilities of a person (social life) interfere with economic life. Hence, human relations theory fits the study.

Long distances from schools to the nearest town

There was a general view from participants that distance seems to be a challenge. Travelling long distance from the nearest town indicates that one spends much time on the way to and from work. Some say it is time consuming and tiring. This emerged as a response from participants; commenting on this issue Mzi added:

Most people who are not from the area, they complain about the distance. Therefore, it seems as if distance is another contributory factor in challenges we are facing in this area. They ask us how we survive having to travel this distance on daily basis.

Little flower principal echoed similar sentiments with the principal of Mfundoyethu. She highlighted the distance away from technological advancement. This is what she said:

These people especially the young ones are very choosy. They complain about the distance from town coming here. They said it is long and tiring. You spend so much time on the road as if you are sightseeing.

The principal of Noluntu primary school agreed with the two principals above. She said:

Hhayi mntanami angfuni ukukuqambela amanga kunzima ukuqasha othisha abaqeqeshiwe kulendawo yethu (My child I do not want to lie to you, it is very difficult

to recruit qualified educators, in this area). The distance from here to town is killing, and time consuming, mind you the roads are gravel and very bad during these rainy months. It is even worse for a new person.

The view of long distance away from the main town as a hurdle in recruiting educators in rural areas, is also supported by scholars like Rihani (2015) who agree that geographic isolation, which includes distance away from main town is a contributing factor in recruiting qualified educators. Geographic isolation results in unappealing feelings in young novice educators to work in these areas. This suggests that long distance away from town to school has adverse effects in recruitment of qualified educators.

Limited access to a range of community services that support Teaching and Learning

All three participants were undivided in the view that services that support teaching and learning like the library are a hindrance in recruitment issues. They emphasised that other services like social development, clinics etc. play a vital role in convincing qualified educators to work and stay in the schools located in rural areas. Qualified educators find it very difficult to further their studies in the absence of these services. This view is illustrated by these quotations, Mzi from Mfundoyethu primary school said:

This thing of not having library is a big challenge. Public libraries in most cases they have free internet, for library users. Those who want to do their projects, assignments etc. All sister departments are in town, we struggle to get support we need from them.

Mam Zungu stated:

We have a lot of child headed homes in this area, but social development is far from us, even if we invited them it takes a year and a half. Most of our learners are needy, most of them come to school haven't eaten anything, they cannot concentrate they don't have birth certificates and they don't get child support grant (CSG). This affects teaching as well as recruitment because teachers feel they will carry a burden. Teachers do not want to come here.

Mam Madlala concurred with both principals in that limited access to a range of community services that support teaching and learning is a challenge in recruitment issues. Mam Madlala stated:

When it comes to home affairs, police stations, clinics, libraries njalonjalo meaning etcetera (etc.) it's a disaster, sometimes we take our monies as teachers to try and help. We even feel not safe because we have grown up children here, who sometimes bring izikhali zendabuko (traditional weapons) kunezimpi zeygodi lana kulendawo (there are tribal wars in this area) here at school and drugs when we call the police we are told there are no vehicles in the station.

According to the participants they view the issue of limited access to a range of community services that support teaching and learning as a challenge. This has a negative impact in recruiting qualified educators. This is supported by some scholars. Remote placements are detested for several causes. A study by Akyeampong and Lewin (2016) reports that over 80% of educators in Ghana desire teaching in urban schools because there are many opportunities of professional growth.

Thus social transformation is necessary in a rural setting as well as skilled educators. It is a well-known postulation that education produces improved citizens and assists in upgrading the living standards in the society. Therefore it can be utilised to develop human resources essential for economic and social transformation. This means that all departments work together, and no department stands on its own. Education needs a social department, since most learners are orphans. It also needs South African Police Services (SAPS), because sometimes schools need to perform unannounced random searches and seizures.

4.4.1.2 Bad Weather Conditions

One of the challenges that emerged from participants was bad weather conditions. All participants shared similar sentiments about bad weather conditions, stating that most educators are not used to this kind of weather conditions, pointing to witchcrafting and severe lightning. Bad weather condition refers to unpleasant conditions experienced once it starts to rain including floods and storms. Sometimes these conditions are fatal. Mzi added:

Some of qualified educators when we are conducting interviews they cite the issues of climate. I think they are not used to such weather conditions. The roads are full of mist in the mornings and afternoons and lightning and thunderstorms are extreme.

Mam Zungu affirmed the extreme bad weather conditions are a great challenge. For instance, she said:

It is very cold here during winter and it is very hot in summer, with plenty of rain which causes our roads to be slippery because of clay. We have mountains and valleys, and the weather here is unpredictable.

Mam Madlala echoed the same feelings that the weather has an impact on whether the qualified educators decide to work in the schools located in rural areas or not. These were her words:

One applicant sometime back, when we called him for interviews. He asked the IC secretary about strong winds. He said he heard that other schools in this area are without roofs because of inkanyamba (a snake with many heads). Some people believe that, this inkanyamba causes very bad weather conditions; this can sometimes leave people homeless. He even asked about witchcraft that involves lightning; even though we didn't have a straight forward answer about witchcraft it was clear that we could not change his thinking.

The finding from the participants about bad weather conditions as a challenge is in line with the finding of Rust and Dalin (2014) that highlights qualified educators are usually unwilling to stay in rural environments because of bad weather conditions. One of the theoretical frameworks guiding this study which is Job embeddedness theory encourages an employee to fit in the community and surrounding environment, which is the weather, amenities such as

water, internet, including culture in which an organisation is located. Some of these amenities are within the prerogative of the school, while some are not. Thereby, this means it is the duty of the school to develop the environment to make it conducive for an employee to increase their chances of staying. Some schools plant wind breaker trees to avoid strong winds from blowing away the school roof.

4.4.1.3 Lack of Professional Development

There was a general view that lack of professional development tests the recruitment of qualified educators in schools located in rural areas. This emerged from the responses of participants that, educators who teach in schools located in rural areas sometimes feel left out in professional development programmes. They cited the issue of circulars, out-dated information which is caused by their remoteness. In this regard all participants shared the same view. These views are demonstrated in the quotations below: Mzi commented:

Our teachers are sometimes excluded on important information.

To tell the honest truth, eerhhh..., we sometimes receive out dated information we sometimes get circulars inviting us to meetings on the day of the meeting. It can be departmental meetings or union meetings. We need to go to Circuit on regular basis of which that is not possible. I remember at one stage there was a programme on Post Graduate Certificate in Education (PGCE), I heard about that programme after a week of a closing date. That is why I am raising that our teachers are sometimes left out in professional development programmes. Sometimes we don't attend departmental workshops because sometimes we get information late.

Similar views were confirmed by mam Madlala:

Professional development is an integral part of growth in education, our teachers are disadvantaged, even if there are bursaries, and learnership, very few of them get to know about that, may be from their friends including myself as the principal. When educators are professionally developed, this bears fruits for quality teaching and learning. They contribute meaningfully towards the betterment of the school.

Mam Zungu shared the same feeling, she said:

Thina njengoba sikude nje nomnyango i information eningi asiyitholi ngeskhathi sizwa zezizwa ngozakwethu abasebenza emalokishini noma emadolobheni. Nalento yokungabi nama library lana iyasishaya. Kunezinto eziningi esingakwazi ukuzenza njengokungena kwi internet. Utholukuthi sifuna ukwenza ama assignment. Ama exam time-table nje sometimes siwathola ukubhala sekuqalile, ngoba phela neposi asinalo lana lisedolobheni. (Since we are far away from the department, most of the information we get it from our colleagues, those who are working in suburbs. We don't have a library; there are lot of things that we cannot access, like internet. We cannot do our assignments; we sometimes get examination timetables in the middle of exams since the Post Office is in town). This is so discouraging and it's even worse to teachers.

According to participants lack of professional development is also a challenge in recruiting qualified educators in schools located in rural areas. They view professional development as important even though there are obstacles. This is also supported by some scholars. Hudson and Hudson (2016) state that reduced professional and social ranks stimulate contempt for rural placement. Collins (1999) maintains that educators working in rural areas do not have difficulties accessing social services only, but are also professionally secluded. These educators find it challenging that their prerogatives such as professional development opportunities are not made available to them. Darling-Hammond (2013) states that influence recruitment for more competent educators proposes that continuous career development and better prospects to partake in school extensive decision-making significantly influence educators being recruited. The reason why this study was premised in Human relations theory is to demonstrate the value of qualified educators in schools located in rural areas as an investment. This means that educators need to grow as life-long learners. Policies in education change regularly, therefore educators need to be at par with new developments.

4.4.2 Challenges experienced by principals in retaining qualified educators in schools located in rural areas

The data suggests that challenged working conditions are the core challenge in retaining qualified educators. This theme emerged when participants were asked about the experiences in retention of educators. Participants agreed that challenging working conditions exist.

4.4.2.1 Challenging Working Conditions

The participants were asked to elaborate on what they meant about challenged working conditions. Challenged working conditions that were identified include poor accommodation, lack of health facilities, poor infrastructure and under resourced material. All these conditions are discussed below.

Poor accommodation

The participants in the current study agreed that poor accommodation is indeed a challenge in retaining qualified educators in schools located in rural areas. This happens when there is no proper accommodation. They shared that educators are overcrowded with no proper housing, theft and privacy. Mzi commented that:

We do have cottages inside the school, come let me show you, you see these are our cottages as you can see them, they are not in good order, some are having cracks. What do we call this? Uthayela, (corrugated iron). It is very old, when it rains water comes in.

Mam Zungu also voiced the same concern as Mzi, saying:

You know mam, what we usually do on arrival of a new educator we go to the houses near the school. We ask for accommodation and the educator pays rent. I don't know how much they pay, but as you can see, they don't have luxury homes, most of them have amaqhugwane (hut) roofed with grass, some of them are complaining about the safety of those houses when they are not around. They are afraid of thieves and veld fires that are accompanied by strong winds.

Mam Madlala had the same viewpoint with other two participants. She said:

Ai ai ai... this is a thorny issue, we don't have accommodation at all. We have big round house at the shop and educators share that house. That is not healthy for adults to stay together like that. Adults need privacy.

Data revealed that participants view the issue of poor accommodation as a threatening issue in retaining qualified educators in schools located in rural areas. This is corroborated by Akyeampong and Stephens' (2014) report that student teachers in Ghana, considered teaching in rural areas as unpleasant due to unbefitting teacher housing. This put forward that the well-

being of employees must be highly considered at all times so that they feel safe and perform their duties. Hawthorne experiment in a human relations theory proved that if employees feel valued they tend to perform their best. This means choosing to stay will be their priority.

Lack of Health Facilities

From data generated all participants voiced out same sentiments that, lack of health facilities becomes a barrier in retaining qualified educators. This emerged as a sub-theme emanated from challenged working conditions which is a challenge in retaining educators in schools located in rural areas. They voiced the issue of doctors and clinics and their remoteness. The following is a verbatim excerpt from Mzi:

It is a very difficult situation, when all has been done interviews are done. Then a successful incumbent comes then after few days, she leaves the school. I was told that one lady who came for interviews cited water issue and said she has allergies, she was afraid of water related illness, since in the area there is no clinic or medical doctors. She said she didn't know where the school is situated if she knew before interviews, she would not bother coming.

Mam Zungu said:

There is a mobile clinic, but the problem it comes once a week or sometimes it doesn't come at all, depends on the weather. This becomes a huge challenge even to old people who are on chronic medications. Angsaphathi ke eyodokotela abekho nje nhlobo, if you need a doctor you need to go to Melmoth or Eshowe, nakhona ke kuyavukwa akudlalwa, transport is scarce ihamba ngeskhathi. (Let alone the issue of doctors, there are no doctors at all. If you need a doctor you go to Melmoth or Eshowe and since the transport is scarce you need to be as early as possible). Qualified educators are afraid for their lives.

Mam Madlala concurs with mam Zungu saying:

In this area even an ambulance takes isikhathi sayo (takes long to come) just imagine. I don't know why because if you call an ambulance, you have an emergency.

Data revealed that health issues has an impact on educational issues which is supported by Macdonald (2013) who states that lack of medical care as well as counselling for educators

remain a challenge in retaining qualified educators. Akyeampong and Stephens (2014) posit that student teachers in Ghana seem unsettled because of risk of diseases.

Poor infrastructure and under-resourced materials

The participants in a study were in broad agreement that infrastructure and resources play a vibrant role in retaining educators in schools. This theme emerged when participants were asked if from their experience as school principals, infrastructure, and resources add any value in teaching and learning that may even impact on educators to decide whether they stay or leave their jobs. They echoed similar views like, old buildings, vandalism, and shortages of resources.

Mzi adamantly stated that:

Schools with poor infrastructure like us, suffer a lot, teachers do not stay longer. They come and take perusal thereafter they go. Poor buildings are not appealing at all.

Mam Zungu concurs with Mzi, she said:

We have old buildings and we don't have teaching aids. This makes educators unwilling to stay. The way the structure looks say a lot. Sometimes we improvise in making teaching aids and sometimes teachers use their money to buy things like science kit and so on.

Mam Madlala commented on this by saying:

You see, most of these classes are without doors and windows, people from the community vandalise the school. Sometimes cattle sleep here; it is very challenging to teach under these circumstances more especially in winter. This condition is unbearable.

The data shows that poor infrastructure and lack of resources are challenges. Many scholars support this. The Nelson Mandela Foundation (2005) confirms that absence of basic facilities such as provision of adequate infrastructure affects development and delivery of quality teaching in remote schools. Towse *et al.* (2013) student teachers in Tanzania are not satisfied about inadequate school resources and poor infrastructure of most schools. Guarino *et al.* (2006) argue that educators are often difficult to apprehend because of insufficient and

sometimes deteriorating resources. Similar sentiments are shared by Leukens *et al.* (2004) who noted that some of the reasons for educators abandoning schools located in rural areas are lack of basic resources. It is evident that schools need to have good infrastructure in acceptable standards and adequate resources. Thus, the human relations theory proved relevant to the current study because it considers more than one aspect in work related matters.

4.4.2.2. Adaptation

The general view from participants shows that adaptation is amongst other challenges in retaining qualified educators. Adaptation means moving from one place to the next and getting used to the conditions. This emerged when the participants were asked according to their own experience as the school principal, how quick novice educators adapt to the work environment. They mentioned family issues, working conditions, and the nature of their employment as some of the factors considered in adaptation. Commenting on this issue mam Zungu said:

That is the main problem because they do not adapt easily, most of them. Sometimes it becomes difficult to an extent that a person leaves. Sometimes you learn that a person has an infant or a toddler that she has to be separated with.

Mzi is on the same view with mam Zungu:

Even if they try very hard to hide that adaptation is not easy, but it is not easy to hide. Some of them are forced to be here because they were placed by the department since they were funded by Funza Lushaka bursaries.

Mam Madlala adds that it is not easy to stay in the place you did not grow in
She said:

Other teachers they stay because of the conditions of their employment. Like bursars. Others leave in the first few years of their employment. It was even hard for me when I arrived here, but I'm fine now.

The view that qualified educators are facing challenges in working in rural areas is supported by Rust and Dalin (2014) who note that qualified educators are usually unwilling to stay in rural environments. Some of them do not cope with such conditions, since they are not used to.

4.4.2.3 Poor Technological Advancement

All participants in this study agreed that poor technological advancement is another form of challenge in retaining qualified educators in schools. This emerged in the researcher's discussion with participants. They were very adamant that poor technological advancement bears adverse effects in retaining qualified educators in their schools. They voiced out the issue of network signal, internet, among others. This was stated clearly by Mam Madlala:

You know what, the signal is very poor here, my cell phone becomes a toy when we arrive here, till we depart, it is a very difficult condition to deal with, more these younger teachers who just left their homes and stay here. It is so much obvious that if they get work from other better places they will leave us without any hesitation.

Mam Zungu had this to say:

Development in this area is very slow in such that some places do not have network and electricity.

Similar sentiments were echoed by Mzi, that what he said:

*I think it is going to take us some time to be on par with other schools in terms of technology because some people are stereotyped. They do not want electricity saying *uzoxhophu izinkomo* (will affect their cattle). This affects us big time as a school. If we had electricity we would have achieved many things like having computer classes.*

All participants in this study emphasised technological advancement as the backbone of teaching and learning these days, since other schools are using tablets or iphones when learning. Hereunder are scholars who support these findings:

According to Rihani (2015) geographic isolation includes distance isolation, whereby the school is located many kilometres away from technological advancement, which results in network problems. Hobbs (2014) points out that the technology can offer the tools to advance the recruitment and retention processes of educators in schools located in rural areas. He further states that technology can be utilised to cover the separation gap in rural areas by offering resources, information, and support to educators.

4.4.3 Mitigating Strategies of Recruiting and Retaining Qualified Educators in Schools Located in Rural Areas

The participants were in broad agreement that, there must be mitigation strategies to the challenges mentioned above. Mitigation strategies of recruiting and retaining qualified educators in schools located in rural areas that were identified were recruiting a person with rural background, providing mentoring platforms, and parental involvement.

4.4.3.1 Recruit a Person with Rural Background

It emerged from the responses of three principals of schools as participants that there is a great need for mitigation strategies such as recruiting a person with a rural background. They felt that having majority of staff members with rural backgrounds may solve the challenge of recruiting and retaining qualified educators in schools located in rural areas. Mam Madlala has this to say:

You know what, if one may have to choose I would rather choose educators with rural background because they are familiar with rural setting, that makes things very easy unlike those with urban background. It is not easy to work with them.

Same sentiments were shared by mam Zungu, she stated:

Kuyiqiniso elingephikiswe ukuthi impilo yasemakhaya neyasedolobheni ayfani (we cannot dispute that rural and urban lifestyle is not the same) kids grew up in an urban life are fragile compared to the ones who were raised here in rural. This same applies in a workplace you can't compare the two. The other one comes in and out of my principal complaining about this and that.

Mzi echoed same thoughts when he said:

In my own experience as the principal ngokwe conduct (as for conduct) a matric rural child is much better than a four year degree holder as a qualified teacher. To tell the truth they are a headache indeed, those who are qualified with urban background. Angsaphathi ke laba baka Funza (more especially those for Fundza Lushaka). Uyabona nje mam.... Ayi let me not indulge too much information to you. But a long story short rural is the one for me.

The findings reveal that working with a person with rural background or someone with relatives in a rural setting, enhances teaching and learning in a positive way. Collins (1999) suggests that to recruit teachers of schools located in rural areas administrators must take candidates with a rural background. Guarino *et al.* (2006) further assert that rural background and experience play a vital role for racially or culturally diverse communities.

These findings are in line with the American Rural Community Trust (2014) report which says a number of schools located in rural areas can produce their own educators by having dynamic and active future educator clubs in their schools. This in future can help the school to have a pool of qualified educators with rural backgrounds. Halsey (2009) has argued that, to assist in addressing the low numbers of educators who choose to work in schools located in rural areas, educators need to be initiated into teaching and living in a rural community before they graduate. This is also supported by Job embeddedness theory, which advocates that the connection an employee has with community and the stronger the bond one has with family, the stronger the influences become. This implies that a person with a rural background can stay in his or her job.

4.4.3.2 Providing Mentoring Platforms and Encourage Educators for Professional Development

It emerged from the responses of participants that providing mentoring platforms and encouraging professional development to the qualified and novice educators can be one of the mitigation strategies in recruiting and retaining qualified educators in schools located in rural areas. All participants agreed that providing this platform works for them in most cases and further encourages qualified educators to develop professionally. Most new educators come to schools not knowing what to do. This was clearly illustrated by mam Zungu who stated that:

What we usually do for new members joining the staff, we assign an experienced person. In most cases I assign the head of departments to be in charge of the orientation as well as the induction and ask for weekly report. This works for us as the school. I bring university prospectus sometimes for them to register and further their studies, academically or professionally.

Mzi shared the same thoughts:

Every Wednesday we hold staff developmental meetings; in these meetings we do not discuss curriculum only, we discuss everything pertaining teaching, learning, wellbeing of the staff. I encourage that everybody participate in these meetings. Sometimes we

give slots to be addressed by a P11 educator (Post Level 1) educator. In so doing we are trying to capacitate them and show them.

Mam Madlala confirmed what has been said by mam Zungu:

Here in school we have a suggestion box, we are encouraging educators to use this box in voicing out whatever a person is afraid to say in meetings. We have committees and we allow newly appointed educators to chair committee meetings, sometimes we assign them to crucial positions, like committee chair or secretaries, but we make sure that those committees have experienced educators. Apart from that a new educator is handed over to the departmental head.

All principals highlight that mentoring programs promote mutual understanding and enhance good working relationships where everybody is satisfied. This is attested by some scholars as well.

Berry (2014) is of the notion that principals can enhance communication as well as the quality of teaching, whilst concurrently promoting educator retention by utilizing their experienced educators in a mentoring platform for new inexperienced educators. Mentoring helps novice educators because in most cases they do not know what is expected from them. Berry (2014) further points that leadership from building headmasters who device a mentoring platform encompassing mutual preparation time and teamwork for new educators significantly lessens the possibility of an educator exiting after their initial year. It also assists in avoiding frustrations from new educators, which may lead to resignation.

Offering skillful advisors to new educators has been revealed to significantly relate to educator retention (Ingersoll, 2013). This is cemented by a study by Johnson (2015) that new educators usually have unsuitable advisor ties and that proper matching of advisors is as imperative to the achievement of a new educator as allocating an advisor.

Additionally, principals of schools located in rural areas must understand that starting educators are not complete products. Glickman (2014) is of the view that mentoring ought to start as soon as new educators are recruited and last for some years. Glickman (2014) further states that it is essential to realize that mentoring is not just an unplanned practice. It is continuous and dedicated to offering as much care and support as possible. Therefore, for Glickman (2014), a genuine, trusting and supportive relationship between the new educator and the mentor may be

the distinction between their success and failure. Consequently, mentoring programs must be properly planned. The above is supported by Job Embeddedness theory which states that the school must make certain that, career goals are nurtured for its employees including providing mentoring to them. If an employee has a strong link with her supervisor when she experiences a problem she is likely to share that personal problem with a supervisor. When someone has fewer links with her immediate supervisor, it is unlikely for her to share her frustrations and she will be left alone to deal with those frustrations.

4.4.3.3 Parental Involvement

The participants agreed that parental involvement plays a major role in education. It became clear that involving parents in the lives of their children in school matters can mitigate the challenges of recruitment and retention of qualified educators. This is evident in the responses of principals when raising parental involvement. They raise a number of things like attending meetings, checking their learners' work, and rendering voluntary services in the school.

Mam Zungu revealed that:

Education is like a three legged pot, it is a triangle, when one leg is broken, the whole system iyaqhuga (is limping. It is us as teachers, as learners and learners' parents). Ekudingeka sikwenzenze kumele sibambisane ngaso sonke isikhathi (We need to work together at all times). Parent plays a major role in the child's life without the parents' support it's not easy to succeed in our goal as the school. Parents need to love and embrace their children no matter what.

In support of the above statement mam Madlala said:

Have you ever noticed that our own children and grandchildren as teachers do not attend school where we teach? What causes that? Parents in our schools they don't care about their children's progress. They don't bother even to come in parents' meeting once per quarter. They don't come even if a school has an emergency. They only come here to fight us. It is better for us because we are old and we understand them unlike new and young educators. Therefore I see parental involvement as very important.

Mzi echoed the same sentiments:

Parents need to be invitational, meaning they need to welcome new educators with warm hands, when we call meetings here very few parents attend those meetings, sometimes we even postpone those meetings because of poor attendance. It is very rare to be visited by parents here, unless there is a case. I think if parents can come to school on a regular basis and sometimes render voluntary services, new educators will feel at home.

All participants emphasized parental involvement as imperative in recruiting and retaining qualified educators in schools located in rural areas. This is corroborated by Macdonald (2013) who states that some benefits that may compensate qualified educators is enhancing retention at some cost, as well as parental and societal support. Rihani (2015) shares similar notions by arguing that in the United States of America, parental involvement is a challenge in schools located in rural areas. Involving parents in their children's education augment the education. Parents work in partnership with the educator, whenever there is progress a parent is informed. When there seems to be a problem the same things apply. This simply means that parental involvement is imperative and cannot be ignored. Therefore, parental involvement is crucial in educational matters. Parental involvement is supported by human relations theory which was used to demonstrate that other social aspects like parental involvement plays a significant role in motivating employees to be attracted and stay in the job.

4.5 Chapter summary

Data generated from sampled participants was presented and discussed. Semi-structured interviews were used and thematic analysis was utilised from themes that emerged from generated data. In the next chapter, the findings, recommendations, and conclusion of the study are provided respectively.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The previous chapter dealt with data presentation and discussion. In this chapter the summary of the study, discussion of findings, conclusions, and recommendations are presented.

5.2 Summary of the Study

In this study, experiences of principals in recruiting and retaining qualified educators in schools located in rural areas were explored in Melmoth, King Cetshwayo District. The objectives of the study were to explore the experiences of principals in recruiting and retaining qualified educators as well as mitigation strategies to be employed in schools located in rural areas. Chapter 1 introduced the current study and outlined the background, purpose, significance of the study, the research questions, as well as the study objectives. Chapter 2 presented a literature review and theoretical framework that underpins the study, which serves as the lens of the study. Chapter 3 provided the research design, paradigm, and methodology of the study utilised to generate data; It dealt with how participants were sampled, trustworthiness, and ethical issues. Chapter 4 presented and discussed data generated from the field through semi-structured interviews; data was analysed using thematic analysis.

5.3 Research Questions Restated

This section discusses the findings of the current study in relation to the research question presented in the following sections.

5.3.1 What are the challenges of the principals in recruiting qualified educators in rural areas?

Below are the findings on the experiences of principals in recruiting qualified educators in schools located in rural areas. The study was conducted with three principals of primary schools in Melmoth area. The findings suggest that principals have challenges in recruiting qualified educators in schools located in rural areas; these include: (1) geographic and social isolation (a) isolation from family members (b) long distances from schools to the nearest town (c)

limited access to a range of community services that support teaching and learning; (2) bad weather conditions; and (3) lack of professional development. These findings are discussed below:

5.3.1.1 Geographic and Social Isolation

The findings of the study in three researched primary schools reveal that principals of schools observed that geographic and social isolation are a challenge in recruiting qualified educators in rural settings. They mentioned separation from social relationships and busy urban life which results in declining posts. Hence, it becomes a challenge to recruit qualified educators in schools located in rural areas. These findings are in accord with Rihani's (2015) claims that geographic and social isolation has adverse effects on attracting qualified educators, as rural districts tend to have problems in attracting educators. The literature reviewed confirmed that geographic and social isolation has unpleasant effects on recruiting qualified educators in rural districts and this seems to be a global challenge. Principals of schools located in rural areas noticed that the location in which the school is situated plays a significant role.

5.3.1.1.1 Isolation from family members

The data presented in **Section 4.4.1.1.1 in Chapter 4**, brings to light that isolation from family members is a challenge in recruiting qualified educators. The reasons stated by principals were old parents, sick parents, young married female educators, and strong family bonds.

These findings are in agreement with the literature reviewed, that rural placements may present certain challenges for female educators. Hedges (2015) highlights that single female educators may feel that they are not safe alone in the rural areas and have less chances of finding a partner who is financially stable in the rural areas. On the other hand, Gaynor (2017) points out that married female educators may be unwilling to take a rural placement if it includes moving away from their spouses and this may cause the absence of female role models for girls in these schools.

5.3.1.1.2 Long distances from school to the nearest town

The principals mentioned long distances as another major challenge in recruitment of qualified educators in their schools.

5.3.1.1.3 Limited access to a range of community services that support teaching and learning

Based on the data presented in **Section 4.4.1.1.3 in chapter 4**, the principals believed that having limited access to community services that support teaching and learning like clinics, police stations, social development and home affairs departments, has a negative effect on schools located in rural areas. Data revealed that limited access to these services hinder teaching and learning because sometimes SASAMS need a learner identity number to be registered as a child going to school. This finding indicates that qualified educators do not want to work in rural settings, since they feel they will have a burden.

5.3.1.2 Bad Weather Conditions

The finding from the data indicates that even the weather conditions are a challenging factor in recruiting qualified educators in these schools.

5.3.1.3 Lack of Professional Development

The three principals confirmed that lack of professional development makes qualified educators reluctant to work in their schools, since they have limited means compared with candidates in rural areas. Some information concerning furthering their studies come late or sometimes does not come at all. It is known that educators who attend development programmes are able to improve themselves as well as learners' performance.

5.3.2 What are the experiences of principals in retaining qualified educators in schools located in rural areas?

The findings of experiences of principals in retaining qualified educators in schools located in rural areas are tabled and discussed below; these include, (a) challenging working conditions, (b) adaptation and (c) poor technological advancements.

5.3.2.1 Challenging Working Conditions

Three principals revealed that a major drawback of retaining qualified educators in their schools is challenging working conditions, which are poor accommodation, lack of health facilities and poor infrastructure of schools. Data revealed that educators without proper housing, lack of health facilities and poor schools infrastructure do not stay in their jobs. They feel unvalued and decide to leave.

5.3.2.2 Adaptation

This study has found that principals uncovered that adaptation of educators is another challenge in retaining them. Qualified educators find it very hard to adapt in these surroundings, since they are not used to the environment. The reasons put forward are families or type of placement. This affects teaching and learning because sometimes the educator leaves in the middle of the year.

5.3.2.3 Poor Technological Advancements

Principals in the three selected schools voiced out that in this century, mostly in schools located in urban areas, they are technologically advanced, which makes teaching and learning much easier. However, in schools located in rural areas, they still struggle with network signal.

5.3.3 What are mitigation strategies in recruiting and retaining qualified educators in schools located in rural areas?

Data revealed that the three major findings that are presented and discussed below as mitigation strategies proposed by the principals of schools located in rural areas include: (a) recruiting a person with a rural background, (b) providing mentoring platforms, and (c) parental involvement.

5.3.3.1 Recruit a Person with a Rural Background

The main finding on the mitigation strategies by the three principals from the selected primary schools is that working with a person from a rural background harnesses teaching and learning in schools located in rural areas. This finding is supported by Guarino *et al.* (2006) who posit that rural background and experience play a vital role for racially or culturally diverse communities.

5.3.3.2 Providing Mentoring Platforms and Encouraging Educators' Professional Development

The finding from the data shows that the three principals agreed that affording educators a mentoring platform encourages educators to develop themselves further. The mentoring platform promotes mutual understanding and augments good working relationships where everybody is satisfied. Berry (2014) is in support of this view, stating that principals can enhance communication as well as the quality of teaching, whilst concurrently promoting

educator retention by utilising their experienced educators in a mentoring platform for new inexperienced educators.

5.3.3.3 Parental Involvement

It was also discovered from the data that parental involvement is crucial in retaining qualified educators; the principals are trying to involve parents in their learners' education. This is corroborated by Macdonald (2013) who highlights that some benefits that may compensate qualified educators is enhancing retention at some cost, parental, as well as societal support. Similarly, Rihani (2015) argues that in the United States of America, parental involvement is a challenge in schools located in rural areas.

5.4 Conclusion

Considering the findings of this study, it is evident that schools located in rural areas are faced with immense challenges associated with recruitment and retention of qualified educators. Some of these challenges are not within the powers of school principals. Challenges such as lack of health facilities, poor infrastructure, poor technological advancement, and poor accommodation for educators are experienced. The schools specifically need intervention from government, business people, and private sector. Some challenges have no intervention at all, such as weather conditions and long distance from schools to the nearest town. Hence, there is a broad gap for schools located in rural areas and schools located in urban areas in terms of quality of educators allocated in these schools which impact on quality teaching and learning. This may lead to rural schools being neglected or taken as a punishment or even a stepping stone by an educator when employed. Furthermore, some interventions are urgently needed in these schools so that they can be at par with schools in urban areas.

5.5 Recommendations

The study came up with two recommendations; the first one being directed to the principals of primary schools located in rural areas and the second to the research community. These recommendations bear the implication for all education stakeholders.

5.5.1 Recommendations for Principals in Rural Primary Schools

It was noted that there are some mitigation strategies within the powers of school principals, which need to address the social conditions within the schools, as well as working conditions

of educators. Principals should embolden parental involvement, providing mentoring platforms to novice educators, encouraging professional development, and improvising some of the school resources. They also need to put pressure to the government to support them in aspects such as working conditions, technological and professional development.

5.5.2 Recommendations for the Research Community

This recommendation is directed to the research community. This study only covered the views of three primary school principals in rural areas in Melmoth, King Cetshwayo District. It did not cover the views of qualified educators employed in these schools. It also did not cover the views of parents and learners in this area. It is therefore recommended that further studies be conducted in this area to uncover the views of other stakeholders in education.

5.6 Chapter Summary

This chapter presented the outline of the current study. It discussed the findings, and presented the conclusions from the findings. It further presented the recommendations which were directed to the school principals and to the research community. These findings were discussed in relation to the research questions of this study.

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APPENDICES

Appendix 1: Letter
requesting permission from the
principals to conduct research in
schoolsB1559
Illovu Township
4126
10 April 2017

The Principal

Lower Umfolozi District

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Lucia Nomvula Butter Mabida, an M Ed student in the School of Education at the University of KwaZulu-Natal (Edgewood Campus). As part of my degree fulfilment, I am required to conduct research. I therefore kindly seek permission to conduct this research at your school. The title of my study is: **Exploring experiences of the principals in recruiting and retaining of qualified educators: A case study.**

This study aims to explore the experiences of the principals, more particularly, in schools located in rural areas deal with the recruitment and retention issues. The planned study will focus on primary school principals. The study will use semi-structured interviews with principals. Participants will be interviewed for approximately 40-45 minutes at the times convenient to them which will not disturb teaching and learning. Each interview will be voice-recorded.

PLEASE TAKE NOTE THAT:

- There will be no financial benefits that participants may accrue as a result of their participation in this research project.
- Your identity will not be divulged under any circumstance/s, during and after the reporting process.

- All the responses, observations and reviewed documents will be treated with strict confidentiality.
- Pseudonyms will be used to represent the school and names of the participants.
- Participation will always remain voluntary which means that participants may withdraw from the study for any reason, anytime if they so wish without incurring any penalties.
- Participants purposively selected to participate in this study and they will be contacted well in advance for interviews.
- The interviews shall be voice-recorded to assist me in concentrating on the actual interviews.

You may contact my supervisors, the Research Office or me should you have any queries or questions:

Supervisors:

Dr B.N.C.K Mkhize

Tel. **031 260 1398** (office)

Cell: 083 6530 077

E-mail: mkhizeb3@ukzn.ac.za.

UKZN Research Office

HSSREC-Ethics

Tel: 0312608350

My contact number:

Tel: N/A

Cell: 0733041323

E-mail: batamabida@gmail.com

Your positive response in this regard will be highly appreciated.

Thanking you in advance

.....

Yours sincerely

Mabida LNB (Miss)

..... DETACH AND RETURN.....

Declaration

I..... (Full names of the principal) of ----- (School name) hereby confirm that I have been informed about the nature, purpose and procedures for the study. I have received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily for the school to be part of the study. I understand that the school is at liberty to withdraw from research at any time should the school so desire.

I agree/ do not agree for the use of audio recording device.

Signature of Principal

Date

.....

.....

School stamp

Thanking you in advance

Miss LNB Mabida

Appendix 2: Letter to DoE requesting permission to conduct research in KZN schools

B1559
Illovu Township
4126
10 April 2017

Attention: The Superintendent-General (Dr EV Nzama)
Department of Education
Province of KwaZulu-Natal
Private Bag X9137
Pietermaritzburg
3201

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Lucia Nomvula Butter Mabida, an M Ed student in the School of Education at the University of KwaZulu-Natal (Edgewood Campus). As part of my degree fulfilment, I am required to conduct research. I therefore kindly seek permission to conduct research in two primary schools under your jurisdiction in King Cetshwayo District. The title of my study is: **Exploring experiences of the principals in recruiting and retaining of qualified: A case study.**

This study aims to explore experiences of the principals in recruiting and retaining qualified educators in schools located in rural areas and to understand how the principals mitigate the challenges in recruiting and retaining qualified educators in rural schools. The planned study will focus on primary school principals. The study will use semi-structured interviews with principals. Participants will be interviewed for approximately 40-45 minutes at the times convenient to them which will not disturb teaching and learning. Each interview will be voice-recorded and notes will be made.

Responses will be treated with confidentiality and pseudonyms will be used instead of the actual names. Participants will be contacted well in advance for interviews, and they will be purposively selected to participate in this study. Participation will always remain voluntary which means that participants may withdraw from the study for any reason, anytime if they so wish without incurring any penalties.

You may contact my supervisors, UKZN Research Office or me should you have any queries or questions:

Supervisor:

Dr B.N.C.K Mkhize

Tel. 031-260 1398 (office)

Cell: 0836530077

E-mail: mkhizeb3@ukzn.ac.za.

UKZN Research Office

HSSREC-Ethics

Tel: 0312608350

My contact number:

Cell: 073 304 1323

E-mail: batamabida@gmail.com

Your positive response in this regard will be highly appreciated.

Thanking you in advance

.....

Yours sincerely

L.N. B Mabida (Miss)

Appendix 3: Interview Guide for School Principals

[NB. These questions will guide my discussion with the principal and probes are indicated under each question. However, follow-up questions will also be posed depending on the responses of the participants].

1. Are there any challenges you face as the school principal when recruiting qualified educators?

Yes/No

[Probe: What are does challenges, what do you think causes them?]

2. Is there a process the school follow to recruit qualified educators?

Yes/No

[Probe: If yes, does it work?

If No, why is that so?

3. In your own experience as the principal of this school, since it is located in a rural area, do you mostly prefer to recruit people from this area or any other qualified educator?

[Probe: Yes/No why?]

4. Do you experience any challenges in retaining qualified educators?

Yes/No

[Probe: If yes, please list those challenges?]

5. When an educator leaves in the middle of the school calendar, are there any disturbances?

Yes/No, if any what do you do as your backup plan, so that learners are not affected?

6. Did you ever experience educator shortage in your school?

Yes/No

[Probe: If yes, what impact did it have?

If no, what strategies do you have in place to circumvent this?]

7. Identify the recruitment and retention strategy you perceive as most important for schools located in rural areas.

8. Do you have any strategies to retain educators once recruited?

Yes/No

[Probe: If yes, what are those strategies are they working?]

9. What do you think can be improved in this school to retain qualified educators and also to keep them happy and satisfied? Why do you say so?

10. Do you have a mentoring programme in place to mentor novice educators?

Yes/No

[Probe: If yes does it work? If not what is your next plan?]

Thank you very much for participating in this interview.

Appendix 4: Department of Education Permission Letter To Conduct Research



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1041

Ref.:24/8/1212

Miss LNB Mabida
B1559
ILJovu Township
Winkelspruit
4126

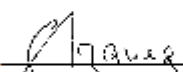
Dear Miss Mabida

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"EXPLORING EXPERIENCES OF PRINCIPALS IN RECRUITING AND RETAINING QUALIFIED EDUCATORS IN SCHOOLS LOCATED IN RURAL AREAS: A CASE STUDY"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 28 April 2017 to 07 October 2019.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

King Cetshwayo District


Dr. EV Nzama
Head of Department: Education
Date: 03 May 2017

Championing Quality Education - Creating and Securing a Brighter Future

KWAZULU-NATAL DEPARTMENT OF EDUCATION

Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa

Physical Address: 247 Burger Street • Anton Lembede Building • Pietermaritzburg • 3201

Tel.: +27 33 392 1004/41 • Fax: +27 033 392 1203 • Email: Kehologile.Connle@kzndoe.gov.za/Phindile.Duma@kzndoe.gov.za • Web: www.kzneducation.gov.za

Facebook: KZNDOE.....Twitter: @DBE_KZN.....Instagram: kzn_education.....Youtube: kzndoe

Appendix 5: Editor's Letter



Barbara Mutula
Associate member
Membership number: MUT001
Membership year: March 2018 to February 2019
0786439029
kabangebarbara@gmail.com

www.editors.org.za

30 January 2019

TO WHOM IT MAY CONCERN

This is to confirm that the dissertation written by Lucia Nomvula Butter Mabida, titled 'Exploring Experiences of Principals in Recruiting and Retaining Qualified Educators in Schools Located in Rural Areas: A Case Study in King Cetshwayo Circuit' was copy edited for layout (including numbering, pagination, heading format, referencing, justification of figures and tables), grammar, spelling and punctuation by the undersigned. The document was subsequently proofread and a number of additional corrections were advised.

The undersigned takes no responsibility for corrections/amendments not carried out in the final copy submitted for examination purposes.

A handwritten signature in blue ink, appearing to read 'Barbara L. Mutula-Kabange', written over a horizontal line.

Mrs. Barbara L. Mutula-Kabange

Copy Editor, Proof reader
*BEd (UBotswana), BSSc Hons Psychology (UKZN),
MEd Educational Psychology (UKZN)*

Appendix 6 Turnitin Report

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